

Sunrise Middle School

Comprehensive School Safety Plan (CSSP)

March 2026

Table of Contents

Legally Required Components (Education Code 32280–32289)	Page
1. Purpose, Authority, and Legal Framework	2
2. School Safety Planning Committee & Assurances	3
3. Consultation with Law Enforcement & First Responders	4
4. Assessment of Current Status of School Crime	6
5. Prevention, Mitigation, and Schoolwide Safety Strategies	8
6. Emergency Response & Disaster Procedures	11
7. Tactical Response to Criminal Incidents	18
8. Safe Ingress and Egress Procedures	21
9. School Discipline, Suspension & Expulsion	24
10. Procedures to Notify Teachers of Dangerous Pupils	27
11. Discrimination, Harassment, Bullying & Hate Crime Prevention	31
12. Dress Code & Prohibition of Gang-Related Apparel	34
13. Child Abuse Reporting Procedures	36
14. Mental Health, Suicide Prevention & Student Wellness	39
15. Opioid Overdose Prevention & Medical Response	45
16. Roles and Responsibilities of Staff (Incident Command System)	48
17. Training, Drills, and Staff Preparedness	54
18. Communication, Family Reunification & Public Information	58
19. Instructional Continuity & Recovery	62
20. Plan Review, Adoption, Dissemination & Annual Update	68

Appendices

• Appendix A: Senate Bill 187 Certification of Assurances	71
• Appendix A-1: School Safety Planning Committee Roster	73
• Appendix B: Incident Command & Crisis Response Flow Chart	75
• Appendix C: Emergency Phone Numbers	83
• Appendix D: Emergency Evacuation Routes and Campus Maps	85

1. Purpose, Authority, and Legal Framework

Sunrise Middle School's Comprehensive School Safety Plan (CSSP) is developed, implemented, and maintained pursuant to California Education Code sections 32280–32289 and in alignment with applicable state and federal safety, emergency management, and student protection laws. This plan reflects Sunrise Middle School's commitment to providing a safe, orderly, and supportive learning environment for all students, staff, families, and visitors.

The CSSP was developed in consultation with the School Site Council or designated committee, and in coordination with local law enforcement, fire departments, and emergency responders. The Board of Trustees of Sunrise Middle School has formally adopted the School Safety and Security Policies and Procedures contained in this plan and authorizes its full implementation across all school operations.

The Head of School, or designee, is responsible for establishing, administering, and enforcing the policies and procedures set forth in this plan. In carrying out this responsibility, the Head of School shall:

- Identify and designate staff members responsible for the effective administration, coordination, and implementation of the Comprehensive School Safety Plan.
- Allocate appropriate staff time, training opportunities, and operational resources necessary to ensure the plan is effectively implemented.
- Establish procedures for the periodic review and evaluation of staff actions and school practices to ensure compliance with safety policies and procedures.
- Maintain an ongoing mechanism for receiving, reviewing, and addressing safety and security concerns raised by staff, students, parents, and community members.
- Ensure timely reporting to the Board of Trustees regarding significant safety matters, emergency incidents, training activities, and required plan updates.

All Sunrise Middle School staff members are required to be familiar with the Comprehensive School Safety Plan and to follow the procedures outlined herein. Staff training on the CSSP occurs on an ongoing basis and includes, but is not limited to, instruction in emergency response procedures, Incident Command System (ICS) roles, evacuation and lockdown protocols, and student supervision responsibilities during emergencies.

During the 2025–2026 school year, staff received multiple trainings related to school safety and emergency preparedness, including Incident Command, fire drills, active shooter response, CPR and First Aid certification, and emergency scenario response. On August 13, 2025, all staff participated in a comprehensive training session focused specifically on the contents of this plan and the required procedures for each emergency scenario addressed in the CSSP.

This authority structure ensures that Sunrise Middle School's Comprehensive School Safety Plan is not only compliant with statutory requirements, but also actively implemented, regularly reviewed, and continuously improved to reflect the needs of the school community and evolving safety best practices.

2. School Safety Planning Committee & Assurances

Sunrise Middle School is a single-school Local Educational Agency (LEA) with an Average Daily Attendance (ADA) of fewer than 2,500 students. In accordance with **California Education Code section 32281**, responsibility for the development, implementation, and annual review of the Comprehensive School Safety Plan (CSSP) is delegated by the School Site Council to a **School Safety Planning Committee**.

The School Safety Planning Committee is intentionally structured to reflect the perspectives and responsibilities of the broader school community and to ensure that safety planning is comprehensive, practical, and responsive to site-specific needs. The committee includes, at a minimum:

- The **Head of School** or administrative designee, who serves as the lead for plan development and implementation
- **Certificated teaching staff**, representing classroom and instructional perspectives
- **Classified staff members**, representing campus supervision, operational, and student support roles
- **Parent or guardian representatives**, ensuring family and community input
- **Mental health, counseling, or student support personnel**, as appropriate, to address social-emotional and wellness considerations

The committee may invite additional participants, including facilities staff or emergency response liaisons, as needed to address specific safety topics or emerging concerns.

Committee Responsibilities and Review Process

The School Safety Planning Committee meets at least **annually**, and more frequently when warranted, to carry out the following responsibilities:

- Review school discipline data, incident reports, accident reports, and safety referrals
- Examine outcomes from emergency drills, including fire, evacuation, and lockdown drills
- Review After Action Reports following drills or actual incidents
- Assess the effectiveness of existing safety procedures, supervision plans, and emergency response protocols
- Identify gaps, operational challenges, or areas needing clarification or additional training
- Monitor changes in enrollment, staffing, facilities, or surrounding community conditions that may affect school safety

- Review new or revised state and federal legislation impacting school safety requirements

The committee's review is guided by the principle that school safety procedures must be **clear, equitable, consistently implemented, and realistic for staff to carry out under emergency conditions.**

Public Review, Adoption, and Assurances

Prior to adoption, the Comprehensive School Safety Plan is presented at a **public meeting** of the School Site Council, allowing parents, staff, and community members the opportunity to review the plan and provide input. Feedback received during the public review process is considered by the School Safety Planning Committee and incorporated as appropriate.

Following review and any recommended revisions, the committee formally documents its findings and **recommends the plan for adoption** by the Board of Trustees. The Board reviews and adopts the Comprehensive School Safety Plan in accordance with statutory requirements.

The CSSP is updated **annually no later than March 1**, or more frequently if conditions warrant. Following Board adoption, the plan is disseminated to all staff, and required components are reviewed through staff training and professional development to ensure awareness and readiness. Non-sensitive information regarding school safety procedures is shared with students and families in age-appropriate and accessible formats.

Through this structured committee process, Sunrise Middle School ensures that its Comprehensive School Safety Plan is not only compliant with legal requirements, but also actively maintained, operationally sound, and responsive to the evolving needs of the school community.

3. Consultation with Law Enforcement & First Responders

Sunrise Middle School maintains **ongoing, substantive consultation and coordination** with local law enforcement, fire services, and emergency response agencies to ensure that school safety and emergency response procedures are aligned with local protocols, site-specific conditions, and best practices in emergency management. Consultation with first responders is an **active, continuous process** and is not limited to annual compliance review.

Ongoing Coordination and Collaboration

School administration engages with local law enforcement and fire agencies during the **development, review, and revision** of the Comprehensive School Safety Plan (CSSP), as well as during staff training, emergency drills, and post-incident evaluations. This coordination

ensures that emergency response procedures are practical, clearly understood, and executable under real-world conditions.

Consultation activities include, but are not limited to:

- Review of emergency response protocols and incident command procedures
- Discussion of campus access points, perimeter control, and traffic flow
- Review of evacuation routes, assembly areas, and reunification locations
- Alignment of lockdown, lockout, and shelter-in-place procedures with responder expectations
- Identification of appropriate Incident Command Post (ICP) locations
- Coordination of communication protocols during emergencies

These consultations support a shared understanding of roles, responsibilities, and command authority during incidents requiring multi-agency response.

Familiarization with Campus and Operations

To support rapid and effective response, Sunrise Middle School provides local emergency responders with critical site-specific information, including:

- **Updated campus maps**, evacuation routes, and access points
- **Designated Incident Command Post locations** and staging areas
- **Emergency contact information** for site leadership and key personnel
- Clarification of Sunrise Middle School's **Incident Command System (ICS)** structure and internal emergency organization
- General information regarding student population characteristics and supervision needs

This information is maintained as part of the school's emergency documentation and is updated as facilities, enrollment, or operational conditions change.

Integration of Feedback and Continuous Improvement

Feedback provided by law enforcement and fire agencies is **formally considered and incorporated** into revisions of emergency procedures, drill design, staff training priorities, and command post operations. After drills or emergency incidents, school leadership may consult with responding agencies to review outcomes, identify strengths, and address areas for improvement.

This collaborative approach ensures that Sunrise Middle School's emergency procedures remain aligned with responder capabilities and expectations and that staff are prepared to work effectively within a unified command structure when external agencies are involved.

Documentation and Assurances

Consultation with law enforcement and fire agencies is documented as part of the Comprehensive School Safety Plan development and review process. Formal assurances of consultation are included in **Appendix A: Senate Bill 187 Certification of Assurances**, which contains signature lines for both **fire department** and **law enforcement representatives**, confirming their involvement in the review of the plan.

In addition, emergency response roles and coordination procedures referenced during consultation are operationalized through:

- **Appendix B: Incident Command & Crisis Response Flow Chart**, which visually reflects shared command and response sequencing
- **Appendix C: Emergency Evacuation Routes and Campus Maps**, which supports coordinated movement, staging, and reunification

Following Board adoption, a copy of the Comprehensive School Safety Plan is shared with appropriate emergency agencies to support coordinated response during any incident affecting the school community.

Through sustained consultation, shared planning, and documented assurances, Sunrise Middle School ensures that its safety planning reflects both statutory requirements and the operational realities of emergency response.

4. Assessment of Current Status of School Crime

Sunrise Middle School conducts a **systematic, ongoing assessment** of the current status of school crime and campus safety conditions as a foundational component of the Comprehensive School Safety Plan. This assessment process is designed to identify trends, evaluate the effectiveness of existing prevention measures, and guide decisions related to supervision, training, intervention, and emergency preparedness.

Data Sources and Information Reviewed

The assessment incorporates both **quantitative data** and **qualitative staff input**, drawing from multiple sources to ensure a comprehensive understanding of campus conditions. Data sources reviewed include, but are not limited to:

- **Office discipline referrals**, including type, frequency, location, and time of incidents
- **Suspension and expulsion data**, disaggregated by offense type and circumstance

- **Attendance patterns**, including chronic absenteeism and frequent tardiness, which may signal disengagement or underlying concerns
- **Incident and accident reports**, including injuries, altercations, property damage, or safety hazards
- **Staff observations and reports**, particularly related to student behavior during unstructured times, supervision gaps, and campus transitions
- **Drill observations and After Action Reviews**, which provide insight into student movement, compliance, and supervision effectiveness
- Information shared through **student support meetings**, counseling referrals, and intervention teams

These data points are reviewed collectively to identify patterns, recurring issues, and areas requiring targeted attention.

Historical Crime Profile and Site-Specific Trends

Historically, Sunrise Middle School has experienced **low levels of serious criminal activity**. The majority of documented incidents involve:

- Minor behavioral infractions
- Peer conflicts or interpersonal disputes
- Vaping or possession of prohibited items
- Classroom disruptions or non-compliance

Incidents involving weapons, serious assaults, or external criminal threats are rare. However, the school recognizes that **low incidence does not eliminate risk**. Accordingly, Sunrise Middle School maintains **detailed emergency and tactical response procedures** to address low-probability, high-impact incidents should they occur.

Focus Areas for Ongoing Monitoring

As part of the assessment process, particular attention is given to **predictable times and locations** where supervision and structure are most critical, including:

- **Arrival and dismissal periods**, when large numbers of students are transitioning on and off campus
- **Nutrition and lunch periods**, when students are less structured and supervision coverage must be intentional
- **Class transition times**, including hallways and common areas

- **Restrooms and bathroom areas**, which historically present supervision challenges and have been identified as locations where students may engage in prohibited or unsafe behaviors, including vaping, property damage, and other minor violations
- **Areas of higher student congregation**, such as outdoor spaces, entry points, or less visible areas of campus
- **Students with repeated behavioral concerns**, who may benefit from targeted interventions, increased supervision, or additional supports

Staff observations regarding restroom usage patterns, frequency of incidents, and supervision limitations are considered alongside formal discipline and incident data.

Use of Findings and Continuous Improvement

Findings from the assessment are formally reviewed by the **School Safety Planning Committee** and used to inform schoolwide safety planning decisions. Based on the assessment, Sunrise Middle School may:

- Adjust **supervision assignments**, schedules, and coverage locations, including increased adult presence near identified areas of concern
- Refine **emergency response, lockdown, and evacuation procedures**
- Identify **staff training needs**, including de-escalation, supervision strategies, and emergency response readiness
- Strengthen **prevention and intervention supports**, including counseling, restorative practices, and behavioral monitoring
- Modify **campus procedures or physical layouts** to improve visibility, student flow, and safety

This assessment process ensures that Sunrise Middle School's safety planning remains **data-informed, responsive, and grounded in the lived experience of the campus**, rather than static or purely compliance-driven.

Through regular review, staff collaboration, and continuous improvement, Sunrise Middle School maintains a proactive approach to school safety that prioritizes prevention while remaining prepared to respond effectively to emergencies.

5. Prevention, Mitigation, and Schoolwide Safety Strategies

Sunrise Middle School emphasizes **prevention and mitigation** as the primary foundation of campus safety. The school's approach recognizes that most safety incidents can be prevented through **consistent routines, clearly communicated expectations, strong adult supervision, and positive, trust-based relationships** between students and staff. Prevention strategies at Sunrise are embedded into daily operations, instructional practices, and student support systems, rather than treated as separate or reactive measures.

A. Campus Supervision and Access Control

Structured supervision is a critical component of Sunrise Middle School's safety strategy. Supervision assignments are intentional, clearly communicated, and adjusted as needed based on data and observed student behavior.

- **Administrators, certificated staff, and classified supervisors** are assigned to monitor hallways, common areas, restrooms, outdoor spaces, and other high-traffic locations throughout the school day.
- **Restroom areas** receive particular attention due to historical supervision challenges and are monitored through increased adult presence in adjacent areas, staggered student access when necessary, and clear expectations for appropriate use.
- **Arrival and dismissal supervision schedules** are established to ensure adult presence at all student access points, including gates, walkways, and designated drop-off and pick-up areas.
- During the instructional day, **campus access is limited to a single, controlled point of entry** to minimize unauthorized access and ensure accountability.
- All visitors are required to **check in at the front office, present valid identification, state the purpose of their visit, and wear a visible visitor badge** at all times while on campus.
- Unauthorized individuals or safety concerns related to campus access are reported immediately to administration and addressed in accordance with emergency procedures when necessary.

Supervision plans are reviewed regularly and adjusted based on incident data, staff feedback, and observed patterns of student movement and behavior.

B. Student Support, Behavioral Prevention, and Climate

Sunrise Middle School's prevention framework places a strong emphasis on **early identification and support**, recognizing that behavioral concerns often reflect unmet academic, social-emotional, or environmental needs.

- **Advisory, character education, and schoolwide expectations** promote pro-social behavior, respect, and accountability.

- **Daily meditation practices** support emotional regulation, stress reduction, and student readiness to learn.
- Teachers and support staff are trained to **monitor early warning signs** of distress, disengagement, or escalation, including changes in behavior, attendance, or peer interactions.
- Students exhibiting repeated or escalating behavioral concerns are referred for **counseling, behavioral interventions, restorative practices, or additional supervision**, as appropriate.
- Collaboration among teachers, counselors, administrators, and support staff ensures that interventions are coordinated, documented, and responsive to student needs.

These supports are designed to reduce disciplinary incidents while strengthening student connection and belonging.

C. Threat Awareness, Reporting, and Assessment

Maintaining a safe campus depends on the timely identification and response to potential threats. Sunrise Middle School fosters a culture in which **safety concerns are reported promptly and taken seriously**.

- All staff are trained to **report threats, suspicious behavior, or safety concerns immediately** to administration, regardless of perceived severity.
- Students are encouraged to report concerns to **trusted adults**, and staff respond in a supportive, non-punitive manner.
- Reported threats are **assessed promptly** by school administration and, when appropriate, in consultation with counseling staff or external agencies.
- Response actions may include increased supervision, student supports, parent communication, safety planning, or referral to law enforcement when required.

Threat reporting and response procedures are reinforced through staff training and reviewed as part of the annual safety planning process.

D. Review, Monitoring, and Continuous Improvement

Prevention and mitigation strategies are **reviewed annually** by the School Safety Planning Committee and more frequently as needed. Review activities include:

- Analysis of discipline and incident data
- Review of supervision effectiveness and coverage areas
- Staff feedback regarding campus climate and safety concerns

- Evaluation of intervention effectiveness and training needs

Based on these reviews, Sunrise Middle School adjusts supervision plans, training priorities, and prevention strategies to ensure that campus safety efforts remain **responsive, equitable, and operationally effective**.

Through consistent prevention practices, proactive supervision, and coordinated student support, Sunrise Middle School works to reduce risk, prevent incidents, and maintain a safe and supportive learning environment for all members of the school community.

6. Emergency Response & Disaster Procedures

Sunrise Middle School maintains **comprehensive, scenario-specific emergency response and disaster procedures** designed to protect life, maintain accountability, and support coordinated action among staff and external emergency responders. These procedures are grounded in the school's **original site safety plan**, reflect site-specific conditions, and are aligned with the **Standardized Emergency Management System (SEMS)** and the **Incident Command System (ICS)**.

Emergency procedures are written to be **directive and executable under stress**, recognizing that staff must act quickly, calmly, and consistently during crisis situations. All procedures prioritize student supervision, staff safety, and clear communication.

Core Emergency Response Principles

All emergency responses at Sunrise Middle School follow these guiding principles:

- **Immediate life safety** takes precedence over all other actions
- **Clear command authority and communication** are maintained at all times
- **Students remain under continuous adult supervision**
- **Accountability for students and staff** is established as quickly as possible and updated throughout the incident
- **Coordination with emergency responders** occurs through designated command structures
- **No student is released** except through formal, authorized release procedures

A. Emergency Notification and Activation

When an emergency occurs or is suspected:

- Any staff member identifying an immediate threat, dangerous condition, or medical emergency **contacts the front office immediately or calls 911 directly** if warranted.
- The **Head of School or administrative designee** conducts a rapid assessment of the situation, including the type of emergency, location, scope, and potential risk.
- Based on this assessment, leadership initiates the appropriate response using **standardized, directive announcements**, which may include:
 - **Evacuate**
 - **Lockdown**
 - **Lockout**
 - **Shelter-in-Place**
 - **Hold**
- When appropriate, the **Incident Command System (ICS)** is activated, roles are assigned, and an **Incident Command Post** is established.
- Emergency responders are contacted immediately when required.

Staff are trained to **act immediately upon hearing an emergency announcement**, without delay or improvisation, unless directed otherwise by administration or emergency responders.

B. Earthquake Procedures

During Shaking

- Staff and students immediately **Drop, Cover, and Hold On**.
- Students protect their heads and necks and remain under desks or sturdy furniture.
- Staff provide verbal reassurance and prevent movement during shaking.

After Shaking Stops

- Staff assess students for injuries and evaluate the area for hazards such as broken glass, gas odors, fallen objects, or structural damage.
- Evacuation occurs **only when directed** or if remaining in place is unsafe.
- Teachers bring:

- Current class rosters
- Classroom emergency “Go Kits”
- Students proceed calmly to assigned assembly areas using designated routes.
- Attendance is taken immediately and **student status (missing, injured, or extra)** is reported to the Command Post.
- Staff remain with assigned students until officially reassigned or released.

C. Fire and Explosion Procedures

- Evacuation begins **immediately** upon alarm or instruction using posted **primary or secondary routes**.
- Teachers lead students to designated assembly areas, maintaining supervision and order.
- Classroom doors are closed but **not locked**.
- Attendance is taken upon arrival.
- Any missing, injured, or additional students are reported immediately.
- Students and staff remain at assembly areas.
- **Re-entry occurs only after clearance** from fire officials or emergency responders.

D. Lockdown Procedures (Internal or Immediate Threat)

Lockdown is used when a **threat is on campus or in immediate proximity**.

- Doors are **locked immediately**.
- Lights are turned off.
- Door windows are covered if possible.
- Students are moved out of sight and instructed to remain quiet.
- **Doors are not opened for anyone**, including individuals claiming to be staff or students, unless directed by law enforcement or administration.

- Lockdown remains in effect until an **official all-clear** is announced.

E. Lockout Procedures (External Threat)

Lockout is used when a threat exists **outside the campus**.

- Exterior doors and gates are secured.
- No entry or exit is permitted.
- Instruction continues indoors.
- Staff maintain heightened awareness.
- Normal operations resume only after official clearance.

F. Shelter-in-Place Procedures

Shelter-in-place procedures may also be implemented in response to a **hazardous materials incident, toxic chemical release, pesticide exposure, or air-quality emergency** occurring on or within approximately **one-quarter mile of the school campus**. In such situations, the Incident Commander coordinates response actions in alignment with **county emergency management guidance, public health advisories, and first responder direction**. Ventilation systems may be adjusted as appropriate, outdoor activities are suspended, and students and staff remain indoors until the area is declared safe by authorized agencies.

- Students and staff remain indoors.
- Doors and windows are closed.
- HVAC systems are adjusted or shut down as needed.
- Instruction continues when safe.
- Staff await further direction.

G. Medical Emergencies

For all medical emergencies:

- **911 is called immediately.**
- First aid is provided within staff training scope.
- Student privacy and dignity are maintained.
- Administration is notified.
- The incident is documented.
- Student supervision is maintained throughout response.

H. Student Accountability, Release, and Reunification (On Campus)

During all emergencies:

- Teachers and supervising staff maintain continuous supervision of assigned students.
- Attendance is taken and updated as conditions change.
- Missing, injured, or relocated students are reported immediately to the Command Post.
- Students are **not released directly from classrooms, assembly areas, or campus exits.**

When student release is authorized:

- A **designated student release/reunification area** is established and staffed.
- Students are released **only to authorized adults** listed on emergency contact records.
- Valid identification is required prior to release.
- An **Emergency Release Information Form** is completed for each student released, documenting:
 - Student name
 - Authorized adult
 - Time and location of release
 - Staff authorizing release
- Teachers remain with students until they are officially released or reassigned.
- No student is released without administrative authorization.

I. Off-Site Evacuation and Relocation Procedures (Off-Site Location)

If remaining on campus is unsafe or impractical, Sunrise Middle School may initiate **off-site evacuation and relocation**.

Off-site evacuation may occur due to:

- Structural damage
- Fire, gas leak, or hazardous materials incidents
- Extended utility outages
- Law enforcement direction
- Any condition rendering the campus unsafe

Movement to the Off-Site Location

- The **Head of School or Incident Commander** authorizes off-site evacuation.
- Teachers lead students on foot using **predetermined evacuation routes**.
- Teachers bring rosters and emergency Go Kits.
- Classes remain intact, and staff conduct periodic headcounts during movement.

Supervision and Accountability at the Off-Site Location

- Students assemble in designated areas.
- Teachers take attendance immediately and report status to the Command Post.
- Students remain under continuous adult supervision.
- Administration establishes a temporary Command Post as needed.

Off-Site Student Release and Reunification

If release is authorized at the Off-Site Location:

- A controlled release area is established.
- Identification and authorization are required.

- Emergency Release Information Forms are completed.
- Students are released only with administrative approval.
- Teachers remain with students until release or reassignment.

Students return to campus **only after clearance**, or dismissal continues from the off-site location as directed.

J. Review and Practice

Emergency response and disaster procedures are:

- Practiced through required drills
- Reviewed annually
- Refined through After Action Reviews
- Updated based on site conditions, staff feedback, and responder guidance

Through these detailed procedures, Sunrise Middle School ensures readiness for a wide range of emergency scenarios while prioritizing student safety, staff clarity, and coordinated response.

K. Use of School Facilities for Mass Care and Emergency Sheltering

During a declared emergency or disaster, Sunrise Middle School may make its facilities available for **mass care, emergency sheltering, or related disaster response activities** coordinated by public agencies, such as the **American Red Cross**, county emergency management, or other authorized disaster response organizations.

Any such use of school facilities:

- Is **coordinated through the Incident Commander or designee**
- Occurs **only when it does not compromise student or staff safety**
- Is subject to **facility availability, site conditions, and operational capacity**
- Does not interfere with ongoing emergency response, reunification, or recovery operations

Decisions regarding the use of school facilities for mass care purposes are made on a **case-by-case basis** in coordination with emergency responders and appropriate public agencies. Nothing in this plan obligates Sunrise Middle School to provide facilities if doing so would pose a safety risk or impede school operations.

7. Tactical Response to Criminal Incidents

Sunrise Middle School maintains **explicit, scenario-driven procedures** for responding to criminal incidents that may threaten the safety of students, staff, or visitors. These procedures apply to incidents including, but not limited to, **unauthorized intruders, possession or use of weapons, credible threats, assaults, or other violent or criminal behavior on or near campus.**

Tactical response procedures are **directive** and are intended to be followed **immediately and without deviation**. Rapid, consistent action is essential to protect life, reduce confusion, and support effective coordination with law enforcement and emergency responders.

A. Identification and Initial Reporting

A criminal incident may be identified through direct observation, reports from students or staff, surveillance information, or communication from external agencies. When a potential criminal incident is observed or reported:

- Any staff member who witnesses or becomes aware of a criminal act or credible threat **immediately contacts the front office or calls 911**, depending on the urgency of the situation.
- Staff do not attempt to independently investigate or resolve potentially dangerous situations.
- Information is relayed as clearly and calmly as possible, including location, description of the individual(s) involved, and observed behavior.

B. Immediate Administrative Response

Upon notification of a potential criminal incident, the **Head of School or administrative designee** initiates immediate action:

- **Assess threat credibility and severity**, including whether the threat is internal or external, isolated or ongoing, and the level of risk to students and staff.
- **Contact 911 immediately** for any suspected weapon, assault, intruder, or violent behavior.
- Determine and announce the appropriate **response protocol** using standardized language:

- **Hold** – to stabilize internal movement while information is gathered
- **Lockout** – for external threats requiring secured perimeter
- **Lockdown** – for internal or immediate threats
- **Evacuate** – when remaining in place is unsafe
- **Activate the Incident Command System (ICS) and establish an Incident Command Post.**
- Assign or confirm ICS roles and ensure communication with responding agencies.

Announcements are brief, clear, and directive to minimize confusion and delay.

C. Staff Actions During Criminal Incidents

All staff are expected to follow announced protocols **immediately and exactly as directed**.

General staff responsibilities include:

- **Securing students and maintaining continuous supervision**
- Remaining calm and providing reassurance
- Avoiding speculation or dissemination of unverified information

During Lockdown:

- Lock doors immediately.
- Turn off lights and cover door windows if possible.
- Move students out of sight and maintain silence.
- Do not open doors for anyone, regardless of requests or identification claims, unless directed by law enforcement or administration.
- Take attendance when safe to do so and be prepared to report student status.

During Lockout:

- Secure exterior doors and gates.
- Keep students indoors and continue instruction as appropriate.
- Monitor hallways and report any concerns immediately.

During Evacuation:

- Lead students using designated routes.
- Bring rosters and emergency Go Kits.
- Proceed to assigned assembly or relocation areas.
- Maintain class integrity and supervision at all times.

At no time are staff to release students, move independently between areas, or deviate from procedures without authorization.

D. Law Enforcement Coordination

Once law enforcement arrives:

- **Administration serves as the primary point of contact** for responding agencies and supports Unified Command when established.
- Staff **comply fully and immediately** with all law enforcement directives.
- Law enforcement assumes responsibility for securing the scene, addressing the threat, and directing tactical operations.
- Staff do not interfere with law enforcement activities and do not provide information to media or families unless directed by administration.

E. Student Accountability and Controlled Release

Throughout a criminal incident:

- Student accountability is maintained and updated continuously.
- Missing, injured, or relocated students are reported immediately to the Command Post.
- **No student is released** except through authorized release procedures established by administration.

If student release or reunification is authorized, controlled procedures are implemented to ensure verification, documentation, and supervision.

F. Post-Incident Stabilization and Recovery

Following resolution of the incident:

- Administration confirms an **official all-clear** before resuming movement or operations.
- Attendance and accountability are reconfirmed.
- **Incident documentation** is completed, including timelines, actions taken, and communications.
- **Counseling and crisis support services** are activated for students and staff as needed.
- Families are notified through official communication channels with accurate, timely information.
- An **After Action Review** is conducted to evaluate response effectiveness, identify lessons learned, and determine whether revisions to procedures, training, or supervision are needed.

Through these tactical response procedures, Sunrise Middle School ensures that criminal incidents are addressed with **clarity, consistency, and coordination**, prioritizing student safety while supporting effective law enforcement response and post-incident recovery.

8. Safe Ingress and Egress Procedures

Sunrise Middle School maintains **structured, clearly defined ingress and egress procedures** to ensure student safety during daily operations and during emergency situations. These procedures govern **arrival, dismissal, controlled campus access, evacuation, off-site movement, and reunification**, and are designed to maintain continuous supervision, minimize congestion, and ensure accurate accountability at all times.

A. Arrival Procedures

- **Designated entry points** are established for student arrival to ensure predictable supervision and controlled access.
- Administrators, teachers, and classified staff are assigned to **supervise gates, walkways, and common areas** during arrival.
- Staff monitor student behavior, redirect unsafe movement, and address concerns immediately.
- Students are expected to proceed directly to designated areas upon arrival and remain under supervision.
- Late arrivals are routed through the **front office** for check-in and attendance verification.

B. Dismissal Procedures

- **Dismissal supervision schedules** are established to ensure adult presence at all exit points.
- Students exit campus through **designated routes** and are monitored until they leave school grounds.
- Parent pick-up and drop-off zones are **clearly defined and communicated** to families to reduce congestion and ensure pedestrian safety.
- Staff assist with traffic flow, student movement, and conflict prevention during dismissal.
- Students are not permitted to remain on campus after dismissal unless enrolled in an authorized after-school program or supervised activity.

C. Immigration Enforcement on Campus

- School staff do not permit access to students or student records by immigration enforcement or outside agencies without proper legal authority. Any request by immigration enforcement to access students, staff, or records must be immediately referred to the Head of School or designee. Staff do not ask students or families about immigration status. Student safety and privacy will be maintained at all times.

D. Controlled Access During the School Day

- During instructional hours, campus access is **restricted to authorized entry points only**.
- All visitors must:
 - Report to the front office upon arrival
 - Present valid identification
 - State the purpose of their visit
 - Wear a visible visitor badge at all times
- Staff challenge unidentified individuals and report concerns immediately to administration.
- Deliveries and service providers are managed through the front office to maintain campus security.
- Access control procedures may be modified during heightened security situations or emergencies.

E. Evacuation Routes and Assembly Areas (On Campus)

- **Primary and secondary evacuation routes** are posted in all classrooms, offices, and common areas.
- Teachers are trained annually on evacuation routes and assembly area assignments.
- During evacuation:
 - Teachers bring class rosters and emergency “Go Kits”
 - Students move calmly and quietly under staff direction
 - Classes proceed to **assigned assembly areas** and remain together
- Attendance is taken immediately upon arrival at assembly areas.
- Any missing, injured, or extra students are reported to the Command Post without delay.
- Staff maintain supervision and prevent students from leaving assigned areas.

F. Movement Control During Emergencies

- Student movement during emergencies occurs **only when directed** by administration or emergency responders.
- Staff do not relocate students independently or alter routes without authorization.
- Hallways, gates, and access points are controlled to prevent congestion, confusion, or unauthorized exit.
- Accountability is continuously updated as conditions change.

G. Student Release and Reunification Procedures

Sunrise Middle School maintains **controlled, documented student release and reunification procedures** to ensure student safety during emergencies or early dismissal events.

- Student release occurs **only at designated reunification areas** established by administration.
- Students are released **only to authorized adults** listed on emergency contact records.
- **Valid identification is required** prior to release.
- An **Emergency Release Information Form** is completed for each student, documenting:

- Student name
- Name of authorized adult
- Time and location of release
- Staff member authorizing release
- Teachers remain with students until they are officially released or reassigned.
- No student is released directly from classrooms, assembly areas, or campus exits.
- No student is permitted to leave campus independently unless explicitly authorized by administration and documented.

H. Review and Oversight

Ingress and egress procedures are:

- Reviewed annually as part of the Comprehensive School Safety Plan
- Practiced through drills and routine supervision
- Adjusted based on incident data, staff feedback, and observed student movement patterns

Through these structured procedures, Sunrise Middle School ensures that **student movement is safe, supervised, and accountable** during both routine operations and emergency situations, supporting a secure and orderly campus environment.

9. School Discipline, Suspension, and Expulsion

Sunrise Middle School maintains a **comprehensive, legally compliant discipline system** designed to promote student safety, accountability, and positive school climate while supporting student growth and learning. Discipline policies and procedures are aligned with **California Education Code section 48900 et seq.**, Board-adopted policies, and the expectations outlined in the school's original site safety plan.

The discipline framework at Sunrise recognizes that **safe schools are built through clear expectations, consistent enforcement, early intervention, and strong relationships**, not solely through punitive measures. Discipline practices are therefore structured to balance **prevention and correction** while ensuring that serious misconduct is addressed promptly and appropriately to protect the school community.

A. Behavioral Expectations and Preventive Discipline

Sunrise Middle School establishes and communicates clear behavioral expectations for all students. Expectations are reinforced through:

- Classroom norms and procedures
- Advisory and character education programming
- Daily meditation and reflection practices that support emotional regulation
- Explicit instruction in social-emotional skills and conflict resolution
- Consistent adult supervision throughout the school day

Staff address minor behavioral issues through **progressive discipline strategies**, which may include redirection, reteaching expectations, restorative conversations, parent communication, and referral to counseling or student support services.

B. Restorative and Support-Based Interventions

When appropriate, Sunrise Middle School uses **restorative practices** to address misconduct, repair harm, and rebuild relationships. These practices may include:

- Restorative conversations or conferences
- Mediation between students
- Reflection and accountability activities
- Behavioral contracts or support plans

Students exhibiting repeated or escalating behavior concerns may be referred to counseling, intervention teams, or individualized behavior supports. The goal of these interventions is to **reduce recidivism**, strengthen coping skills, and prevent future safety concerns.

C. Suspension Procedures

Suspension is used only when a student's behavior constitutes a **serious violation** or when other interventions have been ineffective. Suspensions are administered in accordance with **Education Code section 48900**, and may occur for offenses such as:

- Physical aggression or assault
- Threats or intimidation
- Possession of prohibited items
- Serious disruption of the learning environment

- Other behaviors that pose a safety risk

Prior to suspension:

- The student is informed of the alleged misconduct
- The student is given an opportunity to respond
- Parents/guardians are notified
- Documentation is completed and maintained

Suspensions are applied consistently, proportionally, and with attention to mitigating circumstances, including student age, intent, and prior behavior history.

D. Expulsion Procedures

Expulsion is reserved for the **most serious violations** that present a significant threat to the safety of students or staff or that are required by law. Expulsion procedures follow all applicable legal requirements, including:

- Formal notice to parents/guardians
- Due process hearings
- Opportunity for student representation
- Board involvement when required

Expulsion decisions are based on documented evidence, legal standards, and careful consideration of student safety and rights.

E. Protections for Students with Disabilities

Disciplinary actions involving students with disabilities are conducted in compliance with:

- The **Individuals with Disabilities Education Act (IDEA)**
- **Section 504 of the Rehabilitation Act**
- The **Americans with Disabilities Act (ADA)**

When discipline may constitute a change of placement, the school conducts required manifestation determinations and ensures continued provision of services. Behavioral supports and accommodations are implemented as appropriate to meet student needs while maintaining campus safety.

F. Documentation, Communication, and Oversight

All disciplinary actions are:

- Documented in the student's discipline record
- Communicated to parents/guardians in a timely manner
- Reviewed by administration for consistency and equity

Discipline data is analyzed regularly by school leadership and the School Safety Planning Committee to:

- Identify trends and recurring issues
- Evaluate the effectiveness of prevention strategies
- Adjust supervision, training, or interventions
- Strengthen schoolwide safety practices

G. Alignment with School Safety Goals

The discipline system at Sunrise Middle School is intentionally aligned with the goals of the Comprehensive School Safety Plan. Discipline procedures support:

- Safe and orderly learning environments
- Early identification of safety concerns
- Clear consequences for unsafe behavior
- Reintegration and recovery following incidents

Through this structured and supportive discipline framework, Sunrise Middle School promotes accountability while maintaining a safe, respectful, and inclusive campus for all members of the school community.

10. Procedures to Notify Teachers of Dangerous Pupils

Sunrise Middle School follows **clear, legally compliant procedures** to ensure that teachers and other appropriate school personnel are informed when a student's behavior presents a **potential safety concern**, while also protecting student confidentiality, due process rights, and privacy as required by law. These procedures are implemented in accordance with **California**

Education Code sections 49079 and 32280–32289, as well as applicable federal privacy protections.

The purpose of notification is to allow staff to take **reasonable precautions**, implement appropriate supervision strategies, and provide necessary supports to maintain a safe learning environment—not to stigmatize or punish students.

A. Identification of Concerning Conduct

A student may be identified for staff notification when one or more of the following conditions apply:

- The student has **engaged in conduct resulting in suspension or expulsion** for a serious offense involving violence, threats, or weapons
- Administration has determined, based on **documented behavior, credible reports, or pattern analysis**, that the student presents a **reasonable safety concern** to themselves or others
- The school receives **official notice from a juvenile court or law enforcement agency** regarding adjudication for a qualifying offense and notification to school staff is legally authorized
- A threat assessment or administrative review identifies the need for heightened awareness or supervision

Determinations are made by administration using professional judgment, available documentation, and consultation with support staff as appropriate.

B. Administrative Determination and Oversight

The **Principal or administrative designee** is responsible for determining:

- Whether notification is legally required or appropriate
- The scope of information to be shared
- Which staff members have a **legitimate educational interest**

Notifications are **not automatic** for all discipline incidents and are issued only when necessary to protect safety and support effective supervision.

C. Notification Procedures

When notification is required:

- The Principal or designee provides notification **as soon as practicable** following the determination.

- Notification may be provided **verbally, in writing, or both**, depending on the nature and urgency of the concern.
- Information shared is **limited to what is necessary** to allow staff to maintain safety and supervision.
- Staff are informed of:
 - The **general nature of the safety concern** (without unnecessary detail)
 - Any **recommended supervision strategies** or precautions
 - Any **required accommodations, behavior supports, or safety plans** that should be implemented
- Notifications are documented in administrative records in accordance with school procedures.

Examples of staff who may receive notification include:

- Classroom teachers who work directly with the student
- Support staff supervising unstructured times
- Administrators or counselors involved in student support planning
- Other personnel with direct responsibility for student supervision

D. Confidentiality and Appropriate Use of Information

All staff receiving notification are explicitly reminded that:

- Information shared is **confidential** and protected by law
- Information may **not be shared** with other staff, students, parents, or community members
- Information may only be used to:
 - Maintain safety
 - Implement appropriate supervision
 - Support student needs
- Misuse or unauthorized disclosure of information may result in disciplinary action

Staff are instructed to report **any new or escalating concerns immediately** to administration rather than attempting to manage safety concerns independently.

E. Staff Training and Ongoing Review

- Staff receive **annual training** on:
 - Legal requirements related to notification of dangerous pupils
 - Confidentiality and privacy protections
 - Appropriate response and reporting expectations
- Administration reviews notification practices periodically to ensure:
 - Legal compliance
 - Consistency and equity
 - Alignment with school safety goals
- Notification decisions may be revisited or updated as circumstances change or additional information becomes available.

F. Alignment with School Safety and Student Support

Notification procedures are integrated with Sunrise Middle School's broader safety and support systems, including:

- Discipline and intervention processes
- Counseling and mental health supports
- Restorative practices
- Emergency preparedness and supervision planning

Through these procedures, Sunrise Middle School ensures that staff are appropriately informed, students' rights are protected, and safety concerns are addressed in a **measured, lawful, and supportive manner**.

11. Discrimination, Harassment, Bullying, and Hate Crime Prevention

Sunrise Middle School is firmly committed to maintaining a **safe, respectful, inclusive, and orderly school environment** that is free from discrimination, harassment, intimidation, bullying, cyberbullying, and hate-motivated behavior. This commitment applies to **all students, staff, parents/guardians, volunteers, and visitors**, and extends to conduct occurring on campus, during school-sponsored activities, while traveling to or from school, and through electronic means that substantially disrupt the educational environment.

These procedures are grounded in the school's original safety plan and align with applicable provisions of **California Education Code**, including protections related to discrimination, sexual harassment, bullying, hate violence, and retaliation.

A. Prohibited Conduct

Sunrise Middle School strictly prohibits conduct that interferes with a student's right to a safe and supportive learning environment. Prohibited conduct includes, but is not limited to:

- **Discrimination or harassment** based on actual or perceived protected characteristics, including race, ethnicity, nationality, religion, gender, gender identity, sexual orientation, disability, or any other protected status
- **Verbal, physical, written, or visual harassment**, including slurs, threats, gestures, or derogatory comments
- **Bullying**, including repeated or severe acts that cause physical, emotional, or academic harm
- **Cyberbullying**, including harassment, intimidation, impersonation, or threats conducted through social media, text messages, websites, or other electronic platforms, whether originating on or off campus
- **Hate crimes or hate incidents**, including acts motivated by bias that threaten, intimidate, or harm individuals or groups
- **Retaliation** against any individual who reports misconduct, participates in an investigation, or supports another person's report

Bullying and harassment may occur as a single severe act or as a pattern of behavior and may be physical, verbal, social, or electronic in nature.

B. Prevention and Schoolwide Climate Strategies

Sunrise Middle School emphasizes **prevention as a cornerstone of school safety**. Preventive practices are embedded throughout the school culture and instructional program and include:

- Explicit instruction in **respectful behavior, empathy, and digital citizenship**
- Advisory lessons and discussions addressing **peer conflict, bias awareness, and social responsibility**

- Daily meditation and reflection practices that support emotional regulation and self-awareness
- Ongoing **adult supervision during unstructured times**, including arrival, lunch, passing periods, restrooms, and dismissal
- Peer mediation and conflict resolution strategies that encourage peaceful problem-solving
- Character education aligned with the school's core values (e.g., self-control, empathy, perseverance)

Staff are expected to **intervene immediately** when inappropriate behavior is observed and to address concerns before they escalate.

C. Reporting Procedures

Sunrise Middle School encourages **prompt reporting** of discrimination, harassment, bullying, cyberbullying, or hate-motivated behavior.

- Reports may be made by students, parents/guardians, staff, or community members
- Reports may be made **verbally or in writing** to the Principal, Director of Discipline, or another administrator
- Students are encouraged to report incidents to a trusted adult and are assured that reporting will not result in punishment or retaliation

Staff who witness or receive reports of bullying or harassment are required to **take immediate steps to intervene when safe to do so** and to notify administration promptly.

D. Investigation and Response

Upon receipt of a report, school administration:

- Conducts a **prompt, thorough, and impartial investigation**
- Interviews involved parties and witnesses as appropriate
- Reviews available documentation, including electronic evidence when applicable
- Maintains confidentiality to the greatest extent possible

If misconduct is substantiated, administration implements **appropriate corrective action**, which may include:

- Restorative interventions

- Counseling or behavioral supports
- Parent/guardian conferences
- Disciplinary action consistent with Education Code and school policy

The severity of the response is based on the nature of the conduct, frequency, impact on the targeted individual(s), and any prior incidents.

E. Cyberbullying and Electronic Acts

Bullying committed through electronic acts is addressed with the same seriousness as in-person conduct when it:

- Creates a hostile educational environment
- Substantially disrupts instruction or school operations
- Interferes with a student's ability to participate in or benefit from school activities

Electronic acts may include messages, images, posts, impersonation, or false profiles used to intimidate, harass, or harm others. Sunrise Middle School works collaboratively with families to address cyberbullying concerns and may involve law enforcement when required.

F. Protections Against Retaliation

Retaliation against any individual who reports misconduct or participates in an investigation is **strictly prohibited**. Allegations of retaliation are investigated and addressed as separate violations.

G. Training and Oversight

- All staff receive **annual training** on recognizing, preventing, and responding to discrimination, harassment, bullying, and hate-motivated behavior
- Students and families receive a summary of bullying and harassment policies annually through the Student/Parent Handbook
- Administration reviews incident data regularly to identify trends, assess effectiveness of prevention strategies, and strengthen schoolwide practices

H. Alignment with Student Safety and Wellness

Discrimination, harassment, bullying, and hate-crime prevention efforts are closely aligned with Sunrise Middle School's broader goals of:

- Student safety

- Emotional well-being
- Equity and inclusion
- Positive school climate

Through education, supervision, prompt response, and consistent enforcement, Sunrise Middle School works to ensure that **all members of the school community are treated with dignity and respect and are able to learn in a safe and supportive environment.**

12. Dress Code and Prohibition of Gang-Related Apparel

The Sunrise Middle School dress code is a **school safety measure** designed to promote a secure, respectful, and distraction-free learning environment. The dress code supports student safety by ensuring students are **readily identifiable**, preventing the display of **gang-related or violent imagery**, and minimizing clothing that could contribute to conflict, intimidation, or disruption on campus.

Dress code expectations apply during the regular school day, school-sponsored activities, field trips, and any event where students are under school supervision.

A. Safety-Based Purpose of the Dress Code

The dress code is intended to:

- Support **student and staff safety**
- Reduce the potential for **gang affiliation, intimidation, or rivalry**
- Ensure students can be **quickly identified** during emergencies
- Minimize distractions that interfere with learning
- Promote an environment of **respect and inclusion**

Dress code enforcement is **not punitive in nature**, but rather a proactive safety and supervision strategy aligned with the school's Comprehensive School Safety Plan.

B. Prohibited Attire and Accessories

Students may not wear clothing, accessories, or items that:

- **Display gang-related symbols, colors, numbers, initials, hand signs, or messages**, whether explicit or implied

- Promote or reference **violence, weapons, drugs, alcohol, tobacco, or illegal activity**
- Contain **hate speech, discriminatory language, or imagery** targeting individuals or groups based on protected characteristics
- Obscure the student's face or identity, including masks, hoods, or coverings that interfere with identification (except when medically or religiously required and approved)
- Create a **safety hazard** or pose a risk during physical activity, emergencies, or evacuations

Gang-related apparel is identified using information from **local law enforcement guidance**, administrative judgment, and current community trends. Items not explicitly listed may still be prohibited if determined to pose a safety concern.

C. Identification and Emergency Considerations

To support emergency preparedness:

- Students must be **clearly identifiable** at all times
- Clothing or accessories that prevent staff or emergency responders from quickly identifying students may be restricted
- Dress code expectations support accurate accountability during evacuations, lockdowns, and reunification procedures

D. Enforcement Procedures

Dress code concerns are addressed **promptly, respectfully, and discreetly** by staff.

Enforcement procedures include:

- Informing the student of the concern and the specific dress code issue
- Providing the opportunity to **change attire, remove the item, or cover the prohibited clothing** when feasible
- Referring repeated or serious violations to administration
- Documenting violations when appropriate

Students are not excluded from instruction solely due to dress code violations unless necessary to resolve the concern safely.

E. Equity and Consistency in Enforcement

Dress code enforcement is:

- Applied **consistently and fairly**
- Free from discrimination or bias
- Based on **behavior and safety impact**, not student identity or intent

Administration monitors enforcement patterns to ensure equitable application and to address any concerns related to disproportionate impact.

F. Communication and Review

- Dress code expectations are communicated to families annually through the Student/Parent Handbook
- Expectations are reviewed with students at the beginning of each school year and reinforced as needed
- Updates to prohibited items may occur based on emerging safety concerns or guidance from law enforcement
- Families are encouraged to contact administration with questions or concerns regarding dress code interpretation

Through clear expectations, consistent enforcement, and ongoing communication, Sunrise Middle School uses its dress code as a **preventive safety strategy** that supports student well-being, campus security, and a positive school climate.

13. Child Abuse Reporting Procedures

Sunrise Middle School is committed to the **protection, safety, and well-being of all students**. In accordance with the **California Child Abuse and Neglect Reporting Act (CANRA)**, all employees of Sunrise Middle School are **mandated reporters** and are legally required to report **suspected child abuse or neglect** when they have reasonable suspicion based on their professional capacity or observations.

The duty to report is an **individual legal obligation** and may not be delegated, delayed, or suppressed by any administrator or supervisor.

A. Definition of Reportable Abuse and Neglect

Mandated reporters must report when they have **reasonable suspicion** of any of the following:

- **Physical abuse**, including willful injury or cruel or inhumane treatment

- **Sexual abuse or exploitation**, including assault, molestation, or inappropriate sexual conduct
- **Emotional abuse**, including acts or omissions causing serious emotional harm
- **Neglect**, including failure to provide adequate food, clothing, shelter, medical care, or supervision

Reasonable suspicion does **not require proof** and may be based on:

- Direct disclosure by a student
- Observed physical or behavioral indicators
- Information from a third party
- Patterns of concerning behavior or injury

B. Immediate Reporting Requirements

When reasonable suspicion exists, the mandated reporter must:

- **Immediately contact Child Protective Services (CPS) or local law enforcement by phone**
- **Submit a written follow-up report** (SCAR form or equivalent) within the legally required timeframe (typically within 36 hours)
- Ensure the report includes factual observations and information without speculation or diagnosis

Staff are **not required** and **not permitted** to investigate or verify the abuse prior to reporting.

C. Notification to School Administration

After making the required report:

- The staff member notifies the **Principal or administrative designee** that a report has been filed
- **No details of the report** are shared with administration beyond confirmation that reporting obligations were met
- Administration may provide procedural support but may **not interfere** with the reporting process

Parents or guardians are **not notified by school staff** when such notification could compromise an investigation or student safety. Notification decisions are made by CPS or law enforcement.

D. Confidentiality and Protection from Retaliation

- Reports of suspected abuse are **confidential** and protected by law
- The identity of the reporting employee is not disclosed except as permitted by law
- Retaliation against any staff member who files a report in good faith is strictly prohibited

Information related to child abuse reports is **not placed in student discipline records** and is maintained separately in accordance with legal requirements.

E. Training and Staff Responsibilities

- All staff receive **annual mandated reporter training**, including:
 - Legal definitions and reporting thresholds
 - Reporting timelines and procedures
 - Confidentiality protections
 - Protections against retaliation
- New employees receive training prior to assuming duties involving student supervision
- Staff are provided with **current CPS and law enforcement contact information**

F. Consequences for Failure to Report

Failure to report suspected child abuse or neglect is:

- **A violation of state law**
- A violation of school policy
- Subject to potential **criminal penalties**, civil liability, and disciplinary action

G. Alignment with Student Safety and Wellness

Child abuse reporting procedures are integrated with Sunrise Middle School's broader safety and student support systems. When a report is made, the school works collaboratively with appropriate agencies to:

- Ensure student safety during the school day
- Provide appropriate emotional and academic support
- Maintain a safe and supportive learning environment

Through strict adherence to mandated reporting requirements, Sunrise Middle School fulfills its legal and ethical responsibility to **protect students and act promptly when concerns arise**.

14. Mental Health, Suicide Prevention, and Student Wellness

Sunrise Middle School recognizes that **student mental health and emotional well-being are essential to school safety, academic success, and positive school climate**. The school maintains **comprehensive, clearly defined procedures** to prevent, identify, and respond to mental health concerns, including suicidal ideation, self-harm, emotional crises, and significant behavioral distress. These procedures are integrated into the Comprehensive School Safety Plan to ensure that students experiencing mental health challenges are identified early, supervised appropriately, and connected to timely support.

Mental health response practices at Sunrise Middle School are aligned with **Santa Clara County best practices**, emphasizing **clinical, trauma-informed crisis intervention whenever appropriate**, while preserving the ability to access emergency services when necessary to protect life.

A. Prevention and Schoolwide Wellness Supports

Sunrise Middle School implements preventive mental health supports designed to promote resilience, emotional regulation, and a sense of belonging. These supports are embedded throughout the instructional day and school culture and include:

- Advisory and character education lessons that build self-awareness, empathy, coping skills, and problem-solving strategies
- Daily meditation and reflection practices to support stress management and emotional regulation
- Strong, positive adult–student relationships that encourage students to seek help when needed
- Predictable routines, clear expectations, and consistent supervision to create psychological safety
- Trauma-informed practices and de-escalation strategies used by staff across settings

These preventive measures help reduce stigma, support early identification of concerns, and foster a school environment where students feel safe seeking support.

B. Identification of Students at Risk

All staff members are trained to recognize **warning signs and risk factors** that may indicate emotional distress or suicidal ideation. Indicators may include, but are not limited to:

- Sudden or significant changes in behavior, mood, or academic performance
- Verbal, written, or artistic expressions of hopelessness, worthlessness, or self-harm
- Withdrawal from peers, activities, or trusted adults
- Escalating emotional dysregulation, anxiety, agitation, or impulsivity
- Statements suggesting intent to harm oneself or others
- Changes in sleep patterns, appetite, or personal appearance

Any staff member who observes concerning behavior or receives information suggesting a mental health concern is required to **report the concern immediately** to administration or counseling staff. Concerns are addressed promptly and without delay.

C. Immediate Response to Mental Health Crises

When a student is suspected of experiencing a mental health crisis or expressing suicidal ideation:

- The student is **immediately supervised** and is **not left alone under any circumstances**
- Administration and counseling staff are notified without delay
- A preliminary risk assessment is conducted by trained personnel
- The student's immediate safety and emotional stabilization take priority over academic or disciplinary considerations

D. Mobile Response and Stabilization Services (MRSS)

When a student is experiencing a behavioral health crisis that does not constitute immediate, life-threatening danger, Sunrise Middle School utilizes **Santa Clara County's Mobile Response and Stabilization Services (MRSS)** for youth crisis intervention. The MRSS program provides **24/7 crisis support for children and young adults** and can be accessed by calling the County Behavioral Health Services Call Center at **1-800-704-0900** and selecting the appropriate option for crisis response.

MRSS teams consist of trained crisis clinicians who can provide:

- Crisis screening and assessment
- De-escalation and stabilization services
- On-site or phone-based support
- Connection to follow-up care and community resources
- Coordination with families and existing care providers

School staff cooperate with MRSS clinicians during assessments and support implementation of recommended safety measures.

E. Emergency Services (911)

Emergency services (911) are contacted **only when**:

- There is **imminent danger** to the student or others
- A medical emergency is present
- Directed by Uplift clinicians or other mental health professionals
- County crisis services are unavailable and immediate intervention is required to preserve life

This tiered response ensures that students receive the **least intrusive, most appropriate level of intervention** based on the circumstances.

F. Parent/Guardian Notification and External Referral

Parents or guardians are notified **as soon as it is safe and appropriate**. Administration collaborates with families and crisis professionals to determine next steps, which may include:

- Continued engagement with **Uplift**
- Referral to community mental health providers
- Development of a safety plan
- Emergency medical or psychiatric evaluation, when warranted

Communication with families is handled sensitively, with attention to student safety, confidentiality, and legal requirements.

G. Documentation and Confidentiality

- All mental health concerns, actions taken, and referrals are documented in accordance with school procedures
- Information is shared only with staff who have a **legitimate educational interest**
- Student privacy and confidentiality are maintained to the greatest extent permitted by law

Mental health documentation is maintained separately from disciplinary records.

H. Ongoing Support, Monitoring, and Re-Entry Planning

Following a mental health crisis or significant concern:

- A **safety plan and re-entry plan** are developed in collaboration with the student, family, and support staff
- Counseling support and regular check-ins are provided as appropriate
- Temporary academic accommodations or adjustments may be implemented to reduce stress
- Staff monitor the student's well-being and report any new or escalating concerns immediately

I. Staff Training and Preparedness

All staff receive **annual training** on:

- Suicide prevention and warning signs
- Appropriate supervision and referral procedures
- **Santa Clara County crisis response protocols, including Uplift**
- Confidentiality and documentation expectations

Staff are reminded that **all mental health concerns must be taken seriously and reported promptly**.

J. Alignment with School Safety and Student Support Systems

Mental health and suicide prevention procedures are coordinated with Sunrise Middle School's broader safety and support systems, including emergency response protocols, discipline and intervention practices, child abuse reporting requirements, and counseling services. This

integrated approach ensures a **cohesive, trauma-informed response** that prioritizes student safety, dignity, and well-being.

K. School-Based Counseling and Community Mental Health Partnerships

Sunrise Middle School provides a **tiered mental health support system** that integrates school-based counseling services with on-site and community-based clinical partners to ensure students receive the **appropriate level of care** based on need.

The school counselor focuses primarily on:

- **Preventive and early-intervention supports**
- **Small-group counseling models**, such as grief groups, coping skills groups, and social-emotional skill development
- Short-term individual check-ins and progress monitoring
- Coordination of supports and referrals for students requiring additional services

For students requiring **more intensive or individualized mental health treatment**, Sunrise Middle School refers students and families to **individual counseling and clinical services** provided by the **School Health Clinics of Santa Clara County**, which operate on campus through the **San Jose Neighborhood Health Clinic**.

The San Jose Neighborhood Health Clinic:

- Provides **licensed clinical mental health services**, including individual therapy
- Supports students with more complex or ongoing mental health needs
- Collaborates with families, school staff, and county systems as appropriate
- Serves as a key partner in crisis stabilization, treatment planning, and continuity of care

School staff coordinate closely with the on-campus clinic, with appropriate consent, to:

- Support continuity between educational and clinical interventions
- Monitor student well-being during the school day
- Align academic, behavioral, and mental health supports

This collaborative service model allows Sunrise Middle School to maintain a **clear and appropriate division of roles**, ensuring that students receive **developmentally appropriate, trauma-informed, and clinically appropriate care** while preserving the school counselor's capacity to support broader student wellness through group-based and preventive services.

Roles and Responsibilities for Mental Health Response and Post-Violence Care

Sunrise Middle School utilizes a **tiered mental health response model** to support students experiencing emotional distress, mental health crises, or exposure to violence. Clear role delineation ensures that students receive the **appropriate level of care** while maintaining continuity between school-based supports and community-based clinical services.

School Counselor

- Serves as the primary provider of **school-based mental health supports**
- Focuses on **prevention, early intervention, and group-based counseling models**, including grief groups, coping skills groups, and social-emotional skill development
- Conducts individual check-ins, progress monitoring, and referrals as needed
- Coordinates mental health supports following incidents of violence or crisis
- Collaborates with families, administrators, and external providers to support student re-entry and ongoing monitoring

Community Mental Health Partner – San Jose Neighborhood Health Clinic (School Health Clinics of Santa Clara County)

- Provides **licensed clinical mental health services**, including individual therapy, for students requiring a higher level of care
- Supports students with complex, ongoing, or intensive mental health needs
- Coordinates care with families and county systems, as appropriate
- Collaborates with school staff (with appropriate consent) to support continuity between clinical treatment and educational supports

Mobile Response and Stabilization Services (MRSS) – Santa Clara County

- Provides **immediate crisis response and stabilization services** for students experiencing acute mental health crises
- Is accessed by contacting **MRSS at 1-800-704-0900**
- Supports on-site assessment, crisis de-escalation, and stabilization
- Assists in determining next steps for care, including referrals to emergency services or community-based treatment
- Supports students and families following incidents involving suicidal ideation, severe emotional distress, or exposure to violence

Students who witness or are impacted by acts of violence receive **timely emotional support**, safety planning, and follow-up services. School leadership ensures coordination among school counselors, community mental health providers, and county crisis services to support stabilization, recovery, and a safe return to learning.

15. Opioid Overdose Prevention and Medical Response

Sunrise Middle School maintains **clear, actionable medical emergency procedures** to respond to serious health incidents, including **suspected opioid overdoses**. These procedures are grounded in the school's original site safety plan and are designed to ensure **rapid medical intervention, continuous supervision, and coordination with emergency medical services**.

Opioid overdose response procedures are treated as **medical emergencies** and are implemented immediately when suspected, with the primary goal of **preserving life and stabilizing the individual** until emergency responders arrive.

A. Preparedness and Prevention

Sunrise Middle School maintains preparedness measures to ensure prompt response to medical emergencies, including opioid overdoses:

- **Naloxone (Narcan)** is maintained on campus in accessible, clearly identified locations
- Designated staff members are trained to:
 - Recognize signs of opioid overdose
 - Administer Naloxone safely and effectively
 - Activate emergency medical response procedures
- **Automated External Defibrillators (AEDs)** and first aid supplies are readily accessible on campus
- Staff are trained annually on:
 - General medical emergency procedures
 - Recognition of overdose symptoms
 - Emergency communication and supervision expectations

Preventive education and supervision practices help reduce risk, including staff awareness of restroom and unstructured area supervision and early reporting of health or safety concerns.

B. Recognition of Opioid Overdose

Staff are trained to recognize common indicators of a possible opioid overdose, which may include:

- Unresponsiveness or inability to wake the individual
- Slow, shallow, or stopped breathing

- Blue or gray lips, fingernails, or skin
- Gurgling or choking sounds
- Pinpoint pupils
- Loss of consciousness

If an opioid overdose is **suspected**, staff do not delay response to confirm substance use and **treat the situation as a medical emergency immediately**.

C. Immediate Response Procedures

When an opioid overdose or serious medical emergency is suspected:

1. **Call 911 immediately** and provide clear information regarding the individual's condition and location.
2. **Notify school administration** as soon as possible.
3. **Administer Naloxone (Narcan)** according to training and manufacturer instructions.
4. **Monitor the individual continuously**, including breathing and responsiveness.
5. If trained and necessary, begin **rescue breathing or CPR** until emergency responders arrive.
6. Maintain **student privacy and dignity**, keeping other students away from the scene.
7. Do not leave the individual unattended at any time.

Naloxone may be administered more than once if symptoms return, consistent with training and emergency responder guidance.

D. Supervision and Scene Management

- Staff ensure the area remains calm and controlled.
- Students not involved are moved away to reduce distress and maintain confidentiality.
- A staff member remains with the individual until transferred to emergency medical personnel.
- Administration coordinates on-scene response and communication.

E. Coordination with Emergency Medical Services

- Emergency responders assume medical care upon arrival.
- School staff provide responders with:
 - Information regarding Naloxone administration
 - Observations of the individual's condition
 - Timeline of events and actions taken
- Staff comply fully with emergency responder directives.

F. Parent/Guardian Notification

- Administration notifies parents/guardians as soon as practicable following stabilization and transfer of care.
- Communication is handled sensitively, with attention to privacy and student well-being.
- Follow-up guidance and resources are shared as appropriate.

G. Documentation and Follow-Up

Following an opioid overdose or serious medical emergency:

- The incident is **documented** according to school procedures
- Administration reviews the response to ensure protocols were followed
- Counseling and mental health supports are offered to the affected student and peers, as appropriate
- Staff involved in the response are debriefed if needed

H. Training, Review, and Continuous Improvement

- Staff training on opioid overdose response and medical emergencies is conducted **regularly**
- Naloxone supplies are monitored and replaced as needed
- Procedures are reviewed **annually** and updated based on:
 - Changes in law or guidance
 - Incident reviews

- Staff feedback and training outcomes

Through preparation, rapid response, and ongoing review, Sunrise Middle School ensures that medical emergencies, including opioid overdoses, are handled with **urgency, professionalism, and care**, prioritizing student safety and well-being at all times.

16. Roles and Responsibilities of Staff (Incident Command System)

Sunrise Middle School utilizes a **modified Incident Management / Incident Command System (IMS/ICS)** consistent with the **Standardized Emergency Management System (SEMS)** and aligned with the principles of the **National Incident Management System (NIMS)**. This system provides a **standardized, flexible framework** for managing emergencies of any type, size, or complexity and ensures coordinated, efficient, and accountable response during all school emergencies.

The Incident Command System is designed to:

- Integrate facilities, equipment, personnel, procedures, and communications into a unified structure
- Establish clear authority, accountability, and communication channels
- Support coordination with law enforcement, fire, EMS, and other emergency responders
- Scale appropriately based on the severity and duration of the incident

A. Unity of Command and Chain of Command

During any emergency or activation of the Emergency and Crisis Response Plan, Sunrise Middle School operates under **Unity of Command** and a clearly defined **Chain of Command**. Only **one Incident Commander** is in charge at any given time, and **each staff member reports to one designated supervisor**.

This structure:

- Prevents conflicting directives
- Ensures rapid decision-making
- Maintains accountability
- Supports effective coordination with external responders

All staff are trained annually on their roles within this command structure.

B. Incident Command Team Activation

When an incident occurs, the **Head of School** (or, in their absence, the **Associate Head of School or administrative designee**) conducts a **rapid but careful assessment** to determine:

- Whether a crisis exists
- The type and severity of the incident
- The location and scope of impact

If activation is warranted:

- The Emergency and Crisis Response Plan is initiated
- ICS roles are assigned
- A **Command Post** is established
- Emergency responders are contacted as appropriate

The Incident Commander remains in command until the incident is resolved or until authority is transferred to a more qualified individual or emergency responder agency as part of a **Unified Command**.

C. Key ICS Roles and Core Responsibilities

1. Incident Commander (IC)

The **Incident Commander** is typically the Head of School or designee and has **overall authority** for managing the incident.

Responsibilities include, but are not limited to:

- Exercising overall decision-making authority until emergency responders arrive
- Determining and announcing the appropriate response (Evacuation, Lockdown, Lockout, Shelter-in-Place, Hold)
- Activating emergency teams and assigning responsibilities
- Coordinating directly with law enforcement, fire, EMS, and emergency management agencies
- Keeping the Board of Trustees informed of incident status and operations
- Facilitating collaboration among school staff and external responders

- Authorizing and overseeing **student release and reunification procedures**
- Yielding authority when appropriate under Unified Command

The IC leads with a **calm, decisive, and adaptive approach**, remaining open to new information and adjusting response strategies as conditions change.

2. Incident Manager (IM) / Command Post Lead

The **Director of Facilities** serves as the **Incident Manager (IM)** and is responsible for establishing and operating the **Incident Command Post (ICP)**. The ICP is located on site but away from immediate danger, with predetermined locations identified in coordination with emergency agencies.

Responsibilities include:

- Establishing the ICP and assessing on-scene conditions
- Collecting, evaluating, and displaying incident status information
- Assigning emergency responsibilities to staff
- Appointing evacuation monitors and safety assistants
- Ensuring areas of rescue assistance are accessible for individuals with disabilities
- Identifying required response resources
- Reassigning personnel as needed
- Serving as a primary liaison for assisting agencies
- Providing continuous status updates to the Incident Commander

3. Safety Officer

The **Director of Facilities** initially serves as the **Safety Officer** until relieved by a more qualified individual or emergency responder.

Responsibilities include:

- Identifying and mitigating hazardous conditions
- Exercising authority to stop unsafe acts
- Ensuring safety briefings are conducted
- Reviewing response actions for safety implications

- Ensuring exits remain operable
- Participating in planning meetings
- Initiating preliminary investigation of on-scene accidents

4. Public Information Officer (PIO)

The **Director of Communications**, in coordination with the Executive Director, serves as the **Public Information Officer**.

Responsibilities include:

- Developing accurate, timely, and accessible communications
- Coordinating all messaging with the Incident Commander
- Managing family and community notifications
- Handling media inquiries and interviews
- Coordinating messaging with emergency agencies
- Monitoring media coverage for situational awareness
- Ensuring communications do not compromise safety or investigations

5. Liaison Officer

The **Liaison Officer** serves as the point of contact with:

- Law enforcement
- Fire and EMS
- Emergency management agencies
- Community partners and support organizations

The Liaison Officer supports **Unified Command**, facilitates information exchange, and ensures coordination between school leadership and external agencies.

6. Planning / Intelligence

Planning and Intelligence functions include:

- Tracking student and staff accountability

- Documenting incident decisions and actions
- Maintaining incident logs and status boards
- Anticipating operational needs and recovery requirements
- Supporting After Action Reports and plan revisions

7. Logistics / Technology and Information

Logistics and Technology functions include:

- Establishing and maintaining emergency communications (radios, night call systems)
- Maintaining emergency kits and response materials
- Providing access to student and staff data systems
- Maintaining stand-alone databases during emergencies
- Coordinating supplies, equipment, and support services

8. Finance / Administration

Finance and Administration functions include:

- Tracking staff time and expenditures
- Maintaining documentation for insurance and reimbursement
- Supporting post-incident reporting and audits
- Managing procurement of emergency services and supplies

D. Emergency Management Team (EMT)

The **Emergency Management Team** provides leadership for emergency preparedness, response, and recovery. Responsibilities include:

- Developing and supervising the Emergency Management Guide
- Coordinating traffic, medical, and communications plans
- Recruiting and training Emergency Response Team members
- Creating and maintaining Critical Incident Response Kits

- Coordinating with local emergency agencies
- Establishing the number of required drills annually
- Initiating plan revisions based on After Action Reports
- Distributing emergency procedures to all staff

E. Crisis Intervention Team

The **Crisis Intervention Team** provides psychological, emotional, and stabilization support to students, staff, and families impacted by emergencies. This team supports post-incident care, counseling coordination, and recovery planning.

F. Command Post Operations and Documentation

The Command Post serves as the **central hub for decision-making, communication, and documentation**, maintaining:

- Student and staff rosters
- Emergency contact access
- Incident logs and status boards
- Resource requests and team reports
- Student release and reunification documentation

G. Instructional Staff Organization During a Declared Emergency

Instructional staff responsibilities are **directive and non-negotiable** during emergencies:

- Respond immediately to emergency announcements
- Bring current rosters and classroom emergency “Go Kits”
- Maintain continuous supervision of students
- Provide first aid within scope of training
- Verify student status and report missing or injured students
- Remain with assigned students unless officially reassigned
- Transfer students to a buddy teacher if reassigned to an emergency team
- Release students **only** through the official reunification process

17. Training, Drills, and Staff Preparedness

Sunrise Middle School maintains a **comprehensive, ongoing training and drill program** to ensure that all staff and students are **prepared to respond effectively, calmly, and safely during emergencies**. Emergency preparedness at Sunrise is treated as an **operational requirement**, not a one-time compliance activity. Procedures are not only written but are **practiced regularly, reviewed critically, and reinforced throughout the school year**.

Training and drills are designed to:

- Ensure staff understand their **specific roles and responsibilities**
- Build muscle memory for emergency actions
- Reduce confusion and panic during real incidents
- Strengthen coordination with emergency responders
- Continuously improve the school's emergency response capacity

A. Annual Staff Training on the Comprehensive School Safety Plan (CSSP)

All staff are trained annually on the components of this Comprehensive School Safety Plan. Training is provided at the start of the year and reinforced through staff meetings and targeted sessions. All Sunrise Middle School employees—including certificated staff, classified staff, administrators, paraprofessionals, and support personnel—receive **mandatory annual training** on the Comprehensive School Safety Plan.

This year's training occurred on: August 13, 2025

Training occurs:

- At the **beginning of each school year**
- When new staff are hired
- Through refresher sessions during staff meetings or professional development days
- As needed following incidents or procedural updates

Training topics include, but are not limited to:

- Overview of the Comprehensive School Safety Plan and staff responsibilities
- **Incident Command System (ICS)** structure and Command Post operations

- Emergency notification procedures and standardized response language
- Fire evacuation procedures, including **primary and secondary routes**
- Lockdown, lockout, shelter-in-place, and hold procedures
- Active threat awareness and staff response expectations
- Medical emergency procedures, including CPR/First Aid, AED awareness, and opioid overdose response
- Student accountability, reporting, and documentation requirements
- Student release and family reunification procedures
- Reporting obligations related to safety concerns, mental health crises, and mandated reporting

Training emphasizes:

- **Role clarity** (what each staff member must do immediately)
- **Scenario-based discussion** using site-specific examples
- Review of campus maps, assembly areas, and command post locations
- Expectations for calm, directive leadership during emergencies

Documentation of staff training completion is maintained by school administration.

B. Fire and Emergency Drill Requirements

Sunrise Middle School conducts drills in **full compliance with state law and local safety guidance**, ensuring that students and staff are familiar with emergency procedures and can execute them efficiently.

Drill requirements include:

- A minimum of **twelve (12) drills per school year**
- **Eight (8) drills conducted by December 31**
- Of the twelve drills:
 - **Eight (8)** are evacuation (fire) drills
 - **Four (4)** evacuation drills utilize **secondary evacuation routes**
 - **Four (4)** are **lockdown drills**

Drills are intentionally conducted:

- **At different times of day**
- During different instructional periods
- Under varied conditions to ensure realistic preparedness

During drills:

- Teachers bring rosters and emergency “Go Kits”
- Attendance is taken and reported
- Staff practice accountability and communication procedures
- Administration observes drill execution and staff response

Drills are conducted in a manner that is **developmentally appropriate** and designed to reinforce safety without causing unnecessary fear or distress.

C. Summer School and After-School Program Preparedness

When Sunrise Middle School operates **summer programs, after-school programs, or other extended-day activities**, emergency preparedness expectations remain in effect.

For programs involving students or staff unfamiliar with the campus:

- The program supervisor reviews **emergency procedures at the start of the program**
- Evacuation routes, assembly areas, and reporting procedures are explained
- Required drills are conducted during the program’s operation, as appropriate

Program supervisors ensure that:

- Emergency contact information is accessible
- Staff know how to activate emergency procedures
- Students understand basic response expectations

D. After Action Reviews and Continuous Improvement

Following each drill—and after any actual emergency or significant incident—school leadership conducts an **After Action Review (AAR)** to evaluate effectiveness and identify areas for improvement.

After Action Reviews assess:

- Whether procedures were followed accurately
- Whether staff understood and executed their roles
- Effectiveness of communication and supervision
- Timeliness of response and accountability
- Any barriers, confusion, or gaps observed
- Equipment or resource issues identified

Findings from AARs are used to:

- Adjust procedures or training content
- Improve supervision plans
- Refine communication systems
- Update emergency materials and maps
- Inform revisions to the Comprehensive School Safety Plan

This continuous improvement process ensures that the plan remains **living, responsive, and site-appropriate**.

E. Classroom Emergency “Go Kits” and Preparedness Materials

All classrooms and key operational areas maintain **Emergency “Go Kits”** to support safe evacuation, accountability, and short-term student care during emergencies.

Go Kits typically include:

- Current class roster or attendance sheet
- Emergency procedures quick reference
- Basic first aid supplies
- Student accountability materials
- Communication tools or identifiers, as appropriate

Staff receive annual training on:

- Where Go Kits are located
- What materials are included
- When and how they are used
- Expectations for bringing kits during evacuations or relocations

Administration monitors Go Kits periodically to ensure supplies are present and up to date.

18. Communication, Family Reunification, and Public Information

Clear, accurate, and coordinated communication—paired with a structured family reunification process—is essential to **student safety, operational control, and public trust** during emergencies. Sunrise Middle School maintains **clearly defined communication and reunification protocols** to ensure that information is managed responsibly, students remain protected, and families receive timely, reliable guidance.

Communication and reunification procedures are coordinated through the **Incident Command System (ICS)** and are activated immediately during any emergency or crisis response.

A. Internal Communications During an Emergency

Upon declaration of an emergency or activation of the Emergency and Crisis Response Plan:

- The **Incident Command Post** is established immediately and begins operations.
- The **Incident Commander (Site Manager)** maintains centralized authority over decision-making and communication.
- Emergency communication tools (e.g., radios, emergency call systems) are activated and distributed as needed.
- All critical operational information flows **through the Command Post** to ensure accuracy and prevent conflicting instructions.

Staff communication expectations:

- Staff **do not use the intercom, classroom phones, personal cell phones, or mass messaging systems** unless directed by administration.

- Staff may report **critical, location-specific information** (e.g., injuries, hazards, missing students) through designated channels.
- Teachers and staff focus on **supervision, accountability, and calm implementation of directives**, not information dissemination.

This centralized communication model prevents misinformation, reduces confusion, and supports coordinated response.

B. Communications with First Responders

All communication with **law enforcement, fire, emergency medical services (EMS), and emergency management agencies** is coordinated through the **Incident Commander or designated Liaison Officer**.

- Upon arrival, emergency responders are briefed on:
 - The nature of the incident
 - Student and staff accountability status
 - Campus layout, hazards, and access points
- School staff comply fully with responder directives and support **Unified Command operations**.
- Staff do not provide independent briefings or instructions to responders unless directed.

This structure ensures seamless coordination between school leadership and emergency agencies.

C. Public Information and Family Communication

The **Public Information Officer (PIO)** is solely responsible for releasing information to families, community members, and the media during an incident.

Communication priorities include:

- **Timely acknowledgment** that an incident has occurred (when it is safe and appropriate)
- Clear, actionable instructions regarding:
 - Student status
 - Dismissal or reunification procedures
 - Where families should and should not go

- Ongoing updates that are **accurate, calm, and coordinated** with emergency responders
- Protection of student and staff privacy

Key expectations:

- Staff are **strictly prohibited** from sharing unofficial information with families, community members, or media.
- All external messaging is coordinated to avoid:
 - Conflicting information
 - Panic or speculation
 - Interference with emergency operations

Approved communication channels may include school messaging systems, phone notifications, email, and website updates, depending on the nature of the incident.

D. Student Release and Family Reunification Procedures

Sunrise Middle School maintains a **controlled, documented student/family reunification process** to ensure that students are released safely and only to authorized individuals.

Reunification procedures include:

- Establishment of a **designated Student Release Area**, staffed and supervised by assigned personnel
- Use of **Emergency Release Information Forms** to document:
 - Student name
 - Authorized adult receiving the student
 - Verification of identification
 - Time and location of release
- Verification of authorization against emergency contact records
- Maintenance of continuous supervision until official release

Reunification expectations:

- Students are **never released directly from classrooms, assembly areas, or gates**
- Identification is required for all individuals requesting student release
- No student is released to an unauthorized individual under any circumstances
- Teachers remain with their assigned students until:
 - All students are released, or
 - The teacher is officially reassigned by the Command Post

This structured process protects students, prevents unauthorized release, and ensures accurate accountability.

E. Accountability Records and Emergency Contact Access

Throughout the emergency and reunification process:

- The **Incident Commander and Assistant Site Manager** maintain access to:
 - Student rosters
 - Emergency contact information
 - Medical alerts and special needs documentation
- The **Logistics/Technology function** supports access to student and staff databases, including stand-alone systems if network access is disrupted.
- Accountability is updated continuously and reconciled as students are released.

Accurate records are essential for:

- Emergency responder coordination
- Family notification
- Post-incident documentation and review

F. Documentation and Post-Incident Review

Following an emergency:

- Communication actions and reunification procedures are documented
- Any communication challenges or reunification issues are reviewed

- Findings are incorporated into **After Action Reports** and future training

19. Instructional Continuity & Recovery

The purpose of the **Instructional Continuity Plan (ICP)** is to ensure that learning remains uninterrupted for all students at Sunrise Middle School in the event of emergencies or disruptions. This plan provides a comprehensive framework for instructional delivery, professional development, technology integration, student and family support, and collaboration with stakeholders during periods when normal school operations are impacted.

This section acknowledges the significant impact that emergency events—such as public health crises, natural disasters, or other disruptions—can have on student well-being, academic performance, and equitable access to education. Instructional continuity planning is therefore an essential component of school safety and recovery.

Leadership and Planning Team

Team Composition

Instructional continuity planning and implementation are overseen by a Leadership and Planning Team composed of:

- School administrators
- Curriculum and instructional coordinators
- Information technology support personnel
- Student services representatives
- Faculty members
- Parents and guardians
- Student representatives

This team is responsible for coordinating instructional response, monitoring effectiveness, and making adjustments as needed during emergency conditions.

Goal Success Factors

The primary goals of instructional continuity planning are to:

- Ensure all students engage in effective learning, whether in-person or through Remote Live Instruction (RLI)
- Reduce academic learning gaps
- Support students in meeting or exceeding grade-level expectations despite disruptions

Action Plan

The Instructional Continuity Plan is activated during emergency situations that disrupt in-person learning. When activated:

- The plan is implemented schoolwide
- School personnel receive guidance and training as needed to ensure effective delivery
- The plan is made accessible to students, families, and staff
- Coordination occurs across instructional, technology, and student support teams

The plan is reviewed annually with input from all stakeholder groups to ensure relevance and effectiveness.

Evaluation Process

Effectiveness of instructional continuity is evaluated through:

- Attendance and participation monitoring
- Student progress and performance data
- Learning Management System (LMS) and Student Information System (SIS) data
- Classroom walkthroughs (virtual or in-person)
- Staff surveys, student check-ins, and parent feedback

Curriculum Resources and Digital Content

Remote Learning Goals

Students engage in meaningful learning through in-person or Remote Live Instruction models as appropriate. Instructional support, tutoring, assessments, and feedback are provided through both online and in-person modalities.

Learning Management System (LMS)

Sunrise Middle School utilizes:

- **Google Classroom** for assignment management and instructional content
- **Google Meet** for live instruction and student interaction

Students and parents receive real-time updates on assignments, activities, and announcements. Online assessments follow established security and integrity guidelines.

Evaluation of Digital Tools

The Leadership and Planning Team evaluates LMS implementation and provides training for staff and families. Feedback is used to refine digital learning practices. Additional tools such as **Pear Deck**, **Screencastify**, and similar platforms may be integrated based on instructional needs.

Professional Development

Training and Resources

Teachers receive ongoing professional development focused on:

- Best practices for digital and hybrid learning
- Student engagement strategies
- Virtual classroom management
- Effective formative and summative assessment techniques
- Use of Google Classroom, Google Meet, Zoom, and other instructional tools
- Instructional strategies for English Learners, students with disabilities, and students requiring intervention

Staff are trained to transition smoothly between instructional models in alignment with independent study and remote learning guidelines.

Evaluation of Professional Development

Professional development effectiveness is evaluated through:

- Teacher feedback surveys
- Student performance data
- Instructional observations and walkthroughs

- Review of engagement and participation metrics

Instructional Practices

Desired Outcome

Ensure consistent learning gains for all students during instructional disruptions.

Needs Assessment

Teachers participate in regular surveys and instructional walkthroughs to assess instructional effectiveness and identify support needs.

Delivery Methods

Instruction includes:

- **Synchronous (live)** instruction
- **Asynchronous (self-paced)** learning activities
- Digital engagement tools such as Nearpod, Kahoot!, Flipgrid, and similar platforms

Evaluation

Student growth is monitored through assessments and progress monitoring tools. PLC time is used to collaboratively analyze data and adjust instruction.

Parent and Family Support

Communication and Engagement

Parents and families receive:

- Training on Google Classroom and Google Meet
- Weekly communication via email, phone calls, and digital platforms
- Access to a Parent Help Desk for technical assistance

A two-way communication protocol ensures contact with students and families within **five calendar days** of an emergency. Multiple communication channels are used, including SMS, email, website updates, and phone calls.

Wellness and Support Services

Support services include:

- Regular student and family wellness checks
- Mental health support through school counselors and virtual check-ins
- Access to support professionals fluent in languages other than English
- Social-emotional learning (SEL) resources and virtual parent forums

Technology and Technical Support

Infrastructure and Support

The IT team:

- Oversees device distribution and internet access support
- Maintains cybersecurity protections for student data
- Provides a dedicated technical support line and help portal for staff and families

Device Distribution

- Students may check out Chromebooks through a structured process
- Internet connectivity assistance is provided to eligible families
- Learning Centers may be made available to support access needs

Special Populations Consideration

Support for Diverse Learners

- Students with IEPs and 504 Plans continue to receive accommodations and services
- English Learners receive language development support
- Homeless and foster youth receive additional academic and technology resources
- Instructional coaches and home-school liaisons provide individualized assistance

Monitoring and Intervention

Student progress is monitored using adaptive assessments. Intervention teams meet regularly to track progress and adjust supports. Additional tutoring and targeted interventions are provided as needed.

Operations and Continuity of School Services

Essential Personnel and Services

Key personnel—including administrators, IT staff, and custodial staff—maintain essential operations. Food services coordinate meal distribution for eligible students during periods of remote instruction. Childcare options may be explored for essential workers.

Timely Transition to Instruction

Instruction resumes in-person or remotely as soon as practicable and no later than **ten instructional days** following an emergency. Remote instruction aligns with applicable California Education Code requirements.

Emergency Communications

Stakeholders receive timely updates through:

- School website
- Automated calls
- Email and digital platforms
- Social media, as appropriate

The Instructional Continuity Plan remains accessible for reference during disruptions.

Sunrise Middle School remains committed to maintaining instructional continuity through proactive planning, high-quality instructional practices, effective technology use, and strong partnerships with families and community stakeholders. Through this integrated approach, the school ensures that learning, connection, and support continue even during times of disruption.

20. Plan Review, Adoption, Dissemination & Annual Update

The Sunrise Middle School Comprehensive School Safety Plan (CSSP) is a **living document** that is reviewed, updated, and strengthened on an annual basis. The plan reflects current site conditions, lessons learned from drills and incidents, changes in law or guidance, and feedback

from staff, students, families, and emergency partners. Ongoing review ensures that safety procedures remain **relevant, actionable, and site-specific**, rather than static or theoretical.

A. Annual Review and Evaluation Process

The Comprehensive School Safety Plan is reviewed **at least annually**, and more frequently as needed, under the direction of the **Site Manager (Head of School or designee)**. As part of this process, the Site Manager appoints an **Emergency Preparedness Committee** to conduct a structured review of the Site Emergency Plan and all related procedures.

The annual review and update of the Comprehensive School Safety Plan is completed and documented each year no later than March 1, in accordance with Education Code requirements.

The annual review process includes, but is not limited to:

- A systematic review of **emergency procedures for all incident types**, including evacuation, lockdown, lockout, shelter-in-place, medical emergencies, and reunification
- Verification that all staff understand their **roles and responsibilities** under the Incident Command System
- Evaluation of **drill performance**, including fire drills, lockdown drills, and other required exercises
- Review of **After Action Reports** generated following drills or actual incidents
- Assessment of communication systems, command post operations, and accountability procedures
- Confirmation of the location, accessibility, and readiness of **emergency supplies, Go Kits, AEDs, and Naloxone**
- Identification of any needed updates based on:
 - Changes to facilities or campus layout
 - Enrollment or staffing changes
 - Legislative or regulatory updates
 - Observed gaps or challenges

Findings from the review are documented and used to revise procedures, training priorities, and implementation strategies.

B. Board Adoption and Public Review

In accordance with Education Code requirements, the Comprehensive School Safety Plan is:

- Presented at a **public meeting** to allow parents, staff, and community members the opportunity to review and provide input
- Reviewed by the appropriate school governance bodies, including the School Site Council or delegated committee
- Formally **adopted by the Board of Trustees** following public review

This process ensures transparency, community engagement, and formal governance oversight of school safety planning.

C. Dissemination and Staff Readiness

Following Board adoption, Sunrise Middle School ensures that the Comprehensive School Safety Plan is **effectively disseminated and operationalized**, not merely filed.

Dissemination and readiness activities include:

- Distribution of the full plan or **appropriate staff-facing portions** to all faculty and staff
- Integration of plan content into **annual staff training** and professional development
- Review of key emergency procedures with students in **age-appropriate and developmentally appropriate ways**
- Communication with families regarding:
 - How to access non-sensitive portions of the plan
 - What to expect during emergencies
 - How student release and communication will occur

Staff are expected to be familiar with procedures and to seek clarification when questions arise. Emergency preparedness expectations apply to all employees.

A non-sensitive version of the Comprehensive School Safety Plan is available for public inspection upon request.

D. Coordination with Emergency Agencies

To support coordinated emergency response, Sunrise Middle School:

- Shares a copy of the Comprehensive School Safety Plan with **appropriate emergency agencies**, including law enforcement and fire services
- Maintains up-to-date campus maps, access information, and emergency contact procedures

- Updates emergency partners when significant changes occur to facilities, access points, or procedures

Ongoing collaboration with emergency agencies strengthens readiness and supports Unified Command operations during actual incidents.

E. Continuous Improvement and Plan Refinement

Sunrise Middle School is committed to **continuous improvement** in school safety practices. The CSSP is refined over time using multiple sources of feedback and data, including:

- Drill outcomes and After Action Reviews
- Incident response evaluations
- Safety inspections and compliance reviews
- Staff, student, and family feedback
- Guidance from emergency responders and public agencies

Revisions are made to improve clarity, effectiveness, and alignment with site needs. The goal of this process is **not simply regulatory compliance**, but sustained operational readiness that protects students, staff, and the broader school community.

Through regular review, thoughtful revision, and active implementation, Sunrise Middle School ensures that the Comprehensive School Safety Plan remains a **functional, responsive, and trusted framework** for campus safety.

APPENDICES

The following appendices are incorporated into and form part of the Sunrise Middle School Comprehensive School Safety Plan. These appendices provide required certifications, operational tools, and supporting documents referenced throughout the plan.

Appendix A: Senate Bill 187 Certification of Assurances

Sunrise Middle School affirms that it maintains a safe campus and an environment that is conducive to learning. The attached Comprehensive School Safety Plan (CSSP) is in compliance with the provisions required under **Senate Bill 187 (Chapter 73)**.

The following assurances certify that the CSSP meets all applicable statutory requirements:

1. The Comprehensive School Safety Plan contains all components required by **Education Code sections 32280–32289**.
2. Sunrise Middle School is a single-school Local Educational Agency with an ADA of fewer than 2,500 students. The plan was developed by a delegated School Safety Planning Committee including the principal (or designee), a teacher, a parent, and a classified staff member.
3. The delegated committee consulted with local law enforcement and fire agencies in the development and review of this plan.
4. The plan was presented to the School Site Council at a public meeting, allowing members of the community to express opinions and provide input.
5. The School Site Council reviewed and adopted the recommendations of the Comprehensive School Safety Plan.
6. A copy of the Comprehensive School Safety Plan has been provided to the Superintendent or designee.
7. The Board of Trustees adopted the original Comprehensive School Safety Plan on **February 23, 2026**, and the plan was updated and adopted on **February 6, 2026**.
8. Information regarding the Comprehensive School Safety Plan will be disseminated to all teachers, parents, and students.

Delegated Committee Meeting Date: February 6, 2026

Board Adoption Date: February 23, 2026

Signatures:

Principal (or Designee)

Teacher

Classified Staff Member

Parent/Guardian

Fire Department Representative

Law Enforcement Representative

Appendix A-1: School Safety Planning Committee Roster

The following table documents the membership of the **Sunrise Middle School School Safety Planning Committee**, as required by **Education Code section 32281**. Sunrise Middle School is a single-school Local Educational Agency with an Average Daily Attendance under 2,500 students and therefore utilizes a **delegated committee model** for development, review, and annual update of the Comprehensive School Safety Plan.

The committee is representative of the school community and includes administrative leadership, certificated staff, classified staff, and parent representation. The committee consults with local law enforcement and fire agencies as part of the safety planning process.

School Safety Planning Committee Membership

Name	Role on Committee	Position/Title	Signature (Optional)
_____	Administrator / Chair	Head of School or Designee	_____
_____	Certificated Staff	Teacher	_____
_____	Classified Staff	Classified Employee	_____
_____	Parent Representative	Parent/Guardian	_____
_____	Mental Health / Student Support (if applicable)	Counselor / Support Staff	_____

Consultation with Emergency Responders

Agency	Representative Name	Title/Department	Date of Consultation

Law _____
Enforcement _____

Fire _____
Department _____
nt _____

Committee Meeting Information

- **School Safety Planning Committee Meeting Date:** February 6, 2026
- **Public Review Conducted:** Yes No
- **School Site Council Review Date:** _____
- **Board of Trustees Adoption Date:** February 26, 2026

Appendix B: Incident Command & Crisis Response Flow Chart

This appendix operationalizes the **Incident Command System (ICS)** used by Sunrise Middle School during emergencies and critical incidents. It identifies **command structure, functional roles, and assigned personnel** responsible for coordinating response, accountability, communication, and recovery.

This appendix functions as a **staffing assignment document**. Names may be updated annually to reflect staffing changes while maintaining consistent emergency procedures.

A. Emergency Operations Center (EOC)

During an emergency, Sunrise Middle School activates an **Emergency Operations Center (EOC)** to coordinate decision-making, communication, and resource deployment in support of the on-scene Incident Commander.

Primary EOC Location: (Excluded from Public Report)

Alternate EOC Location: (Excluded from Public Report)

Emergency Operations Center Lead:

- **Name:** Teresa Robinson
- **Title:** Principal/Director

Primary Responsibilities:

- Support the Incident Commander with strategic coordination
- Maintain situational awareness across campus
- Coordinate staffing, resources, and communications
- Support transition from response to recovery operations

B. Command Center / Incident Command

Incident Commander (IC)

Role: Command Center / Incident Commander

- **Name:** Jose Mancillas
- **Title:** Director of Security and Safety

Primary Responsibilities:

- Assume overall authority for emergency response
- Activate emergency protocols (Evacuate, Lockdown, Lockout, Shelter-in-Place)
- Establish and oversee the Incident Command Post
- Coordinate directly with law enforcement, fire, and EMS
- Authorize student release and reunification procedures
- Approve public messaging in coordination with the Public Information Officer
- Ensure student and staff safety remains the top operational priority

Scribe / Documentation Lead

Role: Scribe

- **Name:** Jessica DeAnda
- **Title:** Assistant to the Director

Primary Responsibilities:

- Maintain the official incident log
- Document all major decisions, actions, and timelines
- Record resource requests and assignments
- Preserve documentation for After Action Reports and compliance review

Liaison Officer

Role: Liaison

- **Name:** Allie Cooperman
- **Title:** Director of ELA/ELD

Primary Responsibilities:

- Serve as the primary point of contact with outside agencies
- Coordinate with law enforcement, fire services, EMS, and county agencies
- Support Unified Command operations
- Facilitate information flow between emergency responders and school leadership

C. General Staff Sections

Planning / Intelligence Section

Lead:

- **Name:** Ayesa Munguia
- **Title:** Special Education Paraprofessional

Primary Responsibilities:

- Track incident status and evolving conditions
- Monitor student and staff accountability
- Collect and analyze reports from operational teams
- Anticipate future needs and support recovery planning
- Prepare documentation for After Action Reviews

Finance / Administration Section

Lead:

- **Name:** Olivia Cortes

- **Title:** Operations Manager

Primary Responsibilities:

- Track staff time and emergency assignments
- Document emergency-related expenditures
- Maintain records for reimbursement, insurance, and audits
- Support post-incident reporting requirements

Logistics Section

Logistics Leads:

- **Rosa Cruz**
- **Alonso Guerrero**

Primary Responsibilities:

- Distribute and manage emergency supplies and equipment
- Support emergency communications systems (radios, phones, technology)
- Maintain access to student and staff databases during emergencies
- Coordinate logistical support for sustained operations

Facilities Section

Facilities Lead:

- **Name:** Jose Mancillas
- **Title:** Director of Security and Safety

Primary Responsibilities:

- Assess campus safety hazards and structural conditions

- Secure utilities, buildings, and access points
- Support evacuation, access control, and perimeter safety
- Coordinate with fire officials and facilities partners

D. Operations Section – Field Response Teams (“The Doers”)

The Operations Section carries out **direct response actions** under the direction of the Incident Commander.

1. Operations / Search and Rescue

Assigned Staff:

- Enrique Lopez
- Perry Pham
- Alberto Carranza
- Christopher Carranza
- Salvador Rosales
- Juan Lopez

Responsibilities:

- Conduct directed searches for missing students or staff
- Assist with evacuation and relocation
- Report findings immediately to the Command Post

2. Medical Triage

Assigned Staff:

- Laxman Drivas

- Jose Sandoval
- Henry Jimenez

Responsibilities:

- Provide first aid within scope of training
- Establish and staff a medical triage area as needed
- Coordinate care with EMS
- Document injuries and medical actions

3. Planning / Student & Staff Accounting

Assigned Staff:

- Rebecca Alvarez
- Lilianna Vital
- Isabelle Santiago

Responsibilities:

- Collect attendance and accountability reports from teachers
- Identify missing, injured, or extra students
- Maintain accurate accountability records for the Command Post

4. Transportation & Parent Communication

Assigned Staff:

- Jose Quintero
- Valerie Hernandez
- Luis Martinez

Responsibilities:

- Support student release and reunification logistics
- Coordinate transportation if off-site relocation is required
- Assist with family communication logistics under direction of the PIO

5. Division Leaders / Campus Site Security

Assigned Staff:

- Daniel Zuniga
- Maribel Cortes
- Ruben Guzman
- Karina Hernandez

Responsibilities:

- Secure designated campus zones and perimeters
- Monitor gates, hallways, and access points
- Prevent unauthorized entry or exit
- Report hazards or security concerns immediately to Command Post

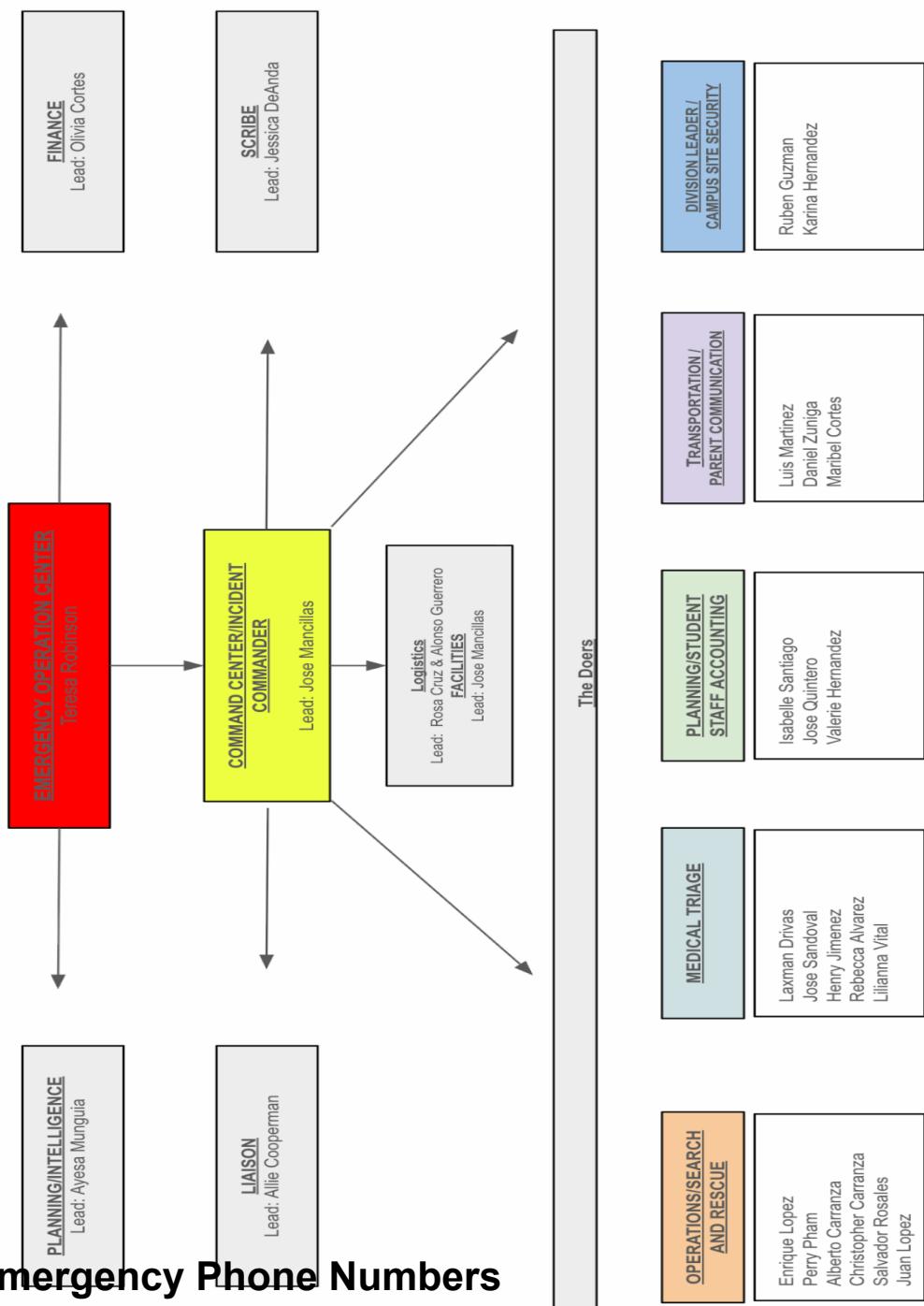
E. Annual Review and Update

This appendix is:

- Reviewed annually as part of the Comprehensive School Safety Plan update
- Updated to reflect staffing changes
- Distributed to staff during annual emergency preparedness training
- Used during drills, tabletop exercises, and real incidents

Incident

Crisis Response Flow Chart Sunrise Middle School



Appendix C: Emergency Phone Numbers

Emergency Phone Numbers

SJUSD Alarm/ Security	408-278-6923
San Jose High School	408-535-6320
SJUSD Police & Security	408-5356080
SJUSD 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 (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 or 311
Red Cross	877-727-6771
Sheriff's Office	911
David Toston, 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

Emergency Phone Numbers

National Suicide Prevention

988

Mobile Response & Stabilization (MRSS) 1-800-704-0900

AA

Appendix D: Emergency Evacuation Routes and Campus Maps

This appendix contains detailed campus maps and diagrams that support emergency response and evacuation procedures described throughout this plan.

Included materials identify:

- Primary and secondary evacuation routes for each instructional and non-instructional space
- Designated student assembly areas
- Incident Command Post locations
- Medical triage and first aid locations
- Student release and family reunification areas
- Utility shut-off locations and access points

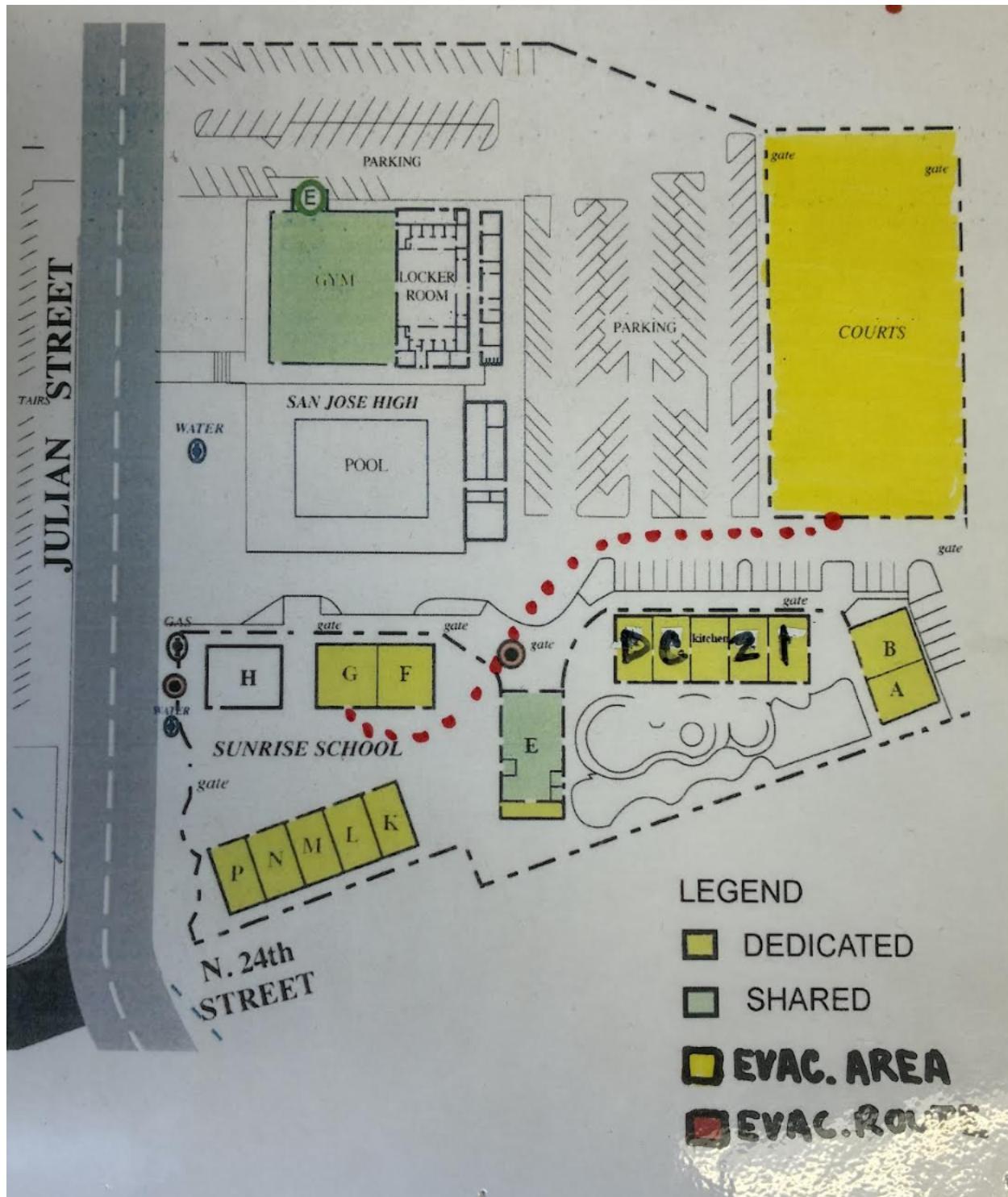
Maps are:

- Posted in all classrooms and common areas as required
- Included in classroom emergency “Go Kits”
- Maintained in administrative offices and emergency binders
- Shared with local law enforcement and fire agencies

Maps are reviewed annually and updated whenever facility changes occur.

Due to security considerations, this appendix is maintained as a **controlled document** and is not distributed publicly.

Evacuation Route



Incident Command Posts & Utility Shut Off

