



Comprehensive School Safety Plan

**2025-2026
School Year**

School: LIBERTY HIGH SCHOOL
CDS Code: 07617210733980
District: Liberty Union High School District
Address: 850 2nd Street
Brentwood, CA 94513
Date of Adoption: 01/08/2026
Date of Update: 01/08/2026
Date of Review:
- with Staff
- with Law Enforcement 12/19/2025
- with Fire Authority

Approved by:

Name	Title	Signature	Date
Efa Huckaby	Principal		12/19/2025 12:00 am
Kerena Skillman	Assistant Principal		12/02/2025 12:00 am
Shelly Johnson	Assistant Principal		01/08/2026 12:00 am
Nathan Vasarhely	Teacher		12/02/2025 12:00 am
John Door	Teacher		12/02/2025 12:00 am
James Geis	Campus Supervisor		12/02/2025 12:00 am
Mike Rucker	Brentwood Police Officer		12/19/2025 12:00 am
Will Trimua	Student		12/02/2025 12:00 am
School Site Council			01/08/2026 12:00 am

Table of Contents

Comprehensive School Safety Plan Purpose	5
Safety Plan Vision	5
Components of the Comprehensive School Safety Plan (EC 32281)	6
(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)	6
(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)	6
(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines	8
(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)	10
(E) Sexual Harassment Policies (EC 212.6 [b])	11
(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)	11
(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)	12
(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)	12
(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)	16
(J) Hate Crime Reporting Procedures and Policies	18
(K) Procedures for Preventing Acts of Bullying and Cyber-bullying	18
(L) Positive School Climate	18
(M) Mental Health Care	19
(N) COVID-19 - Pandemic	20
(O) Opioid Prevention and Life-Saving Response Procedures	24
(P) Response Procedures for Dangerous, Violent, or Unlawful Activity	28
(Q) Instructional Continuity Plan	28
Introduction and Purpose of the Instructional Continuity Plan (ICP)	28
Engagement with Pupils and Families	28
Access to Instruction	29
Instructional Continuity	31
Access (Equity, Accessibility, and Inclusion)	32
Professional Learning	33
Well-Being and Support Services	33
Site-Based Collaboration	34

Return to Site-Based Learning34

Integration with Comprehensive School Safety Plan (CSSP)35

Review and Updates of this Instructional Continuity Plan (ICP)35

Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school safety committee consulted with local law enforcement, the fire department and other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year.

A copy of the Comprehensive School Safety Plan is available for review at LUHSD.net.

Safety Plan Vision

All Liberty Union High School District schools are intended to provide all students an inclusive, safe and nurturing educational environment most conducive to learning.

Components of the Comprehensive School Safety Plan (EC 32281)

LIBERTY HIGH SCHOOL Safety Committee

LHS Staff: Efa Huckaby, Kerena Skillman, Shelly Johnson, Nathan Vaserhealy, James Geise, Will Timua (Student), Hector Torres, Jonathan Dorr

Assessment of School Safety

The Liberty High School Safety Team analyzed and reviewed multiple data sources to develop this year's Comprehensive School Safety Plan, including (but not limited to) the number of disaster planning drills (e.g. fire, earthquake and violent intruder(s)); the California Healthy Kids Survey, CA Dashboard data, and student discipline data.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

The Liberty High School Safety Team has developed and documented strategies and programs put in place to promote the safety of students and employees in compliance with California Education Code section 32281. The remaining sections of this Comprehensive School Safety Plan provides a thorough understanding of the strategies, initiatives and programs put in place including measurable goals and objectives.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

All students have the right to learn in a safe environment, and as such, the Liberty Union High School District is committed to providing a safe, caring and nurturing environment for all its students.

Mandated reporters play a critical role in identifying and reporting concerns of abuse or neglect that may otherwise go unreported. The responsibility to report suspected abuse or neglect can protect the student; can prevent further abuse or neglect, and may allow families to receive needed resources or services that may eliminate the underlying cause of abuse or neglect.

All district employees are mandated reporters. A mandated reporter is an individual required by law (LUHSD Board Policy 5141.4; Penal Code Section 11165.7 and Welfare and Institutions Code 15630) to report reasonable suspicion of child abuse or neglect.

Child abuse can be described as a physical injury inflicted on a child by another person other than by accidental means; emotional abuse (infliction of mental suffering); sexual abuse, assault, exploitation of a child; the negligence and/or maltreatment of a child by a person responsible for the child's welfare.

District employees are directed to call 9-1-1 if the employee believes a child or dependent adult is in imminent danger, needs medical attention, or it would not be safe for them to return or remain at home.

Or

CALL Child Family Services (CFS): Phone 877-881-1116 (operated 24 hours a day/ 365 days per year):

Employees may submit phone reports may to Brentwood Police Department, 925-634-6911 or Oakley Police Department: 925-625-8855.

Within 36 hours following a phone report, a written report must be sent to the Contra Costa Child Family Services, mailing address: 2530 Arnold Drive, Suite 360, Martinez, CA 94553, fax: 925-608-6894. The Suspected Child Abuse form (SS 8572) may be downloaded from the Liberty Union High School District's Administrative Services website.

In accordance with state law, all district employees receive online training on an annual basis within the first six weeks of the school year. New employees receive the same online training prior to their start date of employment. The online course provides district employees with an overview of the law regarding the mandated reporting of child abuse and reporting requirements. The course also provides indicators and definitions of various forms of child abuse and the impact of abuse on children.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

The safety and security of all district students and employees is of the highest priority. The district and each school site has adopted procedures to best prepare, mitigate and recover in the unanticipated event of a disaster. The district believes the best way to prepare for an unanticipated emergency is by conducting appropriate drills (e.g. earthquake, fire and active intruder) on a consistent and ongoing basis.

Adaptations for Students with Disabilities

Public Agency Use of School Buildings for Emergency Shelters

The Liberty Union High School District has an established memorandum of understanding (MOU) with the American Red Cross. The MOU establishes mutual supports, coordination and operational processes in the unanticipated event a disaster impacts the local community.

The MOU also establishes, during a disaster or other emergency situation, LUHSD may provide school and district buildings and facility access as work space, shelter and/or for service coordination.

Violent Intruder Procedure

The safety and well-being of students and staff are the highest priorities for the Liberty Union High School District. In collaboration with local law enforcement and community stakeholders, LUHSD schools are taking proactive steps to plan, prepare and practice emergency response procedures.

LUHSD continues to invest time and resources to raise the bar in school security by providing all district employees a comprehensive active shooter response training to prepare for the unlikely event an active shooter invades one of our campuses. LUHSD continued its strong partnership with the Brentwood and Oakley Police Departments to prepare district employees on how to most effectively respond to an unforeseeable active shooter situation should it occur. All district employees were also offered the opportunity to complete a comprehensive online learning program.

The goals of the ALICE safety training and drills are to improve the ability to protect student and staff, save lives, and reduce injuries. The training and drills will allow each school to evaluate emergency operations plan and improve response skills. Most importantly, it provides an opportunity for the students and staff to develop a “toolkit” of skills which will empower them to make the best decisions for survival if they ever experience a similar emergency (in school or in life.) The ALICE Training Model is changing how schools, universities and businesses respond to armed intruders.

ALICE (Alert, Lock-down, Inform, Counter, and Evacuate), developed after Columbine, teaches strategies to survive a life-threatening event. Supported by educators and law enforcement across the country, ALICE is quickly becoming the new standard of care.

Fire

Due to the potential of a fire alarm being activated by an assailant to lure students and staff into locations to inflict harm, the following guideline was recently adopted:

In the event a fire alarm is unexpectedly activated, and there are no signs of a fire (e.g. smell or vision of smoke, flames, and/or heat), students and teachers are to remain in their classroom setting, lock all doors and await further direction from an administrator and/or designee. Upon receiving instruction from an administrator and/or designee, teachers should anticipate evacuating the class to assigned staging area.

If a fire is discovered, the fire alarm must immediately be activated, and the building evacuated without delay. Once the building has been evacuated, no one must be allowed to reenter the school until firefighting units have arrived and have completely searched the building. All students and staff must remain at the evacuation staging area until the fire incident responder declares the building safe to enter. If school staff suspect a fire, or determine that an actual fire exists, they must immediately activate the fire alarm evacuation signal and call the fire department at 911.

All fires, regardless of magnitude, must be reported to the fire department.

In accordance with California Education code 32001 all district schools conduct a schoolwide fire drill not less than twice every school year.

Earthquake

The Liberty Union High School District and each school has adopted the following procedures in the event of an earthquake:

Students and staff will drop, cover, and hold on until the shaking stops.

DROP: Individuals will drop onto their hands and knees (this will protect them from being knocked down and allow them to safely crawl.)

COVER: Individuals will cover their heads and neck with one hand and safely crawl underneath a sturdy table or desk while bent over to protect vital organs.

HOLD On: During the shaking, the individuals, with one hand, while under shelter, hold on to the shelter [e.g. corner of a table.]

Once the shaking has stopped, teachers will check for injured students in their classroom; evacuate everyone to the designated and secured open area on campus. Evacuation is necessary following an earthquake because of possible damage to the buildings and aftershocks.

Request and reunion stations are set up at each school site to allow parents to take students home. If there has been earthquake damage to a school, students and staff will not be allowed to re-enter buildings until the buildings have been appropriately inspected.

All district schools participate in the annual earthquake preparedness drill known as the Great California ShakeOut. The Great California ShakeOut is designed to provide a sense of urgency about earthquakes and to encourage people, organizations, schools, and communities to get prepared, to practice what to do to be safe, and to learn what plans need to be improved.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be those specified as follows:

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury (Education Code 48900(a) and (t))
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))
3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))
5. Committed or attempted to commit robbery or extortion (Education Code 48900(e))
6. Caused or attempted to cause damage to school property or private property (Education Code 48900(f))
7. Stole or attempted to steal school property or private property (Education Code 48900(g))
8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products (Education Code 48900(h))
9. Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))
10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))
11. Knowingly received stolen school property or private property (Education Code 48900(l))
12. Possessed an imitation firearm (Education Code 48900(m)) Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))
13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))

14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))
16. Engaged in, or attempted to engage in, hazing. Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900(q))
17. Engaged in an act of bullying (Education Code 48900(r.)) Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in items #1-3 of "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student. Electronic act means the creation or transmission of a communication originated on or off school site, including, but not limited to, a message, text, sound, image, or post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. A post on a social network Internet web site shall include, but is not limited to, the posting or creation of a burn page or the creation of a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above. Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability. (Education Code 48900(r))
18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31 (Education Code 48900(t))
19. Made terrorist threats against school officials and/or school property. A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code 48900.7)

The principal or designee may impose a suspension for a first offense if he/she determines that the student violated any of items #1-5 listed under above or if the student's presence causes a danger to persons. (Education Code 48900.5)

For all other offenses, a student may be suspended only when the principal has determined that other means of correction have failed to bring about proper conduct in the student. (Education Code 48900.5)

When other means of correction are implemented prior to imposing suspension or supervised suspension upon a student, the principal, or designee shall document the other means of correction used and retain them in the student's record. (Education Code 48900.5)

Additional Grounds for Suspension and Expulsion:

Any student may be suspended, but not expelled, for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))

A student shall be subject to suspension or recommendation for expulsion when it is determined that he/she:

1. Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2.) Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3.) Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)
3. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment.

Suspension from Class by a Teacher:

A teacher may suspend a student from class for the remainder of the day and the following day for disruption, willful defiance, or any of the other acts specified in Education Code 48900 and listed as items #1-19 under "Grounds for Suspension and Expulsion: Grades K-12" above. (Education Code 48910)

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, he/she shall be appropriately supervised during the class periods from which he/she has been suspended. As soon as possible after the teacher decides to suspend the student, he/she shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. A student suspended from class shall not be returned to class during the period of the suspension without the approval of the teacher of the class and the principal or designee. (Education Code 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which he/she was suspended. The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

The principal, or designee shall immediately suspend any student found at school or at a school activity to have committed any of the acts listed in the Board policy under "Authority to Expel" and for which he/she is required to recommend expulsion.

Principal's Authority to Recommend Expulsion Unless the Superintendent, the Assistant Superintendent, Administrative/Student Services or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, he/she shall recommend a student's expulsion for any of the following acts: (Education Code 48915):

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician
4. Robbery or extortion
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

For more information about the suspension and expulsion process, please review LUHSD board policy 5144.1, "Suspension and Expulsion-Due Process."

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

Liberty Union High School has adopted the Behavior!Alert program. Teachers in the district are provided with access to online secured software that notifies them on a routine basis of pupils in their class(es) who have engaged in or are reasonably suspected to have engaged in any suspension or expulsion acts over the previous three school years, as described in Education Code Sections 48900, 48900.2, 48900.3, 48900.4, or 48900.7.

This information is provided to teachers based upon records maintained by the district in its ordinary course of business or received from a law enforcement agency.

(E) Sexual Harassment Policies (EC 212.6 [b])

The Liberty Union High School District prohibits unlawful sexual harassment of or by any student by anyone in or from the district. The district prohibits sexual harassment of students by other students, employees or other persons, at school or at school sponsored or school-related activities. The district also prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the established complaint process.

Any student who engages in the sexual harassment of another student or anyone from the district may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in sexual harassment may be subject to disciplinary action up to and including dismissal.

Any student who feels that he/she is being harassed should immediately contact an assistant principal or principal.

Students or staff are expected to immediately report incidents of sexual harassment to a site administrator.

Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

Effective the 2019-2020 school year, in accordance with SB 1343, all district employees have completed a mandatory online sexual harassment training.

The district's Title IX coordinator has been identified as Lysie Castellano, Associate Superintendent, Human Resources, 20 Oak Street, Brentwood, California, CortezK@luhsd.net, 925-634-2166, ext. 2028.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

The Liberty Union High School District recognizes that the responsibility for the dress and grooming of a student rests primarily with students and their parent guardians.

The District's goal is to promote student safety and to create a respectful community that is welcoming to all students. The District dress Code policy applies to all schools in the district.

Allowable Dress and Grooming:

Students must wear clothing which includes a shirt with pants, skirt, dress, or the equivalent

Shirts and dresses must have fabric in the front and on the sides

Clothing must cover undergarments; however, waistbands and bra straps may show

Fabric covering all private parts must not be transparent

Footwear must be worn at all times, and must not limit student participation in school activities

Hats and other headwear must allow the face to be visible and not interfere with the line of sight to any student or staff (hoodies must allow the student's face and ears to be visible to staff)

Clothing must be suitable for all scheduled classroom activities including physical education (PE), science labs, and other activities where unique hazards exist.

Specialized courses may require specialized attire, such as sports uniforms or safety gear

Non-Allowable Dress and Grooming:

Clothing may not depict, advertise, or advocate the use of alcohol, tobacco, marijuana, or other controlled substances

Clothing may not depict violence, obscenities, pornography, nudity, or sexual acts

Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected groups

Clothing must not threaten the health or safety of any other student or staff member

Any apparel, cosmetic, jewelry, or piercing, even if not specifically mentioned, which creates a safety concern or detracts from the educational process is prohibited

Generally, students who do not follow the dress code will be referred to his/her building office to correct the issue, parent/caregiver may be asked to bring replacement clothing and/or the student may be sent home to change. The decision concerning appropriateness of dress is determined by the administration. Refer to LUHSD board policies: 5132 for additional information.

Every effort will be made by school staff to avoid embarrassing or shaming the student.

All corrective actions will be reported to the parent/guardian.

A student who wears inappropriate clothing to school will be asked to change into appropriate attire before returning to classes, and disciplinary consequences may be assigned. California courts support reasonable and clear school regulations governing the appearance of students.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

All Liberty Union High School District operated classes and activities are to be appropriately supervised to ensure safety at all times during school hours and co-curricular activities. Prior to the start of school and during dismissal, campus monitors and administrators are strategically assigned to areas on campus to monitor student behavior and ensure student safety. Consideration is taken to provide adequate supervision before school, in between class periods, lunch and dismissal times. Special consideration is provided for severely disabled students entering and exiting buildings and busses.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:

Liberty High School will improve the perceived safety and overall safety and feelings of school connectedness of the school as indicated below.

Element:

Safety Drill and training records; The California Healthy Kids Survey; CA Dashboard data, Stakeholder group feedback, and school discipline and attendance data.

Opportunity for Improvement:

While the California Dashboard reflects a positive trend in reducing suspensions and school data indicates an increase in the use of alternatives to suspension, there remains significant opportunity to strengthen proactive measures that prevent student misbehavior before it occurs. Additionally, California Healthy Kids Survey (CAHKS) results highlight a need to improve student connectedness, as the school has experienced a rise in reported student anxiety. These findings underscore the importance of fostering a supportive and inclusive environment that prioritizes mental health and engagement. Furthermore, facilities maintenance and safety remain a critical focus, given the mix of aging infrastructure and newly constructed buildings. Addressing these areas collectively will enhance overall campus safety, promote student well-being, and create a positive school climate.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Promote the perceived safety of the school and to best mitigate injuries and fatalities in the unanticipated event of an emergency.	<p>Liberty High School in partnership with the Brentwood Police Department will conduct one active shooter drill utilizing the ALICE methodology (for more information about ALICE, please review section B of this plan.)</p> <p>Campus Supervisors and administrators have designated positions on campus for visibility to support campus safety.</p> <p>Cross train all administration in emergency safety protocol.</p> <p>Facilities-Update to have window coverings (beyond tinted windows) for windows school wide.</p> <p>Ongoing facility maintenance on electronic doors and vaping sensors.</p> <p>Discuss benefits of unannounced drills with the staff.</p>	Administration, School Resource Officer, campus supervisors, teachers; other relevant staff members and students.	SRO and Assistant Principal.	<p>Successfully complete ALICE training for staff with a quarterly rotation of drills.</p> <p>Perceived school safety Improved in 2025 from 53-63%.</p> <p>Goal: Increase the percentage of students perceived safety via the California Healthy Kids Survey by 5%</p>

Objectives	Action Steps	Resources	Lead Person	Evaluation
Liberty High School will reduce the number of suspensions.	<p>Administration, counseling team, and campus supervisors will utilize a variety of restorative practices, alternative to suspensions, and proactive measures, to intervene and support with students with conflicts.</p> <p>Alternatives to suspensions: Yvape, Youth court, AAC, Peer Mediations, No-contact agreements.</p>	District student services provided training. Collaboration with school psychologists and sped team.	Administration, counselors, campus supervisors	Evaluation of California dashboard shows a 1.8% decline in suspensions with 3.9% of students being suspended by at least one day.
Liberty High School will continue to improve on the condition of campus facilities.	<p>Liberty High School will work to improve facilities on campus to maintain a safe environment.</p> <p>Admin meet weekly with head custodian to review campus facilities/maintenance and address ongoing needs.</p> <p>Biweekly check-ins for projects and larger items.</p> <p>Admin meet monthly with district personnel to review on-site needs with facilities and maintenance.</p>	Administration, Teachers, Classified Staff, District	Assistant Principal, Principal, Head Custodian, District	<p>Goal: Analyze results of CHKS and compare to previous year's results for a 5% improvement:</p> <p>Facilities Upkeep: Increased in 2025 from 18-32%</p>

Objectives	Action Steps	Resources	Lead Person	Evaluation
Liberty High School will identify and implement strategies to reduce the instances of vaping on campus.	<p>Liberty High school has active vape detectors in the bathroom and has restrooms monitored regularly to discourage vaping.</p> <p>Liberty High School will utilize youth court as an alternative to suspension for tobacco, nicotine and/or cannabis use.</p> <p>Liberty High school has enrolled in the Y-Vape and Healthy futures training through Stanford Medicine.</p> <p>2026 we will transition to implementing the healthy futures alternative to suspension curriculum.</p> <p>Strategic placement of personnel on campus during the school day and use of 5 star, and no-fly list to discourage vaping on campus.</p>	Administration, School Resource Officer, campus monitors, teachers, classified staff; other relevant staff members and students.	Assistant Principal, Data Technician, TUPE Coordinator	<p>Monitor data from the CAHKS for no substance use at school.</p> <p>No substance use at school 2025 increased from 91-95%</p>

Objectives	Action Steps	Resources	Lead Person	Evaluation
Liberty High School will address social and emotional health needs on campus.	<p>Tier 3: Counseling team conducts threat assessments for students in Crisis. Connections with staff on campus. Academies and SLC pathways to shrink the school.</p> <p>Tier 2: Counselor check-ins</p> <p>Tier 1: Counseling team holds suicide prevention activities twice a year.</p>	MTSS committee, Counselor, Teachers, Classified Staff, District	Assistant Principal, Lead Counselor, MTSS committee, Principal, District	<p>Monitor California Healthy Kids data with a 3% increase in these areas:</p> <p>2025: Caring Adult Relationships: Increased from 54% to 57%</p> <p>School connectedness: Increased in 2025 from 50% 52%</p> <p>Promotion of parent involvement increased from 36 to 38%</p>
Liberty High School will improve campus climate and parent connections with the school.	<p>ELAC parent committee held regularly.</p> <p>African American parent advisory council AAPAC in partnership with Delta impact held 10/25.</p> <p>Athlete council established 10/25</p> <p>Admin connecting with TD consulting to improve climate.</p> <p>BIG Event was established April of 2024 to embrace being bilingual.</p>	Administration, Teachers, Students, Other relevant staff and community members	Assistant Principal, Activities Director, Principal	<p>Monitor CHKS results for a goal of reducing the number of bullying by 5%.</p> <p>2025: CHKS “Experienced any harassment or bullying” 9th 34% 11th 30%</p> <p>Increase parent involvement in equity groups, such as African American parent group and ELAC . .</p>

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

LIBERTY HIGH SCHOOL Student Conduct Code

The Liberty Union High School District believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, while at school activities, and while on district transportation.

Each district school has developed, and consistently enforces, school-wide rules that are clear, broad-based, and fair.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others
2. Conduct that disrupts the orderly classroom or school environment
3. Harassment or bullying of students or staff, including, but not limited to, cyberbullying, intimidation, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption. Cyberbullying includes the transmission of communications, posting of harassing messages, direct threats, or other harmful texts, sounds, or images on the internet, social networking sites, or other digital technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.
5. Possession or use of a laser pointer, unless used for a valid instructional or other school-related purpose, including employment (Penal Code 417.27.) Prior to bringing a laser pointer on school premises, students shall first obtain permission from the principal or designee. The principal or designee shall determine whether the requested use of the laser pointer is for a valid instructional or other school-related purpose.
6. Use of profane, vulgar, or abusive language
7. Plagiarism or dishonesty on school work or tests
8. Inappropriate attire
9. Tardiness or unexcused absence from school
10. Failure to remain on school premises in accordance with school rules
11. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or administrator for further investigation.

Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to another district school, including an alternative program, or denial of the privilege of participation in extracurricular or co-curricular activities in accordance with Board policy and administrative regulation. A school administrator shall notify local law enforcement as appropriate.

Conduct Code Procedures

The Liberty Union High School District, via the implementation of the Multi-Tiered System of Support (MTSS) framework, will implement proactive steps to provide all students with tiered supports to promote academic, behavioral and emotional success. All steps will be taken to promote the safety and climate of each school to ensure students learn in an inclusive and nurturing environment.

Students may be assigned the following consequences in accordance with California law and district administrative regulation 5144.1

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925):

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students
2. Referral to a certificated employee designated by the principal to advise students
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910

Suspension means removal of a student from the immediate supervision and control or the general supervision of school personnel. (Education Code 48925): At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (Education Code 35291, 48900.1, 48980)

For more information about school suspension and expulsion, please refer to section C, "School Suspension, Expulsion and Mandatory Expulsion Guidelines," of this plan.

(J) Hate Crime Reporting Procedures and Policies

In order to create a safe learning environment for all students, the Board of Education desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall be focused on providing an efficient use of district and community resources. The district shall provide age-appropriate instruction to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

(K) Procedures for Preventing Acts of Bullying and Cyber-bullying

The Liberty Union High School District believes that all students have a right to a safe, healthy and nurturing learning environment. The district recognizes schools must be physically and emotionally safe for all students in order to promote and support academic achievement, citizenship, student attendance and engagement.

The district will not tolerate behavior that infringes on the safety and emotional wellbeing of any student or adult. The school does not tolerate any acts of bullying, intimidation or harassment of any student through words and actions.

"Bullying", as legally defined by California education code 48900(r), is any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. These acts can be reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress and may be motivated either by bias or prejudice based upon any actual or perceived characteristic, such as race, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression; or a mental, physical or sensory disability or impairment; or by any other distinguishing characteristic. An "electronic act" means the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager. A "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

There is an expectation all students, staff, parents, and volunteers demonstrate behavior that is respectful and civil and not tolerate bullying. It is essential adults model behaviors as positive examples for student behavior.

The district expects students, staff and parents to immediately report any incident of bullying to the principal or designee. Students, parents and staff members, who observe or experience any incident of bullying are also encouraged to immediately report to a school administrator. Staff members are expected to immediately intervene when they observe bullying. Each complaint of bullying will be promptly investigated and logged. Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.

Students who bully are in violation of these guidelines and are subject to disciplinary action up to and including expulsion (Education Code 48900(r)).

This statement applies to every form of bullying, harassment, and/or cyber-bullying/harassment, whether in the classroom, on school premises, when a student is traveling to or from school, or at a school-sponsored event. Bullying or harassment, including cyber-bullying/ harassment, that is not initiated at a location defined above is covered by this policy if the incident results in a potentially material or substantial disruption of the school learning environment for one or more students and/or the orderly day-to-day operations of any school or school program.

(L) Positive School Climate

Culture change is a complex process that no single policy or program can fully address. The Liberty Union High School District has a goal is to assist school sites in establishing culturally responsive systems of behavior support so that every student can succeed socially, emotionally and academically.

Research shows that positive school climate and culture is indispensable to learning, healthy social and emotional development and the academic success of children and youth.

Multi-Tiered System of Supports (MTSS)

MTSS focuses on aligning initiatives and resources within an educational organization to address the needs of all students. It is an integrated, comprehensive framework that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. MTSS offers the potential to create systematic change through intentional integration of services and supports to quickly identify and meet the needs of all students. MTSS affords a full range of academic, behavioral, and social support for all students to achieve.

As part of our annual review and update of the CSSP, we also examine the district Wellness Policy (BP 5030) and provide feedback to District level Student Services to help maintain a positive school climate that supports students' health, well being, and ability to learn. Specific and measurable goals in these areas are outlined in our site's SPSA.

(M) Mental Health Care

The district believes that maintaining a safe environment for students is part of a school's overall mission; recognizes that physical, behavioral, and emotional health is an integral component of a student's educational outcomes. The district and each school acknowledges the school's role in providing an environment which is sensitive to individual and societal factors that place youth at greater risk for suicide and one which helps to foster positive youth development.

Suicide Prevention

The district has adopted guidelines in response to Assembly Bill 2246, which mandates that the governing board of all school districts that serve students in grades seven to twelve adopt a policy and guidelines on student suicide prevention, intervention, and postvention. The bill further required that districts need to develop such plans together with suicide prevention experts, parent/guardians, student advocates, and school mental health professionals.

The district's suicide prevention model is sustainable as evidenced by all district employees receiving online suicide prevention training every other year prior to the sixth week of the school year. All new district employees receive the same online training prior to the start of reporting to work.

In addition to school counselors, the district has established a contract with a reputable mental health agency to recommend services to families for counseling support.

The site offers tier 1,2,3 MTSS supports for students in crisis.

Furthermore, in accordance with state law all issued student identification cards will have the phone numbers of the National Suicide Prevention Crisis and local crisis phone numbers.

LUHSD COVID-19 School Safety

This plan is subject to change based on local spread, the Contra Costa County Health Services, and/or State of California orders.

As we continue to navigate the extraordinary human impact of COVID-19, the district wants to assure you, we are devoting our resources to promote the safety of our students and employees.

The district also believes nothing is more important than the health and safety of our students, employees and community members.

To promote the safety of our students and employees, the district has implemented the following steps in accordance with local, state and federal government guidance [with additional measures].



SAFETY

Promoting Behaviors that Reduce the Spread:

- Students and employees will be required to stay home when sick or have had close contact with a person with COVID-19.
 - All families must commit to symptom checks at home each day before a student enters a school campus.
 - Parents/guardians are advised to use the Respiratory Illness Symptom Screening Tool for Parents and Caregivers to assess the health status of household members (including each student) on a daily basis and throughout each day.
 - Parents/Caregivers should anticipate an increased likelihood of being called to pick-up their student at any given time and should plan accordingly.
 - **Hand Hygiene and Respiratory Etiquette**
 - Students and employees will be taught and reinforced to frequently hand wash (with soap and water) for at least 20 seconds.
 - Students and employees will be encouraged to frequently use hand sanitizer (with at least 60% ethyl alcohol) when handwashing is not practicable.
 - Students and employees will be taught and encouraged to avoid hand contact with their eyes, noses and mouths; use a tissue to wipe their noses; cough/sneeze into a tissue or in their elbow, and limit sharing supplies.
 - **Face Mask:** In accordance with the [California Department of Public Health's Guidance for the use of Face Coverings](#), all students and employees (unless a person is exempt in accordance with the guidelines) will be required to wear facemasks at school or on a bus.
 - **Engineering Controls:** To shield against droplets from coughs or sneezes, the district has installed clear plexiglass sections throughout classrooms and selected school and district offices.



- **Extra cleaning protocols:** The district will continue to observe elevated cleaning and disinfecting protocols and conduct frequent cleaning and disinfecting of high-contact surfaces.
- **Isolation rooms:** Students and employees with COVID-19 symptoms will immediately be sent to designated isolation rooms, sent home or referred to a healthcare facility.
 - Students and employees will not be allowed to enter our campuses if they become sick with [COVID-19 Symptoms](#).
- **Ventilation:**
 - HVAC systems will operate on a mode which delivers the freshest air by opening the outdoor air dampers as indoor and outdoor conditions safely permit.
 - Windows and doors will be frequently opened to increase circulation of outdoor air as much as possible.
 - When weather permits and as feasible, teachers will be encouraged to provide outdoor instruction
 - Air filtration systems have been purchased for selected offices and classrooms with the least amount of outdoor ventilation.
 - The district has replaced all HVAC filters with hospital-grade **MERV-13** filters to help prevent the airborne spread of the COVID-19 and other viruses.
- **Procurement:** The district has ordered the following selected protective and cleaning equipment:
 - Disposable and Re-Usable **Masks** (for each student and employee)
 - **Face Shields** (for students and employees as needed)
 - **Hand Sanitizer** (for each classroom) and dispensers in designated areas on campuses.
 - Increased amount of **Disinfecting Wipes**
 - Increased hand soap supplies and disinfectant material
 - **Air Filtration Systems** have been purchased for selected offices and classrooms with the least amount of outdoor ventilation.
- **Monitoring:** The district will maintain a flexible action plan. The district will continue our ongoing and consistent communication with the Contra Costa Health Services and Contra Costa County of Education. Throughout the 2022-23 school year, ongoing monitoring of local COVID-19 related cases will drive all decisions. The district will also monitor student and employees' absenteeism and the types of illnesses and symptoms experienced.
- **Contact Tracing:** is the process of notifying people of their potential exposure to COVID-19. When the district learns of a student and/or an employee has a confirmed case of COVID-19, the district nurse, administrators and/or county health officials will investigate who was in frequent close contact (less than six feet for fifteen minutes or longer) with the infected individuals. Those identified as close contacts will be notified, encouraged to self-monitor, report to their healthcare provider, take a COVID test, and/or self-quarantine to help prevent spreading his/her COVID infection to others. The district will follow [the Contra Costa Health Services K-12 COVID Student Close Contact](#).
 - Students/Employees with confirmed COVID-19 cases must be isolated at home as stipulated in the above referenced the [Contra Costa Health Services, K-12 School Guidance When a Student, Teacher, or Staff Member is Symptomatic, a Close Contact, or Diagnosed with COVID-19](#).



- **Communication:** The district will maintain communication systems that allow staff and families to be appropriately informed while maintaining confidentiality as required by the Family Educational Rights and Privacy Act (FERPA).

Anticipated Realities

- Class sections may be canceled due to contact tracing.
- Certain class sections may have to be placed on distance learning in the event there are increased COVID cases.
- As noted above, based on the district's contact tracing protocols, your student may be assigned to an isolation room if she/he becomes ill while on campus. You may be asked to seek medical clearance for your student to return to campus.



Multi-Tiered System of Supports

To prioritize equity and promote the academic, behavioral and emotional support of all district students, the district adopted the MTSS framework. During the current disruptive nature of this COVID pandemic, and to help students safely transition back to an in-person program, the district will continue to implement the MTSS framework. Via each school's identified interventions and identification system, designated students will be provided with tiered interventions (e.g. tutoring, counseling and mentoring).



Behavioral Supports: Via each school's universal behavioral expectations model, students and staff will be explicitly taught and reinforced/acknowledged to exhibit safe COVID-19 related behaviors.



Assessment data will be used to identify students who have experienced significant learning loss. Identified students will be offered intervention strategies as outlined above.

The district's plan for progress monitoring and communicating student progress to families/guardians include:

- Regular updates on student progress in CANVAS
- Teacher communication of progress via email and phone calls
- Progress (mid-way through each quarter) and Quarterly progress notices
- Counselor phone calls to parents and students needing additional support
- Targeted outreach by designated employees (e.g. special education case managers).

Mental Health Supports: The district will continue to provide students with school guidance counseling. Targeted counseling will be provided to designated students. Students and employees will also have access to Associate Marriage and Family Therapists (AMFT) for clinical mental health services via a contracted agency.



Transportation

For students who qualify for such transportation, the following protocols will be instituted:

- Students will practice safe physical distancing while awaiting and loading the bus.
- Whenever possible, students will load the bus from “rear to front” and unload from “front to rear.”
- All students and bus drivers (and other employees on each bus) must wear a mask or face shield on the bus (extra masks will be available as needed).
- Students/employees will not be allowed on a bus if showing [COVID-19 Symptoms](#).



Resources:

- [California ALL: COVID19.ca.gov](https://www.cdph.ca/Programs/CID/DCDC/Pages/COVID-19/California-ALL.aspx)
- [California Department of Education: Coronavirus Response and School Reopening Guidance](#)
- [Centers for Disease Control and Prevention \(CDC\): COVID-19, K-12 Schools and Child Care Programs](#)
- [Contra Costa County Office of Education COVID-19 Information and Resources](#)
- [Contra Costa Health Services COVID-19](#)
- [Liberty Union High School District COVID-19 Prevention Program](#)
- [Liberty Union High School District COVID-19 Resources, Information, Update](#)
- [Liberty Union High School District COVID-19 School Guidance Checklist](#)

(O) Opioid Prevention and Life-Saving Response Procedures

Opioid Prevention and Life-Saving Response Procedure

School Administrators, faculty, and staff are trained annually to recognize symptoms of an overdose and administer Naloxone. All schools are provided with free Naloxone in the event of a suspected overdose. All Naloxone are located at every AED box; maps are posted throughout the campus and accessible online.

Instructions for Administration of Naloxone Nasal Spray

Use naloxone nasal spray for known or suspected opioid overdose in adults and children. Each naloxone nasal spray has 1 dose and cannot be reused.

Parents & school administrators should not be concerned about the adverse health effects of naloxone. If the person has not overdosed on opioids and naloxone is given, there are no effects on the body.

STEP 1: EVALUATE FOR SIGNS OF OPIOID OVERDOSE

Signs of OVERDOSE, which often results in death if not treated, include:

- Unconsciousness or inability to awaken
- Slow or shallow breathing or breathing difficulty such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened
- Fingernails or lips turning blue/purple

Suspicion of opioid overdose can be based on:

- Presenting symptoms
- History
- Report from bystanders
- School Nurse or staff prior knowledge of person
- Nearby medications, illicit drugs or drug paraphernalia

*If the person does not respond to stimuli (as above), go to STEP 2.

STEP 2: ADMINISTER NALOXONE (SEE NARCAN™ Nasal Spray QUICK START GUIDE below)

1. Lay the person on their back to receive a dose of naloxone nasal spray
2. Remove naloxone nasal spray from the box. Peel back the tab with the circle to open the naloxone nasal spray
3. Hold the naloxone nasal spray with your thumb on the bottom of the plunger and your first and middle fingers on either side of the nozzle
4. Tilt the person's head back and provide support under the neck with your hand. Gently insert the tip of the nozzle into

one nostril until your fingers on either side of the nozzle are against the bottom of the person's nose

5. Press the plunger firmly to give the dose of naloxone nasal spray

6. Remove the naloxone nasal spray from the nostril after giving the dose

STEP 3: CALL 911 FOR HELP

- Call for help- Dial 911 after naloxone nasal spray is used
- State: "Someone is unresponsive and not breathing."
- Give a specific address and/or description of your location
- Follow dispatcher's instructions

STEP 4: RESUSCITATE/SUPPORT THE PERSON'S BREATHING

- Assess breathing: Perform rescue breathing if needed.
- Place the person on their back.
- Check to see if there is anything in their mouth blocking the airway, such as gum, toothpick, undissolved pills, syringe cap, or cheeked Fentanyl patch. If present, remove it while wearing gloves.
- Place one hand on the person's chin, tilt the head back, and pinch the nose closed.
- If using a mask, place and hold mask over mouth and nose
- If not using a mask, pinch their nose with one hand and place your mouth over the person's mouth to make a seal and give two (2) slow breaths.
- Watch for the person's chest (but not the stomach) to rise.
- Follow up with one breath every 5 seconds.
- Assess pulse: Perform CPR if needed. (CPR certification is recommended, not required)

STEP 5: MONITOR THE PERSON'S RESPONSE

- If the person responds by returning to spontaneous breathing, move the person on their side (recovery position) after giving naloxone nasal spray
- Watch the person closely until help arrives

- If the person does not respond by waking up, to voice or touch, or breathing normally after 2 to 3 minutes of naloxone nasal spray administration, another dose may be given
- Resume rescue breathing if spontaneous breathing does not recur
- Stay with the person until help arrives
- Follow school administrator's guidance regarding the seizing of all illegal and/or nonprescribed opioid narcotics found on victim; process in accordance with Liberty Union High School District protocols

NOTE SIGNS OF OPIOID WITHDRAWAL: Using naloxone in patients who are opioid dependent may result in severe opioid withdrawal symptoms such as restlessness or irritability, body aches, diarrhea, tachycardia, fever, runny nose, sneezing, piloerection (goosebumps), sweating, yawning, nausea or vomiting, nervousness, shivering or trembling, abdominal cramps, weakness, tearing, insomnia, opioid craving, dilated pupils, and increased blood pressure.

These symptoms are uncomfortable, but not life threatening.

STEP 6: REFER

- Have the individual transported to the nearest medical facility, even if symptoms seem to get better. After an overdose, a person dependent on opioids should be medically monitored for safety
- When safe, remove gloves, if used, following appropriate safety procedures. Avoid touching your eyes, nose, and mouth
- Wash your hands with soap and water for at least 20 seconds. If soap and water are not available and you had no skin contact with illicit drugs, an alcohol-based hand sanitizer with at least 60% alcohol may be used
- Contact parent/guardian per school protocol
- Complete Incident Report form
- Follow up with treatment referral recommendations

NARCAN[®] (naloxone HCl) **NASAL SPRAY**

QUICK START GUIDE Opioid Overdose Response Instructions

Use NARCAN[®] (naloxone hydrochloride) Nasal Spray for known or suspected opioid overdose in adults and children.

Important: For use in the nose only.

Do not remove or test the NARCAN Nasal Spray until ready to use.

1 Identify Opioid Overdose and Check for Response

Ask person if he or she is okay and shout name.

Shake shoulders and firmly rub the middle of their chest.

Check for signs of an opioid overdose:

- Will not wake up or respond to your voice or touch
- Breathing is very slow, irregular, or has stopped
- Center part of their eye is very small, sometimes called "pinpoint pupils"

Lay the person on their back to receive a dose of NARCAN Nasal Spray.



2 Give NARCAN Nasal Spray

REMOVE NARCAN Nasal Spray from the box.
Peel back the tab with the circle to open the NARCAN Nasal Spray.

Hold the NARCAN Nasal Spray with your thumb on the bottom of the plunger and your first and middle fingers on either side of the nozzle.

Gently insert the tip of the nozzle into either nostril.

- Tilt the person's head back and provide support under the neck with your hand. Gently insert the tip of the nozzle into **one nostril**, until your fingers on either side of the nozzle are against the bottom of the person's nose.

Press the plunger firmly to give the dose of NARCAN Nasal Spray.

- Remove the NARCAN Nasal Spray from the nostril after giving the dose.



3 Call for emergency medical help, Evaluate, and Support

Get emergency medical help right away.

Move the person on their side (recovery position) after giving NARCAN Nasal Spray.

Watch the person closely.

If the person does not respond by waking up, to voice or touch, or breathing normally another dose may be given. NARCAN Nasal Spray may be dosed every 2 to 3 minutes, if available.

Repeat Step 2 using a new NARCAN Nasal Spray to give another dose in the other nostril. If additional NARCAN Nasal Sprays are available, repeat step 2 every 2 to 3 minutes until the person responds or emergency medical help is received.



ADAPT
PHARMA

For more information about NARCAN Nasal Spray, go to www.narcannasalspray.com, or call 1-844-4NARCAN (1-844-462-7226). You are encouraged to report negative side effects of prescription drugs to the FDA. Visit www.fda.gov/medwatch, or call 1-800-FDA-1088.

©2017 ADAPT Pharma, Inc. NARCAN[®] is a registered trademark licensed to ADAPT Pharma Operations Limited. All rights reserved.

(P) Response Procedures for Dangerous, Violent, or Unlawful Activity

In the event of dangerous, violent, or unlawful activity on or near campus, the school will immediately initiate a lockdown to secure all students and staff in safe locations. During a lockdown, all exterior and interior doors are locked, and movement within the campus is restricted until the situation is resolved. School administration will promptly contact local law enforcement and emergency services to respond to the threat. Communication with staff, students, and families will follow established emergency protocols to ensure accurate and timely information. These procedures are designed to prioritize the safety of everyone on campus and facilitate a coordinated response with law enforcement. See attachment for site emergency plan.

(Q) Instructional Continuity Plan

Introduction and Purpose of the Instructional Continuity Plan (ICP)

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on 12/3/2025 and adopted by LIBERTY HIGH SCHOOL on 1/8/2026 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

Note: Approval of this ICP will bring the district into compliance with the mandate. Moving forward, the ICP will be incorporated into each school sites CSSP which is updated annually.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, LIBERTY HIGH SCHOOL will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- Short messaging service (SMS)
- Phone Calls
- Email
- School Portal
- Social Media
- Flyers
- Parent Square

Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

LUHSD has multiple communication methods that enable us to communicate on or off sight, with or without power. We do not foresee being unable to communicate with our community. If all technology were to cease, we would post signs on campus and mail out information.

Support for Special Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

LUHSD will provide staff, students, and their families with information and access to campus based social-emotional and mental health counseling resources such as virtual and in-person counseling availability. In addition, crisis response teams and community mental health resources (apps, websites, etc.) will be provided in coordination with state and local agencies and community partners. Academic supports and services for students with an Individualized Education Program (IEP) will be determined by the Emergency Circumstances Program contained in the IEP.

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, LIBERTY HIGH SCHOOL will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

Conditions for Resuming Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

Remote Instruction

Plans for remote instruction.

As required, LIBERTY HIGH SCHOOL remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

- Microsoft Teams will be used for delivery of instruction.
- Grade Level Standards covered with emphasis on Mastery Learning to ensure a deeper level of learning.
- Virtual meetings can be recorded and video lessons by the teacher can be uploaded in Canvas for flexible access.
- Canvas will be the Learning management System utilized for lesson assignments and student work submission.
- Edia, online math education platform, will be utilized for intervention and acceleration of learning.
- Edgenuity can be used for credit recovery as needed,
- Check for understanding and progress assessments administered frequently.
- Intervention support for students by staff through Microsoft Teams and/or by phone (one on one or small group).
- Laptops, headphones and hot spots will be provided and distributed to students as needed in order to successfully participate in remote instruction.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

LUHSD will distribute remote learning supplies for equitable access such as electronic device, hot spots, learning material/curriculum (offline learning packets, textbooks, workbooks, reading books, etc.), and supplies (paper, pencils, etc.) via arranged family pick-up or drop-off locations. Digital materials will be accessible to all students via Canvas. Printed materials will be provided as necessary.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

LUHSD will ensure all students have access to necessary technology and Wi-Fi. A survey will determine student needs, and LUHSD staff will assess and provide support. Technicians will be available by phone or email for troubleshooting. Students will already be familiar with online platforms through their regular LUHSD experience.

Staff contact information will be shared with families, available on our website, and accessible via Canvas classrooms. Virtual parent technology trainings will be offered as needed. Staff will continue to report families needing additional support.

Printed assignments will be available for pick-up or delivery upon request.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

LIBERTY HIGH SCHOOL provides support to pupils and families to enroll in or be temporarily reassigned to another site, school

district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

If students need to enroll in or be temporarily reassigned to another school district, LUHSD will collaborate with nearby districts to ensure appropriate and supported student placement.

Instructional Continuity

Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

Following Federal, State and County protocols and guidance, school sites will have defined metrics to return to site-based learning including, but not limited to:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Staff to cover those affected by the fires
- Kitchens up and running for meals

Depending on the severity of the emergency, LUHSD will begin communicating within 24 hours (if feasible) using multiple channels, including ParentSquare, the district website, the all-call system and social media. Communication will first go to staff and faculty so they can implement emergency protocols and prepare for a transition to remote learning. Once staff are informed, families and students will receive updates, instructions, schedules, and support. Online meetings via Microsoft Teams will be held within 48 hours (if feasible) to ensure everyone understands the procedures and can ask questions.

Technological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

LUHSD teachers are trained in District-adopted technology and platforms. Students and families are familiar with adopted technology as it is integrated into the curriculum and instruction methodologies during non-emergency schooling. LUHSD has the ability to accept digital signatures and online submissions via informed k12, which would allow us to manage any form, including independent study program written agreements, as needed.

Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

LUHSD teachers will focus on the already identified and essential standards and core learning objectives to ensure students master

critical content. Curriculum will be streamlined to focus on depth over breadth, aligning instruction with state standards and grade-level expectations. Teachers use a mix of synchronous (live) and asynchronous (self-paced) formats to deliver content through Canvas. Student progress is monitored through: frequent formative assessments (quizzes, exit tickets, discussion boards), assignments and projects submitted online and participation in live sessions and digital activities. Tutoring sessions will be offered via Microsoft Teams or other platforms, either in small groups or one-on-one. Regular check-ins are scheduled to monitor student well-being, engagement, and academic progress. Virtual office hours will provide students access to teachers outside of scheduled class time for additional help.

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

LUHSD will ensure students with unique needs receive comprehensive support from classroom teachers, classified staff, special education teams, counselors, psychologists, EL coordinators, mental health professionals, and nurses. Support covers academic, physical, and social-emotional needs. Prior to the school year, LUHSD Students Services and individual school sites hold orientations and parent meetings to build relationships with students and families, address concerns, introduce technology platforms, and foster trust. This practice can continue online as needed. Virtual small group breakout sessions and tele-conferences to the home will be made during the teacher's office hours. This time will not only be used for academic check ins but also for personal connections with students and for teachers to be available for parents to call in. Teachers will be assessing students and meeting each student's individual needs. Students who are English Learners will be provided the designated and integrated academic supports from their teacher. Students with IEP's will be supported through the certificated and classified staff and goals will continue to be monitored. School site MTSS teams can continue to meet and triage interventions. LUHSD's Student Services Department will work to provide guidance to families/students for outside resource supports as well as being a resource and support for them. LUHSD's Mental Health may provide virtual group or individual sessions with students. Students who are Foster, Homeless, English Learner or Socio-economically disadvantaged will be contacted by staff to ensure their academic, physical health, and emotional stability.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

Academic supports and services for students with an Individualized Education Program (IEP) will be determined by the Emergency Circumstances Program contained in the IEP.

To ensure continuity of services for students with IEPs:

Direct Services: Special education teachers and service providers (Speech, OT, Psych, etc) will deliver instruction and support through virtual platforms such as Microsoft Teams, or phone calls, following students' current service schedules as closely as possible.

Collaboration: General education and special education staff will collaborate regularly to ensure accommodations and modifications are appropriately implemented in all online learning environments (Canvas, Edgenuity, etc)

IEP Implementation: IEP teams will monitor and document student progress toward goals. Any needed adjustments to services or goals due to remote learning conditions will be made through IEP team meetings, which may be held virtually.

Communication with Families: Regular communication with parents/guardians will be maintained to ensure understanding of services being provided, to support student engagement, and to respond to any concerns or barriers to access.

Accessibility: Instructional materials and digital platforms will be adapted or supplemented to ensure accessibility for all students, including assistive technology when appropriate.

Documentation: Staff will document all services provided, contact logs, and student participation to ensure compliance and support

for each student.

Our goal is to ensure equity and access for all learners, including those with disabilities, and to provide a consistent educational experience even during times of disruption.

English Learners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

In alignment with the California English Learner Roadmap Policy, our school is committed to providing English Learners (ELs) with meaningful access to curriculum, targeted language development, and an affirming, inclusive learning environment—whether in person or during remote instruction.

To ensure continuity of services for English Learners during emergency remote learning:

Integrated and Designated ELD: Students will continue to receive both Integrated English Language Development (ELD) through content area instruction and Designated ELD through scheduled, small-group or individual virtual sessions led by credentialed teachers.

Professional Learning

Professional learning opportunities and resources utilized to if the need to pivot to remote instruction and assessment arises.

Before the school year begins, staff will participate in mandated training on safety protocols to protect both themselves and students. Teachers will also have access to training on virtual platforms and technology. The Student Services Department will provide guidance on recognizing signs of student distress and offer self-care strategies for staff.

Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

Here are several clear examples of how a LUHSD will provide access to physical and mental health professionals—including multilingual support—during an emergency situation affecting school operations:

Telehealth Services: Students and families can access school nurses, counselors, and therapists virtually.

Multilingual Support: Bilingual staff and interpreter services ensure access in languages other than English.

Mental Health Hotlines: 24/7 hotlines staffed with professionals, including multilingual support, will be promoted.

Community Partnerships: Collaborations with local agencies provide physical and mental health services for diverse communities.

County Mobile Health Units: Deployed in high-need areas with multilingual staff, in coordination with Contra Costa Health Services

Virtual Wellness Rooms: Online spaces offer mental health resources and counselor access available through school websites.

Family Workshops: Virtual sessions on coping and wellness offered in multiple languages as necessary.

Plans to provide access back-up, water and medicines in the event of an emergency.

In the event of an emergency that disrupts regular school operations, the following protocols will be implemented to ensure the safety, health, and continued care of all students and staff:

Access to Campus and Safety:

School administrators will coordinate with local emergency services and district personnel to determine when and how access to campus can be safely restored or maintained.

Secure, designated entry points will be used for emergency responders and essential personnel.

If relocation is necessary, alternate sites will be used according to the district's emergency relocation plan.

Water Supply:

The school provide bottled water for students and staff as available. Additional water will be provided by district resources or local emergency services if the situation extends beyond initial reserves.

Medication Access and Distribution:

All student medications stored on campus will be kept in a secure, accessible emergency container under the supervision of trained staff.

In the event of a prolonged emergency or relocation, designated personnel (school nurse or administrator) will manage and administer medications as needed, following each student's health plan and proper documentation protocols.

Parents/guardians will be contacted regarding any medical needs or if medications are administered during the emergency.

These procedures are in place to protect student well-being and ensure essential needs are met during any emergency scenario.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

Special Education: IEP services, accommodations, and progress monitoring will continue virtually or in person as needed.

Counseling: Virtual counseling, group sessions, and crisis support will be available to students and families.

Extra-Curricular Programs: Enrichment activities will be offered online or in safe, small in-person groups as appropriate.

Food Services: Grab-and-go meals or deliveries will ensure continued access to nutrition.

Technology Access: Devices, hotspots, and tech support will be provided to ensure all students can participate.

Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents in the development and implementation of this ICP.

This Instructional Continuity Plan will be reviewed and updated annually by the school site council/safety planning committee and approved by LUHSD in conjunction with the Comprehensive School Site Safety Plan. Updates may reflect, but are not limited to, new state requirements, LUHSD curriculum and resources, community needs, and technological advancements.

Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

Clearance from Local and State Authorities: Approval from emergency services and health or safety officials.

Safety Inspection of Facilities: Buildings assessed and confirmed safe for occupancy (e.g., structural integrity, utilities restored).

Sanitization and Cleanup: Campuses cleaned and restored to safe, functional condition.

Health and Safety Measures in Place: Emergency response plans activated; safety equipment and supplies available.

Staff and Student Readiness: Staff trained on post-disaster protocols and student support strategies.

Communication with Families and Staff: Clear, timely updates shared in multiple languages on reopening plans and expectations.

Operational Systems Restored: Transportation, food services, and utilities fully operational.

Support Services Available: Mental health, counseling, and special education services in place to support recovery.

Learning Options Considered: Continued access to remote or hybrid learning if full return is not immediately feasible.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into LIBERTY HIGH SCHOOL's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of LIBERTY HIGH SCHOOL's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

This Instructional Continuity Plan will be reviewed and updated annually by the school site council/safety planning committee and approved by LUHSD in conjunction with the Comprehensive School Site Safety Plan. Updates may reflect, but are not limited to, new state requirements, updates in district policy updates in public health or emergency management guidance, LUHSD curriculum and resources, community needs, and technological advancements.

LUHSD

SAFE SCHOOLS GUIDANCE

If any Immigration officers arrive on campus notify your Site Administrator IMMEDIATELY who will then contact LUHSD Student Services (x2021) and the Superintendent's Office. We will send out community notice.



VISITORS ON CAMPUS

- All visitors must show an ID & sign-in immediately at the front office
- No visitors shall enter campus without having registered and received permission from school administration.
- All visitors must be given a visible name tag that identifies them



STUDENT INFO REQUEST

- NO STUDENT INFORMATION SHALL BE GIVEN without a release of information by parents and/or court order
- Regular Records request must be filled in 5 days
- Parents must be notified of any requests



COURT ORDERS/SUBPOENAS/WARRANTS

- Notify your site administrator
- Site admin informs Student Services for next steps
- Ask to see, make copy of, the requester's credentials/badge
- Make copies of all request documents



RESPONSE TO IMMIGRATION ENFORCEMENT (ICE)

- CONTACT SITE ADMINISTRATION IMMEDIATELY
- Student information SHALL NOT BE DISCLOSED to ICE officials without parental consent, a court order or judicial warrant
- Advise that you must first receive direction from LUHSD Student Services



DOCUMENT

- Photocopy ANY documents presented by Immigration officials
- List or copy the officer's credentials or contact information
- Details of the officer's request and school officials who communicated with them
- NOTIFY parent/guardian immediately (unless prevented by a judicial warrant/subpoena)

LIBERTY HIGH SCHOOL

Emergency Preparedness Plan



Liberty Union High School District
Last Updated January 2026

Table of Contents

Introduction	4-6
<ul style="list-style-type: none">• Goals & Staff Responsibility• General Instructions & Housekeeping	
Section I: Initial Response	7-8
<ul style="list-style-type: none">• Type of Emergency• Determine Level of Emergency• Determine Response Actions	
Section II: Response Actions	9-11
<ul style="list-style-type: none">• Alerts: Warnings/All Clear• Duck, Cover, and Hold• Secure Building: Lockdown• Building Evacuation• Shelter-in-Place	
Section III: Emergency Procedures	12- 17
<ul style="list-style-type: none">• Acts of Violence: Intruder, Gunfire, Riot• Biological or Chemical Threat• Disaster: Earthquake, Severe Weather• Explosion or Threat of Explosion• Fire: On-Site, In Area	
Section IV: Emergency Teams	18-29
<ul style="list-style-type: none">• Emergency Response Team• Emergency Response Operations	
Section V: Crisis Intervention	30-42
<ul style="list-style-type: none">• General Principles• Procedures and Responsibilities• Crisis Checklist• Model Interview of Students• Referrals: Student List, Summary, Parent Consent• Guidelines for Suicide or Sudden Death at School	

Appendix

42-53

- Disaster Planning Checklist
- Emergency Contact Information
- Evacuation Route Map
- Incident Command Post/Disaster Operations Map
- Student Accountability Report Form
- Witness to Incident Report Form
- Bomb Threat Report Form
- Disaster Buddy Information Sheet
- Release Gate Form
- Medical Tag
- Checkout Form

INTRODUCTION



Liberty High School

Goals

The goal of the Liberty High School Emergency Preparedness Plan is to prepare and train district employees and students to respond properly in emergency situations. The plan is intended to minimize injury and loss of life. Protection of students, employees, and facilities is of primary importance.

Booklet

The information contained in this booklet is designed to provide instructions in the event a disaster strikes this area. The basic plan of action outlines responsibilities necessary to safeguard students before, during, and after an emergency.

Employee: Disaster Service Worker

The District will not release students in an unsafe situation. All public employees are designated as Disaster Service Workers and subject to service as may be assigned to them by their superiors or by law (Gov. Code, Chapter 8, and Section 3100). Should a disaster strike during school hours, no employee will leave his/her assignment under any circumstances unless officially released by the Superintendent or his designee. In the event of a catastrophic emergency, district employees will remain with students until parents or guardians can pick them up. If parents are prevented from reaching the schools, the District will provide care and shelter until students and parents can be united. Liberty High School will remain open indefinitely until every child has been released or transported to an emergency center for proper care and shelter.

Knowledge Of:

Each staff member needs to be thoroughly familiar with the contents of this emergency action guide, and students should be instructed in the procedures outlined for emergency action so that they will be prepared to react quickly to instructions given to them in times of emergency.

General Instructions

- This plan is designed to prepare all staff for the impact of a major disaster or emergency affecting Liberty High School. These guidelines are general in nature. They include a quick reference emergency action guide and a list of emergency phone numbers.
- **MASS PANIC** is one of the greatest dangers. Staff members should remember that in times of stress they must remain calm, evaluate the situation, and take action based on the best information available.
- A well-prepared and tested plan for prompt and positive protective actions will minimize injuries and loss of life in a major disaster. Therefore, all staff members must be thoroughly familiar with the contents of this plan.
- In the absence of orders from your supervisor or designee, each staff member is authorized and directed to implement the actions contained in this plan. Further, each staff member should take such other action as may be necessary to save lives and mitigate the effects of the disaster.
- All recommendations for changes, additions, or deletions of this plan should be forwarded to Administration.
- Preliminary preparation is as important as knowing survival techniques. Preparation and understanding will help to eliminate many casualty-causing problems. Knowing where to go, what to do, and what not to do will help to control a major enemy-- PANIC.

Housekeeping

Good housekeeping practices are an essential part of disaster preparedness and can effectively minimize the effects of a disaster. Poor housekeeping practices can severely compound problems.

1. All heavy objects should be firmly attached to walls.
2. High bookshelves should be secured to the wall.
3. Hazardous substances are to be stored in the manners prescribed by law.
4. Hallways, exits, fire escapes, electric panels and doorways must be accessible and free from any form of blockage.
5. No heavy or sharp objects are to be stored on top of high shelves.

All discrepancies should be noted and corrected by submitting request in the electronic work order system.

SECTION I

Initial Response



Liberty High School

Determine Type of Emergency

The first step in any disaster is to determine the type of emergency. This plan addresses the following crisis situations:

- Acts of Violence: Intruder, Gunfire, Riot
- Biological or Chemical Threat
- Disaster: Earthquake, Severe Weather
- Explosion or Threat of Explosion
- Fire: On-Site, In Area

Determine Level of Emergency

School emergencies can be categorized in terms of magnitude ranging from a minor injury to a major earthquake. Identifying the magnitude of an emergency will determine the allocation of resources. Three levels of emergency are described below.

- Level 1 Emergency: An emergency handled by school personnel without assistance from outside agencies. Examples include: temporary power outages, minor earthquake (less than 5.0 on Richter Scale), and/or minor first aid cases.
- Level 2 Emergency: A moderate to severe emergency in most cases is handled by school personnel with the assistance from outside agencies (e.g., fire department, police, and other emergency services). Examples include: a fire, or a moderate earthquake with injuries and/or structural damage.
- Level 3 Emergency: A major disaster that school personnel cannot handle without the assistance of outside agencies. For level 3 emergencies the response time of outside agencies may be seriously delayed. Examples include major earthquakes and regional civil disturbances.

Immediate Response Actions

Most emergencies will require one or more immediate response actions listed below.

- Alerts: Warning/All Clear
- Duck, Cover, and Hold
- Secure Building: Lockdown
- Building/School Evacuation
- Shelter-in-Place

SECTION II

Response Actions



Liberty High School
2024-25

Alerts: Warnings/All Clear

Purpose: These actions are used to alert students and staff as to the beginning and end of an emergency.

Actions: Warnings include PA announcements, bells, and/or flashing lights, which alert staff to initiate one or more emergency actions. The All Clear signal is a long continuous ring of the bell, which alerts staff to return students to the regular classroom and/or resume normal school operations.

Duck, Cover, and Hold

Purpose: This action is used to protect students and staff from falling and flying debris.

Actions:

1. Give "Duck, Cover, and Hold" command, directing students to get under desks or tables where available; otherwise get next to an inside wall.
2. Drop to knees with back to the windows.
3. Place one hand firmly behind the head, covering the neck. The other hand should be firmly holding on to whatever cover is available (table leg, desk leg, etc...)
4. Bury face in arm, closing eyes tightly.
5. Stay in position until further instructions are given; teachers should move students away from windows and out from under fixtures when safely possible.

When Used:

This action is considered appropriate, but not limited to, the following:

- Earthquake
- Explosion

Secure Building: Lockdown

Purpose: This action is used when a threat of violence is present, and it is necessary to prevent a perpetrator(s) from entering occupied areas.

Actions:

1. Direct any students or staff members in the hallway into the nearest classroom.
2. Close and lock all doors to the classroom; Barricade entrances if able.
3. Direct students to spread out and take cover if able and prepare to counter.
4. Close blinds and/or cover windows.
5. Turn off lights and remain QUIET.

When Used:

This action is considered appropriate, but not limited to, the following:

- Intruder on campus
- Gunfire
- Extreme violence or riot

Building/School Evacuation

Purpose: This action is used when it is unsafe to remain in the building(s).

Actions:

1. Evacuate students to designated area per the Evacuation or Rally Point map.
2. Check to ensure no one is left in classroom and leave door unlocked.
3. Carry a sign with your name and room number, roll book, Student Accountability Report form, and Green/Red card (take your red folder).
4. Form a single file line, take attendance, complete Student Accountability Report, and display Green/Red card. Give Student Report form to staff, if requested.
5. Wait for All Clear signal to return to classroom.
- * In the event of a major disaster, evacuate students to the stadium per Incident Command Post map. Staff on prep period report to Incident Command Post.
- * During passing period or lunch, students find last period class in designated area.

When Used:

This action is considered appropriate, but not limited to, the following:

- Fire
- Explosion or threat of explosion
- Hazardous materials
- Flood
- Post-earthquake
- Intruder on campus

Shelter-in-Place

Purpose: This action is used when being indoors provides a greater level of protection to students and staff against the release of hazardous materials. Evacuation is preferred, but shelter-in-place is used if evacuation is not safe.

Actions:

1. Direct any students or staff members in the hallway into the nearest classroom.
2. Close all doors and windows.
3. Shut off ventilation.
4. Seal air leaks, if possible, by using tape, rags, etc.
5. In the event students are evacuated, move upwind to avoid fumes.

When Used:

This action is considered appropriate, but not limited to, the following:

- Hazardous materials

SECTION III

Emergency Procedures



Liberty High School

Liberty High School Safety Checklist

1. Shelter in Place (Lock-In Procedures)

- a. Check your email for a message from Admin
- b. All Students and staff must remain in their current classroom/secure location. Any students outside will be directed to immediately report to their classroom/nearest secure location.
- c. Admin, SRO and Campus Sups will handle the situation.
- d. **"All clear"** will be announced over the PA system when the campus is secure

2. Active Shooter/Intruder (Lock-Out Procedures) (RUN, HIDE, FIGHT)

- a. Information will be given over PA system (if possible)
- b. Listen for gun shots
- c. If your immediate area is safe run to the nearest rally location (always run away from gunshots)
- d. IF **UNABLE** to leave room
 - i. Lock all doors, close/cover windows, turn off lights
 - ii. Barricade the door
 - iii. Students should remain quiet and hide behind desks/staying away from doors and windows
 - iv. Prepare to fight if the door is breeched (throw textbooks/items at shooter)
 - v. Wait for all clear call
 - vi. Report to nearest rally location (see map)

3. Evacuation

- a. Grab the red emergency folder
- b. Proceed to your evacuation spot.
- c. Hold up green card if all students accounted for **or** red card to indicate missing students
- d. Wait for the **"All Clear"** to return to your classroom.

4. Earthquake (DUCK, COVER, HOLD)

- a. Students and staff will immediately take cover under desks.
- b. Place one hand/arm over your head and hold on with the other.
- c. Wait for **"All Clear"** from PA system or rescue teams.
- d. Report to your evacuation location.
- e. Report all injuries to the admin/rescue team at your evacuation location

SECTION IV

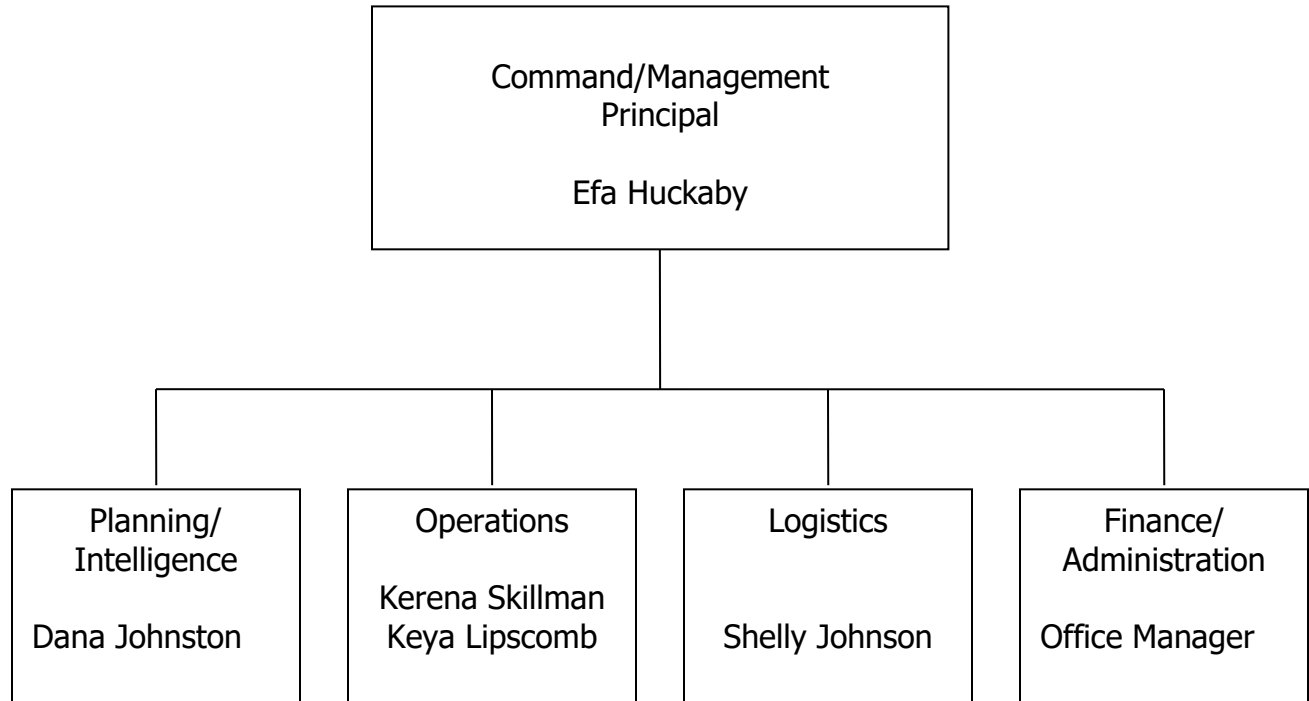
Emergency Teams



Liberty High School

LHS Emergency Response Team

The LHS Disaster Response Team is organized per the Standardized Emergency Management System (SEMS) model. In the event of an emergency crisis, the team will respond using the Incident Command System (ICS). The command structure and essential functions are outlined below.



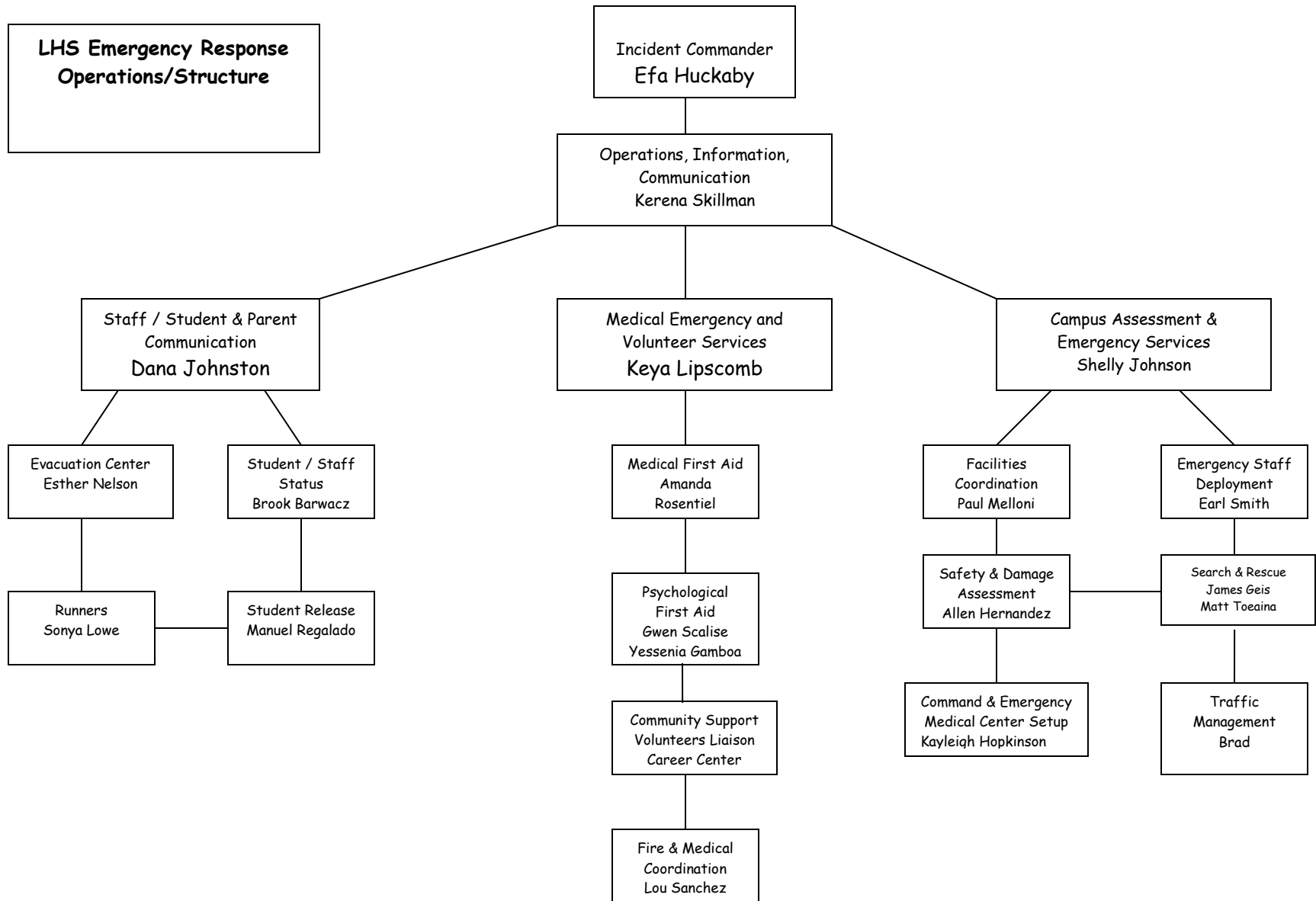
Command: The Incident Commander is the “decision-maker” at the school site, who manages and oversees the coordination of the emergency response.

Operations: This function directs all activities related to immediate response needs during an emergency crisis, including *Search & Rescue, Medical Aid & Mental Health, Campus Check & Security, Student Care, and Messengers.*

Planning & Intelligence: This function gathers information, develops reports, and updates staff during a crisis situation.

Logistics: This function supports operations by securing and staging necessary resources during an emergency situation.

Finance & Administration: This function tracks costs and keeps financial records of emergency response.



Incident Commander
Efa Huckaby
Location: Command Center A or B (see map)

- ☐ Determines state of emergency - alerts for initial response
- ☐ Determines command center, medical triage locations:
 A or B based on campus status
- ☐ Monitor and Manage via Operations at Command Center
- ☐ Primary Decision making
- ☐ Coordinates w/ DO and Public
- ☐ Prepares and delivers emergency communication for parents, community, staff (email if possible with lock-down)
- ☐ Determine crisis is over and conveys
- ☐ Prepares media communication after crisis

Support Team

External Communication Leader
 Lynn Martinez

Support Team
 Alina Batres, Debbi Weil

Supplies Needed
 Staff Lists, Master Schedule, Emergency Phone Lists,
 Emergency Plan

- ☐ Manages, scripts and route external telephone communication
- ☐ Facilitate messages to appropriate team leader
- ☐ Communicates with District Office
- ☐ Communicates with parents/ evacuation center
- ☐ Screen and Manages parent phone calls. Direct to secondary location.
- ☐ Establish Media Center
- ☐ Media Containment, News Announcements

Operations, Information and Communication Team Leader

Kerena Skillman

Location: Command Center A or B (see map)

- ☐ Gives emergency signal / announcement
- ☐ Initiates emergency action plan
- ☐ Calls for outside assistance
- ☐ Sets up command post
- ☐ Assigns "teachers on prep" to needed areas
- ☐ Process and route communications from Team Leaders
- ☐ Monitor and record status of staff and students, facility damage and needs, injury reporting
- ☐ If possible, review status via video cameras
- ☐ Respond to and communicate with Crisis Response Team Leads

Support Team Members

Internal Operations Communication Center

Sandra Gallegos

Support Team

Irene Magana, Sarah Ceja

Supplies Needed:

Staff Lists, Master Schedule, Emergency Plan, Radios, Large Laminated Campus Map, Copies of Campus Map

- ☐ Manage and route internal radio communication from team leaders
- ☐ Maintain campus map information and status
- ☐ Communicates with teachers etc.
- ☐ Communicates with classrooms, staff and students

Staff / Student & Parent Communication

Dana Johnston

Location: Football Field

- ☐ Provide updates to Operations Command Center
- ☐ Manage Staff / Students and Parent Communications Systems
- ☐ Coordinates and oversees the control of and release of all students

Supplies Needed: Master Schedule, Emergency Cards, Attendance Records, Radios, Bullhorn, Copies of Campus Map

Evacuation Center Esther Nelson	Runners Sonya Lowe	Student / Staff Status Brook Barwacz	Student Release Manuel Regalado
<ul style="list-style-type: none"> ☐ Organize and manage the evacuation center ☐ Communicate with teachers via runners ☐ Communicate with Student Release via runners 	<ul style="list-style-type: none"> ☐ Under direction of Evacuation Center Leader and Student Release Leader: ☐ Communicate with teachers ☐ Communicate with Student Release Center 	<ul style="list-style-type: none"> ☐ Access emergency cards / attendance records (ATP 17 P2) ☐ Process Student Accountability Reports and notify Team Lead of missing students ☐ Locate and account for staff members. Report missing teachers to Team Lead. ☐ Provide updates to Team Leader 	<ul style="list-style-type: none"> ☐ Set up parent communication center when directed by CRT Leader ☐ Assist parents with locating students ☐ Provide information / updates to Team Leader ☐ Answer parent phone calls and questions and respond ☐ Organize volunteers to assist in the Parent Communication Center
Support Team Members			
Maria Najara (Bilingual Para)	Para Professionals without other specific assignments		

Medical Emergency and Volunteer Service

Keya Lipscomb

Location: Staff Parking Lot on Pine

- ❑ Provide updates to Operations Command Center
- ❑ Manage Facilities, Search and Rescue and Emergency Services Systems

Supplies Needed: Copies of Campus Maps, Search & Rescue Tools, Radios

Medical First Aid Amanda Rosentiel	Psychological First Aid Gwen Scalise Yesennia Gamboa	Community Support and Volunteers Career Center Coordinator	Fire and Medical Coordination Louis Sanchez
<ul style="list-style-type: none"> ❑ Organize and manage the medical first aid center ❑ Direct personnel as needed ❑ Communicate with Team Leader about status and needs ❑ Access, secure, carry medical information and student emergency cards to triage ❑ Request medical backup ❑ Provide First Aid / Triage ❑ Network with emergency personnel ❑ Notify parents of injured transported students 	<ul style="list-style-type: none"> ❑ Organize and manage the psychological aid center ❑ Direct personnel as needed ❑ Communicate with Team Leader about status and needs ❑ Provide support to CRT members ❑ Psychological support to staff/ students ❑ Determine need / request backup ❑ Plan response for after crisis 	<ul style="list-style-type: none"> ❑ Organize volunteer resource pool ❑ Communicate with Team Lead to determine where help is needed ❑ Provide updates to Team Leader 	<ul style="list-style-type: none"> ❑ Communicate with city services re: status of campus ❑ Coordinate community resources to address campus needs ❑ Provide updates to Team Leader
Support Team Members			
Markell Bernamonti	Jen Macht	Lori Freeman Theresa Pool	

Campus Assessment & Emergency Services**Shelly Johnson****Location: Staff Parking Lot on 2nd Street**

- ☐ Provide updates to Operations Command Center
- ☐ Manage Facilities, Search and Rescue and Emergency Services Systems

Supplies Needed: Copies of Campus Maps, Search & Rescue Tools, Radios

Facilities Coordination Paul Melloni		Emergency Staff Deployment Earl Smith	
Safety & Damage Assessment Allen Hernandez	Command & Emergency Medical Center Setup Kayleigh Hopkinson	Sweep & Search & Rescue Team James Geis & Matt Toeaina	Traffic Management Brad Ainsworth
<ul style="list-style-type: none">☐ Provide blueprints/Keys☐ Assist w/ Roadblocks☐ Access /turn off gas, water or power☐ Assist police / search and rescue as needed	<ul style="list-style-type: none">☐ Organize team to set up command center and medical center	<ul style="list-style-type: none">☐ Initiate initial campus sweep☐ Identify and communicate areas of campus that are unsafe☐ Determine search and rescue targeted needs☐ Organize teams and supplies☐ Communicate with Command Post and Medical First/ Aid	<ul style="list-style-type: none">☐ Monitor/ communicate police radios☐ Assist emergency crews with students/ staff /parent management☐ Assist with evacuation☐ Verify / monitor level of emergency situations and provide updates to Operations
Support Team Members			
DO Maintenance Staff	Team of Teachers on Prep	Patrick Suarez	Kristina Hawkins

SECTION V

Crisis Intervention



Liberty High School
2024-25

GENERAL PRINCIPLES OF CRISIS INTERVENTION

Intervene immediately - Be Direct, Active, and authoritative

The sooner the student is assisted in coping with the crisis situation, the better the chances of restoring equilibrium. The longer the student remains in a state of confusion, unable to take some sort of action to address the situation, the more difficult it will be to intervene.

Keep the focus of the Intervention on the Precipitating Situation

Help the student to accept that the crisis situation has occurred by encouraging the student to express the facts of the situation as well as expressing feelings. Don't let defense mechanisms such as denial operate and prolong the crisis situation.

Provide Accurate Information about the Situation

Give a realistic orientation about what has occurred, and what might be the expected outcome.

Do not Give False Assurance. Always Remain Truthful and Realistic.

Recognize the anxiety, depression or tension, but at the same time provide some sense of hope and expectation that the person will ultimately overcome the crisis. However, let the student know that things may never be the same as they were before the crisis.

Recognize the Primacy of Taking Action

Every crisis-counseling interview should have an ultimate outcome of some action that the individual is able to take. Restoring the person to the position of actor rather than victim is critical to success.

Provide Emotional Support for the Individual

Find a group of peers, school staff members or family members that can provide both support and temporary assistance during the crisis. Implement a buddy system so that the student isn't left alone.

Focus on Self-Concept

Emphasize how the person did cope with the situation so far and how the person has already begun to use strategies for moving forward. Encourage the individual to implement solutions or strategies that have a high probability of success.

Encourage Self-Reliance

Provide constructive activities that the person can do to assist with the situation, such as helping to straighten up the classroom, preparing materials to share with classmates. Reinforce whatever problem solving the individual has demonstrated to this point in time.

Be Concerned and Competent

The more adults can present themselves as a model of a competent, problem solving individual and demonstrate the process of taking in information, choosing between alternatives, and taking action, the more children will be able to function adequately. Therefore, it is important that staff members establish their own support system so that they can adequately cope with the situation.

Adapt from "Crisis Counseling: Conceptualizations and General Principles," Jonathan Sandoval, School Psychology Review, 1985, Vol. 14, No. 3.

CRISIS INTERVENTION PROCEDURES & RESPONSIBILITIES

Crisis intervention deals with normal people in unusual situations that may respond in various psychological ways. It is important that during the immediate hours and days which follow a disaster, children and staff be helped to return to emotional equilibrium.

PRINCIPAL OR ASSISTANT PRINCIPAL

1. Determine if your site team can handle the situation or outside assistance is needed. Make the contact requesting outside assistance.
2. Inform staff, students, and District Office of factual information.
3. Convene the site team and meet outside persons as they arrive.

SECRETARIAL STAFF

1. Receive telephone calls.
2. Record parent name and telephone number.
3. Instruct parents not to come to school unless requested to pick up their student.
4. Release no information relating to the situation. Refer all information requests to the District Office.
5. Establish a sign-in and message center for outside assistance person(s).
6. Maintain Intervention Team folders for the outside assistance person(s).
7. Assist the site team.

SITE TEAM

1. Assess the situation.
2. Identify at risk students or staff.
3. Assign conference areas for individual and group consultations.
4. Coordinate efforts with outside assistance.
5. Debriefing and reassessment of the situation.

OUTSIDE ASSISTANCE PERSON(S)

1. Register with secretary; procure ID and intervention folder, which contains the following information.
 - a. Bell Schedule
 - b. School map
 - c. Accountability procedures/forms
2. Attendance Accounting
3. Student Referral Form
4. Initial Counseling Referral Summary
5. Parent Consent Form
6. General Principles of Crisis Intervention
7. Model for Interview of Students in Crisis
8. Suggested Guidelines for the Management of the Aftermath of Suicide or Sudden Death Suicide or Sudden Death at School

CRISIS CHECKLIST

School Site Team Initial Crisis Screening

- ❑ Identify problem/event and determine degree of impact on the school.
- ❑ Determine if additional support is needed. Administrator may request outside assistance.
- ❑ Review facts and determine what information is to be shared with:
 - 1. Faculty
 - 2. Students
 - 3. District
- ❑ Initiate the referral process, including procedures for self-referral.
 - 1. Provide Referral forms to staff
 - 2. Maintain Student Referral List. Designate where list will be maintained and by whom.
 - 3. Designate interview locations
 - 4. Distribute Initial Referral Summary and Screening Survey and Parent Consent forms to interviewers.
- ❑ Establish a reception center for support service personnel.
- ❑ Identify high-risk students. Initiate contacts and appropriate interventions.
- ❑ Interventions:
 - 1. Individual Interviews
 - 2. Group counseling
 - 3. Classroom activities, presentations
 - 4. Assemblies
 - 5. Parent meetings
 - 6. Staff meetings
 - 7. Referrals to community agencies
- ❑ Debriefing - on a daily basis
 - 1. Review process, status of referred students
 - 2. Prioritize needs
 - 3. Plan follow-up actions
 - 4. Provide support to team members

MODEL FOR INTERVIEW OF STUDENTS IN CRISIS

The following two techniques for interviewing students who have been subjected to trauma or crisis have been adapted from Golan's and Pynoos' work.

Children have different skills for dealing with information and reacting to events depending on their age and development level. Counseling with younger children requires involvement and use of nonverbal material and very directive ways to elicit and reflect feelings. Frequently facts and fantasy are intermingled and young children have difficulty acknowledging a crisis. With adolescents however, a discussion format can be possible as a means to focus on problem solving and crisis-coping skills.

One then may want to select one of the two initial interview techniques as it fits the student as well as the crisis impact.

Golan's model interview is a three-stage model. The stages are: Immediate Focus of Crisis Situation, Evaluation of Current Predicament, and Development of Contract for Further Activity.

Pynoos' model interview proceeds from drawing and storytelling to discussion of the actual traumatic situation to the consequences of the crisis for the child. It is also a three-phase process with the three phases being: Opening, Trauma, and Closure.

The goal of the interview is not just to identify the immediate effects of the trauma, but also to assist the child in mastery of the traumatic experience.

The following is a description of the GOLAN Model:

A. Immediate Focus on Crisis Situation

1. Establish rapport.
2. Identify the precipitating event. Try to get as many details and acts as possible. (Keep in mind that it is not the exact accuracy but the actual telling that is important here.)

Information to be obtained:

- a. To the client?
 - b. What is new to the client in this particular crisis?
 - c. What is the immediate problem - as distinguished from chronic problem?
3. Elicit subjective reactions to the event. Try to get affective responses. Tell the student that it is okay to cry. (The goal is to bring out reactions to the current situation.) Information to be obtained:

- a. In what way does this particular situation differ from other similar situations?
 - b. Who are the significant persons related to the crisis?
 - c. How are such persons involved?
 - d. How much guilt, responsibility, anger, or fear is there?
4. Investigate recent losses, threats, and challenges. Use verbal or image provoking activities such as drawings, play activities or story writing to bring these to the surface. Try to get affective responses as well as facts and details. (Remember that past experiences have impact on the current crisis.)
5. Assess the nature and duration of the vulnerable state. Investigate previous problem solving patterns and coping skills and the extent to which they are still working or not working. Try to bring out what did and did not work. Evaluate the present situation, especially the state of active crisis. See if changes are still taking place.
6. Determine availability of support systems and resources.

B. Evaluation of Current Predicament

1. Based on the assessment of the dynamics of the situation, state the problem to the student, including the basis of the conflict.
2. Ask the student how he/she sees the situation and what is seen as the most pressing problem.
3. Together settle on a target problem. This can be viewed as cutting the problem down to size or confronting the crisis situation in manageable bits.

C. Development of Contract for Further Activity

1. Facilitate the exploration of novel approaches to the problem and consider old ones that were successful.
2. Set up a working plan of what the student will do, and what others will contribute.
3. Be as specific and concrete as possible.

**LIBERTY HIGH SCHOOL
CRISIS INTERVENTION TEAM**

STUDENT REFERRAL LIST

Date	Name of Student	Time In/Out	Symptoms	Action Taken

INITIAL COUNSELING REFERRAL SUMMARY

Date_____

Name of
Student_____Teacher_____

Referred by
Whom?_____Room_____

REASON FOR REFERRAL (List somatic, emotional reactions):

SUMMARY/COMMENTS:

IMPRESSIONS:

NEED Students:_____ List Area of Need:
FOLLOW UP?

Parent:_____ List Area of Need:

Student has been referred to (Mental Health, School Psychologist Follow-up, etc.)

Student Seen By_____Parent Consent Obtained_____ Yes
_____ No

PLEASE RETURN FORM TO SCHOOL COUNSELOR AT END OF SESSION

PARENT CONSENT

Date_____

My student (first and last name)_____ has
permission to be provided psychological counseling.

The extent and limitation of my rights as a parent have been explained to me

By_____on_____
Name and Title Date

I understand that I may revoke my consent in writing at any time.

Name_____
Relationship_____

Name_____
Relationship_____

The completed form shall be filed and maintained within the student's
permanent record folder.

***Utilize this form after initial referral or meeting with the student takes place
in order for counseling to continue.**

SUGGESTED GUIDELINES FOR THE MANAGEMENT-OF THE AFTERMATH OF A SUICIDE OR SUDDEN DEATH AT A SCHOOL

If a suicide or sudden death of either a student or staff member occurs, the following guidelines will apply:

A. Communication

1. Administrative staff will be assembled to plan and implement An Action Plan.
2. All requests for information will be directed to the Principal's office.
3. Contact school campus Outreach program participants and Crisis Team members to initiate support program

B. Suggested Action Plan for Staff

1. The principal initiates a chain call to all faculty to inform them of the tragedy and to request them to arrive thirty minutes earlier to attend a special faculty meeting.
2. The principal meets with the staff to provide known facts relating to the incident and to plan activities for the day.

C. Suggestions for Dealing with Students

1. Give students all of the known facts.
2. Allow students to discuss feelings of loss.
3. Encourage students to discuss their good and bad memories of the person without penalty.
4. Students must be able to participate in discussions of depression, death, and suicide.
5. Students who are close to the victim should be identified and monitored.
6. Allow students to bring flowers to place on the desk of the student or teacher.
7. Allow students to write grievance cards, poems, and letters to surviving relatives.
8. Allow students to attend eulogy service/funeral.

D. Suggestions for Dealing with Parents

1. Make facts available through special PTA meetings, school to home newsletters, etc.
2. Assign a staff person to be a resource providing information/channel of communication, as needed.

APPENDIX



Liberty High School
2024-25

Disaster Planning Checklist

- ✓ Review the Emergency Preparedness Plan.
- ✓ Understand all public employees are designated as Disaster Service Workers (See *Disaster Service Worker* on page 4).
- ✓ Correct or remove hazards in your classroom (See *Housekeeping* on page 6).
- ✓ Check contents in "Emergency Supplies" (*backpacks, kits, disaster bins?*).
- ✓ Create a sign with your name and room number to be used during evacuation.
- ✓ Instruct students in emergency preparedness.
- ✓ Train a dependable student in each of your classes to direct students in the event you are unable to do so during an emergency (*List on form?*).
- ✓ Find another teacher to serve as a "buddy" who will supervise your students in the event you are unable to do so during an emergency.
- ✓ Participate fully in all emergency drills.
- ✓ Become certified in First Aid and CPR.

Emergency Contact Information

Emergency: 911 (Fire & Rescue/Paramedics) or **778-2441** (from a cell phone)

1. State your emergency
2. Stay calm
3. Give your name and address
4. Listen. Allow 911 employee to direct conversation.
5. Be prepared to answer questions in a clear, calm manner.
6. Remain on the telephone. DO NOT hang up until dispatcher says to do so.

Brentwood Police Dispatch:

778-2441

Police:	Brentwood	634-6911
	Oakley	625-2341
	Antioch	778-2441
	Pittsburg	228-8282
	Sheriff	646-2441
	Highway Patrol	646-4980
Fire:	Contra Costa County	930-5500 or 757-1313
Services:	Contra Costa County Emergency Services	285-5000
	Red Cross - Concord Office	603-7400
	Contra Costa Health Department	313-6500
	Health Department - Animal Control	646-2995
	Poison Control Center	800-523-2222
	Suicide Prevention Center	754-7080
Hospitals:	John Muir Brentwood	308-8100
	Sutter-Delta (Antioch)	779-7200
	Kaiser (Antioch)	779-5000
	Kaiser (Martinez)	372-1000
	Kaiser (Deer Valley)	813-6500
Other:	LUHSD	634-2166
	P.G.&E.	800-743-5000
	Iron House Sanitary District	625-2279
	A.T.&T. Cable Vision of East County	634-3583
	Diablo Water District	625-3798
	Pacific Bell	800-310-2355
	Repair	611
	Brentwood Press	634-1441
	BART Information	754-2278
	Tri-Delta Transit	706-4381

Evacuation Route Map

ICP/Disaster Operations Map

(See Safety & Emergency Plans Binder)

STUDENT ACCOUNTABILITY REPORT FORM

Date of Incident: _____ Time of Incident: _____

TEACHER NAME: _____ ROOM #: _____ CLASS PERIOD: _____

TOTAL # OF STUDENTS IN CLASS IF ALL ARE PRESENT: _____

TOTAL # OF STUDENTS UNDER YOUR SUPERVISION ACCOUNTED FOR IN EVACUATION AREA: _____

ATTENDANCE/ABSENCES:

Name and/or student I.D. # of student(s) who are absent today.

1.	6.	11.
2.	7.	12.
3.	8.	13.
4.	9.	14.
5.	10.	15.

UNACCOUNTED STUDENTS:

Name of Student **NOT** accounted for. (These students were with you at the time roll was taken and are not in the evacuation area with your group.)

1.	6.	11.
2.	7.	12.
3.	8.	13.
4.	9.	14.
5.	10.	15.

STUDENTS PRESENT: NOT ON CLASS ROSTER:

Name and/or Student I.D. # of student(s) not on your attendance sheet but are under your supervision during this period.

1.	6.	11.
2.	7.	12.
3.	8.	13.
4.	9.	14.
5.	10.	15.

INJURED:

Name of Student(s) that were injured and location injury occurred.

For additional comments use back of form or attach additional sheets as necessary.

PLEASE SUBMIT THIS FORM TO ADMIN OFFICE (DEN 1) WITHIN 24 HOURS OF INCIDENT. THANK YOU.

STAFF REPORT - WITNESSES TO THE INCIDENT

When the emergency is over, staff should fill out the following witness form below for any student or staff member who witnessed the incident.

Keep witnesses from talking with each other about incident. (VERY IMPORTANT)

Date: _____

Teacher: _____ Room: _____ Period: _____

Adult Witnesses

Name: _____ Position: _____

Name: _____ Position: _____

Student Witnesses

Name: _____ I.D. Number: _____

Name: _____ I.D. Number: _____

Name: _____ I.D. Number: _____

Name: _____ I.D. Number: _____

If time permits

Staff members can ask witnesses to write down their observations of the incident on the **Incident Report Form**. It is important that people do this individually without any discussion between witnesses or bystanders.

BOMB THREAT REPORT FORM

TIME _____

DATE _____

HOW

REPORTED _____ Extension _____

EXACT WORDS OF
CALLER _____

Questions to ask:

1. When is the bomb going off? _____
2. Where is the bomb going to explode? _____
3. Where is the bomb right now? _____
4. What kind of bomb is it? _____
5. What does it look like? _____
6. Why did you place the bomb? _____

Description of caller's voice:

Male _____ Female _____ Young _____ Middle Aged _____ Old _____

Ethnic Type? _____ Accent _____ What kind? _____

Tone of voice:

Serious _____ Joking _____ Giggling or laughing _____ Sounded tense _____

Sounded very sure _____ Sounded unsure _____

Is voice familiar? _____ If so, who's _____

Were there any background noises? _____

Other voice characteristics _____

Time caller hung up _____ Action taken _____

Name, title, address, and telephone number of recipient: _____

Action taken by recipient _____

Signature: _____

Recipient _____ Supervisor _____

DISASTER BUDDY INFORMATION SHEET

Please list the names of your "BUDDIES" and "DEPENDABLE STUDENTS" by period. They may or may not be the same person every period. The idea is to check with each emergency; one teacher can escort two (2) classes if your buddy needs to stay behind with injured student(s).

Term 1

Your Buddy by Period:

Designated Dependable Students:

(Choose someone who is in close proximity to your classroom each period.)

PERIOD 1 _____

PERIOD 5 _____

PERIOD 2 _____

PERIOD 6 _____

PERIOD 3 _____

PERIOD 7 _____

PERIOD 4 _____

PERIOD 8 _____

Term 2

Your Buddy by Period:

Designated Dependable Students:

(Choose someone who is in close proximity to your classroom each period.)

PERIOD 1 _____

PERIOD 5 _____

PERIOD 2 _____

PERIOD 6 _____

PERIOD 3 _____

PERIOD 7 _____

PERIOD 4 _____

PERIOD 8 _____

Teacher's name: _____

RELEASE GATE FORM

I have received notification from the release gate to release

**_____ (Student Name). This student is to report to the release gate with
this form in hand.**

Teacher Signature

Student Signature

**I understand that my signature on this form means that I am a guardian/parent/or name on the
above student's emergency card. The above student is being released into my custody and the
school has acted in a reasonable manner for release.**

Administrator/Designee

Parent/Guardian Signature

MEDICAL TAG

Instructions For First-Aid Person

STUDENT NAME _____

LOCATION OF STUDENT WHEN FOUND _____

_____ Moved to triage arena

_____ Walked to triage arena

FIRST AID GIVEN: _____

Signature of person administering first aid: _____

Resulting Action:

_____ Picked up by parent

_____ Returned to class

_____ Transported by Ambulance

_____ Destination of Ambulance _____

Signature of Paramedic/Time

RETURN THIS FORM TO THE HEALTH CLERK LOCATED IN THE TRIAGE ARENA.

CHECK OUT FORM
(Use if person is moved by ambulance)

1. Name of person _____

2. Nature of injury _____

1. Destination of ambulance _____

Parents/Guardian _____

Phone (Home) _____

(Work) _____

Time/Date contacted _____

By Whom _____