



Comprehensive School Safety Plan

**2025-2026
School Year**

School: Independence High
CDS Code: 0761721 0730572
District: Liberty Union High School District
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Brentwood, CA 94513
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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)

Independence High Safety Committee

Assessment of School Safety

The Independence School Safety Committee analyzed multiple methods to analyze and develop this year's Comprehensive School Safety Plan, including, but not limited to, local crime and student discipline data, the number of disaster planning drills (e.g. fire, earthquake and violent intruder(s)); surveys such as the California Healthy Kids (CHKS), and our Alternative School of Choice (ASOC).

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

The Independence High School Safety Committee 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 provide 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

Specific employees are responsible for assisting and supporting particular students based on their needs.

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 appropriate 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. The ShakeOut began in California in 2008 and has become a global event, with 29 million participants worldwide in 2019.

Last year more than 6.5 million Californians simultaneously practiced “Drop, Cover, and Hold On” and other safety procedures as part of the ShakeOut drill. Students and staff in more than 500 districts, 390 charter schools, and more than 500 private schools accounted for 6.3 million of these participants! Broad school participation inspires businesses, organizations, government agencies, and individuals throughout the state to participate.

For more information about the Great California ShakeOut, please visit: <https://www.shakeout.org/california/>

(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 Cynthia Cabello, Assistant Superintendent, Student/Administrative Services, 20 Oak Street, Brentwood, California, cabelloc@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

The 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 will enable the student's face and ears to be visible to staff, unless medical condition, or health and safety)

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 the 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. Before the start of school and during dismissal, campus supervisors and administrators are strategically assigned to areas on campus to monitor student behavior and ensure student safety. On our campus, doors are specifically identified for high school and adult school students. 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 buses.

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

Component:

Independence High School will improve the perceived safety and overall safety of the school as indicated below.

Element:

Training and emergency drills; the California Healthy Kids Survey and school suspension data.

Opportunity for Improvement:

Via the California Healthy Kids Survey, conducted during the Spring of 2025, a high percentage of students that transfer from our comprehensive sites experienced some form of bullying. Our students who have been with us are not reporting bullying or harassment at our school. Continued anti-bullying education helpful.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Promote the safety of the school and to best mitigate injuries and fatalities if an emergency were to occur.	<p>Independence High School will continue to conduct annual training and at least two emergency drills each semester. Please review section B of this plan.)</p> <p>*We will also continue to educate all stakeholders on a safe learning environment, anti-bullying campaigns, and how to seek help when needed</p>	Administration, School Resource Officer, campus supervisor, teachers; other relevant staff members and students.	SRO, Principal, Counselor	Complete a minimum of two emergency drills each semester, one being an intruder drill..
Independence High School will continue to keep the suspension rate below 1% related to physical confrontations.	The Independence High School MTSS team has developed and presented academic, behavioral and emotional components to systematically integrate via a tertiary framework. The plan has been developed and adjusted through entire staff collaboration.	MTSS team members. District and Contra Costa County Office of Education to provide ongoing MTSS trainings. All staff implemented.	Principal, Counselor and district.	Implement a plan and checklist form for all to use with fidelity.

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

Independence High 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 to promote and support academic achievement, citizenship, student attendance, and engagement.

The district will not tolerate behavior that infringes on the safety and emotional well-being 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 website, 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 of 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 thoroughly and confidentially.

Students who bully violate 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 cyberbullying/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 goal is to assist school sites in establishing culturally responsive systems of behavior support so that every student can succeed socially, emotionally, and academically. 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 SPSSA.

Research shows that a 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.

(M) Mental Health Care

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

In previous years, a nationally acclaimed expert provided all district school counselors, school psychologists and select district and school site administrators with comprehensive professional development training on suicide prevention, response and mitigation.

The district's suicide prevention model is sustainable as evidenced by all district employees receiving online suicide prevention training every other year before 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 that assigns Associate Marriage and Family Therapists at Freedom, Heritage, Liberty (shared with Independence) and La Paloma High Schools to provide school-based mental health support and services.

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.

(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.



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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.

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

Safety measures (Site Emergency Preparedness Plan) include safe egress off campus and command centers, are communicated and staff and students are trained in the event of a dangerous, violent, or unlawful act on campus.

(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 July 16, 2025 and adopted by Independence High on July 23, 2025 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, Independence High 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, Independence High 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, Independence High 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.

Independence High 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 Independence High's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Independence High'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.

LIBERTY UNION HIGH SCHOOL DISTRICT

COMMUNITY EDUCATION CENTER



EMERGENCY PREPAREDNESS PLAN

2025-2026

Approved on

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EMERGENCY SYSTEMS SHUT-OFF INFORMATION

PG&E meter outside of multi-use room

Need a wrench to shut off ball valve - or in extreme emergency kick meter located behind the Smart Meter to activate the earthquake shutoff.

Electrical Panel – located outside Adult Ed ladies bathroom

Area consists of 3 metal cabinets. Cabinets are padlocked, and are accessible with Key #2507. To shut off main power, open the third panel (closest to the door and ladies bathroom) and shut off all 4 panels. If area is hot, do not touch – call 911.

Building Fire Sprinkler system – located in front of main CEC entrance on 2nd St.

This system is independent of the City water main. To shut off the water to the fire sprinklers inside the building, you must 1) remove padlock and chain with Key #2127 or 2) use bolt cutters to cut chain and then turn red wheel valve to off position.

City Water Main – located outside of Room 3 on Pine St.

Either of the two valves may be closed using a crescent wrench.

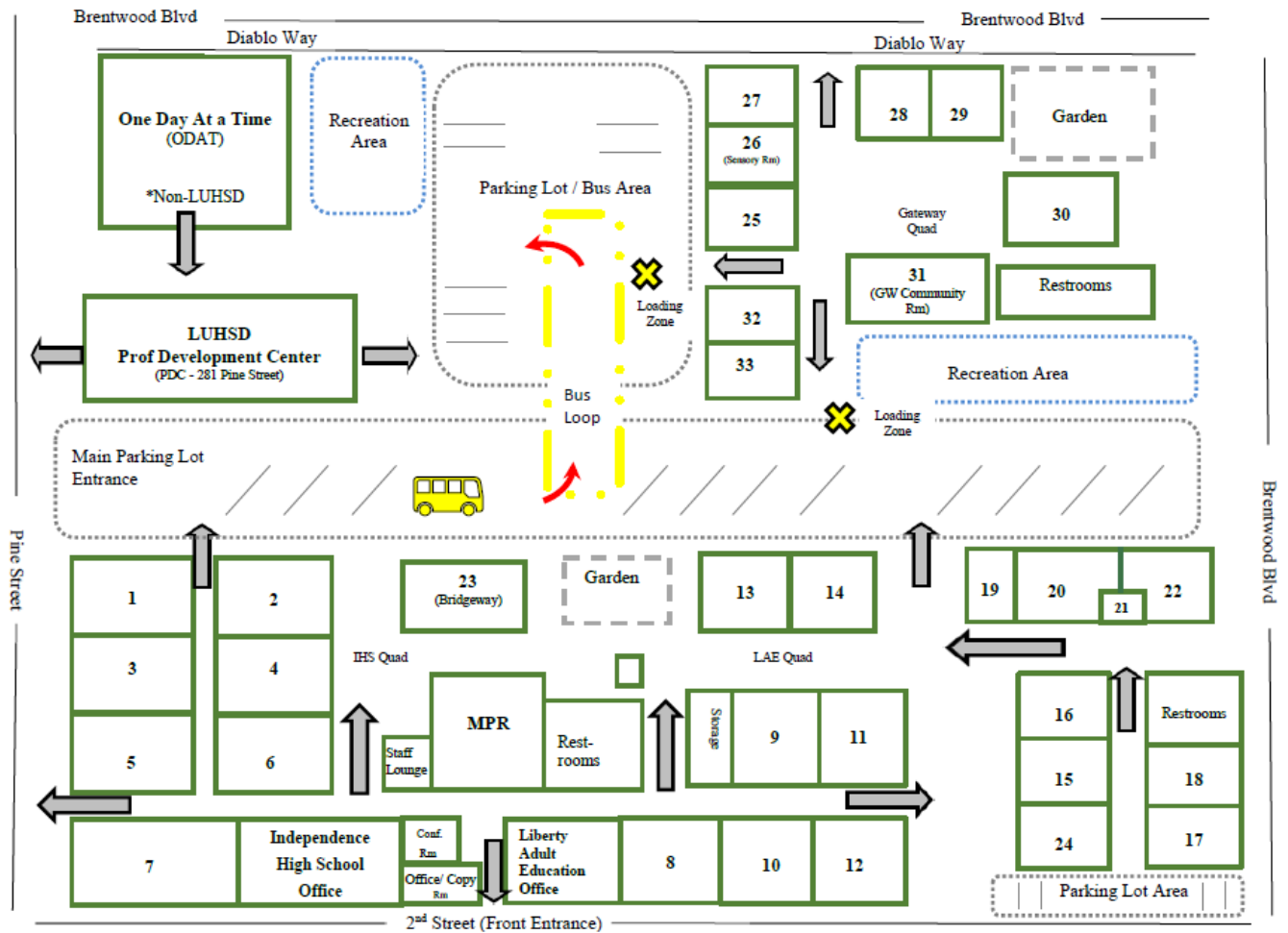
Water Main for buildings located at the back of CEC property (Gateway Program area)

Main is behind unlocked gate. Need wrench to close ball valve.

Extra notes:

- 1. The maintenance office is padlocked after hours. To open padlock, use Key #2174.**
- 2. Current and previous color coded (Gas, Fire, Electricity, Water) maps provided (1986-current)**

929 2ND Street, Brentwood, CA. 94513



If evacuating the campus - Off Site Meeting Locations:

Location 1: La Costa Parking Lot
335 Oak Street, Brentwood, CA 94513

Location 2: Willy's Bagels & Blends
1155 2nd Street D, Brentwood, CA 94513

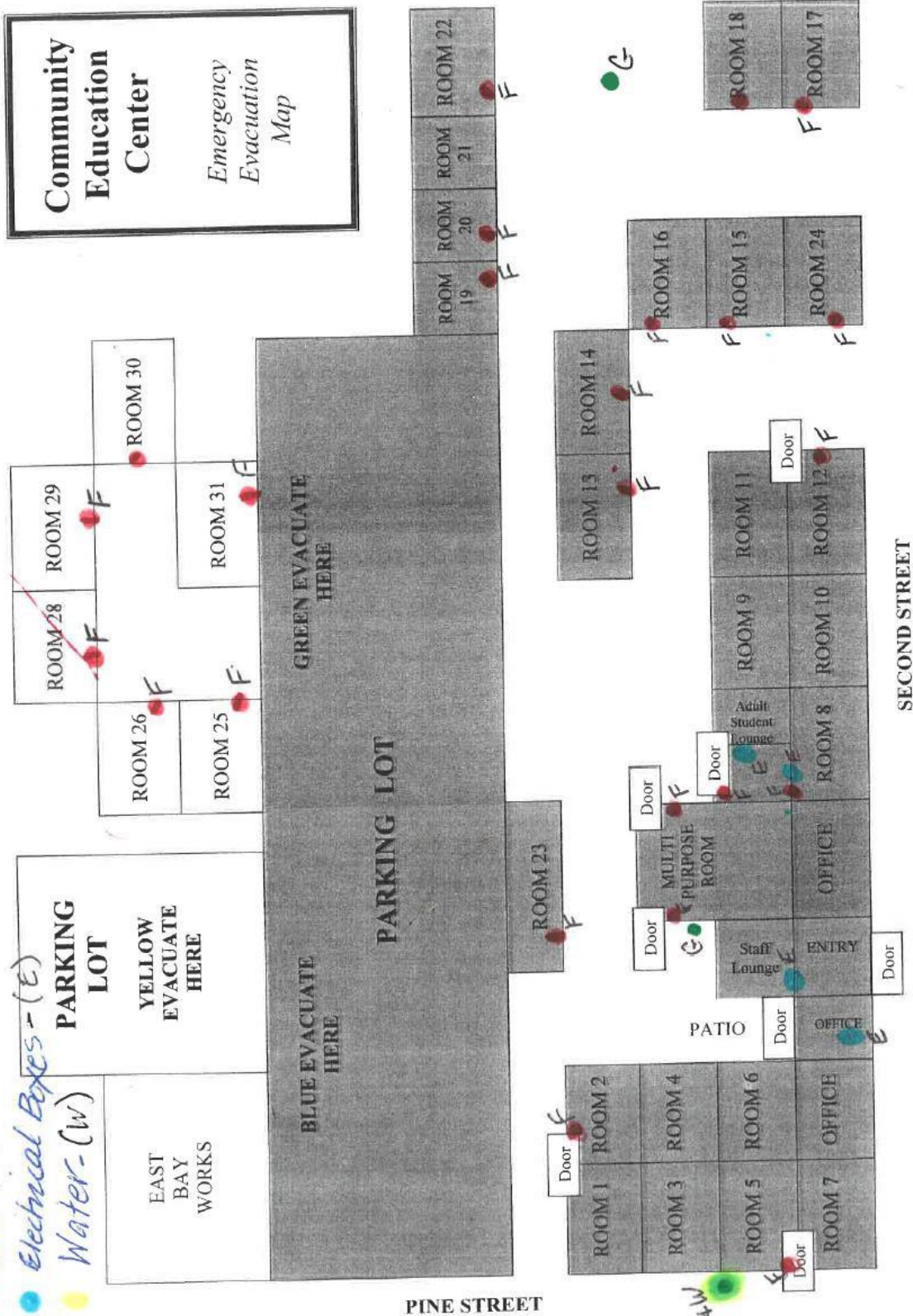
● FIRE-(F)

● GAS-(G)

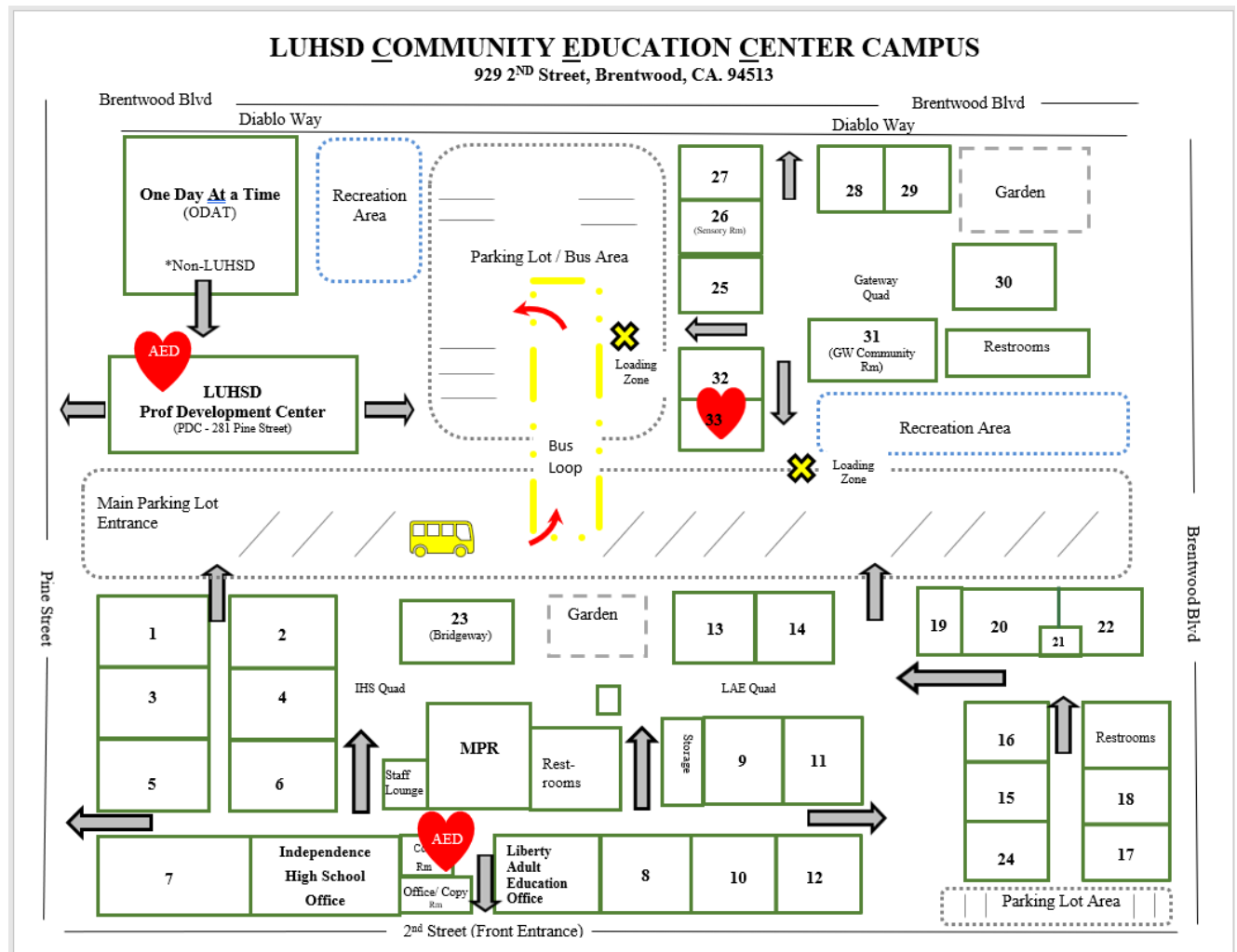
● Electrical Boxes-(E)

● Water-(W)

All classrooms exit to the corresponding color parking lot.



Stationary AED Locations



1. CEC Front Lobby, Adult Education
2. CEC/Pine Street Building Conference Room
3. Gateway Room 33

Revised: 8/13/2025

EMERGENCY TELEPHONE NUMBERS

Emergency: 911 (Fire & Rescue/Paramedics)

1. State your emergency.
2. Stay calm.
3. Give your name and address:
(Community Education Center: 929 Second Street, Brentwood, CA 94513)
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 Emergency Dispatch: (925) 809-7811

Police (Non-Emergency):

Brentwood	(925) 809-7911
Oakley	(925) 229-2079
Antioch	(925) 778-2441 *9
Pittsburg	(925) 646-2441
Sheriff	(925) 646-2441
Highway Patrol	(925) 646-4980

Fire:	Contra Costa County	(925) 941-3300
	Brentwood Hub	(925) 757-1313

Services:	Contra Costa County Emergency Services	(925) 646-4461
	Red Cross – Pleasant Hill Office	(925) 602-1460
	Contra Costa Health Department	(925) 957-5400
	Health Department Animal Control	(925) 608-8400
	Poison Control Center	(800) 222-1222
	Suicide Prevention Center	(925) 939-1916

Hospitals:	John Muir Brentwood – Urgent Care	(925) 308-8111
	Sutter Delta (Antioch)	(925) 779-7200
	Kaiser (Antioch)	(925) 779-5000
	Kaiser (Martinez)	(925) 372-1000
	Kaiser (Deer Valley)	(925) 813-6500

Other:	LUHSD	(925) 634-2166
	PG&E - Antioch	(800) 743-5000 - 24hr. (877) 660 -6789
	Iron House Sanitary District	(925) 625-2279
	Diablo Water District	(925) 625-3798
	AT&T	(800) 310-2355
	Brentwood Public Works	(925) 516-6000
	Repair	611
	Brentwood Press	(925) 634-1441
	BART Information	(510) 464-6000
	Tri-Delta Transit –Route Info.	(925) 754-4040 - Admin (925) 754-6622

Updated 9/2024

INTRODUCTION

Goals:

The goal of the Liberty Community Education Emergency Preparedness Plan is to prepare and train district employees and students to respond properly in emergency situations. This plan hopefully will provide a foundation to minimize injury and loss of life. Protection of students, employees, and facilities is of primary importance.

Booklet:

The information contained in the 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 under the age of 19 in an unsafe situation. All public employees are designated as Disaster Service Workers, subject to service as may be assigned to them by their supervisors or by law (Gov. Code, Chapter 8, 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 they can be picked up by parents or guardians. If parents are prevented from reaching the schools, the District will provide care and shelter until students and parents can be united. The Liberty Community Education Center 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

- A. This plan is designed to prepare you for the impact of a major disaster or emergency affecting Liberty Community Education Center. These guidelines are general in nature. They include a quick reference emergency action guide and a list of emergency phone numbers.
- B. 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.
- C. 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.
- D. 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.
- E. All recommendations for changes, additions, or deletions to this plan should be forwarded to the office of the Director of Community Education.
- F. 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 book shelves should be secured to the wall.
3. Hazardous substances are to be stored in the manners prescribed by law.
4. Hallways, exits, fire escapes, and doorways must be properly 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, work orders submitted and Administration of Community Education notified for communication purposes with the Maintenance Department.

SECTION I

COMMUNITY EDUCATION CENTER
SITE DISASTER RESPONSE TEAM

The LUHSD Community Education Center (CEC) Disaster Response Team consists of the following persons:

1. Director of Community Education Center (Guy Rognlien, 634-2589, x1016)
2. Supervisor of Maintenance/Operations (Al Wilright, 634-2166, x5792)
3. Director of Facilities (Paul Melloni, 634-2166, x5791)
4. Coordinator of Adult Education (Sarah Steen, 634-2589, x1073)
5. CEC Lead / Designated Teachers (634-2589):

<u>IHS</u>	<u>Adult Ed</u>	<u>Alt. Programs</u>
Linda Ostermeier, x1091	Sarah Steen x1073	Valerie Raudebau x1131
Miriam Drake, x1010		Jennifer Moody x1085
Nick Marple, x1045		Tracey Kropelnicki x1113
Ben Heinrich * Designated for Search & Rescue (Assisting Campus Supervisor)		
6. Special Education Coordinator (Gateway Program) (Valerie Raudebau) x1131
7. Administration Designee (IHS Counselor) (Shannon Abono) x1025
8. Independence High School (IHS) Lead Secretary (Karina Cortesi) x1023
9. Adult Education Lead Secretary (Emma Salsedo) x1086
10. IHS Registrar (Mary Warr) x1032
11. CEC Secretary (Hermelinda Meraz) x1037
12. School Psychologist (Andrehina Salinas) x1134
13. CEC Campus Supervisor (AM- Thomas Carter, PM- Tiffany Segura)
14. Adult Education Secretary (Linda Heishan) x1024
15. Adult Education Data Tech (Ashley Pastor) x1022
16. CEC Custodians (AM - Jeff Baker, PM- Ricardo Banuelos)

The Command Center is the CEC Director's office. If it is unsafe:

1. Room 23 (near main parking lot)
2. Parking Lot
3. District Office

EMERGENCY PROCEDURES

STAFF DUTIES

General instructions for multiple emergency situations.

Director of CEC:

1. Remain Calm.
2. Maintain communication with Disaster Response Team-district level.
3. Determine facility/student safety from Maintenance & Operations.
4. Call for outside assistance.
5. Authorize resumption of power, gas and water services.
6. Authorize return to building. Send verbal or written instruction with available staff.
7. Issue verbal and/or written communiqué to students and staff re: status if emergency period is prolonged.
8. Debrief meeting with Assistant Principal/designated administrator and Coordinator of Adult Education, teachers and staff to develop resume of action taken during evacuation regarding medical/trauma, verification of parental contact of injured persons, facility reports of required repairs.
9. Obtain report of needed facility repairs from Assistant Principal/designated administrator or Maintenance & Operations and notify utility companies of any breaks or suspected break in lines.
10. Determine the advisability of closing the school, with the advice of the Superintendent, and/or City Building Inspector, if possible.
11. Direct school staff to remain after school hours if required to assist in disaster service activities.
12. Post guards at a safe distance from all building entrances to see that no one reenters for any reason until the buildings are declared safe. Guards may be custodians, teachers, or students.

Coordinator of Adult Education / Designated Administrator:

1. Remain calm.
2. Assist the staff in gaining control of the students.
3. Check all areas for damage. Evacuate if necessary.
4. Relay damage reports to control point.
5. Confer with Director of Maintenance and Operations regarding damage status.

6. Initiate search and rescue.
7. Medical and trauma reports, names of missing students and their possible location. Go to designated areas and collect them from staff.
8. Receive and record in writing facility damage reports and confer with Maintenance Control Point (**Custodian Room next to the Outdoor Garden**) or by radio.
9. Notify administrator in charge when evacuation has been properly completed.
10. Supervise the duties of the Campus Supervisor and Custodian(s).
11. Verify that an office staff member has notified parents of injured persons.
12. Initiate search and rescue.
13. Coordinate attendance/alarms/telephone/search & rescue/triage/release of students.
14. Relay damage reports to control point.
15. Confer with Supervisor of Maintenance and Operations or Director of Facilities regarding damage status.
16. Debrief with command center personnel and site district response team.

Special Education Coordinator (Gateway Program) / Designated Administrator (Triage):

1. Remain calm.
2. Establish and supervise a triage area in Common Grass Area (grass area between Adult Ed and Gateway)
 - a. An area for life threatening injuries (e.g. Common Grass Area, room 19-20)
 - b. An area for minor first aid (e.g. Room 22)
3. Confer with Crisis Team Leader(s) as to the location for psychological trauma and coordinate psychological first-aid/child care center.
4. Notify the command center as to the location of the triage area, if other than grass area, and request medical supplies.
5. Supervise the First Aid duties.
6. Have first aid personnel list.
 - a. Request assistance by first aid trained staff.
7. Accept and record in writing injury reports.
8. Evaluate and communicate injury reports with Coordinator of Adult Ed/designated administrator (search and rescue).
 - a. All injured persons should be medically tagged.
 - b. Supervise the administration of first aid.

9. Coordinate and assist paramedics, firemen, police, and coroner when they arrive at the Center.
 - a. Record data on any person moved by ambulance a) Name b) Nature of injury c) destination of ambulance. (Use Check Out form).
 - b. Instruct Adult Education Secretary to notify parent/family of injured transported person.
10. Develop resume of action taken re: injured person.
11. Communicate with attendance to account for all students, staff.
12. Disassemble triage area.
13. Inventory remaining first aid supplies.
14. Transport first aid supplies to a central location.
15. Debrief with first aid assistants and with administration.

LUHSD Supervisor of Maintenance and Operations and/or Director of Facilities:

1. Remain calm.
2. Turn off main gas line, and water (if necessary).
3. Turn off main electrical panel.
4. Establish Control Point in **Custodian Room next to the Outdoor Garden.**
5. Complete facility inspection.
6. Report damage or no damage to Control Point.
7. Receive damage reports from Control Center.
8. Confer with ranking administrator re: status.
9. Assign emergency facility procedures.
10. Assign responsibility for survey of buildings.
11. Assign check of facilities reported by staff as damaged.
12. Confer with ranking administrator re: next actions.
13. Assign damage control tasks.
14. Direct firefighting efforts until regular firefighting personnel take over.
15. Certify building safety and restore services and confer and debrief with ranking

administrator re: next actions.

Administration Designee (IHS Counselor):

1. Remain calm.
2. Establish, manage and operate the Command Center- 1) Director's Office
2) Room 23 3) Parking Lot 4) District Office.
3. Supervise the duties of the secretarial and paraprofessional staff.
4. Receive and record in writing reports regarding attendance with regard to students and staff (all IHS students sign in and sign out with their primary teacher whenever they are on campus); medical and trauma reports; names of missing students.
5. Communicate the possible location of missing staff and students to the Assistant Principal/designated administrator or Director.
6. Verify that parents of injured persons have been notified.
7. Coordinate attendance/alarms/telephone/search & rescue/triage/release of students/psych first-aid with Administration.
8. Confer and relay damage status Assistant Principal/designated administrator for coordination with Maintenance and Operations.
9. Debrief with communication center personnel and site district response team.

Independence High School Lead Secretary:

1. Remain calm.
2. Assist the staff in gaining control of the students and the collection of attendance. Send the attendance sheets to the Command Center.
3. Take cell phone and radios to Command Center.
4. Supervise the release of personnel if it is necessary to release students to parents/guardians. Check for parent, teacher and student signatures before permitting a student to depart the grounds.
5. Coordinate assistance of other support staff such as the CEC Secretary and Registrar (this includes the Gateway designee).

Adult Education Lead Secretary:

1. Remain calm.
2. Coordinate timely notification to parents.
3. Accept and record calls from parents.
4. Call parents of students who have been transported by ambulance. Maintain a list of transported students and advise release personnel.

5. Pull emergency cards for students on injury list.
6. Notify the parents/guardians of any injured student; inform of status.
7. Receive and record in writing any emotional trauma reports. Notify Crisis Team Leader(s) or appropriate staff member to remain with the individual.
8. Record new messages for the telephone system.

Adult Education Secretary or Data Tech / IHS Registrar (Physical First-aid):

1. Remain calm.
2. Maintain a first-aid kit (in front office supply room) and bull horn in the Director's office.
3. Maintain a list of staff who are first-aid and/or CPR certified.
4. Accept and record in writing all injury/trauma reports.
5. Evaluate injury reports.
6. Assist in making sure materials are transported to the triage area if necessary.

CEC Secretary and/or Psychologist (Psychological First-aid) – Crisis Leader(s):

1. Remain calm.
2. Report to the receptionist for psychological trauma reports.
3. Assist students and staff in returning to normal routines as quickly and calmly as possible following a major disruption to the educational process.
4. Coordinate with triage (Coordinator of Adult Ed) for location for psychological first aid.

CEC Campus Supervisor/*Designated Teachers:

1. Remain calm.
2. Under direction of the Assistant Principal/designated administrator, dispatch search teams to assigned areas; search should be done visually, verbally, and physically.
3. Check all classrooms, closets, offices, storage rooms, bathrooms, etc. Check off each area after it has been searched.
4. Remove injured persons and take only lifesaving first aid measures; otherwise have patient transported to the designated triage area.
5. If fatalities have occurred and bodies are moved, note the location and condition of bodies on a triage tag for future reference by the coroner.
6. Secure all buildings from reentry after search.

7. While sweeping the entire site, note dangerous or pending problems and any obvious building damage on a damage assessment form.
8. When primary search is completed report to the receptionist/registrar and complete injury/trauma reports. Proceed with secondary search for unaccounted student/staff.
9. Rope off unsafe areas.
10. For heavy rescue of trapped victims that is beyond the capabilities of staff and equipment at school site, contact an administrator to request whatever resources you will need to accomplish the rescue.
11. Proceed with secondary search and/or assist in the triage area.

Custodians

1. Remain calm.
2. Get direction from ranking administrator re: next actions.
3. Assist Campus Supervisor in search and rescue or facility checks.

SECTION II

Community Education Center EMERGENCY PROCEDURES

FIRE AND FIRE DRILL

Warning Signal/Announcement (Repeated at least two times):

Alarm and/or “Attention Staff and Students – this is **NOT** a drill. The fire alarm has been activated. Please remain in your classrooms and await further instructions. REPEAT...remain in your classrooms and await further instructions.

IF EVACUATING – “Attention Staff and Students – this is **NOT** a drill. Evacuate the buildings immediately. Proceed in an orderly manner to your designated evacuation area. Students, remain with your teacher. Remain calm. Listen for further instructions.”

Immediate Action: If fire present, pull nearest alarm. Remain in classrooms and await further instructions.

OR

Warning Signal/Announcement (Repeated at least two times):

Alarm and/or “Attention Staff and Students – this is a drill. The fire alarm has been activated. Please remain in your classrooms and await further instructions. REPEAT...remain in your classrooms and await further instructions.

IF EVACUATING – “Attention Staff and Students – this is a drill. Evacuate the buildings immediately. Proceed in an orderly manner to your designated evacuation area. Students, remain with your teacher. Remain calm. Listen for further instructions.”

Immediate Action: Remain in classrooms and await further instructions.

All Clear Signal/Announcement (Repeated at least two times):

“Attention Staff and Students – ALL CLEAR (pause). ALL CLEAR (pause). ALL CLEAR (pause). It is now OK to resume normal school activities.”

Procedure

Teacher Action:

1. Remain calm. Do not alarm students.
2. After further instructions, direct students to follow directions of all school personnel and immediately move in silence to grass area or alternative directions as issued by Director or designee in the event that the fire is outside.
3. Make certain every student has left the building. In the event that a person has been injured and you are not able to evacuate someone, mark the building area (door window) with a Red Card (or X). This will alert Search and Rescue that there is someone inside the building.
4. Note the name of any injured person, nature of injury, the location of the person.
5. Upon reaching the grass area, immediately take attendance and hold up Green (all accounted for) or Red (missing student/staff) Cards. Attendance sheets will be collected by the Independence High School Secretary.
6. Render first aid as necessary.
7. Students and staff should not return to the school until authorized school officials declare that the school is safe.

BOMB THREAT / BOMB

When receiving a bomb threat, it is important that you remain calm. **The person receiving the threat must use the Bomb Threat Form and follow the scripted questions**, keeping the caller on the line as long as possible. (If in person, immediately call Administration). Copies of this form are to be kept by the telephones in each room and office.

Person Receiving the Threat: Contact Administration/Superintendent **and** call 911 to report the threat.

If Determined to be a Legitimate Threat:

Depending whether the threat is inside or outside, an Evacuation or Reverse Evacuation (direct all inside) will be implemented.

Evacuation Warning

Signal/Announcement (Repeated at least two times):

Alarm and/or “Attention Staff and Students – this is **NOT** a drill. Evacuate the buildings immediately. Proceed in an orderly manner to your designated evacuation area. Students, remain with your teacher. Remain calm. Listen for further instructions.”

Immediate Action: Evacuate the building.

OR

Shelter in Place/Reverse Evacuation Warning

Signal/Announcement (Repeated at least two times):

“Attention Staff and Students – this is a **NOT** a drill. We are instituting a Shelter in Place and a Reverse Evacuation for all persons outside. Students, remain with your teacher. Remain calm. Listen for further instructions.”

Immediate Action: Drop, Cover and Hold. Reverse Evacuation and Drop, Cover and Hold inside.

All Clear Signal/Announcement (Repeated at least two times):

“Attention Staff and Students – ALL CLEAR (pause). ALL CLEAR (pause). ALL CLEAR (pause). It is now OK to resume normal school activities.”

Procedure

Evacuation - Teacher Action:

1. Remain calm.
2. Cover nose and mouth with a cloth if possible to reduce breathing in anything harmful.
3. Caution all against picking up any strange objects.
4. Stay with students and remain clear of buildings and trash cans.
5. Upon reaching the grass area, immediately take attendance and hold up Green (all accounted for) or Red (missing student/staff) Cards. Attendance sheets will be collected by the Independence High School Secretary.
6. Students and staff should not return to the school until authorized school officials declare that the school is safe.

Shelter in Place/Reverse Evacuation -

1. Remain calm.
2. Cover nose and mouth with a cloth if possible to reduce breathing in anything harmful.
3. Caution all against picking up any strange objects.
4. Get inside and give Drop, Cover and Hold command.
5. Wait for further instructions and be prepared for possible evacuation.

COMMUNITY EDUCATION CENTER
929 Second Street
Brentwood, CA 94513
925-634-2589

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 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, whose? _____
Were there any background noises? _____
Other voice characteristics _____
Time caller hung up _____ Action taken _____
Name, title, address, telephone number of recipient: _____

Action taken by recipient: _____

Signature: _____
Recipient Director

EXPLOSION / THREAT OF EXPLOSION

Evacuation Warning

Signal/Announcement (Repeated at least two times):

Alarm and/or “Attention Staff and Students – this is NOT a drill. Evacuate the buildings immediately. Proceed in an orderly manner to your designated evacuation area. Students, remain with your teacher. Remain calm. Listen for further instructions.”

Immediate Action: Evacuate

OR

Shelter in Place Warning

Signal/Announcement – (Repeated at least two times):

“Attention Staff and Students – this is NOT a drill. Shelter in Place. Students, remain with your teacher. Remain calm. Listen for further instructions.”

Immediate Action: Drop, Cover and Hold

All Clear Signal/Announcement (Repeated at least two times):

“Attention Staff and Students – ALL CLEAR (pause). ALL CLEAR (pause). ALL CLEAR (pause). It is now OK to resume normal school activities.”

Procedure

Explosion- Teacher Action:

1. Remain calm.
2. Give Drop, Cover and Hold command.
3. Cover nose and mouth with a cloth if possible to reduce breathing in anything harmful.
4. If the explosion occurred within the building or threatened the building, the teachers should immediately implement action to evacuate the building.
5. Set off Site alarm for “**Panic**” on Security System located in front office. Hold **Ready** and # key or pull fire alarm located in hallways.
6. Make certain every student has left the building. In the event that a person has been injured and you are not able to evacuate someone, mark the building area (door window) with a Red Card (or X). This will alert Search and Rescue that there is someone inside the building.
7. Move to an area of safety (grass area if possible) and maintain control of students. Caution students to stay clear of building and trash cans.
8. Render first aid as necessary.
9. Notify Director or designee, call 911. 911 calls should be made from a landline, if possible.
10. Fight incipient fires without endangering life.
11. Take attendance and use Green or Red Card for visual communication.

12. Attendance Sheets will be collected by Independence High School Secretary.
13. Students and staff should not return to the Site until the fire department or administration declare the area safe.
14. Notify utility companies of a break or suspected break.
15. Students and staff should not leave area until authorized school officials declare that the school is safe.

Threat of Explosion - Teacher Action:

1. Evacuate the building. Do not sound school fire alarm if gas fumes are present.
2. Follow directions under Explosion above.

*Teachers should instruct students to react in the same manner on their own to this type of catastrophe in case it occurs while they are on their way to or from school.

SUGGESTED GUIDELINES WHEN DEALING WITH
SUICIDE/DEATH
ON CAMPUS

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

Communication:

1. Remain calm.
2. Administrative staff will be assembled to plan and implement an Action Plan.
3. All requests for information will be directed to the Director's Office.

Suggested Action Plan for Staff:

1. Remain calm.
2. The Director initiates a chain call to all faculty to inform them of the tragedy.
3. The Director meets with the staff to provide known facts relating to the incident and to plan activities for the day.

Suggestions for Dealing with Students:

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

Suggestions for Dealing with Parents:

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

CHEMICAL INCIDENT

Warning Signal/Announcement (Repeated at least two times):

“Attention Staff and Students – this is NOT a drill. A potentially dangerous chemical release has occurred. We are instituting a shelter in place. Persons outside should move immediately indoors. Remain in your classroom until further notice. Close all windows, doors and turn off any or all fans or blowers. Do not, I repeat, do not change classes or leave your area until further notice. Listen for further instructions. **This Signal/Announcement will be repeated every two minutes until the campus has been given the All Clear**”.

Immediate Action: Shelter in Place and remain indoors.

All Clear Signal/Announcement (Repeated at least two times):

“Attention Staff and Students – ALL CLEAR (pause). ALL CLEAR (pause). ALL CLEAR (pause). It is now OK to resume normal school activities.”

Procedure

Teacher Action:

Either keep students in your location or assist in moving them to a safe area to clear the building. Please do not use the telephone unless you have an emergency. In the event that students need to be evacuated, directions will be given by administration.

1. Always move crosswind - never up or down wind to avoid fumes.
2. Maintain control of students.
3. Render first aid as necessary.
4. Take attendance and use Green or Red Card for visual communication.
5. Attendance Sheets will be collected by Independence High School Secretary.
6. After the school has been evacuated do not return to school until the fire department declares the area safe.

FLOOD

Warning Signal/Announcement (Repeated at least two times):

“Attention Staff and Students – this is NOT a drill. We have a report of flooding in/around our site and we are instituting a Shelter in Place and STAND BY directive. Students, remain with your teacher. Remain calm. Listen for further instructions.”

Immediate Action: Shelter in Place and Stand By

All Clear Signal/Announcement (Repeated at least two times):

“Attention Staff and Students – ALL CLEAR (pause). ALL CLEAR (pause). ALL CLEAR (pause). It is now OK to resume normal school activities.”

Procedure

Teacher Action:

1. Remain Calm.
2. Listen for further instructions regarding possible evacuation (if indoor flooding).
3. Students and staff should not leave area until authorized school officials declare that it is safe to do so.

SEVERE WINDSTORM

Warning Signal/Announcement (Repeated at least two times):

“Attention Staff and Students – this is NOT a drill. Persons outside should move immediately indoors. Remain in your classroom until further notice. Students, remain with your teacher. Remain calm. Listen for further instructions.”

Immediate Action: Drop, Cover and Hold. Direct all inside.

All Clear Announcement (Repeated at least two times):

“Attention Staff and Students – ALL CLEAR (pause). ALL CLEAR (pause). ALL CLEAR (pause). It is now OK to resume normal school activities.”

Procedure

Teacher Action:

1. Remain calm.
2. Direct all students/staff to go inside the building.
3. Close windows and doors.
4. Remain near an inside wall on the floor if possible. (In the hallway, away from doors)

5. Evacuate areas bearing full force of wind.
6. Take attendance and use Green or Red Card for visual communication.
7. Take attendance again if you leave your location to seek shelter in a safer place.
8. Attendance Sheets will be collected by Independence High School Secretary.
9. Keep tuned to a local radio station for latest advisory information.
10. Notify utility companies of any break or suspected break.

EARTHQUAKE

Warning Signal/Announcement (Repeated at least two times):

“Attention Staff and Students – this is **NOT** a drill. We are experiencing seismic activity. For your protection, following Drop, Cover and Hold on procedures. Repeat: Drop, Cover and Hold. Remain calm. Listen for further instructions.”

Immediate Action: Drop, Cover and Hold.

All Clear Announcement (Repeated at least two times):

“Attention Staff and Students – ALL CLEAR (pause). ALL CLEAR (pause). ALL CLEAR (pause). It is now OK to resume normal school activities.”

Earthquake drills are required by state law

Drill Signal / Announcement (Repeated at least two times):

“Attention Staff and Students – this is an earthquake drill. Repeat: Drop, Cover and Hold. Remain calm. Listen for further instructions.”

Immediate Action: Drop, Cover and Hold.

All Clear Announcement (Repeated at least two times):

“Attention Staff and Students – ALL CLEAR (pause). ALL CLEAR (pause). ALL CLEAR (pause). It is now OK to resume normal school activities.”

Procedure

Teacher Action While Indoors At School:

1. Give Drop, Cover and Hold Command
 - A. Remain Calm.
 - B. Get under equipment where available. Otherwise get next to an inside wall or under an inside doorway.
 - C. Drop to knees with back to the windows and knees together.
 - D. Clasp both hands firmly behind the head, covering the neck.
 - E. Bury face in arms, protecting the head. Close the eyes tightly.
 - F. Stay there until subsequent instructions are given. Such instructions will depend upon circumstances and the extent of damage to the buildings.

- G. As soon as possible, teachers shall move students away from windows and out from under heavy light fixtures (cubicles if possible).
2. Assess any injuries to students and damage to the building. If it appears safe do not evacuate the area until instructions are given which relate a safe route to the grass area.
 - A. Remain Calm.
 - B. Gain control of the students.
 - C. Note the name of any injured person, nature of injury, the location of the person.
 - D. Take attendance and use Green or Red Card for visual communication.
 - E. Attendance Sheets will be collected by Independence High School Secretary.
 - F. Render first aid if necessary.
 3. Evacuate the building and move a safe distance away from it, preferably the grass area. Gain control of students. Select a safe route based on power line, gas main, and water main and building failure and proceed to the grass area. Admonish students not to touch electrical wires and avoid the lighting of any burners or stoves until the area is declared safe.
 - A. Remain calm.
 - B. In the event that a person has been injured and you are not able to evacuate someone, mark your door with the RED Card (or X). This card will alert Search and Rescue that there is someone inside the room.
 - C. Note the name of any injured person, nature of injury, the location of the person.
 - D. Take teacher schedule book from the Secretary of Independence High School (on desk) and evacuate. Direct the students to stay together and move in silence to the assigned assembly area in the grass area. The teacher must determine the route to the grass area if the normal route is not safe.
 - E. Take attendance and use Green or Red Card for visual communication.
 - F. Attendance Sheets will be collected by Independence High School Secretary.
 - G. Render first aid if necessary.

*Teachers on a prep period should initially report to the grass area until further notice.

During Non-Classroom Times:

1. Everyone is to implement Drop, Cover and Hold.
2. When shock ceases, move to the area at a safe distance from buildings then move to the grass area.
3. Teachers/Designees note the name of any injured person, nature of injury, the location of the person.
4. Take attendance of all present.
5. Take attendance and use Green or Red Card for visual communication.
6. Attendance Sheets will be collected by Independence High School Secretary.
7. Render first aid if necessary.

8. Students and staff should not leave area until authorized school officials declare that the school is safe.

Procedures for Releasing Students:

No high school or Gateway student will be released without parent/guardian notification.

COMMUNITY EDUCATION CENTER EVACUATION

1. Take attendance and use Green or Red Card for visual communication.
2. Attendance Sheets will be collected by Independence High School Secretary.
3. Teachers are to remain with their student(s) at the grass area. No student will be allowed to leave unless a parent/guardian/person named on the emergency card comes to the grass area and signs for the release of the student or confirms (18 years and above) the release.
4. The student will be called for by the Independence High School Office. The dismissed student will evacuate the grass area behind the Community Education Center. The Adult Education secretary will have the names of students who have been released. The student will sign out before allowed to leave.

ATTACK / DISTURBANCE BY CRIMINAL OR INSANE PERSON / GROUP / LOCKOUT

In the event that such an occurrence happens outside the Community Education Center, contact the Director or designee immediately.

Warning Signal/Announcement (Repeated at least two times):

“Attention Staff and Students – this is NOT a drill. We have an emergency situation and must implement **LOCKOUT** procedures. All persons should go to the nearest classroom. Teachers, close and lock your classroom doors, **cover windows if possible**. All students and staff are to remain in the locked classroom until further notice. **DO NOT** post any Green or Red Cards on the doors or windows. **DO NOT** leave the classroom. **DO NOT** open or unlock the door until you are directed to do so by an administrator or law enforcement. Remain calm. Listen for further instructions.”

Immediate Action: Lockout, Drop, Cover and Hold. Call if for assistance if you are in direct contact with person(s).

All Clear Announcement (Repeated at least two times):

“Attention Staff and Students – ALL CLEAR (pause). ALL CLEAR (pause). ALL CLEAR (pause). It is now OK to resume normal school activities.”

Procedure

Teacher Action indoors:

1. Give Drop, Cover and Hold command.
2. Remain calm.
3. Gain control of the students and try and get to cubicles and stay down until subsequent instructions are issued.
4. Remain quiet.
5. Lock or barricade all doors.
6. Close drapes, curtain and cover glass in the door. **(DO NOT** place RED/Green Cards or X)
7. Wait for further instructions.
8. Note in writing the name(s) of injured person(s), nature of injury, the location of the person.
9. Render first aid as needed.

Teacher Action if occurs outside:

1. Remain still until circumstances permit movement, then proceed to the office or report to the Director/designee or police officer for directions.

Teacher Action - In the event of a HOSTAGE SITUATION:

1. Gain control of students, remain calm, and avoid startling noises, antagonizing or challenging the intruder.
2. Cooperate with the intruder and follow their instructions if possible.

Command Center (Director's Office) Action:

1. Give Drop, Cover and Hold command
2. Remain calm.
3. Call for outside assistance
4. Make available all medical supplies.
5. Maintain communication with the Disaster Response Team - District Office.
6. Prepare to receive and record attendance, injury and damage reports.

Receive and Organize Reports:

1. Accept and record in writing injury, damage, and attendance reports.
2. Evaluate injury reports. Send assistance when possible.
3. Pull emergency cards and current demographic information for any injured person.
4. Accept and record in writing telephone calls from parents. Inform parents not to come to school site.
5. Record in writing data for any person administered first aid or transported.
6. Include a) name, b) nature of injury, c) destination of ambulance, d) time of departure.
7. Call parents of injured students and inform them of status.

Recovery:

1. Determine facility safety with assistance of police and/or fire chief
2. Evacuate if necessary.
3. Convene Crisis Intervention Team.

CIVIL DISTURBANCE / LOCKOUT

In the event of a civil disturbance, the Director or designee will immediately notify the Police/Sheriff's Department at 911.

Warning Signal/Announcement (Repeated at least two times):

"Attention Staff and Students – this is NOT a drill. We have a situation and must implement **LOCKOUT** procedures. All persons should go to the nearest classroom. Teachers, close and lock your classroom doors. All students and staff are to remain in the locked classroom until further notice. Do not open or unlock the door until you are directed to do so by an administrator or law enforcement. Remain calm. Listen for further instructions."

Immediate Action: Lockout. Remain inside your area.

All Clear Announcement (Repeated at least two times):

"Attention Staff and Students – ALL CLEAR (pause). ALL CLEAR (pause). ALL CLEAR (pause). It is now OK to resume normal school activities."

Procedure

Teacher Action:

1. Under the direction of the Director or designee, available staff members will assist in confining the disturbance to one area.
2. Teachers will keep students in their location until notified that the disturbance has been controlled.
3. Teachers who do not have a student will report to the Independence High School Secretary for assignment to specific duties.
4. In extreme situations, the Director or designee will address the group, informing participants of possible consequences of their actions.
 - a. Individuals who violate school policy by encouraging illegal demonstrations by fellow students may be immediately suspended.
 - b. Individuals who refuse to comply with school and civil regulations will, if necessary, be removed from the school premises by the police.
 - c. Participants in illegal demonstrations will be ordered to cease such activity and remove themselves from the area. Those remaining after a reasonable period of time may be subject to suspension from school.
 - d. Leaders of illegal demonstrations, either active in addressing the group or restraining the voluntary actions of any individual who wishes to return to class, should be addressed by name and told that should he/she persist in these actions, he/she may immediately be suspended from school.
 - e. Students who are on the fringes of the demonstration (onlookers) who do not honor the order to disperse, may be suspended from school and removed from the school property by the police.

5. In the event the disturbance is serious enough to require police assistance in controlling the environment, it must be understood that authority for decision-making then becomes a police matter.

FALLEN AIRCRAFT

Warning Signal/Announcement (Repeated at least two times):

“Attention Staff and Students – this is NOT a drill. We have a situation and must institute a STAND BY and shelter in place.”

Immediate Action: The Director or designee will determine which action, if any, should be implemented.

All Clear Announcement (Repeated at least two times):

“Attention Staff and Students – ALL CLEAR (pause). ALL CLEAR (pause). ALL CLEAR (pause). It is now OK to resume normal school activities.”

Procedure

Teacher Action:

1. Where necessary, teachers will take immediate action for the safety of students without waiting for directions.
2. All students and staff will be kept at a safe distance.
3. Wait for further instruction from administration.

SMOG ALERT

The District will be notified of a smog alert by Air Quality Management District.

Warning Signal/Announcement (Repeated at least two times):

“Attention Staff and Students – this is NOT a drill. This District has notified us that we are in a “Third Stage SMOG Alert”, students and staff members should remain indoors and restrict movement as much as possible.”

Immediate Action: Turn off all blowers and fans and monitor students for respiratory distress.

All Clear Announcement (Repeated at least two times):

“Attention Staff and Students – ALL CLEAR (pause). ALL CLEAR (pause). ALL CLEAR (pause). It is now OK to resume normal school activities.”

Procedure

Teacher Action:

1. Remain calm.
2. Observe students and staff for respiratory distress.
3. Report any problems to the Independence High School Office.
4. Remain in shelter unless directed otherwise by administration.

WAR

Warning Signal/Announcement (Repeated at least two times):

“Attention Staff and Students – this is NOT a drill. A warning has been received from the Civil Defense Warning System. An attack is in progress against the United States, its territories, possessions, or allies. **This is a (Strategic, Attack or Surprise Attack Warning).**”

Immediate Action: Immediately move to a safe place. Drop, Cover, and Hold. Wait for further directions from the Superintendent’s Office.

All Clear Announcement (Repeated at least two times):

“Attention Staff and Students – ALL CLEAR (pause). ALL CLEAR (pause). ALL CLEAR (pause). It is now OK to resume normal school activities.”

Procedure

“STRATEGIC WARNING”: This is a notification that enemy-initiated hostilities may be imminent. Dissemination will be by news media. No estimate can be made of the duration of a strategic warning condition. The warning time may vary from several hours to several days.

School Action:

1. Remain calm.
2. Upon direction of the Superintendent implement action to send students home.
3. Notify the office of the Superintendent when this has been accomplished.

“ATTACK WARNING”: This is a notification that enemy-initiated hostilities is in progress. Dissemination will be by news media and Superintendent’s Office.

Teacher Action:

1. Remain calm.
2. Give the Drop, Cover and Hold command.
3. Turn on a battery-operated A.M. radio and tune to any EBS station for official information and instructions.
4. Take precautions to minimize the possibility of persons being struck by flying objects such as glass and/or blinds.
5. Take attendance and use Green or Red Card for visual communication.
6. Note the name of any injured person, nature of injury, the location of the person.
7. Attendance Sheets will be collected by Independence High School Secretary.
8. Render first aid if necessary.

9. Remain in shelter unless directed otherwise by administration.
10. In the event that you are instructed to evacuate, and a person has been injured but are not able to evacuate them, mark your door with the Red Card or X. This card will alert Search and Rescue that there is someone inside the room.

“SURPRISE ATTACK WARNING”: Detonation of a weapon will be the only notification. This will be accompanied by extreme intense light and heat. The light is followed by heavy shock (blast) waves.

Teacher Actions:

1. Give the Drop, Cover and Hold command.
2. When blast wave has passed, command action to take shelter inside if one is not already in a sheltered area.
3. Take attendance and use Green or Red Card for visual communication.
4. Note the name of any injured person, nature of injury, the location of the person.
5. Attendance Sheets will be collected by Independence High School Secretary.
6. Render first aid if necessary.
7. Remain in shelter unless directed otherwise by administration.
8. In the event that you are instructed to evacuate, and a person has been injured but are not able to evacuate them, mark your door with the Red Card or X. This card will alert Search and Rescue that there is someone inside the room.

SECTION III

GENERAL PRINCIPLES OF CRISIS INTERVENTION

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

1. Intervene Immediately - Be Direct, Active, 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.

2. 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.

3. Provide Accurate Information about the Situation

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

4. 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.

5. 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.

6. 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.

7. 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 which have a high probability of success.

8. 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.

9. 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 systems so that they can adequately cope with the situation.

CRISIS INTERVENTION PROCEDURES & RESPONSIBILITIES

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

Director or Designee

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

Independence High School Secretary

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 staff.

Staff

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 the Independence High School Office/Secretary, procure ID and intervention folder which contains the following information:
 - a. Accountability procedures/forms
 - 1) Attendance Accounting
 - 2) Student Referral Form
 - 3) Initial Counseling Referral Summary
 - 4) Parent Consent Form
 - b. General Principles of Crisis Intervention
 - c. Model For Interview of Students in Crisis
 - d. Suggested Guidelines for the Management of the Aftermath of a Suicide or Sudden Death at School.

CRISIS CHECK LIST

SCHOOL DISASTER TEAM INITIAL CRISIS SCREENING

_____A. Identify problem/event and determine degree of impact on the school.

_____B. Determine if additional support is needed. Director may request outside assistance.

_____C. Review facts and determine what information is to be shared with:

- _____1) Staff
- _____2) Students
- _____3) District

Determine how the information is to be shared with staff, students and district.

- _____1) Written bulletins
- _____2) Verbal communication/discussions

_____D. 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 Interview

_____E. Establish a reception center for support service personnel.

_____F. Identify high risk students. Initiate contacts and appropriate interventions.

_____G. Interventions

- _____1) Individual Interviews
- _____2) Group counseling
- _____3) Parent meetings
- _____4) Staff meeting
- _____5) Referrals to community agencies

_____H. 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 facts as possible. (Keep in mind that it is not the exact accuracy but the actual telling that is important here.)

Information to be obtained:

- What is threatening to the client?
- What is new to the client in this particular crisis?
- 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:

- In what way does this particular situation differ from other similar situations?
- Who are the significant persons related to the crisis?
- How are such persons involved?
- How much guilt, responsibility, anger, fear is there?

4. Investigate recent losses, threats, 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. (Phrase in terms of the dilemma with which you see the student is at.)
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 approaches that were practiced.
2. Set up a working plan of what the student will do, what others will contribute.
3. Be as specific and concrete as possible.

FAR EAST COUNTY INTER-DISTRICT
CRISIS INTERVENTION TEAM

STUDENT REFERRAL LIST

SCHOOL: _____

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:

Students' Area of Need: _____

Parent's Area of Need: _____

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

Student Seen By _____ Parent Consent Obtained?

Date _____ Yes _____ No _____

PLEASE RETURN FORM TO SCHOOL PSYCHOLOGIST AT END OF SESSION
Far East County Inter-District Assessment Center

PARENT CONSENT

Date _____

I hereby grant permission for my son/daughter (circle one) _____
to be provided psychological counseling. **First & Last Name**

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**

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

EMERGENCY ROSTER SHEET

TEACHER NAME _____ CLASS PERIOD/TIME _____

TOTAL # IN CLASS WHEN ALL ARE PRESENT ROOM # _____

TOTAL # ACCOUNTED FOR IN EVACUATION AREA.

A. ATTENDANCE/ABSENCES

Name and/or Student I.D. Number of students absent from your class today.

1.	4.	7.
2.	5.	8.
3.	6.	9.

B. UNVERIFIED STUDENTS/STAFF

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

1.	4.	7.
2.	5.	8.
3.	6.	9.

C. STUDENTS PRESENT; NOT ON CLASS ROSTER

Name and/or Student I.D. Number of students not on your attendance sheet but are with you this period.

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

D. INJURED

Name	Possible Location

For additional comments use back of form.

LIBERTY UNION HIGH SCHOOL DISTRICT
DISASTER PLAN DRILL

Please use this Disaster Drill Record form to record information regarding your drill. Keep a copy at your site and forward a copy to the Director of Administrative Services.

School Site: _____ Type of Drill: _____

Administrator in Charge: _____ School Year: _____

Disaster Drills

Month	Day	Time	# Evacuated IF APPLICABLE	Second to Evacuated If Applicable	Alarm Station If Applicable	Person in Charge
JANUARY						
FEBRUARY						
MARCH						
APRIL						
MAY						
JUNE						
JULY						
AUGUST						
SEPTEMBER						
OCTOBER						
NOVEMBER						
DECEMBER						

Fire and Earthquake Drills are required at least once each semester.

A record shall be kept in the Principal's Office of date and hour of each drill and made available upon inspection.

Summary of Drill:

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)