

# Comprehensive School Safety Plan

## 2025-2026 School Year

**School:** Highlands Elementary School  
**CDS Code:** 19649986068860  
**District:** Saugus Union School District  
**Address:** 27332 Catala Avenue  
 Saugus, CA 91350

**Date of Board Adoption:**

**Date of Site Council Update:** January 27, 2025

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- with Staff January 21, 2025

**Date of Submission to LASD** 02/05/2025

**Date of Submission to LACoFD** 02/05/2025

**Approved by:**

Name	Title	Signature	Date
Melinda Collins	Site Council Chairperson		
Ernestina Aguilar	Principal		1/27/25
Dinah Mahar	Parent Representative		
Daniel Kurtz	Teacher Member		
Carmen Silvestre	Teacher Member		
Maggie Erickson	Classified Member		
Jennifer Begelfer	Parent Member		
Katrina Lopez	Parent Member		
Britney Follansbee	Parent Member		

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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 site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, 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. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at Highlands Elementary School's office.

## **Safety Plan Vision**

The Saugus Union School District strives to provide every student and staff member of Highlands Elementary School Elementary School with a safe and secure learning environment where they are free of physical and psychological harm. The District is committed to instructing students in conflict resolution and violence prevention.

### GOALS

- Enhance and actively promote school connectedness and a positive school climate for safer environments
- Reduce property losses by ensuring the security of the campus
- Review and enforce security measures to ensure the security of our campus
- Continue to train in all areas of emergency preparedness

## Components of the Comprehensive School Safety Plan (EC 32281)

### Highlands Elementary School Safety Committee

The safety committee is comprised of members from Highlands Elementary School's School Site Council. The members are:

Name of Members	Role
Ernestina Aguilar	Principal
Carmen Silvestre	Classroom Teacher
Daniel Kurtz	Classroom Teacher
Cynthia Rodriguez	Classroom Teacher
Maggie Erickson	Other School Staff
Dinah Mahar	Parent or Community Member
Melinda Collins	Parent or Community Member
Brittney Follansbee	Parent or Community Member
Jennifer Begelfer	Parent or Community Member
Katrina Lopez	Parent or Community Member

### Assessment of School Safety

The safety of Highlands Elementary School is continuously evaluated by staff members, district employees, members of the Site Council and our law enforcement partners. Data is evaluated by staff members, focusing on the areas of office referrals, attendance review, suspension/expulsion rates, and property damage/vandalism data. The findings for these sources are shared with stakeholders at Site Council meetings, Health and Safety Committee meetings and staff meetings.

Current Status of School Crime: This section presents data that will be analyzed to assess the current status of school crime committed on campus of Highlands Elementary School:

Total Number of Suspension During Previous School Year: 0

Total Number of Expulsions During Previous School Year: 0

Total Number of Vandalism Incidents During Previous School Year: 1

Highlands Elementary School is a closed campus. There is a single point of entry to the school, through the school office. Parents and visitors must check in with the school office, sign in using the visitor management system and collect a badge in order to access the campus. Certificated and classified staff members provide supervision of students throughout the school day. Staff and city-provided crossing guards monitor students at arrival and dismissal times. Emergency drills for both natural and human-caused emergencies are conducted on a regular basis, as defined later in this Plan. Custodial staff members conduct a monthly safety inspection and submit work orders, as necessary. Employees are required to participate in annual safety training using the Keenan SafeSchools platform. Additional training is conducted throughout the school year, dependent upon position classifications.

Following is a physical description of the school site, including references to street location of campus, any busy streets, public areas surrounding the site (parks, paseos, bike pathways, public pools etc.), local businesses or other infrastructure which may be pertinent:

Highlands Elementary School is located in a suburban neighborhood that is not on a busy street. A visitor would need to follow specific road directions in order to locate the school.

Highlands Elementary School's off-site reunification location is Central Park.

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

The following strategies and programs are consistent with California Education Code 32281 and reflect the school's commitment to safety within the following areas:

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

Employees are mandated reporters, as defined by law and district administrative regulation, and are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for reporting, investigating and prosecuting cases of child abuse and neglect.

In the event of a suspicious child death, specified records, including mental health and child abuse reports, may be released to an interagency child death review team. PC 11174.32

#### **(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines**

**Suspension:** Suspension, including supervised suspension as described in Section 48911.1, shall be imposed only when other means of correction fail to bring about proper conduct. A school district may document the other means of correction used and place that documentation in the pupil's record, which may be accessed pursuant to Section 49069. However, a pupil, including an individual with exceptional needs, as defined in Section 56026, may be suspended, subject to Section 1415 of Title 20 of the United States Code, for any of the reasons enumerated in Section 48900 upon a first offense, if the principal or superintendent of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or that the pupil's presence causes a danger to persons.

#### **EC 48900.7 — Terroristic Threats**

(a) In addition to the reasons specified in Sections 48900, 48900.2, 48900.3 and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both.

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

**Expulsions:** Except as provided in subdivisions (c) and (e), the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:

(A) Causing serious physical injury to another person, except in self-defense.

(B) Possession of a knife or other dangerous object of no reasonable use to the pupil.

(C) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the

Health and Safety Code, except for either of the following:

(i) The first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis.

(ii) The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.

(D) Robbery or extortion.

(E) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

(2) If the principal or the superintendent of schools makes a determination as described in paragraph (1), he or she is encouraged to do so as quickly as possible to ensure that the pupil does not lose instruction time.

(b) Upon recommendation by the principal, superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil committed an act listed in paragraph (1) of subdivision (a) or in subdivision (a), (b), (c), (d), or (e) of Section 48900. A decision to expel shall be based on a finding of one or both of the following:

(1) Other means of correction are not feasible or have repeatedly failed to bring out proper conduct.

(2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

(c) The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at a school or at a school activity off school grounds:

(1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if possessing an imitation firearm, as defined in subdivision (m) of Section 48900, in not an offense for which suspension or expulsion is mandatory pursuant to this subdivision and subdivision (d), but it is an offense for which suspension, or expulsion pursuant to subdivision (e), may be imposed.

(2) Brandishing a knife at another person.

(3) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.

(4) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.

(d) The governing board shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program of study that meets all of the following conditions:

(1) Is appropriately prepared to accommodate pupils who exhibit discipline problems.

(2) Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.

(3) Is not housed at the school site attended by the pupil at the time of suspension.

(e) Upon recommendation by the principal, superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil, at school or at a school activity off of school grounds violated subdivision (f), (g), (h), (i), (j), (k), (l), or (m) of Section 48900, or Section 48900.2, 48900.3, or 48900.4 and either of the following:

(1) That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.

(2) That due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

(f) The governing board shall refer a pupil who has been expelled pursuant to subdivision (b) or (e) to a program of study which meets all of the conditions specified in subdivision (d). Notwithstanding this subdivision, with respect to the pupil expelled pursuant to subdivision (e), if the county superintendent of schools certifies that an alternative program of study is not available at a site away from a comprehensive middle, junior, or senior high school, or an elementary school, and that the only option for placement is at another comprehensive middle, junior, or senior high school, or another elementary school, the pupil may be referred to a program of study that is provided at a comprehensive middle, junior, or senior high school, or at an elementary school.

(g) As used in the section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3 ½ inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.

(h) As used in this section, the term "explosive" means "destructive device" as described in Section 921 of Title 18 of the United States Code.

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

Whenever a student is identified as violent or dangerous per E.C. 49079 the teacher will be informed by the Site Administration. The teacher shall keep this information in confidence and must not further disseminate it. However, if the teacher believes that the student is improperly placed (or is an immediate danger) these opinions (and related observations) should be shared with the Site Administration immediately. The District Office will ensure that all appropriate actions are taken to identify, notify and support necessary interventions with regard to violent or dangerous pupils.

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

Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of board policy 5145.7(b) and shall be subject to disciplinary action. For students in grades 4 through 6, disciplinary action may include suspension and/or expulsion, provided that in imposing such discipline the entire circumstances of the incident(s) shall be taken into account. Complaints about students may be filed with the site administrator or Human Resources Department:

Human Resources Department  
Title IX Coordinator  
Assistant Superintendent of Human Resources  
24930 Avenue Stanford, Santa Clarita 91355  
661-294-5300

The Board of Trustees prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant’s filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades, or work assignments of the complainant.

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

Gang-related apparel is defined as apparel that reasonably can determine to threaten the health and safety of the school environment if it were worn or displayed on a school campus (Education Code 35294.1.)

All students will be held to the Saugus Union School District Dress Code Policy. The purpose of the dress code policy is to ensure a safe and secure environment for all students. The policy may be found in the Parent & Student Handbook and states:

All students will be held to the Saugus Union School District Dress Code Policy. The purpose of the dress code policy is to ensure a safe and secure environment for all students. The policy may be found in the Parent & Student Handbook.

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

Site administrators and district office personnel work together to assess the needs of the school in regards to safe ingress and egress of students and staff. Working collaboratively with stakeholders, parents' concerns and recommendations are considered when making any changes to improve student and campus safety.

Arrival to School

Students arrive on campus, entering through a number of open gates. Playground supervision is provided for a short duration prior to the school start time. Staff monitor students during arrival time. Parents are not to enter the playground with their children. Students who arrive after the morning arrival bell enter through the school lobby to be signed in by a parent/guardian.

Dismissal from School

Students are released to those designated by parents utilizing the Parent Portal or by means of communication with the teacher. No formal supervision is provided after school, on weekends or holidays. Parents who would like to pick up their children prior to the school dismissal time must contact the school office and sign out the student. Identification of the parent will be required and the parent will be required to sign the sign-out log. Parents must keep emergency contact information up-to-date in the Parent Portal.

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

**Comprehensive School Safety Plan – Goal 1**

**Component:** Positive School Climate

**Element:** School-wide Positive Behavior Support

**Opportunity for Improvement:** Share office discipline referral data with staff on a regular basis and increase parent awareness of PBIS behavior expectations. Empower PBIS team to take action lead all 3 tiers of PBIS with fidelity.

Objectives	Action Steps	Resources	Lead Person	Evaluation
To provide positive behavioral interventions and support (PBIS)	Implement the PBIS framework with fidelity.	LACOE resources	Administrators, PBIS Coach and all staff	Tiered Fidelity Inventory (TFI)
To address the social and emotional (SEL) learning needs of our students	All teacher utilize our Harmony curriculum to provide explicit SEL instruction	Harmony curriculum	Administrators and staff	Daily observation of students
To create a bullying-free school environment with restorative practices	Anti-bullying instruction, assemblies; train staff	Instructional materials; assemblies	Administrators, staff	Decrease in conflict, office referrals, suspensions and expulsions through evaluation of referral forms and attendance data
To keep parents informed of positive behavior support plan	Share positive behavior plan and operations	Electronic communications and presentations	Administrators and staff	ParentSquare records and meeting minutes
To provide students with resources and support to learn in a safe environment	Survey students and parents annually	Assemblies, PBIS resources, School Climate Survey	Staff, students, and parent	School Climate Survey
To train Campus Supervisors on supporting positive behaviors	Train during Campus Supervisor meetings	Playworks training; training during Campus Supervisor meetings	Administrators	Observation of employee performance
To provide for students' social-emotional and behavioral needs	Work with District Behaviorists to provide support to students who need additional behavioral support.	Behaviorists	Administrators, Behaviorists, Staff	Behavior support plans, counseling referrals
To reward positive behavior	Students may redeem tickets they have earned for demonstrating positive behaviors for items from the "student store".	Behavior tickets	Administrators, all staff members	Decrease of behavior referrals, number of successful redemptions
To educate students as to the risks of substance use	DFYIT	Staff, students	Administrators	Response from students

## Comprehensive School Safety Plan – Goal 2

**Component:** Safe Physical Environment

**Element:** Safe School Environment

**Opportunity for Improvement:** Work with emergency response personnel to insure best practices for safety are in place. Focus specifically on enhancing our lockdown procedures.

Objectives	Action Steps	Resources	Lead Person	Evaluation
To provide students and staff a secure facility	Continue to use and train on the door lockdown system	Campus-wide door lockdown with connectivity to the Sheriff's Department	Administrators, office staff, District M & O personnel	Safety drill reports
To provide students with a safe environment during recess and lunch periods	Maintain a Campus Supervisor schedule	Campus Supervisors, communication methods	Administrators	Data on accidents during recess and lunch periods
To allow for only a single point of entrance to the campus	All campuses are locked and visitors must enter through the main office using a buzzer/intercom system	Buzzers, intercoms, locked doors	Office staff	Use of equipment on a daily basis
To eliminate unauthorized visitors on campus	All visitors must sign in using the visitor management system and secure a visitor badge.	Raptor Visitor Management System	Administrators, office staff	Constant monitoring
To monitor and mitigate vandalism at the site	Office Manager will complete a monthly vandalism report and report acts of vandalism to the Sheriff's Department, as warranted	Vandalism report; Sheriff's Department	Administrators, Office manager	Review of the reports by Site Council and District personnel
To report suspected abuse of students	All staff will complete Mandated Reporter Training; all staff will report suspected child abuse cases to SCV Sheriff's Department and the Department of Social Services	Keenan safe schools training; SCV Sheriff's Department; Department of Social Services	Administrators and all employees	Training reports, completed reports
To provide students passage travel to and from school each day	Crossing Guards, as needed based on City of SC traffic standards (not all sites have crossing guards).	City of Santa Clarita provided crossing guards; traffic support from the City of Santa Clarita	Administrators	Data on accidents
Discipline policy shall be enforced	Staff shall communicate and enforce district rules and procedures on school discipline.	Parent and Student Handbook And SUSD Policy	Parent Notification School	Administration and Staff

### Comprehensive School Safety Plan – Goal 3

**Component:** Disaster Preparedness

**Element:** School Safety

**Opportunity for Improvement:** Review and implement safety procedures on a regular basis with staff and community. Continue to develop our emergency preparedness team and student release procedures.

Objectives	Action Steps	Resources	Lead Person	Evaluation
To hold regular emergency drills	Highlands Elementary School will hold regular drills, as outlined in this plan. Drills to be practiced are fire drills, drop cover and hold on drills and lockdown drills.	Drill logs and this CSSP	Administrators	Safety records
To teach students what to do in the event of a disaster, such as an earthquake, fire or lockdown.	Regular drills	Drill logs and this CSSP	Administrators, staff and students	Safety records
To train staff on their responsibilities during a disaster. To review assignments and responsibilities at least annually.	At least annually, the Incident Command ICS structure will be evaluated. A large drill is held around the Great California Shakeout drill and employees put into practice the responsibilities of their role.	IC System position responsibilities; Great California Shakeout materials, this CSSP	Administrators; Disaster Committee	Record of drills
To regularly inspect the disaster preparedness supplies	Open the emergency bin and conduct an inventory, at least annually	<a href="#">Disaster Bin Inspection/Inventory Form</a>	Administrator, head custodian and/or disaster committee member or other designated personnel	Review of inventory form
To conduct regular safety walk-throughs	Highlands Elementary School will conduct regular safety walk-throughs that will identify any need for changes, work orders, or safety training needs. This walk-through will allow the team to inventory safety materials and emergency supplies by classroom and school-	Staff members	Administrations and custodial staff	Record of observation, record of training, record of inventory

	wide.			
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**(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)**

Every teacher at Highlands Elementary School shall hold students to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. The District is implementing Positive Behavior Interventions and Supports (PBIS), and the California Education Code clearly defines instances when a student may or shall be suspended or expelled.

Students are accountable for their conduct at all times while participating in school related activities including on the way to and from school. Highlands Elementary School’s discipline plans are reviewed with the student and parents at the beginning of the school year. Teachers/Administrators work with students regarding student behavior. Disciplinary action may include parent conferences, student behavior contracts and other restorative strategies to improve behavior. Suspension or expulsion may result when conduct does not improve or for a severe first offense in accordance with CA Education Codes (EC 48900-48927).

Please refer to the Parent & Student Handbook for additional information.

**(K) Hate Crime Reporting Procedures and Policies**

The Saugus Union School District and Highlands Elementary School are committed to maintaining a learning environment that is free from discrimination, harassment, violence, intimidation, and bullying based on actual or perceived characteristics set forth in Section 422.55 of the Penal Code and EC 220 and 221.51, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, immigration status, a student’s actual or potential parental, family or marital status, or association with a person or group with one or more of these actual or perceived characteristics. All school personnel who witness an act of discrimination, harassment, intimidation, or bullying must take immediate steps to intervene when safe to do so. Any student who engages in acts of discrimination, harassment, violence, intimidation, or bullying related to school activity or school attendance occurring within a school of the school district may be subject to disciplinary action up to and including expulsion. To report an incident and/or to receive a copy of the district’s anti-discrimination, anti-harassment, anti-intimidation, and anti-bullying policies, please contact the Assistant Superintendent of Human Resources at 661-294-5300.

## **Procedures for Preventing Acts of Bullying and Cyber-bullying**

The Saugus Union School District is committed to the prohibition of discrimination, harassment, intimidation, and bullying. Annual training will be provided to all staff who work with students, to prevent bullying and cyberbullying. You may find a list of education web pages describing the staff training at <https://www.cde.ca.gov/ls/ss/se/bullyres.asp>. If you or your child should experience any bullying on campus, at school events, or on the way to or from school, please contact the site administrator, social worker, or psychologist to assist you in identifying and stopping this behavior.

**Definition Bullying:** Bullying is defined as someone who exposes a person to abusive actions repeatedly over time. Being aware of children's teasing and acknowledging injured feelings are always important. Bullying becomes a concern when hurtful or aggressive behavior toward an individual or group appears to be unprovoked, intentional, and (usually) repeated.

Bullying is a form of violence. It involves a real or perceived imbalance of power, with the more powerful child or group attacking those who are less powerful. Bullying may be physical (hitting, kicking, spitting, pushing), verbal (taunting, malicious teasing, name calling, threatening), or emotional (spreading rumors, manipulating social relationships, extorting, or intimidating). Bullying can occur face-to-face or in the online world by means of an electronic act.

Bullying is also one or more acts by a pupil or group of pupils directed against another pupil that constitutes sexual harassment, hate violence, or severe or pervasive intentional harassment, threats, or intimidation that is disruptive, causes disorder, and invades the rights of others by creating an intimidating or hostile education environment, and includes acts that are committed personally or by means of an electronic act, as defined.

Bullying of either nature creates a hostile and disruptive environment on school grounds and is a violation of the target student's right to a safe and secure educational environment.

Bullying, cyberbullying and harassment will not be tolerated by the Saugus Union School District. Any and all actions deliberately threatening, harassing, intimidating an individual or a group of individuals, placing an individual in reasonable fear of harm or damaging the individual's property; or disrupting the orderly operation of school, will not be tolerated.

### **Parent/Community Action Steps to Respond to a Bully**

- Take immediate action when bullying is reported
- Identify the bully if possible
- Contact your child's teacher and/or principal
- Work with you child's teacher to develop an action plan in the event that a confrontation occurs again
- Encourage your child to always report bullying incidents
- Avoid meeting with the bully's family as this may escalate the situation

### **Cyberbullying**

#### **Definition of Cyberbullying and Cyber Sexual Bullying**

Cyberbullying is defined as the willful and repeated transmission of communication, 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 communication and assuming that person's identity in order to damage that person's reputation.

Examples of this behavior include but are not limited to:

- Sending false, cruel, vicious text, email, sound, video, image or other messages
- Creating websites that have stories, cartoon depictions, pictures and/or jokes that ridicule others
- Engaging someone in electronic communication, tricking that person into revealing sensitive personal information and forwarding that information to others
- Posting a photo/video without the person's permission
- Stealing someone's identity within a social network environment and posting inaccurate or derogatory information on the site
- An act of cyber sexual bullying

Cyber sexual bullying means an electronic act including the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act. A photograph

or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

The online activities and technologies often used by students engaged in cyberbullying and cyber sexual bullying include, but are not limited to: social networking sites, chat rooms, discussion groups, blogs, instant messaging, text messaging, email, computers, cell phones, digital and video cameras, cell phone cameras and web cams. As new technologies emerge, they too may be included with the above forms of electronic communication.

#### Consequences for Bullying, Cyberbullying, Cyber Sexual Bullying & Harassment

Education codes 48900.4 (harassment, threats, or intimidation creating an intimidating or hostile educational environment) and 48900(r) (engaged in an act of bullying, including, but not limited to bullying committed by means of an electronic act, as defined in subdivisions (f) EC 32261, directed specifically toward a pupil or school personnel), strictly prohibit harassment or bullying of any kind and such behavior may be subject to consequences up to, and including expulsion.

If the conduct occurs off school grounds and causes or threatens to cause a “substantial disruption” at school or interferes with the rights of students to be safe and secure, School Administration may impose consequences and/or report the bullying harassment or cyberbullying activity to local law enforcement.

#### Parent/Community Action Steps to Respond to Cyberbullying or Harassment

- Save the evidence by printing the on-line documentation or saving phone records
- Identify the cyberbully if possible
- Clearly tell the cyberbully to stop
- Ignore the cyberbully by leaving the online environment and/or blocking communications
- File a formal complaint with the Internet, cell phone or social networking company
- Contact the local law enforcement agency and file a report
- Contact the cyberbully’s parents/guardians
- Contact the school administrator
- Avoid meeting with the cyberbully’s family as this may escalate the situation

#### District/School Response to Bullying, Cyberbullying, Cyber Sexual Bullying or Harassment

When a student is suspected of or reported to be bullying, cyberbullying, cyber sexual bullying, or harassing other students or staff, an investigation shall ensue to include documentation of the activity, identification of the source, and specific facts or circumstances that explain the impact or potential impact on school activity, school attendance or the targeted student’s educational performance.

Any student who engages in bullying, cyberbullying, or harassment on school premises, or cyberbullying off campus, in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance shall be subject to discipline in accordance with district policies and regulations.

Although the District has no legal duty or obligation to regulate off-campus internet messages, statements, postings or acts by its students, if such activity causes or is likely to cause substantial disruption to the educational process, School Administration may impose consequences in accordance with district policies and regulations.

Local Law Enforcement shall be notified whenever it is deemed necessary or appropriate by the investigating Administrator or other District personnel.

## 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 and adopted by Highlands Elementary School on 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.

### Engagement with Pupils and Families

#### Protocol for Engagement

Protocol for engagement with pupils and their families.

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

#### Methods of Two-Way Communication

Methods for two-way engagement.

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

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

#### 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.

#### Support for Special Needs

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

### Access to Instruction

#### Timeline for Access to Instruction

Timeline for access to instruction.

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

**Access to In-Person Instruction**

Conditions under which in-person instruction will resume and any alternative sites or arrangements.

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

**Remote Instruction**

Plans for remote instruction.

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

**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.

**Access to Schoolwork**

Platforms and processes for accessing and submitting schoolwork.

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

**Temporary Reassignment**

Procedures and agreements for temporary reassignment with neighboring LEAs.

Highlands Elementary School provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

**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.

**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.

**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.

**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.

**Individualized Education Plans (IEP)**

How will IEPs continue to be provided and maintained.

**Englis Learners (EL)**

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

**Professional Learning**

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

**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.

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

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.

**Site-Based Collaboration**

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

**Return to Site-Based Learning**

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

#### **Integration with Comprehensive School Safety Plan (CSSP)**

Integration of this Instructional Continuity Plan (ICP) into Highlands Elementary School's Comprehensive School Safety Plan (CSSP).

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

#### **Review and Updates of this Instructional Continuity Plan (ICP)**

Frequency of review and update of this ICP.

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

## **Safety Plan Review, Evaluation and Amendment Procedures**

The school site safety plan will be reviewed, evaluated and approved by the School Site Council each year. It will be shared with staff members to review. Any changes/amendments to the plan must be approved by the School Site Council.

## Emergency Contact Numbers

Life Threatening Emergency	9-1-1
Sheriff	(661)260-4000
CHP	(661)294-5540
California Poison Control	(800) 876-4766
Caltrans Road Conditions	(800) 427-7623
Southern California Edison	(800) 611-1911
The Gas Company	(800) 427-2200
SCV Water (Newhall Division)	(661)259-3610
SCV Water (Santa Clarita Division)	(661)259-2737
SCV Water (Valencia Division)	(661)294-0828
Waste Management	(661)382-2151
Burrtec Disposal	(661)857-3571
LA County Animal Care and Control	(661) 257-3101
City of Santa Clarita, Public Works	(661)294-2520
Henry Mayo Newhall Memorial Hospital	(661)253-8000
LA County Department of Public Health	(888)397-3993
American Red Cross	(855)891-7325
William S Hart School District	(661)259-0033
Sulphur Springs School District	(661)252-5131
Newhall School District	(661)291-4000
Castaic School District	(661)257-4500
College of the Canyons	(661)362-3222

**AFTER-HOURS EMERGENCY PHONE NUMBERS**

**In the event of an after-hours emergency,  
please call:**

**(661) 312-5614 or  
(661) 904-5078 or  
(661) 476-0746**

**Thank you.**

## **Standardized Emergency Response Management System Overview**

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

### **Management**

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

### **Planning & Intelligence**

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

### **Operations**

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

### **Logistics**

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

### **Finance & Administration**

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

## **Types of Emergencies & Specific Procedures**

### **Aircraft Crash**

- Call 9-1-1
- Determine if any staff or students are in immediate danger.
- If necessary, evacuate to a safe area. All others are to remain at their assigned locations.
- Render first aid, as necessary.
- Notify the District Office.
- Take roll and report results to the Principal/Incident Commander.

### **Animal Disturbance**

- Determine if any staff or students are in immediate danger. If necessary, evacuate to a safe area. All others are to remain at their assigned locations.
- Render first aid, as necessary.
- If possible, the site custodian may assist in securing the animal. The animal may be confined to a secured area until it is removed from campus by the City Animal Control Unit at (661)257-3191.
- Notify the District Office.
- Take roll and report results to the Principal/Incident Commander.

### **Biological or Chemical Release**

- If you become aware of a potentially hazardous release or accident, notify the office immediately.
- Call 9-1-1, as necessary.
- Render first aid, as necessary.
- Determine if any staff or students are in immediate danger. If necessary, evacuate to a safe area. All others are to remain at their assigned locations.
- If evacuation is not imminent, students and staff should remain in classrooms or in assigned areas.
- Until ordered to evacuate, assume that a "shelter-in-place" strategy will be employed and do the following:
  - All students and staff are to remain indoors.
  - Turn off all heating and ventilation systems (HVAC).
  - All windows should be closed.
- Notify the District Office.

### **Pesticide Exposure (Pesticide Drift)**

- If you become aware of potentially hazardous pesticide exposure, notify the office immediately.
- Call 9-1-1, as necessary.
- Render first aid, as necessary.
- Determine if any staff or students are in immediate danger. If necessary, evacuate to a safe area. All others are to remain at their assigned locations.
- If evacuation is not imminent, students and staff should remain in classrooms or in assigned areas.
- Until ordered to evacuate, assume that a "shelter-in-place" strategy will be employed and do the following:
  - All students and staff are to remain indoors.
  - Turn off all heating and ventilation systems (HVAC).
  - All windows should be closed.
- Notify the District Office.

## **Bus Disaster**

Pursuant to California Education Code Section 39831.3 this Transportation Safety Plan must be kept on file at all school sites served by Transportation as well as at the Transportation Department. This plan will be revised as needed and must be produced when requested by the California Highway Patrol.

## **Student Transportation Information**

Prior to the start of each school year the Transportation Department will mail out transportation information letters to student's who have completed the application process. School Bus Safety Rules mailed to the assigned student's home.

Upon registration at a District Enrollment Center the parent/guardian of a pupil eligible for transportation may receive the following information:

An Application for Fee Based Transportation which includes

- Transportation conduct
- Safe conduct while waiting at bus stops
- **Procedures to Ensure a Pupil in not Left Unattended on a School bus**
- Guidelines for parents
- Conduct on public transit
- Consequences of misbehavior on school buses and at bus stops
- School bus danger zones
- School District responsibilities
- Parent/Guardian responsibilities
- Driver responsibilities
- Pupil responsibilities

## **Safety Instructions and School Bus Evacuation**

At least once each school year, all pupils in pre-kindergarten through 12th grade who receive home-to-school transportation shall receive safety instruction. This includes but is not limited to:

- proper loading and unloading procedures,
- escorting by the driver,
- safety crossing the street,
- highway or private road,
- passenger restraint system (if applicable),
- proper passenger conduct,
- bus evacuation and location of emergency equipment.

As part of the instruction, Kindergarten through 8th grade pupils shall evacuate the bus through emergency door. This safety instruction shall be documented and shall remain on file at the Transportation Office for a minimum of one year from the date of instruction. This information shall be made available to the CHP upon request.

## **Driver Responsibilities**

On approach to a school bus stop where students are loading and unloading from the school bus, the driver of a school bus shall activate the amber warning lights system (if so equipped) at 200 feet before the bus stop and the driver shall operate the flashing red light signal system and stop signal arm, when the school bus is stopped for the purpose of loading or unloading pupils. When required, the flashing red light signal system, amber warning lights system and stop signal arm system shall not be operated at any place where traffic is controlled by a traffic officer. The school bus flashing red light signal system, amber warning lights system, and stop signal arm system shall not be operated at any other time.

Prior to opening the door, the driver shall ensure that the flashing red light signal and if so equipped, the stop arm signal systems are functional. The driver shall escort all pupils, Pre-Kindergarten to 12th grade inclusive, who must cross a highway, roadway or private road, using a hand-held "STOP" sign. If the bus travels in both directions on the same road, within the same time frame, and it is not practicable or lawful to red light cross the students, the pupil shall remain on the bus so that he or she can depart on the correct side of the road.

All school buses in the State of California are required to activate the flashing red light signal system at any and all locations where students load or unload the bus, except:

- School bus loading zones on or adjacent to school grounds or during an activity trip, if the school bus is lawfully parked.
- Where the school bus is disabled due to mechanical breakdown.
- Where students require assistance to board or leave the school bus.
- Where the roadway surface on which the bus is stopped is partially or completely covered by snow or ice and requiring traffic to stop would pose a safety hazard.
- On a state highway with a posted speed limit of 55 miles per hour or higher where the school bus is completely off the main traveled portion of the highway.
- Any location determined by the Superintendent or designee, with the approval of the California Highway patrol, to present a traffic or safety hazard.

The driver of a school bus will keep a current route sheet on the bus. Route sheets will clearly state when an escort is required at a bus stop. The driver shall stop to load or unload pupils only at a school bus stop designated for pupils by the District. A student may not depart the bus at any stop other than his or her own, unless he or she has a note from a parent/guardian, which has been authorized and countersigned by the school office. **At the final stop of any tiered route (when finished unloading the final child at a school on a home-to-school route or at the final stop of a school to-home route) the driver shall conduct a thorough search under and on top of each seat of the vehicle for sleeping or hiding children.** Prior to leaving the bus stop, the driver shall ensure that all pupils have crossed safely and that all other unloaded pupils and pedestrians are a safe distance from the bus, and it is safe to proceed.

#### **Procedures to Ensure a Pupil is not Left Unattended on a School bus or SPAB**

The driver shall walk the inside of the bus to the last seat, searching on and under each seat for children/passengers asleep or hiding on the bus in all the following situations:

- During a "Home-to-School" route after unloading at any school and before leaving the school property
- During a "School-to-Home" route when any tier is complete and prior to leaving the final stop of that tier
- During an "Activity Trip" after arriving to and unloading at the destination point and prior to departing from the destination point
- During an "Activity Trip" after returning to and unloading at the point of origin and prior to departing from the point of origin

Whenever the driver disembarks from the bus for any reason, before leaving the bus when the driver is satisfied there are no sleeping children or passengers on board, the driver shall:

- Walk to the back of the bus.
- Depress the Child Checkmate reset button

#### **Activity Trip Safety**

Prior to departure on a school activity trip, all passengers on a school bus shall be given safety instructions which will include location of emergency exits, location and use of emergency equipment and special instructions by the driver for passengers seated next to emergency exits.

Any time a Student Pupil Activity Bus (SPAB) is used for an activity trip an accompanying chaperone other than the driver must ride on the bus.

## **Inclement Weather**

Should inclement weather reduce visibility to a point that a driver determines it to be unsafe to continue school bus service, the driver has discretionary authority to discontinue service.

## **Supervision of Students Boarding and Exiting of School Buses at School Sites**

When deemed appropriate for safety reasons by the Superintendent of schools or his/her designee, School Bus Monitors shall be assigned to a school site to ensure the safe boarding and exiting of students at designated bus boarding and exiting areas.

## **Student Responsibilities**

Students should plan to be at their bus stop a minimum of five minutes prior to the scheduled bus departure time and should form a line at least twelve feet back from the approaching school bus while waiting to load. When the student's assigned school bus is approaching the designated stop, students still on the opposite side of the street shall wait for the driver to escort them across the street, unless the crossing is controlled by a traffic signal light.

Students must stay outside the "Danger Zone", which is twelve (12) feet around all sides of the school bus until the school bus has come to a complete stop and the door has opened. They shall never rush the bus and must wait in an orderly line and never crowd or push.

Use the handrails upon boarding and disembarking the bus. Watch out for items hanging from backpack and clothing catching on the handrails. Students shall go quickly to their seats, sit facing the front with their backs against the seat backs, and remain seated until their destination has been reached, the bus has come to a complete stop and the door is open. The driver will indicate when it is safe to stand and depart from the bus.

After departing from the bus and in a red-light crossing situation, the students will wait for direction from the driver and shall not cross the street until directed to do so. At that time, they shall cross between the driver and the bus.

Students shall never run back to the bus, or cross back over the roadway in order to get items dropped or left on the bus and shall never cross behind the bus.

## **Disorderly Conduct**

- Inform the office of the emergency.
- A soft lockdown may be declared by administration.
- Do not release students without authorization.
- All students and staff are to remain in their respective classrooms and work areas.
- Lock all doors and windows and close all window blinds or curtains. Avoid window areas.
- When the emergency is over, all clear will be signaled.

## **Earthquake**

### **DUCK, COVER, AND HOLD ON**

Staff Members will give students an oral command of "DUCK, COVER, AND HOLD ON" when an earthquake, explosion, structural failure, or surprise attack occurs. If indoors, students and staff should seek cover under desks or sturdy tables and away from windows or objects that may topple. If outdoors, students and staff should move away from buildings, trees, or objects that may topple and should move to a squatting position. When the immediate emergency is over, and if it is safe to do so, the staff member will instruct students to follow the evacuation procedure.

Before exiting the classroom, staff members will:

- Be sure to first survey the area around the main exit of the classroom by looking out the window to be sure the area in front of the door is clear. If all looks safe, the staff member will begin the evacuation of the room.
- Before leaving the classroom, the staff member should be sure to bring the two-way radio and the emergency backpack, if possible.
- Turn off all lights and leave doors open as you exit the room.
- Evacuate to the pre designated evacuation area.

Students line up in the designated spot of the assembly area:

- At this time, staff should assess where the threat is coming from to determine the safest "waiting area" for students.
- Staff will take attendance and hand out emergency name tags.
- Staff will complete the site's emergency reporting documentation form and have a student runner take it to the emergency command center
- The Emergency Response Leader will announce the dismissal of students to color groups. All staff will help with the dismissal to color groups.
- Once students have been released to color groups, staff members who are part of the following emergency teams will report to the Command Post:
  - Logistics Coordinator
  - Search & Rescue Chief and Team Members
  - Color Group Leader
  - Operations & Planning Chief
  - Student Reunion Gate Coordinator
  - Student Release Coordinator
  - Incident Commander
- The remaining staff members shall supervise students.
- Designated "Student Helpers" should report to the Command Post as soon as they are able, for further instructions.
- Students will be dismissed as parents arrive and complete the student release procedures.

Additional Drop, Cover and Hold On information, including specific directions for those with disabilities, may be found [here](#). Additional information regarding earthquake preparedness may be found [here](#).

#### **Explosion or Risk Of Explosion**

- DUCK, COVER, AND HOLD ON command is to be given immediately. Do not approach windows or doors.
- If the explosion is not in the building, students and staff are to remain at their assigned locations until directed by competent authority.
- When directed, evacuate.
- If necessary, move to safe assembly areas outside the building and away from the location of the explosion.
- Render first aid, as necessary.
- Take roll and report results to the administrator or Incident Commander.
- If possible to fight small fires without endangering life, do so.

#### **Fire in Surrounding Area**

- Sound the school alarm and evacuate the building.
- Notify the office and Principal/Incident Commander.
- Assemble at the pre-designated area.
- Assist disabled individuals during the evacuation.
- Render first aid, as necessary.
- Check all bathrooms and ancillary rooms for staff and students.
- If it is possible for adults to fight small fires without endangering life and/or causing injury, do so by using the fire extinguisher.
- Close, but do not lock, all doors leading to the fire area to isolate the area and prevent the spread of the fire.
- Take roll and report results to the Principal/Incident Commander. No one should leave the area until instructed to do so.
- In the event of a fire near the school, the Principal/Incident Commander, in consultation with the Superintendent or designee, shall determine what action is appropriate.

#### **Fire on School Grounds**

- The fire alarm will sound one continuous bell and the phone system message will go out to all classroom phones and the PA system.
- Evacuate the classroom and pull the fire alarm
- The principal or designee will call 9-1-1 and notify the District Office.
- Turn off the lights and close, but do not lock, all doors.
- Staff members shall bring the emergency backpack and all two-way radios to the evacuation area.
- Students and staff shall proceed to the pre-designated evacuation area.

- Teachers will take roll when the class reaches the assembly area and report any missing or injured students.
- Staff shall distribute emergency name tags to all students.
- Staff will complete the site's emergency reporting documentation form and have a student runner take it to the emergency command center
- Ensure that access roads are kept open for emergency vehicles.
- Fire Extinguishers may be used to fight small or incipient fires.
- Fire extinguishers should not be used to fight large fires or any fire which could spread as doing so may jeopardize the user's ability to escape.
- Students and staff members will remain outside of school buildings until Fire Department Officials declare them safe.
- Principal will activate emergency teams, as necessary.
- Search and Rescue will quickly inspect buildings to ensure all classrooms are evacuated and to quickly assess damage.
- Maintenance staff and custodians will quickly inspect for damaged utilities and shut off gas, electric, and water service, as necessary.
- The First Aid Team will tend to injuries as necessary.
- The Emergency Response Leader will announce the dismissal of students to color groups. All staff will help with the dismissal to color groups.
- The Student Release Team will prepare to release students to parents and authorized adults in the event the school day is shortened.
- Site administration and the Superintendent will declare a school evacuation, as necessary.
- The Fire Department will advise the administrator if conditions off-campus warrant evacuation of buildings or campus.
- The administrator will keep the District Office updated on the situation.

### **Flooding**

- Warning of an impending flood would normally be received at the endangered location by telephone from the District Office or from a Civil Agency (police or fire). If access to the Internet is available, the National Weather Service supplies current weather information, including severe weather warnings at <http://www.nwsla.noaa.gov>.
- Communicate with the District Office. The predicted extent of the flood and the amount of time before it arrives will determine the course of action.
- Keep students indoors until it is determined to be safe.
- Move students to pre-designated areas if an evacuation is ordered.
- Take roll and report results to the Principal/Incident Commander
- The Principal/Incident Commander may initiate the following emergency actions:
- Dismiss school
- Leave campus and move to a safe place

### **Loss or Failure Of Utilities**

Advance notice may be received from utility companies regarding loss of service. In many cases, these losses of service will be of short duration and require no special action other than notifying staff of the pending interruption of service. Longer power outages or disruptions in water utilities may affect the school day.

- The Principal shall:
  - Determine length of time service will be interrupted and whether the loss will affect school operations.
  - Notify staff and students of the disruption and any impact on instruction.
  - Notify the District Office.
- The Superintendent or a designee will determine if the disruption in service will severely hamper school operation or cause a change in the school day.
- The school or District Office will notify staff, parents, and students through available means if the school day will be affected.

### **Motor Vehicle Crash**

- Call 9-1-1
- Determine if any staff members or students are in immediate danger.
- If necessary, evacuate to a safe area. All others are to remain at their assigned locations.
- Render first aid, as necessary.
- Notify the District Office.
- Take roll and report results to the Principal/Incident Commander.

## **Pandemic**

- The school site shall follow all protocols relating to a pandemic as determined by the District Office. The District Office, in turn, shall rely upon the recommendations of local, state and national authorities.

## **Psychological Trauma**

Many emergencies may result in psychological trauma for students and school staff. These emergencies may include an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions. Emergencies may result in the following conditions:

- Temporary disruption of regular school functions and routines
- Significant interference with the ability of students and staff to focus on learning
- Physical and/or psychological injury to students and staff
- Concentrated attention from the community and news

As a result, students and staff may exhibit a variety of psychological reactions. Once the physical safety of those involved has been ensured, attention must focus on meeting the emotional and psychological needs of students and staff.

- The school administrator will contact the District Superintendent to establish a Crisis Intervention Team, which has primary responsibility for providing necessary assistance after all types of crises.
- The Crisis Intervention Team will assess the range of crisis intervention services needed during and following an emergency.
- The Crisis Intervention Team will provide direct intervention services for students and staff.
- The school administrator, District Superintendent and Crisis Intervention Team will work together to determine when and how school functions should be restored.
- The Crisis Intervention Team should provide ongoing assessment, if needed, as well as follow-up services, as required.

Psychological trauma may be exhibited well after a triggering event. In the event this occurs, the school administrator will contact the Assistant Superintendent of Human Resources, the Director of Human Resources or the Assistant Director of Human Resources and Risk management regarding a staff member exhibiting a trauma response or the Student Support Services Coordinator regarding a student exhibiting a trauma response. Said staff or student shall not be left alone during an acute crisis/trauma state.

## **Suspected Contamination of Food or Water**

The following procedures should be followed if any school staff member reports suspected contamination of food or water. This procedure applies where there is evidence of tampering with food or packaging, observation of suspicious individuals in proximity to food or water supplies, or if the school is notified of possible food/water contamination by District staff or local agencies. Indicators of contamination may include unusual odor, color, or taste, and/or multiple persons with unexplained nausea, vomiting, or other illnesses.

- Upon indication of suspected contamination, the school administrator will work with appropriate school staff to isolate the suspected food/water. Access should be restricted to the contaminated area to prevent consumption of food/water.
- The school administrator should call the District Office immediately and if directed to do so, call 9-1-1.
- School medical personnel should assess the need for medical attention and provide first aid, as appropriate.
- The school administrator and school staff will make a list of all potentially affected students and staff along with their symptoms, the food/water suspected to be contaminated, and the quantity and description of products consumed. The list should be provided to responding authorities.
- The school administrator shall work with local authorities and the District Office to determine any necessary follow-up actions, including the need to notify other potentially affected schools in the District.
- The school administrator and District Office personnel shall work with local health authorities to determine school operations.
- The school administrator will ensure that parents are notified of the incident, as appropriate.

**Unlawful Demonstration or Walkout**

The school administrator will contact the District Superintendent or designee for direction.

## **Cardiac Arrest**

If someone is experiencing cardiac arrest, you should:

**Call emergency services:** Call 911 or your local emergency number immediately.

**Check for responsiveness:** Check if the person is unresponsive and not breathing normally.

**Start CPR:** If the person is not breathing or is only gasping, begin CPR. CPR increases blood flow to the brain and organs, and can temporarily treat cardiac arrest. To perform CPR:

1. Lay the person flat on their back on a firm surface.
2. Kneel next to the person's chest.
3. Push hard and fast straight down, at least 2 inches, with your elbows locked.
4. Push 100-120 times per minute until the person starts to breathe or medical professionals arrive.

**Use an AED:** AEDs are located in the health office. Place AED on the floor and open. Follow instructions as prompted.

# Comprehensive School Safety Plan

## 2025-2026 School Year

**School:** Highlands Elementary School  
**CDS Code:** 19649986068860  
**District:** Saugus Union School District  
**Address:** 27332 Catala Avenue  
 Saugus, CA 91350

**Date of Board Adoption:**

**Date of Site Council Update:** January 27, 2025

**Date of Review:**

- with Staff January 21, 2025

**Date of Submission to LASD**

**Date of Submission to LACoFD**

**Approved by:**

Name	Title	Signature	Date
Melinda Collins	Site Council Chairperson		2/4/25
Ernestina Aguilar	Principal		1/27/25
Dinah Mahar	Parent Representative		
Daniel Kurtz	Teacher Member		
Carmen Silvestre	Teacher Member		
Maggie Erickson	Classified Member		
Jennifer Begelfer	Parent Member		
Katrina Lopez	Parent Member		
Britney Follansbee	Parent Member		