
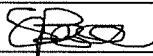


Comprehensive School Safety Plan

2023-2024 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: 03/14/2023
Date of Site Council Update: January 9, 2023
Date of Review:
 - with Staff January 17, 2023

Approved by:

Name	Title	Signature	Date
Lindsey Bond	Site Council Chairperson		January 9, 2023
Susan Bender	Principal		January 9, 2023
Dan Kurtz	Teacher Member		
Christine Lowry	Teacher Member		
Julie Brauer	Teacher Member		
Maggie Erickson	Classified Member		
Mindy Collins	Parent Member		
Nina Withers	Parent Member		
Britney Follansbee	Parent Member		

Date of Submission to LASD 2/6/2023

Date of Submission to LACoFD 2/22/2023

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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
- Continue to develop and execute measures to ensure the minimization of risk from COVID-19 transmission
- 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
Susan Bender	Principal
Mindy Collins	Parent or Community Member
Brittany Follansbee	Parent or Community Member
Lindsey Bond	Parent or Community Member
Nina Withers	Parent or Community Member
Isadora Ruvalcaba-Trejo	Parent or Community Member
Dan Kurtz	Classroom Teacher
Christine Lowry	Classroom Teacher
Maggie Erickson	Other School Staff
Julie Brauer	Classroom Teacher

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: 1
- Total Number of Expulsions During Previous School Year: 0
- Total Number of Vandalism Incidents During Previous School Year: 2

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

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

The dismissal of students from the school shall be governed by the emergency procedures outlined in this procedure guide. However, this policy does not preclude the exercise of professional judgment by an administrator when the circumstances of the situation indicate dismissal to be in the best interest of the student.

- Mass panic can be one of the greatest dangers to students. Staff members should remember that in times of stress, students will look for leadership to those who are normally in an authoritative position. REMAIN CALM, size up the situation and take action based on known facts and plans.
- Each teacher MUST KEEP THE REGISTER OR ENROLLMENT SHEET OF PUPILS READILY AVAILABLE AT ALL TIMES. The teacher will remain with students until directed otherwise.
- A well-prepared and tested plan for prompt and positive protection minimizes injuries and loss of life in a major disaster.
- In the absence of orders from the superintendent, each school principal is authorized and directed to implement plans as described herein or take such other action as may be necessary to save lives and mitigate the effects of disasters.
- During an emergency period or condition created by disaster occurrence students may only be released to parent, guardian or other adult specified by the parent or guardian using the Parent Portal. THERE SHALL BE NO EXCEPTIONS TO THIS POLICY.
- Emergency Bells and Actions:
- Staff should be familiar with the general guidelines contained in this plan so that they are prepared to react in the event of an emergency. Regardless of the crisis situation, the school has four basic responses which each staff member must be familiar with:
 - EVACUATE
 - DUCK, COVER AND HOLD ON
 - LOCKDOWN
 - Continue normal operations

Highlands Elementary School has regular fire drills, lockdown drills, and duck and cover drills each year. All emergency drills are evaluated for effectiveness and changes are made, as needed. ParentSquare is used for communication with parents and guardians. The after school program has emergency procedures in place. Students are also aware of the emergency procedures.

STUDENTS WITH DISABILITIES: Students with disabilities may need special assistance and instruction regarding falling debris. Additional drills may be needed to make certain the procedures are mastered. Each student's needs should be assessed in relation to the possibility of a disaster and his/her preparedness.

How to assist those with disabilities during an evacuation:

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately.

To alert visually-impaired individuals:

- Announce the type of emergency.
- Offer your arm for guidance.
- Tell the person where you are going, obstacles you encounter.
- When you reach safety, ask if further help is needed.

To alert individuals with hearing limitations:

- Turn lights on/off to gain person's attention or
- Indicate directions with gestures or
- Write a note with evacuation directions.
- To evacuate individuals using crutches, canes or walkers:
- Evacuate these individuals as injured persons.
- Assist and accompany to evacuation site, if possible or
- Use a sturdy chair (or one with wheels) to move person or
- Help carry the individual to safety.

To evacuate individuals using wheelchairs:

- Give priority assistance to wheelchair users with electrical respirators.
- Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options.
- Reunite the person with the wheelchair as soon as it is safe to do so.

Disaster Drills

In accordance with state laws and ensure staff and students are familiar with emergency procedures, Highlands Elementary School will conduct the following drills throughout the school year:

Fire Drills will be conducted monthly or eleven times per year. Radio communication checks should be conducted three times per year during fire drills. Documentation of the drill using the Fire Drill Report shall be kept at the site and sent to the District Office.

The drills will be held on the following dates:

Redacted

Earthquake "Drop, Cover and Hold On" Drills will be held at least four times each school year. Documentation of the drill using the Drop, Cover and Hold On Drill Report shall be kept at the site and sent to the District Office.

The drills will be held on the following dates:

Redacted

Lockdown Drills will be held at least four times each school year. Documentation of the drill using the Lockdown Drill Report shall be kept at the site and sent to the District Office.

The drills will be held on the following dates:

Redacted

Public Agency Use of School Buildings for Emergency Shelters

Procedures are in place to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The district or county office shall cooperate with the public agency in furnishing and maintaining the services as the district or county office may deem necessary to meet the needs of the community.

(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:

The following attire is inappropriate for students:

- Clothing which defines gang-related clothing as long belts, trench coats, chains, chain wallets, caps worn backwards, etc.

(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 ODR data with staff on a regular basis, review PBIS behavioral expectations on a regular basis, and increase parent awareness of PBIS behavior expectations.

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, Wellness TOSA and staff	Daily observation of students
To create a bullying-free	Anti-bullying	Instructional materials;	Administrators, staff	Decrease in conflict,

school environment with restorative practices	instruction, assemblies; train staff	assemblies		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, Wellness TOSA	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 (ie: review and enhance 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.

Objectives	Action Steps	Resources	Lead Person	Evaluation
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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	<u>Disaster Bin Inspection/Inventory Form</u>	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-wide.	Staff members	Administrations and custodial staff	Record of observation, record of training, record of inventory

(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 of 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.

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 Evacuation Map

Staff List with Room Numbers and Phone Extensions

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

Saugus Union School District

24930 Avenue Stanford, Santa Clarita, CA. 91355
 (661) 294-5300 Fax (661) 294-7525 Website: www.saugusud.org

Governing Board

Ms. Katherine Cooper
 Ms. Anna Griese
 Ms. Cassandra Love
 Mr. Chris Trunkey
 Mr. Matthew Watson

Cabinet

Dr. Colleen Hawkins, Superintendent
 Mr. Nick Heinlein, Assistant Superintendent of Business
 Mr. Edwin Clement, Assistant Superintendent of Education Services
 Mrs. Michelle Barries, Assistant Superintendent of Student Support
 Dr. Jennifer Stevenson, Assistant Superintendent Human Resources

<p>Bridgeport – 75 23670 Newhall Ranch Road Santa Clarita, CA 91355 294-5375 (Fax 286-1598) Kimberly Humphries, Principal - 75190 Mia Standley, Assistant Principal - 75191</p>	<p>OM-Vanessa Campos 75180</p>	<p>Plum Canyon – 65 28360 N. Alfred Way Saugus, CA 91350 294-5365 (Fax 297-8625) Ardrella Hamilton, Principal - 65190 Dina Ticas, Assistant Principal - 65191</p>	<p>OM-Elizabeth Windler 65180</p>
<p>Cedarcreek – 10 27792 Camp Plenty Road Canyon Country, CA 91351 294-5310 (Fax 298-3255) Merely Soni, Principal - 10190</p>	<p>OM-Christa Hamburger 10180</p>	<p>Rio Vista – 30 20417 Cedarcreek Street Canyon Country, CA 91351 294-5330 (Fax 251-7466) Cheryl Cameron, Principal - 30190</p>	<p>OM-Karla Delgadillo 30180</p>
<p>Emblem – 15 22635 Espuella Drive Saugus, CA 91350 294-5315 (Fax 296-3265) Sahar Moshayedi, Principal - 15190 Amy King, Assistant Principal - 15191</p>	<p>OM-Kristin Cruz 15180</p>	<p>Rosedell – 35 27853 Urbandale Avenue Saugus, CA 91350 294-5335 (Fax 297-8619) Elizabeth Balena, Principal - 35190</p>	<p>OM-Sue Haynes 35180</p>
<p>Foster – 55 22500 Pamplico Drive Saugus, CA 91350 294-5355 (Fax 297-8844) Jayme Rutter, Principal - 55190</p>	<p>OM-Vickie Escalante 55180</p>	<p>Rosedell North (Bouquet Canyon) – 60 28110 Wellston Drive Saugus, CA 91350 294-5340 (Fax 297-8631) Kennelyn Celeste, Principal - 60190</p>	<p>Office Assist.-Diane Williams 60180</p>
<p>Helmets – 45 27300 Grandview Drive Valencia, CA 91354 294-5345 (Fax 286-4391) Michelle Velikorodnyy, Principal - 45190</p>	<p>OM-Carol Seneri 45180</p>	<p>Santa Clarita – 40 27177 Seco Canyon Road Saugus, CA 91350 294-5340 (Fax 297-8631) Rose Villanueva, Principal - 40190</p>	<p>OM-Noel Villanueva 40180</p>
<p>Highlands – 20 27332 Catala Avenue Saugus, CA 91350 294-5320 (Fax 297-8632) Susan Bender, Principal - 20190</p>	<p>OM-Jackie Brice 20180</p>	<p>Skyblue Mesa – 50 28040 Hardesty Avenue Canyon Country, CA 91351 294-5350 (Fax 298-3256) Misty Covington, Principal - 50190</p>	<p>OM-Jassick Vartanian 50180</p>
<p>Mountainview – 25 22201 W. Cypress Place Saugus, CA 91390 294-5325 (Fax 297-8637) Katie Demsher, Principal - 25190 David Stepner, Assistant Principal - 25191</p>	<p>OM-Dena Abbinanti 25180</p>	<p>Tesoro del Valle – 80 29171 North Bernardo Way Valencia, CA 91354 294-5380 (Fax 294-1461) Ernestine Aguilar, Principal - 80190</p>	<p>OM-Tracie Linn-Tyrrell 80180</p>
<p>North Park – 70 23335 W. Sunset Hills Drive Valencia, CA 91354 294-5370 (Fax 297-1480) Diane D’Elia, Principal - 70190</p>	<p>OM-Julie King 70180</p>	<p>West Creek Academy – 85 28767 N. West Hills Drive Santa Clarita, CA 91354 294-5385 (Fax 294-1932) Susan Bett, Principal - 85190 Amanda Howard, Assistant Principal - 85191</p>	<p>OM-Maggie Medina 85180</p>

**In the event of an
after-hours emergency,**

please call:

(661) 312-5614 or

(661) 904-5078 or

(661) 476-0746

Thank you.

Incident Command Team Responsibilities

Incident Command Team Responsibilities

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/Incident Commander

Provides the overall direction and sets the priorities for an emergency. The incident commander will oversee any school emergencies and relay any needed information to the District Office and parents. Parents will be kept informed via the ParentSquare system. Manages the Public Information Office (PIO). Only pre-designated personnel will meet with the media in a designated area so as not to disrupt the educational process. News media personnel are not to be on school grounds, except in designated areas. Staff are to report to administration any news media personnel they encounter. This individual shall keep District Office personnel informed of the situation and relay any needed information to the appropriate agencies.

Operations

Implements priorities established by management. Includes student release and accountability and first aid

Planning/Intelligence

The planning/intelligence team gathers and assesses information and will be led by the assistant principal or a designee. This team will evaluate each emergency drill to determine how it can be improved so that the school is well prepared for any real emergencies.

Logistics

Obtains the resources to support the operations.

Finance/Administration

Tracks all the costs related to the operations and maintains all records.

GENERAL RESPONSIBILITIES BY POSITION:

The specific responsibilities of each position is dependent upon the specific emergency. Generally, the functions are as follows:

ADMINISTRATORS

- Assume direction of all emergency operations on campus.
- Adapt to changing priorities and information and instruct staff & students on required action.
- Establish command post at school and contact the District Office (Emergency Operations Center - EOC).
- May serve as the PIO.

TEACHERS AND CHILD CARE PROVIDERS

- Responsible for the supervision of students in their charge.
- EVACUATE students in their charge to inside or outside assembly areas, in accordance with emergency bells or announcements.
- Give a DUCK, COVER AND HOLD ON command during an earthquake or in a surprise attack.
- Give a LOCKDOWN command to students and secure the classroom when instructed via public address system or if an imminent threat is apparent.
- Take roll when class evacuates to another location.
- Report missing and injured students to Principal/Incident Commander.

- Send students in need of first aid to health office personnel or first aid team. Acquire first aid for those unable to be moved.
- Assist as directed by the Principal/Incident Commander.

INSTRUCTIONAL ASSISTANTS

- Assist teacher.
- Assist as directed by the Principal/Incident Commander.

CUSTODIAL AND MAINTENANCE STAFF

- Examine buildings for damage, and provide damage control.
- Shut off utilities.
- Keep the Principal/Incident Commander informed of the condition of the school.
- Assist as directed by the Principal/Incident Commander.

OFFICE STAFF

- Provide assistance to the Principal by handling telephones, monitor radio emergency broadcasts, assist with health emergencies as needed, acting as messengers, etc.
- Assist as directed by the Principal/Incident Commander.

NURSES AND HEALTH ASSISTANTS

- Administer first aid.
- Supervise first aid team.
- Organize first aid and medical supplies and mobilize crash cart.
- Assist as directed by the Principal/Incident Commander.

FOOD SERVICES STAFF

- Be prepared to distribute food and beverages to staff, students, emergency workers, or the community
- Assist as directed by the Principal/Incident Commander.

ALL OTHER EMPLOYEES

- Report to Incident Command post for directions.

BUS DRIVERS (WHEN ON CAMPUS)

See the **Bus Disaster** section, following.

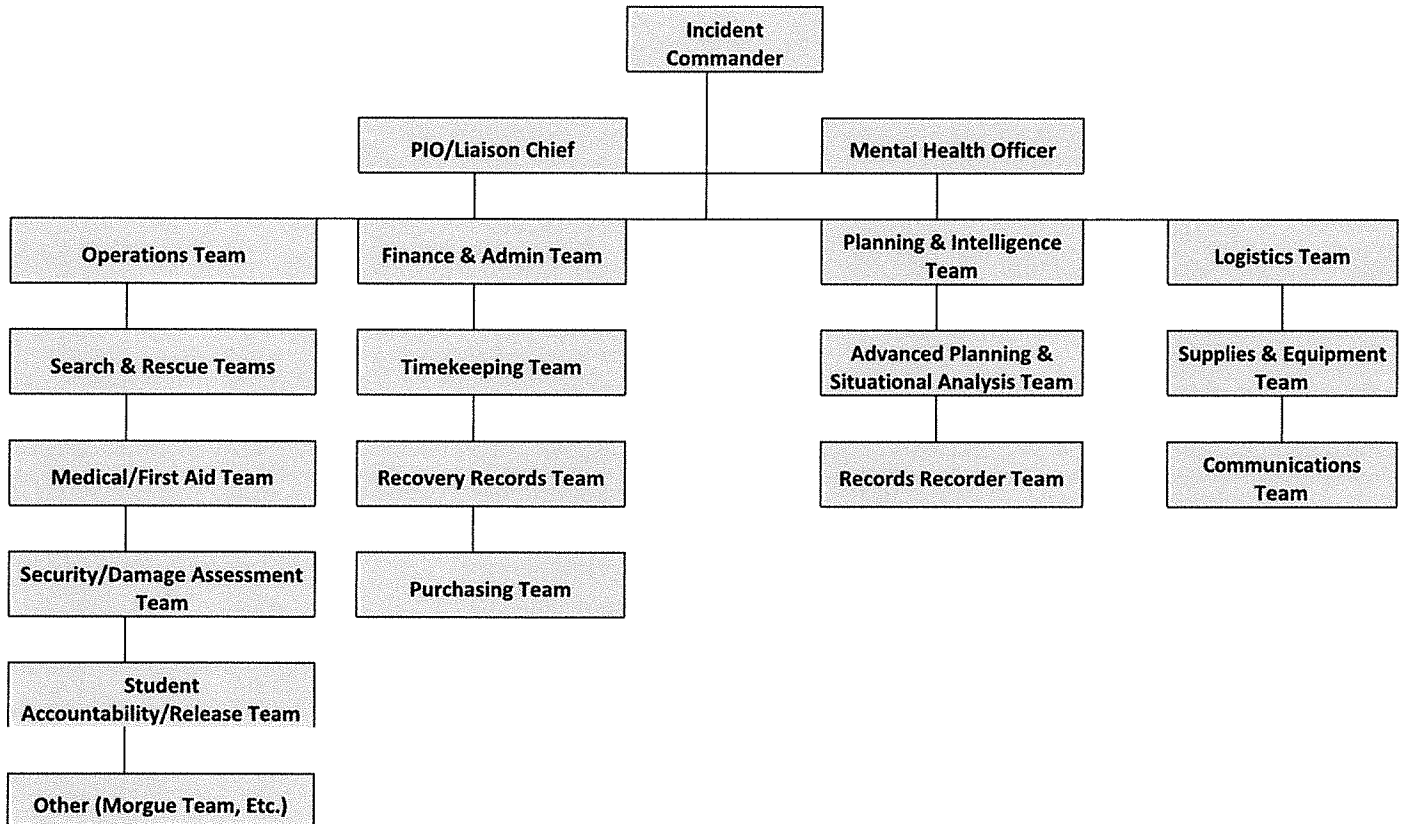
General Directions for Site Personnel

Besides taking part in training and drills, each employee should take steps to be personally prepared for an emergency at work. All employees should:

- Become familiar with the location of nearby exits and alternate evacuation routes.
- Know the location of fire extinguishers and first aid kits.
- Not place heavy items on top of cabinets and/or files where they could fall on seated and/or standing employees or students. Be especially careful about what is placed around and above your desk.
- Arrange nearby file cabinets so that heavier items are in the bottom, to lessen the potential of the cabinets falling over.
- Always keep cabinets closed and latched when not in use.
- Avoid storing boxes, etc., under desks or tables that will interfere with ability to "duck and cover".
- In cases of special dietary or medical needs required by the employees, keep a small supply of such food and medicine on hand and advise the administrator and health office assistant of the special need.

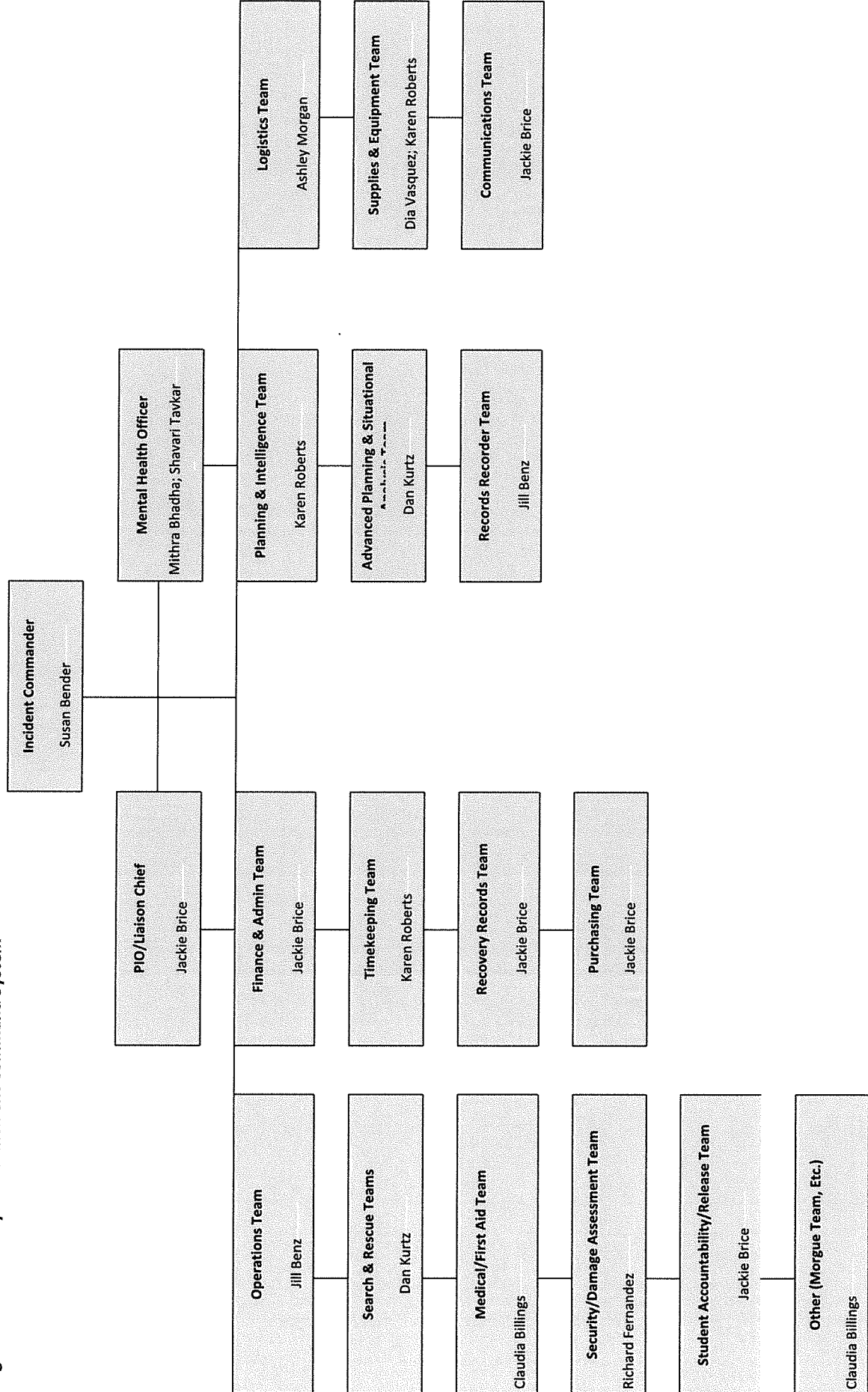
Emergency Teams

During and after an emergency, the school's Emergency Teams are essential to ensure that everything possible is being done to save lives, prevent injuries, and protect property. The command structure of the Highlands Elementary School Emergency Team follows the Standardized Emergency Management System (SEMS) format mandated by the Governor's Office of Emergency Services.



[Click HERE](#) for each team member's job description.

Highlands Elementary School Incident Command System



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.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Administrators will determine the type of the emergency, with counsel from other staff members, district office staff and, if applicable, emergency services personnel.

Step Two: Identify the Level of Emergency

The level of emergency will be determined by the administrator, in conjunction with other staff members, district office staff and, if applicable, emergency services personnel.

Step Three: Determine the Immediate Response Action

The response to any emergency/disaster is based on an understanding of the nature of the emergency/disaster, the potential hazards, the likely response services and knowledge of what individuals and groups should do to increase their chances of survival and recovery. Immediate action responses may include:

- Drop, cover and hold on
- Shelter in place
- Lockdown
- Campus Evacuation
- Off Campus Evacuation
- All Clear

Step Four: Communicate the Appropriate Response Action

The District Office will be informed immediately. A Parent Square communication will be sent to parents, if necessary.

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.

Armed Assault on Campus

- Call 9-1-1
- Institute lockdown procedures
- Remain on lockdown until "all clear" is instituted by law enforcement personnel.

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

All pupils in pre-kindergarten, kindergarten and grades 1 to 6, shall receive written information on school bus safety (i.e., a list of school bus stops near each pupil's home, general rules of conduct at school bus loading zones, red light crossing instructions, school bus danger zone, and walking to and from school bus stops). Prior to departure on a school activity trip, all pupils riding on a school bus or school activity bus shall receive safety instruction that includes, but is not limited to, location of emergency exits, and location and use of emergency equipment. Instruction also may include responsibilities of passengers seated next to an emergency exit. Students should be at their designated bus stops on time and wait in a quiet, orderly manner until the bus arrives. While on the bus students are under the supervision of the driver and are expected to maintain classroom behavior standards and not distract the driver. Disciplinary action may include suspension and/or expulsion. Bus rules apply to daily bus riders as well as students on field trips. For more information, parents should contact Transportation Services at (661) 294-5391. The following procedures are for use by bus drivers and appropriate school administrators in the event of an earthquake, serious bus accident, or other emergency that occurs while students are on a field trip or being transported to or from school.

This section addresses two possible scenarios involving a bus disaster: (1) an earthquake and (2) a serious accident or bus fire. It is important to note that drivers may need to make spontaneous, independent decisions based on the nature of the emergency, age of the children, location of the bus, and other unique circumstances to ensure children's safety.

Scenario 1 – Earthquake

- Upon first indication of an earthquake, the bus driver should issue Drop, Cover, and Hold On procedures to all students on the bus.
- The bus should be moved away from all power lines, bridges, overpasses, possible landslide conditions, overhanging trees, or other dangerous situations.
- The bus driver should set the emergency brake, turn off the ignition, and wait for the shaking to stop.
- The bus driver should check students for any injuries and provide first aid, as appropriate.
- In the event the bus is disabled, the driver and students should stay in place until help arrives.
- The bus driver should contact the Transportation Department to report the location and condition of students on the bus. This department shall, in turn, report the incident to the school site.
- The school administrator will determine what additional appropriate notifications should be made and will brief the District Superintendent or a designee on the situation.
- If the bus driver is instructed to resume the bus route, the driver should continue to pick students up. Students should only be dropped off if a responsible adult is at the bus stop.
- If it is impossible to return to school, the bus driver should contact the school administrator and remain with the children until further instructions are received.
- The bus driver is responsible for all students who board the bus throughout the emergency.

Scenario 2 - Serious Accident or Bus Fire

- The bus driver will park the bus in a safe location with the emergency brake set and the ignition off.
- In the event of a fire, students and the driver should evacuate the bus immediately and move to a safe location away from the bus and traffic using available barricades (e.g., trees, cars) when available.
- The bus driver will immediately call 9-1-1 and provide the exact location of the bus and wait for the arrival of emergency response personnel.
- The bus driver should check students for injuries and provide appropriate first aid.
- The bus driver should contact the Transportation Department to report the location and condition of students on the bus. This department shall, in turn, report the incident to the school site.

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.
- The principal or designee will call 9-1-1 and notify the District Office.
- Immediately EVACUATE the school and pull the fire alarm.
- 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.

Elopement Plan

This plan is to provide guidelines to follow should a student elope from the classroom, school campus or attempt to elope from the school campus where staff does not have direct sight of the student. This plan helps provide guidance and information for all staff across the campus to know what to do in the event of an eloping student, herein referred to as a "Code Pink".

The best way to prevent eloping behavior is to keep an eye on students at all times, stay in close proximity to them, carry a radio, and listen to and hear what a student is saying or attempting to communicate.

CAMPUS SAFETY CONCERNS

Refer to the **ASSESSMENT OF SCHOOL SAFETY** section of this Plan for a physical description of the school campus.

ELOPEMENT PREVENTATIVE PLAN

- Office Staff will have an identification card for any student that has eloped from class, or is thought to be at risk for eloping. The card will have the student's picture and their general description: height, weight, eye color, hair color (Office will print out student summary from Infinite Campus).
- Site staff, as assigned by the site administrator, will be given a log to document the specific description of what the student(s) are wearing every morning – i.e. color of shirt, detail on shirt, color of pants or shorts, jacket, etc.
- Implement the following steps:
 - Educate all staff members about the Student Safety Plan.
 - a. The key components of the Student Safety Plan will be available in the classroom.
 - b. Substitute Teacher: The classroom teacher will indicate in the substitute system that there is a Student Safety Plan and attach the plan for review. The classroom teacher will have a note in the substitute teacher plans that indicates the location of the Student Safety Plan.
 - c. All Campus Staff will be notified of the safety procedures and "Code Pink".
 - d. The Office Manager and Staff will have a copy of the plan. If the office manager is out of the office, the office assistant(s) will take the place of the office manager. If there is a substitute office manager, they will review this plan before starting their shift.

Consider School Modifications.

- a. Staff working with students that elope will be provided with a radio/two-way radio.
- b. Support staff responding to the "Code Pink" include: site administrator, school psychologist, mental health staff and yard supervisors. Support staff will all have a radio and the needed keys and fobs.
- c. During an eloping situation, the office manager may be directed to lock the school doors. Designated staff members will stand outside the door of the office and monitor the front of the school to watch for the student in case they leave.
- d. All unused classrooms, closets, or doors will be closed and locked during the school day.
- e. Gates will be closed and locked during school hours, as allowed by the mandates of governing agencies.
- f. Staff shall continue to anticipate escape routes and access to outside/off campus so that further changes can be made when needed.
- g. If students are at recess, they may be directed to move indoors and clear the playground.
- h. No gate will be opened, even for dismissal, until the student is found. Dismissal will only take place with the approval of the administrator and be controlled through only one exit point.

ELOPEMENT EMERGENCY PLAN

The Emergency Plan is to be implemented whenever a student elopes from the school site. If, at any time, a staff member does not know the student's location, he or she will immediately radio or call the office letting them know that a student is missing.

1. If a student who is a potential eloper is out of sight or leaves campus at any time, the office manager will immediately call 911. ALWAYS assume that the student has left campus as a precaution. If 911 is called, the following should also be contacted ASAP in the given order:
 - a. Student's parents
 - b. SUSD SST Office
 - c. Superintendent's Office
 - d. Site assigned BCBA
 - e. The 911 email group

2. The office manager or site administrator will immediately radio/two-way radio for a school-wide alert, "Code Pink," and will include a description of the student. This information can be found on the identification card. They should state any other known information, such as the campus location from which the student eloped and the direction the student is heading.
3. A staff member will immediately follow in the direction the student is heading and go to retrieve the student. The adult will radio updates on the direction they are moving (i.e. "Heading to the cafeteria." or "Now going to the office.").
4. While retrieving a student off campus, staff can do whatever a reasonable person would do to protect the safety of a student or child.
 - a. Attempt to stop traffic.
 - b. Get in front of the student before interacting with the eloping student.
 - c. Follow the student while radioing to the office where they are going.
 - d. Prompt or redirect the student to stop or return to campus.
5. If a student elopes from the classroom during the school day:
 - a. The office manager or site administrator will immediately radio/two-way radio for a school-wide alert, "Code Pink." Designated staff member(s) will stand in front of the school to watch to make sure the student does not leave unnoticed through any doors or gates in the front of the building.
 - b. Yard supervisors will go to exit gates.
 - c. Support providers will be assigned to look for the student on campus and will check the bathrooms, empty classrooms and multi-purpose room.
 - d. General education teachers/staff will alert the office staff of ANY unattended students that they see on campus.
 - e. An administrator or other designated staff member will attempt to follow the student's path in their car in an attempt to get in front of the student if they are off campus.
 - f. Staff will communicate on radio immediately when the student is found.