

Directions for the Santa Cruz Countywide Comprehensive School Safety Template Part II - Internal Components

1. All sections of this template are required.
2. Add documents as Attachments.



COMPREHENSIVE SCHOOL SAFETY PLAN
Part II – Internal Components
2022-2023

School: Delta High School at Cabrillo College
Address: 6500 Cabrillo College Drive
Aptos, CA 95003
Principal: Jen Ra'anan
Phone Number: 831.477.5212
E-mail Address: jraanan@deltaschool.org

District: Delta High School at Cabrillo College
Superintendent: Jen Ra'anan
Phone Number: 831.477.5212
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Purpose of the Comprehensive School Safety Plan (CSSP)

Sections 32280-32288 of the California Education Code outline the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a Comprehensive School Safety Plan relevant to the needs and resources of that particular school.

It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated Comprehensive School 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. Comprehensive School Safety Plans are required under SB 719 & AB 115 and must contain 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 (SARC).

The Comprehensive School Safety Plan Internal Version – Part II is not available for public review.

Emergency Management Plan

The Delta High School at Cabrillo College School Emergency Management Plan meets the guidelines of the California's Standardized Emergency Management System (SEMS) and has developed, in consultation with public safety agencies (law enforcement, fire, public health), an "All Hazards" approach for mitigation, preparedness, response and recovery. School EOPs address, at a minimum, the following types of emergencies and disasters and protective measures to be taken before, during, and after:

1. Fire on or off school grounds which endangers students and staff.
2. Earthquake or other natural disasters.
3. Environmental hazards.
4. Attack or disturbance, or threat of attack or disturbance, by an individual or group.
5. Bomb threat or actual detonation.
6. Biological, radiological, chemical, and other activities, or heightened warning of such activities.
7. Medical emergencies and quarantines, such as a pandemic influenza outbreak.

The site administrator acts as the Incident Commander, with the principal's designee to be appointed in the event that the Incident Commander is unable to perform his/her duties. To ensure accountability for emergency response procedures, personnel are assigned specific duties to perform in the event of emergencies. These include turning off water, gas, and electricity. Drills are conducted regularly using an Incident Action Plan to pre-plan and determine the object of the drill, along with After Action Reports to document lessons learned.

Delta High School at Cabrillo College updates the emergency plan and incorporates the National Incident Management System (NIMS), which includes staff trained in the following Federal Emergency Management Agency (FEMA) courses: IS 100 (Incident Command for Schools), IS 700 (NIMS) and IS 200 (Incident Command for Single Resources and Initial Action Incidents) and IS 800 (National Response Framework). During disasters, pre-determined areas will identify the various stations (i.e., student holding, command post, and student release).

Santa Cruz County Safe School Consortia Emergency Management Plan

Directions for the Site Administrator/Principal

This Emergency Management Plan must be completed at the beginning of each school year and is described in the Preparedness section of the Emergency Response and Crisis Management (ERCM) manual. Please enter all information; get consultation as needed. Discuss with your staff the Incident Command System Coordinator roles described in the General Procedures section of the ERCM manual. Assign a designee to act as leader of the plan in your absence. Also assign key staff to Coordinator roles, making clear that, in their absence, you may call on another staff member to perform these duties. Review all information in this emergency plan with staff members. Emphasize the importance of student supervision in the event of an emergency. Inform staff where copies of the plan are kept (Site Administrator copy, office, Crisis Response Box, Emergency Backpack, "Go Kit", etc.). Send this plan with copies of your site map/evacuation routes to your District Office and the Safe Schools Planning Unit of the County Office of Education to be forwarded to the 911 Net Com center.

Step 1: Enter your School Information

School:	Delta High School at Cabrillo College
Principal:	Jen Ra'anan
Revision Date:	2.2.22

Step 2: Identify a School Command Post, Media Staging Areas, Parent/Reunification location and Communication Resources

The in-school Command Post will serve as a base of operations in the event of an emergency. Select a location for the Command Post that has access to telephones, FAX, intercom, and other building controls. Designate a first and second choice. Provide direct telephone numbers to be used in an emergency (not the main number). Designate a Media Staging Area and Parent/reunification Area away from the emergency event.

Command Post 1	Main office
Phone, FAX and email:	415.672.1851 jraanan@deltaschool.org
Media Staging Area	Cabrillo Parking Lot S or Parking Lot K
Parent/Student Reunification Site:	Aptos-La Selva Fire Station 1 6934 Soquel Dr, Aptos, CA 95003

Command Post 2	Cabrillo Parking Lot K
Phone, FAX and email:	831.479.6465
Media Staging Area	Cabrillo Parking Lot K
Parent/Student Reunification Site:	Cabrillo Parking Lot K

	No	X	Yes	Two-way Radios
	No	X	Yes	Two-way Radios, Multi frequency
	No	X	Yes	Intercom Systems

X	No		Yes	Buzzers or Tones
	No	X	Yes	Megaphones
	No	X	Yes	Email – internet access

Step 3: Assign School Emergency Response Team Roles – “The E-Team”

As directed by the Site Administrator/Principal (Site Incident Commander), the School Emergency Response-Team will respond to any emergency that affects the school building, students, staff, and/or visitors. In a large scale event, the District Office will respond to the site to complete the full Incident Command structure with the additions of the Planning and Finance Teams.

The Site Administrator will designate staff members to fill essential roles:

- Identify a designee to act as the Site Incident Commander in your absence
- Identify and assign staff that will act as skilled Coordinators in the designated areas
- Inform staff they will need to report to the main office when called for (e.g., by intercom)
- Inform staff that they will need to perform the functions of this role in an emergency.

E-Team Role	Name	Position	Contact Information
Management Team			
SITE INCIDENT COMMANDER	Jen Ra'anan	Principal	Phones 831.477.52 12
Alternate	Maria Hastings	Lead Teacher	Phones 831.477.52 12
(Alternate 2)	Brian Harvey		Phones 831.477.52 12
PIO INCIDENT COMMANDER	Maria Hastings	Lead Teacher	Phones 831.477.52 12
Alternate	Libby Wilson	Counselor	Phones 831.477.52 12
(Alternate 2)	Katie Akagi		Phones 831.477.52 12
SAFETY OFFICER	Brian Harvey		Phones 831.477.52 12
Alternate	Maria Hastings	Lead Teacher	Phones 831.477.52 12
(Alternate 2)	Katie Akagi		Phones 831.477.52 12
OPERATION/LOGISITICS CHIEF	Katie Akagi	Teacher Teacher	Phones 831.477.52 12
Alternate	Brian Harvey	Lead Teacher	Phones 831.477.52 12
(Alternate 2)	Maria Hastings		Phones 831.477.52 12
PLANNING/ADMIN/ FINANCE	Sabrina Cleveland		Phones 831.477.52 12
Alternate	Tamar Ragir		Phones 831.477.52 12

(Alternate 2)	Kimberly Hardin		Phones	831.477.52 12
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List Other Staff Who Have First-Aid and/or Cert Training to Assist First Aid Coordinator			
E-Team Role	Name	Position	Contact Information
First Aid Assistant	Jen Ra'anan	Principal	Phones 831.477.5212 Cell 415.672.1851
First Aid Assistant	Partick Saportio	Teacher	Phones 831.477.5212
First Aid Assistant			

Step 4: Print Student Roster and Place in Binder

School secretaries must print a list of all enrolled students and their emergency contact information. This information may be printed from the student information system. This roster will be used to account for all students in the event of an emergency. Parents/guardians may sign out their child directly on this student roster.

	No	X	Yes	Secretary has printed emergency contact information for all students?
	No	X	Yes	Printed roster placed in binder in the main office in an obvious location?

Step 5: Review Inside Safe Assembly Locations

Review the location of Safe Assembly Areas inside your school with your staff. These will be used to shelter from severe weather or to move children away from rooms on the perimeter of the school.

	No	X	Yes	Safe Assembly Areas inside school identified and reviewed with staff?
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Inside Assembly Area 1:	1191
Inside Assembly Area 2:	1192

Step 6: Designate On-Site Outside Safe Assembly Locations

Schools typically have assembly areas on the school grounds that are used during required fire drills. At times, you must move students farther away from the building. Identify on-site locations that could be used to move students farther away from the building. Schools with a large student body may have more assembly locations. You may direct teachers to move students to these locations by megaphone.

Outside Assembly Area 1:	Parking Lot S
Outside Assembly Area 2:	Soccer field
Outside Assembly Area 3:	Parking Lot K
Outside Assembly Area 4:	

Step 7: Identify Two Off-Site Emergency Evacuation Locations

These relocation facilities should be near your school and able to house your students and staff until they are released to parents. Consider sites in opposite directions. Examples are a nearby school, church, or public library. Specify a first choice and second choice (in case the first is unavailable). The district will supply support services

(e.g., food, transportation, District Crisis Recovery Team, etc.) for these locations as the need dictates. Contact these sites directly to coordinate arrangements.

1st Evacuation Facility:	Cabrillo Campus
Contact Person:	Tom Wyner
Address:	Parking Lot K on Soquel
Phone:	831.479.6465 thwyner@cabrillo.edu

2nd Evacuation Facility:	Twin Lakes Church
Contact Person:	Mark Spurlock
Address:	2701 Cabrillo College Dr, Aptos, CA 95003
Phone:	831-465-3300

Step 8: Check and Replenish Contents of Crisis Response Box and/or Emergency “Go Kits”

Check the contents of the school Crisis Response Box, Emergency “Go Kits” against the ERCM manual guidelines in the General Procedures section. Replenish any items that have been used. Always provide new batteries for flashlights and megaphones. Store the Emergency Response Backpack/”go kit” in a conspicuous location. Take this backpack/”go kit” with you if you evacuate the building. Especially make sure these items are inside the backpack:

<input type="checkbox"/>	No	X	Yes	Copy of the ERCM manual
<input type="checkbox"/>	No	X	Yes	Copy of this Emergency Management Plan
<input type="checkbox"/>	No	X	Yes	Megaphone
<input type="checkbox"/>	No	X	Yes	Fresh batteries
<input type="checkbox"/>	No	X	Yes	Other Supplies and Materials as identified by Administrative “go kit” list
<input type="checkbox"/>	No	X	Yes	Job Description Clipboards and Task Forms

Step 9: Check Emergency Resources at Your School

Check to see if the following resources are available on your school campus

<input type="checkbox"/>	No	X	Yes	Emergency chart in every classroom and office?
<input type="checkbox"/>	No	X	Yes	Evacuation diagram posted in every classroom and office?
<input type="checkbox"/>	No	X	Yes	Red and Green cards in every classroom and office?
<input type="checkbox"/>	No	X	Yes	Classroom “go-kits” replenished and accessible near exit?
<input type="checkbox"/>	No	X	Yes	Did you replenish the school first aid kit?

Step 10: Identify Emergency Evacuation Staging Areas for Individuals with Disabilities

All schools must have an *evacuation plan for individuals with disabilities who need evacuation assistance* (See Section 2- Preparedness of the ERCM manual).

- Site Administrators, in conjunction with the Fire Department must designate emergency Evacuation Staging Areas.

- Evacuation Staging Areas must be posted on the Fire Panel for emergency responders

Location	Room #	Room #	Room #	Room #
Cabrillo Parking Lot S				
Cabrillo Parking R				
Cabrillo Parking Lot K				

Special Needs Coordinator Alternate (Alternate 2)			
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Step 11: Identify Disabled Individuals Needing Evacuation Assistance and Post Evacuation Plan

Identify any students or staff member who may need evacuation assistance (e.g., individuals who are in wheel chairs or unable to use stairs). Develop a specific plan for their evacuation. It is recommended that each student's classroom teacher be designated to assist the student in getting to the Evacuation Staging Area. The designated teacher may need to transfer their class to another teacher to remain with the disabled student until they are evacuated. The Site Administrator must:

- Identify students or staff needing evacuation assistance
- Develop an evacuation plan for each student or staff member
- Post a list of these individuals and their evacuation plan on the Fire Panel
- Put list of disabled individuals in the secretary's copy of the student emergency contact information roster
- Inform the classroom teacher of each student or staff members of the evacuation plan
- Inform students and parents of the evacuation plan

	No	X	Yes	List of disabled students/staff and their evacuation plans posted on Fire Panel?
	No	X	Yes	List of disabled students/staff <u>and</u> evacuation plans in Secretary's emergency contact information binder?
	No	X	Yes	<u>Each</u> classroom teacher for <u>each</u> student informed of evacuation plan?
	No	X	Yes	<u>Staff, students, and parents</u> informed of Evacuation Staging Areas and evacuation plan?

Step 12: Develop a Student-Parent Reunion Procedure at Your School

Within the Student-Parent Reunion Coordinator, develop a procedure with to sign out students to parents in the event of a serious emergency. You will need to identify a location(s) and establish a process for reuniting students and parents.

	No	X	Yes	Location(s) identified and procedure to reunite students and parents developed?
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Crisis Response Box

LOCATION:	Main Office
DATE contents were verified:	11.28.22
Name of person who verified the contents:	Jen Ra'anan

Red Binder that contains:

1. Keys – clearly marked and master keys
2. Maps:
 - Aerial photo of campus
 - Site map that includes location of:
 - Fire Control Panel
 - Shutoff Valves for Gas, Electricity, Water, Sprinklers
 - Emergency evacuation routes and reunification sites
3. Blueprint of school buildings
4. Staff information:
 - Teacher and employee roster, including room and cell phone numbers
5. Incident Command System Organization Chart with names, cell phone numbers, roles, and responsibilities for each person
6. If applicable, video access password, login, and remote access information

Student information:

1. Emergency Cards
2. Most current student yearbook
3. List of students with special needs for medicine or assistance in the event of evacuation

Emergency Contacts - list of agencies to assist in an emergency:

1. American Red Cross
2. Victim Assistance Response Team

Forms:

1. Student Release Form for parents/guardians, emergency medical services, etc.
2. Post Incident Review Form

Emergency/Disaster Preparedness Drill Schedule, including for Fire, Earthquake, Lockdown, Code Red, Shelter in Place, and Threat Assessment

Delta High School at Cabrillo College will provide all students and staff with emergency/disaster preparedness drill in a variety of procedures according to the following schedule:

Drill	Date(s)
Fire Drill - once per month at the elementary level and four times/year at the intermediate levels	9.23, 11.11, 1.27, 4.21
Lock Down Drill - 2 x per year	9.23, 1.27
Code Red Drill - 1 x per year	1.27
Shelter in Place Drill - 1 x per year	1.27
Threat Assessment Drill - 1 x per year	1.27
Earthquake Drop Drill - 1 x per quarter (elementary), 1 x per semester (secondary)	11.11, 1.27

Disaster Procedures, Routine and Emergency

Lock Down Procedures

In the event of any emergency that may require a lockdown, the school site administration and school police will work cooperatively and keep one another informed. The school principal or administrative designee or police makes the decision to lockdown. If this is not possible, the principal is notified as soon as possible.

Procedures to be followed for lockdown:

- All teachers/staff are to immediately lock doors/windows in their area.
- Keep all students away from windows.
- Doors are not to be opened for anyone. Officials who may need access have keys.
- Everyone is to stay indoors until an “all clear” is indicated.

Code Red Procedures

In the event of a hostile intruder, suspicious intruder, weapons, or hostage situation a Code Red alert will apply.

IMMEDIATE ACTION BY SCHOOL STAFF

1. Instantly notify school office of emergency condition (i.e. Hostage, Hostile Intruder, Suspicious Intruder, Weapons).
2. State your name & location. Do not disconnect. Remain in telephone contact with the school office.
3. Provide pertinent information concerning the incident. Location of the event, description of person(s) involved.
4. Remain in the area and direct students to the safest confines of the area occupied.

IMMEDIATE ACTION BY THE PRINCIPAL

From a hardwire phone DIAL 911 and notify the dispatcher that a CODE RED exists at the school (i.e. Hostage, Hostile Intruder, Suspicious Intruder, Weapon(s))

1. State your name, telephone number, location of the incident, and known information of the event.

2. Provide additional information as requested including the telephone extension number of the reporting teacher/staff personnel and remain on the line until instructed to hang up.
3. Declare a "CODE RED" by use of the intercom, and specify the room or general area of the emergency event (i.e. CODE RED – LIBRARY)
4. Confirm that actions have been taken to notify other schools.

ACTION STEPS BY SCHOOL PERSONNEL WHEN "CODE RED" IS INITIATED

1. School personnel and students will remain in their current classroom.
2. Teachers will usher students from the hallways into the nearest classroom and avoid CODE RED area
3. All students who are outside will be directed to assemble in a designated area.
4. Teachers will lock all classroom doors and, as much as possible, move themselves and students away from doors and windows.
5. Students will be instructed to get on the floor if gunshots or explosions of any kind are heard.
6. Students and staff need to be prepared to stay in Lockdown for an extensive period of time.
7. Teachers will record the students currently under their supervision and this list will be kept with them in the event the students are moved to another location. Teachers will make three lists of students that will include the following: (a) Students currently under their supervision, (b) Students who would normally be under their supervision but are missing from their classroom, and (c) List of students not from their class that are currently with them. These lists will stay with the teacher in the event students are moved to another location.
8. No use of classroom television, radios, nor personal cell phones, and if classroom computers are available they are to be put on-line for Outlook for communication purposes. If there is a telephone in the room, it is to be used only for emergency purposes.
9. No one is to be released except by direction of administration or authorities.
10. If directed to exit the building, students will not be allowed to go to lockers to get belongings, and all students are to remain at all times with the adult supervisor.
11. The CODE RED status will end only after the announcement is made (by the Head of School or police personnel) which will state, **"Code Green: The Drill is Now Over"**.

DISTRICT OFFICE RESPONSE TO CODE RED

1. All schools will be contacted and informed of the Code Red that exists within a specific school.
2. The Superintendent will call each school to advise them that a fax is forthcoming that will detail the Code Red circumstances.
3. All doors to the outside will be locked and the Principal will assign an individual to stay at the main entrance of the school.
4. The Superintendent will provide a written statement to the Principal via e-mail that each school will use to inform parents and staff on the details of the Code Red.
5. Termination of the Code Red status will be determined by the Superintendent or police personnel and school personnel will be notified by an announcement stating **"Code Green: The Drill is Now Over"**.

Shelter in Place Procedures

In an emergency when hazardous materials may have been released into the atmosphere the alert will be given to shelter-in-place.

Specific Steps to Shelter-in-Place at School:

- Close the school. Activate the school's emergency plan. Follow reverse evacuation procedures to bring students, faculty and staff indoors.
- If there are visitors in the building, provide for their safety by asking them to stay – not leave. When authorities provide directions to shelter-in-place, they want everyone to take those steps immediately, where they are, and not drive or walk outdoors.

- Provide for answering telephone inquiries from concerned parents by having at least one telephone with the school's listed telephone number available in the room selected to provide shelter for the school secretary, or person designated to answer these calls. If the school has voicemail or an automated attendant, change the recording to indicate that the school is closed, and that students and staff are remaining in the building until authorities advise that it is safe to leave. There should be a way to communicate among all rooms where people are sheltering-in-place in the school.
- Provide for a way to make announcements over the school-wide public address system from the room where the top school official takes shelter.
- If children have cell phones, allow them to use them to call a parent or guardian to let them know that they have been asked to remain in school until further notice, and that they are safe.
- Provide directions to close and lock all windows, exterior doors and any other openings to the outside.
- If you are told there is danger of explosion, direct that window shades, blinds or curtains be closed.
- Have employees familiar with your building's mechanical system turn off all fans, heating and air conditioning systems. Some systems automatically provide for exchange of inside air with outside air – these systems, in particular, need to be turned off, sealed or disabled.
- Gather essential disaster supplies, such as nonperishable food, bottled water, battery-powered radios, first aid supplies, flashlights, batteries, duct tape, plastic sheeting and plastic garbage bags.
- Bring everyone into the room. Shut and lock the door.
- Use duct tape and plastic sheeting (heavier than food wrap) to seal all cracks around doors and any vents into the room.
- Write down the names of everyone in the room, and call your schools' designated emergency contact to report who is in the room with you.
- Listen for an official announcement from school officials via the public address system, and stay where you are until you are told all is safe or you are told to evacuate. Local officials may call for evacuation in specific areas at greatest risk in the community.

Fire Procedures

When a fire is discovered in any part of the school, the following actions shall be taken (cf. 0450 – School Safety Plan; cf. 3516 – Emergency and Disaster Preparedness Plan):

- The principal or designee shall sound fire signals, unless the school and/or building are equipped with an automatic fire detection and alarm system.
- The principal or designee shall call 911.
- All persons shall be directed to leave the building and shall proceed outside to a designated assembly area.
- Staff shall give students clear direction and supervision and help maintain a calm and orderly response.
- In outside assembly areas, teachers take roll, report missing students, and provide assistance to any injured student.
- In outside assembly areas, the principal or designee and/or each department head shall account for their staff, report missing staff, and provide assistance to any injured staff.
- If the fire is extensive, students shall be taken to an alternative location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes.

Earthquake Emergency Procedures – Protective Measures to be Taken Before, During, and Following an Earthquake

Preparing for earthquakes involves knowing what should be done before, during, and after an earthquake.

Principal

BEFORE:

- Maintain staff awareness.
- Hold drills
- Conduct or arrange training.

- Oversee identification of nonstructural hazards.
- Establish a release policy and determine how this policy will be communicated to parents.
- Make sure the area to be used as an emergency operations center contains a map of the school site and an enrollment sheet for the current year.
- Develop a release plan for your staff that takes into account who has families and other responsibilities outside of school.
- Ensure essential considerations are provided for all pupils with disabilities.

DURING (Drop Procedure):

- Duck, cover and hold at first sign of earthquake. Hold on to furniture legs if furniture moves. If outside, move away from buildings.

AFTER:

- Account for all staff and students.
- Implement and coordinate emergency operations.
- Control internal and external communications -- including contact with en route school buses, district and city agencies by radio, runner, etc.
- Decide on the need for evacuation and other critical issues. Keep record of events, decisions and actions.
- Designate a spokesperson for the press.
- An evacuation outdoors should be ordered if the structural integrity of the building is in doubt. Nonstructural damage would not necessarily require an evacuation.
- In communication with district, assess overall situation -- how long students might be at school, how supplies might be distributed, if students will be sheltered at school, etc.

Be prepared to have the Red Cross or local government designate the school as a shelter.

INSTRUCTIONAL STAFF

BEFORE:

- Maintain current class lists. Keep them in a safe, easily accessible place.
- Keep the classroom emergency kit in a safe, accessible place, near the door.
- Provide instruction to students on earthquakes and earthquake preparedness.
- Test any special response procedure for pupils with disabilities during earthquake drills.

DURING (Drop Procedure)::

- ***Ensure pupils with mobility impairments are moved to safety spot, e.g. doorway.*** Duck, cover and hold as soon as possible. Hold on to furniture legs if furniture moves. If outside, move away from buildings. To demonstrate continued authority, teachers might consider counting very loudly over the noise of the earthquake (most earthquakes last for 4 to 30 seconds).

AFTER:

- If an evacuation is ordered, take students out of building, with emergency cards. Request assistance from Evacuation Team for students with mobility impairments, if necessary.
- Know the procedures for getting first aid or other help to students who need it.
- Report missing students.
- Calm frightened students.

MAINTENANCE STAFF (INCLUDES CUSTODIAL AND FOOD WORKERS)

BEFORE:

- Assist the Principal in the identification of nonstructural hazards.
- With direction from the Principal assist in the reduction of nonstructural hazards.
- Maintain inventory of food supplies. Include dietary requirements of students with special needs.

DURING (Drop Procedure)::

· Duck, cover and hold at first sign of earthquake. Hold on to furniture legs if furniture moves. If outside, move away from buildings.

AFTER:

- Check utilities and do whatever necessary to minimize further danger. Determine which utilities still work and which don't. Report findings to the Principal.
- Make a note of structural and nonstructural damage when checking utilities. Report any identified damage to the Principal.
- Assist in evacuation, if one is required.
- Set up emergency sanitation system or procedures. Ensure they meet the needs of students with special needs. Be sure not to allow use of water or toilets until lines have been checked for breakage.
- Use emergency water supplies (including water from hot water heaters, etc.).
- Inventory supplies of food available to feed students and staff and begin planning distribution of food.

Fire Drills

As amended by SB 575 (Ch. 725, Statutes of 2001), Education Code 32001 states that every person and public officer managing, controlling, or in charge of any public, private, or parochial school, other than a two-year community college, shall cause the fire alarm signal to be sounded not less than once every calendar month and shall conduct a fire drill at least once every calendar month at the elementary level and at least four times every school year at the intermediate levels. A fire drill shall be held at the secondary level not less than twice every school year.

- The principal shall notify the staff as to the schedule for fire drills.
- Whenever a fire drill is held, all students, teachers, and other employees shall be directed to leave the building (5 CCR 550).
- Teachers shall ascertain that no student remains in his/her classroom and the building.
- Teachers and/or campus security supervisors shall be prepared to select alternate exits and shall direct their classes to these exits whenever the designated escape route is blocked.
- The principal/designee and/or campus security supervisor shall keep a record of each fire drill conducted and file a copy of this record with the office of Superintendent or designee. Refer to RCOE School Site Emergency Drills and Procedures Reference Guide #009.

Earthquake Drills (Drop Procedure)

Earthquake emergency procedures include the school building Emergency Operation Plan (EOP), drop and cover procedures, dates/times of drop procedure drills held once each quarter in elementary; once each semester in secondary schools, protective measures to be taken before, during, and after an earthquake, a program to ensure that pupils and both certificated and classified staff are aware of and are trained in the earthquake emergency procedure system.

Earthquake Drill (Drop Procedure):

A drop/cover/hold-on procedure in which students and staff members:

- Principal/Designee announces to drop to the ground and take cover.
- Students and staff take cover by getting under a desk or table.
- Hold on until the all clear signal is announced.
- Evacuate only if directed.

Specific Steps for the Drill:

1. Via the public announcement (PA) system, alarms, or verbal direction (in the event of a real earthquake, the signal will be the beginning of shaking itself):
2. Announce that the earthquake drill has begun and to Drop, Cover, and Hold On.

3. Suggest that while dropping under a sturdy desk or table, students and teachers look around at what would be falling on them in a real earthquake. These items should be secured or moved after the drill.
4. After at least one minute, announce that the shaking is over.
5. Based upon your school disaster plan, have teachers, students, and staff follow school evacuation procedures according to the school disaster plan.
6. When the shaking has stopped (or when the all clear bell rings) IMMEDIATELY and before teachers exit their rooms, take ten seconds to look around, make a mental note of damage and dangers, check to see if any students are injured. If immediate help can be given to open airway, stop serious bleeding, or put out a small fire, do so. Ask responsible students to assist lightly injured. Non-ambulatory injured should be reassured and wait for treatment where they are, unless it is more dangerous to remain.
7. Teachers take their classroom roll books and emergency kits to the evacuation area.
8. Staff use the buddy system. Classes should exit in pairs with one teacher in front and one in the back. Take a few seconds to check briefly with the teacher in the classroom to the left, to the right, and across the hall to see if they are in need.
9. Escort class(es) to their designated place in the evacuation area.
 - Use the suggested routes on the evacuation map or alternate route if your route is blocked or unsafe.
 - Everyone is to stay together and quickly and quietly evacuate following four Evacuation Rules: Don't talk. Don't push. Don't run. Don't turn back.
 - Select two responsible monitors to lead, carefully checking that the evacuation route is clear. You bring up the rear, seeing that everyone is together.
 - Check that exit routes are clear. Move directly away from the building when exiting. Children should cover their heads with their bag or book. Do NOT use any elevators.

Santa Cruz Countywide Threat Assessment Plan and Protocol

Santa Cruz Countywide Threat Assessment Plan

The Santa Cruz Countywide Threat Assessment Plan (Revised December 2017) provides a plan for how Santa Cruz County Schools will assess and respond effectively to students who threaten violence. The purpose of this plan is to provide practical guidelines for school-based teams within Santa Cruz County to conduct threat assessments of students who threaten to commit an act of violence. The full text of this document is included in the Appendix.

A threat assessment is conducted when a person (or persons) threatens to commit a violent act or engages in behavior that appears to threaten an act of violence. The goals of threat assessment are twofold: (1) to maintain a safe school environment by preventing an act of violence from taking place, and (2) to resolve student conflicts or problems that underlie threatening behavior. These conditions require an organized, school-wide approach that involves ALL school staff. This protocol is for use when dealing with threats made by students. When threats are made by adults, law enforcement will be called immediately.

Threat assessment in schools is predicated on six principles:

- 1) Prevention is possible. Targeted school violence can be prevented if enough is known about the student's preparatory behavior.
- 2) Consider the context. Consider the student who makes the threat as well as the total context of the threat.
- 3) Adopt an investigative mind-set. Adopt a critical and skeptical mind-set that strives to accumulate reliable evidence and verify all claimed facts about the situation. Be willing to accept or reject hypotheses based on a careful analysis of all available information.
- 4) Rely on facts, not profiles. Conclusions must be based on objective facts and behaviors rather than inferred traits or characteristics of the student making the threat.
- 5) Gather information from multiple sources. In serious cases, the investigation should include gathering information from resources beyond the school boundaries. This may include law enforcement, social services agencies, mental health providers, and other community organizations.
- 6) Does the student pose a threat? Threat assessment is ultimately concerned with whether the student **poses** a threat, not with whether the student has made a threat. Threat assessment aims to determine how serious a threat is and then what should be done about it.

I. What Is a Threat?

A threat is an expression of intent to harm someone. Threats can be spoken, written, or expressed in gestures. Threats may be direct (I'm going to beat you up) or indirect (I'm going to get him). When in doubt about whether a student's behavior is a threat, evaluate it as a threat.

II. Threats are categorized and described as follows:

A. Transient threats

Transient threats are statements that do not express a lasting intent to harm someone. Transient threats are intended as either figures of speech or reflect feelings that dissipate in a short period. All transient threats end in an apology or explanation that makes it clear the threat is over.

B. Substantive threats

Substantive threats are statements that express a continuing intent to harm someone. They indicate a desire and raise concerns that someone is in danger of being harmed beyond the immediate incident. A threat not retracted or resolved should be considered substantive. A serious substantive threat usually involves a fight or a threat to hit someone or harm someone without the use of a weapon. A substantive threat that involves using a weapon such as a firearm or a knife will be classified as very serious because of the potential for severe injury.

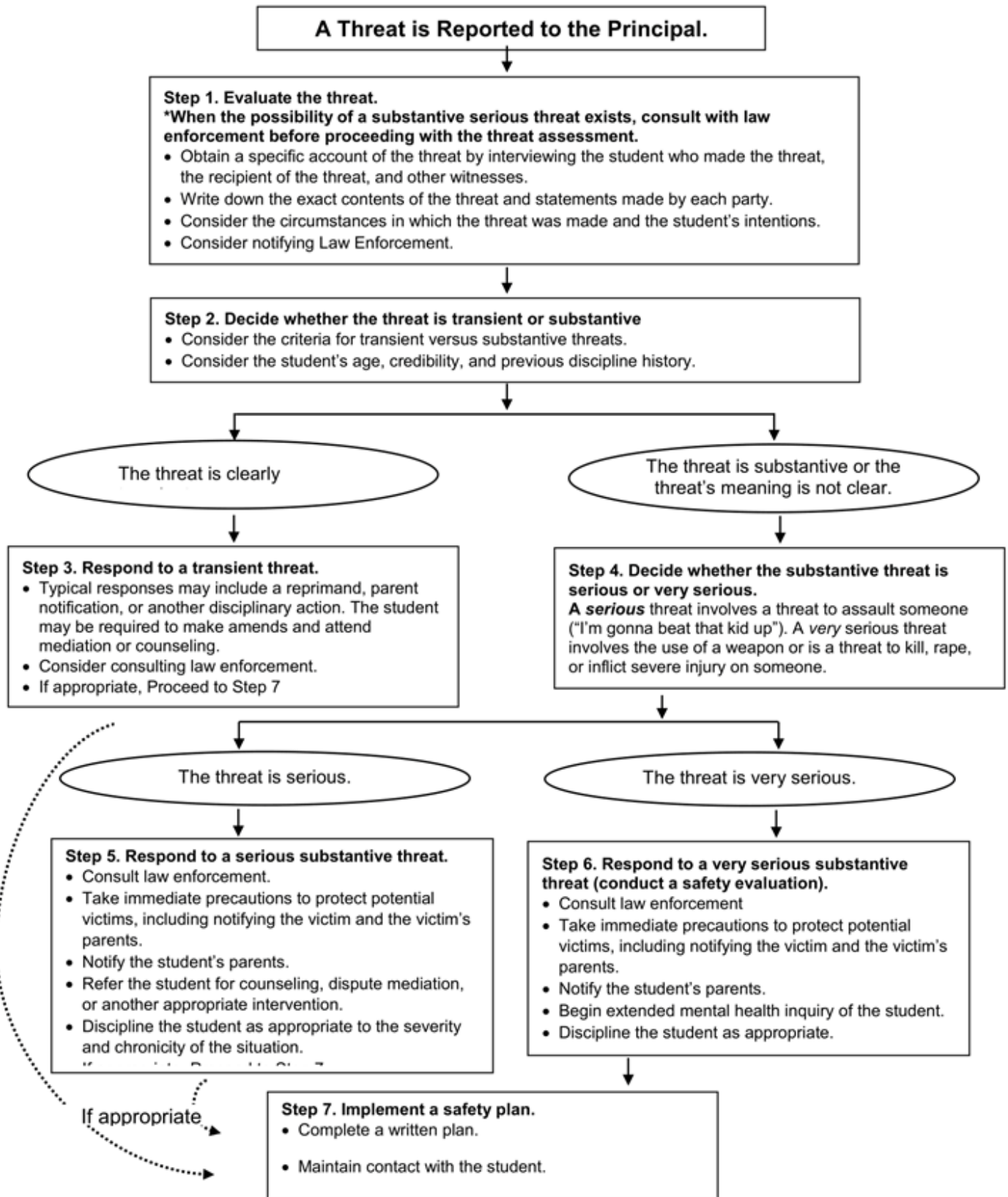
III. Evaluation of Threats and the Threat Assessment Team

Each school has formed its own threat assessment team utilizing staff that is available to them. Typically the team will be comprised of a school administrator, a law enforcement liaison, a mental health professional, certificated and classified staff. The team will evaluate the threat, decide if the threat is transient, substantive, serious substantive, or very serious substantive.

Threat Assessment Team Roster

Position	Name
Principal or Assistant Principal	Jen Ra'anan
School Resource Officer or Assigned Law enforcement Liaison	Sgt. Jordan Brownlee, Sheriff
School Psychologist/Mental Health Counselor (if available)	Libby Wilson
School Counselor (if available)	Maria Hastings
Teachers, aides, other staff	Brian Harvey

Threat Assessment Protocol



Site Evacuation Map

Insert school map with evacuation routes HERE.

