

Directions for the Santa Cruz Countywide Comprehensive School Safety Template Part I - Public Components

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



COMPREHENSIVE SCHOOL SAFETY PLAN
Part I – Public Components
2025-2026

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Approved by:

Name	Title	Signature	Date

Table of Contents

Purpose of the Comprehensive School Safety Plan (CSSP)	5
Plan Development and Approval	6
Current Status of School Crime	7
School Safety Strategies and Programs	8
Child Abuse Reporting Procedures.....	9
Emergency/Disaster Preparedness Training Schedule.....	10
Procedures for Emergency Use by Public Agency	10
Suspension/Expulsion Policies	10
Procedures to Notify Teachers of Dangerous Pupils	10
Nondiscrimination/Harassment Policy	10
Dress Code	10
Rules and Procedures for School Discipline	12
Consultation, Cooperation and Coordination with other School Site Councils or School Safety Plan Committees	14
Bullying Prevention	14
Positive School Climate	15
Uniform Complaint Procedure	16
Protocols to Address Mental Health Care of Pupils Who Have Witnessed a Violent Act	16
Procedures for Safe Ingress and Egress of Pupils, Parents, and School Employees to and from school	16
Standard Command Response for Schools Protocol	16
Instructional Continuity Plan	17
Adaptations for Students with Disabilities	18
Opioid Prevention and Life-Saving Response Procedures	19
Response Procedures for Dangerous, Violent, or Unlawful Activity	19
Procedures for Immigration Enforcement Notification	21
Appendix	22
Child Abuse Prevention and Reporting	22
Emergencies and Disaster Preparedness	22
Suspension and Expulsion/Due Process	22
Employee Security/Teacher Notification	22
Nondiscrimination/Harassment	22
Dress and Grooming.....	22
Discipline	22
Bullying Prevention	22
Positive School Climate	22
Uniform Complaint Procedure	22

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).

A copy of the Comprehensive School Safety Plan Public Version – Part I is available for review at the Delta High School at Cabrillo College office, and online at deltaschool.org.

Plan Development and Approval

The Delta High School at Cabrillo College Comprehensive School Safety Plan has been developed by:

- School Site Council
- X School Safety Planning Committee

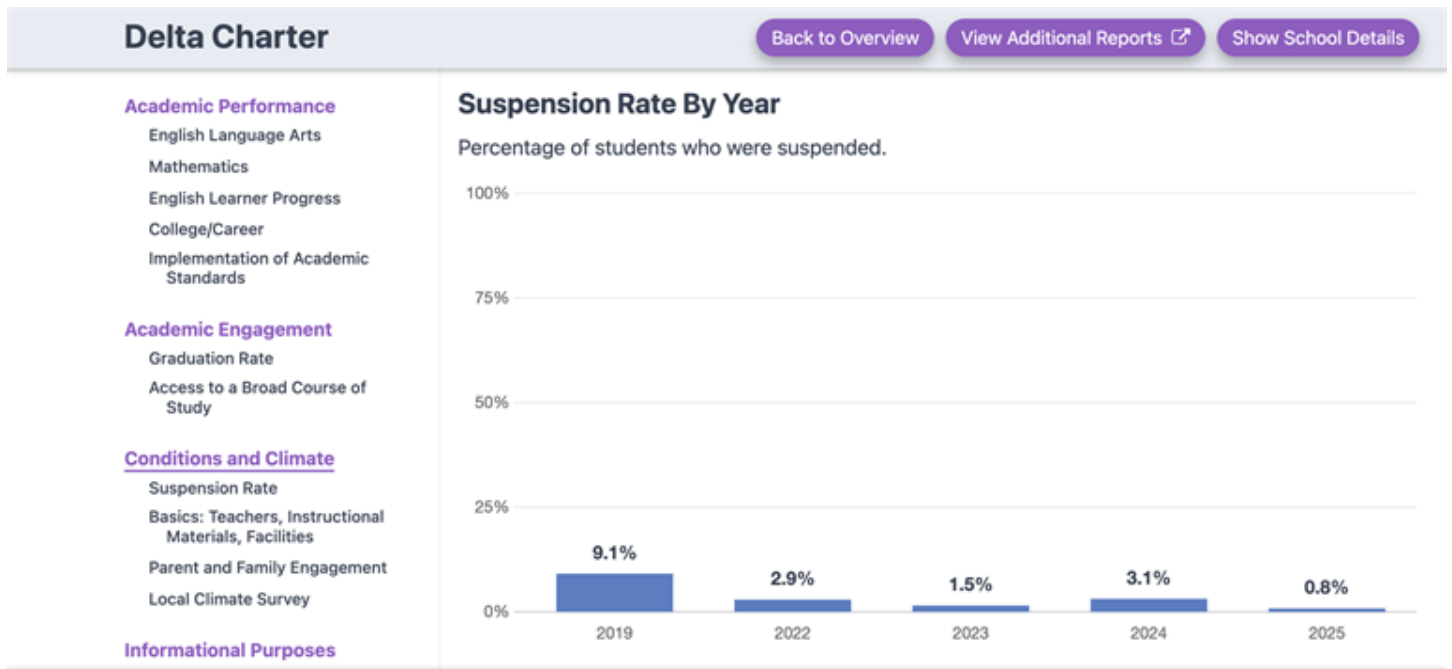
Which includes the following members:

Name	Membership Role
Jen Ra'anan	Principal or Principal's Designee
Brian Harvey	Teacher from Delta High School at Cabrillo College
Whitney Barnes	Parent whose child attends the School
Teresa Diosdado	Classified Employee
Sgt. Jordan Brownlee, Sheriff	Law Enforcement Agency Representative

Key Dates of Plan Development and Approval	Date(s)
Meeting with representative of law enforcement agency to develop the Plan	11.13.2025
Meeting at the school site to allow members of the public the opportunity to review and express opinions about the Plan	11.18.2025
School Site Council approval of the Plan	
School District Board approval of the Plan	
Submission to Santa Cruz County Office of Education for audit review	

Current Status of School Crime

This section presents data that will be analyzed to assess the current status of school crime committed on the Delta High School at Cabrillo College campus and at school-related functions. Data presented include:



Findings from the analysis of the data presented above include:

Delta's discipline data highlights our efforts to use restorative practices in lieu of traditional discipline strategies. Data for this report has not yet been populated.

School Safety Strategies and Programs

Delta High School at Cabrillo College is committed to school safety for all students, staff, and visitors. Many strategies and programs provide and maintain a high level of school safety.

School Vision/Mission Statement

Delta supports students who have not been served by traditional school models. Through strong relationships, Delta builds a safe, inclusive, and caring academic community. Small classes, varied programs, and engaging curriculum empower students and prepare them to successfully navigate life beyond high school.

Providing a safe learning environment is a priority for staff, parents, students, and school community members. Delta High School at Cabrillo College prepares students to be self-disciplined and responsible citizens who can meet the challenge of living in an ethnically and socio-economically diverse community. Delta High School at Cabrillo College promotes caring and nurturing relationships and work cooperatively with parents, students, law enforcement representatives, and other community agencies. Delta High School at Cabrillo College stresses prevention of violence on campus and prepares students to handle conflict, anger, and other threats to safety.

Programs are implemented to prevent drug, alcohol, and tobacco use. The Delta High School at Cabrillo College discipline policy provides students with behavior guidelines that are aligned to the California Education Code and district policies. School-wide rules, classroom rules, the dress code, and consequences for rule infractions provide students with clear expectations for behavior. The focus is to reduce barriers to learning as well as to build protective factors leading to student success, both academically and socially.

Intervention and prevention programs focus on positive youth development. Delta High School at Cabrillo College implements programs to create a positive school climate and promote social-emotional learning using research-based strategies. Delta High School at Cabrillo College implements multi-tiered systems of support/response to intervention for students that promote high expectations, maintain student engagement in school, and provide systems for student success.

Strategies and programs unique to Delta High School at Cabrillo College that provide a safe learning environment for all students, including specifically for LGBTQ students.

The principal and Dean participated in three levels of a county-wide Incident Command Training and the school uses the Remind communication platform for quick outreach to parents in emergencies.

The QSA (Queer Straight Alliance) meets weekly, participates in the YES conference (Youth Empowerment Summit) and the Queer Youth Summit, and often has students who receive the prestigious Queer Youth Leadership award.

Each student has a teacher on campus who acts as an academic advisor and advocate for the student. Social-emotional counselors are available to students throughout the school day. The Care Team meets weekly to identify students who need more support and Friday the staff discusses these students and strategies for supporting them.

Child Abuse Reporting Procedures

All Delta staff receive Mandated Reporter training annually and a Child Sexual Assault training at the legally required intervals.

Emergency/Disaster Preparedness Training Schedule

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

Training	Date(s)	
Earthquake Emergency Procedures	8.27.25	3.6.2026
Evacuation/ Fire Procedures	8.27.25	3.6.2026
Reverse Evacuation Procedures	8.27.25	3.6.2026
Hall Check Procedures	8.27.25	3.6.2026
Lockdown Procedures	8.27.25	3.6.2026

Procedures for Emergency Use by Public Agency

Delta and Cabrillo partner to create a plan to use facilities during a community crisis.

Suspension/Expulsion Policies

Delta mainly utilizes restorative and social justice practices to address discipline issues. Delta rarely suspends students and utilizes this option after several interventions have been attempted or if the initial behavior is extreme enough, according to Edcode, to warrant immediate student removal from the campus. Delta's Board Policy STU_#403 outlines our suspension and expulsion policies.

Procedures to Notify Teachers of Dangerous Pupils

Delta conducts informational interviews with all students and families, and shares pertinent information with staff regarding the student's academic and social-emotional needs. If relevant, a student's behavior background is shared with staff. Delta's Board is updating it's Code of Conduct policy to include staff notification of dangerous pupils.

Nondiscrimination/Harassment Policy

Delta requires all students and families to sign a Commitment to Safety document upon enrollment, and the employee handbook, updated 9/2022, has clear language regarding discrimination and harassment, as well as an internal complaint procedure under policy COM_#101. Students may make a report on the website that allows them to be anonymous or file a Uniform Complaint with the Board of Trustees. The Uniform Complaint form is posted in every room on campus.

Dress Code

Delta Dress Code
Board Policy STU#404_ Dress Code

I. Vision

Delta's dress code encourages comfort within the parameters of safety and the underlying expectation that no staff members or students will be made to feel uncomfortable, threatened, or demeaned by another's dress.

The primary responsibility for a student's attire resides with the student and their parent(s) or guardian(s). The school is responsible for seeing that student attire does not interfere with the health or safety of any student, that student attire does not contribute to a hostile or intimidating atmosphere for any staff or student, and that dress code enforcement does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size. Any restrictions to the way a student dresses must be necessary to support the overall educational goals of the school and must be explained within this dress code.

II. Guidelines

Students Must Wear

A shirt (with fabric in the front, back, and on the sides under the arms), AND

Pants/jeans or the equivalent (for example, a skirt, sweatpants, leggings, a dress or shorts), AND

Courses that include attire as part of the curriculum (for example, professionalism, public speaking, and job readiness) may include assignment-specific dress, but should not focus on covering bodies in a particular way or promoting culturally-specific attire.

Shoes

Students May Wear:

Hats facing straight forward or straight backward. Hats must allow the face to be visible to staff, and not interfere with the line of sight of any student or staff

Religious headwear

Hoodie sweatshirts (wearing the hood overhead is allowed, but the face and ears must be visible to school staff)

Fitted pants, including opaque leggings, yoga pants, and "skinny jeans"

Pajamas

Ripped jeans, as long as underwear and buttocks are not exposed.

Tank tops, including spaghetti straps; halter tops

Students Cannot Wear:

Violent language or images

Images or language depicting drugs or alcohol (or any illegal item or activity)

Hate speech, profanity, pornography, or current gang-related clothing, colors, or symbols

Images or language that creates a hostile or intimidating environment based on any protected class or consistently marginalized groups. Sexually graphic references, profanity, and vulgarity are to be avoided

Coverage

Certain body parts must be covered for all students at all times during normal school activities, such as standing, sitting, and walking.

Clothes must be worn in a way such that genitals, buttocks, breasts, and nipples are fully covered with opaque fabric.

Underwear and or butt cheeks should not be visible below the hemline of shorts

Clothing that does not sufficiently cover an appropriate amount of a student's body, or that reveals an excessive amount of undergarments, will be substituted by something more substantial.

III. Enforcement

To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently using the requirements below. School administration and staff shall not have discretion to vary the requirements in ways that lead to discriminatory enforcement.

Staff will let the principal or dean know if a student is in violation of the dress code. The Principal/Superintendent and/or Dean will meet with the student in their office during a break between classes. Students in violation of the dress code will be provided three (3) options to be dressed more to code during the school day:

Students will be asked to put on their own alternative clothing, if already available at school, to wear for the remainder of the day.

Students will be provided with temporary school clothing wear for the remainder of the day.

If necessary, students' parents or guardians may be called during the school day to bring alternative clothing for the student to wear for the remainder of the day.

No student should be affected by dress code enforcement because of racial identity, sex assigned at birth, gender identity or expression, sexual orientation, ethnicity, cultural or religious identity, household income, body size/type, or body maturity.

School staff shall not enforce the school's dress code more strictly against transgender and gender nonconforming students than other students.

Students should not be shamed or required to display their bodies in front of others (students, parents, or staff) in school. "Shaming" includes, but is not limited to:

kneeling or bending over to check attire fit;

measuring straps or skirt length;

asking students to account for their attire in the classroom or in hallways in front of others;

calling out students in spaces, in hallways, or in classrooms about perceived dress code violations in front of others; in particular, directing students to correct sagged pants that do not expose the entire undergarment, or confronting

students about visible bra straps, since visible waistbands and straps on undergarments are permitted; and,

accusing students of "distracting" other students with their clothing.

These dress code guidelines shall apply to regular school days, as well as any school-related events and activities, such as graduation ceremonies and prom.

Rules and Procedures for School Discipline

Board Policies

STU#418_ Code of Conduct

STU#403_ Suspension and Expulsion

Students are expected to show respect for others, follow school rules, and behave in such a manner as to not disrupt the learning process for other students. Inappropriate behavior may result in a Call for Resolution (CFR). A warning may or may not be issued before a CFR is given. A CFR documents a staff member's concern, which needs to be discussed and resolved with the student before they return to class. CFRs may lead to behavior contracts, and broken behavior contracts can lead to more severe consequences, such as suspension.

Behavior Expectations:

Students are expected to treat others in the Delta community with respect and contribute to a non-disruptive learning environment. The following rules reflect the importance of supporting a learning environment that is safe, clean and respectful.

To maintain safe and positive learning environment for all students, students are expected to:

Use safe and supportive language - refrain from drug or party talk, hate speech or gossip

Wear clothing that follows Delta's dress code
Attend school sober, and well-rested
Follow Delta's attendance policies by coming to school on time and signing in and out when leaving campus
Follow all guidelines for use of computers, social media, and school-issued email accounts
Keep cell phones in cell hotel
Actively participate in class
Follow teacher directions
Use headphones only when it is explicitly necessary for school (watching a video for class)
Refrain from public displays of affection

To maintain equipment and facilities students may not:

Steal school or personal property
Leave trash/recycling/spills from food or drinks in class
Lay on/put feet on furniture, sit on tables (students are expected to sit in chairs without tipping back)
Tag, write or draw on school property
Damage or misuse school property in any way

Safe Place Guidelines:

At Delta High School, the highest priority is keeping the school safe for all students to learn and grow. To keep Delta High School a safe place for students, the following will be enforced:

Delta is a drug/alcohol-free school: no drugs/alcohol on campus and no "party talk"
No hate speech/inappropriate language
No clothing depicting drugs/alcohol, hate speech, violence, or sexually explicit content
Classrooms will be left clean and orderly

Work Completion Guidelines:

Delta students are expected to make their best effort to grow and achieve academically at all times. If a student is unable to make their best effort for a particular class period or day, they are to notify the teacher and agree upon an acceptable plan for that day or period

Midterm and Finals Make-ups:

Make-ups for midterm and final exams will be permitted with a doctor's note documenting student illness.

Academic Dishonesty Guidelines

The two most common kinds of academic dishonesty are cheating and plagiarism. Cheating is the act of obtaining or attempting to obtain credit for academic work through the use of dishonest, deceptive or fraudulent means (see examples below). Plagiarism is representing the work of someone else as your own and submitting it for any purpose (see examples below).

It is your responsibility to know what constitutes academic dishonesty. As a student at Delta High School, you are expected to refrain from the behavior outlined below. If you are unclear about a specific situation, speak to your instructor. The following list exemplifies some of the activities defined as academic dishonesty:

Cheating

Copying, in part or in whole, from someone else's writing, test, exam, project, or paper
Submitting work presented previously in another course, unless approved by the teacher
Altering or interfering with grading
During an exam or other class activity, using or consulting any sources, electronic equipment, including cell phones and PDAs, or materials unless approved by the instructor
Committing other acts that defraud or misrepresent their learning

Plagiarism

Incorporating the ideas, words, phrases, sentences, paragraphs or parts of another person's writings, without giving appropriate credit, and representing the product as your own

Representing another's artistic or scholarly works such as musical compositions, computer programs, photographs, paintings, drawings or sculptures as your own

Submitting a paper purchased from a research or term paper service, including the internet;

Undocumented Web source usage.

Other Specific Examples of Academic Dishonesty

Purposely allowing another student to copy from your paper during a test

Giving or selling your homework, term paper, or other academic work to another student to plagiarize

Having another person submit any work in your name

Lying or misrepresenting your work to a teacher to improve your grade

Stealing tests

Forging signatures on documents

Cell Phone Policy:

Students will not have access to their cell phone/communication devices during their school day. Upon arriving to school, students must turn off their phones and put them in designated cell phone holders in classrooms. If a student does not follow these guidelines, their phone will be turned in to the office and parent/guardian will be called in for a conference with the principal or dean.

Computer Use Policy:

Delta provides internet access for all students. The purpose of providing internet access at school is to enhance the delivery of educational material and communication and to serve as an essential tool for student research projects. In addition to access to the internet, students will be provided with access to software programs to increase their understanding of technology while learning. All students are expected to follow the Computer Use Rules posted in the classrooms and as explained by the Delta staff. Failure to do so will result in CFRs and/or behavior contracts. All parents and students will be required to sign an Acceptable Computer Use Agreement that was adapted from Santa Cruz City Schools.

Consultation, Cooperation and Coordination with other School Site Councils or School Safety Plan Committees

Describe collaboration with other schools in the development of the Comprehensive School Safety Plan OR delete this section.

Delta's principal and Dean attended a three-year series of Incident Command trainings provided by the County Office of Education and worked with staff and community members to create the school safety plan.

Bullying Prevention

Board Policy STU#410_ Anti-Bullying/Harassment

Upon enrollment, all Delta students and parents are required to sign a Commitment to Safety contract, which outlines and prohibits specific behaviors that constitute bullying. The principal meets regularly with the QSA (Queer Straight Alliance) and Leadership to identify areas where safety could be improved.

Positive School Climate

All students at Delta have an Advisory course, which focuses on students developing Delta's Grad Skills. Our Grad Skills include: Identity & Self-Awareness, Resilience, Critical Thinking, Collaboration, Communication and Work Habits. Delta students are required to reflect on these skills regularly and each student delivers an annual presentation on their progress with the Grad Skills to their advisory group. Delta's senior parents are invited to attend the student's final presentation before graduation.

In addition to fully supporting our students through the dual enrollment course at Cabrillo, Delta's lead teacher of college and career holds monthly career panels on the Delta campus, inviting local community members to share their personal and career experiences with students. The lead teacher also partners with Your Future is Our Business to hold an annual Career Day, and works with YFIOB to hold 1:1 informational interviews with a student and a community member in the student's career field of interest.

The Queer Straight Alliance at Delta is one way for queer students and allies to be in community together. This group meets once weekly and attends several LGBTQI+ events in the community. Many Delta QSA students have gone on to work with the Santa Cruz Diversity Center and many of our students have been awarded the Queer Youth Leadership Award.

Delta offers Senior Seminar as a Friday class to seniors. This course supports students with real-world skills needed beyond high school. Students think critically about careers, economic decision-making, and other important life skills.

Describe strategies and programs that this school uses to promote a positive school climate here:

Delta has a very strong reputation for being a safe school due to our robust Safe Place Guidelines, our connection to students through our advisory course, and our hyper-vigilant stance against bullying.

Delta partners with the Santa Cruz Sunrise Rotary to honor one Delta student each month for academic and/or social-emotional achievement. Students are provided with a breakfast, a certificate, and a check for \$100.

Delta has a Friday Leadership/Interact Club at school. This group partners with a member of the Rotary to plan Interact events and community service projects.

Parents participate in the Delta community through monthly parent meetings, quarterly conferences, and bi-annual Open House gatherings. Delta's Superintendent/principal reaches parents through monthly newsletters, regular email communication, and text messages. Delta's Superintendent/Principal attends parent conferences when needed and supports students with the SST process and the development of 504 plans.

Describe roles and responsibilities of mental health professionals, school counselors, and school resource officers in these strategies and programs, if applicable.

Delta has a full-time college and career lead teacher, a full-time Wellness Coach, and a part-time social-emotional counselor to support students with mental wellness, academic achievement, and overall well-being.

Strategies and programs unique to Delta High School at Cabrillo College that create a positive school climate for all students, including specifically for LGBTQ students.

The Queer Straight Alliance at Delta is one way for queer students and allies to be in community together. Under the supervision of Delta's health teacher, who serves on the Queer Youth Task Force and the Safe Schools Project, this group meets once weekly and attends several LGBTQI+ events in the community. Many Delta QSA students have gone on to work with the Santa Cruz Diversity Center and many of our students have been awarded the Queer Youth Leadership Award.

Uniform Complaint Procedure

Delta has an anonymous complaint button on the school website, the Uniform Complaint form is posted throughout the school, and the school has clearly defined Complaint Procedures in its Board Community Relations policies #101 and #102.

Protocols to Address Mental Health Care of Pupils Who Have Witnessed a Violent Act

Describe protocols for reporting incidents and referring students for mental health care

Two times a year Delta shares a letter notifying students and parents of its mental health services. Families are encouraged to reach out when their student has encountered or witnessed something traumatic. Informational mental health posters as well as both school and community resources, are posted throughout the school.

On Fridays during staff meetings, Delta discusses students of concern. The Care Team, comprised of the Superintendent/Principal, social-emotional counselor, lead teacher, and advisors of students of concern meet to problem-solve and discuss ways to support the students. Students who have reported a traumatic experience to an adult are referred to our Wellness Coach and/or our social emotional counselor.

Procedures for Safe Ingress and Egress of Pupils, Parents, and School Employees to and from school

Students do not take a bus directly to Delta, but get off at the Cabrillo stop on Soquel and walk to Delta. While on the Cabrillo campus, students must follow the safety guidelines of both the college and the school including but not limited to: no smoking or drugs, no skateboarding, no weapons.

Delta is a closed campus. Once students arrive on campus they are considered Delta's responsibility and may not leave the campus boundary without permission from a parent. The parking lot, Cabrillo campus, and surrounding area are considered off-campus and students must sign out at the office and/or obtain parent permission to visit any of these places.

Delta has clear signage that directs visitors on campus to the office to sign-in before visiting classrooms.

Standard Command Response for Schools Protocol

Delta utilizes the Santa Cruz Standard Command Response and has an Incident Command Plan prepared specifically for our site.

Instructional Continuity Plan

“an instructional continuity plan to establish communication with pupils and their families and provide instruction to pupils when in-person instruction is disrupted due to an emergency.... The plan shall include all the following:

(i) Procedures for pupil engagement, as soon as practicable, and no later than five calendar days following the emergency. Procedures shall be designed to establish two-way communication with pupils and their families and identify and provide support for pupils’ social-emotional, mental health, and academic needs.

INSTRUCTIONAL CONTINUITY PLAN

(i) In the event of an emergency, our Instructional Continuity Plan outlines specific procedures for pupil engagement to be implemented promptly, ensuring that all students and their families received the necessary support within five calendar days. Our approach is designed to establish effective two-way communication and address the social-emotional, mental health, and academic needs of our students. The following steps will be taken:

Immediate Outreach and Communication: - Within 24 hours of the emergency, school staff will initiate contact with all students and their families through multiple communication channels, including phone calls, text messages, emails, and our school’s messaging platform. This will provide essential information about the situation and the support available. - We will create a centralized information hub on our school website where families can access updates, resources, and contact information for school personnel.

Personalized Follow-Up: School counselors and designated staff will prioritize outreach to vulnerable student populations, including those with identified mental health needs, academic challenges, or other risk factors. This personal follow-up will involve checking in on students’ well-being and offering resources tailored to their specific situations. - A survey will be distributed to gather feedback from families regarding their needs and concerns, enabling us to tailor our response effectively.

Access to Mental Health Resources: Our school will mobilize mental health professionals to provide immediate virtual counseling services. Students will have access to one-on-one sessions, group counseling, and online resources focusing on coping strategies, emotional resilience, and stress management. - Partnerships with local mental health organizations will be utilized to expand the range of support services available to students and families during this time.

Academic Support and Continuity: To ensure academic continuity, we will implement remote learning options that include live virtual classes, recorded lessons, and asynchronous assignments. Teachers will provide clear instructions and resources to facilitate learning from home. Delta also has a plan for a hybrid model to serve some students in person and other students virtually. We will establish virtual and/or in-person office hours where students can seek academic assistance and connect with their teachers for support, ensuring that their educational needs are met.

Regular Check-Ins and Feedback Loops: We will schedule regular check-ins with students and families to assess their ongoing needs and gather feedback on the effectiveness of our engagement strategies. This will include weekly updates on available resources and support services. - A feedback mechanism will be established through surveys or forums, allowing families to share their experiences and suggestions for improvement.

Community Involvement and Resources: We will encourage community involvement by sharing information about local resources available to families, such as food assistance, childcare services, and mental health hotlines, ensuring that families feel supported beyond the school environment. - Parent workshops and informational sessions will be offered to help families navigate the challenges posed by the emergency, focusing on strategies to support their children’s mental health and academic engagement. By implementing these procedures, we aim to foster a supportive environment that prioritizes open communication, addresses the diverse needs of our student population, and ensures that all students can continue to thrive academically and emotionally in the wake of an emergency.

Delta's Instructional Continuity plan aligns with the SCCS plan outlined above.

(ii) A plan to provide access to in-person instruction or remote instruction pursuant to Sections 51747 and 51749.5, as soon as practicable, but no later than 10 instructional days following the emergency. The plan may include support to pupils and families to enroll in or be temporarily reassigned to another school district, county office of education, or charter school.”

To ensure academic continuity, we will implement remote learning options that include live virtual classes, recorded lessons, and asynchronous assignments. Teachers will provide clear instructions and resources to facilitate learning from home. Delta also has a plan for a hybrid model to serve some students in person and other students virtually. We will establish virtual and/or in-person office hours where students can seek academic assistance and connect with their teachers for support, ensuring that their educational needs are met.

In the event that Delta could not hold school for an extended period of time, students would be referred back to their designated neighborhood schools or area charter schools to ensure instructional continuity.

Adaptations for Students with Disabilities

Identify Disabled Individuals Needing Evacuation Assistance and Post Evacuation Plan

Identify any students or staff members who may need evacuation assistance (e.g., individuals who are in wheelchairs 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 the fire panel?

No

X

Yes

List of disabled students/staff and evacuation plans in the Office Manager's emergency contact information binder?

No

X

Yes

Each classroom teacher for each student informed of the evacuation plan?

No

X

Yes

Staff, students, and parents informed of the Evacuation Staging Areas and evacuation plan?

Opioid Prevention and Life-Saving Response Procedures

Opioid Overdose Protocol

According to the Education Code (EC § 32282):

Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

For schools that serve pupils in any of the grades 7 to 12, inclusive, a protocol in the event a pupil is suffering or is believed to be suffering from an opioid overdose.

STEP 1: Check: Could this be an opioid overdose?

Slow or no breathing
Gurgling, gasping, or snoring
Pinpoint pupils
Clammy, cool skin
Blue or gray lips or nails
Pill bottles, needles, or alcohol

STEP 2: Call 911.

Say where you are and that the person isn't breathing
You don't need to say anything about drugs or medication.

STEP 3: Give Naloxone and start rescue breathing

Give the naloxone. Follow the instructions on the package or in the overdose rescue kit.
Start rescue breathing. If they don't respond in 3-5 minutes, give a second dose of naloxone. Keep rescue breathing.
Do rescue breathing even if you don't have naloxone. Oxygen is critical.

STEP 4: Stay with them.

If they start to wake up and breathe, stay with them.
Watch them until medical help arrives. Naloxone wears off in 30-90 minutes. When it does, the person can stop breathing again.
If you must leave, put them into the recovery position and in a place they can be found.

Good Samaritan Law: If you get medical help for an overdose or alcohol poisoning, you and the victim cannot be charged for drug use, possession, or underage drinking.

Rescue Breathing:

Tilt head back. Lift chin. Pinch nose.
Give 2 quick breaths. Chest should rise.
Then give 1 slow breath every 5 seconds.
Keep going until they start breathing or until help arrives.

Response Procedures for Dangerous, Violent, or Unlawful Activity

Responding to Dangerous, Violent or Unlawful Activities

Delta admin have been trained in the Santa Cruz County Standard Command Response for Schools (SCC-SCRS) and attended five Incident Command Trainings at the Santa Cruz County Office of Education

Delta has a threat assessment protocol, an Incident Command Protocol, and emergency procedures to respond to reports of any dangerous, violent or unlawful activity being conducted or threatened to be conducted at the school, at an activity sponsored by the school or a school bus serving the school. Every room that may be occupied by staff or students shall have posted on the wall, near the exit, the emergency procedures outlining the actions to be taken in the event of specific emergencies, including dangerous or violent activities.

Every staff member is responsible for the safety of students and is expected to take immediate action to report, prevent injury and actively respond in a dangerous situation. In the event of a dangerous, violent or unlawful activity the following shall occur: The staff member shall immediately determine the level of perceived danger to students and staff and determine next steps. Any staff member can initiate an emergency response. If there is immediate danger to students and staff at large:

- Active Shooter or Violent Intruder on Campus- Procedures for Intruder on Campus: Lockdown; Run, Hide, Defend shall be initiated.
- Danger outside of campus grounds - Initiate Reverse Evacuation Procedures are identified in Emergency Procedures (listed in Index)

1. Students are required to inform school staff about any direct or indirect threat of violence or actual act of violence to themselves, others or school property.

2. Staff members are required to immediately inform the Superintendent/Principal or their designee of any direct or implied threat of violence or actual act of violence by students, teachers, or other school personnel including bus drivers and monitors as well as visitors to the school, including threats by students against themselves, which shall include suicide. The Superintendent/Principal or their designee decides whether to utilize the building's trained clinician(s) in an effort to de-escalate or diffuse the situation.

3. The district disseminates educational material, including but not limited to emails and formal brochures, encouraging parents and visitors to tell school staff about any direct or implied threat of violence or actual acts of violence by students, teachers, other school personnel and visitors to the school, including threats by students against themselves.

4. After considering the specificity/generality of the threat or severity of the violent act, the Superintendent/Principal or designee will determine whether to immediately contact the SCCS Superintendent of Schools to advise them of the threat, obtain assistance to determine the severity of the threat or report the violent act. The Superintendent/Principal will have the discretion to report minor incidents to the Superintendent verbally and/or in memorandum form after the situation has been resolved.

5. Each site has the availability of a Threat Assessment Team. This is a multi-disciplinary team that uses a nationally recognized evidence-based model to evaluate threats and implement the necessary mitigation steps to help prevent a threat from escalation to an act of violence.

6. The site administrator will investigate reported threats of violence and will make the determination of disciplinary measures consistent with the school's behavior policies. Chronic offenders may require a behavior plan or contract, close monitoring, and/or police involvement.

1. The Superintendent/Principal or designee will determine whether to contact law enforcement personnel. Threats or actions placing students, staff and others in imminent danger require an immediate lockdown protocol followed by a call to the police and the SCCS Superintendent (if safe to do so).

2. The Superintendent/Principal, and/or their designee then determine the appropriateness of implementing the

Incident Command Protocols.

3. The Site Safety Team consisting of trained staff and school personnel may assist with an Evacuation, Lockdown, Reverse Evacuation, Hall Check, or Early Dismissal and will follow the appropriate protocol. The Incident Command System (ICS) should be followed as closely as possible to ensure good coordination between the building-level team, District leadership, and responding agencies.

4. If the threat of violence or danger is imminent, a Lockdown may be utilized. A Lockdown is time sensitive and therefore may be requested by any school staff member based on the incident and timely need for the Lockdown. During the Lockdown, all school staff, students, and visitors are required to Lockdown in the nearest lockable space and await further instruction, or in some situations, evacuate the campus.

5. Communicate with parents: Inform parents/guardians about the situation promptly and provide updates as necessary. The use of the school's mass communication system is typically utilized.

6. Aggressively dangerous and violent students, staff, or visitors shall be managed as outlined by the procedures detailed in the school's Incident Command plan.

7. The site administrator will investigate reported threats of violence and will make the determination of disciplinary measures.

8. School administrators must keep records of serious threats and acts of violence and report them annually to the state.

Prompt contact with appropriate law enforcement officials is essential in the event of a violent incident. The district has a zero-tolerance policy for acts of school violence.

Procedures for Immigration Enforcement Notification

(Education Code § 32282, as amended by SB 98, Chapter 124, Statutes of 2024)

In accordance with Education Code § 32282, as amended by Senate Bill 98 (2024), this Comprehensive School Safety Plan includes procedures for notifying parents/guardians, teachers, school staff, and members of the school community when immigration enforcement is confirmed to be present on the school campus.

Notification Procedures:

1. Confirmation of Presence

- Immigration enforcement is considered “confirmed” when school administration has verified, through direct observation or reliable communication, the physical presence of immigration enforcement officers on school grounds.

2. Timely Notification

- Upon confirmation, the Principal or designee will initiate immediate notification to:
 - Parents/guardians of enrolled students
 - All certificated and classified staff
 - Relevant school community members (e.g., PTA, advisory councils)
- Notification will occur using existing emergency communication systems (phone, text, email, and/or automated messaging).

3. Content of Notification

- The notification will include:
 - The date and time of the confirmed presence
 - The location on or near campus
 - General nature of the enforcement activity, if known
 - A statement affirming the school's commitment to maintaining a safe and supportive environment for all students and families

4. Confidentiality and Rights

- Notifications will not disclose personally identifiable information about students or families.

- Staff will be reminded of their obligations under state law and district policy regarding student privacy and the prohibition of discrimination or harassment.
- 5. **Staff Training**
 - Annual staff training will include procedures for identifying, confirming, and reporting the presence of immigration enforcement, as well as guidelines for communicating with students and families in a trauma-informed manner.
- 6. **Review and Update**
 - These procedures will be reviewed annually with the School Safety Planning Committee and updated as needed.
 - This section of the CSSP will remain operative until January 1, 2031, consistent with the statutory sunset date.

Board Policy: STU#414_Immigration Enforcement

Appendix

Child Abuse Prevention and Reporting

Emergencies and Disaster Preparedness

Suspension and Expulsion/Due Process

Employee Security/Teacher Notification

Nondiscrimination/Harassment

Dress and Grooming

Discipline

Bullying Prevention

Positive School Climate

Uniform Complaint Procedure