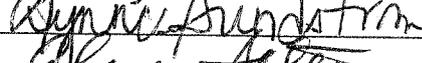
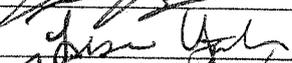
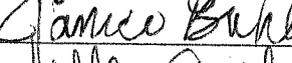
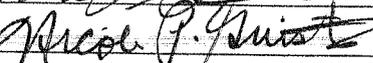


Comprehensive School Safety Plan SB 187 Compliance Document

**2015-2016
School Year**

School: Birch Lane Elementary School
CDS Code: 57 72678 6056246
District: Davis Joint Unified School District
Address: 1600 Birch Lane
 Davis, CA 95616
Date of Adoption: January 11, 2016

Approved by:

| Name | Title | Signature | Date |
|------------------|-------------------|--------------------------------------------------------------------------------------|-----------|
| Jim Knight | Principal |  | 1-11-16 |
| Lynn Sundstrom | Librarian/Teacher |  | 1/20/16 |
| Eliza Sater | Teacher |  | 1-11-16 |
| Brian Bennett | Teacher |  | 1/11/16 |
| Lisa Yates | Teacher |  | 1/20/16 |
| Janice Brehler | Parent |  | 1/11/16 |
| Janell Campbell | Parent |  | 1/21/16 |
| Youssef Reggad | Parent |  | 1/21/2016 |
| Robert Arosteguy | Parent |  | 1/20/16 |
| Nicki Guistino | Parent |  | 1/21/16 |

| Objectives | Action Steps | Resources | Lead Person | Evaluation |
|------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|-------------------|
| Maintain a current Comprehensive School Safety Plan to ensure school-wide safety. | Update Safety Plan | Current School Safety Plan District Safety Coordinator (Marc Hicks) District's Safety Manager (Laura Juanitas) | Jim Knight | 2015/2016 |
| Update procedures and communicate the school-wide safety systems to increase awareness of safety procedures for all staff and students. | Update Procedures | Current School Safety Plan District Safety Coordinator (Marc Hicks) District's Safety Manager (Laura Juanitas) | Jim Knight | 2015/2016 |
| Update red safety cards and evacuation maps for all rooms to increase awareness of safety procedures for all staff and students. | Order and update safety cards and evacuation maps | Current School Safety Plan District Safety Coordinator (Marc Hicks) District's Safety Manager (Laura Juanitas) | Jim Knight, Staci Gonzales | 2015/2016 |
| Ensure student safety by practicing emergency drills with students and staff on a regular basis. | Conduct emergency drills: Fire, Shelter in Place/Lock Down, Teacher Down, Emergency Communication. | Current School Safety Plan District Safety Coordinator (Marc Hicks) District's Safety Manager (Laura Juanitas) Public Information Officer (Maria Clayton) | Jim Knight | 2015/2016 |
| Update and maintain acceptable levels of emergency supplies on campus to be used in case of a major disaster or shelter in place/lockdown situation. | Maintain in school office: large Red SAR (search and rescue) duffel bag, and Red First Responder (clam shell) Kit for each member of the Crisis Team. Maintain one Red Emergency Backpack for each classroom and workspace (i.e. staff room, library). | Current School Safety Plan District Safety Coordinator (Marc Hicks) District's Safety Manager (Laura Juanitas) | Jim Knight, Staci Gonzales | 2015/2016 |
| Increase student safety by adding additional safety locks to doors that lock from the outside. | Add safety locks to rooms that open out. | M & O | Jim Knight | 2015/2016 |
| Update and maintain bell, PA, and fire alarm systems | Test and maintain systems at regular intervals. | M & O | Jim Knight | 2015/2016 |

| Objectives | Action Steps | Resources | Lead Person | Evaluation |
|--------------------------------------------------------|-------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|------------|
| Increase emergency communication to parents/guardians. | Implement Emergency Communication test at regular intervals | Current School Safety Plan DJUSD Crisis Communications Plan District Safety Coordinator (Marc Hicks) District's Safety Manager (Laura Juanitas) Public Information Officer (Maria Clayton) | Jim Knight | 2015/2016 |

Component:

Component 2: School Climate

Element:

Creating a positive atmosphere for learning.

Opportunity for Improvement:

Increase school connectedness and encourage participation in the school community. Work with stakeholders (students, staff, parents, and the community) in creating a positive learning environment that emphasizes high expectations of student conduct, responsible behavior, and respect for others.

| Objectives | Action Steps | Resources | Lead Person | Evaluation |
|---------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|-------------|------------|
| Increase school connectedness | Staff Directory, School Loop, Principal's newsletter, PTA newsletter, bulletin board @ office, MPAC and PTA list serve | PTA, staff, | Jim Knight | 2015/2016 |
| Increase Parent Communication | Update school and teacher websites, MPAC and PTA list serve School Newsletter | staff, computer specialists, | Jim Knight | 2015/2016 |
| Working with Stakeholders in updating the LCAP for the school site. | Community Meetings, Climate surveys | District staff, MPR and BLE library, Principal, Site Council, PTA, MPAC | Jim Knight | 2015/2016 |

Component:

Component 3: Personal Characteristics of Student and Staff

Element:

Traits that students, teachers, administrators, and other school personnel bring to campus.

Opportunity for Improvement:

Ensuring teachers, administrators, and other school personnel receive ongoing in-service training and professional growth opportunities to meet the changing needs of the student body.

| Objectives | Action Steps | Resources | Lead Person | Evaluation |
|-----------------------------------------------------------------------------------------------------|--------------------------------------------|------------------------------------------------------------|-------------|------------|
| Provide professional growth opportunities for teachers, administrators, and other school personnel. | Provide Professional Growth Opportunities | Director of Curriculum and Instruction (Stephanie Gregson) | Jim Knight | 2015/2016 |
| Professional Development in English Language Learner Strategies for Increasing Acquisition. | Provide Professional Growth Opportunities, | EL Specialist, Professional Development | Jim Knight | 2015/2016 |
| Professional Development in Project Based Learning (PBL) | Provide Professional Growth Opportunities | DJUSD Staff, Professional Development | Jim Knight | 2015/2016 |
| Kelso's Choices | Student Lessons, Small Group Instruction | Counselor | Jim Knight | 2015-2016 |
| Positive Behavior Intervention and Supports, (PBIS) | Teacher/parent Committee | PBIS, District Staff (Jennifer Galas) | Jim Knight | 2015-2016 |
| Common Core Standards | Professional Development | District/Staff | Jim Knight | 2015-2016 |

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

Birch Lane Elementary School Student Conduct Code

Philosophy and Purpose:

There are two purposes for standards of student behavior in a school discipline plan: to promote learning and growth for students as they develop self-discipline, and to provide a caring and respectful environment for all.

In this context, teachers and principals are legally considered "parent/guardians on location." This defines the relationship between school staff and their students. Students are young people, still learning what is right and wrong and learning how to behave consistently as mature people; therefore, it is age-appropriate to not always behave maturely. After being taught and corrected, even disciplined young people typically need to be re-taught about how to behave correctly in school, just as parents/guardians have to teach, and re-teach their children how to behave at home.

School staff regard all of their students as their children/youth to teach and to guide. Thus, just as in a home with parents/guardians, all students at school deserve to be treated consistently with care, hope, and positive disciplinary attitudes. Clear and firm consequences are part of this effort by school staff to educate and to correct student behavior.

The rights of all students are always part of this philosophy. Students deserve to have a psychologically and physically safe environment at school. These rights also mean that students who are accused of wrong doing have a right to be heard and to be respectfully treated even if the school staff determine the student should be disciplined.

Rights And Responsibilities:

The rights inherent in a democratic society can be maintained only if each individual assumes responsibility for his or her own behavior. Students have both rights and responsibilities.

Student Rights

- To be safe
- To be respected and be treated with compassion regardless of actual or perceived race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender,

gender identity, gender expression, family structure, political beliefs, financial status, or association with a person or group with one or more of these actual or perceived characteristics

- To express opinions, ideas and feelings, keeping in mind the rights of others
- To hear and be heard
- To have property respected
- To be informed about what is expected of them
- To have privacy
- To be academically challenged

Student Responsibilities

- Take advantage of the academic opportunities offered, strive for high achievement, and support and participate in school activities
- Be knowledgeable regarding student rights and responsibilities
- Attend school regularly and punctually
- Follow the school rules
- Respect private and school property
- Be considerate and non-disruptive in classrooms, hallways, study areas, libraries, cafeteria and other eating locations, and buses
- Be clean and dressed in compliance with school rules of sanitation and safety, and in clothing appropriate to the educational environment
- Be considerate in relationships with students, teachers, and staff
- Be respectful of all students, teachers, and staff regardless of actual or perceived race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, family structure, political beliefs, financial status, or association with a person or group with one or more of these actual or perceived characteristics
- Keep language and gestures respectful and free of profanity or obscenities
- Avoid the use of alcohol, tobacco, and other drugs
- Never carry or have access to weapons or other dangerous objects

(For discipline matrix, see Guidelines for responsive discipline in secondary and elementary schools, Appendix G)

Conduct Code Procedures

To proactively help all students, the principal/designee meets with students at the beginning of the school year to review and discuss with students the importance of a positive school climate, the positive purposes of school discipline, and the importance of respectful and caring behavior. Part of this leadership effort is accomplished through a school wide assembly or by visits to individual classrooms. The presentation includes explanations of behaviors that are encouraged and those that are not appropriate. The categories of disrespectful behaviors or offenses outlined in the attached table provide examples of what is not allowed.

When a more serious misbehavior, as listed on the “Guidelines for Responsive Discipline in Elementary/Secondary Schools” is reported or observed, the principal, teacher or supervisor conducts an investigation. This fact-finding process may include interviewing students alleged to have been involved (both the alleged offender/s and the alleged offended); interviewing witnesses if needed or appropriate, collecting written or physical evidence related to the incident and reviewing the records of the involved students. This process would include the consideration of past incidents and other relevant circumstances about the students primarily involved.

Explanations: consequences of student misbehavior

Detention:

Detention is the assignment of a student to a supervised area for a specified time before or after school, during recess, or during lunch. Supervision must be assigned to a certificated employee. The student shall be given adequate time to use the restroom, get a drink, or eat lunch.

Truancy Prevention:

School and District administrators review student attendance on a regular basis. Students with 3 unexcused absences or 3 tardies of more than 30 minutes are sent an initial letter declaring the student truant. A truancy conference will be scheduled with the School Principal and/or additional school interventions will be implemented. If a student has an additional unexcused absence or tardy more than 30 minutes a second letter declaring the student truant will be sent home and a truancy conference will be scheduled. If a student has an additional unexcused absence or tardy more than 30 minutes, a third letter declaring the student habitually truant will be sent home which will generate a police department response. At this point the police department may involve the District Attorney, County Probation Department, and County Health and Human Services in a student's case. Students and parents may face criminal prosecution.

Search and Seizure Policy:

The Search and Seizure Policy governs the District's authority to search individual students and their property. School officials may search when there is a reasonable suspicion the search will uncover evidence that the student is violating the law or the rules of the district or school.

Suspension:

Suspension is the removal of a student from the classroom for disciplinary reasons for a defined period of time by a teacher or a school administrator. A principal or designee may suspend a student from school for up to five consecutive days. A teacher may suspend for the remainder of the class in which the misbehavior occurred and for the next day's class. A suspension may be extended if the student is being brought up for expulsion. There are two kinds of suspension: In-school suspension and home suspension. Students placed on home suspension are not permitted on or near any DJUSD campus, are to remain under the supervision of the parents/guardians during the period of the home suspension, and are NOT allowed to participate in ANY school activities during the entire suspension period. Students assigned in-school suspension will not be allowed to participate in any school activities during the period of in-school suspension. For both in-school and home suspension students may be required to complete assignments and tests which will be made available to them through an intermediary.

Expulsion:

Expulsion is the removal of a student from DJUSD for violating the California Education Code as ordered by the Board of Education. The expulsion is for a defined period of time, but an application for readmission must be considered within a specified time period. State law provides for full due process and rights to appeal an order of expulsion.

For additional discipline information see:

BP 5144 Discipline

AR 5144.1 Suspension and Expulsion/Due Process

AR 5144.2 Suspension and Expulsion/Due Process (Students with Disabilities)

Standards of Student Behavior Manual (located on DJUSD website under Student Support Services)

Guidelines for Responsive Discipline in Secondary and Elementary Schools (located on DJUSD website under Student Support Services)

(J) Hate Crime Reporting Procedures and Policies

Board Policy and Administrative Regulation 1312 Uniform Complaint Procedures

Available on District website under Board of Education and at <http://www/gamutonline/net/district/davis>

Review and Evaluation of Safety Plan

The Governing Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior and respect for others.

The Superintendent/Principal or designee oversees the development of a comprehensive district-wide safety plan that identifies major safety concerns as well as the district's goals and priorities for safe schools. The plan includes violence prevention strategies and actions to be taken in the event of a crisis.

The school safety plan is reviewed, updated, and approved by site council by March 1 of each year.

The Board reviews the comprehensive District and School safety plans in order to ensure compliance with state law, Board policy, and Administrative Regulation and approves the plan at a regularly scheduled meeting of the Board.

Safety Plan Review Timeline

| Activity Description (i.e. review steps, meetings conducted, approvals, etc) | Date and Time | Attached Document (description and location) |
|----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|--------------------------------------------------------|
| School Safety Committee to review plan, solicit input from staff | Staff meeting, January 6, 2016 | |
| Staff Safety Drills | November 5, December 9, January 22, February 2, March 9, April 14, May 16 | |
| Conduct Safety Drills | Monthly | |
| Debrief Safety Drills with staff (solicit parent and student input) | January 6, 2016 | |
| School Site Council Meeting to discuss and approve safety plan (must be approved by March 1) | January 11, 2016 | |
| Board Meeting to approve safety plan | January 21, 2016 | |

**Birch Lane Elementary School Crisis Team
2015-2016 School Year**

Evacuation Site #1- Chestnut Park, Evacuation Site #2- Davis Cemetery

| Role on Team | Name | Work Phone | Cell Phone | Home Phone |
|---------------------------------------|--------------------------------------|------------------------|-------------------|-------------------|
| Team Leader | Jim Knight | 395 x 103 | [REDACTED] | [REDACTED] |
| Team Leader Designee #1 | Nadine Hilden | 395 x135 | [REDACTED] | [REDACTED] |
| Team Leader Designee #2 | Michael Monticello | 395 x 139 | [REDACTED] | [REDACTED] |
| Community Liaison | Jim Knight | 395 x 103 | [REDACTED] | [REDACTED] |
| Parent Liaison | Staci Gonzales | 395 x 102 | [REDACTED] | [REDACTED] |
| Contact information | Staci Gonzales Michael Ann Pedone | 395 x 102 395 x 101 | [REDACTED] | [REDACTED] |
| Medical | Staci Gonzales | 395 x 102 395 x 102 | [REDACTED] | [REDACTED] |
| Security Liaison | Brian Bennett | 395 x 128 | [REDACTED] | [REDACTED] |
| Staff Liaison | Staci Gonzales | 395 x 102 | [REDACTED] | [REDACTED] |
| Campus Sweep During Evacuation | Luis Ramirez Rusi Gustafson | | [REDACTED] | [REDACTED] |

Crisis Intervention Coordinator- Natalie Zehnder cell 530-219-7932

- *Suicide risk assessment,
- *Death of a community member,
- *Threat assessment
- *Serious CPS issue

BIRCH LANE ELEMENTARY SCHOOL

EVACUATION MAP

