



Troy Reeves  
DaVinci Charter Academy

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## Comprehensive School Safety Plan SB 187 Compliance Document

2015-16

School Year

School:

CDS Code:

District:

Address:

Approved by:

Name	Title	Signature	Date
	Student		
	Student		
Scott Thomsen	Vice Principal	<i>Scott Thomsen</i>	9/2/2015
Scott Stephen Bell	Teaching Vice Principal	<i>Scott Stephen Bell</i>	2 Sept 2015
Bruce Colby	Associate Superintendent	<i>Bruce Colby</i>	9/2/15
Troy Allen	Principal	<i>Troy Allen</i>	
Adela Johnson	Classified, Site Secretary	<i>Adela Johnson</i>	9/2/15
<i>JOSH NGUMIN</i>	parent	<i>JOSH NGUMIN</i>	9/2/15
<i>DIVE MEDINA</i>	student	<i>DIVE MEDINA</i>	9/2/15
<i>NIKHIL KUMAR</i>	student	<i>NIKHIL KUMAR</i>	9/2/15
<i>ELI WEISS</i>	student	<i>ELI WEISS</i>	9/2/15

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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)	Troy Allen, Jennifer Galas	2015-16
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)	Troy Allen, Jennifer Galas	2015-16
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)	Mike Barron, Adela Johnson, Jennifer Galas	2015-16
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)	Troy Allen, Jennifer Galas	2015-16
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)	Troy Allen	2015-16
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	Troy Allen, Mike Barron	2015-16
Update and maintain bell, PA, and fire alarm systems	Test and maintain systems at regular intervals.	M & O	Adela Johnson, Mike Barron	2015-16

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)	Troy Allen, Adela Johnson	2015-16
Communicate plans and processes with pre school and parent community.	Coordinate crisis and emergency drills; test communication with parents during drills.		Troy Allen	2015-16

**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	Booster Club and school to facilitate adult learning on campus		Troy Allen, Susan Kirby, Mary Briggs, Scott Thomsen	2015-16
Increase Parent Communication	Update school and teacher websites, Echo nights, parent personal invites		Troy Allen	2015-16
Working with Stakeholders in updating the LCAP for the school site.	Community Meetings, Booster Meetings, Advisory Meetings, Focus groups		Troy Allen	2015-16
Create an entirely restorative school.	Student Training and systems revise to promote Restorative Practices	IIRP,	Cara Messmore, Troy Allen	2015-16
Explore Trauma Informed Care and ACE's to inform responses to student needs	Send counseling to learn and plan training for all staff and include parent representatives	Yolo County Office of Ed	Cara Messmore	2015-16

**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)		2015-16
Complete work toward being an entirely restorative site.	Student training and reflection on systems; twice monthly meeting to table-top scenario and plan whole community learning	IIRP	Cara Messmore, Troy Allen	2015-16

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

**Da Vinci Charter Academy 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	September 2, 2015	Professional Development Agenda for 9/8/14, in Echo Professional Development briefcase
Staff Safety Drills	September 21, 2015	Professional Development Agenda for 9/8/14, in Echo Professional Development briefcase
Conduct Safety Drills	September 21, 22, 23, 2015	Professional Development Agenda for 9/8/14, in Echo Professional Development briefcase
Debrief Safety Drills with staff (solicit parent and student input)	September 30, 2015	Professional Development Agenda for 9/24/14, in Echo Professional Development briefcase; Advisory agenda for 9/30/14
School Site Council Meeting to discuss and approve safety plan (must be approved by March 1)	October 7, 2014	Advisory agenda for 10/14/15
Board Meeting to approve safety plan		

Da Vinci High School  
 1400 E. 8<sup>th</sup> St., Davis (530) 757-7154

## Crisis Team 2015-2016

Team Role	Name	Cell Phone	Work Phone	Back Up
Admin 1 Team Leader	Troy Allen, Principal	[REDACTED]	530-757-7154	Scott Stephen Bell Admin 2 [REDACTED]
Admin 2	Scott Stephen Bell Vice Principal	[REDACTED]	530-757-7154	Scott Thomsen Admin 3 [REDACTED]
Admin 3	Tyler Millsap Administrative designee	[REDACTED]	530-757-7154	Lynn Fowler Teacher [REDACTED]
Admin Support	Debbie Martin Secretary	[REDACTED]	530-757-7154	Marguerite Fleming Secretary 2 [REDACTED]
Mental Health Coordinator 1	Cara Messmore Site Counselor	[REDACTED]	530-757-7154	A'Delle Dugan-Law [REDACTED] Site Psychologist
Support 2.....	Michael Leahy Site Counselor	[REDACTED]	757-7154	
Support 3.....	Natalie Zehnder Prevention Crisis Manager	[REDACTED]	757-5400 x133	
Community Liaison	Susan Kirby Staff	[REDACTED]	530-757-7154	Nicole Chiamparino-Roper [REDACTED]
Parent Liaison	Adela Johnson Staff	[REDACTED]	530-757-7154	Annie Nelson Staff [REDACTED]
Medical Liaison	Rhona Youtsey School Nurse	[REDACTED]		
Security Liaison	Marc Hicks District Safety Coord	[REDACTED]		Mel Nelson District Office designee [REDACTED]
Support 2	Mike Barron Campus Supervisor	[REDACTED]		
Media Spokesperson	Winfred Roberson District Office Designee	[REDACTED]	757-5300 X142	Matt Best [REDACTED] Clark Bryant [REDACTED] District Office staff
Other (site specific)	Laura Juanitas	[REDACTED]		

Notes:

8/17/15

## Valley Oak Children's Center & Special Education Preschool

Crisis Team 2015-2016

Address: 1400 E. Eighth Street, Davis CA

Phone: 530-759-2127

Team Role	Name	Cell Phone	Work Phone	Back Up
<b>Admin 1 Team Leader</b>	Jennifer Galas <i>Special Education Preschool Principal</i>	[REDACTED]	757-5300 x113	Troy Allen <i>Admin 2</i>
<b>Admin 2</b>	Troy Allen <i>DaVinci Principal</i>	[REDACTED]	757-7154	Children's Center Director <i>Admin 3</i>
<b>Admin 3</b>	Children's Center Director <i>Children's Center Director</i>			Patrick McGrew <i>Special Education Director</i> 530-400-9670
<b>Admin Support</b>	Angie DeLeon <i>Secretary</i>			Jan Hlubik <i>Special Education Secretary</i> 530-400-4410
<b>Mental Health Coordinator Support 2  Support 3</b>	Lauren Bolnik <i>Site Psychologist</i> Natalie Zehnder <i>Prv Crisis Mngr</i> A'Delle Duggan-Laws <i>DaVinci Psychologist</i>	[REDACTED] [REDACTED]		Joanna Littell <i>Prv Crisis Mngr</i>
<b>Community Liaison</b>	Jennifer Galas <i>Special Education Preschool Principal</i>	[REDACTED]	757-5300 x113	Patrick McGrew <i>Special Education Director</i> [REDACTED]
<b>Parent Liaison</b>	Angie DeLeon <i>Secretary</i>			Jan Hlubik <i>Special Education Secretary</i> 530-400-4410
<b>Medical Liaison</b>	Rhona Youtsey <i>School Nurse</i>	[REDACTED]	757-5400 x124	
<b>Security Liaison Support 2</b>	Marc Hicks <i>District Safety Coordinator</i> Mike Barron <i>Campus Supervisor</i>	[REDACTED] [REDACTED]		Mel Nelson [REDACTED] <i>DO Designee</i>
<b>Media Spokesperson</b>	Maria Clayton <i>Public Information Officer</i> Winfred Roberson <i>DO Designee</i>	[REDACTED] [REDACTED]	757-5300 x142	Matt Best [REDACTED] Clark Bryant [REDACTED] <i>DO staff</i>
<b>Other (site specific)</b>				

Notes: Evacuation Site #1: Chestnut Park on Chestnut Street

1400 EAST EIGHTH STREET

Water Main

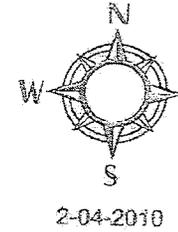
Water Main

Water Main

<b>SPECIAL ED PRESCHOOL OFFICE</b>	O.T. Roberts 1	Davis Bridge 2	Early Intervention Clinic 3	4
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Scott & Wallace K1	Sizemore K2
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Pre-School



<b>B</b>
MPR

State Pre-school		Child Care			Children's Center Office 8A
R	Red Cubby 5	Yellow Cubby 6	Blue Cubby 7	Orange Cubby 8	
R					

530-757-5340

<b>PLAY STRUCTURE</b>
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For Science Class Room 26

	JIMENEZ	BURKE	
9 LIBRARY	10	11	

P. E.	<b>C</b>
11A	

<b>DA VINCI OFFICE</b>	<b>C</b>
12	

<b>BELL</b>	<b>D</b>
18	

RONBERG	LEGE/SAC CITY	DECAMP & BURKE
13	14	15 16 17

P. E.	<b>D</b>
17A	

<b>BIKE RACK</b>
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<b>HARVEY</b>
19

<b>ADULT ED</b>	HOLST	MILSAP	STEVENSON	REEVES	BLAKE	SCIENCE LAB/SAC CITY
20	21	22	23	24	25	

**E**

DA VINCI CHARTER ACADEMY VALLEY OAK CAMPUS—1400 E. 8th Street  
530-757-7154

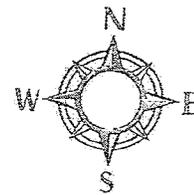
1400 EAST EIGHTH STREET

Site Map

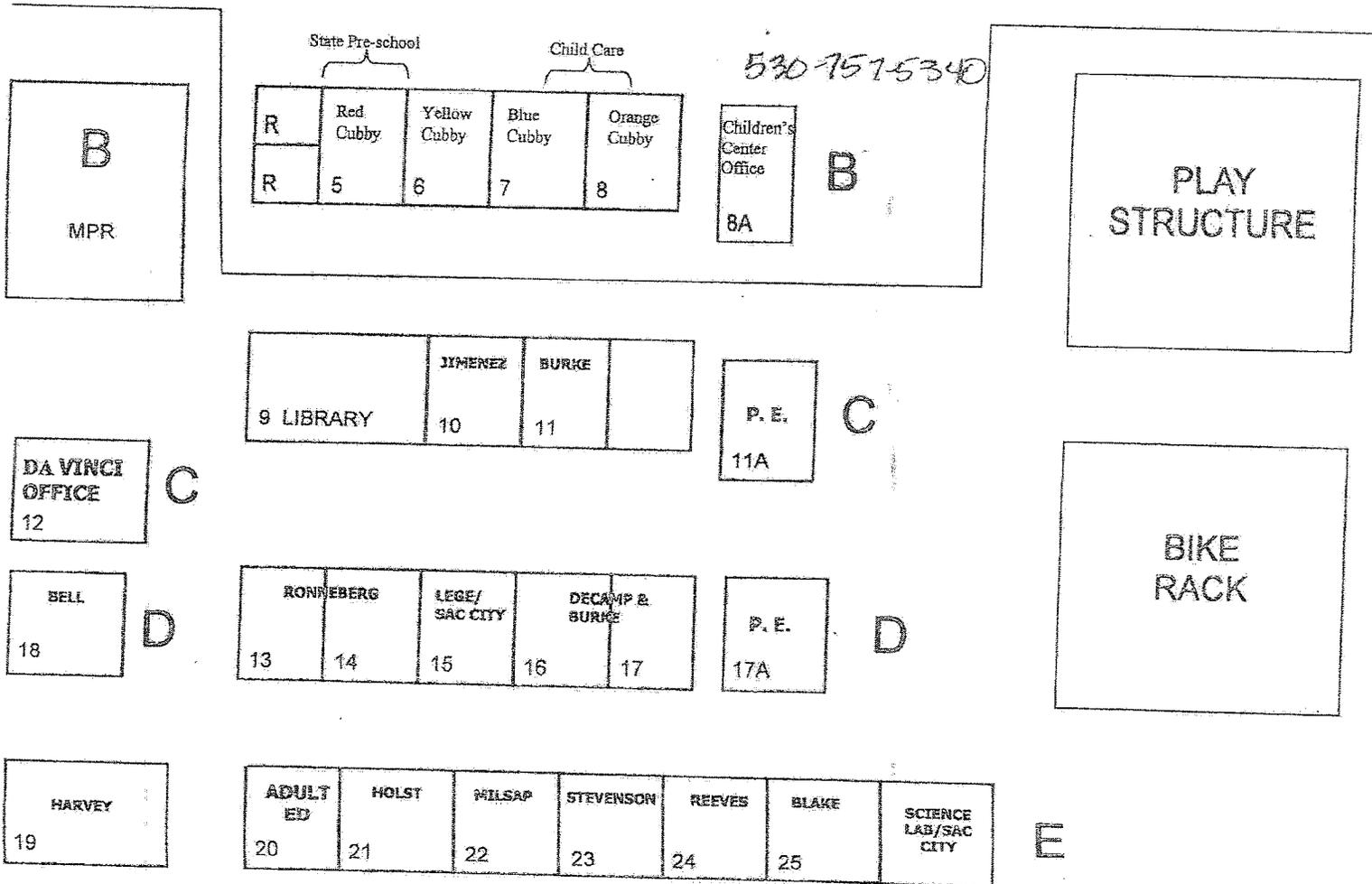
Electrical

SPECIAL ED PRESCHOOL OFFICE	O.T. Roberts	Davis Bridge	Early Intervention Clinic	
	1	2	3	4

Scott & Wallace	Sizemore
K1	K2
Pre-School	



2-04-2010



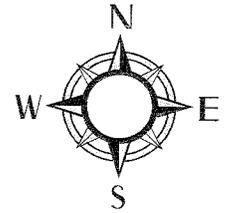
DA VINCI CHARTER ACADEMY VALLEY OAK CAMPUS—1400 E. 8th Street

530-757-7154

W

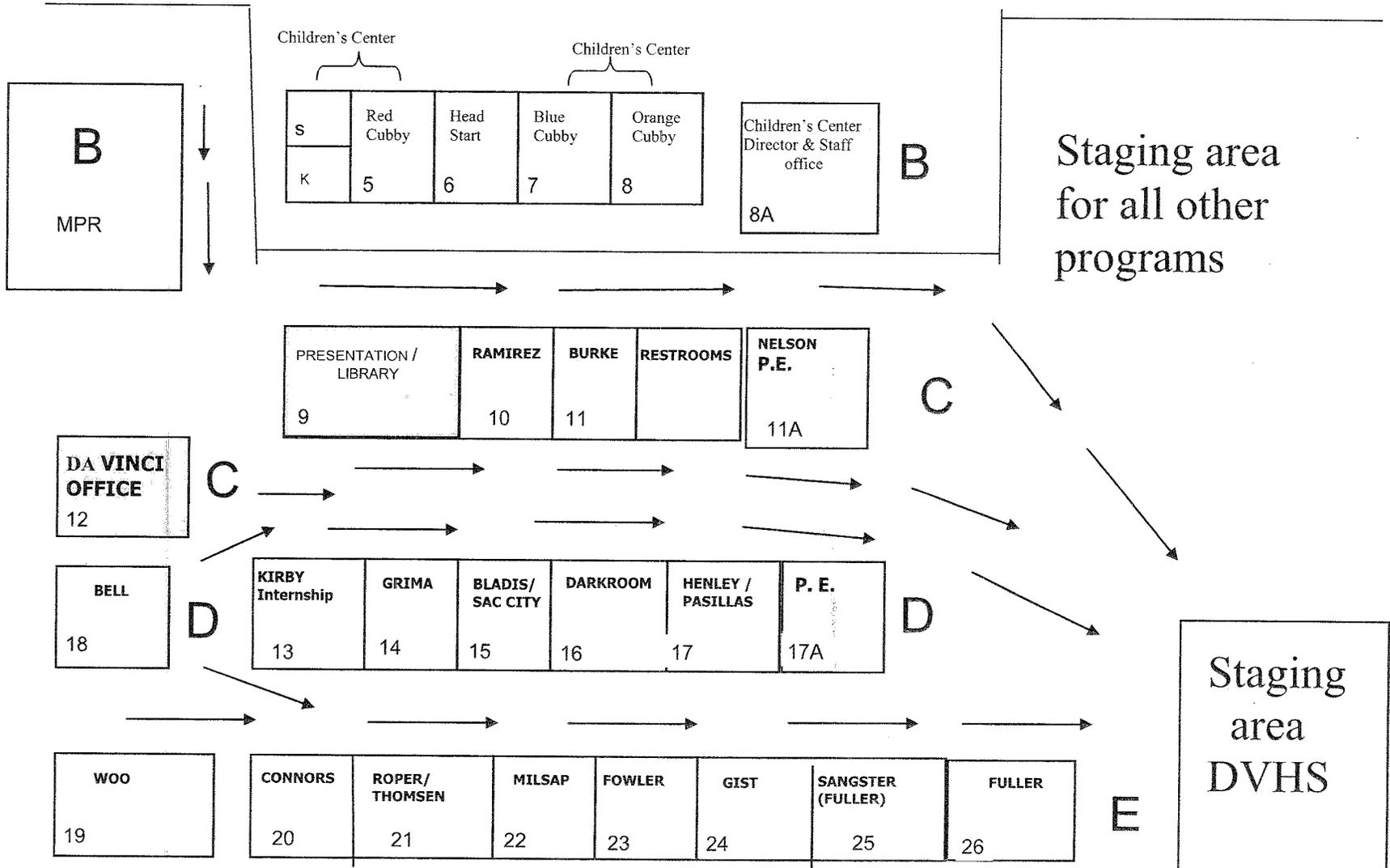
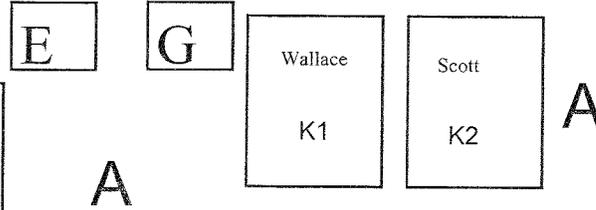
1400 EAST EIGHTH STREET

Pre-School



August 28, 2014

SPECIAL ED/ CHILDREN'S CENTER OFFICE PRESCHOOL	O.T. Roberts 1	Adult Living 2	Early Intervention Clinic 3	4
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DA VINCI CHARTER ACADEMY—1400 E. 8th Street