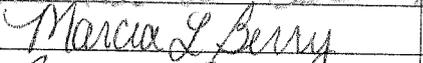
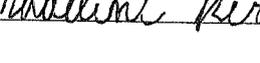


Comprehensive School Safety Plan SB 187 Compliance Document

**2015-2016
School Year**

School: Davis School for Independent Study School
CDS Code: 57726785730098
District: Davis Joint Unified School District
Address: 526 B St.
 Davis, CA 95616
Date of Adoption: November 17, 2015

Approved by:

| Name | Title | Signature | Date |
|----------------|----------------------------|--|------------|
| Sarah Roseen | Principal |  | 11/17/15 |
| Cindy Martell | School Site Council Member |  | 11/17/15 |
| Amy Thomson | School Site Council Member |  | 11/17/15 |
| Cathy Scarr | School Site Council Member |  | 11/17/15 |
| Sasha Collins | School Site Council Member |  | 11/17/15 |
| Marcia Berry | School Site Council Member |  | 11/17/2015 |
| Lauren Babcock | School Site Council Member |  | 11/17/15 |
| Madeline Kerr | School Site Council Member |  | 11/18/15 |

| Objectives | Action Steps | Resources | Lead Person | Evaluation |
|--|---|--|---|---|
| Maintain a current Comprehensive School Safety Plan to ensure school-wide safety. | Evaluate and update Safety Plan | Current School Safety Plan District Safety Coordinator (Marc Hicks) District's Safety Manager (Laura Juanitas) | Sarah Roseen | 2015/2016 |
| Update procedures and communicate the school-wide safety systems to increase awareness of safety procedures for all staff and students. | Evaluate and update procedures | Current School Safety Plan District Safety Coordinator (Marc Hicks) District's Safety Manager (Laura Juanitas) | Sarah Roseen | 2015/2016 |
| Update red safety cards and evacuation maps for all rooms to increase awareness of safety procedures for all staff and students. | Update safety cards and evacuation maps | Current School Safety Plan District Safety Coordinator (Marc Hicks) District's Safety Manager (Laura Juanitas) | Sarah Roseen, Cindy Martell & Diane Rubin | 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, Earthquake, Teacher Down, Emergency Communication. | Current School Safety Plan District Safety Coordinator (Marc Hicks) District's Safety Manager (Laura Juanitas) Public Information Officer (Maria Clayton) | Sarah Roseen | 2015/2016 Week of October 26, 2015 Week of March 14, 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) | Sarah Roseen | 2015/2016 |
| Update and maintain PA, and fire alarm systems | Request PA and fire alarm system to be installed in school. Test and maintain current systems at regular intervals. | M & O | Sarah Roseen | 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) | Sarah Roseen | 2015/2016 Week of October 26, 2015 Week of March 14, 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 | Encourage parents and students to sign up for the List Serve and keep up to date. Encourage parents to "like" the school FaceBook page and frequently check the school website. | List serve, FaceBook, School website | Sarah Roseen and Cindy Martell | 2015/2016 |
| Increase Parent Communication | Update school and teacher websites. Encourage parents to register for DSIS SchoolLoop | Utilize List Serve and DSIS website to keep parents informed. Utilize School messenger as the emergency communication tool. | Sarah Roseen and Cindy Martell | 2015/2016 |
| Working with Stakeholders in updating the LCAP for the school site. | Community Meetings | LCAP Community Meetings | Sarah Roseen | 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) | Sarah Roseen | 2015/2016 |

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

Davis School for Independent Study 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 | 10/26/15 at 3:00 p.m. | |
| Staff Safety Drills | 10/26/15 at 3:15 p.m. | |
| Conduct Safety Drills | Fall Drills Emergency Communication Drill 10/26/15 at 11:00 a.m. Lock Down Drill 10/28/15 at 11:15 a.m. Earthquake Drill 10/28/15 at 11:15 a.m. Lock Down Drill 10/28/15 at 2:10 p.m. Earthquake Drill 10/28/15 at 2:10 p.m. Fire Drill 10/29/15 at 10:15 a.m. Fire Drill 10/29/15 at 1:45 p.m. Spring Drills Emergency Communication Drill 3/14/16 at 11:00 a.m. Fire Drill 3/16/16 at 10:15 a.m. Fire Drill 3/16/16 at 1:45 p.m. Lock Down Drill 3/17/16 at 11:15 a.m. Earthquake Drill 3/17/16 at 11:15 a.m. Lock Down Drill 3/17/16 at 2:10 p.m. Earthquake Drill 3/17/16 at 2:10 p.m. | |
| Debrief Safety Drills with staff (solicit parent and student input) - Email to List Serve detailing the safety drill and asking for parent or student feedback | 10/30/2015 3/18/2016 | |
| School Site Council Meeting to discuss and approve safety plan (must be approved by March 1) | 11/17/2015 | |
| Board Meeting to approve safety plan | 12/17/2015 | |

DSIS

Crisis Team 2015-2016

Address: 526 B. Street, Davis, CA

Phone: 530.757.5333

Evacuation Site: Davis Chamber Hall (Across B St. at Russell)

Alternate Evacuation Site: King High School (635 B. St.)

| Team Role | Name | Cell Phone | Work Phone | Back Up |
|---------------------------|--|------------|---------------|--|
| Admin 1 Team Leader | Sarah Roseen <i>Principal</i> | [REDACTED] | 757.5333 x153 | Eleanor Low <i>Teacher in Charge</i> |
| Admin 2 | Eleanor Low <i>Teacher in Charge</i> | [REDACTED] | 757.5333 x158 | Cathy Scarr <i>Teacher</i> |
| Admin 3 | Cathy Scarr <i>Admin, Lead Teacher or Staff</i> | [REDACTED] | 757.5333 x171 | Cindy Martell <i>Admin, Lead Teacher or staff</i> |
| Admin Support | Cindy Martell <i>Secretary</i> | [REDACTED] | 757.5333 x155 | Diane Rubin <i>Secretary - Registrar</i> |
| Mental Health Coordinator | Marvie Paulson <i>Site Counselor</i> | [REDACTED] | 757-5333 x170 | Uta Russell / A'delle Duggan Laws |
| Support 2 | Natalie Zendher <i>Prv Crisis Mngr</i> | [REDACTED] | 757-5400 x133 | <i>Another site</i> |
| Support 3 | Tim Paulson <i>Site Psychologist</i> | [REDACTED] | 757-5400 x169 | <i>Counselors or Psychologists</i> |
| Community Liaison | Marvie Paulson <i>Admin, Teacher or staff</i> | [REDACTED] | 757-5333 x170 | Tim Paulson |
| Parent Liaison | Marvie Paulson <i>Admin, Teacher or staff</i> | [REDACTED] | 757-5333 x170 | Sarah Roseen |
| Medical Liaison | Claire Farver <i>School Nurse</i> | [REDACTED] | 757-5400 x124 | Rhona Youtsey <i>Another site School Nurse</i> |
| Security Liaison | Marc Hicks <i>District Safety Coord.</i> | [REDACTED] | 757.5333 x158 | Mel Nelson 530 681-1091 <i>DO Designee</i> |
| Support 2 | Eleanor Low <i>Acting Campus Supervisor</i> | [REDACTED] | | |
| Media Spokesperson | Winfred Roberson <i>DO Designee</i> | [REDACTED] | | Best, Bryant <i>DO staff</i> |

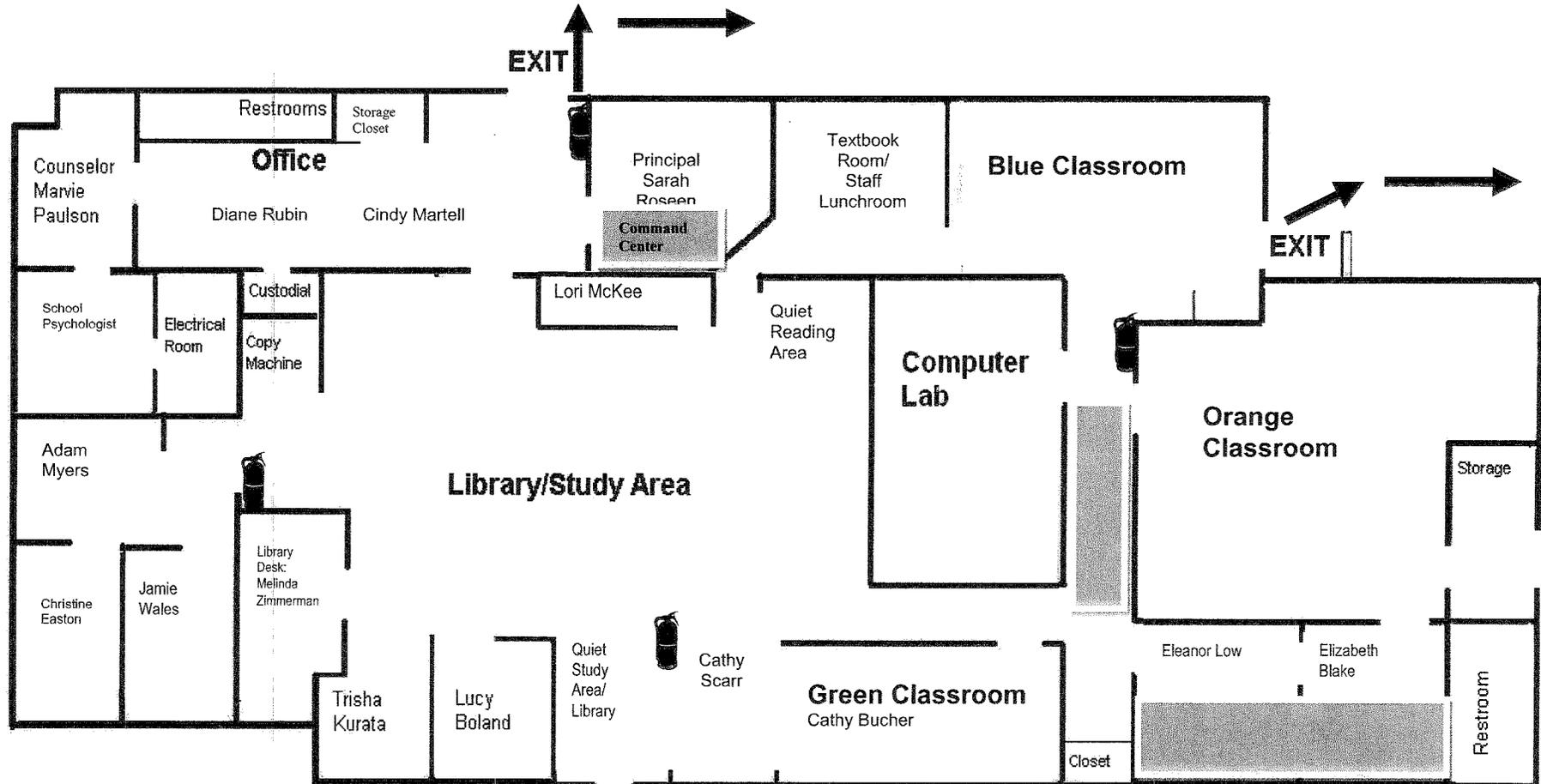
Command Center: Orange Room in DSIS South Wing
 Alternate Command Center East Conference Room, Dist. Office
 Evacuation Site: Davis Chamber Hall (Across B St. at Russell)
 Alternate Evacuation Site: King High School (635 B. St.)

Fire Evacuation and Lockdown Safety Zone Map

Davis School for Independent Study

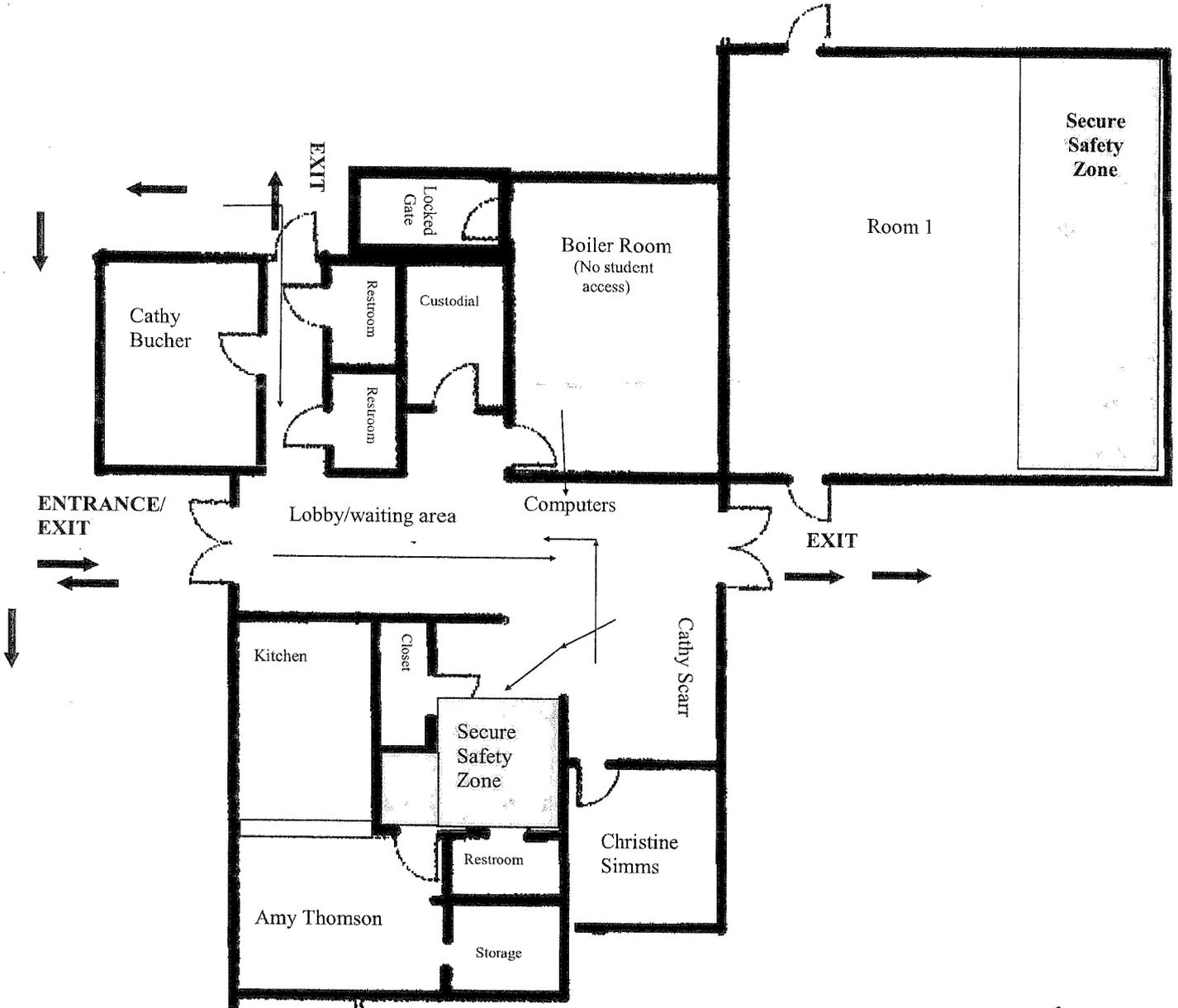
526 B Street, Davis, CA 95616

(530) 757-5333



 Fire Extinguisher
 Exit

DSIS North Wing
Fire Evacuation Lockdown Safety Zone Map



Evacuation Site #1: Davis Chamber Hall
 Evacuation Site #1: King High School
 District Safety Coordinator: Marc Hicks 530.681.1738
 DSIS Principal: Sarah Roseen 650.224.4092

Steps to Secure Building in Lockdown

DSIS South Wing (main building)

1. Teachers take their student(s) to the Eleanor Low and Elizabeth Blake's office areas. Students and staff can also go in the hallway area as long as they stay below window level. As you are walking, sweep in any students in the area.
2. Make sure that you take your cell phone and laptop with you.
3. DO NOT secure yourself in a bathroom as any key will open the door locks.
4. Place the Orange Lockdown Sign in the Blue Room door window, office door window and up high on the Library window by the door.
5. Once the sweep is complete, do not open the door for ANYONE, UNDER ANY CIRCUMSTANCES. You need to educate your students that if they come to a locked door they will need to go to a secure location away from school grounds.
6. Lock all doors, turn off all lights, close blinds, move students to the floor in the area furthest away from windows.
7. Once the room is secure and the students are sheltered, teacher should ensure that all of their students are accounted for.
8. If all students are accounted for, please show the green side of your emergency folder to emergency coordinator (Sarah, Cindy or Diane) who will check in on students and staff who are in the secure area.
9. If a student is missing or injured, show the red side of your emergency folder.
10. If we have extra people, the emergency coordinator (Sarah, Cindy or Diane) will email or text the command center to let them know who we have.
11. Direct students and staff to silence or place cell phones on vibrate. Instruct students to put cell phones out where you can be sure they are not tempted to call home, text people, etc. DO NOT let students get on Facebook, Twitter, etc.
12. Police will enter the room when the situation is over.
13. When the building is all clear an announcement will be sent via one of the following means of communication:
 - a. Bullhorn
 - b. Cell phone text
 - c. Email
 - d. Walkie Talkie

DSIS North Wing

1. Teachers take their student(s) to the copy machine area.
2. **If in room 1** move towards the east end of the room by the board away from the doors. As you are walking, sweep in any students in the area.
3. Make sure that you take your cell phone and laptop with you.
4. Place the Orange Lockdown Sign in the front door window.
5. DO NOT secure yourself in a bathroom as any key will open the door locks.
6. Once the sweep is complete, do not open the door for ANYONE, UNDER ANY CIRCUMSTANCES. You need to educate your students that if they come to a locked door they will need to go to a secure location away from school grounds.
7. Lock all doors, turn off all lights, close blinds, move students to the floor in the area furthest away from windows.
8. Once the room is secure and the students are sheltered, teacher should ensure that all of their students are accounted for.
9. If all students are accounted for, please show the green side of your emergency folder to emergency coordinator (Sarah, Cindy or Diane) or Amy Thomson who will check in on students and staff who are in the secure area.
10. If a student is missing or injured, show the red side of your emergency folder.
11. If you have extra people, let the emergency coordinators (Sarah, Cindy or Diane) know and they will email or text the command center to let them know who we have.
12. Direct students and staff to silence or place cell phones on vibrate. Instruct students to put cell phones out where you can be sure they are not tempted to call home, text people, etc. DO NOT let students get on Facebook, Twitter, etc.
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