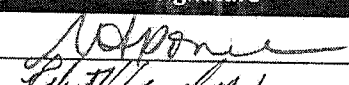
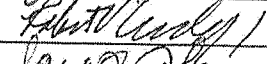
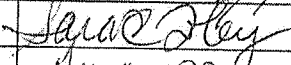
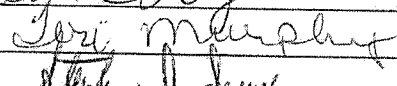
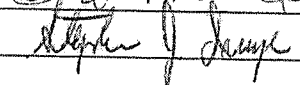
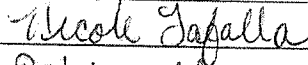
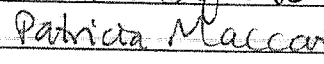
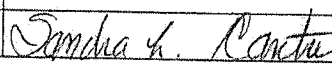


Comprehensive School Safety Plan SB 187 Compliance Document

**2015-2016
School Year**

School: Fred T. Korematsu Elementary School
CDS Code: 57726780111401
District: Davis Joint Unified School District
Address: 3100 Loyola Dr.
 Davis, CA 95616
Date of Adoption: October 5, 2015

Approved by:

Name	Title	Signature	Date
Mary Ponce	Principal		10.5.15
Robert Creeely	Teacher		10-5-15
Sarah Foley	Teacher		10-5-15
Teri Muphy	Teacher		10-5-15
Steve Inouye	Parent,		10-5-2015
Elise Levy	Parent		
Nicole Tafolla	parent		10/5/15
Patricia Maccari	parent		10/5/15
Atousa Yazdani	parent		
Sandra Cantu	staff		10/5/15

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)	Principal Admin Designee	15-16
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)	Principal	15-16
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)	Principal	15-16
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)	Principal	15-16
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)	Principal	15-16
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	Principal	15-16
Update and maintain bell, PA, and fire alarm systems	Test and maintain systems at regular intervals.	M & O	Principal	15-16

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)	Principal	15-16

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	Goals in LCAP plan	LCFF PTO	Principal & SSC	15-16
Increase Parent Communication	Update school and teacher websites			15-16
Working with Stakeholders in updating the LCAP for the school site.	Community Meetings			15-16

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)	Principal	15-16

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

Fred T. Korematsu 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	Oct. 2015	School Site council Meeting 10.2.15
Staff Safety Drills	September 2015	Staff meeting overview
Conduct Safety Drills	September 2015	On the Korematsu Campus/Grass off Playground At Explorit Parking Lot
Debrief Safety Drills with staff (solicit parent and student input)	September and October 2015	Staff Meeting/School Site Council
School Site Council Meeting to discuss and approve safety plan (must be approved by March 1)	Oct. 2, 2015	
Board Meeting to approve safety plan		

**Korematsu Elementary
Crisis Team 2015-2016**

Address: 3100 Loyola Drive

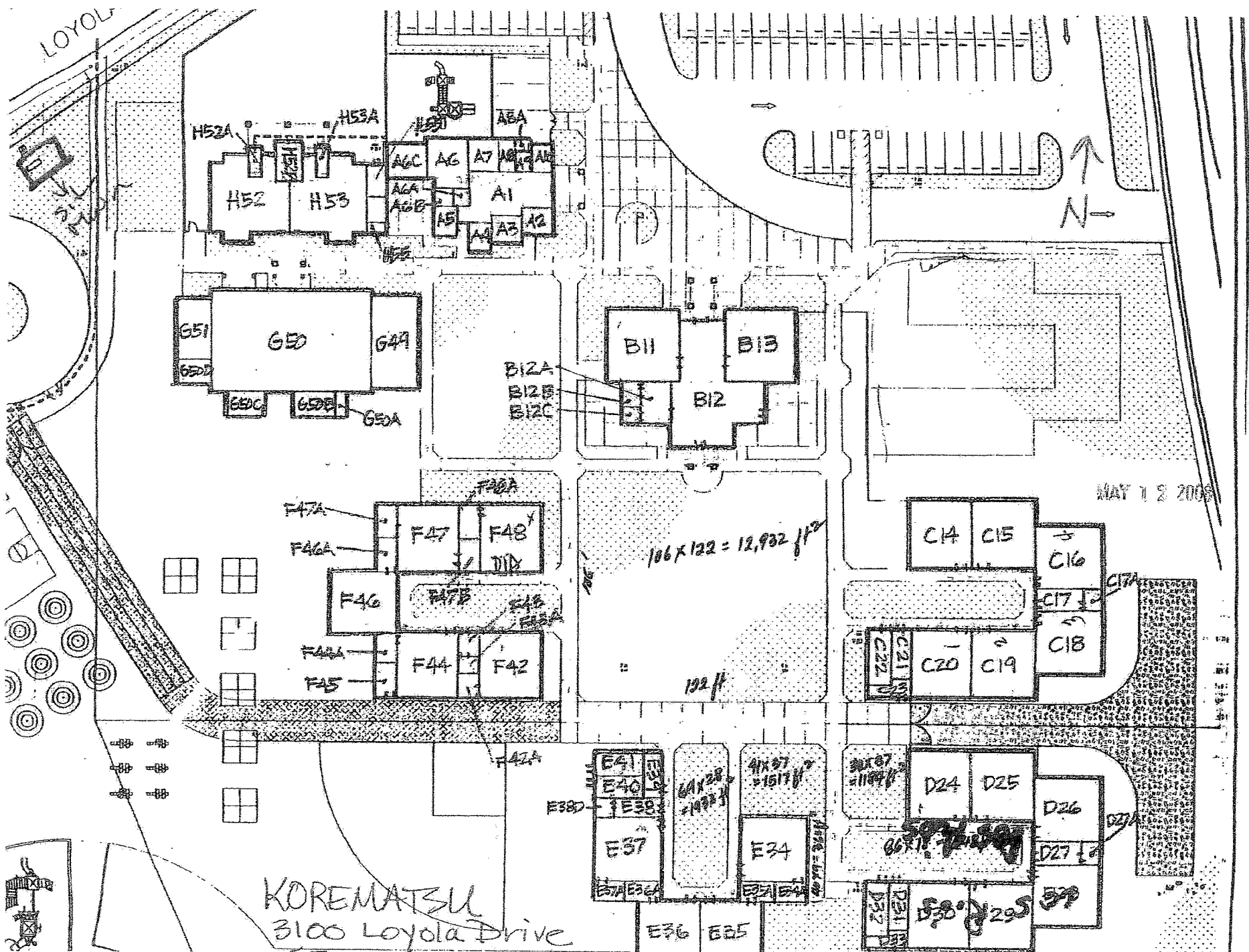
Phone: 530-757-5358

Evacuation Site #1: Playground Grass

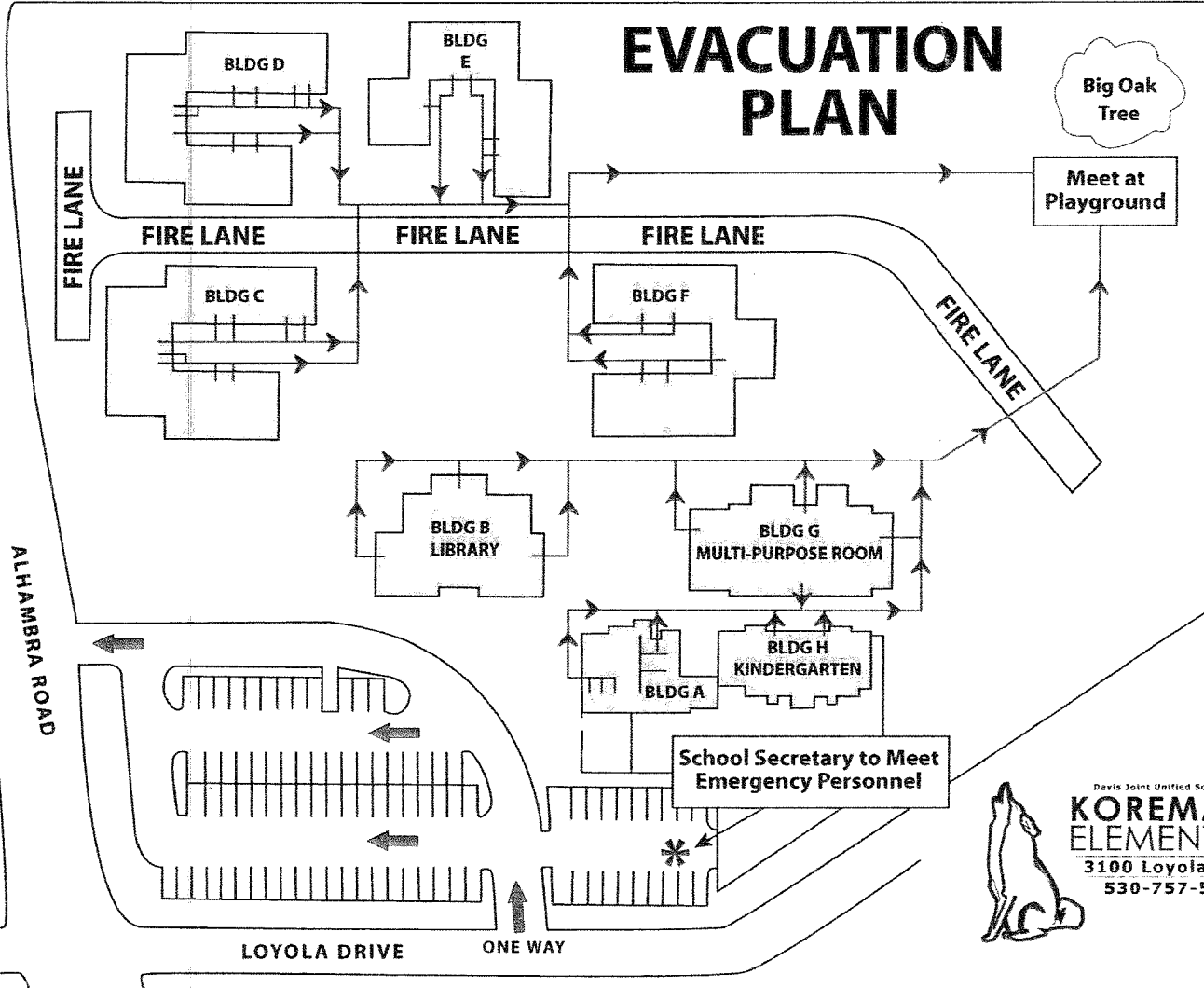
Evacuation Site #2: Explorit Science Ctr

Team Role	Name	Cell Phone	Work Phone	Back Up
Admin 1 Incident Commander/Team Leader	Mary Ponce	[REDACTED]	5307575358 ext.103	n/a
Admin 2 First Responder	Belinda Kesser	[REDACTED]	Same as above Ext. 125	[REDACTED]
Admin 3 First Responder	Steve Kelleher	[REDACTED]	Same as above Ext. 137	[REDACTED]
Admin Support	Secretary Tammy Ghaffari	[REDACTED]	Same as above Ext 102	n/a
Mental Health Coordinator	Psychologist: Karen Slabaugh	[REDACTED]	Same as above Ext. 105	[REDACTED]
Support 2	Counselor: Maria Cook	[REDACTED]	ditto	n/a
Support 3				
Community Liaison	Kate Snow, District Climate Coordinator		530-757-5300 Ext. 108	
Parent Liaison	Erin Kleeman			
Medical Liaison	Nurse: Laura Bork	[REDACTED]	Same as above Ext. 108	[REDACTED]
Security Liaison	Marc Hicks District Safety Coordinator	[REDACTED]		Mel Nelson [REDACTED] DO Designee
Support 2				
Media Spokesperson	Maria Clayton	[REDACTED]	757-5300 x193	Winfred Roberson 757-5300, x142 [REDACTED]
Other (site specific)	Wing Leaders: A wing: Office B wing: Sarita Cooper C wing: Debbie Yeaman D wing: Lisa Tricoli E wing: Cristina Sandoval F wing: Robert Creely G wing: Custodian Eva H wing: Lisa Arvin	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	530-757-5358 Ext 101 Ext. 111 Ext. 120 Ext. 128 Ext. 136 Ext. 144 Ext. 101 Ext. 153	
On-site Child Care	CDC: Carrie Wilkes Site Spvr ACCESS: Site phone Mark Roberts Site Spvr	[REDACTED] [REDACTED] [REDACTED] [REDACTED]		Tiffany Tu-teacher [REDACTED] Linda Yancher [REDACTED]

(revised 9/8/15)



EVACUATION PLAN



Devis Joint Unified School District
**KOREMATSU
ELEMENTARY**
3100 Loyola Drive
530-757-5358

MIN 2007