

Comprehensive School Safety Plan SB 187 Compliance Document

**2015-2016
School Year**

School: Marguerite Montgomery Elementary School
CDS Code: 57726786118905
District: Davis Joint Unified School District
Address: 1441 Danbury Dr.
 Davis, CA 95616
Date of Adoption: 6/16/2015

Approved by:

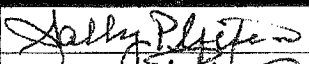
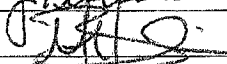
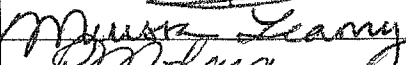
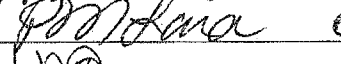
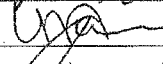
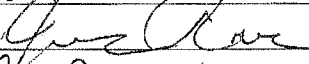
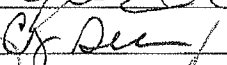

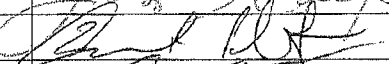
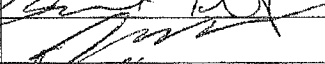

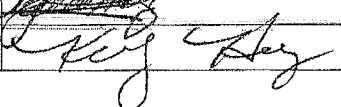
Name	Title	Signature	Date
Sally Plicka	Principal		1/19/16
Melanie Barbier	Site Council President		
Merissa Leamy	Parent		1/19/16
Patricia Lara	Parent		1-19-16
Christa Lorena Anderson	Parent Parent		1/19/16
Joe Rivera	Parent		1/19/16
Cheryl Dean	Parent		1/19/16
Jazmin Rojo	Teacher		1/19/16
David Plaut	Teacher		1/19/16
Javier Rojo	Teacher		1/19/16
Ignacia Hernandez	Parent Alternate		1/19/16
Kelly Heng	Parent Alternate		1/19/16

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Senate Bill 187: Comprehensive School Safety Plan Purpose

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive 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.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains 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.

A copy of the Comprehensive School Safety Plan is available for review at The School Office.

Safety Plan Vision

Maintaining a safe environment is critical to success and is everyone's responsibility. This means school and district officials work towards ensuring that grounds and buildings are safe. We believe that our students have a right to learn in a safe environment.

The primary purpose of the safety plan is to help school officials protect the lives and well-being of students and staff through emergency preparedness planning to ensure prompt and appropriate response of trained school personnel when a school crisis occurs. Rational and effective thinking on the part of each staff person is key to that goal. The safety plan is intended to help each site maximize safety by reducing panic and facilitating effective action during the CRITICAL FIRST TEN MINUTES of a crisis.

School officials must recognize that emergencies are fluid events and the emergency procedures outlined may not fit every situation. Administrators and staff must remain flexible and be prepared to promptly adapt their actions as necessary.

The most critical element in any crisis is to STAY CALM since students will mirror the attitude/actions of the adults around them. The ability to manage fear and remain calm in the midst of chaos is the most effective tool for minimizing the impact of any crisis.

Components of the Comprehensive School Safety Plan (EC 32281)

Marguerite Montgomery Elementary School Safety Committee

Principal: Sally Plicka

Assessment of School Safety

Review and assessment of the current safety needs will be conducted regularly.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

Appropriate strategies and programs 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 the following:

- A. Child abuse reporting procedures consistent with Penal Code 11164
- B. Routine and emergency disaster procedures
- C. Policies

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

Board Policy and Administrative Regulation 5141.4 Child Abuse Reporting Procedures

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

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

BP and AR 0450 Comprehensive Safety Plan

BP and AR 3516 Emergencies and Disaster Preparedness Plan

AR 3516.3 Earthquake Emergency Procedure System

BP and AR 4158 Employee Security

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

Public Agency Use of School Buildings for Emergency Shelters

The school site is available to governmental agencies such as law enforcement and fire as directed and needed.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

BP and AR 4158 Employee Security

BP and AR 5144 Discipline

BP and AR 5144.1 Suspension and Expulsion/Due Process

BP and AR 5144.2 Suspension and Expulsion/Due Process, students with disabilities

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

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

AR 4158 Employee Security

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

(E) Sexual Harassment Policies (EC 212.6 [b])

BP and AR 1312.1 Complaints Concerning District Employees

BP and AR 1312.3 Uniform Complaint Procedures

BP and AR 5145.7 Sexual Harassment

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

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

BP and AR 5132 Dress and Grooming

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

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

BP 5142 Safety

AR 5142.1 Identification and Reporting of Missing Children

BP and AR 5142.2 Safe Routes to School Program

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

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:

Component 1: Safe Physical Environment

Element:

Creating a physical environment that ensures school-wide safety.

Opportunity for Improvement:

Update the procedures and address physical environmental needs to ensure a safe school environment.

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)	Sally Plicka	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)	Sally Plicka	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)	Maricela Ortega, Laura Juanitas, Sally Plicka	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)	Sally Plicka	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)	Maricela Ortega, Laura Juanitas, Sally Plicka	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	Mel Nelson	2015/2016
Update and maintain bell, PA, and fire alarm systems	Test and maintain systems at regular intervals.	M & O	Mel Nelson	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)	Sally Plicka	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	provide all communications in both English and Spanish Provide regular parent education events. Create a welcoming climate for parent communication.	Bi-lingual staff Math nights, learn to read nights Community meetings Coffee with the principal meetings	Sally Plicka	2015/2016
Increase Parent Communication	Update school and teacher websites Train Maricela, Zelene and Sally in use of school messenger. Provide all communications in both English and Spanish.	Maria Clayton, training on school messenger. Alex May to update school website Teachers update teacher websites Maricela to ensure translation of all messages	Sally Plicka	2015/2016
Working with Stakeholders in updating the LCAP for the school site.	Community Meetings, School Site Council, PTA, and ELAC meetings for regular updates and setting priorities	School Site Plan regular inclusion of topic on meeting agendas	Sally Plicka	2015/2016

Component:

Component 3: Personal Characteristics of Student and Staff

Comprehensive School Safety Plan

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) David Plaut Kellie Sequiera Ana Bacon	Sally Plicka	2015/2016
Implement student character education program	Set monthly character Traits, schedule regular assemblies, work with teachers to provide education for each trait and select certificate recipients.	Teachers, Climate Committee, Certificates and posters, Make a Difference Club	Nora Brazil, Megan Dere, Donna Stephens	2015/2016
Implement school-wide behavior expectations using PBIS	Create School-wide expectations, communicate expectations, reward positive behavior	Teachers, PBIS Team, PTA	Megan Dere, Sally Plicka	2015/2016

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)**Marguerite Montgomery 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	September, 2015	
Staff Safety Drills	September 16, 2015	
Conduct Safety Drills	September 28 - October 2, 2015	
Debrief Safety Drills with staff (solicit parent and student input)	October 7, 2015	
School Site Council Meeting to discuss and approve safety plan (must be approved by March 1)	October 20, 2015	
Board Meeting to approve safety plan	November 2015	

Marguerite Montgomery Elementary School

Crisis Team 2015-2016

Address: 1441 Danbury

Phone: (530) 759-2100

Team Role	Name	Cell Phone	Work Phone	Back Up
Admin 1 Incident Commander/Team Leader	<i>Sally Plicka Site Principal</i>	(530) 867-2691	(530) 759-2100 Ext 105	Clark Bryant
Admin 2 First Responder	Kellie Sequiera	(916) 799-3159	(530) 759-2100 Ext 244	Ana Bacon
Admin 3 First Responder	Ana Bacon	(916) 801-9681	(530) 759-2100 Ext. 222	Kellie Sequiera
Admin Support	<i>Maricela Ortega Secretary</i>	(916) 307-0965	(530) 759-2100 Ext. 101	Marilyn Stark
Mental Health Coordinator	Donna Stephens	(530) 400-6681	(530) 759-2100 Ext. 108	Megan Landreth
Support 2	Natalie Zehnder	(530) 219-7932		
Support 3	Joann			
Community Liaison	Kellie Sequiera	(916) 799-3159	(530) 759-2100 Ext 244	Lauren Kahn
Parent Liaison	Ana Bacon	(916) 801-9681	(530) 759-2100 Ext. 222	Carmen DeLaTorre
Medical Liaison	School Nurse Abigail Serin	(916)955-9740	(530) 759-2100	Marilyn Stark
Security Liaison	Marc Hicks	530 681-1738		Mel Nelson
Support 2	<i>District Safety Coordinator</i> Dave Plaut	530-341-5527		530 681-1091 <i>DO Designee</i>
Media Spokesperson	Maria Clayton	530-564-2290	757-5300 x193	Winfred Roberson 757-5300, x142 530-400-5983
Other (site specific)	Megan Landreth	(707) 293-6739	(530) 759-2100	

Notes: Evacuation Site 1: West Field Evacuation Site 2: Peregrine School

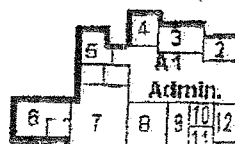
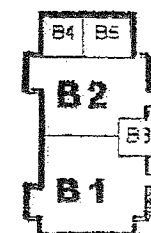
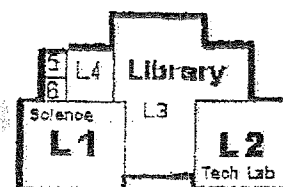
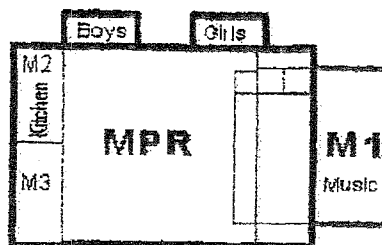
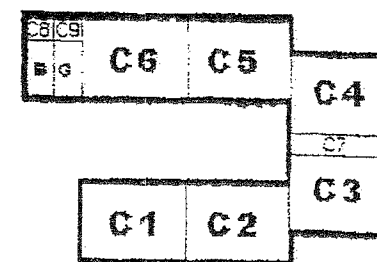
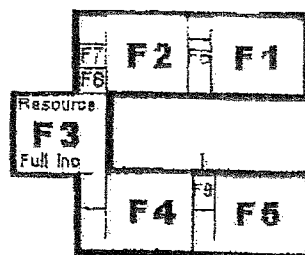
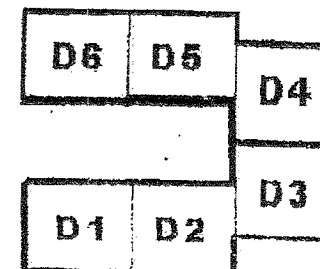
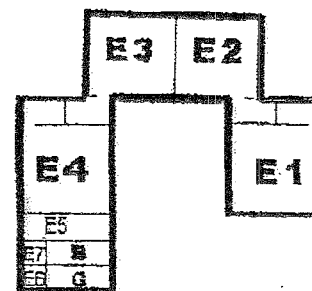
Marguerite Montgomery Elementary School

1441 Danbury Street, Davis, CA 95618

(530) 759-2100

Sally Plicka

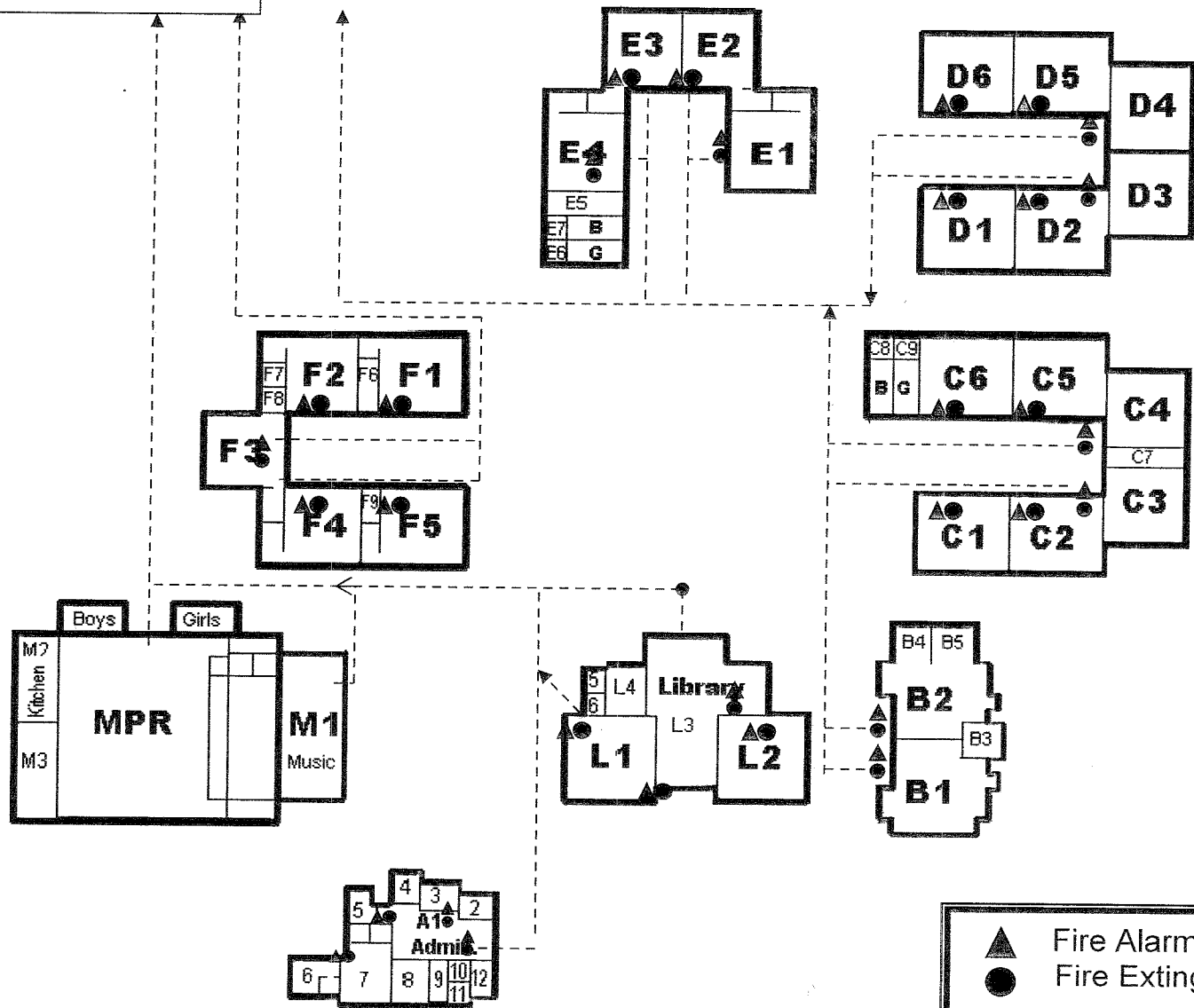
Staff	Room
Alger, Lauren/Amanda Zimmerman	B2
Almanza, Rocio	L1
Bacon, Ana	C2
Bass, Erin	Office
Brazil, Nora	C6
Castro, Elizabeth	D2
Cooley, Lydia	M1
Cooper, Kelly	D6
Dailey, Mary	F1
delaTorre, Carmen	D1
Dere, Megan	F3
Diaz, Lucia	B1
Family Resource	M1
Fogliasso, Noelle	F2
Gallegos, Areles	F5
Hayes, Melissa	F4
Headstart	C1
Hessl, Jennifer	D4
Kahn, Lauren	C5
Landreth, Megan	F4
Molina, Zelene	Office
Moulton, Christie	C4
Munoz, Angela	D5
Ortega, Maricela	Office
Patchett, Kim	C6
Perez, Belen	L3
Plaut, David	C2
Plicka, Sally	Office
Post, Kaitlin	B1
Rajo, Javier	E3
Rajo, Jazmin	E1
Sequeira, Kellie	E4
Spence, Hilary	E2
Stark, Marilyn	Office
Stephens, Donna	Office
Torres, Ramona	C3



Alternative Evacuation Route

Marguerite Montgomery Elementary
 1441 Danbury Street, Davis, CA 95616
 (530) 759-2100 (530) 759-2101

Evacuation of campus would take school
 across field (Walnut Field) to Merryhill
 Elementary at 2650 Lillard Street



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DANBURY STREET

▲ Fire Alarm Pull
 ● Fire Extinguisher

Fire Evacuation Routes

Marguerite Montgomery Elementary
1441 Danbury Street, Davis, CA 95616
(530) 759-2100 (530) 759-2101

