

Comprehensive School Safety Plan SB 187 Compliance Document

**2015-2016
School Year**

School: Robert E. Willett Elementary School
CDS Code: 57726786056303
District: Davis Joint Unified School District
Address: 1207 Sycamore Ln.
 Davis, CA 95616
Date of Adoption: 10/21/2015

Approved by:

Name	Title	Signature	Date
Heidi Perry	Principal	<i>Heidi Perry</i>	10/21/15
Lisa Canterbury	Fifth Grade Teacher		
Kim Bobadilla	Fifth Grade Teacher	<i>K. Bobadilla</i>	10/21/15
Kelly Carlson	Second Grade Teacher	<i>Kelly Carlson</i>	10/21/15
Christine Didas	Third Grade Parent Teacher	<i>Christine Didas</i>	10/21/15
Aly Ferguson	Reading Paraeducator	<i>Aly Ferguson</i>	10/21/15
Rody Boonchouy	Parent	<i>Rody Boonchouy</i>	10/21/15
Heema Govindjee-Merchant	Parent	<i>Heema Govindjee-Merchant</i>	10/21/15
Parshaw Vaziri	Parent	<i>Parshaw Vaziri</i>	10/21/15
Michelle Agnew	Parent	<i>Michelle Agnew</i>	10/21/15
Simona Ghetti	Parent	<i>Simona Ghetti</i>	10/21/15
Caren Weintraub	Parent	<i>Caren Weintraub</i>	10/21/15

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)	Heidi Perry	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)	Heidi Perry	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)	Tara Stapleton, Heidi Perry	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)	Heidi Perry and all school staff	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)	Laura Juanitas/Marc Hicks	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	M and O	2015-2016
Update and maintain bell, PA, and fire alarm systems	Test and maintain systems at regular intervals.	M & O	M and O	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)	Heidi Perry	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	Continue with monthly assemblies incentives for students - Golden Tickets, High Fives, Attendance recognition Monthly Assemblies Community Cares Events Intramural Director at Lunch School Climate Committee during lunch for students to be easier involved	Intramural Director	Heidi Perry and school staff	2015-2016
Increase Parent Communication	Update school and teacher websites Continue to use School Messenger	PTA website Willett website Who's News Monthly Principal Coffees	PTA, Julie Cuetara, Heidi Perry	2015-2016
Working with Stakeholders in updating the LCAP for the school site.	Community Meetings		Heidi Perry	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)		2015-2016
On Site Professional Development, per conversations with liaison	A year long plan will be developed for professional growth on site and within academic conferencing	Elizabeth Petteys - counseling Special Ed department at Willett - support with identifying students' needs Kate Snow - Restorative Practices Niki Reina-Guerra - math PD Kelly Rothgeb - reading/literacy PD Rody Boonchouy, parent - BIE/PBL Staff - articulation of pedagogy and expectations	Heidi Perry	2015-2016

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

Robert E. Willett 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>

Comprehensive School Safety Plan

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	October 21, 2015	Site Council Meeting - 4PM October 21, 2015
Staff Safety Drills	Reviewed August 25, 2015	
Conduct Safety Drills	Begin September 11 - once a month fire drills and twice per year safety drills	
Debrief Safety Drills with staff (solicit parent and student input)	October 7, 2015 staff meeting	Staff Meeting - 2PM
School Site Council Meeting to discuss and approve safety plan (must be approved by March 1)	October 21, 2015	
Board Meeting to approve safety plan		

WILLETT EMERGENCY DRILLS FOR 2015-2016

Signature

Sept. 9	9:15	Fire Drill	
Sept. 10	9:15	Earthquake Drill, then Shelter in Place	
		Lunch time drills	
Oct. 14	11:00	Fire Drill	
Nov. 12	9:15	Fire Drill	
Dec. 16	11:00	Fire Drill	
Jan. 13	9:15	Fire Drill	
Jan. 15	9:15	Earthquake Drill, then Shelter in Place	
		lunch time drills	
Feb. 10	11:00	Fire Drill	
Mar. 9	9:15	Fire Drill	
Apr. 13	11:00	Fire Drill	
May 11	9:15	Fire Drill	

O: Emergency Procedures

Willet Elementary School
 Crisis Team 2015-2016
 Address: **1207 Sycamore Lane**
 Phone: **(530) 757-5460**

Team Role	Name	Cell Phone	Work Phone	Back Up
Admin 1 Incident Commander/Team Leader	Heidi Perry	[REDACTED]	(530) 757-5460	
Admin 2 First Responder	Tim Paulson	[REDACTED]	(530) 757-5460	
Admin 3 First Responder	Tara Stapleton	[REDACTED]	(530) 757-5460	
Admin Support	Rhonda Brooks	[REDACTED]	(530) 757-5460	
Mental Health Coordinator	Elizabeth Petteys	[REDACTED]	(530) 757-5460	
Support 2	Tim Paulson	[REDACTED]		
Support 3	Marla Cook	[REDACTED]		
Community Liaison	Heidi Perry	[REDACTED]	(530) 757-5460	
Parent Liaison	Leslie Whiteford	[REDACTED]	(530) 757-5460	
Medical Liaison	Claire Farver	[REDACTED]	445 X 105	
Security Liaison	Marc Hicks <i>District Safety Coordinator</i>	[REDACTED]		Mel Nelson [REDACTED] <i>DO Designee</i>
Media Spokesperson	Maria Clayton	[REDACTED]	757-5300 x193	Winfred Roberson 757-5300, x142 [REDACTED]
Other (site specific)	Geronimo Ramirez	[REDACTED]	(530) 757-5460	

Willet Evacuation Sites 1) Cesar Chavez Elementary 2) Davis Senior High School

Notes:



Willett Elementary
Phone Tree 2015-2016



Evacuation Site #1: Cesar Chavez Elementary

Evacuation Site #2: Davis Senior High School

Heidi Perry contact: Rhonda Brooks, Tara Stapleton, Elizabeth Petteys, Geronimo Ramirez, Yolanda Beatriz

Rhonda Brooks contact: Kimberlee Foerster, Amy Teaford, Suzanne Tanji

Tara Stapleton contact: Kim Bobadilla, Marla Cook, Rebecca Owings, Pam Disney

Elizabeth Petteys contact: Tim Paulson

Kimberlee Foerster contact: Amanda Rayls, Chris Fluetsch, Nina Watson, Kelly Rothgeb

Amy Teaford contact: Mimi Monson, Molly Durst, Catherine Harrington, Wendy Allen

Suzanne Tanji contact: Kelly Carlson, Kris Inouye, Ruth Ann Altman, Lindsay Upcraft

Rebecca Owings contact: Christine Didas, Becky Casey, Melissa Elliott

Pam Disney contact: Greg Miller, Mary Schembri

Kim Bobadilla contact: New 5th AIM, Angela Hill, Julie Cuetara

Marla Cook contact: Leslie Whiteford, Kathy Gill, Anahita Enzerink

Catherine Harrington contact: RSP Aides, Wendy Parikh, Sherie Wall

Ruth Ann Altman contact: Inclusion Aides, Stephanie Manning

Chris Fluetsch contact: Karen Karoly, Ruth Beckon, Rose Turner, Lisa Musser

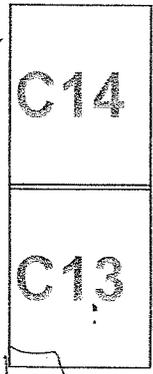
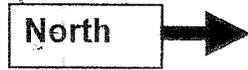
Kelly Rothgeb contact: Aly Ferguson

Phone Tree Directions:

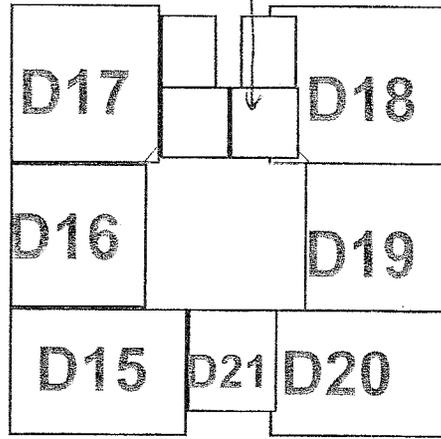
- √ The phone tree will be activated in the event that we need to get information to all staff. People whose names are in bold may have others on their list help contact people from their list.
- √ **Please make sure you have a copy of the staff phone list and the Phone tree at home in a confidential spot!**
- √ When you are called, write the message down so you can repeat it exactly as you received it.
- √ Call the next person on the phone tree and repeat the message to them. Ask them to repeat the message back to insure accuracy.
- √ If you do not reach the person next to your name, go to the next name on the telephone tree. After passing the message to that person, continue calling the individual you missed until you reach them.
- √ If you are the last person in your column, call the person at the top of your branch.

Robert E Willett Elementary

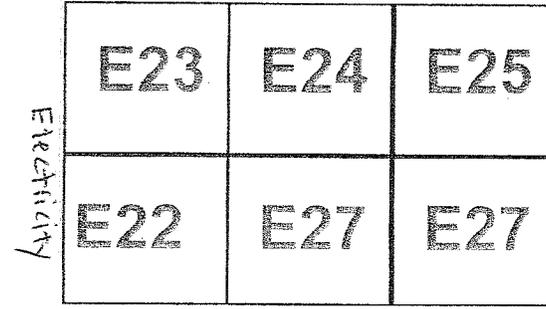
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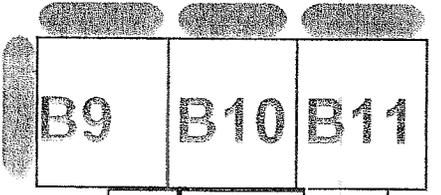
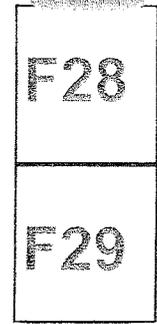
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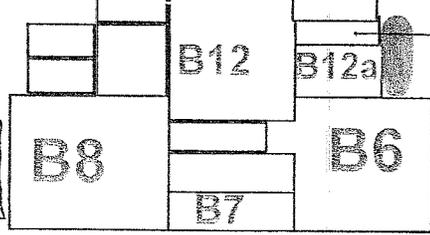
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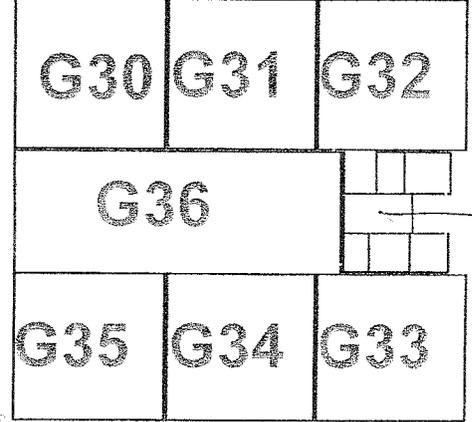
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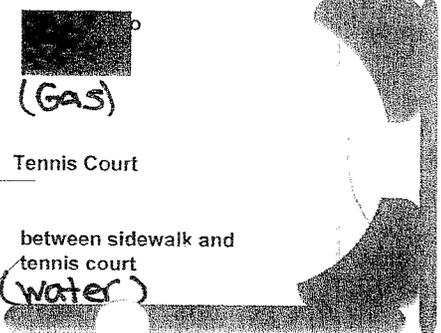
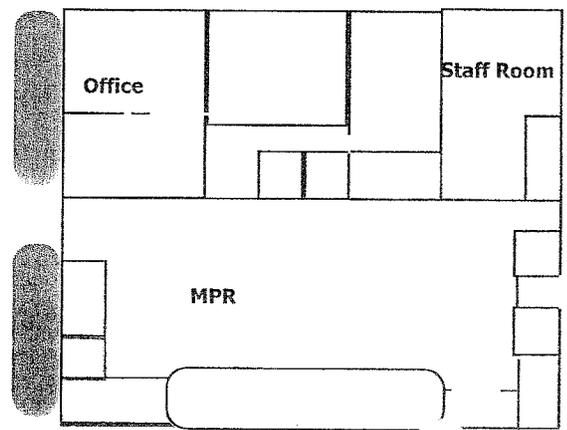
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 B



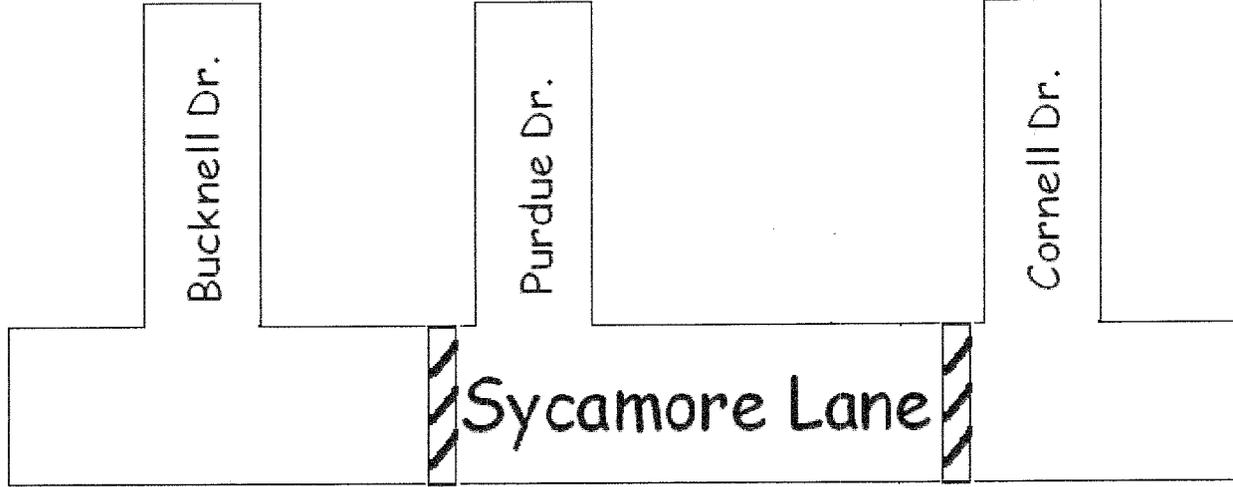
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Electricity



What is it?	Tools needed	Where is it?
Water	none	
Gas	wrench	emergency bag in office
Electricity	key	custodian has key



Willett Elementray

Robert E Willett Elementary

1207 Sycamore Lane Davis, CA 95616

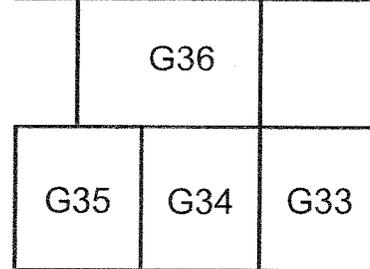
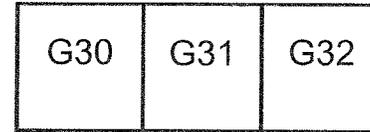
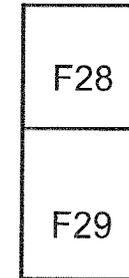
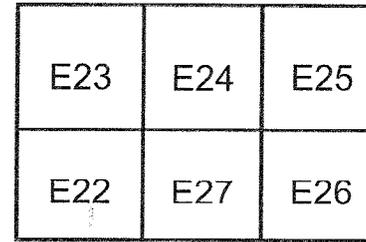
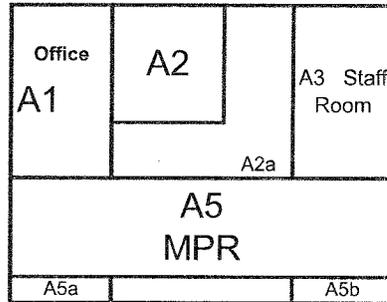
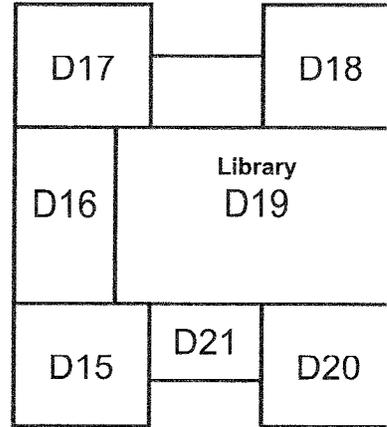
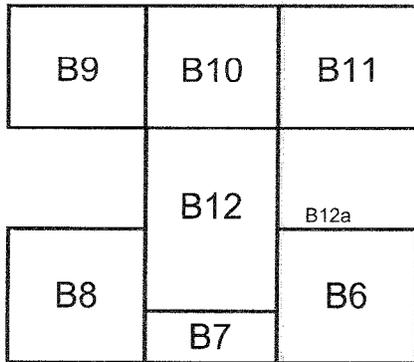
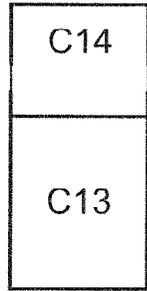
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D15,D16,D17,D18,D19,D20,D21 E22,E27,E26,E23,E24,E25 F28,F29 G30,G31,G32,G33,G34,G35,G36

Site Map

North →

A Bldg B6, B8, B9, B10, B11, B12 C13, C1



31
gx270

512

37 2

Parking Lot

Sycamore Lane

Robert E Willett Elementary

1207 Sycamore Lane Davis, CA 95616

530-757-5460

Site Map

North →

<u>C14</u> Cuetara Computer Lab
<u>C13</u> Tanji/Carlson 2nd Gr.

B9 Durst 1st Gr.	B10 Teaford 1st Gr.	B11 Monson 1st Gr.
	B12 Rothgeb Reading	B12a
B8 Foerster Rayls Kindergarten	Parikh Speech	B6 Watson Kindergarten
	B7	

D17 Inouye 2nd Gr.		D18 Miller 4th Gr.
D16 Upcraft 2nd Gr.	D19 Library Fluetsch	
D15 Disney 4th Gr.	D21 Allen EL	D20 Cook 6th Gr.

A1 Office	A2		A3 Staff Room
	A2a		
A5 MPR			
A5a			A5b

E23 Music Wall	E24 Harrington Sp. Ed.	E25 Altman FI
E22 Casey 3rd Gr.	E27 Owings 3rd Gr.	E26 Didas 3rd Gr.

F28 Gill Science
F29 Elliott Science

G30 Enzerink 6th Gr.	G31 Schembri 4th Gr.	G32 Hill 5th Gr.
	G36 Computer Lab	
G35 Whiteford 6th Gr.	G34 Canterbury 5th Gr.	G33 Bobadilla 5th Gr.

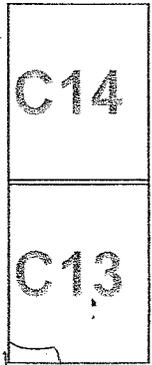
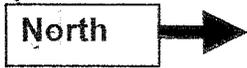


Parking Lot

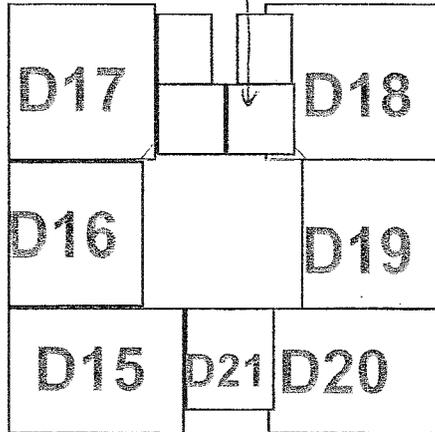
Sycamore Lane

Robert E Willett Elementary

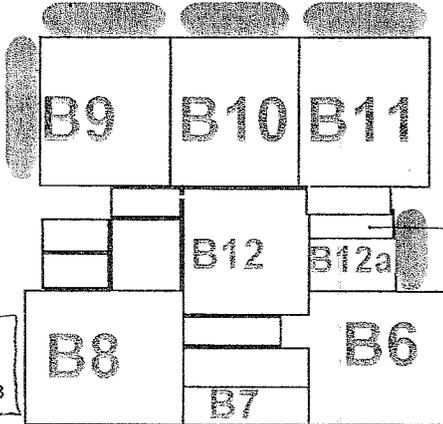
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Electricity

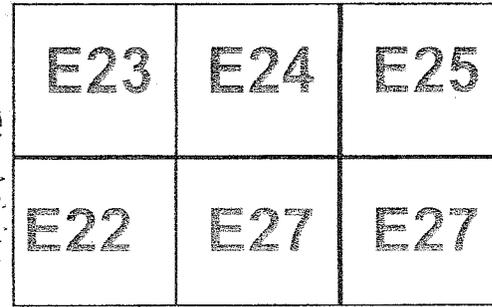


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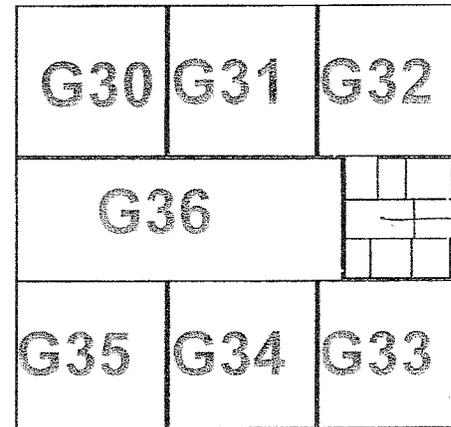
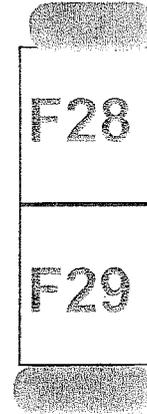


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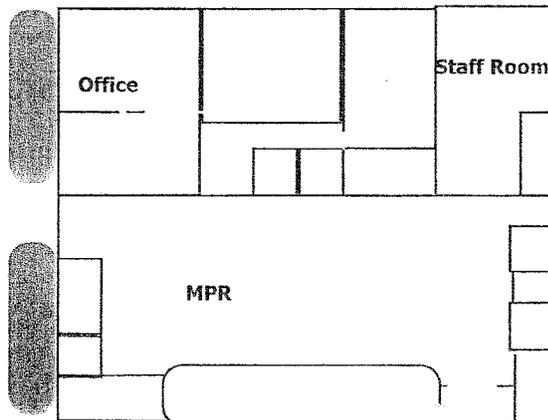
Electricity



Electricity



Electricity



(Gas)

Tennis Court

between sidewalk and tennis court

(Water)

What is it?	Tools needed	Where is it?
Water	none	
Gas	wrench	emergency bag in office
Electricity	key	custodian has key