

Bubbling Wells Elementary School



Comprehensive School Safety Plan 2019/2020

Address:

67501 Camino Campanero
Desert Hot Springs, CA 92240

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Mission Statement

“Empowering and Motivating for Today and Tomorrow”

Safety School Plan Vision

School, Community and Law Enforcement stakeholders collaboratively address identified safety concerns using a data-based decision process to build pride and respect in our schools and community.

Learning Facilitators set the condition for a safe welcoming, joyful classroom environment where successful learning influences esteem, attitude, motivation, and the development of a healthy self-system. Learners perceive the learning environment as physically, emotionally, and socially safe where positive student-teacher relationships are nurtured and validated.

Introduction

California schools are required to comply with various Federal, state, and local regulations dealing with health and safety. Pursuant to Senate Bill 187 (Comprehensive School Safety Plan), California State regulations require that school districts maintain an appropriate social climate on campus, in classrooms, and at school-sponsored events. In particular, California Education Code (CEC) requires the preparation of comprehensive "safe school plans" dealing with violence prevention, emergency preparedness, crisis intervention, and student and employee safety.

The following Education Code sections detail some of the requirements for a comprehensive school safety plan, specifically CEC Section 32280-32289 indicating that the school site council will write and develop a comprehensive school safety plan relevant to the needs and resources of that particular school. Also, CEC Section 32281 (b) (2) provides that the school site council may delegate this responsibility to a school safety planning committee and requires that the school safety plan include the following:

- Assessment of current status of school crime.
- Identification of appropriate strategies and programs that will promote school safety and address the school's procedures for complying with existing laws related to school safety, such as:
 - Child Abuse Reporting Procedures
 - Disaster procedures, routine and emergency (SEMS).
 - Suspension, expulsion, or mandatory expulsion recommendations.
 - Procedures to notify teachers of dangerous pupils.
 - Sexual harassment policy.
 - Provisions of any school wide dress code.
 - Procedures for safe ingress and egress.
 - Safe and orderly environment.
 - Rules and procedures on school discipline.

The comprehensive safe school plan must also comply with the principles of the Safe and Drug Free Schools and Communities Act and address policies and procedures for dealing with hate crimes.

CRISIS RESPONSE PLAN

State law requires that schools prepare to respond to earthquakes, fires, and other emergencies. This Crisis Response Plan is a component of the Comprehensive Safe School Plan and meets the intent of:

- California Education Code § 35295 through § 35297
- California Government Code § 8607
- California Government Code § 3100
- California Code of Regulations § 2400 through § 2450
- California Administrative Code, Title V, § 560
- Other Federal, State and Local mandates

The text of these mandates can be found on the following web link: <http://www.cde.ca.gov/re/lr/cl/>

Section 1: Planning

School Safety Plan Committee

Comprehensive Safe School Plan Committee		
Name	Title	Signature
Omar Tinoco	Principal	
Betsy Gomez	Asst. Principal	
Maria Oregel	Counselor	
Jim Christopoulos	School Psychologist	
Mary Robles	Community Liaison	
Jeremy Clark	Certificated staff	
Joe Krska	Certificated staff	
Pat Mattison	Certificated staff	
Lee Castello	Certificated staff	

School Safety Committee Chairperson:

School Safety Committee Meeting Schedule

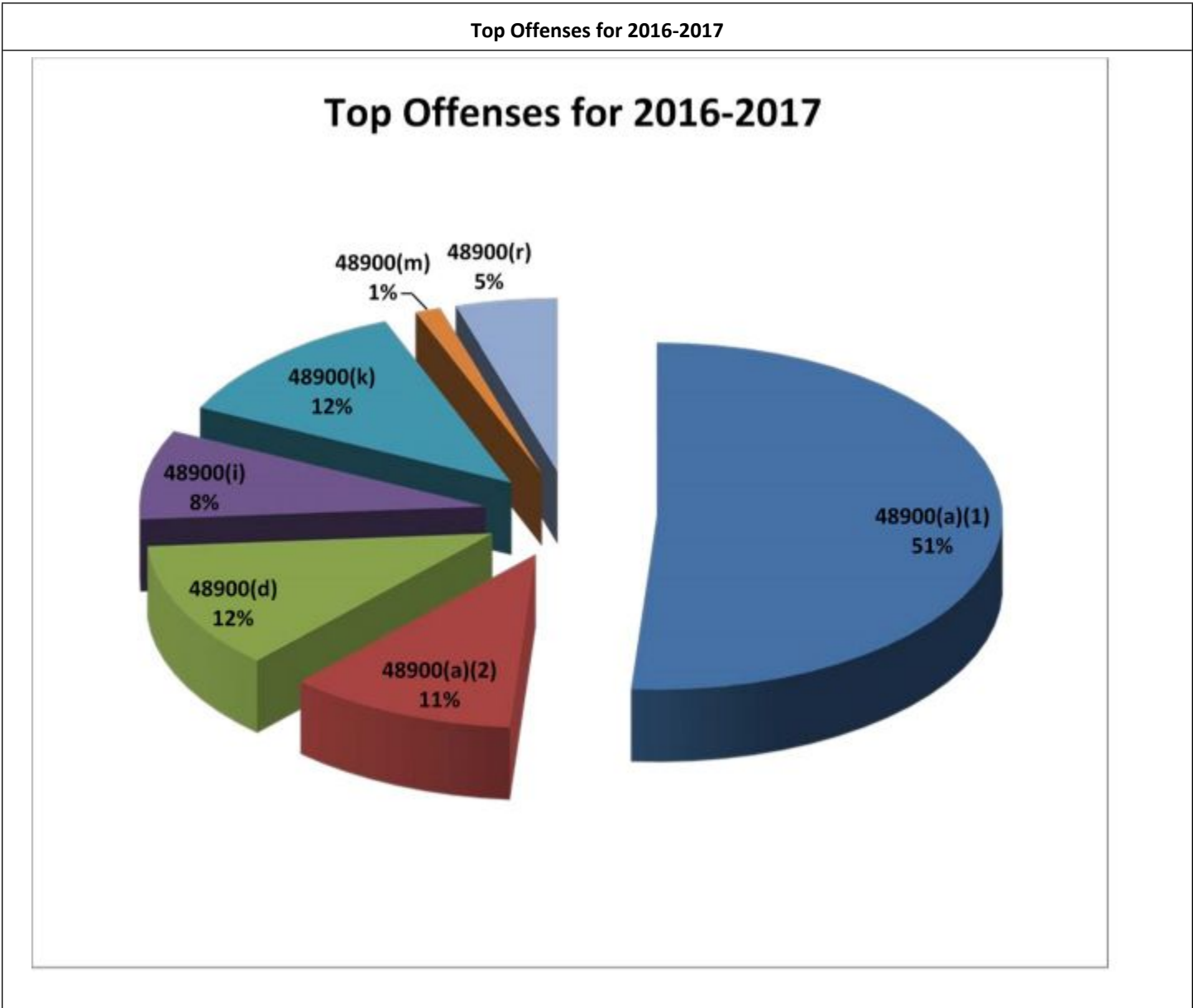
All meetings will be held on () from () p.m. to () p.m.

Thursday, October 25, 2018: 3:45-4:30
Thursday, January 31, 2019: 3:45-4:30
Thursday, February 28, 2019: 3:45-4:30
Thursday, March 28, 2019: 3:45-4:30
Thursday, May 30, 2019: 3:45-4:30

Section 2: School Climate Assessment

Crime Reports

School-Site Crime Offenses 2016-2019

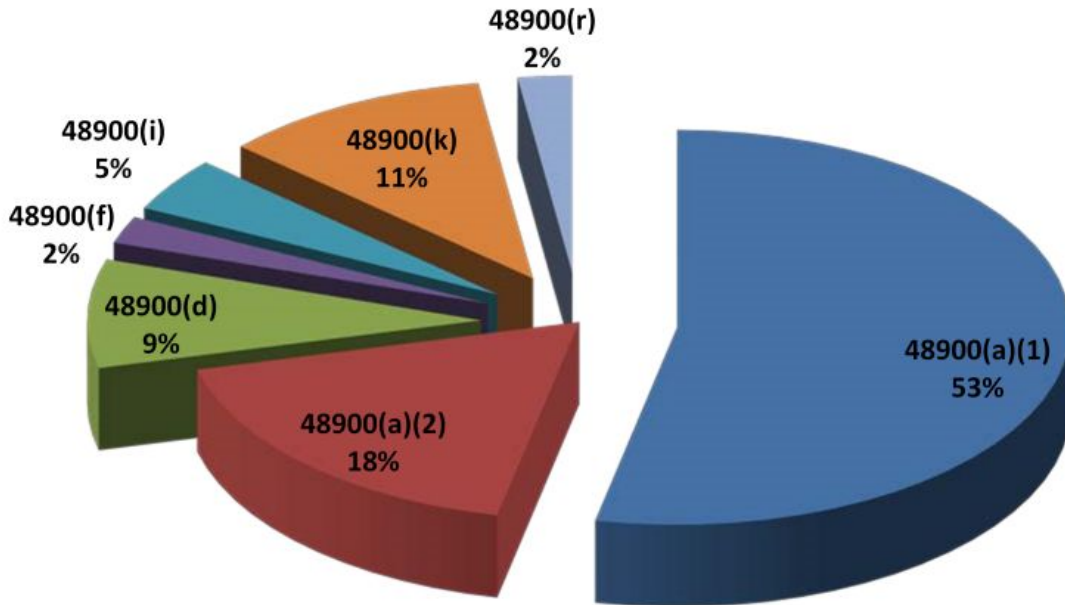


Top Offenses for 2016-2017		Count
48900(a)(1)	Caused, Attempted, or Threatened Physical Injury	43
48900(a)(2)	Used Force or Violence	9
48900(d)	Stealing- w/o Use of Force/Violence	10
48900(i)	Obscene Acts, Profanity, and Vulgarity	7
48900(k)	Disruption, Defiance	10

48900(m)	Possession of an Imitation Firearm	1
48900(r)	Bullying	4
TOTAL:		84

Top Offenses for 2017-2018

Top Offenses for 2017-2018



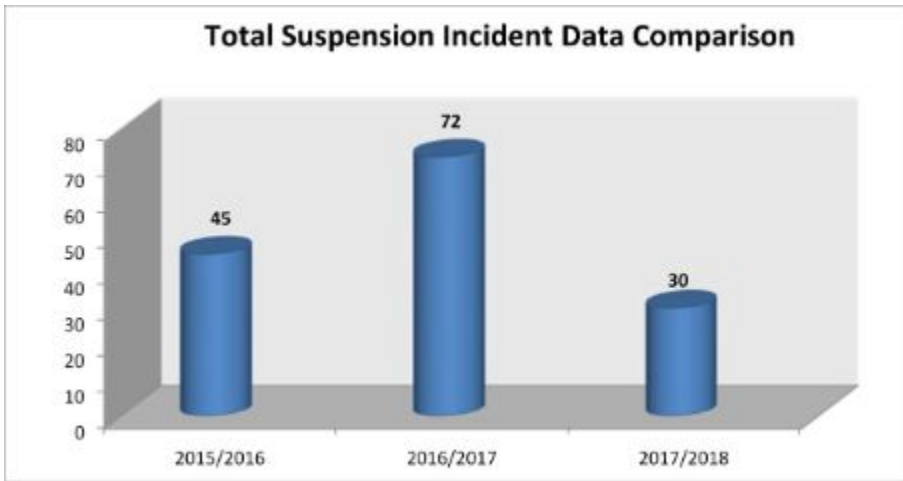
Top Offenses for 2017-2018		Count
48900(a)(1)	Caused, Attempted, or Threatened Physical Injury	24
48900(a)(2)	Used Force or Violence	8
48900(d)	Offer/Arrange Sale of Fake Drug/Alcohol	4
48900(f)	Property Damage	1
48900(i)	Obscene Acts, Profanity, and Vulgarity	2
48900(k)	Disruption, Defiance	5
48900(r)	Bullying	1
TOTAL:		45

Top Offenses for 2018-2019

	Top Offenses for 2018-2019	Count

Suspension

Total Suspension Incident Data Comparison



Unduplicated Count of Students Suspended

School Year	Two Or More	American Indian	African American	Filipino	Hispanic	White	Total
2015-16							0
2016-17							0
2017-18							1

Behavior Referral Report

Behavior Referral by Offense

Offense	Behavioral Referral Reports			
	2015-16	2016-17	2017-18	2018-19
Bullying		4	2	
Cause/threaten to cause injury		28	16	
Computer Use Violation		2	1	
Dangerous Act		8	16	
Dangerous Object		0	5	
Defiant/disrespectful		11	2	
Disruption		18	20	
Harassment		5	0	
Harassment-Racial		0	2	
Harassment-Sexual		1	1	
Hoesplay/roughhousing		17	2	
Obscene Act		3	2	
Posess/misuse prohibited electronic device		2	0	
Profanity/vulgarity		8	7	
Theft		3	2	
Threaten/perform act dangerous to self		0	1	
Throwing Objects		0	2	
Truant Period		0	2	

Panorama Survey (PS) Summary

Panorama Surveys helps schools and districts collect valid and reliable feedback about a wide range of topics that matter most— from engagement and communication, to school climate and culture.

The Panorama Survey was administered in Fall 2018 with the following results:

Attendance Rate

Attendance Rate: Bubbling Wells Elementary School

School Year	Attendance Rate
2016-17	94.12%
2017-18	94.75%

Current Chronic Absentee Rate & Absent Range Meter

School Year	Satisfactory 0-4.9%		At-Risk 5-9.9%		Moderate 10-19.9%		Severe 20-100%		Total # of Students
	2016 – 2017								
2017 – 2018									
2018 - 2019									

Single Plan for Student Achievement – Goal 3

LCAP Aligned School Goal #3 – Safe Learning Environment

Goal 3

Maintain Healthy and Safe Learning Environment

Goal Statement

Bubbling Wells students will be educated in a safe and drug-free learning environment using the resources and programs identified by the District. The school will provide instruction and reinforcement to students on the characteristics of safe and drug free behavior.

LCAP Goal

Palm Springs Unified will provide students with a clean, healthy, physically and emotionally safe learning environments.

Identified Need

1. 60% of all students felt safe at school based on Panorama Survey. This will be addressed by the following: 2 expectation assemblies covering sequential discipline policy, review of previous year survey with student population, and continue with SEL lessons via counselor in classrooms.
2. 76% of all students felt connected to school based on Panorama Survey. This will be addressed by more SEL group opportunities provided by administration and/or counselor.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Suspension Rates: (Color (%) - Status - Level Change) All Students (ALL)- green, 2.6%, medium, declined 1.4% English Learner (EL)- green, 1.7%, medium, declined 1.3% Hispanic (Hisp)- green, 2.6%, medium, declined 1.3% African American (AA)- NA, 3.6%, declined .8% Socioeconomically Disadvantaged (SED)- green, 2.5%, medium, declined, 1.6% Students with Disabilities (SWD)- yellow, 3.7%, low, declined 1.5%	Suspension Rates: (Color (%) - Status - Level Change) All Students (ALL)- green, 2.0%, medium, English Learner (EL)- green, 1%, medium, Hispanic (Hisp)- green, 2%, medium, African American (AA)- NA, 3%, Socioeconomically Disadvantaged (SED)- green, 2%, medium Students with Disabilities (SWD)- yellow, 3%,
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL)- 0% English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL)- 0% English Learner (EL) Hispanic (Hisp) African American (AA)

Metric/Indicator	Baseline	Expected Outcome
Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)
Panorama Survey - School Connectedness All students EL AA Hisp SED	Panorama Survey - School Connectedness Baseline Data: All students: 76% EL: 77% AA: 88% Hisp: 76% SED: 63%	Panorama Survey - School Connectedness Baseline Data: All students: 80% EL: 80% AA: 88% Hisp: 80% SED: 80%
Panorama Survey - School Safety All students: EL AA Hisp SED	Panorama Survey - School Safety Baseline Data: All students: 60% EL: 62% AA: 57% Hisp: 60% SED: 54%	Panorama Survey - School Safety Baseline Data: All students: 70% EL: 70% AA: 70% Hisp: 70% SED: 70%
Williams Facilities Inspection Results	100% Williams Facilities Inspection Results	100% Williams Facilities Inspection Results

Planned Strategies/Activities

Strategy/Activity 1

Game On Coach for Structured Recess program.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount

4,446.00

Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Salary
Amount	4,242.00
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Fringes/Extra Duty

Strategy/Activity 2

Seven (7) Supervision Aides to increase student supervision on campus. With our new SEL model, this will allow us to include the Tier 2 intervention of adding a recess/lunch detention to our program that will not affect the classroom teachers.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Principal, Assistant Principal

Proposed Expenditures for this Strategy/Activity

Amount	42,054.00
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Supervision Aides (salary)
Amount	5,827.00
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Supervision Aides (fringes/benefits)

Strategy/Activity 3

Tier 1 SEL Program: Administrator and teachers will conduct trimester award assemblies to highlight student achievement, the importance of attending school, and to positively motivate students in the area of ELA, Math, Science and Social Behavior.
This will also include SEL incentives to help support our Pyramid of Success.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	2,000.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	SEL incentives to help support our Pyramid of Success and School Safety program.

Section 3: Policies and Procedures

Child Abuse Reporting Procedures

Definitions

Child abuse includes the following:

1. A physical injury inflicted by other than accidental means on a child by another person.
2. Sexual abuse of a child.
3. Willful cruelty or unjustifiable punishment of a child, or willfully inflicting unjustifiable physical pain or mental suffering, or failure to safeguard a child from these injuries when the child is under a person's care or custody.
4. Unlawful corporal punishment or injury resulting in a traumatic condition.
5. Neglect of a child or abuse in out-of-home care.

Child abuse or neglect does not include:

1. A mutual affray between minors
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment
3. The exercise by a teacher, vice principal, principal or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning
4. An amount of force that is reasonable and necessary for a school employee to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student

Mandated reporters include but are not limited to all district employees; teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; and administrators, presenters or counselors of a child abuse prevention program.

Reasonable suspicion means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect.

Any mandated reporter who has knowledge of or who reasonably suspects that mental suffering has been inflicted upon a child, or that the child's emotional well-being is endangered in any other way, may report the known or suspected instance of child abuse or neglect to the appropriate agency designated below.

Instances that indicate that the emotional well-being of a child might be endangered include, but are not limited to, evidence that the child is suffering from emotional damage, such as severe anxiety, depression, withdrawal, or untoward aggressive behavior towards self or others.

Any person shall notify a peace officer if he/she reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury, where the victim is a child under age 14.

Responsibility for Reporting

The reporting duties are individual and cannot be delegated to another person.

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, and when there is agreement among them, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report.

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report.

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. How Do I Report?

1. Initial Telephone Report – Immediately or as soon as practicably possible after knowing or observing suspected child abuse or neglect, a mandated reporter shall make a report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or the county welfare department.

Department of Public Social Services
48-113 Jackson Street, Indio, CA 92201
(800) 442-4918

-or-

Department of Public Social Services
68-625 Perez Road Suite #1, Cathedral City, CA 92234
(760) 773-6700

When the telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Written Report - Within 36 hours of receiving the information concerning the incident, the mandated reporter shall prepare and send to the appropriate agency a written report that includes a completed Department of Justice form. Mandated reporters may obtain copies of the above form from either the district or the appropriate agency.

Reports of suspected child abuse or neglect shall include, if known:

- a. The name, business address and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location and, where applicable, school, grade and class
- c. The names, addresses and telephone numbers of the child's parents/guardians
- d. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information
- e. The name, address, telephone number and other relevant personal information about the person(s) who might have abused or neglected the child

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her.

Information relevant to the incident of child abuse or neglect may also be given to an investigator from an agency that is investigating the case.

3. Internal Reporting – Employees reporting child abuse or neglect to the appropriate agency are encouraged, but not required, to notify the principal or designee as soon as possible after the initial telephone report to an appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal or designee so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Governing Board policy and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing these forms.

The mandated reporter shall not be required to disclose his/her identity to the principal.

He/she may provide or mail a copy of the written report to the principal, Superintendent or designee without his/her signature or name.

Reporting the information to an employer, supervisor, school principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency.

Training

Training of mandated reporters shall include child abuse identification and reporting. All employees receiving such training shall receive written notice of state reporting requirements and employees' confidentiality rights. Training shall also include guidance in the appropriate discipline of students, physical contact with students, and maintenance of ethical relationships with students to avoid actions that may be misinterpreted as child abuse.

Victim Interviews

Upon request, a child protective agency representative may interview a suspected victim of child abuse during school hours, on school premises, concerning a report of suspected child abuse that occurred within the child's home. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child.

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her, before the interview takes place, of the following legal requirements:

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidential requirements of the Child Abuse and Reporting Act, a violation of which is punishable as specified in Penal Code 11 167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school.

Release of Child to Peace Officer or Child Protective Services Agent

When a child is released to a peace officer or child protective services agent and taken into custody as a victim of suspected child abuse, the Superintendent or designee and/or principal shall not notify the parent/ guardian as required in other instances of removal of a child from school, but rather shall provide the peace officer or agent with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation.

Peace officers and child protective services agents will be asked to sign an appropriate release or acceptance of responsibility form.

Parent/Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with procedures whereby they can report suspected child abuse occurring at a school site to appropriate agencies. Such procedures shall be in the primary language of the parent/guardian and, when communicating orally regarding those procedures, an interpreter shall be provided for parents/guardians whose primary language is other than English.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person or in writing with any appropriate agency identified above under "Reporting Procedures."

If a parent/guardian makes a complaint to any district employee, that employee shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency and also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650(a)(viii)(C).

Notifications

The Superintendent or designee shall give persons hired by the district a statement informing them that they are mandated by law to report suspected child abuse and neglect, inform them of their reporting obligations under Penal Code 11166, and provide a copy of Penal Code 11165.7 and 11166. Before beginning employment, employees shall sign the statement indicating that they have knowledge of the reporting obligations under Penal Code 11166 and that they will comply with those provisions. The Superintendent or designee shall retain the signed statements.

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Superintendent or designee shall also notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report.
2. If a mandated reporter fails to report an incident of known or reasonably suspected child abuse or neglect, he/she is guilty of a misdemeanor punishable by a fine and/or imprisonment.
3. No employee shall be subject to any sanction by the district for making a report.

Disaster and Emergency Response Procedures

Primary Incident Command Structure/Functions Incident/School Commander (the “leader”)

The Command Section is responsible for overall policy, direction, and coordination of the emergency response effort during the incident. The Command Section Staff is also responsible for interacting with response agencies and the DOC.

Operations Section (the “doers”)

The Operations Section is responsible for coordinating all operations in support of the emergency response and for implementing action plans. This section includes response teams that work toward reducing the immediate hazard, mitigating damage, and establishing control and restoration of normal operations.

Planning/Intelligence Section (the “thinkers”)

The Planning and Intelligence Section is responsible for collecting, evaluating, and disseminating information; maintaining documentation; and evaluating incoming information to determine the potential situation in the nottoo-distant future. This section also develops District DOC/Field action plans for implementation by the Operations Section.

Logistics Section (the “getters”)

The Logistics Section is responsible for providing all types of support for the emergency response operation. This section orders all resources from off-site locations and provides facilities, services, personnel, equipment, transportation, and materials.

Finance and Administration Section (the “collectors”)

The Finance and Administration Section is responsible for accounting and financial activities such as establishing contracts with vendors, keeping pay records, and accounting for expenditures. This section is also responsible for all other administrative requirements and acts as the clearinghouse for documentation during the recovery phase.

ICS Unified Command Structure

Unified Command is an important element in multijurisdictional or multiagency domestic incident management. It provides guidelines to enable agencies with different legal, geographic, and functional responsibilities to coordinate, plan, and interact effectively.

As a team effort, Unified Command overcomes much of the inefficiency and duplication of effort that can occur when agencies from different functional and geographic jurisdictions, or agencies at different levels of government, operating without a common system or organizational framework.

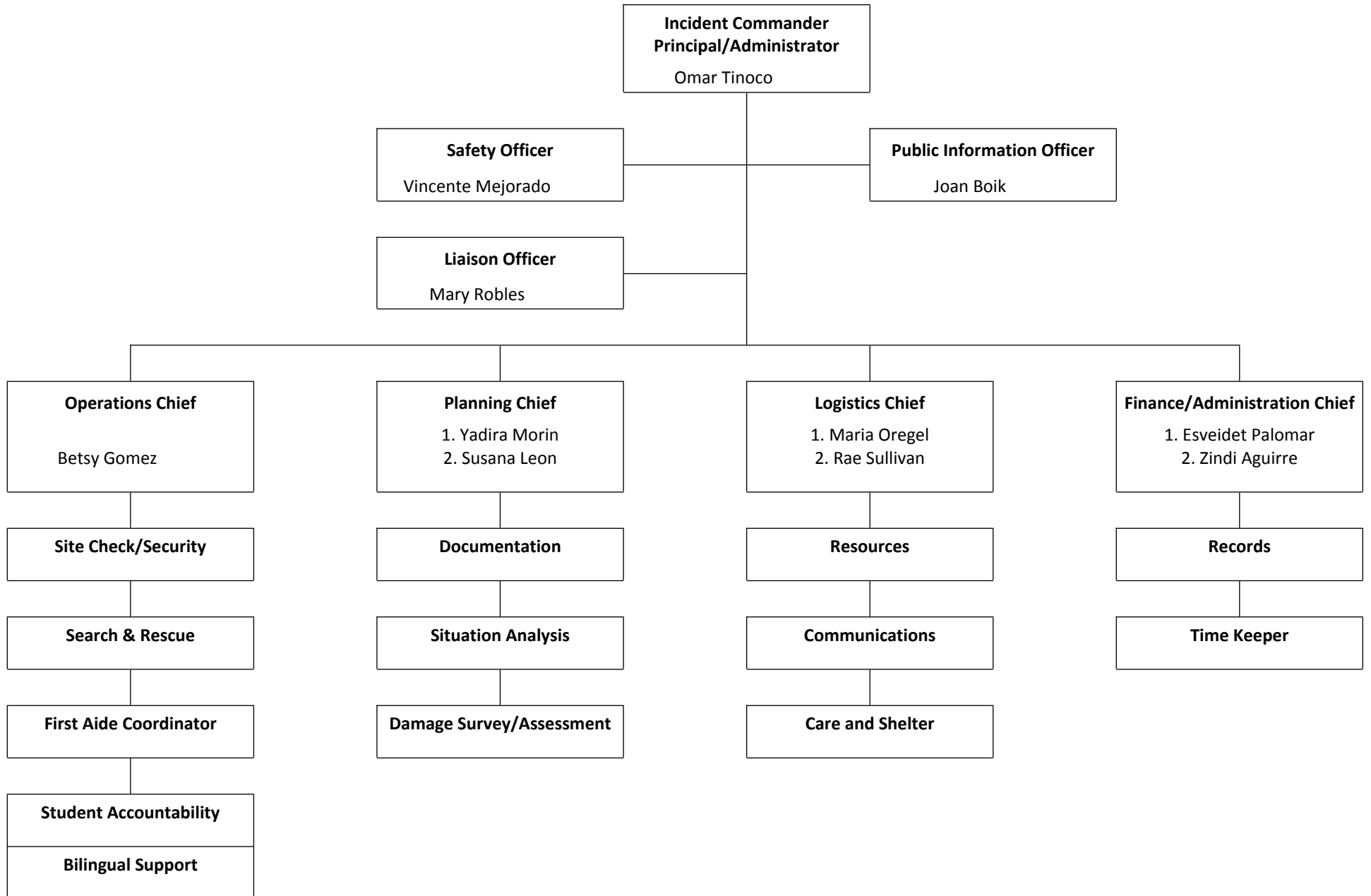
All agencies with jurisdictional authority or functional responsibility for any or all aspects of an incident participate in the Unified Command structure and contribute the following process and responsibilities:

- Determine overall incident strategies
- Select objectives
- Ensure that joint planning for tactical activities is accomplished in accordance with approved incident objectives
- Ensure the integration of tactical operations
- Approve, commit, and make optimal use of all assigned resources

Advantages of Using Unified Command

- One set of objectives is developed for the entire incident.
- All agencies with responsibility for the incident have an understanding and are fully aware of joint priorities and restrictions.
- Duplicative efforts are reduced or eliminated, thus reducing cost and chances for frustration and conflict.

“Incident Command System” Organization Chart



Disaster Supplies Inventory

First Aid Kit

Quantity Location(s):

4 Health Office

Communication Equipment

Radios/Cell Phone	Qty.	Location(s)
Radios	12	Office or around campus during school hours
Radios – admin	3	Principal and AP offices, secretary’s desk

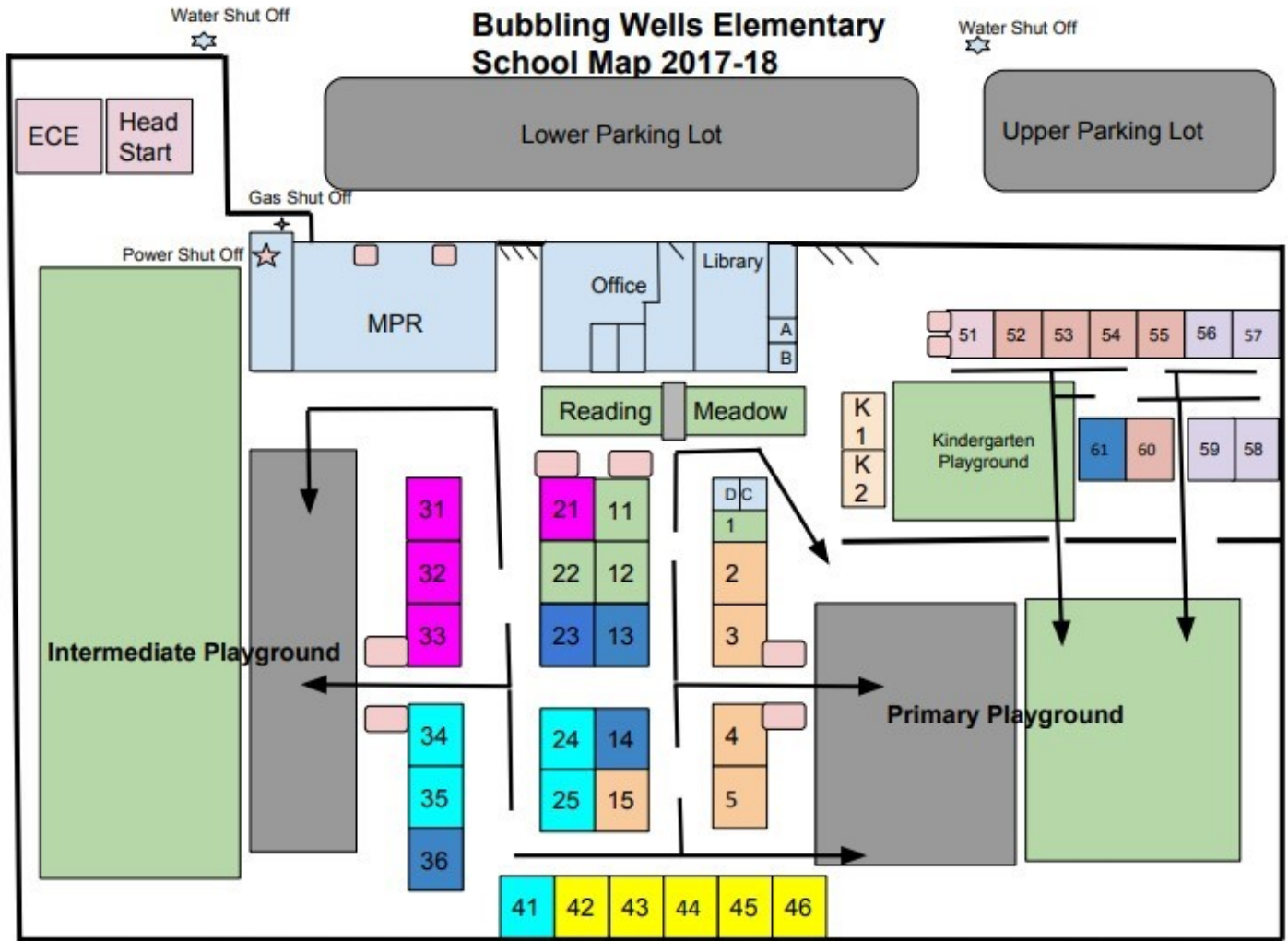
Supply List

Equipment/Supplies	Qty	Location
Earthquake supply bag	1	Office
First aid bag	2	Health Office
Helmets	2	Health Office
Vests	4	Office

<u>Utilities (Emergency Shut-Off Locations)</u>	
Utility	Location
Water	Between ECE and lower parking lot on Camino Campanero
Water	Between upper and lower parking lot on Camino Campanero
Power	In the room behind the kitchen
Gas	Near the loading dock for the kitchen

<u>Special Phone Numbers</u>	
Department	Contact Number
Mission Springs Water District	(760) 329-6448
Southern California Edison	(800) 611-1911
SoCalGas	(800) 427-2200

Campus Map – with Electrical/Water/Gas Shut-offs, Evacuation Routes



**Site Emergency Operations Teams
2019-2020 School Year**

School or Facility

Bubbling Wells Elementary School

Main Phone

(760) 251-7230

Fax

Principal/Site Manager Mrs. Jennifer Geyer

Emergency Teams:

Incident Command Center (ICC)

Name	Position
Omar Tinoco	Incident Commander
Betsy Gomez	Operations Section Chief
Yadira Morin	Planning Section Chief
Maria Oregel	Logistics Section Chief
Esveidet Palomar	Administration / Finance Section Chief
Rae Sullivan	Safety & Security Lead (if applicable)

First Aid Team:

Responsibilities include, but are not limited to: checking for injuries and providing First Aid and/or CPR if needed. This team will also keep a record of any persons they treat for injuries, as well as persons in need of CPR.

Member Name	Position	Location
Sue Hogan	Records	Reading Meadow
Jeremy Clark	First Aide	Reading Meadow
Leslie Teran	First Aide	Reading Meadow

Assembly Area Team

Member Name	Position	Location
Rae Sullivan	Math Coach	Field

Parent/Community Referral Team

Member Name	Position	Location
Laura Hernandez	Classified	Reading Meadow

Zindi Aguirre	Office Staff	Reading Meadow
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Student Release to Parent/Guardian

Member Name	Position	Location
Zindi Aguirre	Bilingual Office Tech	Reading Meadow
Mary Robles	Community Liaison	Reading Meadow
Yadira Morin	Office Staff	Reading Meadow
Esveidet Palomar	Office Staff	Reading Meadow

Facility Security/Safety

Member Name	Position	Location
Vicente Mejorado		Custodian

Morgue

Responsibilities include, but are not limited to receiving and recording any deceased.

Member Name	Position	Location
Rae Sullivan	Math Coach	Field
Susana Leon		Office Staff

Sweep and Rescue Team

Team 1	Sweep Area
Leader – Sheli Lackey	1-5; 11-15; 43-46; primary playground restrooms; Office C & D
Joe Krska	
Team 2	Sweep Area
Leader-Jaclyn Collins	Boy’s restrooms near room 21; boy’s & Girl’s restroom Intermediate Playground/Facing Reading Meadow
Patricia Anaya	
Team 3	Sweep Area
Team 4	Sweep Area
Team 5	Sweep Area

Team 6

Sweep Area

Team 7

Sweep Area

Reporting Location

Location

Name

Primary Playground

Betsy Gomez

Intermediate Playground

Rae Sullivan

Facility Security/Safety Team

Member Name

Position

Leader – Vicente Mejorado

Custodian

Commodities Team

Member Name

Position

Leader – Craig Herbst

Kindergarten Teacher

Kathy Lopez

Kitchen Manager

Planning Checklist

1. Designate a Site Level Crisis Intervention Coordinator. The Coordinator would be in charge of implementing crisis intervention procedures.

Name	Date Assigned
Omar Tinoco	Oct. 25, 2018
Betsy Gomez	Oct. 25, 2018
Joe Krska	Oct. 25, 2018

2. Designate a Referral/Triage Coordinator. This individual is responsible for planning and implementing the crisis intervention, referral process and oversees Triage or risk screening.

Name	Date Assigned
Jim Christopoulos	Oct. 25, 2018
Maria Oregel	Oct. 25, 2018

3. Designate a Media Liaison. This liaison is responsible for establishing procedures for dealing with the media. Reviews such-with all staff at least annually.

Name	Date Assigned
Omar Tinoco	Oct. 25, 2018

4. Designate a Security/Police Liaison

Name	Date Assigned
Betsy Gomez	Oct. 25, 2018

5. Designate a Site Level Crisis Intervention Team. This team would include the principal/assistant principal, school psychologist(s), counselor(s), teacher representative(s), school nurse and classified representative(s).

Name	Date Assigned
Omar Tinoco, Principal	Oct. 25, 2018
Betsy Gomez, Assistant Principal	Oct. 25, 2018
Lee Castello, Certificated Staff	Oct. 25, 2018
Scott Davis, Certificated Staff	Oct. 25, 2018
Joe Krska, Certificated Staff	Oct. 25, 2018
Pat Mattison, Certificated Staff	Oct. 25, 2018
Maria Oregel, Counselor	Oct. 25, 2018
Mary Robles, Classified Staff	Oct. 25, 2018

6. Identify crisis-counseling locations.

Locations

Reading Meadow

Counseling Coordinators

Name	Date Assigned
Maria Oregel	Oct. 25, 2018
Jim Christopoulos	Oct. 25, 2018

7. Designate specific phone lines to be used for specific reasons.

Entity/Department	Name/Contact Number
Press or Media	Joan Boiko – (760) 416-6010
District Office Line	760) 416-6001
Parent/Community Info Line	760) 416-6001
Emergency Line	760) 416-6001

8. Designate a sign-in and message center to be used when additional crisis counselors and other support staff are brought on campus:

Locations

Main Office

9. Establish a phone tree among all staff at the school site (including members who are off track)

Locations

Google drive

10. Review Administration Guidelines for Crisis Intervention at least annually. Review crisis scenarios.

Evacuation Locations

Oct. 25, 2018

11. In the event of an emergency, either an on-campus or off-campus evacuation may be necessary. In order to be prepared, schools must identify safe evacuation locations to relocate the school population. School officials should review their school site layout and determine where the safest outdoor location is on campus to assemble students and staff. It is important to ensure there is adequate space for the entire school population and there is no danger of falling debris or power lines.

On-Campus Evacuation Location(s)

Primary Field

Intermediate Field

12. The District has pre-identified alternate locations or sister sites to act as the off-campus evacuation for each school. These sister sites were identified to house the entire school population. In most instances, each school has a pre-identified secondary off-campus location.

Off-Campus Evacuation Location (Sister Sites)	Contact Person	Phone Number
Mission Springs Park	Omar Tinoco	(909)262-2898
Two Bunch Palms Elementary School	Joe Scudder	(760)251-7220

Earthquake Procedures

EARTHQUAKE

Earthquakes strike without warning. Fire alarms or sprinkler systems may be activated by the shaking. The effect of an earthquake from one building to another will vary. Elevators and stairways will need to be inspected for damage before they can be used. The major shock is usually followed by numerous aftershocks, which may last for weeks.

The major threat of injury during an earthquake is from falling objects, glass shards and debris. Many injuries are sustained while entering or leaving buildings. Therefore, it is important to quickly move away from windows, free-standing partitions and shelves and take the best available cover under a sturdy desk or table, in a doorway or against an inside wall. All other actions must wait until the shaking stops. If persons are protected from falling objects, the rolling motion of the earth may be frightening but not necessarily dangerous.

Inside Building

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Give drop, cover and hold instructions

After shaking stops evacuate building.

- Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders.
- Send search and rescue team to look for trapped students and staff.
- Post guards a safe distance away from building entrances to assure no one reenters.
- Notify District Office of school and personnel status. Determine who will inform public information media as appropriate.
- Do NOT re-enter building until it is determined to be safe by appropriate facilities inspector.
- Determine whether to close school in conjunction with District Superintendent. If school must be closed, notify staff members, students and parents.

STAFF ACTIONS:

- Give **DROP, COVER and HOLD ON** command. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under table or other sturdy furniture with back to windows.
- Check for injuries, and render First Aid.
- After shaking stops, **EVACUATE** building. Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and emergency backpack.
- Check attendance at the assembly area. Report any missing students to principal/site administrator.
- Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines.
- Stay alert for aftershocks
- Do NOT re-enter building until it is determined to be safe.

Outside Building

STAFF ACTIONS:

- Move students away from buildings, trees, overhead wires, and poles. Get under table or other sturdy furniture with back to windows. If not near any furniture, drop to knees, clasp both hands behind neck, bury face in arms, make body as small as possible, close eyes, and cover ears with forearms. If notebooks or jackets are handy, hold over head for added protection. Maintain position until shaking stops.
- After shaking stops, check for injuries, and render first aid.
- Check attendance. Report any missing students to principal/site administrator.
- Stay alert for aftershocks.
- Keep a safe distance from any downed power lines
- Do NOT re-enter building until it is determined to be safe.
- Follow instructions of principal/site administrator.

During non-school hours

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Inspect school buildings with Maintenance/Building and Grounds Manager to assess damage and determine corrective actions.
- Confer with District Superintendent if damage is apparent to determine the advisability of closing the school.
- Notify fire department and utility company of suspected breaks in utility lines or pipes.
- If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms if damage is significant and school closing will be of some duration.
- Notify District Office, who will inform public information media as appropriate.

Lockdown Procedures

LOCKDOWN

LOCKDOWN is initiated to isolate students and school staff from danger when there is a crisis inside the building and movement within the school might put students and staff in jeopardy. **LOCKDOWN** is used to prevent intruders from entering occupied areas of the building. The concept of **LOCKDOWN** is a “no one in, no one out” scenario. During **LOCKDOWN**, all exterior doors are locked, and students and staff are to remain in the classrooms or designated locations at all times. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the safe area.

LOCKDOWN is not normally preceded with any warning. This ACTION is considered appropriate for, but is not limited to, the following types of emergencies:

- Gunfire
- Extreme violence outside the classroom
- Rabid animal at large
- Armed subject in the immediate area of the school campus.

LOCKDOWN differs from SHELTER-IN-PLACE because it does not involve shutting down the HVAC systems to provide protection from outside air and does not allow for the free movement of staff and students within the building.

ANNOUNCEMENT:

1. Make an announcement in person directly or over the public address system:

Attention please. We have an emergency situation and need to implement LOCKDOWN procedures. Teachers are to lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Make the announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.
- Call 911. Provide location, status of campus, all available details of situation.
- When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction to indicate that it is safe to unlock the doors and return to the normal class routine.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- Immediately lock doors and instruct students to lay down on the floor.
- Close any shades and/or blinds if it appears safe to do so.
- Remain in the classroom or secured area until further instructions are provided by the principal or law enforcement.

Shelter in Place Procedures

SHELTER IN PLACE

SHELTER IN PLACE is a short-term measure implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights.

SHELTER IN PLACE allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in bungalows and buildings with exterior passageways must remain in the classroom while **SHELTER IN PLACE** is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, and hazardous material spills.

ANNOUNCEMENT:

1. Make an announcement in person directly or over the public address system:

Attention please. We have a hazard in the community and are instituting SHELTER IN PLACE procedures. Students and staff should remain inside with windows and doors securely closed and air conditioning units turned off. Those who are outside should immediately move to the protection of an inside room. Do not go outdoors until you receive further instructions.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Make an announcement on the public address system. Give clear instructions, remain calm and convey reassurance that the situation is under control.
- When clearance is received from appropriate agencies, give the ALL CLEAR instruction to indicate that the normal school routine can resume.
- Make arrangements for central HVAC shutdown, as necessary.

TEACHER and STAFF ACTIONS:

- Immediately clear students from the halls. Stay away from all doors and windows.
- Keep all students in the classroom until further instructions are received. Assist those needing special assistance.
- Secure individual classrooms: a) close and lock doors and windows; b) shut down the classroom HVAC system; c) turn off local fans in the area; d) seal gaps under doors and windows with wet towels or duct tape; e) seal vents with aluminum foil or plastic wrap; and f) turn off sources of ignition, such as pilot lights.
- Take attendance and call report in to school secretary. Wait for further instructions.

STUDENT ACTIONS:

- Proceed to the classroom, if it is safe to do so. If not, follow teacher or staff directions to nearby classrooms or other rooms (e.g., auditorium, library, cafeteria, multi-purpose room). If these are unsafe, follow instructions to proceed to an alternative indoor location.

Active Shooter Procedures

I. BACKGROUND:

An armed intruder or armed intruder on school property involves one or more individual's intent on causing physical harm and/or death to students and staff. Such intruders may also possess a gun, a knife, a bomb or other harmful devices. An Armed intruder or armed intruder will result in law enforcement and other safety and emergency services responding to the scene as quickly as possible.

Once law enforcement arrives, it is critical to follow the instructions of, and cooperate with, law enforcement officers. The Campus Incident Commander will be relieved by a law enforcement official as soon as possible. The law enforcement official will now be the Incident Commander with complete jurisdiction over the scene. The school is a crime scene and will require a thorough search and processing.

II. OBJECTIVE:

A. Assist employees with a response protocol to an armed intruder event, and aide in the preservation of life.

III. DEFINITION:

B. Armed intruder - An **armed intruder** is defined as "... an individual actively engaged in killing or attempting to kill people in a confined and populated area; in most cases, armed intruders use firearm(s) and there is no pattern or method to their selection of victims.

IV. GUIDELINES:

C. In order to preserve life and address the reality of an armed intruder event, these guidelines have been established to guide our response to this event to maximize survivability. Most importantly, quickly determine the most reasonable way to protect your own life.

V. RESPONSE PROCEDURES:

D. Inform:

1. The intent of most armed intruders is to kill as many people as quickly as possible. Traditional law enforcement response will include the concept of "surround and contain" in order to minimize the number of victims. In order to save lives, the law enforcement agency having jurisdiction will initiate an immediate response.
2. Upon discovery of an armed intruder situation, **as soon as possible**, and when safe to do so, notify law enforcement (**911**) and provide an overhead P.A. announcement of an "**Armed Intruder**" and their location, and initiate an **EVACUATION**, if possible, or a **LOCKDOWN** of the campus.
 - a. The phone call to 911 (from the area where they are safely concealed) should provide the following information:
 - 1) Number of suspect's, description, and possible location
 - 2) Number and types of weapons
 - 3) Suspect's direction of travel
 - 4) Location and condition of any victims
 - 5) Whether there are on-site security or law enforcement officers (e.g. School Resource Officer)

E. Run/Lockdown-Hide:

- **RUN/EVACUATE** if at all possible. If not, gather assistance and engage in conducting a complete **LOCKDOWN** of the area and **HIDE**.
 - If a **safe evacuation** is not possible, find a place to **hide** where the armed intruder is less likely to find you.
 - Direct personnel into classrooms or other adjacent rooms, close the door and attempt to barricade the door.
1. Your **hiding place** should:
 - Be out of the armed intruder's view
 - Provide concealment if shots are fired in your direction (i.e., locating into a safe room designated area, stay as low to floor as possible and remain quiet and still)
 - Do not trap or restrict your options for movement
 2. To prevent an armed intruder from entering your hiding place:
 - Lock the door, if possible
 - Barricade the door with heavy furniture or desks, if possible
 3. If the armed intruder is nearby:

- Lock the door, if possible
- Silence your cell phone and/or pager
- Turn off lights, and any source of noise (i.e., radios, televisions)
- Hide behind large items (i.e., cabinets, desks)
- Remain quiet

4. If evacuation and hiding out are not possible:

- Remain calm
- Dial 911, if possible, to alert police to the armed intruder's location
- If you cannot speak, use the 911 text message option with your local law enforcement agency
- If 911 text message is unavailable, leave the line open and allow the dispatcher to listen

F. **Fight:**

1. Take action against the armed intruder:
 - a. As a last resort (fight or flight), and only when your life is in imminent danger do you consider the following.
2. Disrupt and/or incapacitate the armed intruder by:
 - Acting as aggressively as possible against him/her
 - Throwing items and improvising weapons
 - Yelling
 - Committing to your actions
 - a. Utilizing items such as a fire extinguisher can disrupt the shooters ability to see, breath, and manipulate the weapon.
 - b. An "all clear" will be announced overhead when the situation has been addressed and the scene is declared safe by law enforcement officials.

G. **District Incident Emergency Management Procedures:**

- A. Notification to the building occupants will be made using all available means. Notification shall provide any information regarding the on-going situation that will assist the building occupants in making a good decision as to their best survival response option.
 - a. Notify the Superintendent's office and request activation of the communications plan for media and parent notification protocols.
 - b. Staff and students outside the building will EVACUATE to an off-site relocation center /Rally Point.
 - c. Direct support staff outside to stop pedestrians and vehicles from entering the school grounds until law enforcement arrives.
 - d. Ensure that any buses enroute to the school are redirected to a designated relocation site.

VI. **DURING AN EVACUATION**

- A. If there is a safe accessible escape path, attempt to evacuate the premises. i.

Be sure to:

 - Have an escape route and plan in mind
 - Evacuate regardless of whether others agree to follow
 - Leave your belongings behind
 - Help others escape, if possible
 - Prevent individuals from entering an area where the armed intruder may be
 - Keep your hands visible
 - Follow the instructions of any police officers
 - Do not attempt to move wounded people
 - Call 911 when you are safe

VII. **ADDITIONAL PROCEDURES**

- A. After the armed intruder or armed intruder(s) has been subdued, the School Incident Commander/ Principal in consultation with the law enforcement Incident Commander will announce an ALL CLEAR and EVACUATION and relocation to an alternate site for FAMILY REUNIFICATION.
 - If staff or students are injured, assist them out of the building to the nearest emergency medical personnel.

- The School Incident Commander will notify officials at the relocation site of the EVACUATION and to activate FAMILY REUNIFICATION protocols.
- The School Incident Commander will request bus transportation or alternate transportation to the relocation site.
- The School Incident Commander will activate the communications plan to deal with media and parent notification protocols, and direct parents to go to the relocation site.
- Those who remained secured in an Enhanced LOCKDOWN, will EVACUATE the building using the designated exit routes and alternate routes to the assigned assembly areas, take attendance and move to the buses for transport.
- The School Incident Commander will activate the crisis response team and active MENTAL HEALTH AND HEALING procedures and/or notify area
- mental health agencies to provide counseling and mental health services at the relocation site.
- The School Incident Commander will debrief appropriate school personnel.
- The Superintendent or designee, in consultation with law enforcement officials, will determine when the school can resume normal activities and communicate the information to parents and the public.

RECOVERY/ RESPONSIBILITIES:

- A. Share Information with staff- The health and wellbeing of our students and employees is critical. As soon as possible, after law enforcement has relinquished Command and Control of the scene, the designated administrator and communications manager will develop informational strategies to address families questions related to the event. Initially, the site of a violent incident will be secured as a crime scene.
- B. After the authorities have completed their investigation and have released the crime scene, administrators will need to have the facility appropriately cleaned and sanitized. Cleanup for the safe removal of bio-hazardous substances including blood borne pathogens must take place, yet must be sensitive compassionate, and caring for the deceased.
- C. **Buffer those Affected from Post-Event Stresses** - Effective coordination with the media and timely dissemination of information can help reduce media pressure on those who are the most vulnerable. The communications manager, Joan Boiko, is designated as the Public Information Officer who is authorized to speak on behalf of Palm Springs Unified School District to the media.
- D. Assistance with employee benefits and other administrative issues can reduce the burden on victims and families.

Bring in Crisis Response Professionals - Before an incident ever occurs, the planning group will identify trained mental health professionals in the agency. **Student Support Services and Mental Health Services** would be available to respond in the event of an incident. When an incident occurs, these emergency mental health consultants will, as soon as possible, provide any necessary emotional and psychological support.

California Education Code §32001

Fire Drills in Schools

Education Code §32001

Fire Code 5 CCR, Section 550

Every public, private, or parochial school building having an occupant capacity of 50 or more pupils or students or more than one classroom shall be provided with a dependable and operative fire alarm system.

Every person and public officer managing, controlling, or in charge of any public, private, or parochial school shall cause the fire alarm signal to be sounded upon the discovery of fire, unless the school is equipped with an automatic fire detection, and alarm system, which may include, but for the purposes of this section is not required to include, a sprinkler system, as described in Section 17074.52.

Every person and public officer managing, controlling, or in charge of any public, private, or parochial school, other than a two-year community college, shall cause the fire alarm signal to be sounded not less than once every calendar month and shall conduct a fire drill at least once every calendar month at the elementary level and at least four times every school year at the intermediate levels. A fire drill shall be held at the secondary level not less than twice every school year.

Fire Drill Procedures

Listed below are the procedures, which should be followed in case of a fire or other emergency:

The number of fire drills to be conducted during the school year are:

- K - 5th grade (elementary): Once every calendar month, while in session
- 6th - 8th grade (intermediate): Four times during the school year, while in session
- 9th - 12th grade: Twice during the school year, while in session

1. Upon notification of any fire or activation of the fire alarm system, the classroom teachers shall see that the evacuation of the children is done in an orderly fashion to the evacuation area(s).
2. The instructor shall remove the roll call book and make sure the classroom door(s) and if possible, windows are closed.
3. Once the evacuation area is reached, the instructor shall call the roll to ensure that everyone is accounted for.
4. The instructor should not leave the evacuation area until the ALL CLEAR bell is sounded.

It is the responsibility of each school principal to:

1. Post the telephone number of the fire department in the office and/or at the main switchboard.
2. Assign a responsible person to call the fire department upon notification of any fire or activation of the alarm system for any reason other than fire drills.
3. A plan showing paths of travel to evacuate the room in case of emergency and including an alternate route should be posted in a conspicuous place in each classroom or assembly area.
4. Assign a person the responsibility for removing student and staff emergency cards/records during a fire/drill.

Suspension and Expulsion/Due Process – Board Policy 5141.1 Students

The Board of Education desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

(cf. [5131](#) - Conduct)

(cf. [5131.1](#) - Bus Conduct)

(cf. [5131.2](#) - Bullying)

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code [48900](#)(s)) 1. While on school grounds

2. While going to or coming from school

3. During the lunch period, whether on or off the school campus

(cf. [5112.5](#) - Open/Closed Campus)

4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

(cf. [0410](#) - Nondiscrimination in District Programs and Activities)

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code [48900](#)(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades 9-12" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct.

(Education Code [48900.5](#), [48900.6](#))

(cf. 1020 - Youth Services)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. [5144](#) - Discipline)

(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. [6164.2](#) - Guidance/Counseling Services)

(cf. [6164.5](#) - Student Success Teams)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student in grades K-3 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code [48910](#). (Education Code [48900](#))

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

(cf. [5113](#) - Absences and Excuses)

(cf. [5113.1](#) - Chronic Absence and Truancy)

On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code [48900](#) and [48900.2](#), but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code [48900.5](#))

Authority to Expel

A student may be expelled only by the Board. (Education Code [48918\(j\)](#))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code [48915](#))

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

(cf. [5131.7](#) - Weapons and Dangerous Instruments)

2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code [11053-11058](#)
5. Committing or attempting to commit a sexual assault as defined in Penal Code [261](#), [266c](#), [286](#), [288](#), [288a](#), or 289, or committing a sexual battery as defined in Penal Code [243.4](#)
6. Possessing an explosive as defined in 18 USC [921](#)

For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and

Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12," the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code [48915](#)(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in a public session.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code [48917](#))

No student shall be expelled for disruption or willful defiance. (Education Code [48900](#)) Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code [48911](#), [48915](#), [48915.5](#), [48918](#))

(cf. [5119](#) - Students Expelled from Other Districts)

(cf. [5144.2](#) - Suspension and Expulsion/Due Process (Students with Disabilities))

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall annually present to the Board a report of the outcome data which the district is required to collect pursuant to Education Code [48900.8](#) and [48916.1](#), including the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period.

The report shall be disaggregated by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, foster youth, and students with disabilities. The report also shall include information about whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

(cf. 0460 - Local Control and Accountability Plan) Legal

Reference:

EDUCATION CODE

[212.5](#) Sexual harassment

[233](#) Hate violence

[1981-1981.5](#) Enrollment of students in community school

[17292.5](#) Program for expelled students

[32261](#) Interagency School Safety Demonstration Act of 1985

[0](#) Open board meetings

[1](#) Closed sessions (regarding suspensions)

[0](#) Rules (for government and discipline of schools)

[35291.5](#) Rules and procedures on school discipline

[48645.5](#) Readmission; contact with juvenile justice system

[48660-48666](#) Community day schools

[48853.5](#) Foster youth

[48900-48927](#) Suspension and expulsion

[48950](#) Speech and other communication

[48980](#) Parental notifications

[49073-49079](#) Privacy of student records

[52060-52077](#) Local control and accountability plan

CIVIL CODE

[47](#) Privileged communication

[48.8](#) Defamation liability

CODE OF CIVIL PROCEDURE

[1985-1997](#) Subpoenas; means of production

GOVERNMENT CODE

[11455.20](#) Contempt

[54950-54963](#) Ralph M. Brown Act

HEALTH AND SAFETY CODE

[11014.5](#) Drug paraphernalia

[11053-11058](#) Standards and schedules

LABOR CODE

[230.7](#) Discharge or discrimination against employee for taking time off to appear in school on behalf of a child

PENAL CODE

[31](#) Principal of a crime, defined

[240](#) Assault defined

[241.2](#) Assault fines

[242](#) Battery defined

[243.2](#) Battery on school property

[243.4](#) Sexual battery

[245](#) Assault with deadly weapon

[245.6](#) Hazing

[261](#) Rape defined

[266c](#) Unlawful sexual intercourse

[286](#) Sodomy defined

[288](#) Lewd or lascivious acts with child under age 14

[288a](#) Oral copulation

[289](#) Penetration of genital or anal openings

[417.27](#) Laser pointers

[422.55](#) Hate crime defined

[422.6](#) Interference with exercise of civil rights

[422.7](#) Aggravating factors for punishment

[422.75](#) Enhanced penalties for hate crimes

[626.2](#) Entry upon campus after written notice of suspension or dismissal without permission

[626.9](#) Gun-Free School Zone Act of 1995

[626.10](#) Dirks, daggers, knives, razors, or stun guns

[868.5](#) Supporting person; attendance during testimony of witness

WELFARE AND INSTITUTIONS CODE

[729.6](#) Counseling

UNITED STATES CODE, TITLE 18

921 Definitions, firearm

UNITED STATES CODE, TITLE 20

[1415](#)(K) Placement in alternative educational setting

[7151](#) Gun-free schools

UNITED STATES CODE, TITLE 42

[11432-11435](#) Education of homeless children and youths

COURT DECISIONS

T.H. v. San Diego Unified School District (2004) 122 Cal. App. 4th 1267

Woodbury v. Dempsey (2003) 108 Cal. App. 4th 421

Board of Education of Sacramento City Unified School District v. Sacramento County Board of Education and Kenneth H. (2001) 85 Cal.App.4th 1321

Garcia v. Los Angeles Board of Education (1991) 123 Cal. App. 3d 807

Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 1182

John A. v. San Bernardino School District (1982) 33 Cal. 3d 301

ATTORNEY GENERAL OPINIONS

84 Ops.Cal.Atty.Gen. 146 (2001)

80 Ops.Cal.Atty.Gen. 348 (1997)

80 Ops.Cal.Atty.Gen. 91 (1997)

80 Ops.Cal.Atty.Gen. 85 (1997) Management

Resources:

CSBA PUBLICATIONS

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014

WEB SITES

CSBA: <http://www.csba.org>

California Attorney General's Office: <http://www.oag.ca.gov>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr/docs/crdc-2012-data-summary.pdf>

U.S. Department of Education, Office of Safe and Drug-Free Schools:
<http://www.ed.gov/about/offices/list/osdfs>

Policy PALM SPRINGS UNIFIED SCHOOL DISTRICT adopted:

November 26, 2006 Palm Springs, California revised: August 11,

2015

Dangerous Student Notification Procedures

Notice Regarding Student Offenses Committed While Under School Jurisdiction

1. The Superintendent or designee shall inform the teacher of each student who has engaged in, or is reasonably suspected of, and act during the previous three school years which could constitute grounds for suspension or expulsion under Education Code 48900, with the exception of the possession or use of tobacco products, or Education Code 48900.2, 48900.3, 48900.4, or 48900.7. This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency.
2. Upon receiving a transfer student's record regarding acts committed by the student that resulted in his/her suspension or expulsion, the Superintendent or designee shall inform any of the student's teacher(s) that the student was suspended from his/her former district and of the act that resulted in the suspension or expulsion.

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

Notice Regarding Student Offenses Committed While Outside School Jurisdiction

When a minor student has been found by a court of competent jurisdiction to have illegally used, sold, or possessed a controlled substance or committed specified crimes involving serious acts of violence, the district police or security department may be provide written notification to the superintendent.

1. When informed by the court that a minor student has been found by a court to have committed and felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in Penal Code 290, assault or battery, larceny, vandalism or graffiti, the Superintendent or designee shall so inform the school principal.
2. The Principal, or designee, shall disseminate this information to the counselor(s) who directly supervises or reports on the student's behavior or progress. The principal also may inform any teacher or administrator he/she thinks may need the information to work with the student appropriately, avoid being needlessly vulnerable, or protect others from vulnerability.
3. Any court-initiated information that a teacher, counselor, or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff. The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff and probation officer is necessary to rehabilitate the student or to protect students and staff.
4. When a student is removed from school as a result of his/her offense, the Superintendent shall hold the court's information in a separate confidential file until the student is returned to public school. If the student is returned to a different district, the Superintendent shall transmit the information provided by the student's parole or probation officer to the Superintendent of the new district of attendance. Any confidential file of court-initiated information shall be kept until the student becomes 18, graduates from high school, or is released from juvenile court jurisdiction, whichever occurs first; shall then be destroyed.

Procedures to Maintain Confidentiality of Student Offenses

In order to maintain confidentiality when providing information about student offenses to counselors and teachers of classes/programs to which a student is assigned, the principal or designee shall send the staff member a written notification requesting him/her to review a student's file in the school office as soon as practicable. This notification shall not name or otherwise identify the student. The staff member shall be asked to initial the notification and return it to the principal or designee.

1. The staff member shall also initial the student's file when reviewing it in the school office. Once the district has made a good faith effort to comply with the notification requirement of Education Code 49079 and Welfare and Institutions Code 827, an employee's failure to review the file constitutes district compliance with the requirement to provide notice to the teacher.

Employee Security

An employee may use reasonable and necessary force when necessary for self-defense, to protect another person or property, to quell a disturbance threatening physical injury to others, or to obtain possession of weapons or other dangerous objects on or within the control of a student.

Employees shall promptly report to their principal or other immediate supervisor any attack, assault or physical threat made against them by a student. Both the employee and the principal or other immediate supervisor shall promptly report such instances to the appropriate local law enforcement agency.

In addition, employees shall promptly report to their principal or supervisor, and may report to law enforcement, any attack, assault or threat made against them on school grounds by any other individual.

Reports of attack, assault or threat also shall be forwarded immediately to the Superintendent or designee.

An employee whose person or property is injured or damaged by willful misconduct of a student may ask the district to pursue legal action against the student or the student's parent/guardian.

Nondiscrimination/Harassment – Board Policy 5145.3 Students

District programs and activities shall be free from discrimination, including harassment, with respect to a student's actual or perceived sex, gender, ethnic group identification, race, national origin, religion, color, physical or mental disability, age or sexual orientation.

(cf. [0410](#) - Nondiscrimination in District Programs and Activities)

(cf. [5145.9](#) - Hate-Motivated Behavior)

(cf. [5146](#) - Married/Pregnant/Parenting Students)

(cf. [6164.6](#) - Identification and Education under Section 504)

The Board of Education shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision. The district may provide male and female students with separate shower rooms and sexual health and HIV/AIDS prevention classes in order to protect student modesty.

(cf. [6142.1](#) - Sexual Health and HIV/AIDS Prevention Instruction)

(cf. [6145](#) - Extracurricular and Cocurricular Activities)

(cf. [6145.2](#) - Athletic Competition)

(cf. [6164.2](#) - Guidance/Counseling Services)

The Board prohibits intimidation or harassment of any student by any employee, student or other person in the district. Staff shall be alert and immediately responsive to student conduct which may interfere with another student's ability to participate in or benefit from school services, activities or privileges.

(cf. [5145.2](#) - Freedom of Speech/Expression)

(cf. [5145.7](#) - Sexual Harassment)

Students who harass other students shall be subject to appropriate discipline, up to and including counseling, suspension and/or expulsion. An employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Suspension/Disciplinary Action)

(cf. [4218](#) - Dismissal/Suspension/Disciplinary Action)

(cf. [5131](#) - Conduct)

(cf. [5144](#) - Discipline)

(cf. [5144.1](#) - Suspension and Expulsion/Due Process)

(cf. [5144.2](#) - Suspension and Expulsion/Due Process (Students with Disabilities))

The Board hereby designates the following position as Coordinator for Nondiscrimination to handle complaints regarding discrimination and inquiries regarding the district's nondiscrimination policies: Director, State and Federal Projects

980 E. Tahquitz Canyon Way

Palm Springs, CA 92262

760-416-6000

Bubbling Wells Elementary School

Comprehensive School Safety Plan

(cf. [1312.1](#) - Complaints Concerning District Employees)

(cf. [1312.3](#) - Uniform Complaint Procedures)

Any student who feels that he/she is being harassed should immediately contact the Coordinator for Nondiscrimination, the principal or any other staff member. Any student who observes an incident of harassment should report the harassment to a school employee, whether or not the victim files a complaint.

Employees who become aware of an act of harassment shall immediately report the incident to the Coordinator for Nondiscrimination. Upon receiving a complaint of discrimination or harassment, the Coordinator shall immediately investigate the complaint in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment. Where the Coordinator finds that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim.

The Coordinator shall also advise the victim of any other remedies that may be available. The Coordinator shall file a report with the Superintendent or designee and refer the matter to law enforcement where required.

Legal Reference:

EDUCATION CODE

[200-262.4](#) Prohibition of discrimination on the basis of sex, especially:

[221.5](#) Prohibited sex discrimination

[221.7](#) School-sponsored athletic programs; prohibited sex discrimination

[48900.3](#) Suspension or expulsion for act of hate violence

[48900.4](#) Suspension or expulsion for threats or harassment

[48904](#) Liability of parent/guardian for willful student misconduct

[48907](#) Student exercise of free expression

[48950](#) Freedom of speech

[49020-49023](#) Athletic programs

[51006-51007](#) Equitable access to technological education programs

[0](#) Prohibited instruction or activity

[1](#) Prohibited means of instruction

[60044](#) Prohibited instructional materials

CIVIL CODE

[1714.1](#) Liability of parents/guardians for willful misconduct of minor

PENAL CODE

[422.55](#) Interference with constitutional right or privilege

CODE OF REGULATIONS, TITLE 5

[4621](#) District policies and procedures

[4622](#) Notice requirements

[4900-4965](#) Nondiscrimination in elementary and secondary education programs receiving state financial assistance

UNITED STATES CODE, TITLE 42

[2000d-2000e](#)-17 Title VI & VII Civil Rights Act of 1964 as amended

[2000h](#)-2-2000h-6 Title IX, 1972 Education Act Amendments

CODE OF FEDERAL REGULATIONS, TITLE 34

[100.3](#) Prohibition of discrimination on basis of race, color or national origin

[104.7](#) Designation of responsible employee for Section 504

[106.8](#) Designation of responsible employee for Title IX

[106.9](#) Notification of nondiscrimination on basis of sex

COURT DECISIONS

Flores v. Morgan Hill Unified School District, (2003) 324 F.3d 1130 Management Resources:

OFFICE OF CIVIL RIGHTS PUBLICATIONS

Notice of Non-Discrimination, January, 1999

Racial Incidents and Harassment Against Students at Educational Institutions; Investigative Guidance, 59 FR 47, March, 1994

WEB SITES

U.S. Department of Education, Office of Civil Rights: <http://www.ed.gov/offices/OCR>

California Department of Education: <http://www.cde.ca.gov>

Policy PALM SPRINGS UNIFIED SCHOOL DISTRICT adopted: November 28,

2006 Palm Springs, California

Dress and Grooming – Board Policy 5132 Students

The Board of Education believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

(cf. [4119.22](#) - Dress and Grooming)

(cf. [5145.2](#) - Freedom of Speech/Expression)

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

(cf. [5144](#) - Discipline)

Gang-Related Apparel

The principal, staff and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students. (cf. [0450](#) - Comprehensive Safety Plan)

(cf. [5136](#) - Gangs)

Uniforms

In order to promote student safety and discourage theft, peer rivalry and/or gang activity, the principal, staff and parents/guardians at a school may establish a reasonable dress code requiring students to wear uniforms. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

If a school's plan to require uniforms is adopted, the Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against or denied attendance to school if their parents/guardians so decide. (Education Code [35183](#))

The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms.

Legal Reference:

EDUCATION CODE

[32281](#) School safety plans

[0](#) School dress codes; uniforms

[35183.5](#) Sun-protective clothing

[48907](#) Student exercise of free expression

[49066](#) Grades; effect of physical education class apparel

CODE OF REGULATIONS, TITLE 5

[302](#) Pupils to be neat and clean on entering school

COURT DECISIONS

Marvin H. Jeglin et al v. San Jacinto Unified School District et al, (C.D. Cal. 1993)

827 F.Supp. 1459

Arcadia Unified School District v. California Department of Education, (1992) 2 Cal. 4th 251

Hartzell v. Connell, (1984) 35 Cal. 3d 899

Policy PALM SPRINGS UNIFIED SCHOOL DISTRICT adopted: November 28,

2006 Palm Springs, California

Bullying – Board Policy 5131.2 Students

The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

(cf. [5131](#) - Conduct)

(cf. [5136](#) - Gangs)

(cf. [5145.3](#) - Nondiscrimination/Harassment)

(cf. [5145.7](#) - Sexual Harassment)

(cf. [5145.9](#) - Hate-Motivated Behavior)

Bullying means one or more acts by a student or group of students that constitute sexual harassment pursuant to Education Code [48900.2](#); hate violence pursuant to Education Code [48900.3](#), or harassment, threats, or intimidation pursuant to Education Code [48900.4](#) or an "electronic act" has been defined to include posts on social network Internet web sites as provided below.

Electronic act means the transmission of a communication, including, but not limited to, a message, text, sound, image, or post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. (Education Code [32261](#))

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

(cf. [5145.2](#) - Freedom of Speech/Expression)

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

(cf. [0420](#) - School Plans/Site Councils)

(cf. [0450](#) - Comprehensive Safety Plan)

(cf. [1220](#) - Citizen Advisory Committees)

(cf. [1400](#) - Relations Between Other Governmental Agencies and the Schools)

(cf. [6020](#) - Parent Involvement)

Bullying Prevention

To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

(cf. [5137](#) - Positive School Climate)

(cf. [6164.2](#) - Guidance/Counseling Services)

The district may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/ values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

(cf. [6163.4](#) - Student Use of Technology)

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6142.94 - History-Social Science Instruction)

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

(cf. [4131](#) - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code [234.1](#))

As appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

Complaints and Investigation

Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.

When a student is reported to be engaging in bullying off campus, the Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

Discipline

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies and regulations.

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. [5144](#) - Discipline)

(cf. [5144.1](#) - Suspension and Expulsion/Due Process)

(cf. [5144.2](#) - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. [6159.4](#) - Behavioral Interventions for Special Education Students) Legal Reference:

EDUCATION CODE

[200-262.4](#) Prohibition of discrimination

[32282](#) Comprehensive safety plan

[35181](#) Governing board policy on responsibilities of students

[35291-35291.5](#) Rules

[48900-48925](#) Suspension or expulsion

[48985](#) Translation of notices

PENAL CODE

[647](#) Use of camera or other instrument to invade person's privacy; misdemeanor

[647.7](#) Use of camera or other instrument to invade person's privacy; punishment

[653.2](#) Electronic communication devices, threats to safety

UNITED STATES CODE, TITLE 47

254 Universal service discounts (e-rate)

COURT DECISIONS

J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094

Lavine v. Blaine School District, (2002) 279 F.3d 719 Management Resources:

CSBA PUBLICATIONS

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

Providing a Safe, Nondiscriminatory School Environment for All Students, Policy Brief, April 2010

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008

Bullying at School, 2003

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter: Harassment and Bullying, October 2010

WEB SITES

CSBA: <http://www.csba.org>

California Cybersafety for Children: <http://www.cybersafety.ca.gov>

California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/ls/ss>

Center for Safe and Responsible Internet Use: <http://cyberbully.org>

National School Boards Association: <http://www.nsba.org>

National School Safety Center: <http://www.schoolsafety.us>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

Policy PALM SPRINGS UNIFIED SCHOOL DISTRICT

adopted: July 24, 2012 Palm Springs, California

Visitors/Outsiders Board Policy 1250 Community Relations

The Board of Education encourages parents/guardians and interested members of the community to visit the schools and view the educational program.

To ensure minimum interruption of the instructional program, the Superintendent or designee shall establish procedures which facilitate visits during regular school days. Visits during school hours should be first arranged with the teacher and principal or designee. If a conference is desired, an appointment should be set with the teacher during noninstructional time.

To ensure the safety of students and staff and avoid potential disruptions, all visitors shall register immediately upon entering any school building or grounds when school is in session.

(cf. [1112](#) - Media Relations)

(cf. 3515.2 - Disruptions)

For purposes of school safety and security, the principal or designee may design a visible means of identification for visitors while on school premises.

No electronic listening or recording device may be used by students or visitors in a classroom without the teacher and principal's permission. (Education Code [51512](#))

(cf. [5144](#) - Discipline) Legal

Reference:

EDUCATION CODE

[32210](#) Willful disturbance of public school or meeting

[32211](#) Threatened disruption or interference with classes; misdemeanor

[32212](#) Classroom interruptions

[35160](#) Authority of governing boards

[35292](#) Visits to schools (board members)

[51512](#) Prohibited use of electronic listening or recording device

EVIDENCE CODE

1070 Refusal to disclose news source

LABOR CODE

[230.8](#) Discharge or discrimination for taking time off

PENAL CODE

[626-626.10](#) Schools

[627-627.10](#) Access to school premises, especially:

[627.1](#) Definitions

[627.2](#) Necessity of registration by outsider

[627.7](#) Misdemeanors; punishment

ATTORNEY GENERAL OPINIONS

95 Ops.Cal.Atty.Gen. 509 (1996)

Policy PALM SPRINGS UNIFIED SCHOOL DISTRICT adopted: November

28, 2006 Palm Springs, California

Bubbling Wells Elementary School Code of Conduct

A. SCHOOL RULES

1. Be on time and prepared when you come to school each day.
2. Treat teachers, aides and other adults with respect at all times and follow directions that they give the first time.
3. Treat other students with respect at all times.
4. Keep hands and feet to yourself at all times. There is no pushing, shoving, or touching allowed at any time.
5. No name-calling, cussing, insulting, or inappropriate language.

B. SCHOOL GROUNDS RULES

6. Walk in the halls, classrooms, and cafeteria at all times.
7. No riding bikes, skateboards or rollerblades on school grounds.
8. No playing in the bathrooms or in the bathroom area.
9. No laser pointer allowed. **No Gameboys!** **No Cell Phones!**

C. PLAYGROUND/RECESS RULES

10. Play in assigned areas only, stay out of the halls, away from the fence. You may not play with balls against buildings.
11. When the bell rings, recess is over. Stop what you're doing and freeze until the teacher on duty dismisses you to line up. Go directly to line, do not stop to talk to a friend, use the bathroom, or get a drink of water. Use the bathroom on your way out to recess and get a drink before the bell rings.
12. No contact sports allowed. This includes football, playing fighting, tag, and other games of chase.
13. No leaving the playground during recess. If you need to go to the office for some reason you must get a permission slip from a teacher on duty.
14. Be courteous to others playing games.

FIGHTING AND WEAPONS

The Palm Springs Unified School District has a zero tolerance policy for violence at school. Students who fight or bring weapons to school will be suspended from school and may be expelled from school. At the elementary school level students who bring knives or other weapons to school usually do not bring them with intent to harm other students; however the fact that they brought the weapon to school is still cause for suspension and the student will be suspended. Toy guns and toy weapons are considered imitations and students who bring them to school will be suspended. Fingernail clippers and other combination tools with a blade are considered to be knives and if brought to school will also result in suspension. In addition, laser pointers are dangerous and are considered weapons. Students who bring these to school will be suspended.

SEXUAL AND RACIAL HARASSMENT

All students are to be treated equally and with respect at Rio Vista. Harassing or bothering students in a sexually inappropriate way, or because of their ethnicity or color is unacceptable and may result in suspension.

I have read the Rio Vista Elementary School Code of Conduct. As a student I agree to follow them at all times. As a parent I agree to support their implementation at all times.

Parent Signature

Student Signature

Date

Teacher Name

Room #

(Please sign and return to your Child's teacher)

Hate Crime Reporting Procedures

Hate crimes are different from other crimes in that they are “message crimes.” The perpetrator of a hate crime sends a message to members of a certain group that they are unwelcome. As such, hate crimes are an affront to a community that values diversity and strives to create an inclusive environment. When one person in the community is the target of a hate crime, the entire community often feels at risk. Hate crimes can divide communities by raising levels of fear and suspicion which lowers openness and cooperation among its members.

Hate motivated behavior is defined as an act, or attempted act, motivated by hostility towards a victim’s real or perceived (1) ethnicity, (2) national origin, (3) immigrant status, (4) gender, (5) sexual orientation, (6) religious belief, (7) age, (8) disability, or (9) any other physical or cultural characteristic. Crimes include, but are not limited to, bomb threats, cross burnings, destruction or defacement of property, and certain types of vandalism and assaults.

Hate crimes are against the law and shall be promptly reported. Hate crimes should never be written off as “pranks” or “bad behavior.” This type of behavior should not be tolerated in classrooms, hallways, offices, study areas, social gatherings or elsewhere on campus or as part of any campus activities. A person who commits a hate crime cannot be held accountable for his or her actions if the incident is not reported. The district encourages the prompt reporting of all hate crimes.

Do not assume that someone else has made a report of an incident you observed or experienced. Report the incident yourself.

If you know a victim, offer your help, provide support, and show the victim that you and the educational community care about their well-being. Encourage the victim to report the incident.

Preserve any evidence related to the incident (e.g. graffiti, phone call recording, email message, letter, photo, flyer) and make that evidence available when the report is made.

Complaints that fall within the scope of the Policy Prohibiting Discrimination and Harassment also may be reported in the manner described by that policy. Complaint report forms may be obtained on the district I drive.

Additional questions may be directed as follows:

Inquiries by Students: School

Counselor

School Principal

Director of Student Services

Anne Kalisek (760) 416-6030

Inquiries by Employees:

Executive Director of Student Support Services

Anne Kalisek (760) 416-6030

To make a report:

1. Any student who feels that he/she is a victim of hate-motivated behavior shall immediately contact the principal or designee.
2. Any staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the principal.
3. The principal shall notify the Director of Pupil Services and appropriate law enforcement agency.

Executive Director of Student Support Services:
Anne Kalisek (760) 416-6032 ext.

4. The principal shall subject the student(s) demonstrating hate-motivated behavior to discipline according to the district's discipline matrix.
5. The principal or designee shall refer students exhibiting hate-motivated behavior to mental health services for counseling and sensitivity training.
6. The principal or designee shall contact the parent(s) of the victims of hate-motivated behavior to inform them of the incident.
7. The principal or designee shall refer the student(s) who are the victims of hate-motivated behavior to mental health services for counseling, guidance, and support as necessary.

Safe Ingress and Egress

Safe ingress and egress procedures for each campus have been developed in collaboration with the City of (Cathedral City Police Department). As a result, improvements include, but are not limited to, increased safe traffic flow during arrival and dismissal times, increased traffic signage, introduction of bicycle lanes, and increased quantity of sidewalks. All bus zones are clearly identified and supervised. Individual school sites inform parents of student drop off and pick up procedures including safety procedures for students who walk or ride their bicycles to and from school. Staff members or crossing guards are stationed at designated crosswalks nearby each campus for supervision of students crossing streets. The district's School Resource Officer patrols areas surrounding the schools, responds to safety concerns raised by site administrators.

Each campus has supervised designated entry and exit areas for public access to the campus. Signs are posted directing school guests to enter the campus through the front office and require that guests sign in and out. Guests are provided identification badges to wear while on campus. Campus Security Officers provide supervision during non-instructional times and the School Resource Officer is routinely on their assigned campus with the primary focus of maintaining a perception of safety and developing positive relationships with all students on campus, during extra-curricular events, and in the community.

Bubbling Wells Elementary School Code of Conduct

CODE OF CONDUCT

Positive Behavior Intervention and Supports (PBIS)

A major initiative at (enter school-site name) is Positive Behavior Intervention and Supports (PBIS) which is a framework or approach for assisting school personnel in adopting and organizing evidencebased behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students. It includes proactive strategies for defining, supporting, and teaching appropriate behaviors to create positive learning environments.

Attention is focused on sustaining a three-tiered or level system of support to enhance student learning. Students often need encouragement and new skills to improve their behavior and assistance in learning to do so. School staff recognizes that maintaining and changing student behaviors involves a continuum of acknowledgements, supports, and interventions.

Three Levels of Intervention

Level 1—All Students Includes:

- general curriculum enhanced by acknowledgments of positive behaviors, and clearly stated expectations that are applied to all students

Level 2—Selected Interventions Focus on:

- specific interventions for students who do not respond to universal efforts
- targeted groups of students who require more support
- interventions that are part of a continuum of behavioral supports needed in schools

Level 3—Individualized Interventions Focus on:

- the needs of individual students who exhibit a pattern of problem behaviors
- diminishing problem behaviors and increasing the student's social skills and functioning
- interventions involving functional behavioral assessments and behavioral intervention plans

Although PBIS has no specific restrictions on the use of consequence-based strategies designed to reduce serious problem behavior, teaching-oriented, positive, and preventive strategies are emphasized for all students, to the greatest extent possible. The emphasis is on the use of the most effective and most positive approach to addressing even the most severe problem behaviors. Most students will succeed when a positive school culture is promoted, informative corrective feedback is provided, academic success is maximized, and use of prosocial skills is acknowledged.

PSUSD Discipline Matrix

School Discipline (§ 35291)

The governing board of any school district shall prescribe rules not inconsistent with law or with the rules prescribed by the State Board of Education, for the government and discipline of the schools under its jurisdiction. The governing board of each school district which maintains any of grades 1 through 12, inclusive, may *and in the manner prescribed by Sections 48980 and 48981,-* notify the parents or guardians of all pupils registered in schools of the district of the availability of rules of the district pertaining to school discipline.

Preamble: A standard operating procedure for addressing inappropriate behavior has been developed to ensure fairness to learners. For each offense, there is a range of consequences. These may range from time out of class to a conference with a site administrator or designee for a minor infraction to suspension or expulsion for more serious offenses.

The Discipline Matrix serves as a conduct guideline for site administrators. The District requires the use of other means of correction whenever possible in lieu of suspension or expulsion. When a learner should be considered for suspension

or expulsion, the principal may use his/her discretion to impose alternative consequences that are comparable in magnitude.

A list of typical disciplinary actions which may result from a learner's breach of school regulations is listed below. The actual action taken by the District may vary from the list below and the level of discipline imposed will depend on the frequency and seriousness of the violation.

RELATIONSHIP BETWEEN PROBLEM AREA AND DISCIPLINARY ACTION

(NOTE: A school may have additional rules/regulations unique to a particular campus, i.e. age, severity, and frequency of the action)

PROBLEM AREAS	POSSIBLE ACTIONS TO BE TAKEN		PROBLEM AREAS	POSSIBLE ACTIONS TO BE TAKEN	
PREPAREDNESS: Unprepared with necessary materials/assignments	Min Max	CONFERENCE/MEETING DETENTION/ISS	DRESS CODE: Failure to observe the school's dress code	Min Max	CONFERENCE/MEETING SUSPENSION
TARDINESS: Arriving late to class	Min Max	CONFERENCE/DETENTION SATURDAY SCHOOL	BEING IN RESTRICTED AREA: Failure to adhere to school rules	Min Max	INFORMAL TALK/FORMAL CONF. DETENTION/ISS
VERBAL ABUSE: Statements which, intimidate or injure another person	Min Max	CONFERENCE/MEETING SUSPENSION/LOSS OF BUS PRIVILEGES	FORGERY: Using signature or initials of a teacher or parent	Min Max	MEETING DETENTION/SUSPENSION
BUS CONDUCT: Not following bus rules	Min Max	CONFERENCE/MEETING SUSPENSION/LOSS OF BUS PRIVILEGES	THEFT: Receiving, attempting to take property that doesn't belong to you	Min Max	MEETING SUSPENSION/EXPULSION
EXPLOSIVE DEVICES: The use, possession or sale of explosive devices	Min Max	MEETING/SUSPENSION SUSPENSION/EXPULSION	ARSON: Intentional burning of property	Min Max	SUSPENSION EXPULSION
ALCOHOL: The use possession or sale of alcoholic substance	Min Max	CONFERENCE/MEETING/DETENTION SUSPENSION/EXPULSION	WEAPON/DANGEROUS OBJECTS: Use, possession of furnishing of any knife, firearm, or other dangerous object	Min Max	MEETING/SUSPENSION EXPULSION
DEFIANCE OF SCHOOL PERSONNEL'S AUTHORITY: Refusal to comply with reasonable request of school personnel	Min Max	CONFERENCE/MEETING/DETENTION SUSPENSION/EXPULSION	FIGHTING: Engaging in or threatening physical contact for the purpose of inflicting harm on another person	Min Max	CONFERENCE/SUSPENSION SUSPENSION EXPULSION
DRUGS: Possession of drug paraphernalia, sale furnishing, or use of controlled substance or their look alike	Min Max	SUSPENSION EXPULSION	SMOKING/TOBACCO POSSESSION: The use or possession of tobacco of any kind on school property or at school activities	Min Max	MEETING/CONFERENCE/ISS SUSPENSION
SEXUAL HARASSMENT: Unwelcome sexual advances and other verbal, visual or physical conduct of a sexual nature	Min Max	MEETING/SUSPENSION EXPULSION	INTENTIONAL HARASSMENT: Threatened or intimidated a student or group of students to the extent of creating an intimidating or	Min Max	CONFERENCE/MEETING EXPULSION

			hostile education environment		
UNEXCUSED ABSENCES AND CUTTING: Any absence which has not been both excused by a parent or legal guardian and approved by the appropriate school official	Min Max	DETENTION/PARENT NOTICE/SATURDAY SCHOOL SARB/CONTINUATION/OPPORTUNITY	DESTRUCTION OR DEFACEMENT OF PROPERTY: Attempting to damage, destroy, or mutilate objects or materials belonging to the school, school personnel or other persons	Min Max	CONFERENCE/MEETING SUSPENSION/EXPULSION
IMITATION FIREARM: Possession an imitation firearm	Min Max	SUSPENSION EXPULSION	WITNESS: Harassed, threatened or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.	Min Max	SUSPENSION EXPULSION
SEXUAL ASSAULT: Committed or attempted to commit a sexual assault	Min Max	SUSPENSION EXPULSION	EXTORTION/ROBBERY: Solicitation of money, or something of value, from another person, in return for protection or in connection with a threat to inflict harm or robbing a person	Min Max	SUSPENSION EXPULSION
PHYSICAL ASSAULT: Physical attack of one person, or of a group of persons, upon another person with who does not wish to engage in the conflict	Min Max	SUSPENSION EXPULSION	DISORDERLY CONDUCT, INCLUDING PROFANITY AND OBSCENE BEHAVIOR: Conduct and/or behavior which is disruptive to the orderly educational procedure of the school including habitual profanity or vulgarity	Min Max	SUSPENSION EXPULSION
HATE VIOLENCE: Oppress, intimidate. Cause or threatened to cause injury to another person or their property based upon race, color, religion, ancestry, national origin or sexual orientation	Min Max	SUSPENSION EXPULSION	E. C. 48915C 1) Selling drugs 2) Brandishing a knife 2) Possessing, selling or furnishing a firearm 3) Committing or threatening or commit sexual assault		School site must recommend a calendar year expulsion. Board of Education may impose a lesser consequence

Section 4: Action Plans

Property Damage Data Site-Level Risk Assessment

Palm Springs Unified School District Risk Assessment			
School Name: Bubbling Wells Elementary School			
	Area	Y/N	Description/Comments
Visitor/Contractor/Substitute Protocol			
1	Are visitors and vendors required to sign in at the Main Office?		
2	Are all visitors and vendors issued ID badges?		
Key Control			
3	Is a key log maintained to track all keys for the school?		
4	Is the key cabinet properly secured with a lock or located in the safe or another secure area?		
5	Do teachers return their keys at the end of the school year?		
6	Are substitute teachers issued keys?		
7	If substitutes are issued keys, is there a way to ensure keys are returned at the end of the day?		
8	Do police and fire have access to a master key?		
9	Are contractors or other vendors issued keys?		
Money Handling			
10	Is there a safe or other similarly secure location to store money at the school?		
11	Are deposits made regularly so cash at the school is limited?		
12	Is the money taken to the bank at varying times and days?		
Mail Handling			
13	Have staff members who handle mail received training in proper mail handling & suspicious package procedures?		
Student Drop-off/Pick-up			
14	Does the drop off/pick up area allow for smooth traffic flow?		
15	Is there a school policy that restricts other vehicles from accessing the bus-loading zone during loading/unloading?		
16	Are parent drop off & pick up areas clearly designated?		
17	Do parents and other who pick up students generally abide by the prescribed procedures?		

18	Is a person who comes to pick up a student asked to show ID and the student's file checked to make sure the person is authorized to pick them up?		
Registered Sex Offenders			
19	Has School Administration reviewed the list of registered sex offenders that live in the surrounding area of the school?		
20	Has School Administration reviewed student's contact information with the California Megan's Law information to determine if a student contact person is a Registered Sex Offender?		
21	If a student contact person is a Registered Sex Offender, has the information been relayed to the District Security Office for action?		
After-Hours Emergency Procedures			
22	Has someone been designated as 'in charge' (Incident Commander) during afterhours activities?		
23	Is the after-hours IC authorized & trained on how to evacuate the school or shelter-in-place?		
24	Has the school developed written regulations regarding access to & use of the building by school personnel after regular school hours?		
25	Do staff members who remain after hours have to sign out?		
26	Do night custodians carry radios, Nextels, or cell phones to communicate with each other in case of danger?		
Emergency Response Planning			
27	Do all staff members receive a copy of the emergency plans?		
28	Are substitute teachers provided a copy of the emergency plan?		
29	Is the school emergency plan (Emergency Response Team members, etc.) updated annually?		
Evacuation Procedures			
30	Does the school meet its requirements (district, local, state) for evacuation drills?		
31	Is a post-drill critique conducted by the ERT after each drill?		
32	Are evacuation drills conducted at times when students are not in class (lunch, arrival/dismissal, during assemblies, between classes, etc.)?		
33	Are students accounted for after they are evacuated from the school?		
34	Is a PRIMARY relocation site designated for the school? Where is the primary relocation site?		
35	Is a SECONDARY relocation site designated and at least 1/4 mile away from the school? Where is the secondary relocation site?		

36	Have transportation needs been addressed if all occupants need to be relocated to the relocation site?		
37	Has a portable kit been established for the incident command post, including the ERP, emergency contact lists, medical considerations list, flashlights, first aid supplies, & radios?		
Earthquake Procedures			
38	Does the school meet its requirements (district, local, state) for earthquake drills?		
39	Are earthquake drills conducted at times when students are not in class (lunch, arrival/dismissal, during assemblies, between classes, etc)?		
Shelter-In-Place Procedures			
40	Does the school meet its requirements (district, local, state) for sheltering drills?		
41	Are shelter-in-place drills conducted at times when students are not in class (lunch, arrival/dismissal, during assemblies, between classes, etc)?		
Lockdown Procedures			
42	Does the school meet its requirements (district, local, state) for lockdown drills?		
43	Are lockdown drills conducted at times when students are not in class (lunch, arrival/dismissal, during assemblies, between classes, etc)?		
Special Needs Students & Staff			
44	Have emergency plans been developed for each special needs student and staff member at the school?		
45	Does the school implement the "buddy system" to ensure that each special needs occupant has an adult who is responsible for their safety & welfare?		
Training & Exercising			
46	Do teachers & staff receive yearly emergency management training, regardless of whether they are on the SERT?		
47	Has the school ever conducted tabletop exercises or other exercise to test its emergency preparedness?		
48	Has staff received fire extinguisher training?		
49	Is there at least one AED on campus? Where is it located?		
50	Have staff members received first aid, CPR & AED (if applicable) training? If so, who has received it?		
EQUIPMENT/HARDWARE			
Public Address System			
51	Is the PA system audible throughout the school building(s), including the kitchen area, basements and portables?		

52	Is the PA system audible on school grounds (i.e., playground)?		
Communications Devices			
53	If the phone system is out, is there at least one reliable method for emergency announcements and/or communications?		
Alarm/Security System			
54	Do individuals with alarm code access know what the zones are for the system?		
55	Are personalized access codes issued to individuals who are authorized to have access codes?		
56	Does the security alarm system receive regular maintenance & testing?		
Security Cameras			
57	Are all cameras working properly?		
58	Are there any areas that need cameras that do not currently have them?		
59	Is the main monitor located in an area that is consistently attended?		
60	Are recordings kept at least 30 days?		
61	Is monitoring capability adequate (i.e., good picture quality, monitor all cameras at once, color, etc.)?		
Fire/Life Safety			
62	Is the school equipped with:		
63	ABC Fire extinguishers?		
64	Water Fire Extinguishers?		
65	K-Class Fire Extinguisher in the kitchen?		
66	Are fire extinguishers inspected yearly by contractor?		
67	Are extinguishers checked monthly by school employees?		
68	Is there at least 18 inches of space provided between the ceiling & storage materials in sprinklered buildings?		
69	Were any holes in fire-rated walls observed?		
70	Are fire detection & suppression systems maintained to fire safety code?		
71	Do facility fire detection & suppression systems transmit an alarm to a communication center?		
Lighting			
72	Are entrances & other points of possible intrusion well lit?		
73	Does the building have adequate outside lighting to enhance night safety?		

74	Are there any broken lights?		
75	Does the parking lot lighting provide uniform coverage that supports camera surveillance?		
76	Is the school equipped with emergency lighting?		
77	Is emergency lighting checked monthly?		
	GROUPS		
	Sidewalks		
78	Were any sidewalk trip hazards observed?		
	Fencing		
79	Does fencing need repair?		
80	Are gates secured after regular school hours & school activities?		
81	Are utility panels, gas mains, A/C units, & other mechanical equipment properly fenced & gated?		
	Exterior Garbage Cans		
82	Are garbage cans secured to the pavement?		
83	Are garbage cans located away from entrances?		
	Exterior Signage		
84	Is appropriate signage posted around the facility?		
85	Are there any worn or outdated signs?		
	Parking		
86	Are cars allowed to park next to the building?		
87	Are parked vehicles blocking emergency egress routes or fire lanes?		
88	Are designated parking spaces marked with personal names or titles (e.g. for the principal, SRO, secretary, etc)?		
	Vegetation/Grounds keeping		
89	Are shrubs & trees maintained properly to avoid creating hiding spaces or enabling access to the roof? Shrubs & foliage is trimmed to allow for good line of sight (i.e. 3'0"/7'0" rule).		
90	Are there any drainage problems?		
	Garbage Dumpster Area		
91	Are garbage dumpsters situated near the school building (less than 10')?		
92	Are vehicles parked near/in front of the dumpster(s)?		
	Roof Access		

93	Are roof hatches, doors and skylights properly secured?		
94	Are roof access ladders secured to prevent unauthorized access to the roof?		
95	Is there roof access from tree branches, adjacent buildings, telephone poles, covered walkways, or low roofs?		
96	Do low canopies or awnings have protective parapets to deter their use to climb onto roofs?		
Access Control			
97	Are all exterior doors locked 24/7?		
98	Is the main entrance set up so people must be buzzed in or are funneled into the main office or to a visitor's desk?		
Athletic Facilities			
99	Is there any broken or damaged fencing?		
100	Are athletic fields secured when not in use?		
101	Do athletic facilities have adequate lighting?		
102	Are bleachers well maintained (no signs of rust, no exposed nails, no broken bleachers)?		
Playground			
103	Can the playground be observed from the street? (Sexual predators, type of fencing)		
104	Are there any trip hazards on the playground?		
105	Is the protective ground covering underneath playground equipment appropriate?		
FACILITY			
Main Office			
106	Are bomb threat checklists located near phones in the main office?		
107	Have staff members been trained in how to take a bomb threat phone call?		
108	Is there a properly working weather radio located in the main office?		
Nurse's Office/Clinic			
109	Are all medications and syringes secured at all times?		
110	Are all Sharp and medical waste items disposed of properly?		
Maintenance			
111	Were mechanical, custodial, & electrical rooms found to be locked?		
112	Is there at least three feet of clearance around all electrical boxes & HVAC disconnects?		

113	Are GFCI outlets installed within six feet of water sources?		
114	Are all electrical boxes (particularly in hallways) properly secured to prevent tampering?		
115	Were all chemicals properly stored, labeled, & in their original containers?		
116	Is a master MSDS binder kept updated for all chemicals at the school?		
117	Does the Head Custodian keep a maintenance schedule for all equipment, including the boiler, fire suppression system, etc?		
	Interior Lighting		
118	Does interior lighting need improvement?		
	Ceilings		
119	Were any missing, damaged or water-damaged ceiling tiles observed?		
120	Were any ceiling tiles in danger of falling down?		
	Interior Signage		
121	Is there universal evacuation & sheltering signage throughout the school?		
122	Does signage provide a primary and secondary route of egress as applicable?		
123	Are all exit signs illuminated?		
124	Are there any areas that need an exit sign installed or areas where the exit sign does not point in the correct direction?		
	Hallways, Stairways, Elevators		
125	Are combustible materials hung in the hallways kept within fire code?		
126	Are all lockers secured?		
127	Are fire extinguishers visible from either end of the hallway?		
128	Are blind spots in hallways & stairwells equipped with mirrors (or some similar surveillance device)?		
129	Are there any hiding areas in the stairways?		
130	Is elevator use restricted?		
	Interior Doors & Windows		
131	Are interior doors secured at all times?		
132	Do interior doors shut & lock properly?		
133	Are windows properly secured (with heavy duty locks or grates)?		

Classrooms			
134	Were classroom floors clear of excessive storage items & other obstructions?		
135	Can classroom doors be secured from the inside?		
136	Are combustible materials hung in the classrooms kept within fire code?		
137	Are all bookshelves & cabinets secured to the walls or floor?		
138	Are all televisions fastened to stands with safety straps or another appropriate method?		
139	Were any sharp objects observed lying around within reach of students?		
140	Were chemicals & cleaners found in cabinets under classroom sinks or other area where students could reach them?		
141	Are items being stored on top of ventilation units?		
Portable Classrooms, Trailers or Pods			
142	Are portables kept secured at all times?		
143	Are portables inspected for mold periodically?		
144	Do portables have the ability to communicate with the main office?		
Art Room			
145	Are there combustible materials stored within three feet of the kiln?		
146	Are exact-o knives, scratching tools, or other sharp instruments properly secured and accounted for after use?		
Science Room			
147	Are science chemicals properly stored in a secure area?		
148	Are eye wash & shower stations inspected weekly?		
149	Are eye wash & shower stations easily accessible?		
150	Is the Fire Blanket less than ten years old?		
Vocational Shops			
151	Are tools secured & does the teacher account for all tools at the end of the class?		
152	Is the Fire Blanket less than ten years old?		
153	Are eye wash & shower stations inspected weekly?		
154	Are eye wash & shower stations easily accessible?		
Home Economics (Consumer Science)			

155	Are knives handed out only as needed, counted at the end of class and secured when not in use?		
156	Is there appropriate fire-life safety equipment in the Home Ec/Consumer Science areas?		
157	Is the Fire Blanket less than ten years old?		
158	Check for other kitchen issues (e.g. GFCIs, drain mats to prevent slip-&-falls, etc.)		
Library/Media Center			
159	Is visual surveillance of the entire library possible from the media office & check out counter?		
160	Is the copier & television router area properly ventilated?		
Computer Labs/Server Room			
161	Are computer and server rooms secured at all times?		
162	Is there an appropriate ventilation system in the server room(s)?		
163	Is the server room(s) being used for storage?		
Kitchen			
164	Is the receiving door closed & locked at all times?		
165	Are all knives, box cutters, etc. stored securely when not in use?		
166	Are there GFCI electrical outlets near water sources?		
167	Are cafeteria staff aware of students & staff with food allergies?		
168	Are there signs posted in the cafeteria on how to handle choking & first aid situations?		
169	Are all chemicals properly stored away from food items?		
170	Are MSDS forms properly maintained & accessible?		
171	Do safety handles on the walk-in cooler/freezer work properly?		
Auditorium/Stage Area			
172	Is there reflective striping or low-level lighting at the edge of the stage & stairs?		
173	Is the auditorium secured when not in use?		
174	Are walls directly behind basketball nets, columns & other objects students can run into padded?		
175	Is there a First Aid kit in gym area?		
176	Is there an AED device in gym area?		
177	Are protective grilles installed around emergency exit signs and lighting?		
Miscellaneous Comments			

Risk Reduction Plan

<p align="center">Bubbling Wells Elementary School Risk Reduction Plan 2019-2020 (1 or 2 goals to reduce risk based on Risk Assessment)</p>				
Team SMART Goal	Strategies and Action Steps	Who is Responsible	Target Date of Timeline	Evidence of Effectiveness
<p>Goal #1 Improve the drop off/pick up area to allow for smooth traffic flow</p>	<p>Include a slide during Back to School Night with drop off and pick up procedures. Include in Parent Handbook</p>	<p>Principal Assistant Principal</p>	<p>August 2019 during Back to School Night. August 2019 in Parent Handbook</p>	
<p>Goal #2 Are substitute teachers provided a copy of the emergency plan?</p>	<p>Include a copy of the emergency plan in substitute folders</p>	<p>Principal Assistant Principal</p>	<p>May 1st</p>	

Section 5: Compliance

Comprehensive School Safety Plan Public Hearing

**PALM SPRINGS UNIFIED SCHOOL DISTRICT
Board of Trustees**

NOTICE OF PUBLIC HEARING

COMPREHENSIVE SCHOOL SAFETY PLAN

NOTICE IS HEREBY GIVEN that Palm Springs Unified School District will hold a public hearing pursuant to Education Code §32286 - 32288, regarding the adoption of the District Comprehensive School Safety Plan. The public hearing will be held at a regular meeting of the Palm Springs Unified School District Governing Board on (Day, Date, at Time)., at the following location:

District Center Drive
Palm Springs, CA, 92262

NOTICE IS FURTHER GIVEN that copies of documentation are available to interested members of the public on (Date of public hearing) at the following location:

District Center Drive
Palm Springs, CA, 92262

Anne Kalisek Ed.D.
Executive Director, Student Support Services

Date

Bubbling Wells Elementary School
Law Enforcement Certification

COMPREHENSIVE SCHOOL SAFETY PLAN

2019/2020

It is the intent of the Legislature that all California public schools, in kindergarten, and grades 1 to 12, inclusive, operated by school districts, in cooperation with local law enforcement agencies, community leaders, parents, pupils, teachers, administrators, and other persons who may be interested in the prevention of campus crime and violence, develop a comprehensive school safety plan that addresses the safety concerns identified through a systematic planning process. For the purposes of this section, law enforcement agencies include local police departments, county sheriffs' offices, school district police or security departments, probation departments, and district attorneys' offices. For purposes of this section, a "safety plan" means a plan to develop strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on the school campus. (SB 187; California Education Code 32280)

This document certifies that an effective review of the Comprehensive School Safety Plan, including emergency and crisis response plans, protocols, and procedures, was collaboratively conducted with law enforcement. The District will continue to collaborate with law enforcement to provide education and training in order to implement those plans, protocols, and programs during the academic school year for the following schools:

(Police Chief Name Here)

Date

Chief of Police

(Fire Chief Name Here)

Date

(county/city) Fire Battalion Chief

PALM SPRINGS UNIFIED SCHOOL DISTRICT
Board of Trustees Comprehensive School Safety Plan
Approval and Public Hearing Certification

2019/2020

The California State Legislature requires that the School Site Council shall write and develop a comprehensive school safety plan relevant to the needs and resources of that particular school. The School Site Council may designate this responsibility to a school safety planning committee. Each school shall conduct a minimum of one annual meeting at which it will review their emergency and crisis response plans, protocols, and procedures and compliance with the school safety drill programs. The purpose of this annual review shall be to review and update the emergency and crisis response plans, protocols and procedures, and the school safety drill programs.

The public had the opportunity to review and provide input prior to the adoption of the Comprehensive School Safety Plan. Notice for public comment was provided on March 1st 2020 at District Center Drive, Palm Springs, CA 92262. Notice was provided by posted notification.

The Board of Trustees has evaluated the Comprehensive School Safety Plan and by signing below certify that procedures pursuant to development of the Comprehensive School Safety Plan have been completed. (SB 187; California Education Code Sections 32280-32289)

Board President Richard Clapp

Date

Sandra Lyon Ed.D.

Superintendent

Date