

# **Bubbling Wells Elementary School**



## **Comprehensive School Safety Plan 2021/2022**

**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
Jennifer Geyer	Principal	
Betsy Gomez	Asst. Principal	
Carolyn Paz	Certificated staff	
Shelli Lackey	Certificated staff	

School Safety Committee Chairperson: Jennifer Geyer

### School Safety Committee Meeting Schedule

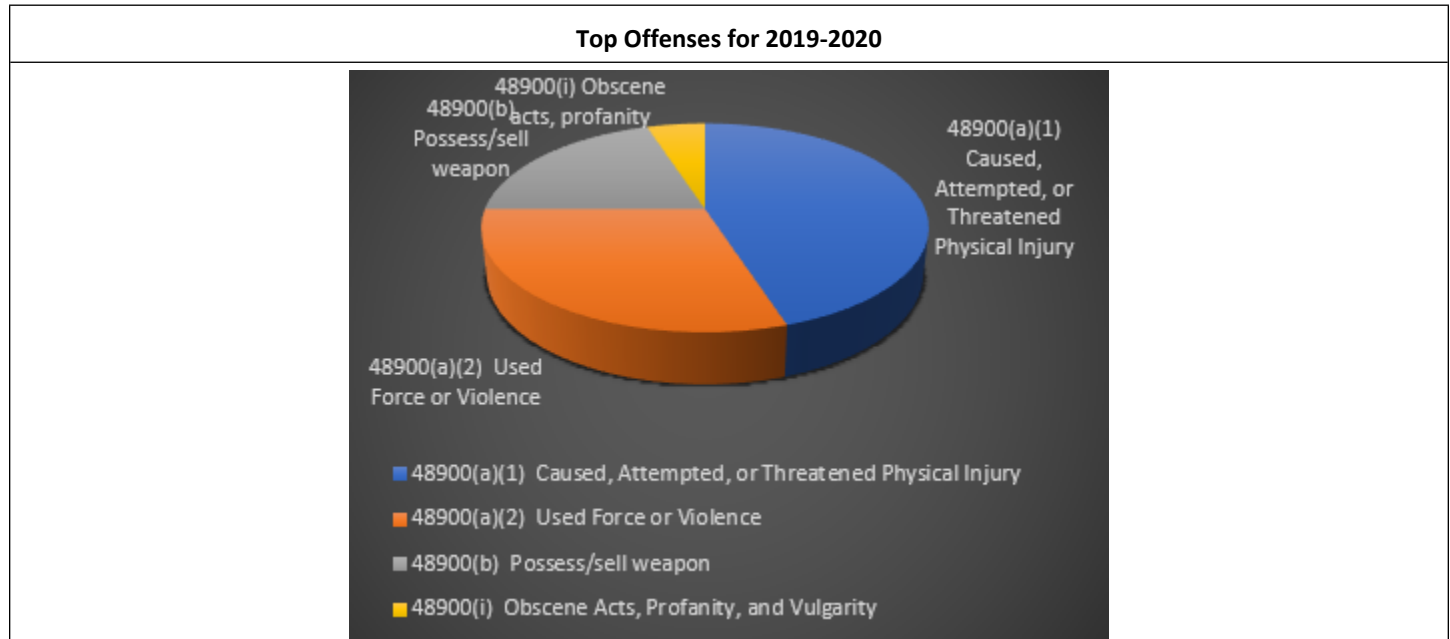
All meetings will be held on (Monday) from (3:45) p.m. to (4:30) p.m.

Monday, December 7, 2020, 3:45-4:30
Monday, February 1, 2021, 3:45-4:30
Monday, April 26, 2021, 3:45-4:30
Monday, September 20, 2021, 3:45-4:30
Monday, November 15, 2021, 3:45-4:30

## Section 2: School Climate Assessment

### Crime Reports

#### School-Site Crime Offenses 2019-2022



	Top Offenses for 2019-2020	Count
48900(a)(1)	Caused, Attempted, or Threatened Physical Injury	9
48900(a)(2)	Used Force or Violence	6
48900(b)	Possess/sell weapon	4
48900(i)	Obscene Acts, Profanity, and Vulgarities	1



<b>Top Offenses for 2020-2021</b>		

	<b>Top Offenses for 2020-2021</b>	<b>Count</b>

Top Offenses for 2021-2022	

	Top Offenses for 2021-2022	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
2016-17							0
2017-18							1
2018-19			3		15	2	20
2019-20					17	3	20
2020-21							0

## Expulsion Report

### Expulsion Data Comparison

School Year	Students
2016-17	0
2017-18	1
2018-19	0.0
2019-20	0
2020-21	0.00

## Behavior Referral Report

### Behavior Referral by Offense

Offense	Behavioral Referral Reports			
	2017-18	2018-19	2019-20	2020-22
Bullying	2	0	0	
Cause/threaten to cause injury/fight	16	16	0	
Computer Use Violation	1	0	0	1
Dangerous Act	16	12	13	
Dangerous Object	5	0	0	
Defiant/disrespectful	2	8	0	
Disruption	20	0	0	
Harassment	0	0	0	
Harassment-Racial	2	0	0	
Harassment-Sexual	1	0	0	
Horesplay/roughhousing	2	24	40	
Obscene Act	2	0	0	
Posess/misuse prohibited electronic device	0	0	0	
Profanity/vulgarity	7	1	0	
Theft	2	0	0	
Threaten/perform act dangerous to self	1	0	0	
Throwing Objects	2	0	1	
Truant Period	2	2	4	
Bus conduct violation	0	1	0	
Gossip/Instigating			4	
Minor Rule Infraction			50	
Teasing/Name Calling			4	

### **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 2019 with the following results:



# Bubbling Wells ES

Elementary Student Survey  
Winter 2019-20



Report created by  
Panorama Education







## Summary

Topic Description	Results	Comparison
<b>Climate of Support for Academic Learning</b>	<b>77%</b> ▲ 3 since last survey	<b>78%</b> Palm Springs Unified School District
<b>Knowledge and Fairness of Discipline, Rules and Norms</b>	<b>81%</b> ▲ 2 since last survey	<b>82%</b> Palm Springs Unified School District
<b>Safety</b>	<b>62%</b> ▲ 2 since last survey	<b>65%</b> Palm Springs Unified School District
<b>Sense of Belonging (School Connectedness)</b>	<b>71%</b> ▼ 5 since last survey	<b>75%</b> Palm Springs Unified School District

342 responses





## Climate of Support for Academic Learning

Your average

**77%**

342 responses

Change

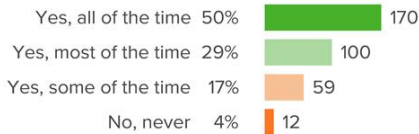
**▲ 3**

since last survey

District average: **78%** Palm Springs Unified School District

How did people respond?

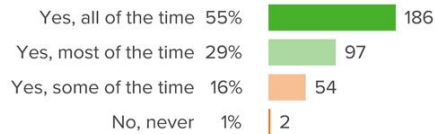
**Q.1: Do adults at school encourage you to work hard so you can be successful?**



▲ 7 from last survey

Favorable: **79%**

**Q.2: Do your teachers work hard to help you with your schoolwork when you need it?**



▲ 6 from last survey

Favorable: **83%**

**Q.3: Do teachers give students a chance to take part in classroom discussions or activities?**



▼ 1 from last survey

Favorable: **71%**

**Q.4: Do teachers go out of their way to help students?**



▲ 1 from last survey

Favorable: **76%**





## Knowledge and Fairness of Discipline, Rules and Norms

Your average

**81%**

342 responses

Change

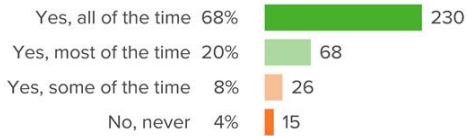
**▲ 2**

since last survey

District average: **82%** Palm Springs Unified School District

How did people respond?

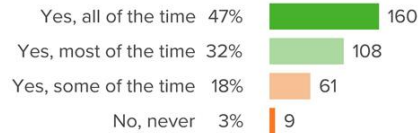
**Q.1: Does this school clearly tell students what would happen if they break school rules?**



▲ 7 from last survey

Favorable: **88%**

**Q.2: Are rules in this school made clear to students?**



▲ 5 from last survey

Favorable: **79%**

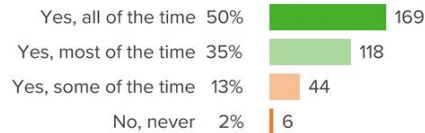
**Q.3: Do students know how they are expected to act?**



▼ 5 from last survey

Favorable: **70%**

**Q.4: Do students know what the rules are?**



▲ 1 from last survey

Favorable: **85%**





## Safety

Your average

**62%**

342 responses

Change

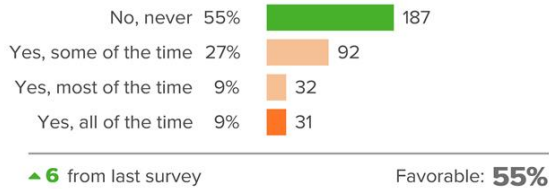
**▲ 2**

since last survey

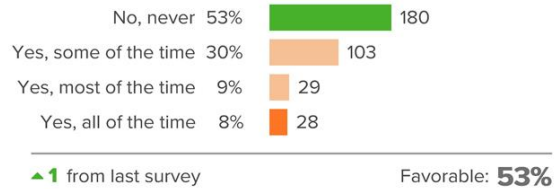
District average: **65%** Palm Springs Unified School District

How did people respond?

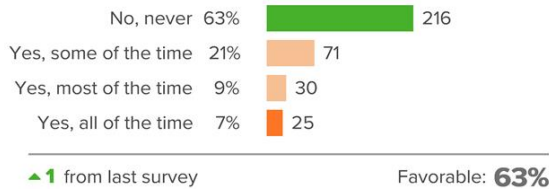
**Q.1: Do other kids hit or push you at school when they are not just playing around?**



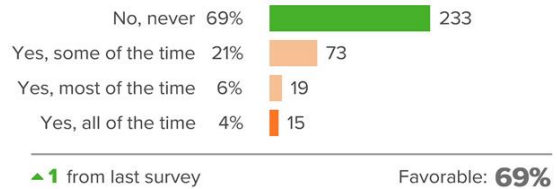
**Q.2: Do other kids at school spread mean rumors or lies about you?**



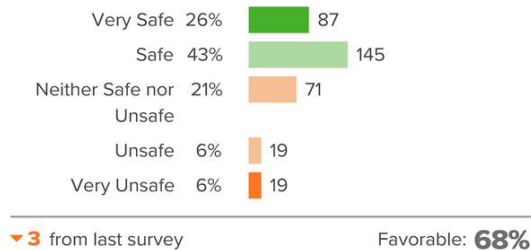
**Q.3: Do other kids at this school ever tease you about what your body looks like?**



**Q.4: Do other kids steal or damage your things, like your clothing or your books?**



**Q.5: How safe do you feel when you are at school?**









## Sense of Belonging (School Connectedness)

Your average

**71%**

342 responses

Change

▼ **5**

since last survey

District average: **75%** Palm Springs Unified School District

How did people respond?

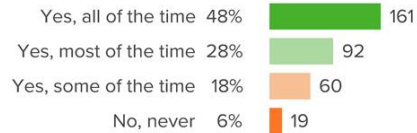
### Q.1: Do you feel close to people at school?



▼ **11** from last survey

Favorable: **56%**

### Q.2: Are you happy to be at this school?



▼ **1** from last survey

Favorable: **76%**

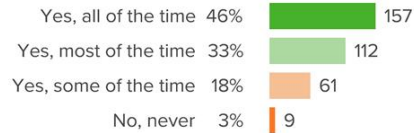
### Q.3: Do you feel like you are part of this school?



▼ **6** from last survey

Favorable: **71%**

### Q.4: Do teachers treat students fairly at school?



▼ **2** from last survey

Favorable: **79%**



## Attendance Rate

### Attendance Rate: Bubbling Wells Elementary School

School Year	Attendance Rate
2016-17	94.12%
2017-18	94.75%
2018-19	94.86%
2019-20	95.92%
2020-21	91.95%

### 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
2017 - 2018									
2018 - 2019	453	62.6%	191	26.4%	73	10.1%	7	1%	724
2019 - 2020	530	70.67%	171	22.80%	38	5.07%	11	1.47%	750
2020 - 2021	404	59.06%	116	16.96%	84	12.28%	80	11.70%	684

## Single Plan for Student Achievement – Goal 3

### LCAP Aligned School Goal #3 – Safe Learning Environment

## Goal 3

### Maintain a Healthy and Safe Learning Environment

#### Goal Statement

The ultimate attendance goal in the Palm Springs Unified School District is for all students to attend school every day. There is a definite link between attendance and academic achievement. Students at Bubbling Wells will increase their attendance rate to a minimum of 96% in the regular 2021-22 school year. 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 for the characteristics of respectful, responsible and safe behavior for all students.

#### LCAP Goal

Palm Springs Unified School District will provide healthy and physically and emotionally safe learning environments that foster and support all students.

#### Identified Need

Attendance rates as of March 2020 prior to COVID-19 school closure was 94.72% during the 2020-21 school year in distance learning our attendance rate was 92.83%. Upon returning to in person learning with health exclusions our attendance rate has dropped 7.7% and is currently 84.3%

The chronic absenteeism rate is 66.7% and has increased 40.4% since the previous year due to health guidance requiring health exclusions and parents keeping students home when they were symptomatic/waiting for test results. The majority of our students who are classified as chronically absent hit the chronic absent threshold in October 2021 during the height of COVID restrictions and health exclusions.

65% of all students felt safe at school based on Panorama Survey results with 73% of students responding favorably regarding knowledge and fairness of discipline, rules, and norms. This has decreased since returning to in-person learning.

74% of all students felt connected to school based on Panorama Survey results for a climate of support for academic learning.

COVID-19 guidelines from CDE & state require additional safety measures for maintaining the health & physical safety of students on campus.

Due to the fact that there was no fully updated CA Dashboard in 2020 all state-related expected outcomes have been maintained from the 20-21 plans where new data was unavailable.

#### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Student Attendance Rates	Student Attendance Rates	Student Attendance Rates
Bubbling Wells Elementary School	Comprehensive School Safety Plan	

<b>Metric/Indicator</b>	<b>Baseline</b>	<b>Expected Outcome</b>
All Students (ALL)	84.3% Average Daily Attendance	All Students (ALL) - 94%
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Expulsion Rates All Students (ALL)- 0% English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Expulsion Rates All Students (ALL)- 0% English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	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%
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL)- 0% English Learner (EL)- 0% Hispanic (Hisp)- 0% African American (AA)- 0% Socioeconomically Disadvantaged (SED)- 0% Students with Disabilities (SWD)- 0%	Expulsion Rates All Students (ALL)- 0% English Learner (EL)- 0% Hispanic (Hisp)- 0% African American (AA)- 0% Socioeconomically Disadvantaged (SED)- 0% Students with Disabilities (SWD)- 0%
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Safety (Discipline, Rules and Norms) Baseline Data: All students: 81% EL: 79% AA: 80% Hisp: 81% SWD: 86%	Panorama Survey - School Safety (Discipline, Rules and Norms) Baseline Data: All students: 82% EL: 80% AA: 81% Hisp: 82% SWD: 87%
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Connectedness (support for learning) Baseline Data: All students: 79% EL: 75% AA: 78% Hisp: 78% SWD: 83%	Panorama Survey - School Connectedness (support for learning) Baseline Data: All students: 80% EL: 76% AA: 79% Hisp: 79% SWD: 84%
Williams Facilities Inspection Results	100% Williams Facilities Inspection Results	100% Williams Facilities Inspection Results

## Planned Strategies/Activities

### Strategy/Activity 1

All staff will utilize Pyramid of Success to teach expectations and positive character traits. Positive tiered behavior systems will be continued/further developed to encourage and acknowledge students meeting behavioral expectations throughout the day. Additional instructional materials that reflect these ideals will be purchased as needed for grade level/classroom use. Administrators and teachers will provide SEL and academic rewards and incentives for students that include but are not limited to: student of the month awards, trimester awards, PBIS rewards incentives/student store, student celebrations.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2022 - 6/30/2023

Person(s) Responsible

Administration and school staff

Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2,000
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	SEL/PBIS rewards store incentives
<b>Amount</b>	1,000
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	PBIS Expectations posters and materials

### Strategy/Activity 2

Six (6) Supervision Aides to maintain consistent student supervision on campus.

Students to be Served by this Strategy/Activity

☒ All

#### Timeline

7/1/2022 - 6/30/2023

#### Person(s) Responsible

Principal, Assistant Principal

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	32,500
<b>Source</b>	LCFF
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Supervision Aides (salary)

<b>Amount</b>	12,800
<b>Source</b>	LCFF
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Supervision Aides (fringes/benefits)

<b>Amount</b>	3,000
<b>Source</b>	LCFF
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	150 hours of extra duty coverage (salary & benefits)

#### Strategy/Activity 3

To increase student engagement and attendance, the school will monitor and celebrate students/classes/parents who increase targeted attendance and overall student engagement through student recognition programs and incentives. Incentives may include, but are not limited to: certificates, class and individual student prizes.

#### Students to be Served by this Strategy/Activity

- ☒ All
- ☒ Specific Student Groups:  
Chronic Absentees

#### Timeline

7/1/2022 - 6/30/2023

Person(s) Responsible

Administrator, Parents, Teachers, and Office Administration

Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2,000.00
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Student recognition awards and incentives.
<b>Amount</b>	2,000
<b>Source</b>	LCFF
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	After School Clubs/Intramurals - extra duty/stipends
<b>Amount</b>	600
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	After School Clubs/Intramurals supplies



## **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.

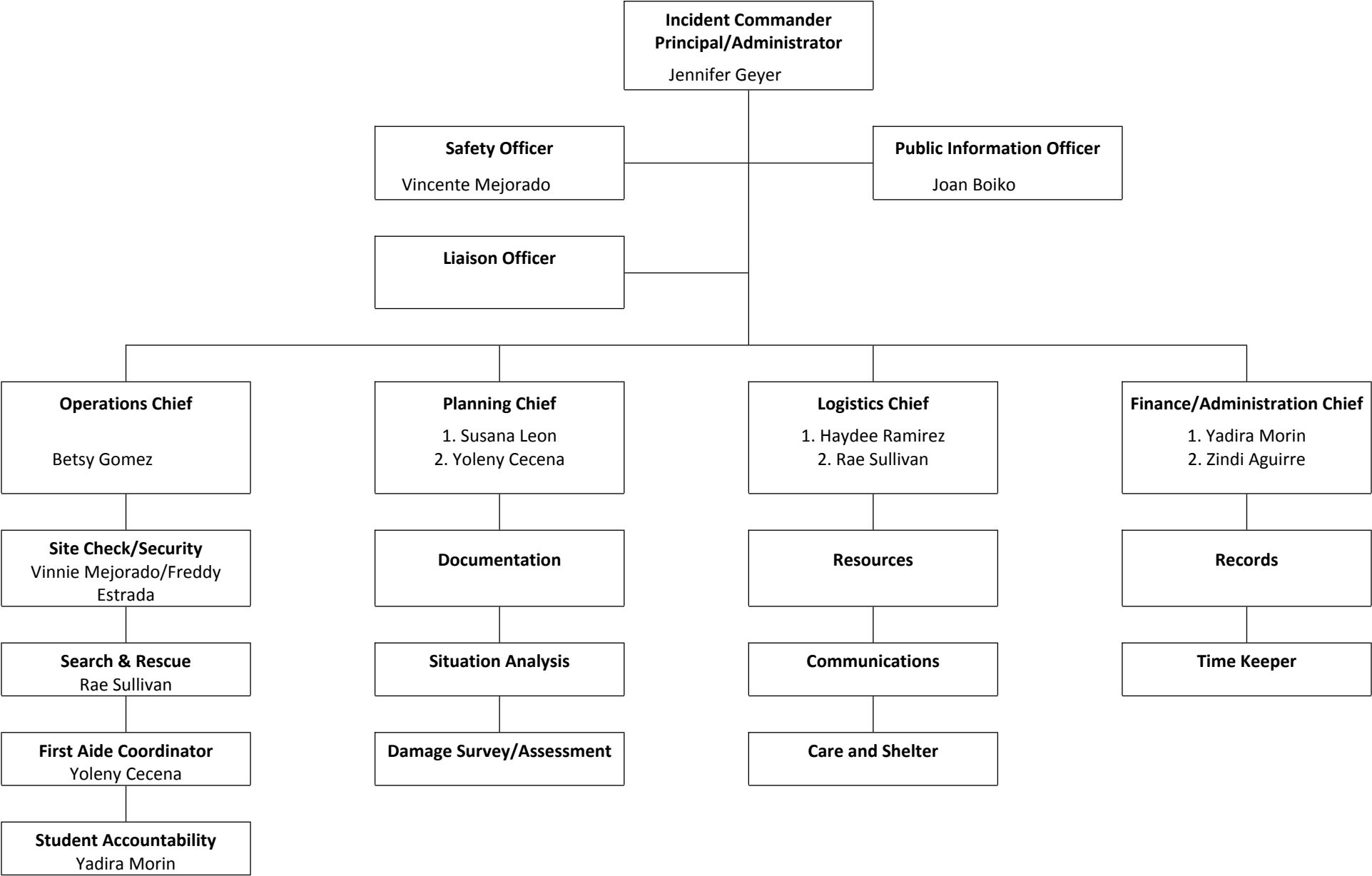
All agencies with jurisdictional authority or functional responsibility for any or all aspects of an incident participate in the Unified Command structure and contribute the following process and responsibilities:

- 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



**Bilingual Support**  
Zindi Aguirre/Haydee Ramirez

## 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 - hard hats	2 and 4	Health Office and Emergency Container
Vests	4	Office
Tables	10	Emergency Container
50 gallon cans of water	5	Emergency Container
Box of blankets	1	Emergency Container
Crate of Foil Blankets	2	Emergency Container
Shovel	2	Emergency Container
hydraulic jack	1	Emergency Container
bolt cutters	1	Emergency Container
Safety Goggles	4	Emergency Container
Flash Lights	4	Emergency Container
Pry bars	2	Emergency Container
Vinyl gloves	4 boxes	Emergency Container
Power lights	2	Emergency Container
Dust masks	1 box	Emergency Container
Brass whistles	4	Emergency Container
Pocket Radio	1	Emergency Container
Tool Kit	1	Emergency Container

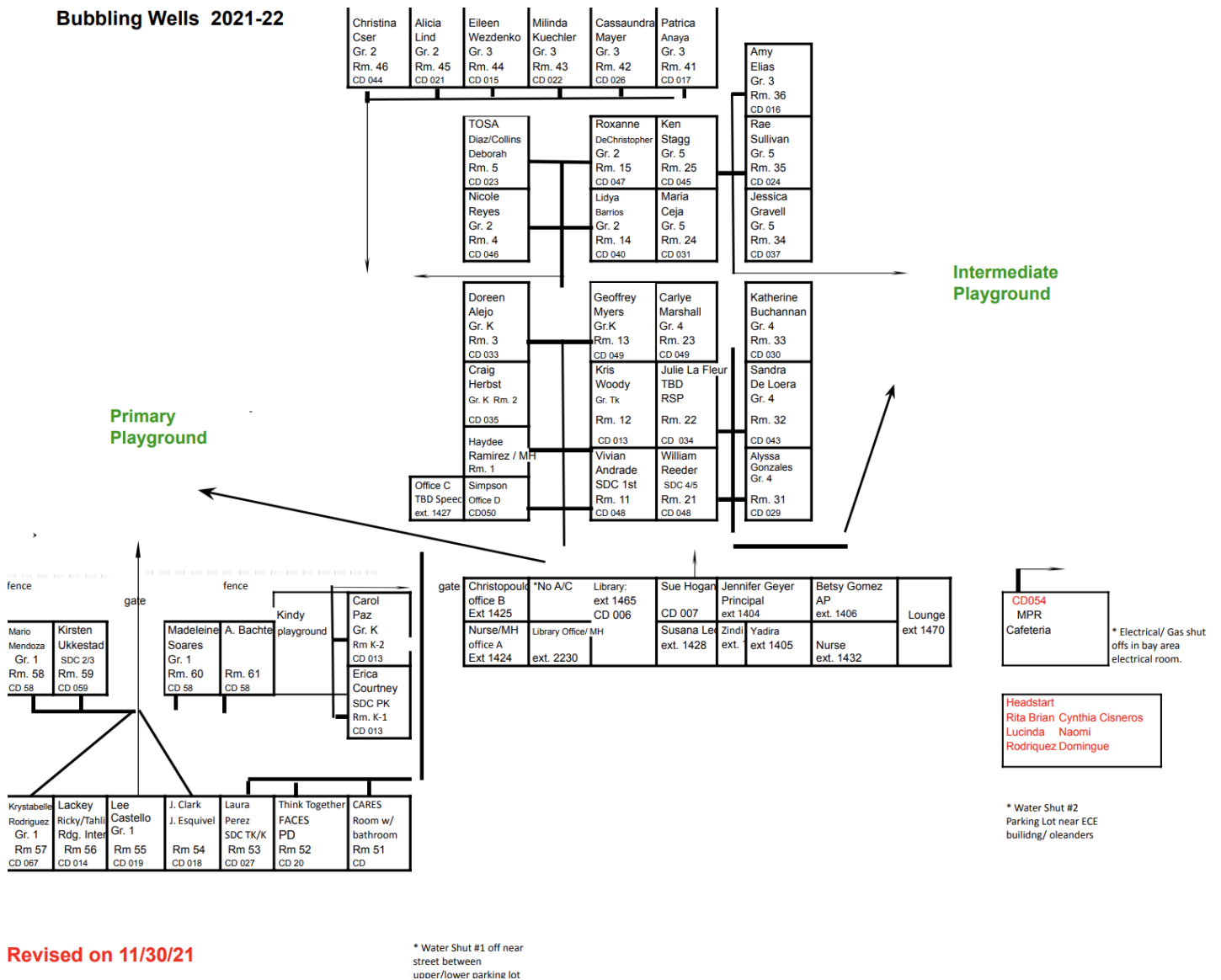


Leather gloves	10	Emergency Container
Axe	2	Emergency Container
Caution tape	1 roll	Emergency Container
Pick Axe	1	Emergency Container
Rope	1	Emergency Container
Portable Toilet	1	Emergency Container

<b><u>Utilities (Emergency Shut-Off Locations)</u></b>	
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

<b><u>Special Phone Numbers</u></b>	
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  
2021-2022 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)**

<b>Name</b>	<b>Position</b>
Jennifer Geyer	Incident Commander
Betsy Gomez	Operations Section Chief
Yadira Morin	Finance/Administration Chief / Student Accountability
Haydee Ramirez	Logistics Section Chief / Bilingual Support
Zindi Aguirre	Finance/Administration Chief / Bilingual Support
Rae Sullivan	Search & Rescue/ Logistics Chief
Yoleny Cecena	First Aide Coordinator/ Planning Chief

**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.

<b>Member Name</b>	<b>Position</b>	<b>Location</b>
Sue Hogan	Records	Reading Meadow
Jeremy Clark	First Aide	Reading Meadow
Leslie Teran	First Aide	Reading Meadow

**Assembly Area Team**

<b>Member Name</b>	<b>Position</b>	<b>Location</b>
Jackie Collins - Schmitt	Reading Intervention Teacher	Lower Field
Susie Diaz	Academic Coach	Upper Field
Shellie Lackey	Reading Intervention Teacher	Upper Field

**Parent/Community Referral Team**

Member Name	Position	Location
Laura Hernandez	Classified	Reading Meadow
Yoleny Cecena	Office Staff	Reading Meadow
Susana Leon	Classified	Reading Meadow
Ricky Ramirez	Classified	Reading Meadow
Tahlia Rosales	Classified	Reading Meadow

**Student Release to Parent/Guardian**

Member Name	Position	Location
Yoleny Cecena	Bilingual Office Tech	Reading Meadow
Zindi Aguirre	Office Staff	Reading Meadow
Yadira Morin	Office Staff	Reading Meadow

**Facility Security/Safety**

Member Name	Position	Location
Vicente Mejorado	Custodian	Reading Meadow
Freddy Estrada	Custodian	Reading Meadow

**Morgue**

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

Member Name	Position	Location
Jackie Collins - Schmitt	Reading Intervention Teacher	Lower Field
Susie Diaz	Academic Coach	Upper Field
Shelli Lackey	Reading Intervention Teacher	Upper Field
Susana Leon		Office Staff

**Sweep and Rescue Team**

Team 1	Sweep Area
Leader – Sheli Lackey	K1/K2; K-1 restrooms; 51-61; Office A & B
German Rocha	K1/K2; K-1 restrooms; 51-61; Office A & B
Team 2	Sweep Area
Leader-Katie Buchannan	Boy's & Girl's restrooms near room 11; 1-5; 11-15; 43-46; primary playground restrooms; Office C & D
Julie LaFluer	Boy's & Girl's restrooms near room 11; 1-5; 11-15; 43-46; primary playground restrooms; Office C & D

**Team 3**

Leader- Rae Sullivan

Patricia Anaya

**Sweep Area**MPR; rooms 21-26 & 31-36; Boy's & Girl's restroom  
Intermediate  
Playground/Facing Reading MeadowMPR; rooms 21-26 & 31-36; Boy's & Girl's restroom  
Intermediate  
Playground/Facing Reading Meadow**Team 4**

Leader-Lucinda Rodriguez

Rita Brian

**Sweep Area**

ECE building

ECE building

**Team 5****Sweep Area****Team 6****Sweep Area****Team 7****Sweep Area****Reporting Location****Location**

Primary Playground

Intermediate Playground

**Name**

Susie Diaz

Jackie Collins - Schmitt

**Facility Security/Safety Team****Member Name**

Leader – Vicente Mejorado

Freddy Estrada

**Position**

Custodian

Custodian

**Commodities Team****Member Name**

Leader – Craig Herbst

Kathy Lopez

**Position**

Kindergarten Teacher

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
Jennifer Geyer	Aug. 5, 2021
Betsy Gomez	Aug. 5, 2021

**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
Haydee Ramirez	Aug. 5, 2021
Jim Christopoulos	Aug. 5, 2021

**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
Jennifer Geyer	Aug. 5, 2021

**4. Designate a Security/Police Liaison**

Name	Date Assigned
Betsy Gomez	Aug. 5, 2021

**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
Jennifer Geyer, Principal	Aug. 5, 2021
Betsy Gomez, Assistant Principal	Aug. 5, 2021
Jim Christopoulos, psychologist	Aug. 5, 2021
Haydee Ramirez, Counselor	Aug. 5, 2021
Lee Castello, Teacher	Aug. 5, 2021
Leslie Teran, School Nurse	Aug. 5, 2021
Zindi Aguirre, Classified	Aug. 5, 2021

**6. Identify crisis-counseling locations.**

#### Locations

Reading Meadow

#### Counseling Coordinators

Name	Date Assigned
Haydee Ramirez	Aug. 5, 2021
Jim Christopoulos	Aug. 5, 2021

#### 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 - BWES Folder

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

#### Evacuation Locations

Primary Field

Intermediate Field

Reading Meadow

**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)

Bubbling Wells Elementary School

Comprehensive School Safety Plan

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	Jennifer Geyer	(760)272-6566
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 proceeded 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 are 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**

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's efforts to comply with applicable state and federal civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Age Discrimination Act of 1975, and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the compliance officer(s) specified in AR 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints alleging unlawful discrimination targeting a student, including discriminatory harassment, intimidation, or bullying, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics. The coordinator/compliance officer(s) may be contacted at: (Education Code [234.1](#); 5 CCR [4621](#)) Asst. Superintendent of Educational Services.

150 District Center Drive

Palm Springs, CA 92264

760-883-2703

[mswize@psusd.us](mailto:mswize@psusd.us)

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

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

### **Measures to Prevent Discrimination**

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at district schools or in school activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

1. Publicize the district's nondiscrimination policy and related complaint procedures, including the coordinator/compliance officer's contact information, to students, parents/guardians, employees, volunteers, and the general public by posting them on the district's web site and other prominent locations and providing easy access to them through district-supported social media, when available.

2. Post in a prominent and conspicuous location on the district and school web sites information regarding Title IX prohibitions against discrimination based on a student's sex, gender, gender identity, pregnancy, and parental status, including the following: (Education Code [221.61](#))

a. The name and contact information of the district's Title IX coordinator, including the phone number and email address

b. The rights of students and the public and the responsibilities of the district under Title IX, including a list of rights as specified in Education Code [221.8](#) and web links to information about those rights and responsibilities located on the web sites of the Office for Equal Opportunity and the U.S. Department of Education's Office for Civil Rights (OCR)

c. A description of how to file a complaint of noncompliance with Title IX in accordance with AR 1312.3 - Uniform Complaint Procedures, which shall include:

(1) An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred and how a complaint may be filed beyond the statute of limitations

(2) An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including web links to this information on the OCR's web site

(3) A web link to the OCR complaints form and the contact information for the office, including the phone number and email address for the office

(cf. [1113](#) - District and School Web Sites)

(cf. [1114](#) - District-Sponsored Social Media)

3. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior. (Education Code [234.1](#))

4. Annually notify all students and parents/guardians of the district's nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students, including transgender and gender-nonconforming students. The notice shall inform students and parents/guardians that they may request to meet with the compliance officer to determine how best to accommodate or resolve concerns that may arise from the district's implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, the district will address any individual student's interests and concerns in private.

(cf. [5145.6](#) - Parental Notifications)

5. The Superintendent or designee shall ensure that students and parents/guardians, including those with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code [234.1](#) and [48985](#). In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

6. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include details of guidelines the district may use to provide a discrimination-free environment for all district students, including transgender and gender-nonconforming students.

(cf. [1240](#) - Volunteer Assistance)

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

(cf. [4231](#) - Staff Development)

(cf. [4331](#) - Staff Development)

7. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so. (Education Code [234.1](#))

8. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students from threatened or potentially discriminatory behavior and ensure their privacy rights.

Enforcement of District Policy

The Superintendent or designee shall take appropriate actions to reinforce BP 5145.3 - Nondiscrimination/Harassment. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti

(cf. [5131.5](#) - Vandalism and Graffiti)

2. Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination, how to report it or file a complaint, and how to respond

3. Disseminating and/or summarizing the district's policy and regulation regarding unlawful discrimination

4. Consistent with laws regarding the confidentiality of student and personnel records, communicating to students, parents/guardians, and the community the school's response plan to unlawful discrimination or harassment

(cf. [4112.6/4212.6/4312.6](#) - Personnel Files)

(cf. [4119.23/4219.23/4319.23](#) - Unauthorized Release of Confidential/Privileged Information)

(cf. [5125](#) - Student Records)

5. Taking appropriate disciplinary action against students, employees, and anyone determined to have engaged in wrongdoing in violation of district policy, including any student who is found to have filed a complaint of discrimination that he/she knew was not true

(cf. [4118](#) - Dismissal/Suspension/Disciplinary Action)

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

(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)

#### Process for Initiating and Responding to Complaints

Any student who feels that he/she has been subjected to unlawful discrimination described above or in district policy is strongly encouraged to immediately contact the compliance officer, principal, or any other staff member. In addition, any student who observes any such incident is strongly encouraged to report the incident to the compliance officer or principal, whether or not the alleged victim files a complaint.

Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report the incident to the compliance officer or principal within a school day, whether or not the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (Education Code [234.1](#))

When a verbal report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the principal or compliance officer, he/she shall make a note of the report and encourage the student or parent/guardian to file the complaint in writing, pursuant to the provisions in AR 1312.3 - Uniform Complaint Procedures. Once notified verbally or in writing, the principal or compliance officer shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment. Any interim measures adopted to address unlawful discrimination shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination.

Any report or complaint alleging unlawful discrimination by the principal, compliance officer, or any other person to whom a report would ordinarily be made or complaint filed shall instead be made to or filed with the Superintendent or designee who shall determine how the complaint will be investigated.

(cf. [5141.4](#) - Child Abuse Prevention and Reporting)

#### Transgender and Gender-Nonconforming Students

Gender identity of a student means the student's gender-related identity, appearance, or behavior as determined from the student's internal sense of his/her gender, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

Gender expression means a student's gender-related appearance and behavior, whether stereotypically associated with the student's assigned sex at birth. (Education Code [210.7](#))

Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

Gender-nonconforming student means a student whose gender expression differs from stereotypical expectations.

Transgender student means a student whose gender identity is different from the gender he/she was assigned at birth.

Regardless of whether they are sexual in nature, acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, gender identity, or gender expression, or that have the purpose or effect of producing a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment are prohibited. Examples of the types of conduct which are prohibited in the district and which may constitute gender-based harassment include, but are not limited to:

1. Refusing to address a student by a name and the pronouns consistent with his/her gender identity
2. Disciplining or disparaging a student or excluding him/her from participating in activities for behavior or appearance that is consistent with his/her gender identity or that does not conform to stereotypical notions of masculinity or femininity, as applicable
3. Blocking a student's entry to the restroom that corresponds to his/her gender identity
4. Taunting a student because he/she participates in an athletic activity more typically favored by a student of the other sex
5. Revealing a student's transgender status to individuals who do not have a legitimate need for the information, without the student's consent
6. Use of gender-specific slurs

7. Physical assault of a student motivated by hostility toward him/her because of his/her gender, gender identity, or gender expression

The district's uniform complaint procedures (AR 1312.3) shall be used to report and resolve complaints alleging discrimination against transgender and gender-nonconforming students.

Examples of bases for complaints include, but are not limited to, the above list, as well as improper rejection by the district of a student's asserted gender identity, denial of access to facilities that correspond with a student's gender identity, improper disclosure of a student's transgender status, discriminatory enforcement of a dress code, and other instances of gender-based harassment.

To ensure that transgender and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, the district shall address each situation on a case-by-case basis, in accordance with the following guidelines:

1. Right to privacy: A student's transgender or gender-nonconforming status is his/her private information and the district shall only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. In any case, the district shall only allow disclosure of a student's personally identifiable information to employees with a legitimate educational interest as determined by the district pursuant to 34 CFR 99.31. Any district employee to whom a student's transgender or gender-nonconforming status is disclosed shall keep the student's information confidential. When disclosure of a student's gender identity is made to a district employee by a student, the employee shall seek the student's permission to notify the compliance officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless he/she is required to disclose or report the student's information pursuant to this administrative regulation, and shall inform the student that honoring the student's request may limit the district's ability to meet the student's needs related to his/her status as a transgender or gender-nonconforming student. If the student permits the employee to notify the compliance officer, the employee shall do so within three school days.

As appropriate given the student's need for support, the compliance officer may discuss with the student any need to disclose the student's transgender or gender-nonconformity status or gender identity or gender expression to his/her parents/guardians and/or others, including other students, teacher(s), or other adults on campus. The district shall offer support services, such as counseling, to students who wish to inform their parents/guardians of their status and desire assistance in doing so.

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

2. Determining a Student's Gender Identity: The compliance officer shall accept the student's assertion of his/her gender identity and begin to treat the student consistent with his/her gender identity unless district personnel present a credible and supportable basis for believing that the student's assertion is for an improper purpose.

3. Addressing a Student's Transition Needs: The compliance officer shall arrange a meeting with the student and, if appropriate, his/her parents/guardians to identify and develop strategies for ensuring that the student's access to education programs and activities is maintained. The meeting shall discuss the transgender or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the compliance officer shall identify specific school site employee(s) to whom the student may report any problem related to his/her status as a transgender or gender-nonconforming individual, so that prompt action can be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the arrangements for the student are meeting his/her educational needs and providing equal access to programs and activities, educate appropriate staff about the student's transition, and serve as a resource to the student to better protect the student from gender-based discrimination.

4. Accessibility to Sex-Segregated Facilities, Programs, and Activities: When the district maintains sex-segregated facilities, such as restrooms and locker rooms, or offers sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs, students shall be permitted to access facilities and participate in programs and activities consistent with their gender identity. To address any student's privacy concerns in using sex-segregated facilities, the district shall offer available options such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, access to a staff member's office, or use of the locker room before or after the other students. However, the district shall not require a student to utilize these options because he/she is transgender or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with his/her gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with his/her gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

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

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

(cf. [6153](#) - School-Sponsored Trips)

(cf. [7110](#) - Facilities Master Plan)

5. Student Records: A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR [432](#) shall only be changed with proper documentation. However, at the written request of a student or, if appropriate, his/her parents/guardians, the district shall use the student's preferred name and pronouns consistent with his/her gender identity on all other district-related documents. Such preferred name may be added to the student's record and official documents as permitted by law.

(cf. [5125](#) - Student Records)

(cf. [5125.1](#) - Release of Directory Information)

6. Names and Pronouns: If a student so chooses, district personnel shall be required to address the student by a name and the pronouns consistent with his/her gender identity, without the necessity of a court order or a change to his/her official district record. However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns will, in general, not constitute a violation of this administrative regulation or the accompanying district policy.

7. Uniforms/Dress Code: A student has the right to dress in a manner consistent with his/her gender identity, subject to any dress code adopted on a school site.

(cf. [5132](#) - Dress Code)

Regulation PALM SPRINGS UNIFIED SCHOOL DISTRICT

Approved: February 25, 2020 Palm Springs, California



## **Dress and Grooming – Board Policy 5132 Students**

In cooperation with teachers, students and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with law, Board policy and administrative regulations. These school dress codes shall be regularly reviewed.

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

Each school shall allow students to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code [35183.5](#))

When applying the following guidelines for all regular school activities, administrators shall consider whether the clothing presents a health or safety hazard or causes a substantial disruption to the educational program:

1. Shoes must be worn at all times.
2. Clothing, jewelry and personal items shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which promote the use of drug, alcohol or tobacco or other illegal activity, or which advocate racial, ethnic or religious prejudice.

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

The dress code shall be modified as appropriate to accommodate a student's religious or cultural observance, health condition, or other circumstance deemed necessary by the principal or designee. In addition, the principal or designee may impose dress requirements to accommodate the needs of special school activities, physical education classes, athletic activities, and other extracurricular and cocurricular activities.

(cf. [3260](#) - Fees and Charges)

(cf. [6142.7](#) - Physical Education and Activity)

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

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

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code [49066](#))  
(cf. [5121](#) - Grades/Evaluation of Student Achievement)

The principal, staff, students and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

### **Gang-Related Apparel**

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code [32282](#))

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received.

### **Uniforms**

In schools where a schoolwide uniform is required, the principal, staff and parents/guardians of the individual school shall jointly select the specific uniform to be worn. (Education Code [35183](#))

At least six months before a school uniform policy is implemented, the principal or designee shall notify parents/guardians of this policy. (Education Code [35183](#))

Parents/guardians shall also be informed of their right to have their child exempted.

The principal or designee shall also repeat this notification at the end of the school year so that parents/guardians are reminded before school clothes are likely to be purchased.

The Superintendent or designee shall establish criteria for determining student eligibility for financial assistance when purchasing uniforms.

The Superintendent or designee shall establish a method for recycling or exchanging uniforms as students grow out of them.

Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has a scheduled meeting. (Education Code [35183](#))

Regulation PALM SPRINGS UNIFIED SCHOOL DISTRICT

Approved: November 28, 2006 Palm Springs, California

Revised: February 25, 2020

## **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 Bubbling Wells Elementary School. 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 Bubbling Wells 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 #

Bubbling Wells Elementary School

Comprehensive School Safety Plan

**(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

Executive Director of Student Support Services

Laura Meusel (760) 883-2703

### ***Inquiries by Employees:***

Executive Director of Student Support Services

Laura Meusel (760) 883-2703

### ***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:  
Laura Meusel (760) 883-2703 ext. 4805502

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 evidence-based 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?	Yes	
2	Are all visitors and vendors issued ID badges?	Yes	Raptor system is not working but a hand written badge is provided.
	Key Control		
3	Is a key log maintained to track all keys for the school?	Yes	
4	Is the key cabinet properly secured with a lock or located in the safe or another secure area?	Yes	
5	Do teachers return their keys at the end of the school year?	Yes	
6	Are substitute teachers issued keys?	Yes	
7	If substitutes are issued keys, is there a way to ensure keys are returned at the end of the day?	Yes	log that is signed in/out and timecards are held until key is returned
8	Do police and fire have access to a master key?	Yes	
9	Are contractors or other vendors issued keys?	No	district employee or custodian escorts while on campus
	Money Handling		
10	Is there a safe or other similarly secure location to store money at the school?	Yes	
11	Are deposits made regularly so cash at the school is limited?	Yes	
12	Is the money taken to the bank at varying times and days?	Yes	
	Mail Handling		
13	Have staff members who handle mail received training in proper mail handling & suspicious package procedures?	Yes	
	Student Drop-off/Pick-up		
14	Does the drop off/pick up area allow for smooth traffic flow?	No	New procedures put in place to assist with this and make it smoother. Currently working with the district security and CHP to address additional concerns regarding blocking traffic and overall safety.
15	Is there a school policy that restricts other vehicles from accessing the bus-loading zone during loading/unloading?	Yes	
16	Are parent drop off & pick up areas clearly designated?	Yes	

17	Do parents and other who pick up students generally abide by the prescribed procedures?	Yes	Traffic on streets is where this was more of a concern, worked with CHP to address.
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?	Yes	During school hours, after school TK-2 students identify the adult they are going with to teacher.
<b>Registered Sex Offenders</b>			
19	Has School Administration reviewed the list of registered sex offenders that live in the surrounding area of the school?	Yes	
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?	No	
21	If a student contact person is a Registered Sex Offender, has the information been relayed to the District Security Office for action?	N/A	
<b>After-Hours Emergency Procedures</b>			
22	Has someone been designated as 'in charge' (Incident Commander) during afterhours activities?	Yes	Administration or assigned designee, Think Together Coordinator for that program.
23	Is the after-hours IC authorized & trained on how to evacuate the school or shelter-in-place?	Yes	Will review and have them perform regular drills for practice since there is new staff.
24	Has the school developed written regulations regarding access to & use of the building by school personnel after regular school hours?	Yes	
25	Do staff members who remain after hours have to sign out?	Yes	Sign-in out near front door/alarm and text to admin to inform who is on/off campus.
26	Do night custodians carry radios, Nextels, or cell phones to communicate with each other in case of danger?	Yes	radios are carried but not always heard when called
<b>Emergency Response Planning</b>			
27	Do all staff members receive a copy of the emergency plans?	Yes	Copies also in BWES Google Folder
28	Are substitute teachers provided a copy of the emergency plan?	Yes	Posted in every classroom with class list near door.
29	Is the school emergency plan (Emergency Response Team members, etc.) updated annually?	Yes	
<b>Evacuation Procedures</b>			
30	Does the school meet its requirements (district, local, state) for evacuation drills?	Yes	
31	Is a post-drill critique conducted by the ERT after each drill?	Yes	
32	Are evacuation drills conducted at times when students are not in class (lunch, arrival/dismissal, during assemblies, between classes, etc.)?	Yes	
33	Are students accounted for after they are evacuated from the school?	Yes	
34	Is a PRIMARY relocation site designated for the school? Where is the primary relocation site?	Yes	Mission Springs Park

35	Is a SECONDARY relocation site designated and at least 1/4 mile away from the school? Where is the secondary relocation site?	Yes	Two Bunch Palms Elementary
36	Have transportation needs been addressed if all occupants need to be relocated to the relocation site?	Yes	
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?	Yes	
<b>Earthquake Procedures</b>			
38	Does the school meet its requirements (district, local, state) for earthquake drills?	Yes	
39	Are earthquake drills conducted at times when students are not in class (lunch, arrival/dismissal, during assemblies, between classes, etc)?	Yes	
<b>Shelter-In-Place Procedures</b>			
40	Does the school meet its requirements (district, local, state) for sheltering drills?	Yes	
41	Are shelter-in-place drills conducted at times when students are not in class (lunch, arrival/dismissal, during assemblies, between classes, etc)?	Yes	
<b>Lockdown Procedures</b>			
42	Does the school meet its requirements (district, local, state) for lockdown drills?	Yes	
43	Are lockdown drills conducted at times when students are not in class (lunch, arrival/dismissal, during assemblies, between classes, etc)?	Yes	
<b>Special Needs Students &amp; Staff</b>			
44	Have emergency plans been developed for each special needs student and staff member at the school?	Yes	
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?	Yes	
<b>Training &amp; Exercising</b>			
46	Do teachers & staff receive yearly emergency management training, regardless of whether they are on the SERT?	Yes	Beginning of the year
47	Has the school ever conducted tabletop exercises or other exercise to test its emergency preparedness?	No	
48	Has staff received fire extinguisher training?	No	
49	Is there at least one AED on campus? Where is it located?	Yes	Front office
50	Have staff members received first aid, CPR & AED (if applicable) training? If so, who has received it?	Yes	2 staff members and admin were trained by HR at the beginning of this school year.
<b>EQUIPMENT/HARDWARE</b>			
<b>Public Address System</b>			

51	Is the PA system audible throughout the school building(s), including the kitchen area, basements and portables?	Yes	
52	Is the PA system audible on school grounds (i.e., playground)?	No	Not loud enough for students to hear while at recess/playing on field-work orders have been placed for assistance with this in the past and again this year.
<b>Communications Devices</b>			
53	If the phone system is out, is there at least one reliable method for emergency announcements and/or communications?	Yes	1 landline phone if electricity is out. Email if phones are out. Radios as needed for emergencies.
<b>Alarm/Security System</b>			
54	Do individuals with alarm code access know what the zones are for the system?	Yes	
55	Are personalized access codes issued to individuals who are authorized to have access codes?	Yes	
56	Does the security alarm system receive regular maintenance & testing?	Yes	
<b>Security Cameras</b>			
57	Are all cameras working properly?	Yes	
58	Are there any areas that need cameras that do not currently have them?	Yes	Front office towards the front doors and to capture the large windows in front of library, near MPR room and more coverage on the field areas where open to public. Additional cameras needed around campus for areas that are not covered.
59	Is the main monitor located in an area that is consistently attended?	No	We have requested a monitor in the front office to be set up for this purpose and it is in progress
60	Are recordings kept at least 30 days?	Yes	
61	Is monitoring capability adequate (i.e., good picture quality, monitor all cameras at once, color, etc.)?	Yes	need better zoom capabilities and vision at night for better security. Also need cameras to be cleaned on a set regular basis due to high winds and dirt that is blowing and obscuring the views.
<b>Fire/Life Safety</b>			
62	Is the school equipped with:		
63	ABC Fire extinguishers?	Yes	
64	Water Fire Extinguishers?	No	
65	K-Class Fire Extinguisher in the kitchen?	Yes	
66	Are fire extinguishers inspected yearly by contractor?	Yes	
67	Are extinguishers checked monthly by school employees?	Yes	
68	Is there at least 18 inches of space provided between the ceiling & storage materials in sprinklered buildings?	Yes	
69	Were any holes in fire-rated walls observed?	Yes	
70	Are fire detection & suppression systems maintained to fire safety code?	Yes	

71	Do facility fire detection & suppression systems transmit an alarm to a communication center?	Yes	
	<b>Lighting</b>		
72	Are entrances & other points of possible intrusion well lit?	No	Hallways and playground areas are not well lit, also the area near the portables needs additional lighting.
73	Does the building have adequate outside lighting to enhance night safety?	No	lighting on the stairs is poor as well and a safety concern when there are night events.
74	Are there any broken lights?	Yes	Work orders have been submitted
75	Does the parking lot lighting provide uniform coverage that supports camera surveillance?	Yes	
76	Is the school equipped with emergency lighting?	No	classroom lights in hallways are controlled by an individual switch inside the room, and is often turned off when the lights are turned off. Lights should be switched to be on automatically for better lighting.
77	Is emergency lighting checked monthly?	N/A	
	<b>GROUNDS</b>		
	<b>Sidewalks</b>		
78	Were any sidewalk trip hazards observed?	No	
	<b>Fencing</b>		
79	Does fencing need repair?	Yes	Work orders have been submitted several times this year.
80	Are gates secured after regular school hours & school activities?	Yes	
81	Are utility panels, gas mains, A/C units, & other mechanical equipment properly fenced & gated?	Yes	
	<b>Exterior Garbage Cans</b>		
82	Are garbage cans secured to the pavement?	No	
83	Are garbage cans located away from entrances?	Yes	
	<b>Exterior Signage</b>		
84	Is appropriate signage posted around the facility?	Yes	
85	Are there any worn or outdated signs?	N/A	
	<b>Parking</b>		
86	Are cars allowed to park next to the building?	No	
87	Are parked vehicles blocking emergency egress routes or fire lanes?	No	only if parking illegally
88	Are designated parking spaces marked with personal names or titles (e.g. for the principal, SRO, secretary, etc)?	No	
	<b>Vegetation/Grounds keeping</b>		

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).	Yes	
90	Are there any drainage problems?	Yes	areas we need to block off for safety/slippage in areas students/staff walk through
<b>Garbage Dumpster Area</b>			
91	Are garbage dumpsters situated near the school building (less than 10')?	Yes	
92	Are vehicles parked near/in front of the dumpster(s)?	No	
<b>Roof Access</b>			
93	Are roof hatches, doors and skylights properly secured?	Yes	
94	Are roof access ladders secured to prevent unauthorized access to the roof?	Yes	
95	Is there roof access from tree branches, adjacent buildings, telephone poles, covered walkways, or low roofs?	No	
96	Do low canopies or awnings have protective parapets to deter their use to climb onto roofs?	Yes	
<b>Access Control</b>			
97	Are all exterior doors locked 24/7?	Yes	except when monitored
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?	Yes	funneled into the main office, we have requested a way to monitor/buzz people in at the front door as there is not visual for who is entering prior to them having access to campus.
<b>Athletic Facilities</b>			
99	Is there any broken or damaged fencing?	No	
100	Are athletic fields secured when not in use?	Yes	fenced but community will climb over the fence to use.
101	Do athletic facilities have adequate lighting?	No	Additional lighting is needed throughout the playgrounds and fields
102	Are bleachers well maintained (no signs of rust, no exposed nails, no broken bleachers)?	N/A	
<b>Playground</b>			
103	Can the playground be observed from the street? (Sexual predators, type of fencing)	Yes	We have had a couple incidents of this recently and require supervision to notify office/admin for follow-up when adults are standing at fence to watch students through the fence (upper playground/field area)
104	Are there any trip hazards on the playground?	Yes	damaged areas in playground covering
105	Is the protective ground covering underneath playground equipment appropriate?	Yes	damaged areas needing repair - work orders have been submitted.
<b>FACILITY</b>			
<b>Main Office</b>			
106	Are bomb threat checklists located near phones in the main office?	Yes	
107	Have staff members been trained in how to take a bomb threat phone call?	No	

108	Is there a properly working weather radio located in the main office?	No	
	<b>Nurse's Office/Clinic</b>		
109	Are all medications and syringes secured at all times?	Yes	
110	Are all Sharp and medical waste items disposed of properly?	Yes	
	<b>Maintenance</b>		
111	Were mechanical, custodial, & electrical rooms found to be locked?	Yes	
112	Is there at least three feet of clearance around all electrical boxes & HVAC disconnects?	Yes	cage locks and clearance around others
113	Are GFCI outlets installed within six feet of water sources?	Yes	
114	Are all electrical boxes (particularly in hallways) properly secured to prevent tampering?	Yes	
115	Were all chemicals properly stored, labeled, & in their original containers?	Yes	
116	Is a master MSDS binder kept updated for all chemicals at the school?	Yes	
117	Does the Head Custodian keep a maintenance schedule for all equipment, including the boiler, fire suppression system, etc?	Yes	
	<b>Interior Lighting</b>		
118	Does interior lighting need improvement?	No	
	<b>Ceilings</b>		
119	Were any missing, damaged or water-damaged ceiling tiles observed?	No	
120	Were any ceiling tiles in danger of falling down?	No	
	<b>Interior Signage</b>		
121	Is there universal evacuation & sheltering signage throughout the school?	Yes	emergency plans and maps in classrooms located near the door
122	Does signage provide a primary and secondary route of egress as applicable?	Yes	
123	Are all exit signs illuminated?	Yes	
124	Are there any areas that need an exit sign installed or areas where the exit sign does not point in the correct direction?	Yes	Exit sign on outside doors, only say to keep closed during school hours
	<b>Hallways, Stairways, Elevators</b>		
125	Are combustible materials hung in the hallways kept within fire code?	N/A	
126	Are all lockers secured?	N/A	
127	Are fire extinguishers visible from either end of the hallway?	N/A	

128	Are blind spots in hallways & stairwells equipped with mirrors (or some similar surveillance device)?	No	
129	Are there any hiding areas in the stairways?	No	
130	Is elevator use restricted?	N/A	
	<b>Interior Doors &amp; Windows</b>		
131	Are interior doors secured at all times?	Yes	use of magnets when occupied by a teacher so that doors can remain locked from outside.
132	Do interior doors shut & lock properly?	Yes	
133	Are windows properly secured (with heavy duty locks or grates)?	Yes	
	<b>Classrooms</b>		
134	Were classroom floors clear of excessive storage items & other obstructions?	Yes	
135	Can classroom doors be secured from the inside?	No	Instructed to keep locked and use of magnet to address this
136	Are combustible materials hung in the classrooms kept within fire code?	Yes	
137	Are all bookshelves & cabinets secured to the walls or floor?	Yes	
138	Are all televisions fastened to stands with safety straps or another appropriate method?	N/A	
139	Were any sharp objects observed lying around within reach of students?	No	
140	Were chemicals & cleaners found in cabinets under classroom sinks or other area where students could reach them?	No	
141	Are items being stored on top of ventilation units?	No	
	<b>Portable Classrooms, Trailers or Pods</b>		
142	Are portables kept secured at all times?	Yes	
143	Are portables inspected for mold periodically?	Yes	
144	Do portables have the ability to communicate with the main office?	Yes	
	<b>Art Room</b>		
145	Are there combustible materials stored within three feet of the kiln?	N/A	
146	Are exact-o knives, scratching tools, or other sharp instruments properly secured and accounted for after use?	N/A	
	<b>Science Room</b>		
147	Are science chemicals properly stored in a secure area?	N/A	
148	Are eye wash & shower stations inspected weekly?	N/A	



149	Are eye wash & shower stations easily accessible?	N/A	
150	Is the Fire Blanket less than ten years old?	N/A	
	<b>Vocational Shops</b>		
151	Are tools secured & does the teacher account for all tools at the end of the class?	N/A	
152	Is the Fire Blanket less than ten years old?	N/A	
153	Are eye wash & shower stations inspected weekly?	N/A	
154	Are eye wash & shower stations easily accessible?	N/A	
	<b>Home Economics (Consumer Science)</b>		
155	Are knives handed out only as needed, counted at the end of class and secured when not in use?	N/A	
156	Is there appropriate fire-life safety equipment in the Home Ec/Consumer Science areas?	N/A	
157	Is the Fire Blanket less than ten years old?	N/A	
158	Check for other kitchen issues (e.g. GFCIs, drain mats to prevent slip-&-falls, etc.)	N/A	
	<b>Library/Media Center</b>		
159	Is visual surveillance of the entire library possible from the media office & check out counter?	Yes	
160	Is the copier & television router area properly ventilated?	Yes	
	<b>Computer Labs/Server Room</b>		
161	Are computer and server rooms secured at all times?	Yes	
162	Is there an appropriate ventilation system in the server room(s)?	Yes	
163	Is the server room(s) being used for storage?	No	
	<b>Kitchen</b>		
164	Is the receiving door closed & locked at all times?	Yes	
165	Are all knives, box cutters, etc. stored securely when not in use?	Yes	
166	Are there GFCI electrical outlets near water sources?	Yes	
167	Are cafeteria staff aware of students & staff with food allergies?	Yes	
168	Are there signs posted in the cafeteria on how to handle choking & first aid situations?	No	
169	Are all chemicals properly stored away from food items?	Yes	
170	Are MSDS forms properly maintained & accessible?	Yes	
171	Do safety handles on the walk-in cooler/freezer work properly?	Yes	
	<b>Auditorium/Stage Area</b>		

172	Is there reflective striping or low-level lighting at the edge of the stage & stairs?	No	
173	Is the auditorium secured when not in use?	Yes	
174	Are walls directly behind basketball nets, columns & other objects students can run into padded?	N/A	
175	Is there a First Aid kit in gym area?	N/A	
176	Is there an AED device in gym area?	N/A	
177	Are protective grilles installed around emergency exit signs and lighting?	N/A	
	<b>Miscellaneous Comments</b>		

## Risk Reduction Plan

<b>Bubbling Wells Elementary School</b> <b>Risk Reduction Plan</b> <b>2020-2021</b> <b>(1 or 2 goals to reduce risk based on Risk Assessment)</b>				
<b>Team SMART Goal</b>	<b>Strategies and Action Steps</b>	<b>Who is Responsible</b>	<b>Target Date of Timeline</b>	<b>Evidence of Effectiveness</b>
<b>Goal #1</b> Improve the safety of pick-up procedures in both upper and lower parking lots to address traffic concerns.	1. All teachers on duty after school for staggered dismissal and student supervision ensuring safe pick-ups. 2. Students stand with teachers behind cones/chains until a verified adult comes to pick them up. 3. Student identifies the person who is coming to pick them up and teacher ensures that person is cleared based on information provided by the parent and the emergency card. 3. Cones/signs to assist with the flow of traffic and block people parking in areas that hinder the flow of traffic. 4. Continue working with CHP & Riverside County to address additional traffic concerns. 5. Work with Safe Routes to School & District Personnel to increase safety of other routes to/from school.	Administration, Certificated and Classified staff	3/1/21	Staggered dismissal, daily staff parking lot duty, safe and smooth traffic flow. Parents notified of procedures/expectations and the majority consistently following them.
<b>Goal #2</b>	1. Emergency backpack that includes: Emergency	Administration, Certificated and Classified staff	3/1/21	Inventory list of supplies updated. Emergency backpacks

<p>Update &amp; Provide emergency supplies for each classroom.</p>	<p>Contacts List (synergy), Medical Considerations List (synergy), Flashlight, Basic First Aid Supplies, tarp (tarps for privacy in setting up various areas in emergency location: emergency bathrooms, first aid, morgue, shade, etc.)</p> <p>2. Social Emotional Emergency Supplies: Request parents send a photo for students to have to help them through an emergency situation, Teacher provided copies of coloring or other fun activity to pass the time during an emergency.</p> <p>3. Lockdown emergency toilet supplies: Trashcans and extra trash bags in each classroom. 3 sided science board to be used in addition to room furniture for privacy.</p> <p>4. Update Emergency supplies in the emergency container for schoolwide use in an emergency.</p> <ul style="list-style-type: none"> <li>• Locate portable toilets previously purchased for campus and store them in the emergency container.</li> </ul>			<p>purchased and placed in each classroom. Teachers and other staff members will know what is in each backpack/classroom. Backpacks will be brought out to the field during emergency drills. Inventories will be completed at beginning and end of year to ensure that materials are available when needed.</p>
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<p>Goal #3 Develop empathy and connections within the school community.</p>	<p>1. Facilitate proactive circles and classroom meetings a minimum of once a week to build classroom connection and community. Proactive circles should focus on promoting student voice, building relationships and demonstrating empathy 2. Develop the use of restorative practices schoolwide to promote communication, connection with community and develop empathy for others. 3. Daily SEL lessons using Second Step Curriculum for each grade level to teach social-emotional skills to all students. 4. Promote self-awareness, self-management and effective modeling: Establish routines where students are given the opportunity to reflect and communicate how they are doing emotionally each day.</p>	<p>Administration, Certificated and Classified staff</p>	<p>Ongoing implementation and training to meet needs of staff/students</p>	<p>Increase of classroom community and effectiveness reflected in Panorama Student Surveys.</p>
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Bubbling Wells Elementary School  
**Law Enforcement /Fire Department Certification**

**COMPREHENSIVE SCHOOL SAFETY PLAN**

**2021/2022**

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:



**Levaughn Smart, CPP**  
**Law Enforcement/Security Department Representative**

**02/03/2022**

**Date**

**PALM SPRINGS UNIFIED SCHOOL DISTRICT**  
**Board of Trustees Comprehensive School Safety Plan**  
**Approval**

**2021/2022**

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 was provided by posted notification via school site.

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 John Gerardi**

**Date**

\_\_\_\_\_

**Mike Swize**

*Superintendent*

\_\_\_\_\_

**Date**