

Agua Caliente Elementary School



Comprehensive School Safety Plan 2020/2021

Address: 30-800 San Luis Rey Drive
Cathedral City, CA 92234-6045

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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
Erica Chaillot	Teacher	
Jill Spike	Teacher	
James Leon	Teacher	
Rebecca Santana	Teacher	
Jackie Avon	Teacher	
Eric Antuna	Principal	

School Safety Committee Chairperson: Eric Antuna

School Safety Committee Meeting Schedule

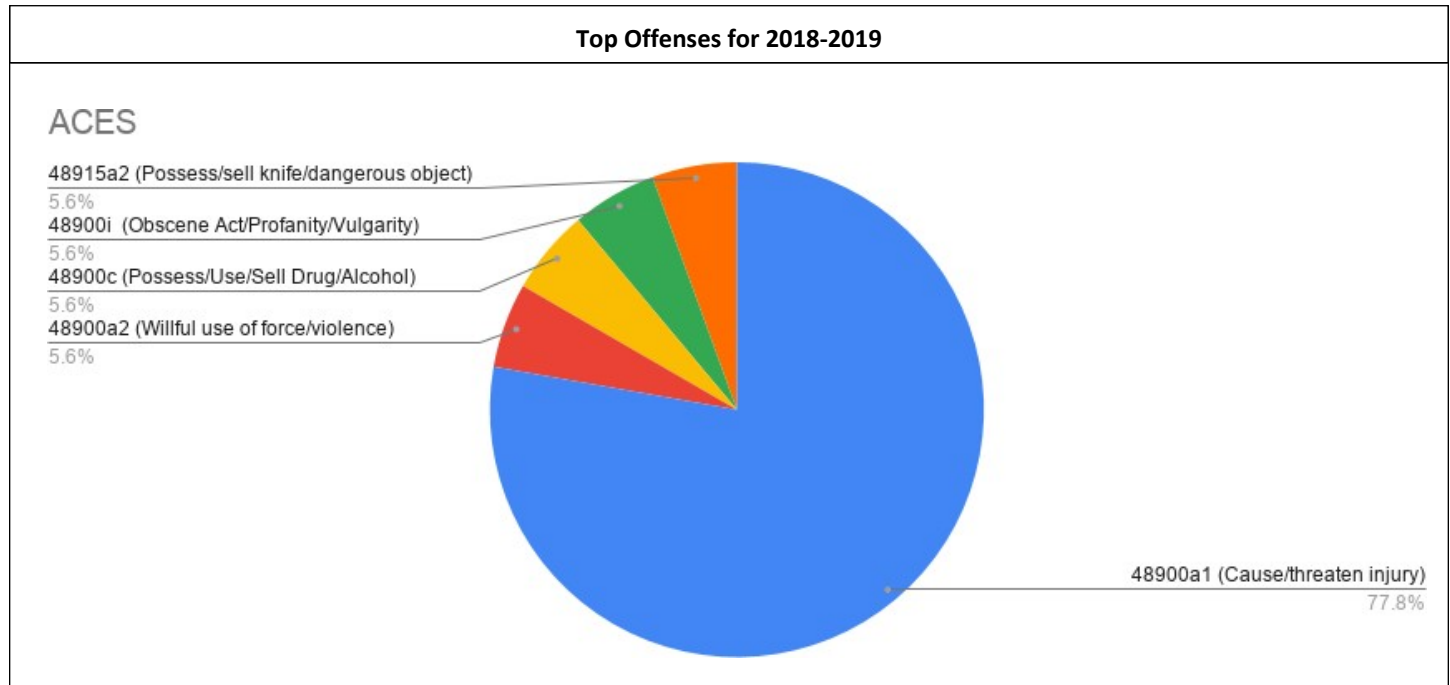
All meetings will be held on (Wednesdays) from (1:30) p.m. to (2:30) p.m.

November 30, 2020 1:30-2:30
February 3, 2021 1:30-2:30
April 28, 2021 1:30-2:30

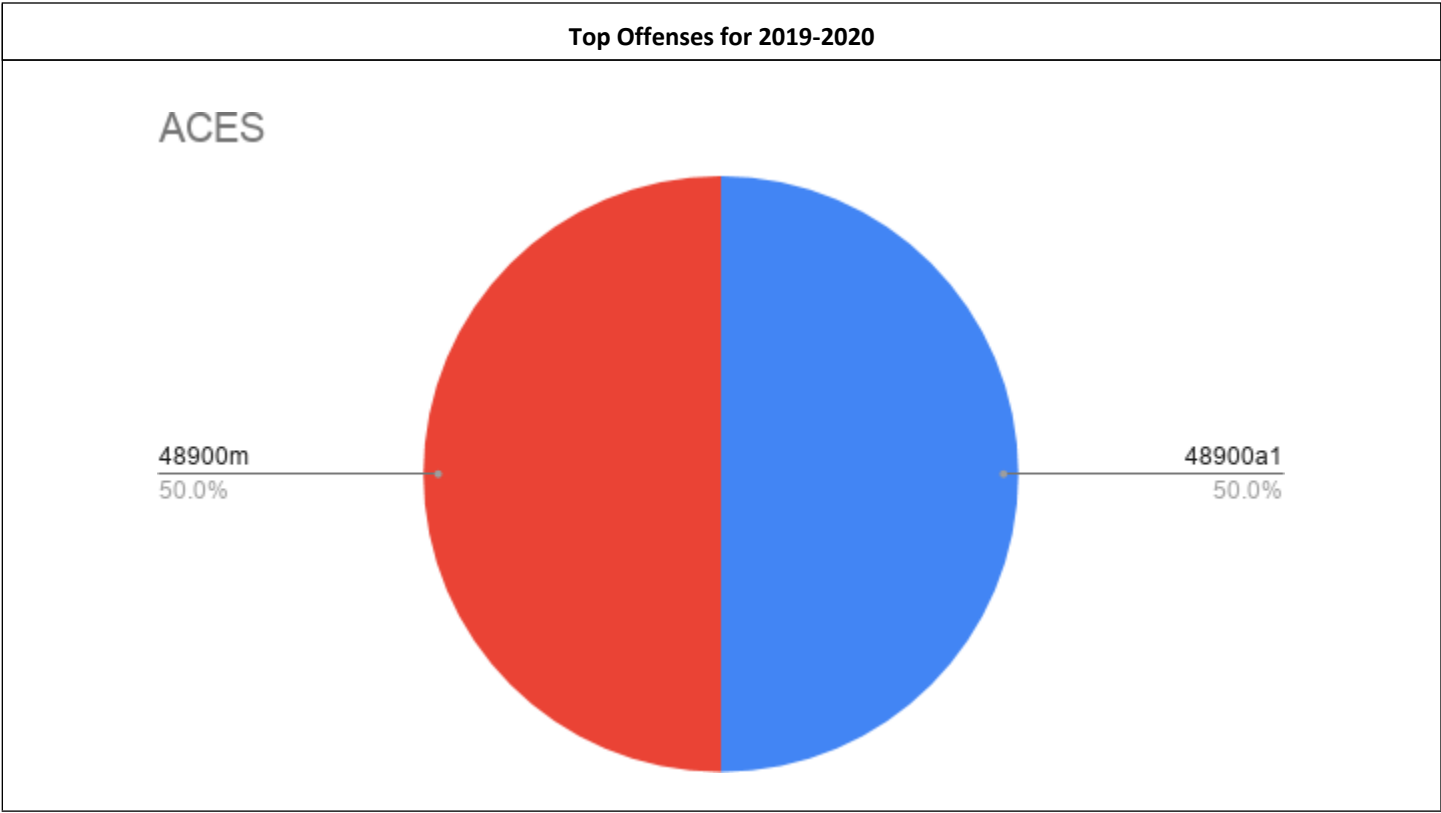
Section 2: School Climate Assessment

Crime Reports

School-Site Crime Offenses 2018-2021



	Top Offenses for 2018-2019	Count
48900a1	Cause/threaten injury	14
48900a2	Willful use of force/violence	1
48900c	Possess/Use/Sell Drug/Alcohol	1
48900i	Obscene Act/Profanity/Vulgarity	1
48915a2	Possess/sell knife/dangerous object	1



	Top Offenses for 2019-2020	Count
48900a1	Cause/threaten injury	1
48900m	Possessed an imitation firearm	1

Top Offenses for 2020-2021		

	Top Offenses for 2020-2021	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					12		12
2017-18					6		6
2018-19					6		6
2019-20					1	1	2

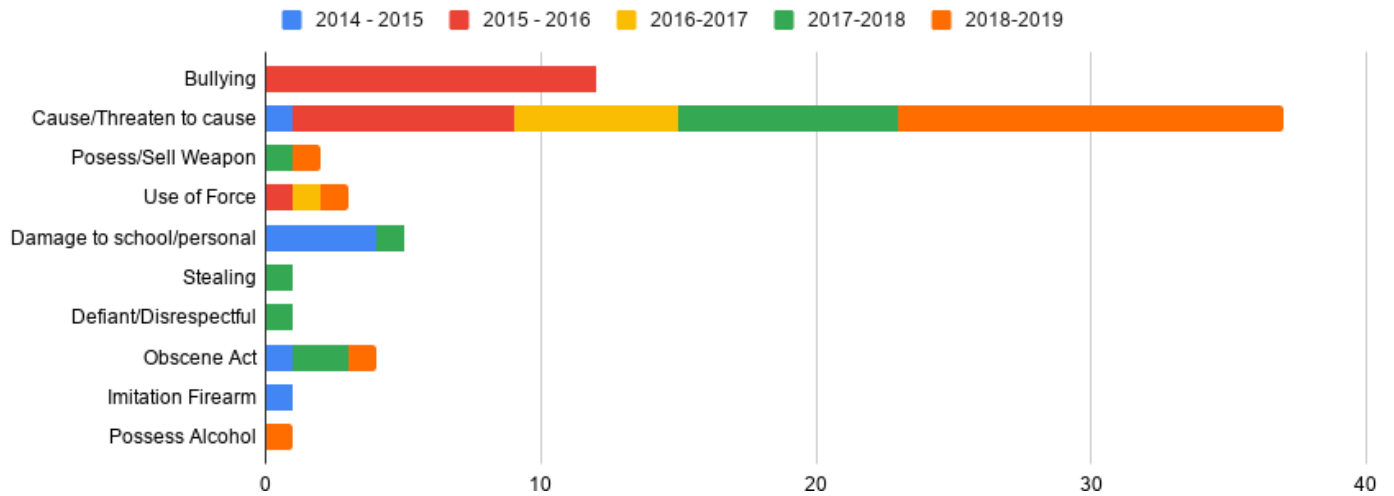
Expulsion Report

Expulsion Data Comparison

School Year	Students
2016-17	0.0
2017-18	0.0
2018-19	0.2
2019-20	0.1

Behavior Referral Report

Behavior Referral Report



Behavior Referral by Offense

Offense	Behavioral Referral Reports			
	2016-17	2017-18	2018-19	2019-20
Bullying				
Cause/Threaten to cause injury	6	8	14	1
Possess/Sell Weapon		1	1	
Use of Force	1		1	
Damage to school/personal property		1		
Stealing		1		
Defiant/Disrespectful		1		
Obscene Act		2	1	
Imitation Firearm				1
Possess Alcohol			1	

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:



Agua Caliente ES

Elementary Student Survey
Winter 2019-20



Report created by
Panorama Education



Summary

Topic Description	Results	Comparison
Climate of Support for Academic Learning	75% ▲2 since last survey	78% Palm Springs Unified School District
Knowledge and Fairness of Discipline, Rules and Norms	79% ▲2 since last survey	82% Palm Springs Unified School District
Safety	63% ▲9 since last survey	65% Palm Springs Unified School District
Sense of Belonging (School Connectedness)	75% 0 since last survey	75% Palm Springs Unified School District

252 responses



Climate of Support for Academic Learning

Your average

75%

252 responses

Change

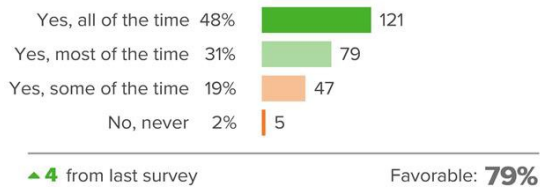
▲ 2

since last survey

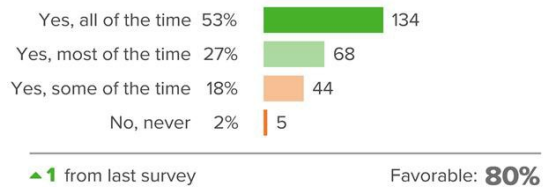
District average: **78%** Palm Springs Unified School District

How did people respond?

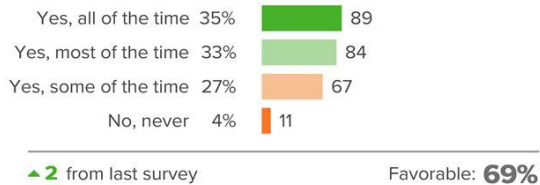
Q.1: Do adults at school encourage you to work hard so you can be successful?



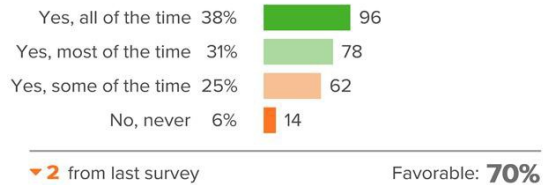
Q.2: Do your teachers work hard to help you with your schoolwork when you need it?



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



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





Knowledge and Fairness of Discipline, Rules and Norms

Your average

79%

252 responses

Change

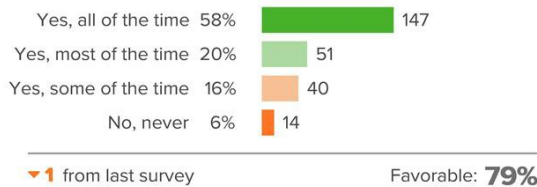
▲ 2

since last survey

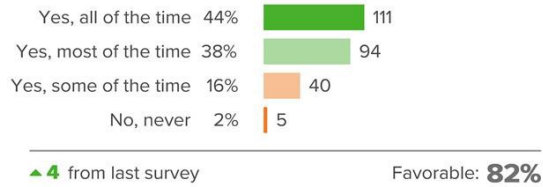
District average: **82%** Palm Springs Unified School District

How did people respond?

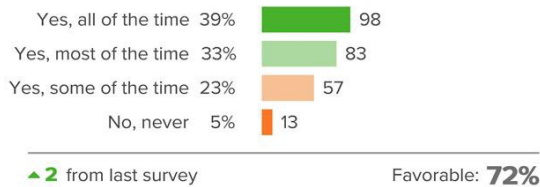
Q.1: Does this school clearly tell students what would happen if they break school rules?



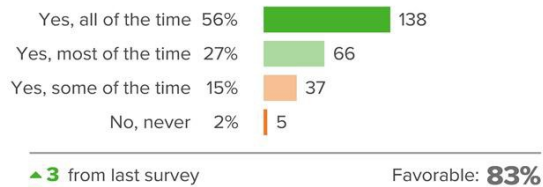
Q.2: Are rules in this school made clear to students?



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



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





Safety

Your average

63%

252 responses

Change

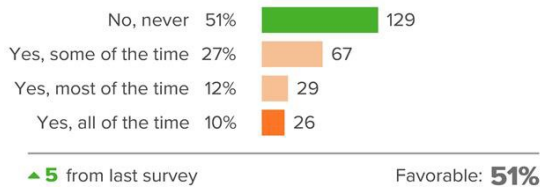
▲ 9

since last survey

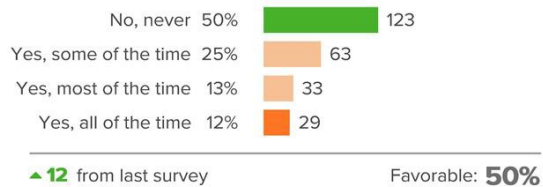
District average: **65%** Palm Springs Unified School District

How did people respond?

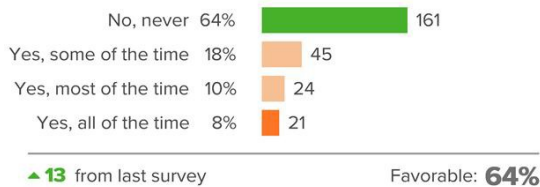
Q.1: Do other kids hit or push you at school when they are not just playing around?



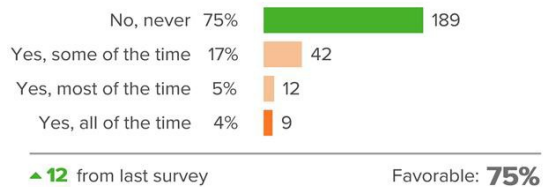
Q.2: Do other kids at school spread mean rumors or lies about you?



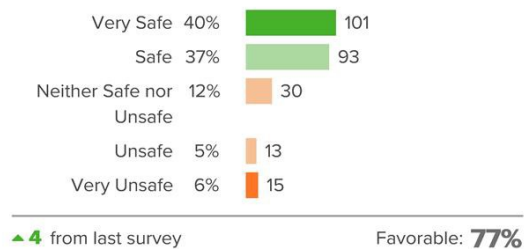
Q.3: Do other kids at this school ever tease you about what your body looks like?



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

75%

252 responses

Change





0

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?

Yes, all of the time	27%		66
Yes, most of the time	30%		74
Yes, some of the time	29%		71
No, never	15%		36

▲ **1** from last survey

Favorable: **57%**




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

Yes, all of the time	58%		145
Yes, most of the time	19%		47
Yes, some of the time	18%		46
No, never	5%		13

▼ **7** from last survey

Favorable: **76%**





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

Yes, all of the time	47%		118
Yes, most of the time	32%		81
Yes, some of the time	14%		35
No, never	7%		18

▲ **0** from last survey

Favorable: **79%**

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

Yes, all of the time	63%		159
Yes, most of the time	24%		60
Yes, some of the time	12%		30
No, never	1%		3

▲ **4** from last survey

Favorable: **87%**

Attendance Rate

Attendance Rate: Agua Caliente Elementary School

School Year	Attendance Rate
2016-17	95.19%
2017-18	94.94%
2018-19	95.27%
2019-20	96.21%

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	378	64.4%	126	21.47%	56	9.54%	27	4.6%	587
2019 - 2020	456	76.90%	87	14.67%	43	7.25%	7	1.18%	593

Single Plan for Student Achievement – Goal 3

LCAP Aligned School Goal #3 – Safe Learning Environment

Goal 3

Maintain Healthy and Safe Learning Environment

Goal Statement

Using the Agua Caliente Code of Conduct as a base, the school administration and school counselor will provide the staff with proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. In this process, a continuum of positive behavior support for all students within the school will be implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms).

LCAP Goal

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

Identified Need

1. Suspension Rates: Maintain low suspension rates.
2. Expulsion Rates: Maintain no expulsions.
3. Student School Connectedness: Lower than expected responses favorably in school connectedness.
4. Student School Safety: Lower than expected responses favorably in school safety.
5. Student Attendance Rate: Maintain district target of 96% attendance or better.
6. Chronic Absenteeism Rate: Reduce the chronic absenteeism rate by 3%, currently at 14.3%

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - 95.4%	Student Attendance Rates All Students (ALL) - 96%
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) N/A English Learner (EL) N/A Hispanic (Hisp) N/A African American (AA) N/A Socioeconomically Disadvantaged (SED) N/A Students with Disabilities (SWD) N/A	Expulsion Rates All Students (ALL) Maintain No Expulsions English Learner (EL) Maintain No Expulsions Hispanic (Hisp) Maintain No Expulsions African American (AA) Maintain No Expulsions Socioeconomically Disadvantaged (SED) Maintain No Expulsions Students with Disabilities (SWD) Maintain No Expulsions

Metric/Indicator	Baseline	Expected Outcome
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Panorama Survey - School Safety All students: 54% Responded Favorably EL: 52% Responded Favorably AA: N/A Hisp: 55% Responded Favorably SED: 54% Responded Favorably	Panorama Survey - School Safety All students: 69% Responding Favorably EL: 67% Responding Favorably AA: N/A Hisp: 70% Responding Favorably SED: 69% Responding Favorably
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL) N/A English Learner (EL) N/A Hispanic (Hisp) N/A African American (AA) N/A Socioeconomically Disadvantaged (SED) N/A Students with Disabilities (SWD) N/A	Expulsion Rates All Students (ALL) - None English Learner (EL) - None Hispanic (Hisp) - None African American (AA) - None
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Connectedness All Students (ALL) 75% of students scored favorable English Learner (EL) 73% of students scored favorable Hispanic (Hisp) 75% of students scored favorable African American (AA) N/A SED: 76% Responded Favorably	Panorama Survey - School Connectedness All Students (ALL) - 80% of students scored favorable English Learner (EL) - 80% of students scored favorable Hispanic (Hisp) - 80% of students scored favorable African American (AA) - N/A
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Safety All students: 63% Responded Favorably EL: 60% Responded Favorably African American (AA) N/A Hisp: 63% Responded Favorably SED: 62% Responded Favorably	Panorama Survey – School Safety All Students (ALL) - 75% of students scored favorable English Learner (EL) - 75% of students scored favorable Hispanic (Hisp) - 75% of students scored favorable African American (AA) - N/A
Williams Facilities Inspection Results	Williams Facilities Inspection Results - 100%	Williams Facilities Inspection Results - 100%

Planned Strategies/Activities

Strategy/Activity 1

Supervision aides and the recess coach to provide adequate supervision for students before school and during the morning and lunch recess times to ensure the safety and welfare of all students.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2020-6/30/2021

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	45,000
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Salaries for 5 Supervision Aides/Recess Coach
Amount	20,000
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Benefits for 5 Supervision Aides/Recess Coach
Amount	2,500
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Extra Duty for Supervision Aides for supervision of students before, during, and after school on weekends and breaks.

Strategy/Activity 2

Provide positive behavior incentives for students to support the proactive strategies defined in order to create and maintain a positive school environment. Incentives are given for positive behavior, attendance, and academic and personal achievement in order to support the continuum of positive behavior outlined in the Agua Caliente Code of Conduct supported by all staff.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2020-6/30/2021

Person(s) Responsible

Administration, Grade Level Leaders, Classroom Teachers, Paraprofessionals

Proposed Expenditures for this Strategy/Activity

Amount	5,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Materials/Resources/Incentives

Strategy/Activity 3

The school counselor with the support of the school administrator will provide the staff with year long professional development on proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments with the goal of increasing attendance and decreasing suspensions.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2020-6/30/2021

Person(s) Responsible

Administrator and School Counselor

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Counselor will meeting regularly with teaching staff, students, and families to implement goal.

Strategy/Activity 4

A prevention specialist will work with the school counselor to provide early intervention for all students and provide support to classroom teachers who need assistance with student behavioral issues. Additionally, the prevention specialist will work with families to assist with supporting positive behavior interactions at home, instilling a sense of safety and school connectedness with all students.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2020-6/30/2021

Person(s) Responsible

Administrator and School Counselor

Proposed Expenditures for this Strategy/Activity

Amount	38,000
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Salary for Prevention Specialist
Amount	29,000
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Benefits for Prevention Specialist
Amount	500
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Extra Duty for working with families before school, after school, on evenings and weekends, including school breaks.

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.

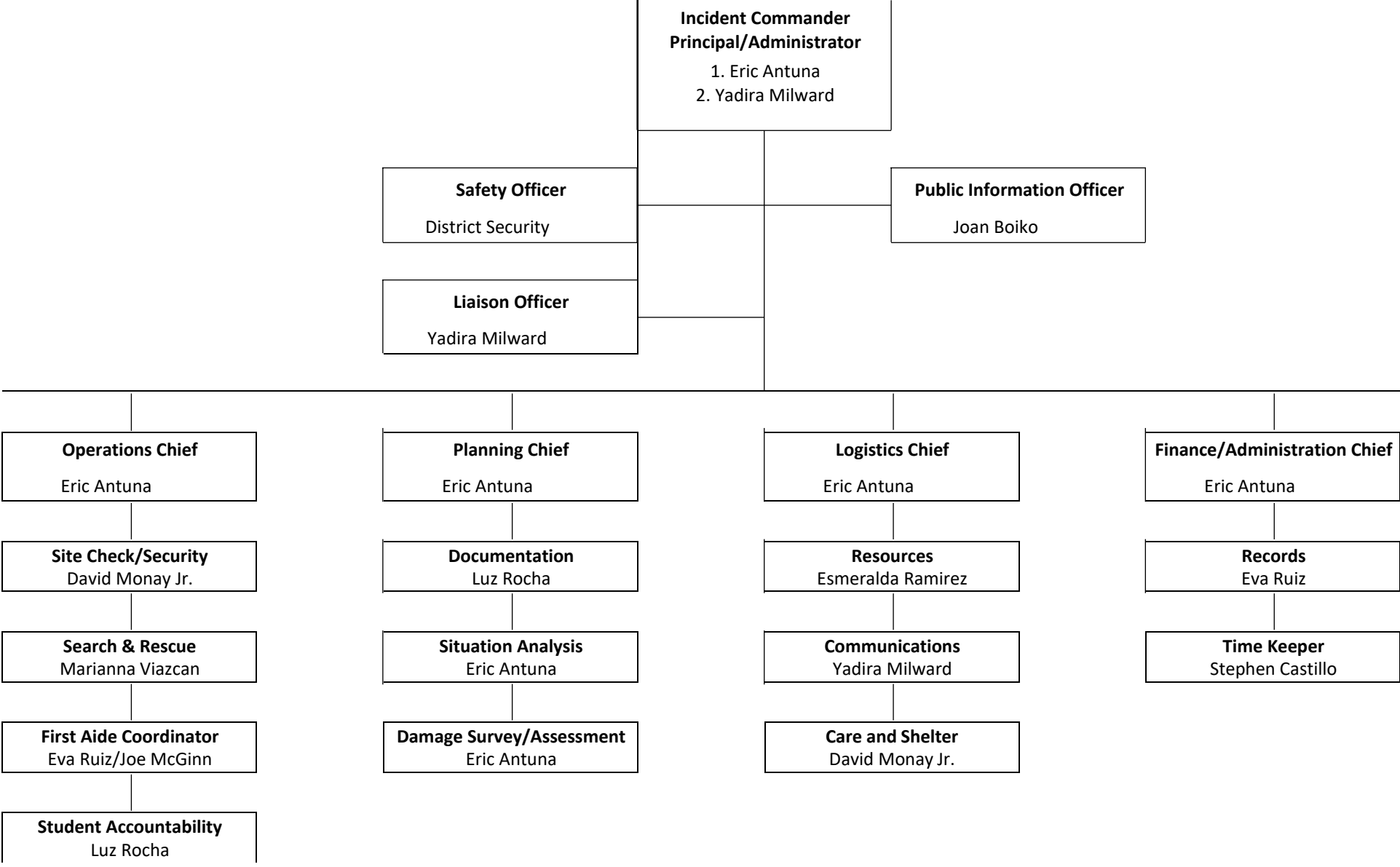
All agencies with jurisdictional authority or functional responsibility for any or all aspects of an incident participate in the Unified Command structure and contribute the following process and responsibilities:

- 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

Yadira Milward, Eva Ruiz, Luz
Rocha, Jessica Acosta, Tony
Ruiz, Jessica Gutierrez

Disaster Supplies Inventory

First Aid Kit

Quantity Location(s):

1 Health Office

Communication Equipment

Radios/Cell Phone	Qty.	Location(s)
Two Way Portable	8	Front Office: Secretary's Office/Workroom

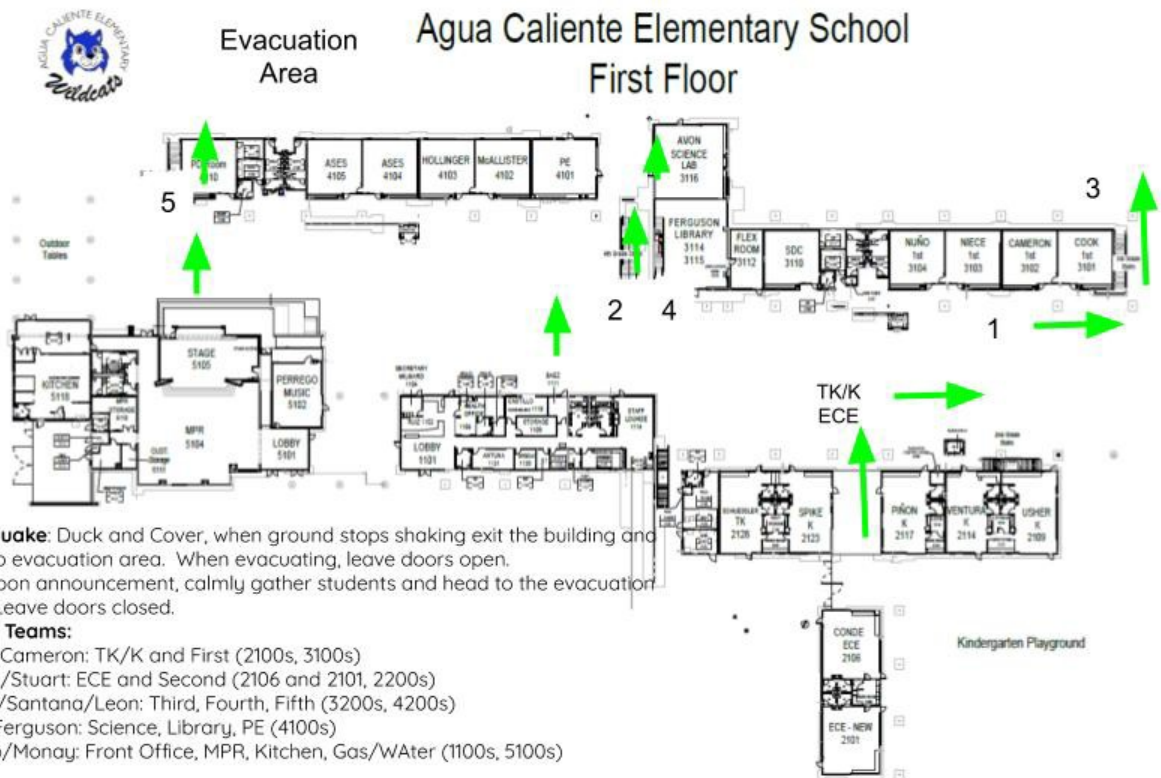
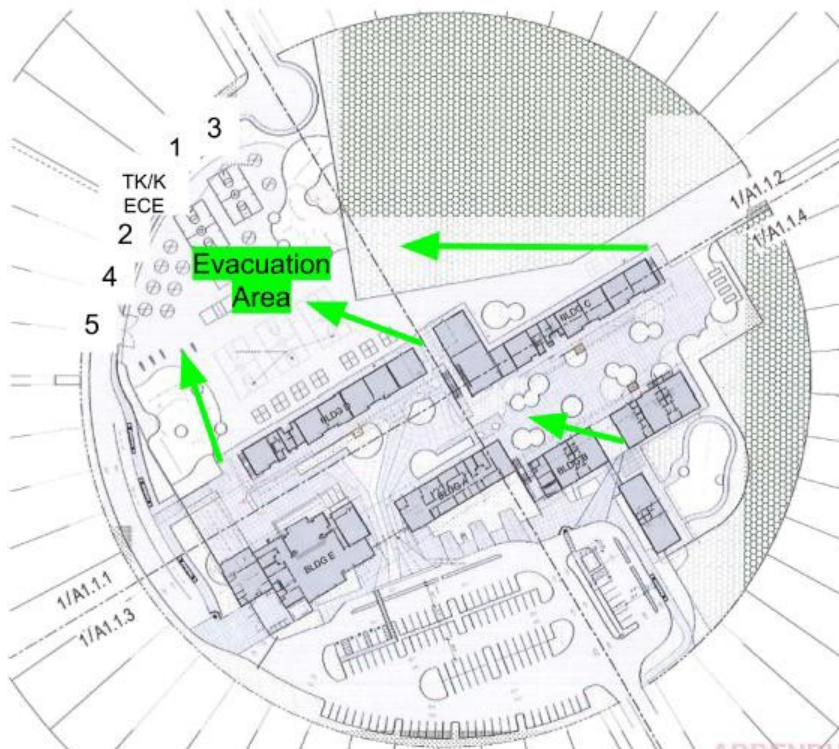
Supply List

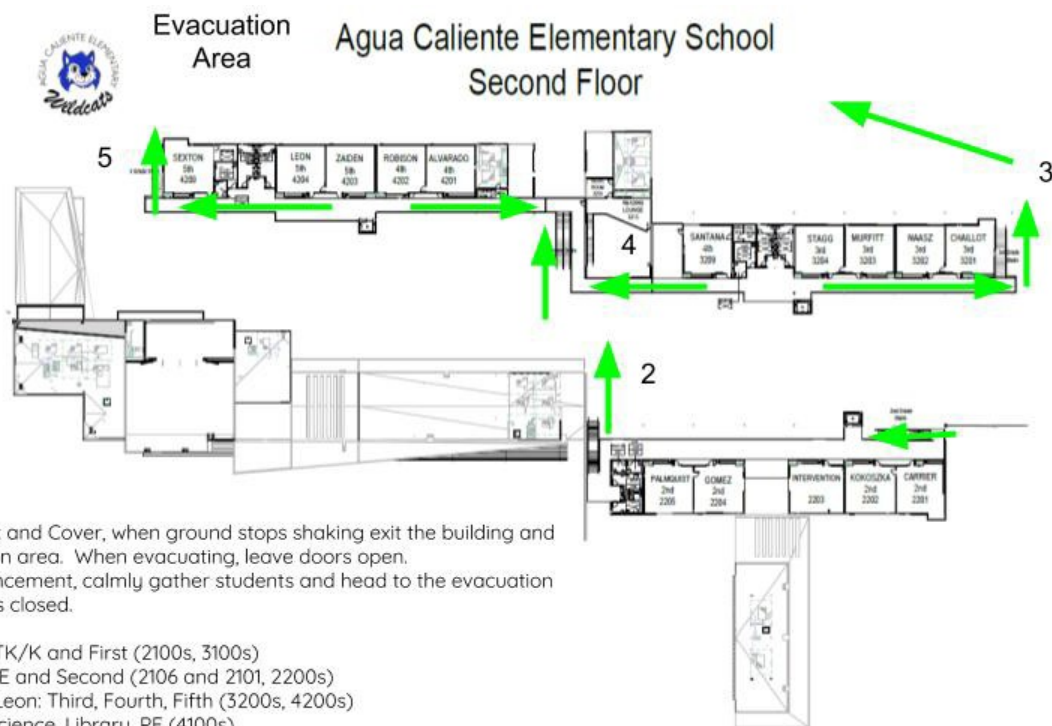
Equipment/Supplies	Qty	Location
Flashlights		Workroom Hallway Barrell
Stretchers	2	Nurse's Office
Fire Extinguishers	32	Campus-wide
Stored Water	4	Container
Wheelchair	1	Nurse's Office

<u>Utilities (Emergency Shut-Off Locations)</u>	
Utility	Location
Gas	Dumpster Area
Electricity	Custodial Closet
Water	NW Corner of San Luis Rey Drive and Parking Lot

<u>Special Phone Numbers</u>	
Department	Contact Number
CCPD	760-770-0300
Maximum Security	800-929-2527
District Security	760-351-6834

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





Earthquake: Duck and Cover, when ground stops shaking exit the building and head to evacuation area. When evacuating, leave doors open.

Fire: Upon announcement, calmly gather students and head to the evacuation area. Leave doors closed.

Sweep Teams:

Usher/Cameron: TK/K and First (2100s, 3100s)

Gomez/Stuart: ECE and Second (2106 and 2101, 2200s)

Murfitt/Santana/Leon: Third, Fourth, Fifth (3200s, 4200s)

Avon/Ferguson: Science, Library, PE (4100s)

Castillo/Monay: Front Office, MPR, Kitchen, Gas/Water (1100s, 5100s)

**Site Emergency Operations Teams
2020-2021 School Year**

School or Facility

Agua Caliente Elementary School

Main Phone

760-416-8235

Fax

760-904-5229

Principal/Site Manager Eric Antuna

Emergency Teams:

Incident Command Center (ICC)

Name	Position
Eric Antuna	Incident Commander
Eric Antuna	Operations Section Chief
Eric Antuna	Planning Section Chief
Eric Antuna	Logistics Section Chief
Eric Antuna	Administration / Finance Section Chief
District Security	Safety & Security Lead (if applicable)

First Aid Team:

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

Member Name	Position	Location
Jackie Avon	Science Teacher	3116
Joe McGinn	Nurse	Office
Marianna Viazcan	Recess Coach	Playground
Laura Ferguson	Librarian	Library

Assembly Area Team

Member Name	Position	Location
Yadira Milward	Administrative Secretary	Office
Eva Ruiz	Office Technician	Office
Luz Rocha	Office Specialist	Office

Parent/Community Referral Team

Member Name	Position	Location
Jessica Gutierrez	Paraprofessional/Community Liaison	4105

Student Release to Parent/Guardian

Member Name	Position	Location
Eva Ruiz	Office Technician	Office
Luz Rocha	Office Specialist	Office
Stephen Castillo	Counselor	Office

Facility Security/Safety

Member Name	Position	Location
David Monay Jr.	Head Custodian	
Stephen Castillo	Counselor	

Morgue

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

Member Name	Position	Location
Yadira Milward	Administrative Secretary	Office
Eva Ruiz	Office Technician	Office
Luz Rocha	Office Specialist	Office
Ana Mejia	Supervision	Playground
Karla Castro	Supervision	Playground
Lidia Perez	Supervision	Playground
Alex Gonzales	Supervision	Playground

Sweep and Rescue Team

Team 1	Sweep Area
Ventura, Stacey	TK/K and First (2100s, 3100s)
Cameron, Jennifer	
Team 2	Sweep Area
Carrier, Danielle	ECE and Second (2106 and 2101, 2200s)
Stuart, Nancy	
Team 3	Sweep Area

Murfitt, Charles
Santana, Rebecca

Third, Fourth, Fifth (3200s, 4200s)

Team 4

Leon, James
Ferguson, Laura

Sweep Area

Science, Library, PE (4100s)

Team 5

Castillo, Stephen
Monay, David Jr.

Sweep Area

Front Office, MPR, Kitchen, Gas/Water (1100s, 5100s)

Team 6

Sweep Area

Team 7

Sweep Area

Reporting Location

Location

North Blacktop Playground

Name

Evacuation Area

Facility Security/Safety Team

Member Name

Monay, David Jr.

Position

Head Custodian

Commodities Team

Member Name

Feenhan, Anne
Castañeda, Carolina

Position

Kitchen Manager
Kitchen Staff

Planning Checklist

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

Name	Date Assigned
Sarah Baez	11/30/2020
Alternate – Stephen Castillo	

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
Sarah Baez	11/30/2020
Alternate – Stephen Castillo	

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
Eric Antuna	11/30/2020
Alternate – Yadira Milward	

4. Designate a Security/Police Liaison

Name	Date Assigned
Eric Antuna	11/30/2020

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
Eric Antuna, Principal	11/30/2020
Stephen Castillo, Counselor	11/30/2020
Sarah Baez, Psychologist	11/30/2020

6. Identify crisis-counseling locations.

Locations

Counseling Office

Principal's Office

Music Room

Counseling Coordinators

Name	Date Assigned
Eric Antuna	11/30/2020
Stephen Castillo	11/30/2020
Sarah Baez	11/30/2020
Jeff Mitchell	11/30/2020
Jennifer Salinas	11/30/2020
Jessica Gutierrez	11/30/2020

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

Entity/Department	Name/Contact Number
Press or Media	Joan Boiko – (760) 883-2701 x 2
District Office Line	(760) 883-2700
Parent/Community Info Line	(760) 883-2700
Emergency Line	(760) 883-2700

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

Locations

Front Office

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

Locations

Front Office/Google Drive

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

Evacuation Locations

11/30/2020

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)

North Blacktop Playground

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
District Administration Center	Joan Boiko	760-861-9023

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1. **Identify the main components of the system.**
 2. **Define the scope and objectives of the project.**
 3. **Develop a detailed project plan.**
 4. **Implement the plan and monitor progress.**
 5. **Evaluate the results and provide feedback.**

[REDACTED]

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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.

[REDACTED]

[REDACTED]

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

(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 othersex
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 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 SCHOOLDISTRICT

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

Agua Caliente 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 Agua Caliente 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 Agua Caliente 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 #	
Agua Caliente 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

Director of Student Services

Anne Kalisek (760) 883-2703

Inquiries by Employees:

Executive Director of Student Support Services

Anne Kalisek (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:
Anne Kalisek (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.

Agua Caliente 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: Agua Caliente 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	
	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?	No	
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	
8	Do police and fire have access to a master key?	Yes	
9	Are contractors or other vendors issued keys?	Yes	Issued by Facilities
	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?	No	We aren't allowed to take money to the bank.
	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?	Yes	
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	

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	
Registered Sex Offenders			
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?	Yes	
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	
After-Hours Emergency Procedures			
22	Has someone been designated as 'in charge' (Incident Commander) during afterhours activities?	Yes	
23	Is the after-hours IC authorized & trained on how to evacuate the school or shelter-in-place?	Yes	
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?	No	
26	Do night custodians carry radios, Nextels, or cell phones to communicate with each other in case of danger?	Yes	
Emergency Response Planning			
27	Do all staff members receive a copy of the emergency plans?	Yes	
28	Are substitute teachers provided a copy of the emergency plan?	Yes	
29	Is the school emergency plan (Emergency Response Team members, etc.) updated annually?	Yes	
Evacuation Procedures			
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	North Blacktop
35	Is a SECONDARY relocation site designated and at least 1/4 mile away from the school? Where is the secondary relocation site?	Yes	District Administration Center (DAC)

36	Have transportation needs been addressed if all occupants need to be relocated to the relocation site?	Yes	Yes, we will walk to the DAC or use First Student
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	
Earthquake Procedures			
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	
Shelter-In-Place Procedures			
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	
Lockdown Procedures			
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	
Special Needs Students & Staff			
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	
Training & Exercising			
46	Do teachers & staff receive yearly emergency management training, regardless of whether they are on the SERT?	Yes	
47	Has the school ever conducted tabletop exercises or other exercise to test its emergency preparedness?	Yes	
48	Has staff received fire extinguisher training?	Yes	
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	
EQUIPMENT/HARDWARE			
Public Address System			
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)?	Yes	
	Communications Devices		
53	If the phone system is out, is there at least one reliable method for emergency announcements and/or communications?	Yes	
	Alarm/Security System		
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	
	Security Cameras		
57	Are all cameras working properly?	Yes	
58	Are there any areas that need cameras that do not currently have them?	Yes	
59	Is the main monitor located in an area that is consistently attended?	No	
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	
	Fire/Life Safety		
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?	No	
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	
	Lighting		
72	Are entrances & other points of possible intrusion well lit?	Yes	
73	Does the building have adequate outside lighting to enhance night safety?	Yes	

74	Are there any broken lights?	No	
75	Does the parking lot lighting provide uniform coverage that supports camera surveillance?	Yes	
76	Is the school equipped with emergency lighting?	Yes	
77	Is emergency lighting checked monthly?	Yes	
	GROUPS		
	Sidewalks		
78	Were any sidewalk trip hazards observed?	Yes	Missing a sidewalk by the west side/dumpster area.
	Fencing		
79	Does fencing need repair?	No	
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	
	Exterior Garbage Cans		
82	Are garbage cans secured to the pavement?	No	
83	Are garbage cans located away from entrances?	No	
	Exterior Signage		
84	Is appropriate signage posted around the facility?	No	
85	Are there any worn or outdated signs?	N/A	
	Parking		
86	Are cars allowed to park next to the building?	No	
87	Are parked vehicles blocking emergency egress routes or fire lanes?	No	
88	Are designated parking spaces marked with personal names or titles (e.g. for the principal, SRO, secretary, etc)?	No	
	Vegetation/Grounds keeping		
89	Are shrubs & trees maintained properly to avoid creating hiding spaces or enabling access to the roof? Shrubs & foliage is trimmed to allow for good line of sight (i.e. 3'0"/7'0" rule).	Yes	
90	Are there any drainage problems?	No	
	Garbage Dumpster Area		
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	
	Roof Access		

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?	Yes	
96	Do low canopies or awnings have protective parapets to deter their use to climb onto roofs?	N/A	
	Access Control		
97	Are all exterior doors locked 24/7?	Yes	
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	
	Athletic Facilities		
99	Is there any broken or damaged fencing?	N/A	
100	Are athletic fields secured when not in use?	N/A	
101	Do athletic facilities have adequate lighting?	N/A	
102	Are bleachers well maintained (no signs of rust, no exposed nails, no broken bleachers)?	N/A	
	Playground		
103	Can the playground be observed from the street? (Sexual predators, type of fencing)	Yes	
104	Are there any trip hazards on the playground?	No	
105	Is the protective ground covering underneath playground equipment appropriate?	Yes	
	FACILITY		
	Main Office		
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?	Yes	
108	Is there a properly working weather radio located in the main office?	Yes	
	Nurse's Office/Clinic		
109	Are all medications and syringes secured at all times?	Yes	
110	Are all Sharp and medical waste items disposed of properly?	Yes	
	Maintenance		
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	

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	
	Interior Lighting		
118	Does interior lighting need improvement?	No	
	Ceilings		
119	Were any missing, damaged or water-damaged ceiling tiles observed?	No	
120	Were any ceiling tiles in danger of falling down?	No	
	Interior Signage		
121	Is there universal evacuation & sheltering signage throughout the school?	Yes	
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?	No	
	Hallways, Stairways, Elevators		
125	Are combustible materials hung in the hallways kept within fire code?	Yes	
126	Are all lockers secured?	N/A	
127	Are fire extinguishers visible from either end of the hallway?	Yes	
128	Are blind spots in hallways & stairwells equipped with mirrors (or some similar surveillance device)?	N/A	
129	Are there any hiding areas in the stairways?	Yes	
130	Is elevator use restricted?	Yes	
	Interior Doors & Windows		
131	Are interior doors secured at all times?	Yes	
132	Do interior doors shut & lock properly?	Yes	
133	Are windows properly secured (with heavy duty locks or grates)?	N/A	

	Classrooms		
134	Were classroom floors clear of excessive storage items & other obstructions?	Yes	
135	Can classroom doors be secured from the inside?	Yes	
136	Are combustible materials hung in the classrooms kept within fire code?	Yes	
137	Are all bookshelves & cabinets secured to the walls or floor?	No	
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	
	Portable Classrooms, Trailers or Pods		
142	Are portables kept secured at all times?	N/A	
143	Are portables inspected for mold periodically?	N/A	
144	Do portables have the ability to communicate with the main office?	N/A	
	Art Room		
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	
	Science Room		
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	
	Vocational Shops		
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	
	Home Economics (Consumer Science)		

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	
	Library/Media Center		
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?	N/A	
	Computer Labs/Server Room		
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	
	Kitchen		
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?	Yes	
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	
	Auditorium/Stage Area		
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	
	Miscellaneous Comments		

Risk Reduction Plan

Agua Caliente Elementary School Risk Reduction Plan 2019-2020 (1 or 2 goals to reduce risk based on Risk Assessment)				
Team SMART Goal	Strategies and Action Steps	Who is Responsible	Target Date of Timeline	Evidence of Effectiveness
Goal #1 Control flow of visitors in the front office, waiting for more than reasonable extended periods of time.	Establish office policy to limit the amount of time visitors can stay in the front office.	Eric Antuna, Yadira Milward	January 13, 2020	Reduction in visitors waiting in the office for extended periods of time.
Goal #2 Supervision of afterschool dismissal.	All staff on supervision duty after school	Eric Antuna, All Staff	Ongoing	No referrals to the office of lost students and little confusion of parents at drop off and pick up times

Section 5: Compliance

Comprehensive School Safety Plan Public Hearing

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

NOTICE OF PUBLIC HEARING

COMPREHENSIVE SCHOOL SAFETY PLAN

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

District Center Drive
Palm Springs, CA, 92262

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

District Center Drive
Palm Springs, CA, 92262

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

Date

Agua Caliente Elementary School
Law Enforcement /Fire Department Certification

COMPREHENSIVE SCHOOL SAFETY PLAN

2019/2020

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

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

Law Enforcement Representative

Date

Fire Department Representative

Date

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

2019/2020

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

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

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

Board President Timothy Wood

Date

Sandra Lyon Ed.D.

Superintendent

Date