

# PERRIS UNION HIGH SCHOOL DISTRICT



**2020/21**

**Pathways for Adult Life Skills (PALS)**

**Comprehensive School Safety Plan**  
Pursuant to Education Code 32280 - 32289

Grant Bennett  
Superintendent


Michael Coutinho Rodriguez  
Special Education Administrator

## ***COVID19- Preparation and Precautions for the 2020/2021 School year***

Our path to reopening PUHSD will be driven by our student centered approach to maintain a caring and supportive educational environment for our students while being diligent of everyone's health, wellness, and safety. We will also work in conjunction with local health agencies, Centers of Disease Control and Prevention (CDC) and the California Department of Education (CDE) to be compliant with their guidelines.

### HEALTH & WELLNESS

PUHSD will take essential actions to keep teachers, students, and staff physically and emotionally safe and healthy. Our schools shall embrace individuality, strengths and challenges with support, understanding, and encouragement in order to maintain a healthy learning environment.



#### COUNSELING AND SOCIAL EMOTIONAL LEARNING

- Offer multi-level supports for the impact of physical distancing requirements
- When applicable provide resources, in person, and/or virtual individual and group counseling.
- Train teachers and staff on trauma informed practices and psychological awareness and safety.

#### ADJUST INSTRUCTION TO PRIORITIZE STUDENT HEALTH

- Adhere to distancing guidelines
- Limit activities with high proximity that can lead to student contact
- Provide health education regarding the spread of infectious disease and how to lower risks of infection.
- Comply with health and hygiene guidelines

### HEALTH & WELLNESS

PUHSD will take essential actions to keep teachers, students, and staff physically and emotionally safe and healthy. Our schools shall embrace individuality, strengths and challenges with support, understanding, and encouragement in order to maintain a healthy learning environment.



#### SAFETY

- Focus on digital citizenship, prevention of cyber bullying and inappropriate sites.
- Prevent discrimination and/or stigma and inappropriate behaviors related to COVID-19.
- Support health and hygiene guidelines.

#### CLEANING & DISINFECTING

- Enhanced cleaning and disinfection protocols at all sites
- Encourage protocols that reduce infectious disease spread (hand washing, hand sanitation, avoiding face touching, etc.)

#### RETURNING FROM ILLNESS

- Follow public health guidelines and work closely with local doctors and health departments for readmission to the classroom / work site.

#### PREVENTION MANAGEMENT

- Implement safety measures according to public health guidelines.
- Follow established safety and health protocols

#### STUDENTS IN NEED OF HEALTH SUPPORT

- Additional precautions are recommended to support medically vulnerable students from others who are symptomatic while preserving HIPPA and FERPA privacies.

# Safe Schools Plan

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**Section I – School & District Philosophy Statements**

**TAB 1.**

**1) School Vision Statement**

The PALS program will be a caring, diverse, and supportive learning environment in which all are committed towards working in relationships to foster innovative and creative learning opportunities.

**2) School Mission Statement**

The PALS Program was developed to promote students' independence as well as job skills as they transition from high school to their next stage in life.

### **3) District Mission and Vision Statement**

The mission of the Perris Union High School District is to provide quality educational programs and meaningful opportunities which encompass the intellectual, social, emotional, and physical aspects of all students within the district and which will enable them to become productive members of society.

#### BP0200-Goals for the School District

As part of its responsibility to set school district, the Board shall adopt long-term goals focused on the achievement and needs of all district students. The district's goals shall be aligned with the district's vision, mission, philosophy, and priorities and shall be limited in number so as to be reasonably achievable within established timelines.

#### BP0100-Philosophy, Goals, Objectives and Comprehensive Plans

As part of its responsibility to establish a guiding vision for the district, the Governing Board shall develop and regularly review a set of fundamental principles which describe the district's beliefs, values or tenets. The Board and district staff shall incorporate this philosophy in all district programs and activities.

It is the philosophy of the district that:

1. All students can learn and succeed.
2. Every student in the district, regardless of gender, special needs, or social, ethnic, language or economic background has a right to a high-quality education that challenges the student to achieve to his/her fullest potential.
3. The future of our nation and community depends on students possessing the skills to be lifelong learners and effective, contributing members of society.
4. A safe, nurturing environment is necessary for learning.
5. Parents/guardians have a right and an obligation to participate in their child's schooling.
6. The ability of children to learn is affected by social, health and economic conditions and other factors outside the classroom.
7. Early identification of student learning and behavioral difficulties contribute to student success.
8. Students and staff respond positively to high expectations and recognition for their accomplishments.
9. Continuous school improvement is necessary to meet the needs of students in a changing economy and society.

10. The diversity of the student population and staff enriches the learning experience for all students.
11. A highly skilled and dedicated staff has a direct and powerful influence on students' lives and learning.
12. A high level of communication, trust, respect and teamwork among Board members and the Superintendent contributes to effective decision making.
13. The community provides an essential resource to the educational program.
14. Effective communication with all stakeholders helps build support for the schools.
15. Accountability for the district's programs and operations is shared by the entire educational community, with the ultimate accountability resting with the Board as the basic embodiment of representative government.

BP0450- Philosophy, Goals, Objectives and Comprehensive Plans

The Governing Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

The school safety plan shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the site.

Each school shall forward its comprehensive safety plan to the Board for approval. (Education Code [32288](#))

The comprehensive safety plan(s) shall be reviewed and updated by March 1 of each year. (Education Code [32286](#))

The Board shall review the comprehensive safety plan(s) in order to ensure compliance with state law, Board policy, and administrative regulation and shall approve the plan(s) at a regularly scheduled meeting.

AR0450- Philosophy, Goals, Objectives and Comprehensive Plans

In the Development and Review of Comprehensive School Safety Plan, the school site council shall consult with local law enforcement in writing and developing the comprehensive school safety plan. When practical, the school site council also shall consult with other school site councils and safety committees.

**Section II** – Assessment of current status of school crime committed on school campus and at school related activities

**TAB 2.**

Suspensions

	2018-19 PALS	2017-18 PUHSD
Incidents	0	7086
Enrollment	73	11,663
Suspension %	0%	

Expulsions

	2018-19 PALS	2017-18 PUHSD
Expulsions	0	32
Enrollment	72	11,663
Expulsion %	.0%	.27%



### **TAB 3. Law Enforcement Interventions or Law Enforcement Crime Reports**

All personnel are expected to maintain a safe environment for students by confiscating any suspicious material or item that may cause injury or be used as a weapon. The student(s) are then interviewed, including any witnesses, to determine due process for the situation based on District guidelines.

Any incidence of graffiti vandalism is reported to District maintenance personnel for prompt removal.

#### **Employee Photo Identification Badges**

Each Perris Union High School District employee will be issued a photo identification badge, which shall be worn in a readily visible location throughout the workday, except when such a practice presents a legitimate safety risk. Whenever an employee leaves the district, the assigned worksite is responsible for the collecting the identification badge from the employee. The site will forward the former employee's badge to the Personnel department. Personnel will remove the former employee's name from the master list.

The district will photograph new employees who are to receive photo identification badges as part of the new employee sign up procedure. Until the employee photo identification badge is issued to the new employee, the employee will wear a temporary badge. Upon receiving the permanent badge, the employee will return the temporary badge to the issuing worksite receptionist or designee.

Photo Identification Badges will be issued to all employees of the Perris Union High School District including board of trustees.

All employees are required to wear their photo identification badge at all times when they are on duty, including evenings and weekends. Any employee or individual who does not bring his/her photo identification badge to work must report to a receptionist or designee to obtain a "visitors" badge.

An employee who consistently fails to wear his/her photo identification as defined by this regulation may be subject to disciplinary action. Replacement badges are provided by the worksite and will be obtained at the employee's expense.

#### **Visitor Badges**

Anyone entering the PUHSD main office or any school site who is not wearing a photo identification badge must check with the receptionist or designee for a visitor's badge. District employees participating in staff development activities while at the district office must wear their site photo identification badge or obtain a visitor badge from the receptionist or designee.

Visitors must wear their badge at all times while on PUHSD property. When his/her business is concluded the visitor must return the visitor badge to the receptionist.

The Governing Board recognizes that students and staff have the right to a safe and secure campus free from physical and psychological harm and desires to protect them from the dangers presented by firearms and other weapons.

The Board prohibits any student from possessing weapons, imitation firearms, or other dangerous instruments, as defined in law and administrative regulation, in school buildings, on school grounds or buses, at school-related or school-sponsored activities away from school, or while going to or coming from school.

Under the power granted to the Board to protect the safety of students, staff, and others on district property and to maintain order and discipline in the schools, any school employee is authorized to confiscate any prohibited weapon, imitation firearm, or dangerous instrument from any student on school grounds.

The principal or designee shall notify law enforcement authorities when any student possesses a firearm, explosive, or other prohibited weapon or dangerous instrument without permission, sells or furnishes a firearm, or commits any act of assault with a firearm or other weapon.

### **Possession of Pepper Spray**

To prevent potential misuse that may harm students or staff, students are prohibited from carrying tear gas or tear gas weapons such as pepper spray on campus or at school activities.

### **Reporting of Dangerous Objects**

The Board encourages students to promptly report the presence of weapons, injurious objects, or other suspicious activity to school authorities. The identity of a student who reports such activity shall remain confidential to the extent permitted by law.

The Governing Board desires to keep district schools free from the threats or harmful influence of any groups or gangs which exhibit drug use, violence or disruptive behavior. The Superintendent or designee shall take steps to deter gang intimidation of students and staff and confrontations between members of different gangs. He/she shall exchange information and establish mutually supportive efforts with local law enforcement authorities.

The Superintendent or designee shall provide in-service training which helps staff to identify gangs and gang symbols, recognize early manifestations of disruptive activities, and respond appropriately to gang behavior. Staff shall be informed about conflict management techniques and alerted to intervention measures and community resources.

The Board realizes that many students become involved in gangs without understanding the consequences of gang membership. Gang violence prevention education shall start with students in the early elementary grades and may start in kindergarten.

To further discourage the influence of gangs, the Superintendent or designee shall ensure that school rules of conduct are enforced consistently and that all students have access to counselors and other appropriate resource personnel as needed. If a student exhibits signs of gang affiliation, staff shall so inform the parent/guardian.

In accordance with Governing Board policy, individual schools that have a gang presence may, in their safety plans, include school wide dress codes which prohibit the presence of gang-related apparel at school or school activities. School Wide dress codes 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.

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.

### **Section III** – Identify appropriate strategies and programs that provide or maintain a high level of school safety

**TAB 4.** SEMS/NIMS Compliant Emergency Response Plan – (Education Code Section 35294.2 (a)(2)(B): 35295-35297). School districts and sites must use the Standardized Emergency Management System/National Incident Management System (SEMS/NIMS) or risk losing state assistance for emergency response-related personnel costs following an emergency declared by the state (California Government Code Section 8607 and 3100).

District Emergency Response Plan uses a core set of concepts, principles, procedures, processes, standards, and terminology that creates a common operating picture, promotes mutual goals and responsibilities, and ultimately, ensures a more efficient and effective response.

This core is consistent with SEMS/NIMS standards and includes the following management components:

#### **1. Command and Management**

- The District has adopted the Incident Command System (ICS) as the organization structure for its Emergency Response Plan (ERP). The use of ICS aligns the District with other responding entities and ensures deployment can be accomplished in a consistent, efficient and effective manner.
- The adoption of ICS includes its fourteen principles and the use of Incident Action Plans, Activity Logs and a standardized Crisis Communication Plan.
- All ICS assignments, along with position descriptions, are maintained on Hour-Zero Online.

Some examples of ICS activities include:

- Using ICS to manage all related activities before, during, and after school and campus events to provide for the safety and well-being of attendees.
- Determining, designating, and documenting in advance key personnel and their roles and responsibilities within ICS, including the chain of command;
- Determining, designating, and documenting back-ups to personnel with leadership positions within ICS;

- o Integrating ICS into functional and system-wide emergency operations policies, plans, and procedures;
- o Ensuring compatibility of communication devices internally and externally with local responders.

## **2. Preparedness**

- The District has conducted risk and hazard assessments on each of its school sites and administrative buildings. These risk and hazards are documented on Hour-Zero Online and are prioritized according to a hazard index.
- Mitigation strategies have been developed to address these identified hazards and risks. Strategies range in scope from administrative procedures to emergency protocols to facility changes/renovations.
- The District has developed emergency maps, which identify critical infrastructure, along with needed emergency maps for evacuations, lock-downs and shelter-in-place. These maps are readily available to first responders through Hour-Zero Online.

## **3. Resource Management**

- The District has an extensive inventory of emergency supplies that has been procured for all its sites. This includes:
  1. Emergency supplies in all classrooms
  2. Incident Command Post Kits
  3. Emergency Response Kits
  4. Medical trauma kits
- Resources are managed by each site, with an inventory list maintained on Hour-Zero Online.

## **4. Communications and Information**

- The District has a Crisis Communications Plan, which identifies the processes and procedures for communication before, during and after an emergency.
- The Plan identifies a designated Information Officer, along with two alternates for the position.
- The Plan uses a “Single Source Policy, and assigns the Information Officer as the primary liaison for communicating with all stakeholders during an emergency.

## **5. Plan Management**

- The District Plan outlines the roles, responsibilities and operating procedures for the District Emergency Operations Center (EOC).
- The EOC Team, referred to as the Administrative Command Team (ACT) is responsible for providing policy direction and clarification, along with coordinating response activities.
- The team’s role focuses on District-level activities, rather than on-site management.
- In addition, the District has an Emergency Program Coordinator, whose role it is to ensure the day-to-day management of the program is taken care of.

## **6. Supporting Technologies**

- The District maintains its Plan through the use of Hour-Zero Online, a web-application that has undergone a NIMStep evaluation.
- More specifically annual checklists, drills and training, contact information and resources are managed and tracked through the web-application to ensure the Plan remains current.
- First responders and local government authorities are able to access current information and data through the web-application, ensuring they always have the most current information at hand.

**7. Training**

- The District Plan includes an extensive training program that provides for training for all staff in the District.
- Training is provided in a variety of formats – online training, in person workshops, exercises and drills.
- The training syllabus includes both NIMS compliant courses (ICS 100, 200, NIMS 700, 800) along with courses specific to school operations (Lock-Down, Shelter-in-Place, Earthquake, Communications, etc.)

**8. Collaboration**

- The District works with local police and government partners to support its emergency preparedness activities, including involving its partners in training and providing them with access to school plans through HZ Online.
- This relationship helps the partners are able to effectively work together at time of emergency.

**9. Common Terminology**

- ICS principles, The District's Emergency Plan uses standardized and consistent terminology, that applies plain English to all protocols and procedures. To this end, the District has conducted communications training activities with its leadership to reinforce this principle.

**TAB 5 Record of Drills (fire, earthquake, lockdown)**

<b>Date</b>	<b>Drill</b>
8/21/19	Staff evacuation training
9/15/19	Fire Drill
10/17/19	Drop/Cover and Hold/Earthquake
11/7/19	Lockdown
12/11/19	Fire Drill
1/22/20	Drop/Cover and Hold/Earthquake
2/27/20	Shelter in Place
3/18/20	Fire drill evacuation to Staging area 2

4/16/20	Lockdown
5/13/20	Fire Drill

**Fire Drills**

Pathways for Adult Life Skills (PALS) holds fire drills on a regular basis. As amended by SB 575 (Ch 725, Statutes of 2001) Education Code 32001 requires fire drills not less than twice every school year at the secondary level.

1. The principal shall notify the staff as to the schedule for fire drills.
2. Whenever a fire drill is held, all students, teachers, and other employees shall be directed to leave the building. (5 CCR 550)
3. Teachers shall ascertain that no student remains in the building.
4. Teachers shall be prepared to select alternate exits and shall direct their classes to these exits whenever the designated escape route is blocked.
5. The principal or designee shall keep a record of each fire drill conducted and file a copy of this record with the office of Superintendent or designee.

Fires: When a fire is discovered in any part of the school, the following actions shall be taken:

1. The principal or designee shall sound fire signals, unless the school and/or building is equipped with an automatic fire detection and alarm system.
2. The principal or designee shall call 911.
3. All persons shall be directed to leave the building and shall proceed outside to a designated assembly area
4. Staff shall give students clear direction and supervision and help maintain a calm and orderly response.
5. In outside assembly areas, teachers take roll, report missing students, and provide assistance to any injured student.
6. In outside assembly areas, the principal or designee and/or each department head shall account for their staff, report missing staff, and provide assistance to any injured staff.
7. If the fire is extensive, students shall be taken to an alternative location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes.

(cf. 0450 – School Safety Plan)

(cf. 3516 – Emergency and Disaster Preparedness Plan)

## **Earthquakes**

The Superintendent or designee shall establish an emergency procedure system to be followed in case of earthquakes. This system shall include, but not be limited to the following:

1. A school building disaster plan, ready for implementation at any time, for maintaining safety and care of students and staff.
2. A stop/drop/hold procedure in which students and staff members:
  - a. Drop to their knees
  - b. Take cover under a table or desk
  - c. Protect their head with their arms
  - d. Face away from windows
3. Protective measures to be taken before, during, and after an earthquake
4. A training program to ensure that all students and all certificated and classified staff are aware of, and properly skilled in, the earthquake emergency procedure system.

School disaster plans shall outline roles, responsibilities, and procedures for students and staff. (cf. 3516 – Emergency Disaster Preparedness Plan)

### **TAB 6. Crisis Response**

Pathways for Adult Life Skills (PALS) Disaster Response Plan meets the guidelines for California's Standardised Emergency Management System (SEMS). A committee consisting of four teachers, one campus supervisor, and the site administrator were involved in the formulation of the plan. The site administrator acts as the Incident Commander, with the principal's designee to be appointed in the event that the Incident Commander is unable to perform his duties.

To ensure accountability for emergency response procedures, personnel are assigned specific duties to perform in the event of emergencies. These include turning off water, gas, and electricity. Drills are conducted regularly using an Incident Action Plan to pre-plan and determine the object of the drill, along with After Action Reports to document lessons learned.

Pathways for Adult Life Skills (PALS) is working with the District to update the response plan and incorporate the National Incident Management System (NIMS), which includes staff trained in the following Federal Emergency Management Agency (FEMA) courses: IS 100 (Incident Command for Schools), IS 700 (NIMS) and IS 200 (Incident Command for Single Resources and Initial Action Incidents).

To be more effective during disasters, predetermined areas will identify the various stations, i.e., student holding, command post, and student release. The District has installed three repeaters and distributed handheld radios. Each site now has radios to use for day to day communications as well as a built in emergency communication system. The radios will be incorporated into each school site emergency drills. Purchase of appropriate types and

amounts of disaster supplies/equipment and storage units(s) are necessary in order to be prepared and effectively service the school population.

It is necessary to have qualified and trained campus supervisors to ensure a safe and secure environment for the student population during break and lunch periods.

Pathways for Adult Life Skills (PALS) has assessed the emergency supplies on hand, and is formulating a plan to attempt to create a supply that would be sufficient to serve the needs of this campus in the event of a real disaster.

## **TAB 7. Child abuse reporting**

As child care custodians, the staff at Pathways for Adult Life Skills (PALS) follows child abuse reporting guidelines set forth in the Child Abuse Reporting Law, which requires a telephoned report of suspected child abuse to a child protective agency as soon as practically possible. In addition, a follow-up written report is required within 36 hours of receiving the information concerning the incident (Penal Code, 11166, subdivision (g)).

The Health Technician at Pathways for Adult Life Skills (PALS) has been trained to handle the disclosure of a child's suspected physical or sexual abuse. These are some of the guidelines used to help a child through this crisis:

- ❖ A private place is found to talk to the child, while maintaining eye contact.
  - The conversation remains calm, without any expression of panic or shock.
  - The facts surrounding the incident are obtained.
  - No assumptions are made; the child is allowed to speak, uninterrupted.
  - The child is given the benefit of the doubt.
  - A child's vocabulary is used.
  - Reassurance is given that he or she is innocent and did not provoke the incident
- ❖ Reassurance is given that everything possible will be done to protect and support him or her.
  - The child is made aware of what will happen once the report is made.
  - An immediate need for safety is determined.
  - A report to the proper authorities is made.

If the child discloses the abuse during a lesson, acknowledgement is given and the lesson is continued. Afterwards, a quiet place is found where the teacher can talk with the child alone.

As a mandated reporter, any member of our staff who reasonably suspects that child abuse has occurred must provide his or her name and the following information when making the telephone report to a child protective agency:

- ❖ Name of the child
  - Present location of the child
  - Nature and extent of injury
  - Any other information, including that which led the person to suspect child abuse, requested by the child protective agency. (Penal Code, 11157, subdivision (a).)



The written report is filed on Department of Justice Forms SS 8572 and SS 8583, which are obtained from county welfare and probation departments and local law enforcement agencies. Medical personnel then complete a special, uniform reporting form developed by the Attorney General, entitled “Medical Report – Suspected Child Abuse” (DOJ 900).

Reports are investigated either by the local law enforcement agency and/or by the county child welfare services (child protective services) agency. Cross reporting by these agencies is required to ensure that law enforcement, child welfare agencies, and district attorneys receive all reports they should review, whether initially reporting to them or to another child protective agency. (Penal Code, 11166, subdivision (g).)

The following signs serve as a warning to school personnel that possible abuse has taken place:

### **Physical**

- ❖ Unexplained fractures, lacerations or bruises
- ❖ Burns (cigarette, rope, scalding water, iron)
- ❖ Extreme fear or withdrawal
- ❖ Destructive and/or self-destructive behavior

### **Sexual**

- ❖ Precocious knowledge of explicit sexual behavior
- ❖ Fearful, withdrawn, hostile or aggressive behavior
- ❖ Attempts to run away or running away
- ❖ Pseudo-mature (seems mature beyond chronological age)
- ❖ Promiscuous behavior

### **Neglect**

- ❖ Dirty, unkept
- ❖ Inappropriate dress for weather
- ❖ Extremely offensive body odor
- ❖ Malnutrition (extremely thin, dry or flaking skin, pale, fainting)
- ❖ Unattended medical conditions (infected minor burns, impetigo)

Pathways for Adult Life Skills (PALS) is aware that it is not our role to investigate suspected child abuse. Instead, it is our responsibility to report the abuse and set in motion the process of getting help for the child.

## **TAB 8. District’s/Schools Suspension, Expulsion, and Mandatory Expulsion Guidelines**

Classroom discipline procedures at Pathways for Adult Life Skills (PALS) are the responsibility of the individual teacher. However, serious misbehaviors including, but not limited to, fighting, openly defying adults, possession of weapons or illegal drugs results in the student being sent immediately to the office where the principal or his/her designee will conference with the student.

Depending on the severity and circumstances, further action may be required such as detention, suspension or expulsion. In these instances, parents will be notified either by phone or mail. Offenses subject to suspension include:

- A. Caused, attempted to cause, or threatened to cause physical injury to another person.
- B. Possessed, sold, or otherwise furnished any firearm, knife, explosive or other dangerous object.
- C. Possess, used, sold, or otherwise furnished, or been under the influence of any controlled substance, alcoholic beverage or intoxicant of any kind.
- D. Offered, arranged or negotiated to sell any controlled substance, alcoholic beverage or intoxicant of any kind, then sold, delivered or otherwise furnished to any person another substance and represented that substance as a controlled substance, alcoholic beverage, or intoxicant (i.e., look-alike)
- E. Committed or attempted to commit robbery or extortion.
- F. Caused or attempted to cause damage to school property or private property.
- G. Stolen or attempted to steal school property or private property.
- H. Possessed or used tobacco, or any product containing tobacco or nicotine products, including clove cigarettes, snuff or betel.
- I. Committed an obscene act or engaged in habitual profanity or vulgarity.
- J. Possessed, offered, arranged or negotiated to sell any drug paraphernalia.
- K. Disrupted school activities or willfully defied the authority of school personnel.
- L. Knowingly received stolen school property or private property.
- M. Possess an imitation firearm.
- N. Committed or attempted to commit a sexual assault
- O. Harassed, threatened, or intimidated a pupil who is complaining witness or witnesses in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness or both.
- P. Unlawfully offered, arranged to sell, negotiated to sell the prescription drug Soma.
- Q. Engaged in, or attempted to engage in, hazing.
- R. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- S. A pupil who aids or abets the infliction or attempted infliction of physical injury to another person may suffer suspension, but not expulsion.

**CE 48900.2** Committed sexual harassment (grades 4-12 only)

**CE 48900.3** Caused, attempted to cause or participated in an act of hate violence (grades 4-12 only)

**CE 48900.4** Created an intimidating or hostile educational environment by intentionally engaging in harassment, threats or intimidation against a pupil or group of pupils.

**CE 48900.7** Terrorist threats against school officials, school property, or both.

### **Due Process**

All suspensions are preceded by an informal conference between the student and a school administrator during which the student shall be informed of the reason for the suspension and

the evidence that supported the action. It is the policy of the school to telephone parents at the time of the suspension, but in all cases, a notice is mailed within 24 hours. Usually a parent conference is requested to take place as soon as is practicable. Parents or guardians are requested to respond to such conferences.

A suspended student shall not:

1. Be allowed to loiter on or around any school ground;
2. Be allowed to participate in any school activities not open to the public

### **Suspension Authority**

Classroom teacher: 1-2 days (from classroom)

Site Administrator: Up to 20 days

When a suspension of over 20 days is desired, the case goes to the expulsion board and hearing with parents is scheduled to give an excuse/rebuttal. The expulsion board then votes on the outcome of the hearing.

Students suspended from the classroom for one-two days are sent to OCD for that period and supervised by the OCD instructor.



# Perris Union High School District Behavior Guidelines

EC=Education Code	PC=Penal Code	HSC=Health and Safety Code
ISSUES	VIOLATIONS	CONSEQUENCES
<p><b>1. Physical Injury &amp; Violence</b></p> <p><b>MUTUAL COMBAT/FIGHTING</b></p> <p><b>THREATS/ASSAULT</b></p> <p>EC§48900(a1) EC§48900(s)</p>	<p><b>(a1)</b> Caused, attempted to cause, or threatened to cause physical injury to another person; fighting/mutual combat. Threats (telephone written, electronic): Bomb Threats, verbal threats (not terroristic threats-see below); Assault: Verbal attack, attempt to cause injury, place person in fear.</p> <p><b>(s)</b> Aiding or abetting infliction of physical injury.</p>	<ul style="list-style-type: none"> <li>→ Suspension EC§ 48900 (a1) or (s)</li> <li>→ Referral to Counseling</li> <li>→ Sheriff/Police Citation - fighting on school grounds: PC 415, 242</li> <li>→ Expulsion Recommendation - Mandatory consideration for assault on school official Ed 48915(a5).</li> </ul>
<p><b>2. BATTERY</b></p> <p>EC § 48900(a2)</p>	<p><b>(a2)</b> Willfully used force or violence upon another person except in self-defense; striking, shoving, kicking. Not mutual combat. Battery against student, battery against staff member. Battery: Unlawful injury, beating, hitting of another person--does not fight back.</p>	<ul style="list-style-type: none"> <li>→ Suspension EC§48900 (a2)</li> <li>→ Referral to Counseling.</li> <li>→ Sheriff/Police Intervention PC242, 243.2</li> <li>→ Expulsion Recommendation - Mandatory consideration for assault on school official EC§48915(a5).</li> </ul>
<p><b>3. WEAPONS/DANGEROUS OBJECTS EXPLOSIVES/REPLICA WEAPONS</b></p> <p>EC§48900(b)(m) US Code, Section 921, Title 18</p>	<p><b>(a2)</b> Assault with deadly weapon.</p> <p><b>(b)</b> Possessed, sold, or otherwise furnished any firearm (handgun, rifle, shotgun, pistol) knife (dirk, dagger, fixed, sharpened blade for stabbing, screwdriver), explosive, or other dangerous object (aims or points a laser pointer at another), possession, use of fireworks, firecrackers, snappers, poppers, lighter, matches, razor blades, shocking pens.</p> <p>EC§48915(c5) Explosives: M80, bottle rocket, dynamite, bomb, grenade, nitroglycerin, blasting caps.</p> <p><b>(m)</b> Possessed an imitation (replica) firearm: BB gun, Pellet gun, paint gun.</p>	<ul style="list-style-type: none"> <li>→ Suspension EC§748900(b)(m).</li> <li>→ Sheriff/Police Intervention PC 626.9, 244.5 417,653(g)</li> <li>→ Fire Department Intervention (Explosives) PC 148.1, HSC 12000, 12301(a).</li> <li>→ Expulsion Recommendation - EC§48915 [Mandatory for brandished knife (c2), possession of a firearm (c1), explosives (c5)]</li> <li>→ Expulsion Recommendation - locking blade or similar knife or other dangerous object regardless of size.</li> <li>→ Other weapons: to include, but not to be inclusive of: switchblade, stiletto, box cutter, billy club, sandbag, nunchuck, ninja star, mace, pepper spray, slingshot, sword, stun gun, brass knuckles.</li> </ul>
<p><b>4. CONTROLLED SUBSTANCES</b></p> <p><b>DRUGS &amp; ALCOHOL</b></p> <p>EC§48900(c)(d) EC§48900(p) HSC 11366-11375</p>	<p><b>(c)</b> Possessed, used, sold, furnished, or been under the influence of, any controlled substance, alcoholic beverage, or intoxicant of any kind.</p> <p><b>(d)</b> Offered, arranged, or negotiated to sell any controlled substance, and then sold, delivered, or furnished to any person another liquid, substance, or material and represented it as a controlled substance, alcoholic beverage, or intoxicant</p> <p><b>(p)</b> Offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.</p> <p>EC§48915(a3) Possession of any controlled substance. Cannot recommend expulsion for first time marijuana possession offense of less than one ounce.</p>	<ul style="list-style-type: none"> <li>→ Suspension EC§48900(c)(d).</li> <li>→ Sheriff/Police Intervention PC308(b), 380, 381, 647(f), HSC 11053.</li> <li>→ Referral to Counseling</li> <li>→ Expulsion Recommendation - EC§48915 [Mandatory for sales of controlled substances (c3)].</li> </ul>

	Controlled substances: Marijuana, Cocaine, Heroin, Methamphetamine, etc.	
<b>5. ROBBERY, BURGLARY, OR EXTORTION</b> EC§48900 (e)	(e) Committed or attempted to commit robbery (take personal property by means of force or fear) or extortion (obtaining of property from another, with his/her consent induced by a wrongful use of force or fear). Burglary: Entry with intent to commit a theft. Possession of stolen goods.	→ Suspension EC§48900(e). → Restitution to Victim/Community Service → Sheriff/Police Intervention - Burglary: PC 459; Robbery/Extortion: PC211, 212, 518, 519. → Expulsion Recommendation.
<b>6. PROPERTY DAMAGE/VANDALISM GRAFFITI/ARSON</b> EC§48900(F)	(f) Caused or attempted to cause damage to school property or private property.  Possession of graffiti implements (markers, scribes, liquid or aerosol paint).	→ In-House Suspension or Suspension EC§48900(f). → Restitution to Victim/Community Service. → Sheriff/Police Citation - Graffiti: PC 594 (a1), 594.1, 640.5; Vandalism: PC 594; Arson: PC 451, 452. → Fire Department Intervention PC 451, 452. → Expulsion Recommendation
<b>7. THEFT</b> EC§48900(g) (l)	(g) Caused or attempted to steal school property or private property. (l) Knowingly received stolen school property or private property (Possession of stolen goods.)	→ In-House suspension or Suspension EC§48900(g). → Restitution to Victim/Community Service. → Sheriff/Police Intervention PC 484, 487, 488. → Expulsion Recommendation
<b>8. TOBACCO</b> EC§48900(h) EC§48901	(h) Possessed or used tobacco or nicotine products; Cigarettes, cigars, mini cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, betel.	→ Sheriff/Police Citation PC 308 (b) → Referral to Smoking Cessation Program. → Suspension EC§48900(h). → Referral to Counseling.
<b>9. PROFANITY &amp; VULGARITY OBSCENITY</b> EC§48900(i)	(i) Committed an obscene act or engaged in habitual profanity or vulgarity: Indecent exposure (may/maynot be sexual harassment), mooning, pantsing, urinating in public, possession of pornographic literature or use of pornographic literature or use of pornographic Internet websites, lewd or obscene gestures	→ Teacher warning; Teacher suspension; Detention or In-House Suspension. → Administrative Conference. → Suspension Automatic if profanity is directed toward a school official EC§48900(i) → Sheriff/Police Intervention
<b>10. PARAPHERNALIA</b> EC§48900(j) HSC 11364	(j) Possessed, offered, arranged, or negotiated to sell any drug paraphernalia: Pipes, smoking or injecting devices, syringes, Zig Zags (rolling papers), roach clips, bowls, bong.	→ Suspension EC§48900(j). → Referral to Counseling → Sheriff/Police Intervention. → Expulsion Recommendation
<b>11. DISRUPTION &amp; DEFIANCE</b> EC§48900(k)	(k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. Unlawful assembly, inciting riot. Cheating, bus misconduct, classroom disruption, not complying with assigned discipline consequence, forgery, gambling, littering, throwing objects, setting-off fire alarm.	→ Teacher warning; removal from class/activity; Teacher suspension. → Detention or In-House suspension → Administrative meeting and counseling. → Suspension EC§48900(k). Expulsion recommendation for repeated violation. → Sheriff/police Intervention.
<b>12. SEXUAL ASSAULT OR BATTERY</b> EC§48900(N)	(n) Committed or attempted to commit a sexual assault, or committed a sexual battery: Rape, sodomy, child molestation, statutory rape. Refer to PC 243.4, 261-269, 286, 288.	→ Suspension EC§48900(n). → Sheriff/Police Intervention PC 243.4, 261-269, 286, 288. → Expulsion Recommendation
<b>13. ELECTRONIC SIGNALING &amp; OTHER DEVICES</b> EC§48901.5 EC§48900(k)  May possess on school campus during the day, not activated	Activated, used, or lent to another any electronic signaling device (i.e. cell phone, pager, walkie talkies, PDAs, etc) on campus during the school day, while attending school-sponsored activities, or while under the supervision and control of a school	→ 1st Offense: Confiscation of device. Parent/Guardian contacted to pick up device. → 2nd Offense: Confiscation of device. Parent/Guardian contacted to pick up device. → 3rd Offense: Confiscation of device. Parent/Guardian contacted to pick up device.

<p><b>ELECTRONIC MUSIC EQUIPMENT OR GAMES</b> EC§48900(K)</p>	<p>district employee.</p> <p>Possession, use of electronic games, portable music equipment: Radios, Walkman, Discman, MP3, watch radio, headsets, earphones</p>	<p>→ Suspension for defiance EC§48901.5, 48900(k).</p>
<p><b>14. SEXUAL HARASSMENT</b> EC§48900.2 PC 212.5</p> <p>Grades 4 to 12</p>	<p>Committed acts of sexual harassment: Unwanted sexual advances; sexual favors; sexual gestures, objects, or pictures; touching, assault; derogatory comments, slurs, or jokes.</p>	<p>→ Suspension EC§48900.2 → Sheriff/Police Intervention PC 212.5. → Expulsion Recommendation</p>
<p><b>15. HATE VIOLENCE</b> EC§48900.3</p> <p>Grades 4 to 12</p>	<p>Caused, attempted to cause, threatened to cause, or participated in any act of hate violence (expression of hostility due to race, gender, religion, disability, nationality, sexual orientation): Racial slurs over time, e-mail, insults, taunts, posting or distributing posters or leaflets, jokes, physical assault, vandalism, telephone calls, cross burning, destroying religious symbols.</p>	<p>→ Suspension EC§48900.3 → Sheriff/Police Intervention PC 422.6-422.76, 628.1. → Expulsion Recommendation</p>
<p><b>16. HARASSMENT/BULLYING</b> EC§48900.4</p> <p><b>Grades 4 to 12</b></p> <p><b>HARASSED A COMPLAINING WITNESS</b> EC§48900(o)</p>	<p>Intentionally engaged in harassment, threats, or intimidation, directed against a student or group of students or school employees: Stalking, kidnapping.</p> <p>(o) Harassed, threatened, or intimidated a pupil who is a complaining witness in a school disciplinary procedure (expulsion hearing).</p>	<p>→ Suspension EC §48900.4 → Referral to Counseling → Sheriff/Police Intervention - Kidnapping: PC 135. → Expulsion Recommendation.</p>
<p><b>17. TERRORISTIC THREATS</b> EC§48900.7</p>	<p>Made terroristic threats against school officials, students, staff, or school property, or both written or oral that could result in death, great bodily injury, or property damage in excess of \$1,000, even if not carried out. Person is in sustained fear of his or her own safety or family's safety.</p>	<p>→ Suspension EC§48900.7. → Sheriff/Police Intervention PC 422. → Expulsion Recommendation</p>
<p><b>18. DRESS CODE</b> EC§48900(k)</p>	<p>Wore any inappropriate dress such as clothing, attire, apparel, accessories, head coverings (hats, bandanas, knit caps, doo rags, skull caps, etc.), or gang attire, except "for outdoor use (P.E.), articles of sun-protective clothing, including, but not limited to, hats (wide brim with neck covering only), and sunscreen.</p>	<p>→ Dress Changed/Accessory seized/Detention/In-house Suspension. → Loaner T-shirt or school uniform provided. → Parent/Guardian notified. → Suspension EC§48900(k)</p>
<p><b>19. HAZING</b> EC§48900(q) EC§32050</p>	<p>(q) Engaged in or attempted to engage in hazing as defined in EC§32050. Hazing: Initiation into school/student body clubs or organizations in a manner that causes or is likely to cause bodily damage, harm, degradation, disgrace, or physical or mental harm to a student.</p>	<p>→ Suspension EC§48900(q). → Sheriff/Police Intervention PC 242, 212.5. → Expulsion Recommendation.</p>
<p><b>20. ATTENDANCE</b> EC§48260, EC§48262, EC§48264.5 (a)</p> <p>RESTRICTED AREA EC§48900 (k)</p>	<p>Left campus during school day without obtaining permission through the attendance office first, no hall pass, left class <u>without permission</u>.</p> <p>Truant from school or contributed to the <u>truancy of other students</u>.</p> <p>Excessive tardiness to school or class. In unauthorized/restricted areas on-campus.</p>	<p>→ Detention/In-House Suspension → Truancy Letters/SART → Sheriff/Police Citation EC§48264.5(a) - ages 13 and above. → Referred to SARB EC§48320. → Referred to District Attorney → Mediation/Juvenile Court.</p>

<p><b>21. VISITORS/ TRESPASSING/ADULT</b></p> <p><b>CAMPUS DISRUPTION/THREATS,</b></p> <p><b>ASSAULTS TO SCHOOL OFFICIALS</b></p> <p>EC§32211, 44811, 44014</p>	<p>Invited visitors to school for any reason during the school day, loitering/Unauthorized presence on campus; threats to school officials by parents or adults; students visiting campus during suspension or expulsion period or during off-track vacation period without permission.</p>	<p>→ Visitor escorted off campus.</p> <p>→ Persona non grata declaration/Restraining Order</p> <p>→ Sheriff/Police Intervention/Citation - Trespassing PC 626.7-626.9; Threats to school officials: PC 71; Terroristic Threats PC 422.</p>
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**TAB 9. Procedure to Notify Teachers of students who have violated Education Code 48900.**

Pathways for Adult Life Skills (PALS) teachers are well acquainted with where student files are kept, what information can be found in the files, as well as how to use that information. New teachers are educated on this teacher resource through Mentor workshops at the beginning of each school year. CUM files are available to check out and review during regular school hours.

In accordance with PUHSD procedures: The notifications of students who have violated Education Code 48900 are now automated and teachers get an electronic message regarding students.

**Process of Informing Teachers of Students Engaged in Acts Described in EC 48900**

As directed in EC 49079, teachers who have students that have engaged in acts described in EC 48900, need to be informed of such, Perris Union High School District has devised this process.

**Notification to Teachers: Pupils Who Have Violated or Who Are Reasonably Suspected of Violating a Subsection of Education Code 48900**

Procedures for Teacher Notification:

- 1) First week of each semester the teacher will receive a list, from the school secretary, of students in their classes that are deemed to have violated or been suspected of violating one the 48900 Education Codes.
- 2) The teacher will receive daily emails of students that have had schedule changes that come to their class that are deemed to have violated or been suspected of violating one the 48900 Education Codes.
- 3) The teacher will receive daily notification by email of students that have violated or who are reasonably suspected of violating Education Code 48900 that day.
- 4) The teacher will have access, through Infinite Campus, to a list of students in their classes that have violated or been suspected of violating Education Code 48900.

## **TAB 10. Sexual Harassment Policy**

Pathways for Adult Life Skills (PALS) adheres to the guidelines on sexual harassment set forth by the Perris Union High School District Board of Education. The Board of Education prohibits sexual harassment in the working environment of District employees or applicants by any person in any form. Sexual harassment of or by any employee is not tolerated. The Board considers sexual harassment to be a major offense, which may result in disciplinary action or dismissal of the offending employee or suspension/expulsion of any offending student.

It is the policy of the Perris Union High School District that sexual harassment is unacceptable conduct in the workplace and is not tolerated. Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, or other verbal, visual or physical conduct of a sexual nature made by someone from or in the work or education setting.

Sexual harassment guidelines apply to school personnel, as well as students. Kindergartens through third grade students are not responsible for their behavior according to California State Law. However, students in fourth through fifth grade are subject to all legal actions under the law.

### Purpose

The purpose of the policy is to provide the work environment free of sexually harassing conduct or behavior and to provide uniform guidance and procedures on this subject.

### General Procedures and Definitions

Pursuant to Education Code 212.5, unwelcome sexual advances, request for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

1. Submission to the conduct is made either an explicit or implicit condition of employment or status for promotion.
2. Submission to or rejection of the conduct is used as the basis for an employment decision affecting the harassed employee.
3. The harassment substantially interferes with an employee's work performance or creates an intimidating, hostile, or offensive work environment.
4. Submission to, or rejection of, the conduct is the basis for any decision affecting benefits, services, honors, programs or other available activities.

### Examples

Other examples of sexual harassment, whether committed by a supervisor or any other employee is:

1. Unwelcome leering, sexual flirtations or propositions
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions.



3. Graphic verbal comments about an individual's body, or overly personal conversation
4. Sexual jokes, stories, drawings, pictures or gestures
5. Spreading sexual rumors
6. Touching an individual's body or clothes in a sexual manner
7. Cornering or blocking of normal movements
8. Displaying sexually suggestive objects in the educational or work environment
9. Any act of retaliation against an individual who reports a violation of the District's sexual harassment policy or who participates in the investigation of a sexual harassment claim

The site administrator has the responsibility of maintaining an educational and work environment free of sexual harassment. This responsibility includes discussing the District's harassment policy with his/her students and/or employees and assuring them that they are not required to endure sexually insulting, degrading or exploitative treatment or any other form of sexual harassment.

### **Complaint Procedures**

Employees at Pathways for Adult Life Skills (PALS) are encouraged to avail themselves of our internal complaint procedure if they are confronted with sexual harassment or any prohibited form of harassment.

Such internal complaints are investigated promptly, confidentially and corrective action is taken where allegations are verified.

Any employee or applicant for employment who feels that he/she or another individual in the District is being sexually harassed is encouraged to immediately contact his/her supervisor, principal, other district administrator or the Superintendent or designee in order to obtain procedures for reporting a complaint.

Complaints of harassment are filed in accordance with AR 4031, "Complaints Concerning Discrimination in Employment". Any supervisor who receives a harassment complaint notifies the Superintendent or designee, who ensures that the complaint is appropriately investigated.

All employees receive either a copy of information sheets prepared by the California Department of Fair Employment and Housing or a copy of the District's information sheets that contain, at minimum, components on:

- a. The illegality of sexual harassment
- b. The definition of sexual harassment under applicable state/federal law
- c. A description of sexual harassment, with examples
- d. The District's complaint process available to the employee
- e. Directions on how to contact the Fair Employment and Housing Department and Commission (Government Code 12950)

In addition, Pathways for Adult Life Skills (PALS) educates its personnel on sexual harassment guidelines at the beginning of each school year. New District employees must sign that they have received a copy of sexual harassment descriptions, guidelines, policies, and procedures for filing a claim. Policy updates are disseminated to the staff throughout the year.

The Perris Union High School district has also contracted with the Keenan Safe School training program. Management staff, as well as all other employees, has access to log in with employee identification number and take a video course on proper conduct in an effort to avail sexual harassment. This portal can be accessed at <http://puhsd.ca.safeschools.com/login>.

If further information, interpretation or advice is needed regarding sexual harassment, the Assistant Superintendent or Director of Human Resources for the Perris Union High School District may be contacted.

**TAB 11.** School Wide Dress Code Relating to “Gang-Related Apparel” (Education Code Sections 35294.2(a)(2)(F); 35183(a)(2), 48950)

### **Pathways for Adult Life Skills (PALS) Dress Code**

Pathways for Adult Life Skills (PALS) adheres to the Perris Union High School District dress code, which has established standards for student dress and grooming. The Board of Education expects students to represent themselves in a manner that is conducive to educational policies and standards. Each site administrator establishes, publishes, and enforces the appropriately specific dress code for their students based on the following guidelines:

1. Each student must be groomed in a clean, neat manner which does not:
  - a. Create a safety hazard for himself/herself or for other students;
  - b. Constitute a serious or unnecessary distraction to the learning process, nor;
  - c. Disrupt the campus order
2. Clothing depicting gangs or that is worn or altered in such a way as to identify students with gangs is not allowed, including jackets, shirts, sweatshirts, shoes, hats and accessories.
3. Only school or District issued hats or hats without logos shall be permitted to be worn on campus. Other hats, caps, hairnets, or head coverings are not allowed. Hats shall not be altered and shall not be worn inside buildings.
4. Attire that advocates or advertises any type of alcohol, drugs, or acts which are illegal, obscene, or hazardous to one’s health and safety, including crude and vulgar printing or pictures, or degrades any particular group is not allowed.
5. Attire which is extremely revealing and/or which does not cover undergarments is not allowed, including strapless or off-the-shoulder tops, bare midriffs, tank tops or muscle shirts, fishnet tops, perforated, ripped, or cut-off garments that sag below waist level.
6. Proper undergarments should be worn.

7. Shoes must be worn at all times. Flip flops, socks or sock-like footwear, and slippers are not safe or appropriate for school and are not allowed unless the student has a medical waiver.
8. Parents/Guardians and students have the primary responsibility to see that students are properly dressed for school. School personnel have the responsibility for maintaining proper and appropriate conditions conducive to learning.
9. Students who violate any part of the dress code will be given an opportunity to change to their own clothing or to school-provided alternative clothing. Additional disciplinary action may be imposed as deemed necessary by school authorities.

BP5132 – Dress & Grooming

AR5132 – Dress & Grooming

[DRESS CODE] FROM PARENT/STUDENT HANDBOOK 2014-15

The manner in which a student dresses for school influences behavior in the learning environment. Students are expected to come to school in a manner which assures adequate modesty. Student dress that causes disruption or leads to unsatisfactory behavior is inappropriate, and is not to be worn to school.

***Any adult on campus may make the judgement about the appropriateness of a student's apparel and report it to Administration, which will make the final decision.***

### **Expectations and Guidelines for Apparel**

Visual examples of the dress code at Pathways for Adult Life Skills (PALS) can be found on our web page <https://plhs.puhsd.org/>. The dress code is in effect during school hours as well as during school sponsored activities. PALS seeks to maintain a positive learning environment where mutual respect and high personal standards are established. Because of this, it is expected that clothing policies at PALS will be followed by all students/staff and reflect the following:

- ★ Hats deemed to be gang affiliated or contains drugs/sexual content/violence references will be confiscated.
- ★ All clothing and accessories must be school appropriate.
- ★ Clothing and accessories must not promote illegal substances, violence, alcohol, or sexually explicit material.
- ★ Items that are classified as drug paraphernalia are not permitted to be worn as accessories or clothing.
- ★ Any clothing, purse, backpack, notebook, jewelry, etc. displaying a hate symbol is strictly prohibited at school.
- ★ Clothing and accessories must not discriminate against any religious or ethnic groups.
- ★ Clothing and accessories must be free of safety pins and spikes.
- ★ No strapless clothing or blouses with only one strap (straps may not be tied or hooked on with pins).
- ★ Shirts must be worn at all times.
- ★ Clothing shall be sufficient size--appropriate to conceal all undergarments at all times.

- ★ The bottom of the shirt and the top of the pants must meet.
- ★ Do rags, wave caps, bandanas, sweatbands must be worn as hair accessories ONLY.
- ★ No clothing to deliberately conceal the identity of student (hoods, scarves, bandanas).
- ★ Shoes must be worn at all times. Shoes must be appropriate for the school activity and school safety (bedroom slippers, steel toed shoes/boots are not to be worn at school). It is recommended that sandals have heel straps. Flip flops are discouraged.
- ★ Chains are not permitted even when attached to a wallet or worn on clothing. These will be confiscated.
- ★ Solid Color (Black, Blue or White) Gloves are allowed only in cold weather.
- ★ Sunglasses may not be worn indoors (unless by doctor's prescription).
- ★ When a new fashion trend becomes a symbol that may be dangerous, anti-social, or the arrangement of specific clothing items denotes gang affiliation, Administration of PALS reserves the right to prohibit such items and arrangements.

**This dress code is in effect during school hours  
as well as during school sponsored events.**

Students who come to school in clothing that is inappropriate can be assigned a disciplinary consequence and will be required to change into school appropriate attire. Violation of the dress code can result in a warning or suspension for willful defiance of authority:

**Examples of Possible Violations:**

**Immodest:**

- revealing clothing
- bare midriffs--shirts or blouses should extend beyond belt level (front and back)
- see through clothing
- perforated clothing without undergarments
- cut off shirts
- revealing shorts and pants/underwear showing
- tube tops
- backless tops
- shorts and skirts must be of a length to cover all appropriate body parts when sitting, standing, bending and kneeling.
- pajama bottoms or tops
- reference to sex, tobacco, alcohol, violence, racism, or drugs on clothing

**Sagging:**

Sagging pants are not allowed on campus. Pants or shorts that “sag” down around and below the hips or that allow the undergarments to show are prohibited. Example: When the belt is removed, if the garment falls off, or if the crotch is lower than mid-thigh or the width of the leg is determined excessively wide.

**Vulgar/Obscene:**

Pictures, images, words, or sayings that are offensive by traditional standards shall not be visible on clothing.

**TAB 12. Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School**

**(Education Code Section 35294.2(a)(2)(H) (BP 3541-*Transportation Routes and Services*) (BP 1250-*Visitors/Outsiders*)**

Egress and Ingress to the campus have been effectively handled at Pathways for Adult Life Skills (PALS). Both classified and certificated personnel have report times prior to student arrival.

Main gates to the campus are unlocked at 9:00 a.m. Students arriving on campus are not allowed to leave campus once they arrive. The passing bell rings at 9:00 a.m. Busses arrive to drop off in the front of the school utilizing the designated bus lane. All ingress and egress to the campus must occur by means of the front door located in the administration building located on “B” St.

The regular school day at Pathways for Adult Life Skills (PALS) lasts from 9:00 a.m. to 2:15 p.m. from Tuesday through Friday.

All visitors must sign in and identify their purpose and destination. Parents or guardians picking up students prior to the end of the school day must sign in and be authorized according to emergency card information – identification is required to pick up a student.

In the event that a student leaves our campus without permission, the parent or guardian is immediately contacted. If, for some reason, the office is notified that a student did not arrive home at the expected time parents are encouraged to contact local friends, and in extreme cases, the police.

**TAB 13. Procedures to ensure a safe and orderly environment – (Education Code Section 35294.2(a)(2)(H)**

In addition to procedures in the event of an emergency, Pathways for Adult Life Skills (PALS) has incorporated many safe school strategies in the daily lives of our students. They include:

- ❖ Fencing around the perimeter of the campus
- ❖ A “closed campus” sign-in policy for all visitors
- ❖ Referral system for unsafe conduct

To create a school culture that promotes self-monitoring behavior, Pathways for Adult Life Skills (PALS) provides its students with an education on a wide range of safety issues.

Safety education is reinforced in the classroom with discussions, teacher conferences, and administrator support.

An orderly environment is an integral part of a safe school atmosphere. Students who arrive early for school are supervised by designated personnel.

Pathways for Adult Life Skills (PALS)'s Inclement Weather Schedule allows students to remain in classrooms before school and during lunch. Breaks can be held in the classroom, with a restroom/snack schedule designated by the individual teacher.

Teachers are required to stand in front of their class outside their door prior to each period. Campus supervisors and site administrators work together to get students to class on time. Students who require school-provided transportation are supervised by assigned staff at the boarding area. Personnel remain on duty until the buses are loaded and pulling out of the parking lot.

BP5137 – Positive School Climate

BP 5145 – Safety

AR3515 – Campus Safety

BP5142.2 – Crossing Guards

BP3515.2 – Disruptions

AR3515.2 – Disruptions

BP0450 – Comprehensive Safety Plan

AR 0450 – Comprehensive Safety Plan Advisory Committee

**TAB 14. Rules and procedures on school discipline – (Education Code Section 35294.2(a)(2)(I); 35291; and 35291.5)**

**Philosophy**

We believe that responsible citizenship begins in the home and is reinforced at school. The primary responsibility for citizenship instruction, therefore, rests with the parents. Freedom and responsibility go hand in hand and students have a responsibility to others in their school relationships. Good citizenship should be rewarded and poor citizenship should be discouraged. We believe all students can behave appropriately and must be held accountable for their actions.

Responsibility for following rules is the students'. Students must know the rules and regulations of the school, be responsible for their part in maintaining these regulations, be aware of the consequences when they are broken and be reinforced positively when they are conforming to the concept of good citizenship. We believe good citizenship and good academic performance are related.

**Classroom Rules**

Each classroom teacher establishes rules for their room and the consequences should the student choose to break those rules. These are established within the first few days of school and are usually reviewed with the parent at Back to School Night. Consequences of breaking class rules may include (but are not limited to): time out in the office, loss of privileges, detention (lunch or after school), loss of special activity (such as work/vocational excursions or field trips), etc.

**School Rules**

1. Students must be on time to school.
2. Students must be respectful and kind to everyone...adults and students alike. Use Mr., Mrs., Miss, or Ms., or correct title for all adults.
3. Gambling, buying, selling, trading, personal items on school grounds is illegal.

4. Students must be supervised at all times; students(s) shall not remain in a classroom without a certificated or classified adult present supervising.
5. Exemplary behavior is expected during assemblies, lunch, or whenever students are on the campus. Good manners are to be in effect at all times. Only applause is acceptable; no booing, yelling, screaming, whistling, or unacceptable noises are permitted.
6. Students leave school immediately after dismissal unless previous arrangements have been made between the teacher and parent.
7. Arrangements for after school activities are to be made prior to coming to school that day.
8. Students are to obey all safety rules.
9. Students will not push, hit, or use aggressive behavior (whether serious or in “horseplay” toward other students or use bad language or obscene gestures.

Students who choose not to follow classroom or school rules receive a referral for their misbehavior. Discipline is progressive and begins with the classroom teacher. This depends upon the individual classroom teacher’s discipline plan.

If the student is sent to the discipline office, progressive discipline is utilized. The student may be counseled, given lunch detention, assigned On Campus Suspension, or Off Campus suspension to name the most common options to use. The appropriate discipline will depend on the gravity of the misbehavior and prior record.

### **Campus Safety Rules**

1. Students are to report to class when they arrive on campus.
2. Student are not allowed to push, cut in or run to any line.
3. Students must wait their turn in the lunch line.
4. Snacks may be eaten only in designated areas.
5. Students may not leave the campus without permission.
6. No objects other than balls may be thrown.
7. No physical horseplay is allowed on campus.
8. Students may not hang or climb on baseball backstops, buildings, trees, fences or walls.
9. Students must walk to and from the lunch area.
10. Students may not push, hit or threaten others.
11. Students must report to an adult when a ball goes over a fence.
12. The use of profanity is prohibited.

### **Positive Consequences for Appropriate Behavior**

Pathways for Adult Life Skills (PALS) believes that when students choose to follow school rules, their positive behavior should be rewarded. As opportunities arise, special events or activities are used to reward student for positive behavior. Students who choose to follow the rules will have the following consequences:

## **Classroom**

Individual teachers determine their own procedures in collaboration with the school wide system.

BP5144

### **TAB 15. Procedures adopted under SDFSCA (Safe and Drug Free Schools and Communities Act)**

- Positive Action
- Project Alert
- Data Review Process
- Input from Stakeholders (CPM)
- Other: \_\_\_\_\_

The Perris Union High School District Title IV Program expands authority to sites to encompass issues addressed in Goal Seven of the National Educational Goals in order to create learning environments that are free of violence and drugs.

Our students are encouraged to take responsibility for life-long health, promote and respect the health and safety of others. S&DFSC target all students attending Pathways for Adult Life Skills (PALS).

The programs are based upon the state and District's standards. Students are provided with an integrated and coordinated program based on student needs and educationally sound and legally acceptable educational practices. All students have equitable access and an opportunity to participate in and benefit from high-quality curricular and extracurricular activities. The American Heart Association, American Medical Association, and American Cancer Association are an integral part of the program, which provides support and supplemental materials.

Pathways for Adult Life Skills (PALS)'s Health and Safety Programs offer a combination of health knowledge, skills, and motivation. The program challenges students to achieve their personal health potential in a manner that is meaningful to them. This approach has the added advantage of fostering self-concept, personal responsibility, critical thinking, conflict resolution, and many other critical life skills.

Teachers, administration, classified staff members, parents, and members of the community have the opportunity to assist in and support the PALS program. A site coordinator, in collaboration with the administration and Director of Pupil Services, directs our S&DFSC program.

BP 3513.1 and AR 3513.1 – Tobacco-Free Schools



Pathways for Adult Life Skills (PALS) provides a comprehensive Safe and Drug Free School program.

### **Red Ribbon Week**

Red Ribbon week occurs during the month of October. The focus is to educate students on how to live a drug-free life. The site representative creates various activities throughout the week. Students are given a red ribbon to wear during the week. In addition, they have opportunities to pledge a drug-free life.

### **Field Trips**

The site representative chaperoned a bus load of students to the Anti- Stigma Conference. Students were exposed to healthy living strategies delivered through presentations of qualified experts in various fields of counseling and education.

**TAB 16. Hate crimes procedures and policies (Education Code Section 200, 233, and 48900.3 outline the policies and procedures schools must follow in addressing hate violence. California Penal Code sections 422.6, 422.7, 422.75, 422.8, 422.9, 422.95 and 628 (Title 11.6, Civil Rights) define hate-motivated crimes.**

Pathways for Adult Life Skills (PALS) utilizes a variety of staff to reduce and avoid violence on campus. All staff members deal on a daily basis with students who may have minor conflicts on campus. An counselor, school psychologist and administrator are on site to counsel students regarding peer relationships, conflict mediation, anger management, teen dating violence, and crisis intervention.

**TAB 17. SRO – School Resource Officer Contact information and site assignments**

### **Riverside County Kids with Guns Protocol**

In recent years, the nation has been stunned by violent incidents involving students on school campuses. Research indicates that these potentially violent youth do not just snap; rather, they exhibit important warning signs prior to acting out. The Secret Service found that in more than 75% of the incidents they studied, other youth knew about the attack before it occurred, and an adult had expressed concerns about the student. In more than half of the cases, more than one person had expressed concern. Over half of the attackers developed the idea to harm the target at least two weeks prior to the incident. Noting the devastation and wishing to avoid the tragic experiences of other communities which have suffered senseless violence on school campuses, a Multi-Agency Team (MAT), consisting of the Superior Court, Riverside County law enforcement agencies, in conjunction with Probation, the District Attorney, County Office of Education, local school districts, Mental Health, Department of Public Social Services and community based organizations, established this Protocol.

This Protocol is to be used within Riverside County in school related incidents for prevention, threat assessment, intervention and services to youth at-risk of violence. Members of the

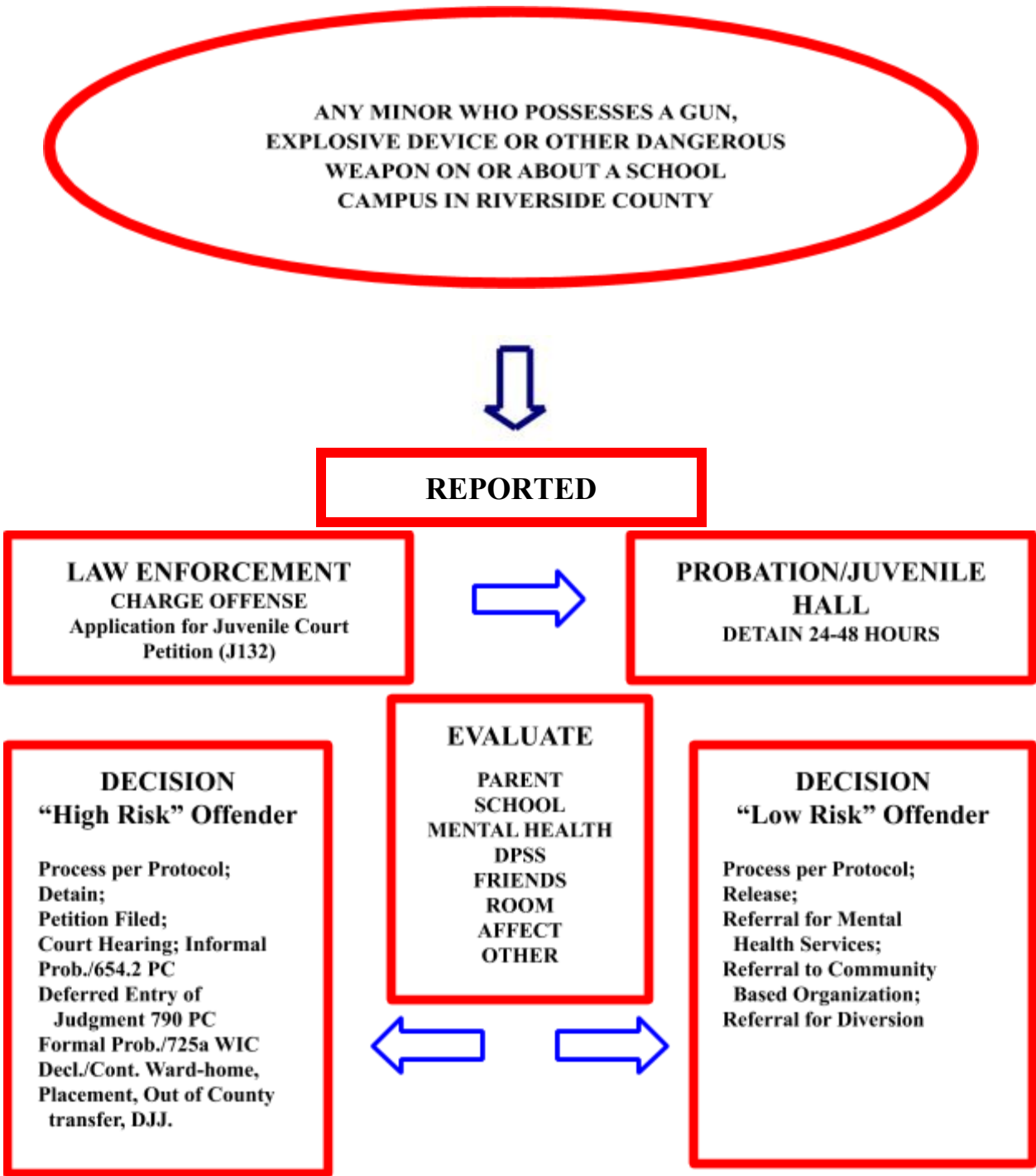
MAT have also agreed to the uniform implementation, enforcement and reporting of incidents involving youth and guns/explosive devices. **Note:** Based upon law enforcement's assessment of the situation, the Protocol may also be used for other weapon offenses.

The members of the Multi-Agency Team (MAT) have also agreed in principle that:

1. Law Enforcement will investigate and report the circumstances of the offense and will expand the investigation by contacting the parent(s) and/or legal guardian(s) and by making a home visit to conduct an evaluation.
2. Probation will detain the minor pursuant to a law violation and will administer the Problem Behavior Inventory instrument and coordinate the efforts of the MAT by making appropriate referrals to the various agencies. Information and assessment from the combined members of the team will be employed in determining future intervention strategies.
3. Riverside County Office of Education will respond rapidly to make available information concerning the minor to the appropriate agencies, and serve as a liaison between MAT and local school districts.
4. A Mental Health clinician will interpret the results of the Problem Behavior Inventory given to the minor by Probation. When indicated by the results of the PBI, Mental Health will complete an assessment on cases to determine the danger of the minor to himself/herself and others. Information from other cooperating agencies will be considered while completing the assessment, which will be shared with other members of the team where appropriate.
5. The District Attorney's Office will review all reports for legal sufficiency and strictly enforce the law by prosecuting any minor found in possession of a gun, explosive device or other dangerous weapon on a school campus. Violations against the parent or legal guardian will be strictly enforced when a juvenile is found in possession of a gun, explosive device or other dangerous weapon. The District Attorney's Office will coordinate with the task force to ensure the interests of public safety and the youth.
6. Child Protective Services (CPS) will respond upon request from law enforcement to conduct family and child welfare assessment to help assess the overall well-being and functioning of other children in the home. CPS will also research its database to determine whether there is an open file or CPS history on the youth or his/her family and share the information with MAT.
7. Riverside County Office of Education, in conjunction with local school districts and Social Services Agencies, will develop an adjunct protocol to deal with threats or acts of violence, excluding acts where firearms are involved. The primary assessment tool will be the personality assessment profile developed by the Mental Health Department.
8. The Juvenile Court judge will hear and make an order on Kids with Guns cases whenever a juvenile Court petition has been filed.
9. This Protocol will be reviewed and updated annually. Within one year a database will be established by the Probation Department. Kids with Guns pamphlets will be released within 90 days.

**A COMMUNITY RESPONSE PLAN**

**STAR Protocol- School Threat Assessment and Response**



<b>School Site</b>	<b>Nurse</b>
Pathways for Adult Life Skills (PALS)	Amanda Horta

## **TAB 18. Other Conflict Resolutions Programs**

- CPI Nonviolent Crisis Intervention for staff (Obtain list of currently trained staff from Risk Management)
- Capturing Kid's Hearts
- Peer Counselors or Peer Mediation Programs/P.L.U.S.
- After School Activity Program
- Anger Management Program
- Bullying prevention program (Describe)
- Tolerance, diversity and multicultural education (Student Forum/P.L.U.S. Forums)
- Community/parent partnerships (Describe)
- Restorative Justice
- Other:

Pathways for Adult Life Skills (PALS) utilizes multiple staff members to counsel students to avoid conflict between students. The academic counselor, the district at-risk counselor, teachers, campus supervisors, other classified personnel, parents, and administration are all involved to some degree when working to resolve low level student peer conflicts.

For more serious conflicts, the school administrator, school psychologist and counselors are involved in in-depth counseling and mediation. They utilize behavior and peer contracts when appropriate.

BP 5138 – Conflict Resolution/Peer Mediation

## **TAB 19. Integrated Pest Management Plan**

**Healthy Schools Act of 2000** - In September 2000 Governor Davis signed into law the Healthy Schools Act of 2000 (Assembly Bill 2260). This law requires schools to notify parents, guardians and school employees about pesticides used in their schools, and require the Department of Pesticide Regulation to promote the voluntary adoption of integrated pest management (IPM) practices in California schools. Most provisions of the law took effect January 1, 2001.

### **School District requirements of the Law:**

- ❖ Notification of all pesticide products the school District expects to use on school grounds must be sent annually to parents or guardians of all students. These products include over-the-counter pesticides available at retail outlets, but do not include certain products exempted under the law. The notifications must list the active ingredients in each pesticide product and the Internet address for the Department of Pesticide Regulation (DPR) to access additional information.
- ❖ Each school will establish a list of parents or guardians who want to be notified before individual pesticide applications are made.

- ❖ Each school district will ensure that warning notices are posted in areas where pesticides will be applied. These signs will be posted 24 hours in advance and 72 hours after application of pesticides, and will contain information as specified in the law.
- ❖ Each school will maintain records of all pesticide use at the school for four years and the records will be available to the public upon request.

**Perris Union High School District’s Integrated Pest Management Plan** – We have implemented a database application and other related systems to ensure that our District is in compliance with the law. In addition we have developed an “Integrated Pest Management Plan” that utilizes regular monitoring and record keeping determining if and when treatments are needed, and employs a combination of strategies and tactics to keep pest numbers low enough to prevent unacceptable damage or annoyance.

**Important Guidelines** - These guidelines should be followed by all staff to assist in effectively managing the use of pesticides on our sites:

- ❖ Site staff should notify their site administrator when pest control is needed.
- ❖ Administrative staff should notify Maintenance and Operations via a work order when pest control is needed.
- ❖ Staff must not use any type of pest control chemicals at any school site.
- ❖ Staff should eliminate food stuffs in their work areas that might attract pests, i.e., cakes, cookies, candies, sack lunches, sugary beverages, etc.

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For immediate pest control response, i.e. swarming bees or ants, Maintenance & Operations should be contacted via phone @ (951) 943-6369, x80252.

**TAB 20. Injury and Illness Prevention Plan (IIPP) with Reporting Form for Unsafe Conditions**

The Perris Union High School District is committed to providing a safe and healthful workplace for all of its employees and to providing a safe and healthful facility for all students and site visitors. To fulfill its obligation the District has incorporated an Injury and Illness Prevention Program. The intent of this Program is to prevent or minimize the probability of injuries and illnesses to workers, students and visitors, and to comply with applicable State, Federal and local health and safety codes, standards and regulations.

The Injury and Illness Prevention Program is intended to standardize various safety programs and procedures into one effective, uniform program and to ensure compliance with State and Federal safety regulations.

The Program identifies the District’s responsibilities and also defines responsibilities of the Program Coordinator, administrators, managers, supervisors and all other employees.

The components described in the District’s IIPP are:

- ❖ Communication

- ❖ Identification & Evaluation of Workplace Hazards
- ❖ Corrections of Unsafe or Unhealthful Conditions
- ❖ Investigations of Occupational Injury, Illness or Exposure to Hazardous Substances
- ❖ Employee Training
- ❖ Record Keeping
- ❖ Plan Review

The District, its Board and its management pledges support of this Program to ensure that it remains a viable method of protecting all employees and all other site occupants.

**TAB 21. Site Safety Inspection Checklists  
(Risk Management—Inspection Checklist, Final Week Cleaning Checklist, Cleaning Procedures for PUHSD Health Offices)**

Pathways for Adult Life Skills (PALS) participates in quarterly safety inspections conducted by campus staff. The purpose of quarterly site inspections is to help identify and evaluate unsafe conditions. Safety inspections are part of the District’s written Injury and Illness Prevention Program.

The safety inspections are documented. The safety inspection checklists are documentation of inspections and include lists of areas inspected, the date of the inspection, name of inspector, signature of site administrator, and action taken to abate hazard.

Safety Inspections are completed, signed, and sent to the District office quarterly for documentation.

Some areas on the checklist include but are not limited to athletic facilities, grounds & fields, multi-use rooms.

Pathways for Adult Life Skills (PALS) participates in District-wide Hazardous Materials Inspections.

Keenan & Associates, the District’s Third Party Administrator for Property and Liability coverage, conducts an annual Hazardous Materials Inventory and Inspection throughout the Perris Union High School District.

The purpose of the inspection is to assist our District in obtaining a current, detailed inventory of hazardous material supplies on school sites and throughout the District and to meet the regulatory requirements under Worker Right-to-Know, Hazardous Materials Disclosure Laws, and as required by Cal/OSHA – CCR, Title 8, Section 5194.

The inventory not only provides information to management, it is also a valuable tool to be used to monitor and control chemicals in the workplace.

The inspection also provides the District with a hazardous materials survey that addresses and identifies specific conditions regarding storage, labeling, compatibility, fire extinguishers, eyewash stations, etc., which were present at the time of the inventory.

Using the chemical inventories District staff put together binders that contain Material Safety Data Sheets (MSDS) for each item listed. These binders can be found in the staff workrooms or lounges, in the science chemical storerooms, and in the custodial closets. In addition, electronic MSDS folders have been created and are located at <http://puhsd.ca.schoolsmsds.com>.

BP 3514.1 – Hazardous Substances

AR 3514.1 – Hazardous Substances