



Riverside County Office of Education
Alternative Education
Community School

Comprehensive School Safety Plan
2025-2026



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County-District-School Codes

Riverside County Office of Education County-District Code 33-10330

Riverside County Community School County-District-School Code 33-10330-3331055

Location

District Address: 3939 Thirteenth Street, Riverside, CA 92570. Telephone: 951-826-6530

Dates of Development

Date of Comprehensive School Safety Plan development by Safety Planning Committee: November 2024-January 2025.

Date reviewed by Safety, Emergency Preparedness Coordinator: December 2, 2024

Date of consultation with Fire Department in the writing and development of the Comprehensive School Safety Plan: January 9, 2025

Date of consultation with School Resources Officer/Local Police Department in the writing and development of the Comprehensive School Safety Plan: December 27, 2024

Date of Evaluation of Comprehensive School Safety Plan (by SSC): January 14, 2025

Date School Site Council approved Comprehensive School Safety Plan and communicated the Comprehensive School Safety Plan to the public at a public meeting at the school site: January 14, 2025

Date Board/Governing Authority/Cabinet Approved Comprehensive School Safety Plan: February 13, 2025

Overview of Safe School Plan

Providing a safe learning environment is a priority for staff, parents, students, and school community members. The Riverside County Office of Education (RCOE) Alternative Education program prioritized school safety in the Local Control and Accountability Plan (LCAP). LCAP Goal 2 is focused on connecting all students to school and educating students in positive, safe, and healthy learning environments. Community School staff members are focused on providing a safe and secure environment free of violence, intimidation/fear, and drugs. Staff members prepare students to be self-disciplined and responsible citizens who can meet the challenge of living in an ethnically and socio-economically diverse community.

Staff members promote caring and nurturing relationships and work cooperatively with parents, students, law enforcement representatives, and other community agencies. Staff members stress prevention of violence on campus and prepare students to handle conflict, anger, and other threats to safety. Programs are implemented to prevent drug, alcohol, and tobacco use. Counseling and social work interns stress violence reduction. The discipline policy provides students with behavior guidelines that are aligned to the California Education Code and RCOE policies. School-wide rules, classroom rules, the dress code, and consequences for rule infractions provide students with clear expectations for behavior. The focus is to reduce barriers to learning as well as build protective factors leading to student success, both academically and socially.

Intervention and prevention programs focus on positive youth development. The Community School staff members implement actions to create a positive school climate and promotes social-emotional learning using research-based strategies. Community School staff members implement multi-tiered systems of support/response to intervention for students that promote high expectations, maintain student engagement in school, and provide systems for student success. Specific programs include Positive Behavioral Interventions and Supports (PBIS)/Restorative Practices. The administration, teachers, and classified staff develop, monitor, and evaluate school safety plan components each year. The Leadership Team reviews

data on attendance, referrals, suspensions, Interquest canine visit logs, and the results from the California Healthy Kids Survey to evaluate the Safe School Plan.

Prioritizing the safety and well-being of our students and staff, we have established procedures to promptly assess and respond to reports of dangerous, violent, or unlawful activity within the school premises, during school-sponsored events, or on school buses. In the event of such reports, steps include an immediate assessment of the situation, notification of relevant authorities, thorough investigations, and the implementation of appropriate interventions to ensure the safety of all individuals involved. Emphasizing a collaborative approach, we engage staff, students, and law enforcement to address threats swiftly and comprehensively, maintaining a secure educational environment.

Procedures for Safe Ingress and Egress

Ingress and Egress

All unauthorized persons entering the campus must sign in and identify their purpose and destination. In addition, 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. Both classified and certificated personnel have report times prior to student arrival. The regular school day is scheduled from 8:30 a.m. to 3:00 p.m. Minimum days are every Wednesday with a release time at 1:00 p.m. At this time, all ingress and egress to the campus must occur by means of the front door located in the administration building.

In the unlikely event that a student leaves our campus without permission, the parent or guardian is immediately contacted. If the parent or guardian is unavailable, law enforcement is contacted, and appropriate steps are taken to locate the child. If, for some reason, the office is notified that a student did not arrive home at the expected time, steps are taken to verify the following:

- ❖ Who last saw the child?
- ❖ What mode of transportation was used?
- ❖ What dismissal procedures did his or her classroom teacher follow?

Once these questions are addressed, both parents and office staff follow up on the situation until the child is located, or the need for further intervention is determined.

Student ID Cards and Parking Permits

Students in alternative education programs are required to have identification cards (ID) when they are on campus. Students who drive cars on campus are required to provide a copy of their driver's license and automobile insurance in order to obtain a parking permit.

Restricted Campus

The Community School is a closed campus. Students may not leave the campus without a parent/guardian or emergency contact coming to the school and signing the student out for an approved reason (e.g., illness, injury, medical appointment, serious illness of a family member, death of an immediate family member, court appearance, observance of a religious holiday or ceremony, etc.). If the parent/guardian is not able to pick up the student, students must bring a note from the parent/guardian in order to leave campus during the school day. A phone number where the parent/guardian can be reached should be written on the note to enable the school to verify the note with the parent/guardian.

Visitors on Community School Campuses and ID Badges

As a closed campus is in effect, no visitors are allowed. Any non-student who wishes to enter the campus must obtain clearance from the office before entering the campus. Visitors are not allowed on campus without a prior appointment and/or the explicit authorization of the school principal. The Community School students may not visit other schools without the permission from that school's principal. All visitors are required to sign in at the front office of the school and obtain a visitor's badge. Entry to the campus is only through the administration office. All visitors who enter campus are required to have their driver's license or California identification card scanned by the school security information system and will receive a visitor's ID badge that specifies the date and time to be on campus.

Visitors on Community School Campuses-School Visiting Procedures

All visitors and outsiders, as defined in law, local policy of the host school, and administrative regulations, shall register immediately upon entering any school building or grounds. Parents/Guardians and members of the media (including a publisher, editor, reporter, or other person connected with or employed by a newspaper, magazine, other periodical publication, press association or wire service, radio station, or television station) shall register upon entering school premises during school hours (95 Ops.Cal.Atty.Gen. 509, 1996). When a Riverside County Office of Education class/program is located on a school district site, the policy and guidelines of the host school shall prevail for this purpose.

Unless otherwise directed by the site administrator or designee, a staff member shall accompany visitors/outsiders while they are on school grounds. The site administrator or designee shall provide a visible mean of identification for all individuals, including parents/guardians, who are not students or staff members while on school premises. Volunteers, visitors, parents/guardians, substitute employees, vendors and contractors shall wear a badge or other visible means of identification for the duration of their time on school premises. Students and staff should wear visible means of identification, if available.

The County Office of Education encourages all individuals to assist in maintaining a safe and secure school environment by behaving in an orderly manner while on school grounds and by utilizing the County Office of Education's complaint processes if they have concerns with any County Office of Education program or employee. In accordance with Penal Code 626.7, the site administrator or designee may request that any individual who is causing a disruption, including exhibiting volatile, hostile, aggressive, or offensive behavior, immediately leave school grounds. The County Office of Education recognizes that under California law, any person whose conduct materially disrupts classwork or extracurricular activities or causes a disturbance on school grounds may be guilty of a misdemeanor and subject to fine, imprisonment, or both. When such conduct occurs, the County Superintendent of Schools may take action leading to the imposition of these penalties.

Possession of unauthorized dangerous instruments, weapons or devices is prohibited on school premises, on any public right-of-way immediately adjacent to school property, or any other place where a teacher and student(s) are required to be in a connection with assigned school activities.

Outsiders shall register upon entering school premises during school hours. Any person other than the following is considered an outsider: (Evidence Code 1070; Penal Code 627.1, 627.2)

1. A student of the school, unless currently under suspension.
2. A County Board of Education member or County Office of Education employee.
3. A public employee whose employment requires being on school grounds, or any person who is on school grounds at the school's request.
4. A representative of a school employee organization who is engaged in activities related to the representation of school employees.
5. An elected public official.

In order to register, an outsider shall, upon request, furnish the site administrator or designee with the following information: (Penal Code 627.3)

1. Name, address, and occupation.
2. Age, if less than 21.
3. Purpose for entering school grounds.
4. Proof of identity.
5. Other information consistent with the provisions of law.

The site administrator or designee may refuse to register any outsider if he/she reasonably concludes that the individual's presence or acts would disrupt normal school operation; threaten the health and safety of students or staff; would result in damage to property; or would result in the distribution or use of a controlled substance. The site administrator or designee or school security officer may revoke any outsider's registration if he/she has a reasonable basis for concluding that the individual's presence on school grounds would interfere or is interfering with the peaceful conduct of school activities or would disrupt or is disrupting the school, students, or staff (Penal Code 627.4). If such a person is a parent/guardian,

appropriate consideration and accommodations will be made with respect to their legal right to participate in their student's education.

When an outsider fails to register, or when the site administrator or designee denies or revokes an outsider's registration privileges, the principal or designee may request that the individual promptly leave school grounds. When an outsider is directed to leave, the site administrator or designee shall inform him/her that if he/she reenters the school within seven days he/she may be guilty of a misdemeanor subject to a fine and/or imprisonment (Penal Code 627.7).

Any person who is denied registration or whose registration is revoked may appeal to the County Superintendent or site administrator by submitting, within five days after the person's departure from school, a written request for a hearing. This request must state why he/she believes the denial or revocation was improper and must provide an address to which the hearing notice may be sent. Upon receipt of the request for a hearing, the County Superintendent or site administrator shall promptly mail a notice of the hearing to the person requesting it. A hearing before the County Superintendent or site administrator shall be held within seven days after receipt of the request. (Penal Code 627.5).

School Visiting Procedures-Presence of a Registered Sex Offender on Campus - EC §§ 49091.10 and 51101
Parents/guardians, including those who are required to register as sex offenders, have a prescribed right to be involved in the education of their children. Any person who is required to register as a sex offender pursuant to Penal Code 290, including a parent/guardian of a County Office of Education student, shall only enter upon school grounds for lawful business and after obtaining written permission from the County Superintendent, site administrator, or designee. As necessary, the site administrator shall consult with local law enforcement authorities and/or legal counsel before allowing the presence of any such person at school or other school activity. The site administrator also shall report to the County Superintendent or designee anytime he/she gives such written permission. The principal shall indicate on the written permission the date(s) and times for which permission has been granted.

Any person required to register as a sex offender pursuant to Penal Code 290, including parent/guardians, shall only enter upon school premises for lawful business and after obtaining written permission from the County Superintendent, site administrator, or designee (Penal Code 626.81). The County Superintendent, site administrator, or designee shall make the determination regarding whether to grant access, for what purpose, and the duration of such access, based upon available information and upon consultation with local law enforcement authorities or legal counsel, if necessary. If a registered sex offender is granted written permission and has lawful business to enter upon school premises, he/she shall be accompanied by the site administrator or designee at all times while on school grounds.

Procedure for Leaving School/Student Pick-Up

When it is necessary to pick a student up during school hours, the parent/guardian is required to go to the office and present a picture ID in order to check the student out of school. Only persons whose name appears on the student's emergency card will be allowed to check the student out of school.

Requirements for Helmets (VC § 21212)

No person under 18 years of age may operate a bicycle, non-motorized scooter, skateboard or wear in-line or roller skates, nor ride as a passenger upon a bicycle, non-motorized scooter, or skateboard upon a street, bikeway, or any other public bicycle path or trail unless that person is wearing a properly fitted and fastened bicycle helmet that meets specified standards.

Use of Facilities by Outside Agencies (e.g., American Red Cross/ Department Emergency Management Department)

RCOE shall cooperate with public agencies as a point of distribution of supplies to meet the needs of the community.

Lead Teacher and Manager on Duty (MOD)

In the absence of the principal, the lead teacher or manager on duty (MOD) will supervise the site. The lead teacher assists and informs the site administrator in handling all emergencies, i.e., medical, behavioral, parental, staff, transportation, maintenance, etc.; contacts other administrators (another site administrator, director, or assistant superintendent) in situations of emergencies when the site administrator is not

available; processes and submits the appropriate office time sheets, leave requests, verification requests, monthly attendance, and other related materials; disseminates appropriate informational materials to staff members; implements monthly drills, and maintains necessary file and safety logs; maintains clerical supplies and keeps inventory; secures site daily and maintains an operating security system; and handles and reports student transportation problems and concerns.

Emergency/Disaster Procedures (including adaptations for pupils with disabilities)

Each school's Emergency Operation Plan (EOP) meets the guidelines of the California's Standardized Emergency Management System (SEMS) and has developed, in consultation with public safety agencies (law enforcement, fire, public health), an "All Hazards" approach for mitigation, preparedness, response and recovery. School EOPs address, at a minimum, the following types of emergencies and disasters and protective measures to be taken before, during, and after:

1. Fire on or off school grounds which endangers students and staff.
2. Earthquake or other natural disasters.
3. Environmental hazards.
4. Attack or disturbance, or threat of attack or disturbance, by an individual or group.
5. Bomb threat or actual detonation.
6. Biological, radiological, chemical, and other activities, or heightened warning of such activities.
7. Medical emergencies and quarantines, such as a pandemic influenza outbreak.

For detailed instructions and list of hazards, refer to RCOE ANNEX A to RCOE Emergency Operation Plan for a complete list of Hazard Emergency Response.

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/her 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.

Each school site works with RCOE to update the emergency plan and incorporate the National Incident Management System (NIMS), which includes staff training in the following Federal Emergency Management Agency (FEMA) courses: IS 100 (Incident Command Systems), IS 700 (NIMS). During disasters, pre-determined areas will identify the various stations (i.e., student holding, command post, and student release).

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

- The principal or designee shall sound fire signals, unless the school and/or building are equipped with an automatic fire detection and alarm system.
- The principal or designee shall call 911.
- All persons shall be directed to leave the building and shall proceed outside to a designated assembly area.
- Staff shall give students clear direction and supervision and help maintain a calm and orderly response.
- In outside assembly areas, teachers take roll, report missing students, and provide assistance to any injured student.
- 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.
- 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.

Fire Drills: Each school site holds fire drills on a regular basis. Education Code 32001 states that 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.

- The principal shall notify the staff as to the schedule for fire drills.
- Whenever a fire drill is held, all students, teachers, and other employees shall be directed to leave the building (5 CCR 550).
- Teachers shall ascertain that no student remains in his/her classroom and the building.
- Teachers and/or campus security supervisors shall be prepared to select alternate exits and shall direct their classes to these exits whenever the designated escape route is blocked.
- The principal/designee and/or campus security supervisor shall keep a record of each fire drill conducted, complete RCOE's Fire Drill After Action Report, and file a copy onsite for site inspections held by the Fire Marshall and forward a copy to the office of Superintendent or designee. Refer to RCOE School Site Emergency Drills and Procedures Reference Guide #009.

Earthquake Drills: Earthquake drills held once each quarter in elementary; once each semester in secondary schools to ensure that pupils and both certificated and classified staff are aware of and are trained in the earthquake emergency protocols.

Earthquake Drill Procedures:

A drop/cover/hold-on procedure in which students and staff members:

- Principal/Designee announces to drop to the ground and take cover.
- Students and staff take cover by getting under a desk or table.
- Hold on until the all clear signal is announced.
- Evacuate only if directed.

Specific Steps for the Drill:

1. Via the public announcement (PA) system, alarms, or verbal direction (in the event of a real earthquake, your signal will be the beginning of shaking itself):
 - Announce that the earthquake drill has begun and to *Drop, Cover, and Hold On*.
 - Suggest that while dropping under a sturdy desk or table, students and teachers look around at what would be falling on them in a real earthquake. These items should be secured or moved after the drill.
2. After at least one minute, announce that the shaking is over.
3. Based upon your school disaster plan, have teachers, students, and staff follow school evacuation procedures according to the school disaster plan.
4. When the shaking has stopped (or when the all clear bell rings) IMMEDIATELY and before teachers exit their rooms, take ten seconds to look around, make a mental note of damage and dangers, check to see if any students are injured. If immediate help can be given to open airway, stop serious bleeding, or put out a small fire, do so. Ask responsible students to assist lightly injured. Non-ambulatory injured should be reassured and wait for treatment where they are, unless it is more dangerous to remain.
5. Teachers take their classroom roll books and classroom emergency kits to the evacuation area. Make sure these stay with the person actually escorting the class to the Emergency Assembly Area (EAA).
6. Staff use the buddy system. Classes should exit in pairs with one teacher in front and one in the back. Take a few seconds to check briefly with the teacher in the classroom to the left, to the right, and across the hall to see if they are in need.
7. In the absence of an instructional assistant, teachers need to be prepared to take a class of a colleague while that teacher assists with any injuries or in the duties assigned to them. Escort class(es) to their designated place in the EAA.
 - Use the suggested routes on your evacuation map or alternate route if your route is blocked or unsafe.
 - Everyone is to stay together and quickly and quietly evacuate following four Evacuation Rules: Don't talk. Don't push. Don't run. Don't turn back.
 - Select two responsible monitors to lead, carefully checking that the evacuation route is clear. You bring up the rear, seeing that everyone is together.

- Check that exit routes are clear. Move directly away from the building when exiting. Children should cover their heads with their bag or book. Do NOT use any elevators. For detailed instruction, refer to ANNEX H, to RCOE Emergency Operation Plan

Shelter in Place: One of the instructions you may be given in an emergency where hazardous materials may have been released into the atmosphere is to shelter-in-place. This is a precaution aimed to keep you safe while remaining indoors. For detailed instructions, refer to ANNEX H to RCOE Emergency Operation Plan.

Specific Steps to Shelter-in-Place at School:

- Close the school. Activate the school's emergency plan. Follow reverse evacuation procedures to bring students, faculty and staff indoors.
- If there are visitors in the building, provide for their safety by asking them to stay – not leave. When authorities provide directions to shelter-in-place, they want everyone to take those steps immediately, where they are, and not drive or walk outdoors.
- Provide for answering telephone inquiries from concerned parents by having at least one telephone with the school's listed telephone number available in the room selected to provide shelter for the school secretary, or person designated to answer these calls. If the school has voicemail or an automated attendant, change the recording to indicate that the school is closed, and that students and staff are remaining in the building until authorities advise that it is safe to leave. There should be a way to communicate among all rooms where people are sheltering-in-place in the school.
- Provide for a way to make announcements over the school-wide public address system from the room where the top school official takes shelter.
- If children have cell phones, allow them to use them to call a parent or guardian to let them know that they have been asked to remain in school until further notice, and that they are safe.
- Provide directions to close and lock all windows, exterior doors and any other outside openings.
- If you are told there is danger of explosion, direct that window shades, blinds or curtains be closed.
- Have employees familiar with your building's mechanical system turn off all fans, heating and air conditioning systems. Some systems automatically provide for exchange of inside air with outside air – these systems, in particular, need to be turned off, sealed or disabled.
- Gather essential disaster supplies, such as nonperishable food, bottled water, battery-powered radios, first aid supplies, flashlights, batteries, duct tape, plastic sheeting and plastic garbage bags.
- Bring everyone into the room. Shut and lock the door.
- Use duct tape and plastic sheeting (heavier than food wrap) to seal all cracks around doors and any vents into the room.
- Write down the names of everyone in the room, and call your schools' designated emergency contact to report who is in the room with you.
- Listen for an official announcement from school officials via the public address system, and stay where you are until you are told all is safe or you are told to evacuate. Local officials may call for evacuation in specific areas at greatest risk in your community.

Lockout and Lockdown: Lockouts and Lockdown procedures may be issued in situations involving dangerous intruders or other incidents that may result in harm to persons inside at an RCOE facility. For detailed instructions, refer to ANNEX I to RCOE Emergency Operation Plan.

Definition

- **Lockout (Level 1):** This is when a threat that is off site that does not directly involve the school or students. A Lockout Level 1 stops people from going on or off campus.
Examples: A scenario could be triggered by a nearby arrest or search warrant being conducted, often triggered by notification from law enforcement; *High Speed chases; suspicious activity off-campus, etc...*
- **Lockout (Level 2):** This is when a threat to a school is made or information is presented that an event could potentially affect the school site. A Lockout Level 2 calls for staff and students to stay in the classrooms with unsupervised movement on campus prohibited.
Examples include events occurring with the vicinity of the school, fugitive in the area, etc.....

- **Lockdown (Level 3):** There is a direct threat to the school and the safety of the school and those inside are at risk. A Lockdown Level 3 mandates that all students and staff stay in locked classrooms.
Examples include Active Assailant, Hostage situations, or a direct knowledge of a planned event, etc.)

Procedures to follow

- **Lockout - Level 1**
 - Verbal Command is Lockout - Level 1
 - Lock all exterior doors except for the main entrance.
 - Limit vehicle access to a single point of entry if possible.
 - Keep all classroom doors locked when possible.
 - Keep blinds open for increase awareness.
 - Classroom activity is to remain NORMAL.
- **Lockout - Level 2**
 - Verbal Command is Lockout Level 2.
 - Lock all exterior doors.
 - Keep blinds open for increase awareness.
 - Secure all vehicle access gates, if safe to do so.
 - All classroom doors are to remain locked and hall activity is to be limited during class.
 - Classroom activity is to remain normal.
- **Lockdown - Level 3**
 - Verbal Command is Lockdown.
 - Lock all doors and access onto school compound.
 - Doors are not to be opened for anyone. Officials who may need access have keys.
 - All classroom activity is to stop.
 - Assembly in designated “safe areas” of the classroom.
 - Turn off lights.
 - Conceal yourself from view.
 - Use furniture to barricade entrances, if safe to do so.
 - Staff and students are to remain out of sight away from windows and in a protected area until the “all clear” call is communicated by the administration office or law enforcement.

Active Shooter Protocols (Active Assailant)

During an active assailant incident, staff and students must quickly determine the most reasonable way to protect their own life. The primary purpose is to prevent, reduce or limit access to potential victims, and to mitigate the loss of life. Training on the FBI’s “Run, Hide, and Fight” protocol is implemented at all sites. Further details are also in the Emergency Operating Site Plan.

Run, Hide, Fight Procedures

| Run | Hide | Fight |
|---|---|---|
| <ul style="list-style-type: none"> • If there is an accessible escape path, attempt to evacuate. • Have an escape route and plan in mind. • Take others with you, but do not stay behind because they refuse to leave. | <ul style="list-style-type: none"> • If evacuation is not possible, find a place to hide where the active shooter is less likely to find you. • Take steps to prevent the active shooter from entering your hiding place: <ul style="list-style-type: none"> ○ Lock and blockade doors. ○ Your hiding place should not trap you or restrict your options for movement. | <ul style="list-style-type: none"> • This should be done as a last resort, and only when your life is in imminent danger. • Acting as aggressively as possible, attempt to disrupt or incapacitate the shooter. • Throw items and improvise weapons. |

Adaptations of Routine and Emergency Procedures for Students with Disabilities

Individualized emergency procedures have been incorporated into the student's IEP, discussed with the youth's parents/guardians, and reviewed with the principal, teachers, and site support staff. The needs of the students with disabilities will be reviewed with the first responders during an emergency. Refer to ANNEX L to RCOE Emergency Operation Plan (Access and Functional Need Students Plan) for additional information.

Civil Disturbance Outside of the Facility

Upon receiving information of or witnessing a Civil Disturbance occurring outside community school. The principal shall contact law enforcement to report the disturbance and notify RCOE administrators. Based upon the circumstances and severity of the disturbance, the site may consider the following actions: Restricting outside activities; Suspension of live television and radio programs; Additional interior perimeter check; site lockdown; and, notification of staff outside of the site to divert to another location.

Hazardous Materials

Keenan & Associates, RCOE's Third Party Administrator for Property and Liability coverage, conducts an annual Hazardous Materials Inventory and Inspection throughout the Riverside County Office of Education. The purpose of the inspection is to assist RCOE in obtaining a current, detailed inventory of hazardous material supplies on school sites and throughout the RCOE 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 RCOE 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. Refer to RCOE's Hazard Communication Plan (HCP) for additional information. To access RCOE specific site's Safety Data Sheets (SDS) visit:

<https://www.rcoe.us/departments/administration-and-business-services/operational-support-services/maintenance-and-operations/safety-data-sheets>

Procedures for Responding to the Release of a Pesticide or Other Toxic Substance (from properties located within one-quarter mile of a school)

Integrated Pest Management Plan

RCOE has adopted an Integrated Pest Management (IPM) policy with regards to pest management on RCOE property and complies with the notification, posting, recordkeeping and all other requirements of the Healthy Schools Act. The IPM Plan is online on the RCOE website and includes the following:

- Annual notification of all pesticide products RCOE expects to use on school grounds. These products include over-the-counter pesticides available at retail outlets, but do not include certain products exempted under the law. The notifications list the active ingredients in each pesticide product and the Internet address for the Department of Pesticide Regulation (DPR) to access additional information.
- Notices in areas where pesticides will be applied, posted 24 hours in advance and 72 hours after application of pesticides, and contain information as specified in the law.
- Parents/guardians and staff that register with the school administration office to be notified before each pesticide application shall receive notification at least 72 hours.
- Procedures for maintaining records of all pesticides use at each school.
- Monitoring and record keeping, strategies and tactics to keep pest numbers low to prevent unacceptable damage or annoyance.

Important Guidelines Refer to RCOE Integrated Pest Management Reference Guide #012. These guidelines will be followed for all staff to assist in effectively managing the use of pesticides on our sites:

- Site staff notify their site administrator when pest control is needed.
- Staff 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. Only authorized personnel that have received approved pesticide training shall be allowed to use any type of pesticides on school campus.
- Staff eliminate food in their work areas that might attract pests (i.e., cakes, cookies, candies, sack lunches, sugary beverages, etc.).

For immediate pest control response (i.e., swarming bees or ants), Maintenance and Operations is contacted via telephone at 826-6410.

Air Quality Reports

Refer to RCOE Air Quality Reference Guide #002. During times of heightened air pollution or during wildfire smoke days, RCOE (Operational Support Services (OSS), Safety Emergency Management) sends out a daily air quality report obtained from local government sources. This report makes recommendations for individual physical activity based on the current air quality. Each school site uses this to limit outside activities, especially physical education, to protect the health of our students and staff. The air quality index can be viewed on the Riverside County Office of Education's Emergency Preparedness webpage at Riverside County Office of Education's Emergency Preparedness webpage. Updates to the index are made on an hourly basis.

Attendance

Student Attendance Requirements

Student attendance and achievement are directly related. Therefore, students are required to attend the entire school day on a daily basis. The parents/guardians of the student must notify the school attendance staff and/or the teacher in advance of scheduled absences. Student make-up work may be arranged at this time. All absences must be cleared through the school attendance office or the student's teacher.

Attendance Letters/SARB Process

Unexcused absences/truancies will result in a parent-teacher conference, a conference with the School Attendance Review Team (SART), or a meeting with the School Attendance Review Board (SARB). Truancy letters are sent to parents for absences or tardiness of 30 minutes or more without a valid excuse. A combination of unexcused absences and tardiness will also result in the issuance of truancy letters. The first letter will generate after three unexcused absences/tardiness. A second letter will generate after six unexcused absences/tardiness. A SART conference will be scheduled after the second letter is generated. A third letter will generate after nine unexcused absences/tardiness. After nine or more unexcused absences, the truancies are considered habitual and the SARB meeting process begins. Automated telephone calls will occur to inform you of absences. If your student was not absent as the message reports, have your student ask the teacher to submit a correction form to the attendance office.

Arrest of Truants/School Attendance Review Boards (EC §§ 48263 and 48264)

The school attendance supervisor, administrator or designee, a peace officer, or probation officer may arrest or assume temporary custody during school hours, of any minor who is found away from his/her home and who is absent from school without valid excuse within the county, city or school district. A student who is a habitual truant may be referred to a School Attendance and Review Board (SARB).

Access to Internet and Online Sites (EC § 48980(l))

One of the goals of RCOE is to assist in advancing the use of technology to enhance student learning. Access to RCOE technology is a privilege, not a right, and students enrolled in district programs or activities must follow guidelines and procedures regarding acceptable use of technology. All RCOE students and their parents/guardians shall sign the Acceptable Use of Technology Agreement prior to using district technological resources. RCOE shall make a diligent effort to filter the inappropriate or harmful matter accessible through the internet, and students shall also take responsibility not to initiate access to inappropriate or harmful matter while using technology. Violation of this policy may result in disciplinary action and the loss of the privilege to use the technology and/or civil or criminal liability.

Multi-Tiered System of Support (MTSS)

[California's Multi-Tiered System of Support \(CA MTSS\)](#) provides a comprehensive framework that aligns academic, behavioral, social and emotional learning, and mental health supports, fostering a fully integrated system of support for the benefit of all students. CA MTSS offers the potential to instigate systematic change through intentional design and redesign of services to swiftly identify and address the needs of every student.

The evidence-based domains and features of the California MTSS framework present opportunities to strengthen school, family, and community partnerships. This approach focuses on developing the whole child within an inclusive and equitable learning environment, effectively closing equity gaps for all students. Alternative Education is committed to enhancing socio-emotional, attendance, and academic student growth by fostering professional collaborations among stakeholders. The goal of Multi-Tiered Systems of Supports (MTSS) within this context is to deliver socio-emotional, attendance, and academic interventions on a structured schedule. When a student is identified for intervention, an implemented plan sets measurable benchmarks for growth. Regular reviews of these interventions ensure efficacy, leading to the refinement of available resources, interventions, and universal supports. Through this collaborative effort, the Alternative Education sector ensures a safe and supportive environment for the holistic development of every student.

Rules and Procedures for School Safety

Philosophy

Alternative Education implements a program that encourages students to exemplify strong commitments to citizenship, personal responsibility, moral and ethical character, mutual respect, and dignity. School resources are utilized to help students develop self-control and willing cooperation.

The main goals of the comprehensive school-wide discipline plan are as follows:

1. To assist students to achieve self-discipline.
2. To protect the welfare of all students.
3. To maintain a school environment that is conducive to learning.

The expected behavior of students includes the following:

1. Self-discipline/control
2. Personal/public accountability
3. Personal responsibility
4. Respect for the rights and property of others
5. Cooperation
6. Compliance with directives
7. Acceptable attitude
8. Sense of fairness
9. Thoughtfulness and consideration

Campus-wide Rules

1. Drugs, weapons, alcohol, tobacco, e-cigarettes/vape pens are not permitted.
2. Unsafe acts, such as fighting, hazing, initiation, rough or play fighting, or birthday swats are prohibited.
3. Inciting others to violence or disobedience, which includes encouraging others to fight, is prohibited.
4. Discriminatory acts, which include verbal or written acts toward a person that promote negative stereotyping, degrades, or flagrantly demeans any individual, are prohibited.
5. Disorderly conduct, which includes engaging in violent, abusive, indecent, profane, obscene, vulgar, boisterous, unreasonably loud, or other conduct which tends to cause or provoke a disturbance, is prohibited.
6. Disrespect, which includes insulting or derogatory names, inappropriate gestures, and actions toward staff members, is not permitted.
7. Gang type writing, signing, tagging or doodling on books, notebooks, backpacks, and clothing or on desks is not permitted.

8. Profanity or insulting language is not permitted.
9. Forgery, the act of falsely using, in writing, the name of another person or falsifying time, dates, grades, addresses or other data on school forms, is prohibited.
10. Signaling a false fire alarm is prohibited.
11. Gambling is not permitted.
12. Possession of pornographic, obscene or vulgar pictures, objects or other materials is prohibited.
13. Bicycle riding or skateboarding is not permitted on campus.
14. There is to be no willful destruction of school or private property.

Classroom Rules

Each classroom teacher establishes rules based on RCOE's agreed upon Positive Behavioral Interventions and Supports (PBIS) 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 reviewed with the parent at Back to School Night. Consequences for breaking class rules may include (but are not limited to): time out in another classroom, loss of privileges, or detention.

Classroom Rules

1. Show respect to others.
2. Students are responsible for their textbooks and required materials.
3. Students are not to use rude, abusive, insulting, profane language.
4. Cheating includes dishonesty while completing school work, plagiarism, and/or falsifying or altering records and will lead to disciplinary action.
5. Cell phone use in class during instructional time is not permitted.

Policies and Procedures for Suspension and Expulsion

Classroom discipline procedures at each school site 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.

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 against him or her, and given the opportunity to present his or her version and evidence in his or her defense. The student, at the conference, will also be informed of the other means of correction that were attempted before the suspension. 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 feasible. Parents or guardians are requested to respond to such conferences. 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.

Suspension: Informal Conference - AB 667

Current law requires a suspension by the principal, the principal's designee, or the district superintendent of schools to be preceded by an informal conference conducted by the principal, the principal's designee, or the district superintendent of schools between the pupil and, whenever practicable, the teacher, supervisor, or school employee who referred the pupil to the principal, the principal's designee, or the district superintendent of schools. Current law requires a pupil, at the conference, to be informed of the reason for the disciplinary action and the evidence against him or her, and given the opportunity to present his or her version and evidence in his or her defense. This bill requires a pupil, at the conference, to also be informed of the other means of correction that were attempted before the suspension.

Pupil Discipline: Legal Consult Prior to Custodial Interrogation of Minor under Age 16

Beginning January 1, 2018, minors under the age of 16 must consult with legal counsel prior to a custodial interrogation and before waiving their Miranda rights.

The following rule infractions will lead to an automatic suspension and consequences from law enforcement:

Education Code 48915 (a) (1)

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any knife or other dangerous object of no reasonable use to the pupil.
3. Unlawful possession of a controlled substance.
4. Robbery or extortion.
5. Assault or battery upon any school employee.

Education Code 48915 (c)

1. Possessing, selling, or otherwise furnishing a firearm.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance.
4. Committing or attempting to commit a sexual assault or committing a sexual battery.
5. Possession of an explosive.

Grounds for Suspension and Expulsion – EC § 48900 *et seq.*

A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

- (a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stole or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a pupil of his or her own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code .
- (k)(1) 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.
- (2) Except as provided in Section 48910 , a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. This paragraph shall become inoperative on July 1, 2018, unless a later enacted statute that becomes operative before July 1, 2018, deletes or extends that date.

- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm. As used in this section, “imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes 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, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, “hazing” does not include athletic events or school-sanctioned events.
- (r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - (1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
 - (2)(A) “Electronic act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - (i) A message, text, sound, video, or image.
 - (ii) A post on a social network Internet Web site, including, but not limited to:
 - (I) Posting to or creating a burn page. “Burn page” means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
 - (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - (iii) An act of cyber sexual bullying.

(I) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school

personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(II) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(3) “Reasonable pupil” means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

(s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:

(1) While on school grounds.

(2) While going to or coming from school.

(3) During the lunch period whether on or off the campus.

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

(t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

(u) As used in this section, “school property” includes, but is not limited to, electronic files and databases.

(v) For a pupil subject to discipline under this section, a superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in EC § 48900.5.

EC § 48900.2. Sexual Harassment

In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5. For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

EC § 48900.3. Hate Violence

In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

EC § 48900.4. Harassment, Threats or Intimidation

In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in

harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.

EC § 48900.5. Limitations on Imposing Suspension

Suspension, including supervised suspension as described in Section 48911.1, shall be imposed only when other means of correction fail to bring about proper conduct. A school district may document the other means of correction used and place that documentation in the pupil's record, which may be accessed pursuant to Section 49069. However, a pupil, including an individual with exceptional needs, as defined in Section 56026, may be suspended, subject to Section 1415 of Title 20 of the United States Code, for any of the reasons enumerated in Section 48900 upon a first offense, if the principal or superintendent of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or that the pupil's presence causes a danger to persons.

EC § 48900.7. Terroristic Threats

- (a) In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both.
- (b) For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

A suspended student shall not:

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

**Students with disabilities must have a manifestation determination after 10 days of cumulative suspension.

Suspension Authority

Classroom teacher: 1-2 days (from classroom) period of infraction and following days. Site Administrator: Up to 20 days in a school year (5 consecutive days for one infraction and up to 20 cumulative days).

According to Education Code 48900.6, as part of or instead of disciplinary action prescribed by Education Code, the principal of a school, the principal's designee, or the superintendent of schools may require a pupil to perform community service on school grounds or, with written permission of the parent or guardian of the pupil, off school grounds, during the pupil's non-school hours. For the purposes of this section, "community service" may include, but is not limited to, work performed in the community or on school grounds in the areas of outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs.

Suspension from Class by Teacher (Education Code §48910)

A teacher may suspend any pupil from class, for any of the acts enumerated in Section 48900, for the day of the suspension and the day following. The teacher shall immediately report the suspension to the principal of the school and send the pupil to the principal or the designee of the principal for appropriate action. If that action requires the continued presence of the pupil at the school/site, the pupil shall be under appropriate supervision, as defined in policies and related regulations adopted by the governing board of the school district. As soon as possible, the teacher shall ask the parent or guardian of the pupil to attend a

parent-teacher conference regarding the suspension. If practicable, a school counselor or a school psychologist may attend the conference. A school administrator shall attend the conference if the teacher or the parent or guardian so requests. The pupil shall not be returned to the class from which he or she was suspended, during the period of the suspension, without the concurrence of the teacher of the class and the principal. A pupil suspended from a class shall not be placed in another regular class during the period of suspension. However, if the pupil is assigned to more than one class per day this subdivision shall apply only to other regular classes scheduled at the same time as the class from which the pupil was suspended. A teacher may also refer a pupil, for any of the acts enumerated in Section 48900, to the principal or the designee of the principal for consideration of a suspension from the school.

Procedures to Notify Teachers

Teachers, as well as students, have a right to a safe school environment. When a new student arrives at each school site, the student and parent(s) must attend an intake meeting. At this meeting the school philosophy and overview of school rules are discussed. Student cumulative files are available for qualified staff review during regular school hours. The teachers of any and all students who have committed any disciplinary acts outside of school, involving the police and/or juvenile justice system will be informed by the Principal that there is information on a student (student will be named), and can be obtained/viewed at the office. As directed in EC 49079, teachers who have students that have engaged in acts described in EC 48900, need to be informed of such.

Law Enforcement Notifications and Missing Children Reports

School administrators work with Probation to notify the appropriate law enforcement agency of any acts of a pupil involving the possession or sale of narcotics or of a controlled substance or if a student is in possession of a knife or gun. Parts of this program are directly linked back to the Gun-Free School Zones Act of 1990. School administrators work with Probation to post missing children notifications and to notify law enforcement when an inquiry is made into the records of a child missing from school.

Pupil Safety Notices

Parents notify the central office to file a complaint for suspected child abuse from a staff employee. RCOE notifies parents if a lead-testing survey is conducted by the State Department of Health Services. RCOE may withhold grades, diplomas, and transcripts due to willful pupil misconduct of any transfer student due to willful pupil misconduct until receiving notice from the prior district that the decision to withhold these items has been rescinded until the pupil's parent or guardian has paid for the damages caused, returned the property, or the minor completes a voluntary work program in lieu of the payment of monetary damages.

Policy Prohibiting Bullying

The Riverside County Office of Education believes that all students have a right to a safe and healthy school environment. The district, schools, and community have an obligation to promote mutual respect, tolerance, and acceptance. RCOE recognizes the harmful effects of bullying on student learning and new school attendance and desires to provide safe school environments that protect students from physical and emotional harm.

RCOE employees shall establish student safety as a high priority and shall not tolerate bullying of any student. Bullying is defined in Education Code section 48900(r). 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. Such behavior includes: direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; and social isolation or manipulation. *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. Only SROs/Police Officers are allowed to investigate a discipline matter involving evidence on a cell phone or on social media.

Prevention/Intervention

The Riverside County Office of Education expects students and/or staff to immediately report incidents of bullying to the principal or designee. Staff who witness such acts take immediate steps to intervene when safe to do so. Each complaint of bullying will be promptly investigated. This policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period, whether on or off campus, and during a school-sponsored activity.

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.

Each school will adopt a Student Code of Conduct to be followed by every student while on school grounds, or when traveling to and from school or a school-sponsored activity, and during lunch period, whether on or off campus.

The Student Code of Conduct includes, but is not limited to:

- Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.
- Students are expected to immediately report incidents of bullying to the principal or designee.
- Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.
- If the complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the principal or the Office of Student Services. The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.

Teachers discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion.

The procedures for intervening in bullying behavior include, but are not limited, to the following:

- All staff, students and their parents will receive a summary of this policy prohibiting intimidation and bullying: at the beginning of the school year, as part of the student handbook and/or information packet, as part of new student orientation, and as part of the school system's notification to parents.
- The school will make reasonable efforts to keep a report of bullying and the results of investigation confidential.
- Staff who witness acts of bullying shall take immediate steps to intervene when safe to do so. People witnessing or experiencing bullying are strongly encouraged to report the incident; such reporting will not reflect on the target or witnesses in any way.

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 procedures.

When a student is reported to be engaging in bullying off campus, the principal 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 principal 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.

Every student is entitled to a safe school environment free from discrimination, harassment, intimidation, and bullying. RCOE prohibits bullying. This includes, but is not limited to, discrimination, harassment, intimidation and bullying based on the actual or perceived characteristics set forth in Penal Code section 422.55 and Education Code section 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics.

School personnel must immediately intervene if they witness an act of discrimination, harassment, intimidation or bullying, provided it is safe to do so. Acts of discrimination or bullying should be brought to the attention of the principal. Students may make an anonymous complaint by contacting the principal. If there is sufficient corroborating information, RCOE will commence an investigation. Complaints of bullying or discrimination will be considered confidential. However, it may be necessary to disclose certain information in order to effectively investigate. Students who violate the policies on bullying or discrimination may be subject to discipline, including suspension and expulsion. RCOE prohibits retaliation against individuals who make complaints of bullying or provide information related to such complaints.

Child Abuse Reporting

As mandated reporters, the staff at each School site 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 (Pen. Code, 11166, subd. (g)).

Education Code 49380

- (a) A school district is encouraged to collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in order to create a school safety plan to address the threat of sexual abuse and sex trafficking.
- (b) A school district is encouraged to collaborate with law enforcement on a referral protocol for high-risk pupils and minors.
- (c) In-service training may be conducted periodically to enable school district personnel to learn about new developments in the understanding of sexual abuse and sex trafficking, and to receive instruction on current prevention efforts and methods. A school district is encouraged to include training on early identification of sexual abuse and sex trafficking of pupils and minors.

Education Code 44691

- (a) The State Department of Education, in consultation with the Office of Child Abuse Prevention in the State Department of Social Services, shall do all of the following:
 - (1) Develop and disseminate information to all school districts, county offices of education, state special schools and diagnostic centers operated by the State Department of Education, and charter schools, and their school personnel in California, regarding the detection and reporting of child abuse.
 - (2) Provide statewide guidance on the responsibilities of mandated reporters who are school personnel in accordance with the Child Abuse and Neglect Reporting Act (Article 2.5 (commencing with Section 11164) of Chapter 2 of Title 1 of Part 4 of the Penal Code). This guidance shall include, but not necessarily be limited to, both of the following:
 - (A) Information on the identification of child abuse and neglect.
 - (B) Reporting requirements for child abuse and neglect.

- (3) Develop appropriate means of instructing school personnel in the detection of child abuse and neglect and the proper action that school personnel should take in suspected cases of child abuse and neglect, including, but not limited to, an online training module to be provided by the State Department of Social Services.
- (b) School districts, county offices of education, state special schools and diagnostic centers operated by the State Department of Education, and charter schools shall do both of the following:
 - (1) Except as provided in subdivision (c), provide annual training, using the online training module provided by the State Department of Social Services, to their employees and persons working on their behalf who are mandated reporters, as defined in Section 11165.7 of the Penal Code, pursuant to this section and subdivision (d) of Section 11165.7 of the Penal Code on the mandated reporting requirements. Mandated reporter training shall be provided to school personnel hired during the course of the school year. This training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Section 11166 of the Penal Code, is a misdemeanor punishable by up to six months confinement in a county jail, or by a fine of one thousand dollars (\$1,000), or by both that imprisonment and fine.
 - (2) Develop a process for all persons required to receive training pursuant to this section to provide proof of completing the training within the first six weeks of each school year or within the first six weeks of that person's employment. The process developed under this paragraph may include, but not necessarily be limited to, the use of a sign-in sheet or the submission of a certificate of completion to the applicable governing board or body of the school district, county office of education, state special school and diagnostic center, or charter school.
- (c) School districts, county offices of education, state special schools and diagnostic centers operated by the State Department of Education, and charter schools that do not use the online training module provided by the State Department of Social Services shall report to the State Department of Education the training being used in its place.

The administrative staff at each school site 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 (Pen. Code, 11157, subd. (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 Protective Services agency. Cross reporting by these agencies is required to ensure that law enforcement, child welfare agencies, and RCOE attorneys receive all reports they should review, whether initially reporting to them or to another child protective agency (Pen. Code, 11166, subd. (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, unkempt.
- Inappropriate dress for weather.
- Extremely offensive body odor.
- Malnutrition (extremely thin, dry or flaking skin, pale, fainting).
- Unattended medical conditions (infected minor burns, impetigo).

Fingerprint and Criminal Background Check

Current law requires that school districts and county offices of education obtain Federal Bureau of Investigation (FBI) and Department of Justice (DOJ) fingerprint clearance for all new employees.

Prohibiting Hate-Motivated Behavior

The County Board of Education and County Superintendent of Schools affirm the right of every student to be protected from hate-motivated behavior. It is the intent of the Board and Superintendent to promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society, and to provide a respectful, inclusive, and safe learning environment that protects students from discrimination, harassment, intimidation, bullying, or any other type of behavior that is motivated by hate.

Hate-motivated behavior is any behavior intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism motivated in part or in whole by bias or hostility toward the victim's real 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, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55.

Hate-motivated behavior may be addressed with strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and timely respond to such incidents when they occur. The County Board of Education and the County Superintendent of Schools support collaboration with regional programs and community organizations to promote an environment where diversity is celebrated and hate-motivated behavior is not tolerated. Such collaborative efforts shall focus on the development of effective prevention strategies and response plans, provision of assistance to students affected by hate-motivated behavior, and/or education of students who have perpetrated hate-motivated acts. Students shall be provided with age-appropriate instruction that:

1. Includes the development of social-emotional learning

2. Promotes an understanding, awareness, appreciation, and respect for human rights, human relations, diversity, and acceptance in a multicultural society
3. Explains the harm and dangers of explicit and implicit biases
4. Discourages discriminatory attitudes and practices

5. Provides strategies to manage conflicts constructively

As necessary, counseling, guidance, and support shall be provided to students who are victims of hate-motivated behavior and to students who exhibit such behavior. Restorative practices will be utilized for students who exhibit hate motivated behavior or are victims of such acts to improve and repair relationships between the individuals. The purpose is to build healthy communities, increase social capital, decrease antisocial behavior, repair harm, and restore relationships. When appropriate, students who engage in hate-motivated behavior shall be disciplined. The Superintendent or designee shall ensure that staff receive appropriate training to recognize hate-motivated behavior and methods for handling such behavior in appropriate ways. Any training provided by the County Superintendent of Schools for staff who serve students in grades 7-12 should:

1. Promote an understanding of diversity, equity, and inclusion
2. Discourage the development of discriminatory attitudes and practices
3. Include social-emotional learning and nondiscriminatory instructional and counseling methods
4. Support the prevention, recognition, and response to hate-motivated behavior
5. Raise the awareness and sensitivity of staff to potentially prejudicial and discriminatory behavior
6. Include effective enforcement of rules for appropriate student conduct

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is encouraged to report the incident to a teacher, the principal, the COE's compliance officer, or other staff member. Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the COE's uniform complaint procedures specified in BP 1312.3 - Uniform Complaint Procedures or other applicable procedures.

Policy Prohibiting Sexual Harassment

Each school site adheres to the guidelines on sexual harassment set forth by the Riverside County Office of Education. The Board of Education prohibits sexual harassment in the working environment of RCOE 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 Riverside County Office of Education 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. Kindergarten 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 RCOE'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 RCOE'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 RCOE 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 and 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 RCOE is being sexually harassed is encouraged to immediately contact his/her supervisor, principal, other RCOE administrator or the Superintendent or designee in order to obtain procedures for reporting a complaint. Complaints of harassment are filed in accordance with AR4031, "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 RCOE'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 RCOE'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, RCOE educates its personnel on sexual harassment guidelines at the beginning of each school year. New RCOE 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. If further information, interpretation or advice is needed regarding sexual harassment, the Assistant Superintendent or Director of Human Resources for the Riverside County Office of Education can be contacted.

Prohibiting Sex-Based : Title IX Discrimination Notifications

Title IX protects all participants in RCOE's educational programs and activities, including students, parents, employees, and job applicants. RCOE does not discriminate on the basis of sex. Discrimination on the basis of sex can include sexual harassment and sexual violence. In addition to Title IX, the California Education Code prohibits discrimination on the basis of sex in schools. (California Education Code §§ 220-221.1.) Other state and federal laws also prohibit discrimination and ensure equality in education. Please refer to an overview of all RCOE's nondiscrimination policies and the following specific policies and procedures regarding sexual harassment:

- [Non-Discrimination in Employment - Board Policy 4030](#)
- [Non-Discrimination in Employment - Administration Regulation 4030](#)
- [Non-Discrimination in Programs and Activities - Board Policy 0410](#)
- [Sexual Harassment Employees – Administrative Regulation 4119.11.01/4129.01/4319.01](#)
- [Title IX Sexual Harassment Complaint Procedures - Administrative Regulation 4119.12](#)
- [Non-Discrimination Harassment \(Students\) – Board Policy 5145.3](#)
- [Non-Discrimination Harassment \(Students\) – Administrative Regulation 5145.3](#)
- [Sexual Harassment \(Students\) - Board Policy 5145.7](#)
- [Sexual Harassment \(Students\) – Administrative Regulation 5145.7](#)
- [Uniform Complaint Procedures – Board Policy 1312.3](#)
 - [Uniform Complaint Procedures – Administrative Regulation 1312.3](#)
 - [Uniform Complaint Procedures – Administrative Regulation Exhibit 1312.3-E\(1\)](#)
 - [Uniform Complaint Notice – Administrative Regulation Exhibit 1312.3-E\(2\)](#)
 - [Uniform Complaint Form – Administrative Regulation Exhibit 1312.3-E\(3\)](#)

Pupil and Public Rights Under Title IX (California Education Code § 221.8.):

- You have the right to fair and equitable treatment and you shall not be discriminated against based on your sex.
- You have the right to be provided with an equitable opportunity to participate in all academic extracurricular activities, including athletics.
- You have the right to have access to a sex/gender equity coordinator, referred to as the Title IX Coordinator (find contact information below), to answer questions regarding sex/gender equity laws.
- You have the right to contact the State Department of Education and the California Interscholastic Federation to access information on sex/gender equity laws.
- You have the right to file a confidential discrimination complaint with the United States Department of Education Office for Civil Rights or the California Department of Education if you believe you have been discriminated against or if you believe you have received unequal treatment on the basis of your sex.
- You have the right to pursue civil remedies if you have been discriminated against.
- You have the right to be protected against retaliation if you file a discrimination complaint.

At this time the County Office does not provide athletic programs, but you have the right to receive equitable treatment and benefits in the provision of all of the following if any athletic programs are provided by the County Office in the future:

- Equipment and supplies;
- Scheduling of games and practices;
- Transportation and daily allowances;
- Access to tutoring;
- Coaching;
- Locker rooms;
- Practice and competitive facilities;
- Medical and training facilities and services; and
- Publicity.

Information provided here applies to every RCOE school site and all RCOE programs and activities. For more information about Title IX, or how to file a complaint of noncompliance with Title IX, contact your site principal (telephone number listed on the back page of handbook) or call Dion Clarke, Executive Director, Personnel Services, Riverside County Office of Education, Riverside, CA 92502; 951-826-6673 | dlclark@rcoe.us

If you need assistance putting your complaint in writing, please contact Personnel Services at 951-826-6673 or dlclark@rcoe.us. You may file a complaint anonymously, but RCOE's ability to investigate and respond may be limited by a lack of information. You may also file a discrimination complaint with the U.S. Department of Education Office for Civil Rights. For more information, visit: <http://www2.ed.gov/about/offices/list/ocr/complaintintro.html>. The electronic complaint form for the Office for Civil Rights is available online at <https://ocrcas.ed.gov>

Contact the Office for Civil Rights at: San Francisco Office, Office for Civil Rights, U.S. Department of Education, 50 United Nations Plaza, San Francisco, CA 94102. Telephone: (415) 486-5555. Fax: (415) 486-5570; TDD: (800)877-8339. Email: ocr.sanfrancisco@ed.gov

Complaints filed under RCOE's Uniform Complaint Procedure will be investigated and a decision made within sixty calendar days of the RCOE's receipt, unless the complainant agrees to an extension. RCOE's compliance officer or designee may interview alleged victims, alleged offenders, and relevant witnesses. The compliance officer may review available records, statements, or notes related to the complaint, including evidence or information received from the parties during the investigation. The compliance officer may visit reasonably accessible locations where discrimination is alleged to have occurred. As appropriate, RCOE's compliance officer periodically will inform the parties of the status of the investigation. The complainant will be notified when a decision is made. Complaints that are not filed under RCOE's Uniform Complaint Procedure will be investigated and decided pursuant to the applicable procedure.

What Happens After the Investigation?

For complaints filed under the Uniform Complaint Procedure, the compliance officer will prepare and send a final written decision to the complainant and respondent, if any, within sixty (60) working days of RCOE's receipt of the complaint (unless this deadline is extended by mutual agreement).

The complainant or respondent may appeal RCOE's decision within fifteen calendar days to the California Department of Education. The appeal must specify the reason for the appeal and whether RCOE's facts are incorrect and/or the law is misapplied. The appeal must include a copy of the original complaint to RCOE and a copy of RCOE's decision. For more information, visit the California Department of Education's webpage on Uniform Complaint Procedures: <http://www.cde.ca.gov/re/cp/uc/index.asp>.

For complaints alleging unlawful discrimination based on state law, the complainant may pursue available civil law remedies, including seeking assistance from mediation centers or public/private interest attorneys, sixty calendar days after filing an appeal with the California Department of Education. (California Education Code § 262.3.) Note that this sixty day moratorium does not apply to complaints seeking injunctive relief in state courts or to discrimination complaints based on federal law. (California Education Code § 262.3.)

Complaints may also be filed with the United States Department of Education, Office for Civil Rights, within 180 days of the alleged discrimination. For contact information, see the section above on "How do I file a complaint of sex discrimination?" For more information,

visit <http://www2.ed.gov/about/offices/list/ocr/complaintintro.html>.

If the compliance officer finds that a complaint has merit, RCOE will take appropriate corrective action.

School Dress Code

Philosophy

Alternative Education implements a dress code that encourages students, parents, and staff to collaborate on standards of attire in school. Each Community School site adheres to the Riverside County Office of Education dress code, which has established standards for student dress and grooming. The dress code is in effect during school hours as well as during school sponsored activities. Staff members at the community school sites seek to maintain a positive learning environment where mutual respect and high personal standards are established.

Each Community School site adheres to the Riverside County Office of Education dress code, which has established standards for student dress. The dress code is in effect during school hours as well as during school sponsored activities. Staff members at the community school sites seek to maintain a positive learning environment where mutual respect and high personal standards are established.

Students who come to school in clothing that is inappropriate will be required to change into school appropriate attire. If a student refuses to wear a loaned dress code violation item or if the parent is unable to bring the student a change of clothing, the student will be sent to On Campus Detention for the remainder of the day.

School Dress Code:

- All clothing and accessories must be school appropriate.
- Clothing and accessories must not promote illegal substances, violence, alcohol or sexually explicit material.
- Any clothing, purse, backpack, notebook, jewelry, etc. displaying a hate symbol related to gender, race, ethnicity, religion, etc. is strictly prohibited at school.
- Shirts must be worn at all times.
- Clothing shall be sufficient and size-appropriate to conceal all undergarments at all times.
- Clothing to deliberately conceal the identity of student is not permitted.
- Shoes must be worn at all times. Shoes must be appropriate for the school activity and school safety.
- Chains are not permitted when attached to a wallet or worn on clothing and will be confiscated.
- Items that are classified as drug paraphernalia are not permitted to be worn as accessories or clothing.
- Any gang related tattoos must be covered.
- Sunglasses may not be worn indoors (unless under 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, the community school site administration reserves the right to prohibit such items and arrangements.

Parents/Guardians and students have the primary responsibility to see that students are properly attired for school. School personnel have the responsibility for maintaining proper and appropriate conditions conducive to learning. Site administration may authorize special activity event days where exceptions to the student dress code may be allowed. 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. Exceptions to the aforementioned policies may be made based on the needs of the students as indicated by parents/guardians.

Prohibition of Gang-Related Apparel and Groups that Promote Hate Crimes

Gang activity and groups that promote hate crimes/violence are not allowed on campus. The Principal or designee shall take steps to deter gang intimidation of students and staff and confrontations between members of different gangs. Law enforcement is consulted to provide input on this policy. Clothing that may have gang implications is not allowed. The Superintendent or designee shall provide in-service training which helps staff to identify gangs and gang symbols, recognize early manifestations or disruptive activities, and respond appropriately to gang behavior.

In order to discourage the influence of gangs and groups that incite violence, school staff shall take the following measures:

- Any student displaying behavior, gestures, apparel, or paraphernalia indicative of gang affiliation shall be referred to the principal or designee.
 - The student's parent/guardian shall be contacted and may be asked to meet with school staff.

- The student may be sent home to change clothes if necessary (cf. 5132 – Dress and Grooming).
- Staff members shall be provided with the names of known gang members.
- Students who seek help in rejecting gang associations may be referred to community-based gang suppression and prevention organizations (cf. 1020 – Youth Services).
- Any gang graffiti on school premises shall be removed, washed down, or painted over as soon as discovered.
 - Daily checks for graffiti shall be made throughout the campus.
 - Graffiti shall be photographed before it is removed. These photographs shall be shared with local law enforcement authorities and used for future disciplinary or criminal action against the offenders (cf. 5131.5 – Vandalism, Theft, and Graffiti).

Procedures for a Safe and Orderly Learning Environment

Administration of Prescribed Medication for Pupils – EC §§ 49423 and 49423.1

Any pupil who is required to take, during the regular school day, medication prescribed by a physician or surgeon, may be assisted by the school nurse or other designated school personnel or may carry and self-administer auto-injectable epinephrine or inhaled asthma medication if the school district receives both a written statement of instructions from the physician detailing the method, amount and time schedules by which such mediation is to be taken and a written statement from the parent or guardian requesting the school district assist the pupil with prescribed medication as set forth in the physician statement.

Campus Security Supervisors

Campus Security Supervisors are assigned to each Community School site. Campus Security Supervisors attend annual trainings, including the SB 1626 California state training. Campus Security Supervisors are trained in their roles and responsibilities, laws and liabilities, security awareness in the educational environment, mediation/conflict resolution, disaster and emergencies, and the dynamics of student behavior. Contracted security is used when substitute campus supervisors are not available.

Canine Detection

School safety is a priority for RCOE community school site. The purpose of the canine program is to serve as a deterrent to students who might bring harmful items on campus and to provide all students and staff with a safe environment. Each school site participates in random canine inspections using non-aggressive detection canines certified to detect illicit drugs, alcoholic beverages, and gunpowder.

When the canine team (handler and canine) arrives on campus, the canine handler contacts the principal or administrative designee who identifies locations to be inspected. The principal/designee remains with the canine team during the inspections and observes the inspection activities. The principal/designee enters randomly selected classrooms and asks the teacher to instruct the students to leave all their belongings and exit the classroom with the teacher. The canine team then enters the classroom accompanied by the site principal/designee. The canine sniffs all student desks, backpacks, jackets and other belongings found in the classroom. Inspections are performed on a random basis insuring consistency of areas inspected. The canine handler does not discriminate against a single student, personal belongings or vehicle. The canines are not trained to sniff individuals. Canines are not reinforced or trained to detect medications. All canines are passive alert only.

When a contraband item is detected, the canine will “sit” in the area where the greatest concentration of a scent is detected. Once the handler has confirmed the canine’s indication, the handler will advise the administrator of the location of the alert and the owner will be summoned to the area of indication. First, the handler will confirm the person present is the owner. Then the handler will reiterate the substances the canine can detect and ask whether the owner can think of any reason why the canine has alerted to the item. After the owner gives permission, then handler will ask the student the following:

- Backpack, purses, etc. – unzip the item and hand to canine handler.
- Jacket – open all pockets on the jacket and hand to the canine handler.
- Vehicle- unlock and open all compartments.

Continuing Medication Regime - EC § 49480

Parents of any student on a continuing medication regimen for a non-episodic condition shall inform the school nurse or other designated certificated school employee of the medication(s) being taken, the current dosage, and the name of the supervising physician. With the consent of the parent, the school nurse may communicate with the physician and may counsel with school personnel regarding the possible effects of the drug on the child's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose.

Electronic Nicotine Delivery Systems (e-cigarettes)/ VAPE devices

RCOE prohibits the use of electronic nicotine delivery systems (ENDS) such as e-cigarettes, hookah pens, cigarillos, and other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco products on all district property and in district vehicles at all times. ENDS are often made to look like cigarettes, cigars and pipes, but can also be made to look like everyday items such as pens, asthma inhalers and beverage containers. These devices are not limited to vaporizing nicotine; they can be used to vaporize other drugs such as marijuana, cocaine, and heroin. Section 119405 of the Health and Safety Code prohibits the sales of e-cigarettes to minors which means that students should not be in possession of any such devices. Students using, in possession of, or offering, arranging or negotiating to sell ENDS can be subject to disciplinary action, particularly because ENDS are considered drug paraphernalia, as defined by 11014.5 of the Health and Safety Code.

Electronic Listening or Recording Device or Electronic Signaling Device (EC §§ 48901.5 – EC 51512)

The use by any person, including a pupil, of any electronic listening or recording or signaling device in any classroom without the prior consent of the teacher and the principal is prohibited as it disrupts and impairs the teaching process and discipline in the schools. Any person, other than the pupil, willfully in violation shall be guilty of a misdemeanor. Any pupil in violation shall be subject to appropriate disciplinary action.

Emergency Treatment for Anaphylaxis (EC § 49414)

The school provides emergency epinephrine auto-injectors to school nurses and trained personnel and authorizes them to use epinephrine auto-injectors to provide emergency medical aid to persons suffering or reasonably believed to be suffering from a life-threatening severe allergic reaction (anaphylaxis).

Administration of Epilepsy Medication (EC § 49414.7)

If a pupil with epilepsy has been prescribed an emergency antiseizure medication by his or her health care provider, the pupil's parent or guardian may request the pupil's school to have one or more of its employees receive training in the administration of an emergency antiseizure medication in the event that the pupil suffers a seizure when a nurse is not available.

Employee Photo ID Badge

All employees shall wear photo identification badges at all times while on duty.

Equipment and Programs for Student Safety

Security cameras, building alarms, two-way radios, ID badge scanning systems, student ID badge printing software, are maintained at all sites. Custodial services maintain clean and safe school facilities and grounds. The Alertus Emergency Notification system is a multilayered Mass Notification that is universally installed at all sites and includes:

- **Desktop alerting** to reach faculty and staff with customizable notification, for both routine or emergency alerting.
- **Wall-mounted devices “Beacons”** that are ADA-compliant for audible and visual notification.
- **Text-to-Speech IP Speakers** for indoor and outdoor areas into a unified emergency communication system.
- **Mobile Notification App** that allows the end user to receive push notifications.

Feminine Hygiene Products in School Restrooms

The school sites stock 50% of the school's restrooms with feminine hygiene products and do not charge for any menstrual products, including feminine hygiene products, provided to pupils.

Inclement Weather

Each school site's Inclement Weather Schedule allows students to remain in classrooms before school and during lunch.

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 components described in the RCOE's IIPP are Communication; identification and evaluation of workplace hazards; corrections of unsafe or unhealthful conditions; investigations of occupational injury, illness or exposure to hazardous substances; employee training, record keeping; and plan review.

Lactating Pupils – EC § 222

Requires reasonable accommodations to a lactating pupil on a school campus to express breast milk, breast-feed an infant child, or address other needs related to breast-feeding.

Laser Pointers (PC § 417.27)

Prohibits possession of a laser pointer for any student, unless possession is for valid instructional or other school related purpose.

Non-Violent Crisis Intervention Training

Riverside County Office of Education has certified instructors trained to teach nonviolent crisis intervention that focuses on the management of disruptive, assault, or out of control behavior. The techniques which are taught give participants the confidence to handle literally any violent episode with minimal anxiety and maximum security. This training also helps participants prevent violence and safely intervene when disruptive behavior has gone too far.

Opioid Overdose Prevention

Emergency naloxone hydrochloride (NARCAN) or another opioid antagonist are available at each school site. At least one site volunteer has received related training to provide assistance to any person(s) who may be suffering from an opioid overdose following protocols and procedures of RCOE. Staff members trained in accordance with the policy shall make every reasonable effort, to include the use of Naloxone combined with rescue breaths, to revive the victim of any apparent drug overdose.

Positive Behavioral Interventions and Supports (PBIS)

Positive Behavioral Interventions and Supports (PBIS) is a proactive approach to establish the behavioral supports and social culture for all students in a school to achieve social, emotional and academic success. Teachers emphasize positive communication and make meaningful connections with students. Teachers use proximity control and intervene early in any escalation cycle. Teacher responses are positive comments or actions to students who demonstrate favorable behavior. A high rate of positive responses is typically defined as 4:1, that is a minimum of four positive responses to every one negative response. Instructors create a positive environment by frequently responding positively to students for appropriate and correct responding or performance. The instructor emphasizes the appropriate behavior and increases the likelihood that the student will repeat the behavior. Teachers respond positively with enthusiasm and sincerity. Positive responses are most effective when they are perceived by the student as sincere. The tone of voice and level of enthusiasm help increase the variety and effectiveness of positive responses.

PBIS Strategies:

- Safety-Respect-Responsibility posted and communicated regularly.
- Classroom Social Contracts posted and followed.
- Students greeted at the door.
- Every student called by name. Staff recall specific information about every student.
- Student work posted prominently.
- Automated telephone messages sent to parents regularly.
- Anti-bullying culture promoted.
- Behavior matrix categories posted and taught.

- Behavior contracts used with students who need extra support.
- Behavior referral protocols in place.
- Incentive systems developed for academic effort, appropriate behavior, and attendance.
- Review of data: suspensions, attendance, office referrals.
- Assemblies, clubs, activities, guest speakers, events coordinated.

Smartphone Usage -EC § 48901.7

Smartphone phone use is limited or prohibited on campus and during school-supervised activities, with the following enforcement guidelines:

Permitted Exceptions: Students may use or possess smartphones only under the following circumstances:

- In emergencies or perceived threats of danger.
- With teacher or administrator permission, subject to reasonable limits.
- When deemed necessary for health or well-being by a licensed physician.
- When required as part of a student's Individualized Education Program (IEP).

This ensures that smartphone use aligns with the goal of supporting student success while maintaining safety and privacy.

Student Medications

Students who have been prescribed medicine by a doctor must bring the medicine to the office with directions from the doctor indicating when it is to be taken. Medicines must be in a regular prescription bottle with the student's name. Students may not carry medication of any kind on campus. Students taking medication must have a form on file for medication. The form may be obtained from the school office, completed by a doctor, and signed by a parent/guardian. All medication will remain in the office. With a form on file, students may carry an inhaler on their person.

Student Supervision

Teachers meet and greet the students at their door welcoming them into class prior to each period. Site administrators and campus staff work together to get students to class on time. Students who require school-provided transportation are supervised by assigned staff at the boarding area.

Protocol for Verbal or Written Threats of Suicide by Students

All staff members respond immediately if a student threatens suicide verbally or in writing by notifying the principal or counselor. Counselors and/or principals will notify law enforcement. The policy specifically address the needs of high-risk groups, including suicide awareness and prevention training for teachers, and ensure that a school employee acts within the authorization and scope of the employee's credential or license (See Appendix A for Suicide Prevention Plan).

Sun Protective Clothing/Use of Sunscreen (EC § 35183.5)

School sites allow for outdoor use of sun-protective clothing. Further provides for the use of sunscreen by students during the school day.

Tobacco-Free Campus (HSC §§ 104420 and 104495)

RCOE prohibits the use of tobacco products, any time, in district-owned or leased buildings, on district property and in district vehicles.

Workplace Violence

The Riverside County Office of Education (RCOE) is committed to providing a safe and secure environment free of violence and threats of violence and to safeguarding all students, employees and guests entering RCOE properties whether owned or leased. Any behavior that may occur at the workplace, and during the performance of everyday duties, that raises concerns for the safety of another person's life, health, well-being, family, or property, whether direct or indirect, constitutes unacceptable conduct.

RCOE has no tolerance for harassment, intimidation, threats or acts of violence in the workplace.

Workplace violence is any act of violence or threat of violence that occurs in a place of employment, including, but not limited to, the following: (i) the threat or use of physical force against an employee that results in, or has a high likelihood of resulting in, injury, psychological trauma, or stress, regardless of whether the employee sustains an injury; (ii) an incident involving a threat or use of a firearm or other dangerous weapon, including the use of common objects as weapons, regardless of whether the employee sustains an injury; and (iii) the following four workplace violence types:

- Type 1 Violence: workplace violence committed by a person who has no legitimate business at the worksite, including violent acts by anyone who enters the workplace or approaches employees with the intent to commit a crime.
- Type 2 Violence: workplace violence directed at employees by customers, clients, patients, students, inmates, or visitors.
- Type 3 Violence: workplace violence against an employee by a present or former employee, supervisor, or manager.
- Type 4 Violence: workplace violence committed in the workplace by a person who does not work there but has or is known to have had a personal relationship with an employee.

Some examples of workplace violence include but are not limited to:

- Hitting, shoving, striking, or blocking an individual.
- Shouting, yelling or verbal harassment, directly or indirectly.
- Threatening an individual or his/her family, friends, associates, or property with harm.
- The intentional destruction or threat of destruction of RCOE's property.
- The suggestion or intimidation that violence is appropriate.
- Unauthorized possession or inappropriate use of firearms or weapons (see weapons prohibited below).
- Threatening or attempting self-injury or suicide.

Behavioral Health and Mentoring

Behavioral/Mental Health Services

Alternative Education provides licensed Behavioral Health Therapists (BHT) to provide direct behavioral health services for students. These BHTs provide school-based prevention and intervention services that include counseling for individuals, groups of students, staff and parents on issues regarding discipline, attendance, academic, family related problems, suicide prevention and parent classes. Hazel Heart teleservices are available to all students during school or at home. A CAREspace is located at ARLC, BGGRLC, DLLRLC, DFKRLC, and VVRLC for behavioral/mental health services to students and their families.

California Healthy Kids Survey

The California Healthy Kids Survey is administered to provide information from students on school connectedness and school safety.

Intramural Sport Program

The intramural sports program is provided to motivate students to attend school.

Mentoring/Intervention Services

The mentoring and intervention services provide youth with additional supports to improve student attendance, academic achievement, and behavior in school. Objectives include reducing truancy, delinquent incidents on school campuses, and delinquent incidents in the community. Mentoring provides students with support to improve academics, attendance, and behavior. Students receive group or one-on-one mentoring through a trained mentor who meets with them for a minimum of one hour a week for a full academic year. Mentors also conduct school and class visits to provide additional positive reinforcement. Researchers have found that youth ages 10 to 16 whose relationships lasted at least one-year experienced substantial benefits, with significant improvements in feelings of self-worth, perceived social acceptance,

perceived scholastic competence, the value placed on school, and the quality of relationships with parents as well as decreases in drug and alcohol use as compared with non-mentored youths. Given the barriers to advancement they face, young males are particularly in need of these developmental supports.

Health and Safety Procedures

Overview

The health and safety of our students and staff remain a top priority. These procedures are designed to support a safe and healthy learning environment by incorporating best practices for infection prevention, cleanliness, and wellness.

General Health Guidance

The California Department of Public Health (CDPH) provides guidance that serves as a framework for reducing the spread of illnesses, including influenza, respiratory syncytial virus (RSV), norovirus, and other common infections. Schools will continue to implement health and safety strategies that support in-person learning and the well-being of students and staff.

Self-Screening and Wellness Awareness

Staff and students are encouraged to monitor their own health and stay home when experiencing symptoms of illness. Individuals should follow standard health guidelines to prevent the spread of illness and seek medical attention as needed.

Personal Protection Equipment (PPE) and Supplies

Face coverings are optional for staff and students. Individuals may choose to wear a mask based on personal preference or medical needs. PPE, including hand sanitizer, disposable masks, gloves, and disinfecting supplies, will continue to be available as needed. Principals and site administrators will monitor supply levels and request replenishment through the appropriate channels.

Cleaning and Disinfecting

Sites supported by RCOE custodial staff will be cleaned and disinfected regularly. Program staff will be responsible for coordinating cleaning and disinfecting at sites maintained by districts or 3rd parties. Supplies will be made available for site staff to disinfect frequently touched surfaces as needed.

School Nutrition Protocols

Kitchen protocols are in place to address cleaning and sanitizing. Staff must ensure hair is restrained by use of hairnet, chef's hat, skull cap, ball cap or ponytail holder. Staff wash their hands and put on cleaning gloves (clear or off white, latex free) and only use RCOE approved cleaning products (order form provided). Staff wipe down all surfaces to remove any sanitizer residue from the previous evening and clean and disinfect all surfaces.

During meal service, staff wash their hands and put on food service gloves (clear or off white, latex free), prepare meals as need for service (i.e., grab and go, transport, frozen, cold or onsite service), and wash hands and change gloves as needed during breaks or task changes. Staff wipe up any spills as they occur, practice social distancing when handing out meals, and clean counters, equipment and other surfaces once meal service is completed. Staff wipe down and wash oven racks or sheets if food has spilled or accumulated, clean, disinfect and sanitize refrigerators and freezers prior to the arrival of new inventory. Staff rotate inventory, break down and remove boxes from area, make sure all trash is secured and lid is on the receptacle, and clean and disinfect all areas, including light switches and door handles prior to leaving for the day.

Assessment of the Current Status of School Safety-Safety Indicators

In 2023-2024 students received targeted support based on their needs from an array of services that included social work interns, behavioral health/mental health counseling, mentoring/intervention services, School Attendance Response Teams (SART), and School Attendance Review Boards (SARB). Actions were implemented to involve parents in the education of their children through support at home. Quarterly parent involvement events included College Success and Nurturing Parents. Aeries Parent Portal enabled parents/guardians to monitor student grades.

The Community School suspension rates remained low in 2023-2024. The sustained low rate in the suspension rate can be attributed to an intensive focus on PBIS, the use of incentives, the implementation of other means of correction, and staff training.

Riverside County Office of Education Community School Suspension and Expulsion Data

- Community School suspension rate was 1.9% in 2023-2024
- Community School student expulsion rates were zero every year

California Healthy Kids Survey Results

- The percent of students responding that they feel very safe, or safe, on the California Healthy Kids Survey (CHKS) was 63% in 2023-2024
- The percent of students responding as agree/strongly agree on the California Healthy Kids Survey (CHKS) on School Connectedness was 48% in 2023-2024

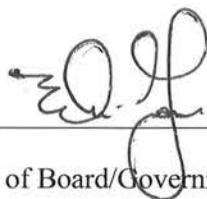
Based on the data (attendance, referrals, suspensions, Interquest canine visit logs) and the surveys (California Healthy Kids Survey), the focus on PBIS/Restorative Practices and SEL and mental health support training will be enhanced in 2025-2026. Behavioral Health Therapist individual, group, and family counseling, behavioral health/mental health counseling, and mentoring/intervention support will continue. In addition, the Memorandums of Understanding (MOUs)/contracts for SARB and canine detection will continue. The ongoing focus on maintaining equipment (replacing two-way radios, security cameras, and servers on a rotating schedule), requiring student ID badges, providing annual training for the campus security supervisors, and custodial services to maintain clean and safe facilities will continue. Programs to communicate with parents/guardians and involve families in the education of their children will continue.

| School Safety Plan Goals and Actions 2025-2026 | |
|--|--|
| Identification of strategies and programs that provide/maintain a high level of school safety based on needs analysis. | |
| Goal | Students will develop skills in self-management, self-awareness, social awareness, responsible decision making, and relationship building in positive, safe, and healthy learning environments. |
| Strategies | Actions |
| Create positive learning environments to connect students to school and build self-discipline and responsibility for behavior. | <ul style="list-style-type: none"> Enhance implementation of PBIS and the first two phases of the Restorative Practices continuum (Affective Statements and Affective Questions). Implement suicide prevention/crisis intervention plan aligned with AB 2246. Implement trauma-informed care for positive classroom environments. Use student behavior information from Aeries as a part of the MTSS collaborative meetings. Implement semester Panorama Screening Implement contract for behavioral health services for students. Implement intramural sports program. Administer California Healthy Kids Survey. Contract for mentoring/intervention services. Implement incentives. |

| | | |
|---|--|--|
| Improve student attendance by building student motivation, self-discipline, and responsibility for their performance. | <ul style="list-style-type: none"> Implement monthly SART meetings and quarterly SARB meetings and attendance incentives along with counseling sessions that provide students with skills on decision-making, social-emotional behavior, and bullying prevention (Contract with A2A) Provide support from the School Social Worker. Provide behavioral health counseling by Behavioral Health Therapists (BHTs). Provide mentoring to students. Implement incentives. Provide Telehealth services. | |
| Maintain safe and clean school facilities. | <ul style="list-style-type: none"> Provide campus security (full-time campus security supervisors at each RLC). Utilize contracted security company when subs are not available. Implement canine detection at all sites. Implement Raptor Driver's License/ID Scanning software (six sites) Maintain equipment (two-way radios, security cameras). Provide student ID badge printing software for safety. Maintain site alarm systems. Provide training to the campus security supervisors. Alterus and Gaggle implementation and training. Provide custodial services to maintain clean and safe facilities. | |
| Implement system of communication with parents. | <ul style="list-style-type: none"> Implement a system of communication with parents. Use Aeries Parent Portal to communicate academic progress to parents. Provide parent training. Access to CAREspace Supports www.roce.us/CAREspace | |

Alternative Education – School Site Council - School Safety Committee

| Names | Membership |
|-----------------------------------|---------------------------------------|
| Sandra Penaloza | Administrator, RCOE Main |
| Martha Saenz | Classified Staff Representative |
| Nashaun Hall | Classified Staff Representative |
| Gabriel Fajardo | Community Principal – DFK/PSCS/Blythe |
| Jesiah Buckner | Community Student Representative |
| Esteban Gonzalez & Luis Ruvalcaba | Court Student Representative |
| Fortunato Castaneda | Community School Teacher |
| Lisa A. Gonzalez | Community School Teacher |
| Juan Barro | Court School Teacher |
| Eddie Villa | Court School Teacher |
| David Holguin | Parent Representative |
| Cristian Abigail Tufino | Parent Representative |
| Michelle Bell | Secretary |



Signature of Board/Governing Authority/Cabinet Member



Printed Name

Date Board/Governing Authority/Cabinet Approved Comprehensive School Safety Plan: 2/13/23

Appendix A

Alternative Education

Strategic Plan for Community School Student Suicide Prevention

The Riverside County Office of Education (RCOE) Alternative Education shall involve school-employed mental health professionals (e.g., behavioral health therapists, school psychologists, etc.), principals, administrators, other school staff members, parents/guardians, students, and when appropriate local health agencies and professionals and law enforcement in the planning, implementing, and evaluating suicide prevention and intervention. RCOE will work in conjunction with local government agencies, community-based organizations, and other community support to identify additional resources as needed. In alignment with Board Policy 5141.52, all staff receive staff development related to suicide awareness and prevention. All students receive instruction on problem-solving, coping strategies, and identifying warning signs in others. We share data with parents and provide information about identifying warning signs in peers, how to seek help, and how to build a positive school climate.

Action Plan for In-School Suicide Intervention

If a Community School student expresses suicidal ideation or intent during the school day on campus, making statements of self-harm, a Risk Assessment should be completed by qualified personnel (Behavioral Health Therapist). The purpose of this Risk Assessment is to determine the level of risk posed to and by the student, as the health and safety of the student and those around them is critical. The Risk Assessment should be conducted in a safe/confidential area. Upon determining the level of risk (High, Moderate, Low), the following steps should be implemented to immediately support the student:

For High/Imminent Risks (Student demonstrates Intent, has a Plan, has Means)

1. Behavioral Health Therapist will remain calm, ensure the student is supervised, provide psychological support to the student, and reaffirm safety. Document Risk Assessment results in 4Student Lives Platform.
2. Call 911 and/or Riverside University Health System Behavioral Health Mobile Crisis Response Team (951-686-4357). Provide as much information about any suicidal intent-plan-means as well as other relevant information including: medications taken, access to weapons, past attempts, etc.
3. Contact the Principal and the Behavioral Health Coordinator.
4. Develop a Safety Plan with/for the student and provide copies to all necessary individuals (including student, parent/guardian, principal, etc).
5. Contact parents/guardians if the student is not endangered by parent notification. If the student would be endangered by a parent/guardian contact, an appropriate mandated reporter report should be made.
6. Student may only be released to parents/guardians/caregivers or to a person who is qualified and trained to provide help (e.g., First Responders to transport for additional care).
7. Communicate with the student's teachers/staff 'need to know' information.
8. If the student is removed from school (e.g. hospitalized) and receives intensive support, upon return to school, Behavioral Health Therapist and the teacher will hold a re-entry meeting to discuss follow up support and implementation of Safety Plan.

For Moderate Risks (Student demonstrates Intent and has a Plan, but No Means)

1. Behavioral Health Therapist will remain calm, ensure the student is supervised, provide psychological support to the student, and reaffirm safety. Document Risk Assessment results in the 4Student Lives Platform.
2. Contact the Principal and the Behavioral Health Coordinator.

4. Call the Riverside University Health System Behavioral Health Mobile Crisis Response Team (951-686-4357). Provide as much information about any suicidal intent-plan-means, as well as other relevant information including medications taken, access to weapons, prior suicidal ideation, etc. (if applicable).
5. Develop a Safety Plan with/for the student and provide copies to all necessary individuals (including student, parent/guardian, principal, etc).
6. Contact parents/guardians if the student is not endangered by parent notification. If the student would be endangered by a parent/guardian contact, an appropriate mandated reporter report should be made.
7. Communicate with the student's teachers/staff 'need to know' information.
8. If the student is removed from school (e.g. hospitalized) and receives intensive support, upon return to school, Behavioral Health Therapist and the Teacher will hold a re-entry meeting to discuss follow up support and implementation of Safety Plan.

For Low Risks (Student demonstrates Ideation or Intent, but has no Plan and no Means)

1. Behavioral Health Therapist will remain calm, ensure the student is supervised, provide psychological support to the student, and reaffirm safety. Document Risk Assessment results in 4Student Lives Platform.
2. Contact the Principal and the Behavioral Health Coordinator.
3. Develop a Safety Plan with/for students and provide copies to all necessary individuals (including student, parent/guardian, principal, etc). This includes providing parents/guardians with information about resources and outlining any follow up support to the student.
- 4.
- 5.
6. Communicate with the student's teachers/staff 'need to know' information.

Youth Suicide Prevention Policy

Introduction

California *Education Code (EC)* Section 215, as added by Assembly Bill 2246, (Chapter 642, Statutes of 2016) mandates that the Governing Board of any local educational agency (LEA) that serves pupils in grades seven to twelve, inclusive, adopt a policy on pupil suicide prevention, intervention, and postvention. The policy shall specifically address the needs of high-risk groups, including suicide awareness and prevention training for teachers, and ensure that a school employee acts within the authorization and scope of the employee's credential or license.

For more information on AB 2246 Pupil Suicide Prevention Policies, go to the California Legislative Information Web page at

https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201520160AB2246.

For resources regarding youth suicide prevention, go to the State Superintendent of Public Instruction (SSPI) letter regarding Suicide Prevention Awareness Month on the California Department of Education (CDE) Web page at

<http://www.cde.ca.gov/nr/el/le/yr16ltr0901.asp> and the Directing Change For Schools Web page at <http://www.directingchange.org/schools/>.

Additionally, the CDE encourages each LEA to work closely with their county behavioral health department to identify and access resources at the local level.

While the mandate does not apply to private schools or students below grade seven, we do encourage them to consider adopting a suicide prevention policy as a safety net for all students. This is particularly important since suicide is the second leading cause of death for youth ages fifteen to twenty-four. Students in earlier grades are also known to consider, attempt, and die by suicide—which is also a leading cause of death

among ten to twelve-year-olds. Research demonstrates that suicidal ideation may start as early as preschool (however, suicide deaths are very rare among children nine years of age and younger). Although elementary and private schools are not legally required to adhere to AB 2246, they may want to consult with their legal staff about the advisability of adopting such a policy.

Riverside County Office of Education

Youth Suicide Prevention Policy

The Governing Board of Riverside County Office of Education (RCOE) recognizes that suicide is a leading cause of death among youth and that an even greater amount of youth consider (17 percent of high school students) and attempt suicide (over 8 percent of high school students) (Centers for Disease Control and Prevention, 2015).

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response in preventing suicidal ideation, attempts, and deaths. We also must work to create a safe and nurturing campus that minimizes suicidal ideation in students.

Recognizing that it is the duty of the district and schools to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. As it is known that the emotional wellness of students greatly impacts school attendance and educational success, this policy shall be paired with other policies that support the emotional and behavioral wellness of students.

This policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or “place the idea in someone’s mind.”

In an attempt to reduce suicidal behavior and its impact on students and families, the Riverside County Superintendent of Schools shall develop strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for all school personnel in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide, including substitute teachers, volunteers, expanded learning staff (afterschool) and other individuals in regular contact with students such as crossing guards, tutors, and coaches.

Riverside County Superintendent of Schools shall develop and implement preventive strategies and intervention procedures that include the following:

Overall Strategic Plan for Suicide Prevention

Riverside County Superintendent of Schools shall involve school-employed mental health professionals (e.g., behavioral health therapist, school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, law enforcement, and community organizations in planning, implementing, and evaluating the district’s strategies for suicide prevention and intervention. Riverside County Superintendent of Schools will work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources, such as, Riverside University Health System – Behavioral Health, Riverside County Sheriff’s Department, Riverside County Probation, Mobil Crisis Response Team, and local Riverside County school districts.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, the Riverside County Superintendent of Schools shall appoint an individual (or team) to serve as the suicide prevention point of contact for the district. In addition, each school shall identify at least one staff member to serve as the liaison to the district’s suicide prevention point of contact, and coordinate and implement suicide prevention activities on their specific campus. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

Resources:

- The K–12 Toolkit for Mental Health Promotion and Suicide Prevention has been created to help schools comply with and implement AB 2246, the Pupil Suicide Prevention Policies. The Toolkit includes resources for schools as they promote youth mental wellness, intervene in a mental health crisis, and support members of a school community after the loss of someone to suicide. Additional information about this Toolkit for schools can be accessed on the Heard Alliance Website at <http://www.heardalliance.org/>.
- You can find information about a comprehensive suicide prevention toolkit for schools on the Palo Alto Unified School District Counseling Services Web page at <https://www.pausd.org/student-services/counseling-services>
- “Preventing Suicide: A toolkit for Schools” (Substance Abuse and Mental Health Service Administration) This publication from the Substance Abuse and Mental Health Services Administration (SAMHSA) was created to high schools and school districts in designing and implementing strategies to prevent suicide and promote behavioral health. It includes tools to implement a multi-faceted suicide prevention program that response to the needs and cultures of students. Website: <https://store.samhsa.gov/product/Preventing-Suicide-A-Toolkit-for-High-Schools/SMA12-4669>

Prevention

A. Messaging about Suicide Prevention

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, Riverside County Superintendent of School along with its partners has critically reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide.

Resources:

- For information on public messaging on suicide prevention, see the National Action Alliance for Suicide Prevention Web site at <http://suicidepreventionmessaging.actionallianceforsuicideprevention.org/>
- For information on engaging the media regarding suicide prevention, see the Your Voice Counts Web page at <http://resource-center.yourvoicecounts.org/content/making-headlines-guide-engaging-media-suicide-prevention-california-0>
- For information on how to use social media for suicide prevention, see the Your Voice Counts Web page at <http://resource-center.yourvoicecounts.org/content/how-use-social-media>

B. Suicide Prevention Training and Education

The Riverside County Superintendent of Schools along with its partners has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members and other adults on campus (including substitutes and intermittent staff, volunteers, interns, tutors, coaches, and expanded learning [afterschool] staff).

Training:

- At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
- All suicide prevention trainings shall be offered under the direction of school-employed mental health professionals (e.g., school counselors, psychologists, or social workers, or other trained individuals) who have received advanced training specific to suicide and may benefit from collaboration with one or more county and/or community mental health agencies. Staff training can be adjusted year-to-year based on previous professional development activities and emerging best practices.
- At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment. Previously employed staff members shall attend a general suicide prevention training through district, county, and/or state trainings. Core components of the general suicide prevention training shall include:
 - Suicide risk factors, warning signs, and protective factors;
 - How to talk with a student about thoughts of suicide;
 - How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;
 - Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;
 - Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;
 - Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>.
- In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff should include the following components:
 - The impact of traumatic stress on emotional and mental health;
 - Common misconceptions about suicide;
 - School and community suicide prevention resources;
 - Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
 - The factors associated with suicide (risk factors, warning signs, protective factors);
 - How to identify youth who may be at risk of suicide;
 - Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on district guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on district guidelines;
 - District-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;
 - District-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
 - Responding after a suicide occurs (suicide postvention);
 - Resources regarding youth suicide prevention;
 - Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;

- Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.
- The professional development also shall include additional information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
 - Youth affected by suicide;
 - Youth with a history of suicide ideation or attempts;
 - Youth with disabilities, mental illness, or substance abuse disorders;
 - Lesbian, gay, bisexual, transgender, or questioning youth;
 - Youth experiencing homelessness or in out-of-home settings, such as foster care;
 - Youth who have suffered traumatic experiences;
 - Youth who have experienced or vulnerable to commercial sexual exploitation.

Resources:

- Youth Mental Health First Aid (YMHFA) teaches a 5-step action plan to offer initial help to young people showing signs of a mental illness or in a crisis, and connect them with the appropriate professional, peer, social, or self-help care. YMHFA is an 8-hour interactive training for youth-serving adults without a mental health background. See the Mental Health First Aid Web page at <https://www.mentalhealthfirstaid.org/cs/take-a-course/course-types/youth/>
- Free YMHFA Training is available on the CDE Mental Health Web page at <http://www.cde.ca.gov/ls/cg/mh/projectcalwell.asp>
- Question, Persuade, and Refer (QPR) is a gatekeeper training that can be taught online. Just as people trained in cardiopulmonary resuscitation (CPR) and the Heimlich maneuver help save thousands of lives each year, people trained in QPR learn how to recognize the warning signs of a suicide crisis and how to question, persuade, and refer someone to help. See the QPR Web site at <http://www.qprinstitute.com/>
- SafeTALK is a half-day alertness training that prepares anyone over the age of fifteen, regardless of prior experience or training, to become a suicide-alert helper. See the LivingWorks Web page at <https://www.livingworks.net/programs/safetalk/>
- Applied Suicide Intervention Skills Training (ASIST) is a two-day interactive workshop in suicide first aid. ASIST teaches participants to recognize when someone may have thoughts of suicide and work with them to create a plan that will support their immediate safety. See the LivingWorks Web page at <https://www.livingworks.net/programs/asist/>
- Kognito At-Risk is an evidence-based series of three online interactive professional development modules designed for use by individuals, schools, districts, and statewide agencies. It includes tools and templates to ensure that the program is easy to disseminate and measures success at the elementary, middle, and high school levels. See the Kognito Web page at <https://www.kognito.com/products/pk12/>

C. Employee Qualifications and Scope of Services

Employees of the Riverside County Superintendent of Schools and their partners must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

D. Specialized Staff Training (Assessment)

Additional professional development in suicide risk assessment and crisis intervention shall be provided to mental health professionals (school counselors, psychologists, social workers, coordinators, and nurses) employed by Riverside County Superintendent of Schools.

Resource:

- Assessing and Managing Suicide Risk (AMSR) is a one-day training workshop for behavioral health professionals based on the latest research and designed to help participants provide safer suicide care. See the Suicide Prevention Resource Center Web page at <http://www.zerosuicideinstitute.com/amsr>

E. Parents, Guardians, and Caregivers Participation and Education

- To the extent possible, parents/guardians/caregivers should be included in all suicide prevention efforts. At a minimum, schools shall share with parents/guardians/caregivers the Riverside County Superintendent of Schools suicide prevention policy and procedures.
- This suicide prevention policy shall be prominently displayed on the Riverside County Superintendent of Schools web page and included in the parent handbook.
- Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.
- All parents/guardians/caregivers should have access to suicide prevention training that addresses the following:
 - Suicide risk factors, warning signs, and protective factors;
 - How to talk with a student about thoughts of suicide;
 - How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

Resource:

- Parents as Partners: A Suicide Prevention Guide for Parents is a booklet that contains useful information for parents/guardians/caregivers who are concerned that their children may be at risk for suicide. It is available from Suicide Awareness Voices of Education (SAVE). See the SAVE Web page at <https://www.save.org/product/parents-as-partners/>

F. Student Participation and Education

The Riverside County Superintendent of Schools along with its partners has carefully reviewed available student curricula to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Under the supervision of school-employed mental health professionals, and following consultation with county and community mental health agencies, students shall:

- Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;
- Receive developmentally appropriate guidance regarding the district's suicide prevention, intervention, and referral procedures.
- The content of the education shall include:
 - Coping strategies for dealing with stress and trauma;
 - How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;
 - Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;

- Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, freshman orientation classes, science, and physical education).

The Riverside County Superintendent of Schools will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Weeks, Peer Counseling Programs, Mentoring Programs, Student Success Programs, and National Alliance on Mental Illness on Campus High School Clubs).

Resources:

- More Than Sad is school-ready and evidence-based training material, listed on the national Suicide Prevention Resource Center's best practices list, specifically designed for teen-level suicide prevention. See the American Foundation for Suicide Prevention Web page at <https://afsp.org/our-work/education/more-than-sad/>
- Break Free from Depression (BFFD) is a 4-module curriculum focused on increasing awareness about adolescent depression and designed for use in high school classrooms. See the Boston Children's Hospital Web page at <http://www.childrenshospital.org/breakfree>
- Coping and Support Training (CAST) is an evidence-based life-skills training and social support program to help at-risk youth. See the Reconnecting Youth Inc. Web page at <http://www.reconnectingyouth.com/programs/cast/>
- Students Mobilizing Awareness and Reducing Tragedies (SMART) is a program comprised of student-led groups in high schools designed to give students the freedom to implement a suicide prevention on their campus that best fits their school's needs. See the SAVE Web page at <https://www.save.org/what-we-do/education/smart-schools-program-2/>
- Linking Education and Awareness for Depression and Suicide (LEADS) for Youth is a school-based suicide prevention curriculum designed for high schools and educators that links depression awareness and secondary suicide prevention. LEADS for Youth is an informative and interactive opportunity for students and teachers to increase knowledge and awareness of depression and suicide. See the SAVE Web page at <https://www.save.org/what-we-do/education/leads-for-youth-program/>

Intervention, Assessment, Referral

A. Staff

Two Riverside County Superintendent of Schools staff members who have received advanced training in suicide intervention shall be designated as the primary and secondary suicide prevention liaisons. Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

- Under normal circumstances, the primary and/or secondary contact persons shall notify the principal, another school administrator, school psychologist or school counselor, if different from the primary and secondary contact persons. The names, titles, and contact information of multi-disciplinary crisis team members shall be distributed to all students, staff, parents/guardians/caregivers and be prominently available on school and district Web sites. The principal, another school administrator, school counselor, school psychologist, social worker, or nurse shall then notify, if appropriate and in the best interest of the student, the student's parents/guardians/caregivers as soon as possible and shall refer the student to mental health resources in the school or community. Determination of notification to

parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

If the student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

- Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary or secondary suicide prevention liaisons.
- Students experiencing suicidal ideation shall not be left unsupervised.
- A referral process should be prominently disseminated to all staff members, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.
- The Riverside County Superintendent of Schools shall establish crisis intervention procedures to ensure student safety and appropriate communications if a suicide occurs or an attempt is made by a student or adult on campus or at a school-sponsored activity.

B. Parents, Guardians, and Caregivers

A referral process should be prominently disseminated to all parents/guardians/caregivers, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.

C. Students

Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they suspect or have knowledge of another student's emotional distress, suicidal ideation, or attempt.

- Verbal notification to staff
- Written notification (request for support form)
- Anonymous reporting (via verbal or support form)

D. Parental Notification and Involvement

Each school within the Riverside County Superintendent of Schools shall identify a process to ensure continuing care for the student identified to be at risk of suicide. The following steps should be followed to ensure continuity of care:

- After a referral is made for a student, school staff shall verify with the parent/guardian/caregiver that follow-up treatment has been accessed. Parents/guardians/caregivers will be required to provide documentation of care for the student.
- If parents/guardians/caregivers refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, the suicide point of contact (or other appropriate school staff member) will meet with the parents/guardians/caregivers to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of the importance of care. If follow-up care for the student is still not provided, school staff should consider contacting Child Protective Services (CPS) to report neglect of the youth, 1-877-922-4453.

E. Action Plan for In-School Suicide Attempts

If a suicide attempt is made during the school day on campus, it is important to remember that the health and safety of the student and those around him/her is critical. The following steps should be implemented:

- Remain calm, remember the student is overwhelmed, confused, and emotionally distressed;

- Move all other students out of the immediate area;
- Immediately contact the administrator/designee or suicide prevention liaison;
- Call 911 and give them as much information about any suicide note, medications taken, and access to weapons, if applicable;
- If needed, provide medical first aid until a medical professional is available;
- Parents/guardians/caregivers should be contacted as soon as possible;
- Do not send the student away or leave them alone, even if they need to go to the restroom;
- Listen and prompt the student to talk;
- Review options and resources of people who can help;
- Be comfortable with moments of silence as you and the student will need time to process the situation;
- Provide comfort to the student;
- Promise privacy and help, and be respectful, but do not promise confidentiality;
- Student should only be released to parents/guardians/caregivers or to a person who is qualified and trained to provide help.

F. Action Plan for Out-of-School Suicide Attempts

If a suicide attempt by a student is outside of Riverside County Office of Education property, it is crucial that the LEA protects the privacy of the student and maintain a confidential record of the actions taken to intervene, support, and protect the student. The following steps should be implemented:

- Contact the parents/guardians/caregivers and offer support to the family;
- Discuss with the family how they would like the school to respond to the attempt while minimizing widespread rumors among teachers, staff, and students;
- Obtain permission from the parents/guardians/caregivers to share information to ensure the facts regarding the crisis is correct;
- Designate a staff member to handle media requests;
- Provide care and determine appropriate support to affected students;
- Offer to the student and parents/guardians/caregivers steps for re-integration to school.
- Develop safety plan within 48 hours of student's return to school

G. Supporting Students after a Mental Health Crisis

It is crucial that careful steps are taken to help provide the mental health support for the student and to monitor their actions for any signs of suicide. The following steps should be implemented after the crisis has happened:

- Treat every threat with seriousness and approach with a calm manner; make the student a priority;
- Listen actively and non-judgmental to the student. Let the student express his or her feelings;
- Acknowledge the feelings and do not argue with the student;
- Offer hope and let the student know they are safe and that help is provided. Do not promise confidentiality or cause stress;
- Explain calmly and get the student to a trained professional, guidance counselor, or designated staff to further support the student;
- Keep close contact with the parents/guardians/caregivers and mental health professionals working with the student.
- Develop safety plan within 48 hours of student's return to school.
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H. Re-Entry to School After a Suicide Attempt

A student who threatened or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well planned re-entry process ensures the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment. The following steps shall be implemented upon re-entry:

- Obtain a written release of information signed by parents/guardians/caregivers and providers;
- Confer with student and parents/guardians/caregivers about any specific requests on how to handle the situation;
- Inform the student's teachers about possible days of absences;
- Allow accommodations for student to make up work (be understanding that missed assignments may add stress to student);
- Mental health professionals or trusted staff members should maintain ongoing contact to monitor student's actions and mood;
- Work with parents/guardians/caregivers to involve the student in an aftercare plan.
- Develop safety plan within 48 hours of student's return to school

Resource:

- The School Reentry for a Student Who Has Attempted Suicide or Made Serious Suicidal Threats is a guide that will assist in school re-entry for students after an attempted suicide. See the Mental Health Recovery Services Resource Web page at http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/

I. Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on students and staff. Therefore, it is vital that we are prepared ahead of time in the event of such a tragedy. The Riverside County Superintendent of Schools shall ensure that each school site adopts an action plan for responding to a suicide death as part of the general Crisis Response Plan. The Suicide Death Response Action Plan (Suicide Postvention Response Plan) needs to incorporate both immediate and long-term steps and objectives.

- Suicide Postvention Response Plan shall:
 - Identify a staff member to confirm death and cause (school site administrator);
 - Identify a staff member to contact deceased's family (within 24 hours);
 - Enact the Suicide Postvention Response Plan, include an initial meeting of the district/school Suicide Postvention Response Team;
 - Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
- Coordinate an all-staff meeting, to include:
 - Notification (if not already conducted) to staff about suicide death;
 - Emotional support and resources available to staff;
 - Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);
 - Share information that is relevant and that which you have permission to disclose.
- Prepare staff to respond to needs of students regarding the following:
 - Review of protocols for referring students for support/assessment;
 - Talking points for staff to notify students;
 - Resources available to students (on and off campus).
- Identify students significantly affected by suicide death and other students at risk of imitative behavior;
- Identify students affected by suicide death but not at risk of imitative behavior;

- Communicate with the larger school community about the suicide death;
- Consider funeral arrangements for family and school community;
- Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered;
- Contact Riverside County Office of Education media department for all media releases. Research has proven that sensationalized media coverage can lead to contagious suicidal behaviors.
- Utilize and respond to social media outlets:
 - Identify what platforms students are using to respond to suicide death
 - Identify/train staff and students to monitor social media outlets
- Include long-term suicide postvention responses:
 - Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed
 - Support siblings, close friends, teachers, and/or students of deceased
 - Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide

Resources:

- After a Suicide: A Toolkit for School is a comprehensive guide that will assist schools on what to do if a suicide death takes place in the school community. See the Suicide Prevention Resource Center Web page at <http://www.sprc.org/comprehensive-approach/postvention>
- Help & Hope for Survivors of Suicide Loss is a guide to help those during the bereavement process and who were greatly affected by the death of a suicide. See the Suicide Prevention Resource Center Web page at <http://www.sprc.org/resources-programs/help-hope-survivors-suicide-loss>
- For additional information on suicide prevention, intervention, and postvention, see the Mental Health Recovery Services Model Protocol Web page at http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_forschools-9/
- Information on school climate and school safety is available on the CDE Safe Schools Planning Web page at <http://www.cde.ca.gov/ls/ss/vp/safeschlplanning.asp>
- Additional resources regarding student mental health needs can be found in the SSPI letter Responding to Student Mental Health Needs in School Safety Planning at <http://www.cde.ca.gov/nr/el/le/yr14ltr0212.asp>.

Note: This model policy is considered exemplary and is not prescriptive, per EC Section 33308.5:

- (a) Program guidelines issued by the State Department of Education shall be designed to serve as a model or example and shall not be prescriptive. Program guidelines issued by the department shall include written notification that the guidelines are merely exemplary, and that compliance with the guidelines is not mandatory.
- (b) The Superintendent of Public Instruction shall review all program guidelines prepared by the State Department of Education prior to issuance to local education agencies. The superintendent shall approve the proposed guidelines only if he or she determines that all of the following conditions are met:
 - (1) The guidelines are necessary.
 - (2) The department has the authority to issue the guidelines.
 - (3) The guidelines are clear and appropriately referenced to, and consistent with, existing statutes and regulations.

