



Riverside County Office of Education  
Alternative Education  
Court School

Comprehensive School Safety Plan  
2026-2027



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### **County-District-School Codes**

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

Riverside County Court School County-District-School Code 33-10330-3330123

### **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 2025-January 2026.

Date reviewed by Safety, Emergency Preparedness Coordinator: December 9, 2025

Date of consultation with the Fire Department in the writing and development of the Comprehensive School Safety Plan: January 2026

Date of consultation with School Resources Officer/Local Police Department in the writing and development of the Comprehensive School Safety Plan: January 2026

Date of Evaluation of Comprehensive School Safety Plan (by SSC): January 13, 2026

Date School Site Council approved Comprehensive School Safety Plan and communicated the Comprehensive School Safety Plan to the public at a public meeting: January 13, 2026

### **Overview of Safe School Plan**

Providing a safe learning environment is a priority for RCOE and Riverside County Probation. 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. Court 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 encourage the prevention of violence on campus and prepare students to handle conflict, anger, and other threats to safety. discipline policy provides students with behavior guidelines that are aligned with 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 at our school center on positive youth development. Court School staff actively create a positive school climate, promoting social-emotional learning through research-based strategies. Simultaneously, RCOE implements multi-tiered systems of support/response to intervention, fostering high expectations, sustained student engagement, and effective systems for student success. Notable programs within this framework include Positive Behavioral Interventions and Supports (PBIS) and Restorative Practices. The collaborative efforts of the administration, teachers, and classified staff are evident in the annual development, monitoring, and evaluation of school safety plan components. The Leadership Team systematically reviews data on attendance, referrals, suspensions, and California Healthy Kids Survey results to assess the efficacy of the Safe School Plan. Demonstrating a commitment to prioritizing the safety and well-being of our students and staff, established procedures ensure a swift

response to reports of dangerous, violent, or unlawful activity. This includes an immediate assessment, notification of relevant authorities, thorough investigations, and the implementation of appropriate interventions, all underscored by a collaborative approach involving staff, students, and law enforcement to maintain a secure educational environment.

### **Procedures for Safe Ingress and Egress**

#### Ingress and Egress

Probation staff monitor ingress and egress to the school. All unauthorized persons entering the juvenile hall must sign in and identify their purpose and destination.

#### Restricted Campus

Riverside County High School is a closed campus. Students may not leave the juvenile hall.

#### Visitors on Court 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).

Unless otherwise directed by the site administrator or designee, a staff member shall accompany visitors/outsideers 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.

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 dates 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.

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

RCOE and Probation 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)**

The Court School staff utilize Probation's emergency procedures, which are aligned to RCOE's Emergency Operation Plan (EOP) and meets the guidelines of the California's Standardized Emergency Management System (SEMS). The plan has been developed in consultation with public safety agencies (law enforcement, fire, public health) and has 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 works with the Probation Duty Officer who 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 trained in the following Federal Emergency Management Agency (FEMA) courses: IS 100 (Incident Command for 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 and file a copy of this record with 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 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, and check to see if any students are injured. If immediate help can be given to open the ay, 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.

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.

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 school's 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 an RCOE or Probation facility.

Probation Control Staff Procedures:

- Initiate lockdown by calling “Lockdown” over the HT radio system.
- Inform all persons within the facility by announcing the lockdown over the public address (PA) system. Control staff shall announce, “Lockdown, Lockdown, a Lockdown condition exists.”
- Dial (9) 911 and notify law enforcement dispatch of the incident in progress.
- Remain on the phone with dispatch and provide updated information throughout the incident.
- Remain in the control center area, using surveillance cameras to provide suspect information to law enforcement.

Probation Staff Supervising Youth

- Respond by ensuring the youth under their supervision are in the safest possible location, until law enforcement arrives and assumes command.
- On living units, secure access to living unit and secure youth in available rooms. Staff shall direct youth who are not in rooms to the safest locations on the unit.
- Secure all residents and non-probation staff prior to seeking shelter for themselves.
- If staff and youth are outside of the living units, immediately direct youth back into the unit and to their rooms unless it is unsafe to do so.
- If staff are unable to return to the unit with the youth they are supervising, they shall take steps to secure the youth and themselves at their location, utilizing another housing unit, holding cells, storage closets, restrooms, or behind laundry machines as hiding places.
- Once all youth and non-probation staff are secured, secure themselves in the nearest safe space.
- Remain in this status until given the “all clear” by control center staff.

All other staff, including but not limited to, staff from Riverside County Office of Education, Correctional Healthcare Services, Behavioral Health, and volunteers, if present, shall be secured in the staff offices or other closed areas that are nearby and available. When law enforcement arrives, they shall take command of the incident, coordinating facility staff and youth movement and responses with the duty officer (DO).

Civil Disturbance Outside of the Facility

Upon receiving information of or witnessing a Civil Disturbance occurring outside any juvenile facility on facility grounds, staff shall notify the DO. The DO shall contact law enforcement to report the disturbance and notify facility administrators. Based upon the circumstances and severity of the disturbance, the DO may consider the following actions:

- Restricting unit outside activities;
- Suspension of live television and radio programs;
- Suspension of the use of the unit pay telephones;
- Additional interior perimeter check;
- Facility lockdown; and,
- Notification of staff outside of the facility to divert to another facility or probation office.

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

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.

Probation Hand Talkie (HT) Radio Communication System

A handheld, portable two-way radio transceiver (transmitter/receiver) allows all juvenile facility staff to communicate with one another. Man-down – HT radios featuring a “man-down” button, when pressed, send a signal to the corresponding “man-down” receiver box indicating the HT radio number. The “man-down” feature is used to alert control staff that there is an emergency involving the staff assigned to that particular radio number. Emergency codes:

Code Green – A code used to signify any emergency requiring an immediate response from the duty officer (DO) and all available back-up staff. Emergencies may include, but are not limited to the following: a fight, a serious disturbance among the youth, or a threat of attack.

Code Red – A code used to signify a fire related emergency requiring an immediate response from the DO, on-site health care staff, maintenance staff and all available back-up staff.

Code Blue – A code used to signify a severe medical emergency requiring an immediate response from on-site health care staff, the DO, all available back-up staff and emergency response personnel. Severe medical emergencies may include but are not limited to the following: cardiac arrest, suicide attempt, or an unconscious person.

11-88 – A code used to communicate “officer needs back-up.” For juvenile facility purposes, it represents a request for an immediate response from the DO and all available back-up staff.

Escape – A code used to signify that a youth is either attempting to escape or has successfully escaped from a juvenile facility. This code requires an immediate response from the DO and all available backup staff. Staff shall announce “escape” and the location the youth was last seen.

Any juvenile facility staff needing assistance because of an immediate emergency situation can summon help anywhere in the facility by utilizing the HT radio and announcing an emergency code and the location of the emergency. Whether or not a situation is serious enough to warrant the use of an emergency code is a matter of judgment by the staff involved. However, generally, when in doubt, use the established emergency codes. The types of situations that would necessitate the use of the HT radio to make an emergency code call may include, but are not limited to the following:

- If staff feel threatened or become physically assaulted;
- A fight or other serious disturbance among youth, such as a riot;

- A serious accident or other life-threatening medical situation;
- An escape or attempted escape;
- An attempted suicide or suicidal behavior; and
- Any emergency situation that may jeopardize the safety and security of the youth or staff within the facility.

In an emergency situation, staff are encouraged to announce an emergency code call via the HT radio. However, in the event staff cannot use his/her microphone they may utilize the “man-down” feature of the HT radio, if their juvenile facility has an HT receiver box. The “man-down” button is an added security feature intended to assist staff in summoning assistance in emergency situations only.

Control center staff, upon receiving an emergency code call shall immediately repeat the announcement over the HT radio and/or the paging system and state “Code (Type) to (Location).” This shall be announced in a clear, loud and firm voice so there is no misunderstanding as to the area needing assistance. Control center staff shall repeat the emergency code and location two more times. Staff, upon hearing an emergency code call, shall respond as quickly as possible to the announced location to provide assistance. The lead staff of each responding unit will determine which staff shall remain and which staff shall respond.

### Riot Control

If a riot situation is imminent or active, staff shall announce “code green” and the location of the incident via the Hand-Talkie (HT) radio to summon the duty officer (DO) and all available staff. Youth not involved in the riot shall be relocated temporarily under the direction of the DO. Probation staff response to a riot situation:

- Give verbal commands to stop and get down;
- Deploy Juvenile Facility Services Policy for Use of Force;
- Maintain visual on your partner(s) and the situation;
- Strategically position yourself;
- Refrain from physically engaging until sufficient staff arrive;
- Communicate with and direct responding staff to assist with the situation;
- Use appropriate force necessary to gain control of the situation;
- Attempt to isolate and remove youth involved; and
- If staff cannot gain control of the situation, under the direction of the DO or designee, control center staff shall call (9) 911 to summon law enforcement for additional assistance.

### **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, Wildfire & Ash Reference Guide #002 and ANNEX A to RCEOP EOP (All Hazards Plan) for additional information. . During times of heightened air pollution or during wildfire smoke days, RCOE (Operational Support Services (OSS), Safety Emergency Management) distributes a daily air quality report obtained from local government sources when the air quality is unhealthy or higher. This report makes recommendations for individual physical activity based on the current air quality. The 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 <https://www.rcoe.us/departments/administration-and-business-services/operational-support-services/emergency-preparedness/alerts-advisories> or going directly to:

- [South Coast Air Quality Management District Current/Hourly Air Quality](#)
- [Imperial County Air Pollution Control District Air Quality](#)
- [Air Quality Data Where you Live – Air Now](#)
- [Fire and Smoke Map – Air Now.](#)

### **Access to Internet and Online Sites (EC § 48980(I))**

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. RCOE follows the acceptable use practice for artificial intelligence as found here: <https://edpolicyinca.org/publications/ai-policy-guidance-schools>

### **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 for 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.

### **Daily Huddles**

Staff from Probation, Behavioral Health, and the Court School meet before school on a daily basis to discuss student matters related to safety, security, and medical/dental appointments or off campus activities from the weekend or from the after school hours in the housing units.

### **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, and 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 at one site (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**

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**

Court 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. Court 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. 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, 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 Hector Alegria, Director II, Personnel Services, Riverside County Office of Education, Riverside, CA 92502; 951-826-6677 | [halegria@rcoe.us](mailto:halegria@rcoe.us)

If you need assistance putting your complaint in writing, please contact Personnel Services at 951-826-6677 or [halegria@rcoe.us](mailto:halegria@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://ocras.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](mailto: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**

#### School Dress Code:

Probation staff require students to wear uniforms in the Court School classrooms. All clothing and accessories must be school appropriate.

#### Prohibition of gang-related apparel

Gang activity is not allowed in school.

### **Procedures for a Safe and Orderly Learning Environment**

#### 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

Probation maintains security cameras, building alarms, two-way radios. Custodial services maintain clean and safe school facilities and grounds.

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.

Immigration

Right to a Free Public Education: All children have a right to equal access to free public education, regardless of their or their parents'/guardians' immigration status.

Information Required for School Enrollment: Schools must accept a variety of documents from the student's parent or guardian to demonstrate proof of the child's age or residency, and schools are not required to keep a copy of the document used as proof of the child's age.

Confidentiality of Personal Information: Federal and state laws protect student education records and personal information. These laws generally require schools to obtain written consent from parents or guardians before releasing student information, unless the release of information is for educational purposes, already public, or in response to a court order or subpoena.

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 (at minimum principal) 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.

#### Court School Class-Attendance Communication Sheet

Teachers complete a Class-Attendance Communication sheet when a student needs behavioral intervention or a student determined timeout. Probation staff supervise the student and or refer the student to RUHS-BH counselors.

#### Behavioral Health Protocol

RUHS-BH conducts a behavior screening of all students who enter the juvenile hall Court School with 72 hours of enrollment. Teachers refer students to RUHS-BH counselors for behavior issues, crisis response, and ERMHS.

#### Team Treatment Meetings

Teachers participate in weekly Probation Team Treatment meetings to discuss student progress and support needs.

#### Student Incentives and Point Sheets

Teachers complete daily point sheets for students as a part of our MTSS/incentive system to improve student attendance, academics, and behavior.

#### Student Medications

Probation health staff manage student medications.

#### Student Supervision

Teachers meet and greet the students at their door welcoming them into class prior to each period.

#### 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).

#### Staff Orientation for Juvenile Hall Court School Sites on PREA

Probation requires all new staff members to read and sign the Prison Rape Elimination Act (PREA) form before they are able to begin their assignment.

#### 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.

#### 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.

#### 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.

### **Behavioral Health and Mentoring**

#### Behavioral/Mental Health Services

Alternative Education contracts for behavioral health services for students. The behavioral health consultant provides 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.

### California Healthy Kids Survey

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

### Mentoring

Real Talk is a mentoring/literacy/communication programming provided twice each month for the young men's units at the Southwest Court School. Mentoring support is provided to students through various contracts, which focus on bringing in credible voices for support.

## **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

Facility staff are responsible for coordinating cleaning and disinfecting at sites maintained by districts or 3<sup>rd</sup> parties. Supplies will be made available for site staff to disinfect frequently touched surfaces as needed.

### Probation Coronavirus (COVID-19) Juvenile Facilities Response Plan

All staff assigned to a juvenile facility need to exercise universal safety precautions (e.g., using personal protective equipment, washing hands frequently, minimizing contact with ill people, etc.) both at home and in the workplace. Flyers have been posted regarding the minimization of germ transmission in conspicuous areas throughout the facilities, including the living units, visiting room and lobby, as well as areas only accessible to staff. Personal Protection Equipment (PPE) is available to all staff in the juvenile facilities. Nursing staff provide periodic programming to reinforce proper hygiene practices to the youth.

Probation conducts testing of all new intakes exhibiting COVID-19 symptoms

Staff treat the youth with dignity and maintain confidentiality by not discussing his/her medical status in the presence of other youth. In addition to normal cleaning, any area the youth enters (e.g., shower, DCO,

etc.) shall be cleaned and disinfected. The unit supervisor or designee works with Riverside County Office of Education (RCOE) to ensure youth receive appropriate educational services.

**Assessment of the Current Status of School Safety-Safety Indicators**

In 2024-2025, 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 parent meetings, speakers, parenting classes- virtual and in-person, and Parent Square communication. Aeries Parent Portal enabled parents/guardians to monitor student grades

The Court School suspension rate remained at zero in 2024-2025. The reduction in the suspension rate can be attributed to an intensive focus on PBIS, use of incentives, implementation of other means of correction, trauma informed care, and staff training.

**Riverside County Office of Education Court School Suspension and Expulsion Data**

- Court School suspension rate was zero in 2024-2025
- Court School student expulsion rates were zero every year

**RCOE Alternative Education 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 77 % in 2025-2026
- The percent of students responding as agree/strongly agree on the California Healthy Kids Survey (CHKS) on School Connectedness was 48% in 2025-2026

Based on the data (attendance, referrals, suspensions) and the surveys (California Healthy Kids Survey), the focus on PBIS/Restorative Practices/trauma-informed care, SEL, and mental health support training will be enhanced in 2026-2027. The direct support from Behavioral Health Therapists (BHTs), social work interns, counseling, behavioral health/mental health counseling, and mentoring/intervention will continue. Programs to communicate with parents/guardians and involve families in the education of their children will continue.

| <b>School Safety Plan Goals and Actions 2026-2027</b>  |  |
|--|--|
| Identification of strategies and programs that provide/maintain a high level of school safety based on needs analysis.         |  |
| <b>Goal</b>  | Students will develop skills in self-management, self-awareness, social awareness, responsible decision-making, and relationship-building in positive, safe, and healthy learning environments.  |
| <b>Strategies</b>  | <b>Actions</b>   |
| Create positive learning environments to connect students to school and build self-discipline and responsibility for behavior. | <ul style="list-style-type: none"> <li>• Enhance implementation of PBIS and the first two phases of the Restorative Practices continuum (Affective Statements and Affective Questions).</li> <li>• Implement suicide prevention/crisis intervention plan aligned with AB 2246.</li> <li>• Implement trauma-informed care for positive classroom environments.</li> <li>• Implement semester Panorama Screening</li> <li>• Use student behavior information from Aeries as a part of the MTSS collaborative meetings.</li> <li>• Implement contract for behavioral health services for students.</li> <li>• Administer California Healthy Kids Survey.</li> </ul> |

|  |   |  |
|--|---|--|
|  | <ul style="list-style-type: none"> <li>• Implement incentives.</li> </ul>   |  |
| <p>Improve student attendance by building student motivation, self-discipline, and responsibility for their performance.</p> | <ul style="list-style-type: none"> <li>• Implement incentives.</li> <li>• Provide mentoring to students.</li> <li>• Setting goals with students</li> <li>• Provide mentorship with individuals who have shared experiences</li> </ul>   |  |
| <p>Implement system of communication with parents.</p>   | <ul style="list-style-type: none"> <li>• Implement a system of communication with parents.</li> <li>• Use Aeries Parent Portal to communicate academic progress to parents.</li> <li>• Provide parent training.</li> <li>• Provide linkage to CAREspace: <a href="https://www.rcoe.us/CAREspace">https://www.rcoe.us/CAREspace</a></li> </ul> |  |

**Alternative Education - School Site Council - Safety Committee**

| Names                 | Membership                      |
|-----------------------|---------------------------------|
| Sandra Penaloza       | Administrator, RCOE Main        |
| Arthur Kimball        | Principal, Court School         |
| Claudia Rios          | Classified Staff Representative |
| Nashaun Hall          | Classified Staff Representative |
| Josefina Rosales      | Classified Staff Representative |
| Martin Ramirez        | Classified Staff Representative |
| Eddie Vialla          | Teacher                         |
| Lisa Gonzalez         | Teacher                         |
| Cecilia Rodriguez     | Interpreter                     |
| Michelle Bell         | Secretary/Notetaker             |
| Asuncion Solano       | Parent Representative           |
| Claudia Maye          | Parent Representative           |
| Jesus Rios            | Parent Representative           |
| Linda Pennington,     | Parent Representative           |
| Maria Carrillo        | Parent Representative           |
| Edith Esquivel        | Parent Representative           |
| Zuleyma Carmona       | Parent Representative           |
| Maria Lupercio        | Parent Representative           |
| Emilio Solano         | Student                         |
| Johnathan Torres      | Student                         |
| Honorato Silva        | Student                         |
| Steven Cortes Carmona | Student                         |
| Erick Esquivel        | Student                         |
| Elisandro Rabanales   | Student                         |
| Anthony Rios          | Student                         |
| Emma Alvarado         | Student                         |
| Angel Luna            | Student                         |



Signature of Board/Governing Authority/Cabinet Member

Dr. Edwin Gomez 

Printed Name

Date Board/Governing Authority/Cabinet Approved Comprehensive School Safety Plan: 2/9/2026

## Appendix A

### 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](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 therapists, 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, Mobile 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>
- Information-Gathering Tool: Suicide Concern (American School Counselor Association), website: <https://www.schoolcounselor.org/getmedia/7cfa1f6a-2c5a-4785-90e2-bf515c07232d/suicide-information-gathering-toolkit.pdf>

## 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 [suicide care](http://www.zerosuicideinstitute.com/amsr). 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

#### • 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.

#### **A. 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.

#### **B. 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)

#### **C. 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.

#### **D. 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.

#### **E. 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

#### **F. 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.

#### **G. 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/](http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/)

## **H. 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 who are greatly affected by the death of a suicide. See the Suicide Prevention Resource Center Web page at <https://sprc.org/learning-center/>
- For additional information on suicide prevention, intervention, and postvention, see the Mental Health Recovery Services Model Protocol Web page at [Find Help | Mental Health Recovery Board - https://www.mhrbwcc.org/find-help/](https://www.mhrbwcc.org/find-help/)
- Information on school climate and school safety is available on the CDE Safe Schools Planning Web page at <http://www.cde.ca.gov/lr/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/lc/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.

## Appendix B

### Instructional Continuity Plan

#### Introduction

The Riverside County Office of Education provides alternative learning environments for students with disabilities in which a district does not have appropriately qualified staff to serve the disability, expelled youth, incarcerated youth, and students in need of a flexible independent study program. In 2024, Senate Bill 153 added a provision to California Education Code (EC) Section 32282. This provision requires local educational agencies to adopt a plan to ensure all students can access instruction during a natural disaster or emergency.

The Riverside County Office of Education is prepared to offer continuity of educational services in the event of temporary school closures or in the event of a disaster. Temporary closures are classified as any school closure where normal operations would be expected to resume within five days. These could be due to events such as harmful air quality, facility issues, or the threat of fire or flood. Temporary closures are supported through the use of short-term independent study to support the continuity of learning. A disaster is classified as an event in which the campus is not expected to re-open within five school days, and traditional independent study models, alternate campus offerings, and enhanced instruction through technology to support learning in the event of an emergency. To accomplish this, the Riverside County Office of Education recognizes the following needs:

- Timelines
- Communication
- Instructional models
- Learning resources
- Partnerships/community resources
- Independent study
- Return to campus
- Support services

#### Timelines

In the event of a temporary closure, households will receive communication updates from the Riverside County Office of Education as information becomes available to us. Communication will come in the form of a phone call or text message initiated through our Parent Square platform. The notices would convey active situations on campus or serve as an informational message that the school would be closed the following day. In the event of a disaster or elongated emergency, the Riverside County Office of Education will establish communication with households within five days of closure, and instructional continuity will be established within ten days of the closure.

#### Communication

- Parent Square: <https://parentsquare.com> (App available in Google Play or Apple Store)
- RCOE Aeries parent/student portal: <https://spsweb.rcoe.us/parent>
- RCOE website: <https://rcoe.us>
- X: <https://x.com/rcoe>
- Facebook: <https://www.facebook.com/RiversideCOE>
- YouTube: <https://www.youtube.com/user/rcoetv1>
- Instagram: [https://www.instagram.com/riverside\\_coe/](https://www.instagram.com/riverside_coe/)
- TikTok: <https://www.tiktok.com/@riversidecoe>

Parent Square is the official communication platform for the Riverside County Office of Education. Parent Square offers a posts feature where updates can be transmitted to households for items that are not urgent. The alerts feature will initiate an immediate call and/or text in the event of urgent information. A push notification will accompany the alert if the app is installed on the recipient's phone. The messaging capability allows authorized adult members of the household to communicate with school instructional and administrative staff in a one-on-one or group chat setting. For households that do not have access to the Parent Square app, you will receive a phone call within five days of closure. You can call (951) 826-6464 with any questions. Note: Parents, guardians, or adult students should, on an annual basis, review the Aeries data confirmation in the Aeries parent/student portal to ensure that the proper contacts were designated to have Parent Square access.

### Instructional Models

- Aeries parent/student portal: <https://spsweb.rcoe.us/parent>
- Clever portal: <https://clever.com/in/rcoe>
- Canvas: <https://rcoesps.instructure.com>

For temporary closures lasting less than five days, short-term independent study resources will be made available through the Aeries parent/student portal or upon return to the school site. Learning to compensate for lost instructional time will be assigned by the instructor to ensure that learning loss is mitigated. For disaster-related closures lasting five days or more, traditional independent study agreements will be made available electronically through the Aeries parent/student portal. The Clever portal will have links to all available educational technology applications. Canvas will be used to provide homeroom access to students so that their instructor may be accessible during defined times via Zoom. Weekly virtual appointments with an instructor will be conducted during periods of disaster to ensure continuity of prescribed learning as defined in the independent study master agreement. Students who do not have access to technology can be assisted by calling (951) 826-6464. Printed materials, mobile connectivity, and devices can be provided when necessary.

Note: Online platforms require students to log in with their RCOE account credentials. If a student does not remember their credentials, they should contact (951) 826-6464, and a member of the Riverside County Office of Education team will provide the login after a brief identity verification process. Incarcerated students will be moved to another facility, and in-person instruction will be the primary mode of instruction unless the availability of instructors is impacted by the disaster, or classroom size would create a safety concern. In those cases, independent study would be offered through printed materials to be completed in the housing units.

### Learning Resources

Clever portal: <https://clever.com/in/rcoe>

The following learning resources are made available to students based on their program and grade level. Not all applications are available to all students. Technology selections are made based on the appropriate content to support grade level and academic needs. The Riverside County Office of Education offers the following resources through the Clever portal:

- Canvas – Learning management system (instructor-led online courses)
- Edmentum – Virtual learning platform and math support lessons

- Khan Academy – Virtual learning and AI tutoring platform M
- cGraw Hill – Online textbooks
- Savvas EasyBridge – Online textbooks
- Sora – Online library
- Achieve 3000 – English/Language Arts support lessons
- iReady – Diagnostic assessment and learning acceleration platform
- Tutor.com – Free tutoring from a live person through the web
- Membean – Vocabulary support
- Newsela – Reading support
- NWEA Map – English Language Arts and Mathematics growth assessments
- SANDI/FAST – Assessment platform for students with moderate to severe disabilities

Note: In the event of a disaster, students with needs as defined under the Individuals with Disabilities Education Act (IDEA) or Section 504 will be accommodated to the extent that can be provided through an independent study program with virtual supports.

#### Partnerships/community resources

- CAREspace: <https://www.rcoe.us/departments/student-programs-and-services/alternative-education/carespace> or call (951) 276-CARE (2273)
- Hazel Health: <https://my.hazel.co/rcoe/consent>
- FindHelp: <https://www.findhelp.org> 211: <https://inlandsocaluw.org/211> or dial 2-1-1
- RCOE Community Resource Guide: <https://www.rcoe.us/home/showpublisheddocument/3053>
- California State Resources: <https://www.cdss.ca.gov/inforesources/guides>

The Riverside County Office of Education acknowledges the efforts put forth by those who support our partnerships. These partnerships are a vital component of effective learning continuity. During periods of disaster closure, dual enrollment options will continue, to the extent possible, based on our partnerships with the University of California, Riverside, Riverside City College, and College of the Desert. For recipients of Medi-Cal services, IEHP has Health Navigators that can provide a number of health and service-related resources. The Riverside County Office of Education can facilitate a match with a Health Navigator by simply messaging a site administrator via Parent Square or by calling (951) 826-6464. To find out if Hazel Health is available to your program, visit the website listed above. Hazel Health provides telehealth appointments via computer, where a student can have access to a doctor in a video conference setting. CAREspace is a service provided by the Riverside County Office of Education that can match a pupil with behavioral and socio-emotional learning supports. This service is provided by therapists as part of a comprehensive suite of services to ensure mental health support in times of a disaster. Note: It is recommended that all Riverside County Office of Education households know their local city hall, police, and fire department numbers and social media links, as they will have critical safety information.

#### Independent Study

Independent study is a method of instruction that allows learning to take place at a level and pace of rigor as agreed upon between instructional staff and the parent, guardian, or adult student, per a document called the master agreement. The Riverside County Office of Education has short and traditional independent study offerings compliant with California Education Code (EC) sections 51744–51749.6. Learning through virtual and printed materials is paired with set times to meet with your instructor for academic support and work product evaluation. Supports beyond the additional asynchronous time can be

made available by contacting the instructor via Parent Square or calling (951) 826-6464. The Riverside County Office of Education uses a tiered-intervention strategy to engage students demonstrating need as part of a comprehensive Multi-tiered System of Supports (MTSS).

### Return to Campus

In the event of a disaster, the Riverside County Office of Education will prioritize a return to in-person learning. The nature of the disaster may necessitate that the Riverside County Office of Education examine alternative sites for learning if the pupil's primary school site is damaged or destroyed as a result of the disaster. Independent study will serve as the immediate response to a disaster, but routine communication will take place via Parent Square to communicate progress on returning to in-person instruction. The communications will take place in the form of posts, calls, and text messages. An assessment of diagnostic or growth measures will take place within 90 days of returning to in-person instruction to determine if learning loss has occurred.

Support resources and classes will be made available to remediate learning loss as allowed by laws pertaining to the state graduation requirements. Tiered attendance intervention strategies will be used to identify students that have not returned to in-person instruction. School Social Worker, Counselor, and Health Navigator services will be available to facilitate the return to in-person learning.

### Support Services

The student transition from independent study back to an in-person learning environment may likely necessitate support for student wellness and resources for families that may be impacted by a personal catastrophe. The Riverside County Office of Education will utilize all vendors and partnerships, as well as its own internal resources, to support student transitions. These services include the use of our CAREspace therapists, Hazel Health telehealth, and IEHP Health Navigators. RCOE will work cooperatively with our partners to identify and address family needs with the resources available in our community.

### School Supports in Disaster Response

Parents/guardians, in the event of an emergency, the Riverside County Office of Education will do the following:

- Use the Parent Square platform to send out alerts and notices.
  - Extended school closures will be announced within five days of the emergency.
- Communicate learning options during the duration of the disaster.
  - Learning will resume within ten days of the disaster using technology.
- Coordinate a return to school effort for your student.

For additional information, call: (951) 826-6464

Parents/guardians/staff, please download the Parent Square app or go to [parentsquare.com](https://parentsquare.com) so you can have effective two-way communication during a disaster. This is our official communication platform.

### Important Links

- Parent Square: <https://parentsquare.com>  
This is your way of receiving communications from us. We use this platform to send texts, calls, and use a two-way messenger system.

- Aeries Parent/Student Portal: <https://spsweb.rcoe.us/parent>  
This is where you will access learning instructions. Clever Portal: <https://clever.com/in/rcoe> This is where all our connected technology and resources are accessed.

### Local Agencies

It is recommended that you fill this out with your local public services and store these contacts in your phone. Police non-emergency: \_\_\_\_\_ Fire department: \_\_\_\_\_  
City Hall: \_\_\_\_\_