

Run, Hide, Fight Procedure

Run

- If there is an accessible escape path, attempt to evacuate.
- Have an escape route and plan in mind.
- Take others with you, but do not stay behind because they refuse to leave.

Hide

- If evacuation is not possible, find a place to hide where the active shooter is less likely to find you.
- Take steps to prevent the active shooter from entering your hiding place:
 - Lock and blockade doors.
 - Your hiding place should not trap you or restrict your options for movement.

Fight

- This should be done as a last resort, and only when your life is in imminent danger.
- Acting as aggressively as possible, attempt to disrupt or incapacitate the shooter.
- Throw items and improvise weapons.

Hazardous Materials, Procedures for Responding to the Release of a Pesticide or Other Toxic Substance, and Air Quality

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.

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 951-826-6410.

Air Quality Reports

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

Student Attendance

Student Attendance Requirements

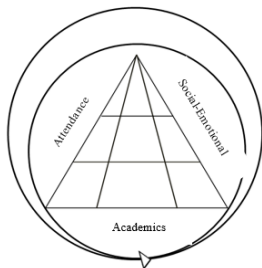
Student attendance and achievement are directly related. Therefore, students are required to attend the entire school day on a daily basis. The parents/guardians of the student must notify the school attendance staff and/or the teacher in advance of scheduled absences. Student make-up work may be arranged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

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.

Multi-Tiered System of Support (MTSS)

Alternative Education is committed to improving socio-emotional, attendance, and academic student growth by providing a forum for professional collaborations between involved stakeholders. The goal of Multi-Tiered Systems of Supports is to provide students with socio-emotional, attendance, and academic intervention on a structured schedule. When a student is brought forth as an intervention candidate, the intervention plan will result in setting measurable benchmarks for growth. As these interventions are reviewed for efficacy, our available resources, interventions, and universal supports will be refined.



Rules and Procedures on School Discipline

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

Campus-wide Rules

1. Drugs, weapons, alcohol, and tobacco 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.

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 schoolsite, 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 of Dangerous Pupils

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.

Policy Prohibiting Discrimination, Intimidation, and Bullying

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.
- (a) 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.

- (b) 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).

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.

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)

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.

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.

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.

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.

Programs to Connect Students to School

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.

Assessment of the Current Status of School Safety-Safety Indicators

In 2018-2019, students received targeted support based on their needs from an array of programs that included MTSS, PBIS, and behavioral health counseling. The Court School suspension rate declined from 8.6% in 2017-2018 to zero in 2018-2019 (As of January 2019). The reduction in the suspension rate can be attributed to an intensive focus on PBIS, use of incentives, implementation of other means of correction, and staff training.

Riverside County Office of Education Court School Suspension and Expulsion Data

- 2016-2017
 - Suspension Rate 6.4%
 - Expulsion Rate 0
- 2017-2018
 - Suspension Rate 8.6%
 - Expulsion Rate 0
- 2018-2019
 - Suspension Rate 0
 - Expulsion Rate 0

RCOE Alternative Education administered the California Healthy Kids Survey to measure school connectedness and school safety.

- The percent of students who reported feeling connected to school was 70% on the CHKS on School Connectedness in 2017-2018.
 - The CHKS items that encompass School Connectedness include the following: I feel close to people at this school; I am happy to be at this school; I feel like I am part of this school; The teachers at this school treat students fairly.
- The CHKS school safety items include a scale from very safe to very unsafe.
 - The percent of students responding that they felt very safe or safe was 54% in 2017-2018.

Based on the data (attendance, referrals, suspensions) and the surveys (California Healthy Kids Survey), the focus on Boys Town training and PBIS/Restorative Practices with incentives will be enhanced in 2019-2020.

School Safety Plan Goals and Actions 2019-2020

Identification of strategies and programs that provide/maintain a high level of school safety based on needs analysis.

Goal

All students will be connected to school and educated in positive, safe, and healthy learning environments.

Strategies

Create positive learning environments to connect students to school and build self-discipline and responsibility for behavior.

Actions

- Enhance implementation of PBIS and the first two phases of the Restorative Practices continuum (Affective Statements and Affective Questions).
- Implement suicide prevention/crisis intervention plan aligned with AB 2246.
- Implement trauma-informed care for positive classroom environments.
- Use student behavior information from Aeries as a part of the MTSS collaborative meetings.
- Implement contract for behavioral health services for students.
- Administer California Healthy Kids Survey.
- Implement incentives.

Improve student attendance by building student motivation, self-discipline, and responsibility for their performance.

Court School - School Safety Committee

Daniel Castaneda
Vincent Chugbo
Tony Club
Randy Covacevich
Pete Dominguez
Joe Doty
Charles Fischer
Lisa Gonzalez
Arthur Kimball
Lacy Lenon-Arthur
Deanna McCarty
Jannette Price
Brian Sousa
Shelly Vedrode
Timothy Worthington

Assistant Director, AMCYTEC
Principal, FHB Court School
Probation Director, Riverside Juvenile Hall-FHB
Principal, Southwest Court School
Assistant Director, Southwest Juvenile Hall
Probation Director, AMCYTEC
Executive Director, Alternative Education
Teacher, Southwest Court School
Principal, LF Smith Court School
Administrator, Alternative Education
Administrator, Alternative Education
Coordinator, Alternative Education
Administrator, Alternative Education
Director, Indio Juvenile Hall-LS Smith
Principal, AMCYTEC

Appendix A

Youth Suicide Prevention Policy

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 [California Legislative Information](#).

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 [State Superintendent of Public Instruction \(SSPI\) letter regarding Suicide Prevention Awareness Month](#) and the Directing Change For Schools Web page at [Directing Change For 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., 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, Community Response Evaluation and Support Team (C.R.E.S.T.), 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 [Heard Alliance](#).
- You can find information about a comprehensive suicide prevention toolkit for schools on the Palo Alto Unified School District Counseling Services Web page at [Palo Alto Unified School District 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: [Preventing Suicide: A toolkit for Schools](#).

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 website at [National Action Alliance for Suicide Prevention](#).
- For information on engaging the media regarding suicide prevention, see the Your Voice Counts webpage at [Your Voice Counts Engaging in the Media](#).
- For information on how to use social media for suicide prevention, see the Your Voice Counts Web page at [Your Voice Counts Social Media for Suicide Prevention](#).

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 website at [Cal-SCHLS](#).
- 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 webpage at [Mental Health First Aid](#).

- Free YMHFA Training is available on the CDE Mental Health webpage at [CDE Mental Health](#).
- 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 website at [Question, Persuade, and Refer \(QPR\)](#).
- 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 webpage at [LivingWorks 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 webpage at [LivingWorks 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 webpage at [Kognito](#).

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.

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 webpage at [Suicide Prevention Resource Center](#).

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 webpage at [Suicide Awareness Voices of Education \(SAVE\)](#).

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 webpage at [American Foundation for Suicide Prevention](#).
- 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 webpage at [Boston Children's Hospital: Break Free from Depression \(BFFD\)](#).
- 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. webpage at [Reconnecting Youth Inc: Coping and Support Training \(CAST\)](#).
- 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 webpage at [SAVE: Students Mobilizing Awareness and Reducing Tragedies \(SMART\)](#).
- 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 webpage at [SAVE: Linking Education and Awareness for Depression and Suicide \(LEADS\)](#).

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.

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.

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)

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.

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.

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.

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.

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 webpage at [Mental Health Recovery Services Resource](#).

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 webpage at [After a Suicide: A Toolkit for School](#).
- Help & Hope for Survivors of Suicide Loss is a guide to help those during the bereavement process and who were greatly affected by the death of a suicide. See the Suicide Prevention Resource Center webpage at [Help & Hope for Survivors of Suicide Loss](#).
- For additional information on suicide prevention, intervention, and postvention, see the Mental Health Recovery Services Model Protocol webpage at [Mental Health Recovery Services Model Protocol](#).
- Information on school climate and school safety is available on the CDE Safe Schools Planning webpage at [CDE Safe Schools Planning](#).
- 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 [SSPI letter Responding to Student Mental Health Needs in School Safety Planning](#).

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.