



Division of Student Programs and Services
Alternative Education

RIVERSIDE COUNTY **COMMUNITY SCHOOL AND COURT SCHOOL**

Student and Parent Handbook

2023–2024



RIVERSIDE COUNTY OFFICE OF EDUCATION'S PLEDGE

*Every student in Riverside County
will graduate from high school
academically and socially prepared
for college, the workforce,
and civic responsibility.*

Riverside County Community School and Court School

Welcome to Riverside County Community and Court School!

Our school provides an alternative educational environment that is different from the traditional school that you may have experienced in the past. Riverside County Community School and Court School's program is designed to meet the individual needs of our students. The Riverside County Community School and Court School are accredited by the Western Association of Schools and Colleges (WASC).

Our exemplary staff members are committed to the success of every student. Upon enrollment, students are assessed in reading and math to determine appropriate placement in grade level classes and to identify any special needs. California Standards-based core instruction, credit recovery classes, physical education, and elective classes are designed to help students develop their career goals and interests. Our courses and programs prepare students for college and careers that include UC a-g courses, classes for college credit (such as dual enrollment and articulated courses), Advancement Via Individual Determination (AVID), Career Technical Education pathways, and workforce readiness programs.

We invite you to join our learning community and become involved with helping our students reach their full potential. In this handbook, you will find basic guidelines that will help your child in school. You will also find suggestions about how you can become involved in our learning community. Our School Site Council and English Language Advisory Committee are excellent opportunities for involvement in school decision-making.

We welcome your contributions to student success. We hope this handbook will answer many of the questions you have about our school. Our staff welcomes your questions and comments.

Thank you for joining the team dedicated to preparing students for college and the 21st Century workforce.

School Safety Procedures During a Pandemic

The health and safety of our students, families, and staff are of the utmost importance and the top priority for RCOE. In the event of a pandemic, we will implement health and safety protocols based on guidance from relevant health authorities and government agencies. Parents/guardians are expected to screen their children before they leave for school, following the recommended guidelines provided by public health officials. This may include checking their temperature and observing for any symptoms associated with the pandemic. Additionally, parents must complete any required health screening forms or questionnaires before their child can enter the premises. Upon arrival, students will undergo necessary health checks as instructed.

If a student requires medical attention, the principal will assess the situation and, if necessary, take appropriate measures to ensure the student's well-being and the safety of others. The school will have designated areas for isolation or quarantine, as advised by health authorities. Parents will be notified to pick up the student, and the necessary procedures will be followed to verify their identity and ensure a safe handover.

Our staff will be trained to communicate and enforce the importance of keeping unwell students at home. We will regularly sanitize and disinfect the school premises, paying special attention to frequently touched areas and shared resources.

Please note that the specific procedures and protocols implemented during a pandemic will be determined in accordance with the guidance and requirements provided by relevant health authorities and government agencies. Our school is committed to maintaining a safe and healthy environment for everyone, and we will adapt our procedures as necessary to address any future pandemics or health emergencies.

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Riverside County Office of Education's Vision, Mission, and Pledge

Vision Statement

Riverside County Office of Education will be a collaborative organization characterized by the highest quality employees providing leadership, programs, and services to school districts, schools, and students countywide.

Mission Statement

To ensure the success of all students through extraordinary service, support, and partnerships.

Core Values

- Engage in open and honest communication
- Build relationships that promote trust
- Focus on the needs of students and children

Pledge

Every student in Riverside County will graduate from high school academically and socially prepared for college, the workforce, and civic responsibility.

Riverside County High School School-wide Learner Outcomes (SLOs)

Self-Directed, Lifelong Learners

- Who are motivated to meet their maximum potential
- Who persevere and demonstrate the tenacity to overcome obstacles

Outstanding Communicators Prepared for the 21st Century Workforce

- Who are well prepared to use academic communication, collaborate, and apply real-world solutions to problems
- Who use technology to enhance their learning

Academically Proficient Learners

- Who use academic language and critical thinking skills
- Who graduate from high school well prepared for college and careers

Responsible and Productive Citizens

- Who advocate for themselves and others
- Who demonstrate respect for individual differences and diversity

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Alternative Education Programs

Community School

The Alternative Education Community School provides a comprehensive instructional program for district-referred students (expelled, SARB, parenting teens) and Probation referred students. The RCOE Community School is located at 10 sites throughout Riverside County and serves students in grades 4-6 and 7-12.

The RCOE Community School provides 180-days of instruction and includes the classroom-based program for expelled/district referred students, independent study, and the program for parenting teens. Daily classroom-based instruction for students in grades 7-12 is a minimum of 360 minutes per day on Mondays, Tuesdays, Thursdays, and Fridays and 240 minutes on Wednesdays for the school year.

Wednesdays are minimum days for staff development.

Independent study is offered for students in grades 4-6 and for students who need an alternate to a classroom setting.

School district officials complete a Riverside County Office of Education (RCOE) Community School Referral for each student who is recommended for enrollment in the RCOE Community School program each year. The district of residence shall specify the date of review of readmission to the school district on the Community School Referral for students who are expelled. Referrals for expulsion include a mandated rehabilitation plan. The student must comply with and fulfill the mandates prior to re-entry into the comprehensive school district setting.

An additional community school option is the Independent Study program. Parents act as an instructional assistant in cooperation with an assigned credentialed teacher in an independent study program requiring a minimum of 20 hours a week of acceptable, completed school work.

Court School

The Alternative Education Court School provides a comprehensive instructional program for students in juvenile hall operated by Riverside County Probation. The Court School is in session year round and daily classroom-based instruction for students in grades 7-12 is a minimum of 330 minutes per day (Mondays, Tuesdays, Thursdays, and Fridays) and 220 minutes on Wednesdays during the school year.

Instructional Program

The Community School and Court School are WASC accredited and serve the educational needs of a unique and diverse student population. The instructional program is focused on the California standards along with rigorous and relevant learning activities that include project-based learning, high-impact classroom strategies and routines, Positive Behavioral Supports and Intervention (PBIS) with restorative practices, inter-disciplinary thematic lessons, and literacy across the curriculum. Students are enrolled in UC a-g courses and are supported by systems to assess college/career/workforce readiness skills and have opportunities to complete the High School Equivalency Test (GED and HiSET). Students have opportunities to enroll in dual enrollment college classes, articulated courses, Advancement Via Individual Determination (AVID), and Career Technical Education pathways.

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Registration

Students begin the registration process by calling and setting an appointment with one of our attendance registration technicians located at our school sites. Students will need to bring the following documents with them to their registration appointments:

- Transcripts
- Immunization Records
- Proof of age shall be required of all enrolling students. The legal evidence of age, in order of desirability, are birth certificate, baptismal certificate, passport, immigration certificate, Bible record, or affidavit from parent/guardian.
- Probation Office Referral (if they are on probation)
- District Referral (for Community School Program unless Foster Youth)
- Expulsion Packet/Terms (if they are expelled)
- Individualized Education Plan (IEP) (if they are a Special Education student)
- Psychological Report (if they are a Special Education student)

Parents/Guardians are required to attend the registration appointment with their student. The student will be informed when and where to report for their first day of school.

Immunizations

The County Superintendent of Schools or designee shall not unconditionally admit any student to a County Office of Education elementary or secondary school, preschool, or childcare and child development program for the first time nor after July 2016, admit or advance any student to grade 7 unless the student has been fully immunized. The student shall present documentation of full immunization, in accordance with age/grade and dose required by the California Department of Public Health (CDPH), against the following diseases:

1. Measles, mumps, rubella (MMR)
2. Diphtheria, tetanus, and pertussis (whooping cough) (DTP, DTaP, or Tdap)
3. Poliomyelitis
4. Hepatitis B vaccine
5. Varicella (chickenpox)
6. Haemophilus influenza type b (Hib meningitis)
7. Any other diseases designated by the CDPH

A student who qualifies for an individualized education program (IEP), unless otherwise exempt, shall be fully immunized in accordance with Health and Safety Code 120335 and this regulation. However, the County Office of Education shall continue to implement the student's IEP and shall not prohibit the student from accessing any special education and related service required by his/her IEP regardless of whether the student is fully immunized.

Exemptions from one or more immunization requirements shall be granted under any of the following circumstances:

1. The parent/guardian files with the County Office of Education a written statement by a licensed physician to the effect that the physical condition of the child is such, or medical circumstances relating to the child are such, that immunization is not considered safe. The statement shall indicate the specific nature and probable duration of the medical condition or circumstances, including, but not limited to family medical history, for which the physician does not recommend immunization.
2. Beginning January 1, 2016, parents of students in any school, will no longer be allowed to submit a personal beliefs exemption to a currently required vaccine. A personal beliefs exemption on file at school prior to January 1, 2016 will continue to be valid until the student enters the next grade span at kindergarten (including transitional kindergarten) or 7th grade. The immunization requirements do not prohibit students from accessing special education and related services required by their individualized education programs.

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3. Students are not required to have immunizations if they attend a home-based private school or an independent study program and do not receive classroom-based instruction. However, parents must continue to provide immunizations records for these students to their schools.

Conditional Enrollment: The County Superintendent or designee may conditionally admit a student with documentation from an authorized health care provider that:

1. The student has not received all the immunizations required for his/her age group, but has commenced receiving doses of all required vaccines and is not due for any other doses at the time of admission.
2. The student has a temporary exemption from immunization for medical reasons pursuant to item #1 in the section "Exemptions" above.

The County Superintendent or designee shall notify the student's parents/guardians of the date by which the student must complete all remaining doses as specified in 17 CCR 6035.

In addition, a transfer student may be conditionally admitted for up to 30 school days while his/her immunization records are being transferred from the previous school. If such documentation is not presented within 30 days, the student shall be excluded from school until the required immunizations have been administered.

The County Superintendent or designee shall review the immunization record of each student admitted conditionally every 30 days until the student has received all the required immunizations. If the student does not receive the required immunizations within the specified time limits, he/she shall be excluded from further attendance until the immunizations are received.

The County Superintendent or designee shall immediately enroll homeless students, foster youth, and students of military families even if their immunization

records are missing or unavailable at the time of enrollment. School or County Office of Education staff shall work with the student's prior school to obtain the students immunization records or shall ensure that he/she is properly immunized.

Any student without the required evidence of immunization may be excluded from school until the immunization is obtained or an exemption is granted in accordance with the section "Exemption" above.

Before an already admitted student is excluded from school attendance because of lack of immunization, the county Superintendent shall notify the parent/guardian that he/she has 10 school days to supply evidence of proper immunization or an appropriate exemption. The notice shall refer the parent/guardian to the student's usual source of medical care or, if the student has no usual source of medical care, then to the county health department or school immunization program, if any.

The County Superintendent or designee shall exclude from further attendance any already admitted student who fails to obtain the required immunization within 10 school days following parent/guardian's receipt of the notice specified above. The student shall remain excluded from school until he/she provided written evidence that he/she has received a dose of each required vaccine due at that time. The student shall also be reported to the attendance supervisor or site administrator.

Exclusion Due to Exposure to Disease: If the County Office of Education has good cause to believe that a student has been exposed to a disease listed in section "Immunizations" above and his/her documentation of immunization does not show proof of immunization against that disease, that student may be temporarily excluded from school until the local health officer informs the County Office of Education in writing that he/she is satisfied that the student is no longer at risk of developing or transmitting the disease.

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Enrollment

The student's actual enrollment will begin when the student reports to school on his/her first day. Please review the Annual Notification of Parent Rights and Responsibilities and RCOE's registration materials for required immunizations and documents for enrollment. A minor between the ages of 6 and 18 years is subject to compulsory education and, unless exempted, must enroll in school.

Records and Transcripts

Parents may request official copies of their students transcripts by contacting their school secretary or attendance registration technician located at the community schools/school sites.

Student ID Cards and Parking Permits

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

Visitors on Community School Campuses School Visiting Procedures

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

Unless otherwise directed by the site administrator or designee, a staff member shall accompany visitors/outsiders while they are on school grounds.

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

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

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

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

1. A student of the school, unless currently under suspension.
2. A County Board of Education member or County Office of Education employee.

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3. A public employee whose employment requires being on school grounds, or any person who is on school grounds at the school's request.
4. A representative of a school employee organization who is engaged in activities related to the representation of school employees.
5. An elected public official.

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

1. His/her name, address, and occupation.
2. His/her age, if less than 21.
3. His/her purpose for entering school grounds.
4. Proof of identity.
5. Other information consistent with the provisions of law.

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

When an outsider fails to register, or when the site administrator or designee denies or revokes an outsider's registration privileges, the principal or designee may request that the individual promptly leave school grounds. When an outsider is directed to leave, the site administrator or designee shall inform him/her that if he/she reenters the

school within seven days he/she may be guilty of a misdemeanor subject to a fine and/or imprisonment (Penal Code 627.7).

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

School Visiting Procedures-Presence of a Registered Sex Offender on Campus

Parents/guardians, including those who are required to register as sex offenders, have a prescribed right to be involved in the education of their children. Any person who is required to register as a sex offender pursuant to Penal Code 290, including a parent/guardian of a County Office of Education student, shall only enter upon school grounds for lawful business and after obtaining written permission from the County Superintendent, site administrator, or designee.

As necessary, the site administrator shall consult with local law enforcement authorities and/or legal counsel before allowing the presence of any such person at school or other school activity. The site administrator also shall report to the County Superintendent or designee anytime he/she gives such written permission. The principal shall indicate on the written permission the date(s) and times for which permission has been granted.

Any person required to register as a sex offender pursuant to Penal Code 290, including parent/guardians, shall only enter upon school premises for lawful business and after obtaining written permission from the County Superintendent, site administrator,

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

Health and Safety

Administration of Prescribed Medication

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

Administration of Epilepsy Medication

If a pupil with epilepsy has been prescribed an emergency anti-seizure 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 anti-seizure medication in the event that the pupil suffers a seizure when a nurse is not available.

Emergency Treatment for Anaphylaxis

RCOE 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).

Feminine Hygiene Products

Feminine hygiene products are provided to pupils in the school bathrooms.

Lactating Pupils

Accommodations to a lactating pupil will be made on campus to express breast milk, breast-feed an infant child, or address other needs related to breast-feeding.

Behavioral/Mental Health Counseling

In order to initiate access to available pupil mental health services, you may contact your teacher or the school principal. RCOE will notify parents at least twice per year.

Sun Protective Clothing/Use of Sunscreen

School site staff allow for outdoor use of sun-protective clothing and the use of sunscreen by students during the school day.

Student Attendance Requirements

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

Excused absences include absences for the following reasons:

Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:

1. Due to the pupil's illness.
2. Due to quarantine under the direction of a county or city health officer.
3. For the purpose of having medical, dental, optometric, or chiropractic services rendered.
4. For the purpose of attending the funeral services of a member of the pupil's immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.

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5. For the purpose of jury duty in the manner provided for by law.
 6. Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent, including absences to care for a sick child for which the school shall not require a note from a doctor.
 7. For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of the pupil's religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.
 8. For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
 9. For the purpose of spending time with a member of the pupil's immediate family who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.
 10. For the purpose of attending the pupil's naturalization ceremony to become a United States citizen.
 11. Authorized at the discretion of a school administrator, as described in subdivision (c) of Section 48260.
 - (b) A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefor. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.
 - (c) For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.
 - (d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.
 - (e) "Immediate family," as used in this section, means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.
- Parents/Guardians and students are strongly encouraged to schedule appointments during non-school hours. Any absence of three or more consecutive days requires documentation from a physician. Absences not cleared by a parent/guardian with a valid reason are unexcused. Clearing an absence requires parents/guardians to write a note or call the attendance clerk at the school office. Attendance notes must include the date of the absence, the reason for the absence, and the parent/guardian signature. Students may not excuse their own absences.
- Absence for Confidential Medical Services
The law permits schools to excuse pupils for the purpose of obtaining confidential medical services without consent of parent or guardian.
- Absence for Religious Instruction
RCOE allows pupils with parent consent to be excused to participate in religious exercises/instruction.
- Pregnant and Parenting Pupils
Parental leave for eight weeks for preparation of birth of infant, post-partum for mental and physical health needs of the teen parents and to bond with infants, or any additional medically approved time to protect the infant or parents is allowed. An illness for sick child does not require a doctor note for the custodial parenting teens; the mother or father will be excused by the attendance supervisor.

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Truancy and Chronic Absenteeism

A student is considered truant after three absences or three instances of tardiness of more than 30 minutes each time or any combination thereof and the absences or tardiness are unexcused. After a student has been reported as a truant three or more times in a school year and the district has made a conscientious effort to meet with the family, the student is considered habitually truant. A student who is absent from school without a valid excuse for 10% or more of the schooldays in one school year, from the date of enrollment to the current date, is considered a chronic truant. A student is considered a chronic absentee when he/she is absent on 10% or more of the school days in one school year, from the date of enrollment to the current date. Chronic absenteeism includes all absences – excused and unexcused – and is an important measure because excessive absences negatively impact academic achievement and student engagement.

Attendance Letters/SARB Process

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

Restricted Campus

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

Early Dismissals/Student Pick-Up

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

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Academic Expectations

Students are expected to demonstrate academic progress by increasing scores on district and state assessments and making progress towards their graduation requirements. Students are expected to earn a minimum of 30 credits each semester.

Grade Classification by Credit

All 12th grade students who are referred to Community School or placed in Court School will be enrolled/placed in grade 11 or 12 based on course credit completion in order to provide them with opportunities to successfully complete high school. After evaluation of official student records, the California State Minimum Graduation Requirements shall be applied for foster youth, homeless youth, court school students, children of military families, or to migratory and newly arrived immigrant students during 3rd and 4th year of high school transfers.

High School Graduation Requirements

Riverside County High School is a Western Association of Schools and Colleges (WASC) accredited high school and all courses are based on the California State Academic Standards. Riverside County High School requires 200 credits to graduate. The following table lists the credit requirements in each subject area.

Required Courses	Required
English/Language Arts <ul style="list-style-type: none">■ English Language Development (ELD) in Grade 9 earns ELA credit.■ ELA in Grade 9, 10, and 11	30
Mathematics (Including completing the Algebra I requirement through Integrated Math)	20
History/Social Science <ul style="list-style-type: none">■ World History (10 credits)■ United States History (10 credits)■ American Government (5 credits)■ Economics (5 credits)	30
Science <ul style="list-style-type: none">■ Life Science (10 credits)■ Physical Science (10 credits)	20
Physical Education	20
Fine Arts/ World Foreign Language/CTE	10
Health	5
Ethnic Studies	5
Electives	60
Total	200

RCOE conducts graduation ceremonies at the end of the year for 12th grade students who meet the graduation requirements.

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California State Minimum Graduation Requirements

Foster youth, youth experiencing homelessness, juvenile court school students/former court school students, children of military families, and migrant and newly arrived immigrant pupils during 3rd and 4th year of high school transfers (and options regarding a 5th year of high school to be provided by schools) are eligible for the California state minimum graduation requirements. Contact your site principal or counselor for information about individual qualifications for the California state minimum graduation requirements.

Classroom Instruction

Daily classroom-based instruction for students in grades 7-12 for a minimum of 360 minutes per day (Mondays, Tuesdays, Thursdays, and Fridays) and 240 minutes on Wednesdays for the school year and 360 minutes per day during the six-week summer session.

Independent Study

Contracted study programs known as Independent Study (IS) for all grades that require students to complete a minimum of 20 hours of education product per week are available for students whose needs can be met through this form of instruction.

Online Courses

Online instruction is an option based on student needs and course availability.

Credit Recovery

Students typically earn five credits for fully completing a one semester 18-week course. Students who do not complete coursework or who are frequently absent may earn fewer than five credits (variable credits). Course grades and credits are determined by completed coursework, course assessments, student projects and writing assignments. Students who are deficient in credits based on their years in school will have the opportunity to recover credits in after school classes and online credit recovery classes.

Community Service Hours toward High School Graduation

RCOE Alternative Education may provide a pupil with credit towards community service hours commensurate with the hours required for completion of a course in community emergency response training. Meet with your site principal or counselor to request this as an option.

Intervention/Double Block Classes

Students who test below grade level on the reading and math entrance/placement tests will be scheduled in credit intervention courses in language arts and/or math.

Program for English Language Learners

Riverside County High School teachers are credentialed to provide specialized instruction to English learners (EL). EL students participate in mainstream core curriculum classes with modified instruction based on their English language ability. EL students may also be placed in research-based intervention classes designed to accelerate the students English language skills. The student's English language development is assessed yearly with the English Language Proficiency Assessments for California (ELPAC). Support services for EL students may include, but are not limited to, modified lessons and testing, individualized instruction or tutoring and support in their primary language.

English Learner (EL) students on Individual Education Plans (IEPs) must not have "an alternate criteria." Each EL on an IEP must be treated individually and the IEP team must decide to reclassify or not based on their analysis of the student's disabilities, performance, and assessments. Once an IEP team has this discussion, notes, and minutes must be taken and be part of the IEP forms.

English Learner Reclassification Criteria consist of the following components:

1. Assessment of language proficiency using an objective assessment instrument, including, but not limited to, the English language development test.

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2. Teacher evaluation, including, but not limited to, a review of the pupil's curriculum mastery.
3. Parental opinion and consultation.
4. Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrates whether the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

RCOE Alternative Education outcomes for English learners include the following:

1. Ensure that English learners acquire full proficiency in English as rapidly and effectively as possible and attain parity with native speakers of English.
2. Ensure that English learners, within a reasonable period of time, achieve the same rigorous grade-level academic standards that are expected of all students.

In order to meet the aforementioned outcomes, all English learners are provided with English language development (ELD) instruction targeted to their English proficiency level and language acquisition programs.

Designated ELD is implemented during the ELD course using the ELD standards as focus of instruction. Integrated ELD is implemented for English learners in all classes.

Structured English Immersion (SEI) is a classroom setting where English learners who have not yet acquired reasonable fluency in English, as defined by the school district, receive instruction through an English language acquisition process, in which nearly all classroom instruction is in English but with a curriculum and presentation designed for children who are learning the language.

Special Education

Students with disabilities receive the services identified in their Individual Education Plan (IEP). Services are provided by specialized academic instruction credentialed teachers who are responsible for implementing the goals and objectives identified in the IEP. Individual Education Plans are reviewed at least annually by the IEP team, which consists of teachers, administrators, the student and parents or guardians. Other support people may be included in the IEP team. Support services for special education students may include, but are not limited to, accommodations in lessons and testing, individualized instruction, speech and language, and career transition services. Parents and students are encouraged to review their Procedural Safeguards and Guidelines for additional information related to special education services.

Assessments/Testing

Students are required to participate in standardized tests at multiple times throughout the year. It is imperative that students prepare for these tests and perform to the best of their ability. Information from these tests is important for a student's placement in classes and in academic interventions.

RCOE notifies parents/guardians of their pupil's participation in the CAASPP/CAA assessment system in accordance with Education Code section 60604. The notification to parents or guardians shall include a notice of the provisions outlined in Education Code section 60615. A parent or guardian written request to school officials to excuse his or her child from any or all parts of the assessments administered shall be granted.

A parent or guardian may annually submit to the school a written request to excuse his or her child from any or all parts of any test provided pursuant to Education Code section 60640 for the school year. If a parent or guardian submits an exemption request after testing has begun, any test(s) completed before the request is

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submitted will be scored and the results reported to the parent or guardian and included in the pupil's records. The LEA and its employees may discuss the CAASPP assessment system with parents and may inform parents of the availability of exemptions under Education Code section 60615. The LEA and its employees shall not solicit or encourage any written exemption request on behalf of any child or group of children.

Progress Reports/Report Cards

Progress reports will be issued each quarter. Report cards are issued each semester. Semesters are 18 week grading periods. Class credit is issued in five credit blocks, unless students leave the class or fail to complete all five credits. In that case, partial credits may be earned.

Advanced Placement (AP) and International Baccalaureate (IB) Exam Fees

Alternative Education will pay the fees of AP and IB exams for students who are enrolled in AP/IB classes.

Career Technical Education (CTE)

RCOE Alternative Education offers the following CTE pathways: Food Service/Hospitality at DFKRLC and Palm Springs, Residential Commercial Construction/Construction Technology at BGGRLC, Welding at DLLRLC, Networking at ARLC, and Multimedia Production at VVRLC.

Co-Curricular Programs

Students in good standing in terms of academics, behavior, and attendance have the opportunity to participate intramural sports, eSports, and enrichment activities offered at the regional site.

College and Career Counseling

High school counseling services include guidance on establishing pathways for students to obtain their High School Diploma, Certificate of Completion, or take the High School equivalency test. The counselor provides students with a post-secondary transition plan that includes academic resources, linkage to colleges and universities, career mapping with identified career and technical training, job placement and financial aid application assistance. The counselor follows up

periodically with the student in order to review the student's transcript and to review post-secondary education goals.

Federal Student Aid

RCOE Alternative Education ensures that students prior to entering 12th grade are entitled to information on how to properly complete and submit the Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application at least once. This information is made available in a timely manner as financial aid is awarded in order of submission according to deadlines, on a first-come, first served basis. All family and student personal information is protected according to state and federal privacy laws and regulations. RCOE schools provide families with information through meetings at the school sites.

Cal Grant Program

A Cal Grant is money for college that does not have to be paid back. To qualify, a student must meet the eligibility and financial requirements as well as any minimum grade point average (GPA) requirements.

Each grade 12 student is automatically deemed a Cal Grant applicant unless the pupil opts out. Until a pupil turns 18 years of age, only a parent/guardian may opt the pupil out. Once a pupil turns 18 years of age, only the pupil may opt himself/ herself out and, if prior to the conclusion of the notice period, the pupil may opt in over the prior decision of a parent/guardian to opt out. Alternative Education sends the student grade point averages to the Student Aid Commission every year in October and February.

Cal Grants can be used at any University of California, California State University or California Community College. Some independent and career colleges or technical schools in California also take Cal Grants.

In order to assist students apply for financial aid, all students in grade 12 are automatically considered a Cal Grant applicant and each grade 12 student's GPA will be submitted to the California Student Aid Commission (CASC) electronically by a school or school district official. A student, or the parent/guardian of a

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student under 18 years of age, may complete a form to indicate that he/she does not wish for the school to electronically send CASC the student's GPA. Until a student turns 18 years of age, only the parent/guardian may opt out the student. Once a student turns 18 years of age, only the student may opt himself/herself out, and can opt in if the parent/guardian had previously decided to opt out the student.

College and Career Technical Education

The RCOE Alternative Education counselor provides a webpage for parents/guardians and students in grades 9-12 with the following information on college and career technical education:

1. A brief explanation of the college admission requirements.
2. A list of the current UC and CSU web sites that help students and their families learn about college admission requirements and that list high school courses that have been certified by UC as satisfying the requirements for admission to UC and CSU.
3. A brief description of what career technical education is, as defined by the CDE.
4. The internet address for the portion of the web site of the CDE where students can learn more about career technical education.
5. Information about how students may meet with school counselors to help them choose courses that will meet college admission requirements and/or enroll in career technical education courses.

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 and groups of students.

Mentoring/Intervention Services

The mentoring and intervention services provide youth with additional supports to improve student attendance, academic achievement, and behavior in school.

Parent Involvement

Volunteers: Volunteers are always welcomed at Riverside County High School. Any amount of volunteer support is beneficial not just for the students, but also for the overall success of the school program. Please inform the administrator, school secretary or teachers of the time you have to offer as a volunteer. A TB test and fingerprinting are required to work with students.

Parent Advisory Committee/School Site Council

Parents/Guardians are encouraged to participate in the Parent Advisory Committee and/or the School Site Council. If you are interested in participating, please contact the school principal or secretary.

English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC)

Parents/guardians of English learners are encouraged to participate in the ELAC. The purpose of the ELAC is to advise the principal and school staff on programs and services for English learners and the school site council on the development of the Single School Plan for Student Achievement. If you are interested in participating in the ELAC, please contact the school principal or secretary.

Parent Involvement Policy

Alternative Education's parent involvement priorities include the following:

- Involves parents in the development of the LCAP, LEA Plan, and SPSAs as a part of the process of school review and improvement.
- Provides coordination, technical assistance, and other support to assist schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.
- Builds school and parent capacity for strong parental involvement.
- Conducts, with the involvement of parents, an annual evaluation of the content and effectiveness of parental involvement in improving the academic quality of the schools served.

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Parent involvement for all students in Alternative Education is consistent with the following goals:

- (a) Help parents develop skills to use at home that support their children's academic efforts and social development.
- (b) Provide parents with techniques and strategies that may utilize to improve their children's academic success and to assist their children in learning at home.
- (c) Build consistent and effective communication between the home and the school so parents may know when and how to assist their children in learning at home.
- (d) Train teachers and administrators to communicate effectively with parents.

Textbooks (Technology Tools) and Instructional Materials

Textbooks and tablets are issued without charge to students. Textbooks must be returned at the end of the year or when the student withdraws from school. Responsibility for textbooks rests solely with the student to whom the books have been issued. Students will be charged for the textbooks that have been lost, stolen, or damaged beyond reasonable wear and tear. Tablets are checked out to students to use during the school day. Students are responsible for appropriate use of tablets and computers as indicated in the Technology Acceptable Use policy.

Access to Internet and Online Sites- Acceptable Use Policy

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. Continuous Access to Assistive Technology Devices RCOE Alternative Education makes available school-purchased devices to maintain continuous access at school and outside of school settings to continue free appropriate public education. If a student moves away from the distributing school, the student may continue to use the device, or a comparable device, for up to two months or until the device is replaced in the new setting, whichever occurs first.

California Healthy Youth Act – EC §§ 51930-51939

The California Healthy Youth Act requires school districts to provide pupils with integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention education at least once in middle school and once in high school. It is intended to ensure that pupils in grades 7-12 are provided with the knowledge and skills necessary to: 1) protect their sexual and reproductive health from HIV, other sexually transmitted infections, and unintended pregnancy; 2) develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family; and 3) have healthy, positive, and safe relationships and behaviors. It also promotes understanding of sexuality as a normal part of human development.

Parents or legal guardians have the right to:

- Inspect the written and audiovisual educational materials used in the comprehensive sexual health and HIV prevention education.
- Request in writing that their child not receive comprehensive sexual health or HIV prevention education.
- Request a copy of Education Codes 51930 through 51939, the California Healthy Youth Act.
- Be informed whether the comprehensive sexual health or HIV prevention education will be taught by district personnel or outside consultants.
- Receive notice by mail or another commonly used

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method of notification no fewer than 14 days before the instruction is delivered if arrangements for the instruction are made after the beginning of the school year.

- When the district chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV prevention education, be informed of the date of the instruction and the name of the organization or affiliation of each guest speaker.

The National School Lunch Program

The National School Lunch Program provides nutritionally balanced, low-cost or free lunches to low income students. You will be asked to complete an application for free or reduced cost school meals to determine your child's eligibility for this program. School breakfast and lunch are provided at all school sites.

School Dress Code

Philosophy

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

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

Students who come to school in clothing that is inappropriate will be required to change into school appropriate attire. If a student refuses to wear a loaned

dress code violation item or if the parent is unable to bring the student a change of clothing, the student will be sent to On Campus Detention for the remainder of the day.

School Dress Code:

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

When a new fashion trend becomes a symbol that may be dangerous, anti-social or the arrangement of specific clothing items denotes gang affiliation, the community school site administration reserves the right to prohibit such items and arrangements.

Parents/Guardians and students have the primary responsibility to see that students are properly attired for school. School personnel have the responsibility for maintaining proper and appropriate conditions

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conducive to learning. Site administration may authorize special activity event days where exceptions to the student dress code may be allowed. Students who violate any part of the dress code will be given an opportunity to change to their own clothing or to school-provided alternative clothing. Exceptions to the aforementioned policies may be made based on the needs of the students as indicated by parents/guardians.

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

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

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

- Any student displaying behavior, gestures, apparel, or paraphernalia indicative of gang affiliation shall be referred to the principal or designee.
 - The student's parent/guardian shall be contacted and may be asked to meet with school staff.
 - The student may be sent home to change clothes if necessary (cf. 5132 – Dress and Grooming).
- Staff members shall be provided with the names of known gang members.
- Students who seek help in rejecting gang associations may be referred to community-based gang suppression and prevention organizations (cf. 1020 – Youth Services).
- Any gang graffiti on school premises shall be removed, washed down, or painted over as soon as discovered.

- Daily checks for graffiti shall be made throughout the campus.
- Graffiti shall be photographed before it is removed. These photographs shall be shared with local law enforcement authorities and used for future disciplinary or criminal action against the offenders (cf. 5131.5 – Vandalism, Theft, and Graffiti).

Expectations for Student Conduct

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.

Pupils must conform to school regulations, obey all directions, be diligent in study, be respectful of teachers/others in authority, and refrain from profane/vulgar language. 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:

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

The expected behavior of students includes the following:

- Self-discipline/control
- Personal/public accountability
- Personal responsibility
- Respect for the rights and property of others
- Cooperation
- Compliance with directives

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- Acceptable attitude
- Sense of fairness
- Thoughtfulness and consideration

Behavior Support

Alternative Education staff members provide a supportive school environment that focuses on increasing academic and pro-social behaviors and skills. All staff members receive on-going focused training on research-based models that provide systems for developing student resiliency factors as well as developing skills to help them resist risky behaviors in an effort to reduce barriers to learning. The models adopted specifically address the behavior supports necessary for a Multi-Tiered Systems of Supports (MTSS) Model (See Appendix B) addressing the needs of at-risk youth as well as Positive Behavior Intervention Support (PBIS).

Staff members receive training to implement PBIS, facilitating the development of a safe, trusting, self-managing classroom, thereby improving classroom attendance by developing motivation and helping students take responsibility for their actions and performance. The focus is on caring, respect and acceptance for each student. Student learning and achievement is continually assessed using multiple measures of success. In an effective PBIS model, delinquent behaviors such as disruptive outbursts, violent acts, drug use, and other risky behavior are decreased as students practice empathy and an appreciation for diversity.

Alternative Education staff members acknowledge the responsibility of each student, parent, volunteer, faculty, staff, and administrator to contribute to the well-being of the community by demonstrating responsibility and accountability for individual and group actions. Alternative Education enhances the quality of relationships, the quality of learning, and the quality of the community through shared responsibility.

Alternative Education staff members maintain a comprehensive set of student discipline policies aligned with the Riverside County Office of Education Board

Policy. These policies clearly describe the expectations regarding, among other things: attendance, mutual respect, substance abuse, violence, safety, and work habits. Each parent/guardian of high school-aged students is required annually to verify that they have reviewed the policies with their student/s and that they understand the policies. Each adult student will also be required annually to verify that they have reviewed and understand the policies.

Alternative Education staff members implement a comprehensive Student/Parent Handbook. The Student/Parent Handbook describes the school's expectations regarding attendance, mutual respect, violence, safety, and work habits. Students and their parent/caregiver, if appropriate, will be required to verify in writing that they have reviewed and understand these policies prior to enrollment. Students may be suspended or expelled from Community School or Court School for noncompliance with the policies according to EC § 48900 et seq.

Campus-wide Rules

- Unsafe acts, such as fighting, hazing, initiation, rough or play fighting, or birthday swats are prohibited.
- Inciting others to violence or disobedience, which includes encouraging others to fight, is prohibited.
- Discriminatory acts, which include verbal or written acts toward a person that promote negative stereotyping, degrades, or flagrantly demeans any individual, are prohibited.
- 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.
- Disrespect, which includes insulting or derogatory names, inappropriate gestures, and actions toward staff members, is not permitted.
- Gang type writing, signing, tagging or doodling on books, notebooks, backpacks, and clothing or on desks is not permitted.

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- Profanity or insulting language is not permitted.
- 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.
- Signaling a false fire alarm is prohibited.
- Gambling is not permitted.
- Possession of pornographic, obscene or vulgar pictures, objects or other materials is prohibited.
- Bicycle riding or skateboarding is not permitted on campus.

Classroom Rules

Each classroom teacher establishes rules based on 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 parents/guardians at Back to School Night.

- Show respect to others.
- Students are responsible for their textbooks and required materials.
- Students are not to use rude, abusive, insulting, and/or profane language.
- There is to be no willful destruction of school or private property.
- Cheating includes dishonesty while completing school work, plagiarism, and or falsifying or altering records.
- Cell phones may not be used during instructional/class time.

Academic Honesty

Riverside County High School is committed to maintaining academic honesty. Honesty is the essence on which all human relationships are founded. Academic dishonesty is almost always an attempt by a student to show possession of a level of knowledge or skill, which he/she does not possess.

Definition of Plagiarism/Cheating:

- A student uses anyone else's knowledge or work and says it is his/her own.
- A student uses a "cheat sheet" while taking an examination in class.
- A student turns in an assignment that someone else has written.
- A student puts a quotation in a term paper without it being footnoted properly or without giving proper credit or identifying the person who wrote it.
- Student A" knowingly and willfully allows "Student B" to use his/her work and "Student B" presents it as his/her own work.
- Student uses artificial intelligence (AI) to generate an assignment.

Once the teacher determines that cheating has occurred, the assignment will be graded as a failure (F) and a zero will be recorded in the grade book. Students violating the honesty policy will be referred to the principal and appropriate disciplinary action will be taken.

Electronic Listening or Recording Device or Electronic Signaling Device

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 pupil in violation shall be subject to appropriate disciplinary action.

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.

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Tobacco-free Campus

RCOE's Alternative Education schools prohibit the use of tobacco products, any time, in district-owned or leased buildings, on district property and in district vehicles.

Use of Smartphones on Campus

RCOE Alternative Education limits the use of smartphones while at school and under supervision and control of staff. The school principal and staff establish the site circumstances in which a pupil may use a smartphone on campus.

Policy Prohibiting Discrimination, Harassment, Intimidation, and 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

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student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the principal or the central office at 951-826-6595. 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.

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

When the circumstances involve cyberbullying,

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complaints of bullying or provide information related to such complaints.

Resources for Anti Bullying and Cyber Bullying

121 Help Me: 1-855-201-2121

Stop Bullying: www.stopbullying.gov

Stop Cyberbullying: www.stopcyberbullying.org

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

Minors under the age of 16 must consult with legal counsel prior to a custodial interrogation and before waiving their Miranda rights. Existing law requires a peace officer to advise minors of their rights by providing a Miranda warning. But if the minor or parent waives those rights, officers can interrogate the minor. Senate Bill (SB) 395, which adds section 625.6 to the Welfare and Institutions Code, will prohibit a law enforcement officer from conducting a custodial interrogation of or accepting a waiver of Miranda rights by a minor 15 or younger until the minor has had an opportunity to consult with legal counsel. This consultation must occur in person, by telephone or

by video conference and may not be waived. SB 395 requires a court to consider the impact of a peace officer's failure to provide such legal consultation in determining the admissibility of statements the minor made during or after a custodial interrogation. SB 395 provides limited exceptions to its consultation requirement. The new law does not require probation officers to comply with its requirements and also excludes questions related to obtaining information believed to be necessary to protect life or property from an imminent threat.

SB 395 creates new issues for police and other public agencies, including schools, when dealing with minors and illegal or inappropriate conduct. School districts that rely upon interviews of students by school district police department officers or contract school resource officers (SRO) in relation to student discipline proceedings may wish to review those practices for conformance with the new law, which covers potential criminal misconduct occurring on school campuses. In particular, school districts may wish to review how and when a law enforcement officer or an SRO may become involved with investigations of student misconduct.

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

Education Code 48915 (a) (1)

- A. Causing serious physical injury to another person, except in self-defense.
- B. Possession of any knife, or other dangerous object of no reasonable use to the pupil.
- C. Unlawful possession of a controlled substance.
- D. Robbery or extortion.
- E. 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.

Students may be suspended for the following 48900

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Education Code violations:

A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent of the school district 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 the pupil's 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 paragraph (1), and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.
(3) Except as provided in Section 48910, commencing July 1, 2020, a pupil enrolled in kindergarten or any of grades 1 to 5, inclusive, shall not be suspended for any of the acts specified in paragraph (1), and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.
(4) Except as provided in Section 48910, commencing July 1, 2020, a pupil enrolled in any of grades 6 to 8, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2025.
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm. As used in this

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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, 287, 288, or 289 of, or former Section 288a 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 the pupil's physical or mental health.
 - (C) Causing a reasonable pupil to experience substantial interference with the pupil's academic performance.
 - (D) Causing a reasonable pupil to experience substantial interference with the pupil's ability to participate in or benefit from the services, activities, or privileges provided by a school.
- (2) A "Electronic act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - (i) A message, text, sound, video, or image.
 - (ii) A post on a social network internet website, including, but not limited to:
 - (I) Posting to or creating a burn page. "Burn page" means an internet website 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) (I) An act of cyber sexual bullying.

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(II) 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 in this subclause, 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.

(III) 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, a pupil with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of that age, or for a person of that age with the pupil’s 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 is encouraged to provide alternatives to suspension or expulsion, using a research-based framework with strategies that improve behavioral and academic outcomes, that are age appropriate and designed to address and correct the pupil’s specific misbehavior as specified in Section 48900.5.
- (w) (1) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.
- (2) It is further the intent of the Legislature that the Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, may be used to help pupils gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community. A student who has been suspended

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needs to be picked up from school by the parent/guardian. Students with disabilities must have a manifestation determination after 10 days of cumulative suspension.

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 49072. 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.

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Attendance of Suspended Pupil's Parent or Guardian

If a teacher suspends a pupil, the teacher may require the child's parent to attend a portion of the school day in his or her child's classes. Employers may not discriminate against parents who are required to comply with this requirement.

Circumstances for Recommending Expulsion

Except as provided in subdivisions (c) and (e), the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:

- (A) Causing serious physical injury to another person, except in self-defense.
 - (B) Possession of any knife or other dangerous object of no reasonable use to the pupil.
 - (C) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for either of the following:
 - (i) The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
 - (ii) The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.
 - (D) Robbery or extortion.
 - (E) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.
- (2) If the principal or the superintendent of schools makes a determination as described in paragraph (1), he or she is encouraged to do so as quickly as possible to ensure that the pupil does not lose instructional time.

Upon recommendation by the principal, superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil committed an act listed in paragraph (1) of subdivision (a) or in subdivision (a), (b), (c), (d), or (e) of Section 48900. A decision to expel shall be based on a finding of one or both of the following:

- (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- (2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

- (1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if possessing an imitation firearm, as defined in subdivision (m) of Section 48900, is not an offense for which suspension or expulsion is mandatory pursuant to this subdivision and subdivision (d), but it is an offense for which suspension, or expulsion pursuant to subdivision (e), may be imposed.
- (2) Brandishing a knife at another person.
- (3) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- (4) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
- (5) Possession of an explosive.

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Positive Behavior Intervention and Support (PBIS)

The staff at each school believes that when students choose to follow school rules, their positive behavior should be rewarded. As opportunities arise, special events or activities are used to reward student for positive behavior.

Procedures for a Safe and Orderly Learning Environment-Canine Detection

RCOE strongly believes in safe campuses and all students are behaving in a responsible manner. The purpose of the canine program is to serve as a deterrent to students who might bring harmful items on to campus and to provide all students and staff with a safe environment. Each school participates in random canine inspections using non-aggressive detection canines certified to detect illicit drugs, alcoholic beverages, and gunpowder.

Emergency, Fire, and Disaster Procedures

Each school's Emergency Operation Plan (EOP) meets the guidelines of the California's Standardized Emergency Management System (SEMS) and has developed, in consultation with public safety agencies (law enforcement, fire, public health), an "All Hazards" approach for mitigation, preparedness, response and recovery.

School EOPs address, at a minimum, the following types of emergencies and disasters and protective measures to be taken before, during, and after:

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

The site administrator acts as the Incident Commander, with the principal's designee to be appointed in the event that the Incident Commander is unable to perform his/her duties. To ensure accountability for emergency response procedures, personnel are assigned specific duties to perform in the event of emergencies. These include turning off water, gas, and electricity. Drills are conducted regularly using an Incident Action Plan to pre-plan and determine the object of the drill, along with After Action Reports to document lessons learned.

Each school site works with RCOE to update the emergency plan and incorporate the National Incident Management System (NIMS), which includes staff trained in the following Federal Emergency Management Agency (FEMA) courses: IS 100 (Incident Command for Schools), IS 700 (NIMS) and IS 200 (Incident Command for Single Resources and Initial Action Incidents) and IS 800 (National Response Framework). During disasters, pre-determined areas will identify the various stations (i.e., student holding, command post, and student release).

- **Fires:** When a fire is discovered in any part of the school, the following actions shall be taken:
- The principal or designee shall sound fire signals, unless the school and/or building are equipped with an automatic fire detection and alarm system.
- The principal or designee shall call 911.
- All persons shall be directed to leave the building and shall proceed outside to a designated assembly area.
- Staff shall give students clear direction and supervision and help maintain a calm and orderly response.
- In outside assembly areas, teachers take roll, report missing students, and provide assistance to any injured student.
- In outside assembly areas, the principal or designee and/or each department head shall account for their staff, report missing staff, and provide assistance to any injured staff.

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- If the fire is extensive, students shall be taken to an alternative location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes.

Fire Drills: Each school site holds fire drills on a regular basis. As amended by SB 575 (Ch. 725, Statutes of 2001), Education Code 32001 states that every person and public officer managing, controlling, or in charge of any public, private, or parochial school, other than a two-year community college, shall cause the fire alarm signal to be sounded not less than once every calendar month and shall conduct a fire drill at least once every calendar month at the elementary level and at least four times every school year at the intermediate levels. A fire drill shall be held at the secondary level not less than twice every school year.

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

Earthquake Drills: Earthquake emergency procedures include the school building Emergency Operation Plan (EOP), drop and cover procedures, dates/times of drop procedure drills held once each quarter in elementary; once each semester in secondary schools, protective measures to be taken before, during, and after an earthquake, a program to ensure that pupils and both certificated and classified staff are aware of and are trained in the earthquake emergency procedure system.

Earthquake Drill Procedures:

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

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

Specific Steps for the Drill:

1. Via the public announcement (PA) system, alarms, or verbal direction (in the event of a real earthquake, your signal will be the beginning of shaking itself):
 - Announce that the earthquake drill has begun and to *Drop, Cover, and Hold On*.
 - Suggest that while dropping under a sturdy desk or table, students and teachers look around at what would be falling on them in a real earthquake. These items should be secured or moved after the drill.
2. After at least one minute, announce that the shaking is over.
3. Based upon your school disaster plan, have teachers, students, and staff follow school evacuation procedures according to the school disaster plan.
4. When the shaking has stopped (or when the all clear bell rings) IMMEDIATELY and before teachers exit their rooms, take ten seconds to look around, make a mental note of damage and dangers, check to see if any students are injured. If immediate help can be given to open airway, stop serious bleeding, or put out a small fire, do so. Ask responsible students to assist lightly injured. Non-ambulatory injured should be reassured and wait for treatment where they are, unless it is more dangerous to remain.
5. Teachers take their classroom roll books and emergency kits to the evacuation area. Make sure these stay with the person actually escorting the class to the Emergency Assembly Area (EAA).
6. Staff use the buddy system. Classes should exit in pairs with one teacher in front and one in the back.

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Take a few seconds to check briefly with the teacher in the classroom to the left, to the right, and across the hall to see if they are in need.

7. In the absence of an instructional assistant, teachers need to be prepared to take a class of a colleague while that teacher assists with any injuries or in the duties assigned to them. Escort class(es) to their designated place in the EAA.
 - Use the suggested routes on your evacuation map or alternate route if your route is blocked or unsafe.
 - Everyone is to stay together and quickly and quietly evacuate following four Evacuation Rules: Don't talk. Don't push. Don't run. Don't turn back.
 - Select two responsible monitors to lead, carefully checking that the evacuation route is clear. You bring up the rear, seeing that everyone is together.
 - Check that exit routes are clear. Move directly away from the building when exiting. Children should cover their heads with their bag or book. Do NOT use any elevators.

Shelter in Place: One of the instructions you may be given in an emergency where hazardous materials may have been released into the atmosphere is to shelter-in-place. This is a precaution aimed to keep you safe while remaining indoors.

Specific Steps to Shelter-in-Place at School:

- Close the school. Activate the school's emergency plan. Follow reverse evacuation procedures to bring students, faculty and staff indoors.
- If there are visitors in the building, provide for their safety by asking them to stay – not leave. When authorities provide directions to shelter-in-place, they want everyone to take those steps immediately, where they are, and not drive or walk outdoors.
- Provide for answering telephone inquiries from concerned parents by having at least one telephone with the school's listed telephone

number available in the room selected to provide shelter for the school secretary, or person designated to answer these calls. If the school has voicemail or an automated attendant, change the recording to indicate that the school is closed, and that students and staff are remaining in the building until authorities advise that it is safe to leave. There should be a way to communicate among all rooms where people are sheltering-in-place in the school.

- Provide for a way to make announcements over the school-wide public address system from the room where the top school official takes shelter.
- If children have cell phones, allow them to use them to call a parent or guardian to let them know that they have been asked to remain in school until further notice, and that they are safe.
- Provide directions to close and lock all windows, exterior doors and any other outside openings.
- If you are told there is danger of explosion, direct that window shades, blinds or curtains be closed.
- Have employees familiar with your building's mechanical system turn off all fans, heating and air conditioning systems. Some systems automatically provide for exchange of inside air with outside air – these systems, in particular, need to be turned off, sealed or disabled.
- Gather essential disaster supplies, such as nonperishable food, bottled water, battery-powered radios, first aid supplies, flashlights, batteries, duct tape, plastic sheeting and plastic garbage bags.
- Bring everyone into the room. Shut and lock the door.
- Use duct tape and plastic sheeting (heavier than food wrap) to seal all cracks around doors and any vents into the room.
- Write down the names of everyone in the room, and call your schools' designated emergency contact to report who is in the room with you.

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- Listen for an official announcement from school officials via the public address system, and stay where you are until you are told all is safe or you are told to evacuate. Local officials may call for evacuation in specific areas at greatest risk in your community.

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

Definition

- Lockout (Level 1): This is when a threat that is off site that does not directly involve the school or students. A Lockout Level 1 stops people from going on or off campus.

Examples: A scenario could be triggered by a nearby arrest or search warrant being conducted, often triggered by notification from law enforcement; *High Speed chases; suspicious activity off-campus, etc...*

- Lockout (Level 2): This is when a threat to a school is made or information is presented that an event could potentially affect the school site. A Lockout Level 2 calls for staff and students to stay in the classrooms with unsupervised movement on campus prohibited.

Examples include events occurring with the vicinity of the school, fugitive in the area, etc....

- Lockdown (Level 3): There is a direct threat to the school and the safety of the school and those inside are at risk. A Lockdown Level 3 mandates that all students and staff stay in locked classrooms.

Examples include Active Assailant, Hostage situations, or a direct knowledge of a planned event, Etc...)

Procedures to follow

■ Lockout - Level 1

- ✓ Verbal Command is Lockout - Level 1
- ✓ Lock all exterior doors except for the main entrance.
- ✓ Limit vehicle access to a single point of entry if possible.
- ✓ Keep all classroom doors locked when possible.
- ✓ Keep blinds open for increase awareness.
- ✓ Classroom activity is to remain NORMAL.

■ Lockout - Level 2

- ✓ Verbal Command is Lockout Level 2.
- ✓ Lock all exterior doors.
- ✓ Keep blinds open for increase awareness.
- ✓ Secure all vehicle access gates, if safe to do so.
- ✓ All classroom doors are to remain locked and hall activity is to be limited during class.
- ✓ Classroom activity is to remain normal.

■ Lockdown - Level 3

- ✓ Verbal Command is Lockdown.
- ✓ Lock all doors and access onto school compound.
- ✓ Doors are not to be opened for anyone. Officials who may need access have keys.
- ✓ All classroom activity is to stop.
- ✓ Assembly in designated "safe areas" of the classroom.
- ✓ Turn off lights.
- ✓ Conceal yourself from view.
- ✓ Use furniture to barricade entrances, if safe to do so.
- ✓ Staff and students are to remain out of sight away from windows and in a protected area until the "all clear" call is communicated by the administration office or law enforcement.

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Active Shooter Protocols (Active Assailant)

During an active assailant incident, staff and students must quickly determine the most reasonable way to protect their own life. The primary purpose is to prevent, reduce or limit access to potential victims, and to mitigate the loss of life. Training on the FBI's "Run, Hide, and Fight" protocol is implemented at all sites.

Air Quality Reports

During times of heightened air pollution (especially spring, summer, and fall) RCOE (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 uses this to limit outside activities, especially physical education, to protect the health of our students and staff.

Suicide Prevention Policy and Plan

The RCOE Alternative Education suicide prevention plan is in place as a safety measure for students. Upon registration, the attendance registration technician provides the parent/guardian and student a copy of the student handbook with an enclosed Crisis Resources for Riverside County list. During student orientation, the principal or designee reviews the Suicide Prevention/Mental Health Awareness Leaflet, Staff/Parent Request for Support Form and Student/Peer Request for Support Forms and the procedures for submitting forms (self or peer). A Risk Referral can be submitted by a teacher, staff member, parent, guardian, peer, or the student. The suicide hotline is located on the student identification card.

- National Suicide Prevention Lifeline, 1-800-273-8255
- Crisis Text Line, text HOME to 741741
- Help Line Suicide Crisis Support, 951-686-4357

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)).

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.

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.

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

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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

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or the Superintendent or designee in order to obtain procedures for reporting a complaint. Complaints of harassment are filed in accordance with AR4031, "Complaints Concerning Discrimination in Employment." Any supervisor who receives a harassment complaint notifies the Superintendent or designee, who ensures that the complaint is appropriately investigated.

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

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

In addition, RCOE educates its personnel on sexual harassment guidelines at the beginning of each school year. New RCOE employees must sign that they have received a copy of sexual harassment descriptions, guidelines, policies, and procedures for filing a claim. Policy updates are disseminated to the staff throughout the year. If further information, interpretation or advice is needed regarding sexual harassment, the Assistant Superintendent or Director of Human Resources for the Riverside County Office of Education can be contacted.

Prohibiting Sex-Based Discrimination: Title IX Notifications

Title IX protects all participants in RCOE's educational programs and activities, including students, parents, employees, and job applicants. RCOE does not discriminate on the basis of sex. Discrimination on the basis of sex can include sexual harassment and sexual violence. In addition to Title IX, the California Education Code prohibits discrimination on the basis of sex in schools. (California Education Code §§ 220-221.1.)

Other state and federal laws also prohibit discrimination and ensure equality in education. Please refer to an overview of all RCOE's nondiscrimination policies and the following specific policies and procedures regarding sexual harassment:

- Non-Discrimination in Employment – Board Policy 4030
- Non-Discrimination in Employment – Administrative Regulation 4030
- Non-Discrimination in Programs and Activities – Board Policy 0410.3
- Sexual Harassment (Employees) – Administrative Regulation 4119.11.01/4129.01/4319.01
- Non-Discrimination/Harassment (Students) – Board Policy 5145.3
- Sexual Harassment (Students) – Board Policy 5145.7
- Sexual Harassment (Students) – Administrative Regulation 5145.7
- Uniform Complaint Procedures – Board Policy 1312.3
 - Uniform Complaint Procedures – Administrative Regulation 1312.3
 - Uniform Complaint Form – AR 1312.3, Attachment 1
 - Uniform Complaint Notice – AR 1312.3, Attachment 2

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

- You have the right to fair and equitable treatment and you shall not be discriminated against based on your sex.
- You have the right to be provided with an equitable opportunity to participate in all academic extracurricular activities, including athletics.
- You have the right to have access to a sex/gender equity coordinator, referred to as the Title IX Coordinator (find contact information below), to answer questions regarding sex/gender equity laws.

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- You have the right to contact the State Department of Education and the California Interscholastic Federation to access information on sex/gender equity laws.
- You have the right to file a confidential discrimination complaint with the United States Department of Education Office for Civil Rights or the California Department of Education if you believe you have been discriminated against or if you believe you have received unequal treatment on the basis of your sex.
- You have the right to pursue civil remedies if you have been discriminated against.
- You have the right to be protected against retaliation if you file a discrimination complaint.

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

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

Information provided here applies to every RCOE school site and all RCOE programs and activities. For more information about Title IX, or how to file a complaint of noncompliance with Title IX, contact your site principal (telephone number listed on the back page of this handbook) or call Maria Gandera, Ed.D., Director, Personnel Services, Riverside County Office of Education, Riverside, CA 92502; (951) 826-6653 | mgandera@rcoe.us.

If you need assistance putting your complaint in writing, please contact Personnel Services at (951) 826-6653 or mgandera@rcoe.us. You may file a complaint anonymously, but RCOE's. You may file a complaint anonymously, but RCOE's ability to investigate and respond may be limited by a lack of information. You may also file a discrimination complaint with the U.S. Department of Education Office for Civil Rights. For more information, visit <http://www2.ed.gov/about/offices/list/ocr/complaintintro.html>. The electronic complaint form for the Office for Civil Rights is available online at <https://ocras.ed.gov>. Contact the Office for Civil Rights at: San Francisco Office, Office for Civil Rights, U.S. Department of Education, 50 United Nations Plaza, San Francisco, CA 94102. Telephone: (415) 486-5555. Fax: (415) 486-5570; TDD: (800)877-8339. Email: ocr.sanfrancisco@ed.gov

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

What Happens After the Investigation?

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

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

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

Complaints may also be filed with the United States Department of Education, Office for Civil Rights, within 180 days of the alleged discrimination. For contact information, see the section above on "How do I file a complaint of sex discrimination?" For more information, visit <http://www2.ed.gov/about/offices/list/ocr/complaintintro.html>.

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

Locations: The RCOE Community School program offers different options for students throughout the county. The Riverside County Court School program is located at three locations in Riverside County.

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Community School	Telephone	Location
Arlington Regional Learning Center	(951) 826-4400	6511 Arlington Avenue, Riverside, CA 92504
Betty G. Gibbel Regional Learning Center	(951) 826-4250	1251 Eagle Road, San Jacinto, CA 92583
Blythe Community School	(760) 922-0944	811 W. Chanslorway, Blythe, CA 92225
Corona Community School	(951) 817-3072	3785 Neece Street, Corona, CA 92879
David L. Long Regional Learning Center	(951) 249-8700	41350 Guava Street, Murrieta, CA 92562
Don F. Kenny Regional Learning Center	(760) 863-3065	47-336 Oasis Street, Indio, CA 92201
Palm Springs Community School	(760) 863-3075	1800 E. Vista Chino, Palm Springs, CA 92262
Val Verde Regional Learning Center	(951) 826-4300	3710 Webster Avenue, Perris, CA 92571
Court School		Location
Alan M. Crogan Youth Treatment and Education Center	(951) 358-4102	10000 County Farm Road, Riverside, CA 92503
Lawrence F. Smith Court School	(760) 863-7600	47-665 Oasis Street, Indio, CA 92201
Southwest Court School	(951) 600-6790	30755-C Auld Road, Murrieta, CA 92563

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Riverside County Community School and Court School Bell Schedules

Regular School Day (Monday, Tuesday, Thursday, and Friday), Wednesdays are Minimum Days.

COMMUNITY SCHOOL

Bell Schedules on MONDAY, TUESDAY, THURSDAY, AND FRIDAY

Class Period	Time	Minutes
1 st Period	8:30 a.m. – 9:30 a.m.	60
2 nd Period	9:30 a.m. – 10:30 a.m.	60
3 rd Period	10:30 a.m. – 11:30 a.m.	60
4 th Period	11:30 a.m. – 12:30 p.m.	60
Lunch	12:30 p.m. – 1:00 p.m.	Lunch
5 th Period	1:00 p.m. – 2:00 p.m.	60
6 th Period	2:00 p.m. – 3:00 p.m.	60
TOTAL:		360

Bell Schedules on WEDNESDAY MINIMUM DAY

Class Period	Time	Minutes
1 st Period	8:30 a.m. – 9:10 a.m.	40
2 nd Period	9:10 a.m. – 9:50 a.m.	40
3 rd Period	9:50 a.m. – 10:30 a.m.	40
4 th Period	10:30 a.m. – 11:10 a.m.	40
5 th Period	11:10 a.m. – 11:50 a.m.	40
6 th Period	11:50 a.m. – 12:30 p.m.	40
Lunch	12:30 p.m. – 1:00 p.m.	Lunch
TOTAL:		240

COURT SCHOOL

Bell Schedules on MONDAY, TUESDAY, THURSDAY, AND FRIDAY

Class Period	Time	Minutes
1 st Period	8:30 a.m. – 9:25 a.m.	55
2 nd Period	9:25 a.m. – 10:20 a.m.	55
Nutrition	10:20 a.m. – 10:30 a.m.	*
3 rd Period	10:30 a.m. – 11:25 a.m.	55
4 th Period	11:25 a.m. – 12:20 p.m.	55
Lunch/ Intervention	12:20 p.m. – 1:20 p.m.	Lunch
	30 Minutes of Intervention-Before or After Lunch Depending on Probation Schedule	30
5 th Period	1:20 p.m. – 2:15 p.m.	55
6 th Period	2:15 p.m. – 3:10 p.m.	55
TOTAL:		360

Bell Schedules on WEDNESDAY MINIMUM DAY

Class Period	Time	Minutes
1 st Period	8:30 a.m. – 9:10 a.m.	40
2 nd Period	9:10 a.m. – 9:50 a.m.	40
3 rd Period	9:50 a.m. – 10:30 a.m.	40
4 th Period	10:30 a.m. – 11:10 a.m.	40
5 th Period	11:10 a.m. – 11:50 a.m.	40
6 th Period	11:50 a.m. – 12:30 p.m.	40
Lunch	12:30 p.m. – 1:00 p.m.	Lunch
TOTAL:		240

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Parent/Guardian Involvement Information

Parent Involvement Interest (Please provide to school)

- ☐ I would like more information about serving on the School Site Council.
- ☐ I would like more information about serving on the English Learner Advisory Council (ELAC) or District English Learner Advisory Council (DELAC).
- ☐ I am interested in attending Community Breakfasts or other parent events at the school.

Parent/Guardian Name (Please Print): _____

Student Name (Please Print): _____

Parent Signature: _____ Date: _____

Student Signature: _____ Date: _____

Home Address: _____

Telephone Number: _____ Cell Phone Number: _____

Email: _____

Please cut bottom portion of page and submit to school.

Receipt of Student-Parent Handbook

I _____ acknowledge receipt of the Riverside County Office of Education Alternative Education Student-Parent Handbook, which includes notification of the Parent Involvement Policy.

Parent/Guardian Name (Please Print): _____

Student Name (Please Print): _____

Parent Signature: _____ Date: _____

Student Signature: _____ Date: _____

Home Address: _____

Telephone Number: _____ Cell Phone Number: _____

Email: _____

RCOE prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, gender, gender identity, gender expression, immigration status, nationality, race or ethnicity, religion, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics. For questions or complaints contact the Equity Compliance Officer: Title IX Coordinator, and/or section 504 Coordinator

The following members of our staff are the listed contacts for any questions pertaining to non-discriminatory practice:

Dr. Heather Williams

hwilliams@rcoe.us
Equity Compliance Officer
3939 Thirteenth Street
Riverside, CA 92501
(951) 826-6673

Dr. Maria Gandera

mgandera@rcoe.us
Title IX Coordinator
3939 Thirteenth Street
Riverside, CA 92501
(951) 826-6653

Lacy Lenon-Arthur

Llenon-arthur@rcoe.us
Title I Coordinator
Title III Coordinator
3939 Thirteenth Street
Riverside, CA 92501
(951) 826-6454

Randy Covacevich

rcovacevich@rcoe.us
504 Coordinator
Special Education Coordinator
3939 Thirteenth Street
Riverside, CA 92501
(951) 826-6591

For more information on Alternative
Education Programs, please call:
(951) 826-6464.