

TULARE COUNTY BOARD OF EDUCATION

04/10/2024 [10:00 AM]

REGULAR BOARD MEETING

For the Regular Board Meeting of April 10, 2024, at 10:00 a.m., in the Blue Oak Classroom at SCICON (Clemmie Gill School of Science and Conservation), 41569 Bear Creek Rd., Springville, California.

1. CALL TO ORDER

- a. Pledge of Allegiance
- b. Welcome

2. ADA ACCOMMODATION REQUIREMENT

Persons who are in need of a disability-related modification or accommodation in order to participate in the board meeting must make a request in writing to the Office of the County Superintendent of Schools, 6200 South Mooney Boulevard, Visalia, California, P.O. Box 5091, 559/733-6301. A request for accommodation should specify the nature of the modification or accommodation requested, including any necessary auxiliary aids or services required and the name and telephone number of the person making the request. The written request should be made as soon as possible and no later than 2 days before the meeting. The agenda, agenda packet and any written documents distributed to the board during a public meeting will be made available in appropriate alternative formats upon request by a person with a disability as required by the Americans with Disabilities Act.

Written documents concerning agenda items are available for public inspection during normal business hours within 72 hours of a regular board meeting at the Tulare County Office of Education, 6200 South Mooney Boulevard, Visalia, California.

3. PUBLIC COMMENTS

Members of the public may address the board on any agenda item, or other item of interest within the subject matter jurisdiction of the board during the public comment period. Agenda items may also be addressed by the public at the time they are taken up by the board. The board is not able to discuss or take action on any item not appearing on the agenda. A five-minute time limit can be imposed on public input for individuals/issues as deemed necessary.

4. ACTION ITEMS

4.a. Routine Matters

4.a.a. Consent Calendar

- a. Approval of Minutes for the Regular Board Meeting of March 13, 2024, Encl. No. 1
- b. Authorization of Countywide Registration of Credentials, Encl. No. 2

- c. Authorization of Temporary County Certificates, Encl. No. 3
- d. Authorization of Countywide Emergency Permit Applications, Encl. No. 4

4.b. Old Business

4.b.a. Consideration and Approval, Second Reading, Board/Superintendent Policy (BP/SP) 5141.52 and Administrative Regulation (AP) 5141.52 - Suicide Prevention -- **John Vining**, Encl. No. 5

4.c. New Business

4.c.a. Consideration and Approval, Preschool Staff Development Grant Award 2023-2024 (\$4,194) -- **Joe Martinez**, Encl. No. 6

4.c.b. Consideration and Approval, SELPA Policy #2520 - Special Education Litigation and Due Process Hearing Costs -- **Tammy Bradford**, Encl. No. 7

4.c.c. Consideration and Approval, SELPA Policy #8040 - Independent Educational Evaluations (IEE) -- **Tammy Bradford**, Encl. No. 8

4.c.d. Consideration and Approval, Local Control and Accountability Plan (LCAP) - Set Public Hearing Date, Time and Location -- **Dr. Fernie Marroquin**, Encl. No. 9

4.c.e. Consideration and Approval, 2024-2025 Tulare County Office of Education Budget Hearing - Set Public Hearing Date, Time and Location -- **Dr. Fernie Marroquin**, Encl. No. 10

4.c.f. Consideration and Approval, CSBA Delegate Assembly Run-off Ballot for Region 12 County -- **Tim A. Hire**, Encl. No. 11

5. Information (Non-Discussion Items)

- a. Letters and Communication/Correspondence
- b. Reports from Superintendent and Staff
- c. Reports from Board, Information and Questions

6. Next Scheduled Board Meeting

May 8, 2024 -- 3:00 p.m., Redwood Conference Center

7. Adjournment

TULARE COUNTY BOARD OF EDUCATION

03/13/2024, 3:00 PM -- 6200 S. Mooney Blvd., Visalia, CA 93277

MINUTES OF THE REGULAR BOARD MEETING

1. CALL TO ORDER

- a. Pledge of Allegiance
- b. Welcome

Joe Enea welcomed everyone and called the meeting to order at 3:00 pm. Judy Coble led the Pledge of Allegiance.

2. Board Members and Staff Present

Board members present: President Joe Enea, Vice President Debby Holguin, Judy Coble, Tom Link, Celia Maldonado-Arroyo, Chris Reed, Tony Rodriguez, and Ex-Officio Secretary Dr. Fernie Marroquin. **Staff members present:** Joe Andrade, Jody Arriaga, Vanessa Cantu, John Davis, Nani Dodson, Robert Herman, Chris Meyer, Marlene Moreno, Freddy Reyes, Juan Sanchez, Jack Schreuder, and John Vining. **Guests present:** Monica Batanero and Erik Sanchez.

3. ADA ACCOMMODATION REQUIREMENT

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Mr. Enea announced that ADA accommodations had been met.

4. PUBLIC COMMENTS

Members of the public may address the board on any agenda item, or other item of interest within the subject matter jurisdiction of the board during the public comment period. Agenda items may also be addressed by the public at the time they are taken up by the board. The board is not able to discuss or take action on any item not appearing on the agenda. A five-minute time limit can be imposed on public input for individuals/issues as deemed necessary.

Members of the public did not address any matter of jurisdiction.

5. ACTION ITEMS

5.a. Routine Matters

5.a.a. Consent Calendar

- a. Approval of Minutes for the Regular Board Meeting of February 14, 2024, Encl. No. 1
- b. Authorization of Countywide Registration of Credentials, Encl. No. 2
- c. Authorization of Temporary County Certificates, Encl. No. 3
- d. Authorization of Countywide Emergency Permit Applications, Encl. No. 4

Vote Results

Yea: 7 Judy Coble, Joe Enea, Debby Holguin, Tom Link, Celia Maldonado-Arroyo, Chris Reed, Tony Rodriguez
Nay: 0
Abstain: 0
Not Cast: 0

Motion: Celia Maldonado-Arroyo **Second:** Tom Link

5.b. Old Business

5.b.a. Consideration and Approval, Second Reading, Board Bylaw (BB) 9320 - Meetings and Notices -- Dr. Fernie Marroquin, Encl. No. 5

Dr. Marroquin requested approval on the second reading for the Board Bylaw (BB) 9320 - Meetings and Notices.

Vote Results

Yea: 7 Judy Coble, Joe Enea, Debby Holguin, Tom Link, Celia Maldonado-Arroyo, Chris Reed, Tony Rodriguez
Nay: 0
Abstain: 0
Not Cast: 0

Motion: Chris Reed **Second:** Tony Rodriguez

5.b.b. Consideration and Approval, Second Reading, Board Bylaw (BB) 9322 - Agenda/Meeting Materials -- Dr. Fernie Marroquin, Encl. No. 6

Dr. Marroquin requested the Board's approval on the second reading of the Board Bylaw (BB) 9322 - Agenda/Meeting Materials.

Vote Results

Yea: 7 Judy Coble, Joe Enea, Debby Holguin, Tom Link, Celia Maldonado-Arroyo, Chris Reed, Tony Rodriguez
Nay: 0
Abstain: 0
Not Cast: 0

Motion: Debby Holguin **Second:** Celia Maldonado-Arroyo

5.b.c. Consideration and Approval, Second Reading, Board Bylaw (BB) 9325 - Meeting Conduct -- Dr. Fernie Marroquin, Encl. No. 7

Dr. Fernie Marroquin asked for the Board's approval on the second reading of the Board Bylaw (BB) 9325 - Meeting Conduct.

Vote Results

Yea: 7 Judy Coble, Joe Enea, Debby Holguin, Tom Link, Celia Maldonado-Arroyo, Chris Reed, Tony Rodriguez
Nay: 0
Abstain: 0
Not Cast: 0

Motion: Tony Rodriguez **Second:** Judy Coble

5.c. New Business

5.c.a. First Reading of Board/Superintendent Policy (BP/SP) 5141.52 and Administrative Regulation (AP) 5141.52 - Suicide Prevention -- John Vining, Encl. No. 8

John Vining presented to the Board the first reading of the Board/Superintendent Policy (BP/SP) 5141.52 and Administrative Regulation (AP) 5141.52 - Suicide Prevention.

5.c.b. Consideration and Approval, IDEA 619 Federal Preschool Grant Award 2023-2024 (\$1,212,888) -- Joe Martinez, Encl. No. 9

Tammy Bradford asked for the approval of the 2023-2024 IDEA 619 Federeal Preschool Grant Award 2023-2024 for \$1,212,888.

Vote Results

Yea: 7 Judy Coble, Joe Enea, Debby Holguin, Tom Link, Celia Maldonado-Arroyo, Chris Reed, Tony Rodriguez
Nay: 0
Abstain: 0
Not Cast: 0

Motion: Chris Reed **Second:** Celia Maldonado-Arroyo

5.c.c. Consideration and Approval, Juvenile Detention Facility (JDF) Proposed School Calendar 2024-2025 -- Joe Andrade, Encl. No. 10

Joe Andrade asked for the Board's approval of the Juvenile Detention Facility (JDF) Proposed School Calendar for 2024-2025.

Vote Results

Yea: 7 Judy Coble, Joe Enea, Debby Holguin, Tom Link, Celia Maldonado-Arroyo, Chris Reed, Tony Rodriguez
Nay: 0
Abstain: 0

Not Cast: 0

Motion: Celia Maldonado-Arroyo Second: Judy Coble

5.c.d. Consideration and Approval, Transportation Plan -- Tammy Bradford, Encl. No. 11

Tammy Bradford requested the Board's approval on the Transportation Plan.

Vote Results

Yea: 7 Judy Coble, Joe Enea, Debby Holguin, Tom Link, Celia Maldonado-Arroyo, Chris Reed, Tony Rodriguez

Nay: 0

Abstain: 0

Not Cast: 0

Motion: Tom Link Second: Chris Reed

5.c.e. Consideration and Approval, California Friday Night Live Month for April 2024 -- Nani Dodson, Encl. No. 12

Nani Dodson asked for the Board's approval on Resolution Number 23/24-09 proclaiming April 2024 as CFNLP month.

Vote Results

Yea: 7 Judy Coble, Joe Enea, Debby Holguin, Tom Link, Celia Maldonado-Arroyo, Chris Reed, Tony Rodriguez

Nay: 0

Abstain: 0

Not Cast: 0

Motion: Judy Coble Second: Celia Maldonado-Arroyo

5.c.f. Consideration and Approval, Budget Revisions through January 31, 2024 -- Jody Arriaga, Encl. No. 13

Jody Arriaga presented to the Board the actual expenditures for budget revisions through January 31, 2024. The County School Service Fund showed an increase of more than \$649,077 in LCFF. There was a combined increase in the Federal Reserve for Reclass Nurse Revenue (\$421,808); Comprehensive School Improvement (\$386,387); ESSER/GEER Funding/Expanded Learning \$1,586,139); SPED IDEA Part B (\$210,005); School Based Mental Health PRIMHE (\$716,465); Comprehensive Literacy State Development Grant (\$368,338) and Teacher and School Leader Incentive Program (\$1,784,006). State revenues reported a net increase in the following: LCFF Equity Multiplier (\$497,359), Mental Health Student Services Act (\$407,888), and Mental Health Triage Grant (\$518,468). There were also increases in the Local Revenue. This showed an estimated ending fund balance for CSSF of \$89,635,537. The Child Development Fund showed an estimated ending fund balance of \$3,096,860.

Vote Results

Yea: 7 Judy Coble, Joe Enea, Debby Holguin, Tom Link, Celia Maldonado-Arroyo, Chris Reed, Tony Rodriguez

Nay: 0

Abstain: 0

Not Cast: 0

Motion: Debby Holguin Second: Celia Maldonado-Arroyo

5.c.g. Consideration and Approval, Second Interim Report as of January 31, 2024 -- Jody Arriaga, Encl. No. 14

Jody Arriaga explained to the Board that county superintendents are required to certify twice a year regarding their ability to meet their financial obligations for the remainder of the fiscal year and for the subsequent two fiscal years

with adequate reserves. Mrs. Arriaga reported a positive cash flow for the next two years and the ability to meet fiscal obligations.

Vote Results

Yea: 7 Judy Coble, Joe Enea, Debby Holguin, Tom Link, Celia Maldonado-Arroyo, Chris Reed, Tony Rodriguez
Nay: 0
Abstain: 0
Not Cast: 0
Motion: Tom Link **Second:** Tony Rodriguez

5.c.h. Consideration and Approval, Vote for 2024 CSBA Assembly County Delegate for Region (12) - Joe Enea, Encl. No. 15

There were no listed candidates to vote for a CSBA delegate for Region 12. However, Mr. Enea was asked and accepted to be written in as a nomination for this position.

Vote Results

Yea: 7 Judy Coble, Joe Enea, Debby Holguin, Tom Link, Celia Maldonado-Arroyo, Chris Reed, Tony Rodriguez
Nay: 0
Abstain: 0
Not Cast: 0
Motion: Tom Link **Second:** Judy Coble

5.c.i. Consideration and Approval, Vote for 2024 CSBA Assembly County Delegate for Region (12-A) -- Joe Enea, Encl. No. 16

Joe Enea asked the Board to vote on two delegates for CSBA representing Region 12-A. There were two listed candidates. Pete Lara and Walta Gamoian were two listed candidates to represent Region 12-A. Mr. Lara and Ms. Gamoian were selected.

Vote Results

Yea: 7 Judy Coble, Joe Enea, Debby Holguin, Tom Link, Celia Maldonado-Arroyo, Chris Reed, Tony Rodriguez
Nay: 0
Abstain: 0
Not Cast: 0
Motion: Celia Maldonado-Arroyo **Second:** Chris Reed

6. Information (Non-Discussion Items)

- a. Letters and Communication/Correspondence
- b. Reports from Superintendent and Staff
- c. Reports from Board, Information and Questions

Dr. Fernie Marroquin thanked the Board for attending today's board meeting. He welcomed Monica Batanero representing Lozano Smith. He advised that the STEAM Expo and the Science Fair took place on March 2. There will be 40 projects going forward to compete at the state level. The Tulare County Spelling Bee took place on March 7, with Sarvadnya Kadam, 7th grader from Oak Grove Elementary School, winning first place. Sarvadnya is the same winner from last year. There are over 500 pieces of art to view in the student art expedition open on our

website. This year's winner for Mock Trial was Redwood High School. They will continue onto the state competition. For the Anti-Tobacco/Marijuana Challenge Bowl, Palo Verde Union School took top honors on February 27.

Dr. Marroquin clarified the correct amount paid for the purchase of the 24 acres, just east of the Mooney building. It was purchased for \$1.7 million. The 30 acres south of the Liberty site was purchased for \$2.2 million.

Dr. Marroquin reminded the Board that the April 10 meeting will be at 10:00 a.m. at SCICON in the Blue Oak classroom. He wished everyone to enjoy their St. Patrick's Day on the 17th.

7. Next Scheduled Board Meeting

April 10, 2024 -- 10:00 a.m. at SCICON

8. Adjournment

The meeting was adjourned at 3:52 p.m.

CREDENTIALS REGISTERED

April 10, 2024

240055836	SC5	CL	ADAMS MICHAEL S
240055837	SC1A	CL	ADAMS MICHAEL S
240068641	TC1	CL	ADLARD THOMAS A
240070919	TC13	SE	AGUIRRE ROSANA
240065407	TC1	CL	AKINS KATHRYN I
240072911	TC1	P5	ALCANTAR LOPEZ SANDRA
240050097	SUBP	EM	ALDAZ-CROSS LIA V
240047117	TC2	P5	ALVA JESSICA
240057487	SUBP	EM	ALVARADO VERONICA
240051490	SUBT	EM	ALVAREZ PEREZ KASANDRA Y
240061581	SUBP	EM	ALVISO FALLON
240063817	SC1A	CL	AMANCIO GILBERT M
240063816	TC2	CL	AMANCIO GILBERT M
240056471	SUBP	EM	ANANIAN GINA B
240066112	SUBP	EM	ANAYA MONIQUE
240070792	SUBP	EM	ANDRADE JASMIN
240067648	SUBP	EM	ANDRADE-LOPEZ GLORIA S
240055240	TC1	CL	ANTONELLI CLUNIS LISA M
240031109	SUBP	EM	ARELLANO MARLENNE
240051299	TC2	CL	ATKINS JENNIFER J
240060502	TC2	CL	AVILA AMANDA L
240060139	TC1	CL	AZEVEDO GABRIEL D
240057107	TC3S	CL	BACA MARIA D
240048620	SUBP	EM	BAILEY MILLER RUTH A
240061553	SUBP	EM	BANIAGA CHRISTOPHER
240064619	TC2	P5	BARAJAS-CRUZ DAISY P
240066165	TC2	CL	BARNETT STACY A
240075746	SUBP	EM	BAROCIO ALEJANDRA
240075229	SUBT	EM	BEDOLLA GLORIA
240063006	SUBP	EM	BEJARANO STEPHANIE
240060132	SUBP	EM	BENNETT TRISTIN T
240073943	TC2	CL	BERMUDEZ MARIA G
240064742	TC2	CL	BERRY TAMARA R
230164880	TC1	CL	BILLINGTON GLEN
230164881	SC1A	CL	BILLINGTON GLEN

240054315	SUBP	EM	BLACK KELLIE A
240059162	SC5	CL	BLAS DIANA
240071288	SUBP	EM	BOLANOS PABLO
240055096	P12B	CD	BONILLA JAILENE
240054991	SUBP	EM	BORGES COURTNEY A
240064589	SC1A	CL	BRADLEY LETICIA
240064588	TC2	CL	BRADLEY LETICIA
240061913	SC3A	CL	BRIONES KATHLEEN A
240071413	SC1A	CL	BROWN JEFFREY L
240071409	TC1	CL	BROWN JEFFREY L
240067590	SC1A	CL	BROWN VALERIE J
240067588	TC2	CL	BROWN VALERIE J
240067589	TC3G	CL	BROWN VALERIE J
240073499	SUBP	EM	BRUMBAUGH JOHN C
240061307	TC1	CL	BRYANT WILLIAM A
240055416	TC2	CL	BURNETT TERRY L
240054061	SUBP	EM	BYRD SHELBY C
240055572	SUBP	EM	CARDENAS III EDUARDO
240047041	TC3S	L2	CARDOZA DEANNA
240062923	SUBP	EM	CARMONA JOESAIGH
240051309	SUBP	EM	CARRANZA KAREN C
240070983	TC4D	CL	CARRASCO DOROTHY R
240052595	SC5	CL	CARRILLO JAMES
240048938	SUBP	EM	CARRILLO-JUAREZ KARLA T
240046910	SUBP	EM	CASTILLO ALYSSA M
240049703	P12F	CD	CASTILLO BETTY
240064587	SUBP	EM	CASTREJON VICTOR
230074568	SC5	CL	CEJA MAGANA ALEJANDRA
240055777	SUBP	EM	CERRILLOS ALEXIS V
240057574	TC2	CL	CHAN SHANNON R
240067304	SUBP	EM	CHAPMAN STEVEN
240073640	SUBP	EM	CHAVEZ ELLIANA R
240068763	SUBP	EM	CHAVEZ JAZMIN G
240063390	SUBP	EM	CHAVEZ MONICA
240048902	SUBP	EM	CHAVEZ-PINA AURORA
240057413	SUBP	EM	CHAVIRA ARIANA
240075262	SUBT	EM	CHAVIRA SAUCEDO MARIA
240060441	TC2	CL	CHRISTY SARAH J
210145613	SC5	CL	CISNEROS ELICIA
240050928	SUBP	EM	CISNEROS JASMINE M
240068369	SUBP	EM	CISNEROS RAMOS JESUS E
240066077	TC10	ML	CLARK MAEGAN A
240028576	TC1	CL	COOK DANE

240063531	SUBP	EM	CORNETT JENNY
240075231	SUBT	EM	CORTEZ AMANDA
230152713	TC1	P5	CORTEZ KIMBERLY
230152750	TC3A	CL	CORTEZ KIMBERLY
240052452	TC2	CL	COSTA PETE M
240073828	TC3S	L2	COZAD BONNIE M
240055519	TC14	SE	CREECH JENNIFER E
240073922	TC2	CL	CREGOR BRENDA L
240051675	TC2	P5	CRUZ DAISY
240071132	SC1A	CL	DAVISON DANIELLE L
240066954	SUBP	EM	DE LA PENA ALEXE A
240052604	TC10	SL	DEL RIO LUIS M
240057264	TC10	SL	DEL RIO LUIS M
240069676	TC1	P5	DELON SARAH
240060416	SUBP	EM	DIAZ JENNIFER
240049817	SUBP	EM	DIAZ MONICA
240071549	SUBP	EM	DIAZ RODRIGUEZ ALEJANDRO A
240055470	TC13	SL	DILLON BENJAMIN L
240075391	SUBT	EM	DOMINGO CHARLIZE
240070439	SA13	EM	DORADO LUIS A
240060126	TC2	CL	DORIA CHERI L
240060151	SC1A	CL	DORIA CHERI L
230288799	SUBP	EM	DORSCH STEPHEN
240051819	SC1A	CL	DOUGLAS DENISE L
240073948	SUBP	EM	DRUMMONDS MICHELE D
240050961	SUBP	EM	DUFF CHARISSE
240068971	TC2	CL	DURAZO MARY M
240067913	TC2	CL	DWIVEDI MUKUL R
240067914	TC1	CL	DWIVEDI MUKUL R
240065585	SUBP	EM	EIDE PAMELA P
240061186	SC8	CL	ELLIS ALISHA C
220139880	TC2	CL	ERIKA CHAN
W24000646	SC1A	WV	ERVIN DONNA L
240070027	TC13	ML	ESPINO CYNTHIA
240066668	TC2	CL	ESPINOZA-MORENO OSCAR
240064089	CTE	P3	ESPITIA MORALES MARK
240046782	TPSL	TL	ESTRADA JESSE T
240072938	P12D	CD	FABIAN AZUCENA
240056293	TC2	CL	FARHANG SUSAN M
240059778	SUBP	EM	FIGUEROA GONZALEZ JASMIN
240060350	SC1A	CE	FLAWS SABRINA J
240067461	SUBP	EM	FLORES ANGULO ANARELY
240053810	SUBP	EM	FLORES DEYSI E

240073260	TC2	P5	FLORES JANET G
240063231	SUBP	EM	FLORES MOSES A
240052645	SUBP	EM	FLOREZ ANGELICA
240051489	SUBT	EM	FULLER CONSTANCE
240055197	TC1	IN	FUSTON ALEXIS R
240073596	SC1A	CL	GAEBE JACQUELINE A
240073581	TC2	CL	GAEBE JACQUELINE A
240062734	SUBT	EM	GALARZA CHRISTIAN R
240074252	SUBT	EM	GALINDO ANTHONY
240046751	SUBP	EM	GARCIA ANISSA
240056074	SUBP	EM	GARIBAY AGUILAR ANAHI
240051329	TC2	CL	GARIBAY MARICRUZ
240048495	SC1A	CL	GIANNETTO MELISSA S
240051437	TC3G	CL	GIRARD TERI L
240055574	SUBP	EM	GOMEZ DIANA
240052326	SUBP	EM	GOMEZ ESTRADA ROSA E
240063620	SC5	CL	GONZALEZ-DELACRUZ ERIKA I
240074199	SUBT	EM	GONZALEZ-IBARRA ANALI
240046846	P12B	CD	GOVEA DE MARTINEZ MARTHA A
240047554	TC1	CL	GRIFFITHS DANIELLE C
240073940	TC2	CL	GROH SUSAN L
240056916	SUBP	EM	GUERRA JOANA
240056264	TC2	CL	GUERRERO JULIE A
240066623	SUBP	EM	GUERRERO MARIO M
240047758	TC3S	L2	GUERRERO SUSAN B
240074473	SUBT	EM	GUTIERREZ OSCAR
240060357	SUBP	EM	GUZMAN CESAR
240074201	SUBT	EM	GUZMAN GARCIA ADAN
240073872	TC1	P2	GUZMAN LAURA G
240054979	SUBP	EM	HAAS KAYLA L
240060990	TC2	CL	HALL KRISTEN L
230254698	TC1	CL	HAMBLETON TRAVIS
240067746	SC1A	P5	HANDLEYY RENEE
240072716	SUBP	EM	HARRIS SARAH J
240060881	SUBP	EM	HASKILL TIMOTHY
240048156	SUBP	EM	HEATH KARYN
240054336	SUBP	EM	HEBERT JUSTIN D
240053411	TC2	CL	HEINKS DESIREE D
240052525	SUBP	EM	HENDERSON RONIQUÉ Z
240049124	TC1	CL	HERNANDEZ ALONDRA
240060491	SUBP	EM	HERNANDEZ CARIN A
240066242	TC13	ML	HERNANDEZ CECILIA
240055150	P12B	CD	HERNANDEZ ERIKA

240062258	TC2	CL	HERNANDEZ THOMAS J
240064493	TC13	ML	HICKS TABITHA
240049314	TLA3	AL	HIRNI NICOLE B
240072127	SC1A	CE	HODGIN NATALIE K
240046140	SA13	EM	HOPPER MADALYN C
240072550	TC2	CL	HOPPERT BILLIE S
240062323	SUBP	EM	HUERTA SAMANTHA M
240066235	SC1A	P5	HUTCHISON JACOB L
240055011	TC1	CL	HYDER MEGAN G
240055012	TC2	CL	HYDER MEGAN G
240047497	SUBP	EM	IBARRA-CARLOS GESELL
240056078	SUBP	EM	IBARRA-DENIZ MARIA DE JESUS
240058765	P12E	CD	INIGUEZ ROSA M
240061131	SUBP	EM	ISHIGAKI MILES
240057337	TC3S	P5	JACKSON SABRIE
240062080	P12C	CD	JAIME CHANDRA J
240073212	SUBP	EM	JANSMA JAKE
240049487	TC2	CL	JENSEN AMANDA
240070537	SUBP	EM	JEPSON HANNAH M
240074200	SUBT	EM	JONES DAVONTE
240059702	TC2	CL	JONES HOLLY L
240074081	TC10	ML	KAYLOR KENDALL
240052267	SUBP	EM	KELLEY KATHERINE
240064182	SUBP	EM	LAKE DAVID H
240059304	SUBP	EM	LANDEROS VINCENT
240055168	P12B	CD	LARA RODRIGUEZ JAQUELINE
240063067	TC1	CL	LARSON LINZI M
240055591	SUBP	EM	LEDESMA JOSE F
240047114	TC2	P5	LEDESMA LOPEZ CECILIA
240059512	TC2	CL	LEMUS LISA M
240054398	SUBP	EM	LEON ROQUE
240055923	TC1	P5	LERMA ROBERT
240059709	SUBP	EM	LOPEZ JESUS B
230180272	SUBP	EM	LOPEZ LAURA
240059302	SUBP	EM	LOPEZ-MALDONADO ANGEL
240072088	TC10	SE	LOZANO DENISE
240051769	SUBP	EM	LUNA JULISSA
240054485	SUBP	EM	LUNA ROSEMARIE G
240062665	TC1	CL	LUNA SANTIAGO
240051491	SUBP	EM	LUNA VILICANA LEONARDO
240067385	TC1	CL	MAASKE BLAKE L
240055647	SUBP	EM	MACE VARIAN R
240057256	TC3S	CL	MACOMBER ALICIA S

240063257	SUBP	EM	MAGANA JENNIFER
240065190	SC1A	CL	MALINGEN SONIA L
240065191	TC2	CL	MALINGEN SONIA L
240065192	TC3H	CL	MALINGEN SONIA L
240069974	TC2	CL	MANCEBO MARIA E
210148162	TC2	CL	MARTIN JILAINE
230198206	TC1	P5	MARTIN KAITLYN
230125000	TC2	P5	MARTIN KELLY
240048639	SUBP	EM	MARTIN RENE J
240052602	SUBP	EM	MARTIN YANEZ FERNANDO
240027207	SC5	CL	MARTINEZ ANA M
240058075	SUBP	EM	MARTINEZ BARAJAS JR RUBEN
240051944	SUBP	EM	MARTINEZ BRANDON
240066859	SUBP	EM	MARTINEZ KIMBERLIE L
240060689	SUBP	EM	MARTINEZ PAMELA
230156984	TC1	P5	MASKAL SHANNON
240054953	TC2	CL	MC CULLOUGH ANDREA D
240051351	SUBP	EM	MCDONALD JONATHAN
240056526	TC1	CL	MCDONALD KYLE T
240048759	TC2	CL	MCGEE DANA M
230189590	TC1	P5	MCGLASSON KELLY
240050700	SUBP	EM	MCGREGOR MICHELLE R
240046704	SUBP	EM	MCWILLIAMS JASON W
240070671	SUBT	EM	MEDEROS MICHAELA P
240055894	SUBP	EM	MEGERDIJIAN KARINA
220186048	SC5	CL	MEJIA LEONARDO
240064764	TC2	CL	MELLO JENNIFER E
240052395	SUBP	EM	MELO STEPHANIE R
240071505	TC2	CL	MELVIN KIMBERLEY L
240050727	SUBP	EM	MENDEZ DESTINY
240055732	SUBP	EM	MENDEZ ISABEL
240069428	SUBP	EM	MENDEZ JR ARMANDO
240054765	SUBP	EM	MENDEZ TARAH L
240070076	P12C	CD	MENDOZA HULDA
240071019	SUBP	EM	MENDOZA QUINTERO JESUS M
240070635	SUBT	EM	MENDOZA-QUINTERO LISSETTE G
240056879	SUBP	EM	MEZA STEPHANIE D
240050805	TC2	CL	MILINICH CRYSTAL L
240050806	TC3H	CL	MILINICH CRYSTAL L
240050807	SC1A	CL	MILINICH CRYSTAL L
240069585	SA13	EM	MILLIGAN CADEN J
240071428	SUBP	EM	MITCHELL HALEY J
240068032	SUBP	EM	MITCHELL MYKAH S

240065082	TC2	CL	MOENCH LINDA L
240053598	SUBP	EM	MONDRAGON KARINA
240073593	SUBP	EM	MONTALVO MARGARET E
240049660	SUBP	EM	MONTALVO MARIA S
240060061	P12E	CD	MONTEMAYOR DYANA
240064769	TC2	CL	MONTES ERENDIRA
240047802	SUBP	EM	MOORE ANTHONY J
240072857	SUBP	EM	MORON VICTOR A
240060883	SUBP	EM	NAVARRO CHRISTOPHER
240062349	TC1	CL	NAYLOR JOY M
240069929	TC1	P5	NEGRETE DE LA GARZA ROGELIO
240071074	SUBP	EM	NEVAREZ ELIJAH I
240055047	TC1	CL	NEWBY TIMOTHY D
230254692	TC1	P5	NICKELL CALEB
240005693	TC2	P5	NINO BRIANA
240047490	SUBP	EM	NOUFAL JIANA
240070942	TC13	SE	NUNES TIFFENY S
240047940	TC2	CL	NUNEZ KATRINA L
240049418	SUBP	EM	NUNEZ SOPHIA C
240071581	SUBP	EM	O'LEARY KENNETH C
230158240	TC2	P5	OLIVAREZ XENIALYN
240056963	TC10	IN	OLVERA HERNANDEZ JUAN
240046710	SUBP	EM	ONTIVEROS JASON A
240052923	SC5	CL	OREGEL RODRIGUEZ CLAUDIA O
240052214	SUBP	EM	ORTIZ HERRERA JUAN M
240062148	SUBP	EM	PABLOS-CORTEZ GRACIELA J
240063296	SUBP	EM	PADILLA AMANDA C
240054464	SUBP	EM	PARAMO JESSICA M
240060794	TC1	CL	PARKER STEVE A
230129545	SC5	CL	PEARSALL CRISTINA
240054483	SC1A	CL	PECINA ANDRAE
240054484	TC1	CL	PECINA ANDRAE
220081887	TC2	CL	PENA BROOKE
240046418	SUBP	EM	PEREZ HANNAH M
240049525	SC8	CL	PERRY NYSSA R
240072375	TC2	CL	PERRYMAN MICHELLE L
240061130	TC13	ML	PILGRIM CARA C
240063054	TC2	CL	PITTS SAMANTHA E
240070670	SUBT	EM	POBLETE EDITH
240066182	SUBP	EM	PORTILLO MIDHAYARY V
240054033	TC2	CL	PRESLIK MICHAEL A
240064084	CTE	P3	PRICE RYAN
240069723	SUBP	EM	PRIETO CHRISTINA A

230319188	TC2	P5	PRIETO JUANA
240068697	SUBP	EM	PRINS CHRISTINA
240074693	TC2	P5	PRUDHOMME VINCENT
240046340	TC3S	P5	PUGA DAISY
240054492	SUBT	EM	QUEMQUEM MARJAN
240050667	TC3S	L2	QUILLA ELIZABETH L
240064935	SUBP	EM	QUINN ANTHONY S
240054824	TC2	P5	QUINNE BONNIE J
240061760	SUBT	EM	RAMIREZ ADRIAN
240065345	SUBP	EM	RAMIREZ CELESTE
220124170	TC2	CL	RAMIREZ JEFFREY
240071287	SUBP	EM	RAMOS KASSANDRA I
240059672	SUBP	EM	RAMOS LAURA
240066537	SUBP	EM	RAMOS SAMANTHA
240052591	SUBP	EM	RAMOS SANDRA A
240057894	SUBP	EM	RAMOS VICTOR M
240048586	SUBP	EM	RAMOS-BEDOLLA VENTURA
240066041	SUBP	EM	REED JOEL
240066380	CTE	CL	REEDER ALEX E
240049420	P12C	CD	RENERIA GOMEZ MONICA
240049027	SUBP	EM	RENERIA MIKAYLA B
240070672	SUBT	EM	REQUEJO MARISSA J
240060704	SUBP	EM	RETTIG KATRINA M
240060838	SUBP	EM	REVELES DULCE
240051196	TC1	CL	REVELES IDALIA
240047458	TC1	CL	REVELES VALERIA
240065015	TC2	CL	REYNA ROSEMARY
230267628	TC1	CL	RICHARDSON JESSICA
240056331	SUBP	EM	RICK MATTHEW A
240052617	SUBP	EM	RIOS CRYSTAL M
240047872	SUBP	EM	RIOS SARAH R
240046956	SUBP	EM	RITA-BRAVO JESSICA
220183503	TC3S	CL	ROBERTS KAYLA
240073011	SUBP	EM	ROBLES MAIRA
240068827	SC1A	IN	ROBLES MARISOL
240058370	TC2	CL	RODGERS DAVID W
240058371	TC1	CL	RODGERS DAVID W
240060573	SUBP	EM	RODRIGUES JOSEPH A
240068751	SUBP	EM	RODRIGUEZ ANNETT
240046920	SC3A	CL	RODRIGUEZ CHRISTINA L
240047657	SC1A	CL	RODRIGUEZ CHRISTINA L
240050995	P12E	CD	RODRIGUEZ DE MORA MA GUADALUPE
240049187	TC2	CL	RODRIGUEZ MARYHELEN

240048185	SUBP	EM	RODRIGUEZ MENDEZ NORA E
240058272	TC2	CL	ROEBUCK DANIELLE E
240063349	TC1	CL	ROEBUCK DAVID A
240064305	TC3S	CL	ROMERO GAVINA S
240066393	TC1	CL	ROSE JUDY A
240065218	TC2	CL	ROSEDALE KIMBERLY K
240044760	SUBP	EM	ROSS ERIN
240065692	SUBP	EM	RUBALCABA ERIC A
240049741	SC5	CL	RUIZ ANNETTE L
240060465	SUBP	EM	RUIZ GUADALUPE C
240071160	SUBP	EM	SAHAGUN THERESA
240062045	SUBP	EM	SALAZAR ALEXIS
240062646	SUBP	EM	SALAZAR CARLOS A
240066460	SUBP	EM	SALAZAR ERICKA
240048442	SUBP	EM	SALINAS NICOLAS R
240046815	SUBP	EM	SANCHEZ II SANTIAGO O
240047259	SUBP	EM	SANCHEZ LIZETT
240055235	SUBP	EM	SANCHEZ SABRINA R
240067434	SUBP	EM	SANDERS ARISA
240066232	TC2	CL	SANDOVAL HORTENCIA S
230220513	TC2	P5	SANTOS ASHLEY
240061469	SUBP	EM	SAVAGE STEPHANY
240067544	SUBP	EM	SEAMAN JOSHUA D
240047842	SUBP	EM	SELIM SARA
240067596	SUBP	EM	SERAFIN HANNA K
240067416	TC2	CL	SERPA ROQUE
240067995	P12C	CD	SERRANO ELVIA
240055270	SUBP	EM	SEVILLA JANNETTE
240057798	SC1A	CL	SHEKLIAN MYRON E
240050090	SUBP	EM	SILVA JULIANA
240069506	SUBP	EM	SIMOES SPENCER
240059836	TC1	CL	SKADAN MEGAN S
220053654	TC2	CL	SLOVER RACHEL
240059035	TC1	CL	SMITH AMANDA
240073845	SUBP	EM	SMITH AMY
240052068	SUBP	EM	SMITH GAYLI
240049301	CTE	P3	SOUZA SABINA S
240055925	TC2	CL	SRIPHASEUTH ORATHAI
240049759	SUBP	EM	STONE SANDY
W24000662	SC8	WV	STRONG JOEL
240065458	TC1	CL	SUNDRE ROBERT L
240072869	P12F	CD	TANNER PRUDY J
240072310	TC2	P3	TAPIA JESSICA

240063569	TC2	P5	TAPIA-GUILLEN JOSE ANGEL
240060744	P12F	CD	THORNBURG DEBORAH G
240056200	TC2	CL	TOBIAS MELISSA G
240046425	TC3S	CL	TOLEDO SHANNON L
210117797	TC1	CL	TORRES RAMOS MARIA
240051919	SUBP	EM	TOVAR KAREN
240046754	SUBP	EM	TRAN YEN M
240061359	TC2	CL	TRIPP BEATRICE D
240060827	TC2	CL	TRUE BRANDEE R
240055182	P12A	CD	TURNER SIERRA J
240059790	TC2	CL	UTSLER JANELLE R
240064066	SUBT	EM	VALADAO JON D
240059544	TC2	CL	VALDEZ JOSE A
240059545	SC1A	CL	VALDEZ JOSE A
240065964	TC2	P5	VALDIVIA FATIMA
240047184	SUBP	EM	VALDIVIA SEBASTIAN
240049019	SUBP	EM	VALENCIA EDUARDO M
240065681	TC2	CL	VALENZUELA PRISCILLA M
240067193	SUBP	EM	VALLE-TAPIA GISELLE G
240053032	TPSL	TL	VANDER TUIG HEATHER
240068068	P12C	CD	VARGAS LAURA
240058516	SC1A	CL	VASQUEZ JOSE J
240066245	SC1A	P5	VEGA ANDREW C
240067782	P12F	CD	VELAZCO ROSALIE
230244660	TC3S	P5	VELAZQUEZ GLORIA
240063252	SUBP	EM	VENEGAS IRAIS
240054617	SUBP	EM	VENTURA ANDREW A
240054663	SUBP	EM	VILLALOBOS ALONDRA
240059769	TC1	P5	VILLANUEVA GABRIELA
240064827	P12C	CD	VILLEGAS ROSA Y
240051393	TC2	CL	VIRAMONTES JOSE D
240072951	TC2	CL	WATSON JENNIFER S
240065040	TC2	CL	WEAVER BONITA J
240047961	TC2	CL	WEISENBERGER TREASURE D
240047980	SC1A	CL	WEISENBERGER TREASURE D
240067546	TC2	CL	WELLS BEVERLY M
240047474	SC1A	CL	WHEATON CRAIG E
240071647	TC1	CL	WIERENGA KAITLYN E
240066707	SC1A	CL	WILKINS JESSICA P
240054481	SC1A	P5	WILLIS AMANDA G
240054078	TC2	CL	WILSON LORI A
240063516	TC3S	CL	WILSON MICHAEL T
240076076	TC14	SE	XIONG KHOU

240047145	TC1	P5	XIONG KOU
240046795	TLA3	AL	YOUNG LAWRENCE
240054631	SUBP	EM	ZAMUDIO REBECCA
230120765	SC5	CL	ZAVALA GOMEZ JOSUE
240052008	SUBP	EM	ZIMMER KRISTINA D

APPROVAL OF TEMPORARY COUNTY CERTIFICATES

April 10, 2024

MCCLUNG LINDA	ADDED AUTH: ED SPEC BRIDGE MMSN	CUTLER-OROSI
MURILLO-SALAS NANCY	STSP: SPANISH	CUTLER-OROSI
RAY RYAN	CLEAR CLAD	CUTLER-OROSI
LEWIS MELISSA	ED SPEC: M/M INTERN - EXT	FARMERSVILLE
QUINTERO JAMIE	STSP: MULTIPLE SUBJ	LIBERTY
MARTINEZ NATALIE	STSP: MUSIC - REST CHNG	PLEASANT VIEW
DIAZ MORENO MARIA DEL	CD SITE SUPERVISOR PERMIT	PORTERVILLE
PRICE RYAN	PRELIM CTE: AG & NR	PORTERVILLE
PILGRIM CARA	STSP: MULTIPLE SUBJ	SUNDALE
HARPER JENNIFER	PRELIM SCHOOL NURSE	TCOE
MANNING TIFFANY	STSP: EN ED SPEC	TCOE
ONEAL GLENDA	CD ASSOC TEACHER PERMIT - EXT	TCOE
ESPITIA MORALES MARK	PRELIM CTE: AMAE	TULARE HIGH
AYALA VICTORIA	PROSPECTIVE SUB PERMIT	VARIOUS
ESPARZA ALEJANDRO	PROSPECTIVE SUB PERMIT	VARIOUS
ESTRADA FRANCO JUANITA	PROSPECTIVE SUB PERMIT	VARIOUS
GOULD KAELIN	PROSPECTIVE SUB PERMIT	VARIOUS
GUTIERREZ YASMINE	PROSPECTIVE SUB PERMIT	VARIOUS
LARA MARTINEZ DANIELA	PROSPECTIVE SUB PERMIT	VARIOUS
MENDOZA JASMINE	PROSPECTIVE SUB PERMIT - RENEWAL	VARIOUS
PAREDES ALIYA	PROSPECTIVE SUB PERMIT	VARIOUS
PLASCENCIA PAULINA	EMERG 30-DAY SUB PERMIT	VARIOUS
ARMINIO KAITLYN	EMERG CLAD - REST CHNG	VISALIA
DUERRE NATALIE	CLEAR SS: ASL	VISALIA
GUTIERREZ-GUZMAN MARIA	CLEAR BIL AUTH: SPANISH	VISALIA
HASKILL JENNIFER	EM CLAD - RENEWAL	VISALIA
PEZZI MEGAN	PRELIM ADMIN SVCS	VISALIA
SHRUM WILLIAM	CLEAR ADMIN SVCS	VISALIA

**APPROVAL OF EMERGENCY PERMITS
FOR FULL-TIME EMPLOYMENT**

April 10, 2024

**Emergency Permits: Online
Recommendations**

EMERG CLAD - RENEWAL
STSP: EN ED SPEC
STSP: MULTIPLE SUBJ

VISALIA
TCOE
LIBERTY

HASKILL, JENNIFER
MANNING TIFFANY
QUINTERO JAMIE

Emergency Permits: Mailed

EMERG CLAD - REST CHNG
STSP: MUSIC - REST CHNG

VISALIA
PLEASANT VIEW

ARMINIO KAITLYN
MARTINEZ NATALIE

**TULARE COUNTY OFFICE OF EDUCATION
BOARD ENCLOSURE FORM**

SUBMITTED BY:

John Vining, LMFT, Clinical Supervisor
Behavioral Health Services

SUBJECT:

Second Reading of Board/Superintendent Policy and Administrative Regulation 5141.52 -
Suicide Prevention

DESCRIPTION/SUMMARY:

Education Code 215 mandates that the County Board of Education adopt a policy on student suicide prevention, intervention, and postvention; training to be provided to teachers; and the needs of specified high-risk groups applicable to schools that serve students in grades K-12. This policy shall be reviewed at least every 5 years. The existing policy and regulation, adopted in 2019, is being updated and revised according to law. After the first reading, a typographical error was found in Administrative Regulation 5141.52 at Page 2, Section titled "Instruction," at Item #5. In the below sentence, the word "promote" has been removed.

Develop help-seeking strategies to ~~promote~~ reduce the stigma associated with seeking services for mental health, substance abuse, and/or suicide prevention.

FINANCING:

N/A

RECOMMENDATION:

Adopt the policy and regulation.

TULARE COUNTY OFFICE OF EDUCATION

Board Policy/Superintendent Policy

Students
BP/SP 5141.52
Suicide Prevention

Suicide Prevention

The County Board of Education and County Superintendent recognizes that suicide is a leading cause of death among youth, prevention is a collective effort that requires stakeholder engagement, and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. ~~To attempt to~~ In an effort to reduce suicidal behavior, and its impact on students and families, and other trauma associated with suicide, the County Board shall incorporate any measures, strategies, practices, and supports developed by the County Superintendent ~~or designee shall develop measures and strategies~~ for suicide prevention, intervention, and postvention: in Tulare County Office of Education (TCOE) schools.

~~In developing measures and strategies for use by Tulare County Office of Education, the County Superintendent or designee shall developed these in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts.~~

Policies and procedures for suicide prevention, intervention, and postvention shall include consultation with school and community stakeholders, school-employed mental health professionals, suicide prevention experts, and, for the policy for students in grades K-6, coordination with the county mental health plan. (Education Code 215)

Consultation with school and community stakeholders may include TCOE and school administrators, school counselors, school psychologists, school social workers, school nurses, other staff, parents/guardians and caregivers, students, local health agencies, mental health professionals, community organizations, law enforcement, legal counsel, and/or the TCOE's risk manager or insurance carrier. Collaboration may also occur with county and/or city governments in an effort to align TCOE policy with any existing county, city, and/or statewide suicide prevention plans.

~~Such~~ TCOE measures and strategies for suicide prevention, intervention, and postvention, as prepared by the County Superintendent, may ~~shall~~ include, but are not limited to:

1. A Tulare County Office of Education suicide prevention coordinator shall be designated by the County Superintendent
2. Staff development on suicide awareness and prevention offered by the County Superintendent for teachers, school counselors, and other employees who interact with students ~~in the secondary grades at least annually~~
3. Age and developmentally appropriate instruction to students in problem-solving, and coping skills, and resiliency to promote students' mental, emotional, and social health and well-being;

help-seeking strategies and resources; ~~as well as instruction in recognizing and appropriately responding~~ and recognition of and appropriate response to warning signs of suicidal intent in others

4. Methods for promoting a positive school climate that enhances students' feelings of connectedness with the school and that is characterized by caring staff and harmonious interrelationships among students
5. The provision of information to parents/guardians and caregivers regarding risk and protective factors, ~~and~~ warning signs of suicide, the severity of the youth suicide problem, suicide prevention curriculum, TCOE's suicide prevention policy and procedures, basic steps for helping suicidal youth, the importance of communicating with appropriate staff if suicide risk is present or suspected, access to suicide prevention training, and/or school and community resources that can help youth in crisis
6. Encouragement for students to notify appropriate school personnel or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions
7. Crisis intervention procedures for addressing suicide threats or attempts which include, but are not limited to, the following actions:
 - a. Immediately securing medical treatment and/or mental health services as necessary
 - b. Notifying law enforcement and/or other emergency assistance if a suicidal act is being actively threatened
 - c. Keeping the student under adult supervision and providing comfort to the student until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene
 - d. Removing other students from the immediate area as soon as possible, if necessary
8. Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide
9. The review of materials and resources used in awareness efforts and communications to ensure they align with best practices for safe and effective messaging about suicide
10. Establishment by the County Superintendent of TCOE and/or school-site crisis intervention team(s) to ensure the proper implementation and review of this policy and other TCOE practices related to the emotional and behavioral wellness of students, including, but not limited to, the oversight of mental health and suicide prevention training, collaboration with community mental health organizations, identification of resources and organizations that provide evidence-based treatment, collaboration to build community response, and compliance with Education Code 215

As appropriate, these measures and strategies shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth. [Education Code 215]

The measures and strategies may also address the needs of students with individual risk factors such as previous suicide attempt(s) or self-harm, history of depression or mental illness, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe or traumatic stressor or loss, family instability, impulsivity, and other factors.

Measures and strategies for students in grades K-6 shall be age appropriate and delivered and discussed in a manner that is sensitive to the needs of young students. [Education Code 215]

Student identification cards for students in grades 7-12, when issued by the County Superintendent, shall include the National Suicide Prevention Lifeline telephone number and may also include the Crisis Text Line and/or a local suicide prevention hotline telephone number. [Education Code 215.5]

Students shall be encouraged to notify a teacher, principal, counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

Every statement regarding suicidal intent shall be taken seriously. It is the responsibility of the County Superintendent to ensure that any staff member who suspects or has knowledge of a student's suicidal intentions based on the student's verbalizations or act of self-harm is encouraged to promptly notify the principal, school counselor, or designated suicide prevention coordinator, who shall implement TCOE intervention protocols as appropriate.

If a referral is made for mental health or related services for a student in grade K-6 who is a Medi-Cal beneficiary, TCOE shall coordinate and consult with the county mental health plan. [Education Code 215]

Nothing in this policy shall be construed as authorizing or encouraging employees to act outside of the authorization or scope of their credential or to diagnose or treat mental illness unless specifically licensed and employed to do so. [Education Code 215]

The County Board shall review, and update as necessary, this policy at least every five years. The County Board may, at its discretion, review the policy more frequently. [Education Code 215]

TCOE data pertaining to school climate and reports of suicidal ideation, attempts, or death shall be periodically reviewed to identify patterns or trends and make recommendations regarding program development.

This policy shall be posted in a prominent location on TCOE's web site in a manner that is easily accessible to parents/guardian and students. [Education Code 234.6]

Legal Reference:

EDUCATION CODE

215 – Student suicide prevention policies

215.5 – Suicide prevention hotline contact information on student identification cards

216 – Suicide prevention online training programs

~~32280-32289 – Comprehensive safety plan~~

49060-49079 – Student records

49602 – Confidentiality of student information

49604 – Suicide prevention training for school counselors

GOVERNMENT CODE

810-996.6 – Government Claims Act

PENAL CODE

11164-11174.3 – Child Abuse and Neglect Reporting Act

WELFARE AND INSTITUTIONS CODE

5698 – Emotionally disturbed youth; legislative intent

5850-~~5883~~-5886 – Children's Mental Health Services Act

COURT DECISIONS

Corales v. Bennett (Ontario-Montclair School District), (2009) 567 F.3d 554

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Health Education Content Standards for California Public Schools, Kindergarten Through Grade 12, 2008

Health Framework for California Public Schools, Kindergarten Through Grade Twelve, 2003 2019

CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

School Connectedness: Strategies for Increasing Protective Factors Among Youth, 2009

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS PUBLICATIONS

Preventing Suicide: Guidelines for Administrators and Crisis Teams, 2015

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS

National Strategy for Suicide Prevention: Goals and Objectives for Action, rev. 2012

Preventing Suicide: A Toolkit for High Schools, 2012

WEB SITES

American Association of Suicidology: <http://www.suicidology.org>

American Foundation for Suicide Prevention: <http://afsp.org>

American Psychological Association: <http://www.apa.org>

American School Counselor Association: <http://www.schoolcounselor.org>

California Department of Education, Mental Health: <http://www.cde.ca.gov/ls/eg/mh>

California Department of Health Care Services, ~~Suicide Prevention Program~~ Mental Health Services:
<https://www.dhcs.ca.gov/services/MH/Pages/SuicidePrevention.aspx>

Centers for Disease Control and Prevention, Mental Health: <http://www.cdc.gov/mentalhealth>

National Association of School Psychologists: <http://www.nasponline.org>

National Institute for Mental Health: <http://www.nimh.nih.gov>

Suicide Prevention Lifeline: <https://988lifeline.org/>

Suicide Prevention Resource Center: <https://sprc.org/about-suicide/>

Trevor Project: <http://thetrevorproject.org>

U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services
Administration: <http://www.samhsa.gov>

Policy adopted: 3/13/2019

Tulare County Board of Education
Visalia, California

Revised: __/__/2024

TULARE COUNTY OFFICE OF EDUCATION

Board Policy/Superintendent Policy

Students
BP/SP 5141.52
Suicide Prevention

Suicide Prevention

The County Board of Education and County Superintendent recognize that suicide is a leading cause of death among youth, prevention is a collective effort that requires stakeholder engagement, and school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. In an effort to reduce suicidal behavior, its impact on students and families, and other trauma associated with suicide, the County Board shall incorporate any measures, strategies, practices, and supports developed by the County Superintendent for suicide prevention, intervention, and postvention in Tulare County Office of Education (TCOE) schools.

Policies and procedures for suicide prevention, intervention, and postvention shall include consultation with school and community stakeholders, school-employed mental health professionals, suicide prevention experts, and, for the policy for students in grades K-6, coordination with the county mental health plan. [Education Code 215]

Consultation with school and community stakeholders may include TCOE and school administrators, school counselors, school psychologists, school social workers, school nurses, other staff, parents/guardians and caregivers, students, local health agencies, mental health professionals, community organizations, law enforcement, legal counsel, and/or the TCOE's risk manager or insurance carrier. Collaboration may also occur with county and/or city governments in an effort to align TCOE policy with any existing county, city, and/or statewide suicide prevention plans.

TCOE measures and strategies for suicide prevention, intervention, and postvention, as prepared by the County Superintendent, may include, but are not limited to:

1. A Tulare County Office of Education suicide prevention coordinator shall be designated by the County Superintendent
2. Staff development on suicide awareness and prevention offered by the County Superintendent for teachers, school counselors, and other employees who interact with students
3. Age and developmentally appropriate instruction to students in problem-solving, coping skills, and resiliency to promote students' mental, emotional, and social health and well-being ; help-seeking strategies and resources; and recognition of and appropriate response to warning signs of suicidal intent in others
4. Methods for promoting a positive school climate that enhances students' feelings of connectedness with the school and that is characterized by caring staff and harmonious interrelationships among students

5. The provision of information to parents/guardians and caregivers regarding risk and protective factors, warning signs of suicide, the severity of the youth suicide problem, suicide prevention curriculum, TCOE's suicide prevention policy and procedures, basic steps for helping suicidal youth, the importance of communicating with appropriate staff if suicide risk is present or suspected, access to suicide prevention training, and/or school and community resources that can help youth in crisis
6. Encouragement for students to notify appropriate school personnel or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions
7. Crisis intervention procedures for addressing suicide threats or attempts which include, but are not limited to, the following actions:
 - a. Immediately securing medical treatment and/or mental health services as necessary
 - b. Notifying law enforcement and/or other emergency assistance if a suicidal act is being actively threatened
 - c. Keeping the student under adult supervision and providing comfort to the student until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene
 - d. Removing other students from the immediate area as soon as possible, if necessary
8. Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide
9. The review of materials and resources used in awareness efforts and communications to ensure they align with best practices for safe and effective messaging about suicide
10. Establishment by the County Superintendent of TCOE and/or school-site crisis intervention team(s) to ensure the proper implementation and review of this policy and other TCOE practices related to the emotional and behavioral wellness of students, including, but not limited to, the oversight of mental health and suicide prevention training, collaboration with community mental health organizations, identification of resources and organizations that provide evidence-based treatment, collaboration to build community response, and compliance with Education Code 215

As appropriate, these measures and strategies shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning. [Education Code 215]

The measures and strategies may also address the needs of students with individual risk factors such as previous suicide attempt(s) or self-harm, history of depression or mental illness, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe or traumatic stressor or loss, family instability, impulsivity, and other factors.

Measures and strategies for students in grades K-6 shall be age appropriate and delivered and discussed

in a manner that is sensitive to the needs of young students. [Education Code 215]

Student identification cards for students in grades 7-12, when issued by the County Superintendent, shall include the National Suicide Prevention Lifeline telephone number and may also include the Crisis Text Line and/or a local suicide prevention hotline telephone number. [Education Code 215.5]

Students shall be encouraged to notify a teacher, principal, counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

Every statement regarding suicidal intent shall be taken seriously. It is the responsibility of the County Superintendent to ensure that any staff member who suspects or has knowledge of a student's suicidal intentions based on the student's verbalizations or act of self-harm is encouraged to promptly notify the principal, school counselor, or designated suicide prevention coordinator, who shall implement TCOE intervention protocols as appropriate.

If a referral is made for mental health or related services for a student in grade K-6 who is a Medi-Cal beneficiary, TCOE shall coordinate and consult with the county mental health plan. [Education Code 215]

Nothing in this policy shall be construed as authorizing or encouraging employees to act outside of the authorization or scope of their credential or to diagnose or treat mental illness unless specifically licensed and employed to do so. [Education Code 215]

The County Board shall review, and update as necessary, this policy at least every five years. The County Board may, at its discretion, review the policy more frequently. [Education Code 215]

TCOE data pertaining to school climate and reports of suicidal ideation, attempts, or death shall be periodically reviewed to identify patterns or trends and make recommendations regarding program development.

This policy shall be posted in a prominent location on TCOE's web site in a manner that is easily accessible to parents/guardian and students. [Education Code 234.6]

Legal Reference:

EDUCATION CODE

215 – Student suicide prevention policies

215.5 – Suicide prevention hotline contact information on student identification cards

216 – Suicide prevention online training programs

49060-49079 – Student records

49602 – Confidentiality of student information

49604 – Suicide prevention training for school counselors

GOVERNMENT CODE

810-996.6 – Government Claims Act

PENAL CODE

11164-11174.3 – Child Abuse and Neglect Reporting Act

WELFARE AND INSTITUTIONS CODE

5698 – Emotionally disturbed youth; legislative intent

5850-5886 – Children's Mental Health Services Act

COURT DECISIONS

Corales v. Bennett (Ontario-Montclair School District), (2009) 567 F.3d 554

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Health Education Content Standards for California Public Schools, Kindergarten Through Grade 12, 2008

Health Framework for California Public Schools, Kindergarten Through Grade Twelve, 2019

CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

School Connectedness: Strategies for Increasing Protective Factors Among Youth, 2009

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS PUBLICATIONS

Preventing Suicide: Guidelines for Administrators and Crisis Teams, 2015

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS

National Strategy for Suicide Prevention: Goals and Objectives for Action, rev. 2012

Preventing Suicide: A Toolkit for High Schools, 2012

WEB SITES

American Association of Suicidology: <http://www.suicidology.org>

American Foundation for Suicide Prevention: <http://afsp.org>

American Psychological Association: <http://www.apa.org>

American School Counselor Association: <http://www.schoolcounselor.org>

California Department of Education, Mental Health: <http://www.cde.ca.gov/ls/mh>

California Department of Health Care Services, Mental Health Services:

<https://www.dhcs.ca.gov/services/MH>

Centers for Disease Control and Prevention, Mental Health: <http://www.cdc.gov/mentalhealth>

National Association of School Psychologists: <http://www.nasponline.org>

National Institute for Mental Health: <http://www.nimh.nih.gov>

Suicide Prevention Lifeline: <https://988lifeline.org/>

Suicide Prevention Resource Center: <https://sprc.org/about-suicide/>

Trevor Project: <http://thetrevorproject.org>

U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services

Administration: <http://www.samhsa.gov>

Policy adopted: 3/13/2019

Tulare County Board of Education
Visalia, California

Revised: __/__/2024

TULARE COUNTY OFFICE OF EDUCATION

Administrative Regulation

Students
AR 5141.52
Suicide Prevention

Suicide Prevention

A Tulare County Office of Education (TCOE) suicide prevention coordinator shall be designated by the County Superintendent. This may be an existing staff person. The suicide prevention coordinator will be responsible for planning and coordinating implementation of the policy for the county office programs and schools. Each school principal shall designate a school suicide prevention coordinator to act as a point of contact in each school for issues relating to suicide prevention and policy implementation.

Staff Development

Suicide prevention training shall be provided to ~~teachers, counselors, and other employees~~ **certificated and classified staff** who interact with students, ~~in grades 7-12 at least once annually.~~ The training shall be offered under the direction of the ~~e~~County ~~s~~Superintendent/designee and/or in cooperation with one or more **county or** community mental health agencies.

Materials for training shall include how to identify appropriate mental health services at the school site and within the community, and when and how to refer youth and their families to those services. Materials also may include programs that can be completed through self-review of suitable suicide prevention materials. [Education Code 215]

Staff development shall include research and information related to the following topics:

1. The higher risk of suicide among certain groups, including, but not limited to, students who are ~~bereaved~~ **impacted** by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning ~~youth~~
2. Individual risk factors such as previous suicide attempt(s) or self-harm, history of depression or mental illness, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe **or traumatic** stressor or loss, family instability, impulsivity, and other factors
3. **Identification of students who may be at risk of suicide, including, but not limited to** ~~W~~arning signs that may indicate depression, emotional distress, or suicidal intentions, such as changes in students' personality or behavior and verbalizations of hopelessness or suicidal intent
4. Protective factors that may help to decrease a student's suicide risk, such as resiliency, problem-

solving ability, access to mental health care, and positive connections to family, peers, school, and community

5. Instructional strategies for teaching the suicide prevention curriculum, ~~and~~ promoting mental and emotional health, reducing the stigma associated with mental illness, and using safe and effective messaging about suicide
6. The importance of early prevention and intervention in reducing the risk of suicide
7. ~~6.~~ 7. School and community resources and services, including resources and services that meet the specific needs of high-risk groups
8. ~~7.~~ 8. Appropriate ways to interact with a student who is demonstrating emotional distress or is suicidal and procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide, including, but not limited to, appropriate protocols for constant monitoring and supervision of the student, during the time the student is in the school's physical custody, while the immediate referral of the student to medical or mental health services is being processed
9. ~~8.~~ 9. County office/program procedures for responding after a suicide has occurred.
10. Common misconceptions about suicide

Publication and distribution of the policy will be distributed annually and will be included in all student and teacher handbooks and on the school website.

TCOE may provide additional professional development in suicide risk assessment and crisis intervention to TCOE mental health professionals, including, but not limited to, school counselors, psychologists, social workers, and nurses.

Instruction

The county office's comprehensive health education program shall promote the healthy mental, emotional, and social development of students and shall be aligned with the state content standards and curriculum framework. Suicide prevention instruction shall be incorporated into the health education curriculum ~~at appropriate secondary grades~~ in an age and developmentally appropriate manner and shall be designed to help students:

1. Identify and analyze warning signs ~~of depression and self-destructive behaviors~~ and risk factors associated with suicide, including, but not limited to, understanding how mental health challenges and emotional distress, such as feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide
2. Develop coping and resiliency skills for dealing with stress and trauma, and building self-esteem
3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent
4. Identify trusted adults, school resources, including the county office's suicide prevention, intervention, and referral procedures; and/or community crisis intervention resources where youth can get help ~~and recognize that there is no stigma associated with seeking services for mental health, substance abuse, and/or suicide prevention~~

5. Develop help-seeking strategies to reduce the stigma associated with seeking services for mental health, substance abuse, and/or suicide prevention
6. Recognize that early prevention and intervention can drastically reduce the risk of suicide

The County Superintendent or designee may develop and implement school activities that raise awareness about mental health wellness and suicide prevention.

Student Identification Cards

Student identification cards for students in grades 7-12, shall include the National Suicide Prevention Lifeline telephone number and may also include the Crisis Text Line, such as 988, and/or a local suicide prevention hotline telephone number. [Education Code 215.5]

Intervention

Students shall be encouraged to notify a teacher, principal, counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

Every statement regarding suicidal intent shall be taken seriously. Whenever a staff member suspects or has knowledge of a student's suicidal intentions based on the student's verbalizations or act of self-harm, the staff member shall promptly notify the principal, school counselor, or designee who shall implement intervention protocols as appropriate.

Although any personal information that a student discloses to a school counselor shall generally not be revealed, released, referenced, or discussed with third parties, the counselor may report to the principal or student's parents/guardians when there is reasonable cause to believe that disclosure is necessary to avert a clear and present danger to the health, safety, or welfare of the student or others within the school community. In addition, the counselor may disclose information of a personal nature to psychotherapists, other health care providers, or the school nurse for the sole purpose of referring the student for treatment, or to report child abuse and neglect as required by Penal Code 11164-11174.3. [Education Code 49602]

School employees shall act only within the authorization and scope of their credential or license. An employee is not authorized to diagnose or treat mental illness unless specifically licensed and employed to do so. [Education Code 215]

Whenever schools establish a peer counseling system to provide support for students, peer counselors shall receive training that includes identification of the warning signs of suicidal behavior and referral of a suicidal student to appropriate adults.

When a suicide attempt or threat is reported, the principal or designee shall ensure student safety by taking the following actions:

1. Immediately securing medical treatment and/or mental health services as necessary
2. Notifying law enforcement and/or other emergency assistance if a suicidal act is being actively threatened
- ~~3. Notifying the Suicide Prevention Coordinator~~

4. 3. Keeping the student under **continuous** adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene
5. 4. Removing other students **and nonessential persons** from the immediate area as soon as possible, **if necessary**

The principal or designee shall document the incident in writing, including the steps that the school took in response to the suicide attempt or threat.

The **eCounty s**Superintendent or designee shall follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed. If the parent/guardian does not access treatment for the student, the **eCounty s**Superintendent or designee may meet with the parent/guardian to identify barriers to treatment and assist the family in providing follow-up care for the student. If follow-up care is still not provided, the **eCounty s**Superintendent or designee shall consider whether it is necessary, pursuant to laws for mandated reporters of child neglect, to refer the matter to the local child protective services agency.

For any student returning to school after a mental health crisis, the principal or designee and/or school counselor may meet with the parents/guardians and, if appropriate, with the student to discuss re-entry and appropriate next steps to ensure the student's readiness for return to school and determine the need for ongoing support.

Postvention

1. In the event that a student dies by suicide, the County Superintendent or designee shall communicate with the student's parents/guardians to offer condolences, assistance, and resources. In accordance with the laws governing confidentiality of student record information, the County Superintendent or designee shall make an earnest effort to consult with the parents/guardians regarding facts that may be divulged to other students, parents/guardians, and staff.
2. Call an emergency staff meeting to relay information and formulate appropriate procedures for supporting students, staff and parents. The death shall not be called a suicide. This is a legal determination that can only be made by the coroner's office. It should be referred to as a death or a tragic death.
3. Provide counseling support to students. Contact additional psychologists/counselors to increase available support. Have a place available for students to go to (Support Room) and walk around campus to be available for any student needing support. Counselors/school psychologists should follow the student's schedule and be available to assist the students and teachers in those classes. Students must be allowed to grieve, but there should be no large group gatherings such as an assembly. Students should not be allowed to congregate in groups without staff supervision. Identify any students who might be at risk and call them in to talk.
4. School will be conducted as usual to the greatest extent possible. In no case should school be canceled.
5. Prepare a note to send home to parents indicating that a tragic death has occurred and that postvention procedures and counseling has begun.
6. Schedule a parent meeting as soon as possible to help parents deal with the issue and to advise them

how to help students.

7. Any response to media inquiries shall be handled by the TCOE-designated spokesperson who shall not divulge confidential information. The county office's response shall not sensationalize suicide and shall focus on the county office's postvention plan and available resources.

The eCounty sSuperintendent or designee shall implement procedures to address students' and staff's grief and to minimize the risk of imitative suicide or suicide contagion. The eCounty sSuperintendent or designee shall provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. Students significantly affected by suicide death and those at risk of imitative behavior should be identified and closely monitored. School staff may receive assistance from school counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

After any suicide or attempted suicide by a student, the eCounty sSuperintendent or designee shall provide an opportunity for all staff who responded to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

Regulation approved: 4/11/2019

Tulare County Superintendent of Schools
Visalia, California

Revised: __/__/2024

TULARE COUNTY OFFICE OF EDUCATION

Administrative Regulation

Students
AR 5141.52
Suicide Prevention

Suicide Prevention

A Tulare County Office of Education (TCOE) suicide prevention coordinator shall be designated by the County Superintendent. This may be an existing staff person. The suicide prevention coordinator will be responsible for planning and coordinating implementation of the policy for the county office programs and schools. Each school principal shall designate a school suicide prevention coordinator to act as a point of contact in each school for issues relating to suicide prevention and policy implementation.

Staff Development

Suicide prevention training shall be provided to certificated and classified staff who interact with students. The training shall be offered under the direction of the County Superintendent/designee and/or in cooperation with one or more county or community mental health agencies.

Materials for training shall include how to identify appropriate mental health services at the school site and within the community, and when and how to refer youth and their families to those services. Materials also may include programs that can be completed through self-review of suitable suicide prevention materials. [Education Code 215]

Staff development shall include research and information related to the following topics:

1. The higher risk of suicide among certain groups, including, but not limited to, students who are impacted by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning
2. Individual risk factors such as previous suicide attempt(s) or self-harm, history of depression or mental illness, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe or traumatic stressor or loss, family instability, impulsivity, and other factors
3. Identification of students who may be at risk of suicide, including, but not limited to warning signs that may indicate depression, emotional distress, or suicidal intentions, such as changes in students' personality or behavior and verbalizations of hopelessness or suicidal intent
4. Protective factors that may help to decrease a student's suicide risk, such as resiliency, problem-solving ability, access to mental health care, and positive connections to family, peers, school, and community

5. Instructional strategies for teaching the suicide prevention curriculum, promoting mental and emotional health, reducing the stigma associated with mental illness, and using safe and effective messaging about suicide
6. The importance of early prevention and intervention in reducing the risk of suicide
7. School and community resources and services, including resources and services that meet the specific needs of high-risk groups
8. Appropriate ways to interact with a student who is demonstrating emotional distress or is suicidal and procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide, including, but not limited to, appropriate protocols for constant monitoring and supervision of the student, during the time the student is in the school's physical custody, while the immediate referral of the student to medical or mental health services is being processed
9. County office/program procedures for responding after a suicide has occurred.
10. Common misconceptions about suicide

Publication and distribution of the policy will be distributed annually and will be included in all student and teacher handbooks and on the school website.

TCOE may provide additional professional development in suicide risk assessment and crisis intervention to TCOE mental health professionals, including, but not limited to, school counselors, psychologists, social workers, and nurses.

Instruction

The county office's comprehensive health education program shall promote the healthy mental, emotional, and social development of students and shall be aligned with the state content standards and curriculum framework. Suicide prevention instruction shall be incorporated into the health education curriculum in an age and developmentally appropriate manner and shall be designed to help students:

1. Identify and analyze warning signs and risk factors associated with suicide, including, but not limited to, understanding how mental health challenges and emotional distress, such as feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide
2. Develop coping and resiliency skills for dealing with stress and trauma, and building self-esteem
3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent
4. Identify trusted adults, school resources, including the county office's suicide prevention, intervention, and referral procedures; and/or community crisis intervention resources where youth can get help
5. Develop help-seeking strategies to reduce the stigma associated with seeking services for mental health, substance abuse, and/or suicide prevention
6. Recognize that early prevention and intervention can drastically reduce the risk of suicide

The County Superintendent or designee may develop and implement school activities that raise awareness about mental health wellness and suicide prevention.

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Students shall be encouraged to notify a teacher, principal, counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

Every statement regarding suicidal intent shall be taken seriously. Whenever a staff member suspects or has knowledge of a student's suicidal intentions based on the student's verbalizations or act of self-harm, the staff member shall promptly notify the principal, school counselor, or designee who shall implement intervention protocols as appropriate.

Although any personal information that a student discloses to a school counselor shall generally not be revealed, released, referenced, or discussed with third parties, the counselor may report to the principal or student's parents/guardians when there is reasonable cause to believe that disclosure is necessary to avert a clear and present danger to the health, safety, or welfare of the student or others within the school community. In addition, the counselor may disclose information of a personal nature to psychotherapists, other health care providers, or the school nurse for the sole purpose of referring the student for treatment, or to report child abuse and neglect as required by Penal Code 11164-11174.3. [Education Code 49602]

School employees shall act only within the authorization and scope of their credential or license. An employee is not authorized to diagnose or treat mental illness unless specifically licensed and employed to do so. [Education Code 215]

Whenever schools establish a peer counseling system to provide support for students, peer counselors shall receive training that includes identification of the warning signs of suicidal behavior and referral of a suicidal student to appropriate adults.

When a suicide attempt or threat is reported, the principal or designee shall ensure student safety by taking the following actions:

1. Immediately securing medical treatment and/or mental health services as necessary
2. Notifying law enforcement and/or other emergency assistance if a suicidal act is being actively threatened
3. Keeping the student under adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene
4. Removing other students and nonessential persons from the immediate area as soon as possible, if necessary

The principal or designee shall document the incident in writing, including the steps that the school took in response to the suicide attempt or threat.

The County Superintendent or designee shall follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed. If the parent/guardian does not access

treatment for the student, the County Superintendent or designee may meet with the parent/guardian to identify barriers to treatment and assist the family in providing follow-up care for the student. If follow-up care is still not provided, the County Superintendent or designee shall consider whether it is necessary, pursuant to laws for mandated reporters of child neglect, to refer the matter to the local child protective services agency.

For any student returning to school after a mental health crisis, the principal or designee and/or school counselor may meet with the parents/guardians and, if appropriate, with the student to discuss re-entry and appropriate next steps to ensure the student's readiness for return to school and determine the need for ongoing support.

Postvention

1. In the event that a student dies by suicide, the County Superintendent or designee shall communicate with the student's parents/guardians to offer condolences, assistance, and resources. In accordance with the laws governing confidentiality of student record information, the County Superintendent or designee shall make an earnest effort to consult with the parents/guardians regarding facts that may be divulged to other students, parents/guardians, and staff.
2. Call an emergency staff meeting to relay information and formulate appropriate procedures for supporting students, staff and parents. The death shall not be called a suicide. This is a legal determination that can only be made by the coroner's office. It should be referred to as a death or a tragic death.
3. Provide counseling support to students. Contact additional psychologists/counselors to increase available support. Have a place available for students to go to (Support Room) and walk around campus to be available for any student needing support. Counselors/school psychologists should follow the student's schedule and be available to assist the students and teachers in those classes. Students must be allowed to grieve, but there should be no large group gatherings such as an assembly. Students should not be allowed to congregate in groups without staff supervision. Identify any students who might be at risk and call them in to talk.
4. School will be conducted as usual to the greatest extent possible. In no case should school be canceled.
5. Prepare a note to send home to parents indicating that a tragic death has occurred and that postvention procedures and counseling has begun.
6. Schedule a parent meeting as soon as possible to help parents deal with the issue and to advise them how to help students.
7. Any response to media inquiries shall be handled by the TCOE-designated spokesperson who shall not divulge confidential information. The county office's response shall not sensationalize suicide and shall focus on the county office's postvention plan and available resources.

The County Superintendent or designee shall implement procedures to address students' and staff's grief and to minimize the risk of imitative suicide or suicide contagion. The County Superintendent or designee shall provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. Students significantly affected by suicide death and those at risk of imitative behavior should be identified and closely monitored. School staff may receive assistance from school counselors or other mental health professionals in determining how best to discuss the suicide or

attempted suicide with students.

After any suicide or attempted suicide by a student, the County Superintendent or designee shall provide an opportunity for all staff who responded to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

Regulation approved: 4/11/2019

Tulare County Superintendent of Schools
Visalia, California

Revised: __/__/2024

Final Version

**TULARE COUNTY OFFICE OF EDUCATION
BOARD ENCLOSURE FORM**

SUBMITTED BY:

Tammy Bradford, Assistant Superintendent
Special Services Division

SUBJECT:

Preschool Staff Development Grant Award 2023-2024

DESCRIPTION/SUMMARY:

Preschool staff development funds will be used to support local staff development for personnel working in infant and preschool programs that serve children with disabilities.

FINANCING:

\$4,194 to be expended by September 30, 2025.

RECOMMENDATION:

Approval of funds.

**TULARE COUNTY OFFICE OF EDUCATION
BOARD ENCLOSURE FORM**

SUBMITTED BY:

Tammy Bradford, Assistant Superintendent
Special Services Division

SUBJECT:

SELPA Policy 2520 - Special Education Litigation and Due Process Hearing Costs

DESCRIPTION/SUMMARY:

The revised SELPA Policy #2520: Special Education Litigation and Due Process Hearing Costs was presented to the Superintendents Governance Committee (SGC) for a first and second reading. The policy was approved by SGC on February 27, 2024. The policy is now being presented to the Tulare County Board of Education for recommended adoption.

FINANCING:

None

RECOMMENDATION:

Recommend adoption.

TULARE COUNTY/DISTRICT SELPA POLICY # 2520

**BUSINESS & FINANCE
LP**

**Adopted: 06/09/10
Revised: 05/13/2020
Revised: 03/ /2024**

Special Education Litigation and Due Process Hearing Costs

Upon the approval of the Superintendents Governance Committee, Local Education Agency (LEA) costs connected with preparation for due process hearings, as well as cost of legal representation in due process hearings, will be paid by the Special Education Local Plan Area (SELPA) with a cap at \$60,000. Costs may be for hearing level or court costs. Consideration will be given to cost of attorney or consultant support during mediation and/or any attorney costs incurred in order to reach a mediated settlement.

Legal costs include costs related to a settlement agreement. Legal costs do not include district support costs (i.e., psychologist, administration, phone, fax, etc.).

The following criteria will be used by the Superintendents Governance Committee in determining approval:

CRITERIA

1. The district has made a good faith effort to follow all state and federal guidelines and requirements, as well as Special Education Local Plan Area policies and procedures.
2. The issue has SELPA-wide implications.
3. The district offered and was willing to participate in mediation before due process.
4. The decision to seek legal counsel was made jointly by the district and Special Education Local Plan Area staff.
5. Counsel will typically be employed by contract with the administrative unit of the Special Education Local Plan Area.

PROCEDURE

1. A deductible against legal costs of \$ ~~5,000~~ **\$7,000** or direct service districts under 900 ADA and \$ ~~7,000~~ **\$10,000** for districts over 900 ADA per filing will be applied to all districts submitting requests for payment of legal costs by the SELPA.
2. ~~An application for legal representation will be submitted for consideration to the SELPA by the Local Education Agency on a per child/per case basis.~~
3. The Local Education Agency will submit to the Special Education Local Plan Area, **the following** documentation **of case history by August 1st of the following year to seek reimbursement;**
 - a. ~~How legal requirements were met;~~ **Notification of Due Process Filing**

- b. ~~What offers were made to the parent.~~ Notification of OAH letter dismissing / closing case.
 - c. ~~What outcome(s) the parents were seeking.~~
 - d. How and when the SELPA staff expertise was used; Local Education Agencies are encouraged to utilize both the SELPA staff and the Directors of Special Education Committee for guidance and suggestions in resolving the dispute.
 - e. Copy of paid legal fee invoices with totaling amount being requested for reimbursement.
4. Requests for payment of legal representation will be made to the SELPA office. A review and recommendation will be made by the SELPA to the Fiscal ad hoc committee of the Superintendents Governance Committee. ~~within five (5) working days of receipt of the LEA documentation.~~
 5. Requests will be reviewed by the Fiscal ad hoc committee, which will make a recommendation regarding reimbursement to the Superintendents Governance Committee.
 6. There will be a \$60,000 cap on the reimbursement of costs; however, an appeal to the legal fees reimbursement ad hoc committee for an additional amount up to \$20,000 may be made by district.
 7. The Superintendents Governance Committee will review the recommendations and approve, disapprove or modify reimbursement costs. The Superintendents Governance Committee decision shall be final.

MONITORING OF LEGAL COSTS

The SELPA Administrator will annually report legal costs approved by the Superintendents Governance Committee and paid by the SELPA at a Superintendents Governance Committee meeting in April ~~April~~ November of each school year.

**TULARE COUNTY OFFICE OF EDUCATION
BOARD ENCLOSURE FORM**

SUBMITTED BY:

Tammy Bradford, Assistant Superintendent
Special Services Division

SUBJECT:

SELPA Policy #8040 - Independent Educational Evaluations (IEE)

DESCRIPTION/SUMMARY:

The new SELPA Policy #8040: Independent Educational Evaluations was presented to the Superintendents Governance Committee (SGC) for a first and second reading. The policy was approved by SGC on February 27, 2024. The policy is now being presented to the Tulare County Board of Education for recommended adoption.

FINANCING:

None

RECOMMENDATION:

Recommend adoption.

TULARE COUNTY SPECIAL EDUCATION LOCAL PLAN AREA

Policy No.: 8040

Adopted: April, 2022
Revised:

Policy Title: Independent Educational Evaluations (IEE)

Please read this entire document before obtaining or paying for an IEE. This document may limit your right to reimbursement.

The Tulare County Special Education Local Plan Area ("SELPA") has developed this policy and the corresponding procedures and criteria which govern independent educational evaluations ("IEEs") in accordance with federal and state special education law. (*See* 20 U.S.C. § 1415; 34 C.F.R. § 300.502; California Education Code §§ 56506(c) and 56329(b).) Parents¹ should read this entire document carefully. The policies, procedures, and criteria are intended to be read in conjunction with one another as one comprehensive document. Parents who need additional information about IEEs should contact the school district from which you are requesting an IEE ("District")². Before obtaining an IEE, please contact the District to discuss your questions and options. If your questions are not resolved by the District, you may contact the SELPA for assistance in communicating with the District. Note that the District will not automatically reimburse parents who unilaterally obtain IEEs. This SELPA policy applies to all SELPA members whose local school boards have adopted this Policy. Some LEAs within Tulare County SELPA may have separate policies. Please consult with your local District regarding this option. Please review this document for further information about a parent's right to obtain IEEs at public expense.

¹ Parent means any of the following: (1) a biological or adoptive parent of a child; (2) a foster parent if the authority of the biological or adoptive parents to make educational decisions on the child's behalf specifically has been limited by court order in accordance with Section 300.30(b)(1) or (2) of Title 34 of the Code of Federal Regulations; (3) a guardian generally authorized to act as the child's parent, or authorized to make educational decisions for the child, including a responsible adult appointed for the child in accordance with Sections 361 and 726 of the California Welfare and Institutions Code; (4) an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative, with whom the child lives, or an individual who is legally responsible for the child's welfare; (5) a surrogate parent who has been appointed pursuant to Section 7579.5 or 7579.6 of the California Government Code, and in accordance with Section 300.519 of Title 34 of the Code of Federal Regulations and Section 1439(a)(5) of Title 20 of the United States Code. The biological or adoptive parent, when attempting to act as the parent when more than one party is qualified to act as a parent, shall be presumed to be the parent unless the biological or adoptive parent does not have legal authority to make educational decisions for the child. If a judicial decree or order identifies a specific person or persons to act as the "parent" of a child or to make educational decisions on behalf of a child, then that person or persons shall be determined to be the "parent." Parent does not include the state or any political subdivision of government. Parent does not include a nonpublic, nonsectarian school or agency under contract with a local educational agency for the provision of special education or designated instruction and services for a child.

² For purposes of this policy, District also includes the Tulare County Office of Education (TCOE) as a local educational agency where applicable. It does not include TCOE if TCOE is only the service provider or assessor that completed an assessment on behalf of the student's District of Residence.

I. DEFINITIONS

Independent educational evaluation or IEE means an evaluation conducted by a qualified evaluator who is not employed by the District.

Public expense means that the school district either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parent.

II. POLICIES AND PROCEDURES

IEE Requests

Parents have the right to an IEE at public expense if they disagree with an evaluation completed by the District. Parents may only request one publicly-funded IEE for each evaluation completed by the District with which they disagree. The request for an IEE must be received within **less than two years** from the date of the District's evaluation. If the request for an IEE is received one year or more from the date of completion of the District's evaluation, or if conditions warrant, the District may ask to complete a reevaluation in addition to responding to the parent's request for an IEE.

To initiate an IEE request, a parent must indicate to the District that the parent:

1. Disagrees with a District evaluation; and
2. Requests an IEE at public expense.

If the parent does not put this in writing, the District must document the parent's disagreement and request including the areas assessment the parent disagrees with.

The District may ask for the parent's reason(s) for disagreeing with the District's evaluation. However, the District may not require the parent to provide an explanation regarding his or her disagreement, and may not unnecessarily delay either providing the IEE at public expense or initiating a due process hearing to defend its evaluation because the parent has not provided such an explanation..

Responding to an IEE Request

Once the parent communicates his or her disagreement with the District's evaluation and requests an IEE at public expense, either in writing or at an IEP team meeting, District staff will notify the District's administrator responsible for special education. The District will provide the parent with a copy of this IEE policy, or the District's own IEE policy, and a copy of the District's notice of parental rights and procedural safeguards. And the District will, without unnecessary delay, either initiate a due process hearing to establish the appropriateness of its evaluation or proceed with providing an IEE at public expense unless the District demonstrates in a due process hearing that the evaluation obtained by the parent did not meet the agency criteria contained in this policy.

The LEA Director will provide Prior Written Notice stating whether the LEA is providing or denying the IEE Assessment. This notice shall be provided to parent/guardian within 15 days of receipt of the request. If they are denying the assessment, the LEA shall notify the parent/guardian of its decision in writing and file for Due Process to defend its own report.

If the District determines that it will initiate a due process hearing to establish the appropriateness of its evaluation, the District will notify the parent of such decision in writing prior to filing a due process hearing complaint. This written notice shall include all of the elements of prior written notice as required by section 300.503(b) of Title 34 of the Code of Federal Regulations.

If the District agrees to provide an IEE at public expense, the District will provide information to the parent regarding a possible list of IEE assessors. The list is not intended to be exhaustive, and it is not intended to limit the parent's options in obtaining an IEE from other qualified professionals who meet the agency criteria outlined in this policy.

Once an IEE evaluator has been selected, the parent must sign a release and exchange of information authorizing the District to communicate directly with the parent's chosen independent evaluator. Upon receipt of the release and exchange information the District will contract with the evaluator to arrange for completion of the IEE.

In the event the parents select an examiner who does not meet the District's criteria as outlined in the policy, the District shall provide parents the opportunity to demonstrate that there are unique circumstances to justify their selection of such an examiner. The District will then make a determination if the use of the requested examiner that does not meet the criteria is warranted and respond in writing.

If the District initiates a due process hearing and the hearing officer issues a final decision finding that the District's evaluation is appropriate, the parent will still have the right to obtain an IEE, but not at the District's expense.

If a hearing officer orders an IEE as part of a due process hearing decision, the costs of the IEE must be at District's expense.

If the parent obtains an IEE at private expense or through an agency other than the District and shares the IEE with the District, the results of the IEE:

1. Must be considered by the District, if the evaluation meets the agency criteria set forth in Section III below, in any decision made with respect to the provision of a free appropriate public education ("FAPE") to the student; and
2. May be presented as evidence at a due process hearing or other proceeding regarding the student.

III. AGENCY CRITERIA

The criteria under which an IEE is obtained at public expense, including the location limitations for the evaluation, minimum qualifications of the evaluator, cost limitations, and use of approved instruments must be the same as the criteria that the District uses when it initiates its own evaluation of the student.

Parents shall have the opportunity to demonstrate that unique circumstances justify a waiver of the agency criteria, as noted below.

Location Limitations for Evaluators

Evaluators must be located within 180-mile radius of the LEA. Evaluators outside of this area will be approved only on an exceptional basis, provided the parent can demonstrate the necessity of using personnel outside the specified area. Any expenses beyond the evaluation and attendance of the evaluator at the subsequent IEP team meeting at which the IEE is considered (e.g., food, lodging, transportation, etc.) will not be covered by the District in the cost of the IEE.

Minimum Qualifications of Independent Evaluators

Independent evaluators must have the following minimum credentials. All licenses and credentials must be issued by the appropriate agency or board with the State of California:

Type of Assessment	Qualifications
Academic Achievement	<ul style="list-style-type: none"> • Credentialed Special Education Teacher • Credentialed School Psychologist; or • Licensed Educational Psychologist
Assistive Technology/Augmentative Alternative Communication (AAC)	<ul style="list-style-type: none"> • Credentialed or Licensed Speech/Language Pathologist; • Credentialed Assistive Technology Specialist; or • Credentialed Special Education Teacher
Adaptive Behavior	<ul style="list-style-type: none"> • Credentialed School Psychologist • Licensed Clinical Psychologist • Licensed Educational Psychologist
Audiology/Deaf of Hard and Hearing	<ul style="list-style-type: none"> • Licensed Educational Audiologist; or • Licensed or Credentialed Speech/Language Pathologist • Credentialed Deaf/Hard of Hearing Teacher
Auditory Processing	<ul style="list-style-type: none"> • Credentialed/licensed Speech/Language Pathologist • Credentialed School Psychologist
Cognitive, Psycho-Educational	<ul style="list-style-type: none"> • Credentialed School Psychologist • Licensed Educational Psychologist
Functional Behavior Assessment	<ul style="list-style-type: none"> • Credentialed Special Education Teacher; • Credentialed School Psychologist; • Licensed Educational Psychologist; • Board Certified Behavior Analyst (BCBA)
Functional Vision	<ul style="list-style-type: none"> • Credentialed Teacher of the Visually Impaired
Health	<ul style="list-style-type: none"> • Licensed Physician/Nurse or Credentialed School Nurse
Motor	<ul style="list-style-type: none"> • Licensed/Registered Occupational Therapist • Licensed Physical Therapist • Credential Adapted PE Teacher
Neuro-psychological Educational	<ul style="list-style-type: none"> • Neuropsychologist • Licensed Psychologists • Credentialed School Psychologists with education, training and experience in administration and interpretation of neuro-psychological assessment instruments
Occupational Therapy	<ul style="list-style-type: none"> • Registered Occupational Therapist
Physical Therapy	<ul style="list-style-type: none"> • Licensed Physical Therapist
Social Emotional/Behavioral	<ul style="list-style-type: none"> • Credentialed or Licensed School Psychologist • Licensed Social Worker • Licensed Psychiatrist

Speech and Language	<ul style="list-style-type: none"> • Credentialed or Licensed Speech/Language Pathologist
Transition/Vocational Assessment	<ul style="list-style-type: none"> • Licensed or Credentialed School Psychologist • Credentialed Education Specialist

The parent may request a list of suggested IEE assessors who meet the agency criteria; but the parent is not required to select from the list provided.

In-Class Observations

If the District observed the student in a setting other than the test setting as part of the evaluation with which the parent disagrees, or if the District’s evaluation procedures make it permissible to have in-class observations of a student, the independent evaluator shall receive an equivalent opportunity to observe the student in his or her current educational placement and setting and to observe the District’s proposed educational setting, if any. This opportunity shall also be provided regardless of whether the IEE is initiated before or after the filing of a due process hearing proceeding.

The District shall define the nature and scope of an independent evaluator’s in-class observations consistent with the evaluator’s right to an equivalent opportunity to observe, but also consistent with the District’s obligations to prevent unnecessary disruption in the class and to protect the privacy interests of other students. These obligations may include, but are not limited to:

1. Specifying the time constraints of the observation;
2. Identifying District personnel who will be present during the observation; and
3. Imposing restrictions on interactions with the student, teacher, and/or classroom staff.

COST LIMITATIONS FOR IEES

Reasonableness of IEE Costs

The cost of an IEE shall be comparable to those costs that the District incurs when it uses its own employees or contractors to perform a similar evaluation. Such costs include:

1. Observations;
2. Administration and scoring of tests;
3. Report writing; and
4. Attendance in person or by phone at an IEP team meeting.

The following is a list of evaluations and their associated costs that the District has determined to be reasonable. In the event the parent requests an IEE that exceeds the cost limitations specified below, the parent must demonstrate that unique circumstances justify a waiver of such cost limitations.

Types of Assessment	Cost Limitations
Academic Achievement	\$1,100
Adaptive Behavior	\$1,100
Assistive Technology	\$3,750
Audiology/Deaf or Hard of Hearing	\$650
Functional Behavior Assessment	\$3,500
Occupational Therapy	\$5,500
Physical Therapy	\$2,700

Speech and Language	\$4,000
Functional Vision	\$750
Orientation and Mobility	\$750
Transition – Post Secondary	\$750
Social-emotional/Behavioral	\$1,500
Educationally Related Mental Health Assessment	\$3,500

Based on the cost limitations contained in this chart, the cost limitation for a psycho-educational IEE is \$6,000. Any cost in excess of these cost limitations must be discussed with the District to obtain prior approval.

District Payment of IEE Costs

The District will issue payment to the independent evaluator for the costs of the IEE following the District’s receipt of:

1. A written IEE assessment report prepared by the independent evaluator;
2. A copy of any and all assessment protocols utilized to conduct the IEE; and
3. Detailed invoice(s), including dates of assessment, observation, hourly rates, and other elements customary in the field of practice identifying the costs associated with the IEE.

Insurance Coverage

When insurance will cover all, or a portion of, the costs of the IEE, the District will request that parents voluntarily ask their insurance carrier to pay the costs of the IEE covered by their insurance policy. However, the District will not ask parents to have their insurance carrier cover the costs of the IEE if it will result in a financial cost to the parents including, but not limited to the following:

1. A decrease in available lifetime coverage or any other benefit under an insurance policy;
2. A increase in premiums or the discontinuance of the policy; or
3. An out-of-pocket expense, such as payment of a deductible amount incurred in filing a claim, unless the parent is willing to have the District provide reimbursement for the amount of the deductible.

Obligations of Independent Evaluator and IEP Team’s Consideration of IEE Results

As part of the costs of the IEE, the independent evaluator must do all of the following:

1. Provide a written IEE assessment report prepared by the independent evaluator to the parent and District.
2. Attend an IEP team meeting by phone or in person to consider his or her IEE assessment report.

The IEP team will consider the results of the IEE, whether obtained at public or private expense, when making a determination regarding the student’s eligibility for special education and related services, educational placement, and other components of the student’s educational program, as required by federal and California special education laws and regulations. However, the results of an IEE will not control the District’s determinations and may not be considered if not completed by a qualified professional, as determined by the District.

Last Revised: October 2023

2023 - 2024
Possible Sources for Independent Evaluations

Academic Achievement

Vendor	Contact Information
Diagnostic Center of Central California - Fresno	1818 W. Ashlan Ave. Fresno, CA 93705 (559) 243-4047
Toribio Psychological Services	3475 W. Shaw Ave., Suite 101 Fresno, CA 93711 (559) 271-1186
Karen Pivrotto, M.Ed., LEP	731 E. Yosemite Ave., Suite B PMB 135 Merced, CA 95340 (209) 761-7896

Adaptive Behavior

Vendor	Contact Information
Educational Professionals of Central California	1389 W. Indianapolis Ave., Suite 101 Fresno, CA 93705 (559) 666-3830
Diagnostic Center of Central California - Fresno	1818 W. Ashlan Ave. Fresno, CA 93705 (559) 243-4047
Toribio Psychological Services	3475 W. Shaw Ave., Suite 101 Fresno, CA 93711 (559) 271-1186
Fresno Neurobehavioral Associates	1660 East Herndon, Suite 150 Fresno, CA 93720 (559) 431-8500
Empower Speech Therapy & Life Skills Center	745 E. Locus Ave., Suite 110 Fresno, CA 93270 (559) 801-2626
VRS Edu Consulting	4250 W. Alluvial Fresno, CA 93722 (559) 432-2310

Assistive Technology (AT)

Vendor	Contact Information
Diagnostic Center of Central California - Fresno	1818 W. Ashlan Ave. Fresno, CA 93705 (559) 243-4047
McColgan & Associates	1760 Airline Hwy., Ste F #217 Hollister, CA 95023 (831) 524-4220

Auditory Acuity

Vendor	Contact Information
Valley Children's Healthcare	9300 Valley Children's Pl Madera, CA 93636 (559) 353-3000

Auditory Perception/Auditory Process

Vendor	Contact Information
Community Regional Medical Center	2823 Fresno Street Fresno, CA 93721 (559) 456-6000
Valley Children's Healthcare	9300 Valley Children's Pl Madera, CA 93636 (559) 353-3000

Cognitive

Vendor	Contact Information
Educational Professionals of Central California	1389 W. Indianapolis Ave., Suite 101 Fresno, CA 93705 (559) 666-3830
Diagnostic Center of Central California - Fresno	1818 W. Ashlan Ave. Fresno, CA 93705 (559) 243-4047
Toribio Psychological Services	3475 W. Shaw Ave., Suite 101 Fresno, CA 93711 (559) 271-1186

Fresno Neurobehavioral Associates	1660 East Herndon, Suite 150 Fresno, CA 93720 (559) 431-8500
BEAM, LLC.	7008 Bright Ave. Whittier, CA 90602 (562) 273-5328
VRS Edu Consulting	4250 W. Alluvial Fresno, CA 93722 (559) 432-2310

Educational Related Mental Health Assessment

Vendor	Contact Information
BEAM, LLC.	7008 Bright Ave. Whittier, CA 90602 (562) 273-5328

Functional Behavior Analysis (FBA)

Vendor	Contact Information
Cornerstone Educational Solutions	5028 Blanding Blvd, Jacksonville, FL 32210 (909) 239-9061
Toribio Psychological Services	3475 W. Shaw Ave., Suite 101 Fresno, CA 93711 (559) 271-1186
Karen Pivrotto, M.Ed., LEP	731 E. Yosemite Ave., Suite B PMB 135 Merced, CA 95340 (209) 761-7896
BEAM, LLC.	7008 Bright Ave. Whittier, CA 90602 (562) 273-5328
BICC Central California	1782 E. Bullard Ave., Suite 104 Fresno, CA 93710 (559) 515-6485

Health (including Neurological)

Vendor	Contact Information
Valley Children's Healthcare	9300 Valley Children's Pl Madera, CA 93636 (559) 353-3000
Community Regional Medical Center	2823 Fresno Street Fresno, CA 93721 (559) 456-6000

Motor

Vendor	Contact Information
Educational Professionals of Central California	1389 W. Indianapolis Ave., Suite 101 Fresno, CA 93705 (559) 666-3830
Diagnostic Center of Central California - Fresno	1818 W. Ashlan Ave. Fresno, CA 93705 (559) 243-4047
Valley Children's Healthcare	9300 Valley Children's Pl, Madera, CA 93636 (559) 353-3000

Occupational Therapy (OT)

Vendor	Contact Information
Diagnostic Center of Central California - Fresno	1818 W. Ashlan Ave. Fresno, CA 93705 (559) 243-4047
BEAM, LLC.	7008 Bright Ave. Whittier, CA 90602 (562) 273-5328
Goodfellow Occupational Therapy	2505 W. Shaw Ave., Building A Fresno, CA 93711 (559) 228-9100 - option 2

Speech & Language/Communication

Vendor	Contact Information
Empower Speech Therapy & Life Skills Center	745 East Locus Ave., Suite 110 Fresno, CA 93270 (559) 801-2626
BEAM, LLC.	7008 Bright Ave. Whittier, CA 90602 (562) 273-5328
Aspire Speech & Learning Center	2505 W. Shaw Ave., Suite 101 Fresno, CA 93711 (559) 228-9100
The Talk Team	4144 S. Demaree St., Suite B Visalia, CA 93277 (559) 970-8277
Diagnostic Center of Central California - Fresno	1818 W. Ashlan Ave. Fresno, CA 93705 (559) 243-4047

Social-Emotional/Behavioral

Vendor	Contact Information
Diagnostic Center of Central California - Fresno	1818 W. Ashlan Ave. Fresno, CA 93705 (559) 243-4047
Toribio Psychological Services	3475 W. Shaw Ave., Suite 101 Fresno, CA 93711 (559) 271-1186
Karen Pivrotto, M.Ed., LEP	731 E. Yosemite Ave., Suite B PMB 135 Merced, CA 95340 (209) 761-7896
Fresno Neurobehavioral Associates	1660 East Herndon, Suite 150 Fresno, CA 93720 (559) 431-8741
BEAM, LLC.	7008 Bright Ave. Whittier, CA 90602 (562) 273-5328
Education Behavior Consultant	10690 N. Meridian Ave.

	Fresno, CA 93730 (559) 313-3309
VRS Edu Consulting	4250 W. Alluvial Fresno, CA 93722 (559) 432-2310

Visual Acuity/Development Vision

Vendor	Contact Information
Eye Medical Center of Fresno	1360 E. Herndon Ave., #301 Fresno, CA 93720 (559) 486-5000
Valley Center for the Blind - Fresno	3417 W. Shaw Ave. Fresno, CA 93711 (559) 222-4447

Other/Orientation & Mobility

Vendor	Contact Information
Sonja Biggs Educational Services, Inc.	7483 Dornoch Ct. Gilroy, CA 95020 (855) 525-7237

**TULARE COUNTY OFFICE OF EDUCATION
BOARD ENCLOSURE FORM**

SUBMITTED BY:

Fernie Marroquin, Ed.D., Assistant Superintendent
Business Services

SUBJECT:

Local Control and Accountability Plan (LCAP) - Setting the public hearing date, time and location

DESCRIPTION/SUMMARY:

Education Code section 52062(b)(1) requires that the board hold at least one public hearing to solicit the recommendations and comments of members of the public regarding specific actions and expenditures proposed to be included in the local control and accountability plan (LCAP) or annual update to the LCAP. The public hearing shall be held at the same meeting as the public hearing required by Education Code section 42127(a)(1) - budget adoption. The LCAP shall be adopted at the same meeting the budget is adopted (by July 1 each year).

FINANCING:

N/A

RECOMMENDATION:

It is recommended that the board set a public hearing date of May 8, 2024.

**TULARE COUNTY OFFICE OF EDUCATION
BOARD ENCLOSURE FORM**

SUBMITTED BY:

Fernie Marroquin, Ed.D., Assistant Superintendent
Business Services

SUBJECT:

2024-2025 Tulare County Office of Education Budget Hearing - Setting the public hearing date, time and location.

DESCRIPTION/SUMMARY:

Education Code sections 42103 and 42127 require that the board hold a public hearing to allow for public input on the Tulare County Office of Education budget, prior to adoption of the budget. The budget must be adopted by July 1 each year.

FINANCING:

N/A

RECOMMENDATION:

It is recommended that the board set a public hearing date of May 8, 2024.

**TULARE COUNTY OFFICE OF EDUCATION
BOARD ENCLOSURE FORM**

SUBMITTED BY:

Tim A. Hire, County Superintendent of Schools

SUBJECT: CSBA Delegate Assembly Run-Off Elections for Region 12

DESCRIPTION/SUMMARY: TCOE Board is requested to vote for one candidate in the 2024 CSBA Delegate Assembly Run-off Elections for Region 12.

FINANCING: None

RECOMMENDATION: Vote for one delegate from the two names provided in the run-off election.

REQUIRES BOARD ACTION

This completed **ORIGINAL RUN-OFF BALLOT** must be **SIGNED** by the Superintendent or Board Clerk and may be returned via USPS on or before **TUESDAY, APRIL 30, 2024**. Only ONE Ballot per Board. Be sure to mark your vote "X" in the box. *A PARTIAL, UNSIGNED, PHOTOCOPIED, OR A LATE BALLOT THAT IS NOT POSTMARKED ON OR BEFORE APRIL 30 WILL NOT BE VALID.*

OFFICIAL 2024 DELEGATE ASSEMBLY RUN-OFF BALLOT
REGION 12 COUNTY
(Tulare and Kern Counties)

(Vote for no more than 1 candidate)

Delegates will serve two-year terms that will end March 31, 2026

**denotes incumbent*

Joseph Enea (Tulare COE)

Julie Beechinor (Kern COE)

Signature of Superintendent or Board Clerk

Title

COE

Date of Board Action

See reverse side for a current list of all Delegates in your Region.

REGION 12 – 13 Delegates (11 elected/2 appointed)◇

Director: Bill Farris (Sierra Sands USD)

Below is a list of all elected or appointed Delegates from this Region.

Subregion 12-A (Tulare)

Walta Gamoian (Visalia USD), term expires 2026
Peter Lara Jr. (Porterville USD), term expires 2026
Felipe Martinez (Porterville USD), term expires 2025
Cathy Mederos (Tulare Joint Union HSD), term expires 2025

Subregion 12-B (Kern)

Jim Beltran (McFarland USD), term expires 2025
Anthony Fuentes (Bakersfield City SD), term expires 2026
Pamela Jacobsen (Standard ESD), term expires 2026
David Manriquez (Kern HSD) ◇, appointed term expires 2025
Kurt Rockwell (Sierra Sands USD), term expires 2025
Steven Rodrigue (Kern HSD)◇, appointed term expires 2026
Pablo Trevino (Lamont ESD), term expires 2025
Vacant, term expires 2025

County Delegate:

RUN-OFF, term expires 2026

Counties

Tulare (Subregion A)
Kern (Subregion B)