Mojave River Academy

MOJAVE RIVER ACADEMY SCHOOLS REGULAR BOARD MEETING - October 22 2026

Published on October 19, 2026 at 7:34 AM PDT

Date and Time

Thursday October 22, 2026 at 8:00 AM PDT

Location

Mojave River Academy Central Office: 13911 Park Ave, Suite 108, Victorville, CA 92392

Teleconference Locations:

Mojave River Academy Bakersfield Campus: 1601 New Stine Road, #150, #224, Bakersfield, CA 93309
Mojave River Academy Barstow Campus: 2151 Main St, Barstow, CA 92311
Mojave River Academy Beaumont Campus: 77 Beaumont Avenue, Suite C, Beaumont, CA 92223
Mojave River Academy Colton Campus: 851 S Mt Vernon Ave, Colton, CA 92324
Mojave River Academy Desert Hot Springs Campus: 14020 Palm Drive, Desert Hot Springs, CA 92240
Mojave River Academy Fontana Campus: 8922 Beech Avenue, Fontana, CA 92335
Mojave River Academy Hesperia Campus: 14466 Main Street, Suite B-100, Hesperia, CA 92345
Mojave River Academy Palm Springs Campus: 1776 N.Palm Canyon Dr. Palm Springs, CA 92262
Mojave River Academy Phelan Campus: 9723 Sierra Vista Rd., Phelan, CA 92371
Mojave River Academy Tehachapi Campus: 20948 Sage. Lane, Tehachapi, CA 93561
Mojave River Academy Victorville Campus: 14554 7th Street, Victorville CA 92395
Mojave River Academy West Victorville Campus: 12384 Palmdale Road, Suites 201-202, 205-206, Victorville, C A 92392

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**8:00 AM**

A. Call the Meeting to Order

The meeting will be called to order at 8:00 am.

B. Roll Call

Board Chair, Mr. Jesse Gaona, will call the name of each Board Member, and each member in attendance will state, “Present.”

Mr. Jesse Gaona -
Mr. Jonathan Mendez -
Mr. Gilberto Rivera Jr. -

C. Hearing from the Audience on Closed Session Items

Guidelines for Public Comment

This is an opportunity for citizens to address the school board on any item that is on the agenda and other school related matters, or suggest topics for future agendas. With regards to items not on the agenda, the Board cannot discuss or take action per state law.

Speakers who wish to address the Board must fill out and return a Speaker’s Card prior to the beginning of the meeting. Speakers shall limit their comments to three minutes or less. Charges or complaints against employees should be submitted first to the Superintendent and then to the Governing Board under the provisions of the Governing Board Policy (BP 1312.1 Complaints Concerning School Employees). Speakers are cautioned that under California Law, no person is immune from liability for making intentionally false or defamatory comments regarding any person simply because those comments are made at a public meeting.

PLEASE LIMIT COMMENTS TO THREE (3) MINUTES PER INDIVIDUAL. TOTAL TIME FOR PUBLIC INPUT ON EACH ITEM IS LIMITED TO TWELVE (12) MINUTES.

D. Adjourn into Closed Session

E. Closed Session Items

1. Conference with Legal Counsel - Existing Litigation

	Purpose	Presenter	Time

2. Conference with Legal Counsel - Anticipated Litigation
3. Public Employee Assignment/ Discipline/ Dismissal/ Release/ Reassignment/ Transfer for Employee - Government Cod section 54957: Ed Code 44932(a): Section (a), Section (c), and Section (g)
4. Acquisition of Land, Facilities, and Real Estate

F. Reconvene in Open Session

G. Pledge of Allegiance

Pledge will be led by Jesse Gaona.

H. Reporting Out of Closed Session Action

Board Chair, Mr. Jesse Gaona will report out any action taken in Closed Session and the votes of the Board.

I. Information Items

CEO Report

J. Board Member Comments

Board Member Comments by Board Members can be made at this time.

K. Comments from Attending Public

Guidelines for Public Comment

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	Purpose	Presenter	Time

PLEASE LIMIT COMMENTS TO THREE (3) MINUTES PER INDIVIDUAL. TOTAL TIME FOR PUBLIC INPUT ON EACH ITEM IS LIMITED TO TWELVE (12) MINUTES.

L. Approve Minutes — Approve Minutes

The Board of Directors will consider approving the minutes of the September 17, 2026 special board meeting.

Approve minutes for MOJAVE RIVER ACADEMY SCHOOLS REGULAR BOARD MEETING - September 17 2026 on September 17, 2026

II. Consent Items

Consent Items may be moved to the ACTION ITEM(s) - MOVED FROM CONSENT AGENDA - MOJAVE RIVER ACADEMY SCHOOLS category for separate action and discussion at the request of the Board of Directors.

*A consent agenda groups routine meeting discussion points into a single agenda item. In so doing, the grouped items can be approved in one action, rather than through the filing of multiple motions.

III. Action Items - Mojave River Academy Schools

A. Approval of Additional 2026–2027 MRA Authorized Official Transcript Signer

The Board of Directors will consider approving Amanda Cordova as an additional authorized official transcript signer for Mojave River Academy (MRA) for the 2026–2027 school year. Upon approval, Amanda Cordova will be authorized to sign official student transcripts on behalf of Mojave River Academy.

B. Adoption of Board Policy: Student Suicide Prevention, Intervention, and Postvention (TK–12)

The Board of Directors will consider approving the Mojave River Academy Student Suicide Prevention, Intervention, and Postvention Policy for grades TK–12, pursuant to California Education Code Sections 215 and 215.5.

C. Approval of Instructure Canvas Next LMS and Mastery Connect Subscription and Implementation Services

Purpose Presenter Time

The Board of Directors will consider approving an agreement with Instructure, Inc. to adopt Canvas Next as the Academy's learning management system and Mastery Connect as its assessment and item bank platform. Staff recommends approval of the agreement, which provides for a 5,300-user subscription covering Canvas Next, Mastery Connect, Tier 1 (24x7) support, Mastery Item Bank, Mastery Connect Online PD, Desmos Tools & Calculators, Training Portal access, a custom URL, and 30 hours of Strategic Success Retainer consulting.
Non-recurring implementation bundles for Canvas Next ($37,000) and Mastery Connect ($6,130) include project management, instance configuration, SIS integration support, strategic consulting workshops, virtual training sessions, instructional design services, and Canvas Certified Technical Administrator certification. A no-cost early access period runs from November 1, 2026, through June 30, 2027, for administrator configuration and content preparation ahead of the subscription start date.
Year 1 cost is $151,999, consisting of $108,869 in recurring subscription fees and $43,130 in one-time implementation fees. Non-recurring items are invoiced upon signing; recurring items are invoiced 30 days prior to the July 1, 2027, start date, with Net 30 payment terms. Recurring items automatically renew for successive 12-month terms at a 5% annual increase unless either party provides 60 days' written notice of non-renewal. The quote is valid through October 30, 2026.

IV. Action Item(s) - Moved From Consent Agenda - Mojave River Academy Schools

V. Future Business

A. Future Business

The next board meeting of the Mojave River Academy Schools Board of Directors will be held on November 12, 2026 at 8:00am at Mojave River Academy, 13911 Park Ave Suite 108, Victorville, CA 92392.

VI. Closing Items

A. Adjourn Meeting

Individuals with disabilities who require reasonable accommodations to participate in this meeting may request assistance by contacting Susanna Garcia at sgarcia@mojaveriver.net at least 48 hours in advance of the meeting.

Coversheet

Approve Minutes

Section: I. Opening Items
Item: L. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for MOJAVE RIVER ACADEMY SCHOOLS REGULAR BOARD MEETING - September 17 2026 on September 17, 2026

APPROVED

Mojave River Academy

Minutes

MOJAVE RIVER ACADEMY SCHOOLS REGULAR BOARD MEETING - September 17 2026

Date and Time
Thursday September 17, 2026 at 8:00 AM

Location
Mojave River Academy Central Office: 13911 Park Ave, Suite 108, Victorville, CA 92392

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Directors Present
G. Rivera, J. Gaona, J. Mendez

Directors Absent
None

I. Opening Items

A. Call the Meeting to Order

J. Gaona called a meeting of the board of directors of Mojave River Academy to order on Thursday Sep 17, 2026 at 8:00 AM.

B. Roll Call

C. Hearing from the Audience on Closed Session Items

There were no comments from the public regarding closed session items.

D. Adjourn into Closed Session

J. Gaona made a motion to adjourn into Closed Session.
J. Mendez seconded the motion.
Closed Session start time: 8:00 am.
The board **VOTED** to approve the motion.

E. Closed Session Items

F. Reconvene in Open Session

J. Gaona made a motion to reconvene into Open Session.
J. Mendez seconded the motion.
Open Session start time: 8:17 am.
The board **VOTED** to approve the motion.

G. Pledge of Allegiance

Pledge was led by Jesse Gaona.

H. Reporting Out of Closed Session Action

The Board President reported that no action was taken during closed session.

I. Information Items

Human Resources Department Report — Derrick Delton, CPO

Mr. Delton reported enrollment has surpassed 4,300 students, up approximately 400 from last year, with MRA Connect nearing 350. He reported 15 new hires since the August meeting and 13 employees currently on approved leave, and provided a legislative update on the Pregnancy Leave for Educators Act (AB 2901), effective January 1, 2027.

2025-26 Unaudited Actuals — MaryLou Cusino, Director of Fiscal Services
Ms. Cusino presented the 2025-26 Unaudited Actuals, reviewing attendance, revenue, expenses, and ending fund balances by site.

Campus Highlight — Beaumont
The Board viewed a campus highlight featuring the Beaumont site.

J. Board Member Comments

Board President Jesse Gaona reported that he had visited several sites during the week. He commented that the visits provided a valuable opportunity to observe operations firsthand and to meet with staff on site, and he expressed appreciation to the teams at each location.

K. Comments from Attending Public

There were no comments from the attending public.

L. Approve Minutes

J. Gaona made a motion to approve the minutes from MOJAVE RIVER ACADEMY SCHOOLS SPECIAL BOARD MEETING - August 26 2026 Agenda on 08-26-26.
J. Mendez seconded the motion.
The board **VOTED** to approve the motion.

II. Action Items - Mojave River Academy Schools

A. Approval of E-Waste Old Tech Items

J. Gaona made a motion to approve the disposal of E-waste old tech items.
J. Mendez seconded the motion.
The board **VOTED** to approve the motion.

B. Approval of 2026–2029 Center for Teacher Innovation (CTI) Teacher Induction Program MOUs

J. Gaona made a motion to approve the 2026-2029 Center for Teacher Innovation (CTI) Teacher Induction Program MOUs.
J. Mendez seconded the motion.

The board **VOTED** to approve the motion.

C. Approval of Book Surplus

J. Gaona made a motion to approve book surplus.
J. Mendez seconded the motion.
The board **VOTED** to approve the motion.

D. Approval for American Guard Services

J. Gaona made a motion to approve American Guard Services.
J. Mendez seconded the motion.
The board **VOTED** to approve the motion.

E. Approval of Requisition No. 323 with Cintas

J. Gaona made a motion to approve of Requistion No. 323 with Cintas.
J. Mendez seconded the motion.
The board **VOTED** to approve the motion.

F. Approval of Agreement with The Stepping Stones Group, LLC for Special Education Related Services and Mental Health Services (SY 2026–27)

J. Gaona made a motion to approve the aggreement with The Stepping Stones Group LLC for Special Education Related Services and Mental Health Services.
J. Mendez seconded the motion.
The board **VOTED** to approve the motion.

G. Ratification of Out-of-State Training – ALICE Instructor Certification Training

J. Gaona made a motion to approve the ratification of out-of-state training - Alice Instructor Certification training.
J. Mendez seconded the motion.
The board **VOTED** to approve the motion.

H. Approval of Clinical Supervision Services Agreement with Compassionate Heart Counseling

J. Gaona made a motion to approve the clinical supervision services agreement with Compassionate Heart Counseling.
J. Mendez seconded the motion.
The board **VOTED** to approve the motion.

I. 2025–26 Unaudited Actuals Financial Report for all Mojave River Academy Schools, per Ed. Code Section 42100 (b)

J. Gaona made a motion to approve the 2025-2026 Unaudited Actuals Financial Report for all Mojave River Academy Schools: Gold Canyon, Oro Grande, Route 66, Rockview Park, Silver Mountain, National Trails, and Marble City, per Ed. Code Section 42100 (b).
J. Mendez seconded the motion.
The board **VOTED** to approve the motion.

J. 2025-26 Proposition 28 Arts and Music in Schools Annual Report

J. Gaona made a motion to approve 2025-2026 Proposition 28 Srts and Music in School Annual Report for Mojave River Academy Schools: Gold Canyon, Oro Grande, Rockview Park, Silver Mountain, National Trails, Marble City, and Route 66.
J. Mendez seconded the motion.
The board **VOTED** to approve the motion.

K. 2025-26 Education Protection Account (EPA) Expenditure Reports

J. Gaona made a motion to aqpprove the 2025-2026 Education Protection Account (EPA Expenditure Reports for Mojave River Academy Schools: Gold Canyon, Oro Grande, Rockview Park, Silver Mountain, National Trails, Marble City, and Route 66.
J. Mendez seconded the motion.
The board **VOTED** to approve the motion.

L. Service Agreement: Oro Grande School District and Mojave River Academy Schools

J. Gaona made a motion to approve the service agreement: Oro Grande School District and Mojave River Academy Schools.
J. Mendez seconded the motion.
The board **VOTED** to approve the motion.

M. Memorandum of Understanding: Charter Oversight and Operations

J. Gaona made a motion to approve the Memorandum of Understanding: Charter Oversight and Operations between Mojave River Academy Schools and Oro Grande School District.
J. Mendez seconded the motion.
The board **VOTED** to approve the motion.

N. Proposition 39 In-Lieu Agreement: Facilities Use

J. Gaona made a motion to approve the Proposition 39 In-Lieu Agreement: Facilities Use between Oro Grande School District and Mojave River Academy Schools.
J. Mendez seconded the motion.
The board **VOTED** to approve the motion.

O. Transition Settlement and Mutual Release Agreement

J. Gaona made a motion to approve the transition settlement and mutual release agreement between Oro Grande School District and Mojave River Academy Schools.
J. Mendez seconded the motion.
The board **VOTED** to approve the motion.

III. Future Business

A. Future Business

The next board meeting of the Mojave River Academy Schools Board of Directors will be held October 22 2026 at 8:00am at Mojave River Academy, 13911 Park Ave. Suite 108, Victorville, CA 92392.

IV. Closing Items

A. Adjourn Meeting

J. Gaona made a motion to adjourn the meeting.
J. Mendez seconded the motion.
The board **VOTED** to approve the motion.
There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:36 AM.

Respectfully Submitted,
J. Gaona

Documents used during the meeting

None

Individuals with disabilities who require reasonable accommodations to participate in this meeting may request assistance by contacting Susanna Garcia at sgarcia@mojaveriver.net at least 48 hours in advance of the meeting.

Coversheet

Adoption of Board Policy: Student Suicide Prevention, Intervention, and Postvention (TK–12)

Section: III. Action Items - Mojave River Academy Schools
Item: B. Adoption of Board Policy: Student Suicide Prevention, Intervention, and Postvention (TK–12)
Purpose:
Submitted by:
Related Material:
2026.10.22 MRA Suicide Prevention Policy Updated 26-27 - Scott Huffman.docx

BOARD POLICY

STUDENT SUICIDE PREVENTION, INTERVENTION, AND POSTVENTION

Grades TK–12 • All Learning Centers and Independent Study Programs

Adopted pursuant to California Education Code Sections 215 and 215.5

SUBMITTED FOR APPROVAL BY THE GOVERNING BOARD

October 2026

Policy No. _____ • Board Meeting Date: _____

BOARD ACTION SUMMARY

Recommended action: Approve the attached Student Suicide Prevention, Intervention, and Postvention Policy for Mojave River Academy, effective upon adoption, and direct the Executive Director/Superintendent to implement the administrative procedures it contains.

California requires every charter school serving any of grades TK–12 to adopt, at a regularly scheduled board meeting, a policy on student suicide prevention that addresses prevention, intervention, and postvention; specifically addresses the needs of high-risk student groups; and describes the suicide awareness and prevention training provided to teachers. The policy must be age-appropriate for younger students, must be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts, and must be reviewed at least every five years.

This policy adapts the national Model School District Policy on Suicide Prevention (American Foundation for Suicide Prevention, American School Counselor Association, National Association of School Psychologists, and The Trevor Project) to Mojave River Academy's independent study charter model and to current California law. It has been updated to reflect the 988 Suicide and Crisis Lifeline and current best practice in safe messaging and postvention.

Compliance Crosswalk — Education Code § 215

The table below shows where each statutory element is addressed so the Board can confirm the policy is complete.

Statutory requirement	Where addressed in this policy
Adopted at a regularly scheduled meeting by the governing board	Board Action Summary; Section 4
Developed in consultation with stakeholders, school-employed mental health professionals, and suicide prevention experts	Section 4.1
Addresses procedures for prevention, intervention, and postvention	Sections 6, 8, and 9
Specifically addresses high-risk groups: youth bereaved by suicide; youth with disabilities, mental illness, or substance use disorders; youth experiencing homelessness or in out-of-home settings; LGBTQ youth	Section 7
Addresses suicide awareness and prevention training for teachers in all grades served, including how to identify mental health services at the school and in the community and when/how to refer	Section 6.1
Age-appropriate for TK–6 and delivered with sensitivity to young students	Sections 6.2 and 8.1
Coordination with the county mental health plan for referrals of Medi-Cal beneficiaries	Section 8.6
Teachers act within the authorization of their credential; no diagnosis or treatment by unlicensed staff	Section 5.5
Policy reviewed and, if necessary, updated at least every fifth year	Section 4.2
988 Suicide and Crisis Lifeline printed on student identification cards, grades 7–12 (§ 215.5)	Section 6.4

1. PURPOSE AND COMMITMENT

Mojave River Academy ("MRA" or "the Academy") recognizes that student physical, behavioral, and emotional health is integral to educational success, and that suicide remains one of the leading causes of death among young people ages 10–24. The Governing Board adopts this policy to protect the health and well-being of every MRA student by establishing procedures to prevent, assess the risk of, intervene in, and respond to suicide and suicidal behavior.

The Governing Board:

1. recognizes that physical, behavioral, and emotional health is an integral component of a student's educational outcomes;
2. recognizes that suicide is a leading cause of death among young people and that youth suicide is preventable;
3. accepts an ethical and legal responsibility to take a proactive approach to preventing deaths by suicide; and
4. acknowledges the Academy's role in providing an environment that is sensitive to the individual and societal factors that place youth at greater risk for suicide and that fosters positive youth development, connection, and help-seeking.

Because MRA serves students primarily through independent study, with instruction and support delivered at learning centers, through virtual meetings, by phone, and in students' homes and communities, this policy is written so that every adult who works with an MRA student—regardless of setting—knows how to recognize risk, how to respond, and whom to contact. This policy is intended to be applied together with the Academy's policies on student wellness, bullying and harassment prevention, nondiscrimination, special education and Child Find obligations, and emergency response.

2. SCOPE

This policy covers actions that take place at any MRA learning center or office, on Academy property, at Academy-sponsored functions and activities, during Academy-provided transportation, during school-sponsored field trips and events where staff are present, and during any virtual, telephone, or in-home instruction, counseling, or check-in conducted by MRA staff. It also governs the Academy's response to suicidal or high-risk behavior that comes to the attention of staff but occurs outside the school environment, including behavior disclosed through Academy-issued devices, learning platforms, email, or messaging systems.

This policy applies to the entire Academy community, including the Governing Board, administrators, teachers of record, learning center staff, school counselors, school-based therapists, school psychologists, school nurses, classified staff, contractors who work directly with students, volunteers, students, and parents/guardians.

3. DEFINITIONS

At risk. A student who has made a suicide attempt, has expressed intent to die by suicide, or has displayed a significant change in behavior suggesting the onset or deterioration of a mental health condition. The student may have thought about suicide, including potential means, and may have a plan, and may exhibit isolation, hopelessness, helplessness, or an inability to tolerate further pain. This situation requires immediate referral under Section 8.

Crisis team. A multidisciplinary team of administrators, school-employed mental health professionals, safety personnel, and support staff trained in crisis preparedness, intervention/response, and recovery. The crisis team leads development of crisis plans, ensures staff can execute crisis protocols, and may provide mental health services during intervention and recovery. MRA maintains a network-level crisis team and identifies site-level members at each learning center.

Learning center / site. Any MRA facility where students and staff meet, including resource centers and offices. For purposes of this policy, “principal” or “site administrator” means the administrator responsible for that learning center or program.

Mental health. A state of mental and emotional well-being that affects choices and actions. Mental health problems include mental and substance use disorders.

Postvention. A crisis intervention strategy carried out after a suicide death to reduce the risk of suicide and suicide contagion, support survivors in coping, address stigma, and disseminate accurate information.

Risk assessment. An evaluation of a student who may be at risk for suicide, conducted by an appropriately trained school-employed mental health professional (e.g., school counselor, school psychologist, school social worker, or school-based therapist). The assessment elicits information about intent, prior attempts, presence and lethality of a plan, access to means, support systems, hopelessness, mental status, and other relevant factors.

Risk factors for suicide. Characteristics or conditions that increase the chance that a person may try to take their life. Risk is highest when several factors are present at once. Risk factors may be biological, psychological, or social and may exist in the individual, family, or environment.

Protective factors. Characteristics or conditions that may help decrease a person’s suicide risk, such as effective mental health care, positive connections to family, peers, school, and community, and problem-solving skills.

Self-harm. Self-directed behavior that deliberately results in injury or the potential for injury to oneself; may be suicidal or non-suicidal. Although self-harm often lacks suicidal intent, youth who engage in self-harm are at elevated risk for attempting suicide.

Suicide. Death caused by self-directed injurious behavior with any intent to die as a result of the behavior. The coroner’s or medical examiner’s office must confirm a death as a suicide before any Academy official may state suicide as the cause of death.

Suicide attempt. A self-injurious behavior for which there is evidence that the person had at least some intent to kill themselves. An attempt may result in death, injuries, or no injuries. Ambivalence (a wish to die alongside a desire to live) is common and is not a sign of a less serious attempt.

Suicidal behavior. Suicide attempts, intentional self-injury with some level of intent to die, developing a plan, gathering means, or any other overt action or thought indicating intent to end one's life.

Suicide contagion. The process by which suicidal behavior or a suicide influences an increase in the suicidal behavior of others. Guilt, identification, and modeling are each thought to play a role. Although rare, contagion can result in a cluster of suicides.

Suicidal ideation. Thinking about, considering, or planning for self-injurious behavior that may result in death. A desire to be dead without a plan or intent is still suicidal ideation and must be taken seriously.

4. POLICY DEVELOPMENT, CONSULTATION, AND REVIEW

4.1 Consultation

As required by Education Code § 215, this policy was developed in consultation with school and community stakeholders (administrators, teachers, parents/guardians, and students), school-employed mental health professionals (school counselors, school-based therapists, school psychologists, and school nurses), suicide prevention experts, and, for provisions affecting students in grades TK–6, the county mental health plan(s) serving MRA students. The Executive Director/Superintendent or designee shall maintain a record of the consultation conducted.

4.2 Review and Update

The Governing Board shall review this policy, at minimum, every fifth year and update it as necessary, in consultation with the stakeholders listed above. The Network Suicide Prevention Coordinator shall also recommend interim updates whenever state law, California Department of Education (CDE) guidance, crisis resource contact information, or evidence-based practice changes materially.

4.3 Publication

This policy shall be posted on the Academy's website, included in staff and student/family handbooks, and distributed to all staff annually at the start of the school year. Summary language suitable for the student/family handbook appears in Appendix C.

5. ROLES AND RESPONSIBILITIES

5.1 Network Suicide Prevention Coordinator

The Chief Academic Officer (CEO) shall designate a Network Suicide Prevention Coordinator, who may be an existing staff member with mental health training (for example, the Director of Student Services or lead school counselor). The Network Coordinator is responsible for planning and coordinating implementation of this policy across all MRA learning centers and programs, maintaining the list of community and county crisis and referral resources, coordinating staff training, convening the network crisis team, and reporting annually to the Executive Director/Superintendent and the Board on implementation.

5.2 Site Suicide Prevention Coordinators

Each learning center administrator shall designate a Site Suicide Prevention Coordinator to serve as the point of contact for suicide prevention and policy implementation at that site. This may be an existing staff member, preferably a school counselor or school-based therapist assigned to the site. Site Coordinators ensure that site staff know the referral procedure, that a trained mental health professional (or designated backup) is reachable during all hours students are served, and that incidents are documented and reported to the Network Coordinator.

5.3 All Staff

Every staff member, including teachers of record who meet with students individually or virtually, shall report any student they believe may be at elevated risk for suicide to the Site Suicide Prevention Coordinator or a school-employed mental health professional the same day, following the procedures in Section 8. Staff shall take every statement about suicide or wanting to die seriously and shall never assume a student is simply seeking attention. No staff member shall promise a student secrecy regarding suicidal thoughts or behavior.

5.4 School-Employed Mental Health Professionals and Crisis Team

School counselors, school-based therapists, school psychologists, school social workers, and school nurses conduct risk assessments, facilitate referrals, lead re-entry planning, and deliver postvention supports. The crisis team develops and executes the postvention action plan described in Section 9.

5.5 Scope of Practice

Nothing in this policy authorizes or encourages any teacher or other staff member to diagnose or treat mental illness unless that person is specifically licensed and employed to do so. Teachers shall act only within the authorization and scope of their credential or license. Staff who are not mental health professionals fulfill their role by recognizing warning signs, responding with care, ensuring the student is not left alone, and connecting the student promptly with a trained professional.

6. PREVENTION

6.1 Staff Professional Development

All staff shall receive annual professional development on youth suicide prevention, including risk factors, warning signs, protective factors, response and referral procedures under this policy, postvention, safe messaging, and available resources. Training materials shall include how to identify appropriate mental health services at each learning center and within the surrounding community, and when and how to refer students and their families to those services.

Because MRA teachers frequently work with students one-on-one, by phone, and through video platforms, staff training shall specifically address recognizing warning signs that surface in written work, messages, and virtual meetings, and the remote-crisis procedure in Section 8.2.

Training shall also cover the student groups at elevated risk described in Section 7 and the use of culturally responsive, affirming, and trauma-informed approaches. Where available, the Academy shall use evidence-based online or in-person training programs identified by the CDE pursuant to Education Code § 215, and shall follow CDE guidance on delivering training remotely.

School-employed mental health professionals and school nurses shall receive additional training in suicide risk assessment, safety planning, crisis intervention, and postvention.

6.2 Student Instruction

Developmentally appropriate, student-centered suicide prevention and mental wellness content shall be integrated into the health curriculum and advisory or wellness programming at each grade span:

Transitional Kindergarten through Grade 6. Instruction shall be age-appropriate and delivered in a manner that is sensitive to the needs of young students. Content focuses on identifying and expressing feelings, coping and self-regulation skills, kindness and healthy relationships, and knowing how and when to tell a trusted adult when they or a friend are hurting, sad, scared, or unsafe. The word “suicide” need not be the focus of instruction at this level; the goal is to build protective skills and help-seeking habits.

Grades 7 through 12. Content shall include (1) the importance of safe and healthy choices and coping strategies; (2) how to recognize risk factors and warning signs of mental health conditions and suicide in oneself and others; and (3) help-seeking strategies for oneself or others, including how to engage Academy resources, how to refer a friend for help, and how to reach the 988 Suicide and Crisis Lifeline and other crisis services.

Schools may also provide supplemental small-group prevention programming. All student-facing content shall follow safe messaging guidelines (Section 9.3) and shall not describe methods of suicide.

6.3 Parent and Guardian Education

Parents and guardians are key partners in prevention. The Academy shall make information available to families each year—through orientation, the website, ParentSquare or similar communication tools, and family workshops—on youth suicide risk factors, warning signs, how to respond to a child who expresses suicidal thoughts, how to access Academy and community mental health resources, the importance of family acceptance and connection as protective factors, and safe storage of medications and firearms in the home.

6.4 Student Identification Cards

Consistent with Education Code § 215.5, any student identification card issued to students in grades 7–12 shall have printed on it the 988 Suicide and Crisis Lifeline (call or text 988). The Academy may also print the Crisis Text Line (text HOME to 741741) and a local crisis line. Cards issued to younger students may include these numbers at the Academy’s discretion, along with the contact for the student’s site.

6.5 Suicide Prevention Advisory Committee

The Academy shall maintain a standing Suicide Prevention / Student Wellness Advisory Committee, chaired by the Network Suicide Prevention Coordinator and including administrators, teachers, parents/guardians, students (as appropriate), school-employed mental health professionals, and representatives of county behavioral health and community suicide prevention organizations serving MRA's regions. The committee advises the administration and Board on prevention activities, reviews implementation data and postvention debriefs, keeps the community resource list current, and supports the five-year policy review.

7. STUDENTS AT ELEVATED RISK

Staff shall be aware that certain student populations experience elevated risk for suicidal behavior. Risk arises from the interaction of individual factors with environmental stressors such as discrimination, rejection, trauma, and instability—not from a student's identity or circumstance in itself. The large majority of students in each group below will never engage in suicidal behavior; the purpose of naming them is to ensure proactive support, culturally responsive practice, and appropriate referral. Education Code § 215 requires that this policy specifically address the needs of the first four groups.

Youth bereaved by suicide

Students who have lost a friend, family member, or peer to suicide are at increased risk themselves. Staff shall identify such students following any suicide affecting the MRA community and ensure they are assessed and offered support under Section 9.

Youth with disabilities, mental illness, or substance use disorders

Mental health conditions are the most significant risk factor for suicide, and most young people living with them are not in treatment, making school staff pivotal in recognition and referral. Students with disabilities, chronic medical conditions, chronic pain, or cognitive differences that make problem-solving harder also face elevated risk. The Academy shall coordinate prevention and intervention with IEP and Section 504 teams and shall ensure accommodations do not create barriers to accessing support.

Youth experiencing homelessness or in out-of-home settings

Students who are homeless, in foster care, or involved with the juvenile justice system carry a high prevalence of risk factors and often lack stable adult connection. MRA's homeless and foster youth liaisons shall be included in intervention and re-entry planning for these students, and staff shall take care that notification and referral procedures account for the student's actual caregiving situation and educational rights holder.

LGBTQ (lesbian, gay, bisexual, transgender, queer, and questioning) youth

LGBTQ youth attempt suicide at substantially higher rates than their peers, and the elevated risk is linked to experiences of discrimination, family rejection, harassment, bullying, and victimization rather than to being LGBTQ. Staff shall be trained to support LGBTQ students with sensitivity and cultural competency, shall not make assumptions about any student's sexual orientation or gender identity, and

shall affirm students who choose to disclose. Information about a student's sexual orientation or gender identity is confidential and shall not be disclosed to parents/guardians or third parties without the student's consent, consistent with California law. When referring LGBTQ students to outside providers, staff shall connect them with LGBTQ-affirming services (such as The Trevor Project and local affirming providers). Family acceptance is a powerful protective factor; the Academy shall make family acceptance resources available to parents/guardians.

Youth who engage in self-harm or have previously attempted suicide

A previous attempt is one of the strongest predictors of suicide death, and students who self-harm are at elevated risk whether or not they report suicidal intent. Many adolescents who attempt suicide do not receive follow-up care; the re-entry procedure in Section 8.7 is designed to close that gap.

American Indian / Alaska Native youth

AI/AN youth experience suicide rates well above the general youth population, with contributing factors that include historical and intergenerational trauma, discrimination, and limited access to culturally appropriate care. MRA shall engage tribal and Native-serving community resources in its regions when supporting these students and their families.

Youth involved in bullying

Both students who are bullied and students who bully others show heightened risk, particularly when pre-existing risk factors are present. Staff shall address bullying promptly under the Academy's anti-bullying policy and Education Code § 234.1, shall screen students involved in serious or persistent bullying for suicide risk where warranted, and shall avoid messaging that frames suicide as a natural response to bullying.

Students in transition or isolation

MRA students frequently enroll after disruption at a prior school, during family instability, or because of health needs, and independent study can reduce daily adult contact. Teachers of record shall maintain regular, meaningful check-ins with each assigned student and shall treat prolonged disengagement, missed appointments, or abrupt changes in work quality or tone as potential indicators warranting outreach.

8. INTERVENTION: ASSESSMENT, REFERRAL, AND RESPONSE

8.1 Assessment and Referral

When any staff member identifies a student as potentially suicidal—because the student talks or writes about suicide or wanting to die, presents overt risk indicators such as agitation, intoxication, or giving away possessions, engages in self-harm, is reported by a peer or family member, or self-refers—the student shall be seen by a school-employed mental health professional the same school day to assess risk and facilitate referral. For students served virtually, "seen" may mean a same-day video or telephone contact by the mental health professional, with an in-person follow-up as soon as practicable.

If no mental health professional is available, the site administrator or school nurse shall fill this role until one can be reached.

For students in TK–6, the assessment conversation shall be age-appropriate, brief, and conducted by a professional trained to work with young children, with the parent/guardian engaged early in the process.

For a student assessed as at risk:

1. Staff shall continuously supervise the student to ensure their safety until a hand-off to a parent/guardian, emergency responder, or mental health provider has occurred. A student at risk shall never be left alone or sent home alone.
2. The site administrator and Site Suicide Prevention Coordinator shall be informed as soon as reasonably possible; the Network Coordinator shall be informed the same day.
3. The school-employed mental health professional or site administrator shall contact the student's parent or guardian as described in Section 8.5 and assist the family with urgent referral. When appropriate this may include calling emergency services or arranging transport to an emergency department, but in most cases it will involve arranging an outpatient mental health or primary care appointment and communicating the reason for referral to the provider.
4. Staff shall develop a written safety plan with the student (and family, as appropriate) that identifies warning signs, coping strategies, people and places that provide support, professional contacts including 988, and steps to make the environment safer.
5. Staff shall request written parent/guardian permission to communicate with outside providers about the student's care, where appropriate.
6. The incident, actions taken, notifications made, and follow-up plan shall be documented on the Academy's risk-response form and maintained confidentially in accordance with FERPA and Academy records procedures.

> **INDEPENDENT STUDY PRACTICE NOTE**
>
> Because many MRA students are not physically present at a learning center each day, the "same school day" standard applies from the moment a concern is identified—whether that is during an in-person appointment, a video session, a phone call, or while reviewing a student's submitted work or messages. Teachers should not wait until the next scheduled meeting to report a concern.

8.2 Students in Crisis During Virtual, Phone, or Remote Contact

If a student expresses suicidal ideation or appears to be in crisis while communicating with a staff member remotely (video, phone, chat, email, or learning platform), the staff member shall:

1. Stay on the call or in the session, remain calm, and keep the student engaged. Do not end the contact or leave the student alone to go get help.
2. Ask directly and calmly whether the student is thinking about suicide and whether they are safe right now.

3. Confirm the student's current physical location and whether a parent/guardian or other adult is present or nearby.
4. Using a second device or a silent message, immediately enlist another staff member (site administrator, Site Coordinator, or mental health professional) to contact the parent/guardian and, if there is an immediate danger, to call 911 or request a welfare check at the student's location while the first staff member stays with the student.
5. If the student disconnects and cannot be reached, immediately contact the parent/guardian and, if safety cannot be confirmed, contact 911 or local law enforcement for a welfare check.
6. Document the contact and notify the Site Coordinator the same day so the Section 8.1 assessment and referral process can begin.

Written indications of risk discovered after the fact—in assignments, journals, messages, or activity on Academy devices or platforms—shall be treated as a same-day referral under Section 8.1, and staff shall attempt to reach the student and parent/guardian immediately.

8.3 Suicide Attempts at a Learning Center or School Activity

In the case of a suicide attempt at a learning center, Academy office, or school-sponsored activity, the health and safety of the student is paramount. Staff shall:

1. Render first aid and call 911 following the Academy's emergency medical procedures until professional medical treatment and/or transportation arrives.
2. Supervise the student continuously to ensure their safety.
3. Move all other students out of the immediate area as soon as possible and keep them supervised.
4. Immediately notify the site administrator and Site Suicide Prevention Coordinator, who will notify the Network Coordinator.
5. Contact the student's parent or guardian as described in Section 8.5.
6. Request a mental health assessment for the student as soon as medically appropriate.
7. Engage the crisis team as needed to assess whether additional steps are required to protect the safety and well-being of the student and of witnesses, and to provide support to students and staff who were present.

8.4 Suicide Attempts Outside of School

If a staff member becomes aware of a suicide attempt by a student that is in progress at an out-of-school location, the staff member shall:

1. Call 911 (police and/or emergency medical services) and provide the student's location.
2. Inform the student's parent or guardian.
3. Inform the Site Suicide Prevention Coordinator and site administrator.

If the student contacts the staff member directly and expresses suicidal ideation, the staff member shall maintain contact with the student (in person, online, or by phone) and enlist another person to contact emergency services while keeping the student engaged, as described in Section 8.2.

8.5 Parent and Guardian Notification and Involvement

When a student is assessed as at risk for suicide or has made a suicide attempt, the student's parent or guardian shall be informed as soon as practicable by the site administrator, designee, or school-employed mental health professional. Staff shall:

- Describe the concern factually and with compassion, and explain the Academy's recommended next steps and referral options;
- Counsel the parent/guardian on "means restriction"—limiting the student's access to the means of carrying out a suicide attempt—including safe storage practices in the home, if the student has exhibited any suicidal behavior;
- Provide written information on crisis resources, including 988, and on the community mental health resources identified by the Network Coordinator;
- Request permission to communicate with outside mental health providers about the student; and
- Advise the family that parents and guardians should take every statement about suicide or wanting to die seriously.

Through discussion with the student, the site administrator or school-employed mental health professional shall assess whether notifying the parent or guardian could create further risk of harm to the student (for example, risk of abuse, or disclosure of information the student has not shared with family). If the administrator, designee, or mental health professional believes, in their professional capacity, that contacting the parent or guardian would endanger the health or well-being of the student, they may delay such contact as appropriate and shall consult the Network Coordinator regarding alternative protective steps, including a report to child protective services where mandated. The reasons for any delay shall be documented. A student's sexual orientation or gender identity shall not be disclosed to a parent/guardian as part of notification without the student's consent.

For students in foster care, staff shall notify the educational rights holder and the student's social worker as appropriate; for unaccompanied homeless youth, staff shall involve the Academy's homeless liaison.

8.6 Coordination with County Mental Health Plans and Community Providers

When a referral for mental health or related services is made on behalf of a student who is a Medi-Cal beneficiary, the Academy shall coordinate and consult with the county mental health plan serving the student's county of residence (for most MRA students, the San Bernardino County Department of Behavioral Health; for students residing in other counties, the applicable county plan). The Network Coordinator shall maintain current referral pathways, crisis line numbers, and mobile crisis contacts for each county in which MRA students reside, and shall ensure families understand how to access these services. Referral lists shall include LGBTQ-affirming, culturally and linguistically appropriate, and telehealth options.

8.7 Re-Entry After a Mental Health Crisis

For a student returning to Academy programs after a mental health crisis (e.g., a suicide attempt or psychiatric hospitalization), a school-employed mental health professional, the site administrator, or

designee shall meet with the student's parent or guardian and, if appropriate, with the student, to discuss re-entry and next steps to ensure the student's readiness to return and the supports needed for success. The re-entry process shall include:

1. Identifying a school-employed mental health professional or other designee to coordinate with the student, their parent or guardian, their teacher of record, and any outside providers;
2. Requesting documentation from a treating mental health provider indicating that the student has been evaluated and is able to return to the educational program, while not conditioning the student's access to education on documentation the family cannot obtain;
3. Reviewing and updating the student's safety plan and determining whether academic adjustments, schedule changes, or additional services (including an IEP/504 review where indicated) are needed; and
4. Periodic check-ins by the designated staff person to help the student readjust and address ongoing concerns, with the frequency documented in the plan.

8.8 Documentation and Confidentiality

Risk assessments, safety plans, notifications, and follow-up actions shall be documented on Academy forms and maintained in a confidential manner separate from the cumulative academic record, accessible only to staff with a legitimate educational interest, consistent with FERPA and California student records law. Information shared with outside providers requires parent/guardian consent (or the student's consent where the student is legally entitled to consent to the service), except where disclosure is necessary to protect the health or safety of the student or others in an emergency.

9. POSTVENTION

9.1 Action Plan Following a Death by Suicide

The crisis team shall develop and maintain an action plan to guide the Academy's response following a death by suicide of a student, staff member, or other member of the MRA community. The crisis team shall meet immediately upon learning of the death to implement the plan, which shall include the following steps:

1. **Verify the death.** Staff shall confirm the death and the cause of death through communication with the coroner's office, local hospital, the student's parent or guardian, or law enforcement. Even when a death appears to be an obvious suicide, it shall not be labeled as such until a cause-of-death ruling has been made. If the cause has been confirmed as suicide but the family does not wish it disclosed, the Academy shall not share the cause of death but will use the opportunity to discuss suicide prevention with students.
2. **Assess the situation.** The crisis team shall meet to prepare the postvention response, consider how severely the death is likely to affect other students and staff, and determine which students are most likely to be affected (including siblings, close friends, students at the same learning center, teammates, and students with prior risk). The team shall consider how recently other traumatic events have occurred and the time of year. Because MRA students may be spread

across multiple learning centers and regions, the team shall plan how to reach affected students who are not on site.

3. **Share information.** Before the death is officially classified, it may be reported to staff, students, and parents/guardians with an acknowledgement that the cause is unknown. Staff shall be informed first, preferably in a staff meeting or network-wide video meeting. The crisis team shall prepare a statement for staff to share with students, containing the basic facts of the death and known funeral arrangements (without details of the method), recognition of the sorrow the news will cause, and information about resources available. Public address announcements and school-wide assemblies shall be avoided; students should hear the news in small groups or individually from a trusted adult. The crisis team may prepare a letter, with the input and permission of the family, to send home that includes facts about the death, what the Academy is doing to support students, warning signs of suicidal behavior, and a list of resources.
4. **Prevent suicide contagion.** Staff shall be reminded that one purpose of identifying and supporting other high-risk students is to prevent another death. The crisis team shall work with teachers of record to identify students likely to be significantly affected and shall review warning signs and the procedures for referring students who generate concern. The Academy shall follow safe messaging guidance (Section 9.3) in all communications.
5. **Initiate support services.** Students identified as likely to be affected shall be assessed by a school-employed mental health professional to determine the level of support needed. The crisis team shall coordinate individual and small-group support for students and staff at the affected learning center(s) and shall make virtual support available for students who are not on site. In concert with parents and guardians, crisis team members shall refer students to community providers to ensure a smooth transition from crisis intervention to ongoing care.
6. **Develop memorial plans.** The Academy shall treat all student deaths in the same way, so that a death by suicide is neither stigmatized nor glamorized. The Academy shall not create on-campus permanent physical memorials, host funeral services, or fly flags at half-staff for a death by suicide, because doing so may sensationalize the death and increase contagion risk. Programs shall not be canceled for the funeral. Any Academy-based memorial activity (e.g., a small gathering) shall include a focus on preventing future suicides and on available resources. Staff shall work with students who wish to memorialize a peer to channel efforts toward prevention-oriented activities.
7. **Debrief and review.** Within two weeks, the crisis team shall debrief the response, document lessons learned, and recommend any changes to this policy or its procedures to the Network Coordinator and Advisory Committee.

9.2 External Communication

The CEO or designee shall serve as the sole media spokesperson. Staff shall refer all media inquiries to the spokesperson. The spokesperson shall:

- Keep the Network Suicide Prevention Coordinator and the Board informed of Academy actions relating to the death;

- Prepare a statement for the media that includes the facts of the death, postvention plans, and available resources, and that does not include confidential information, speculation about motivation, means of suicide, or personal family information; and
- Answer media inquiries and, if a suicide is to be reported, encourage reporters to follow the national Recommendations for Reporting on Suicide (reportingonsuicide.org): avoid front-page or sensational placement, pictures of the deceased, describing the method, using the word “suicide” in headlines, the phrase “suicide epidemic,” linking the death to a single cause such as bullying, or speculating about reasons; and ask that coverage include warning signs and crisis resources, including 988.

9.3 Safe Messaging and Social Media

Research links certain kinds of suicide-related communication to increases in suicidal behavior, especially among adolescents. In all communications—with students, families, staff, the media, and on Academy websites and social media—staff shall: avoid describing the method or location of a suicide; avoid presenting suicide as a solution to problems or as an understandable response to bullying or other stressors; avoid romanticizing or memorializing the deceased in ways that confer celebrity; emphasize the connection between suicide and treatable mental health conditions; and always include help-seeking information and crisis resources.

After a death by suicide, the Academy shall encourage parents and guardians to monitor their children’s social media, where students often express grief and sometimes risk, and shall provide families with warning signs and guidance on how to respond. The Academy shall monitor its own official social media channels and respond to posts that indicate risk by following Section 8.

9.4 Postvention Following Other Deaths

The crisis team shall use the same framework to support students and staff after any sudden death in the MRA community, recognizing that any death can heighten risk for vulnerable students.

10. RELATED OBLIGATIONS

10.1 Bullying and Harassment

Persistent bullying can worsen isolation, despair, depression, and anxiety and can contribute to suicidal behavior in students who are already at risk. Once the Academy knows or reasonably should know of possible harassment or bullying, it shall promptly investigate, take steps to end the behavior, eliminate any hostile environment, and prevent recurrence, in accordance with Education Code § 234.1 and the Academy’s anti-bullying and nondiscrimination policies, regardless of whether a formal complaint is filed. Discussions of bullying and suicide with students shall center on prevention and help-seeking rather than on statistics or specific cases.

10.2 Duty of Care

Courts have found schools liable for failing to take proper action—particularly for failing to notify parents/guardians and failing to supervise—when a student was known to be at risk. The notification, supervision, documentation, and referral procedures in this policy exist to protect students first and also to ensure the Academy meets its duty of care. Staff are expected to follow them in every case.

APPROVAL

Adopted by the Governing Board of Mojave River Academy on _____.

_____ _____

Board President Secretary / Executive Director

APPENDIX A: WARNING SIGNS AND HOW STAFF SHOULD RESPOND

Warning signs are observable indicators that a student may be at risk now. Any one sign may not mean a student is suicidal, but several together, a sudden change, or any direct statement about suicide requires same-day referral under Section 8. Staff should pay particular attention to signs that appear in writing, messages, or virtual meetings, since these are often the main points of contact in independent study.

Warning signs to watch for

- Talking or writing about wanting to die, feeling hopeless, trapped, in unbearable pain, or being a burden to others
- Searching online for or asking about ways to die; giving away prized possessions; saying goodbye
- Withdrawing from friends, family, school contact, and activities; abrupt drop in engagement or submitted work
- Dramatic changes in mood, sleep, appearance, or behavior; increased anxiety, agitation, rage, or recklessness
- Increased alcohol or drug use; evidence of self-harm
- Recent losses or crises: a death (especially by suicide), relationship breakup, bullying or harassment, legal or disciplinary trouble, family rejection, or housing instability

How to respond

1. **Stay calm and take it seriously.** Give the student your full attention. Do not minimize, lecture, or react with shock.
2. **Ask directly.** “Are you thinking about suicide?” or “Are you thinking about killing yourself?” Asking does not plant the idea; it shows you care and opens the door to help.
3. **Listen without judgment.** Reflect what you hear, express concern, and let the student know that help is available and that things can get better with support.
4. **Do not promise secrecy.** Explain that keeping them safe matters more than keeping a secret, and that you will involve someone who can help.
5. **Do not leave the student alone.** Stay with the student in person, or stay on the line or in the session if the contact is remote, and have someone else bring in the Site Coordinator or a mental health professional.
6. **Refer the same day.** Follow Section 8. Document what you observed, what the student said, and what you did.

APPENDIX B: CRISIS AND REFERRAL RESOURCES

The Network Suicide Prevention Coordinator shall verify these contacts at least annually and shall add the crisis and mobile response lines for each county in which MRA students

Resource	Contact	Who it serves
988 Suicide and Crisis Lifeline	Call or text 988; chat at 988lifeline.org	Anyone in crisis or worried about someone, 24/7; Spanish and other languages available
Crisis Text Line	Text HOME to 741741	Anyone, 24/7, by text
The Trevor Project (TrevorLifeline, TrevorText, TrevorChat)	1-866-488-7386; text START to 678-678; thetrevorproject.org	LGBTQ young people under 25, 24/7
California Youth Crisis Line	1-800-843-5200; calyouth.org	California youth ages 12–24 and their families, 24/7
Teen Line	Call 800-852-8336 (6–10 p.m. PT) or text TEEN to 839863	Teens talking with trained teen listeners
County Behavioral Health crisis / mobile response	[Insert 24-hour crisis line for San Bernardino County and each additional county served]	County residents; Medi-Cal mental health plan access
MRA Network Suicide Prevention Coordinator	Mike Schanze, Director of Student Services (760) 792-7075	Staff and families seeking Academy support and referrals
Site Suicide Prevention Coordinator	Summer Flores (760) 680-5257	Point of contact for sites
Emergency	911	Imminent danger to self or others

Training and toolkit resources for staff

- California Department of Education, Youth Suicide Prevention page and Model Youth Suicide Prevention Policy (cde.ca.gov) — includes CDE-identified evidence-based online training programs
- American Foundation for Suicide Prevention, “After a Suicide: A Toolkit for Schools” and “Model School District Policy on Suicide Prevention” (afsp.org)
- Suicide Prevention Resource Center, “Preventing Suicide: A Toolkit for High Schools” (sprc.org)
- The Trevor Project, Lifeguard Workshop and educator resources (thetrevorproject.org)
- National Association of School Psychologists, school crisis and postvention resources (nasponline.org)
- Recommendations for Reporting on Suicide (reportingonsuicide.org)
- Family Acceptance Project, resources for families of LGBTQ youth (familyproject.sfsu.edu)

APPENDIX C: STUDENT AND FAMILY HANDBOOK LANGUAGE

The following summary shall be included in the MRA student/family handbook and on the MRA website:

SUICIDE PREVENTION AT MOJAVE RIVER ACADEMY

Protecting the health and well-being of every student is of the utmost importance to Mojave River Academy. The Governing Board has adopted a suicide prevention policy that protects all students through the following steps:

1. Students learn, in age-appropriate ways, how to recognize and respond to warning signs of suicide in themselves and friends, how to use coping skills and support systems, and how to seek help.

2. Each learning center has a designated Suicide Prevention Coordinator who serves as a point of contact for students in crisis and connects students to appropriate resources.

3. When a student is identified as at risk, a school-employed mental health professional will meet with the student the same day—in person or virtually—and will work with the student and family to connect them with local resources.

4. Students and families can reach national resources at any time: call or text 988 (Suicide and Crisis Lifeline); text HOME to 741741 (Crisis Text Line); or, for LGBTQ young people, call 1-866-488-7386 or text START to 678-678 (The Trevor Project).

5. All students are expected to help create a culture of respect and support in which students feel comfortable seeking help for themselves or friends. Students are encouraged to tell any staff member if they, or a friend, are feeling suicidal or in need of help.

6. Because of the life-or-death nature of these matters, confidentiality or privacy concerns are secondary to seeking help for students in crisis.

7. For the full policy, see the Academy's Student Suicide Prevention, Intervention, and Postvention Policy on the MRA website.

APPENDIX D: LEGAL AND REFERENCE AUTHORITIES

- **Education Code § 215** — Pupil suicide prevention policies (AB 2246, 2016; AB 2639, 2018; AB 1767, 2019; AB 58, 2021)
- **Education Code § 215.5** — Crisis line numbers on student identification cards (SB 972, 2018)
- **Education Code § 234.1** — Policies prohibiting discrimination, harassment, intimidation, and bullying
- **Education Code §§ 49602, 49604** — Confidentiality of school counselor communications; suicide prevention training for school counselors
- **Education Code § 49060 et seq.; 20 U.S.C. § 1232g; 34 C.F.R. Part 99** — Student records and FERPA
- **Penal Code § 11164 et seq.** — Child Abuse and Neglect Reporting Act
- **California Department of Education** — Model Youth Suicide Prevention Policy and Youth Suicide Prevention resources
- **AFSP, ASCA, NASP, and The Trevor Project** — Model School District Policy on Suicide Prevention (source document for this policy)
- **National Strategy for Suicide Prevention** — U.S. Surgeon General and National Action Alliance for Suicide Prevention

Coversheet

Approval of Instructure Canvas Next LMS and Mastery Connect Subscription and Implementation Services

Section: III. Action Items - Mojave River Academy Schools
Item: C. Approval of Instructure Canvas Next LMS and Mastery Connect Subscription and Implementation Services
Purpose:
Submitted by:
Related Material:
2026.10.22 Mojave River Academy Canvas and Mastery Connect Proposal.pdf
2026.10.22 Mojave River Academy Canvas Order Form with Early Access.pdf

Instructure.

Product & Services Proposal

Mojave River Academy

Instructure is pleased to present a tailored pricing proposal for Mojave River Academy. This proposal outlines our recommended solutions and cost investment based on your needs.

Instructure Product Subscriptions

Licensing for 5,300 Canvas and Mastery Connect Users

Canvas: $72,260 ($13.64/license)

- Canvas LMS
- 24x7 Support via phone, chat, and email
- 30 hours of strategic services
- Training Portal
- Custom URL

Mastery: $36,609 ($6.95/license)

- Mastery Connect
- Mastery Item Bank
- Desmos Tools
- Training Portal

Instructure Implementation, Success, and Training

- Standard Implementation (One-Time Cost): $43,130
  - Data provisioning and technical consulting
  - Implementation consulting
  - Project management
  - 30 hours of Strategic Consulting
  - 1 Custom-made Canvas Template
  - 20 hours of Instructional Design
  - 4 virtual Canvas Training sessions
  - 4 virtual Mastery Connect Training sessions
  - 1 Canvas Certified Technical Admin seat

Instructure.

Instructure, Inc.
6330 South 3000 East, Suite 700
Salt Lake City, UT 84121
United States

Order Form

Order: Q-615216-1
Date: 2026-10-07
Order Valid Through: 2026-10-30

Order Form for Mojave River Academy

Bill to Information

Entity Name: Mojave River Academy
Address: 16519 VICTOR ST, STE. 402
City: VICTORVILLE

State/Province: California

Zip/Postal Code: 92395-

Country: United States

Ship to Information

Entity Name: Mojave River Academy
Address: 19303 3RD St
City: Oro Grande

State/Province: California

Zip/Postal Code: 92368

Country: United States

Billing Contact

Name:

Email:

Phone:

Shipping Contact

Name: Scott Huffman

Email: shuffman@mojaveriver.net

Phone: +1 760-881-8242

Billing Information

Billing Frequency: Annual Upfront
Billing Frequency Term: Non-Recurring items will be invoiced upon signing. Recurring items will be invoiced 30 days prior to the annual start date.

Payment Terms: Net 30

Year 1								
Ref	**Description**	**Start Date**	**End Date**	**Invoice**	**Metric**	**Qty**	**Price**	**Amount**
S30	Early Access Fee	2026-11-01	2027-06-30	Non-Recurring	Per Month	8	USD 0.00	USD 0.00
S11,S18, S20,S21, S22	Canvas Next Implementation Bundle	2027-07-01		Non-Recurring	Per Each	1	USD 37,000.00	USD 37,000.00
S24	Mastery Connect Implementation Bundle	2027-07-01		Non-Recurring	Per Each	1	USD 6,130.00	USD 6,130.00
S1,S4	Canvas Next/MC Subscription Bundle	2027-07-01	2028-06-30	Recurring	User	5,300	USD 12.38	USD 65,614.00
S2	Tier 1 Support (includes 24x7 Support)	2027-07-01	2028-06-30	Recurring	Fixed Price	5,300	USD 2.70	USD 14,310.00
S3	Strategic Success Retainer	2027-07-01	2028-06-30	Recurring	Per Hour	30	USD 225.00	USD 6,750.00
S5	Mastery Connect Online PD Subscription	2027-07-01	2028-06-30	Recurring	Per Each	1	USD 2,000.00	USD 2,000.00
S6	Mastery Item Bank Subscription	2027-07-01	2028-06-30	Recurring	User	5,300	USD 2.40	USD 12,720.00
S7	Desmos Tools & Calculators	2027-07-01	2028-06-30	Recurring	User	5,300	USD 0.75	USD 3,975.00
S8	Training Portal Essential Subscription - (Recurring)	2027-07-01	2028-06-30	Recurring	Per Each	1	USD 2,000.00	USD 2,000.00
S9	Custom URL	2027-07-01	2028-06-30	Recurring	Per Each	1	USD 1,500.00	USD 1,500.00

Billing Summary			
Segment	**Recurring**	**Non-Recurring**	**Total**
Year 1	USD 108,869.00	USD 43,130.00	USD 151,999.00
Total	**USD 108,869.00**	**USD 43,130.00**	**USD 151,999.00**

Products	Description	Qty
Canvas Plus/Next Standard Implementation	This unified implementation package provides the professional services and technical setup required to successfully deploy Canvas LMS, Impact, and Canvas Studio. Project Management & Consultation Dedicated Consultants: Access to Canvas consultants for the duration of your project (typically 10–12 weeks, with flexibility to extend up to 24 weeks) to provide targeted, one-on-one guidance, best-practice advice, and process Q&A. Customized Project Plan: The project will be managed remotely using a shared, customized plan covering all implementation tasks, assignments, timelines, and insights into technical services (e.g., custom development or course migration). Regular Check-ins: Includes regular project check-in calls to ensure milestones are met and to answer questions. Technical Configuration & Instance Setup Canvas LMS: Creation and access to one (1) Canvas LMS instance for up to five (5) administrators. The instance will be configured with a requested ""institutionname.instructure.com"" URL (subject to availability). Includes access to API information, guides, public courses, and best practice documentation. Canvas Studio: Creation of one (1) Canvas Studio instance, including Admin creation and full integration with Canvas LMS via LTI. Impact: Setup of one (1) Impact instance, including configuration of the customer's SaaS environment (Production & Beta), support center routing, and activation at the go-live date. Data Provisioning & Integration Data Support: One-on-one data provisioning support to populate user data into Canvas LMS via manual creation, CSV import, or SIS integration. Integration Setup: Consultants will assist in establishing SFTP access (if desired) or performing SIS integration (including grade pass-back). Manual provisioning and CSV imports are configured and tested by the customer with basic guidance. Testing: Instructure will assist with one test using production data. Scope & Considerations Implementation is limited to configuration within one (1) instance of the customer's designated learning platform. Excludes API-related coding/development. Additional testing or test environments require the purchase of additional technical consulting hours. Implementing Impact tools for future changes to the learning platform or additional instances will result in additional service fees. In such circumstances, it is the customer's responsibility to verify the compatibility of Impact tools with the new learning platform.	5,300.00
Canvas Next - Strategic Implementation Consulting	As part of the implementation process, your strategic consultant will lead critical conversations needed during implementation to ensure our platform is configured enabling a successful rollout. Your strategic workshops will include: *Canvas Vision, Goals, and the Instucture Success Model *Understanding Canvas Account Fundamentals *Considerations for Canvas Content Creation & Sharing *Considerations for Canvas Skills/Assessments *Understanding Canvas Reports, Analytics, & Support Options *Impact Implementation Kickoff *Understanding Impact Pages, Features, & Segments *Creating Impact Guides *Utilizing Reports, Resource Center, & Dashboards *Impact Use Case Planning & Development Workshop(s) *AI Visioning & Goal Setting *AI Governance, Policy, & Communication *AI Effective Prompting *Evaluating AI, AI Usage, & Return on Investment *Strategic Onboarding Plan with Next Steps Scheduling and usage of consulting services are subject to consultant availability and capacity. An Asynchronous option may be requested if meeting in person is not possible or desired. Working hours are limited to Instructure normal operating business hours including company holidays. Services are delivered remotely.	1.00
Canvas Certified Technical Administrator Certification Bundle		1.00
Canvas Certified Technical Administrator Certification Program	One enrollment in a series of 3 online courses to complete the Canvas Certified Technical Administrator program. Once a named participant has enrolled in and begun the first course in the program, the named participant may not be swapped for a different named participant. Delivery of the Canvas Certified Technical Administrator program is only available in English. Institutions who purchase at least 1 Canvas Certified Technical Admin seat and a quantity of Canvas Certified Educator seats equal to or greater than 10% of their faculty (10 seat minimum) will receive Canvas Certified Institution designation. Canvas Certified Institution designation is valid for two years. For details on the Canvas Certified Institution please see https://docs.google.com/document/d/1Z1HudS9yQXiZ9CnWDnJ9RJ2MAui-QgUtQ_humsj2VWU/preview#heading=h.va6eb3bwsku8	1.00

Canvas Certified Technical Administrator Support Benefit	Upon completion of a Canvas Certified Technical Administrator program, a named field admin will have the option to have their support tickets routed to second level support upon submission, bypassing tier 1 support. Access to the support benefit is only available for the field administrators who have completed the Canvas Certified Technical Administrator program and/or recertified and is only available while the field admin works at the institution that has purchased this benefit. Support benefit is not transferrable to other institutions or other field administrators. Customer must have an active subscription to Canvas in order to access and utilize the Canvas Certified Technical Administrator Support Benefit. Any unused services that remain after Customer's Canvas subscription has lapsed are non-refundable.	1.00
Instructional Design - Custom Template	Deliverables include one-course template with customized components designed according to customer specifications. Components may include: Templated home page, templated module structure, templated page, templated discussion, templated assignment, templated quiz, templated announcement, and/or templated syllabus page. Template graphical assets may include: Up to 5 custom course banners, up to 8 custom home page buttons, up to 1 course card, up to 20 standard icons (icons may be recolored to match branding guide), and up to 4 color-coordinated design page elements for templated pages (internal page headers, footers, and content dividers). Up to 2 revision requests may be requested by the Customer after the mood board is delivered by Instructure. Up to 1 revision requests may be requested by the Customer after the template is delivered by Instructure. The Customer has up to 3 business days to request a revision after each draft delivered by Instructure or the template will be considered complete. Services expire 12 months from execution of this agreement. This course template and all of the content and assets within it are licensed for use on one instance of Canvas LMS. Please do not share this course template in whole or in part outside of the licensed instance for which this course template and associated contents were purchased.	1.00
Canvas LMS - Tier 1 Support Setup	One-time fee for Tier 1 Support	1.00
Instructional Design - Remote Consultation (Hourly)	Hourly remote consultation with members of our Instructional Design Team. Time spent will be tracked and reported to the client and may include contact time via phone, email, or web conference or time spent preparing requested materials or deliverables. Services that may be delivered include: course reviews, course enhancements, course building, design coaching, and consultation around design projects that support institution goals. Scheduling and usage of consulting services are subject to consultant availability and capacity. Consultant assigned to work will be selected based on scheduling need and available capacity. Working hours are limited to Instructure normal operating business hours including company holidays.	20.00
Canvas LMS Virtual Training	One session of personalized virtual (remote) training of up to 90 minutes for 50 participants with a primary focus on Canvas LMS, which may be combined with content from other Instructure products (time allowing). Asynchronous options may be requested if live training is not possible or desired. Scheduling and usage of training services are subject to consultant availability and capacity. A ten (10) business day advance notice is required to cancel or reschedule virtual training sessions. Working hours are limited to Instructure normal operating business hours including company holidays.	4.00
Multi-Product Strategic Consulting - Remote Consultation (Hourly)	Hourly remote consultation with a member of our Strategic Services team. Time spent will be tracked and reported to the client and may include contact time via phone or web conference or time spent preparing requested materials or deliverables. Strategic services will provide a recommended plan for the consultation time, and customizations can be made based on client specific needs. Services that may be delivered include: * Interactive webinars on a variety of topics addressing rollout strategy and adoption best practices * Review and feedback of client's vision and goals * Review and feedback of client's strategic or change management plans * Consultation and guidance in development of a client change management strategy * Consultation and coaching on product adoption strategies and user buy-in * Guidance with Instructure products through institution initiatives * Planning templates, customizable frameworks, and resources that support planning or help with the connection between Instructure products and institution instructional frameworks and pedagogy Scheduling and usage of consulting services are subject to consultant availability and capacity. Consultant assigned to work will be selected based on scheduling need and available capacity. Working hours are limited to Instructure normal operating business hours including company holidays. Consulting is applicable for Canvas and Mastery products.	30.00
Mastery Connect Implementation Bundle		1.00

Mastery Connect Implementation	Project Management: * Instructure consultants will be assigned to work with you to complete your rostering, authentication and LTI installation. * All project management will be performed remotely. Configuration: * Configuration of one Mastery Connect instance, including administrators, authentication, rostering, etc. * Additional data provisioning support to get your user and/or standard data into Mastery Connect, through one of the following methods: manual creation, CSV import, or SIS integration. * The following SIS integrations are supported. Any SIS not listed below will need to be provisioned by manual entry or CSV import. ** Aeries ** Aspen ** Aspire ** Classlink ** Clever ** Focus ** Infinite Campus (v1.2) ** PowerSchool (See note below) ** ProgressBook (DASL) ** Q (Aequitas) ** Qmlativ (Skyward) ** Sapphire ** SchoolTool ** Skyward (SMS 2.0) ** Synergy PowerSchool requires a OneRoster licensing agreement for Instructure customers utilizing PS version 21.4.1 or greater. Customers provisioning Canvas via this OneRoster integration can use the same credentials for the MasteryConnect integration. Customers who are not on the minimum PowerSchool version will need to use Clever, Classlink, or SFTP w/ CSV files to provision data to MasteryConnect. * Manual provisioning and CSV imports are configured and tested by you with basic guidance from your consultants; your consultants and you will both perform tasks to establish SFTP access (if desired) or perform SIS integration. * Authentication integration support for your LDAP and SAML as configured by you (available to Teachers and Admins only). Access to guides and troubleshooting assistance.	1.00
Mastery - Strategic Implementation Consulting (Non-Recurring)	As part of the implementation process, your strategic consultant will lead critical conversations needed during implementation to ensure our platform is configured enable a successful rollout. Your strategic workshops will include: *Vision, Goals & Success Metrics *Understanding Account Fundamentals *Considerations for Content Creation & Sharing *Considerations for Skills/Assessment *Understanding Reports, Analytics, & Support Options * Strategic Onboarding Plan with Next Steps Scheduling and usage of consulting services are subject to consultant availability and capacity. An Asynchronous option may be requested if meeting in person is not possible or desired. Working hours are limited to Instructure normal operating business hours including company holidays. Services are delivered remotely.	1.00
Mastery Connect - Instance Setup	Setup of one Mastery Connect instance	1.00
Mastery Virtual Training	One session of personalized virtual (remote) training of up to 90 minutes for 50 participants with a primary focus on Mastery Connect, which may be combined with content from other Instructure products (time allowing). Asynchronous options may be requested if live training is not possible or desired. Scheduling and usage of training services are subject to consultant availability and capacity. A ten (10) business day advance notice is required to cancel or reschedule virtual training sessions. Working hours are limited to Instructure normal operating business hours including company holidays.	4.00
Early Access Fee	This fee is assessed to provide your admins access to the instance prior to the subscription start date for the purpose of configuring account settings and/or creating content. No active teaching shall be done during this period. The fee does not guarantee an early start to any implementations purchased for this subscription. Where purchased, implementations typically begin 90 days prior to the subscription start date, but may start sooner based on the capacity of the Instructure consulting team. Access to Customer Success Managers and/or Support for prior to the subscription start date is not included.	8.00
Canvas Next Subscription	Includes Canvas Core capabilities for content, communication, and assessment, and Canvas Plus capabilities to strengthen core teaching practices and make learner engagement visible—along with advanced AI that reduces manual effort, surfaces deeper insights, and help teams transform their workflows without sacrificing control.	5,300.00
Tier 1 Support (includes 24x7 Support)	Tier 1 support per year (minimums apply)	5,300.00
Strategic Success Retainer	Strategic Success Retainer hours can be utilized for a variety of service needs, including, Strategic Consulting, Training, Instructional Design, Technical Consulting, or Migration services. Strategic Success Retainer hours can be used with Canvas LMS, Canvas Career, Parchment Digital Badges, Studio, Canvas Catalog, Mastery Connect, Impact, Learn Platform. 25% of the hours are required to be used each quarter of the contract. An onsite engagement is not included, but may be approved with mutual agreement on an hours required to support an onsite visit, or similar. Time spent will be tracked and reported to the client and may include contact time via phone or web conference or time spent preparing requested materials or deliverables. Scheduling and usage of consulting services are subject to consultant availability and capacity. Consultant assigned to work will be selected based on scheduling need and available capacity. Onsite days may not be split across a weekend. Working hours are limited to Instructure normal operating business hours including company holidays.	30.00
Mastery Connect Subscription (Users)	Mastery Connect - Subscription	5,300.00
Mastery Connect Online PD Subscription	Unlimited access for faculty and staff users to online training video library.	1.00
Mastery Item Bank Subscription	Mastery Item Bank subscription for ELA, Math, Science and Social Studies featuring learning standards alignments for all 50 States, D.C., Common Core and Next Generation Science Standards.	5,300.00

Training Portal Essential Subscription - (Recurring)	Unlimited access to all on-demand Canvas LMS training content for teachers and admins through the Training Portal from Effective Date until the earlier of 12 months after subscription start date or the last date of the contracted subscription.	1.00
Custom URL	Annual fee for the configuration and/or continued access to a custom URL for use with Canvas LMS.	1.00

3rd Party Product	Description	Qty
Desmos Tools & Calculators	Desmos is an online math solution with a series of graphing calculators that can be embedded into online assessments to provide students with a way to graph functions, plot data and evaluate equations.	5,300.00

Quote Special Terms

Recurring items on this Order Form (other than any 3rd Party Products) shall automatically renew for succeeding terms of 12-month duration at an annual price increase of **5%** unless either party gives the other party 60 days' written notice of its intent not to renew prior to the expiration of the then-current term.

The services provided under this Order Form shall begin on the first year Start Date set forth above and continue through the last year End Date set forth above, provided, however, that Instructure may provide certain implementation related services prior to the first year Start Date at its sole discretion.

The number of Users for which Customer has purchased subscriptions is specified on the applicable Order Form ("Contracted User Count"). Customer acknowledges that Instructure may reference data from Customer's student information system ("SIS") or other authoritative data source used by Customer to manage user records to verify the number of active Users accessing the Service during the applicable subscription period ("Active User Count").

User Clause: User Metric reflects the maximum number of individuals authorized by the Customer to access and/or use the Service and Customer has paid for such access and/or use.

User Typical Use Clause: In the event Customer enables access to the Service to more Users over a given contract year than are allocated to such contract year as set forth above, then Instructure reserves the right, in its sole discretion, to invoice the Customer for such additional number of Users. In addition, the User fees set forth above are based on the assumption that Customer's Users will use the Service commensurate with the average usage patterns of users across Instructure's user base in the aggregate (such average usage being referred to herein as "Typical Use") and do not account for usage of the Service by Customer's Users beyond such Typical Use. To the extent the Users' usage of the Service, in the aggregate, exceeds the Typical Use at any given time, Instructure reserves the right, in its sole discretion, to increase the fees by an amount proportional to such excess usage. In the event Instructure increases the fees pursuant to this paragraph, Instructure shall send an invoice to Customer for the applicable increase along with documentation evidencing the additional usage of or additional Users who have access to the Service giving rise to such fee increase. Any invoice sent pursuant to the foregoing shall be due and payable within 30 days of receipt.

Agentic Tokens. Agentic feature usage included in the annual subscription is 30 credits per FTE and full-time User as specified in the applicable Order Form. Additional credits may be purchased at Instructure's then-current rates.

Non-Recurring Expiration: Unless otherwise stated in an applicable Statement of Work or this Order Form, Non-Recurring Products and 3rd Party Products must be completed within 12 months beginning on the later of the last date of signature or the Initial Start Date specified in this Order Form.

Usage and Storage Limits. Services are subject to usage or storage limits specified in Order Forms and Documentation. If Customer exceeds a stated usage or storage limit, Instructure may work with Customer to seek to reduce Customer's usage or storage so that it conforms to that limit. If, notwithstanding Instructure's efforts, Customer is unable or unwilling to abide by a contractual usage or storage limit, Customer will execute an Order Form for additional quantities of the applicable Services promptly upon Instructure's request.

User Count Verification and Reconciliation. Customer shall ensure that the number of active Users accessing the Service does not exceed the Contracted User Count on the applicable Order Form. Instructure may periodically compare the Active User Count, as indicated by the SIS or Instructure's own system data, against the Contracted User Count. If Instructure determines that the Active User Count exceeds the Contracted User Count, Instructure will notify Customer in writing. Within thirty (30) days of receipt of such notice, Customer shall either (a) reduce the Active User Count to conform to the Contracted User Count, or (b) execute an Order Form for additional subscriptions to cover the excess Users at Instructure's then-current rates, prorated for the remainder of the applicable subscription term, and/or pay any invoice for excess usage.

Terms and Conditions

Governing Terms: This Order Form shall be governed by the Master Terms and Conditions which can be found here: https://www.instructure.com/policies/mastertermsconditions

Data Processing Addendum: The data processing addendum between the parties is available at: https://www.instructure.com/policies/data-processing-addendum

PURCHASE ORDER INFORMATION	TAX INFORMATION
Is a Purchase Order required for the purchase or payment of the products on this order form? Please Enter (Yes or No):	Check here if your company is exempt from US state sales tax:
If Yes, please enter PO Number:	*Please email all US state sales tax exemption certifications to ar@instructure.com*

Customer purchasing documentation, such as Purchase Orders, shall only be used as proof of acceptance of the Order Form referenced therein, and the associated Master Terms and Conditions. Any terms and conditions included in any such Customer purchasing documentation are hereby expressly disclaimed by Instructure, shall be void and of no effect, and shall in all cases be superseded by the applicable Master Terms and Conditions.

By executing this Order Form, each party agrees to be legally bound by this Order Form.

Mojave River Academy		**Instructure, Inc. (USA/CAN)**	
Signature:	_____	Signature:	_____
Name:	_____	Name:	_____
Title:	_____	Title:	_____
Date:	_____	Date:	_____