

GLENN COUNTY PLAN FOR EXPELLED STUDENTS



GLENN COUNTY
OFFICE *of* EDUCATION

School Districts:

Capay Jt. Union School District
Hamilton Union School District
Lake School District
Orland Unified School District
Plaza School District
Princeton Jt. Unified School District
Stony Creek Jt. Unified School District
Willows Unified School District
Walden Academy
Glenn County Office of Education

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INTRODUCTION

Current law authorizes governing school boards to expel students for specified offenses and categorizes the offenses by degree of seriousness and the corresponding amount of discretion governing boards have in responding to them. There are three categories of offenses:

1. Less serious offenses for which the governing board may expel a student.
2. More serious offenses for which the principal or superintendent must recommend expulsion unless mitigating circumstances exist and the governing board may choose not to expel the student.
3. Mandatory offenses for which the principal or superintendent must immediately suspend and recommend expulsion and the governing board must expel the student if the offense was determined to have occurred.

With the enactment of AB 922, Statutes of 1995, Chapter 974, Education Code 48926 and SB 966 requires in the addition to the above that all districts ensure an educational program is provided for all expelled students. The law mandates that each county superintendent in conjunction with the superintendents of the school districts within the county:

1. Develop a plan for providing education services to all expelled pupils in a county, developed in conjunction with the superintendents of the school districts within the county.
2. That the plan shall be adopted by the governing board of each school district within the county and by the county board of education.
3. That the plan shall meet the requirements of AB 922 and SB 966.
 - Identify existing educational alternatives for expelled pupils.
 - Identify gaps in educational services to expelled pupils.
 - Identify strategies for filling those gaps in services.
 - Identify alternative placements for pupils who are expelled and placed in the district community day school programs, but who fail to meet terms and conditions of their rehabilitation plan or who pose continuing danger to school safety as determined by the governing board.
 - AB 922 Section 48916.1 specifies that any alternative educational programs provided may be operated by school districts, county superintendents of schools, consortia of districts, or jointly by school districts and County Superintendent of Schools. Governing boards must exercise caution however, not to combine or merge the educational programs provided to students expelled from grades K-6 with those offered to students 7-12. In making these placements, school districts should consider the appropriateness of the identified placement for each student.

- Students expelled from grades 7-12, only, may participate in independent study, when available, in the programs in which they are placed, pursuant to subdivision (a) of section 48916.1. However, such placement requires parent or guardian consent.

SB 966 added a provision that requires a governing board to refer students who are expelled pursuant to subdivision (b) and (e) of section 48915, to a program of study that:

1. Can appropriately accommodate students who exhibit discipline problems.
2. Is not provided at a comprehensive middle, junior, or senior high school.
3. Is not housed at the school site attended by the student at time of expulsion.

SB 966 also notes that if a county superintendent of schools certifies that such a program of study, considered appropriate for students expelled according to subdivision (e) is available only at a comprehensive middle, junior, or senior high school, or another elementary school, the expelled student may be placed in that program, but not at the site from which the student was expelled.

Finally, AB 922 requires the county board of education and the governing board of each school district within the county to (1) adopt the plan, (2) submit the plan to the State Superintendent of Instruction by June 30, 2006, and (3) submit an update to the plan, including the outcome data require by section 48916.1, every three years.

Therefore, the following plan has been developed in joint effort with the Glenn County Office of Education, and Local School Districts with the express purpose of providing educational services for all students who are expelled pursuant to due process of education codes.

OVERVIEW OF ALTERNATIVE PROGRAMS

The 9 school districts and the Glenn County Office of Education (GCOE), serving 5,386 students offer opportunities for students who are in need of traditional and/or alternative education programs. Several individual school districts offer a spectrum of services and GCOE offers additional options. This combination provides a continuum of alternatives for expelled students.

District Educational Alternatives for Expelled Youth

School districts located within Glenn County may offer the following alternatives for expelled youth, depending on the specific offense, the education code violation, and program availability:

1. Suspended enforcement of the expulsion with placement on the same school campus. [E.C. 48917(a)]
2. Suspended enforcement of the expulsion with placement on a different school campus within the district, or an alternative program such as continuation school programs. [E.C. 48917(a)]
3. Suspended enforcement of the expulsion with voluntary placement on District Contracted Study (Independent Study), if parent agrees.
4. Expulsion with referral to a District Community Day School program if available; [E.C. 48660-49667]. The priority of student placement in these programs according to [E.C. 48662] is as follows:
 - 1st Pupils expelled pursuant to subdivision (d) of [E.C. 48915].
 - 2nd Pupils expelled for any other reason.
 - 3rd All other pupils.
5. Expulsion with referral to a Juvenile Court School if the offense warrants placement in juvenile hall.

Actual referral to such a placement is made by the district governing board or by a similar district referral process. If the recommended placement is outside of the district, the staff of the recommended placement will be involved in the decision, prior to referral.

Rehabilitation plans are the sole responsibility of the district of residence. The local district is responsible for the development of the plan, referring the student to an appropriate educational program, and ensuring that an educational program is provided either within or outside the school district. This rehabilitation plan may involve one or more of the placement options outlined. A student who is simply in need of an educational alternative may also access these programs through a district and/or county referral process.

Expelled students who fail to meet the terms of the district rehabilitation plan may be referred to a different school, another district program, a district community day school program, or a Glenn County Office of Education alternative program. An Individual Learning Plan will be developed with the students' parents and the County Office of Education staff. Part of this plan may include a goal of returning

to the school district of residence after the district expulsion term. If students fail the County-operated program, they are referred back to the district for possible review and re-placement.

At the time of expulsion, the governing board must set a date when the student shall be reviewed for re-admission to the District. Upon completion of the readmission requirements, the governing board must readmit the student unless it is determined the student has not met the conditions of the rehabilitation plan or poses a continuing danger to school safety. If the governing board elects not to readmit the student, the board must state its reasons in writing and either continue the alternative placement of the student or place the student in another program of study.

Educational Alternatives for Expelled Youth

The three educational options for expelled students is based on the philosophy and needs of each particular school district. Some school districts use the Glenn County programs as an educational option for those students expelled under a district no-tolerance policy, while others use a county program as an alternative placement. The individual districts may use their own Community Day School programs, William Finch Charter School (GCOE), or if probation is involved, there is an agreement in place to educate students at the Tehama County Juvenile Hall Court School, as the options for expelled youth in grades 7 - 12:

1. Daily educational programs are offered at the district community day programs.
2. Contracted study programs through William Finch Charter School. The programs of Independent Study (IS) require students to complete a minimum of 20 hours of education product per week. Independent study programs must be offered as an option, and never a requirement.
3. Court School is run on a modified schedule of 4-5 hours of course work per school day.

The priority of student placement in the County programs is as follows:

1. Students in grades 7-12 who are expelled for mandatory offenses [E.C. 48915 (d)] from districts which do not operate District Community Day School programs.[E.C.48662 (b) (4)]
2. Students in grades 7-12 who are expelled for mandatory offenses [E.C. 48915 (d)] from districts that have established a District Community Day School program, pursuant to a written agreement with the Glenn County Office of Education. [E.C. 48662 (b) (4)]
3. Students in grades 7-12 who are expelled for any other reason. [E.C. 48662 (b) (1)].
4. Students in grades 7-12 referred by the Probation department. [E.C. 48662 (b) (2)]

5. Students in grades 7-12 who are referred by a school district School Attendance Review Board or Truancy Mediation process or other school district referral process.[E.C. 48662 (b) (3)]

2015 DISTRICT AND COUNTY GAPS, STRATEGIES IN EDUCATIONAL SERVICES, AND PROGRESS REPORT

There are three major gaps that existed in 2017 with respect to providing educational services to expelled pupils. Following each gap is the county/district strategy for addressing these gaps and progress report.

1. It may be that an expelled student is referred to an alternative program, either district or county, and the student does not enroll or attend.

Strategy:

The sending districts will notify the receiving program and keep track of all expelled students so that youth will not drop through the cracks or get lost in the system. If a student is referred to another district program, or a County alternative program, the receiving program will provide timely notification to the sending district if the student does not attend.

Progress

Sending districts and programs receiving referred students utilize the cumulative file request system to verify student transfers, including expulsions. In severe cases communication also involves probation. This item is considered successfully completed.

2. Small school districts within Glenn County generally expel very few students during the course of a school year; so few students are expelled that having a special class or program for such students located in each district may not be financially feasible.

Strategy:

Districts explored MOU agreements with districts providing District Community Day schools or refer to a county operated alternative program.

Progress

The number of districts without Community Day School programs has remained the same since 2017. Districts continue to look for options and deal with expelled students on a case by case basis. Independent Study is utilized through the high school programs or county home study through Wm. Finch Charter School.

3. A student enrolled in a District Community Day School could commit another expellable offense that does not justify placement in Juvenile

Hall; in which case there may not be another placement for the student.

Strategy:

The County Office of Education will establish an Ad Hoc committee to meet and explore various placement options. Districts will explore MOU agreements with districts providing District Community Day schools or refer to an Independent study program. In addition, the COE will work with the CDE to explore the option of starting a County Community Day School for such times that the District programs are not appropriate.

Progress

The districts and county office continue to explore placement options. Small districts address student needs on an individual, as need, basis. These placements include Independent Study and Home Study. The superintendent's meet monthly, this fulfills the need for an Ad Hoc committee. Countywide issues, such as expulsion concerns, and the Student Attendance Review Board are discussed within that body. Funding for County Community Day Schools is not currently sufficient to make this a viable option.

2017 DISTRICT AND COUNTY GAPS, STRATEGIES IN EDUCATIONAL SERVICES, AND PROGRESS REPORT

Glenn County continues to see two gaps in service to expelled students. Following each gap is the county/district strategy to address the concern.

1. School districts within Glenn County generally expel very few students during the course of a school year; so few students are expelled that having a special class or program for such students located in each district is not financially feasible.

Strategy

The county office programs are available to all districts without programs for expelled students. Communication continues between districts and the county office on a case by case basis to meet student needs. Currently County Level Opportunity classes are available to support expelled students. When funding allows, a county level Community Day School will be implemented.

2. A student enrolled in a District Community Day School could commit another expellable offense that does not justify placement in Juvenile Hall; in which case there may not be another placement for the student.

Strategy

Districts and the county office will explore Memorandums of Understanding with districts providing Community Day Schools or refer students to the county Independent/home study charter school, Wm. Finch, if one is not available in the district.

SERVICES TO HIGH RISK STUDENTS

Glenn County Office of Education, in conjunction with the school districts, is implementing or has implemented the following interventions to address the needs of high risk students.

1. A higher awareness of high risks students and their issues is needed.

Strategy

PBIS (Positive Behavior & Intervention Supports) trainings and programs have been implemented countywide.

The Fred Jones behavioral program has been presented, demonstrating the 40 Developmental Assets and how they affect learning.

Alternative education, preschool and other programs have received training on the needs of emotionally disabled students.

Professional Development will continue to focus on the needs of high risk students including addressing parent issues and classroom management.

2. Students entering Glenn County alternative education programs in elementary or intermediate school tend to stay in alternative programs and have a higher likelihood of becoming drop outs.

Strategy

The GCOE run Opportunity School services were discontinued in 2016, however, Orland and Willows developed their own programs, thereby increasing the availability of options for students.

Increase the focus on clear placement process and return to general education within the Opportunity School classes. Upon placement in the program a return plan will be established with the goal of returning the student to general education within nine weeks unless extenuating circumstances exist.

3. Countywide services are needed to keep students from falling through the cracks and becoming dropouts.

Strategy

Implement a countywide dropout recovery program through the county office of education.

Increase communication between the various county alternative education services including district Community Day Schools and Glenn County Probation for TCOE Court School staff. This increased communication will serve to reduce the isolation of alternative education teachers, develop

a Professional Learning Community atmosphere among the teachers, and improve overall alternative education instruction in the county. A county level School Attendance Review Board has been successfully reinstated as well.

4. A significant sub-set of high risk student populations are English Learners.

Strategy

Increase focus on serving the needs of English Language Learners, that should be reflected in each school's LCAP. Having countywide programs, thereby covers more students since juvenile court school traditionally serves a more transient high school population.

BEHAVIORAL INTERVENTIONS USED TO MINIMIZE SUSPENSIONS AND EXPULSIONS ESPECIALLY RELATED TO MINORITY STUDENTS.

Suspension and expulsion processes have reduced the focus on student gang involvement, focusing instead on the specific incident. This has reduced the incidence of minority suspensions and expulsions in some districts.

SUMMARY OF THE PROCESS OF REFERRAL

Law Enforcement Citation

Upon the student's violation, where they have committed an expellable offense, law enforcement will be notified and requested to cite the student on an appropriate Penal Code violation and refer to Glenn County Probation.

Pre-Expulsion Hearing

The district has the option of conducting a Pre-Expulsion Hearing in order to gather the facts of the case.

Rehabilitation Plan – Include Staff from Receiving Program Options

The school district of residence continues to maintain responsibility for developing and monitoring a rehabilitation plan, referring the student to an appropriate educational setting, and ensuring that an educational program is provided either within or outside the school district. The school district will consider all district placement possibilities before considering a county program. When a county program is being considered for placement, the placement meeting will include staff from the county program, to discuss appropriate options, before the student is referred.

County Program Determined Inappropriate

When it has been mutually determined by the receiving program and the sending school district that a GCOE alternative program may not be an appropriate educational placement for a student, the sending district shall be responsible for identifying and providing for an alternative educational placement.

Individual Learning Plan

Some expelled students will be referred to district Opportunity School Programs. An Individual Learning Plan (ILP) will be developed with the student's parents and county staff. Part of the plan may include a goal of returning to the school district of residence after the district expulsion term.

End of Expulsion

Expelled students who complete their rehabilitation plan obligations are reviewed by the district for possible return to a regular district program. Expelled students who fail to meet the terms and conditions of the district rehabilitation plan may be referred to a different district school, another district program, a District-run Community Day School Program (if available), or the Glenn County Office of Education William Finch Independent Study Program.

Countywide Alternative Education Programs

District/School	K – 6	7 – 8	9 – 12	MOU with District/COE	Expulsions 2015-2016	Expulsions 2016-2017
Capay School	Independent Study	Independent Study	N/A	Hamilton Unified School District	0	0
Hamilton Unified School District	CDS	CDS	CDS & Ella Barkley Continuation		1	4
Lake Elementary School	No	No	N/A	Hamilton Unified School District	0	0
Orland Unified School District	No	CDS	CDS & North Valley Continuation		3	1
Plaza Elementary School	No	No	N/A	Hamilton Unified School District	0	0
Princeton Jt. Unified	No	No	No		0	3
Stony Creek	No	No	Bidwell Point		1	0
Willows Unified School District	No	No	Willows Community High School		5	5
Glenn County Office of Education	Independent Study	Independent Study	Independent Study		0	0
Walden Academy	No	N/A	N/A		0	0

