

# COUNTYWIDE PLAN FOR PROVISION OF EDUCATIONAL SERVICES TO EXPELLED STUDENTS

## STANISLAUS COUNTY OFFICE OF EDUCATION

Triennial Update  
June 2018

Stanislaus County Office of Education (SCOE) and districts continue to work together on an on-going basis to assure this population of students' educational experience is viable and students are successful.

### 1. School District Educational Alternatives for Expelled Students

- Suspend expulsion - return to same site
- Suspend expulsion - assign to different site
- Suspended expulsion - placement on a contract for behavior
- Expulsion - assign to Stanislaus County Alternative Education Programs
- Expulsion - inform parents of Charter or private school options in the area

The Stanislaus County Office of Education Alternative Education Program, offers the following options in their community school for youth expelled under district policies or state law, and youth who are out of control, youth who have been expelled for reasons under 48910 and 48915 and those on suspended expulsions.

- Daily educational programs that meet for 240 minutes per day in community classrooms.
- Contracted study programs that require students to complete a minimum of 20 hours of educational product and a minimum of 1 hour of in-class assignment each week.
- Daily educational programs that meet from 60 to 200 minutes combined with a Contacted Study Program with a minimum expected product of 20 hours.
- Contracted Study Programs that require students to complete a minimum of 20 hours of educational product with 60 to 300 minutes of direct contact with an instructor each week.

These options will be available at the following sites depending on the size of enrollment:

1. John B. Allard Center, Turlock
2. Stanislaus County Institute of Learning, Ceres
3. Empire Community School, Empire
4. Stanislaus Culinary Arts Institute, Oakdale
5. Stanislaus Industrial Technology Institute, Patterson
6. Petersen Alternative Center for Education, Modesto
7. Stanislaus Alternative Charter - countywide

## A/B. Behavioral intervention practices, at the site and district levels

- Peace Builders
- PBIS
- Gang Intervention specialist
- Increased School site counseling
- Conflict Mediation
- Drug and Alcohol counseling
- Restorative Justice
- Trauma Informed Classroom strategies
- Bully Free @ TUSD
- Just Say GO!
- Character Counts
- Bridge Program
- Parent conferencing
- Probation intervention
- Saturday School
- In School Suspension
- Detention
- School to home meetings and conferences
- No Excuses University
- Disproportionality Training
- Mental Health clinicians, BCBA's on site

## C. Support for students returning from expulsions

SCOE and district personnel communicate effectively to substantiate conditions for readmission and to assure students are successful. A county-wide committee of Child Welfare and Attendance representatives from each district meet quarterly to maintain a level of consistency and to resolve any issues with students. In addition districts have implemented:

- One on one meeting with district administration to review behavioral and academic status and decide best district placement
- District site counseling for academic and behavioral goals setting and planning with regular follow, referral to mental health services as needed
- Behavior contract with district with site support and interventions assigned as needed

## 2. Identified gaps in educational services to expelled students and corresponding strategies:

### 2015-18 Gap 1.0

Instructional programs for expelled students in grades 1-5 continue to be limited. The practice of placing students in these grades on an independent study contract is not the preferred method.

#### Successful Strategies:

- Utilize suspended expulsions to allow students to continue attending their school.

- Districts provide appropriate District approved curriculum to County to serve expelled students in grades 1-5.

#### Unsuccessful Strategy:

- Explore feasibility of a strategic placement in the county of a classroom(s) for students in grades 4-6.

This option is not feasible economically. The number of K-5 students referred to the county is a) very small and b) geographically diverse, making transportation to one site an unreasonable burden to parents. Public transportation is not always available and students' age makes this prohibitive. Districts have utilized the successful strategies to meet the need of younger students.

### **2015-18 Gap 2.0**

Geographic barriers continue to affect daily student attendance.

#### Successful Strategies:

- The Special Education Division has implemented a Learning Center model for all students, this eliminates the need for students on the east side of the county to travel in excess of 45 minutes to attend school and provides both daily and IS support as mandated by individual IEP's.
- Bus service is provided countywide for Stanislaus Military Academy, Turlock and Tactical Character Academy, Ceres.

### **2015-18 Gap 3.0**

Parents understanding the importance of their involvement in their student's education through attending meetings as required.

#### Successful Strategies:

- District administrators provide opportunities for students and families to meet to create a plan that will prevent/minimize suspension or expulsions.
- District administrators work with parents to create a behavior plan and set up a structure to monitor the student to assure their success upon return to school.
- County and districts provide staff to follow-up with parents to ensure meetings are attended.
- County programs schools sites offer more activities and events on campus that include parents and families

### **3. Identify alternative placements for pupils who are expelled and placed in the district community day school/community school programs but fail to meet the terms and conditions of their rehabilitation plan or pose a danger to other district pupils, as determined by the governing board.**

- Districts utilize SCOE Alternative Education programs for students to continue their education while imposing mandated and additional conditions that can improve a student's/family's understanding of what really must happen to meet the conditions of readmission. Students are not permitted to return to their regular districts until all conditions of the Rehabilitation Plan are met.