



**YUBA COUNTY PLAN FOR PROVIDING
EDUCATIONAL SERVICES TO EXPELLED
YOUTH**

APPROVED BY THE
YUBA COUNTY BOARD OF EDUCATION

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OVERVIEW

Education Code 48926 requires a countywide plan, which shall include the following provisions:

- a. Enumerate existing educational alternatives for expelled youth
- b. Identify gaps in educational services to expelled pupils
- c. Identify strategies for filling those gaps in services
- d. Identify alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board.

Educational programs within Yuba County provide a variety of opportunities for students who need traditional and/or alternative education programs. Local school districts offer a broad spectrum of program options within their respective schools. The Yuba County Office of Education operates a County Community School.

Early intervention strategies on comprehensive school sites, alternative programs on and off comprehensive school sites, and/or referral to the Yuba County Office of Education program respond to student diversity and community needs providing opportunity for academic success for all kindergarten-twelfth grade public school students living in Yuba County.

Each district provides a comprehensive system of intervention strategies which include, but are not limited to, Positive Behavior Intervention Support (PBIS), Restorative Practices, counseling, student study teams, academic and social-emotional assessments, parent trainings, in-school suspensions, off-campus suspensions, Special Education Services, after school activities, and student/parent/school contracts.

There are students whose behavior constitutes grounds for discipline and possible referral for expulsion from school. The district may, and in some cases is required to, recommend expulsion to the Governing Board for those students whose behavior endangers other students and/or staff. In addition, each district and the County Office of Education participate with law enforcement agencies to provide Probation Officers and/or Student Resource Officers on some school campuses throughout the county. These officers act as intervention specialists to work with student behavior to avoid suspension and expulsion.

The Yuba County Office of Education, the local school districts, local law enforcement agencies and the Yuba County Probation Office have entered into a variety of agreements in which partnerships between the organizations supply a network of support for students at-risk of truancy, expulsion, and in violation of the law. Through this referral system, all students are guaranteed school placement at all times.

Each student whose behavior has resulted in expulsion is given a Rehabilitation Plan that is designed by the district explaining the conditions the expelled student must meet in order to return to the district. The rehabilitation plan may involve one or more of the options outlined. A student who is simply in need of an educational alternative may also access Alternative Education programs throughout the county with a district and/or county referral process.

Education Code 48926

Each County Superintendent of Schools in counties that operate community schools pursuant to Section 1980, in conjunction with superintendents of the school districts within the county, shall develop a plan for providing education services to all expelled pupils in that county. The plan shall be adopted by the governing board of each school district within the county and by the county board of education.

The plan shall enumerate existing educational alternatives for expelled pupils, identify gaps in educational services to expelled pupils, and identify strategies for filling those service gaps. The plan shall also identify alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board.

Each county superintendent of schools, in conjunction with the superintendents of the school districts, shall submit to the Superintendent of Public Instruction the county plan for providing educational services to all expelled pupils in the county no later than June 30, 1997, and shall submit a triennial update to the plan to the Superintendent of Public Instruction, including the outcome data pursuant to Section 48916.1, on June 30th thereafter.

Education Code 48916.1

At the time an expulsion of a pupil is ordered, the governing board of the school district shall ensure that an education program is provided to the pupil who is subject to the expulsion order for the period of the expulsion. Except for pupils expelled pursuant to subdivision (d) of Section 48915, the governing board of a school district is required to implement the provisions of this section only to the extent funds are appropriated for this purpose in the annual Budget Act or other legislation, or both.

- (a) Notwithstanding any other provision of law, any educational program provided pursuant to subdivision (a) may be operated by the school district, the County

Superintendent of Schools, or a consortium of districts or in joint agreement with the County Superintendent of Schools.

- (b) Any educational program provided pursuant to subdivision (b) may not be situated within or on the grounds of the school from which the pupil was expelled.

(c) If the pupil who is subject to the expulsion order was expelled from any of kindergarten or grades 1 to 6, inclusive, the education program provided pursuant to subdivision (b) may not be combined or merged with educational programs offered to pupils in any of the grades 7 to 12, inclusive. The district or county program is the only program required to be provided to expelled pupils as determined by the governing board of the school district. This subdivision, as it relates to the separation of pupils by grade levels, does not apply to community day schools offering instruction in any of kindergarten and grades 1 to 8, inclusive, and established in accordance with Section 48660.

(1) Each school district shall maintain the following data:

- A. The number of pupils recommended for expulsion.
- B. The grounds for each recommended expulsion.
- C. Whether the pupil was subsequently expelled.
- D. Whether the expulsion order was suspended.
- E. The type of referral made after the expulsion.
- F. The disposition of the pupil after the end of the period of expulsion.

(2) The Superintendent may require a school district to report this data as part of the coordinated compliance review. If a school district does not report outcome data as required by this subdivision, the Superintendent may not apportion any further money to the school district pursuant to Section 48664 until the school district is in compliance with this subdivision. Before withholding the apportionment of funds to a school district pursuant to this subdivision, the Superintendent shall give written notice to the governing board of the school district that the school district has failed to

report the data required by paragraph (1) and that the school district has 30 calendar days from the date of the written notice of noncompliance to report the requested data and thereby avoid the withholding of the apportionment of funds.

(f) If the county superintendent of schools is unable for any reason to serve the expelled pupils of a school district within the county, the governing board of that school district may enter into an agreement with a county superintendent of schools in another county to provide education services for the district's expelled pupils.

EXISTING COUNTY AND DISTRICT ALTERNATIVES FOR EXPELLED STUDENTS

Students who are expelled will be referred to an educational program deemed appropriate by the district of residency. The district continues to maintain responsibility for developing a Rehabilitation Plan for the student and ensuring that an educational program is provided.

Students that are not successful in the expulsion placement will be referred back to their school district of residency.

The governing board of each school district will determine which educational alternatives are appropriate and available. Educational alternatives throughout Yuba County for students recommended for expulsion include, but are not limited to the following options:

- Expulsion, suspended order, with placement on the same school campus.
- Expulsion, suspended order, with placement on a different school campus within the district.
- Expulsion, suspended order, with placement in District Independent Study, if the parent consents.
- Expulsion, suspended order, with subsequent transfer to another district.
- Expulsion with referral to a District Community Day School program, if available.
- Expulsion with subsequent transfer to another district.
- Expulsion with referral to the Yuba County Office of Education Community School program.

YUBA COUNTY OFFICE OF EDUCATION

The Yuba County Community School maintains a standing policy of accepting students who have been expelled by their district of residence providing there is space available. Expelled students who are referred to the Yuba County Office of Education Community School will have an Individual Learning Plan (ILP) developed by an ILP Team. The ILP Team will include the student, parents, and both the referring and receiving school staff.

Part of this plan may include a goal of reinstatement to the district of residence. Each district is responsible to provide each student with a district expulsion plan clearly defining what the student must do before returning to the district.

Expelled students who fail to meet the terms and conditions of their rehabilitation plan after their expulsion is over, may continue to be enrolled in their alternative education program. Students can continue in those programs until accepted back into their district or until they graduate.

Thomas E. Mathews Community School meets the challenging needs of those identified as the most at-risk students in the county through a Multi-Tiered System of Support (MTSS) providing a variety of specialized programs including:

- Classroom-based seat time.
- Independent Study.
- Full time Probation Officer on site.

- Mental Health Counselor on site.
- Youth Advocacy programs.
- College Access Program.
- Youth Employment Program.
- Small class sizes.
- High teacher/staff to student ratio.
- Career Technical Education courses on site.
- Edgenuity – an on-line curriculum that provides individualized content area instruction to earn credits toward returning to school of origin on track to graduate with a high school diploma.
- PBIS (Positive Behavior Interventions and Supports) - a research-based, interactive school-wide approach that focuses on positive behavior outcomes, practices and systems within the school community.
- RENEW - an evidence-based intensive intervention providing one-on-one mentoring.
- Restorative Practices - the practice of shifting traditional discipline to a focus of the harm caused and how to restore relationships.
- Reconnecting Youth - A course that increases student involvement in healthy social activities and engages them in activities that increase bonding to their school.

MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT

In an effort to keep students from expulsion, many steps are taken in addressing and correcting behaviors which will, ultimately, lead to a student being expelled:

- PBIS- The MJUSD has allotted funding for a PBIS/MTSS coordinator and additional funding for the Professional Development components
- Counselors at the school sites- 2 FTE Mental Health Clinician, 8 FTE Elementary Counselors, 4 FTE Intermediate School Counselors, 9 FTE High School Counselors, 1 FTE 7-12 Counselor, and 3 FTE Alternative Education Counselors, as well as each elementary site has a counselor and curriculum to begin working proactively on school and life appropriate behaviors.
- Wellness Centers at many of the schools with trained support staff to give students safe and supportive places to deescalate. At some sites we are able to have partner agencies who can offer therapy and additional supports, and we are adding School Social Workers to offer therapy and wraparound services.

- Outreach Consultants are at each site to support students both socially and academically. Conduct daily or weekly check in with tier II students.
- Saturday School- in lieu of suspension (which is another step before reaching the expulsion point)
- Progressive Discipline focused on non-exclusionary practices
- School Site Contracts
- Suspended Expulsion Contract option
- Selected professional speakers and assemblies
- Every 15 Minutes program at the High Schools
- Designated curriculum embedded at key points in grade appropriate curriculum.
- There is an opportunity classroom at each of the middle schools to support students struggling to manage behaviors in the wider school environment.

Students enrolled are involved in direct and targeted instruction at grade level. By maintaining high expectations for our students, we find success for them academically, socially and physically.

WHEATLAND UNION HIGH SCHOOL DISTRICT

Wheatland Union High School has several interventions in place to reach students before they face expulsion.

We have built and believe in a philosophy known as "Honoring the Code." The Pirate Code is an acronym that stands for Courteous, Organized, Dedicated, Empathetic. Students who are identified by staff as embodying any of these characteristics during the school day or at a school activity, are given PBIS Pirate Points. PBIS Pirate Points earn student benefits such as giveaways and early release to lunch.

WUHS uses several Restorative Justice Practices including mediation sessions and reintegration strategies following a suspension.

- A hybrid instructional model which includes both classroom-based seat time and Distance Learning.
- Full time Probation Officer on site.
- Full time Student Resource Officer.
- Multiple Mental Health Counselors on site.
- Zen Den (student wellness center).

- Youth Advocacy programs.
- Family Resource Center.
- Programs geared toward supporting homeless and foster youth.
- Program geared toward connecting military students to services on campus.
- Community Schools Designation.
- Youth Employment Program.
- Small class sizes.
- High teacher/staff to student ratio.
- Career Technical Education courses on site.
- Multiple CTE pathways to complete
- Edmentum – an on-line curriculum that provides individualized content area instruction to earn credits toward returning to school of origin on track to graduate with a high school diploma.
- PBIS (Positive Behavior Interventions and Supports) - a research-based, interactive school-wide approach that focuses on positive behavior outcomes, practices and systems within the school community.
- Restorative Practices - the practice of shifting traditional discipline to a focus of the harm caused and how to restore relationships.
- Bridge program - in-house suspension program creating a “bridge” back to the main campus.

Wheatland Union High School District offers 7th through 12th grade expelled student's placement in our community day school.

WHEATLAND SCHOOL DISTRICT

Wheatland School District is working proactively to prevent disciplinary actions that may result in suspension or expulsion. We have counseling services and a family resource center (FRC) available at all of our sites. We have fully implemented the Renaissance Program to recognize students for their academics, their positive behavior and their attendance. The program focuses on students that improve in all those areas. We have merit trips at our middle schools that also is a reward for positive behavior. The school district has had some training in restorative practice, and we are focused on changing behaviors not just giving a consequence. We offer Brief Intervention counseling services in the FRC for students that are caught vaping on campus. We have conflict resolution sessions, social skills groups, classroom lessons on social issues, and offer individual and group counseling for students in distress. We effectively and openly

communicate with parents to make sure we can work together as a team to foster positive growth in the students and their behaviors. Expelled students are referred to Wheatland High School's Community Day School in grade 7 and 8.

CAMPTONVILLE UNION ELEMENTARY SCHOOL DISTRICT

Camptonville Union Elementary School District (CUESD) employs a variety of programs to support keeping students in school by preventing disciplinary actions that may result in suspension or expulsion. All certificated and instructional staff have been trained in the Responsive Classroom approach. This teaching and learning philosophy is formed around the following concepts: engaging academics, a positive school community, effective classroom management, and developmentally responsive teaching. Our staff is trained on the practice that how children learn is as important as what they learn and knowing the children we teach, and their families, is as important as knowing the content we teach. Teaching problem solving skills and the use of logical consequences as well as "fixing what you have broken" has replaced punitive consequences for most instances. CUESD regularly communicates with parents to report both the positive and issues of concern regarding students. Educators, administrators, and parents work as a team to support students who make dangerous and disruptive choices. When necessary, SST meetings are held to address student behaviors that interfere with the learning of self or others. Self-reflection, awareness and regulation skills are taught in grades K-8 and CUESD has been using the Second Step Curriculum in grades K-5 for over a decade. Counseling services are available, and the district has also implemented an online bullying response system that allows students/parents to report bullying anonymously.

Due to their significantly remote location, Camptonville Union School District refers students to YCOE programs, or enters into agreement with districts in contiguous counties due to close geographic proximity.

PLUMAS LAKE ELEMENTARY SCHOOL DISTRICT

Plumas Lake Elementary School District (PLESD) has implemented a variety of programs that facilitate being proactive in preventing disciplinary actions that may result in suspension or expulsion. The school district has implemented restorative practices that focus on changing undesirable behaviors in addition to punitive consequences when they are appropriate. Restorative practices focus on developing strong relationships which in turn decreases undesirable behaviors. When behaviors occur, site administrators work hard to help students understand who was impacted by their behaviors and how they plan to make it right with those impacted. This information is vital as all of our school sites are now working to reintegrate students effectively back into the environment they were removed from due to their behaviors. This step combats the old school thinking of assigning a punitive consequence and hoping the consequence would resolve the problem. PLESD has also established a district behavior support team that serves two roles. The first is as a brainstorming body for a site that is struggling with a

student's behaviors. The team listens to the concerns and helps the site administration brainstorm ideas and strategies that may not have been attempted. The second is as a mini behavioral in district SARB panel where students who have committed higher level behavior infractions come with their parents to discuss the behavior in more detail and come up with a plan that is monitored by the team. This support team is viewed as a step that can be taken to avoid an expulsion recommendation. All three school sites in the school district have implemented an online bullying response system that allows students/parents to report bullying anonymously. The online system provides site administration the ability to resolve bullying issues in a timely and effective manner. PLESD employs a school psychologist at all three sites as well as 1 full time counselor at our Jr. High that runs conflict resolution sessions, social skills groups, teaches classroom lessons on social issues, and provides 1 on 1 support for students in distress. If an expulsion is necessary the Plumas Lake Elementary School District refers students to the Community Day program at Wheatland High School or Thomas E. Mathews.

GAPS IN EDUCATIONAL SERVICES FOR EXPELLED STUDENTS

1. District enrollment in Yuba County ranges from large schools located in Marysville to smaller schools located in the outlying areas of the foothills and Wheatland. Camptonville is located in an isolated rural section of the mountains, about 50 miles from Marysville.
 - a. Strategy: The strategy for addressing educational programs for expelled students from these outlying districts is to maintain a county community school that delivers an Independent Study curriculum and full day programs, as well as District run Community Day School in Marysville.
 - b. Success/Obstacles: This strategy has successfully made a range of educational options available to expelled students in Yuba County.
 - c. Update to Plan: This strategy remains in effect.

2. A student expelled under E.C. 48915 by a district could potentially reoffend under 48915, during their placement in district alternatives or a county community school, resulting in referral back to the district of residence.
 - a. Strategy: Students who are placed in Yuba County Community School through the expulsion process receive additional support in order to change behaviors in order to stay in school.
 - b. Success/Obstacles: Community School placements afford students multiple chances and supports to effect positive changes in behavior. When students/parents do not take advantage of the established school plan, students can pose a danger to other students or staff. Sometimes expelled students express a desire to circumvent established supports in order to be asked to leave or get expelled from all school programs.

- c. Update to Plan: Parents, students, and educators as well as personnel from other involved agencies such as probation department will meet to establish guidelines for behavior and academic support. An Individual Learning Plan (ILP) will be developed for each student that addresses their academic, social/emotional, and behavioral needs. When a student poses a grave danger to other students in the alternative programs, the student will be referred back to the district of physical residence. When all educational options available to Yuba County have been exhausted, placement in a contiguous county will be explored.
3. Students who are expelled in grades K-6 do not have the same educational alternatives available as do students in grades 7 - 12. Students in grades K-6 are also expelled at a much lower rate than students in grades 7 - 12. These two factors, together with the requirement that educational services for students in grades K - 6 cannot be merged or combined with services to students in grades 7 - 12 make it very difficult to identify an educational placement for the expelled K-6 student.
 - a. Strategy: The strategy for addressing this problem is to implement consistent systems of positive behavior prevention and intervention at each school site, countywide.
 - b. Success/Obstacles: There are very limited numbers of expelled students in grades K-6, although the probation department has indicated the number of younger students committing criminal offenses continues to rise.

At this level, the schools are committed to recognizing potential problematic behaviors before they escalate to an expulsion offense. In addition, many elementary schools have put behavior and academic support and intervention systems in place in order to allow for increased positive success for all students. Anti-bullying training for educators, character education, and parenting education classes, offered at Yuba County Office of Education and district schools, have also contributed to safer school environments and a limited number of elementary school expulsions.

- c. Update to Plan: The elementary districts will use all their local alternatives to provide educational programs for their expelled students. In the event the numbers would warrant the establishment of a separate program, the Yuba County Office of Education would enter into a cooperative agreement with the elementary districts to establish an elementary grade level alternative program. Schools will be proactive in recognizing problematic behaviors and establish appropriate support for the student. Parents, school administrators, teachers, and other agencies will meet as needed to develop appropriate plans for identified students.
4. In all cases, each school district is responsible to insure appropriate educational services to its expelled students.
 - a. Strategy: Yuba County Office of Education Community School provides state approved and/or board adopted texts and curriculum aligned with Common Core standards.

- b. Success/Obstacles: Schools in Yuba County have been proactive in recognizing the academic and behavioral support needs of the students. When a student is not successful in a particular program, a meeting is held inviting representatives of other programs to discuss possible alternatives, or a referral is made to an alternative program. Administrators have worked with a spirit of cooperation to meet the needs of students before they resort to behaviors that would warrant expulsion.

- c. Update to Plan: All schools will follow established IDEA guidelines for services to students identified eligible for Special Education Services.

Enumerate the educational services that are currently available and outline strategies for improvement during the next three years.

The same educational services enumerated in this report are available today. Strategies continue to be in place to offer all students quality alternative educational placement no matter what their expulsion status. The Yuba County Office of Education and Yuba County School Districts will continue to work closely together to be proactive in recognizing potential problems and take steps necessary to provide each student with the necessary academic and behavioral supports in order to avoid behaviors that mandate expulsion. Gang intervention programs, anti-bullying campaigns, Developmental Assets, and Character Education programs are available to school staff and students. Parent education opportunities exist in both County and District schools. Parents are encouraged to voice concerns so schools can be proactive in developing strategies for improvement over the next three years.

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

School support teams will meet with students and parents of students who fail to meet the terms and conditions of their rehabilitation plan. Avenues will be explored to make sure expelled students are placed in a program that connects with the student's learning style and provides necessary academic support. Additional services may include mental health services, health/vision screening, and/or family intervention services.

Students who continue to pose a danger to other district pupils and pupils in alternative settings, as determined by the governing board, have a limited number of options available to them. Independent Study options will be available to these students until the safety of other students can be ensured if they are placed in a classroom setting.

School support teams will meet with students and parents of students who pose a danger to other students. Avenues will be explored to make sure expelled students are placed in a program that connects with the student's learning style and provides necessary academic support. Additional services may include mental health services, health/vision screening, and/or family intervention services as district funding permits.

Agreements with contiguous counties for placement in other schools will be explored in the event a change of school for the expelled student will not pose a danger to students in the receiving school.

Discuss the articulation and coordination between school districts and with the county office of education in providing educational placements for expelled pupils.

Yuba County Office of Education works with Districts throughout the county in a spirit of cooperation to provide education placements for expelled pupils. Agreements between school districts in Yuba County and the Yuba County Office of Education have been in place for many years.