

Tulare County
Office of Education

Jim Vidak, County Superintendent of Schools

**TULARE COUNTY SCHOOL DISTRICTS’
PLAN FOR SERVING EXPELLED STUDENTS**

**Triennial Update
June 2009**

The Tulare County Superintendent of Schools and the School Districts within Tulare County have collaborated to review and update the plan to provide alternative educational services for those students who are expelled. The intent of the plan is to provide access to educational services for these students that will facilitate their success in maximizing their personal and career goals and enriching their lives.

Since 2006, the provision of educational placements and associated services has expanded so to meet the varied needs of students prior to and after expulsion. In the last three years, more Community Day Schools were established while existing alternative settings reevaluated and modified their curricular models. Through the Educational Options Coalitions, alternative education school administrators meet to concentrate on shared school concerns. Dan Sackheim’s resiliency model presentation to the Coalition this spring underlined the need for dynamic curricular development in the Community Day Schools to increase the success rate. To meet common professional needs, the County Office will facilitate through the Coalition district and county staff development opportunities that can be shared. Specialized training for alternative education teachers will support all programs servicing at-risk and expelled youth, having been essential to one district in drastically reducing the number of expulsions. The interest in integrating career technical education is an immediate need and will temper the progress in the next three years to better provide for expelled students.

The Tulare County Superintendent of Schools and the Governing Boards of the School Districts within Tulare County shall meet the educational needs of all expelled students by providing alternative educational services as described below. These services shall be provided to the extent funding is available.

1. Plan for providing alternatives to students prior to expulsions:

The county office and districts have directed resources to community-based interventions such as the Step-Up conferences and partnerships with local police departments, use of specialized speakers and Neighborhood Youth counselors to address gang violence, and implementation of drug education courses. Additionally districts have provided various services to intervene with at-risk students to address truancy by utilizing Student Study Teams, Saturday School, peer review boards, School Attendance Review Boards (SARB), Neighborhood Accountability Boards, and campus resource officers.

Specific academic programs such as after-school tutorials, CAHSEE preparation, and integrated vocational education coursework are utilized to support students demonstrating special needs prior to expulsion. Associated family services such as parenting classes, Family Resource Center referrals, and after-school programs are offered along with student support programs involving specialized goal-setting counseling, *Character Counts!*, mentoring, Reconnecting Youth, gang intervention, and the Joven Noble program.

Students may be offered counseling, academic intervention, transfer to another school or program within the district, or placement in another school district with the mutual consent of both districts and the approval of the parent. At the high school level, students may be transferred involuntarily to the continuation school for one year.

2. Plan for providing services to students after expulsion:

The following services shall be available to students following an expulsion. The determination of which service(s) shall be based on the reason for the expulsion and individual needs of the student.

A. The following services are available to students who are expelled for less serious offenses:

1. Suspended Expulsion¹

Enforcement of the student's expulsion is suspended, and the student is allowed to remain in the comprehensive school or another program in the district on a behavior contract. While a student is on a suspended expulsion, the district may require participation in available services such as counseling, drug rehabilitation, gang counseling, tutoring, after school or weekend guided study program, or parent counseling.

2. Enrollment in another district

Attendance in another district under a behavior contract is determined by the receiving school district (EC 48915.1(d)(3)).

3. Independent Study Program²

¹ It is important for the written terms of the suspended expulsion order to include a referral to either the District Community Day School Program or the TCOE Community School Program so that there will be a placement if the expulsion order is reinstated.

² Please note the Education Code on Independent Study states that a parent who places his/her student in independent study can request classroom instruction at any time and must be notified of his/her right to do so (EC51747(c) (7)).

Districts may provide this educational option to students if their parents consent to the placement. An individual learning plan can be designed to meet the particular academic needs of each student so that educational progress can be maximized in this setting.

4. Placement in a district-operated Community Day School or a Community Day School Program operated by another district

The development of consortiums is encouraged in order to accommodate expelled students from smaller districts. Currently Community Day Schools are operated by these districts: Burton, Cutler-Orosi, Earlimart, Exeter, Lindsay, Porterville, Tulare City, Tulare Union, Strathmore, Visalia, and Woodlake.

5. Conditional placement in the Tulare County Community School Program of Community Day School failures who have committed another expellable offense

Community Day School failures that commit another expellable offense and do not qualify for the county-operated Community School's Type C funding would be considered for enrollment on a case by case basis provided that the district agrees to pay the difference between the district revenue limit and the Community School's Type C funding. A Memo of Understanding regarding funding would be developed along with a behavior contract to delineate the transition procedure between district and Community School programs.

6. Placement in a charter or private school

Charter schools have been established to utilize different modes of instructional service such as home schooling, independent study, and internet-based instruction. Connections Academy, West Park Academy, Crossroads, La Sierra, California Virtual Academy, and Eleanor Roosevelt all provide distinct options for expelled students in Tulare County.

- B. For students who are expelled based on Education Code 48915(a) or (c), the following programs are available:

1. Placement in a district-operated Community Day School or a Community Day School Program operated by another district.
2. Placement in the Tulare County Community School Program (48915(c) only).
3. Placement in juvenile court school or camp (EC 48915.2).

4. Independent Study Program².
 5. Placement in a charter or private school
3. Identifying gaps in educational services available to expelled students.
- A. There continues to be a need for alternative placement for elementary students who are expelled and who vary in age, grade level, and severity of offense.

The strategy for addressing this gap:

Districts will need to develop appropriate educational opportunities on a case by case basis. Local districts are best suited to develop individualized and appropriate programs to meet the needs of their mandatory expulsion students (48915c) of elementary school age. The County Office of Education will assist in coordinating placement efforts among districts to address the needs of this student population that is sparsely distributed throughout the county.

- B. Alternative educational placements for Community Day School failures, deemed to have failed meeting the terms and conditions of their rehabilitation plans at their review hearings or who pose a danger to other district pupils as determined by their governing board, who have committed another expellable, offense have limited placement alternatives.

The strategy for addressing this gap:

Referral of a district's Community Day School failure, a student in grades 7 -12 with a post-expulsion offense, may be made to the Tulare County Community School Program for individual consideration. A Memo of Understanding regarding funding would be developed along with a behavior contract to delineate the transition procedure between school programs.

- C. Providing adequate transition support for returning students who have cleared their expulsions and been placed at comprehensive school sites is an on-going concern.

The strategy for addressing this gap:

Because the Educational Options Coalition focuses on such issues as reducing expulsions, developing alternative programmatic service plans, updating curricular applications, and shared professional development needs, this need for transitioning support will be reviewed.