

PLACER COUNTY OFFICE OF EDUCATION



PLAN FOR PROVIDING EDUCATIONAL SERVICES TO EXPELLED STUDENTS

July 1, 2021 – June 30, 2024

APPROVED BY THE PLACER COUNTY BOARD OF EDUCATION

June 30, 1997

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**Gayle Garbolino-Mojica
Placer County Superintendent of School**

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Committee Members

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Michael Lombardo	Placer County Office of Education
Christina Fahlstrom	Placer County Office of Education
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Chuck Whitecotton	Western Placer Unified School District
Trent Wilson	Placer Union High School District
Jeff Santos	Tahoe Truckee Unified School District
Meghan Baichtal	Roseville City School District
Sean Ferguson	Children's System of Care/Probation

Participating Districts

This Plan for Providing Education Services to Expelled Students is between the Placer County Superintendent of Schools and the following Placer County School Districts:

- Ackerman Elementary School District
- Alta-Dutch Flat Union Elementary School District
- Auburn Union Elementary School District
- Colfax Elementary School District
- Dry Creek Joint Elementary School District
- Eureka Union Elementary School District
- Foresthill Union School District
- Loomis Union School District
- Newcastle Elementary School District
- Placer Hills Union Elementary School District
- Placer Union High School District
- Rocklin Unified School District
- Roseville City School District
- Roseville Joint Union High School District
- Tahoe-Truckee Unified School District
- Western Placer Unified School District

Overview

EDUCATION CODE 48926

As required by AB 922 (Chapter 974, Statutes of 1995; EC 48926) in 1997, the County Superintendent of Schools, in conjunction with local school district superintendents within Placer County, developed the county plan for providing educational services to all expelled students in Placer County. The Plan was adopted by the governing board of each school district and the Placer County Board of Education. The Plan was subsequently submitted to the Superintendent of Public Instruction (SPI) by June 30, 1997.

AB 922 also requires the County Superintendent of Schools to submit a triennial update of the Plan to the SPI in conjunction with district superintendents. This Plan reflects the 2021 update and shall be adopted by the governing board of each school district within Placer County and by the County Board of Education.

The Plan shall include:

- Educational alternatives provided in Placer County
- Review of gaps and strategies identified in the 2018 Plan
- Identify current gaps and strategies in educational services to expelled students
- Provide outcome data pursuant to Section 489161.1

Educational Alternatives Provided in Placer County

Educational programs within Placer County provide numerous alternatives and opportunities for students who need traditional or alternative education programs. Individual school districts offer a broad spectrum of services, and the Placer County Office of Education (PCOE) offers additional options. In all, they provide a continuum of educational alternatives to expelled students.

Each school district ensures that services are provided to students who have a scheduled expulsion hearing. A student whose behavior has resulted in expulsion is given a rehabilitation plan designed by the district of residence. This plan may involve one or more of the options outlined below. The governing board of each school district will determine which educational alternatives are appropriate and available to each student. Educational options include, but are not limited to:

- Suspended expulsion with conditions and return to the same site
- Suspended expulsion with conditions and assign the student to a different site
- Suspended expulsion on the same or different site with placement on a behavior contract
- Subsequent to a suspended expulsion, parents/students may request placement in a District
- Independent Study Program
- Expulsion with recommended enrollment in a PCOE alternative education program

PCOE operates two separate community school programs serving expelled students in Placer County: Pathways iCARE Community School and Tahoe Truckee Community School. Both programs utilize a multi-tiered system of supports to meet the needs of the expelled students they serve.

Pathways iCARE Community School: PCOE operates Pathways Charter Community School (Pathways iCARE) located in Rocklin. Pathways iCARE serves students in grades 7-12 who have been expelled by districts or referred by probation. The goal of Pathways iCARE Community School is to provide a positive educational option for students and families. The Pathways iCARE Community School emphasizes academic achievement, applying concepts and skills to real-world settings and college and career exploration and preparation. In addition, Pathways Charter operates a voluntary Independent Study (IS) program that may be available to expelled students.

Pathways iCARE and Independent Study programs utilize a Positive Behavioral Interventions and Supports (PBIS) framework to support all students' social-emotional and academic needs. Tier I preventative supports are in place for all students and provide an equitable, consistent, and trauma-informed foundation focusing on a positive school climate. All students are supported with the following Tier I core features which have been customized for either the seat-based or independent study context:

- Clearly defined expectations related to behavior and academic engagement, aligned with the program's PATH values: Perseverance, Accountability, Tolerance, and Honor
- Robust and varied student acknowledgment systems which focus on the PATH Values
- Consistent and clearly outlined progressive discipline and response protocols
- Outcome data that are routinely analyzed to identify student needs or areas of need with respect to school systems or practices
- A heavy emphasis on individual student connection and relationship-building

Pathways iCARE Community School also utilizes a structured Intervention Team process to identify students who require higher-level supports in either academic or social-emotional-behavioral domains. The Intervention Team meets three times monthly to review screening data and Requests for Assistance which have been submitted by staff. At these meetings,

SMART goals are set for students, and the team discusses which Tier II or III Interventions would be the best fit for each student. Ongoing progress monitoring occurs at every intervention meeting for each student enrolled in intervention supports. Intervention supports include, but are not limited to, the following:

- Attendance improvement supports
- Work completion improvement supports
- Individual counseling
- Small group interventions (e.g., anger management, Girls' Circle, substance use, etc.)
- Check-in Check-out (CICO) daily feedback plan
- Individualized, function-based behavior plans
- Individual or peer behavior contracts
- Individual goal-setting and weekly self-monitoring
- Student Study Team meetings
- Small group or individual academic support
- Increased opportunities for skill-building, practice, and feedback related to areas of need that are negatively impacting student success
- Increased family engagement and communication, including participation in intensive family support such as Wraparound or Family Team Meetings
- Opportunities for credit recovery

For students who are enrolled in intervention support but are not making progress towards their goals, the team troubleshoots whether there are issues with the intervention fidelity or whether a different intervention would be more appropriate based on that student's needs.

Tahoe Truckee Community School: PCOE operates one traditional Community School program serving students in grades 7-12 in Truckee. The PCOE operated Tahoe-Truckee Community School will close on June 30, 2022, and Tahoe-Truckee Unified School District will begin operating a Community Day School for expelled students in the Tahoe-Truckee community.

Tahoe Truckee Community School provides tiered intervention systems and practices to support all students. At the Tier I level, staff focus on utilizing preventative practices emphasizing the site's PBIS Values: Community, Achievement, and Resilience. Students are taught the social and academic expectations of the program, and staff utilize a structured student acknowledgment system, LiveSchool, to recognize and reinforce student efforts in critical areas. Students are also engaged with group reinforcement contingencies to encourage teamwork towards all students meeting a common goal, such as improved attendance. The team makes frequent individual phone contact with families and students and utilizes PCOE's bi-lingual parent liaison to call and engage Spanish-speaking families regularly, as well. The school team regularly reviews student progress data in targeted areas such as academic engagement, attendance, and behavior. The team then develops action plans related to site-wide systems or practices as needed.

Tahoe Truckee Community School supports the social-emotional-behavioral wellness of its students

at all levels of need in partnership with the local school district. The local district clinical staff provides counseling and SEL supports to the Tahoe Truckee Community School students regularly, either individually or as a group. The team also coordinates with various community partners to connect students with other social-emotional or family support resources as needed. The PCOE team and district clinical staff meet at least twice each month to review each student's progress and challenges and then develops a plan for additional support in social-emotional-behavioral or academic domains. Student progress is monitored at each intervention team meeting, where the next steps are designed as appropriate.

A County Office administrator facilitates regular meetings between districts and the COE to coordinate services for expelled students. There is a clear referral and transition process for students entering and exiting PCOE programs. Placer County Districts and PCOE have agreed to award and accept partial credits for any student entering or exiting PCOE programs.

Review of Gaps and Strategies Identified in the 2018 Countywide Plan

2018 Gap:

Districts within Placer County generally expel very few students during the year. Providing a program for expelled students in each district is not financially feasible.

Strategy:

PCOE will provide Community Schools for expelled students in Placer County.

Was the strategy successful?

Yes, PCOE continued to operate the Placer County Community Schools to meet the educational needs of expelled students.

2018 Gap:

Pathways iCARE earned a three-year WASC Accreditation in 2016. iCARE will continue the WASC process by completing its first full self-study during the 2018-2019 school year.

Strategy:

Complete the self-study process and maintain WASC accreditation within the term of this Plan.

Was the strategy successful?

Yes, Pathways iCARE Community School received a six-year WASC accreditation in 2019.

2018 Gap:

A student who has been expelled from a district under EC 48915 (c) and referred to the Placer County Community Schools could commit another violation of EC 48915 (c).

Strategy:

A student who commits another violation of EC 48915 (c) will be expelled from any PCOE operated Community School and offered an Independent Study option (with parent/student consent). If the student fails to perform the conditions outlined in the Independent Study contract, PCOE will refer the student back to their district of residence to determine additional education options.

Was the strategy successful?

Yes, during the 2019-2020 school year, one expelled student committed another violation of EC 48915 (c) while enrolled at iCARE Community School. This student enrolled in the Independent Study program and graduated.

2018 Gap:

Expelled students in elementary grades do not have the same educational options as expelled students in grades 7 – 12.

Strategies:

An IS program at Pathways iLearn Academy for expelled students in elementary grades is available with placement contingent on parent consent.

If districts within Placer County have sufficient numbers of expelled elementary grade students, the PCOE may establish an elementary community school program.

Were the strategies successful?

Yes, students enrolled in the Pathways iLearn program met the conditions of their expulsion agreements and returned to their districts of residence.

The 2021 Countywide Plan for Identifying and Outlining Gaps and Strategies in Education Services to Expelled Students

A committee comprised of district and PCOE personnel met to review the 2021 plan and discuss current issues affecting expelled students. During those meetings, the PES committee members identified the following gaps and strategies. *It is important to note that the responses provided may not pertain to each district and are a compilation of the total responses.

2021 Gap:

Districts within Placer County generally expel very few students during the year. Providing a program for expelled students in each district is not fiscally sound.

Strategy:

Continue to operate the PCOE Community School programs, including seat-based and Independent Study (IS) options.

2021 Gap:

A student who has been expelled from a district under EC 48915 (c) and referred to the Pathways iCARE Community School program could commit another violation of EC 48915 (c).

Strategy:

A student enrolled at Pathways iCARE who commits a violation of EC 48915 (c) will be expelled from the Pathways Charter School seat-based program and offered an Independent Study (IS) option (with parent/student consent).

Students must meet the criteria in the master agreement, or they will be disenrolled from Pathways Charter School. If an expelled student is disenrolled from the Pathways Charter IS program, they will be referred back to their district of residence.

If the expelled student commits another violation of EC 48915 (c) and is a resident of a county other than Placer County, PCOE will refer the student to his/her district of residence.

2021 Gap:

Expelled students in elementary grades have fewer educational options than students expelled in grades 7 – 12.

Strategy:

If districts within Placer County have sufficient numbers of expelled elementary students, PCOE may establish an elementary community school program.

Offer an IS program at Pathways iLearn Academy for expelled students in elementary grades with placement contingent on parent consent.

Appendix

Education Code 48916.1

- (a) At the time an expulsion of a pupil is ordered, the governing board of the school district shall ensure that an educational 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.
- (b) 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.
- (c) Any educational program provided pursuant to subdivision (b) shall not be situated within or on the grounds of the school from which the pupil was expelled.
- (d) If the pupil who is subject to the expulsion order was expelled from any of kindergarten or grades 1 to 6, inclusive, the educational program provided pursuant to subdivision (b) may not be combined or merged with educational programs offered to pupils in any of 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.
- (e) Part 1 - Each school district shall maintain data for reporting to the State Department of Education pertaining to:
 - 1. The number of pupils recommended for expulsion.
 - 2. The grounds for each recommended expulsion.
 - 3. Whether the pupil was subsequently expelled.
 - 4. Whether the expulsion order was suspended.
 - 5. The type of referral made after the expulsion.
 - 6. The disposition of the pupil after the end of the period of expulsion.
- (e) Part 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 the 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 apportionments of funds.

- (f) If the county superintendents of schools are 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.

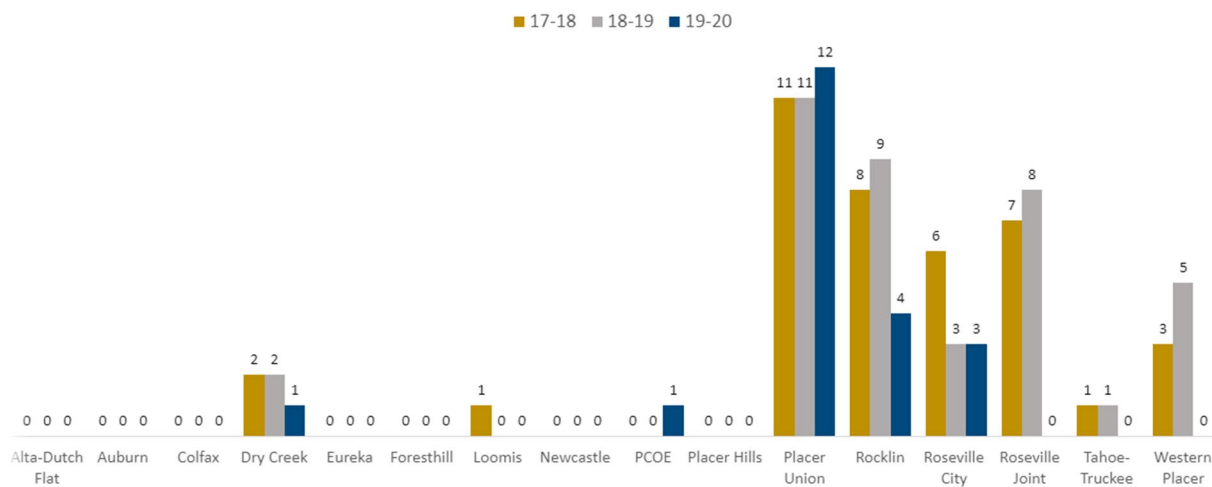
Education Code 48926

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 strategies for filling those service gaps. The Plan shall also identify alternative placements for pupils who are expelled and placed in 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 489161.1, on June 30 thereafter.

Total Number of Expulsions



Three Year Expulsion Trends from 2017-18 to 2019-20

