



Humboldt County Office Of Education

Joint Education Services Plan For Expelled Students Within Humboldt County

Developed In Partnership
With Humboldt County School Districts

*Revised Triennial - Spring 2024
Prepared for Submission to the
California Department Of Education*

Original Plan Approved by Boards of Education, June 1997
Revised Triennial, June 2000
Revised Triennial, June 2003
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Revised Triennial, June 2012
Revised Triennial, June 2015
Revised Triennial, June 2018
Revised Triennial, June 2021
Revised Triennial, June 2024

Table Of Contents

| | | |
|-------|--|----|
| I. | Introduction | 3 |
| II. | Educational Alternatives Provided by the County Office Of Education | 4 |
| III. | District and County Gaps and Strategies for Improvement | 7 |
| IV. | 2018 Identified Gaps in Services and Programs and Strategies to Address Them | 14 |
| V. | Alternative Placements for Students who are Expelled and Placed in a District Operated Community Day School but who Fail to Meet the Terms and Conditions of Their Rehabilitation Plan or who are Considered a Danger to Other District Pupils..... | 12 |
| VI. | Best Practices, at the Site and District Levels, of Behavioral Intervention Approaches and Options Used to Minimize the Number of Suspensions Leading to Expulsions, or Expulsions Being Ordered, and to Support Students Returning from Expulsions | 12 |
| VII. | Process and Timeline for Revision of the Joint Educational Services Plan..... | 52 |
| VIII. | Appendices | 53 |

I. INTRODUCTION

Legal Requirements of a Countywide Expulsion Plan

On July 1, 1996, California Education Code section 48926 became operational. California Education Code 48926 states, “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 students 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.” California Education Code section 48926 requires county superintendents to submit a plan to the Superintendent of Public Instruction, no later than June 30, 1997, regarding the provisions of educational services to all expelled students in the county.

Section 48926 further provides that each county superintendent of schools, in conjunction with district superintendents in the county, shall submit to the Superintendent of Public Instruction a triennial update to that plan on June 30 thereafter. A list of the board approval dates for each triennial update is contained in this document (see Appendix II).

Education Code section 48926 provides that, in addressing the needs of all expelled students, the countywide plan shall:

- a. Enumerate existing educational alternatives for expelled students, including behavioral intervention practices and an explanation of how such practices may impact the disproportionate number of minority students being suspended or expelled.
- b. Identify gaps in educational services and strategies for filling them.
- c. Identify alternative placements for those expelled students who have failed to meet the terms and conditions of their rehabilitation plan.

California Education Code section 48916.1 states, “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....” Therefore, every Humboldt County School District governing board will refer each expelled student to an appropriate educational placement for the expulsion period. The educational placement will be determined on an individual basis by the school district’s governing board based on:

1. The educational needs of students
2. The seriousness of the offense
3. Available educational alternatives
4. Other related factors

In addition, under the Local Control Funding Formula (LCFF), county offices of education are required to adopt a Local Control and Accountability Plan (LCAP) for county operated

schools and programs which includes goals, actions, and expected measurable outcomes in 10 state priority areas for all pupils and subgroups of pupils identified in *EC* Section 52052. Included among the priorities, a county office LCAP must address how it will coordinate the instruction of expelled students under *EC* Section 48926. Thus, the Countywide Plans will contribute to the information presented in the LCAP and provide a regional perspective on meeting the needs of expelled pupils.

The desired outcome of this plan is to ensure that appropriate educational placement options are available for students who have been expelled and as well as other at-risk/at-promise students. This will also result in:

- Closing the achievement gap
- Decreasing the dropout rate
- Increasing the graduation rate

II. Educational Alternatives for Students who are Expelled

Humboldt County School Districts recognize that providing a continuum of services for all students includes expelled youth. Educators understand the gravity and impact of an expulsion, and are committed to developing regional and district opportunities for expelled youth that provide equitable and comprehensive instruction. Included in the Humboldt County plan are the educational alternatives determined by each individual school district as well as the Humboldt County Office of Education (HCOE) court school and community schools (CCS). Each district within Humboldt County will determine which educational alternatives are appropriate and available pursuant to Education Code section 48916.1.

Overview of Humboldt County Office of Education Court and Community School Programs

Humboldt County Office of Education operates several community school sites in those geographic areas of the county where local school districts have requested the availability of such programs and where expected student enrollment would make such programs financially viable. As of the date of this plan, community school sites were operating in Eureka (serving students from the Central Bay area region), Fortuna (serving the Eel River Valley school districts and those from the Ferndale area) and Garberville (serving Southern Humboldt Unified School District). HCOE is in process of establishing a community school site in the Northern region as requested by districts, students, families and approved by the Humboldt County Board of Education.

HCOE CCS serve nearly 300 students throughout the school year in grades 7 to 12 at these different locations. Community school programs offer both classroom and independent study options while the Court school is a classroom program that operates year round, typically for 249 instructional days.

Students are referred for enrollment consideration by the Juvenile Court, the Humboldt County Probation Department, district boards regarding expelled students, and SARB referrals.

Each school district is required to ensure instructional services are provided for students who have been recommended for expulsion, or who are awaiting placement. Those students whose behavior has resulted in an expulsion, including a stipulated expulsion, shall be given a rehabilitation plan that is designed by the district of residence.

Rehabilitation plans are the sole responsibility of the district of residence, and should be monitored by the district and the school of placement alike. Appropriate documentation should be maintained by the district of placement and presented to the district of residence upon recommendation to return to the district. A student who is simply in need of an educational alternative may also access these programs through a district referral process that does not require a rehabilitation plan.

Students who are expelled who fail to meet the terms of the district rehabilitation plan may be referred to another comprehensive, alternative, or Community Day School within the district or one of these programs in another district within the county. Districts may also meet with the family and student to revise the plan, support the family meeting the terms, and assign the student to a different placement.

Students who have met the terms of their rehabilitation plan yet remain in need of an educational alternative may continue to access these programs through the district referral process.

Students in community schools are temporarily in need of a supportive, alternative educational program in order to progress academically and socially. Students who are voluntarily enrolled upon mutual agreement of the district, parent/guardian and community school screening team are provided comprehensive support services. Each student undergoes an academic assessment at the time of entry and an educational plan is developed to support the student's satisfactory progress toward his/her educational goal. Student goals can include, but are not necessarily limited to: a) a desire to transfer back to the District of Residence at some time in the future; b) high school graduation; c) earning a GED certificate. or d) passage of the California High School Proficiency test once attaining the age of 16 and with parent/guardian consent, or other approved high school equivalency tests. California has approved the use of three high school equivalency tests (GED®, HiSET®, and TASC™) for students 18 years old and older. Failed community school placements will be referred back to the district of residence for reassessment of educational placement and services.

In addition, students are provided access to internal and community programs that promote social and emotional well being and substance use prevention and intervention.

Transportation to/from a county community schools is the responsibility of the student and their parent/guardian. In most years, supplemental funding has been provided to purchase tickets on the local bus lines. When available, these tickets are given to students

meeting attendance requirements, on an as needed and as requested basis. Mileage reimbursement is also an option.

Student population consists of the following:

- 97% Low socio-economic
- 33% Students with and Individualized Education Plan (IEP)
- 11% Students with a 504
- 4% English Language Learners
- 77.75% of students have been enrolled for 1 or more academic quarters
- 4.725% Foster Youth
- 16.04% Homeless youth

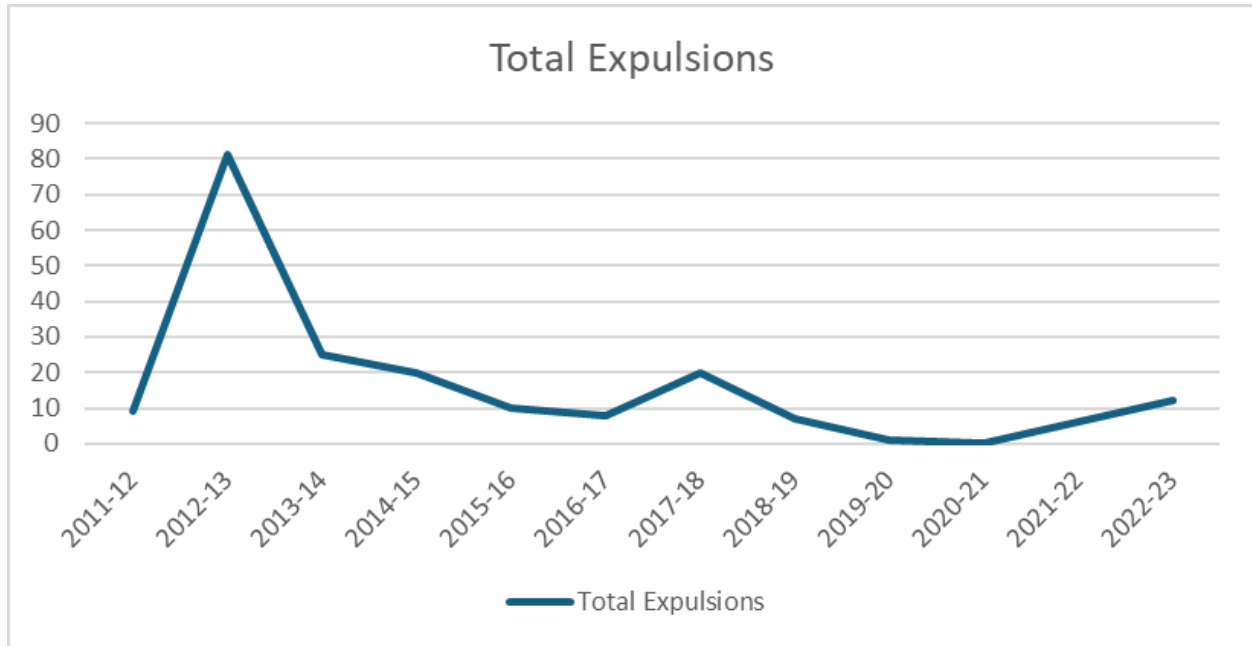
CCS enrollment is constantly changing. New Community School Students are enrolled each week. New Court School students enroll and exit sometimes daily. With a highly mobile population, cohort data is extremely limited and often not valid. Therefore, many metrics and expected outcomes at CCS cannot be compared to traditional school settings.

Educational alternatives currently available for Expelled students

District-level alternatives for expelled students vary depending on several key factors. Firstly, district size and regional location plays a crucial role; larger districts typically have more options available, while smaller districts might need to rely on county-operated programs or collaborate with other small districts to develop viable in-district alternatives. Secondly, the district's philosophy and approach to student discipline can influence the availability and type of alternatives, incorporating varying degrees of restorative practices, alternative means of correction, and staffing resources. The academic needs and current skill levels of individual students, determined by grades, state standardized assessments, formative and summative assessments, quality of schoolwork, other formal and informal evaluations, and progress on Individual Education Programs (IEPs), are also critical considerations. Attendance patterns, including excused and unexcused absences and tardiness, along with behavior both in and out of the classroom, impact the suitability of district-level alternatives. Additionally, the student's ability to communicate and navigate the formal and informal curriculum and school culture, along with their discipline history, health and medical status—including health limitations, 504 accommodations, drug or alcohol dependence, and physical limitations—play significant roles. Finally, the student's social and emotional well-being, level of engagement with peers, conflict patterns with others, access to mental health resources, and response to instructional approaches based on existing evidence are essential factors in determining the most appropriate district-level alternatives for expelled students.

Please refer to Appendix A for District Educational Alternatives for Youth who are expelled.

Humboldt County Data for Expelled Youth Over Time



III. District and County Gaps and Strategies for Improvement

Previously Identified District and County Gaps and Strategies for Improvement

During the development of the 2018 and 2021 development years the following gaps were identified.

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| <p>Service gap #1:</p> <p>Alternative placements for middle school students that are not yet in grade 7 to attend a Community School program, or other alternative program, if expelled or consistently not successful in the District of Residence</p> | <p>Strategies for improvement identified in 2018 and 2021 development years were:</p> <ul style="list-style-type: none"> ✓ Employ on site counselors to address behavior ✓ Humboldt County Office of Education employs and provides access to behaviorists for all districts to support them in developing behavior plans to support IEP youth. ✓ Some districts have developed on site, self-contained classroom settings for behaviorally challenged youth. ✓ Implementation of Educationally Related Intensive Counseling Services (ERIC's) for IEP youth ✓ 1:1 Special Circumstances Instructional Aides ✓ Charter School referral |
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| | <ul style="list-style-type: none"> ✓ Independent Study placement ✓ Provide professional development to staff on how to manage defiant and disruptive youth in the classroom setting. ✓ Conflict Mediation and Peer Mediation ✓ Restorative Justice ✓ SARB ✓ Development of 3 regionally based programs ✓ Implementation of PBIS/MTSS and funding to support these efforts are available |
| <p>Service Gap #2:</p> <p>Options for supporting students in accessing academic support/mental health and family health services at the school site, versus the expectation that students and families have the ability or the capacity to travel to Eureka for services.</p> | <p>Strategies for program improvement identified in 2018 and 2021 development years were:</p> <ul style="list-style-type: none"> ✓ Collaborate with local tribal agencies for support services to be brought to the DOR ✓ Humboldt County Office of Education employs and provides access to behaviorists for all districts to support them in developing behavior plans to support IEP youth. ✓ Develop an on-site, self-contained classroom setting for behaviorally challenged youth.(BLC'S) ✓ 1:1 Special Circumstances Instructional Aides ✓ Charter School referral ✓ Independent Study placement ✓ Development of 3 regionally based programs ✓ Implementation of PBIS ✓ Refer to Functional Family therapy, a DHHS service for MediCal youth ✓ Collaborate with Family Resource Centers for regional based supports ✓ Conflict Mediation and Peer Mediation ✓ Restorative Justice ✓ SARB ✓ Collaborate with local tribal agencies for support services to be brought to the DOR |

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| | <ul style="list-style-type: none"> ✓ Humboldt County Office of Education employs and provides access to behaviorists for all districts to support them in developing behavior plans to support IEP youth. ✓ Develop an on-site, self-contained classroom setting for behaviorally challenged youth.(BLC'S) ✓ 1:1 Special Circumstances Instructional Aides ✓ Charter School referral ✓ Independent Study placement ✓ Development of 3 regionally based programs ✓ Implementation of PBIS ✓ Refer to Functional Family therapy, a DHHS service for MediCal youth ✓ Collaborate with Family Resource Centers for regional based supports ✓ Conflict Mediation and Peer Mediation ✓ Restorative Justice ✓ SARB |
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2024-2027 Service Gaps

Per Education Code 48926, “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 following gaps have been identified with respect to providing educational services to expelled students. In addition, Appendix H provides results from district feedback regarding alternatives to suspension currently implemented at the site level and identified gaps in service.

In collaboration with Local Educational Agencies (LEAs) and Humboldt County Office of Education indicate that many of the previously identified Gaps and Strategies are still relevant.

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| <p>Service Gap #1</p> <p>Interventions and alternative instructional strategies and placements students who are not yet in grade 7 consistently not successful in the District of Residence</p> | <p>Strategies for addressing Gap #1</p> <ul style="list-style-type: none"> ✓ Continue and operation of regionally located Therapeutic Learning Classrooms (TLC) for students with disabilities who meet eligibility criteria. ✓ Evaluate readiness and population for opening additional TLCs |
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| | <ul style="list-style-type: none"> ✓ Work with SELPA leadership to understand and evaluate the continuum of services available for students with disabilities who have mental health and behavioral needs within the county ✓ Collaborate with community agencies in the establishment of wellness centers on school campus ✓ Provide resources and support for wellness centers on school campus ✓ Conflict mediation training ✓ Peer mentoring program development ✓ Behavior contract and management training ✓ Increase access to mental health services through direct service, contracted service, or referrals to community agencies ✓ Evaluate readiness for additional alternative placements for students with continuum of needs ✓ Functional Behavior Assessment training ✓ Improve collaboration with community agencies who support youth and families ✓ Conflict resolution/restorative practice training ✓ Provide direct counseling services ✓ Implement training for new and returning staff in restorative practices, restorative justice, conflict mediation, social skills development, trauma informed practices, and universal design for learning ✓ Independent study placement ✓ Charter school referral process ✓ SARB ✓ Implement PBIS and MTSS ✓ Establish peer mentorship programs |
| <p>Service Gap #2 Options for supporting students in accessing mental health and family health services</p> | <ul style="list-style-type: none"> ✓ Continue and operation of regionally located Therapeutic Learning Classrooms (TLC) for students with disabilities who meet eligibility criteria. ✓ Evaluate readiness and population for opening additional TLCs |

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| | <ul style="list-style-type: none"> ✓ Work with SELPA leadership to understand and evaluate the continuum of services available for students with disabilities who have mental health and behavioral needs within the county ✓ Collaborate with community agencies in the establishment of wellness centers on school campus ✓ Provide resources and support for wellness centers on school campus ✓ Provide instruction and training on strategies for improving parent engagement ✓ Research and develop sustainable funding for prevention and intervention services such as counseling and behavioral health services and those systems through the Children Youth and Behavioral Health Initiative Multi Payer Fee schedule ✓ Establish and support bridges to wellness program for students and families ✓ Develop integrated systems of care for students who are transitioning from community schools to district operated programs that support the students transition ✓ Develop workforce development pathways |
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Additional Consideration – Disproportionate Representation

In the past review of demographics of students referred to community schools indicated a disproportionate percentage of students were Native American. This may have been an anomaly based on the very small total numbers of students in HCOE Community Schools. (i.e. one student may only count for 15-20% of the total at some locations). These youth also struggle with accessing services off site provided by their local tribal affiliation. In an effort to address any disproportionate representation in suspended or expelled youth HCOE has provided professional development and ongoing services in the following areas. In addition, each district reviews district level data to determine the interventions and programmatic supports that best suits their demographic data, school community, and instructional readiness.

- Trauma Informed Best practices
- Cultural Sensitivity Training
- Implicit Bias Training
- Responsive classroom model
- Referral to Parent Project
- Crisis Response support
- Restorative Practices

- Individualized Positive incentives
- Alternatives to suspension
- Culturally relevant teaching Professional Development
- Community Building strategies
- Restorative Circles
- Implicit bias training
- Direct Counseling services
- Mental Health First Aide
- Be Sensitive Be Brave

V. Alternative Placements for Students Who Are Expelled and Placed in a District Operated Community Day School But Who Fail to Meet the Terms And Conditions of Their Rehabilitation Plan or Who Are Considered a Danger to Other District Pupils.

Students who fail to meet the terms of their rehabilitation plan while placed in district operated community day schools may enroll in a county-operated community school, a charter school, or a private school.

If students return to their DOR from a County run community school setting, and are not successful, district administrators contacts the Community school principal for referral.

VI. District Practices To Minimize The Number Of Suspensions, Expulsions, And Options For Students Who Are Expelled

The following pages provide district strategies to prevent suspension and expulsions as well as district options for students who are expelled which may differ. The differences between district plans are impacted by the community and culture of the school, staff readiness, and availability of resources due to regional location and enrollment.

Arcata School District

12 62679 0000000 | 1435 Buttermilk Ln. | Arcata, CA 95521 | (707) 822-0351

Superintendent: Luke Biesecker Grades: TK-8 Enrollment: 515

Arcata Elementary: TK - 5 Sunny Brae Middle: 6 - 8

Description of District Alternative Programs:

Suspended Expulsion:

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. Progress is monitored as the student continues in a District program.

Expulsion:

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. Progress is monitored as the student is placed in an alternative program. Depending on grade level and situation the student will be referred to the Humboldt County Office of Education Community School or placed in a District developed program (distance or hybrid learning model).

Behavioral Interventions employed to minimize suspensions, minimize expulsions and support youth returning from expulsion:

The Arcata School District is committed to numerous behavioral intervention practices and implements these practices based on school site and need. All sites are trained and in varying stages of implementing PBIS (Positive Behavior Interventions and Supports). The goal behind this program is to take a proactive approach to behavior management as opposed to a reactive one. Almost all staff have received training in de-escalation and student behavior management. The District has supported numerous equity trainings for staff over the last several years and is currently participating in the CA Integrated Supports Project (Year 1 of 2). Additionally, the District is in year 1 of its CA Community Schools Partnership Program Implementation Grant (CCSPP). The CCSPP grant has allowed the District to add/maintain numerous supports and trainings (some initially funded with ESSER dollars).

Some specific services/programs include contracting with the SELPA for certified Behaviorist time, hosting a Family Resource Center at Arcata Elementary and a Wellness Center at Sunny Brae Middle, staffing a full-time psychologist at each school site (provides counseling/intervention services in addition to assessment), staffing a student intervention facilitator at each school site, and providing stipends to ensure PBIS site team continuity and purpose. Additionally, the District regularly benefits from academic and behavior intervention trainings supported and/or facilitated by the Humboldt County Office of Education.

Specific explanation of how those practices relate to any disproportionate representation of minority students in such interventions:

All interventions are designed to address any potential disproportionate representation of student groups, by utilizing bilingual aides, an ELD intervention teacher, and strong IEP/SST teams including the school psychologist, site administrators, and other support staff. Arcata has a very low expulsion rate as every effort is made to ensure that expulsion is the last resort. Support for students returning from expulsion include individual counseling, behavior plans, and increased parent communication via phone calls, email, and/or notes.

Big Lagoon Union School District

Superintendent: Christine Ng Grades: TK – 8

ADA: 16

Description of District Alternative Programs:

Suspended Expulsion:

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. Progress is monitored as the student continues in a district program, which may include independent study. Student may be referred to an alternative program or a charter in a neighboring district.

Expulsion:

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. The district will explore options with neighboring districts for placement of students expelled for Mandatory offenses E.C. 48915 (d), and present parent with alternative education and charter school options. The district will monitor the Rehabilitation Plan.

Behavioral Interventions employed to minimize suspensions, minimize expulsions and support youth returning from expulsion:

Key faculty and staff have been initially trained in the Positive Behavioral Interventions and Supports Approach and have implemented the approach school wide. We plan to expand that training in 2024/25. Behavioral expectations are clearly defined, explicitly taught school wide and consistently enforced. Clear and consistent consequences are enforced and positive behavior is rewarded regularly.

Behavioral interventions include but are not limited to the following:

1. Meeting with teacher, parent or guardian and the Superintendent/Principal
2. Formal SST process
3. Alternatives to suspensions developed on a case-by-case basis to meet student need.

Specific explanation of how those practices relate to any disproportionate representation of minority students in such interventions:

Although there have been zero suspensions or expulsions since 2017, it is district practice to analyze data for patterns within subgroups for all interventions.

Blue Lake Union Elementary School District

Superintendent: DeAnn Waldvogel | Grades: TK -8 | ADA: 153

Description of District Alternative Programs

Suspended Expulsion

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. Progress is monitored as the student continues in a district program.

Expulsion

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. The district will explore options with the County Office of Education for placement of students expelled for Mandatory offenses E.C. 48915 (d), and present parent with alternative education and charter school options. The district will assign monitoring of the Rehabilitation Plan.

Describe the process for expulsion, rehabilitation plan, and what options students have for instruction post expulsion.

Behavioral Interventions employed to minimize suspensions, minimize expulsions and support youth returning from expulsion

All faculty and staff have been trained in PBIS and trauma informed practices and have implemented the approach school wide. Behavioral expectations are clearly defined, explicitly taught school wide and consistently enforced. Clear and consistent consequences are enforced, and positive behavior is rewarded regularly.

The school's Wellness Center and/or counselor checks in with and supports students who are struggling to meet behavioral expectations.

Behavioral interventions include but are not limited to the following:

1. Second Steps & Zones (SEL programs) are also being taught to students school wide.
2. Providing Check-In/Check-Out Systems, Behavior Charts, Incentive Charts, Display Expectations.
3. Meeting with teachers, parent/guardian, and the Superintendent-Principal.
4. Formal SST process.
5. Alternatives to suspensions developed on a case-by-case basis to meet student needs.

Specific explanation of how those practices relate to any disproportionate representation of minority students in such interventions:

Students disproportionately represented with suspensions and expulsions are students with disabilities and socioeconomically disadvantaged students. To mitigate this, the district uses a MTSS approach school wide, PBIS, and implements social-emotional curriculum in all classrooms. Our team comprised of the student, parent/guardian, Wellness Center, classroom teachers work together to create and implement interventions and support plans.

Bridgeville Elementary School District

39717 Kneeland Road, PO Box 98, Bridgeville, CA 95526 | (707) 777-3311

Superintendent: John Blakely | Grades: TK-8 | ADA: 40 | Bridgeville Elementary TK-8

Description of District Alternative Programs

Suspended Expulsion

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. Progress is monitored as the student continues in a district program. Student may be referred to an alternative program or a charter in a neighboring district.

Expulsion

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. The district will explore options with neighboring districts for placement of students expelled for Mandatory offenses E.C. 48915 (d), and present parent with alternative education and charter school options. The district will monitor the Rehabilitation Plan.

Behavioral Interventions employed to minimize suspensions, minimize expulsions and support youth returning from expulsion.

Key faculty and staff have been trained in the PBIS/MTSS plan and have implemented the plan school wide. We plan to expand that training in 2024/25. Behavioral expectations are clearly defined, explicitly taught school wide and consistently enforced. Clear and consistent consequences are enforced and positive behavior is rewarded regularly.

Behavioral interventions include but are not limited to the following:

1. Meeting with teacher, parent or guardian and the Superintendent/Principal
2. Formal SST process
3. Alternatives to suspensions developed on a case by case basis to meet student need.
4. Toolbox, an SEL program, is also being taught to students' school wide. This program teaches students how to self-regulate their behaviors.

Specific explanation of how those practices relate to any disproportionate representation of minority students in such interventions:

Students disproportionately represented with suspensions and expulsions are special education students. To mitigate this, Special Education supports include full inclusion, using a MTSS approach school wide, PBIS, instructional coaching for staff and the use of Toolbox.

Cuddeback Union School District

PO Box 7 Carlotta, CA 95528 | (707)768-3372

Superintendent/Principal: Blaine Sigler Grades: TK-8 | ADA: 158

Cuddeback Elementary School TK-8

Description of District Alternative Programs:

Suspended Expulsion

The student and parent sign a Rehabilitation Plan/Contract in effect for the term of the expulsion. Progress is monitored as the student continues to attend Cuddeback School. Insufficient progress may result in student being referred to an alternative program or a charter in a neighboring district.

Expulsion

The student and parent sign a Rehabilitation Plan/Contract in effect for the term of the expulsion. The district will explore options with neighboring districts for placement of students expelled for Mandatory offenses E.C. 48915 (d), and share that information related to alternative education and charter school options with parent. The district will monitor the Rehabilitation Plan to determine appropriateness of re-enrollment in the district upon completion of the expulsion term.

Behavioral Interventions employed to minimize suspensions, minimize expulsions and support youth returning from expulsion.

School support staff and counselor have been trained in the Restorative Practices and have implemented the approach school wide. Behavioral expectations are clearly defined, explicitly taught school wide and consistently enforced. Clear and consistent consequences are enforced and positive behavior is rewarded regularly.

Behavioral interventions include but are not limited to the following:

1. Meeting with teacher, parent or guardian and the Superintendent/Principal
2. Formal SST process
3. Alternatives to suspensions developed on a case by case basis to meet student need.
4. Multiple levels of the Restorative Practices program are implemented on a case by case basis to meet student need.

Specific explanation of how those practices relate to any disproportionate representation of minority students in such interventions:

Students disproportionately represented with suspensions and expulsions are special education students. To mitigate this, Special Education supports include full inclusion, using a MTSS approach school wide, Use of Restorative Practices including listening and restorative circles, instructional coaching for staff.

Cutten Elementary School District

4182 Walnut Drive | Eureka, CA 95503 | (707)441-3900
Superintendent: Becky MacQuarrie Grades: TK-6 | ADA: 562
Ridgewood TK-2 | Cutten 3-6

Description of District Alternative Programs

Suspended Expulsion

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. Students are put on Independent Study with weekly check-in with teacher or referred to another district.

Expulsion

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. The district will refer to another district. The district will assign monitoring of the Rehabilitation Plan.

See [Board Policy 5144.1](#)

Behavioral Interventions

- Implementation of Mind Up Curriculum in all classrooms
- School-wide PBIS in partnership with our MTSS focus at DES
- School-wide Restorative Justice practices implemented
- Monthly School Climate Team Meetings
- Social Emotional Learning supports provided by Social Work Team
- Use of outside support and counseling services

Fieldbrook Elementary School District

4070 Fieldbrook Road, McKinleyville, CA 95519 | (707)839-3201

Superintendent: Justin Wallace Grades: TK-8

ADA: 101 | Fieldbrook School: TK-8

Description of District Alternative Programs

Suspended Expulsion

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. Progress is monitored as the student continues in a district program. Student may be referred to an alternative program or a charter in a neighboring district.

Expulsion

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. The district will explore options with neighboring districts for placement of students expelled for Mandatory offenses E.C. 48915 (d), and present parent with alternative education and charter school options. The district will monitor the Rehabilitation Plan.

Behavioral Interventions employed to minimize suspensions, minimize expulsions and support youth returning from expulsion

Behavioral expectations are clearly defined, explicitly taught school wide and consistently enforced. Clear and consistent consequences are enforced and positive behavior is rewarded regularly.

Behavioral interventions include but are not limited to the following:

4. Meeting with teacher, parent or guardian and the Superintendent/Principal
5. Formal SST process
6. Alternatives to suspensions developed on a case by case basis to meet student needs
7. Second Step, an SEL program, is also being taught to students' school-wide. This program teaches students how to self-regulate their behaviors

Specific explanation of how those practices relate to any disproportionate representation of minority students in such interventions

Students disproportionately represented with suspensions and expulsions are special education students. To mitigate this, Special Education supports include full inclusion, using an MTSS approach school-wide, PBIS, instructional coaching for staff, and the use of Second Step.

Eureka Unified School District

2100 J Street, Eureka CA 95501 | 707-441-2400

Superintendent: Gary Storts Grades: Preschool-Adult ADA: 3,522

Winzler Children's Center: Preschool

Alice Birney, Grant, Lafayette, Washington Elementary: TK-5

Catherine L. Zane, Winship Middle: 6-8

Eureka and Zoe Barnum High School: 9-Adult

Description of District Alternative Programs

Suspended Expulsion

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. Progress is monitored as the student continues in a district program.

Independent Study

This program is an option for motivated students who can complete all assigned work independently. Students must meet with their teacher weekly for a one-hour instructional appointment and complete all assigned work. To remain in this program, students must meet with their teacher for one hour of instruction and complete 25-30 hours of school work at home. If a student misses three appointments and/or does not complete the assigned work, they are considered to have violated their contract and they may be referred back to their school of record or the teacher/Independent study administrator can work with the family to develop a reengagement plan or alternate placement.

Expulsion

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion (the remainder of the semester plus one semester or full year). The district will refer students to the Court and Community Schools- ERC and monitor the Rehabilitation Plan.

Behavioral Interventions employed to minimize suspensions, minimize expulsions and support youth returning from expulsion

- The incorporation of the MTSS framework, including PBIS, allows for proactive contact and support of students who are exhibiting problematic behaviors.
- Community Partnerships that provide support and counseling services
- School Counselors at Eureka High School provide support to students both academically (class placement, study skills, graduation plan... etc.) and in social-emotional support to the school.
- An alternative elementary classroom/placement at Lafayette is available to support students in grades TK-5.

- The program provides high levels of counseling, behavioral, and academic support. For the 2024-2025 school year, this will be expanded to incorporate middle school students and will be located on the Winship Middle School campus.
- Behavior Support Assistants at all elementary schools
 - Utilizing data and in coordination with district BCBA, provides Tier 2 and Tier 3 supports for students including scheduled and student-initiated calm room breaks for students experiencing emotionally dysregulating episodes
- Restorative Practices Support Specialists at 7 school sites in the district.
 - Provide Alternatives to Suspension support for students
 - Participate in daily behavior huddles
 - Utilize data such as Behavior Tracking Forms to implement PBIS Tier 2 Supports
 - Community School Liaisons at 8 school sites
 - Attend weekly MTSS Team meetings at each school site
 - Coordinates with school-site social worker to address needs of at-risk and high-needs students identified through the MTSS process whose behaviors may be affecting their school performance
 - Coordinates with outside service providers and families to facilitate access to supports
 - School-wide PBIS in partnership with our MTSS teams.
- Social workers support the linkage and brokerage of services to meet individual and family student needs and provide individual and small-group counseling services.
 - Implementation of Second Step Curriculum in all classrooms and Zones of Regulation in identified classrooms.
- School psychologists support crisis intervention, mental health counseling, consultation with school teams, and assessment.
- Board Certified Behavior Analysts are assigned to school sites to support Tier 1-3 and develop, implement, and monitor Tier II and Behavior Intervention Plans.

Specific explanation of how those practices relate to any disproportionate representation of minority students in such interventions

The data from Eureka City Schools does not show any disproportionate representation of minority students in such interventions. However, we are monitoring suspensions and expulsion rates to determine if future interventions need to be developed.

South Bay Union Elementary School District TK-8

Description of District Alternative Programs

Suspended Expulsion

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. Progress is monitored as the student continues in a district program.

Expulsion

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. The district will refer to Humboldt County Community School. The district will assign monitoring of the Rehabilitation Plan.

Behavioral Interventions employed to minimize suspensions, minimize expulsions and support youth returning from expulsion.

Key faculty and staff have been trained in PBIS and have implemented the approach school wide. We plan to expand that training in 2024/25. Behavioral expectations are clearly defined, explicitly taught school wide and consistently enforced. Clear and consistent consequences are enforced and positive behavior is rewarded regularly. Behavioral interventions include but are not limited to the following:

1. Meeting with teacher, parent or guardian and the Superintendent/Principal
2. Formal SST process
3. Alternatives to suspensions developed on a case by case basis to meet student need.
4. An SEL program is also being taught to students' school wide. This program teaches students how to self-regulate their behaviors.

Specific explanation of how those practices relate to any disproportionate representation of minority students in such interventions:

Students disproportionately represented with suspensions and expulsions are special education students. To mitigate this, Special Education supports include full inclusion, using a MTSS approach school wide, PBIS, instructional coaching for staff and the use of SEL curriculum.

Pacific Union School District

3001 Janes Road | Arcata, CA 95521 | 707-822-4619

Superintendent: Rene L. McBride

Grades: TK-8th ADA: 492.64

Description of District Alternative Programs

Suspended Expulsion

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. Progress is monitored as the student continues in a district program. Student may be referred to an alternative program or a charter in a neighboring district.

Expulsion

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. The district will explore options with neighboring districts for placement of students expelled for Mandatory offenses E.C. 48915 (d), and present parent with alternative education and charter school options. The district will monitor the Rehabilitation Plan.

Behavioral Interventions Employed to Minimize Suspensions, Minimize Expulsions and Support Youth Returning from Expulsion

Key faculty and staff have been trained in restorative practices and crisis prevention intervention approaches/frameworks. These have been implemented school wide. We will continue to ensure that new staff are trained as well. Behavioral expectations are clearly defined, explicitly taught school wide and consistently enforced. Clear and consistent consequences are enforced and positive behavior is rewarded regularly.

Behavioral interventions include, but are not limited to the following:

1. Meeting with teacher, parent or guardian, Principal, and/or Superintendent
2. Support Services Meetings to case manage and problem solve
3. Collaboration Meetings
4. Formal SST process
5. Alternatives to suspensions developed on a case by case basis to meet student need
6. PATHS and Character Strong are implemented (SEL Program) is also being taught to students' school wide. These programs teaches students how to self-regulate their behaviors.

Specific Explanation of How Those Practices Relate to Any Disproportionate Representation of Minority Students in Such Interventions

Students disproportionately represented with suspensions and expulsions are students with disabilities and socioeconomically disadvantaged students. To mitigate this, the

district uses a MTSS approach school wide, PBIS, restorative practices, and implements social emotional curriculum in all classrooms. Our support services staff teams with administration and classroom teachers to involve families and students in the creation and implementation of intervention and support plans.

Ferndale Unified School District (Primary)

163 Shaw Ave, Ferndale, CA 95536 | (707) 786-5300

Superintendent: Danielle Carmesin Grades: TK-12 | ADA: 480 (District)

Ferndale Elementary TK-8 (350)

Description of District Alternative Programs

Suspended Expulsion

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. Progress is monitored as the student continues in a district program. Students may be referred to an alternative program or a charter in a neighboring district.

Expulsion

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. The district will explore options with neighboring districts for placement of students expelled for Mandatory offenses E.C. 48915 (d), and present parents with alternative education and charter school options. The district will monitor the Rehabilitation Plan.

Behavioral Interventions are employed to minimize suspensions and expulsions and support youth returning from expulsion.

Key faculty and staff have been trained in the Crisis Behavior Intervention (CPI) Approach and have implemented the approach school-wide. We plan to expand that training in 2024/25.

Behavioral expectations are clearly defined, explicitly taught school-wide, and consistently enforced. Clear and consistent consequences are enforced, and positive behavior is rewarded regularly.

Behavioral interventions include but are not limited to the following:

1. Meeting with the teacher, parent or guardian, and the Superintendent/Principal
2. Formal SST process
3. Alternatives to suspensions are developed on a case-by-case basis to meet student needs.
4. Toolbox, an SEL program, is also being taught to students school-wide. This program teaches students how to self-regulate their behaviors.

Specific explanation of how those practices relate to any disproportionate representation of minority students in such interventions:

Students disproportionately represented with suspensions and expulsions are special education students. To mitigate this, Special Education supports include full inclusion, using an MTSS approach school-wide, PBIS, instructional coaching for staff, and using Toolbox.

Ferndale Unified School District (Secondary)

163 Shaw Ave, Ferndale, CA 95536 | (707) 786-5300

Superintendent: Danielle Carmesin Grades: TK-12 | ADA: 480 (District)

Ferndale High School 9th-12th (130)

Description of District Alternative Programs

Suspended Expulsion

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. Progress is monitored as the student continues in a district program.

Independent Study Program (Grade: 9-12)

Students complete assignments and accrue credits by working on individualized contracts. Parents will be responsible for monitoring and supervising 20 hours of academic work a week for younger students. Students report to the Independent Study teacher for at least 1 hour per week. However, appointments may be more frequent for those students who need closer supervision.

Expulsion

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. The district will refer students to a District Community Day program. The district will monitor the Rehabilitation Plan.

Behavioral Interventions are employed to minimize suspensions and expulsions and support youth returning from expulsion.

The district uses an RTI model to work with students and parents to prevent suspensions as much as possible. The model includes an SST requirement for any student suspended more than once. The district has not expelled a student in the past seven years. If a student is returning from an expulsion, an SST meeting is held to ensure supports are in place to help the student adjust to mainstream education.

Specific explanation of how those practices relate to any disproportionate representation of minority students in such interventions:

The Ferndale Unified School District data shows no disproportionate representation of minority students in such interventions. No student has been expelled from the district in seven years.

Fortuna Union High School District

735 13th Street Fortuna CA 95540 | (707)725-4462

Superintendent: Clint Duey Grades: 9-12 | ADA: 1100

Schools Fortuna High, East High, Academy of the Redwoods

Description of District Alternative Programs:

Suspended Expulsion

If a student is expelled and put on suspended expulsion, they maintain enrollment and attendance. The student is put on a behavioral contract usually with stipulations of grades attendance and discipline.

Expulsion

If a student is expelled, the governing board puts forwards a recommended rehabilitation plan based on a template from Sonoma County School and College Legal Services. The student is referred to our local court community school which in this case is Eel River.

Occasionally if a parent requests referral to another local school the district will make that request. If the student has an IEP a transition meeting is scheduled with the new school of record.

Behavioral Interventions employed to minimize suspensions, minimize expulsions and support youth returning from expulsion

The school district participates in a drug and alcohol information course for first time offenders. The district also utilizes peer mediators for minor student disagreements. Our district also utilizes our on campus mental health wellness center that provides everything from one on one/group counseling to mental health referrals out of the district. The district has also started advisory classes that focus on social emotional learning and have numerous staff and students being trained in Compassionate Systems.

Specific explanation of how those practices relate to any disproportionate representation of minority students in such interventions

The District applies all of the systems of supports to all students. In our district we have made a concerted effort of lowering suspension rates for all students. Students from typically under represented populations suspended at a lower rate than other students in the district.

Fortuna Elementary School District

500 9th Street | Fortuna, CA 95540 | (707)725-2293

Superintendent: Amy Betts Grades: TK-8th Enrollment: 1040

Norman G. Ambrosini Elementary TK-4th Linell K. Walker Elementary TK-4th

Toddy Thomas Middle School 5th-6th Fortuna Middle School 7th-8th

Description of District Alternative Programs:

Suspended Expulsion:

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. Progress is monitored as the student continues in a District program. Student may be referred to an alternative program or a charter in a neighboring District.

Expulsion:

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. The District will explore options with neighboring Districts for placement of TK-6th grade students; the District will present parent with alternative education and charter school options. 7th or 8th-grade students will be referred to Eel River Community School. The District will monitor the Rehabilitation Plan during the course of the expulsion.

Behavioral Interventions employed to minimize suspensions, minimize expulsions, and support youth returning from expulsion:

Staff have been trained on Restorative Practices, which are used District-wide. Our District also uses Positive Behavioral Interventions & Supports (PBIS). Behavioral expectations are clearly defined, explicitly taught school-wide, and consistently enforced. Clear and consistent behavioral interventions include but are not limited to the following:

1. Meeting with teacher, parent/guardian, and the principal/superintendent
2. Formal SST process
3. Check in Check Out (CICO)
4. Counseling
5. Character Strong - SEL curriculum taught school-wide (beginning 2024-25)

Specific explanation of how those practices relate to any disproportionate representation of minority students in such interventions:

Students disproportionately represented with suspensions and expulsions are students with disabilities. To mitigate this, special education supports include behavior plans, counseling referrals, PBIS practices, Restorative Practices, Character Strong SEL curriculum, CICO program, Behavior Support Assistants, and strong IEP teams that include general education teachers, administrators, special education teachers, and school psychologists.

Freshwater School District

75 Greenwood Heights Drive Eureka, CA. 95503 | (707) 442-2969

Superintendent: Si Talty Grades: TK-8 Enrollment: 304

Freshwater Elementary: TK – 6 Freshwater Charter Middle School: 7-8

Description of District Alternative Programs:

Suspended Expulsion

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. Progress is monitored as the student continues in a District program. Student may be referred to an alternative program or a charter in a neighboring district.

Expulsion

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. The district will explore options with neighboring districts and the Humboldt County Office of Education for placement of students expelled for Mandatory offenses E.C. 48915 (d), and present parent with alternative education and charter school options. The district will monitor the Rehabilitation Plan.

Behavioral Interventions employed to minimize suspensions, minimize expulsions and support youth returning from expulsion.

Freshwater School District is committed to numerous behavioral intervention practices and implements these practices based on need. Behavioral expectations are clearly defined, explicitly taught school wide and consistently enforced. Clear and consistent consequences are enforced and positive behavior is rewarded regularly.

In addition, all staff are trained and in varying stages of implementing PBIS (Positive Behavior Interventions and Supports), MTSS (Multi-Tiered Systems of Support) and Restorative Practices. The intent of district policies and practices is to take a proactive approach to behavior management as opposed to a reactive one.

Almost all staff have received training in de-escalation and student behavior management including being CPI (Crisis Prevention Institute) certified. The District has supported numerous equity trainings for staff over the last several years and is currently participating in the CA Integrated Supports Project (Year 1 of 2).

Additionally, the District is in year 2 of its CA Community Schools Partnership Program Planning Grant (CCSPP). The CCSPP grant has allowed the District to add/maintain numerous behavioral supports for students and social-emotional trainings for staff.

Specific explanation of how those practices relate to any disproportionate representation of minority students in such interventions:

Students disproportionately represented with suspensions and expulsions are special education students. To mitigate this, Special Education supports include full inclusion, using a MTSS approach school wide, PBIS, Restorative Practices, and the use of Second Step. Freshwater School District has a very low expulsion rate as every effort is made to ensure that expulsion is the last resort.

GARFIELD SCHOOL DISTRICT

2200 Freshwater Road | Eureka CA 95503

Superintendent: Michael Quinlan Grades: TK-6 | ADA: 70

Description of District Alternative Programs:

Suspended Expulsion

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. Progress is monitored as the student continues in a district program. Students may be referred to an alternative program or a charter in a neighboring district.

Expulsion

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. The district will explore options with neighboring districts for placement of students expelled for Mandatory offenses E.C. 48915 (d), and present parents with alternative education and charter school options. The district will monitor the Rehabilitation Plan.

Behavioral Interventions employed to minimize suspensions, minimize expulsions and support youth returning from expulsion.

Key faculty and staff have been trained in the Multi-Tiered System of Supports(MTSS) and have implemented the approach school-wide. We plan to expand that training in 2024/25. Behavioral expectations are clearly defined, explicitly taught school wide and consistently enforced. Clear and consistent consequences are enforced and positive behavior is rewarded regularly.

1. Behavioral interventions include but are not limited to the following:
2. Meeting with teacher, parent or guardian and the Superintendent/Principal
3. Formal SST process
4. Alternatives to suspensions developed on a case by case basis to meet student needs.

Specific explanation of how those practices relate to any disproportionate representation of minority students in such interventions:

Students disproportionately represented with suspensions and expulsions are special education students. To mitigate this, Special Education supports full inclusion, using a MTSS approach school wide and Positive Behavior Intervention and Supports (PBIS).

Green Point Elementary School District

Superintendent: Teresa Mondragon Grades: TK – 8 ADA: 6
Green Point Elementary School

Description of District Alternative Programs

Suspended Expulsion:

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. Progress is monitored as the student continues in a district program, which may include independent study. Student may be referred to an alternative program or a charter in a neighboring district.

Expulsion:

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. The district will explore options with neighboring districts for placement of students expelled for Mandatory offenses E.C. 48915 (d), and present parent with alternative education and charter school options. The district will monitor the Rehabilitation Plan.

Behavioral Interventions employed to minimize suspensions, minimize expulsions and support youth returning from expulsion:

Key faculty and staff have been initially trained in Social Emotional Learning and have implemented the approach school wide. We plan to expand that training in 2024/25. Behavioral expectations are clearly defined, explicitly taught school wide and consistently enforced. Clear, consistent consequences are enforced and positive behavior is rewarded regularly.

Behavioral interventions include but are not limited to the following:

1. Meeting with teacher, parent or guardian and the Superintendent/Principal
2. Formal SST process
3. Alternatives to suspensions developed on a case-by-case basis to meet student need.

Specific explanation of how those practices relate to any disproportionate representation of minority students in such interventions:

Although there have been zero suspensions in the past 5 years, it is district practice to analyze data for patterns within subgroups for all interventions.

Hydesville Elementary School District

3050 Johnson Rd. Hydesville, Ca 95547 | (707)768-3610

Superintendent: Kevin Trone Grades: TK-8 | ADA: 225

Hydesville Elementary School

Description of District Alternative Programs:

Suspended Expulsion

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. Progress is monitored as the student continues in a district program. Student may be referred to an alternative program or a charter in a neighboring district.

Expulsion

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. The district will refer students to County Community Day programs. The Community Day program will monitor the Rehabilitation Plan.

Behavioral Interventions employed to minimize suspensions, minimize expulsions and support youth returning from expulsion

Key faculty and staff have been trained in the PBIS Approach and have implemented the approach school wide. We plan to expand that training in 2024/25. Behavioral expectations are clearly defined, explicitly taught school wide and consistently enforced. Clear and consistent consequences are enforced and positive behavior is rewarded regularly.

Behavioral interventions include but are not limited to the following:

1. Meeting with teacher, parent or guardian and the Superintendent/Principal
2. Formal SST process
3. Alternatives to suspensions developed on a case by case basis to meet student need.
4. Second Step, an SEL program, is also being taught to students' school wide. This program teaches students how to self-regulate their behaviors.

Specific explanation of how those practices relate to any disproportionate representation of minority students in such interventions

The data from Hydesville Elementary School District does not show any disproportionate representation of minority students in such interventions. No student has been expelled from the district in approximately 10 years.

Jacoby Creek School District

1617 Old Arcata Road, Bayside, CA 95524 (707) 822-4896
Superintendent: Melanie Nannizzi Grades: TK-8 | ADA: 455
Jacoby Creek School TK-8

Description of District Alternative Programs:

Suspended Expulsion: DeExpulsion:

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. Progress is monitored as the student continues in a district program. Student may be referred to an alternative program or a charter in a neighboring district.

Behavioral Interventions employed to minimize suspensions, minimize expulsions and support youth returning from expulsion:

The district uses an RTI model to work with students and parents to prevent suspensions as much as possible. Included in the model is a SST requirement for any student that has been suspended more than once. The district has not expelled a student in the past seven years. If a student is returning from an expulsion, a SST meeting is held to make sure supports are in place to help the student adjust back to mainstream education.

Specific explanation of how those practices relate to any disproportionate representation of minority students in such interventions:

The data from Jacoby Creek School District does not show any disproportionate representation of minority students in such interventions. No student has been expelled from the district in over 10 years.

Klamath-Trinity Joint Unified School district

P.O. Box 1308, Hoopa, CA 95546 | (530) 625-5600

Superintendent: Jennifer Lane Grades: TK-12 | ADA: 944

Weitchpec Elementary – TK-8 Jack Norton Elementary 4-6 Hoopa Elementary – TK-8 Trinity Valley
Elementary TK-8 Orleans Elementary – K-8 Hoopa High School – 9-12
Captain John High School – 10-12

Description of District Alternative Programs:

Suspended Expulsion:

The student, parent, principal, and superintendent sign a Rehabilitation Plan/Contract for the expulsion term. Progress is monitored as the student continues in a district program. Students may be referred to an alternative program or a charter in a neighboring district.

Expulsion:

The student, parent, principal, and superintendent sign a Rehabilitation Plan/Contract for the expulsion term. The district will refer to another comprehensive or alternative school within the district or one of these programs: Court and Community School if seventh grade and above, or a charter or Community Day School in another district within the county. The district will assign monitoring of the Rehabilitation Plan.

Behavioral Interventions employed to minimize suspensions, minimize expulsions and support youth returning from expulsion:

KTJUSD is a trauma informed district will a fully functioning Wellness Center where students are referred to counseling for behavioral issues that go beyond the basic PPS school counselor. We have three major tribal agencies that provide counseling services to all students: Two Feathers Family Services, Da-luk Counseling, and Ki'maw Behavioral Health Services. These agencies service our children 5 days a week in a clinical setting and can service the children even after they graduate high school. Currently we have 27 individual clinicians that work with children and families in our district. There is a pre-referral process, and the cost is free to the parents.

KTJUSD also utilizes PBIS at all school sites, with PBIS lead teachers and a small budget for incentives for positive behaviors (rewards). PBIS strategies include Student of the Month, Attendance Rewards, field trips, and student assemblies that recognize positive student behaviors and achievement.

Specific explanation of how those practices relate to any disproportionate representation of minority students in such interventions:

At KTJUSD, we have over 85% of our students identifying as American Indian. Here, the minority group is the majority. The data does not show any disproportionate representations of any other minority students in our intervention strategies.

Kneeland School District

9313 Kneeland Rd. | Kneeland, CA 95549 | 707-442-5472

Kneeland School TK-8

Description of District Alternative Programs:

Suspended Expulsion

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. Progress is monitored as the student continues in a district program.

Independent Study Program Grade: K-8

Students complete assignments on individualized contracts. In the case of younger students, parents will be responsible for monitoring and supervising 20 hours of academic work a week. Students report to the General Education teacher for at least 1 hour per week. However, appointments may be more frequent for those students who need closer supervision.

Expulsion

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. The district will monitor the Rehabilitation Plan.

Behavioral Interventions employed to minimize suspensions, minimize expulsions and support youth returning from expulsion

The district uses an RTI model to work with students and parents to prevent suspensions as much as possible. Included in the model is an SST requirement for any student that has been suspended more than once.

The district has not expelled a student in the past fifteen years.

If a student is returning from an expulsion, a SST meeting is held to make sure supports are in place to help the student adjust back to mainstream education.

Specific explanation of how those practices relate to any disproportionate representation of minority students in such interventions:

The data from Kneeland School District does not show any disproportionate representation of minority students in such interventions. No student has been expelled from the district in fifteen years.

Loleta Union Elementary School District

700 Loleta Drive, Loleta, CA 95551 | (707)733-5705

Superintendent: Linda Row Grades: TK-8 Enrollment: 82

Loleta Elementary School

Description of District Alternative Programs:

Suspended Expulsion:

Since Loleta is a single school district, a student on a suspended expulsion would remain enrolled at the same school with a support plan. If the student violated the terms of the plan the expulsion would be enforced by Board action and the student would be transferred to a Community School operated by the Humboldt County Office of Education.

Expulsion:

A student who had been expelled from LUESD by Board action would be placed at a Community School operated by the Humboldt County Office of Education for a period of time determined by the Board but not to exceed one calendar year. During that time the student would be expected to meet the terms of their rehabilitation plan which would include positive attendance, passing grades, and no suspendable offenses. If the student met all of the terms of his or her plan, they would be readmitted to the district by Board action as a “regular” student.

Behavioral Interventions employed to minimize suspensions, minimize expulsions and support youth returning from expulsion:

Tier One

- Classroom-level social emotional learning instruction
- Access to Zen Den to reset on rough days
- Positive incentives to be Safe, Responsible, and Respectful
- Culturally relevant activities and positive adult connections through community based partners

Tier Two

- Small group counseling support, such as friendship groups, with the school counselor
- Check in Check out
- Student Study Team to develop behavior support plan
- Mentoring from community based partners

Tier Three

- Individualized counseling with school counselor

- Educationally-Related Mental Health Services (ERMS) including clinician and/or behaviorist support services (per IEP)
- Modified schedule
- 1:1 aide (per IEP)

Specific explanation of how those practices relate to any disproportionate representation of minority students in such interventions

Lolea is committed to using alternative means to suspension whenever possible. Due to the low enrollment of the school, even two or three suspensions over the course of the 180-day school year puts the school's annual suspension rate over the state average.

Because the suspension data tends to show disproportionate representation of Native students, the school has invested in community partnerships to foster more positive adult connections with Native students in the school setting. For example, staff from Two Feathers Native American Family Services (TFNAFS) are on campus 4 days per week to provide direct student support and cultural programs, per a 5-year MOU between the district and TFNAFS.

Maple Creek Elementary School District

15933 Maple Creek Route | Korb, CA 95550 | (707) 668-5596 | Fax (707) 668-4132

Superintendent: Colby Smart, Ed.D. | Grades: TK - 8

ADA: 3.95 (Total Enrollment 5 as of Spring 2024)

Description of District Alternative Programs:

Suspended Expulsion

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. Progress is monitored as the student continues in a district independent study program. Student may be referred to an alternative program or a charter in a neighboring district.

Expulsion

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. The district will explore options with neighboring districts for placement of students expelled for Mandatory offenses E.C. 48915 (d), and present parent/guardian with alternative education and charter school options. The district will monitor the Rehabilitation Plan.

Behavioral Interventions employed to minimize suspensions, minimize expulsions and support youth returning from expulsion:

Certificated staff have been trained in the social and emotion / conflict resolution. Evidence based practices have been implemented school wide. We plan to expand that training in 2024/25 to include PBIS. Behavioral expectations are clearly defined, explicitly taught school wide and consistently enforced.

Behavioral interventions include but are not limited to the following:

- 1) Meeting with teacher, parent or guardian and the Superintendent/Principal
- 2) Formal SST process
- 3) Alternatives to suspensions developed on a case by case basis to meet student need.
- 4) Social and Emotional Learning best practices are being taught to students' school wide. This program teaches students how to self-regulate their behaviors.

Specific explanation of how those practices relate to any disproportionate representation of minority students in such interventions:

The data from Maple Creek Elementary School District does not show any disproportionate representation of minority students in such interventions. No student has been expelled from the district in recent decades.

Mattole Unified School District

PO Box 211 | 29289 Chambers Rd. | Petrolia, CA 95558 | (707) 629-3311

Superintendent: Karen Ashmore Grades: K-12 | ADA: 34.2

Mattole Elementary K-8 | Honeydew Elementary K-6 | Triple Junction High School 9-12

Description of District Alternative Programs:

Suspended Expulsion

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. Progress is monitored as the student continues in a district program.

Independent Study Program Grade: K-12

Students complete assignments and accrue credits by work on individualized contracts. In the case of younger students, parents will be responsible for monitoring and supervising 20 hours of academic work a week. Students report to the Independent Study teacher for at least 1 hour per week. However, appointments may be more frequent for those students who need closer supervision. If a student misses three appointments and/or does not complete their assigned work, they are considered to have violated their contract and must find an alternate placement.

Expulsion

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. The district will refer to another district with a CDS. The district will monitor the Rehabilitation Plan.

Behavioral Interventions employed to minimize suspensions, minimize expulsions and support youth returning from expulsion

- Incorporation of MTSS program, including Schoolwide PBIS allows for proactive contact and support of students who are exhibiting problematic behaviors
- Use of outside support and counseling services
- Restorative Practices training
- Mindfulness training
- Trauma-informed training
- Expressive Arts and ArtSEL programs and practices at all district schools (The district schools are part of a 5 year grant-funded cohort with the Humboldt County Office of Education).

The district uses an RTI model to work with students and parents to prevent suspensions as much as possible. Included in the model is a SST requirement for any student that has been suspended more than once. If a student is returning from an expulsion, a SST meeting is held to make sure supports are in place to help the student adjust back to mainstream education within the district.

Specific explanation of how those practices relate to any disproportionate representation of minority students in such interventions:

The data from Mattole Unified School District does not show any disproportionate representation of minority students in such interventions. No student has been expelled from the district in ten years.

McKinleyville Union School District

2275 Central Avenue, McKinleyville, CA 95519 | 707.839.1549

Superintendent: Juli Giannini Previde | Grades TK-8 ADA: 913

Dow's Prairie Elementary, TK-2 | Morris School, 3rd-5th | McKinleyville Middle School, 6th-8th

Description of District Alternative Programs:

Suspended Expulsion

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. Progress is monitored as the student continues in a district program. Student may be referred to an alternative program or a charter in a neighboring district.

Expulsion

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion.

The district will refer students to a Community Day program. The district will monitor the Rehabilitation Plan.

Behavioral Interventions employed to minimize suspensions, minimize expulsions and support youth returning from expulsion.

Key faculty and staff have been trained in the PBIS Approach and have implemented the approach school wide. We plan to expand that training in 2024/25. Behavioral expectations are clearly defined, explicitly taught school wide and consistently enforced. Clear and consistent consequences are enforced and positive behavior is rewarded regularly.

Behavioral interventions include but are not limited to the following:

1. Meeting with teacher, parent or guardian and the Superintendent/Principal
2. Formal SST process
3. Alternatives to suspensions developed on a case by case basis to meet student need.
4. Second Step, an SEL program, is also being taught to students' school wide. This program teaches students how to self-regulate their behaviors.
5. Full-time counselor at DHS provides support upon a student returning from an expulsion, both academically (class placement, study skills, graduation plan...etc), and in social reintegration to the school

Specific explanation of how those practices relate to any disproportionate representation of minority students in such interventions:

Students disproportionately represented with suspensions and expulsions according to the CA Dashboard are American Indian, English Learner, Foster Youth, Hispanic, and Students with Disabilities. To mitigate this, Special Education supports include full inclusion, using a MTSS approach school wide, PBIS, instructional coaching for staff and the use of Second

Step. Additionally, MUSD has established partnerships with local agencies to create safe spaces on campus for a variety of student groups, including a Black Student Union, a Girls Group, a Boys to Men Club and a Pride group. We have reestablished our Homeless and Foster Youth flowcharts to ensure proper identification and support of Foster Youth. We have also an EL coordinator who ensures consistent communication with Spanish speaking parents and we have updated all communication software to include automatic translation.

Orick School District

Superintendent: Amanda Platt Grades: TK-8 Enrollment: 10
Orick Elementary TK-8

Description of District Alternative Programs:

Stipulated Expulsion

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. Students are put on Independent Study with weekly check-in with teacher.

Independent Study - Grades: TK-8

It is the parent's responsibility to oversee the student's work. The student is expected to spend four hours a day on assignments. Students in grades TK-8 and their parents meet weekly or what is deemed necessary with the Independent Study Teacher.

Expulsion

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. The district may refer to another district CDS. The district will assign monitoring of the Rehabilitation Plan.

Behavioral Interventions

Behavioral Interventions are employed to minimize suspensions, minimize expulsions, and support youth returning from expulsions. Orick Elementary School has implemented PBIS-like programs and strategies focusing on positive interventions resulting in less negative consequences. The small district size has allowed staff to develop relationships and plans that meet the needs of students and the community.

Parents and Students have a complete understanding of the school's expectations based on the Student Handbook and class expectations. PBIS strategies include Student Awards, Recognition and Rewards for attendance, and for being respectful, responsible and ready to learn. Students who are having difficulty go onto a daily contract with "check-in, check-out" from support personnel at the site.

Daily contracts set up with parents and rewards for positive behavior are given at home and at school. This intervention promotes positive behavior.

We have had no expulsions. All programs are school wide and do not disproportionately represent minority students. All students participate equally in all PBIS incentives and receive behavioral interventions as needed.

Peninsula Union School District

909 Vance Ave PO Box 175 Samoa, CA 95564 | (707) 443-2731

Superintendent: Raven Coit Grades: TK-8 | ADA: 65

Peninsula Union Elementary TK-8

Description of District Alternative Programs:

Stipulated Expulsion

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. Student is put on Independent Study with weekly check-in with teacher.

Independent Study Grades: K-8

It is the parent's responsibility to oversee the student's work. The student is expected to spend four hours a day on assignments. Students in grades K-8 and their parent meet weekly or what is deemed necessary with the Independent Study Teacher.

Expulsion

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. The district will explore options with neighboring districts for placement of students expelled for Mandatory offenses E.C. 48915 (d), and present parent with alternative education and charter school options. The district will monitor the Rehabilitation Plan.

Behavioral Interventions

Behavioral Interventions are employed to minimize suspensions, minimize expulsions and support youth returning from expulsions Peninsula Union School has implemented PBIS programs and strategies focusing on positive interventions resulting in less negative consequences.

The district contracted with a Behavioral Specialists and sent lead staff to several trainings to design the program. Parents and Students have complete understanding of the school's expectations. PBIS strategies include, rewards for attendance, and for being respectful, responsible, safe, and kind. Students who are having difficulty go onto a daily contract with "check-in, check-out" from support personnel at the site. Daily contracts set up with parents and rewards for positive behavior are given at home and at school. This intervention promotes positive behavior.

We have had no expulsions. All programs are school wide and do not disproportionately represent minority students. All students participate equally in all PBIS incentives and receive behavioral interventions as needed.

Rio Dell Elementary School District

95 Center St., Rio Dell, Ca 95562 (707)764-5694

Superintendent: Angela Johnson Grades: TK-8 | ADA: 299

Description of District Alternative Programs:

Suspended Expulsion

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. Progress is monitored as the student continues in an in district program.

Expulsion

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. The district will refer to local community school. The district will assign monitoring of the Rehabilitation Plan.

Behavioral Interventions employed to minimize suspensions, minimize expulsions and support youth returning from expulsion.

Key faculty and staff have been trained in Positive Behavior Intervention Supports, and have implemented the approach school wide. Behavioral expectations are clearly defined, explicitly taught school wide and consistently enforced. Clear and consistent consequences are enforced and positive behavior is rewarded regularly.

Behavioral interventions include but are not limited to the following:

1. Meeting with teacher, parent or guardian and the Superintendent/Principal
2. Formal SST process
3. Alternatives to suspensions developed on a case by case basis to meet student needs.
4. SEL lessons are taught schoolwide.
5. Check in/Check out systems in place for high level behavioral students.

Specific explanation of how those practices relate to any disproportionate representation of minority students in such interventions:

Students disproportionately represented with suspensions and expulsions are special education students. To mitigate this, Special Education supports include full inclusion, use of additional paraprofessionals, using a MTSS approach school wide, and PBIS.

Scotia Union School District

417 Church Street P.O. Box 217 | Scotia, CA 95565

Phone (707)764-2212 Fax (707)764-5111

Amy Gossien, Superintendent/Principal | Grades: TK-8 | ADA: 172

Description of District Alternative Programs

Stipulated Expulsion

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. Student is put on Independent Study with weekly check-in with teacher.

Independent Study - Grades: K-8

This program is an option for motivated students who can complete all assigned work in an independent setting. It is the parent's responsibility to oversee the student's work. The student is expected to spend a minimum of four hours a day on assignments. Students meet weekly or what is deemed necessary with a teacher from the District. If a student misses three appointments and/or does not complete the assigned work, they are considered to have violated their contract and must find an alternate placement.

Expulsion

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. The district will explore options with neighboring districts for placement of students expelled, and present parent/guardian with alternative education and charter school options. The district will monitor the Rehabilitation Plan.

Behavioral Interventions employed to minimize suspensions, minimize expulsions and support youth returning from expulsion

Scotia Unified School District is committed to numerous behavioral intervention practices that are implemented based on student need. All staff members are trained and the District is planning full implementation of PBIS (Positive Behavior Interventions and Supports) beginning with the 2024-2025 school year. The goal behind this program is to take a proactive, rather than reactive, approach to behavior management.

Behavioral expectations are clearly defined, explicitly taught school wide and consistently enforced. Clear and consistent consequences are enforced and positive behavior is rewarded regularly.

Behavioral interventions include but are not limited to the following:

1. Meeting with teacher, parent or guardian, and the Superintendent/Principal
2. Referral to school counselor or socioemotional focused paraprofessional
3. Formal SST process
4. Alternatives to suspensions developed on a case by case basis to meet student need.

5. Second Step, an SEL program, is also adopted schoolwide, and being taught to all students grades TK-8 on a weekly basis. This program teaches students how to self-regulate their behaviors.

The District has also adopted a relationship-focused methodology. The District has a part time socioemotional counselor who provides individual counseling. The District also has a socioemotional focused paraprofessional, who is trained in small group skill building, restorative practices, and addressing other social-emotional needs. This paraprofessional runs small groups, whole class circles, and restorative conferences.

The District currently has a PIP (Primary Intervention Program) that focuses on non-directive play. This program is housed in the school's Wellness Center. The services available in the Wellness Center are set to be expanded in the 2024-2025 school year, including the addition of a behavior support technician available to students throughout the school day.

Specific explanation of how those practices relate to any disproportionate representation of minority students in such interventions:

All interventions are designed to address any potential disproportionate representation of student groups, by utilizing student supports including full inclusion for our students with disabilities, using a MTSS approach school wide, instructional coaching for staff, and the use of Second Step curriculum, and beginning in the 2024-2025 school year, full implementation of PBIS. Additionally, IEP and SST teams including the school psychologist, site administrator, and other support staff meet with parents/guardians to develop individualized plans for students, as needed.

Scotia Union School District has an extremely low expulsion rate as every effort is made to ensure that expulsion is the last resort. Support for students returning from expulsion includes individual counseling, behavior plans, and increased parent communication.

Trinidad Union School District

Trinidad School | 300 Trinity Street/Drawer 3030, Trinidad, CA 95570

Superintendent: Alyse Nichols | Grades: TK -8 | ADA: 177

Description of District Alternative Programs

Suspended Expulsion

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. Progress is monitored as the student continues in a district program.

Expulsion

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. The district will explore options with the County Office of Education for placement of students expelled for Mandatory offenses E.C. 48915 (d), and present parent with alternative education and charter school options. The district will assign monitoring of the Rehabilitation Plan.

Behavioral Interventions employed to minimize suspensions, minimize expulsions and support youth returning from expulsion

All faculty and staff have been trained in PBIS and trauma informed practices and have implemented the approach school wide. Behavioral expectations are clearly defined, explicitly taught school wide and consistently enforced. Clear and consistent consequences are enforced and positive behavior is rewarded regularly.

The school's counseling department checks in with and supports students who are struggling to meet behavioral expectations.

Behavioral interventions include but are not limited to the following:

1. Meeting with teacher, parent or guardian and the Superintendent/Principal
2. Formal SST process
3. Alternatives to suspensions developed on a case by case basis to meet student need.
4. Paths, Emoji, and Zones (SEL programs) are also being taught to students school wide.

Specific explanation of how those practices relate to any disproportionate representation of minority students in such interventions

Students disproportionately represented with suspensions and expulsions are students with disabilities and socioeconomically disadvantaged students. To mitigate this, the district uses a MTSS approach school wide, PBIS, and implements social emotional curriculum in all classrooms. The counseling staff teams with administration and classroom teachers to involve families and students in the creation and implementation of intervention and support plans.

VII. Process And Timeline For Revision Of The Joint Educational Services Plan

This plan is required by law to be updated during the period of January 2024 through June 2024, and is to be re-submitted at that time to the State Superintendent of Public Instruction.

Representatives of the Humboldt County Office of Education solicited input on the development of the 2024 plan from all local school districts. An analysis of district needs and recommendations were collected from district administrators at county-wide in person and zoom meetings as well as in one-to-one conversations with administrators who serve expelled youth. Surveys and written communication requesting feedback on services was also sent to all districts. This information was gathered resulted in the summary of progress made on the gaps identified in 2021, as well as the gaps identified for 2024.

Those persons responsible for updating the plan include the Humboldt County Office of Education Superintendent's designated representative. Collaborative meetings took place between fall 2023 and spring 2024 with local school district superintendents and charter school directors. Copies of the plan and all materials contained in the appendix will be distributed to all districts and charters in Humboldt County.

This document represents the official revised 2024-2027 countywide Joint Education Services Plan for Expelled Students in Humboldt County. It was reviewed and updated through a collaborative process between the 32 districts in Humboldt County and the Humboldt County Office of Education.


Michael Davies-Hughes (Jun 18, 2024 13:35 PDT)

Michael Davies-Hughes, Superintendent
Humboldt County Office of Education

Jun 18, 2024

Date

APPENDICES

PAGE

- A. Community School Education Code 54
- B. Humboldt County Board of Education Expulsion Hearing Checklist 60
- C. Discipline of Special Education Students 63
- D. District Rehabilitation Plan 68
- E. Community School Referral Instructions 70
- F. Community School Referral 71
- G. Key Terms..... 74
- H. District Survey Results..... 76

Appendix A: Community School Education Code

Community School Education Code

Education Code - Edc

Title 1 General Education Code Provisions [1. - 32500]

(Title 1 enacted by Stats. 1976, Ch. 1010.)

Division 1 General Education Code Provisions [1. - 32500]

(Division 1 enacted by Stats. 1976, Ch. 1010.)

Part 2. County Educational Agencies [1000 - 2603]

(Part 2 enacted by Stats. 1976, Ch. 1010.)

CHAPTER 6.5. County Community Schools [1980 - 1986]

(Chapter 6.5 added by Stats. 1977, Ch. 992.)

1980.

A county board of education may establish and maintain one or more community schools.

(Added by Stats. 1977, Ch. 992.)

1981.

The county board of education may enroll pupils in a county community school who are any of the following:

(a) Expelled from a school district for any reason other than those specified in subdivision (a) or (c) of Section 48915.

(b) (1) Referred to a county community school by a school district as a result of the recommendation by a school attendance review board. A pupil shall not be referred to a county community school by a school district pursuant to this subdivision unless the school district and the county office of education determine all of the following:

(A) The county community school has space available to enroll the pupil.

(B) The county community school meets the educational needs of the pupil.

(C) (i) The parent, guardian, or responsible adult of the pupil has not expressly objected to the referral based on one or more of the following reasons:

(I) Reasonable concerns related to the pupil's safety.

(II) Geographic accessibility.

(III) Inability to transport.

(IV) The school does not meet the pupil's educational needs.

(ii) The school district may require the objection to be in writing if it has advised the parent, guardian, or responsible adult that they may object, in writing, for one of these reasons.

(2) If the county community school recommended pursuant to paragraph (1) is not geographically accessible to the pupil, the school attendance review board shall also include in its recommendation a school option for the pupil that is geographically accessible to the pupil and meets the criteria specified in paragraph (1).

(3) If the parent, guardian, or responsible adult of the pupil objects for any of the reasons described in sub clauses (I) to (IV), inclusive, of clause (i) of subparagraph © of paragraph (1), the school district may either address the express objection or find an alternative placement in another comprehensive or continuation school within the school district. If the school district has offered the pupil all other options, the school district may refer the pupil to the county community school.

(4) The pupil has the right to return to his or her prior school or another appropriate school within his or her school district at the end of the semester following the semester when the acts leading to referral occurred. The right to return shall continue until the end of the pupil's 18th year of age, except that a pupil with exceptional needs, consistent with Section 56041 of this code and Section 1412(a)(1)(A) of Title 20 of the United States Code, shall have the right to return until he or she turns 22 years of age.

(C) (1) (A) On probation, with or without the supervision of a probation officer and consistent with an order of a juvenile court, who are considered to be wards of the court under Sections 601 and 602 of the Welfare and Institutions Code and ordered placed pursuant to Sections 725, 729.2, and 791 of, and paragraph (2) of subdivision (a) of Section 727 of, the Welfare and Institutions Code.

(B) Under the supervision of a probation officer, with the consent of the minor and the minor's parent or guardian, pursuant to Section 654 of the Welfare and Institutions Code.

(C) Under the supervision of a probation officer pursuant to Section 726 and paragraph (3) of subdivision (a) of Section 727 of the Welfare and Institutions Code with the consent of the pupil's parent, guardian, or responsible adult appointed by the juvenile court to make educational decisions for the pupil. The enrollment of a minor covered by this paragraph in a county community school shall be consistent with paragraph (2) of subdivision (c) of Section 726 of the Welfare and Institutions Code, which provides that all educational and school placement decisions shall seek to ensure that the youth is in the least restrictive educational program, has access to the academic resources, services, and extracurricular and enrichment activities that are available to all pupils, and are based on the best interests of the child.

(D) Unless specifically ordered by a juvenile court, nothing in this subdivision shall be construed to conflict with the existing rights of a parent, guardian, or responsible adult appointed by the juvenile court pursuant to Section 726 of the Welfare and Institutions Code to make educational placement decisions for the minor.

(E) With respect to a pupil's enrollment in a county community school pursuant to subparagraph (B) or (C), and consistent with paragraph (2) of subdivision (c) of Section 726 of the Welfare and Institutions Code and California Rule of Court 5.651, all of the following shall apply:

(i) The attorney for, or the person holding the educational rights of, a pupil who is under the jurisdiction of the delinquency court may use the procedures set forth in California Rule of Court 5.651 to address any change of placement that results in the enrollment of the pupil in a county community school that is not his or her school of origin.

(ii) The attorney or the person holding the educational rights appointed by the court for a pupil who is under the jurisdiction of the delinquency court may, during a regularly scheduled hearing, raise any concerns with respect to whether the enrollment of the pupil in a county community school is meeting the educational needs of the pupil.

(iii) Nothing in this subparagraph is intended to limit in any way the rights or responsibilities of any person as set forth in paragraph (2) of subdivision © of Section 726 of the Welfare and Institutions Code and California Rule of Court 5.651.

(2) On probation or parole and not in attendance at any school, where enrollment is with the consent of the parent, guardian, or responsible adult, or the pupil, if he or she is 18 years of age or older. Nothing in this subdivision shall impact the provision of services or funding for youth up to 25 years of age pursuant to subdivision (b) of Section 1982, as that section read on September 25, 2013.

(3) Expelled for any of the reasons specified in subdivision (a) or (c) of Section 48915.

(4) Enrollment in a county community school pursuant to this subdivision shall be consistent with subdivision (b) of Section 48645.5.

(d) Pupils whose school districts of attendance, or, for pupils who do not have school districts of attendance, school districts of residence, have, at the request of the pupil's parent, guardian, or responsible adult, approved the pupil's enrollment in a county community school, subject to the following:

(1) A pupil shall not be enrolled in a county community school pursuant to this subdivision unless the school district determines that the placement will promote the educational interests of the pupil and the county community school has space available to enroll the pupil.

(2) A parent, guardian, or responsible adult of a pupil enrolled in a county community school pursuant to this subdivision may rescind the request for the placement, and the pupil shall be immediately reenrolled in the school that the pupil attended at the time of the referral, or, with the consent of the parent, guardian, or responsible adult, another appropriate school.

(e) The procedures outlined in subdivisions (b) to (e), inclusive, of Section 51225.2 govern the transfer of credits, records, including special education records, and grades required

pursuant to subdivision (a) of Section 48645.5 and Section 49068 when the pupil transfers to and from the county community school.

(f) For purposes of this section, “geographically accessible” means that the pupil can reasonably travel to and from the school and is able to pay for any transportation costs that are above and beyond the costs to attend his or her school of residence or prior school, whichever is farther away.

(Amended by Stats. 2014, Ch. 837, Sec. 1. Effective January 1, 2015.)

1981.5.

(a) A pupil who is involuntarily enrolled in a county community school pursuant to subdivision (a) of, or subparagraph (A) of paragraph (1) or paragraph (3) of subdivision (c) of, Section 1981 shall have the right to reenroll in his or her former school or another comprehensive school immediately after being readmitted from the expulsion order pursuant to Section 48916 or court-ordered placement. Nothing in this section is intended to limit the school placement options that a school district may recommend for a pupil being readmitted.

(b) Consistent with the process and procedures set forth in Section 48916, only the governing board of the school district that issued the initial order or subsequent order to expel may extend the duration of an expelled pupil’s placement in a county community school.

(Added by Stats. 2014, Ch. 837, Sec. 3. Effective January 1, 2015.)

1983.

(a) Pupils enrolled in county community schools shall be assigned to classes or programs deemed most appropriate for reinforcing or reestablishing educational development.

(b) These classes or programs may include, but need not be limited to, basic educational skill development, on-the-job training, school credit recovery assistance, tutorial assistance, and individual guidance activities.

(c) To the extent that independent study is determined to satisfy the individually planned educational program described in subdivision (d) for a pupil attending a county community school, it shall meet all the requirements of Article 5.5 (commencing with Section 51745) of Chapter 5 of Part 28 of Division 4 of Title 2, including the requirement that entry into that program is voluntary.

(d) An individually planned educational program based upon an educational assessment shall be prescribed for each pupil.

(e) The course of study of a county community school shall be adopted by the county board of education and shall enable each pupil to continue academic work leading to the completion of a regular high school program.

(f) Pursuant to Part 30 (commencing with Section 56000) of Division 4 of Title 2, Chapter 33 (commencing with Section 1400) of Title 20 of the United States Code, and accompanying state and federal regulatory provisions, county boards of education operating county community schools shall ensure that assessments are administered in

all areas of suspected disability and appropriate services and programs, as specified in a pupil's individualized education program, are provided.

- (g) County boards of education operating county community schools shall ensure that appropriate services and programs designed to address the language needs of pupils identified as English learners are provided in compliance with all applicable state and federal laws and regulatory provisions.
- (h) For purposes of this section, "school credit recovery assistance" refers to a pupil passing, and receiving credit for, a course that the pupil previously attempted, but for which the pupil was unsuccessful in earning academic credit towards graduation. The pupil can recover the credit by satisfying requirements for the course in which they were unsuccessful and can focus on earning credit based on competency in the content standards for that particular course. Credit recovery programs aim to help schools graduate more pupils by giving pupils who have fallen behind the chance to recover credits through a multitude of different strategies. Different programs allow pupils to work on their credit recovery classes over the summer, on school breaks, after school, on weekends, at home on their own, at night in school computer labs, online, or even during the schoolday.

(Amended by Stats. 2014, Ch. 837, Sec. 4. Effective January 1, 2015; [Stats.2019, c. 451 \(A.B.1097\), § 1, eff. Jan. 1, 2020.](#))

1984.

For the purposes of establishing and maintaining a county community school, a county board of education shall be deemed to be a school district.

(Added by Stats. 1977, Ch. 992.)

1986.

- (a) The Legislature hereby recognizes that community schools are a permissive educational program.
- (b) If a county superintendent of schools elects to operate a community school pursuant to this chapter, he or she shall do one or more of the following:
 - (1) Utilize available school facilities that conform to the requirements of Part 2 (commencing with Section 2-101), Part 3 (commencing with Section 3-089-1), Part 4 (commencing with Section 4-403), and Part 5 (commencing with Section 5-102), of Title 24 of the California Code of Regulations.
 - (2) Apply for emergency portable classrooms pursuant to Section 17717.2 or Chapter 25 (commencing with Section 17785) of Part 10.
 - (3) Enter into lease agreements provided that the facilities are limited to one of the following:
 - (A) Single story, wood-framed structure.
 - (B) Single story, light steel frame structure.
 - (C) A structure where a structural engineer has submitted a report that determines substantial structural hazards do not exist. The county board of education shall

review the report prior to approval of the lease and may reject the report if there is any evidence of fraud regarding the facts in the report.

(c) Before entering into any lease pursuant to paragraph (3) of subdivision (b), the county superintendent of schools shall certify that all reasonable efforts have been made to locate community schools in facilities that conform to the structural safety standards listed in paragraph (1) of subdivision (b).

(d) This section shall become operative on July 1, 1990.

(Amended by Stats. 2012, Ch. 728, Sec. 21. Effective January 1, 2013.)

Appendix B

Humboldt County Board of Education

Expulsion Hearing Checklist

Pre-Appeal Hearing Criteria

- ___ The pupil was afforded a hearing at the district level to determine whether he/she should have been expelled. The hearing was conducted within 30 school days after the principal or superintendent determined that the pupil had committed any of the acts enumerated in EC 48900 or, if the pupil requested an extension in writing for a period of not more than 30 calendar days, the hearing was conducted within the appropriate timeframe. [EC 48918(a)]

- ___ Written notice of the hearing was forwarded to the pupil at least ten calendar days prior to the date of the hearing. [EC 48918(b)]

- ___ The hearing notice contained the following information:
 - ___a) the date and place of the hearing;
 - ___b) a statement of the specific facts and charges upon which the proposed expulsion was based;
 - ___c) statutory basis under EC 48915;
 - ___d) a copy of the disciplinary rules of the district related to the alleged violation;
 - ___e) a notice of the requirements of EC 48915.1;
 - ___f) a notice of the parent's/pupil's right to appear in person or be represented by counsel or a nonattorney adviser;
 - ___g) a notice of the right to inspect and obtain copies of all documents to be used at the hearing, question witnesses who testify, question evidence presented at the hearing, and present oral and documentary evidence on the student's behalf, including witnesses. [EC 48918(b)]

- ___ The hearing was conducted in closed session unless the pupil submitted a request in writing, at least five days in advance that the matter be heard in open session. [EC 48918(c)]

- ___ The recommendation for expulsion was based upon acts of the pupil enumerated in EC 48900 and/or EC 48915 and involved acts related to school activity or attendance. [EC 48915 and 48918(h)]

- ___ If the pupil has been identified as an individual with exceptional needs, the expulsion hearing took place only after the following occurred:
 - ___a) the LEA, the parent, and relevant members of the child's Individualized Education Program ("IEP") team met and determined that the misconduct was not caused by, nor had a direct and substantial relationship to, the child's disability; or the conduct in question was not the direct result of the LEA's failure to implement the IEP.

- ___ The decision of the governing board was made within ten school days after conclusion of the hearing, unless the pupil requests in writing that the decision be postponed. If the hearing is held by a hearing officer or an administrative panel, or if the district governing board does not meet on a weekly basis, the governing board shall decide whether to expel the pupil within 40 schooldays after the date of the pupil's removal from his or her school of attendance for the incident for which the recommendation for expulsion is made by the principal or superintendent, unless the pupil requests in writing that the decision be postponed. [EC 48918(a)]

- ___ The decision of the governing board to expel a pupil was based upon substantial evidence relevant to the charges and adduced at the expulsion hearing. Except as permitted by law, no evidence to expel was based solely upon hearsay evidence. [EC 48918(f)]

- ___ The pupil/parent/representative was given the opportunity to question witnesses, challenge testimony and evidence against the pupil, and to provide testimony and evidence on the pupil's behalf at the hearing. [EC 48918(b)]

- ___ A record of the hearing was made and maintained by the district. [EC 48918(g)]

- ___ Final action to expel was taken in open board session. [EC 48918(j)]

- ___ The expulsion order was accompanied by a plan of rehabilitation. [EC 48916(b)]

- A notice of expulsion was sent to the parent/pupil and contained information related to the right to appeal the decision to the county board. [EC 48918(j)]
- The notice of expulsion contained information regarding an education alternative placement to be provided to the pupil during the time of the expulsion. [EC 48918(j)]
- The notice of expulsion contained information regarding the obligation of the parent/guardian/pupil to inform the new school district of the pupil's expulsion upon the pupil's enrollment in that school district. [EC 48918(j)]
- An appeal of the expulsion was filed by the pupil/parent within 30 days following the original decision of the district's governing board, regardless of whether a period of probation and/or suspension was ordered. [EC 48919]
- At the time of filing an appeal to the county board, the pupil simultaneously submitted a request to the district for a transcript of the proceedings and any related documentation; and such transcript and copies of evidence was provided by the district within ten school days of the request. [EC 48919]
- The parent/pupil provided the county board with a copy of the original expulsion hearing transcript and other related documents immediately upon receipt of the records. [EC 48919]

Post-Appeal Hearing Criteria

Based upon the record of the proceedings and a review of the evidence, the district's governing board acted within its jurisdiction. [EC 48922(a)(1)]

Based upon the record of the proceedings and a review of the evidence, the district's governing board or administrative designee of the board conducted a fair and impartial hearing. [EC 48922(a)(2)]

Based upon the record of the proceedings and a review of the evidence, there was no prejudicial abuse of discretion in the original hearing. [EC 48922(a)(3)]

Based upon the record of the proceedings and review of the evidence, the district was reasonably diligent in providing all material evidence; and no evidence was improperly excluded at the original hearing. [EC 48922(a)(4)]

Based upon the record of the proceedings and review of the evidence, the decision to expel was supported by the findings prescribed in EC 48915. [EC 48922©(2)]

Based upon the record of the proceedings and a review of the evidence, the findings were supported by the evidence. [EC 48922©(3)]

Appendix C

Discipline Of Special Education Pupils

(from School & College Legal Services Pupil Discipline Guide)

- A. If the Disciplinary Action will Result in a “Change in Placement,” an Individualized Education Plan (“IEP”) Team Meeting /Manifestation Determination (“MD”) is Required within 10 School Days and Educational Services Must Begin on the 11th Day.¹
1. Expulsion is a “change in placement”.
 2. Suspension more than 10 days is a “change in placement”: A change in placement occurs if:
 - a. Pupil is “removed”² more than 10 consecutive days or
 - b. A series of “removals” cumulate to more than 10 school days in a school year constitute a pattern” because they are based on “substantially similarly” behaviors and additional factors (e.g., length of each removal, total time removed, and proximity of removals to one another).
 3. Suspensions 10 days or less = No change in placement. General education disciplinary rules apply. No IEP meeting or MD required, but it is a good practice to conduct a “Functional Behavior Assessment” (FBA)/ develop-review “Behavior Intervention Plan” (BIP) especially if student is approaching 10 days of suspension.
 4. Other Suspensions: A “removal” occurs when pupils cannot progress in the regular education curriculum, receive their services, progress on goals listed on their IEP or participate with non-disabled peers to the extent specified in their IEP.
 - a. In-School Suspensions (“ISS”) to a supervised classroom are authorized under Ed. Code § 48911.1 if the pupil poses no imminent danger or threat to the campus, pupils or staff, or if an action to expel has not been initiated. (See Section II.E.2) For special education students, use of ISS should be part of the pupil’s Behavior Intervention Plan.
 - b. Bus Suspension: If transportation is provided under the IEP, a “bus suspension” is a suspension (removal) unless alternative

¹ Beginning on the 11th day of removal, pupils have a right to receive the educational services (FAPE) to enable them “to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals” in the pupil’s IEP. (34 C.F.R. 300.530(d).) A discussion of such services should take place at the IEP meeting/manifestation determination. (See IV.B., below.) If parents disagree with services, parent may seek expedited special education due process hearing.

² 34 C.F.R. 300.536 – Definition of Removal.

transportation is provided. (34 C.F.R. 300.530.) Alternative transportation at no cost to the parent must be provided if transportation is provided under the IEP. (Ed. Code § 48915.5.)

5. **Notice:** On the date that the determination is made to make a removal that constitutes a “change in placement,” notify the parent/guardian of decision and include a notice a procedural safeguards. (34 CFR 300.530(h).) [FORMS – “B”, “C”, “C-1” or “C-2”, “D”, “F-1” or “F-3”, or “F-5”]

B. IEP Meeting / Manifestation Determination (“MD”)

1. **Manifestation Determination:** Within 10 school days of any decision to make a change in placement, the modified IEP team (i.e., relevant members of team as determined by parents and district), must meet to determine, based on a review of “all relevant information” in the pupil’s file, teacher observations and relevant information provided by the parent:

- a. Whether the conduct in question was caused by, or had a direct and substantial relationship to, the child’s disability; or
- b. Whether the conduct in question was the direct result of a failure to implement the IEP. (34 C.F.R. 300.530(e).)

If the pupil is a **foster child**, as defined in Section 48853.5, and the expulsion recommendation is based only on Class I and/or Class II offenses, the superintendent or designee shall also notify the student’s attorney and an appropriate representative of the county child welfare agency of the manifestation determination meeting. The invitation notice may be made by the most cost-effective method which may include electronic mail or telephone call. (Ed. Code § 48915.5(d).) **See Attachment 1 – Additional Notice Requirements**

If the pupil is a **homeless child**, as defined in Section 48850(d), and the expulsion recommendation is based only on Class I and/or Class II offenses, the superintendent or designee shall also notify the district’s liaison for homeless and youth of the manifestation determination meeting. The invitation notice may be made by the most cost-effective method which may include electronic mail or telephone call. (Ed. Code § 48915.5(e).) **See Attachment 1 – Additional Notice Requirements**

2. If conduct **was** a manifestation of the pupil’s disability, no disciplinary action.
 - a. Conduct a Functional Behavior Assessment (“FBA”), unless district conducted an FBA before the occurrence of the behavior that resulted in the change in placement, and develop a new Behavior

Intervention Plan (“BIP”) or review the existing BIP and modify if necessary.

- b. Except under “special circumstances,” return pupil to last mutually agreed upon placement unless IEP team agrees to a different placement.³
 - c. If any of the following “special circumstances” exist, pupil may be removed for up to 45 school days to an interim alternative educational setting:
 - i. Pupil carries / possesses a “weapon” to or at school, on school premises or at school functions;⁴
 - ii. Pupil knowingly possesses or uses illegal drugs, or sells or solicits the sale of controlled substances at school, on school premises, or at school functions;
 - iii. Pupil inflicts “serious bodily injury”⁵ while at school, on school premises or at a school function. (34 CFR 300.530(g).)
3. If conduct **was not** a manifestation of the pupil’s disability, disciplinary action may proceed. [**FORM – “F-1” or “F-3” or “F-5”**]
- a. Pupils who are suspended for more than 10 cumulative schools days in a school year **or** who have been referred for expulsion, must continue to receive FAPE to enable them to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting their IEP goals.
 - b. The pupil’s IEP team should discuss what services, e.g., SAI, counselling, LAS, the pupil will receive in the interim alternative setting in order for the pupil to receive FAPE.
 - c. The pupil’s IEP team should also discuss if an FBA is warranted and/or develop/review the BIP.
 - d. An interim alternative setting may include instruction in the pupil’s home, at the district office or other school site, community day school, etc.
 - e. If parents disagree with the district’s offer of interim educational services, they may request an expedited due process hearing.

³ If pupil’s placement is “substantially likely to result in injury” to the pupil or others, the District may seek an expedited special education due process hearing which must take place within 20 school days.

⁴ Any “weapon, device, instrument, material, or substance, animate or inanimate, that is readily used for, or is capable of, causing death or serious bodily injury....” Weapon does not include a pocket knife with a blade of less than 2.5 inches in length. (18 USC 930(g)(2).)

⁵ “Serious bodily injury” means substantial risk of death, extreme physical pain, protracted/obvious disfigurement, or protracted loss or impairment of function of bodily member, organ, or mental faculty. (18 USC 1365(h)(3).)

- C. Statutory Protections for Pupils Not Yet Identified as Eligible for Special Education
1. Basis of Knowledge: A pupil not yet identified as eligible for special education may assert statutory protections of a special education student if district had a basis for “knowledge” of a pupil’s disability *before* the behavior precipitating disciplinary action occurred.
 2. District is deemed to have knowledge of a disability if *before* the behavior occurred:
 - a. In writing parent expressed concern to supervisors/teachers that student needs special education/related services;
 - b. Parent requested a special education evaluation; or
 - c. Teacher or other district personnel expressed specific concerns about a “pattern of behavior” to the special education director or other supervisory personnel. (34 CFR 300.534(b).)
 3. Exceptions to deemed knowledge:
 - a. Parent has not allowed an evaluation;
 - b. Parent has refused services; and
 - c. Pupil has been evaluated and determined not eligible. (34 CFR 300.534©.)
 4. If no “Basis of Knowledge” exists, pupil may be subjected to disciplinary action in accordance with laws applicable to general education pupils.
 5. If “Basis of Knowledge” exists, proceed with evaluation, development of IEP and provide services in accordance with usual IEP process. Do not proceed with disciplinary action.
 6. Parent requests for evaluation while disciplinary action is pending. If district did not have basis of knowledge at time of request, district:
 - a. May stop disciplinary action, but not required.
 - b. Complete an “expedited” special education evaluation.

Note: “Expedited” is not defined, but best practice is within 30 days from the parent’s request for evaluation.

- c. Upon completion of evaluation, notice and convene IEP meeting to determine eligibility.
 - i. If eligible, develop IEP and provide services. May continue with discipline, but proceed with caution.
 - ii. If not eligible, parent may seek special education due process hearing to dispute eligibility determination. Discipline process may proceed.

- d. During evaluation, pupil to remain in placement determined by district (which may be suspension/expulsion without services). (34 CFR 300.534(d).)

Appendix D

District Rehabilitation Plan

Rehabilitation Plan

Student: _____

The above-named student is provided this Rehabilitation Plan pursuant to Education Code section 48916. Section 48916 provides, in pertinent part, “the governing board shall recommend a plan of rehabilitation for the pupil at the time of the expulsion order, which may include, but not be limited to, periodic review as well as assessment at the time of review for readmission. The plan may also include recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs.”

Academic Performance

- _____ Student shall be enrolled in an accredited/approved alternative education placement offering at least a core curriculum of Language Arts, Math, Social Studies, and Science for grade _____.
- _____ Student must complete _____ credits toward high school graduation [**check one**] _____ each semester / _____ during the Expulsion Period and be enrolled in an accredited alternative education placement.
- _____ Student must maintain a minimum 2.0 GPA in all courses taken toward high school graduation.

Tutoring

- _____ To meet grade level performance standards, it is *recommended* that student participate in a reading/math/study skills improvement program.

Attendance

- _____ Student shall maintain a 95% actual attendance rate for the semester/year enrolled in an accredited education placement.
- _____ Any unexcused absence shall be regarded as a violation of the Rehabilitation Plan.
- _____ Any tardiness or period cut shall be regarded as a violation of the Rehabilitation Plan.
- _____ Truancy (3 or more unexcused absences) shall be regarded as a violation of the Rehabilitation Plan.

Behavior

- _____ Student shall comply with all state laws and all disciplinary rules and regulations of the District.

_____ Student shall remain away from all _____ School District school grounds and activities including all after school and weekend school and sports activities. Student's presence on school grounds shall be deemed trespassing and reported to the police. Noncompliance shall be regarded as a violation of the Rehabilitation Plan.

_____ Student shall not contact or approach any _____ School District student or employee on their way to and from school. Noncompliance shall be regarded as a violation of the Rehabilitation Plan.

_____ Student shall not engage in gang activity or display evidence of gang affiliation including, but not limited to, tattoos, colors, or insignia. Student shall not participate in any gang-related behavior including, but not limited to, tagging, on or off school grounds.

Counseling

_____ To address anger management and defiance of authority concerns, it is *recommended* that student enroll in and successfully complete a counseling program conducted by a licensed counseling agency, MFCC psychologist, social worker, or other appropriate counselor/advisor selected by Parent(s).

_____ It is *recommended* that student and his/her family enroll in and successfully complete a gang intervention counseling/diversion program.

_____ It is *recommended* that student and his/her family enroll in and successfully complete an alcohol/drug rehabilitation program.

_____ It is *recommended* that student and his/her family enroll in and successfully complete family maintenance program including counseling and parent education.

_____ It is *recommended* that student and his/her family enroll in and successfully complete a domestic violence/child abuse intervention program.

Community Service

_____ No later than the last day of the Expulsion Period, Student shall successfully complete a minimum of _____ hours Community Service for a program or agency to be identified by Student no later than _____, 20___. The program or agency shall be subject to the approval of the Superintendent or Superintendent's designee. The community service work shall not involve drugs, alcohol, or any other substance or activity that is inappropriate for minors.

Appendix E: Community School Referral Instructions

{Date}

Dear District Administrator;

This memo is intended to help and clarify the process for your school or district to complete your referral to Community School.

- We can usually screen complete referrals that we receive before Friday on the following Tuesday. Screening meetings for incoming referrals are held every Tuesday afternoon. This is a meeting for our staff and administrators, not for the students and their parents, to review all incoming referrals.
- Please completely fill out the referral form, including whether or not student has an IEP, 504, or is an English Learner.
- If student has an IEP, the referring school must schedule a Transition IEP meeting and invite one of our resource teachers to attend. This must be done **prior to screening**. We cannot accept a student with an IEP who has not had a meeting with one of our resource teachers present. This allows the parent to be informed about community school and decide if they want their child to attend one of our schools, in addition to allowing our staff to review the appropriateness of placement.
- After we receive the completely filled out referral, we will send you a request for records. This includes sending us a faxed copy of their current transcript, immunization records, and expulsion report (if applicable). Then mail or courier the following records requested:
 - The student's cumulative record, including:
 - SBAC Scores
 - Evidence of TDAP
 - SARB Minutes (if applicable)
 - Special Education File (if applicable)
 - English Learner File & CELDT Scores (if applicable)
 - IEP or 504 (if applicable)
 - Copy of Transition IEP (scheduled with a Community School Representative)

These items must be received prior to screening.

- Students must remain enrolled and attend their school of residence until community school informs you of their enrollment. Typical time from referral to enrollment is one week **if** the referral is complete, cumulative file is received, immunizations are current, and prior meetings have been held.

Appendix F Community School Referral

Community School Referral 2021

PROBATION AND CHILD WELFARE: Please notify the school district of this referral. Please complete this referral and submit all required documentation. **INCOMPLETE REFERRALS WILL NOT BE PROCESSED.**

Date: _____ Student Name: _____

DOB: _____ Age: _____ Gender: _____ Ethnicity/Race: _____

Parents/Guardians: _____

Home Address: _____

City: _____ Zip Code: _____

Phone Numbers: Home: _____ Work: _____

Cell: _____

Last/current school of attendance: _____ Grade: _____

Current # Credits: _____

SSID# (10 digits): _____

Eligible for: ___ AB167 (FY) ___ AB1806 (HY)

Immunizations Current? Y ___ / N ___ If not, what is needed:

Primary Reason(s) For Referral:

___ Expulsion. **PLEASE** attach Expulsion Paperwork and rehabilitation plan.

___ Upon the recommendation of the SARB board (**PLEASE** include SARB paperwork); or by DOR.

___ On probation and/or not in attendance in any school.

Specific Areas of Concern/Reasons for Referral:

ACTIVE IEP? ___ Y ___ N Date of Last IEP: _____ Last Triennial: _____

Qualifier(s): Indicate Disability Primary: _____

Secondary: _____ Behavior Plan: ___ Y ___ N FBA: ___ Y ___ N

SPED contact person for the DOR: _____

Phone Number: _____

**** See procedures for referrals of students with IEP's****

ACTIVE 504? ___ Y ___ N Date: _____ (If Yes, please attach copy of 504.)

Check One: ___ Native English Speaker ___ English Learner ___ Reclassified English Learner
Date RFEF _____

Additional Agencies involved with Student/Family: ___ CWS ___ Tribal: _____

Other: _____

REFERRED BY: School Representative: _____

District: _____

Probation : _____

Parent: _____

Number of Suspensions This School Year (Including Offense):

___ 1

___ 2

___ 3

ADD'L

Summary of Interventions Tried

(please include reasons why interventions were not successful):

Please Send the Original Referral and the Following Materials To:

HCOE Community Schools Registrar

C/O Educational Resource Center

1820 6th St.

Eureka, CA 95501

FAX: (707) 445-7071

Email: ccarter@hcoe.org

Please Include All of the Following (*if applicable):

- Cumulative File
- Current Transcript and/or grade cards
- 504 Plan*
- Last IEP and Triennial to include Psych Evaluation*
- Manifest Determination*
- If behaviors are primarily externalizing please include FBA and PBIP*
- Expulsion Paperwork*
- English Learner file*
- Immunization Records
- CAASPP scores
- Attendance/Behavior Records

Appendix G

Key Terms

County Community School

Refers to an educational program offered by the county office of education under authority of Education Code section 1980. County community schools are optional programs.

District Community Day School

Refers to an educational program offered by a local school district in accordance with Education Code section 48660 et seq. District community day schools are optional programs.

Expulsion

Expulsion means removal of a pupil from the immediate supervision and control, or the general supervision, of school personnel, as those terms are used in Education Code section 46300. In accordance with law, certain infractions require a board to expel a student while other infractions are optional in this regard. Please see the appendix for a more thorough discussion of the criteria for suspension/expulsion from school.

Expulsion Order

Refers to the specific action of the governing board of a local school district to remove a pupil from attendance. Only a governing board can expel a student under authority described in Education Code section 48918(j).

Independent Study

Describes an instructional approach wherein an individualized program (plan) of study is created for a student with most of the instruction occurring at home, or in the community, and not under the direct supervision of a credentialed teacher. Many independent study programs require as little as one hour of direct instruction per week with the remaining time in student self-directed study. Independent study programs are optional and, if authorized under local board policy, require parent and student approval before being utilized.

Rehabilitation Plan

Refers to the required component within any order of expulsion that requires the board to describe a plan for rehabilitation for the expelled pupil. That plan may include, but is not limited to: a) periodic review and assessment at the time of review for readmission; b) recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service and/or other rehabilitation programs; and c) with parent/guardian consent, enrollment in a county-

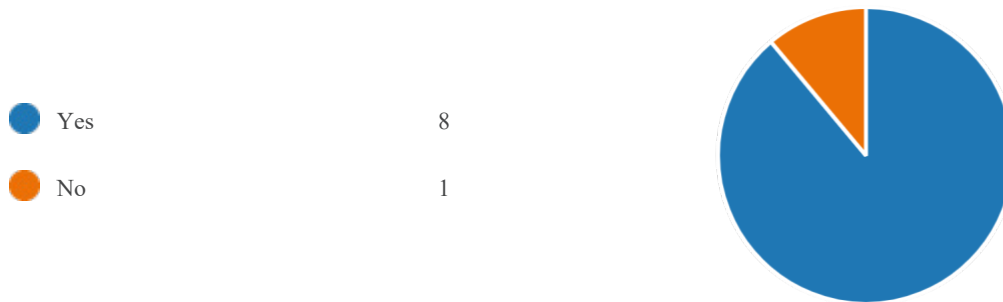
supported drug rehabilitation program if the offense was related to controlled substances as defined in Sections 11054 to 11058, inclusive, of the Health and Safety Code, or alcohol. (Reference Education Code section 48916.5).

Suspended Expulsion

Refers to an action by the governing board to suspend the enforcement of their order of expulsion under certain conditions. As a condition of the suspension of enforcement, the governing board may assign the student to a school, class, or program that is deemed appropriate for the rehabilitation of the student. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status and must comply with the Rehabilitation Plan assigned to the student by the governing board. A suspended expulsion plan typically requires the student to maintain appropriate behavior and positive attendance/academic progress during what would have been the term of expulsion. The governing board may revoke the suspension of an expulsion order under this section if the student commits any of the acts enumerated in [Section 48900](#) or violates any of the district's rules and regulations governing pupil conduct. When the governing board revokes the suspension of an expulsion order, a student may be expelled under the terms of the original expulsion order.

Appendix H District Survey Results

1. Are restorative practice training programs or workshops currently implemented at your school?



2. How do these practices help students understand the impact of their actions and promote conflict resolution?

9
Responses

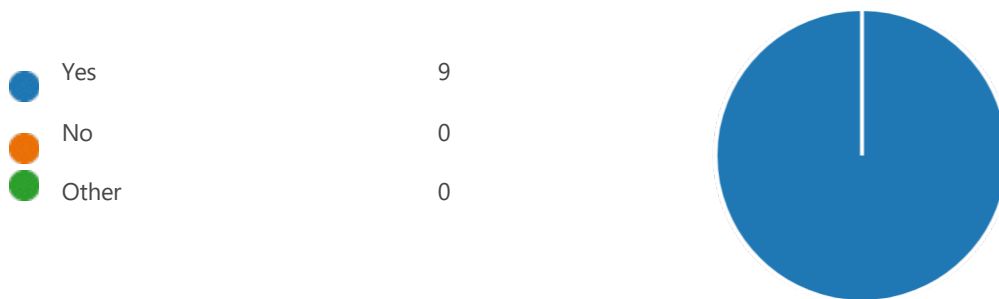
Latest Responses

"We use restorative circles or conferences and students are e... "All staff who work directly with students have the capacity t... "Student see how their actions impact others and move to re..."

3. Have educators been provided with professional development on trauma-informed teaching strategies



4. Are mini-skills lessons or social skills lessons incorporated into classes to teach replacement behaviors and social skills?



5. How do educators incorporate trauma-informed approaches into their teaching practices?

9
Responses

Latest Responses

"The teachers create a safe and supportive learning environ...
"This is foundation in the work of the school educators. The t...
"we do mindfulness activities at least 3x daily. We always gi...

6. Is there a formal conflict mediation process within your school community?

| | |
|-------|---|
| Yes | 3 |
| No | 3 |
| Other | 3 |



7. Who facilitates conflict mediation session, and how are they structured?

9
Responses

Latest Responses

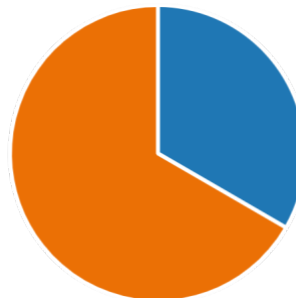
"There isn't a formal process, but it is done informally by teac...

"Students help students when possible. Paraprofessionals and...

"NA"

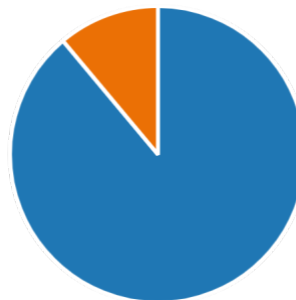
8. Do you have peer mediation or mentorship programs in place?

| | |
|-----|---|
| Yes | 3 |
| No | 6 |



9. Do you have social skills or friendship groups organized and implemented at your school(s)

| | |
|-----|---|
| Yes | 8 |
| No | 1 |



10. How are students trained to mediate conflicts between peers?

9
Responses

Latest Responses

"It is modeled by adults. We also contract with Humboldt IPA..."
"Using I statements and non-violent communication and the..."
"They are taught to use their words to tell others what they n..."

11. Could you share details about the content or activities conducted in these groups to promote positive interactions and prevent disciplinary issues?

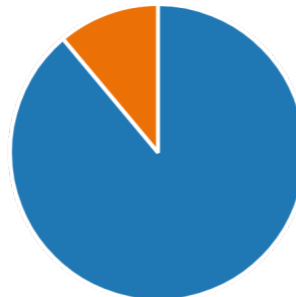
9
Responses

Latest Responses

"Our resiliency building program is based on a specific curric..."
"Restorative circles and similar activities build empathy, conn..."
"circle time 2x daily together as a class. We also provide soci..."

12. Are behavior contracts used as an alternative to suspension?

● Yes 8
● No 1



13. How are these contracts developed, and what expectations do they outline?

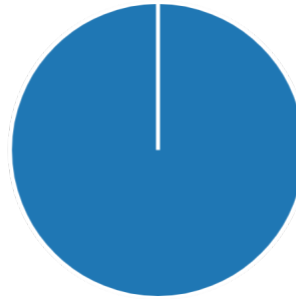
9
Responses

Latest Responses

"The school psychologist develops them with input from teac..."
"The contracts are developed in collaboration with students, f..."
"they are developed according to specific problem behaviors ..."

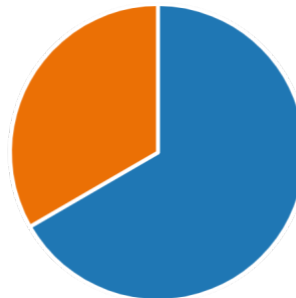
14. Do you implement regular check-ins/check-out with school staff that reinforce and monitor expected behavior?

● Yes 9
● No 0



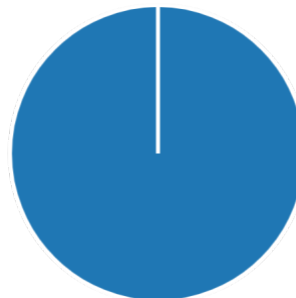
15. Do you have mental health services available on site?

● Yes 6
● No 3



16. Do you have a process for referring students for mental health support and services in the community?

● Yes 9
● No 0



17. How do you monitor the impact of check-in/check-out or behavior monitoring programs?

9
Responses

Latest Responses

*"The school psychologist reviews all data related to behavior ...
"Week MTSS meetings with key staff who are responsible for ... "we track problem behaviors daily although we rarely need to"*

18. How do you involve parents and families in alternatives to suspension and expulsion?

9
Responses

Latest Responses

"We meet with them in conferences, SSTs and IEP meetings." "Lots of collaboration and ongoing communication. Daily rep... "yes, ALL of my parents either work at school or are board m..."

19. Are there any additional alternatives to suspension/expulsion that you use effectively? Please describe any innovative approaches or practices

9
Responses

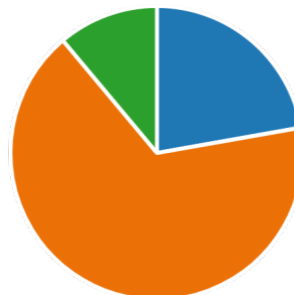
Latest Responses

"We've used Teen Court."

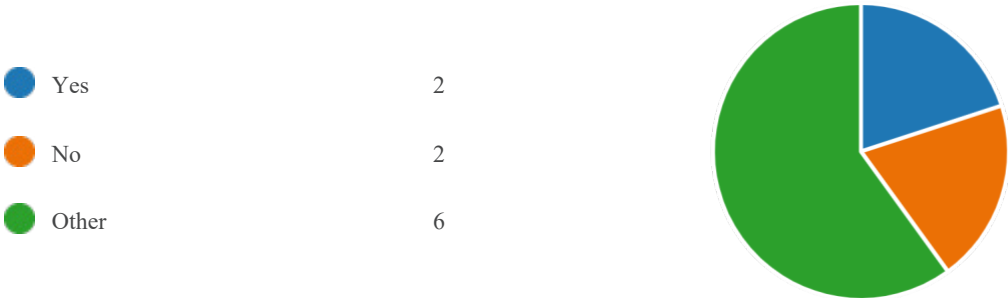
*"Providing students a means to give back to the school com...
"usually a conversation is all that is need, sometimes parent ..."*

20. Do you have established alternative education programs within or outside your school for students that offer personalized instruction, counseling, and behavior management?

| | |
|-------|---|
| Yes | 2 |
| No | 6 |
| Other | 1 |



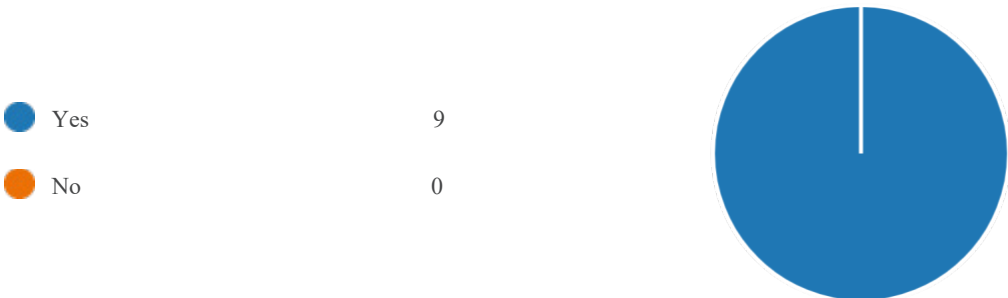
21. Do you conduct Functional Behavior Assessment for students at risk of expulsion?



22. Do you have, or have access to, trained staff to complete a Functional Behavior Assessment?

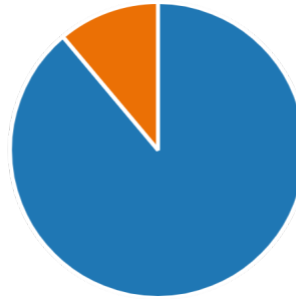


23. Do you implement behavior intervention plans for students at risk for suspension or expulsion?



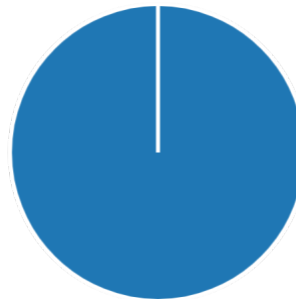
24. Do you have staff on site or available to you who are trained in creating and implementing behavior intervention plans?

| | |
|-------|---|
| ● Yes | 8 |
| ● No | 1 |



25. Do you collaborate with community agencies, mental health professionals and families to provide comprehensive support (wrap services)

| | |
|-------|---|
| ● Yes | 9 |
| ● No | 0 |



26. Do you collaborate with community agencies, mental health professionals and families to provide comprehensive support (wrap services), please describe

9
Responses

Latest Responses

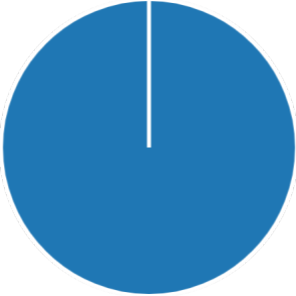
"Humboldt Bridges, Humboldt IPA, Regional Center, Changin...

"Bridges to success, two feathers, county mental health. "

"We involve/invite all relevant support service and agencies t...

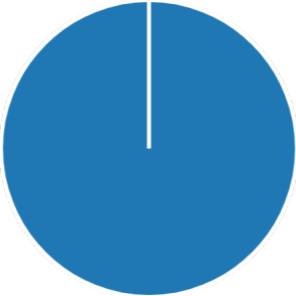
27. Do you use behavior contracts with clear consequences?

- Yes 9
- No 0



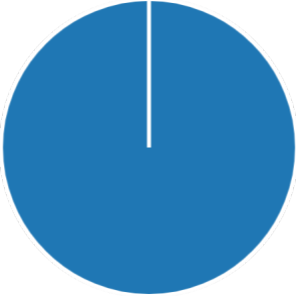
28. Do you provide restorative circles involving students, teachers, and others to promote accountability, empathy, and conflict resolution?

- Yes 9
- No 0



29. When students return from suspension or expulsion, do you create re-integration plans that outline ongoing support, transitions, and clear expectations?

- Yes 9
- No 0



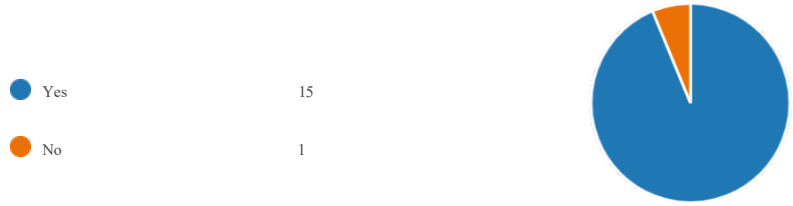
Triennial Expulsion Plan Survey

16 Responses

1656:22 Average time to complete

Active Status

1. Are restorative practice training programs or workshops currently implemented at your school?

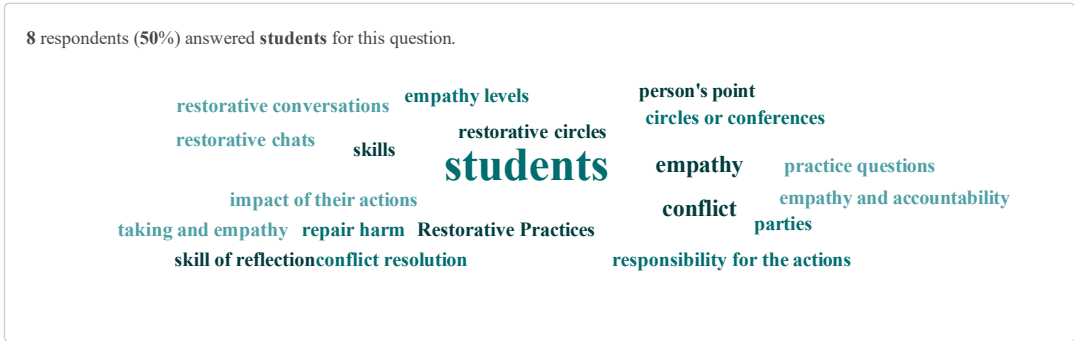


2. How do these practices help students understand the impact of their actions and promote conflict resolution?

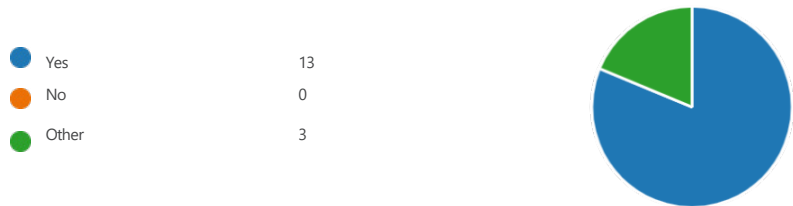
16 Responses

Latest Responses

"Restorative practices focus on building community, repairing harm, and rest... "We have been using practice from the compassionate systems framework, m... "These practices assist students with identifying alternative methods to cope ..."



3. Have educators been provided with professional development on trauma-informed teaching strategies



4. Are mini-skills lessons or social skills lessons incorporated into classes to teach replacement behaviors and social skills?

| | |
|---------|----|
| ● Yes | 13 |
| ● No | 0 |
| ● Other | 3 |



5. How do educators incorporate trauma-informed approaches into their teaching practices?

16 Responses

Latest Responses

"Being in the county with the highest ACE scores in California, teachers unde... "We have a deep understand that relationships take center stage with our stu... "Because our classes only have 10 students each, and our educators teach th...

11 respondents (69%) answered **students** for this question.



6. Is there a formal conflict mediation process within your school community?

| | |
|---------|---|
| ● Yes | 8 |
| ● No | 5 |
| ● Other | 3 |



7. Who facilitates conflict mediation session, and how are they structured?

16 Responses

Latest Responses

*"Climate/Culture ambassadors, school counselors, and administrators most fr...
"Teachers rarely admin "
"We have school policies and protocols in existence for all conflicts. Dependin...*

8 respondents (50%) answered **Staff** for this question.



8. Do you have peer mediation or mentorship programs in place?

| | |
|-------|----|
| ● Yes | 4 |
| ● No | 12 |



9. Do you have social skills or friendship groups organized and implemented at your school(s)

| | |
|-------|----|
| ● Yes | 12 |
| ● No | 4 |

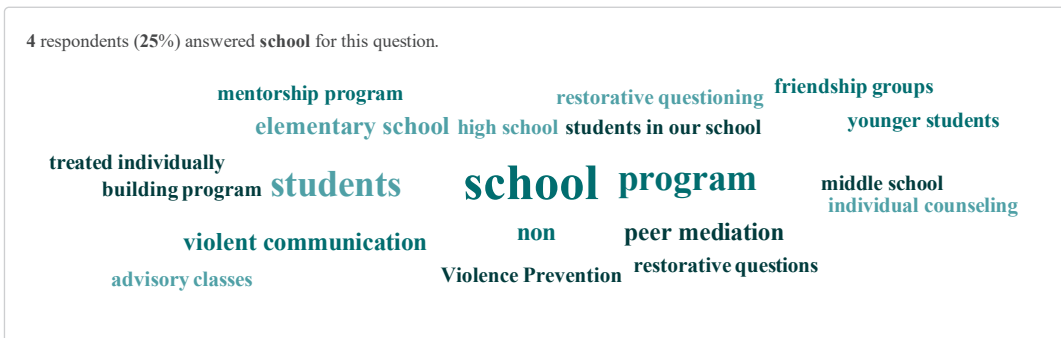


10. How are students trained to mediate conflicts between peers?

16
Responses

Latest Responses

"They are not trained in peer mediation, although they understand the purpo... "With non-violent communication."
"Each student is treated individually because we only have 27 students in our..."

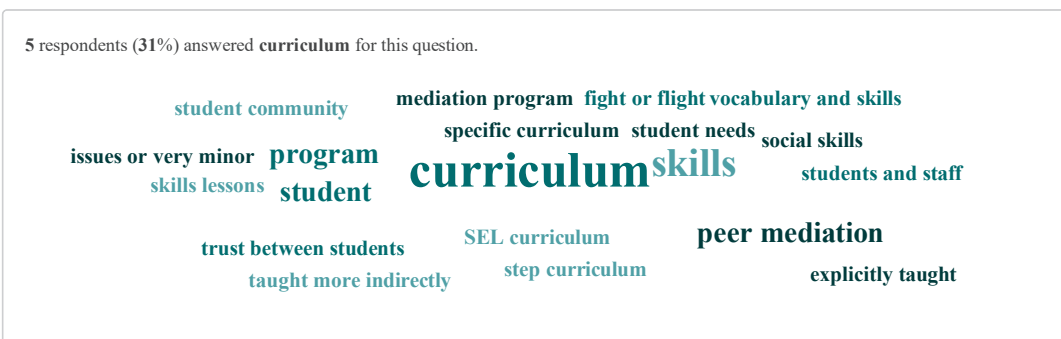


11. Could you share details about the content or activities conducted in these groups to promote positive interactions and prevent disciplinary issues?

16
Responses

Latest Responses

"Peer mediation is not a practice we are formally using, although our new SE... "We use the non violent communication process, which is as follows: observa... "N/A"



12. Are behavior contracts used as an alternative to suspension?

| | |
|-------|----|
| ● Yes | 14 |
| ● No | 2 |

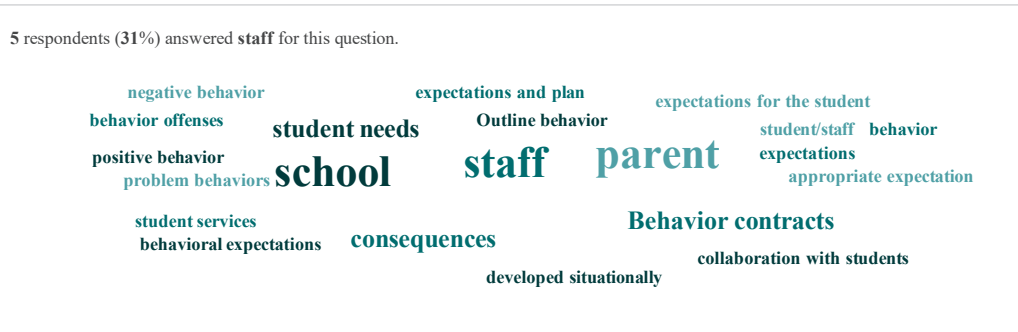


13. How are these contracts developed, and what expectations do they outline?

16
Responses

Latest Responses

"There is no template for these contracts, so they are very individualized. Eac... "We have not had to do this type of intervention. "
"Each contract is developed by the school's administration, certificated staff, a..."



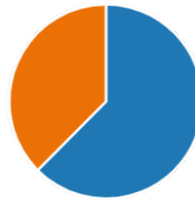
14. Do you implement regular check-ins/check-out with school staff that reinforce and monitor expected behavior?

| | |
|-------|----|
| ● Yes | 15 |
| ● No | 1 |



15. Do you have mental health services available on site?

| | |
|-------|----|
| ● Yes | 10 |
| ● No | 6 |



16. Do you have a process for referring students for mental health support and services in the community?

| | |
|-------|----|
| ● Yes | 15 |
| ● No | 1 |



17. How do you monitor the impact of check-in/check-out or behavior monitoring programs?

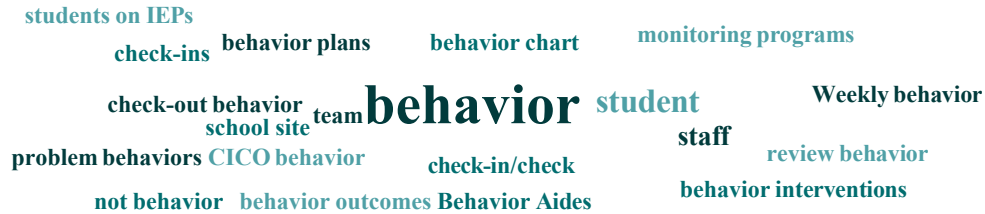
16

Responses

Latest Responses

"Weekly behavior team meetings allow staff to discuss the impact of CICO or... "The SST process allows for check in on this program."
"Teachers check-in with students before each day begins, and before each rec..."

10 respondents (63%) answered **behavior** for this question.



18. How do you involve parents and families in alternatives to suspension and expulsion?

16

Responses

Latest Responses

"Schools and families work together to develop incentive programs geared to... "We meet with families frequently to discuss our plans. "
"Phone calls and emails are implemented at the first signs of conflict. If confli..."

6 respondents (38%) answered **student** for this question.



19. Are there any additional alternatives to suspension/expulsion that you use effectively? Please describe any innovative approaches or practices

16

Responses

Latest Responses

"The district's main alternative to suspension is restorative practices. Students..."
"No. "
"Students facing suspension will often be asked to assist in tasks around the s..."

6 respondents (38%) answered **students** for this question.



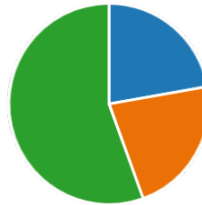
20. Do you have established alternative education programs within or outside your school for students that offer personalized instruction, counseling, and behavior management?

| | |
|-------|---|
| Yes | 5 |
| No | 9 |
| Other | 2 |



21. Do you conduct Functional Behavior Assessment for students at risk of expulsion?

| | |
|-------|----|
| Yes | 4 |
| No | 4 |
| Other | 10 |



22. Do you have, or have access to, trained staff to complete a Functional Behavior Assessment?

| | |
|-----|----|
| Yes | 11 |
| No | 5 |



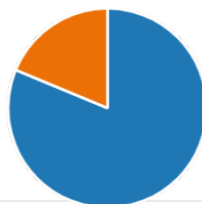
23. Do you implement behavior intervention plans for students at risk for suspension or expulsion?

| | |
|-----|----|
| Yes | 13 |
| No | 3 |



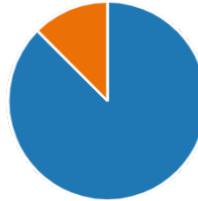
24. Do you have staff on site or available to you who are trained in creating and implementing behavior intervention plans?

| | |
|-----|----|
| Yes | 13 |
| No | 3 |



25. Do you collaborate with community agencies, mental health professionals and families to provide comprehensive support (wrap services)

| | |
|-------|----|
| ● Yes | 14 |
| ● No | 2 |



26. Do you collaborate with community agencies, mental health professionals and families to provide comprehensive support (wrap services), please describe

16

Responses

Latest Responses

"Therapists from Changing Tides, Remi Vista, and Two Feathers, Multiplicity ... "We need assistance in making these connections."
"The LEA assesses the need of each student through meetings with the stude..."

6 respondents (38%) answered **service** for this question.

wrap around service services clubs
Bridges to Success students
SELPA Community agency
specific supports support service agency
Family Services Tides Family Feathers mental health support service
behavior services Humboldt Bridges
service and agencies Youth Services

27. Do you use behavior contracts with clear consequences?

| | |
|-------|----|
| ● Yes | 15 |
| ● No | 1 |

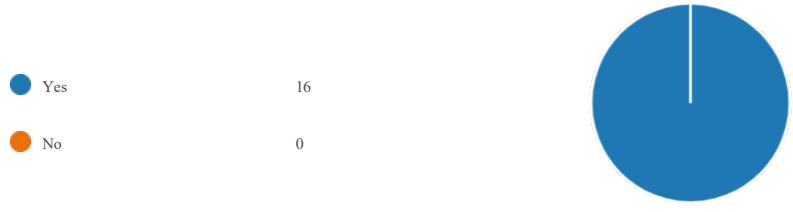


28. Do you provide restorative circles involving students, teachers, and others to promote accountability, empathy, and conflict resolution?

| | |
|-------|----|
| ● Yes | 16 |
| ● No | 0 |



29. When students return from suspension or expulsion, do you create re-integration plans that outline ongoing support, transitions, and clear expectations?



30. Are there any additional alternatives to suspension/expulsion that you use effectively? Please describe any innovative approaches or practices.

16

Responses

Latest Responses

"Restorative practices and check-in, check-out are our main strategies for alte..."
"none. "
"We have not had an expulsion in over two decades. We have plans and poli..."

3 respondents (19%) answered **working** for this question.

