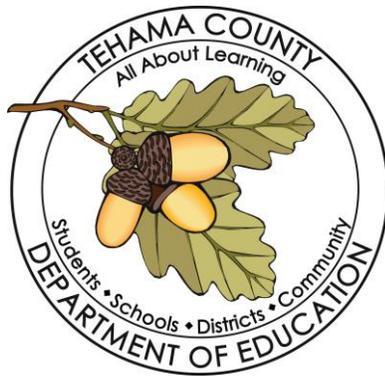


Tehama County Plan for the Education of Expelled and At-Risk Students



**Developed By:
Tehama County Department of Education
and the
School Districts of Tehama County**

**Triennial Update
June 2015**

TEHAMA COUNTY PLAN FOR THE EDUCATION OF EXPELLED AND AT-RISK STUDENTS

Introduction

Community Day Schools (CDSs) are operated by school districts and county offices of education. CDSs serve mandatorily and other expelled students, students referred by a School Attendance Review Board, and other high-risk youth. CDSs are expected to operate in an environment of high-level expectations from staff and students. The CDS includes academic programs that provide challenging curriculum and individual attention to student learning modalities and abilities, and school-to-career and other "real world" connections. CDS programs also focus on the development of pro-social skills and student self-esteem and resiliency. CDSs are intended to have low student-teacher ratios. Students benefit from learning support services that include school counselors and psychologist, academic and vocational counselors, and pupil discipline personnel. Students also receive collaborative services from the county office of education, law enforcement, probation, and human services agency personnel who work with at-risk youth. The laws specific to CDSs are in Education Code Section 48660-48667. More information is available online at <http://www.cde.ca.gov/sp/ed/eo/cd/> and at <http://www.cdsnetwork.org>. The Tehama County Plan for Expelled Youth is available online at <http://www.tehamaschools.org>.

Increasingly, there are needs for alternative programs to serve students who cannot or will not fit into the regular school program. The absence of funding in the past has kept the county office of education and local school districts from adequately addressing the needs of this student population. Some districts have been able to generate some resources to address alternative student needs while others have been able to do very little. This plan developed cooperatively by the school districts and county office of education in Tehama County with input from public and private human services organizations, seeks to ensure that all students are served equitably. It incorporates existing services, but adds critical new ones to address student needs.

Community Day School Consortia

Each of the three districts in Tehama County operating regular high school programs will operate a community day school or alternative program to serve the needs of its expelled students (grades 9-12).

These districts are:

1. Los Molinos Unified School District
2. Corning Union High School District
3. Red Bluff Joint Union High School District

To serve the needs of elementary K-8 students in Tehama County, we have created eight (8) clusters which serve approximately 3000 square miles of the county. Tehama County is larger than at least one New England state. The districts organized themselves as follows with the first named district in each line below operating a community day school program for themselves and the other district(s) listed being served by the program. Each of the elementary school

programs would be funded under provisions of the Education Code providing for Necessary Small Schools as no combination of school districts exceed 2500 ADA. The districts listed below have the flexibility to consolidate or expand programs depending on enrollment.

1. Evergreen (K-8)
2. Gerber, Reeds Creek (4-8)
3. Corning Elementary, Kirkwood, Flourney, Elkins, Richfield (K-8)
4. Red Bluff Elementary (K-5) (5-8)
5. Antelope Elementary (K-8)
6. Los Molinos Unified, (6-12) - Waiver
7. Tehama County Department of Education
8. Lassen View (4-8)

Curriculum and Instruction

It is our plan to continue to develop a quality instructional program on a collaborative basis with all participating school districts to address the needs of expelled students and those not being able to function in the traditional school program. This will utilize community resources, new instructional technology and a variety of quality instructional materials. Our collaborative staff recruitment and training efforts will be focused on securing teachers and support personnel who can work with these students and yet enable them to move forward with positive learning so they can be returned at the appropriate time to the regular school program with reasonable assurance that they will be able to productively function there. To the extent that we can secure teachers who have certification to provide special education services, we will address the needs of students having current IEP's who might be placed in such a program. The district of residence will be responsible for special education services. A variety of instructional approaches will be utilized to ensure the engagement of student's attention and energies with positive learning.

Access to Program

Students will be assigned to the Community Day School Program only if they meet one or more of the following criteria:

1. They are expelled from school for any reason; or
2. They are court/probation referred pursuant to WIC Sections 300 and 602; or
3. They are referred by the County School Attendance Review Board or a district SART where such exists.

The first priority for assignment to the community day school program will be given to students expelled pursuant to EC 48915 with second priority being given to students expelled for other reasons. Non-expelled students may be served, if eligible under special circumstances, but service to expelled students will have highest priority. Districts in the county are committed to the development and adherence to common procedures for the involuntary transfer of students to the community day school program.

Procedure for Placement of Students Expelled from District CDS

For the purpose of determining capacity at individual CDS sites, the following criteria will be used (non-expelled students may be served but shall not be used to determine capacity) (EC48662 (b)):

- Must be expelled from students LEA
- Must be expelled from District CDS or Consortium CDS

A District CDS will be considered to be at capacity when the number of students expelled exceeds 14.

Students placed in CDS for the criteria listed in "Access to Program 1-3" who have subsequently been expelled from CDS will be SARBed. The SARB will make recommendations for placement in another consortium operated CDS. Every effort will be made to transfer students to the consortium CDS nearest to the student's residence.

Addressing Individual Needs of Students

An individual rehabilitation plan will be developed for each student. It will describe those program elements that students will receive during their term of expulsion or placement. For students with an open term of suspension or expulsion, it will provide a description of what steps must be taken for that student to return to the regular school program. To foster positive attitudes and academic progress, it is anticipated that those districts operating community day schools will give students substantial individual help with their problems. Community day school staff shall collaborate with district counselors, psychologists and school health personnel.

Procedures for transitioning students back into general education:

- Notification to district of residence (DOR) when student is being considered for transition with an invitation to the DOR to do observations and have an opportunity to talk to the CDS teacher and collect data.
- Transition meeting that includes the parent and a team from the DOR (admin, psych, and other relevant personnel). The object of the transition meeting is to agree to a transition plan.
- Transition Plan will include time for observations if the team decides that is appropriate, identified expectations, target behaviors, timeline for transition, etc.
- Agreement that if the transition is unsuccessful, the student would be placed back into the CDS program.

Additionally, they shall collaborate with the county department of education, law enforcement, probation, health, drug and alcohol prevention and mental health agency staff who are assigned to work with at-risk youth. (See Addendum A)

Location and Facilities of Community Day Schools

All Community Day School programs are housed in a Field Act compliant building. In some instances, it will be necessary to place students on regular school campuses (given appropriate annual action by 2/3 of the membership of the local governing board). In cases where this is done, efforts will be made to ensure separation of community day school students from those in the regular program.

The identified districts above have agreed to the provisions of this consortium agreement, including the willingness to accept students outside of the district.

County Community School

In the event the county develops a County Community School, the programs shall provide a low student-teacher ratio as well as provide individualized instruction and assessment. In order to ensure that students have the skills and attitudes necessary for success when they are returned to the regular school environment, districts may require students to attend school for up to six days each week. This transfer will be made through a request and action by the county SARB.

Students being transferred to the County Community School program must meet the following criteria:

- Have been expelled from a District CDS or had a SART hearing and was referred to the County SARB; and
- Have been before the County SARB and transferred to the County Community School program by SARB action; and
- Is a student of a district who is part of the countywide consortium.

County and District Gaps in Educational Services for Expelled Students, Including Strategies to Meet Identified Needs

Identified Gaps and Needs

The Tehama County Consortium has identified three primary areas of need:

1. Lack of professional development and training for alternative education personnel.
2. The need for additional counseling services in our alternative education programs.
3. A lack of success with the intensive students who are not successful even in our district community day school programs.

The Consortium has developed a plan to address the above needs in order of priority:

1. A focus group will be created to develop an articulated plan for professional development that will focus on the needs of Tehama County's alternative education staff. Areas to consider as targeted areas of focus are learning environment, classroom management, social/emotional needs of our students, student trauma, generational

poverty, the Nurtured Heart approach, PBIS, etc. The need for adult and peer mentors as well as job training, Career technical Education, and job preparation will be explored in this PLC type environment.

2. It is agreed that all of the programs are in need of additional counseling support. It was noted that as current programs improve through professional development and support, the counseling will prove to be more effective.
3. The creation of a County Community School in collaboration with Probation and Social Services may be created in the future to develop intensive programs for our most needy students.

Monitoring Services

Due to the small size of the county there is a strong network and line of communication among the districts and Tehama County Department of Education. Frequent telephone conversations, meetings, and planned collaboration have helped to serve identified needs and share resources.

The county office will continue to provide leadership while monitoring the need for programs and services. The county office and districts will collaborate in providing additional resources should they be required.

Additional Identified Gaps and Needs

The third identified need was stated as: a lack of success with the intensive students. Current educational options are very limited. To help solve this identified need, the Tehama County Department of Education may operate a County Community-School in the 2016-2017 school year. In collaboration with county agencies, SARB, and the Tehama County Probation Department, students will be placed at the County Community School.

Services Being Provided

Currently districts work together with the county office to place expelled students throughout the county in the various district Community Day Schools as described in the consortium agreement.

The school districts in Tehama County, along with the county office, will annually monitor the need for additional placement and options for expelled students. Districts and the county office will collaborate in providing options.

Community Day School Placement Agreement

Student Name: _____ Date: _____

School of Residence: _____ District: _____

Expulsion or Admin Placement: _____

IEP Services: Yes No Costs to be billed back to District of Residence: _____

Current Academic Performance: _____

ELA: _____

Math: _____

Describe the nature of the behaviors that contributed to the CDS placement: _____

Describe the areas of focus for the CDS team's effort: _____

Date services are to begin: _____

Services to terminate:

- Upon completion of expulsion order
- Upon completion of the level system
- Upon promotion to the next grade
- Other: _____

Plan for transition back to the District of Residence:

- A coordinated transition will not be necessary
- A transition with the District of Residence will be necessary
 - Transition period not to exceed _____ weeks
 - District of Residence will provide transportation as necessary
 - Additional details: _____

District of Residence

District of Service

Date