

TRINITY COUNTY PLAN FOR EXPELLED YOUTH

6/25/2006

Overview

Legal Requirement: The school districts in Trinity County and the Trinity County Office of Education are required to submit a county plan for expelled youth to the California Department of Education by June 30, 2006, Education Code 48923, as enacted by AB 922, requires the county plan for expelled youth address the following areas:

- I. Identify exiting education alternatives for expelled youth.
- II. Identify gaps in education to expelled pupils and strategies for filling them.
- III. Identify alternative placements for pupils who are expelled and placed in community day schools, but who fail to meet terms and conditions of their rehabilitation plans for who pose a danger to other district pupils.

Trinity County: Trinity County is one of the larger counties in California with one of the smallest populations. The county's eleven school districts are small, and serve a total of approximately 1,950 students (average daily attendance) in kindergarten and grades 1 – 12. With over five thousand square miles in the county, many districts are remotely situated in very small communities. Mountain roads and passes are frequently difficult to negotiate in winter.

Alternatives for Expelled Youth: Small school districts are beginning to experience many of the student behaviors that were once attributed only to students who attended schools in large urban school districts. All school districts within Trinity County are small and limited with respect to providing educational alternatives to expelled youth. Small school districts, however, are not experiencing large numbers of students who are exhibiting behaviors which result in expulsion. The fact that large numbers of students are not being expelled from small school districts is naturally quite positive; however, it does create a situation where the development of either districts or county specific classes or programs for such students is difficult.

In Trinity County, early intervention strategies or pro-active strategies are the major focus of district programs and the subsequent student success. The school districts in Trinity County provide early intervention strategies which include, but are not limited to, one-on-one counseling, student study teams, academic and emotional assessments, in-school suspension, off-campus suspension, special education services, after school activities, conflict management, violence reduction strategies and student contracts and compact days.

Existing Educational Alternatives: Because of the very low rate of expulsion for students in small schools of Trinity County, there are few existing alternatives for expelled youth. These are listed below. The Education Code restricts the allowable classroom alternatives for youth expelled for the most serious offenses to a court school, a county community school, or a district community day school. Trinity County has a county court school. The serious offenses are related to guns, knives, sales of

drugs, and sexual assault, robbery, and battery (ED 48915) (a) & (c). All California Education codes will be adhered to regarding students with IEP's, special education services will follow the student.

Alternatives for Students Expelled for Serious Offenses:

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| Community Day Schools operated by districts: | 3 |
| County Operated Programs: | 1 |
- ✓ Weaverville Elementary Community Day School
 - ✓ Hayfork Community Day School
 - ✓ Trinity High School Community Day School
 - ✓ Trinity County Juvenile Court School

Alternatives for Students Expelled for Less Serious Offenses: Due to less serious nature of the offense, the Education Code allows more options for providing alternatives for students expelled for such offenses listed in EC 48915 (e).

1. Independent Study: *EC 51747 (c) (7) A student expelled for a less serious offense may be offered independent study, provided that an appropriate alternative classroom program is offered as a choice, and the on-site portion of the independent study does not occur on the site from which the student was expelled (EC 48916.1 (c). The alternative of classroom instruction includes another district site or the county community school for grades K – 8 (with waiver). Students with IEP's will have continued services.
2. Referral: to a district community day school.
3. Suspended Expulsion: with placement on the same school campus.
4. Suspended Expulsion: with placement on district school campus with the district.
5. Suspended Expulsion: with placement on district independent study, if all parties agree and other appropriate education alternatives are available.
6. Enrollment: at another district as described in EC 48915.1.

Gaps in Educational Program for Expelled Pupils and Strategies for Filling Them:

Through a countywide collaborative process, the following gaps have been identified in respect to providing educational services to expelled pupils. Following each gap is the suggested strategy for addressing the gap:

1. Smaller school districts within Trinity County generally expel very few students during the course of a school year. Due to this fact, it is not financially or geographically possible to have a special class or program for such students located in each district. As an illustration of this, in Trinity County there are five districts that are all approximately one hour away from the nearest district community day school. There are five districts in Trinity County that each has an enrollment of less than 100 students. In addition, students who are expelled by individual small school districts within Trinity County, vary as to age, grade level, and expulsion offenses. The wide-range of age, grade level, and seriousness of offense make it difficult to provide appropriate programs.

County/District Strategy for Addressing this Gap:

- a) Inter-district agreements with clearly defined parameters will be implemented.
- b) County operated independent study, if all parties agree, and other appropriate options are available, may be offered.

County/District Strategy for Addressing this Gap:

- a) Prior to permanent removal of a student from the district community day school, independent study is utilized which reduces the amount of classroom contact hours to as little as five hours per week with fifteen hours of independent work at home. If the student fails the independent study placement, and if reassigning the student to the district community day school classroom is no longer feasible due to potential disruption or danger caused by the student, the student is removed from the district community day school program and referred to probation and possibly Juvenile Court School.
- b) District Independent Study, if all parties agree, and other appropriate options are available, may be offered.
- c) Inter-district agreements with clearly defined parameters will be an option.
- d) 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. The governing board is required to recommend a plan of rehabilitation. If the expelled student fails to meet the terms and conditions of their rehabilitation plan, commits another expulsion offense, or poses a danger to other students, the school district of residence continues to maintain responsibility for developing a rehabilitation plan for student ensuring that an educational program is provided either within or outside the school district.

County/District Strategy to Address this Gap:

- a) A new rehabilitation plan may be developed, building on the strengths of the original plan, while maintaining the educational placement called for in the original plan.
- b) A new rehabilitation plan may be developed, building on the strengths of the original plan, but using a different educational placement than what was called for in the original plan.
- c) Independent Study, if all parties agree, and other appropriate options are available, may be offered.