

Board Office Use: Legislative File Info.	
File ID Number	24-0875
Introduction Date	4/24/24
Enactment Number	24-0739
Enactment Date	4/24/2024 er



Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer
Andrea Bustamante, Executive Director of Community Schools Student Services

Meeting Date April 24, 2024

Subject Alameda County Office of Education - Triennial Annual Plan - Alternative placements for expelled students and students with IEP's

Ask of the Board Approval by the Board of Education of the Alameda County Office of Education Triennial Annual Plan, County Wide Educational Services Plan for Serving Expelled and High Risk students, for the period of July 1, 2024 through June 30, 2027.

Background With the enactment of AB 922, Statutes of 1995, Chapter 974, California Education Code Section 48926 requires each county superintendent who operates community schools, in conjunction with the superintendents of the school districts within the county, develop a countywide plan for providing education services for all expelled pupils in the county. The plan is to be adopted by the governing board of each school district within the county and by the county board of education; the plan is to be submitted to the State superintendent of Public Instruction. The 2024-2027 County Wide Educational Services Plan for Serving Expelled and High Risk Students was collaboratively developed by Alameda County school districts and the Alameda County Office of Education. The plan will be submitted to the State Superintendent of Public Instruction no later than June 30, 2024.

Discussion Alameda County has worked with Oakland Unified School District in previous year to create a Triennial Annual Plan and would like to continue the collaboration.

Fiscal Impact No Fiscal Impact

Attachment(s)

- Memorandum of Understanding - ACOE - OUSD Triennial Special Education
- ACOE - OUSD Triennial Plan 2024-2027
- ACOE - OUSD Triennial Signature Page

Countywide Educational Services Plan For Serving Expelled And High-Risk Students

Special Education Memorandum of Understanding

Between

The Alameda County Office of Education

And

Alameda County Local Educational Agencies

Alameda USD	Fremont USD	Oakland USD
Albany USD	Hayward USD	Piedmont USD
Berkeley USD	Livermore USD	Pleasanton USD
Castro Valley USD	Mountain House USD	San Leandro USD
Dublin USD	New Haven USD	San Lorenzo USD
Emery USD	Newark USD	Sunol Glen USD

The organizations above through this memorandum of understanding (“MOU”) agree to the following:

- I. **Purpose:** The purpose of this MOU is to establish and maintain a clearly defined, effective procedure for placement and delivery of services to identified students with individualized education programs (“IEP”) referred by school districts in Alameda County for placement in Alameda County Office of Education (“ACOE”) Community School Programs. For purposes of this MOU, ACOE Community School Programs include Quest Community School and the Pregnant and Parenting Teen Program only. They do not include educational programming at Opportunity Academy or the county court school programs at Butler Academic Center and Sweeney Academic Center.
- II. **Term of MOU:** The term of this MOU will be for three years from July 1, 2024, to June 30, 2027. However, the parties will review the MOU each year on or before June 30. This MOU will remain in effect for the full term unless amended pursuant to paragraph VI or terminated pursuant to paragraph VII.

III. Description of Services:

A. **Referring Districts:** For the duration of this MOU, the referring school districts requesting placement of students with IEPs in an ACOE Community School Program will:

1. As far in advance as possible, notify Quest principal or spasenrollment@acoe.org

of pending expulsion hearing(s), student's special education status, and estimated timeline(s).

2. District special education staff and ACOE special education staff will confer after a student's manifestation determination review and disciplinary hearing panels but prior to the district taking an expulsion to the district board (Pre-Referral IEP Review Meeting).
3. Contact the ACOE Student Programs and Services ("SPAS") Enrollment at (510) 670- 4590, or SPASenrollment@acoe.org to refer an identified student with an IEP to the ACOE Community School Program. The referring district will invite ACOE to any IEP meeting at which placement at an ACOE Community School Program is being considered.
4. Complete and sign the ACOE referral packet and attach the student's operative IEP, educational and psychological assessments, transcripts, expulsion order (including rehabilitation plan or disciplinary hearing requirements, immunization record, state assessment information (including ELPAC if applicable), and 504 plan if applicable. For the purpose of this MOU, the student's operative IEP is the student's last IEP consented to by the student's educational rights holder. ACOE will consider the dates of the student's operative IEP and last conducted assessments in determining whether placement in the ACOE Community School Program is appropriate.
5. Agree to pay a per student cost of \$56.32 per day enrolled in the ACOE Community School Program to ACOE for provision of special education services. For the purposes of this MOU, a student is deemed enrolled in the ACOE Community School Program upon completion of the intake and enrollment meeting with ACOE staff.
6. Complete any assessments necessary for the student's IEP team to determine the suitability of the student's placement in the ACOE Community School Program given the student's unique needs prior to enrollment with ACOE. This includes assessments to determine eligibility and/or the continuing need for special education and related services, as well as pending triennial evaluations when deemed necessary by the student's IEP team. The referring district and ACOE will collaborate to determine who will complete any functional behavioral assessments necessary in accordance with Section 300.530(d)(ii) of Title 34 of the Code of Federal Regulations.

7. Convene an IEP team meeting prior to the student's enrollment in the ACOE Community School Program with the necessary participants, including an ACOE representative(s), to determine whether placement in the ACOE Community School Program is appropriate and what specific special education, related services, and/or accommodations are necessary. For students facing expulsion from the referring district, the referring district must comply with the requirements of Sections 300.530(d) and 300.531 of Title 34 of the Code of Federal Regulations to determine whether the ACOE Community School Program is an appropriate placement for the student during and/or pending expulsion prior to enrollment in the ACOE Community School Program. If an IEP team convened in accordance with this paragraph determines that the ACOE Community School Program is not an appropriate placement or is unable to implement required components of the student's IEP, the referring district remains responsible for offering and providing the student a free appropriate public education ("FAPE") elsewhere.
 8. Provide all special education and related services identified in the student's IEP other than specialized academic instruction, speech-language services, school psychologist services, and program accommodations and modifications. All specialized academic instruction, speech-language, school psychologist services, and program accommodations and modifications required by the student's IEP will be provided by ACOE.
 9. Retain accountability for provision of FAPE to the student as the district of residence pursuant to the Individuals with Disabilities Education Act (20 U.S. C. §§ 1400 et seq.) and California Education Code (sections 5600 et seq.) for the duration of the student's placement in the ACOE Community School Program until or unless another local educational agency acquires responsibility for provision of FAPE to the student by operation of law.
- B. **ACOE:** For the duration of this MOU, ACOE will:
1. Within five(5) business days of receipt of a referral packet from the referring district, as referenced in III.A.2, above, ACOE will review and notify the referring district of whether it will accept the student subject to placement determination by the student's IEP team.
 2. Provide general education services to students with IEPs and specialized academic instruction, speech-language services, school psychologist services, and program accommodations and modifications as identified in the student's IEP. All

other special education or related services required by the student's IEP are to be provided by the referring district.

3. Coordinate with the referring district to facilitate delivery of any special education or related services to be provided directly by the referring district while the student is placed at the ACOE Community School Program.
4. Provide qualified special education staff as defined in California Education Code sections 56058 and 56070 to implement the student's IEP.
5. Schedule and hold an IEP meeting within the first 30 days of the student's placement in the ACOE Community School Program, as follows:
 - a. The meeting will include the student, parents/legal guardians, ACOE site principal or administrative designee, ACOE special education case manager and other staff as required, a representative(s) from the referring district, and student's probation officer, if applicable.
 - b. The purpose of the intake meeting will be to review:
 - i. The appropriateness of the student's placement in the ACOE Community School Program, and
 - ii. The level of service needed for the student in the program.
6. During a student's placement in the ACOE Community School Program, ACOE will consult with the referring district to initiate and arrange mutually agreeable dates for IEP meetings including initial, annual, placement, 30-day, and/or parent requested IEP meetings. Changes in placement or services will occur only through IEP meetings to which representatives of the referring district and all other legally required members are invited.
7. Complete all assessments in the areas of speech-language, psycho-education, and/or academics, as required by assessment plans signed during the student's placement in the ACOE Community School Program and coordinate with the referring district for completion of said assessments when they are initiated less than 60 days prior to the student's transfer out of the ACOE Community School Program. If an assessment is needed in an area other than speech-language, psycho-education, and/or academics while the student is attending an ACOE Community School Program, ACOE will coordinate with the referring district to identify an appropriate assessor and may contract with the referring district to conduct the assessment.
8. Notify the student's referring district whenever the student is referred for special education assessment while attending the ACOE Community School Program,

whether the referral is for initial assessment, re-assessment, or additional assessment, within seven days of ACOE's receipt of the referral.

9. Act as the student's educational placement and specialized academic instruction, speech-language, school psychologist and program accommodation and modification service provider as designated by the student's IEP team for the duration of the student's placement in the ACOE Community School Program.
10. Billing for students with IEPs enrolled in the ACOE Community School Program will be calculated at \$56.32 per day enrolled. Billing will be sent to the referring district quarterly. ACOE will provide services logs with billing upon request. ACOE will be responsible for maintaining service logs for services provided by ACOE.

C. Shared Responsibility between Referring Districts and ACOE

1. The parties agree that for the duration of this MOU, ACOE is the student's designated placement and a service provider pursuant to the student's IEP and the referring district retains accountability for making decisions regarding, offering, and ensuring that the student continues to receive a FAPE pursuant to paragraph III.A.9. Regardless, in carrying out the obligations under this MOU, the referring district and the ACOE shall jointly be responsible to ensure that each of its respective staff members and/or service providers comply with all applicable requirements for child find, provision of services, appropriate assessments, timelines, and due process items as established in both Federal and State Law.
2. The following terms and procedures apply to any complaint filed with the California Department of Education, United States Department of Education, California Office of Administrative Hearings, and/or state or federal court, in relation to a student attending or placed in an ACOE Community School Program pursuant to this MOU:
 - a. If a referring district becomes aware of any impending complaint, request for due process hearing, or lawsuit filed against ACOE or the referring district regarding a student attending or placed in an ACOE Community School Program pursuant to this MOU, the referring district must immediately notify the ACOE Chief of Schools, in writing. Likewise, if the ACOE becomes aware of any impending complaint, request for due process hearing, or lawsuit filed against ACOE or a referring district regarding a student attending or placed in an ACOE Community School Program

pursuant to this MOU, ACOE will immediately notify the Special Education Director of the referring district, in writing.

- b. In responding to any complaint, request for due process hearing, or lawsuit, the parties' specific responsibility, and legal liability will be determined as follows:
 - i. The referring district is solely responsible for providing FAPE during the timeframe prior to the student's enrollment in the ACOE Community School Program, including compliance with discipline procedures, and developing an appropriate IEP in which ACOE placement is initially offered.
 - ii. The referring district is solely responsible for ensuring appropriate assessments are conducted prior to enrollment in the ACOE Community School Program as set forth in this MOU; responding to any parent requests for independent educational evaluations ("IEE") arising from assessments conducted by the referring district; funding said IEEs; and initiating due process to defend any assessment conducted by the referring district, as applicable.
 - iii. ACOE is solely responsible for ensuring appropriate specialized academic instruction, speech-language, and school psychologist services and program accommodations and modifications are implemented per the IEP while student is enrolled in the ACOE Community School Program; ensuring appropriate assessments are conducted while student is enrolled in the ACOE Community School Program, as set forth in this MOU; responding to any parent requests for IEEs arising from assessments conducted by ACOE; funding said IEEs; and initiating due process to defend any assessment conducted by ACOE, as applicable.
 - iv. The referring district is solely responsible for ensuring the student is offered and provided a FAPE upon completion of an expulsion term/rehabilitation plan, or upon any other determination that an ACOE Community School Program is no longer an appropriate placement.

- c. Upon receipt of any complaint, request for due process hearing, or litigation, the referring district and ACOE will consult and determine the appropriate party to respond, based on the responsibility and liability outlined above. ACOE and the referring district may both be obligated to respond and remain jointly responsible.
- d. If, in relation to a specific complaint, due process hearing, litigation, or settlement agreement, the referring district and/or ACOE disagree as to the extent to which a party should bear fiscal responsibility and/or liability as set forth above, the parties will first attempt to resolve the disagreement directly with each other. If the ACOE and referring district continue to disagree regarding the responsible party and/or degree of responsibility, the parties will engage in informal dispute resolution procedures as set forth in the Local Plan of the Tri-Valley Special Education Local Plan Area (“SELPA”) or SELPA of the referring district. If the parties remain unable to resolve the disagreement, either party may initiate the interagency dispute procedures as set forth in state law and regulations, as applicable. (Cal. Gov. Code § 7585; 2 C.C.R. § 60600.)
- e. Regardless of which party initiated or is named in any complaint, due process hearing, or litigation, the ACOE and the referring school district will both cooperate fully in the processing of hearings, complaints, and litigation, by making available, upon reasonable notice and written request, any necessary employee witnesses, records, and other evidence.

IV. Severability: Should any part, term, or provision of the MOU be decided by the courts to be illegal or in conflict with any law of the State of California, or otherwise be rendered unenforceable or ineffectual, the validity of the other parts, terms, or provisions hereof shall not be affected thereby.

V. Successors/Assignment: The MOU shall be binding upon and shall inure to the benefit of the successors of the parties. Except to the extent expressly provided herein, no party may assign any right or obligation hereunder without the written consent of the other parties to this MOU.

VI. Amendment of the MOU: The MOU may be amended by a supplemental written agreement executed and approved by all parties to this MOU.

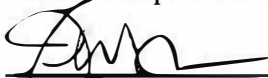
VII. Form of Approvals: Whenever the approval of any party hereto is required by this MOU, unless the context specified otherwise, such approval shall be given by resolution or other formal action duly and regularly agreed upon by all parties to this MOU.

VIII. Termination of MOU: Any party to this MOU may terminate its participation in this MOU by giving written notice to the other parties one year prior to the effective date of the termination.

IN WITNESS WHEREOF, the parties hereto have caused the MOU to be executed and attested by their proper officers whereunto duly authorized, as of the day and year first above written.

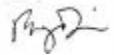
Jenn Blake / Executive Director 03/13/24

District Representative (*Print Name*) / Title Date




Signature

Oakland Unified School District


Benjamin : "Sam" Davis, President, Board of Education 4/25/2024

Date


Kyla Johnson Trammell, Secretary, Board of Education 4/25/2024

Approved as to form:


Roxanne De La Rocha (Mar 14, 2024 08:49 PDT)

Mar 14, 2024

Roxanne De La Rocha
OUSD Staff Counsel



**ALAMEDA COUNTY
OFFICE OF EDUCATION**

**Countywide Educational Services Plan For
Serving Expelled And High-Risk Students**

July 1, 2024 to June 30, 2027

Approved by the
School District Superintendents of Alameda County
Alameda County Superintendent of Schools
&
Alameda County Board of Education

XXXXXX, 2024

Table of Contents

Table of Contents.....	2
Introduction.....	3
Alameda County School Districts.....	4
Alameda County School District Superintendents.....	5
2023-24 Student Services Council Membership.....	5
Existing Educational Alternatives for Expelled Students.....	6
Behavioral Intervention Strategies to Minimize Expulsions.....	11
Educational Service Gaps & Strategies.....	15
Alternative placements for pupils who are expelled and placed in district community day school programs, but fail to meet the terms and conditions of their rehabilitation plan or pose a danger to other district pupils, as determined by the governing board.....	19
Existing Educational Alternatives for Expelled Students Offered by Districts.....	20
Alameda Unified School District.....	20
Albany Unified School District.....	26
Berkeley Unified School District.....	29
Castro Valley Unified School District.....	32
Dublin Unified School District.....	36
Emery Unified School District.....	41
Fremont Unified School District.....	44
Hayward Unified School District.....	47
Livermore Valley Joint Unified School District.....	52
New Haven Unified School District.....	56
Newark Unified School District.....	59
Oakland Unified School District.....	61
Piedmont Unified School District.....	63
Pleasanton Unified School District.....	66
San Leandro Unified School District.....	72
San Lorenzo Unified School District.....	80
Sunol Glen Unified School District.....	85

Introduction

Background

With the enactment of AB 922, Statutes of 1995, Chapter 974, California Education Code Section 48926 requires each county superintendent who operates community schools pursuant to Education Code Sections 1980 and 1986, in conjunction with the superintendents of the school districts within the county, develop a countywide plan for providing education services for all expelled pupils in the county. The plan is to be adopted by the governing board of each school district within the county and by the county board of education. The plan is to be submitted to the State Superintendent of Public Instruction and updated and re-approved by the aforementioned parties triennially.

Education Code Section 48926 provides specifically that:

1. The countywide plan shall enumerate existing educational alternatives for expelled pupils; identify gaps in educational services to expelled pupils; and strategies for filling those service gaps.
2. The countywide plan shall identify alternative placements for pupils who are expelled and placed in district community day school programs but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils, as determined by the district governing board.

In 2012, the recommended content of the countywide plan was amended to address additional, more detailed questions that were raised and supported by the State School Attendance Review Board and the Student Programs and Services Steering Committee of the California County Superintendents Educational Services Association. These recommendations include:

- Strategies for improvement during the next three years, including any behavioral intervention practices, at the site and district levels, and options used to:
 - Minimize the number of suspensions leading to expulsions
 - Minimize the number of expulsions being ordered
 - Support students returning from expulsions
 - Specific explanation for how those practices relate to any disproportionate representation of minority students in such interventions.
- Analysis of the existing plan's strategies for filling gaps in educational services.
 - Whether the strategies were successful or not; and why and how they were or were not successful.
 - Whether any additional strategies were implemented, and if so, why and how they were or were not successful.
 - For strategies that were not successful, any additional measure(s) or approach(es) taken, and the outcome(s).

Alameda County’s original countywide plan was adopted by the local governing boards of education and the Alameda County Board of Education in 1997. This current countywide plan is the triennial update to the existing plan.

Educational programs within Alameda County provide numerous alternatives and opportunities for students who are in need of traditional and/or alternative education programs. Individual school districts offer a broad spectrum of services and the County Office of Education (COE) offers additional options. In combination, these two sources provide a continuum of education alternatives to expelled and high-risk students.

Under Education Code Sections 48916 and 48916.1, school districts throughout California are mandated to provide educational services for students expelled from their district. The law also states that "At the time an expulsion of a pupil is ordered, the governing board of the school district shall ensure that an education program is provided to the pupil who is subject to the expulsion order for the period of the expulsion."

In Alameda County, this mandate impacts 18 school districts spread over a region comprising urban, suburban, and semi-rural or isolated communities. The educational placement of a student is determined on an individual basis by the district's governing board based on: 1) seriousness of the offense, 2) available educational alternatives, and 3) other related factors.

Students expelled from charter schools that operate within Alameda County pursuant to procedures outlined in the charter are returned to the jurisdiction of their school district of residence for the same individualized placement determination by that district’s governing board.

Alameda County School Districts

Alameda Unified School District

Berkeley Unified School District

Dublin Unified School District

Fremont Unified School District

Livermore Unified School District

New Haven Unified School District

Oakland Unified School District

Pleasanton Unified School District

San Lorenzo Unified School District

Albany Unified School District

Castro Valley Unified School District

Emery Unified School District

Hayward Unified School District

Mountain House Elementary School District

Newark Unified School District

Piedmont Unified School District

San Leandro Unified School District

Sunol Glen Unified School District

Alameda County School District Superintendents

Alameda USD: Pasquale Scuderi

Albany USD: Frank Wells

Berkeley USD: Enikia Ford Morthel

Castro Valley USD: Parvin Ahmadi

Dublin USD: Chris Funk

Emery USD: Quiauna Scott

Fremont USD: Christopher Cammack

Hayward USD: Dr. Jason Reimann

Livermore Valley Joint USD:

Chris Van Schaack

New Haven USD: John Thompson

Newark USD: Dr. Penelope Deleon

Oakland USD: Kyla Johnson Trammell

Piedmont USD: Jennifer Hawn

Pleasanton USD: David Haglund

San Leandro USD: Mike McLaughlin

San Lorenzo USD: Daryl Camp

Sunol Glen USD: Molleen Barnes

2023-2024 Student Services Council Membership

The Student Services Council for Alameda County consists of student services representatives from each district as well as county office personnel. The purpose of the council is to share updates and practices for best serving the county's students through district student services departments and ACOE's Student Programs and Student Services divisions. The Council provides input on the triennial updates to the Educational Services Plan for Expelled and High-Risk Students in Alameda County.

Alameda USD: Jodi McCarthy

Albany USD: Deb Brill

Berkeley USD: Phillip Shelley

Castro Valley USD: Nicholas McMaster

Dublin USD: Soraya Villasenor

Emery USD: Megan O'Malley

Fremont USD: Greg Bailey

Hayward USD: Chien Wu-Fernandez

Livermore USD: Tracie Christmas

Mountain House ESD: Kimberly Jokela

New Haven USD: Marcus Lam

Newark USD: Ana Scoville

Oakland USD: Andrea Bustamante

Piedmont USD: Sylvia Eggert

Pleasanton USD: Leslie Heller

San Leandro USD: James Parrish III, Joanne Clark & Rachel Vatannia

San Lorenzo USD: Ammar Saheli

Sunol Glen USD: Molleen Barnes

Alameda COE: Dan Bellino

Alameda COE: Monica Vaughan

Alameda COE: Chaun Powell

Existing Educational Alternatives for Expelled Students

ACOE is committed to providing the highest possible education for our most vulnerable students through our County-Operated Community Schools. Across the County, fewer and fewer students are being expelled as schools and districts have more programs to support the diverse needs of our most vulnerable youth. Programs such as Response to Instruction and Intervention (RtI²), Positive Behavioral Intervention and Supports (PBIS), Multi-Tier System of Supports (MTSS) and Restorative Justice are now included in almost all of the 18 districts in Alameda County. In addition, more districts have programs that provide counseling and mental health services that support children, youth and their families, which has substantially reduced 9-12 expulsions, and in many districts, eliminated K-6 expulsions over the past 9 years.

In addition to educational alternatives for expelled students offered by ACOE specifically, some of the school districts in the County offer educational alternatives for expelled or high-risk students. The descriptions of services offered by each district in Alameda County are provided in the final section of this document.

ACOE's Quest Academy

ACOE's Quest Academy provides educational opportunities for students in grades 7-12 who are referred by districts due to expulsion or by the Alameda County Probation Department. Quest Academy aims to provide positive learning environments that are safe, promote positive self-esteem and self-concept, and are respectful of student diversity so that students can set and attain goals in learning, work, and life, while meeting certain goals to complete their expulsion and/or probation plans.

Our Schoolwide Learner Outcomes make clear what students should know, understand, and be able to demonstrate by the time they graduate or exit ACOE's school program.

- Students will be active learners:
 - Take responsibility for their own learning.
 - Create and assess short and long-term academic and career goals.
- Students will be effective & skilled communicators
 - Utilize multiple modalities of communication including print and digital, literature, and technological tools.
 - Express personal opinions and emotions appropriately.
- Students will be critical thinkers
 - Work independently and collaboratively.
 - Create environments of safety and respect for themselves and others.
- Students will be citizens of their communities and the world
 - Identify data-informed problems and solutions.
 - Apply knowledge to changing conditions.
 - Access and manage information and tools effectively

ACOE's Parenting Teen Program

ACOE's Parenting Teen Program community school sites in Hayward and San Leandro provide academic instruction, support services, and child care for pregnant and parenting students. Teachers and staff offer a nurturing learning environment for young moms and dads as they complete their high school education. Students have access to curriculum and support services to develop the skills and experiences needed to provide a safe and caring environment for themselves and their children. The Parenting Teen Program is available to serve pregnant or parenting teens who are expelled from their home district and follows a similar enrollment process as Quest Academy (see Transition sections below).

ACOE Opportunity Academy

ACOE's Opportunity Academy is an Alameda County Board of Education authorized charter school. It serves students ages 16 and over who have previously separated from school or have been unsuccessful in school, desire a high school diploma, and will benefit from support with employment readiness and obtaining employment. Opportunity Academy utilizes independent studies with blended learning models; incorporating computer-based curriculum, small group instruction, independent and classroom-based study options. Opportunity Academy offers: individual learning and support for all; flexible hours to accommodate work and child care; referrals to support services; job readiness and training; and opportunities for internships, apprenticeships, and career placement internships.

Opportunity Academy partners with Youth Employment Partnership (YEP) in Oakland, La Familia in Hayward, organizations providing Workforce Innovation & Opportunity Act-funded services to similar populations, and Next Step Learning Center, which provides an environment that encourages student growth and success in and out of the classroom. Opportunity Academy also partners with REACH Ashland Youth Center, which serves young people throughout Alameda County to honor youth power and build the community's resilience. Finally, Opportunity Academy partners with Civicorps, which provides simultaneous paid job training through their Conservation Program.

Opportunity Academy is an option for expelled students, however, due to its charter school status, it is not an option for district referrals. Thus, families will need to initiate the enrollment process directly with ACOE. Enrollment forms can be found at acoecol.org/opportunity.

Transition To ACOE

ACOE programs are open-entry throughout the school year. The transition from the school of residence to the Alameda County Community Schools begins with receipt of complete student records from the district of residence. Note, the below process is for ACOE's Quest Academy and Parenting Teen Program. Opportunity Academy enrollments do not follow the same process. Parents/Students will need to apply directly to Opportunity Academy without a district referral because Opportunity Academy operates as a charter school.

Referring District Responsibilities:

1. As far in advance as possible, notify Quest principal or spasenrollment@acoe.org of pending expulsion hearing(s), student's special education status, and estimated timeline(s).
2. For special education students, refer to transition processes detailed in [Special Education Memorandum of Understanding \(MOU\)](#).
3. Upon expulsion determination, send the following documents to ACOE Centralized Enrollment (SPaSEnrollment@acoe.org) in PDF format: 1) [ACOE County Community School Referral Form](#), 2) transcript, 3) expulsion order (including rehabilitation plan or disciplinary hearing requirements, 4) immunization record, 5) state assessment information (including ELPAC if applicable), 6) 504 plan if applicable, and 7) IEP with related assessments per Special Education MOU if applicable.
4. Follow up with parents/guardians when notified by ACOE that a student failed to report to the assigned County Community School Program within five (5) school days of district's referral. Referring district sends a copy of the parent/guardian follow-up correspondence to spasenrollment@acoe.org.

ACOE Responsibilities:

1. Conduct an intake meeting which will include the student, parents, referring district representative, county community school site principal or other administrator, special education, and probation officer (if applicable).
2. Contact the parent and the referring school district by email, mail, and/or phone if a student is not registered within five(5) school days of district referral to ACOE.

Transition From ACOE

Exit referrals from ACOE back to districts normally occur at the end of a semester based on the expelling school districts readmission eligibility timeline. Moving from an ACOE small classroom environment, with its personalized care and intense supervision, to a traditional larger school mainstream education settings presents challenges for both the student and the teachers. In order to support this process, the following steps will occur:

1. ACOE will send to the referring district a draft [Readmission Report](#) twenty-five (25) school days prior to the student's scheduled readmission to the home district.
2. School Student Review Team (including teachers, ACOE principal/designee or transition coordinator, home district representative, and probation officer, if applicable) will conduct a re-entry assessment of satisfactory completion of rehabilitation plan requirements twenty (20) school days prior to the student's scheduled readmission to the home district. The Student Review Team will finalize the [Readmission Report](#).
3. ACOE & Home District representatives will meet with the student and family to discuss the Student Review Team's readmission decision.
4. If readmission is recommended, home district will prepare materials for board approval.
5. Community School Site Administrator will prepare an overview supporting the student's readmission, including the [teacher's student evaluation form](#).
6. District will confirm student's re-enrollment with ACOE by sending a completed [Readmission Notification Form](#) to spasenrollment@acoe.org upon student's re-enrollment.
7. An ACOE designee will support the student's transition, including a 30 day check-in after re-enrollment.

Re-Entry Recommendations to Home District

Districts can ensure a more successful transition by implementing the following recommendations for students returning from a minimum of 30 days in a County Community School program:

Readmission Steps

1. Conduct a meeting to determine student placement in district.
2. Review educational and juvenile records.
3. Clearly communicate expectations to all parties.
4. Review IEP or Section 504 plan & related assessments. Schedule a meeting as needed.

Welcoming Procedures

1. Review student/parent handbook.
2. Develop and discuss individual behavior plan.
3. Create a behavior contract that is signed by the student and parent.
4. Conduct re-entry IEP or 504 plan meeting (if applicable).

Staff Preparation

1. Share relevant information with teacher and staff members

Behavioral Intervention Strategies to Minimize Expulsions

Comprehensive behavioral intervention strategies have become mainstream programs in all districts. Programs such as Response to Instruction and Intervention (RtI²), Positive Behavioral Intervention and Supports (PBIS), Multi-Tier System of Supports (MTSS) and Restorative Practices are part of the culture at all schools in Alameda County. Additional strategies and initiatives have included anti-bias and cultural responsiveness training, trauma-informed practices, and a renewed focus on civic engagement. The Local Control Accountability Plans (LCAP) and the CA Dashboard are part of the reasons for the change.

LCAP

The LCAP requires the districts to clearly describe the behavioral intervention strategies and identify the amount of funds supporting these activities. State and local performance indicators are often signs of at-risk student/students with a high potential for expulsion. The state performance indicators include Chronic Absenteeism and Suspension. The local indicators include School Climate. All districts describe their strategies for improving school climate and reducing absenteeism and suspensions in their LCAPs.

CA Dashboard

The CA Dashboard provides a variety of data that is disaggregated by student groups and clearly describes performance gaps. The intensity of the need for behavioral interventions is indicated and districts are required to identify strategies to reduce the performance gaps. Districts with the greatest gaps are required to work with the County Office of Education in the Differentiated Assistance process.

RTI, PBIS, MTSS, & COST

RtI² focuses on the needs of individual students and includes a process of bringing teachers, counselors, mental health professionals and families together at the first sign of problems. Additional services are recommended by the team. This data-driven approach supports high-quality, culturally responsive differentiated instruction, positive behavior systems, universal screening and data analysis of all student's classroom learning.

PBIS and MTSS are evidence-based multi-tiered behavioral frameworks for improving learning conditions that consists of three tiers of support: Tier 1 Universal Supports: School and classroom-wide systems for all students, staff, and settings; Tier 2 Supplemental Supports: Mentoring and small group interventions for some students who need additional support; Tier 3 Intensified Supports: Specialized, individualized interventions from specialized service providers for high-risk students, such as behavioral assessments, behavioral support plans, counseling,

and referrals for support services for students and their families. Tier 2 and 3 supports are for students who do not respond to the "universal" supports in Tier 1.

RtI², PBIS and MTSS promote students' social-emotional learning and well-being which help reduce suspensions and expulsions and support students returning from expulsions. These approaches are also meant to help address the disproportionately high number of minority students being suspended and expelled by providing a more in-depth understanding of all factors that have led to a student's misbehavior or continued misconduct, and a variety of evidence-based responses.

Many districts in Alameda County have implemented Coordination of Services Teams (**COST**), many with guidance from the Alameda County Center for Healthy Schools. COST plays a critical role for schools and districts striving to build a strong continuum of supports for students under models such as the Response to Intervention (RTI) Framework. A COST identifies and addresses student needs holistically and ensures that the overall system of supports for a student works together effectively. A COST is a multidisciplinary team of school staff and providers who: 1) Create a regular forum for reviewing the needs of individual students and the school overall; 2) Collaborate on linking referred students to resources and interventions; and 3) Support students' academic and behavioral success and healthy development.

Restorative Practices

Restorative Practices build community and utilize the conflict mediation approach to respond to student misconduct with the goal of repairing harm and restoring relationships between those affected. It is best accomplished through cooperative processes that include all school community members. It transforms the traditional relationship between schools, teachers, and student communities in responding to suspension or expulsion situations and allows for a smooth transition for the student back into a school setting. This approach incorporates four key values or components:

1. Encounter: Create opportunities for persons harmed, persons who caused harm, and community members with a stake in the incident or who serve as support to those harmed or who have engaged in harm, to meet (in a "restorative justice circle") to meaningfully discuss the incident and its aftermath, affording everyone the opportunity to be heard.
2. Amends: Expect persons who caused harm to take steps to repair the harm they have caused.
3. Reintegration: Seek to restore persons harmed and persons who caused harm, to the whole, contributing members of society that they are.
4. Inclusion: Provide opportunities for parties with a stake in a specific incident to participate in its resolution.

Social-Emotional Learning

Districts continue to ramp up their Social-Emotional Learning (SEL) strategies through the training of staff and implementation of designated and integrated SEL curricula and practices. SEL competencies that can support the reduction of suspensions and expulsions include teaching students about and incorporating a schoolwide culture focused on: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Several districts have implemented initiatives aimed at helping improve behavioral and academic outcomes for African American students, who have historically been disproportionately represented in chronic absenteeism, suspensions, expulsions, subpar academic achievement, and dropouts. OUSD African American Male Achievement Initiative includes a Manhood Development program. This unique academic mentoring model focuses on social-emotional learning and life skills development designed and implemented by African American males for African American males and offered at 15 middle and high schools. A parent leadership development program is also included. African American Female Excellence is a comparable program that supports African American girls attending OUSD. HUSD's African American Student Achievement Initiative incorporates targeted intervention for African American students, culturally relevant practices, improved discipline and school climate policies and practices, and parent and community partnerships to help improve outcomes for these students.

School-Based Behavioral Health Services

Several districts provide school-based mental health services to students and their families at some or all schools and plan to continue to do so in the coming years. These counseling, case management, and crisis intervention programs, which increasingly incorporate trauma-informed or healing-centered services and wraparound supports, can help improve students' engagement, behavior, and success in school.

Eleven districts in Alameda County are participating in the **Student Behavioral Health Incentive Program (SBHIP)**, leveraging state funding to increase the capacity and sustainability of behavioral health services at school sites. Some of the SBHIP strategies include, but are not limited to: the creation of wellness centers at school sites; implementation of peer-to-peer mentoring programs; partnerships to expand the behavioral health workforce in schools, including MSW internship programs; and trainings for staff on a range of behavioral intervention strategies.

Alameda County is aiming to increase access to and sustainability of behavioral health services for students through its countywide participation in the Children and Youth Behavioral Health Initiative (CYBHI) **Multi-Payer Fee Schedule**. This will provide sustainable revenue streams for additional behavioral health services provided by school districts.

Expanded Learning Time

In recent years school districts countywide have expanded school-based after-school programming. These programs incorporate a range of enriching activities - including academic assistance, arts, sports, service learning and other vehicles to engage students' meaningfully in their schools and promote positive relationships with their peers and caring adults, while building students' academic, pro-social, and 21st century skills. These assets are crucial in helping reduce behavioral problems in school leading to suspension or expulsion.

Career Pathways

Increased attention has been given to Career Pathway over the past decade. Districts are required to describe the services offered as evidence of the College and Career State Indicator in the LCAP. Pathway programs are designed to make students' education more engaging and equip students to graduate from high school prepared for college, career, and productive life in the community. Pathway programs help the highest-need students, including those who have been expelled, to better understand the relationship between their education and their future; provide opportunities to be exposed to and become motivated regarding particular career paths; and build skills that will better equip them to function smoothly in school and in life.

Re-Entry Programs

Re-entry programs have expanded over several districts throughout the county. Oakland Unite sponsors Welcome Circles to accept youth back into the school community after being expelled. Some districts provide a case manager, life coach or mentor who provides individual support and encouragement for each student.

Incarcerated Students Transitions

Expelled students who are enrolled in County Community Schools sometimes find themselves in Alameda County's Juvenile Justice Center (JJC), where they become court school students (Butler Academic Center). When a student is released from the JJC, they are supported by ACOE staff in transitioning back to either their last school of attendance and/or their school of origin. Expelled students who had been enrolled in an ACOE community school prior to incarceration, are expected to return to the County Community School to complete their rehabilitation plans established by the referring district.

In ACOE's JJC Transition Center, student enrollment and expulsion status is confirmed in our student information system (AERIES) as well as CALPADS. ACOE Transition Center staff contact the Community School principal to make sure any concerns are addressed while the student re-enters immediately into the school without delay. The Transition Center education liaison follows up on the student after release and provides case management support, if needed.

Educational Service Gaps & Strategies

Assessment of 2021-2024 Countywide Plan Strategies

Service Gap #1

Transportation for Students to County Community Schools

2021 Strategy

Travel to County Community School sites for expelled or at-risk students is a barrier for some students, especially those living in the eastern and southern regions of Alameda County. To address this problem, bus passes are provided on a case-by-case basis and in collaboration with the district.

Was the strategy successful or not? Why and how?

This strategy has helped some students overcome transportation barriers, however, transportation remains a consistent barrier for student attendance.

Were any additional strategies implemented? If so, why and how were they successful or not successful? If they were not successful, what additional measure(s) or approach(es) were taken and what were the outcomes?

ACOE schools sites began participation in the BART reduced-fee Clipper Card program. That has been helpful to some students, though the program only reduces fees by 50%, so there is still a financial barrier that some students face.

ACOE also implemented a contract in 2023 with HopSkipDrive. Due to the significant cost of HopSkipDrive rides for students, access has been limited to students experiencing homelessness and middle school students.

Service Gap #2:

K-6 Alternative Programming

2021 Strategy

Expelled students who are in grades K-6 do not have the same educational options available as do their 7-12 counterparts. The K-6 expelled students cannot be merged or combined with 7-12 expelled students. Currently, the districts are responsible for providing educational services for K-6 expelled students.

Was the strategy successful or not? Why and how?:

This concern has been diminishing since the 2015 Plan as fewer K-6 students are being expelled. Since the 2018 Triennial Plan, the previously identified gap has become a relative non-issue as districts have built strong prevention and intervention strategies to avoid expulsion of younger students. County and district efforts are focused on prevention and intervention strategies including behavioral Response to Intervention programs, restorative justice approaches, mental health services, and after-school programs in elementary and middle schools.

Were any additional strategies implemented? If so, why and how were they successful or not successful? If they were not successful, what additional measure(s) or approach(es) were taken and what were the outcomes?

No additional strategies were implemented.

Service Gap #3

Continued Funding to support Alternative Education

2021 Strategy

The number of students in need of County Office Alternative Education declined significantly from 2015-2022, creating a funding gap and a revenue loss.

Was the strategy successful or not? Why and how?

Opportunity Academy is a Charter school that opened in September 2017 and was readily embraced by the districts, students and their families. The flexible hours, 130 credit diploma and the emphasis on career readiness make it an attractive option. Unlike the other ACOE Community School offerings, districts cannot “refer” students to the Opportunity Academy. Students can elect to leave their home district and attend Opportunity Charter. For some youth, this may be the best option. This additional ACOE program offering has strengthened the overall foundation for the ACOE Division of Student Programs and Services as well as filling a gap in terms of programming.

Were any additional strategies implemented? If so, why and how were they successful or not successful? If they were not successful, what additional measure(s) or approach(es) were taken and what were the outcomes?

Additionally, a statewide coalition, with significant leadership and participation from ACOE staff, led a successful effort for the State of California to increase funding for county-operated student programs starting in the 2023-24 school.

Service Gap #1

Expelled Students are Struggling to Access Counseling Resources Necessary to Meet District Readmission Requirements

In recent years, ACOE was able to provide only limited on-site counseling services for enrolled students. This resulted in students and families needing to seek counseling services from external agencies referred by ACOE or secured independently by families. The lack of on-site access created an additional burden on families for students to access counseling elsewhere and outside of the school day (or students would miss significant school time if counseling occurred off-site during the school day).

Over the past year, ACOE has made significant strides to address this gap, primarily through the addition of contracted on-site counselors. However, funding for the additional counselors is from one-time funding sources, so sustainability of funding and services will need to be addressed in the coming years. Additionally, there continues to be a need for specific drug counseling and anger management counseling specialists.

Strategies

1. ACOE will increase its utilization of the LEA BOP and begin participation in the Multi-Payer Fee Schedule in order to draw down reimbursements for behavioral health services provided by ACOE providers. This will provide additional revenue to sustain more on-site counseling services for students.
2. ACOE will contract with providers to provide on-site counseling services and will contract or hire staff that can help students meet drug counseling and anger management counseling needed for students and sometimes required for district readmission.
3. Districts will consider broadening their definition of what will qualify as counseling for readmission requirements. For example, Union City Youth and Family Services operates a mentorship program that now counts as counseling based on New Haven USD's board approval of the mentorship program as a qualifying counseling program.
4. Districts will help families understand what resources are within the district area, especially drug counseling.
5. ACOE and districts will collaborate to support students who are monolingual speakers to receive counseling in their home language, including possible use of

district's counseling services or resources for students who need counseling in a language not available from ACOE's counseling services.

Service Gap #2

Capacity for County Community Schools to Comprehensively Serve Referred IEPs

Strategies

1. By December 31, 2024, ACOE will conduct a review of IEPs served over the past 5 school years. ACOE will analyze which special education services were provided by ACOE and which were provided by districts to help determine if/how ACOE can increase its special education services to meet the needs of all special education students referred to ACOE.
2. District special education staff and ACOE special education staff will meet after a student's manifestation determination review and disciplinary hearing panels but prior to the district taking an expulsion to the district board (Pre-Referral IEP Review Meeting).
3. Student Services Council members, district special education directors, and Alameda County SELPA directors will convene periodically to review and consider updates to the Countywide Plan for Expelled Students in order to identify strategies to meet the needs of all expelled students with IEPs.

Service Gap #3

Transportation Continues to Be a Barrier to Attendance at County Community Schools

Strategy(ies)

1. By December 31, 2024, ACOE will complete a transportation assessment that reviews 5-year historical trends of student live-go data, school site locations, public transportation routes, and the feasibility of other transportation options, such as funding sources for HopSkipDrive, or ACOE-provided transportation. Based on this assessment, ACOE will implement a comprehensive transportation plan that ensures transportation access to County Community Schools for all students by June 30, 2025.

Alternative Placements For Pupils Who Are Expelled And Placed In District Community Day School Programs, But Fail To Meet The Terms And Conditions Of Their Rehabilitation Plan Or Pose A Danger To Other District Pupils, As Determined By The Governing Board

If an initial placement is made to a district-operated educational program and the student commits an expulsion offense or fails that program, the school district board of education shall review the rehabilitation plan that is established at the time of the expulsion and make the necessary adjustments. If there is no appropriate educational alternative within the district, the student may be referred to the County Community Schools Program.

Some school districts use the Alameda County Community Schools Program as an educational option for those students mandatorily expelled under provisions of the Education Code and/or district policy. The Community Schools Program is a permissive educational option, which provides the local school districts with another educational alternative for its expelled students.

Students expelled pursuant to Education Code Sections 48900-48900.8 and 48915 who are enrolled in the County Community Schools and who fail a County Community School placement will be referred to another County School educational program, if appropriate. When the students exhaust the County Community Schools resources, these students will be referred back to the school district of residence for a review of the rehabilitation plan and possible placement into another alternative educational setting (per Education Code Section 48915(f)).

Existing Educational Alternatives for Expelled Students Offered by Districts

Educational alternatives provided by the California school districts vary and some are not available to all expelled students. Proper placements must be based upon the seriousness of the offense, location of the offense, and grade level of the student. These factors have the potential to restrict the educational alternatives offered for these students during their expulsion period. The existing educational alternatives for expelled and high risk students offered by each of the school districts in Alameda County are identified on the following pages.

Alameda Unified School District

Alameda Unified School District has a clearly delineated process for the expulsions of students. Our process provides full due process for each student and their families in this challenging situation. The focus is on making decisions that will provide the student with opportunities to continue to make progress toward positive academic and behavior outcomes. Whenever possible, caregivers and family members are included in the process.

The Alameda Unified School District believes it is essential that students enjoy a secure learning environment, with a sense of order and high expectations. During the 22-23 school year, Alameda Unified School District revamped their discipline matrix. The resulting [AUSD Positive Behavior Expectations and Discipline Matrix](#) outline the district's values around positive behavior and discipline strategies.

We believe that schools can support families in helping students develop a sense of personal responsibility. Discipline guidelines are created to promote consistency in dealing with unacceptable behavior, with an understanding that students are likely to make good choices when they clearly understand the rules and the consequences for engaging in behavior that is not appropriate for a school setting.

School discipline should be consistent, reasonable, fair, age appropriate, and matched to the severity of the student's misbehavior. Consequences that are paired with meaningful interventions, instruction and guidance (corrective feedback and re-teaching) offer students an opportunity to connect their misconduct with new learning, participate in contributing back to the school community, and are more likely to result in re-engaging the student in learning. Any use of consequences should be carefully implemented with well-defined outcomes in order to provide the greatest benefit

Alameda Unified Positive Multi-Tiered Systems of Support

Per [Board Policy 5144](#): The Board desires the adoption of a Multi Tiered System of Support to facilitate a consistent approach for positive, prosocial behavior management. The District expects teachers to attempt interventions prior to making a referral out of the classroom except where suspension for a first offense is permitted or mandated by law.

Each school is responsible for incorporating a Multi Tiered System of Support (MTSS) wherein schools provide a tiered system of academic and behavioral supports to enable all students to equitably access the core curriculum. Each school site will incorporate these practices... to reduce referrals and suspensions through proactive intervention, positive behavioral support, restorative practices, and other non-punitive approaches to discipline.

AUSD subscribes to the principle that discipline should be viewed as a positive concept. In exercising discipline, the ultimate goal should be to help each student develop self-control and self-discipline. AUSD believes in the principle that a student grows from dependence to independence. As students grow toward independence, acceptable behavior includes respect for constituted authority, respect for the rights of others, and development of high personal standards. It is therefore an obligation of the schools to provide experiences which lead toward a student's self-discipline and independence.

AUSD recognizes its responsibility to provide an orderly environment that is conducive to the development of self-discipline and academic achievement. An individual who fails to develop sufficient self-discipline to function properly in a classroom constitutes an impediment to the progress of their classmates. In that event, it is the responsibility of the educators to protect the rights of all students to an education.

The best alternative to suspension is prevention. Alternatives to suspension are utilized with all students in a consistent and age-appropriate manner with an emphasis on teaching and learning the skills necessary to enhance a positive school climate. No student shall be suspended or expelled for willful defiance.

AUSD does not encourage exclusionary discipline, especially if a lesser intervention, consequence, or other means of correction will adequately address the violation. The best alternative to suspension is prevention. Other means of correction or alternatives to suspension are utilized with all students in a consistent and age-appropriate manner with an emphasis on teaching and learning the skills necessary to enhance a positive school climate.

Expulsion Process

Alameda Unified School District has a clearly delineated process for the expulsions of students. Our process provides full due process for each student and their families in this challenging situation, which includes a manifestation determination for students with a 504 or an IEP. The focus is on making decisions that will provide the student with opportunities to continue to make

progress toward positive academic and behavior outcomes. Whenever possible, caregivers and family members are included in the process.

When a student has been recommended for expulsion an Extension of Suspension meeting is scheduled with the Coordinator of Student Services, the student, caregivers and/or family members. The agenda of the meeting include the following:

- Purpose of the meeting
- Timeline of the process
- Describe the process and the role each person plays in the process.
- Review the options that the student and family have (Administrative Hearing Panel or Stipulated Expulsion)
- Review with them the incident and Notice of Charges.
- Inform and give the Board Policy and Ed Code on suspension and expulsion to the guardian.
- Provide an opportunity for a student to give his/her statement, receive input from the guardian and review the expulsion file.
- Extend the suspension
- Set up student to continue receiving classwork and receiving credit while on suspension
- Answer any questions they may have throughout the process

A follow up meeting is scheduled with the parent/guardian and student for the following week, allowing them time to review the expulsion packet. At the follow-up meeting the parent/guardian and student are encouraged to ask any questions they may have after reviewing the packet. The Coordinator of Student Services will then review the options that the student and family have (Administrative Hearing Panel or Stipulated Expulsion).

Throughout the entire process parents/guardians are encouraged to ask questions to ensure understanding.

District school site teams are expected to look at other means of correction prior to moving towards expulsion. The district will rarely look at recommending an expulsion if it is not listed as a mandatory expulsion.

The following are the descriptions of the district's educational alternatives and other services for expelled students:

Expelled Students (Grades 7 to 12)

Students in grades 7 to 12 who are expelled for serious incidents where expulsion is mandatory are referred to Alameda County Community Schools. These schools and programs are especially designed to educate expelled students and offer a variety of classroom-based and independent

student options to meet the student's needs. Participation in mental health services may be recommended or required.

Expelled Students (Grades K to 6)

Students in grades K to 6 who are expelled are placed on suspended expulsion and transferred to another school within the district. Students and their families are required to participate in school-based counseling and/or referred to off-site mental health services.

Suspended Expulsions (Grades K to 12)

In certain cases, suspending the expulsion order and allowing the student to attend school at a comprehensive school site in the district is more appropriate than expelling the student to an out-of-district school. Placement in every expulsion matter is determined on a case-by-case basis, and placement recommendations are made based on the incident, the student's background and history, the safety of the student and others, as well as all applicable Board Policies, Administrative Regulations and California Education Codes. During the term of the suspended enforcement of the School Board's expulsion order, the student is on a probationary basis, and must meet certain conditions to continue enrollment or the suspension of enforcement of the expulsion is revoked, and the student is placed in an appropriate alternative educational setting.

Transfer to another school within the district (Grades K to 6)

Students in grades kindergarten through fifth grade may be placed at another elementary school in the district. This provides the student with a fresh start or access to special educational services which are not available at their neighborhood school of residence.

Transfer to another school within the district (Grades 7 to 12)

Students in grades 7 to 12 may be placed at another middle or high school in the district. This provides the student with a fresh start or access to special educational services which are not available at their neighborhood school of residence.

District Operated Alternative School

Island High School provides students with an alternative educational setting to continue their learning. The smaller school setting allows for more individualized attention to student needs. Students are placed at Island as allowed by law.

Island High is a continuation school and is different from most traditional high schools in the state of California, in that it allows students to earn at the minimum of 7.5 credits every semester, instead of the usual 5 at a traditional high school. Moreover, the school doesn't give out "F" grades; instead, a "No Mark" is given in lieu of a failing grade. "F" and "NM" grades do not give

credit. Students are also given credit through special optional assignments called Contracts, and can earn credits in a class by taking Challenge Exams, which, if passed, apply 5 credits in the exam's subject area, which is worth a semester of credits at a traditional high school.

Island High follows the same calendar as the rest of the Alameda Unified School District. However, instead of splitting the year into four nine-week-long quarters like a traditional high school, Island splits its year into six hex-mesters, each six weeks long. Students can earn 2.5 credits per hex, allowing 7.5 credits per semester in every class. Additional credits can also be earned by completing academic contracts. Semester end dates and holidays are the same as the other high schools in the district.

The student body of Island High has always been relatively small, with approximately 70 students. Most students at Island High are transfer students from Alameda and Encinal High Schools who need credit recovery options. Once a student has a certain number of credits, he or she may choose to transfer back to their traditional home school. Few students actually choose to do this.

Despite being a continuation school, the diploma received at Island High is recognized just like one from a traditional high school in California.. The day a student successfully completes all graduation requirements is the day that they graduate. Given the many ways to earn credit at Island High, graduation can occur on any regular school day. Students who graduate midway through the school year are invited back in June to participate in a commencement ceremony.

District Operated Independent Study Program

Independent Study is an alternative program for high school and some middle school students offered by Alameda Unified School District. Instead of attending classes at school, students meet with a teacher 60-90 minutes each week, then complete all assigned work at home.

Independent Study is on the quarter system. Each student takes 3 classes per quarter. For each class there is about 10 hours of work each week. Students must attend their weekly meetings with their teachers. Students may request to take a class at their home school if it is not offered through Independent Study.

District Operated Home Based Instruction

Home based instruction is provided to students in particular circumstances. The instruction is provided to keep the student up-to-date with assignments when the student cannot attend the comprehensive school. Home Instruction is provided in the student's home for any student physically or emotionally unable to attend school for a period of at least three weeks. A health related recommendation from a licensed physician or psychiatrist is required for home instruction.

Specialized Placement or Program

In some cases, expelled students are placed or referred to specialized programs. Placement is informed by the student's needs and their IEP. Students who commit offenses that are a manifestation of their disability are not expelled but may be placed into an educational environment that is supportive of their needs and in compliance with their IEP.

Referral to County Operated Community School

Students in grades 7 to 12 who are expelled for serious incidents where expulsion is mandatory are referred to Alameda County Community Schools. These schools and programs are especially designed to educate expelled students and offer a variety of classroom-based and independent student options to meet the student's needs. Participation in mental health services may be recommended or required.

Students who fail to reach their rehabilitation plan are transferred to the Alameda County Community School.

Referral to County Operated Independent Student Program

Students may be allowed to participate in the QUEST independent study program operated by the Alameda County Office of Education

In Lieu of Expulsion

In rare cases, an administrative change of placement in lieu of other serious disciplinary outcomes is appropriate for a student.

Rehabilitation Plan, Transition and Support

Students who are expelled receive support from the district. District Administrators and/or Counselors communicate with families and make referrals for counseling and other social services. In addition, they continue contact with the student about progress made on the Rehabilitation Plan and establish a timeline for returning to the home district.

Albany Unified School District

Albany City Unified School District has a clearly delineated process for the expulsions of students. Our process provides full due process for each student and their families in this challenging situation. The focus is on making decisions that will provide the student with opportunities to continue to make progress toward positive academic and behavior outcomes. Caregivers and family members are always included in the process.

The expulsion process follows all state laws, guidelines and applicable education codes. In accordance with our District's Board policy, families who are recommended for expulsion are contacted by the District's expulsion coordinator to review the expulsion process and all available options for expulsion and rehabilitation.

Additionally, our district seeks to prevent expulsions when at all possible. We use preventative approaches by implementing PBIS and restorative practices. Our district's primary initiatives include MTSS, UDL, and Culturally Responsive Practices which is implemented through professional development, lesson protocols, classroom practices, and schoolwide protocols. In matters of response to behavior we take a two pronged approach that integrates restorative justice with some more traditional disciplinary practices when appropriate.

The following are the descriptions of the district's existing educational alternatives and other services for expelled students.

Expelled Students (Grades 7 to 12)

Students in grades 7 to 12 who are expelled for serious incidents where expulsion is mandatory are referred to Alameda County Community Schools. These schools and programs are especially designed to educate expelled students and offer a variety of classroom-based and independent student options to meet the student's needs. Participation in mental health services may be recommended or required. If a student has an IEP, there may be opportunities to have that student serve their expulsion at a school within our SELPA.

Expelled Students (Grades K to 5)

Students in grades K to 6 who are expelled are placed on suspended expulsion and transferred to another school within the district. Students and their families are required to participate in (school-based) counseling or referred to (off-site) mental health services.

Suspended Expulsions (Grades K to 5)

In certain cases, suspending the expulsion order and allowing the student to attend school as a comprehensive school site in the district is more appropriate than expelling the student to an out-of-district school. Placement in every expulsion matter is determined on a case-by-case basis, and

placement recommendations are made based on the incident, the student's background and history, the safety of the student and others, as well as all applicable Board Policies, Administrative Regulations and California Education Codes. During the term of the suspended enforcement of the School Board's expulsion order, the student is on a probationary basis, and must meet certain conditions to continue enrollment or the suspension of enforcement of the expulsion is revoked, and the student is placed in an appropriate alternative educational setting.

Transfer to another school within the district (Grades K to 5)

Students in grades kindergarten through fifth grade may be placed as another elementary school in the district. This provides the student with a fresh start or continued access to services available in the district of residence.

Transfer to another school within the district (Grades 10 to 12)

Students 16 or older may be placed in the District's alternative high school. This provides the student with a fresh start.

Inter-District Transfer to another school district

A student is involuntarily transferred to another school district if the student is currently on an inter-district transfer and commits an expellable offense. The inter-district transfer is revoked and the student is returned to his/her home school. An expelled student may be allowed to transfer to another district only if both the family and the districts agree that the placement in another district is in the best interest of the student.

District Operated Alternative School

MacGregor High School provides students with an alternative educational setting to continue their learning. The smaller school setting allows for more individualized attention to student needs. Students are placed at MacGregor High School as allowed by law. MacGregor High School serves students 16 years old or older and provides credit recovery in smaller classes with a reduced instructional day.

District Operated Home-Hospital Based Instruction

Home based instruction is provided to students in particular circumstances. The instruction is provided to keep the student up-to-date with assignments when the student cannot attend the comprehensive school.

District Operated Online or Virtual Education Program

Albany High School with credit recovery or through Home Hospital uses online programs when appropriate. **Specialized Placement or Program**

These services are not offered.

Referral to County Operated Community School

Students in grades 7 to 12 who are expelled for serious incidents where expulsion is mandatory are referred to Alameda County Community Schools. These schools and programs are especially designed to educate expelled students and offer a variety of classroom-based and independent student options to meet the student's needs. Participation in mental health services may be recommended or required.

Students who fail to reach their rehabilitation plan are transferred to the Alameda County Community School.

Referral to County Operated Independent Student Program

Students may be allowed to participate in the QUEST independent study program operated by the County Office of Education

In Lieu of Expulsion

In rare cases, an administrative change of placement in lieu of other serious disciplinary outcomes is appropriate for a student.

Rehabilitation Plan, Transition and Support

Students who are expelled receive Case Management support from the district. District staff communicate with families and make referrals for counseling and other social services. In addition, they continue contact with the student about progress made on the Rehabilitation Plan and establish a timeline for returning to the home district.

Berkeley Unified School District

Berkeley Unified School District has a clearly delineated process for the expulsions of students. Our process provides full due process for each student and their families in this challenging situation. The focus is on making decisions that will provide the student with opportunities to continue to make progress toward positive academic and behavior outcomes. Whenever possible, caregivers and family members are included in the process.

Berkeley Unified School District Board Policy 5144.3-Expulsion

The Governing Board is dedicated to implementing graduated discipline practices and policies that aim to keep all our students in class, receiving instruction and support. Expulsion from school is an extreme and severe disruption of the educational process, and shall be reserved for behavior that requires expulsion process, and shall be reserved for behavior that requires expulsion under law or that poses a serious future threat to the safety of students or staff.

The following are the descriptions of the district's existing educational alternatives and other services for expelled students.

Expelled Students (Grades 7 to 12)

Students in grades 7 to 12 who are expelled for serious incidents where expulsion is mandatory are referred to Alameda County Community Schools. These schools and programs are especially designed to educate expelled students and offer a variety of classroom-based and independent student options to meet the student's needs. Participation in mental health services may be recommended or required.

Expelled Students (Grades K to 6)

Students in grades K to 6 who are expelled are placed on suspended expulsion and transferred to another school within the district.

Suspended Expulsions (Grades K to 12)

In certain cases, suspending the expulsion order and allowing the student to attend school at a comprehensive school site in the district is more appropriate than expelling the student to an out-of-district school. Placement in every expulsion matter is determined on a case-by-case basis, and placement recommendations are made based on the incident, the student's background and history, the safety of the student and others, as well as all applicable Board Policies, Administrative Regulations and California Education Codes. During the term of the suspended enforcement of the School Board's expulsion order, the student is on a probationary basis, and must meet certain conditions to continue enrollment or the suspension of enforcement of the expulsion is revoked, and the student is placed in an appropriate alternative educational setting.

Transfer to another school within the district (Grades K to 6)

Students in grades kindergarten through fifth grade may be placed as another elementary school in the district. This provides the student with a fresh start or access to special educational services which are not available at their neighborhood school of residence.

Transfer to another school within the district (Grades 7 to 12)

Students in grades 7 to 12 may be placed as another middle or high school in the district. This provides the student with a fresh start or access to special educational services which are not available at their neighborhood school of residence.

Inter-District Transfer to another school district

A student is involuntarily transferred to another school district if the student is currently on an inter-district transfer and commits an expellable offense. The inter-district transfer is revoked and the student is returned to his/her home school. An expelled student may be allowed to transfer to another district only if both the family and the districts agree that the placement in another district is in the best interest of the student.

District Operated Alternative School (Grades 10-12)

Berkeley Technology Academy (BTA) serves students 16-18 years of age. This program provides students with an alternative educational setting to pursue the core curriculum of the District. The smaller school setting allows for closer attention to individual student needs. Students on a suspended expulsion may be placed at BTA, as allowed by the law.

District Operated Independent Study Program

Independent study may be provided for students in particular circumstances who are not expelled (Education Code does not allow districts to place expelled students on independent study). Students will arrange to meet with credentialed teachers within the structure of the particular program they are participating in.

District Operated Home Based Instruction

Home-based instruction is provided to students in particular circumstances. The instruction is provided to keep the student up-to-date with assignments when the student cannot attend the comprehensive school.

Home & Hospital Instruction (HHI) is available to all Berkeley Unified students who are unable to attend school for extended periods of time due to physical or mental incapacity. Students must have authorization from a medical doctor and the school district to enroll. The student that is

approved must have a need to be out of the school on record for 30 days or more. HHI is individualized instruction that is available to students with temporary disabilities whose disability makes attendance in the regular day classes or alternative education program in which the student is enrolled impossible or inadvisable.

District Operated Online or Virtual Education Program: These services are not provided

Referral to County Operated Community School: Students in grades 7 to 12 who are expelled for serious incidents where expulsion is mandatory may be referred to Alameda County Community Schools. These schools and programs are specially designed to educate expelled students and offer a variety of classroom-based and independent study options to meet the student's needs. Participation in mental health services may be recommended or required.

Referral to County Operated Independent Student Program: Students may be allowed to participate in the QUEST independent study program operated by the County Office of Education

In Lieu of Expulsion:

In certain expulsion cases, suspending the expulsion in lieu of other serious disciplinary outcomes may be appropriate for a student.

Rehabilitation Plan, Transition and Support: All Berkeley Unified School District students who are expelled automatically receive a Rehabilitation Plan. Rehabilitation plans include counseling, community service, positive attendance, progress towards graduation, and positive behavior requirement (student will not commit any suspendable or expellable offense under Education Code sections 48900 et seq.; violate any school rules, District policies; or, violate any other laws).

Castro Valley Unified School District

Castro Valley Unified School District has a clearly delineated process for the expulsions of students. Our process provides full due process for each student and their families in this challenging situation. The focus is on making decisions that will provide the student with opportunities to continue to make progress toward positive academic and behavior outcomes. Whenever possible, caregivers and family members are included in the process.

The following are the descriptions of the district's existing educational alternatives and other services for expelled students.

Expelled Students (Grades 7 to 12)

Students in grades 7 to 12 who are expelled for serious incidents where expulsion is mandatory are referred to Alameda County Community Schools. These schools and programs are especially designed to educate expelled students and offer a variety of classroom-based and independent study options to meet the student's needs. Participation in counseling or mental health services is typically required.

Expelled Students (Grades K to 6)

Students in grades K to 6 who are expelled are placed on suspended expulsion and transferred to another school within the district. Students and their families are required to participate in (school-based) counseling or referred to (off-site) mental health services.

Suspended Expulsions (Grades K to 12)

In certain cases, suspending the expulsion order and allowing the student to attend school at a comprehensive school site in the district is more appropriate than expelling the student to an out-of-district school. Placement in every expulsion matter is determined on a case-by-case basis, and placement recommendations are made based on the incident, the student's background and history, the safety of the student and others, as well as all applicable Board Policies, Administrative Regulations and California Education Code. During the term of the suspended enforcement of the School Board's expulsion order, the student is on a probationary status, and must meet certain conditions to continue enrollment or the suspension of enforcement of the expulsion may be revoked, which would result in the student being placed in an appropriate alternative educational setting.

Transfer to another school within the district (Grades K to 5)

Students in grades Kindergarten through fifth grade may be placed at another elementary school in the district. This provides the student with a fresh start or access to special educational services which are not available at their neighborhood school of residence.

Transfer to another school within the district (Grades 6 to 12)

Students in grades 6 to 12 may be placed at another middle or high school in the district. This provides the student with a fresh start or access to special educational services which are not available at their neighborhood school of residence.

Inter-District Transfer to another school district

A student is involuntarily transferred to another school district if the student is currently on an inter-district transfer and commits an expellable offense. The inter-district transfer is revoked and the student is returned to his/her home school. An expelled student may be allowed to transfer to another district only if both the family and the districts agree that the placement in another district is in the best interest of the student.

District Operated Alternative School

Redwood Continuation High School provides students with an alternative educational setting to continue their learning. The smaller school setting allows for more individualized attention to student needs. Students are placed at Redwood Continuation High School as allowed by law. The smaller school setting allows for closer attention to individual student needs, and provides credit deficient students with the opportunity to get caught-up and back on-track for graduation.

District Operated Independent Study Program

Redwood Independent Study (Grades 9-12) is an independent study program operated by the Castro Valley Unified School District. The decision for approval is based on individual circumstances and the ability to work independently. Students come to independent study once or more times per week and spend a minimum of one hour with their teacher. Students receive weekly assignments during their scheduled appointment time, and are expected to spend a minimum of twenty hours per week on academic work.

The program helps students pursue the educational requirements of the Castro Valley Unified School District. The nature of the independent study program gives students the opportunity to personalize their instruction and the freedom to utilize resources and activities to create an exciting and flexible educational experience. While attending independent study, students may take courses concurrently at the local community colleges and the Eden Area Regional Occupation Program.

District Operated Home Based Instruction

Home-based instruction is provided to students in particular circumstances. The instruction is provided to keep the student up-to-date with assignments when the student cannot attend the comprehensive school. The student will meet with an appropriate credentialed teacher for a

minimum of one-hour per week. The instruction is provided to keep the student up to date with assignments when the student cannot attend the regular, comprehensive school setting.

District Operated Online or Virtual Education Program

Castro Valley Unified School District provides curriculum through an online learning platform. The Castro Valley Virtual Academy (CVVA) provides a full time or concurrent option for students and currently serves students in grades 9 to 12 in a rigorous A-G program. The CVVA offers weekly workshops with highly qualified teachers to support student work and provide direct instruction.

Specialized Placement or Program

In some cases, expelled students are placed or referred to specialized programs. Placement is informed by the student's needs and their IEP. Students who commit offenses that are a manifestation of their disability are not expelled but may be placed into an educational environment that is supportive of their needs and in compliance with their IEP. Castro Valley Unified School District partners with area Non Public Schools (NPS) to provide specialized academic instruction and related services for students who required an alternative placement. The students are provided with all services included in their Individualized Education Plan (IEP) and are case managed by District special education staff to ensure access to their education. Students may receive educationally related mental health and behavior intervention services as appropriate while in the alternative placement.

Referral to County Operated Community School

Students in grades 7 to 12 who are expelled for serious incidents where expulsion is mandatory are referred to Alameda County Community Schools. These schools and programs are specially designed to educate expelled students and offer a variety of classroom-based and independent study options to meet the student's needs. Participation in mental health services may be recommended or required.

Students who fail to reach their rehabilitation plan while serving a suspended expulsion may be transferred to the Alameda County Community School.

Referral to County Operated Independent Student Program

Students may be allowed to participate in the QUEST independent study program operated by the County Office of Education upon mutual agreement between all parties.

In Lieu of Expulsion

In rare cases, an administrative change of placement in lieu of other serious disciplinary outcomes is appropriate for a student.

Rehabilitation Plan, Transition and Support

Students who are expelled from Castro Valley Unified School District receive Case Management support from district staff. Counselors and Social Workers communicate with families and make referrals for counseling and other social services. In addition, they continue contact with the student about progress made on the Rehabilitation Plan and establish a timeline for returning to the home district.

Dublin Unified School District

Dublin Unified School District has a clearly delineated process for the expulsions of students per Board Policy and Administrative Regulation 5144.1. The district's process provides full due process for each student and their families in this challenging situation, including a manifestation determination for students with a 504, an IEP, or a suspected disability. The focus is on making decisions that will provide the student with opportunities to continue to make progress toward positive academic and behavioral outcomes. Whenever possible, parents/caregivers are included in the process.

When a student has been recommended for expulsion, a pre-expulsion meeting is scheduled with the Director of Student Services to determine if the expulsion process should be enacted. The Director of Student Services and parents/caregivers are in attendance. The agenda of the meeting includes the following:

- Purpose of the meeting is shared with the parent, which includes the following:
 - Timeline of the process
 - Extend the suspension
 - Set up the student to continue receiving classwork and receiving credit while on suspension.
 - Share the two options parents/caregivers can choose in the process
 - Inform and give the Board Policy and Ed Code on suspension and expulsion to the parent/caregiver.
 - Describe the process and the role each person plays in the process. Provide an opportunity for a student to give their statement, receive input from the parent/caregiver, and review the expulsion file.

If it is determined the expulsion process should move forward, the Director of Student Services will share the following options:

- *Option 1: Administrative Hearing Panel* the following information is shared:
 - Scheduled 10 days out to give caregivers/guardians time to obtain legal counsel if they wish. A panel of impartial administrators within the district does not know the student or the family.
 - Panel will review the expulsion file and listen to testimonies given on both sides.
 - Have three days to deliberate and give their decision. Before or on the third day, Director of Student Services contacts parents/guardians to inform them of the recommendation to the Board.
 - Share the final decision-making body is the Board of Trustees, with the expulsion file reviewed and discussed in close session with the student assigned a case number.

- At the next board meeting, decide to accept, recommend, or go in another direction.
- **Option 2: Stipulated Expulsion** and the following is shared:
 - Waive the right to an administrative hearing.
 - Student admits guilt.
 - Expulsion recommendation with a rehabilitation plan to go to the Board is shared.
 - Parents/guardians sign off.

Through the process, parents/guardians are encouraged to ask questions and follow up with the process.

The following are the descriptions of the district's educational alternatives and other services for expelled students.

Expelled Students (Grades 6 to 12)

Students in grades 6 to 12 who are expelled for serious incidents where expulsion is mandatory are referred to Alameda County Community Schools. These schools and programs are specially designed to educate expelled students and offer various classroom-based and independent student options to meet the student's needs. Participation in mental health services may be recommended or required.

Expelled Students (Grades K to 5)

Students in grades K to 6 who are expelled are placed on suspended expulsion and transferred to another school within the district. Students and their families must participate in (school-based) counseling or referred to (off-site) mental health services.

Suspended Expulsions (Grades K to 12)

In certain cases, suspending the expulsion order and allowing the student to attend school in a comprehensive school site in the district is more appropriate than expelling the student to an out-of-district school. Placement in every expulsion matter is determined on a case-by-case basis, and placement recommendations are made based on the incident, the student's background and history, the safety of the student and others, as well as all applicable Board Policies, Administrative Regulations and California Education Codes. During the term of the suspended enforcement of the School Board's expulsion order, the student is on a probationary basis and must meet certain conditions to continue enrollment or the suspension of enforcement of the expulsion is revoked, and the student is placed in an appropriate alternative educational setting.

Intra-district transfer to another school within the district (Grades K to 5)

Students in grades kindergarten through fifth grade may be placed at another elementary school in the district. This provides the student with a fresh start or access to special educational services that are not available at their neighborhood school of residence.

Intra-district transfer to another school within the district (Grades 6 to 12)

Students in grades 7 to 12 may be placed at another middle or high school in the district. This provides the student with a fresh start or access to special educational services that are not available at their neighborhood school of residence.

Inter-district transfer to another school district

A student is involuntarily transferred to another school district if the student is currently on an inter-district transfer and commits an expellable offense. The inter-district transfer is revoked, and the student is returned to his/her home school. An expelled student may be allowed to transfer to another district only if both the family and the districts agree that the placement in another district is in the student's best interest.

District-Operated Alternative School-Voluntary(Continuation High School):

Valley Continuation High School is the Alternative Education High School for Dublin Unified School District. Valley students are afforded a program that provides a lower teacher-to-student ratio, an opportunity to make up credit deficiencies, and a setting designed to support students with social, emotional, and academic concerns. When necessary, the Hume Center and Axis Community Health provide mental health counseling services to Valley students.

Valley High has a long tradition of being an inclusive small community for learners who want to earn a diploma but who need flexibility as well as structure to achieve their goals. Valley High School prepares students to be critical thinkers, collaborators, effective communicators, and positively contributing global citizens.

District-Operated Independent Study Program

Edgenuity is an independent study program operated by the Dublin Unified School District. The decision for approval is based on individual circumstances and the ability to work independently. This online program includes a meeting with a teacher once a week at an alternative site and is available for grades 7 through 12.

District Operated Online or Virtual Education Program:

York Alternative Learning Center. DUSD families can enroll in the York Alternative Learning Center (YALC). 6th-12th grade students work on their Edgenuity classes at home, complete tests in person at the Valley High School Campus, and meet with a teacher at least once a week.

Students who are full-time at YALC, taking four or more classes, are required to check in daily; a variety of communication modes are used: text, email, zoom, and phone calls.

District Operated Home-Based Instruction:

Home/Hospital-based instruction is provided to students in particular circumstances that are generally medical in nature. The instruction is provided to keep the student up-to-date with assignments when the student cannot attend the comprehensive school. This is a short term placement (9 weeks) to support students while they are unable to physically attend school. The school site administrator approves participation in the program upon discussion with the student, parent, counselor, physician, and often teachers. Students served through the home-based instruction program have a note from a physician indicating why the student would need this setting and the anticipated return date.

Specialized Placement or Program

In some cases, expelled students are placed or referred to specialized programs. Placement is informed by the student's needs and their IEP. Students who commit offenses that are a manifestation of their disability are not expelled but may be placed into an educational environment that is supportive of their needs and in compliance with their IEP. Specialized programs are recommended through the IEP process. This process is available to grades 3 through 12.

Referral to County Operated Community School

Students in grades 6 to 12 who are expelled for serious incidents where expulsion is mandatory are referred to Alameda County Community Schools. These schools and programs are specially designed to educate expelled students and offer various classroom-based and independent student options to meet the student's needs. Participation in mental health services may be recommended or required.

Students who fail to reach their rehabilitation plan are transferred to the Alameda County Community School.

Referral to County Operated Independent Student Program

Students may be allowed to participate in the QUEST independent study program operated by the County Office of Education

In Lieu of Expulsion

In rare cases, an administrative change of placement in lieu of other serious disciplinary outcomes is appropriate for a student.

Rehabilitation Plan, Transition, and Support

Students who are expelled receive Case Management support from the DUSD social worker. Student Services Staff communicate with families and make referrals for counseling and other social services. In addition, they continue contact with the student about progress made on the Rehabilitation Plan and establish a timeline for returning to the home district.

Emery Unified School District

Emery Unified School District has a clearly delineated process for the expulsions of students. Our process provides full due process for each student and their families in this challenging situation. The focus is on making decisions that will provide the student with opportunities to continue to make progress toward positive academic and behavior outcomes. Whenever possible, caregivers and family members are included in the process.

When a student is referred for an expulsion for any acts other than those enumerated in 48915(c), the District and the Board considers secondary findings, in addition to evidence confirming the allegations. These additional findings include whether the student has received appropriate interventions to correct and/or change his/her behavior.

The following are the descriptions of the district's existing educational alternatives and other services for expelled students.

Expelled Students (Grades 7 to 12)

Students in grades 7 to 12 who are expelled for serious incidents where expulsion is mandatory are referred to Alameda County Community Schools. These schools and programs are especially designed to educate expelled students and offer a variety of classroom-based and independent student options to meet the student's needs. Participation in mental health services may be recommended or required.

Expelled Students (Grades K to 6)

Students in grades K to 6 who are expelled may be placed on suspended expulsion and provided with Home Instruction, Independent Study (at parent request), or granted an InterDistrict Transfer out of the District. Students and their families may be required to participate in (school-based) counseling or referred to (off-site) mental health services.

Suspended Expulsions (Grades K to 12)

In certain cases, suspending the expulsion order and allowing the student to attend school at a comprehensive school site in the district is more appropriate than expelling the student to an out-of-district school. Placement in every expulsion matter is determined on a case-by-case basis, and placement recommendations are made based on the incident, the student's background and history, the safety of the student and others, as well as all applicable Board Policies, Administrative Regulations and California Education Codes. During the term of the suspended enforcement of the School Board's expulsion order, the student is on a probationary basis, and must meet certain conditions to continue enrollment or the suspension of enforcement of the expulsion is revoked, and the student is placed in an appropriate alternative educational setting.

Inter-District Transfer to another school district

A student is involuntarily transferred to another school district if the student is currently on an inter-district transfer and commits an expellable offense. The inter-district transfer is revoked and the student is returned to his/her home school district. An expelled student may be allowed to transfer to another district only if both the family and the districts agree that the placement in another district is in the best interest of the student.

District Operated Independent Study Program (Grades 6-12)

Emery Unified School District provides an independent study program through either teacher prepared work packets or an on-line program. The District has adopted and modified the curriculum from the Edgenuity online program to meet EUSD standards and course requirements. Students access the course work electronically from home or community locations. Both options include weekly meetings with a teacher to review work, take tests, and grade essays. The decision for approval is based on individual circumstances and the ability to work independently.

District Operated Home Based Instruction (Grades K-6)

Home based instruction is a short term program of 5 hours per week, designed to accommodate students in particular circumstances. The instruction is provided to keep the student up-to-date with assignments when the student cannot attend the comprehensive school. A home teacher coordinates school work with the school site and assists the student in maintaining progress until the student can return to school.

Specialized Placement or Program (Grades K-12)

In some cases, expelled students are placed or referred to specialized programs. Placement is informed by the student's needs and their IEP. Students who commit offenses that are a manifestation of their disability are not expelled but may be placed into an educational environment that is supportive of their needs and in compliance with their IEP. Specialized programs may include those located in districts other than the student's home district through the North Region SELPA placement process, or Non-Public Schools.

Referral to County Operated Community School (Grades 7-12)

Students in grades 7 to 12 who are expelled for serious incidents where expulsion is mandatory are referred to Alameda County Community Schools. These schools and programs are especially designed to educate expelled students and offer a variety of classroom-based and independent student options to meet the student's needs. Participation in mental health services may be recommended or required.

Students who fail to reach their rehabilitation plan are transferred to the Alameda County Community School.

Referral to County Operated Independent Student Program

Students may be allowed to participate in the QUEST independent study program operated by the County Office of Education

In Lieu of Expulsion

In rare cases, an administrative change of placement in lieu of other serious disciplinary outcomes is appropriate for a student.

Rehabilitation Plan, Transition and Support

Students who are expelled receive Case Management support from the district. Counselors communicate with families and make referrals for counseling and other social services. In addition, they continue contact with the student about progress made on the Rehabilitation Plan and establish a timeline for returning to the home district.

Fremont Unified School District

Fremont Unified School District has a clearly delineated process for the expulsion of students per Board Policy & Administrative Regulations 5114. The District provides full due process for each student and their families in this challenging situation which includes a manifestation determination for students with a 504 or an IEP. The District's focus is on making decisions that will provide the student with opportunities to remedy the behavior for which the expulsion recommendation has been made. This also provides the student with the opportunity to continue making progress toward positive academic and behavior outcomes. Whenever possible, caregivers and family members are included in the process.

Students on a suspended expulsion who fail to meet the conditions of their expulsion order and rehabilitation plan may be transferred to the Alameda County Community School at any time.

Expelled Students (Grades 7-12) / Referral to County Operated Community School/Program

Students in grades 7-12 who are expelled from the Fremont Unified School District are referred to an Alameda County School/Program with a rehabilitation plan. These schools and programs are designed to educate expelled students and offer a variety of classroom-based and independent student options to meet the student's needs. Participation in mental health services may be recommended or required as part of the student's rehabilitation plan.

These students may apply for QUEST independent study program operated by the Alameda County Office of Education.

Expelled Students / Suspended Expulsion (Grades K-6)

Students in grades K-6 who are expelled are placed on suspended expulsion with a Rehabilitation plan and transferred to another school within the District. Individual student counseling is required and family counseling is highly recommended at no cost to the District.

Expelled Students / Suspended Expulsion (Grades 7-12)

When a student is expelled, the District believes that sometimes this is a more appropriate placement than expelling to an Alameda County school/program. Therefore, the district will place a student on a suspended expulsion which allows the student to attend another comprehensive school or a District operated alternative school/program in the Fremont Unified School District with a rehabilitation plan. In addition, when a student has an IEP, the Special Education Department is consulted to ensure the student receives FAPE.

Placement in every suspended expulsion matter is determined on a case-by-case basis. Placement recommendations are made based on the incident, the student's background and history, the safety of the student and others, as well as all applicable Board Policies, Administrative Regulations and

California Education Codes. During the term of the suspended expulsion, the student must meet the conditions set forth in the rehabilitation plan to continue attending the assigned site.

Students on a suspended expulsion who fail to meet the conditions of their expulsion order and rehabilitation plan may be transferred to the Alameda County Community School at any time.

District Operated Alternative School (Robertson Continuation High School)

Fremont Unified School District provides students with an alternative educational setting to continue their learning. Students on a suspended expulsion may be placed at Robertson High School as allowed by law. (16 years of age, teen parent or pregnant minor, McKinney-Vento/Foster Youth).

The program at Robertson High School is designed to assist students in earning a high school diploma, college and career readiness, developing vocational skills, and providing an opportunity for personal growth. The program is designed to allow students the opportunity to make up academic deficiencies and provide the student with a smaller learning environment. This setting allows for more individualized attention (22 to 1 student-teacher ratio) to better meet student needs. At Robertson, a student can complete classes in an accelerated manner, earning more than 80 credits per year. Students are encouraged to take additional coursework either on campus, at ROP, or adult school (if 18 years of age).

District Operated Independent Study Program (Vista Independent Study Program)

Students on a suspended expulsion may request placement at Vista (parent/guardian request only). Vista is an independent study program operated on the Robertson High School campus by the Fremont Unified School District for students in grades 7-12. A referral form to this program is completed at the assigned site and forwarded to Vista. The decision for approval is based on individual circumstances and the ability to work independently. If the student is not successful in this program, the student will be returned to the assigned school/program.

Intra-District Transfer to another site (Grades K-12)

An expelled student may apply for an intra-district transfer to another school only if both sites agree that the placement is in the best interest of the student. The intra-district transfer may be revoked by the receiving school at any time and the student returned to the assigned site.

Inter-District Transfer to another school district (Grades K-12)

An expelled student may apply for an inter-district transfer to another district only if both the districts agree that the placement is in the best interest of the student. The inter-district transfer may be revoked by the receiving district at any time and the student returned to the home district.

Home-Hospital Instruction for students with an IEP or 504 plan (Grades K-12)

In rare circumstances, a student shall be placed on a suspended expulsion into home-hospital instruction if it is determined through the student's IEP or 504 plan that this is an appropriate placement. The student will receive a maximum of five (5) hours per week of instruction unless otherwise specified in the IEP.

Students who commit an offense that is a manifestation of their disability are not expelled but may be placed on Home-Hospital Instruction if the placement is the least restrictive environment for the student and it is in compliance with the student's IEP. The student will receive a maximum of five (5) hours per week of instruction.

District Operated Online or Virtual Education Program

These services are not provided.

Specialized Placement or Program

These services are not provided.

In Lieu of Expulsion (Grades K-12)

In rare cases, an administrative change of placement may be processed in lieu of recommending the student for expulsion.

A meeting is held with the student and parent/guardian to discuss the student's most recent disciplinary action. The student is placed on a Behavior/Performance Contract with a review to be held at the end of the current school year. Placement on a Behavior/Performance Contract does not minimize the seriousness of the student's actions and continued negative behavior may result in an expulsion recommendation.

Rehabilitation Plan, Transition and Support

All Fremont Unified School District students who are expelled automatically receive a Rehabilitation Plan, which includes but is not limited to 98% attendance, C+ grade average, counseling, community service, and a reflective essay to be submitted at the end of the expulsion term.

Hayward Unified School District

Hayward Unified School District has a clearly delineated process for the expulsions of students. Our process provides full due process for each student and their families in this challenging situation. The focus is on making decisions that will provide the student with opportunities to continue to make progress toward positive academic and behavior outcomes. Whenever possible, caregivers and family members are included in the process.

Upon the determination that it is appropriate to extend the suspension of a student pending an administrative hearing (within the first 5 days of suspension), a hearing is scheduled and every student is referred for interim educational services through the Independent Studies program or the Home Study K-8 program at the Brenkwitz High School Campus.

Students with Individualized Education Plans (IEPs) are also provided interim services in accordance with their IEPs while the student is pending an administrative hearing and ultimately a final Board decision regarding student placement.

Administrative Hearing panel members hear each student case and based on the individual facts of each case, the needs of the student, and with a focus on the safety of all students on our campus', the panel makes a recommendation to the Board of Education that includes a suggested placement option, the length of expulsion and terms and conditions of an individualized Expulsion Rehabilitation Plan.

Upon review of expulsion hearing documentation and the recommendation of the Administrative Hearing panel, the Board of Education makes a final determination for each expulsion recommendation, formally placing the student in an educational setting for the duration of the expulsion term.

The following are the descriptions of the district's existing educational alternatives and other services for expelled students.

Expelled Students (Grades 7 to 12)

Students in grades 7 to 12 who are expelled for serious incidents where expulsion is mandatory are referred to Alameda County Community Schools. These schools and programs are especially designed to educate expelled students and offer a variety of classroom-based and independent student options to meet the student's needs. Participation in counseling services may be required as may community service.

Expelled Students (Grades K to 6)

Students in grades K to 6 who are expelled are placed on suspended expulsion and transferred to another school within the district. As part of the student's Rehabilitation Plan, the student is required to participate in counseling services and additional resources for support are shared with the family. The Intervention Counselors work with the student and their family, ensuring they are connected to resources and supporting the student to complete the Rehabilitation Plan within the term of expulsion.

Suspended Expulsions (Grades K to 12)

In certain cases, suspending enforcement of the expulsion order and allowing the student to attend school at a comprehensive school site in the district is more appropriate than expelling the student to an out-of-district school. Placement in every expulsion matter is determined on a case-by-case basis, and placement recommendations are made based on the incident, the student's background and history, the safety of the student and others, as well as all applicable Board Policies, Administrative Regulations and California Education Codes. During the term of the suspended enforcement of the School Board's expulsion order, the student is on a probationary basis, and must meet certain conditions to continue enrollment or the suspension of enforcement of the expulsion is revoked, and the student is placed in an appropriate alternative educational setting with the County Office of Education.

Transfer to another school within the district (Grades K to 6)

Students in grades kindergarten through sixth grade, who are expelled with a suspended enforcement, may be placed at another elementary school in the district. This provides the student with a fresh start and the opportunity to participate in a complete academic program in a comprehensive setting.

Transfer to another school within the district (Grades 7 to 12)

Students in grades 7 through 12, who are expelled with a suspended enforcement, may be placed at another middle or high school in the district. This provides the student with a fresh start and the opportunity to participate in a complete academic program in a comprehensive or alternative setting.

Inter-District Transfer to another school district

A student is involuntarily transferred to another school district if the student is currently on an inter-district transfer and commits an expellable offense. The inter-district transfer is revoked and the student is returned to their home school. An expelled student may be allowed to transfer to another district only if both the family and the districts agree that the placement in another district is in the best interest of the student.

District Operated Alternative School: Brenkwitz Continuation High School

This program offers a support system that allows students who are not on track for graduation to experience educational success in a smaller, more structured learning environment. Brenkwitz emphasizes individual learning plans, occupational opportunities, standards-based core class instruction, and online credit recovery. All students have a counselor as well as an academic advisor.

District Operated Independent Study Program: Independent Study Program (grades 9-12)

Students meet with a teacher 2-3 times weekly working on district adopted standards based curriculum. All students and parents must sign a contract that is renewed every semester. Failure to comply with the terms of the contract or missed appointments will result in the student being returned to the home school of residence. Students must be able to work independently while keeping weekly appointments. The program is strictly voluntary.

Home Study K-8 Program (grades K-8)

Parents and legal guardians work in conjunction with a credentialed teacher to implement district approved, state adopted curriculum. The parent/legal guardian is the primary instructor at home and attends weekly appointments with the child and the child's teacher. Before enrolling in the program, students and parents must sign a contract.

District Operated Home Based Instruction

Home Based Instruction is provided within the district when an IEP determines that a student requires this type of service to best meet their individual learning needs. Home Based Instruction is not used as a placement for disciplinary reasons. Home Hospital Instruction is available to students who, due to medical necessity, must receive instruction in their home while they recover from a significant, short term disabling condition such as surgery, chemotherapy, etc. when they are not able to participate in any other regular program offered by the school district.

District Operated Online or Virtual Education Program

Service is not available

Specialized Placement or Program

In occasional cases, when a student's exceptional needs cannot be met in the programming available within the district or the programming available at the County operated programs, expelled students may be placed in specialized programs operated through other agencies by IEP team decision. Placement is informed by the student's assessed needs and their IEP. Students who commit offenses that are a manifestation of their disability are not expelled, but are served in the

Least Restrictive Environment with appropriately supportive programming that meets the assessed needs of the student, as determined by the IEP team.

Referral to County Operated Community School

Students in grades 7 to 12 who are expelled for serious incidents where the Board finds that the student cannot be safely served on a district campus (48195 B2, E2) are referred to Alameda County Community Schools. These schools and programs are especially designed to educate expelled students and offer a variety of classroom-based and independent student options to meet the student's needs. Participation in mental health services may be recommended or required.

Students placed at district schools while their expulsion order is suspended, who then fail to meet the safety conditions of their rehabilitation plan by violating education codes 48900/48915, are transferred to the Alameda County Community School or Quest Independent Study Academy for the remainder of their term of expulsion.

Referral to County Operated Independent Student Program

Students may be allowed to participate in the QUEST independent study program operated by the County Office of Education, program participation is based on the individual needs of the student and their family.

In Lieu of Expulsion

In rare cases, an administrative change of placement in lieu of other serious disciplinary outcomes is appropriate for a student.

Rehabilitation Plan, Transition and Support

Hayward Unified School District Intervention Counselors follow up with all students who have an open expulsion order, whether placed on District campus' or in County programs, to verify enrollment, support connections to services and to support the student and family to begin working on meeting the conditions of the Rehabilitation Plan that will lead to reinstatement to the district with regular student status.

Hayward Unified School District Intervention Counselors have positive working relationships with staff at all 30 district schools K-12 and staff in County programs and visit the sites weekly to see students, provide ongoing support and ensure ongoing, timely and accurate communication with staff where the student is placed and the District, ultimately to ensure a coordinated network is supporting each student to success.

For students with IEPs or 504 Plans, staff in the Student & Family Services department ensures connections are made between County staff and Hayward Unified School District staff so IEP

services and 504 accommodations are provided for eligible students with minimal gaps due to transitions between programs.

High-Risk Students:

Students across the district identified as possibly at-risk for expulsion based on student discipline data are also referred for support by the Intervention Counselors. The Intervention Counselors work with school site leadership and the Coordination of Services Teams (COST) at each site to ensure that students are connected to socio-emotional support resources, such as participation in student support groups, 1:1 counseling, case management and coaching of the classroom staff in behavior support strategies.

Livermore Valley Joint Unified School District

Livermore Valley Joint Unified School District (LVJUSD) has a clearly delineated process for the expulsion of students. Our process provides full due process for each student and their families in this challenging situation. The focus is on making decisions that will provide the student with opportunities to continue to make progress toward positive academic and behavior outcomes.

The Livermore Valley Joint Unified School District believes it is essential that students enjoy a secure learning environment, with a sense of order and high expectations. We believe that schools can support families in helping students develop a sense of personal responsibility. Discipline guidelines are created to promote consistency in dealing with unacceptable behavior, with an understanding that students are likely to make good choices when they clearly understand the rules and the consequences for engaging in behavior that is not appropriate for a school setting.

School discipline should be consistent, reasonable, fair, age appropriate, and matched to the severity of the student's misbehavior. Consequences that are paired with meaningful interventions, instruction and guidance (corrective feedback and re-teaching) offer students an opportunity to connect their misconduct with new learning, participate in contributing back to the school community, and are more likely to result in re-engaging the student in learning. Any use of consequences should be carefully implemented with well-defined outcomes in order to provide the greatest benefit

The following are the descriptions of the District's existing educational alternatives for expelled students.

Expelled Students (Grades 6 to 12)

Students in grades 6 to 12 who are expelled for serious incidents where expulsion is mandatory are referred to Alameda County Community Schools. These schools and programs are especially designed to educate expelled students and offer a variety of classroom-based and independent student options to meet the student's needs. Participation in mental health services may be recommended or required. Student participation in community service may also be required as part of the student's rehabilitation plan.

Expelled Students (Grades K to 5)

Students in grades K to 5 who are expelled are placed on suspended expulsion and transferred to another school within the District. For some students, a transfer to another comprehensive site allows a student a new start, or access to services that may not be available at the previous school site.

Suspended Expulsions (Grades K to 12)

In certain expulsion cases, suspending the expulsion order and allowing the student to attend school in the District is more appropriate than expelling the student to an out-of-District school. Placement in every expulsion matter is determined on a case-by-case basis, and placement recommendations are made based on the incident, the student's background and history, the safety of the student and others, as well as all applicable Board Policies, Administrative Regulations and California Education Codes. During the term of the suspended enforcement of the School Board's expulsion order, the student is on a probationary basis, and must meet certain conditions to continue enrollment or the suspension of enforcement of the expulsion is revoked, and the student is placed in an appropriate alternative educational setting. Students may also be required to participate in mental health services and community service as part of the student's conditions of their rehabilitation plan.

Transfer to another school within the District

Due to age constraints with programs offered through Alameda County Community schools students in grades kindergarten through 5th grade may be involuntarily placed at another school in the District. Students in grades 6 to 12 may be placed at another middle or high school in the District. This provides the student with a fresh start. Students who receive special education services may be referred to a school in the District where their educational needs are met in accordance with their IEP. The student is placed at another school in the District with probationary conditions outlined in the rehabilitation plan. Students have a period of time, up to a year, to meet the conditions and be considered for a return to the program from which they were expelled.

Inter-District Transfer to another school District

The only time a student is involuntarily transferred to another school District is if the student is currently in LVJUSD on an Inter-District transfer and commits an expellable offense or does not meet the academic, attendance, and behavior expectations of the District. In these cases, the Inter-District transfer is revoked and the student is returned to his/her home District. A student may be allowed to transfer to another school District only if both the family and the Districts agree that placement in another District is in the best interest of the student.

Continuation High School - Voluntary

Students may be placed at Del Valle Continuation High School as an alternative educational setting. The program provides a lower teacher to student ratio, an opportunity to make up credit deficiencies, and a setting designed to deal with at-risk students. Mental health counseling services are provided by the Hume Center, Horizons and Axis Community Health. Horizons provides career exploration speakers and one of our senior English teachers offers a transition class to help students transition to college or career. They provide a career pathway in culinary arts in which the

students test, qualify and earn the food handler's certificate as well as learn entry level culinary skills. Students are encouraged to enroll in ROP classes at the local high schools.

Independent Study – Voluntary

Vineyard Alternative School is a school of choice that offers an independent study educational program. Students in grades one through twelve have access to the curriculum and learning opportunities through the state approved independent study model. Students are assigned weekly appointments to meet with content area teachers to receive instruction. Therefore, students can be expected to be on campus one to three times per week based on the courses they are taking and their scheduled meetings which are at least forty-five minutes long each. Students are also offered the opportunity to attend a support class and math tutoring if they are in need of additional academic assistance. High school students are expected to complete at least twenty credits per trimester or sixty credits per school year in order to be on track to graduate. They also have the opportunity to recover credits or work at an accelerated pace as well as concurrently enroll at our local Community college to further their education.

Adult Education

When age appropriate, students transfer to the Adult Education program to work on a high school diploma or prepare for the GED exam. Students attend classes at least two times per week where they have the opportunity to work one-on-one with credentialed teachers. Both the adult high school diploma and the GED preparation classes are taught using a blended learning model where students use online programs to access curriculum and assessments to earn credits and/or prepare them for the GED exam. Occasionally, these students also take concurrent classes at the local junior college.

Specialized Placement or Program

In some cases, expelled students are placed or referred to specialized programs. Placement is informed by the student's needs and their IEP. Students who commit offenses that are a manifestation of their disability are not expelled but may be placed into an educational environment that is supportive of their needs and in compliance with their IEP.

LVJUSD anger management through Horizon's Counseling, offers a Violence Prevention Program for students who have engaged in high risk behaviors. Students who are on extended suspension pending an expulsion hearing are required to participate.

Referral to County Operated Community School

Students are referred to an Alameda County community school program when expelled by the LVJUSD Board. Alameda County has day school and independent study programs available. They can place students in grades 6 – 12; as well as special education students on a case by case basis.

Referral to County Operated Independent Student Program

Students may be allowed to participate in the QUEST independent study program operated by the County Office of Education

In Lieu of Expulsion

In rare cases, an administrative change of placement in lieu of other serious disciplinary outcomes is appropriate for a student.

Rehabilitation Plan, Transition and Support

Students who are expelled receive support from the District. Administrators communicate with families and make referrals for counseling and other social services. In addition, they continue contact with the student about progress made on the Rehabilitation Plan and establish a timeline for returning to the District. Once a student returns to the district, the receiving school holds a transition meeting with the student and family in order to set the student up for success.

New Haven Unified School District

New Haven Unified has a clearly delineated process for the expulsions of students. Our process provides full due process for each student and their families in this challenging situation. The focus is on making decisions that will provide the student with opportunities to continue to make progress toward positive academic and behavior outcomes. Whenever possible, caregivers and family members are included in the process.

Students being recommended for expulsion and their families are invited to attend an Extension of Suspension meeting with the Coordinator of Pupil Services. At this meeting, the student's due process rights are explained and an explanation of the process is shared. Parents are afforded an opportunity to have any and all questions answered.

The following are the descriptions of the district's existing educational alternatives and other services for expelled students.

Expelled Students (Grades 7 to 12)

Students in grades 7 to 12 who are expelled for serious incidents where expulsion is mandatory are referred to Alameda County Community Schools. These schools and programs are specially designed to educate expelled students and offer a variety of classroom-based and independent student options to meet the student's needs. Participation in mental health services may be recommended or required.

Expelled Students (Grades K to 6)

Students in grades K to 6 who are expelled have the enforcement of that expulsion suspended and are transferred to another school within the district. Students and their families are required to participate in counseling appropriate for their level of development.

Suspended Enforcement of Expulsions (Grades K to 12)

In certain cases, suspending the expulsion order and allowing the student to attend school at a comprehensive school site in the district is more appropriate than expelling the student to an out-of-district school. Placement in every expulsion matter is determined on a case-by-case basis, and placement recommendations are made based on the incident, the student's background and history, the safety of the student and others, as well as all applicable Board Policies, Administrative Regulations and California Education Codes. During the term of the suspended enforcement of the School Board's expulsion order, the student is on a probationary basis, and must meet certain conditions to continue enrollment or the suspension of enforcement of the expulsion is revoked, and the student is placed in an appropriate alternative educational setting.

Transfer to another school within the district (Grades K to 6)

Students in grades kindergarten through fifth grade may be placed at another elementary school in the district. This provides the student with a fresh start or access to special educational services that are not available at their neighborhood school of residence.

Transfer to another school within the district (Grades 7 to 12)

Students in grades 7 to 12 may be placed at another middle or high school in the district. This provides the student with a fresh start or access to special educational services that are not available at their neighborhood school of residence.

Inter-District Transfer to another school district

When a student attending in New Haven on an inter-district transfer commits an expellable offense, the district moves forward with the expulsion process while also revoking the student's inter-district transfer. An expelled student may be allowed to transfer to another district only if both the family and the districts agree that the placement in another district is in the best interest of the student.

District Operated Alternative School

Conley-Caraballo High School (CCHS) provides students 16 years and older with an alternative educational setting to continue their learning. The smaller school setting allows for more individualized attention to student needs. The vast majority of students attending CCHS do so because they have requested to attend there. Additionally, a small number of students are placed at CCHS as allowed by law. Students enrolled at CCHS benefit from the smaller number of students and a sense of connection with all staff. No one is anonymous at CCHS.

District Operated Independent Study Program

The Decoto School for Independent Study (DSIS) is an independent study program operated by New Haven Unified. The decision for approval is based on individual circumstances and the ability to work independently. Students attend classes at least twice a week and regularly meet with their teachers. Students are expected to spend at least twenty hours a week on academic work. The independent study program is a voluntary program. Students are able to access multiple support services at the site and are housed on the same campus as the Union City Family Center, a hub for family-support services for the city.

District Operated Home Based Instruction

Home based instruction is provided to students in particular circumstances. The instruction is provided to keep the student up-to-date with assignments when the student cannot attend the

comprehensive school. Home instruction provides students one hour per day of time with an appropriately credentialed teacher.

District Operated Online or Virtual Education Program

The New Haven Unified School District offers the Personalized Learning Academy which is a strictly online instructional model. Students check-in, virtually, with a teacher several times a week and daily instruction is delivered through an online platform. This Personalized Learning Academy is available for students in Transitional Kindergarten through 12th grades.

The New Haven Unified School District also utilizes some online or virtual education programming for students to make up classes and recover credits.

Specialized Placement or Program

In some cases, expelled students are placed or referred to specialized programs. Placement is informed by the student's needs and their IEP. Students who commit offenses that are a manifestation of their disability are not expelled but may be placed into an educational environment that is supportive of their needs and in compliance with their IEP.

Referral to County Operated Community School

Students in grades 7 to 12 who are expelled for serious incidents where expulsion is mandatory are referred to Alameda County Community Schools. These schools and programs are specially designed to educate expelled students and offer a variety of classroom-based and independent student options to meet the student's needs. Participation in mental health services may be recommended or required.

Referral to County Operated Independent Student Program

Students may be allowed to participate in the QUEST independent study program operated by the County Office of Education

In Lieu of Expulsion

In rare cases, an administrative change of placement in lieu of other serious disciplinary outcomes is appropriate for a student.

Rehabilitation Plan, Transition and Support

Students who are expelled are offered support to meet the conditions of their Rehabilitation Plan from the district. The Coordinator of Pupil Services provides support in accessing counseling services based on parents' desire. In addition, the Coordinator of Pupil Services monitors and supports the student and family in meeting the requirements of the rehabilitation plan.

Newark Unified School District

The following are the descriptions of the district's existing educational alternatives for expelled students.

Suspend expulsion:

In certain expulsion cases, allowing the student to attend school at a comprehensive school site is more appropriate than expelling the student to an alternative school site. Placement in every expulsion matter is determined on a case-by-case basis, and placement recommendations are made in light of the incident, the student's background and history, the safety of the student and others, as well as all applicable Board Policies, Administrative Regulations and California Education Codes. During the term of the suspended enforcement of the School Board's expulsion order, the student attends a comprehensive campus on a probationary basis, and must meet certain conditions to continue in attendance, or the suspension of enforcement of the expulsion is revoked, and the student is placed in an appropriate alternative educational setting.

Transfer to another school within the district (K-6):

For some students, a transfer to a different comprehensive site allows a student a fresh start, or access to special education services which are not available at the neighborhood school of residence.

Reassigned with special contract conditions:

In some matters, an administrative change of placement in lieu of other serious disciplinary outcomes is appropriate for an individual student.

Placement into continuation high school:

The Bridgepoint Continuation High School provides students with an alternative educational setting to pursue the core curriculum of the district. The smaller school setting allows for closer attention to individual student needs, and fosters credit-deficient students to get caught-up and back on-track for graduation.

Independent study (at parent request):

Crossroads Independent Study is a high school, which delivers the curriculum through virtual independent study. Students receive weekly assignments during their scheduled appointment time, and are expected to spend a minimum of 20-hours a week on academic work. Crossroads students are highly capable learners.

Students attend Crossroads by choice. Crossroads helps students pursue their educational requirements of the Newark Unified School District. The nature of the independent study program gives students the opportunity to personalize their instruction and the freedom to utilize resources and activities to create an exciting and flexible educational experience. While attending Crossroads, students may take courses concurrently at the local community colleges and Mission Valley Regional Occupational Program. Students learn and practice the self-discipline necessary for future success.

Crossroads High School is dedicated to providing a place where all students feel valued and unique. Students are offered creative opportunities to learn and to accomplish their academic goals. The program offered is tailored to meet students' individual needs and incorporates individual learning styles, interest, aptitudes and passions. Crossroads is constantly examining the program and seeking new strategies to better meet the ever-changing needs of students and the demands for the 21st century.

Home instruction (regular and special education):

Home instruction provides students in particular circumstances one-hour per day of time at minimum or per their IEP recommendation with an appropriately-credentialed teacher. The instruction is provided to keep the student up to date with assignments when the student temporarily cannot attend the regular comprehensive school setting.

Oakland Unified School District

The following are the descriptions of the district's existing educational alternatives for expelled and high-risk students.

Expelled Students

County Community School (Grades 7-12)

Secondary-level students who are under expulsion and are then subsequently expelled from Oakland Unified School District for serious incidents may be referred to an available county community school program.

Suspended Expulsion

In certain expulsion cases, suspending the expulsion order and allowing the student to attend school at a different comprehensive or alternative school site in the district is more appropriate than expelling the student to a county community school site. Placement in every expulsion matter is determined on a case-by-case basis, and placement recommendations are made based on the incident, the student's background and history, the safety of the student and others, proximity to home, grade level space, as well as all applicable Board Policies, Administrative Regulations and California Education Codes. During the term of the suspended enforcement of the School Board's expulsion order, the student is on a probationary status, and must meet pre-established conditions to continue enrollment, or the suspended enforcement of the expulsion is revoked. The expulsion is enforced and the student is placed in an appropriate community day school or community school setting for the remaining period of the original expulsion. Where the student meets the pre-established conditions to continue enrollment, upon the expiration of the original expulsion the Board of Education may destroy the record of said expulsion.

High-Risk Students

Transfer to another comprehensive school within the district (Grades K-12):

In some cases, on a voluntary basis, a student may be transferred to a different comprehensive site in order to allow the student to achieve academic success.

Transfer to an Alternative School of Choice (Grades 9-12)

Students may be transferred to an alternative school of choice if it is determined that the student would benefit from the small school environment or particular support services available. Oakland offers three alternative schools of choice—Gateway to College at Laney College, Emiliano Zapata Street Academy and Oakland International High School. Placements at alternative schools of choice are voluntary and require parent consent.

Placement into Continuation High School (Grades 10-12, Ages 16-18):

Oakland's three continuation high schools—Rudsdale, Dewey, and Ralph J. Bunche high schools--provide students with a small alternative educational setting. The smaller school setting allows for closer attention to individual student needs, and fosters credit-deficient students to get caught up and back on-track for graduation. Comprehensive mental health and other support services are available to provide students with the tools necessary for success in school. In addition, Rudsdale offers a program for high-risk newcomer students, students who have been in the country less than three years and are at risk of not graduating from a comprehensive high school, in which additional resources are provided in a small alternative setting to support this specific population to be successful.

Independent study (Grades 7-12) or Home School (Grades K-6):

In rare circumstances, a student will be placed at Sojourner Truth Independent Studies for HomeSchool (grades K-6) or Independent Study (grades 7-12). Independent study and home school are strictly voluntary options that parents must request. Students on suspended expulsion are generally not considered candidates for independent study or home school options, but requests are considered on a case by case basis.

Home and Hospital (Grades K-12)

Students on expulsion, suspended expulsion, or deemed high-risk are eligible for Home and Hospital instruction when there is medical necessity. Credentialed teachers provide individualized instruction for students with medical needs at their homes, in hospitals, or at other medical facilities.

Piedmont Unified School District

Piedmont Unified School District has a clearly delineated process for the expulsions of students. Our process provides full due process for each student and their family in this challenging situation. The focus is on making decisions that will provide the student with opportunities to continue to make progress toward positive academic and behavioral outcomes. Whenever possible, caregivers and family members are included in the process.

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, are not feasible or have failed to bring about proper conduct, or when the student's presence causes a continuing danger to him/herself or others. (Education Code 48915)

The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices and appeals as specified in administrative regulation and law (Education Code 48911, 48915, 48915.5).

In cases where expulsion is mandatory pursuant to Education Code 48915(c), the enforcement of an expulsion order typically shall not be suspended by the Board, although the Board has the authority to do so. In all other cases of expulsion, the order for expulsion may be suspended by the Board, on a case-by-case basis, pursuant to the requirements of law.

The student is entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within 30 school days after the principal or Superintendent or designee determines that one of the acts listed under "Grounds for Suspension and Expulsion" has occurred. (Education Code 48918(a))

The student is entitled to one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the

expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year (Education Code 48918(a)).

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay (Education Code 48918(a)).

For additional details surrounding expulsion due process, please refer to PUSD Board Policy and Administrative Regulation 5144.1 and 5144.2

The following are the descriptions of the district's existing educational alternatives and other services for expelled students.

Expelled Students (Grades 6 to 12)

Students in grades 6 to 12 who are expelled for serious incidents where expulsion is mandatory are referred to Alameda County Community Schools. These schools and programs are specially designed to educate expelled students and offer a variety of classroom-based and independent student options to meet the student's needs. Participation in mental health services may be recommended or required.

Expelled Students (Grades K to 5)

Students in grades K to 5 who are expelled are placed on suspended expulsion and transferred to another school within the district. Students and their families are required to participate in (school-based) counseling or referred to (off-site) mental health services.

Suspended Expulsions (Grades K to 12)

In certain cases, suspending the expulsion order and allowing the student to attend school at a comprehensive school site in the district is more appropriate than expelling the student to an out-of-district school. Placement in every expulsion matter is determined on a case-by-case basis, and placement recommendations are made based on the incident, the student's background and history, the safety of the student, and others, as well as all applicable Board Policies, Administrative Regulations, and California Education Codes. During the term of the suspended enforcement of the School Board's expulsion order, the student is on a probationary basis and must meet certain conditions to continue enrollment or the suspension of enforcement of the expulsion is revoked, and the student is placed in an appropriate alternative educational setting.

Transfer to another school within the district (Grades K to 5)

Students in grades kindergarten through fifth grade may be placed at another elementary school in the district. This provides the student with a fresh start or access to special education services that are not available at their neighborhood school of residence.

Inter-District Transfer to another school district

A student will be involuntarily transferred to their home school district if the student currently attends PUSD schools on an inter-district transfer and commits an expellable offense. The inter-district transfer will be revoked and the student will be returned to his/her home school district. An expelled student may be allowed to transfer to another district only if both the family and the districts agree that the placement in another district is in the best interest of the student.

District Operated Alternative School

Millennium High School provides students with an alternative educational setting to continue their learning. The smaller school setting allows for more individualized attention to student needs. Students are placed at Millennium High School as allowed by law.

Millennium High School (MHS) is the alternative high school in Piedmont Unified School District. It serves a broad cross-section of students, grades 9-12, with diverse learning styles, proficiency levels, and personal needs. Students at MHS complete the same graduation requirements as students at Piedmont High School. The MHS curriculum is aligned with Content Standards for California Public Schools, and our courses satisfy UC “a-g” admission requirements. MHS prides itself on building an educational community, with an array of educational options and instructional strategies not readily available in traditional classrooms. It supports students to achieve their full potential and meet their self-defined academic, career, and life goals. Most MHS graduates pursue higher education at community colleges or four-year colleges and universities.

Students at MHS are instructed in small, interactive, non-competitive classes. Instruction is individualized, and students work until mastery is achieved. Many opportunities are provided for experiential learning, self-directed projects, small group discussions, tutorials, community-based learning, service-learning, interdisciplinary and multiple intelligences instruction, flexible scheduling, and personal counseling.

MHS has developed a unique “community-building approach to education” guided by four principles: Respect, Communication, Empowerment, and Community. Students and staff agree to respect each other, recognizing our diverse backgrounds and learning styles are a strength, not a weakness. Direct and honest communication is emphasized, with collective responsibility for addressing problems when they arise. MHS views everyone as both learner and teacher, and encourages students to make choices about how their learning will be structured. Students connect classroom and community-based learning by engaging in service-learning projects that address real issues and needs in society.

District-Operated Home Hospital-Based Instruction

Home Hospital-based instruction is provided to students in particular circumstances. The instruction is provided to keep students, grades K-12, up-to-date with assignments when the student cannot attend the comprehensive school due to a medical condition. Services provided consist of direct instruction up to 5 hours per week.

District Operated Online or Virtual Education Program

Piedmont Unified School District provides curriculum through Accelerate Education to students in grades 6-12. Accelerate Education is an online platform where students can access both college-preparatory and graduation-required courses for both semester and year-long credit.

Specialized Placement or Program

In some cases, expelled students, grades K-12, are placed or referred to specialized programs. Placement is informed by the student's needs and their IEP. Students who commit offenses that are a manifestation of their disability are not expelled but may be placed into an educational environment that is supportive of their needs and in compliance with their IEP.

Referral to County Operated Community Day School

Students in grades 6 to 12 who are expelled for serious incidents where expulsion is mandatory are referred to Alameda County Community Schools. These schools and programs are specially designed to educate expelled students and offer a variety of classroom-based and independent student options to meet the student's needs. Participation in mental health services may be recommended or required. Students who fail to reach their rehabilitation plan are transferred to the Alameda County Community School.

Referral to County Operated Independent Student Program

Students may be allowed to participate in the QUEST independent study program operated by the County Office of Education

Rehabilitation Plan, Transition and Support

Students who are expelled receive Case Management support from the district. Counselors communicate with families and make referrals for counseling and other social services. In addition, they continue to contact the student about progress made on the Rehabilitation Plan and establish a timeline for returning to the home district.

Pleasanton Unified School District

The Pleasanton Unified School District has a clearly delineated process for the expulsions of students. Our process provides full due process for each student and their families in this challenging situation. The focus is on making decisions that will provide the student with opportunities to continue to make progress toward positive academic and behavior outcomes. Whenever possible, caregivers and family members are included in the process.

To summarize our expulsion process, after a student is recommended for expulsion, they are invited to participate in a meeting with the Director of Student Services, and the Principal to review the incident and reason for the recommendation for expulsion. During this meeting, we take a restorative approach with the student and family. As appropriate or able, we ask the student:

1. What happened and what were you thinking at the time?
2. What have you thought about since?
3. Who has been affected by what happened and how?
4. What about this has been hardest for you?
5. What do you think needs to be done to make things as right as possible?

Based upon the conversation during the meeting, the specific violation of Ed. Code, previous discipline and means of corrective action taken, and an evaluation of if the student poses a continued threat or danger to the campus, a decision on how best to move forward to resolve the student discipline issue is made.

Sometimes, the student is placed on a behavior contract, and in this contract a restorative approach and rehabilitation plan is drafted. Other times, a formal Stipulated Suspended Expulsion Agreement with rehabilitation plan is taken to the Board of Trustees for their approval, and occasionally the District chooses to move forward with an Expulsion Hearing or Expulsion Agreement to expel the student and develop a rehabilitation plan.

As we develop the rehabilitation plans, we seek to individualize the plan to meet the unique and specific needs of each student. We also typically try to incorporate family or individual counseling sessions, as well as a way to give back to the community through service hours.

The following are the descriptions of the district's existing educational alternatives and other services for expelled students.

Expelled Students (Grades 6 to 12)

Pleasanton students in grades 6 to 12 who are expelled for serious incidents where expulsion is mandatory are referred to the Alameda County Community Schools. These schools and programs are especially designed to educate expelled students and offer a variety of classroom-based and independent student options to meet the student's needs. Participation in mental health services may be recommended or required.

Expelled Students (Grades K to 5)

Students in grades K to 5 who are expelled are placed on suspended expulsion and transferred to another school within the district. Students and their families are required to participate in (school-based) counseling or referred to (off-site) mental health services.

Suspended Expulsions (Grades K to 12)

In certain cases, suspending the expulsion order and allowing the student to attend school at a comprehensive school site in the district is more appropriate than expelling the student to an out-of-district school. Placement in every expulsion matter is determined on a case-by-case basis, and placement recommendations are made based on the incident, the student's background and history, the safety of the student and others, as well as all applicable Board Policies, Administrative Regulations and California Education Codes. During the term of the suspended enforcement of the School Board's expulsion order, the student is on a probationary basis, and must meet certain conditions to continue enrollment or the suspension of enforcement of the expulsion is revoked, and the student is placed in an appropriate alternative educational setting.

Transfer to another school within the district (Grades K to 5)

Students in grades Kindergarten through fifth grade may be placed at another elementary school in the district. This provides the student with a fresh start or access to special educational services which are not available at their neighborhood school of residence.

Transfer to another school within the district (Grades 6 to 12)

Students in grades 6 to 12 may be placed at another middle or high school in the district. This provides the student with a fresh start or access to special educational services which are not available at their neighborhood school of residence.

Inter-District Transfer to another school district

A student is involuntarily transferred to another school district if the student is currently on an inter-district transfer and commits an expellable offense. The inter-district transfer is revoked and the student is returned to their home school. An expelled student may be allowed to transfer to

another district only if both the family and the districts agree that the placement in another district is in the best interest of the student.

District Operated Alternative Education School (Continuation High School)

Village High School is the Alternative Education high school for Pleasanton Unified. A part of the Educational Options that Pleasanton Unified provides for students, Village students are afforded an alternative educational setting to continue their learning. The smaller school setting allows for more individualized attention to student needs. Students are placed at Village as allowed by law and are available for students in 10th-12th grade.

The mission of Village High School is to foster educational achievement and character development by providing a student with a more intimate atmosphere and an educational program that will enable them to explore career choices, develop academic and technical skills, and feel successful and succeed if he/she desires to do so.

Students may attend VHS, for a variety of reasons such as for credit recovery, a small school environment, or a more personal relationship with teachers. Village staff focus on individualizing student needs and creating a community of character. They have been accredited by the Western Association of Schools and Colleges (WASC) and received the maximum six-year term.

The Village High campus plays host to students who are engaged in meeting district graduation standards, as well as exploring career interests and focusing on future goals. Instruction is geared to maximize the learning experience for each individual student, and, with a class-size average of 20 to 1, teachers are able to support student learning throughout the curriculum.

Students come to Village for a variety of reasons, but they leave with a healthy respect for themselves, the staff, and the community in which they live.

District Operated Online or Virtual Education Program

The Pleasanton Virtual Academy (PVA) is a school that is part of the Pleasanton Unified School District for students grade K-12. The Pleasanton Virtual Academy is a flexible option that allows learners to learn from home, in person, and online. This option provides excellent PUSD support for families who choose to homeschool their students or for students who just need an alternative to daily, in-person attendance. The high school courses are WASC accredited, and most are UC A-G aligned.

District Operated Independent Study Program

Pleasanton Unified also has an Independent Study Program through Pleasanton Virtual Academy. The decision for approval is based on individual circumstances and the ability to work

independently. Independent Study through Pleasanton Virtual Academy is open to Elementary, Middle and High School students and contracts are reviewed and renewed as appropriate each year.

District Operated Home Based Instruction

Home/Hospital based instruction is provided to students in particular circumstances that are generally medical in nature. The instruction is provided to keep the student up-to-date with assignments when the student cannot attend the comprehensive school. This is a short term placement (6 weeks) to support students while they are unable to physically attend school. Participation in the program is approved by the school site administrator upon discussion with the student, parent, counselor and often teachers. Students served through the home-based instruction program have a note from a physician that indicates the reason the student would need this setting, as well as the anticipated return date.

Specialized Placement or Program

In some cases, expelled students are placed or referred to specialized programs. Placement is informed by the student's needs and their IEP. Students who commit offenses that are a manifestation of their disability are not expelled but may be placed into an educational environment that is supportive of their needs and in compliance with their IEP.

Referral to County Operated Community School

Students in grades 6 to 12 who are expelled for serious incidents where expulsion is mandatory are referred to Alameda County Community Schools. These schools and programs are especially designed to educate expelled students and offer a variety of classroom-based and independent student options to meet the student's needs. Participation in mental health services may be recommended or required. Students who fail to reach their rehabilitation plan are transferred to the Alameda County Community School.

Referral to County Operated Independent Student Program

Students may be allowed to participate in the QUEST Independent Study Program operated by the Alameda County Office of Education.

In Lieu of Expulsion

In rare cases, an administrative change of placement in lieu of other serious disciplinary outcomes is appropriate for a student.

Rehabilitation Plan, Transition and Support

Students who are expelled receive Case Management support from a PUSD Social Worker. Staff within the Student Services Department communicate with families and make referrals for counseling and other social services. In addition, they continue contact with the student about progress made on the Rehabilitation Plan and establish a timeline for returning to the home district.

San Leandro Unified School District

San Leandro Unified School District has a clearly delineated process for the expulsions of students. Our process provides full due process for each student and their families in this challenging situation. The focus is on making decisions that will provide the student with opportunities to continue to make progress toward positive academic and behavior outcomes. Whenever possible the goal is to recommend the readmission of the student once successful completion of rehabilitation is achieved. Caregivers and family members are included in the process.

SLUSD Expulsion Process

The following section provides details regarding the expulsion process in SLUSD. Throughout the duration of the expulsion a rehabilitation plan is developed for the student and SLUSD staff will support with monitoring the progress that is made toward meeting the goals of the plan. The SLUSD expulsion process is held within thirty school days of the principal or designee's determination to recommend expulsion in which the student is entitled to a hearing. The student receives written notice of an expulsion hearing at least ten days prior to the hearing. This notice includes:

- Date and location of the hearing.
- The specific facts and charges upon which the proposed expulsion is based.
- Explanation of the right for the student or student's parent or guardian to appear in person, or to obtain and be represented by an attorney.
- Explanation of the right to inspect and obtain copies of all documents to be used at the hearing.
- Explanation of the right to confront and question all witnesses who testify at the hearing and to question all other evidence presented.
- Explanation of the right to present evidence on the student's behalf, including witnesses.

A parent or guardian may also choose to waive their rights and agree to a stipulated agreement.

The Expulsion Hearing Process

An Expulsion Hearing Panel conducts the hearing to consider the recommendation to expel a student. The panel is made up of at least three district certificated administrators such as principals or vice principals, who are not employed at the student's school. The meeting is closed to the public unless the student or student's parent or guardian submits a written request that the hearing be conducted in public. Hearings are tape-recorded and students have access to written materials presented to the panel. At the end of the hearing, several different actions may take place:

- If the Expulsion Hearing Panel decides not to recommend expulsion, the proceedings are terminated and the student is immediately reinstated. The Family and Student Support Services Department will inform the parent or guardian of the panel's decision. The parent or guardian must then contact the school and arrange a meeting with the principal or principal's designee regarding subsequent placement for the student. This may include a return to the classroom instructional program, any other instructional program, a rehabilitation program, or a combination of these programs. A decision not to recommend expulsion is final.
- If the Expulsion Hearing Panel decides to recommend expulsion, it must also recommend a rehabilitation plan for the student. The rehabilitation plan may include a review and assessment at the time of the application for readmission to school. The plan may also include recommendations for counseling or other intervention support. The evidence supporting the decision to recommend expulsion, along with the proposed rehabilitation plan, is submitted to the Board of Education.
- Upon reviewing the recommendations, the Board of Education will either support the recommendation and order the expulsion, or reject the recommendation and suspend the expulsion order. The Board may also choose to suspend the expulsion order, but still assign the student to a school, class or alternative educational program considered appropriate for the rehabilitation plan.

The Stipulation Process

A stipulated agreement is made when a student's parent or guardian agrees that the student did commit an act included in the reasons for expulsion and is being recommended for expulsion. As part of reaching a stipulated agreement, the student and a parent or guardian will meet with the Director of Family and Student Support Services. They will review the evidence gathered in the investigation of the incident leading to the expulsion recommendation. The parent or guardian will be given 24 hours to notify the Director of Family and Student Support Services if they agree to the stipulated decision or if they would prefer to proceed with an expulsion hearing. At that time, if they agree to a stipulated decision, the student, parent or guardian and the director must initial and agree upon the following:

- They have been informed of and understand the right to due process with regard to the expulsion recommendation.
- They have had the opportunity to review the reasons for the recommendation for expulsion and to discuss them with district personnel.
- They agree to the facts as stated in the expulsion recommendation.
-

As part of a stipulated agreement, the student's parent or guardian waives a number of rights:

1. The right to an expulsion hearing.
2. All notices and timelines required by policy or law.
3. The right to be represented by an attorney at the expulsion hearing.
4. The right to inspect and have copies of the documents which would have been used at the hearing.
5. The right to confront and question all witnesses who would have testified at the hearing.
6. The right to question all written evidence presented.
7. The right to present witnesses and evidence on the student's behalf.
8. The right to appeal to the county Board of Education if the stipulated expulsion is approved by the Board of Education as agreed upon.

A student's parent or guardian may consult with an attorney about the stipulated expulsion process. The Board of Education must still approve a stipulated expulsion agreement.

The Reinstatement Process

Before the end of the last day of the academic year of an expulsion, the student will be contacted by the district's Family and Student Support Services Department, which will determine if the student has completed the rehabilitation plan and should be readmitted. The student and their parent guardian will participate in a Re- Entry Meeting. At this meeting the receiving site administrators and support staff will determine if the student has evidence that demonstrates completion of the rehabilitation plan.

An expulsion order remains in effect until the Board of Education orders the readmission of the student.

- Upon completion of the readmission process, the Board of Education will readmit the student, unless it determines that the student has not met the conditions of the rehabilitation plan, or continues to pose a danger to others. The student and the student's parent or guardian receives a description of the readmission process at the time the student is ordered expelled.
- If the Board of Education denies the readmission of an expelled student, the board must decide whether to continue the placement of the student in an alternative educational program. The Board must provide written notice to the expelled student and the student's parent or guardian describing the reasons for denying the student readmittance into the regular school district program.

The following are the descriptions of the district's existing educational alternatives and other services for expelled students.

Alternative Educational Programs

A student who is denied readmission to his or her regular classroom instructional program as a result of an expulsion may be assigned to an alternative educational program.

ACOE Quest Academy

A student in grades 7-12 can enroll in Quest Academy which offers an alternative to in-class classroom instruction with a standard-based course of study that is held. Quest Academy aims to provide positive learning environments that are safe, promote positive self-esteem and self-concept, and are respectful of student diversity so that students can set and attain goals in learning, work, and life, while meeting certain goals to complete their expulsion and/or probation plans.

Expelled Students (Grades 6 to 12)

Students in grades 6 to 12 who are expelled for serious incidents where expulsion is mandatory are referred to Alameda County Community Schools. These schools and programs are especially designed to educate expelled students and offer a variety of classroom-based and independent student options to meet the student's needs. Participation in mental health counseling services may be recommended or required.

Expelled Students (Grades K to 5)

Students in grades K to 5 who are expelled are placed on an independent study home instruction program in which the student receives up to 5 hours of instruction per week. This instruction takes place at the student's residence or at an agreed upon location. Participation in mental health counseling services may be recommended or required.

Suspended Expulsions (Grades K to 12)

In certain cases, the Board of Education may determine to suspend the expulsion order, allowing the student to attend school at a comprehensive school site in the district as deemed more appropriate than expelling the student to an out-of-district school. Placement in every expulsion matter is determined on a case-by-case basis, and placement recommendations are made based on the incident, the student's background and history, the safety of the student and others, as well as all applicable Board Policies, Administrative Regulations and California Education Codes. During the term of the suspended enforcement of the School Board's expulsion order, the student is on a probationary basis, and must meet certain conditions to continue enrollment or the suspension of enforcement of the expulsion is revoked, and the student is placed in an appropriate alternative educational setting.

Transfer to another school within the district (Grades K to 5)

Students in grades kindergarten through fifth grade may be placed at another elementary school in the district. This provides the student with a new environment or access to special educational services which may better support the implementation of their behavior support plan which may not have been available at their neighborhood school of residence. The student's background, history, safety and safety of others will be considerations in determining placement at another school.

Transfer to another school within the district (Grades 6 to 12)

Students in grades 6 to 8 may be placed at another middle school in the district. This provides the student with a fresh start or access to behavioral and or academic support which may not have been operational at their neighborhood school of residence. Students in grades 9-12 may be placed at the alternative high school if they meet the eligibility criteria.

Inter-District Transfer to another school district

If a student is currently on an inter-district transfer and commits an expellable offense the inter-district transfer is revoked and the student is returned to his/her home school in their corresponding district. An expelled student may be allowed to transfer to another district only if both the family and the districts agree that the placement in another district is in the best interest of the student.

District Operated Alternative School

Lincoln Alternative Education Center provides students with an alternative educational setting to continue their learning. The smaller school setting allows for more individualized attention to student needs. Students are placed as allowed by meeting the criteria of the specialized program. Lincoln Alternative Education Center offers a variety of responsive, personalized educational pathways for career and college readiness. Through the use of student centered learning, the pathways, this center serves as both a trajectory, and a bridge, to ensure our students' success. The site offers two programs: Lincoln High School and Lighthouse Independent Studies, which allow our scholars to meet their graduation requirements, academic goals, and socio-emotional needs.

District Operated Independent Study Program

San Leandro Unified School District offers an independent study program. The decision for approval is based on individual circumstances and the ability to work independently. Independent Study provides students who are able to effectively manage their time and work well on their own an opportunity to also achieve their high school diploma. Our staff and teachers understand that

health, family and or work obligations can interfere with daily schooling so our educators provide structured curriculum to help ensure the success of the students. The Independent Study Program grants flexibility in student scheduling and support, without the loss of rigor. Eligible to secondary students only.

District Operated Home Based Instruction

Home based instruction is provided to students in particular circumstances. The instruction is provided to keep the student up-to-date with assignments when the student cannot attend the comprehensive school. This option is offered to eligible students in grades K-12. Instruction is provided through a certificated teacher.

Specialized Placement or Program

In some cases, expelled students are placed or referred to specialized programs. Placement is informed by the student's IEP as well as their behavioral, social and academic needs. Students who have been identified to receive special education services and who engage in expellable offenses will be subject to a Manifestation Determination Review IEP. During the course of this review, if the LEA, the parent, and relevant members of the IEP team determine that either the expellable conduct in question was directly and substantially related to the child's disability or a failure to implement the IEP the conduct shall be determined to be a manifestation of the child's disability. If the District, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP team must carry out the following:

- Conduct a functional behavioral assessment and implement a behavioral intervention plan for the child, unless the District conducted a functional behavioral assessment prior to the manifestation determination
- If a behavioral intervention plan has been developed, the team must review the plan and modify it, as necessary to address the behavior; and
- Return the child to the placement from which the child was removed, unless the parent and the LEA agree to a change of placement as part of the modification of the behavioral intervention plan or if the conduct is subject to a 45 day interim alternative removal for inflicting serious bodily injury, knowingly possessing or using drugs, or carrying or possessing weapons

Referral to County Operated Community School

Students in grades 6 to 12 who are expelled for serious incidents where expulsion is mandatory are referred to Alameda County Community Schools. These schools and programs are especially designed to educate expelled students and offer a variety of classroom-based and independent

student options to meet the student's needs. Participation in mental health services may be recommended or required. Students who fail to reach their rehabilitation plan are transferred to the Alameda County Community School.

Referral to County Operated Independent Student Program

Students may be allowed to participate in the QUEST independent study program operated by the County Office of Education

In Lieu of Expulsion

In rare cases, an administrative change of placement in lieu of other serious disciplinary outcomes is appropriate for a student.

Rehabilitation Plan, Transition and Support

Each student, who is expelled, is given a rehabilitation plan upon expulsion as developed by the Expulsion hearing administration panel at the time of the expulsion order. The rehabilitation plan includes a date when the pupil may re-apply for readmission or reinstatement.

The home district stays in constant contact with the alternative education program to ensure the student successfully completes the expulsion order.

These programs' primary goal is for students to return to their home school, with a better understanding of the connection between their behavior and positive or negative consequences.

The Reinstatement Process

Before the end of the last day of the academic year of an expulsion, the student will be contacted by the district's Family and Student Support Services Department, which will determine if the student has completed the rehabilitation plan and should be readmitted. The student and their parent guardian will participate in a Re- Entry Meeting. At this meeting the receiving site administrators and support staff will determine if the student has evidence that demonstrates completion of the rehabilitation plan.

An expulsion order remains in effect until the Board of Education orders the readmission of the student.

- Upon completion of the readmission process, the Board of Education will readmit the student, unless it determines that the student has not met the conditions of the rehabilitation plan, or continues to pose a danger to others. The student and the student's parents or guardians receive a description of the readmission process at the time the student is ordered expelled.

- If the Board of Education denies the readmission of an expelled student, the board must decide whether to continue the placement of the student in an alternative educational program. The Board must provide written notice to the expelled student and the student's parent or guardian describing the reasons for denying the student readmittance into the regular school district program.

San Lorenzo Unified School District

San Lorenzo Unified School District has a clearly delineated process for the expulsions of students. Our process provided full due process for each student and their families in this challenging situation. The focus is on making decisions that will provide the student with opportunities to continue to make progress toward positive academic and behavior outcomes. Whenever possible, caregivers and family members are included in the process.

This section is designed to serve as a tool and guide for administrators contemplating the feasibility and appropriateness of an expulsion referral and for administrators who will be called to serve on an expulsion panel. Expulsion hearings typically begin at 9:15 am and panelists are expected to arrive at 8:30 am to review expulsion panelist instructions, expectations, and receive answers to any expulsion panelist questions about the process. Typically the documents related to the expulsion case are not reviewed by the panel until the start of the hearing or shortly before. Every administrator is expected to volunteer for expulsion-panel duty at least once a year.

The Director or Coordinator of the Department of Student Support Services will serve as the hearing officer. The hearing officer serves as a neutral party and is not a deciding member of a hearing panel, but will facilitate the flow of the hearing. Hearing panels will consist of three administrators with relatively little to no history of the student. Each school is responsible for presenting the facts of their expulsion case to the hearing panel. If the student/family is represented by legal counsel, SLZUSD legal counsel will also be provided for case presentation. All expulsion hearings are recorded.

All expulsion referral packets are to be in line with education code requirements, sound, thorough, well written, and illegible student statements must be typed by referring school personnel. Expulsion cases can be appealed to the Alameda County Office of Education, placing all documents, writings, and school/district professional decorum on stage. See the expulsion checklist for specific expulsion packet documentation requirements.

According to EC 48900.5, out of school suspensions “shall be imposed only when other means of correction fail to bring about proper conduct.” Similarly, aside from EC 48915 (c) cases, expulsion should be considered only when other means of correction have routinely failed. As indicated in EC 48900.5, Restorative Practices and Restorative Justice methods, by way of community building, repair building, and re-entry circles are excellent responses to student discipline.

Mandatory 48915 (c) Expulsion Referrals:

48915 (c) “The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds.”

1. Possessing, selling, or furnishing a firearm
2. Brandishing a knife at another person
3. Unlawfully selling a controlled substance
4. Committing or attempting to commit a sexual assault
5. Possession of an explosive

Optional 48915 (a)(1) Expulsions Referrals:

48915 (a)(1) "...The principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct."

- A. Causing serious physical injury to another person...
- B. Possession of any knife or other dangerous object of no reasonable use to the pupil
- C. Unlawful possession of any controlled substance
- D. Robbery or extortion
- E. Assault or battery on a school employee

Under EC 48900 a-e and EC 48915 (a)(1) A-E (above), a decision to expel a student for any of those violations shall be based on a finding of one or both of the following:

(1) "*Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.*" Through the expulsion referral documentation this must be substantially proven through historic documentation. Proof cannot be based on perception or personal preference.

(2) "*Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.*" Through the expulsion referral documentation this must be substantially proven through actual impacted student or district adult personnel declarations, and cannot be based on personal preference or perceptions.

Student Due Process: Per Education Code 48918 (b)(5) at any hearing, unless waived by the student/family, they have the right to 1) appear in person, 2) to employ and be represented by counsel, 3) to inspect and obtain copies of all documents to be used at the hearing, 4) to confront and question those who testify at the hearing, 5) to question all other evidence presented, 6) and to present oral and documentary evidence on the pupil's behalf, including witnesses.

Special Education & Section 504s: If a student with an IEP or 504 is recommended for expulsion, remember that if the suspension is extended there must be a manifestation determination meeting by the 10th day of suspension. If a student with an IEP is being

recommended for expulsion contact the School Psychologist and Special Services (x4791) or (x4774) if the student has a 504.

The following are the descriptions of the district's existing educational alternatives and other services for expelled students.

Expelled Students (Grades 7 to 12)

Secondary-level students who are expelled from San Lorenzo schools for serious incidents where expulsion is mandatory are placed into the county community school program. These schools and programs are specifically designed to educate expelled students, and they offer a variety of classroom-based and independent-study programs to meet student needs. Students have the opportunity to participate in counseling programs, as an extension of the school day.

Expelled Students (Grades K to 6)

It is rare for SLZUSD to expel a student in grades K-6, but should that occur, they are placed on suspended expulsion and transferred to another school, kept at the same school, within the district. Students and their families are required to participate in (school based) counseling or referred to (off site) therapeutic services.

Suspended Expulsions (Grades K to 12)

In certain expulsion cases, students who are recommended for expulsion may be sent to an alternative program within the San Lorenzo School District under a suspended expulsion contract. Each expulsion is determined on a case-by-case basis and in the case where the enforcement of the expulsion has been suspended, the student is considered to be on academic and behavioral probationary status. These students may be placed in an Independent Study Program or another comprehensive school site within the district. Student placement is based on the student's discipline history, the safety of the student and others, Board Policy, Administrative Regulations, and California Education Code. All students placed on a suspended expulsion must complete a rehabilitation plan which includes, but is not limited to counseling, community service, satisfactory attendance, and academic achievement, and enrollment in the re-entry empowerment workshop in August.

Transfer to another school within the district (Grades K to 6)

In some cases, students in grades K-6 may be voluntarily transferred to a different comprehensive site in order to allow the student to achieve academic success. A specific district designee may place students on an administrative placement transfer based on the district process.

Transfer to another school within the district (Grades 7 to 12)

In some cases, students in grades 7-12 may be voluntarily transferred to a different comprehensive site in order to allow the student to achieve academic success. A specific district designee may place students on an administrative placement transfer based on the district process.

Inter-District Transfer to another school district

A student is involuntarily transferred to another school district if the student is currently on an inter-district transfer and commits an expellable offense. The inter-district transfer is revoked and the student is returned to their home school. An expelled student may be allowed to transfer to another district only if both the family and the districts agree that the placement in another district is in the best interest of the student.

District Operated Independent Study Program

The DICE Independent study program is a voluntary program for students of multiple grades. In this program, students meet with a teacher 2-3 times per week to work on district adopted standards based on curriculum. Students must be able to work independently and must be able to keep all weekly appointments with the teacher. Student failure to comply with sufficient completion of the homework and /or missing appointments with the teacher will result in the student being dropped from the program. The DICE program also offers a home-based instructional program if it is the most viable option.

District Operated Home Based Instruction

See DICE Home-Based instruction option above.

Referral to County Operated Community Day School

Students in grades 7 to 12 who are expelled for serious incidents where expulsion is mandatory are referred to Alameda County Community Schools. These schools and programs are especially designed to educate expelled students and offer a variety of classroom-based and independent student options to meet the student's needs. Participation in mental health services may be recommended or required.

Students who fail to reach their rehabilitation plan are transferred to the Alameda County Community School.

Referral to County Operated Independent Student Program

Students may be allowed to participate in the QUEST independent study program operated by the County Office of Education.

In Lieu of Expulsion

In rare cases, an administrative change of placement in lieu of other serious disciplinary outcomes is appropriate for a student. In such cases the placement of the student is agreed upon between the District and family.

Rehabilitation Plan, Transition and Support

Students who are expelled receive Case Management support from the district. Counselors communicate with families and make referrals for counseling and other social services. In addition, they continue contact with the student about progress made on the Rehabilitation Plan and establish a timeline for returning to the home district.

Re-Entry Program:

Purpose: The San Lorenzo Unified School District Re-Entry & Intervention Program is designed to re-engage, reconnect, and prepare the following secondary populations for campus and academic success:

- Students returning from expulsion
- Students returning from Juvenile Hall/Camp
- Students enrolled in the District SARB program
- Students with 10 or more days of suspension who appear on track for expulsion

Traditionally the aforementioned populations struggle academically and behaviorally upon re-entry because of the sudden shift within educational and campus dynamics. The purpose of this program is to reduce the predictability that such students will repeat with similar problematic behaviors and patterns.

Restorative Practices: In terms of our equity lens, wheel, and response to student discipline, SLZUSD now has restorative circles and restorative conferences as alternatives to suspension and expulsion as appropriate. The process of Restorative Practices requires collaboration from all stakeholders responsible for addressing and or handing out discipline. The concept of Restorative Practices allows adults to deepen adult-to-adult relationships and student's to repair harm imposed upon the school community. It also allows the student and family to take full responsibility and accountability for their actions in a proactive fashion. Suspensions and expulsions result in the removal of students from the school community, but often fail to deal with the root cause or allow for harm to be repaired, restored, or reconciled. Our Restorative Justice model includes the response and approach of teachers, admin, central office, counselors, and CSOs. It will require the understanding of SROs. Our Restorative Justice model will not result in the total removal of suspensions and expulsions, but it will look at ways to productively restore as a first layer of intervention, as opposed to using suspension as a first reaction.

Sunol Glen Unified School District

Suspended Expulsion

In certain expulsion cases, allowing the student to attend school at a comprehensive school site is more appropriate than expelling the student to an alternative school site. Placement in every expulsion matter is determined on a case-by-case basis, and placement recommendations are made in light of the incident, the student's background and history, the safety of the student and others, as well as all applicable Board Policies, Administrative Regulations and California Education Codes. During the term of the suspended enforcement of the School Board's expulsion order, the student is on a probationary basis, and must meet certain conditions in attendance, or the suspension of enforcement of the expulsion is revoked, and the student is placed in an appropriate alternative educational setting.

Consider Interdistrict Transfer

The only time a student is involuntarily transferred to another school district is if the student is currently in SGUSD on an interdistrict transfer and commits an expellable offense or does not meet the academic, attendance and behavior expectations of the district. In these cases, the interdistrict transfer is revoked and the student is returned to his/her home school.

Offer Placement in County Alternative Education Programming if Deemed Appropriate for Expelled Student from the District

Students who fail to meet their rehabilitation plan are transferred to County Community School. The school and programs are specifically designed to educate these expelled students, and they offer a variety of classroom-based and independent-study programs to meet students' needs. Students have the opportunity to participate in counseling, as an extension of the school day.

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of their standards, including suspensions and/or expulsion, which should be considered a last resort in the process.



**ALAMEDA COUNTY
OFFICE OF EDUCATION**
Alysse Castro, Superintendent

District Superintendent Signatures

County-Wide Educational Services Plan for
Serving Expelled and High-Risk Students

AB922 Triennial Plan Update
July 1, 2024 - June 30, 2027

California Education Code (EC) Section 48926 requires each county superintendent of schools, in conjunction with district superintendents in the county, to submit a triennial update to the State Superintendent of Public Instruction.

The AB922 Triennial Plan addresses the following components:

- Existing Educational Alternatives Provided by the Alameda County Office of Education
- Alameda County Community Schools Transition Process
- Educational Services Provided to Expelled Students with Exceptional Needs
- Gaps in Educational Services to Expelled Students
- Alternative Placement for Students who Fail Placement or Pose a Danger to Other District Students
- Existing Educational Alternatives for Expelled Students Offered by Districts

I have reviewed and approve the contents and the process that has occurred for updating the triennial plan.

Signature of Superintendent: _____ *Alysse Castro* _____ Date: _____

District Name: _____