

BUTTE COUNTY 2018-2021 COUNTYWIDE EXPULSION PLAN

BANGOR UNION ELEMENTARY DISTRICT | BIGGS UNIFIED SCHOOL DISTRICT | CHICO UNIFIED SCHOOL DISTRICT
DURHAM UNIFIED SCHOOL DISTRICT | FEATHER FALLS UNION ELEMENTARY SCHOOL DISTRICT | GOLDEN FEATHER UNION SCHOOL DISTRICT
GRIDLEY UNIFIED SCHOOL DISTRICT | MANZANITA ELEMENTARY SCHOOL DISTRICT | OROVILLE CITY ELEMENTARY SCHOOL DISTRICT
OROVILLE UNION HIGH SCHOOL DISTRICT | PALERMO UNION SCHOOL DISTRICT | PARADISE UNIFIED SCHOOL DISTRICT
PIONEER UNION ELEMENTARY SCHOOL DISTRICT | THERMALITO UNION SCHOOL DISTRICT



REVISED 2018

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INTRODUCTION

As required by Education Code 48926, the Butte County Superintendent of Schools has developed an expulsion plan in conjunction with the Superintendents of the 14 school districts in Butte County. The plan provides for educational services to all expelled students in the county for school years 2018-19, 2019-20 and 2020-21. Enumerated in the Butte Countywide Expulsion Plan are existing educational alternatives for expelled students, identified gaps identified in 2015, an update on the progress toward filling these gaps and our new priorities. Further, the Butte Countywide Expulsion Plan outlines alternative placements for students who fail to meet the terms and condition of their rehabilitation plan or who pose a danger to the other district students.

The Countywide Plan has been developed collaboratively and will contribute to the development of district and the COE LCAPs to support the education of all students, which includes expelled youth.

A student whose behavior has resulted in an expulsion is provided a rehabilitation plan which ensures placement in an educational program. All educational alternatives provided by Butte County school districts are not available to all expelled students. The type of offense, location of offense, grade level and nature of the student's individualized needs all have the potential to affect the educational alternatives available to the student during the period of expulsion. Students expelled for any of the offenses listed in subdivision (a) or (c) of Section 48915 of the California Education Code shall not be permitted to enroll in any district-operated program during the period of expulsion unless it is a community day school (E.C. 48915.2).

All expelled students shall be referred to an educational placement that is 1) appropriately prepared to accommodate students who exhibit discipline problems; 2) not situated at a comprehensive middle, junior, or senior high school, or at any elementary school, and 3) not housed at the school site attended by the student at the time of the offense (E.C. 48915). In addition to the requirements stated above, such factors as district size, district level alternatives, county level alternatives, local control accountability plans and district philosophy can influence the decisions by a district board of education regarding what educational alternatives are appropriate for the students who are expelled.

Educational Alternatives for Expelled Students

Included in the Butte County plan are the educational alternatives determined by the governing board of each school district. Each district within Butte County will determine which educational alternatives are appropriate and available pursuant to Education Code section 48916.1. Educational alternatives throughout Butte County for students recommended for expulsion include, but are not limited to the following options:

1. Expulsion, suspended order, with placement on the same school campus [E.C. 48917 (a)].
2. Expulsion, suspended order, with placement on a different school campus within the district [E.C. 48917 (a)].
3. Expulsion with referral to a district community day school program, if available [E.C. 48660].
4. Expulsion with subsequent transfer to another district.

The school district of residence maintains the responsibility for developing a rehabilitation plan for expelled students and referring students to an appropriate educational setting. Expelled students who complete their rehabilitation plan obligations are reviewed by the district for possible return to district of residence programs. Expelled students who fail to meet the terms and conditions of the district rehabilitation plan for readmission may continue to be referred to an appropriate educational setting within another district, county alternative program or district community day school program.

OVERVIEW OF ALTERNATIVE PROGRAMS

The 14 school districts, serving approximately 31,000 students within Butte County offer numerous opportunities for students who are in need of traditional and/or alternative education programs. Several individual school districts offer a broad spectrum of services and the County Office of Education offers a court school and a community school. This combination provides a continuum of alternatives for expelled students.

District Educational Alternatives for Expelled Youth (Appendix C)

School districts located within Butte County may offer the following alternatives for expelled youth, depending on the specific offense, the education code violation, and program availability:

1. Suspended enforcement of the expulsion with placement on the same school campus. [E.C. 48917(a)]
2. Suspended enforcement of the expulsion with placement on a different school campus within the district, or an alternative program such as opportunity or continuation school program. [E.C. 48917(a)]
3. Suspended enforcement of the expulsion with voluntary placement on District Contracted Study (Independent Study), if parent agrees.
4. Expulsion with referral to a District Community Day School program if available; [E.C. 48660-49667]. The priority of student placement in these programs according to [E.C. 48662] is as follows:
 - 1st Pupils expelled pursuant to subdivision (d) of [E.C. 48915].
 - 2nd Pupils expelled for any other reason.
 - 3rd All other pupils.
5. Expulsion with referral to another district
Actual referral to such a placement is made by the district governing board or by a similar district referral process. If the recommended placement is outside of the district, the staff of the recommended placement will be involved in the decision, prior to referral.

Rehabilitation plans are the sole responsibility of the district of residence. The local district is responsible for the development of the plan, referring the student to an appropriate educational program, and ensuring that an educational program is provided either within or outside the school district. This rehabilitation plan may involve one or more of the placement options outlined. A student who is simply in need of an educational alternative may also access these programs through a district referral process.

Expelled students who fail to meet the terms of the district rehabilitation plan may be referred to another comprehensive, alternative, or Community Day School within district or one of these programs in another district within the county.

At the time of expulsion, the governing board must set a date when the student shall be reviewed for re-admission to the District. Operative July 1, 1996, upon completion of the readmission requirements, the governing board must readmit the student unless it is determined the student has not met the conditions of the rehabilitation plan or poses a continuing danger to school safety. If the governing board elects not to readmit the student, the board must state its reasons in writing and either continue the alternative placement of the student or place the student in another program of study.

PREVIOUSLY IDENTIFIED DISTRICT AND COUNTY GAPS AND STRATEGIES FOR IMPROVEMENT

During the development of the 2015 countywide expulsion plan, the following gaps in services were identified:

1. Support for students with significant mental health needs, specifically students who have experienced trauma.
2. Development of work readiness skills and access to pathways, work opportunities and training.

As part of our triennial update the plan will address updates on the previously identified gaps.

For identified gap #1, supporting students with significant mental health needs the strategies were extremely successful and work in this area is ongoing. The County of Butte has a large multi-disciplinary collaborative to support our community, including schools, in resources and supports for youth who have mental health needs and who have experienced trauma. Further, all alternative education sites implemented multiple trainings, which we called Tier 1 training, for school staff who directly work with this population. Tier 1 trainings included: Introductory training on Trauma Informed Practices; training on de-escalation strategies and Nurtured Heart training. Some alternative sites implemented additional trainings, which we called Tier 2 trainings. Tier 2 trainings included mindfulness training and curriculum, Collaborative problem solving and Trauma theory. Beyond our alternative education sites, initiatives across many districts included implementation of Positive Behavioral Intervention and Supports; Nurtured Heart Approach, and various levels of Trauma Informed trainings to support our youth and address this identified gap.

Additional strategies implemented to support this priority is the participation of districts and charters throughout Butte County signing on to be part of the California scale up initiative of Multi-Tiered System of Support (MTSS). work ties directly into this priority and will continue over the coming years, as it is a multi-year commitment of work and data collection. Here are the districts and charters represented throughout our county:

Cohort 1	Cohort 2	Cohort 3
Butte County Office of Education Pioneer School District Chico Country Day School Achieve Charter K-8 Golden Feather School district Sherwood Montessori Blue Oak Charter School	Bangor Union Elementary Durham USD Palermo Union Elementary Forest Ranch Charter Inspire School of Arts & Sciences CORE Home Tech Charter STREAM charter school	Biggs USD Chico USD Gridley USD Oroville Elementary SD Paradise USD Thermalito Union Elementary Nord Country Day School Achieve High School 9-12

For identified gap #2, developing work readiness skills and access to pathways, work opportunities and training, progress was also made. Across our county, many districts implemented the Get Focused Stay Focused curriculum or similar career and life planning curriculum. In the three years since updating our last plan, Career and Technical Education has continued to grow and be funded both from the state and local revenues to support work readiness and access to pathways.

Additional strategies to support this identified priority was the funding and hiring of an Intermediary. The Butte-Glenn Intermediary is a shared position throughout Butte and Glenn counties and the purpose is to align business, education, and community organizations to maximize employment and training opportunities for youth resulting in career and economic success. Further, progress has been made on the expansion of CTE pathways and course opportunities throughout all schools serving secondary students in Butte County.

CURRENT IDENTIFIED DISTRICT AND COUNTY GAPS AND STRATEGIES FOR IMPROVEMENT

Progress has been made in the areas identified as gaps over the past three years and these continue to be areas of focus for our county. Thus, for the 2018-2021 plan we will continue to focus supports on the following:

1. Support for students with significant mental health needs, specifically students who have experienced trauma.
2. Development of work readiness skills and access to pathways, work opportunities and training.

SUMMARY OF THE PROCESS OF REFERRAL (SEE APPENDIX A & B)

Law Enforcement Citation

Upon the student's violation of an expellable offense, law enforcement will be notified and requested to cite the student on an appropriate Penal Code violation and refer to Butte County Probation.

Pre-Expulsion Hearing

The district will conduct a Pre-Expulsion Hearing in order to gather the facts of the case.

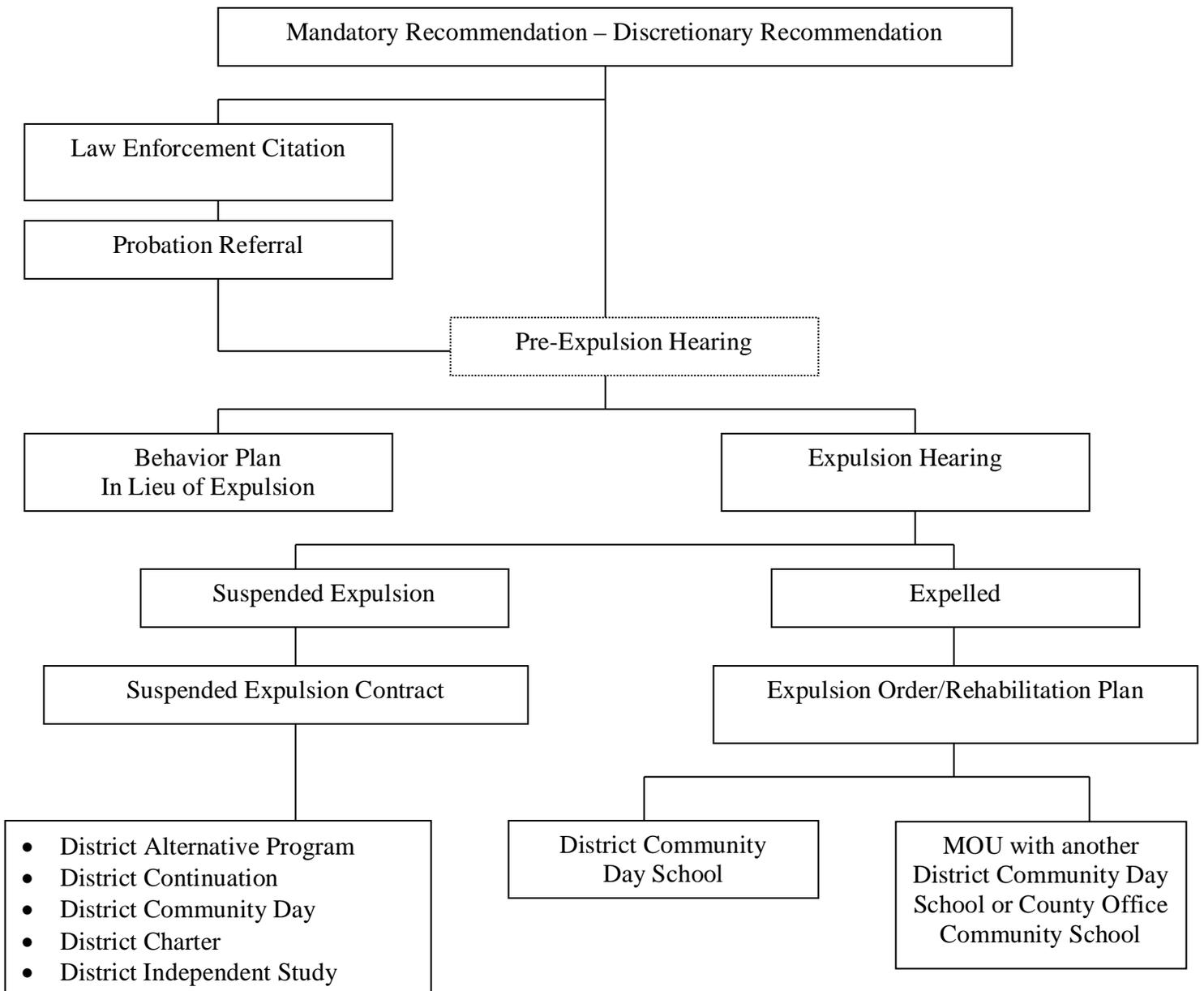
Rehabilitation Plan – Include Staff from Receiving Program Options

The school district of residence continues to maintain responsibility for developing and monitoring a rehabilitation plan, referring the student to an appropriate educational setting, and ensuring that an educational program is provided either within or outside the school district. The school district will consider all district placement possibilities.

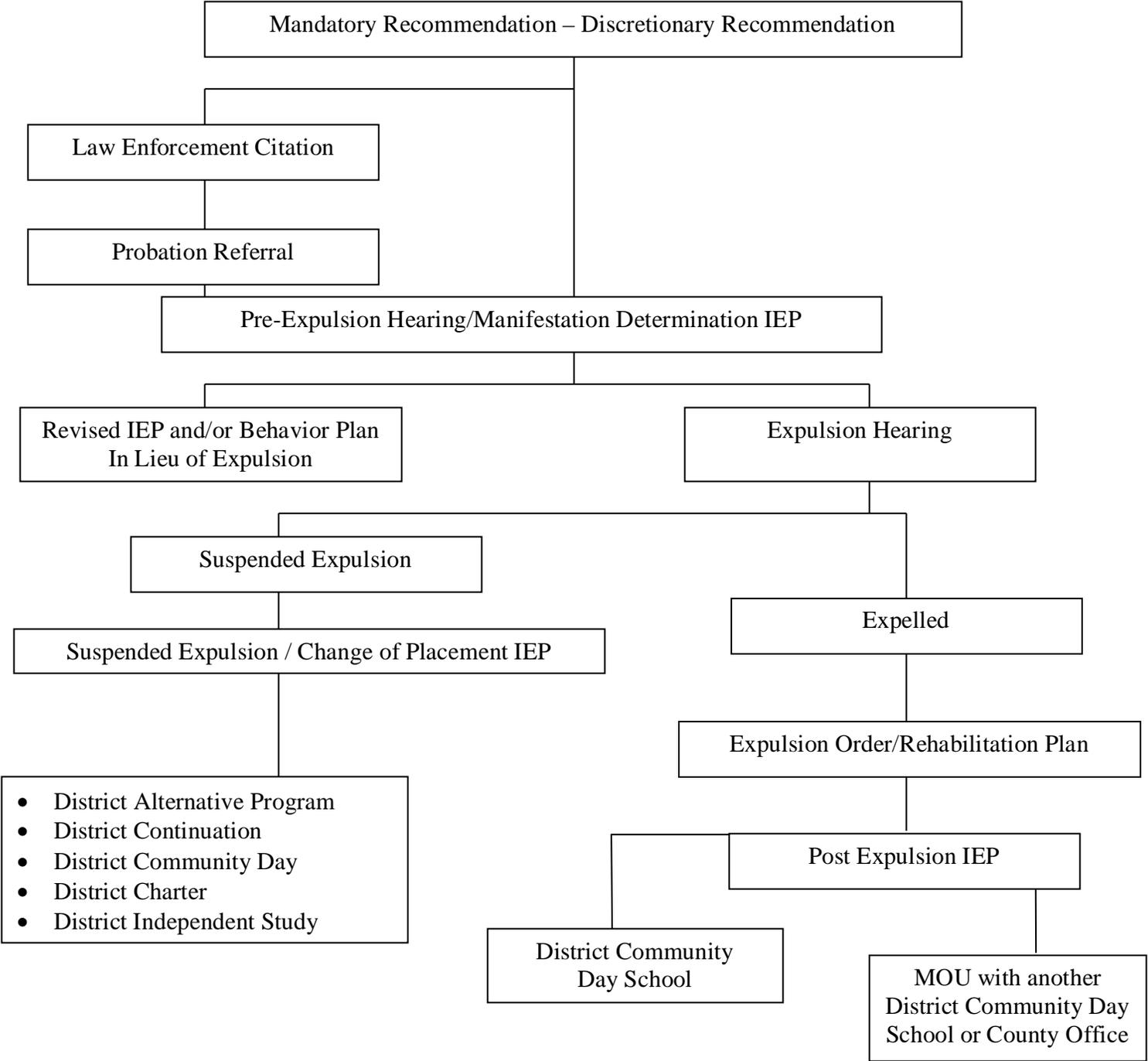
End of Expulsion

Expelled students who complete their rehabilitation plan obligations are reviewed by the district for possible return to a regular district program. Expelled students who fail to meet the terms and conditions of the district rehabilitation plan may be referred to another comprehensive, alternative, or Community Day School within district or other appropriate programs in another district within the county.

FLOW CHART FOR EXPULSIONS – REGULAR EDUCATION Appendix A



FLOW CHART FOR EXPULSIONS – SPECIAL EDUCATION APPENDIX B



APPENDIX C

DISTRICT

EDUCATIONAL

ALTERNATIVES FOR

EXPELLED YOUTH

Bangor Union Elementary School District
7549 Oroville Bangor Highway, PO Box 340, Bangor, CA 95914
(530) 679-2434

Superintendent: Roger Bylund
Grades: K-8
ADA: 72

Bangor Elementary TK-8

Description of District Alternative Programs: Bangor has does not run alternative programs within the district, and refers students to neighboring districts (Palermo and Oroville (OCESD), county alternative education schools or charters.

Suspended Expulsion

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

Expulsion

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

Behavioral Interventions

Key faculty and staff have been trained in the Nurtured Heart Approach and have implemented the approach school wide. We plan to expand that training in 2018-2019. Behavioral expectations are clearly defined, explicitly taught school wide and consistently enforced. Clear and consistent consequences are enforced and positive behavior is rewarded regularly.

Behavioral interventions include but are not limited to the following:

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

Biggs Unified School District
300 B Street, Biggs CA 95917
(530) 868-1281

Superintendent: Doug Kaelin
Grades: K-12
ADA: 620

Biggs Elementary	K-8
Richvale Elementary	4-6
Biggs High School	9-12

Description of District Alternative Programs:

Suspended Expulsion

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

District Community Day School

Grade: 7-12

This is a highly structured individualized program stressing social skill development. Students may be assigned by Student Study Team, Individualized Education Plan, Accommodation Plan, or Rehabilitation Plan. This class is located on a separate campus and pupils attend at least six hours per day. Readmission to the standard program is based on positive progress, both socially and academically. Evaluation of success will be based on the student's behavior plan.

Independent Study Program/Home Schooling

Grade: 5-12

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

Expulsion

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. The district will refer students to Biggs Unified District Community Day, Gridley Unified or Thermalito Union District Community Day. The district will monitor the Rehabilitation Plan.

Behavioral Interventions

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

Chico Unified School District
 Office of Alternative Education
 290 East Avenue Chico, CA 95926

Superintendent: Kelly Staley
 Grades: K-12
 ADA: 11,717

Chapman Elem.	K-5	Marigold Elem.	K-5	Bidwell Jr. High	6-8
Chico Country Day	K-8	McManus Elem.	K-5	Chico Jr. High	6-8
Citrus Elem.	K-5	Neal Dow Elem.	K-5	Marsh Jr. High	6-8
Emma Wilson Elem.	K-5	Nord Country	K-8	Chico High	9-12
Forest Ranch Charter	K-5	Parkview Elem.	K-5	Pleasant Valley High	9-12
Hooker Oak Elem.	K-5	Rosedale Elem.	K-5	Fairview High	9-12
Little Chico Creek	K-5	Shasta Elem.	K-5	Academy for Change	6-12
Loma Vista Sped.	PK-12	Sierra View Elem.	K-5	Oakdale Ind. Study	6-12
Blue Oak Charter	K-8	Inspire Charter	9-12	Center for Alternative Learning (CAL)	6-12

Description of District Alternative Programs:

Suspended Expulsion

The student and parent sign a Rehabilitation Plan for the term of the expulsion. Progress is monitored as the student either progresses through the levels at Academy for Change (CDS), participate in Oakdale Independent Study School, or, in some cases, returns to a comprehensive site.

Academy For Change (AFC) District Community Day School **Grades: 6-12**

AFC serves students on expulsion, probation, and/or SARB-referral for truancy issues. The smaller class sizes and highly-structured leveled program make this environment ideal for students to reconnect to their educational responsibility and future. Upon completing the program, students transition back to CUSD comprehensive schools and /or Fair View High School (continuation school).

Fair View High School (Continuation) **Grades: 9-12**

Fair View is an alternative program that provides an educational option to assist students who are credit deficient in earning their high school diploma or GED. Diploma students meet the same graduation requirements as the comprehensive high schools. Fair View utilizes a flexible program with a variable credit approach and features a 9-period day running from 8:10 am -4:40 pm plus a 4:40 pm -6:00 pm Intervention block. CTE programs include building construction and culinary arts, along with dynamic youth development and student leadership programs. While this program may assist students in returning to the comprehensive setting, the vast majority of students remain enrolled at Fair View through graduation.

Oakdale School (Independent Study) **Grades: 6-12**

An individualized educational program in which the student takes an active role in the educational process. Students work with a teacher in class at least once a week and are largely responsible for the completion of all assignments outside of class. Daily assistance is available to supplement the varied instructional strategies. The program provides some small group activity at the 7-9 grade level and intensive one-on-one instruction at the 10-12 grade level. Oakdale also assists some adult students

(mostly second-year seniors) with GED preparation as well as diploma completion. Time in school is at least one hour per week with 24-34 hours of work to be completed at home each week.

Center for Alternative Learning (CAL), Opportunity School **Grades6-12**

CAL is an opportunity school very similar in structure to AFC. There are two programs in CAL. The first is a 7th and 8th grade credit recovery program designed to assist junior high students who failed to promote to the 9th grade and/or those students in danger of not promoting. The goal of this program is to assist students with recovering the necessary credits and skills to return to their comprehensive junior high schools. Several students choose to continue their high school education at Fair View, as they form a connection with the campus and experience more success in a smaller, more structured setting. The other program, consists mainly of 9th-12th graders who, for a variety of reasons opt for an even smaller, more structure setting than even Fair View provides. These students benefit from this program in much the same way students benefit from the AFC program. Like AFC, the goal of this program is to reconnect students with their educational responsibility and future.

Behavioral Interventions

Chico Unified has implemented a number of behavioral intervention practices at the site and district levels in order to: minimize the number of suspensions leading to expulsions, minimize the number of expulsions being ordered and support students returning from expulsions. Intervention practices vary based on student grade level and needs.

Both classified and certificated staff are provided with the following training to provide behavioral supports intended to prevent suspensions and expulsions. These include: Nurtured Heart Trainings, De-escalation trainings, Trauma informed training, Mindfulness Training and Crisis Prevention Intervention.

At the following levels, students are provided with the following services in order to reduce suspensions and expulsions:

- At all levels - Targeted Case Managers, behavioral contracts and School-Based Intervention Teams
- Elementary - counselors, guidance specialists, Tool Box training for students, Opportunity Program and Reset (Elementary ISS)
- Secondary - Academy for Change (AFC), Peer Mediators, Secondary counselors, AFC ISS program and Chico State Counseling Interns

Upon returning from expulsions, students participate in an intake meeting with counselors and/or site administrators. The purpose of this meeting is to make sure the transition for the student back to the school site is in place.

Durham Unified School District
PO Box 300, Durham CA 95938
(530) 895-4675

Superintendent: Lloyd Webb
Grades: TK-12
ADA: 935

Durham Elementary K-5 Durham High School 9-12
Durham Intermediate 6-8

Description of District Alternative Programs:

Suspended Expulsion

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

Independent Study

Grades: K-12

This program is individualized educational program for the highly motivated student. The student takes an active role in the educational process, as they are primarily responsible for completion of all assignments. The student meets with the teacher one hour weekly, 30 hours of work to be completed at home.

Expulsion

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

Behavioral Interventions

Behavior Intervention Aide at DES

- Implementation of Mind Up Curriculum in all classrooms
- School-wide BPIS in partnership with our MTSS focus at DES
- Monthly PBIS Leadership Team Meetings
- Bilingual Aide and Bilingual Parent Liaison
 - bilingual liaison works with families in supporting success in school
 - Bilingual Aide supports students before school and in class
- AVID Elementary
 - Focus on instructional practices that is research-based
- Psych Interns & Practicum Students from Chico State
- Part-time counselor at DIS provides social reintegration support
- Full-time counselor at DHS provides support upon a student returning from an expulsion, both academically (class placement, study skills, graduation plan...etc), and in social reintegration to the school
- Incorporation of MTSS program, including PBIS allows for proactive contact and support of students who are exhibiting problematic behaviors
- Use of outside support and counseling services
- Proactive counseling/advisory services from law enforcement when students commit offenses that do not meet the criteria for an expulsion referral, but fall within the scope of law enforcement oversight

Feather Falls Union Elementary School District
2561 Lumpkin Road, Feather Falls c/o Oroville, CA 95966
(530) 589-1810

Superintendent: Ted Fredenburg
Grades: K-8
ADA: 14

Feather Falls Elementary K-8

Description of District Alternative Programs:

Suspended Expulsion

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

Independent/Home Study

Grades: K-8

It is the parent's responsibility to oversee the student's work. The student is expected to spend four hours a day on assignments. Student and their parent meet weekly or what is deemed necessary with the Independent Study teacher.

Expulsion

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

Behavioral Interventions

To minimize the number of suspensions the District staff offers conflict resolution and counseling to deter behaviors that may lead to expulsions. To minimize the number of expulsions the District staff offers conflict resolution and counseling to deter behaviors that may lead to expulsions. If the need arises to have a student return from expulsion the District would develop a Behavioral Plan in conjunction with parents, staff and administration, which may involve counseling, and additional staff support.

All students are treated equally in matters concerning behavior, the District has had no disproportionality in suspension or expulsions.

Golden Feather Union School District
11679 Nelson Bar Road, Oroville CA 95965
(530) 533-3833Pp

Superintendent: Josh Peete

Grades: K-8

ADA: 118

Concow Elementary

K-8

Description of District Alternative Programs:

Suspended Expulsion

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

Expulsion

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. The district will refer students to another district. The district will assign monitoring of the Rehabilitation Plan in anticipation of the student's return to the district at the completion of the term of the expulsion.

Behavioral Interventions

Golden Feather has not held an expulsion hearing since 2014. Golden Feather is in the beginning stages of implementing School Wide Positive Behavioral Interventions (PBIS). Golden Feather has also implemented a behavioral/academic reassignment class. School Site Council along with a newly formed leadership team are exploring training options to ensure that all staff understand their role/responsibilities for reporting behavioral red flags and focusing on prevention. In addition, Butte County Behavioral Health supports the district by offering counseling services at the school site.

Gridley Unified School District
429 Magnolia Street, Gridley CA 95948
(530) 846-4721

Superintendent: Jordan Reeves
Grades: K-12
ADA: 1,941

McKinley Elementary	K-1	Gridley High School	9-12
Wilson Elementary	2-5	Esperanza Continuation	11-12
Sycamore Elementary	6-8		

Description of District Alternative Programs:

Suspended Expulsion

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

Esperanza Continuation High School

Grades: 11-12

This program is an alternative that provides an option to students whose needs cannot be met by a comprehensive high school program. Students are required to earn the same credits for graduation than the regular high school program. A diploma is awarded at 220 credits. Students are eligible to return to the regular high school program once deficiencies are made up. Students attend for 20 hours per week.

Independent Study

Grades: K-12

This program is an option for motivated students who can complete all assigned work in an independent setting. Students are required to meet with their teacher each week for a one-hour instructional appointment and complete all assigned work. To remain in this program, students must meet with their teacher for the one hour of instruction and complete 25-30 hours of school work at home. If a student misses three appointments and/or does not complete the assigned work, they are considered to have violated their contract and must find an alternate placement.

Expulsion

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

Behavioral Interventions

Gridley Unified School District has implemented Positive Behavior Intervention & Supports district-wide. The goal behind this program is for behavior management to be proactive as opposed to reactive. Students are given direct instruction on school rules and a clear behavior matrix is implemented with consistency. The emphasis is on recognition of positive student behaviors. In addition, classified and certificated staff have been training in the Nurtured Heart Approach, which is relationship-focused methodology geared towards more challenging children. Counseling services have also been increased in the district and counselors are using strategies to minimize the number of suspensions leading to expulsions; including, but not limited to individual counseling, social-emotional skills building, individual and small group behavior interventions, and regular school-day check-ins. There is also a concerted effort in monitoring students during unstructured times, such as lunch and recess times. Gridley has a very low expulsion rate, as every effort is made to ensure that expulsion is a last resort. Supports that are in place for students returning from expulsion include individual counseling, behavior plans, and being assigned to a caring, trusted adult on campus.

Manzanita Elementary School District
627 E. Evans-Reimer Road, Gridley CA 95948
(530) 846-5594

Superintendent: Minden King
Grades: K-8
ADA: 294

Manzanita Elementary K-8

Description of District Alternative Programs:

Suspended Expulsion

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

Expulsion

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. The district will refer to Gridley Unified School District or another district with an MOU for attendance in their community school. The district will assign monitoring of the Rehabilitation Plan.

Behavioral Interventions

All faculty and staff have been trained in the Nurtured Heart Approach and have implemented the approach school wide. Continuous professional development is provided to all faculty and staff and NHA parenting classes have been offered by MESD. Behavioral expectations are clearly defined, explicitly taught school wide and consistently enforced. Clear and consistent consequences are enforced and positive behavior is rewarded regularly.

Behavioral interventions include but are not limited to the following:

- 1.) Meeting with teacher, parent or guardian and the Superintendent/Principal
- 2.) Formal SST process
- 3.) Referral to Behavior Specialist to create a Behavioral support Plan that is consistently used and monitored
- 4.) Alternatives to suspensions developed on a case by case basis to meet student need
- 5.) If a student is suspended, a meeting with the parent or guardian, student and Superintendent/Principal is mandated prior to returning to school where a student success plan is developed and implemented

Oroville City Elementary School District
2795 Yard Street, Oroville CA 95966
(530) 532-3000

Superintendent: Dr. Penny Chennell-Carter
Grades: K-8
ADA: 2,330

Bird Street School TK-3
Wyandotte Avenue K-5
Oakdale Heights K-5
Ophir Elementary K-5
Stanford Ave K-5

Central Middle 6-8
Ishi Hills Middle 6-8
Independent Study K-8
Sierra Del Oro Special Ed. Pre-K
Home Hospital K-8

Description of District Alternative Programs:

The Oroville City Elementary School District believes that every possible disciplinary option needs to be utilized by District staff to correct undesirable student behavior prior to consideration of student expulsion, except in cases where State law dictates that students are to be recommended for expulsion due to the type and severity of the alleged offense. Therefore, in most cases, the District will exercise and document a variety of options prior to recommending expulsion. Our middle schools have developed a progressive discipline plan which has helped students and their families to know exactly where the students are in the process which may lead them to an expulsion hearing. Our elementary schools have worked together to develop plans which are similar, but which also reflect the needs of each site.

Suspended Expulsion:

A Rehabilitation Plan/Contract for the term of the suspended expulsion is developed with the input of staff and the family. Progress is monitored as the student continues in a district program. If the student violates the terms of the plan/contract, he may be referred directly to the Community Day School.

Campus Reassignment

Grades K-8

The student may be moved to another school within the District and/or another alternative program to try to give the student a chance to have a “fresh start”. Each of our middle schools operate a self-contained classroom at one grade, which may be an option for students who are struggling with the middle school setting.

Independent Study Program

Grades: K-8

This program is located at Central Middle School and is assigned 0.5 full-time equivalent teacher. The program is limited to families that are committed to providing a quality, daily learning experience in their homes. At least one parent must be in the home daily to insure that instruction occurs. A mandatory meeting is held at least every other week between the independent study teacher, parent and student. All materials that are normally available to students in a regular classroom are also available to independent study students. The program is currently pursuing strategies to increase the use of technology within the program.

Contact Person: Mikeial Williamson, Principal (530) 532-3002.

Palermo District Community Day School**Grades: K-6 / 7-8**

The Palermo Union School District, through an MOU with the Oroville City Elementary School District provides placements in each of two programs at the Palermo Community Day School: the grade K-6 Community Day School class and the grade 5-8 Community Day School class.

Heritage Community Day School**Grades: K-6/7-8**

The Thermalito Union School District, through an MOU with the Oroville City Elementary School District provides placements in each of two programs at the Heritage Community Day School: the grade K-6 Community Day School class and the grade 5-8 Community Day School class.

Expulsion:

A Rehabilitation Plan/Contract for the term of the expulsion is developed with the input of school staff and the family. The student is referred to either the Palermo Community Day School or the Heritage Community Day School. The School District monitors the Rehabilitation Plan in anticipation of the student's return to the district at the successful completion of the term of the expulsion.

Behavioral Interventions

In order to reduce suspensions, suspensions leading to expulsion, and expulsions being ordered, Oroville City Elementary School District has committed to the following efforts.

OCESD has implemented PBIS at all school sites. Some schools are in Year 2 of implementation and others are in Year 1. Positive Behavioral and Instructional Supports uses various tools to address behavior problems in an attempt to mitigate them before they escalate. Some of these include, simply stated school rules with a positive tone, student recognition for positive behavior, recognition for student success, and three tiers of intervention to help all students learn socially acceptable behavior at school.

The District employs two full time counselors at the middle school level and one counselor for the elementary level. When students are identified, due to behavior or other factors, they are referred to the counselor. The counselor will conduct an initial contact and determine if further assistance is needed. When a student returns from expulsion a behavior plan is developed to help the student successfully transition back to her/his school. A different school placement is also considered to increase the likelihood of a successful return.

The District's efforts to address the disproportionate representation of minority students being suspended include: PBIS implementation, additional district counselors, referrals to County Behavioral Health programs, and referrals to non-profit resources for families and youth. The expectation is that these additional resources can help meet the social-emotional needs of our students and result in less referrals for suspension or expulsion.

Oroville Union High School District
 2211 Washington Avenue, Oroville CA 95966
 (530) 538-2300

Superintendent: Dr. Corey Willenberg
 Grades: 9-12
 ADA: 2,162

Las Plumas High	9-12	OUHSD Community Day	9-12
Oroville High	9-12	Oroville Adult Education	18+ yr Adult
Prospect High	9-12		

Description of District Alternative Programs:

Suspended Expulsion

If all parties agree that the student did violate education code(s), and can agree on an educational rehabilitation plan, during the pre-expulsion meeting, the Superintendent/designee, site administrator, parent/guardian and student sign a stipulated expulsion agreement, which specifies the placement, length and terms and conditions of the expulsion order. The parent/guardian will receive written notification after the expulsion order is approved by the Board of Trustees. The student’s progress is monitored while they are enrolled in a district program. At the end of the expulsion term, site administration will complete an expulsion progress report to determine if the student has met the terms and conditions of their expulsion. If the student has met the terms and condition, and the student is on track to graduate, the Superintendent will make a recommendation to the Board of Trustees to allow the student to return to his/her original school. If the student is not on track to graduate, they may opt to stay in an alternative education program to continue their education.

Adult Education

Grades: 11-12 and Adult

Eligible students must be 18 years old per AB104 requirements. Eligible students may high school enroll in diploma, independent study, online or HiSet prep courses. Students who qualify for the program are also eligible to take the HiSet Equivalency Exam.

Community Day School

Grades: 9-12

The district’s Community Day School is a self-contained individualized instructional program that emphasizes basic skills, core courses, anger management, drug counseling, social skills development, and behavior modification. The program operates on a traditional district calendar with 360 minutes of daily instruction. The duration of enrollment is generally the balance of the semester of placement plus one additional semester. The program goal is to return students to their original school of attendance. The district’s Community Day School is located on the same district owned property as Prospect High School, but it has a separate address and the students do not co-mingle.

District Independent Study

Grades: 9-12

This program requires a parent/guardian, under the guidance of the teacher, to monitor their student. Students are required to meet with their teacher on a weekly basis to turn in completed work. A student will violate their behavior contract if they miss two appointments with their teacher or do not show academic progress. If they violate their contract, the board will approve a change of placement for them to attend Community Day School. Students will have to go through the expulsion process again to find an alternate placement. Students must meet all state testing requirements.

Prospect Continuation High School

Grades: 9-12

Students attend each instructional day from 8:10 a.m.- 2:55 p.m. The instruction follows a continuation school model with variable credit in six-week modules. A diploma is awarded at 180 credits.

Expulsion

If a student and/or parent does not attend the pre-expulsion meeting, an administrative expulsion panel is convened. The student and school administrator that recommended the expulsion will each give their side of the story to an administrative panel, which consists of the Superintendent/designee and two administrators from school sites that the student does not attend. The administrative panel will recommend the placement, length and terms and conditions of the expulsion to the Board of Trustees. The parent will be notified of the administrative panel's recommendation and will receive a follow-up letter once the expulsion is approved by the Board of Trustees.

Behavioral Interventions

OUHSD comprehensive high schools follow a Nine Step Discipline Plan showing a progression of discipline implemented before suspension. This is implemented by administration after teachers exhaust their own classroom discipline steps. In our current district discipline plan, the first six discipline issues in the classroom are dealt with under the 6-Step teacher intervention plan with the first four behavior referrals resulting in detentions. Saturday School and Community Service is assigned in lieu of suspension on many violations (defiance, profanity, etc.) Students may also be required to write and submit essays in lieu of suspension for instances of disruptions or poor classroom behavior.

All Freshman students participate in an overview of the District Discipline Plan within the first two weeks of school. This is done at the classroom level and is facilitated by the Assistant Principals and a campus supervisor. Students are given vital information regarding activities that may get them suspended or expelled. Topics include bullying, fighting, drug use, knives/weapons, gang activity, etc.) In addition, Butte County Sheriff's Office has provides a deputy to cover cyber bullying and sexting via classroom presentations for our ninth graders during their health classes.

Additional interventions:

- Students that violate drug/alcohol ed. Code are required to complete "Brief Intervention" with their respective counselors. The hope is they will not re-violate and be recommended for expulsion.
- At-risk students with IEP's are given additional support via a meeting with administration, school psychologist, case carrier and general education teacher upon certain ed. Code violations that could ultimately lead to suspension or expulsion. We used to call them Behavior Support Plans but I guess that has changed recently.
- Staff and administration consistently facilitate conflict mediations between students before it escalates to a physical level that would result in suspension or expulsion.
- Students who do not attend Saturday School as a substitute for suspension may be assigned an on campus Homework Hall during consultation and lunch to avoid an suspension for failure to serve for an original offense.
- Other behavioral interventions that coordinate with community and counseling resources: Coordination of Services Team (COST) meetings, Student Study Team Meetings (SST), referrals to School Attendance and Academic Review Team (SAART)

Palermo Union School District
7390 Bulldog Way, Palermo CA 95968
(530) 533-4842

Superintendent: Dr. Bryan Caples
Grades: K-8
ADA: 1,211

Helen Wilcox Elementary	K-3	Palermo School	6-8
Honcut Elementary	K-3	Palermo Community Day	K-8
Golden Hills Elementary	4-5		

Description of District Alternative Programs:

Suspended Expulsion

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

District Community Day School **Grades: K-8**

The Palermo Community Day School is a special program to serve K-6 students who have been expelled or referred by SARB or the Butte County Probation Department. Evaluation is based on success of Rehabilitation Plan (Behavior Contract).

Independent Study Program **Grades: K-8**

It is the parent's responsibility to oversee the student's work. The student is expected to spend 240 minutes a day on assignments. The student meets at the school with a teacher every two weeks.

Expulsion

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. The student is referred to the district's Community Day School. The district will assign monitoring of the Rehabilitation Plan.

Behavioral Interventions

Palermo seeks to minimize the number of suspensions leading to expulsions by following these early intervention practices:

1. Implementation of SWIS (School Wide Information System) program – Used to document and analyze student discipline issues (individual and school wide).
2. Intervention Meetings with Counselor and Principal – Bi-weekly meetings designed to look at student behaviors in SWIS program in order to plan interventions/supports for students in need.
3. Counseling - Weekly student/counselor meetings (individual and/or small group) to discuss strategies for behavior improvement.
4. Check-In Check Out – Daily/Weekly for students who need more positive interactions and positive reinforcement from teachers, counselor, principal, etc.
5. Rewards for Positive Behavior - Field trips, assemblies, tickets for drawings, etc.).

Palermo seeks to minimize the number of expulsions being ordered by implementing these practices:

1. SBIT (Site Behavior Intervention Team) – Intervention meetings (attended by teachers, counselors, administrators, etc.) for students with behavior concerns determined through intervention meetings and/or teacher requests. The SBIT team meets to review the student's progress and recommends additional supports/interventions to assist the student in making progress.
2. TEAM (Together Everyone Achieves More) Intervention Classes – Small group classes designed to address social, emotional, and behavior issues and strategies for students with behavior problems.
3. Counseling - Weekly meetings (individual and/or small group) with school counselor to discuss strategies for behavior improvement.

Palermo support students returning from expulsions by implementing the following:

1. AEP (Alternative Educational Placement) Classroom – Students returning from expulsion may be placed in the AEP class (partial or full day) in order to facilitate a more successful transition back into the mainstream classroom.
2. Behavior Contract – To ensure both parties understand student responsibilities, school responsibilities, consequences for poor behavior, and rewards for positive behavior.
3. Counseling - Weekly meetings (individual and/or small group) with school counselor to discuss strategies for behavior improvement.
4. Increased Parent Communication/Meetings – Phone calls, notes, emails, meetings, etc., to increase communication between parents/guardians and school staff members.

Paradise Unified School District
 6696 Clark Road, Paradise CA 95969
 (530) 872-6400

Superintendent: Michelle John
 Grades: K-12
 ADA: 3,564

Children’s Community Charter	K-8	Pine Ridge School	K-8
Cedarwood Elementary	K-5	Paradise Charter Independent	6-8
Pine Ridge K-8	K-8	Paradise Intermediate	6-8
Paradise Elementary	K-5	Paradise High School	9-12
Ponderosa Elementary	K-5	Ridgeview Continuation High	10-12
		Honey Run Academy	7-12

Description of District Alternative Programs:

Suspended Expulsion

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

Honey Run Academy (District Community day School) **Grades: 7-12**

This program is for students who have been referred by Board of Trustees action or juvenile court for students who have committed major behavioral or drug related infractions. Students are required to participate in instruction daily that focuses in the areas of basic skills, behavior modification, anger management, career education and substance abuse intervention. Duration of enrollment is a minimum of one semester and a maximum of one year.

Independent Study **Grades: K-12**

This program is an option for students to complete all assigned work in an independent setting. The emphasis is for students to complete all assigned work on a weekly basis and keep appointments with a teacher once a week at the center. Eligible students must be highly motivated and responsible to complete their work following a structured schedule. Additional assistance is available at the center on a daily basis. Students must spend a minimum of one hour per week at the center and complete 25-30 hours at home.

Ridgeview Continuation High School **Grades: 10-12**

This program is a continuation high school that offers all core subject and elective classes to allow students to complete their requirements for high school graduation. Students may earn a high school diploma or prepare to return to the comprehensive high school.

Expulsion

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. The district will refer to another comprehensive, alternative, or Community Day School within district or one of these programs in another district within the county. The district will assign monitoring of the Rehabilitation Plan.

Behavioral Interventions

Paradise Unified School District is moving toward a Trauma-Informed status. While PUSD does not collect data on ACEs (Adverse Childhood Experiences), Butte County as a whole has a high number of individuals who have self-reported high ACE scores according to four years of data collected by the annual California Behavioral Risk Factor Surveillance Assessment, A Hidden Crisis.

Through this lens, PUSD has implemented a number of programs, interventions, and trainings to support staff and students who are experiencing interfering behaviors that often lead to suspensions and expulsions.

They include:

- PBIS at each site with on-going training and support from Placer County Office of Education
- Trauma-Informed inventories and practices at each site with specific training for credentialed staff
- Trauma-Informed Training for off-site classified employee groups such as Food Service, Custodial, front office staff, instructional aides, yard duty staff, and Transportation
- Tactical Communication Training by Captain Andy Duch of Butte County Sheriff for all staff
- Generational Poverty training offered as professional development to credentialed staff
- Mindfulness training for all staff
- Secondary Trauma and self-care training for specific staff

In addition, students disproportionately represented with suspensions and expulsions in PUSD tend to be homeless, foster youth, and special education students. Specific training from School Ties regarding McKinney-Vento students, Paradise Unified Child Welfare and Attendance Services, and Foster Youth with a focus on support, resource targeting, community connections, and identification will hopefully result in a decline in these trends.

Special Education supports include moving toward more inclusion, adopting a co-teaching model, and trauma-informed practices and flexible seating in the Special Education classroom. Special Education adoption of these practices is at the implementation stage and will be supported by the MTSS initiatives and grant for which the Student Services Department has applied.

Pioneer Union Elementary School District
286 Rockefeller, Berry Creek CA 95916
(530) 589-1633

Superintendent: Patsy Oxford
Grades: K-8
ADA: 74

Berry Creek Elementary K-8

Description of District Alternative Programs:

Stipulated Expulsion

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

Independent Study

Grades: K-8

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

Expulsion

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

Behavioral Interventions

Berry Creek Elementary School has implemented PBIS programs and strategies focusing on positive interventions resulting in less negative consequences. The district contracted with a Behavioral Specialist to design the program. Parents and Students have complete understanding of the school's expectations based on the Behavior Matrix which includes implementation of the Discipline Matrix. PBIS strategies include, Student of the Month, Rewards for attendance, and for being respectful, responsible and ready to learn. Students who are having difficulty go onto a daily contract with "check-in, check-out" from support personnel at the site. Daily contracts set up with parents and rewards for positive behavior are given at home and at school. This intervention promotes positive behavior. We have had no expulsions. All programs are school wide and do not disproportionately represent minority students.

Thermalito Union School District
400 Grand Avenue, Oroville CA 95965
(530) 538-2900

Superintendent: Gregory Blake
Grades: K-8
ADA: 1,524

Plumas Avenue	K-5	Nelson Avenue	6-8
Poplar Avenue	K-5	Heritage CDS	6-8
Sierra Avenue	K-5	Pioneer CDS	3-6

Description of District Alternative Programs:

Suspended Expulsion

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. Progress is monitored as the student continues in the regular education program or Independent Study Program. At times, the student is referred to district/county counseling services for anger management, etc.

Pioneer Community Day School

Grades: 3-6

Pioneer serves students who are expelled from the regular school environment. A placement plan is developed and students are monitored with close supervision and instruction. Counseling support is an important component for students placed here that supports their rehabilitation plan so that they may return to their regular school placement.

Heritage Community Day School

Grades: 6-8

Heritage serves students who are expelled from the regular school environment. A placement plan is developed and students are monitored with close supervision and instruction. Counseling support is an important component for students placed here that supports their rehabilitation plan so that they may return to their regular school placement.

Independent Study

Grades: K-8

The parent assumes full responsibility in ensuring the student's work is completed in a timely manner. The student is expected to devote 220 minutes per day on completing assignments and 45 minutes per week conferencing with the Independent Study Teacher.

Expulsion

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. The district has the option of referring to another comprehensive, alternative, or Community Day School within district or one of these programs in another district within the county. The student's Rehabilitation Plan will be monitored throughout his/her expulsion.

Behavioral Interventions

Thermalito Union Elementary School District (TUESD) is in the process of securing a grant for MTSS (multi-tiered systems of support). This grant will be used to provide intervention services on all campuses in TUESD. A position titled student advocate has been created for our district. Each site will have access to one student advocate that will help to support students that have potential at risk behaviors.

In addition, students are provided with behavioral interventions including the following:

1. Parent, teacher, student and administrative conferences.
2. Formal SST process.
3. Counseling support on campus.
4. Referral to off-site counseling support or counseling services provided through outside contract agencies.
5. Use of placement alternative supportive setting (PASS) in lieu of suspension on Nelson Avenue Middle School Campus.
6. Placement in alternative setting (CDS) to support more intensive students if necessary.

APPENDIX D

DESCRIPTION OF COUNTY ALTERNATIVE PROGRAM

Butte County Office of Education
Superintendent: Tim Taylor
1859 Bird Street, Oroville CA 95965
(530) 532-5650

Student Programs & Services
Assistant Superintendent: Michelle Zevely

Table Mountain School K-12

Description of District Alternative Programs:

Table Mountain School – Juvenile Hall School Grades: K-12

To provide a safe and optimal learning environment that meets the diverse needs, promotes the successful growth and ensures the maximum opportunity for each student to reach high standards of academic, career, technical education and social achievement.

The Superintendent of Butte County Office of Education (BCOE) is the legal agent for administering Table Mountain School. The educational program is designed to meet the individual needs of all wards while they are detained. All students are assessed for individual abilities and previous school work is evaluated. Students are appropriately placed in classes that are aligned to the California State Content Standards. Title 1 Mathematics and English Language Arts intervention classes provide academic support to students who are eligible. Site level assessments are administered and student assignments are developed accordingly. Services such as special education, counseling, anger management, drug and alcohol education and tobacco cessation are provided on site. The instruction focuses on the core curriculum and is monitored to ensure the greatest student success. All students who have not earned a district or BCOE diploma attend school, and Table Mountain School neither suspends nor expels students.

Learn All Day Everyday (LEAD) – Community School.....Grades: 7-12

LEAD is a program dedicated to providing educational opportunities to students at risk in grades 7-12. LEAD works to prepare students for college and career by providing a culturally respectful environment for students to become critical thinkers, problem solvers and contributing members of their community. LEAD is an optional program for students within Butte County who are at risk of or have been expelled or on probation.