

BUTTE COUNTY

COUNTYWIDE EXPULSION PLAN



BUTTE COUNTY SCHOOL DISTRICTS:

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 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 JUNE 2015

Contents

Introduction.....	2
Overview of Alternative Programs	3
District and County Gaps and Strategies in Educational Services	4
Summary of the Process of Referral (See Appendix A & B)	5
Flow Chart for Expulsions – Regular Education Appendix A	6
Flow Chart for Expulsions – Special education Appendix B.....	7
District Educational Alternative Descriptions - Appendix C	8
Bangor Union Elementary School District	9
Biggs Unified School District.....	10
Chico Unified School District	11
Durham Unified School District.....	13
Feather Falls Union Elementary School District	14
Golden Feather Union School District	15
Gridley Unified School District.....	16
Manzanita Elementary School District.....	17
Oroville City Elementary School District.....	18
Oroville Union High School District.....	20
Palermo Union School District.....	20
Paradise Unified School District	23
Pioneer Union Elementary School District.....	24
Thermalito Union School District	25
Description of County Alternative Programs - Appendix D	26
Butte County Office of Education	27

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 2015-16, 2016-17 and 2017-18. The current plan has been adopted by the governing board of each school district in Butte County and the Butte County Board of Education. Enumerated in the Butte Countywide Expulsion Plan are existing educational alternatives for expelled students, identified gaps in educational services to expelled youth, and strategies for filling those service gaps. 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 26,250 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.

IDENTIFIED DISTRICT AND COUNTY GAPS AND STRATEGIES FOR IMPROVEMENT

In fall of 2014 a committee was developed to update the Butte Countywide expulsion plan and to identify gaps in services and strategies for supporting expelled students as well as students at risk for expulsion. The committee members included Principals and school leaders from Alternative schools within Butte County, the Assistant Superintendent of Student Programs and Services for BCOE, partners from Behavioral Health, child welfare and attendance, foster youth services, law enforcement and other identified community partners.

The following two gaps in services were identified and will be supported by the development and implementation of a strategic plan over the next three years.

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.

The committee is in the process of developing a three year strategic plan to address the two identified needs. The committee is developing goals and actions to support these gaps and is committed to meeting on a regular basis over the coming three years to support the implementation of the strategic plan. Training, outreach and collaboration with district and regional partners will be pillars of the strategic plan to address identified gaps in services.

Of importance to our committee and the teaching staff throughout our County is to develop outcomes to close the identified gaps so we will improve services and educational outcomes for students. Specifically, we believe that by developing a three year strategic plan we will:

- Minimize the number of suspensions that lead to expulsions
- Minimize the number of expulsions being ordered
- Support students returning from expulsions
- Ensure that our practices do not relate to any disproportionate representation of minority students.

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.

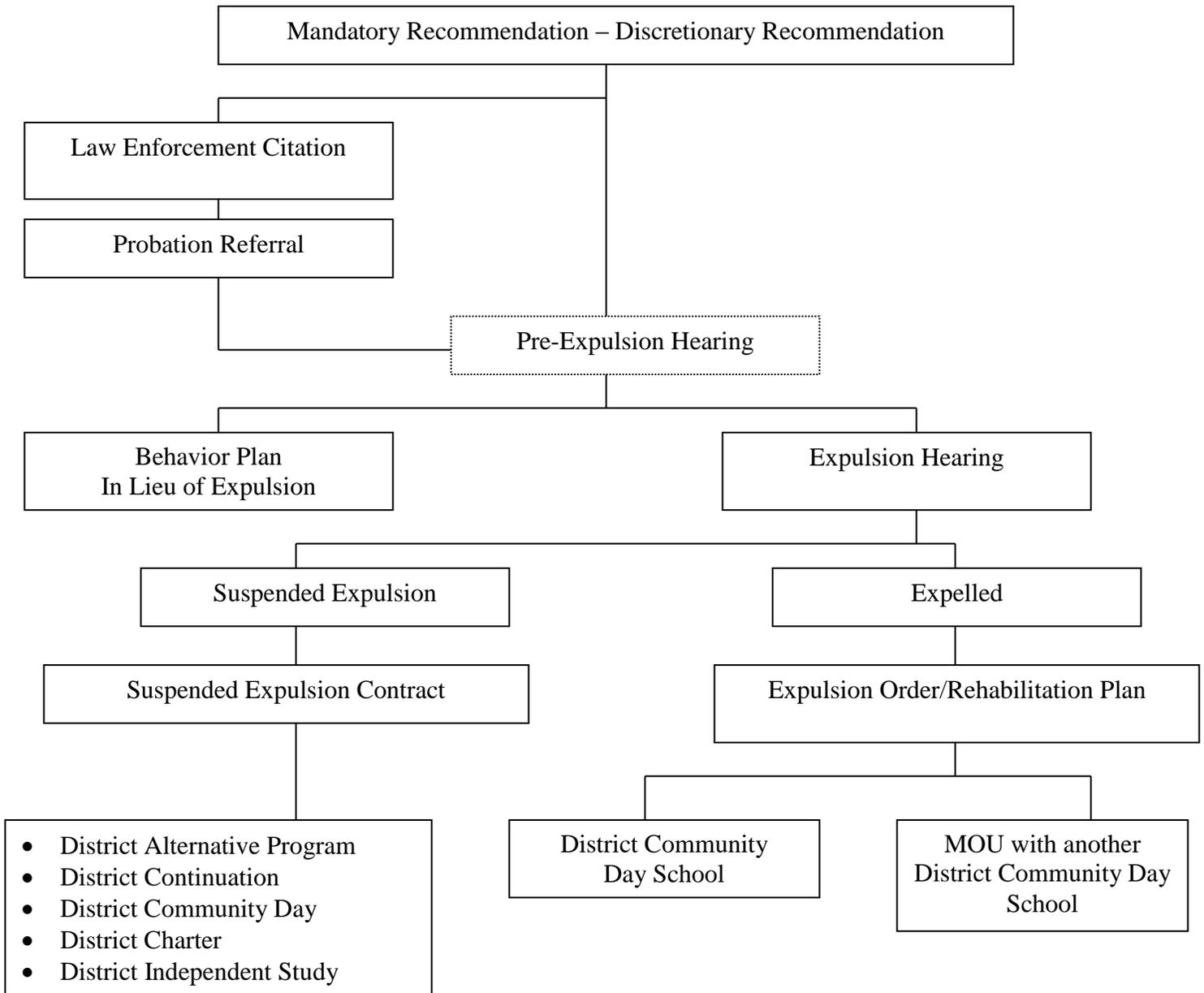
Rehabilitation Plan – Include Staff from Receiving Program Options

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.

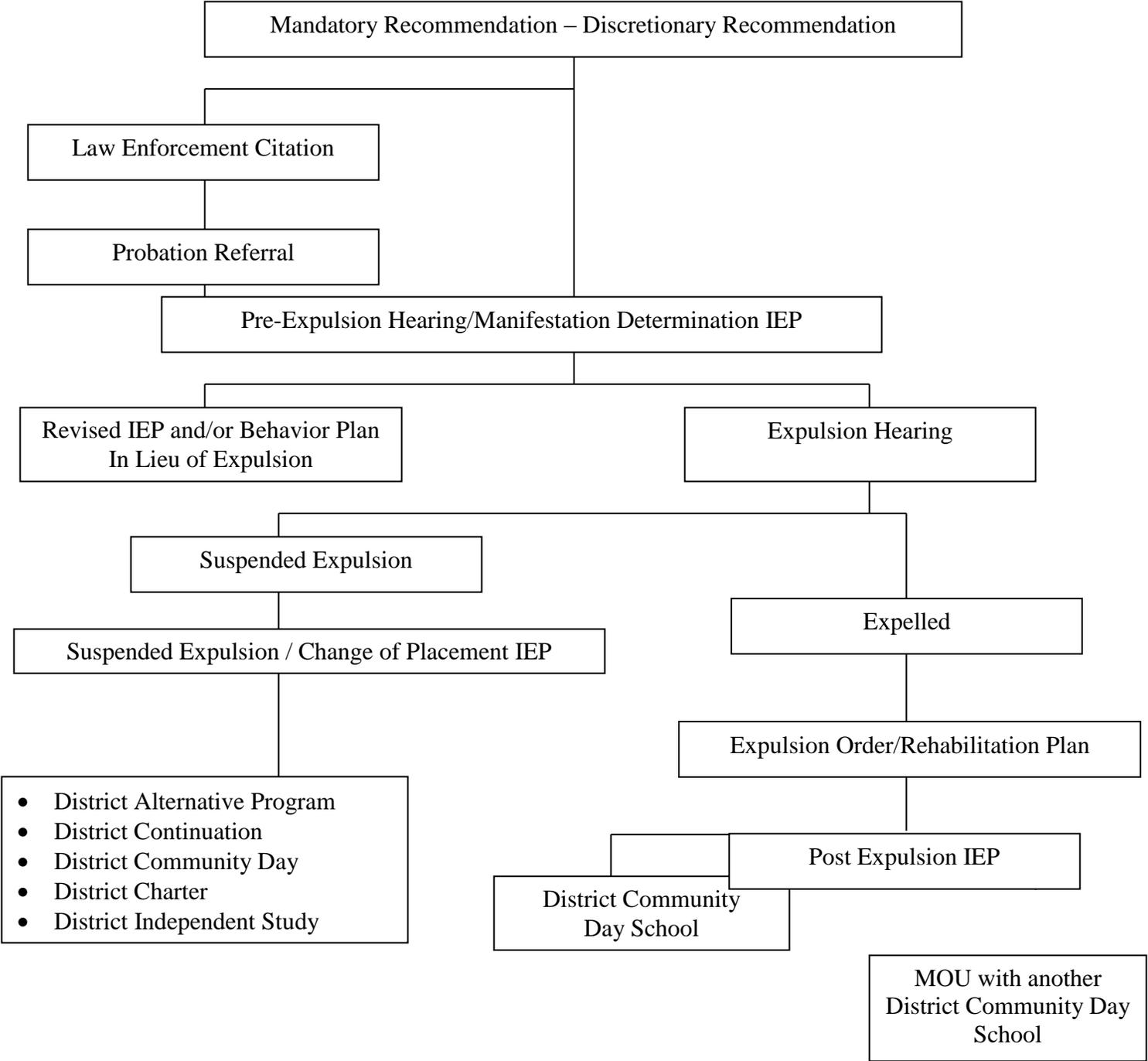
End of Expulsion

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

PO Box 340, Bangor, CA 95914

(530) 679-2434

Superintendent: Paul Arnold

Grades: K-8

ADA: 120

Bangor Elementary School K-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

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

Superintendent: Doug Kaelin
Grades: K-12
ADA: 530

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.

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

Superintendent: Kelly Staley
Grades: K-12
ADA: 11,783

Chapman Elem.	K-6	Marigold Elem.	K-6	Bidwell Jr. High	7-8
Chico Country Day	K-8	McManus Elem.	K-6	Chico Jr. High	7-8
Citrus Elem.	K-6	Neal Dow Elem.	K-6	Marsh Jr. High	7-8
Emma Wilson Elem.	K-6	Nord Country	K-6	Chico High	9-12
Forest Ranch Charter	K-6	Parkview Elem.	K-6	Pleasant Valley High	9-12
Hooker Oak Elem.	K-6	Rosedale Elem.	K-6	Fairview High	9-12
Little Chico Creek	K-6	Shasta Elem.	K-6	Academy for Change	7-12
Loma Vista Sp.Ed. PK-12+		Sierra View Elem.	K-6	Oakdale Ind. Study	7-12
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: 7-12**

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: 7-12**

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.

Continued – Chico Unified School District

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.

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

Superintendent: Leonard Foreman
Grades: K-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.

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.

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

Superintendent: Gregory Blake
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.

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

Interim Superintendent: Rick Rubino

Grades: K-12

ADA: 2,026

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

Community Day School Program

Grades: 7-12

The community Day School offers a self-contained 7-12 program which supports individualized instruction for the students. The approach emphasizes basic skills, behavior modification and social skills development. The program operates on the same calendar as the rest of the unified district. Its daily schedule is 360 instructional minutes plus a lunch period and recess. Duration of enrollment is generally the remainder of the semester of placement plus one additional semester. This prepares the student to return to the comprehensive middle or high school. The Community Day School is located at a site away from regular school campuses.

Esperanza Continuation High School

Grades: 9-12

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 either the District Community Day School or another district. The district will monitor the Rehabilitation Plan.

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

Superintendent: Brad Roberts
Grades: K-8
ADA: 290

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.

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

Superintendent: Dr. Penny Chennell-Carter
Grades: K-8
ADA: 2,410

Bird Street School K-5
Wyandotte Avenue K-6
Oakdale Heights K-6
Ophir Elementary K-6
Stanford Ave K-6

Central Middle 7-8
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.

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

Superintendent: Dr. Corey Willenberg
Grades: 9-12
ADA: 2,272

Las Plumas High	9-12	OUHSD Community Day	9-12
Oroville High	9-12	Oroville Adult School	11-12 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

Target population is based on enrollment availability. Although courses are primarily targeted for adult population, student meeting Adult Education criteria are accepted to this alternative program to earn credits to obtain a diploma. Students are required to attend 16-20 hours per week. Eligible students may also enroll in the Adult School's GED Preparation course and 60 days prior to his/her 18th birthday would be eligible to take the GED test for the first time.

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.

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

Superintendent: Dr. Bryan Caples
Grades: K-8
ADA: 1,347

Helen Wilcox Elementary	K-3	Palermo School	6-8
Honcut Elementary	K-2	Palermo Community Day	K-7
Golden Hills Elementary	4-5	Palermo Community Day	5-8

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.

District Community Day School **Grades: K-7**

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).

District Community Day School **Grades: 5-8**

The Palermo Community Day School is a special program to serve 6-8 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.

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

Superintendent: Roger Bylund
Grades: K-12
ADA: 3,200

Children's Community Charter	K-8	Pine Ridge Middle	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	9-12
Home Tech Charter Independent		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: 9-12**

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 or preparation of the GED. The school offers a morning and afternoon session with flexible scheduling. Students may earn a high school diploma or prepare to return to the comprehensive high school. Students spend a minimum of 15 hours per week in 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.

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

Superintendent: Doug Williams
Grades: K-8
ADA: 74

Berry Creek Elementary K-8
Bald Rock Community Day 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 the district community day school.

Bald Rock Community Day

Grades: K-8

Expelled students may be assigned to Bald Rock Community School. The community day school teacher monitors the Rehabilitation Plan.

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 the District Community Day School or another district CDS. The district will assign monitoring of the Rehabilitation Plan.

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

Superintendent: Julian Diaz
Grades: K-8
ADA: 1,445

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

SchoolGrades: 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

SchoolGrades: 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.

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.