

Stanislaus County Office of Education (SCOE) and districts continue to work together on an on-going basis to assure this special population of students' educational experience is viable and students are successful. In reviewing the gaps in educational services to expelled pupils that were identified in the 2003-2006 Plan, the strategies and options listed below have been implemented during the last three years.

### 1. What strategies were successful and what additional strategies were implemented?

The strategy of sending students to the County's Community School is the best available option for this group of students. The options for support, both educationally and behaviorally, are provided by staff trained and experienced in working with a challenging student population.

The students in grades K-12 who are served during their period of expulsion have been able to assimilate back into their school setting when students have met the conditions of their Rehabilitation Plan for readmission to their referring school. Parent involvement and intervention through the professional services of counseling, diversion and monitoring of behavior, have added to the success of returning students to their regular school setting.

In some districts additional programs such as "The WAKEUP Program, GAPP Program, and Young Firststarters Program as well as individual and family counseling support the student while the educational component keeps the student at a skill level for academic assimilation.

### 2. Enumerate the educational services that are currently available and outline strategies for improvement during the next three years.

#### a. What are the current educational alternatives for expelled students?

- Suspend expulsion – return to same site
- Suspend expulsion – assign to different site
- Suspended expulsion – placement on a contract for behavior
- Expulsion – assign to Stanislaus County Alternative Education Programs
- Expulsion – inform parents of Charter or private school options

#### b. Identify gaps in educational services to expelled students:

- Year Round Education districts expressed the number of days of school or readmission time may not match particular track (SCOE is all traditional track).
- Pacing and level of academic studies may not match the district.
- PE and the arts are not as extensive as at a district in a regular program.
- Laboratory experiences in science may be less hands-on.
- Programs targeted for services to grades 4-12 that could be short-term, less than a semester, for students not committing more serious "C level" violations and whom may be more amenable to interventions.

#### c. Outlines strategies for filling those service gaps:

- Districts provide pacing calendars for subjects and grades to allow SCOE alternative education staff to consider the breadth of study to match that of a district for student readmission success.
- Contract for itinerant art and PE services for students if viable.
- Coordinate instructional materials, when possible.
- Contract with some presentations of theme units that may incorporate hands-on lab experiences.
- Provide a program targeted for grades 4-12, that is not on the regular campus but provides and accelerated (behavioral adjustment) program in which placement duration is determined by progress in the program.

3. Specifically, identify alternative placements for pupils who are expelled and placed in the district community day school/community school programs but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board.

Districts utilize SCOE Alternative Education programs for students to continue their education while imposing additional conditions that can improve a student's/family's understanding of what really must happen to meet the conditions of readmission. Students are not permitted to return to their regular districts until all conditions of the Rehabilitation Plan are met.

4. The countywide plan requires a regional perspective. Discuss the articulation and coordination between school districts and with the county office of education in providing educational placements for expelled students.

Districts are in contact with SCOE personnel on a regular and immediate basis to determine if students have applied for admission after expulsion from a district and to assist with expediting the enrollment process. Districts ask for updates on the status of students in the program to determine that students are attending. SCOE and district personnel communicate effectively to substantiate conditions for readmission and to assure students are successful.

A county-wide committee of Child Welfare and Attendance representatives from each district meets quarterly to maintain a level of consistency and to resolve any issues with students.

Professional organizations like Association of California School Administrators (ACSA) and California Association of Supervisors of Child Welfare and Attendance (CASCWA) give all personnel working with at-risk youth the opportunity to share experiences and strategies.