

COUNTYWIDE PLAN FOR PROVISION OF EDUCATIONAL SERVICES TO EXPELLED STUDENTS IN STANISLAUS COUNTY

Triennial Update June, 2009

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. The strategies and options listed below have been implemented during the past three academic years, 2006-2009.

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

- A. There has been an improved communication system between the SCOE Intake and Assessment Center (PEP) and referring districts relative to following up on students not keeping their appointments. This has resulted in less students falling through the cracks and a quicker student enrollment at an Alternative Education Program site.
- B. SCOE has increased the number of Probation Officers from 1 to 2. This increased presence has resulted in improved attendance at the sites. Additionally, there has been an increase of parents requesting services from the Probation Office during the student intake process.
- C. Many districts now use the Stipulated Expulsion Agreements as a means to allow the students to stay on track academically both in content pacing and credits.
- D. Special education needs for Emotionally Disturbed and Learning Handicapped students have been addressed and services provided have improved greatly.
- E. Student transportation has been provided at John B. Allard as a means to improve attendance for all students including expelled students. This effort has brought an increase in daily student attendance.

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/C. Identified gaps in educational services to expelled students and corresponding strategies:

Gap 1.0

- Instructional programs for expelled students in grades under 6th continue to be limited. The practice of placing students in this grade level on an independent study contract is not the preferred method.

Strategies

- Districts provide appropriate curriculum to serve expelled students if none available by SCOE.
- Explore feasibility of a strategic placement in the county of a classroom(s) for students in grades 4-6.

Gap 2.0

- The lack of adequate public transportation to some of the SCOE school sites continues to adversely affect daily student attendance.

Strategies

- Continue and expand dialogue with public transportation departments to explore viable options.
- Explore use of categorical funds to contract with transportation provider(s) in county.

Gap 3.0

- The lack of mentors available for students attending SCOE Alternative Education sites.

Strategies

- Collaborate closer with CSU, Stanislaus and Modesto Junior College for college mentors to work with students.

Gap 4.0

- The lack of available programs/strategies to assist students who are deficient in credits.

Strategies

- During the 2008-2009 school year, the APEX course online program was started and will be expanded and improved in the coming years.

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. SCOE provides to district personnel regular updates on the status of students in the program. 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 such as Association of California School Administrators (ACSA), Juvenile Court, Community, and Alternative School Administrators of California (JCCASC) 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.