Student Services Collaborative Agenda

September 13, 2017

11:00 a.m. to 12:30 p.m.

VCOE – Administrative Services Center-Simi Room

I. Welcome and Introductions – Dr. Roger Rice
II. SB 54: Data Sharing and DACA
   a. US Citizenship and Immigration Services Website/Humanitarian/DACA
III. Triennial Plan to Serve Expelled Students
IV. Guardian Scholars Symposium Region 6 Update
V. Alternative Education Accountability System Update
VI. Charter Schools Update
VII. SARB Data Update
VIII. Revised Suspension Form
IX. Request for District Form to Document outside PE hours (K-8)
X. Gateway Update
XI. Upcoming training/workshops and Resources Packet Handouts
   a. Preventing Suicide Help and Hope Conference-Sept. 20th Oxnard College
   b. Enrollment and Records Considerations for Homeless and Foster Youth Sept. 25 VCOE
   c. Legal Forum; The Impact of National Immigration Issues, Including DACA, on Your Local School District, September 28th VCOE
   d. 5th Annual Reducing Chronic Absenteeism-Sept. 29th Riverside
   e. CASCWA Southern Section Conf. Oct. 5th Buena Park
   f. 11th Annual Special Populations Conf. Nov. 9th VCOE
   g. Annual Legislative Update-Dec. 7th VCOE
   h. Trauma Informed Practices for Schools-Series of Trainings VCOE
   i. PathPoint Employment Opportunities for Youth
   j. At Promise Student Award Nominations

XII. District Share-Out
Collaborative Plan

by

The Ventura County Office of Education

and

Briggs Elementary School District
Conejo Unified School District
Fillmore Unified School District
Hueneme Elementary School District
Mesa Union School District
Moorpark Unified School District
Mupu Elementary School District
Oak Park Unified School District
Ocean View School District
Ojai Unified School District
Oxnard Elementary School District
Oxnard Union High School District
Pleasant Valley School District
Rio School District
Santa Clara Elementary School District
Santa Paula Unified School District
Simi Valley Unified School District
Somis Union School District
Ventura Unified School District
VENTURA COUNTY PLAN FOR EXPELLED PUPILS

TRIENNIAL UPDATE

JUNE 2015

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Triennial Update of Plan for Providing Educational Services to Expelled Pupils

On July 1, 1996 California Education Code section 48926 became operational. California educational code 48926 states, “each county superintendent of schools in counties that operate community schools pursuant to section 1980, in conjunction with superintendents of school districts within the county shall develop a plan for providing educational services to all expelled pupils in that county. The plan shall be adopted by the governing board of each school district within the county and by the county board of education.” California Education Code section 48926 required county superintendents to submit a plan to the Superintendent of Public Instruction, no later than June 30, 1997 regarding the provisions of educational services to all expelled students in the county.

Section 48926 further provides that each county superintendent of schools, in conjunction with district superintendents in the county, shall submit to the Superintendent of Public Instruction a triennial update to that plan on June 30 thereafter. The first triennial update was due no later than June 30, 2000, the second triennial update no later than June 30, 2003, the third triennial update was due no later than June 30, 2006, the fourth triennial update was due no later than June 30, 2009, the fifth triennial update was due no later than June 30, 2012, and the most current plan is to be submitted no later than June 30, 2015. A list of the board approval dates for each triennial update is contained in this document.

Education Code section 48926 requires that the following components be contained in this plan;

- a. An enumeration of existing educational alternatives for expelled pupils
- b. The identification of gaps in educational alternatives for expelled pupils
- c. Proposed strategies for fulfilling said gaps
- d. Alternative placements for those expelled students who have failed to meet the terms and conditions of their rehabilitation plan

California Education Code section 4816.1 states, “At the time an expulsion of a pupil is ordered, the governing board of the school district shall ensure that an educational program is provided to the pupil who is subject to the expulsion order for the period of the expulsion....” Therefore, every Ventura County School District governing board will refer each expelled student to an appropriate educational placement for the period of the expulsion. The educational placement will be determined on an individual basis by the school district’s governing board based on;

1. The seriousness of the offense
2. Available educational alternatives
3. Other related factors

District-level alternatives for expelled pupils will vary from one district to another depending on such factors as district size, viable alternatives, and district philosophy. Ventura County Office of Education educational alternatives are also available for expelled pupils.
Sixth Triennial Update – June 2015
Representatives from all twenty local school districts in Ventura County participated in the development of the triennial update. The newly formed Ventura County Pupil Services Collaborative met on February 11, 2015 and March 11, 2015 to revise and update the plan. Updates and revisions were made to the plan regarding the commitment of county school districts to utilize the Ventura County Office of Education Community School for placement of expelled youth as opposed to creating district operated community days schools.

A listing of all educational options currently available to expelled youth in Ventura County is contained in the new plan. District superintendents submitted a signed and dated update to the county plan that indicated either

1. The program would continue as it has been, or
2. There would be changes to the plan (see enclosed updated forms)

The approval of the Ventura County Board of Education and submission of the plan to the superintendent of Public Instruction prior to June 30, 2015 shall satisfy requirements associated with the “county plans for provision of educational services to expelled pupils.” In addition, this plan shall be distributed to each district superintendent in Ventura County and uploaded into the VCOE website.

Fifth Triennial Update – June 2012
Gateway Community School operates from one central campus located at the Camarillo Airport. Gateway Community School recently restructured to include the following programs: Transition, Independent Studies, Recovery Classroom, and middle School. Special Education programs and specific support for English Language Learners are available at Gateway. Gateway students also have access to Career Technical Education through the VCOE Career Education Center.

Fourth Triennial Update – June 2009
Gateway Community School Moved into once central campus located at the Camarillo Airport. All previously operated satellite sites were merged into the main Camarillo campus to offer a full range of services at one location. Gateway Community School launched a program called Recovery Classroom to serve chemically dependent incarcerated minors willing to work on their recovery and educational goals.


Third Triennial Update - June 2006
Due to NCLB teacher certification and high school graduation requirements, plus the desire to provide a more comprehensive educational program, VCOE closed existing community school satellite sites. Pre the 2006 Plan, VCOE operated two clustered campuses, located in Camarillo and Ventura.
Gateway Community School staff members have further refined the referral process guidelines to Gateway Community Schools (COE-operated community schools). The referral process guidelines are contained in this document. In addition, the Ventura County SELPA, Ventura County Office of Education, and local school districts collaborated on the development of a referral process for special education students to attend Gateway Community Schools. This referral process was approved by the Superintendents’ Policy Council on January 6, 2006.

Services to expelled pupils remain unchanged from the 2003 Plan to the 2006 Plan for all other local school districts in Ventura County.

Second Triennial Update – June 2003
Four local school districts (Fillmore, Oak Park, Ocean View, and Santa Paula Elementary) submitted revised sub-plans. In addition, VCOE established four more county community school extension sites since the first Triennial update. County community school extension sites were established in the following three cities; Oxnard, Simi Valley, and Santa Paula. The expanded county community school services in Santa Paula included an additional extension campus and a mobile unit.

In 2003 the Ventura County Board of Education and VCOE took action to adopt “Providence School,” as the name of the educational facility to be housed in the new Justice Steven Z. Perren Juvenile Justice Complex. Providence School opened in March of 2004. The new Providence School encompasses the three former VCOE juvenile court schools: Marguerite McBride School, Frank A Colston School, and Work Education Restitution Competency (WERC). McBride and Colston Schools had been located in Ventura and WERC was located in Camarillo at the Camarillo Airport.

First Triennial Update – June 2000
Two local districts, Oxnard Union High School and Santa Paula Elementary School District, established community day schools to expand their menu of services to expelled pupils. (The Santa Paula Elementary Community Day School was later closed due to financial reasons). The superintendents from the remaining local school districts indicated that their plan had remained unchanged since the original adoption of the county plan in 1997. The Ventura County Office of Education (VCOE) established three additional county community school extension sites. New Community school extension sites were established in Ojai, Santa Paula, and West Ventura. Juvenile Restitution Program (JRP), a VCOE operated juvenile court school was relocated to a larger facility at the Camarillo Airport in order to better serve a greater number of minors (the JRP was later renamed to WERC). In addition, VCOE established a community school to serve expelled students in grades K-6. However, operation of this program was discontinued June 1999 due to lack of participation and insufficient ADA.
Ventura County covers an area of 1,843 square miles and ranks 26th in size and 11th in population among California’s 58 counties (pop. 839,000). It is boarded on the north by Kern County, on the west by Santa Barbara County, and on the south and east by Los Angeles County. The pacific Ocean provides the county’s southwestern boarder stretching along 42 miles of coastline. There are ten incorporated cities in the county. The five cities with populations of 50,000 or more are Oxnard, Simi Valley, Ventura, Thousand Oaks, and Camarillo. Ventura is the County seat.

A total of twenty school districts in Ventura County (eleven elementary school districts, eight unified school districts, and one high school district) provide services to over 140,000 pupils. School districts range in size from the smallest with fifty plus pupils to the largest with enrollments of over 20,000 pupils.

Educational programs within Ventura County provide numerous opportunities for students who are in need of traditional and/or alternative educational programs. Individual school districts offer a spectrum of educational alternatives, and the Ventura County Office of Education (VCOE) offers options via court and community school programs. Together, the local school districts and VCOE attempt to provide the needed range of services for expelled pupils.

Educators in Ventura County recognize the need for a continuum of educational services for all pupils, including expelled pupils. It is important to provide support and service to the expelled pupil while recognizing the rights of others to be safe. Local educators also recognize the seriousness of expulsion and pledge to apply careful thought, with an emphasis on fairness and consistency during the decision making process.
<table>
<thead>
<tr>
<th>School District</th>
<th>Original Plan</th>
<th>1\textsuperscript{st} Triennial</th>
<th>2\textsuperscript{nd} Triennial</th>
<th>3\textsuperscript{rd} Triennial</th>
<th>4\textsuperscript{th} Triennial</th>
<th>5\textsuperscript{th} Triennial</th>
<th>6\textsuperscript{th} Triennial</th>
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<tr>
<td>Briggs Elementary</td>
<td>Feb.13</td>
<td>Apr.6</td>
<td>Mar.21</td>
<td>Apr.10</td>
<td>Mar.9</td>
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<td>Conejo Unified</td>
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<td>May 9</td>
<td>Mar.16</td>
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<td>May 6</td>
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<td>Hueneme Elementary</td>
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<td>Apr.24</td>
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<td>Apr.6</td>
<td>Mar.28</td>
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<td>Ocean View</td>
<td>Mar.11</td>
<td>Apr.13</td>
<td>Jun.10</td>
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<td>Ojai Unified</td>
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<td>May 8</td>
<td>Jun.26</td>
<td>May 6</td>
<td>Feb.24</td>
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<td>Oxnard Elementary</td>
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<td>Apr.10</td>
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<td>Oxnard Union High</td>
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<tr>
<td>Rio</td>
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<td>May 5</td>
<td>Mar.4</td>
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<tr>
<td>Santa Paula Elementary</td>
<td>Mar.25</td>
<td>Apr.10</td>
<td>May 8</td>
<td>Apr.13</td>
<td>Apr.29</td>
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<td>Santa Paula Union High</td>
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<td>Apr.7</td>
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<td>Santa Paula Unified</td>
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<tr>
<td>Simi Valley Unified</td>
<td>May 6</td>
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<td>Somis Union</td>
<td>Jan.22</td>
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Each school district shall take steps to see that services are provided for pupils who have an expulsion hearing. A pupil whose behavior has resulted in expulsion shall be given a rehabilitation plan that is designed by the district of residence. Any recommended placement should be monitored and appropriate documentation maintained. This plan may involve one or more of the options outlined below.

The governing board of each school district will determine which educational alternatives are appropriate and available. Educational alternatives throughout Ventura County for pupils recommended for expulsion included, but are not limited to, the following options:

1. Expulsion, suspended order, with placement on the same 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, suspended order, with placement in district independent study, if the parent consents.
4. Expulsion, suspended order, with subsequent transfer to another district.
5. Expulsion with referral to a district community day school, if available.
6. Expulsion, suspended order, with subsequent transfer to a charter school
7. Expulsion, suspended order, with subsequent transfer to private school
8. Expulsion with subsequent transfer to another district.
9. Expulsion with subsequent transfer to a charter school
10. Expulsion with subsequent transfer to a private school
11. Expulsion with referral to the Ventura County Office of Education Gateway Community School Program (grades 6-12).

Note: Parents may elect to enroll in a charter or private school. Costs associated with private schools or charter schools, if any, are the responsibility of the parent. School Districts will always offer a public school option for expelled pupils.

The Ventura County Office of Education (VCOE) is committed to providing educational services for pupils expelled from Ventura County school districts. Educational services for expelled Ventura County youth are provided through Gateway Community School. Additionally, expelled pupils who are detained while awaiting adjudication, or who are wards of the juvenile court serving a commitment in the Ventura County Juvenile Facility are provided educational services through Providence School.
Gateway Community School

Gateway Community School was established in 1980 by the Ventura County Office of Education. It is located in Camarillo, CA between Pleasant Valley Road and the Camarillo Airport.

Gateway Community School serves youth in grades 6-12, students enrolled at Gateway are considered high-risk and referred based on their current status with their home district, probation and the Student Attendance Review Board.

Gateway Community School accepts referrals from districts for reasons of expulsion, chronic truancy, severe misbehavior, need for a smaller and more structured setting or are referred by probation.

Gateway prepares students to be respectful, positive, productive and proud young people as a commitment to students, parents, community members and school districts. As a National Demonstration Site for Positive Behavior Intervention Gateway emphasizes to all of the students that regardless of what city they live in, Gateway is everyone’s community.

Gateway Community School staff work collaboratively with students, parents, local public school districts, Ventura County Probation Agency, and other community agencies to provide Gateway students a renewed sense of educational purpose through high expectations and socio-emotional support. The primary goal at Gateway Community School is preparing students for academic success and for eligibility to return to their local public school districts. Students who do well in Gateway Community School may choose to stay and graduate with their high school diploma from Ventura County Office of Education.

Providence School

Providence School is located within the Ventura County Juvenile Facility on Vineyard Ave. in El Rio. Providence serves minors who are detained and awaiting adjudication in the Detention Program, and adjudicated minors who are wards of the court serving sentences in the Commitment Program. Providence School provides a high school diploma program, a GED preparation program, and Career Technical Education services. Providence students also have access to counseling, special education, and transition specialist services.
# County and District Gaps and Strategies Regarding the Provision of Education Services to Expelled Pupils

Per Education Code 48926, "The plan shall enumerate existing educational alternatives for expelled pupils, identify gaps in educational services to expelled pupils, and strategies for filling those service gaps." VCOE and school district staff have identified four gaps that exist with respect to providing educational services to expelled pupils. What follows is an overview of the identified gaps and the corresponding County/District strategies for addressing these gaps in educational services.

<table>
<thead>
<tr>
<th>Service Gaps</th>
<th>County / District Strategies</th>
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<tbody>
<tr>
<td><strong>Service Gap #1</strong></td>
<td></td>
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<tr>
<td>Referral back to original school district due to non-attendance or failed placement</td>
<td>a. The county and district will exhaust their existing options, in conjunction with the Probation Department, SARB, SELPA, and Behavioral Health to determine an educational program that will provide the pupil with educational options.</td>
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<td>b. Pupils have the option to apply to a private school at no expense to the school district or apply to a Charter School in or out of the County. The private school or Charter School is not obligated to accept the pupil.</td>
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<td>c. When all educational options available to the Ventura County Office of Education have been exhausted, a collaborative effort will be made for placement of pupil back in a district program which will serve the pupils' academic and behavioral needs.</td>
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<td><strong>Service Gap #2</strong></td>
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<tr>
<td>Small School Districts</td>
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<tr>
<td></td>
<td>a. The elementary districts will use their local alternatives in providing educational programs for their expelled students' grades 4-5. In the event the numbers would warrant the establishment of a separate program, the Ventura County Office of Education would enter into a cooperative agreement with the elementary districts to establish an alternative program.</td>
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**Service Gap #1**

Referral back to original school district due to non-attendance or failed placement

A student is expelled from the district under education code 48915 and is referred to a county operated community school program. A pupil expelled under Education Code 48915 by a district could potentially reoffend under Education Code 48915, during their placement the county community school, or not attend, resulting in a referral back to the district of residence.

**Service Gap #2**

Small School Districts

Small school district, specifically Elementary school districts within Ventura County expel very few pupils. Some of the smallest elementary districts have virtually no history of expulsion. The geographic spread of the schools and scarcity of expulsion cases present a challenge to the establishment of a program to serve this group.
b. Ventura County Office of Education will provide transportation to the County operated Community school for all pupils expelled by County School districts grades 6-12

c. The Ventura County Office of Education has established Community Middle School Program to address districts need for placement of expelled students grade 6-8

<table>
<thead>
<tr>
<th>Service Gap #3</th>
<th>Pupil options grades 4-5</th>
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<tbody>
<tr>
<td><strong>Expelled pupils in grades 4-5 do not have the same educational options available as do expelled pupils in grades 6-12.</strong></td>
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<tr>
<th>Service Gap #4</th>
<th>District operated Community Day schools</th>
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<tbody>
<tr>
<td>The current requirements associated with the establishment of community day schools make this alternative very difficult for districts to implement. The restrictive nature and funding base, when coupled with small numbers, make it financially impossible to provide services and cover cost.</td>
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<thead>
<tr>
<th>Service Gap #3</th>
<th>Pupil options grades 4-5</th>
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<tr>
<td>a. The elementary districts will use their local alternatives in providing educational programs for their expelled students’ grades 4-5. In the event the numbers would warrant the establishment of a separate program, the Ventura County Office of Education would enter into a cooperative agreement with the elementary districts to establish an alternative program.</td>
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<thead>
<tr>
<th>Service Gap #4</th>
<th>District operated Community Day schools</th>
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<tbody>
<tr>
<td>a. Districts will monitor changes under the community day school legislation. Joint planning may result in options that do not currently exist between the participating entities.</td>
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<tr>
<td>b. The Ventura County Office of Education will continue to provide a Community School option for pupils expelled from Ventura County school districts in grades 6-12.</td>
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<tr>
<td>c. Pupils have the option to apply to a private school at no expense to the school district or apply to a Charter School in or out of the County. The private school or Charter School is not obligated to accept the pupil.</td>
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</tr>
</tbody>
</table>
d. In the event the numbers of expelled pupils in grades 4-5 would warrant the establishment of a separate program, the Ventura County Office of Education would enter into a cooperative agreement with the elementary districts to establish an alternative program.

County and District Agreement on Alternative Placements

Per Education Code 48926, "The plan shall also identify alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board."

Option #1

The school district of residence continues to maintain responsibility for referring the pupil to an appropriate educational setting, and ensuring an educational program is provided either inside or outside the school district.

Option #2

Expelled pupils referred to the county operated community school program for placement will be provided an assessment of needs in partnership with community school staff, parents and/or legal guardian(s), and district representatives. If a pupil expelled under Education Code 48915 by a district to the county operated community school program reoffends under Education Code 48915, during their placement, or does not attend, the pupil will be referred back to the district of residence.

(SB1111 states, a pupil who has been involuntarily enrolled in a county community school has the right to reenroll in his or her former school or another comprehensive school immediately after being readmitted from an expulsion order or court-ordered placement. Only the governing board of the school district that issued the initial order or subsequent order to expel may extend the duration of an expelled pupil’s placement in a county community school)
Gateway Community School Referral Process Guidelines

Ventura County SELPA Referral Process for Special Education Students to Gateway Community School

Policy: Referral Process for Special Education Students to Gateway Community Schools
Approved: Superintendents' Policy Council - Approved May 23, 2014

Education Code Section 1981 states that the county board of education may enroll pupils in a community school program who meet any of the following criteria:

1. Are expelled from a school district for any reason;
2. Upon the recommendation of a school attendance review board; or by the school district of attendance, upon the request of a pupil's Parent/Guardian, with the approval of the school district of attendance;
3. On probation or parole and not in attendance in any school;
4. Are considered to be homeless

Gateway Enrollment

Gateway School shall serve eligible sixth through twelfth grade special education students when staff has determined that the goals and objectives written on the student's Individualized Education Program (IEP) can be addressed at Gateway.

Related Services

It shall be the responsibility of the district of residence to fund/provide related services stipulated on a student’s IEP if those services are not available at Gateway School, (i.e special circumstance paraprofessional, home instruction.)

Independent Study

Any student with an IEP will not be provided independent studies by Gateway Community School. If a student with an IEP requires an independent study like program they will be referred back to their home district at which point the district and the IEP team may determine the student’s placement.

Home Instruction

CCR section 3051.4 states that a student can be placed on home instruction through an IEP team decision. If a student is placed on home instruction, student will be dis-enrolled from Gateway and re-enrolled in District of Residence (DOR) during the interim period of home instruction.
Referral

Member districts of the Ventura County SELPA shall follow the steps outlined below when referring a special education student to Gateway Community Schools.

1. District contacts Gateway staff representative to arrange an IEP meeting to discuss school placement and services

2. A complete referral packet will be submitted to Gateway. The referral packet shall include:
   a. A completed Referral Recommendation Form signed by the parent/guardian, student and representative from district of residence. If the student is homeless, a district staff person authorized to determine residence shall sign the referral recommendation form.
   b. A completed Release of Information signed by the parent/guardian.
   c. For non-expelled students, a completed Inter-district Referral form signed by the parent/guardian.
   d. The most current IEP. If at the most recent triennial review new assessment was not administered, attach copy of Triennial Review Worksheet/letter and Summary of Review.
   e. The most recent Psychoeducational Assessment reports. If applicable, the Manifestation Determination Review Worksheet.
   f. The Behavioral Analysis Review Worksheet (BARW) or a Functional Behavior Assessment (FBA) should be completed for students exhibiting primarily externalizing behaviors with a resulting Comprehensive Behavior Intervention Plan (CBIP) or Positive Behavior Intervention Plan (PBIP).
   g. For students with primarily internalizing symptoms, a completed BARW. A CBIP or PBIP could be included as a result of the worksheet.
   h. For students with social-emotional needs, social-emotional goal(s) as necessary. Other psychological, medical and educational and behavioral records, including all standardized required Statewide assessments (CAASPP, CELDT, CAHSEE, )
   i. A summary of any district interventions that have been tried and why they were not successful.
   j. The name, phone and e-mail of the district’s designated special education contact person.

3. Gateway staff shall notify the referring school district within two days, by phone or e-mail, if the referral packet is not complete and provide the referring district a list of the missing information that needs to be submitted.

4. Once a completed packet has been received, the referring school district shall be notified within five working days if the Gateway staff does not believe that Gateway is the appropriate setting for the student. A written explanation for the decision will be provided.
5. If the student’s IEP stipulates services or materials not available on the Gateway campus, it shall be the responsibility of the referring district to provide and or fund the identified services and materials (i.e. SCP, Level 1 transportation).

6. IEP Placement meeting will be held to discuss service and programs. When developing the IEP for new placement, include the Worksheet for Specialized Out of District Program for non-expelled referrals. District of Service will be changed in SIRAS.

7. Once the student has been accepted, parent is invited to an orientation meeting at Gateway. Gateway staff will notify district if the parent misses two enrollment appointments and will determine next steps.

8. Once the parent participates in the orientation meeting, student begins school on the following day. Student will attend transition support classes during their first week of school. Special education services will be provided during this time.

Appeal Process

1. The district of residence shall have the option to challenge the denial of enrollment.

2. Within five days of the denial of enrollment the district of residence shall request a review meeting with the Ventura County Office of Education Student Services Division administration. If the meeting between the representative of the referring district and the Student Services administration does not end in consensus, the referring school district shall have the right to appeal to the Ventura County Office of Education administration.

3. The referring school district representative and the representative of Gateway School shall meet with the Ventura County Office of Education to resolve the dispute.

4. The Gateway School representative shall present documentation and a rationale as to why Gateway school is not the appropriate educational placement option for the student and the referring district shall have the opportunity to present evidence as to why Gateway is the appropriate placement.

5. The Ventura County Office of Education Superintendent or Designee shall hear all relevant evidence and render a final decision within seven calendar days.

Initial/Annual/Triennial Evaluations

Any SST recommended or parent requested special education initial assessment must be completed with final determination as to whether the student is eligible for services prior to student being referred to Gateway.

If a triennial evaluation is due within 90 days of the student enrollment in Gateway, the referring district is responsible for completing the assessment.
If a triennial evaluation is due beyond 90 days of the student enrollment in Gateway, the Ventura County Office of Education is responsible for completing the assessment.

For annual IEPs due within 30 days of entering Gateway or returning to district, every effort will be made to hold the annual IEPs within the timeline.

**Student Return to District**

District will be provided with a 30 day notice (unless it is an emergency situation) by Gateway Staff if student is being considered for return to district.

When considering returning a Special Education student to district, Gateway and district of residence will agree on an appropriate date and time to convene an IEP meeting. Special Education Students may be returned to the district of residence if determined by the IEP team for the following examples:

**Expelled Students:**

1. The student has met the terms of the expulsion and rehabilitation plan.

2. The student has exhibited severe behavioral or attendance issues and Gateway interventions are not successful. IEP meeting will be scheduled to discuss areas of concern.

3. The student has committed an expellable offense while enrolled at Gateway (EC 48915 (c)). Manifest Determination meeting will be scheduled through the student’s district of residence. District of residence will continue with the expulsion procedures/process.

4. Student has attended Gateway one semester past return to district date and is not showing significant progress. An IEP meeting will be held with home district to discuss matter and facilitate return of student. Student will only be returned to district at start of semester if IEP team is in agreement.

**Non-Expelled Students:**

1. The student has completed middle school and is transitioning to high school. IEP meeting will be held to discuss progress and possible placement recommendations.

2. The student has completed a full semester at Gateway and is being recommended for possible return to district by Gateway team. This recommendation may be made if the student has passed all classes with a C or above and behavior or attendance issues have been decreased by at least 50%. IEP meeting will be schedule to discuss recommendations.

3. The student’s educational needs as defined in the IEP are not being met. IEP meeting will be scheduled to discuss areas of need.
4. The student has exhibited severe behavioral or attendance issues and Gateway interventions are not working. IEP meeting will be scheduled to discuss areas of concern.

5. The student has committed an expellable offense while enrolled at Gateway (EC 48915 (c)). Manifestation Determination meeting will be scheduled through the student’s district of residence. District of residence will continue with the expulsion procedures/process.

Referral Process for Providence Students

When a student has been enrolled in Providence an IEP must be held prior to referring to Gateway Community School. If the student has been committed to Juvenile Hall, Gateway will be responsible for the IEP. However, if the student has only been detained, the student’s home school/district is responsible for the IEP.
August 1, 2017

Dear County and District Superintendents and Charter School Administrators:

CALIFORNIA SCHOOL DASHBOARD ALTERNATIVE SCHOOL STATUS
APPLICATION PROCESS

The State Board of Education (SBE) approved criteria for defining alternative schools in the new accountability system at their meeting on July 12, 2017. This criteria replaces the former application process known as the Alternative Schools Accountability Model (ASAM) and requires schools not defined in California Education Code (EC) Section 52052(g) to complete an application process to receive California School Dashboard (Dashboard) Alternative School Status (DASS) every three years.

Attachment 1 provides the complete SBE-adopted eligibility and application process for the DASS. Attachment 2 is the process for withdrawal from the DASS. These materials, along with the DASS application process, are available on the California Department of Education (CDE) DASS Web page at http://www.cde.ca.gov/ta/ac/dass.asp. Applications must be postmarked by October 6, 2017, for schools to be excluded from the Fall 2017 Dashboard release. The CDE encourages local educational agencies (LEAs) and direct-funded charter schools to begin the application process early to ensure the required signatures of certification are obtained in advance of the deadline.

Note: The SBE may consider revisions to the eligibility criteria pending the collection of data using the new eligibility criteria.

The CDE and SBE are committed to the development of appropriate measures for alternative schools in the new accountability system and anticipate adoption of these measures in 2018 for inclusion in an integrated Dashboard beginning with the Fall 2018 Dashboard release. Since these alternative indicators remain in development, alternative schools (as defined in Attachment 1), just as in the Spring 2017 Dashboard release, will not be included in the Fall 2017 Dashboard release.

Alternative schools identified in EC Section 52052(g) do not need to submit an application based on their school type. Schools not identified in EC Section 52042(g), such as alternative schools of choice or charter schools serving high-risk students as identified on entry to the school, must complete the DASS application process to be considered an alternative school in the Dashboard.
Former Alternative School Accountability Model Schools

At their May 2017 meeting, the SBE approved a requirement that schools approved under the prior ASAM must reapply for alternative status under DASS. Alternative schools of choice and charter schools serving high-risk students that had an ASAM application approved prior to July 1, 2016, must complete the DASS application process to be considered an alternative school. Through this letter, the CDE is also notifying all former ASAM schools of the new criteria, as well as the DASS application process to be considered an alternative school.

Schools approved through the former ASAM process between July 1, 2016, and June 30, 2017, are not required to complete the application process. A list of schools who were approved during the former ASAM process for this timeframe are posted on the CDE DASS Active Schools Web page at http://www.cde.ca.gov/ta/ac/activeschools.asp.

District-Operated Special Education Schools

The recent SBE-approved criteria also allows district-operated special education schools to be automatically included as an alternative school in the Dashboard if at least 70 percent of the students enrolled in grades three through eight and grade eleven participated in the California Alternate Assessments (CAA). These schools are not required to complete the application process and will be held accountable under the standards adopted by the SBE for alternative indicators in the Fall 2018 Dashboard release. Note: county-operated special education schools are included in EC 52052(g) and do not need to submit an application.

District-operated special education schools with less than 70 percent of students participating in the CAA must complete the DASS application process if they would like to be considered an alternative school in the new accountability system.

If you have any questions regarding the Dashboard Alternative School Status application process, please contact the Academic Accountability Unit by e-mail at aau@cde.ca.gov or by phone at 916-319-0863.

Sincerely,

/s/

Cindy Kazanis, Director
Analysis, Measurement, and Accountability Reporting Division

CK:js
Attachments

cc: LEA Accountability Coordinators
    ASAM Coordinators
Criteria and Application Process for the California School Dashboard Alternative School Status

At their July 2017 meeting, the State Board of Education (SBE) adopted new criteria which defines alternative schools in the California School Dashboard (Dashboard). Most schools automatically qualify for the Dashboard Alternative School Status (DASS) under California Education Code (EC) Section 52052(g), while schools such as alternative schools of choice and charters serving high-risk students will need to apply to be considered an alternative school in the new system. The following distinguishes between schools which are automatically included in the new system and those that need to complete the DASS application process:

1. **Automatically Alternative Based on School Type:** Schools that have a school type identified in EC Section 52052(g) automatically qualify for an alternative status; therefore, these schools do not need to apply for DASS. These schools will not receive a Fall 2017 Dashboard, and will automatically be held accountable for meeting the standards that are currently in development for the alternative indicators planned for the Fall 2018 Dashboard release. The school types identified in EC Section 52052(g) are:
   - Continuation
   - County or District Community Day
   - Opportunity
   - County Community
   - Juvenile Court
   - California Education Authority, Division of Juvenile Justice
   - Nonpublic, nonsectarian schools
   - County-Run Special Education Schools

2. **Must Apply for Alternative Indicator Status:** Schools that are alternative schools of choice or charter schools that serve high-risk students do not have a school type identified in EC Section 52052(g). These schools must apply and certify that they qualify for alternative status. If approved, these schools will not receive a Fall 2017 Dashboard, and will automatically be held accountable for meeting the standards that are currently in development for the alternative indicators planned for the Fall 2018 Dashboard release.

To qualify for DASS, schools must meet the SBE-approved criteria that at least 70 percent of their enrollment (upon first entry to the school) is comprised of high-risk students. The definition of high-risk student groups as approved by the SBE at their July 2017 meeting is:

   a. Expelled (EC Section 48925[b]), including situations in which enforcement of the expulsion order was suspended (EC Section 48917)

   b. Suspended (EC Section 48925[d]) more than 10 days in a school year
c. Wards of the Court (Welfare and Institution Code [WIC] Section 601 or 602) or dependents of the court (WIC Section 300 or 654)

d. Pregnant and/or Parenting

e. Recovered Dropouts, as defined in EC Section 52052.3(b), as students who: (1) are designated as dropouts pursuant to the exit and withdraw codes in the California Longitudinal Pupil Achievement Data System (CALPADS), or (2) left school and were not enrolled in a school for a period of 180 days

f. Habitually Truant (EC Section 48262) or Habitually Insubordinate and Disorderly whose attendance at the school is directed by a school attendance review board or probation officer (EC Section 48263)

g. Retained more than once in kindergarten through grade eight

h. Credit deficient (i.e., students who are one semester or more behind in the credits required to graduate on-time, per grade level, from the enrolling school's credit requirements)

i. Gap in enrollment (i.e., students who have not been in any school during the 45 days prior to enrollment in the current school, where the 45 days does not include non-instructional days such as summer break, holiday break, off-track, and other days when a school is closed)

j. High level transiency (i.e., students who have been enrolled in more than two schools during the past academic year or have changed secondary schools more than two times since entering high school)

k. Foster Youth (EC Section 42238.01[b])

l. Homeless Youth

m. Emotionally disturbed students (Title 34, Code of Federal Regulations Section 300.7[c][4])

Applying for Dashboard Alternative School Status

To apply for DASS, alternative schools of choice and charter schools that meet the criteria for serving high-risk student groups must complete both Part 1 (on-line participation form) and Part 2 (provide supporting documents) of the application process.
Completing and Submitting the DASS Participation Form (Part 1)

1. Complete all fields on the DASS Participation Form. (The DASS Participation Form is an online survey and must be completed by the deadline, October 6, 2017.)

2. Submit the completed DASS Participation Form online.

3. Once you submit the DASS Participation Form, you will be redirected to Part 2 of the Process. Approval of the DASS Participation is contingent upon completion of Part 2.

Submitting Supporting Documents (Part 2)

The local district governing board or the charter school board must certify that the school’s enrollment meets the DASS criteria as an agendized board item.

Note: If the school’s DASS eligibility was certified by the charter school board, a letter must be sent to the charter authorizing governing board notifying them of their DASS eligibility. A copy of the notification letter must also be submitted to the CDE.

1. Obtain signatures of the school principal, county or district superintendent or charter administrator, and board president on the DASS Eligibility Certification Form found on the CDE DASS Web page at http://www.cde.ca.gov/ta/ac/instructforms.asp.

2. Submit a copy of the board agenda and minutes that documents the approval of the DASS eligibility certification.

Send all supporting documents to dass@cde.ca.gov or by mail to:

DASS Team
Analysis, Measurement, and Accountability Reporting Division
California Department of Education
1430 N Street, Suite 5408
Sacramento, CA 95814

Terms of Participation

Beginning with the Fall 2017 Dashboard, all alternative schools of choice or charter schools that serve high-risk students participating in the DASS program will be required to re-certify their high-risk student enrollments every three years. Therefore, schools approved for DASS for the Fall 2017 Dashboard will need to re-certify before the Fall 2020 Dashboard release. If a school fails to re-certify its high-risk student enrollment or the school’s enrollment of high-risk students fall below 70 percent, the school will be removed from the DASS program.

All DASS Participates must maintain documentation of the 70 percent of students reflected on their DASS Participation Form. The CDE will conduct annual reviews and failure to provide such documentation may result in termination of the school’s DASS.
If a school no longer wants to be identified or participate in the DASS program, they must notify the CDE by completing the Withdrawal from DASS Participation Form by the deadline on October 6, 2017. A link to the online form is available on the CDE DASS Web page at http://www.cde.ca.gov/ta/ac/instructforms.asp. Submission of a withdrawal form will result in being ineligible to participate in the DASS program for three years.
Withdrawal from California School Dashboard Alternative School Status

Alternative schools with a school type identified in California Education Code (EC) Section 52052(g), will automatically receive a California School Dashboard (Dashboard) Alternative School Status (DASS). Schools approved under the former Alternative Schools Accountability Model (ASAM) between July 1, 2016, and July 1, 2017, will also automatically receive a DASS.

If your school does not wish to be held accountable under the alternative school indicators, you must submit a Withdrawal from DASS Participation Form to the California Department of Education (CDE) by October 6, 2017. Any school that withdraws their alternative status will receive an annual Dashboard report and will be held accountable to the standards for traditional schools. Submission of a withdrawal form will result in being ineligible to participate in the DASS program for three years. The withdrawal form is available on the CDE Web page at http://www.cde.ca.gov/ta/ac/instructforms.asp.
PREVENTING SUICIDE HELP & HOPE

2ND ANNUAL CONFERENCE
WEDNESDAY, SEPTEMBER 20, 2017 • 8:00 AM – 12:30 PM
OXNARD COLLEGE PERFORMING ARTS CENTER • FREE

With suicide on the rise nationwide, how can we make a difference in our community?

Workshops in English and Spanish:
- Minority Stress and Student Risk
- Suicide Risk through the Generations
- Seeking Help for Suicide: Breaking a Culture of Silence in Hispanic Households
- Suicide in the Latino Population

Community Resource Tables
Free On-Site Parking
Must Preregister by Sept. 15, 2017

KEYNOTE
CHAMIQUE HOLDSCLAW
WNBA Basketball All-Star and Mental Health and Wellness Activist

Chamique will speak about her struggles with suicide and mental illness, and goals for reducing stigma.

REGISTER NOW!
www.helpandhope2017.eventbrite.com • (805) 981-6440

For more information, email mhsa@ventura.org.

Made possible through funding from Ventura County Behavioral Health through the Mental Health Services Act, in partnership with Oxnard College.
SAVE THE DATE

ENROLLMENT AND STUDENT RECORD CONSIDERATIONS FOR HOMELESS/FOSTER YOUTH

Maria Hwang de Bravo, from Student Support Services Solutions, Inc., will present vital information on best practices related to enrolling, record sharing, and communication for Special Population students and families.
5th Annual
Reduction of Absenteeism

CHRONIC
REGIONAL CONFERENCE

ALIGNING CONDITIONS OF LEARNING, OUTCOMES, AND ENGAGEMENT FOR ALL STUDENTS

Race TO REDUCE CHRONIC ABSENTEEISM

SEPTEMBER 29, 2017
RIVERSIDE
CONVENTION CENTER
3637 Fifth Street
Riverside, CA 92501

FEATURED SPEAKERS
MICHAEL GOTTFRIED, Ph.D.
Associate Professor
Gevitz Graduate School of Education,
UC Santa Barbara

CINDY KAZANIS
Director of Educational Data Management
California Department of Education

ERICA PETERSON
Regional Manager
School Innovations & Advocacy

MARK SEAY
Former wide receiver in the
National Football League for the
San Diego Chargers and Philadelphia Eagles

SPECIAL GUEST PERFORMERS
Encore High School for the Arts
5th Annual
CHRONIC REGIONAL CONFERENCE
ALIGNING CONDITIONS OF LEARNING, OUTCOMES, AND ENGAGEMENT FOR ALL STUDENTS

The top two districts with the most participants will be awarded a brand new bike for their district to give to a student in need.

DATE
Friday, September 29, 2017

REGISTRATION
7:30-8:30 a.m.

PROGRAM
8:30-3:30 p.m.

LOCATION
Riverside Convention Center
3637 Fifth Street
Riverside, CA 92501
Upper Level Ben H. Lewis Hall A & B

COST
$100 per individual

5TH ANNUAL REDUCING CHRONIC ABSENTEEISM REGIONAL CONFERENCE
The fifth annual Chronic Absenteeism conference is a Riverside County initiative bringing together schools, community, and statewide leaders to strengthen the connection between school attendance and academic achievement through research-based practices and strategies. When school districts focus resources and use research-based strategies, attendance rates increase and chronic absenteeism decreases due to targeting and addressing the need rather than strictly using punitive measures. The conference general and workshop sessions will focus on trauma-informed practices, engaging and effective parenting strategies, and strategic planning to increase attendance via SARB and other practices that align to the state priorities in the Local Control and Accountability Plan (LCAP) requirements with specific emphasis on School Climate, Student Engagement and Parent Involvement.

TARGET AUDIENCE
Superintendents, board members, principals, teachers, Child Welfare and Attendance (CWA), counselors, coordinators and liaisons, nurses, prosecutors, school resource officers, public agency staff, and parents.

Translation Services & Special Accommodations: Available upon request
Online registration is available at: http://rcoe.k12oms.org/

CONTACT
Catherine Belcher, Administrative Assistant
(951) 826-6603 or cbelcher@rcoe.us

Register today for the 3rd ANNUAL ANTI-BULLYING CONFERENCE, November 13, 2017 at the Riverside Convention Center. Registration $100 (includes continental breakfast, lunch and parking.) For more information call: 951.682.2753 or register online at: AntiBullyingInstitute.org.
Annual Fall Workshop
Register Early!

Knott's Berry Farm Hotel
Address: 7675 Crescent Ave,
Buena Park, CA 90620
Phone:(714) 995-1111

Date: Thursday, October 5, 2017
Time: 8:00 AM – 3:00 PM
Cost: $95

Special Hotel Rate - $109

Administrative Conundrums:
Program Problems & Solutions

Workshop Topics and Presenters:

Human Trafficking
Presented by Dora Dome
(confirmed)

Sanctuary Schools
Undocumented Students
Presented by Robert Jacobsen (confirmed)

Educational Equity &
Federal Monitoring
Presented by CDE’s Office of Equal Opportunity
Kendra Rangel (confirmed)

To register Please go to: http://cascwa.org/about-us/southern-section/

The following pages contain information on presentations and speakers!
CASCWA Southern Section is excited about the "Administrative Conundrums: Program Problems & Solutions" workshop to be held October 5th at the Knott's Berry Farm Hotel! The program promises to be solid and pertinent to our professional needs of today and in the near future!

The workshop will feature three separate presentations. The following information contains specifics on the topics and presenters. We will be updating this information up to the time of the workshop and you will be able to track any changes at:

http://cascwa.org/about-us/southern-section/

Ms. Dora Dome will be presenting on the topic of Human Trafficking. If you have attended any CASCWA State Conference in the past several years, you will recognize Ms. Dome!

Her sessions are always the best attended and they are filled with facts and knowledge to take back to your work place. She has become CASCWA's most sought after presenter and Southern Section is honored that she will be presenting on a topic that she truly cares about. You will find her presentation to be filled with passion for victim of Human Trafficking and she will raise your awareness to a much higher level!

Below you will find Dora Dome's Bio as listed on her website at:

http://www.doradomelaw.com/

Dora J. Dome has practiced Education Law for over 20 years, primarily in the areas of student issues and special education. In April 2016, she published her first book, *Student Discipline, Special Education Discipline, Anti-Bullying and Other Relevant Student Issues: A Guide For Practitioners*, which has been described as a "must-have" for anyone seeking to understand student discipline and bullying. She graduated from University of Hawaii, Richardson School of Law (J.D.) and from University of California, Los Angeles (B.A.).

She currently provides legal representation to school districts on student issues, and has renewed her emphasis on developing and conducting professional development trainings for district staff that focus on Bullying and Legal Compliance, viewed through an Equity Lens, in a proactive effort to build staff capacity to address the changing needs of their students.

Ms. Dome's work with Bullying focuses on helping school districts create the necessary infrastructure to identify and address bullying in schools and to provide staff with effective strategies to respond to various forms of bullying and harassment. Ms. Dome's legal compliance trainings provide up-to-date information and guidance on how to 'stay legal' in the areas of Special Education, Student Discipline, Counseling and Mandated Reporting, Sexual Harassment, Discriminatory Harassment and Section 504.
Admitted to the Hawaii State Bar in 1996, Ms. Dome served as a special education consultant and trainer for the Hawaii State Department of Education and Hawaii State Department of Health for five years. Ms. Dome was admitted to the California Bar in 2003. She worked with the education law firm of Dannis Woliver Kelley, (fka Miller Brown and Dannis) for eight years.

Ms. Dome has studied in the areas of Race and Ethnicity, Critical Legal Studies and Critical Race Theory and has been certified as a Cultural Diversity Trainer by the National Coalition Building Institute (aka NCBI). She has developed and conducted trainings for numerous school districts and school boards in the areas of student diversity and equity, student and special education discipline, harassment/discrimination, bullying, special education, No Child Left Behind, alternative assessments for African American students, Section 504, and student records.

Ms. Dome also regularly presents at association conferences such as ACSA, CSBA and CASCWA. She participated on the Gay & Lesbian Athletics Foundations (aka GLAF) Keynote Panel on “Race and Racism in LGBT Athletics” and presented at the NCAA Black Coaches Association Annual Conference on “Homophobia in Sports.” Ms. Dome is a Lecturer at the University of California at Berkeley, teaching Education Law and Policy in Principal Leadership Institute (PLI) Program. She was also an Adjunct Professor at Mills College teaching in the administrative credential program for soon to be administrators.

We are all looking forward to Ms. Dome's presentation on Human Trafficking!

Robert Jacobsen, Esq., has been the General Counsel for the Norwalk-La Mirada Unified School District since August 2010. From July 2000 to July 2010 he was an Educational Consultant for the Los Angeles County Office of Education in the Division of Student Support Services. He has extensive background in public school law and student services issues in particular. He has been a frequent presenter for CASCWA and ACSA. Robert Jacobson will be presenting on the topic of “Sanctuary Schools Undocumented Students.”

Wouldn't it be great if we could predict the future and prepare for it? There is a storm cloud heading into the educational arena and we need to understand what we need to know today and how to handle what we will be facing tomorrow!

ACSA's website contains the following statement, “Undocumented students between the ages of 6-18 not only have a right to attend school in California, but are mandated to attend school pursuant to the compulsory attendance laws. (Educ. Code § 48200.) The U.S. Supreme Court has held that no state may deny access to a basic public education to any child residing within the state, whether residing in the U.S. legally or not. (Plyler v. Doe, 457 U.S. 202 (1982).) Further, all students have a right to be in a public school learning environment free from discrimination, harassment, bullying, violence, and intimidation. (Educ. Code §§ 220, 234 et seq.)”

CNN Reported, “Chicago Public Schools say they will deny federal immigration agents access to district buildings and personnel unless served with a criminal warrant, the latest in a series of steps taken by US school officials to protect undocumented students.

School districts from Pennsylvania to California have stepped up efforts to allay fear and uncertainty in immigrant communities over Trump administration directives that would significantly expand the power of immigration officers and could set the stage for mass detentions and deportations.”
This workshop will provide all the attendees with important information. This information can be taken back to your school district. We must have an understanding of the dynamics that may find it's way to the door steps of your school district!

We are all looking forward to Robert's presentation on Sanctuary Schools Undocumented Students!

Kindra Rangel will be presenting on the topic of "Educational Equity and Federal Monitoring." Kendra is a member of California Department of Education's Civil Rights and Employment Services.

Ms. Rangel has informed our Southern Section that there will be two parts to this presentation.

First, there will be an introduction to the CDE Monitoring Tool (CMT.) This session will provide participants with instructions and practice on how to perform essential FPM tasks, such as:

- Accessing CMT
- Responding to Evidence Requests
- Managing Documents
  Communicating in CMT
- Resolving Findings in CMT

The second part will provide insight into Education Equity. This portion of the presentation will provide attendees with the opportunity to learn about what to expect during an Education Equity Review.

Attendees will be provided an overview of the reason(s) for the review, identify the three types of evidence that aid in meeting the legal obligations and identify the seven components of an Education Equity Review.

For more information on California Department of Fair Employment and Housing - California's Civil Rights Agency please go to:

https://www.dfeh.ca.gov/

For more information on the California Department of Education Monitoring Tool (CMT), please go to:

http://www.cde.ca.gov/ta/cr/cmt.asp

We look forward to Kindra's presentation on "Educational Equity and Federal Monitoring!"

On behalf of our Southern Section President, Jeni Mendel, we hope that you attend this important workshop and that you take back information that will be useful in your district.

Hope to see you on Thursday, October 5th at the Knott's Berry Farm Hotel!
The Special Populations conference will offer a keynote speaker along with a variety of workshops supporting the education and well-being of our at-risk students. Included in the day's schedule will be continental breakfast, lunch and conference materials. There is no fee associated with this event.

November 9, 2017
8:00 a.m.—2:00 p.m.

Conference Educational Services Center
5100 Adolfo Way, Camarillo Ca 93012

"Commitment to Quality Education for All"
ANNUAL LEGISLATIVE UPDATE

December 7, 2017
8:30 a.m. – 12:00 p.m.

Conference and Educational Services Center
5100 Adolfo Road • Camarillo, CA 93012

$65 registration fee (Includes continental breakfast, PPT and Legislative Guide)

Register at: https://vcoe.k12oms.org/139158

Each year, new legislation impacts the daily operations and systems in our public schools. As the majority of these laws go into effect in the middle of the school year, district, charter and school site leaders are faced with many challenges in keeping track of and complying with these laws. The primary focus of this legislative update will be on new laws affecting the areas supported by student services/ child welfare and attendance staff for the 2017-2018 school year.

Attendees will also be provided with guidance on which laws will require notification to parents/guardians and revisions of board policies and procedures, as well as suggested strategies and resources to assist with implementation and compliance.

TOPICS INCLUDE BUT ARE NOT LIMITED TO…

• Equity
• High school counseling
• School attendance
• School safety
• Student enrollment
• Transfer options

Presented by

Maria Hwang de Bravo & Jennifer Gomeztrejo
Student Support Services Solutions, Inc. (S4)

S4 builds the capacity of adults to help children and youth through technical support, training, identification of appropriate resources and dissemination of timely information.
Cristina Miranda

Cristina has worked in the fields of child welfare and education for over a decade. Cristina completed a Master's degree in Public Policy and Administration from California Lutheran University, and is currently completing an Ed.D. at Pepperdine University. In the future, Cristina hopes to teach graduate level students.

Marisol Homan

Marisol spent the majority of her childhood in foster care and became a mom at the age of 15. She is now attending college, and hopes to graduate from San Diego State University in 2020. She hopes to become a journalist, traveling the world and bringing awareness to important issues affecting children.

TIPS

Trauma Informed Practices for Schools

TRAJMA is an umbrella term used to describe the inability of an individual or a community to respond in a healthy way physically, emotionally, and mentally to acute or chronic stress.

Becoming “trauma-informed” means recognizing that people often have many different types of trauma in their lives. People who have been traumatized need support and understanding from those around them. Often, trauma survivors can be re-traumatized by well-meaning caregivers and community service providers.

Participants will:

Learn about the physiological impacts of trauma on the brain and possible emotional, behavioral, social and intellectual/academic impacts on students in foster care (e.g., attachment issues, externalized behaviors, disabilities, etc.)

Learn about the Adverse Childhood Experiences (ACES) studies and how they relate to life-long impacts for students impacted by trauma

How schools and classrooms are creating trauma sensitive learning environments and strategies for responding to these impacts

Hear about the importance of self-care: addressing our own traumatic experiences/history

Workshop Registration (all held at VCOE, 5100 Adolfo Road, Camarillo CA 93012):

10/11/17 6-8PM (http://vcoe.k12oms.org/1627-139052)

12/4/17 9-11AM (http://vcoe.k12oms.org/1627-139053)

1/31/18 1-3PM (http://vcoe.k12oms.org/1627-139056)

4/4/18 4-6PM (http://vcoe.k12oms.org/1627-139055)

Cristina Miranda

Cristina has worked in the fields of child welfare and education for over a decade. Cristina completed a Master's degree in Public Policy and Administration from California Lutheran University, and is currently completing an Ed.D. at Pepperdine University. In the future, Cristina hopes to teach graduate level students.

Marisol Homan

Marisol spent the majority of her childhood in foster care and became a mom at the age of 15. She is now attending college, and hopes to graduate from San Diego State University in 2020. She hopes to become a journalist, traveling the world and bringing awareness to important issues affecting children.

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