PLAN FOR PROVIDING EDUCATIONAL SERVICES TO ALL EXPELLED STUDENTS IN SONOMA COUNTY

Update
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Prepared by Sonoma County Office of Education

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# PLAN FOR PROVIDING EDUCATIONAL SERVICES TO ALL EXPULLED STUDENTS IN SONOMA COUNTY

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Sincere appreciation goes to the following individuals who participated in the review and update of the Plan for Providing Educational Services to All Expelled Students in Sonoma County.

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California Education Code Section 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 education services to all expelled pupils in that county.”

There are 31 elementary school districts, three high school districts and six unified school districts of Sonoma County providing educational services to nearly 71,000 students at 181 public schools. There are 108 elementary, 23 middle/junior high, and 19 high schools, as well as 24 alternative schools and 7 independent study schools. Fifty-six of these schools are charter schools. The county’s school districts vary in size, serving both rural and urban areas. The smallest district in the county, Kashia, is located in a rural area and has 11 students. The largest district, Santa Rosa City High, enrolls over 11,000 students in the county’s most populous city. Eighteen districts have fewer than 1,000 students; five districts serve more than 5,000 students. Today, 43 percent of students are Latino and 46 percent are white. Asian/Pacific Islander, African American, and Native American students compose an additional seven percent of the student population. There are over 16,000 students (23 percent) who are in the process of learning English and 48 percent of students are socio-economically disadvantaged. Twelve percent receive special education services.

Sonoma County recognized the need for a continuum of educational services for all students, including expelled students, long before the 1995 legislation mandated educational placements for expelled students. This Plan for Providing Educational Services to All Expelled Students in Sonoma County provides the description of the part of that continuum of services that relates directly to expelled students.

California Education Code Section 48916.1 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 . . .” Every Sonoma County school district governing board will refer each expelled student to an appropriate educational placement for the period of
expulsion. The educational placement will be determined on an individual basis by the school district's governing board based upon 1) seriousness of offense, 2) available educational alternatives, and 3) other related factors. County level alternatives for expelled students will remain available to all expelled students, grades 7-12. District level alternatives for expelled students will vary from one district to the next, depending on the characteristics of that district.

In 1996-97, the county plan format was developed by a committee established by the School and Community Services Department of the Sonoma County Office of Education. In accordance with that format, each district developed a sub-plan specific to that district. Each sub-plan and the county plan included 1) a list of existing educational alternatives for expelled students, 2) gaps in educational services to expelled students, 3) strategies for filling those gaps, and 4) alternative placements for students who fail community day school placements.

In accordance with the Education Code, the county plan has been updated and submitted to the State Superintendent of Public Instruction every three years since 1997. For the 2015 update, the county plan was reviewed and revised by a committee established by the Alternative Education – Student Support Services Department. To assist this task, a questionnaire was sent to each district (Appendix A.). As in the past, districts were asked to (1) confirm or update district-level educational alternatives, (2) indicate any intention to offer a community day school, (3) identify any gaps limiting their ability to provide education services to expelled students from their district, and (4) offer suggestions or strategies for filling those gaps. The districts were also asked about their charter schools – the educational alternatives are available to students expelled from these schools and whether or not the charter schools enrolled students expelled from a regular school. And to more closely examine support services available to students, the survey asked districts to identify their best practices of behavioral intervention approaches to minimize the number of suspensions and expulsions and to support students returning from expulsions. Responses were received from all 40 districts.

In an attempt to gain a more comprehensive view of services to expelled students in the county in light of the increased growth in the number of charter schools, a separate questionnaire was sent to independent (direct funded) charter schools (Appendix B.). The independent charter schools were asked about (1) whether they enrolled students
expelled from other schools, (2) their procedures for expelling/dismissing a student, (3) educational programs provided to an expelled/dismissed student pending placement in another program and/or an appeal, (4) their procedures for notifying a student's home district of an expulsion/dismissal, and (5) their best practices of behavioral intervention approaches to minimize the number of suspensions and expulsions/dismissals and to support students enrolled following expulsion from another school. Responses were received from 7 of 22 independent charter schools.
Participating Education Agencies

The Plan for Providing Educational Services to All Students in Sonoma County was adopted by the Sonoma County Board of Education and the governing boards of each of the following school districts in 1997. Resolutions to approve the plan are on file in the Alternative Education – Student Support Services Department of the Sonoma County Office of Education.

Alexander Valley Union School District
Bellevue Union School District
Bennett Valley Union School District
Cinnabar School District
Cloverdale Unified School District
Cotati-Rohnert Park Unified School District
Dunham School District
Forestville Union School District
Fort Ross School District
Geyserville Unified School District
Gravenstein Union School District
Guerneville School District
Harmony Union School District
Healdsburg Unified School District
Horicon School District
Kashia School District
Kenwood School District
Liberty School District
Mark West Union School District
Monte Rio Union School District
Montgomery School District
Oak Grove Union School District
Old Adobe Union School District
Petaluma City School District
Petaluma Joint Union High School District
Piner-Olivet Union School District
Rincon Valley Union School District
Participating Education Agencies, continued

Roseland School District
Santa Rosa City School District
Santa Rosa City High School District
Sebastopol Union School District
Sonoma County Office of Education
Sonoma Valley Unified School District
Twin Hills Union School District
Two Rock Union School District
Waugh School District
West Side Union School District
West Sonoma County Union High School District
Wilmar Union School District
Windsor Unified School District
Wright School District

Signatures certifying the county and district superintendents' knowledge of and participation in the development of the 2015 update are on file in the Alternative Education - Student Support Services Department of the Sonoma County Office of Education

Contributing Independent Charter Schools

Credo High School
Kid Street Charter School
Pathways Charter School
Piner-Olivet Charter School
Pivot Charter School
Santa Rosa Charter School
Village Charter School
Educational Alternatives Provided by Local School Districts

All educational alternatives provided by California’s school districts are not available to all expelled students and most are not available to any expelled students. Seriousness of offense, location of offense and grade level of the student all have the potential to restrict the district level 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 the expulsion unless it is a community day school [E.C. § 48915.2 (a)]. All expelled students shall be referred to an educational placement that is 1) not provided at a comprehensive middle, junior or senior high school or any elementary school [E.C. § 48915 (d) (2)], unless that placement is a community day school and, under certain conditions, waived by state board action (E.C. § 48661), and 2) not housed at the school site attended by the student at the time of the offense [E.C. § 48915 (d) (3)]. If the expelled student is in grades K–6, the educational placement for the student shall not be merged or combined with educational programs offered to students in grades 7–12, unless that placement is a community day school (E.C. § 48916.1). In addition to the above listed requirements, such factors as district size, district level alternatives, county level alternatives and district philosophy can impact the determination by a district board of education of what educational alternatives are appropriate for the students who are expelled.

County-operated community schools will continue to be the appropriate placement for all expelled students, grades 7-12, who fail district level educational alternatives, who have been expelled for E.C. § 48915 (a) or (c) offenses, or who pose a danger to other district students, as determined by the governing board. Districts operating community day schools will serve students who have been expelled for E.C. § 48915 (a) or (c) offenses unless their exists an agreement with SCOE to serve those students.

The following is a summary of educational alternatives available for expelled students for each school district. Note: any independent (direct funded) charter schools sponsored by these districts are not included in this summary.
Alexander Valley Union School District (K-6)
1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
3. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established

Bellevue Union School District (K-6)
1. Suspended enforcement of the expulsion with placement at another regular school campus within the district
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees

Bennett Valley Union School District (K-6)
1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees, and only if child does not qualify for special education placement
3. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established
4. Expulsion with referral to available and appropriate Sonoma County Office of Education Community School Program

Cinnabar School District (K-8)
1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
3. Expulsion with referral to a District Community Day School (if offered)
4. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established
5. Expulsion with referral to another district, if that district agrees
Cloverdale Unified School District

Grades K-8
1. Suspended enforcement of the expulsion with placement on the same school campus
2. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established

Grades 9-12
1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement at Johanna Echols-Hansen Continuation High School
3. Suspended enforcement of the expulsion with placement in an online program, when available
4. Expulsion with referral to the Sonoma County Office of Education Community School Program

Cotati-Rohnert Park Unified School District

Grades K-6
1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement at another regular school campus within the district
3. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
4. Expulsion with referral to a charter school outside the district
5. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established
Cotati-Rohnert Park Unified School District, continued

Grades 7-12
1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement at another regular school campus within the district (grades 7-8)
3. Suspended enforcement of the expulsion with placement in Phoenix Necessary Small School (grades 9-12 only)
4. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
5. Suspended enforcement of the expulsion with placement in El Camino Continuation High School (grades 9-12 only)
6. Suspended enforcement of the expulsion with referral to the Sonoma County Office of Education Community School Program
7. Expulsion with referral to the Sonoma County Office of Education Community School Program

Dunham School District (K-6)
1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
3. Expulsion with referral to a District Community Day School (if offered)
4. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established

Forestville Union School District (K-8)
1. Expulsion with referral to Sonoma County Office of Education Community School Programs (grades 7-8 only)
2. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established
Fort Ross School District (K-8)
1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees

Geyserville Unified School District
Grades K-6
1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
3. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established

Grades 7-12
1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
3. Suspended enforcement of the expulsion with placement in Geyserville Continuation High School (grades 9-12 only)
4. Expulsion with referral to the Sonoma County Office of Education Community School Program

Gravenstein Union School District (K-8)
1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
3. Expulsion with referral to the District Community Day School
4. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established
5. Expulsion with referral to the Sonoma County Office of Education Community School Program (grades 7-8 only)
Guerneville School District

Grades K-6
1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
3. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established

Grades 7-8
1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
3. Expulsion with referral to the Sonoma County Office of Education Community School Program

Harmony Union School District

Grades K-6
1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
3. Expulsion with referral to a District Community Day School (if offered)
4. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established

Grades 7-8
1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
3. Expulsion with referral to a District Community Day School (if offered)
4. Expulsion with referral to the Sonoma County Office of Education Community School Program
Healdsburg Unified School District

Grades K-6
1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on another school campus within the district
3. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
4. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established

Grades 7-12
1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
3. Suspended enforcement of the expulsion with placement in Marce Becerra Academy (grades 10-12 only)
4. Expulsion with referral to the Sonoma County Office of Education Community School Program

Horicon School District (K-8)
1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on District Contracted Study (Independent Study), if parent agrees
3. Expulsion with referral to a neighboring district program or district Community Day School (if funded and available)
4. Expulsion with referral to a consortium of Sonoma or Mendocino County school districts, when established
5. Expulsion with referral to the Sonoma County Office of Education Community School Program (grades 7-8 only)
Kashia School District

Grades K-6
1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
3. Expulsion with referral to a neighboring district program or district Community Day School (if funded and available)
4. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, if established

Grades 7-8
1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
3. Expulsion with referral to a neighboring district program or district Community Day School (if funded and available)
4. Expulsion with referral to the Sonoma County Office of Education Community School Program

Kenwood School District (K-6)
1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees, and only if child does not qualify for special education placement
3. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established
4. Expulsion with referral to available and appropriate Sonoma County Office of Education Community School program
Liberty School District (K-6)
1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
3. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established

Mark West Union School District (K-8)
1. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
3. Suspended enforcement of the expulsion with placement in Homestudy program, if parent agrees and if deemed appropriate

Monte Rio Union School District (K-8)
1. Suspended enforcement of the expulsion as determined appropriate by the School Board for a stated duration in an alternative program:
   a. Independent Study
   b. Assignment to Learning Center with limited regular program participation
   c. Modified day schedule using combination of a. and b.
   d. Assignment to Sonoma County Office of Education alternative education program

Montgomery Elementary School District (K-8)
- Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
Oak Grove Union School District

Grades K-6

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
3. Expulsion with referral to a District Community Day School (if offered)
4. Expulsion with referral to Sonoma County Office of Education Community School Program
5. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established

Grades 7-8

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
3. Expulsion with referral to a District Community Day School (if offered)
4. Expulsion with referral to the Sonoma County Office of Education Community School Program

Old Adobe Union School District (K-6)

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement at another regular school campus within the district
3. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
4. Expulsion with referral to a District Community Day School (if offered)
5. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established
Petaluma City (Elementary) and Joint Union High School Districts

Grades K-6
1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement at another regular school campus within the district
3. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
4. Expulsion with referral to a District Community Day School (if offered)
5. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established

Grades 7-12
1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with transfer to another site within the district
3. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
4. Suspended enforcement of the expulsion with placement in San Antonio Continuation High School (grades 9-12 only)
5. Suspended enforcement of the expulsion with placement in Carpe Diem or Sonoma Mountain High Schools (grades 9-12 only)
6. Suspended enforcement of the expulsion with placement in Gateway to College Academy charter school, if eligible (grades 9-12 only)
7. Expulsion with referral to District Community Day School (grades 7-9 only)
8. Expulsion with referral to the Sonoma County Office of Education Community School Program
Piner-Olivet Union School District (K-6)
1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement at another regular school campus within the district
3. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
4. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established

Rincon Valley Union School District (K-8)
1. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
2. Suspended enforcement of the expulsion with placement at another regular school campus within the district in accordance with a strict contract determined by the superintendent
3. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established

Roseland School District (K-6)
1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement at another regular school campus within the district
3. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
4. Expulsion with referral to a District Community Day School (if offered)
5. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established
Santa Rosa City (Elementary) and High School Districts

**Grades K-6**
1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement at another regular school campus within the district
3. Suspended enforcement of the expulsion or expulsion with placement in Home and Hospital Instruction Program, if parent agrees or, for students identified with exceptional needs, if determined to be appropriate by IEP team (voluntary)
4. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established

**Grades 7-8**
1. Suspended enforcement of the expulsion with transfer to another regular school site within the district (involuntary)
2. Suspended enforcement of the expulsion with placement in district Opportunity Program (involuntary)
3. Suspended enforcement of the expulsion or expulsion with placement in Home and Hospital Instruction Program, if parent agrees or, for students identified with exceptional needs, if determined to be appropriate by IEP team (voluntary)
4. Expulsion with referral to district Community Day School, when established (involuntary)
5. Expulsion with referral to the Sonoma County Office of Education Community School Program (involuntary)
Santa Rosa City (Elementary) and High School Districts, continued
Grades 9-12
1. Suspended enforcement of the expulsion with transfer to another regular
   high school within the district (involuntary)
2. Suspended enforcement of the expulsion with placement in Ridgway
   Continuation High School (voluntary or involuntary)
3. Suspended enforcement of the expulsion with placement in the Opportunity
   Program (involuntary)
4. Suspended enforcement of the expulsion with placement in Small/Necessary
   High School on site (involuntary)
5. Suspended enforcement of the expulsion or expulsion with placement in
   Home and Hospital Instruction Program, if parent agrees or, for students
   identified with exceptional needs, if determined to be appropriate by IEP
   team (voluntary)
6. Expulsion with referral to district Community Day School, when established
   (involuntary)
7. Expulsion with referral to the Sonoma County Office of Education Court and
   Community School (involuntary)

Sebastopol Union School District
Grades K-6
1. Suspended enforcement of the expulsion with placement on the same school
   campus
2. Suspended enforcement of the expulsion with placement on another school
   campus within the district
3. Suspended enforcement of the expulsion with placement on Independent
   Study, if parent agrees
4. Expulsion with referral to a District Community Day School (if offered)
5. Expulsion with referral to a consortium of Sonoma County Office of
   Education Community School Programs and K-6 districts, when established
Sebastopol Union School District, continued

**Grades 7-8**

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
3. Suspended enforcement of the expulsion with placement on another school campus in an adjoining or other West County district
4. Expulsion with referral to a District Community Day School (if offered)
5. Expulsion with referral to the Sonoma County Office of Education Community School Program

Sonoma Valley Unified School District

**Grades K-5**

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement at another regular school campus within the district
3. Suspended enforcement of the expulsion with placement in Home and Hospital Instruction Program

**Grades 6-12**

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement in Home and Hospital Instruction Program
3. Suspended enforcement of the expulsion with placement in district’s alternative high school or necessary small school (grades 9-12 only)
4. Expulsion with referral to the Sonoma County Office of Education Community School Program (grades 7-12 only)
Twin Hills Union School District

Grades K-6
1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on another school campus within the district
3. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
4. Expulsion with referral to a District Community Day School (if offered)
5. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established

Grades 7-8
1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on another school campus within the district
3. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
4. Expulsion with referral to the Sonoma County Office of Education Community School Program

Grades 9-12 – Independent Study Only

Two Rock Union School District (K-6)
1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees, and only if child does not qualify for special education placement
3. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established

Waugh School District (K-6)
• District-operated Independent Study, if parent agrees
West Side Union School District (K-6)
1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement in onsite Independent Study, if parent agrees
3. Expulsion with referral to a District Community Day School (if offered)
4. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established

West Sonoma County Union High School District (9-12)
1. Suspended enforcement of the expulsion with placement at the same regular high school site (involuntary)
2. Suspended enforcement of the expulsion with placement on another regular school campus within the district (involuntary)
3. Suspended enforcement of the expulsion with placement in Independent Study instructional option on site (voluntary)
4. Suspended enforcement of the expulsion with placement in Laguna Continuation High School (voluntary or involuntary)
5. Expulsion with placement in District Community Day School (involuntary)
6. Expulsion with referral to Sonoma County Office of Education Community School Program

Wilmar Union School District (K-6)
1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
3. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established

Windsor Unified School District
Grades K-6
1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
Windsor Unified School District, continued

Grades 7-12

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
3. Suspended enforcement of the expulsion with referral to another area district, if that district agrees
4. Expulsion with referral to a District Community Day School (if offered)
5. Expulsion with referral to the Sonoma County Office of Education Community School Program

Wright School District (K-8)

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement at another regular school campus within the district
3. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
4. Expulsion with referral to a District Community Day School (if offered)
5. Expulsion with referral to Sonoma County Office of Education Community School Program (grades 7-8 only).
6. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established
Educational Alternatives Provided by District Charter Schools

The following is a summary of responses regarding the educational alternatives available to students expelled from district (locally funded) charter schools and whether or not the charter schools enroll students expelled from a regular school.

<table>
<thead>
<tr>
<th>DISTRICT</th>
<th>EDUCATIONAL ALTERNATIVES AVAILABLE TO EXP STUDENTS</th>
<th>ENROLL STUDENTS EXPelled FROM REGULAR SCHOOL?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dunham, Healdsburg, Oak Grove, Sebastopol, Twin Hills</td>
<td>No response</td>
<td>No response</td>
</tr>
<tr>
<td>Bellevue</td>
<td>No response</td>
<td>Yes</td>
</tr>
<tr>
<td>Cinnabar</td>
<td>Same alternatives as identified in subplan for all expelled students</td>
<td>No</td>
</tr>
<tr>
<td>Forestville</td>
<td>Home school; other charter school; local 2-8 public school</td>
<td>Yes</td>
</tr>
<tr>
<td>Gravenstein</td>
<td>Same alternatives as identified in subplan for all expelled students</td>
<td>No</td>
</tr>
<tr>
<td>Harmony</td>
<td>Same alternatives as identified in subplan for all expelled students</td>
<td>No</td>
</tr>
<tr>
<td>Liberty</td>
<td>Have not had any expulsions</td>
<td>No</td>
</tr>
<tr>
<td>Mark West</td>
<td>Same alternatives as identified in subplan for all expelled students</td>
<td>No</td>
</tr>
<tr>
<td>Old Adobe</td>
<td>Same alternatives as identified in subplan for all expelled students</td>
<td>No</td>
</tr>
<tr>
<td>Petaluma</td>
<td>Suspend expulsion &amp; return to site; full expulsion with placement in 7-9 community day school (grade 9 only)</td>
<td>Yes</td>
</tr>
<tr>
<td>Piner-Olivet</td>
<td>Same alternatives as identified in subplan for all expelled students</td>
<td>Yes, on a case-by-case basis</td>
</tr>
<tr>
<td>Rincon Valley</td>
<td>May consider students through the Home Study program</td>
<td>No</td>
</tr>
<tr>
<td>Santa Rosa</td>
<td>Same alternatives as identified in subplan for all expelled students</td>
<td>No</td>
</tr>
<tr>
<td>DISTRICT</td>
<td>EDUCATIONAL ALTERNATIVES AVAILABLE TO EXP STUDENTS</td>
<td>ENROLL STUDENTS EXPELLED FROM REGULAR SCHOOL?</td>
</tr>
<tr>
<td>----------</td>
<td>---------------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>Windsor</td>
<td>Suspended enforcement of the expulsion with placement on the same school campus; suspended enforcement of the expulsion with placement on Independent Study, if parent agrees; expulsion with option to return to district of residence if accepted; expulsion with referral to the Sonoma County Office of Education Community School Program</td>
<td>No</td>
</tr>
<tr>
<td>Wright</td>
<td>Have never expelled a student; would network with other districts</td>
<td>No response</td>
</tr>
<tr>
<td>CHARTER</td>
<td>ENROLL EXP STUDENTS?</td>
<td>PROCEDURES FOR EXP?</td>
</tr>
<tr>
<td>------------------------</td>
<td>----------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Credo High School</td>
<td>Yes, if must they meet academic requirements</td>
<td>Policy*</td>
</tr>
<tr>
<td>Kid Street Charter School</td>
<td>Yes</td>
<td>Policy*; have never expelled a student</td>
</tr>
<tr>
<td>Pathways Charter School</td>
<td>Yes, if appropriate for independent study instructional model</td>
<td>If students are unsuccessful, they are dismissed &amp; referred back to district of residence</td>
</tr>
<tr>
<td>Piner-Olivet Charter School</td>
<td>Yes; exceptions include offenses that would pose a serious threat to other students, such as brandishing a weapon, selling drugs</td>
<td>Follow Ed Code procedures</td>
</tr>
<tr>
<td>Pivot Charter School</td>
<td>Yes, if all disciplinary proceedings at former school are completed; depending on offense, student is placed on contract &amp; may be required to work from home for first 30 days</td>
<td>Policy*</td>
</tr>
<tr>
<td>Santa Rosa Charter School</td>
<td>Yes</td>
<td>Policy*</td>
</tr>
<tr>
<td>Village Charter School</td>
<td>Yes</td>
<td>Policy*</td>
</tr>
</tbody>
</table>

* Written policy was attached to survey

The following is a summary of independent charter schools' responses regarding their services to expelled students (7 out of 22 independent charter schools responding).
Sonoma County Office of Education Alternatives for Expelled Students

The Sonoma County Office of Education offers educational alternatives to expelled students through its court and community school programs. Court school programs require the formal placement of students into the program by the juvenile court or its probation/parole department representatives. These programs can be either residential or non-residential and expulsion status of a student has no negative impact on eligibility or placement. Placement in community school programs require referral from the school district of residence and provide services to students, grades 7-12, in accordance with California Education Code Sections 1981(a) and 1981(c). Expulsion status of a student has no negative impact on eligibility or placement of a student in community school programs, but may be used for Section 1981 classification purposes. Districts referring students to community school programs must comply with established County Office referral requirements and procedures (Appendix C.). The County Office Teen Parent Program may be offered as an alternative to expelled students on a case-by-case basis and in accordance with program regulations. As an option within the community school programs and the Teen Parent Program, an independent study instructional strategy may be offered on a case-by-case basis as appropriate. These county level educational alternatives will be available to Sonoma County students who have been expelled from district programs when the district board of education determines they are the most appropriate placement.

The following is a list of educational alternatives offered by the Sonoma County Office of Education. Descriptions of the programs may be found in Appendix D.

Court School Sites
  DeForest Hamilton School
  Sonoma County Probation Youth Camp

Community Schools Sites
  Amarosa Academy, Santa Rosa
  Headwaters Academy, Petaluma
Teen Parent Program
Adera Teen Parent Program (at Amarosa Academy)

Independent Study Option
Community Day Schools

AB 922 authorized school districts to establish community day schools as an educational option for expelled or other at-risk students (E.C. § 48660 – 48664). AB 1845 extended that authority to county offices of education [E.C. § 48667 (a)]. The students assigned to community day schools are those who have been expelled for any reason, referred by Probation pursuant to W.I.C. § 300 or 602, or referred by a SARB or other district-level referral process. Students are assigned to community day schools in the following priority order: (1) students expelled for mandatory expulsion offenses [E.C. § 48915 (d)]; (2) students expelled for any other reasons; (3) all other reasons.

There are currently three community day schools operating in Sonoma County:

<table>
<thead>
<tr>
<th>District</th>
<th>Students Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gravenstein Union SD</td>
<td>Grades K-8; expelled for any reason, referred by Probation pursuant of W.I.C. § 300 or 602, or referred by SARB or other district-level referral process</td>
</tr>
<tr>
<td>Petaluma Joint Union HSD</td>
<td>Grades 7-9; expelled for any reason, referred by Probation pursuant to W.I.C. § 300 or 602, or referred by SARB or other district-level referral process</td>
</tr>
<tr>
<td>West Sonoma County Union HSD</td>
<td>Grades 9-12; expelled for any reason, referred by Probation pursuant to W.I.C. § 300 or 602, or referred by SARB or other district-level referral process</td>
</tr>
</tbody>
</table>

One community day school has closed since 2012 and the West Sonoma County Union High School District may close its program at the end of the 2014-2015 school year. One district, Cloverdale Unified, is planning to establish a district-operated community day school during the next three years of this plan, serving up to 25 students in grades 9-10, referred by a district-level referral process.
Memorandum of Understanding Between School Districts and the Sonoma County Office of Education Regarding the Establishment of Community Day Schools

To ensure maximization of efforts and full utilization of resources, local school districts wishing to establish and operate their own community day schools to serve expelled and high risk students agree to notify, in writing, the Sonoma County Office of Education no later than December 31 of a year prior to the opening of a community day school program by July 1 of the succeeding new year. A Memorandum of Understanding (MOU) will be established between the school district and the County Office (Appendix E.). The MOU will serve as a formal notice of operating a community day school and will specify the roles and responsibilities of the parties to serve the district’s students.

Alternative Placements for Students Who Fail
Community Day School Placements

The community school program operated by the Sonoma County Office of Education maintains a standing policy of accepting all students, grades 7–12, who have been expelled from their district of residence and who have exhausted the alternatives offered by the district. If an initial placement is made to a district-operated community day school and the student commits an expulsion offense or fails the program, the district’s governing board shall review the plan of rehabilitation that was established at the time of expulsion and make adjustments necessary. If there is no educational alternative available in the district, the student, grade 7-12, may be referred to the county community school program.
Consistent with state and federal law, students with exceptional needs may be expelled. Students, grades 7-12, may be referred by a school district’s Individualized Education Program (IEP) team for placement in a Sonoma County Office of Education community school program, provided that:

1. district alternatives have been exhausted;
2. the requirements of E.C. § 48915.5 have been met;
3. a County Office community school program representative has participated in an IEP team meeting for change of placement; and
4. the district has complied with established County Office referral, documentation, and certification requirements and procedures.

If the IEP team determines that a county community school program is an appropriate placement, the County Office will ensure that all specified and agreed upon services are provided.

The district and the County Office shall be jointly responsible to ensure that requirements for services, assessment, timelines and due process are met as established in both federal and state law and Sonoma County SELPA guidelines.

When an IEP cannot be implemented in a County Office community school program, the district of residence is responsible for providing a free and appropriate public education (FAPE) within the continuum of options identified in the Sonoma County SELPA Local Plan.
Educational Services Provided to Students Expelled/Dismissed from Charter Schools and Responsibility for Referral to School Attendance Review Board

Unlike regular public schools, charter schools are not specifically subject to laws governing student discipline under California Education Code Section 48900 et. seq. Under E.C. § 47605(b)(5)(J), however, they must identify procedures by which students can be suspended or expelled. Requirements for the disciplinary system, including due process rights, are detailed in California Code of Regulations Title 5 Section 11967.5.1(f)(10) but are less specific than those for regular public schools under E.C. § 48918. Charter schools are also required to notify a student's natural district of residence, within 30 days, when he/she leaves the school for any reason other than graduation [E.C. § 47605(d)(3)]. While allowing for flexibility, current laws can result in confusion for students, parents, and districts when students are either formally expelled or dismissed from charter schools. After expulsion or dismissal, the charter school student's educational options are not always clear.

The Sonoma County Office of Education offers educational alternatives to expelled students primarily through its court and community schools. Community schools provide services primarily to students who have committed offenses listed in E.C. § 48915(a) and (c) or extreme violations of the provisions under E.C. § 48900 et. seq. Because charter schools have a more flexible disciplinary system, students expelled or dismissed from a charter school may not meet the eligibility requirements for the County Office's community school program. Most likely, those students would be better served on a regular public school campus, in a continuation high school, or at another charter school.

Additionally, when a student leaves a charter school and fails to enroll in another school, it is unclear which entity has the responsibility for referring the student to the Student Attendance Review Board (SARB).

To minimize this confusion, the County Office and school districts recommended the following procedures in 2009. A chart of these procedures is found in Appendix F.
Designation of Charter District Coordinator

Charter districts shall designate a “coordinator” to serve as the point of contact for the charter district and its charter school(s) in all matters related to expulsion or dismissal. Charter districts should notify their charter school(s), in writing, of the name of the coordinator.

Expulsions/Dismissals

Within five (5) school days of expelling or dismissing a student, the charter school will notify the charter district coordinator, in writing (electronic means are acceptable), of the expulsion/dismissal. If the student resides outside the charter district, a designee in the student’s natural district of residence will be notified in the same fashion. Within five (5) school days of the notification, the coordinator will make a written recommendation for educational services—whether to be provided in the district or the County Office’s community school program. The coordinator will send written notice of the recommendation to the charter school and the parent. If the recommendation is for services to be provided by the County Office, the coordinator will notify the County Office three (3) prior to notifying charter school and parent.

The charter district coordinator may not make any determinations of fact nor review any procedural matters related to the charter school’s expulsion, unless specifically allowed in the chartering agreement. If the coordinator determines that the student is appropriate for the County Office’s community school program, he/she will refer the student to the County Office within ten (10) school days of the expulsion or dismissal from the charter school.

Within five (5) school days of receiving the notice of expulsion or dismissal from the charter school, the charter district coordinator shall notify the parent and the charter school, in writing, of the student’s public educational options during the period of expulsion. That notice will advise the parent that the student must be enrolled in a school, public or private, immediately after the expulsion or on the first day after either Winter or Summer break.

If the County Office disagrees with the charter district about the student’s suitability for its community schools programs, it will notify the charter district coordinator within
three (3) school days of the referral from the charter district. A representative of the County Office and the coordinator will meet to resolve the issue. If no resolution can be reached, the parties will agree on a neutral arbitrator chosen by the chairperson of the county Superintendent’s Council.

Charter districts in the county may adopt procedures to determine whether an expelled or dismissed charter school student can be served directly by the district. Such procedures should be shared with both the charter school(s) and the County Office.

If not already in policy, it is recommended that charter schools develop a procedure for appealing a student’s expulsion or dismissal (the procedure may explicitly state there is no right to appeal). The procedure should be included in the school’s chartering agreement and be made available to parents and students. If a student appeals an expulsion or dismissal, the charter school must notify the charter district coordinator within three (3) days of the notice of appeal. The charter school will remain responsible for the student’s educational program pending the appeal, but may make individual arrangements with the coordinator for the charter district to provide educational services in the interim.

Charter schools and school districts will cooperate in exchanging student records in a timely fashion.

School Attendance Review Board (SARB) Referral

Charter schools are required to notify the superintendent of a student’s natural district of residence, within 30 days, when he/she leaves the school for any reason other than graduation [E.C. § 47605(d)(3)]. Upon receiving the notice, the natural district of residence becomes responsible for referring the student to the appropriate Student Attendance Review Board (SARB). Until that time, the charter school is responsible for making the referral to SARB unless it has a specific agreement with its charter district to do otherwise.
Best Practices of Behavioral Intervention Approaches

The surveys asked districts and independent charter schools to identify their best practices of behavioral intervention approaches to minimize the number of suspensions and expulsions and to support students returning from expulsions. The most common responses fell into the following broad categories:

- individualized early intervention and monitoring
- communication and conferencing with parents
- school-wide discipline and positive behavior support programs
- Restorative practices

Charts summarizing district and independent charter school responses are found in Appendix G.

Role of SARB as a Behavioral Intervention Approach

In Sonoma County, district and county School Attendance Review Boards (SARBs), composed of representatives from various youth-serving agencies, meet regularly to resolve persistent student attendance or behavior problems through the use of available school and community resources. Early monitoring of absence and inappropriate behavior, and using it as a trigger for intervention, helps schools, community partners and families to address social and academic needs and to insure every child has the opportunity to reach his or her potential.

The SARB process begins with prevention - the most effective and cost-saving manner to increase school attendance and foster positive behavior. Prevention activities also create connections to school, promote school safety, and set high expectations with accountability, which are essential to successful academic outcomes.

Attending school regularly is important to ensuring children develop good attendance habits and a strong foundation for subsequent learning. During the early elementary years, children are gaining basic social and academic skills critical to ongoing academic success. Unless students attain these essential skills by third grade, they often require
extra help to catch up and are at grave risk of eventually dropping out of school. Furthermore, the educational experiences of children who attend school regularly can be diminished when teachers must divert their attention to meet the learning and social needs of children who miss substantial amounts of school.

Chronic absences in kindergarten are associated with lower academic performance in first grade for all children regardless of gender, ethnicity or socioeconomic status. By 6th grade chronic absence is a clear predictor of dropping out. By 9th grade, missing 20 percent of the school year is a better predictor of dropping out than test scores.

Early intervention means intervening in the early grades AND early in the school year. Patterns of absenteeism and truancy can often be detected in the first weeks and months of the school year. Addressing the first instances of absenteeism can uncover problems, support families and help students get back on track before they slip behind academically and become disengaged or discouraged at school.

Truancy in middle and high school grades is a risk factor for substance abuse, delinquency, teen pregnancy, and school dropout. The longer it is allowed to continue, the more it places students' academic careers at risk and can affect credit completion, graduation and employability.

Although the goal of SARBs is to keep students in school and provide them with a meaningful educational experience, SARBs do have the power, when necessary, to refer students and their parents or guardians to court. In Sonoma County, the districts, county office of education, district attorney's office and the courts have developed an effective protocol for referring students and their parents or guardians to the court system when the SARB directives are not followed (EC Section 48290).

The Sonoma County SARB meets quarterly at the Sonoma County Office of Education. The County SARB provides consultant services to the district SARBs and serves as a liaison to the Sonoma County District Attorney's Office and the courts.
Gaps In Educational Services to Expelled Students and Strategies for Filling Those Gaps

Results from 2012 Update

1. Identifying educational placements for expelled students in grades K–6 continues to be a challenge. Districts have noted that education code violations are being committed by an increasingly younger population. Fiscal constraints restrict districts’ ability to maintain let alone expand community day school or create other programs. Strategies for addressing this problem: (a) districts will continue to identify and implement individual and school-wide early intervention strategies to address educational, social and behavioral issues in order to minimize expulsions, (b) districts will continue to develop and maintain a range of educational options within their districts, (c) districts will continue to enter into informal agreements to provide educational services to each other’s expelled students, (d) districts will revisit the possibility of forming a consortium, together or with the County Office, to develop a program to serve students in grades K-6, and (e) the County Office will continue to work with districts on individual cases involving expelled 6th grade students to assist with identifying alternative placements and/or explore other educational options within the district. Results: All strategies, with the exception of (d), are implemented on an ongoing basis. There are more program options available within and outside the districts, including charter schools, which has limited the problem. There is not a widespread need to form a consortium to develop a K-6 program at this time.

2. Educational placement options for expelled Special Day Class Students have continued to be limited. Cutbacks in state funding limit the ability of districts’ and the County Office to expand or develop new programs. The strategies for addressing the problem are: (a) the County Office will implement a broader definition of students with disabilities who can be served and offer a service delivery model that provides the needed support for students who require up to 50% of their day outside of general education and (b) the Cotati-Rohnert Park Unified School District will explore the possibility of opening a Special Day Class for expelled students in the 2012-13 school year that may have the capacity to serve some students from other districts. Results: The County Office has
implemented a broader definition of students with disabilities who can be served and now offers a service delivery model that provides the needed support for students who require up to 50% of their day outside of general education. The Cotati-Rohnert Park Unified School District did not open a Special Day Class for expelled students, but Santa Rosa City High School District opened one. Other districts have found interim placement in NPS programs to be the best option.

3. To clarify responsibilities for expelling a student from a charter school and for referring a charter school student to the Student Attendance Review Board (SARB), the County Office and districts recommended procedures for inclusion in the 2009 update of the Plan for Providing Educational Services to All Students in Sonoma County. Since 2009, there has been a significant growth in the number of charter schools in the county, but the procedures have not been widely disseminated. The responses to the questionnaire sent to the independent charter schools reflected inconsistency in procedures for handling expulsions and notifying home districts. The strategies for addressing this problem are for the County Office to (a) collect policies and procedures regarding expulsion from the charter schools who did not respond to the questionnaire, (b) review and, if necessary, revise the recommended procedures included in the Plan for Providing Educational Services to All Students in Sonoma County, and (c) distribute a summary of the procedures to ensure coordination among charter schools, districts, and the County Office. Results: The strategies have not been implemented as yet. The County Office has received no referrals for charter school expulsions. The issues and prior confusion over charter school expulsion procedures seem to have been resolved.

2015 Update

In the questionnaire (Appendix A.), districts were asked to identify any gaps limiting their ability to provide education services to expelled students from their district and offer suggestions or strategies for filling those gaps. For this update, over 60% of the districts indicated “none,” “N/A,” or offered no response. For the remaining districts, most of the gaps identified have no ready or possible solution: lack of state funding; small district size and few expelled students would not justify a special program; rural
<table>
<thead>
<tr>
<th>DISTRICT</th>
<th>GAPS</th>
<th>STRATEGIES TO FILL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alexander Valley, Bellevue, Bennett Valley, Dunham, Fort Ross, Geyserville, Gravenstein, Harmony, Kashia, Kenwood, Liberty, Mark West, Monte Rio, Montgomery, Oak Grove, Old Adobe, Piner-Olivet, Roseland, Twin Hills, Two Rock, Waugh, West Side, Wilmar, Wright</td>
<td>None, N/A or no response</td>
<td>None, N/A or no response</td>
</tr>
<tr>
<td>Cinnabar</td>
<td>Lack of technology accessibility for students in their homes</td>
<td>Possibly establish a computer checkout system with the school site</td>
</tr>
<tr>
<td>Cloverdale</td>
<td>Lack of facilities to house expelled students; small size of district &amp; few expelled students would not justify a FT teacher</td>
<td>Program offered through SCOE or a consortium</td>
</tr>
<tr>
<td>Cotati-Rohnert Park</td>
<td>Limited options for grades 4-7</td>
<td>One county class for grades 4-7</td>
</tr>
<tr>
<td>Forestville</td>
<td>Good articulation with local public agencies; plenty of alternatives with home school, charter school, and Virtual Academy</td>
<td></td>
</tr>
<tr>
<td>Guerneville</td>
<td>Lack of funding</td>
<td>Work with other districts to develop a jointly-funded community day school; more cooperation from other districts nearby; more communication from SCOE</td>
</tr>
<tr>
<td>Healdsburg</td>
<td>Transportation; programs for younger students</td>
<td>Bus; placement at charter school if possible</td>
</tr>
<tr>
<td>Horicon</td>
<td>Isolation; no real alternatives</td>
<td>Ask Point Arena to work together &amp; utilize each other, if necessary</td>
</tr>
<tr>
<td>Petaluma</td>
<td>Juvenile Justice, Probation, &amp; Juvenile Court resistance to use/require mandatory UA testing, counseling, house arrest</td>
<td>Use these mandates for students with long histories of behavioral issues &amp; unsuccessful interventions &amp; supports</td>
</tr>
<tr>
<td>Rincon Valley</td>
<td>County programs at capacity</td>
<td>Continue to provide a continuum of programs &amp; utilize preventative resources</td>
</tr>
<tr>
<td>Santa Rosa</td>
<td>Lack of funding &amp; facilities</td>
<td>Continue to use the SCOE program</td>
</tr>
<tr>
<td>Sebastopol</td>
<td>Small size of district limits ability to offer special program</td>
<td>Utilize Santa Rosa program</td>
</tr>
<tr>
<td>Sonoma Valley Unified</td>
<td>Serving students with an IEP</td>
<td>Services offered from SCOE?</td>
</tr>
<tr>
<td>West Sonoma County</td>
<td>State’s elimination of separate CDS funding making it difficult to keep district’s CDS open; if CDS closes, some expelled students would be placed at continuation school on suspended expulsions, which would be a problem for expelled 9th graders</td>
<td>Restoration of CDS funding by legislature</td>
</tr>
<tr>
<td>Windsor</td>
<td>Funding to provide grade level span for staffing, etc.; number of students limited, so grade span would be too wide</td>
<td>Partnership with neighboring districts; increased funding for programs</td>
</tr>
</tbody>
</table>
For 2015, no countywide gaps in providing educational services to expelled students in Sonoma County have been identified. Districts strive to implement a range of best practices to minimize suspensions and expulsions and offer a variety of alternative programs and services. The County Office has established programs at multiple locations to serve students who have exhausted the alternatives offered by the districts. The districts and the County Office have a long history of working collaboratively and creatively to find strategies to meet the educational needs of more challenging students and unique situations.

Articulation and Coordination Between Districts and the Sonoma County Office of Education

To ensure that there is ongoing articulation and coordination with the school districts, the County Office:

1. Annually updates, disseminates and posts on its website a referral handbook and forms,
2. Convenes quarterly meetings of district and County Office alternative education administrators,
3. Provides regular consultation to districts through the Referral Technician and Alternative Education – Student Support Services Department Director
4. Conducts return-to-district student transition meetings, which may include restorative conferences,
5. Arranges district visits to community school sites,
6. Meets with large school district staff as needed, and
7. Reports to district governing boards, as requested
June 2015 Update

Plan for Providing Education Services to All Expelled Students in Sonoma County

Survey

In accordance with Education Code section 48926, the County Superintendent, in conjunction with district superintendents, must submit a triennial update to the Plan for Providing Education Services to All Expelled Students in Sonoma County. The update must be submitted to the Superintendent of Public Instruction by June 30, 2015. To complete this task, we need your assistance by responding to the following questions:

1. A copy of your district’s 2012 subplan is attached. Please confirm educational alternatives for expelled students currently available within your district. If there are no changes, simply check the box.

   - The educational alternatives identified in the 2012 subplan remain unchanged for the 2015 update

   If you wish to make changes, please list the alternatives:
   - Grades K-6
   - Grades 7-8
   - Grades 9-12

2. If you operate a charter school, please describe educational alternatives available to students expelled from that school:

   Does the charter school enroll students expelled from a regular school?  
   - Yes  
   - No

3. Does your district plan to offer a Community Day School (CDS) in accordance with E.C. 48660 in the next three (3) years?

   - Yes  
   - No  
   If Yes, please indicate anticipated start-up date: _____________ and describe your program:

   - CDS program to be operated by the district
   - CDS program to be operated in joint agreement with the county office of education
   - CDS program to be operated by a consortium of districts (districts involved: ____________________)

   Grade levels to be served: ___________  Approximate number of students to be served: ______

   Types of students to be served:
   - students expelled for any reason
   - students referred by Probation pursuant to WIC 300 or 602
   - students referred by a district level referral process
4. What gaps are limiting your ability to provide education services to all students expelled from your district?

5. What suggestions or strategies do you have for filling those gaps?

6. Please describe your schools' and/or district's best practices of behavioral intervention approaches and options used to:
   a. Minimize the number of suspensions leading to expulsions
   b. Minimize the number of expulsions ordered
   c. Support students returning from expulsions

How do these best practices relate to any disproportionate representation of minority students in such interventions?

Comments:

District: 
Survey completed by: 
Telephone: Fax: 
E-mail: 

Please return your completed survey by **February 27, 2015** by mail, fax (524-2889), or scan to jpetersen@scoe.org

Georgia Ioakimedes, Director
Alternative Education / Student Support
Sonoma County Office of Education
5340 Skylane Blvd.
Santa Rosa, CA 95403

*Plan for Providing Educational Services to All Expelled Students in Sonoma County, 2012 Update*
June 2015 Update

Plan for Providing Education Services to All Expelled Students in Sonoma County

Independent Charter School Survey

Education Code §48926 requires the County Superintendent, in conjunction with district superintendents, to submit a triennial update to the Plan for Providing Education Services to All Expelled Students in Sonoma County. The update must be submitted to the State Superintendent of Public Instruction by June 30, 2012. To gain a more comprehensive view of services to expelled students, we are including charter schools in the plan and would appreciate your assistance by responding to the following questions:

1. Does the charter school enroll students expelled from other schools? □ Yes □ No
   If yes, are there exceptions (e.g., students who have committed certain offenses)?

2. What are the charter school’s procedures for expelling or dismissing a student? You may attach a copy of your policy and/or procedures.
   Is there an appeal process? □ Yes □ No
   If yes, please describe. You may attach a copy of your procedures.

3. What, if any, educational program is provided to an expelled or dismissed student pending placement in another program and/or an appeal?

4. What are the charter school’s procedures for notifying an expelled or dismissed student’s home district of the expulsion or dismissal? You may attach a copy of your procedures.

5. Please describe your school’s best practices of behavioral intervention approaches and options used to:
   a. Minimize the number of suspensions and expulsions or dismissals
   b. Support any students you enroll following their expulsion from other schools (if applicable)

Charter School: ____________________________
Survey completed by: ____________________________
Telephone: __________________ Fax: __________________ E-mail: __________________

Please return your completed survey by February 27, 2015 by mail, fax (524-2889), or scan to j.petersen@scoe.org

Georgia Ioakimedes, Director
Alternative Education – Student Support
Sonoma County Office of Education
5340 Skylane Blvd., Santa Rosa, CA 95403
Appendix C.

Sonoma County Office of Education
Alternative Education Programs
5340 Skylane Boulevard
Santa Rosa, CA 95403-8246
(707) 524-2876  Fax (707) 524-2889

Community School Referral

Instructions: Complete form, attach copies of required documentation, and forward to Alternative Education (address above).

Student Information
Student Name (first, last) _______________________________ Male  ______________ Female  _______________________________

Resides with:  Father  ______________ Mother  ______________ Both  ______________ Other (describe) ________________________________

Parent/Guardian Information
Name  Mr.  ______________ Mrs.  ______________ Mr. and Mrs.  ______________ Ms.  ______________
Address ____________________________________________________________

City/Zip ____________________________ Home Language ____________________________

Phone Number:  Home  ____________________________ Work  ____________________________ Highest Grade (circle) 10  11  12  13  14  15

Basis for Referral—Check all that apply and attach the required documentation

Expulsion from School  48915. a  ______________  48900.

Required Documentation:  1. Petition for expulsion;  2. Hearing findings;  3. Rehabilitation Plan

4. Immunization record;  5. Vision & Hearing Screening

6. District statement of Ed Code violation

7. Academic transcript  8. Discipline History

9. Attendance

Habitual Truancy  Certified truant 601.3  SARB contract

Required Documentation:  1. SARB hearing report and hearing findings;

2. Academic transcript

3. Immunization record

4. Vision & Hearing Screening

Juvenile Court Proceeding  300  601  602  654c

Probation Officer  ____________________________ Phone  ____________________________

Gang affiliation:  ______________ Non-association:  ______________

Factors Affecting School Achievement—Check all that apply and attach the required documentation.

Yes  No  Student is an English Language Learner

Required Documentation:  CELDT Results and copy of parent notification

Results of Primary Language Proficiency and copy of parent notification

Yes  No  Student has an active IEP for special education

Required Documentation:  Current and signed COMPLETE IEP, including goals and objectives (in addition to

Manifestation IEP)

Current Academic Evaluation/Report (completed within the past year)

Behavior Intervention/Support Plan

Psycho-educational Evaluation (completed within the past 2-1/2 years)

Pre-expulsion report (when appropriate)

Individual Transition Plan (ITP), if student is 14 years or older

Name of Case Carrier:  ____________________________ Phone:  ____________________________

Email:  ____________________________

Yes  No  Student has a Section 504 Accommodation Plan

Required Documentation:  1. Copy of the Section 504 Evaluation report

2. Copy of the signed 504 Accommodation Plan

Yes  No  Student has 3632 Mental Health Services

School Attendance Information

Last district school attended  ____________________________  Grade level  ____________________________ Date last attended  ____________________________

City  ____________________________ State  ____________________________ Zip  ____________________________

District Contact

Referred by (name)  ____________________________ Title  ____________________________ Date  ____________________________

District or Agency  ____________________________ Phone  ____________________________ Fax  ____________________________

Plan for Providing Educational Services to All Expelled Students in Sonoma County, 2015 Update  45
**Individualized Review and Certification**

It is the policy of the Sonoma County Office of Education and the Board of Trustees to have all students reviewed for appropriateness of enrollment in Sonoma County’s community school programs. In addition to this local enrollment policy, the California Education Code identifies additional review and certification requirements for those students enrolled pursuant to Section 1981(c). This Individualized Review and Certification for Community School Enrollment form is designed to satisfy both local requirements and state level requirements associated with California Education Code Sections 1981, 1982.5, and 42238.18(c).

Name ___________________________ M F Referral date ________ DOB __________
Parent or Legal Guardian ______________________ School District _______ Grade _____

California Education Code Section 1981 identifies four classifications of students who are eligible for community school enrollment. Please identify which category qualifies the above named student for community school enrollment.

- E.C. 1981 (a) Expulsion 48900
- E.C. 1981 (c) Probation or Serious Expulsion 48915 (a) _ or (c) __
- E.C. 1981 (b) SARB
- E.C. 1981 (d) Homeless

A preliminary review of the above named student was completed. This activity included a review of the student’s 1) current conditions, 2) attendance, behavior and performance history, and 3) personal orientation with the student and parent/legal guardian. Based on this review, it has been determined that the enrollment in the community school program is appropriate and in the best interest of the student.

Brief description of school related problem(s) ________________________________

**School District actions(s) prior to referral to Alternative Education Programs Community School:**

<table>
<thead>
<tr>
<th>School Administrator conference with parent and student</th>
<th>Student Study Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referral to alternative education program</td>
<td>Referral to counseling/Psychologist</td>
</tr>
<tr>
<td>Opportunity class</td>
<td>Community agency/Support program referral</td>
</tr>
<tr>
<td>Continuation School</td>
<td>SARB review</td>
</tr>
<tr>
<td>Intradistrict transfer</td>
<td>Other __________</td>
</tr>
</tbody>
</table>

In addition to the local review requirements, the following state level certification requirements must also be documented:

**California Education Code Section 1981(b)**
The above named student was enrolled in the community school program pursuant to Education Code Section 1981(b), satisfying the enrollment requirements established by California Education Code and the California State Board of Education.

**California Education Code Section 1981(c)**
The above named student was enrolled in the community school program pursuant to Education Code Section 1981(c), stating that the student must 1) be expelled for an offense identified in Education Code Section 48915(c), or 2) be probation referred, have an assigned probation officer and have undergone an individualized review consistent with the requirements of Education Code Section 42238.18(c).

The above named student was probation referred pursuant to Welfare and Institutions Code Sections 300, 601, 602 or 654, and an individualized review and certification has been completed by representatives of the court, county office of education, probation department and district of residence.

The above named student has been reviewed and certified by the below listed agencies:

<table>
<thead>
<tr>
<th>Court/Probation</th>
<th>Return to district eligibility date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>District of Residence</td>
<td>Spring Semester</td>
</tr>
<tr>
<td>County Office of Education</td>
<td>School Year</td>
</tr>
</tbody>
</table>

**Distribution:** White—School Office  Yellow—Audit File  Pink—Referring District/Probation/Agency
ALT ED 03-1-INDIVIDUAL REVIEW and CERTIFICATION November, 1999

Sonoma County Office of Education
Alternative Education Programs
5340 Skylane Boulevard
Santa Rosa, CA 95403-8246
(707) 524-2876  Fax (707) 524-2877

Plan for Providing Educational Services to All Expelled Students in Sonoma County, 2015 Update
Appendix D.

Sonoma County Office of Education
Alternative Education Programs

Court School Program Sites

DeForest Hamilton *(Juvenile Hall)*
- Located at the Juvenile Justice Center (Juvenile Hall)
- Males & females
- Ages 9-19
- Arrested and booked on criminal charges and awaiting disposition by the court
- Year round calendar; student enrollment varies from one day to several months

Sonoma County Probation Youth Camp
- Court committed residential program located in Forestville
- Males
- Ages 16-18
- Convicted of a criminal offense
- Year round calendar; student enrollment six to nine months with transitional program back to the community

Community School Program Sites

Amarosa Academy
- Classroom program located in Santa Rosa
- Males & females
- Grades 7-12
- 602, expelled 48915 a & c, expelled 48900 and certified truants
- Clean and sober services for students in recovery from addiction, referred by Drug Abuse Alternatives Center (DAAC), school districts, juvenile probation, or self-referred
- School year calendar; quarter credits

*Plan for Providing Educational Services to All Expelled Students in Sonoma County, 2015 Update*
Headwaters Academy

- Classroom program located in Petaluma
- Males & females
- Grades 7-12
- 602, expelled 48915 a & c, expelled 48900 and certified truants
- Clean and sober services for students in recovery from addiction, referred by Drug Abuse Alternatives Center (DAAC), school districts, juvenile probation, or self-referred
- School year calendar; quarter credits

Teen Parent Program

Adera Teen Parent Program (located at Amarosa Academy)

- Self-contained classroom program located in Santa Rosa
- Male & female teen parents with their children & pregnant females
- Ages 12-18
- Parenting teens with children birth to 3 years and pregnant teens, as appropriate; referred by Teen Parent Connections, Juvenile Probation, and school districts
- School year calendar; quarter credits

Independent Study

Independent Study Option

- Located in Rohnert Park
- Voluntary instructional strategy to complement classroom programs
- Grades 9-12
- Students who have specific educational needs, work interests, personal issues and/or family obligations that preclude success in a daily classroom setting
- School year calendar; quarter credits
MEMORANDUM OF UNDERSTANDING

The Sonoma County Office of Education (SCOE) and the 40 school districts in Sonoma County are parties to the Plan for Providing Education Services to All Expelled Students in Sonoma County. As noted in the plan, amended June 2000, provisions have been made for establishing a Memorandum of Understanding (MOU) between the Sonoma County Office of Education, herein referred to as “SCOE,” and any of the 40 individual school districts establishing a district-operated Community Day School.

1.0 PURPOSE OF THE MOU

Section VII of the amended Plan for Providing Education Services to All Expelled Students in Sonoma County states:

“To ensure maximization of effort and full utilization of resources, local school districts wishing to establish and operate its own Community Day School to serve expelled and high risk students agree to notify SCOE no later than December 31 of a year prior to the opening of a Community Day School program by July 1 of the succeeding new year.”

The MOU will provide clarification and specific roles and responsibilities of the parties to the agreement.

2.0 PARTIES TO THE MOU

The Sonoma County Office of Education and the _________________ School District, herein referred to as the “District,” mutually recognize, pursuant to E.C. Section 48662, that local governing boards may establish community day schools. Effective __________, 20__, the “District,” as authorized by its local governing board, will be operating a community day school to serve those students identified in E.C. Section 48662 (b).

3.0 FORMAL NOTICE OF OPERATING A COMMUNITY DAY SCHOOL

To ensure the maximization of effort and full utilization of existing resources, this Memorandum of Understanding will serve as a formal notice to “SCOE” that “District” will be operating a community day school program as follows:

A. Grade levels ______ to ______ to be served;

B. Approximately ______ number of students to be served;

C. First date of instruction projected to begin on ________, 20__;
D. The “District” and “SCOE” agree to jointly develop and implement a Transition Plan no later than __________, 20__ to enable “SCOE” to terminate facility contracts, service agreements and other contracts as necessary, and to ensure the transition of educational services of students served in the County Community Schools to the “District’s” Community Day School.

4.0 TYPES OF STUDENTS TO BE SERVED IN THE COMMUNITY DAY SCHOOL OPERATED BY THE SCHOOL DISTRICT

E.C. Section 48662 (b) states: A student may be assigned to a community day school only if he or she meets one or more of the following conditions:

(1) The student is expelled for any reason.
(2) The student is probation referred pursuant to Sections 300 and 602 of the Welfare and Institutions Code.
(3) The student is referred to a community day school by a school district attendance review board or other district level referral process.
(4) First priority of assignment to a community day school shall be given to a student expelled pursuant to subdivision (d) of Section 48915; second priority shall be given for placement to all other students pursuant to this section, unless there is an agreement that the county superintendent of schools shall serve any of these students.

The Community Day School operated by the “District” shall serve the following category of students (check all that apply):

A. ___ The student is expelled for any reason.
B. ___ The student is probation referred pursuant to Sections 300 and 602 of the Welfare and Institutions Code.
C. ___ The student is referred to a community day school by a school district attendance review board or other district level referral process.

5.0 AGREEMENT OF THE COUNTY SUPERINTENDENT TO SERVE STUDENTS PURSUANT TO EDUCATION CODE SECTION 48662

As stipulated in E.C. Section 48662, the Sonoma County Office of Education, hereby agrees to (check all that apply):

A. ___ serve no expelled students from the “District.”
B. ___ serve any student who is expelled from the “District.”
Memorandum of Understanding
RE: Community Day Schools
Page 3 of 3

C. __ serve any student residing within the "District" referred by the Probation Department pursuant to Sections 300 or 602 of the Welfare and Institutions Code.

D. __ serve any student eligible under 601 of the Welfare and Institutions Code referred by the "District" attendance review board or other district level referral process.

E. __ serve any student referred by the "District" expelled pursuant to subdivision (d) of Section 48915.

6.0 OPTION TO RECONSIDER THE CONDITION OF THE MEMORANDUM OF UNDERSTANDING

It is mutually understood that the conditions specified in the MOU may be subject to future discussion and modification. Either party may request reconsideration of the MOU provided that a request for review and discussion is initiated in writing by either party.

For the Sonoma County Office of Education

______________________________
Steven Herrington
County Superintendent of Schools

Date: ______________

For the ___________________________
School District

______________________________
Name __________________________
Superintendent

Date: ______________
# Recommended Procedures for Charter School Expulsions/Dismissals

<table>
<thead>
<tr>
<th>Procedures for Charter School Expulsions or Dismissals</th>
<th>Student resides in the charter district</th>
<th>Student resides outside the charter district</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student withdraws or is expelled/dismissed</td>
<td>Charter school sends written notice to charter district within 30 days (5 school days is strongly recommended).</td>
<td>Charter school sends written notice to natural district of residence within 30 days (5 school days is strongly recommended).</td>
</tr>
<tr>
<td>Student is recommended for expulsion/dismissal</td>
<td>Charter school communicates informally with charter district prior to hearing.</td>
<td>Charter school communicates informally with natural district of residence prior to hearing.</td>
</tr>
<tr>
<td>Student is expelled/dismissed</td>
<td>Charter school notifies charter district coordinator within 5 school days of the expulsion/dismissal.</td>
<td>Charter school notifies designee of natural district of residence within 5 school days of the expulsion/dismissal.</td>
</tr>
<tr>
<td>Parent appeals expulsion/dismissal (if procedures allow)</td>
<td>Parent and charter school follow identified procedures. Charter school remains responsible for providing educational program pending appeal. Charter school notifies charter district coordinator within 3 days of the notice of appeal.</td>
<td>Parent and charter school follow identified procedures. Charter school remains responsible for providing educational program pending appeal. Charter school notifies designee of natural district of residence within 3 days of the notice of appeal.</td>
</tr>
<tr>
<td>Procedures for Charter School Expulsions or Dismissals</td>
<td>Student resides in the charter district</td>
<td>Student resides outside the charter district</td>
</tr>
<tr>
<td>-------------------------------------------------------</td>
<td>----------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>District is notified of expulsion/dismissal</td>
<td>Charter district coordinator makes written recommendation for educational services within 5 school days of the notification. This written notice of the recommendation is sent to charter school and parent.</td>
<td>Designee of natural district of residence makes written recommendation for educational services within 5 school days of the notification. This written notice of the recommendation is sent to charter school and parent.</td>
</tr>
<tr>
<td>District recommends educational services be provided by SCOE</td>
<td>Charter district coordinator notifies SCOE three (3) prior to notifying charter school and parent.</td>
<td>Designee of natural district of residence notifies SCOE three (3) prior to notifying charter school and parent.</td>
</tr>
<tr>
<td>SCOE disputes student's suitability for its community school program</td>
<td>SCOE Director of Alternative Education-Student Support Services or designee notifies charter district coordinator. SCOE and coordinator meet (by phone is permissible) to resolve the issue. If there is no resolution, a neutral arbitrator is chosen by the chair of the county Superintendent’s Council.</td>
<td>SCOE Director of Alternative Education-Student Support Services or designee notifies designee of natural district of residence. SCOE and designee meet (by phone is permissible) to resolve the issue. If there is no resolution, a neutral arbitrator is chosen by the chair of the county Superintendent’s Council.</td>
</tr>
</tbody>
</table>
**Recommended Procedures for Charter School Referrals to School Attendance Review Board (SARB)**

<table>
<thead>
<tr>
<th>Procedures for Charter School Referrals to SARB</th>
<th>Student resides in the charter district</th>
<th>Student resides outside the charter district</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student fails to attend school regularly or is excessively absent</td>
<td>Charter school refers student to appropriate SARB unless the charter agreement provides otherwise.</td>
<td>Charter school refers student to appropriate SARB unless the charter agreement provides otherwise.</td>
</tr>
<tr>
<td>Student leaves school for any reason other than graduation and fails to enroll in another school</td>
<td>Charter school notifies student’s natural district of residence within 30 days (5 school days is strongly recommended). Charter district coordinator refers student to appropriate SARB.</td>
<td>Charter school notifies student’s natural district of residence within 30 days (5 school days is strongly recommended). Designee of natural district of residence refers student to appropriate SARB.</td>
</tr>
<tr>
<td>Student is expelled/dismissed and fails to enroll regularly another school or is excessively absent</td>
<td>Charter district coordinator refers student to appropriate SARB.</td>
<td>Designee of natural district of residence refers student to appropriate SARB.</td>
</tr>
<tr>
<td>Expelled/dismissed student enrolled at SCOE fails to attend school regularly or is excessively absent</td>
<td>SCOE designee refers student to appropriate SARB.</td>
<td>SCOE designee refers student to appropriate SARB.</td>
</tr>
</tbody>
</table>
## Best Practices

<table>
<thead>
<tr>
<th>DISTRICT</th>
<th>TO MINIMIZE SUSPENSIONS</th>
<th>TO MINIMIZE EXPULSIONS</th>
<th>TO SUPPORT RETURNING STUDENTS</th>
<th>RELATION TO MINORITY STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dunham, Kenwood, Montgomery, Twin Hills, West Side</td>
<td>No response</td>
<td>No response</td>
<td>No response</td>
<td>No response</td>
</tr>
</tbody>
</table>
| Alexander Valley | • Restorative practices  
• In-school suspensions  
• Early behavioral intervention  
• Toolbox project | N/A, no expulsions | N/A, no expulsions | Track interventions by ethnicity & economic status & find equal representation |
| Bellevue | • Implement BEST/PBIS practices at all schools  
• School psychologists provide counseling; ERMS; behavioral intervention plans; student observation & consultation with teachers on classroom management issues; “lunch bunch” groups to work on social skills & building relationships  
• Intensive counseling through NPA for special education students with emotional needs | Same  
• Develop relationships with students with high discipline needs  
• Work with families & try to connect them with resources outside district (e.g., California Parenting Institute) | • Transition meetings with parents & students as needed  
• Student contracts to help them stay on track | |
| Bennett Valley | • Restorative justice  
• Community service  
• BEST, Toolbox project | Be very clear on the rules | N/A (no students expelled for many years) | N/A |
<table>
<thead>
<tr>
<th>DISTRICT</th>
<th>TO MINIMIZE SUSPENSIONS</th>
<th>TO MINIMIZE EXPULSIONS</th>
<th>TO SUPPORT RETURNING STUDENTS</th>
<th>RELATION TO MINORITY STUDENTS</th>
</tr>
</thead>
</table>
| Cinnabar         | PBIS as part of school-wide RD sets all students up for academic & behavioral success with targeted intervention for students needing more support | • Staff development on RtI/PBIS builds capacity school-wide to teach students academic & behavioral expectations  
• An ERMHS team, trained on Dr. Perry’s trauma-informed practices, supports students needing mental health services | • Students receive tier 1, 2, 3 levels of academic & behavior supports as needed  
• Students go through CANS screening/assessment with data used to determine level of supports needed by the student to successfully integrate into the school setting | • RtI/PBIS systems ensure all students have great first instruction in academic & behavior expectations  
• Multi-tiered supports based on academic & behavioral data  
• Teams meet regularly to review & disaggregate data in order to provide or release students from supports  
• ELD system and program  
• “Trauma-informed” practices to get at the “why” of misbehavior  
• Weekly staff training in building positive relationships with all students & how to intervene with proper academic & behavioral interventions most helpful with students of poverty |
| Cloverdale       | • Use Restorative practices                                                                 | Carefully follow Ed Code for expellable offenses                                          | Have students attend continuation/community day school prior to enrollment in comprehensive high school | No relation                                                                                   |
| Cotati-Rohnert Park | Teachers & administrators have received training in other options, e.g., Restorative practices, counseling, behavior support through behavior plans | • Use suspended expulsions when possible  
• Utilize other educational programs (e.g., Flex, Phoenix) before need for expulsion is reached | • Counseling on program options  
• Conference with student/parent/student services director upon re-entry | Just beginning to gather data                                                                 |

Plan for Providing Educational Services to All Expelled Students in Sonoma County, 2015 Update
<table>
<thead>
<tr>
<th>DISTRICT</th>
<th>TO MINIMIZE SUSPENSIONS</th>
<th>TO MINIMIZE EXPULSIONS</th>
<th>TO SUPPORT RETURNING STUDENTS</th>
<th>RELATION TO MINORITY STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forestville</td>
<td>• Early intervention with behavior issues • BEST, Toolbox project • SSTs • SARB • Behavior plans • Paraprofessional support • In-school suspension</td>
<td>• Classroom support with behavior aide • Parent/student/administrator conferences • Behavior contract • Counseling</td>
<td>• Parent/student/administrator conferences • Behavior contract • Behavior support • Counseling</td>
<td>All interventions applied equally</td>
</tr>
<tr>
<td>Fort Ross</td>
<td>Very close parent-school communication</td>
<td>Immediate intervention &amp; guidance</td>
<td>N/A (no suspensions &amp; only one expulsion since 2011)</td>
<td>N/A</td>
</tr>
<tr>
<td>Geyserville</td>
<td>Because district is small, students &amp; staff are close &amp; potential problems addressed quickly</td>
<td>N/A (no expulsion for many years)</td>
<td>N/A</td>
<td>District has a diverse student population; starting together in kindergarten, the students develop friendships for life</td>
</tr>
<tr>
<td>Guerneville</td>
<td>• Classroom strategies • Student Study Teams • Administrative interventions • Weekly progress reports • Shortened day</td>
<td>Same</td>
<td>Same</td>
<td>Same</td>
</tr>
<tr>
<td>Gravenstein</td>
<td>• Second Step (Social Emotional Learning Program), K-8 • In-school detention • Parent conferences</td>
<td>Alternative placement – district Community Day School (CDS)</td>
<td>Work from regular teachers for CDS students keeps them on track</td>
<td>N/A</td>
</tr>
<tr>
<td>Harmony</td>
<td>• Parent involvement • Counseling</td>
<td>Same</td>
<td>Teacher &amp; counseling support</td>
<td>No record of expulsions in the district</td>
</tr>
<tr>
<td>Healdsburg</td>
<td>• Parent contact &amp; involvement • Restorative practices • Safe School Ambassadors • Toolbox project • BEST practices • Support Team intervention • Community service &amp; other means of correction\</td>
<td>• Use of suspended expulsions • Restorative practices • Counseling support • PST, DAAC</td>
<td>• Restorative practices • PST • Assign a mentor or team to monitor</td>
<td>• Raise staff awareness • Accessible curriculum &amp; instruction for all students • Parent education - PIQE</td>
</tr>
</tbody>
</table>

Plan for Providing Educational Services to All Expelled Students in Sonoma County, 2015 Update
<table>
<thead>
<tr>
<th>DISTRICT</th>
<th>TO MINIMIZE SUSPENSIONS</th>
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<th>TO SUPPORT RETURNING STUDENTS</th>
<th>RELATION TO MINORITY STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Horicon</td>
<td>• Soul Shoppe anti-bullying program, to be put in school-wide discipline plan next year</td>
<td>No expulsions for many years</td>
<td>• Two students expelled from other districts have been very successful</td>
<td>75% Hispanic student population</td>
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<tr>
<td></td>
<td>• Training for staff &amp; parents, parent nights, &amp; student support on bullying prevention</td>
<td></td>
<td>• Small class sizes</td>
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<td></td>
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<td></td>
<td>• Positive relationships between students &amp; all adults on campus</td>
<td></td>
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<tr>
<td>Kashia</td>
<td>• Restorative Justice methods to address issues as they happen</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td></td>
<td>• Behavior modification in the classroom</td>
<td></td>
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<tr>
<td>Liberty</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Mark West</td>
<td>• Counseling services</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td></td>
<td>• BEST program</td>
<td></td>
<td></td>
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<tr>
<td>Monte Rio</td>
<td>• Engaging curriculum</td>
<td>No expulsions</td>
<td>N/A</td>
<td>N/A; no disproportionate representation</td>
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<tr>
<td></td>
<td>• Tribe Program with Habitudes/life skill lessons</td>
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<td></td>
<td>• Involved parents</td>
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<td></td>
<td>• Detention program</td>
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<td></td>
<td>• Tiger Awards &amp; citizenship awards assemblies</td>
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<td></td>
<td>• School counseling</td>
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<tr>
<td></td>
<td>• Restorative justice</td>
<td></td>
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<tr>
<td>Oak Grove</td>
<td>• Site-based behavior management plans</td>
<td>Same</td>
<td>Same</td>
<td>N/A</td>
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<td></td>
<td>• Effective site principals</td>
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<td></td>
<td>• Behavioral intervention services by LCSW, pupil personnel counselors</td>
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<td></td>
<td>• Intervention &amp; academic support classes</td>
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<tr>
<td></td>
<td>• Rti programs</td>
<td></td>
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<tr>
<td>DISTRICT</td>
<td>TO MINIMIZE SUSPENSIONS</td>
<td>TO MINIMIZE EXPULSIONS</td>
<td>TO SUPPORT RETURNING STUDENTS</td>
<td>RELATION TO MINORITY STUDENTS</td>
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<tr>
<td>Old Adobe</td>
<td>• Toolbox project &amp; Soul Shoppe program for social emotional learning &amp; behavior</td>
<td>No expulsions in the district, but would utilize Student Study Teams &amp; counselors, if necessary</td>
<td>N/A</td>
<td>No strong relationship at this point, but will do further data analysis with Illuminate to determine proportionality. If significant disproportionality exists, work will be done to determine the best corrective action</td>
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<tr>
<td></td>
<td>• Student Study Teams to support students with challenges</td>
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<tr>
<td>Petaluma</td>
<td>• Ongoing universal prevention strategies (e.g., BEST program, student planners, assemblies, Challenge Day, Caring School Communities, Safe School Ambassadors)</td>
<td>• Same</td>
<td>• Pre-return placement conferences &amp; site selections</td>
<td>• Counseling &amp; supports available in English &amp; Spanish</td>
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<td></td>
<td>• Targeted intervention strategies when issues arise (e.g., onsite mental health counseling from MFT, behavior contracts, transfers)</td>
<td>• Suspension reduction efforts through use of Project Success, substance use intervention, Restorative Justice, etc.</td>
<td>• Case management by site-based staff</td>
<td>• ELAC &amp; DELAC intervention</td>
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<td></td>
<td>• Student support teams</td>
<td></td>
<td>• Availability of daily counseling &amp; interactions with instructional staff at Headwaters Academy assist students complete rehabilitation plans</td>
<td>• Subgroup of socio-economically disadvantaged students &amp; efforts to engage their parents as an intervention is the most challenging</td>
</tr>
<tr>
<td>Piner-Olivet</td>
<td>• Toolbox project, K-6</td>
<td>Only one expulsion in past 5 years</td>
<td>Interventions described apply to all students</td>
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<td></td>
<td>• No Bully/Solutions Team approach, K-8</td>
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<td></td>
<td>• Classroom community meetings</td>
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<td></td>
<td>• Developing tiered approach to behavioral support (e.g., counseling, small group)</td>
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<tr>
<td>Rincon Valley</td>
<td>• School-wide positive behavior management</td>
<td>Focus on safety at school sites &amp; other means of correction</td>
<td>Design a re-integration plan after successful completion of the rehabilitation plan</td>
<td>N/A</td>
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<tr>
<td></td>
<td>• Toolbox project</td>
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<tr>
<td></td>
<td>• Restorative practices</td>
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<tr>
<td>Roseland</td>
<td>• Site-based Student Services Managers hold behavioral meetings with students &amp; parents</td>
<td>Rarely have expulsions; programs &amp; support services seem to work</td>
<td>• Student Services Managers hold behavioral meetings with students &amp; parents</td>
<td>Student body is homogeneously Hispanic; no disproportionate representation seen in interventions for other minority students</td>
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<td></td>
<td>• Extensive counseling</td>
<td></td>
<td>• Counseling services</td>
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<td></td>
<td>• Behavioral contracts developed with students, parents, &amp; school representatives</td>
<td></td>
<td>• Behavioral contracts</td>
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<td></td>
<td>• Saturday school alternative for some suspendible issues</td>
<td></td>
<td>• Peer support &amp; mentoring</td>
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<tr>
<td>Santa Rosa</td>
<td>• Created &amp; follow a Discipline Guide</td>
<td>Same</td>
<td>Same</td>
<td>Use of Discipline Guide makes is possible to prevent disproportionate suspensions &amp; expulsions of minority students</td>
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<tr>
<td></td>
<td>• Utilize Restorative practices</td>
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<tr>
<td>Sebastopol</td>
<td>• Use of Restorative practices</td>
<td>Suspended expulsions</td>
<td>• Counseling</td>
<td>Students treated the same</td>
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<tr>
<td></td>
<td>• Better supervision</td>
<td></td>
<td>• Parent participation</td>
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<tr>
<td></td>
<td>• Parent contact/participation</td>
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<tr>
<td>Sonoma Valley</td>
<td>• Progressive discipline model</td>
<td>• Behavior contracts</td>
<td>• Behavior contracts</td>
<td>All communications available in both English &amp; Spanish at ELAC</td>
</tr>
<tr>
<td></td>
<td>• In-school suspensions</td>
<td>• Second offense warnings</td>
<td>• Rehabilitation plans</td>
<td></td>
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<tr>
<td></td>
<td>• Behavior plans</td>
<td>• Contracts for 48900 (c) &amp; (j)</td>
<td></td>
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<td></td>
<td>• Communication with Behavior Expectations handbook</td>
<td>• Plan to begin using Restorative practices next year</td>
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<td></td>
<td>• Plan to begin using Restorative practices next year</td>
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</tbody>
</table>
| Two Rock             | • District is proactive in working with students experiencing behavioral challenges, through:  
                      | • Frequent meetings with staff, student(s) & parent(s) in addition to the site administrator  
                      | • Restorative practices involving parties above  
                      | • Counseling services as needed | N/A                           | N/A                           | N/A                           |
| Waugh                | Second Step positive behavior program                                                  | Same                   | N/A                           | Second Step has been effective with all Waugh students |
| West Sonoma County   | • Restorative Justice approach  
                      | • Family & student therapy from MFT                                                     | Stipulated agreements for probationary contracts | • Family counseling  
                      | • Counseling services as needed                                                        | • Attendance monitoring  
                      | • Monitoring academic interventions, suspensions, & expulsions to ensure proportionality is maintained | Monitor academic interventions, suspensions, & expulsions to ensure proportionality is maintained |
| Wilmar               | • Progressive discipline  
                      | • Social skills programs                                                                | Parent meetings to work on behaviors early        | Counseling services           | Tough to track as population is so small & minority groups are small percentage |
| Windsor              | • Counseling  
                      | • Students assemblies  
                      | • Family counseling  
                      | • Staff training  
                      | • Differential instruction  
                      | • After school activities                                                            | • Suspended expulsion agreement mandating drug testing, counseling & grade performance | • Counseling  
                      | • Academic support, if needed                                                        |                                                                                           |
| Wright               | • Support positive behavior with BEST, Toolbox & Positive Action programs  
                      | • Character education programs at all schools  
                      | • Use in-house strategies as opposed to suspension                                         |                                                                                           | No disproportionality issues |
|                      | • Counseling services                                                                  | No expulsions since 2002 | N/A                           |                               |
### Best Practices – Independent Charter Schools

<table>
<thead>
<tr>
<th>CHARTER</th>
<th>TO MINIMIZE SUSPENSIONS OR EXPULSIONS</th>
<th>TO SUPPORT RETURNING STUDENTS</th>
</tr>
</thead>
</table>
| Credo High School       | • Use of SST  
                          • Family meetings  
                          • Academic support                                                                                          | Same                                                                                           |
| Kid Street Charter      | • Tool Box program  
                          • Individual counseling services for 18% of students  
                          • Triple P onsite parenting classes  
                          • Beyond Consequences training for staff                                                                 | Meet with social worker, if appropriate, parent(s) & student to create a plan for success      |
| Pathways Charter School | Independent study program only; no suspensions or expulsions                                             | N/A                                                                                             |
| Piner-Olivet Charter    | • Clear expectations & consequences reviewed at beginning of year  
                          • Individual meetings with families & students before enrollment  
                          • Frequent parent contact when behaviors present themselves  
                          • Strong positive recognition program                                                                 | • Individual family & student meeting & contract prior to enrollment  
                                                                                                                                              | • Frequent updates & regular monitoring of academics & behavior                             |
| Pivot Charter School    | Extensive intervention processes                                                                          | Depending on the offense, place student on a contract or limit onsite attendance; independent study program only |
| Santa Rosa Charter School | • Positive Discipline training for staff, students & parents as part of intensive social skills program |                                                                                                                                                 |
| Village Charter School  | • Creation of strong sense of community & respect  
                          • Restorative justice practices in all classrooms  
                          • Immediate natural consequences to behaviors  
                          • 10:1 student/teacher ratio                                                                               | N/A currently                                                                                 |

* 7 out of 22 independent charter schools responding