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
EXPelled STUDENTS IN SONOMA COUNTY

Introduction

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 71,000 students at 177 public schools. There are 101 elementary, 23 middle/junior high, and 19 high schools, as well as 27 alternative schools and 7 independent study schools. Thirty-nine of these schools are charter schools.

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 2012 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 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 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 6 of 17 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

Contributing Independent Charter Schools

Credo High School
Mark West Charter School
Pathways Charter School
Roseland Charter School
Santa Rosa Charter School
Sebastopol Independent 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.
Alexander Valley Union School District
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
1. Suspended enforcement of the expulsion with placement at another regular school campus within the district
2. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established

Bennett Valley Union School District
1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement in another program or at another regular school campus within the district
3. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees, and only if child does not qualify for special education placement
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 available and appropriate Sonoma County Office of Education Community School Program

Cinnabar School District
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 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 in Phoenix Necessary Small School (grades 9-12 only)
3. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
4. Suspended enforcement of the expulsion with placement in El Camino Continuation High School (grades 9-12 only)
5. Suspended enforcement of the expulsion with referral to the Sonoma County Office of Education Community School Program
6. Expulsion with referral to the Sonoma County Office of Education Community School Program

Dunham School District
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
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
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

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 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 District Community Day School (grades 4-6 only)
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 District Community Day School
5. 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
Harmony 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. 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

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
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
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
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
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
- 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
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. Expulsion with referral to District Community Day School (grades 7-9 only)
7. Expulsion with referral to the Sonoma County Office of Education Community School Program

Piner-Olivet Union School District
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
Rincon Valley Union School District
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
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 School District
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
Santa Rosa City High School District

**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)

**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

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
Sonoma Valley Unified School District, continued

**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
Two Rock Union School District
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
• District-operated Independent Study

West Side Union School District
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
Grades 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

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

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

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 charter schools and whether or not the charter schools enroll students expelled from a regular school (12 out of 14 districts with charter schools responding).

<table>
<thead>
<tr>
<th>DISTRICT / SCHOOLS</th>
<th>EDUCATIONAL ALTERNATIVES AVAILABLE TO EXP STUDENTS</th>
<th>ENROLL STUDENTS EXPELLED FROM REGULAR SCHOOL?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cinnabar / Cinnabar Charter</td>
<td>Same alternatives as provided to students at regular school</td>
<td>No</td>
</tr>
<tr>
<td>Dunham / Dunham Charter</td>
<td>Would look to county-offered programs if placement needed</td>
<td>Yes</td>
</tr>
<tr>
<td>Healdsburg / Healdsburg Charter</td>
<td>Same alternatives as provided to students at regular K-6 schools</td>
<td>No</td>
</tr>
<tr>
<td>Oak Grove / Oak Grove Elementary-Willowside Middle</td>
<td>Same alternatives as provided to students at other district schools</td>
<td>No</td>
</tr>
<tr>
<td>Petaluma / Sixth Grade Academy</td>
<td>Suspend expulsion &amp; return to site or full expulsion with placement in 7-9 community day school</td>
<td>No</td>
</tr>
<tr>
<td>Piner-Olivet / Piner-Olivet Charter</td>
<td>Suspended enforcement of expulsion with placement at another school in the district, outside of district, or independent study</td>
<td>Yes, on a case-by-case basis</td>
</tr>
<tr>
<td>Rincon Valley / Binkley School, Rincon Valley Charter, Spring Creek Matanzas Charter, Village School, Whited School</td>
<td>Would consider appropriate placement at another school in the district</td>
<td></td>
</tr>
<tr>
<td>Santa Rosa / Santa Rosa Accelerated Charter, Santa Rosa Charter School for the Arts</td>
<td>None; parents responsible for locating &amp; enrolling the student in another school outside of the district</td>
<td>Not usually; review individual cases</td>
</tr>
<tr>
<td>Sonoma Valley / Sonoma Charter School</td>
<td>Same alternatives as provided to students at other district schools</td>
<td>Yes</td>
</tr>
<tr>
<td>Twin Hills / Orchard View School, Sunridge School, Twin Hills Charter Middle</td>
<td>Same alternatives as provided to students at other district schools</td>
<td>No</td>
</tr>
<tr>
<td>Windsor / Cali Calmecac Language Academy</td>
<td>Suspended enforcement of expulsion with placement at a regular school campus within the district</td>
<td>Yes, depending on the offense and feasibility of offering appropriate services</td>
</tr>
</tbody>
</table>
## Services to Expelled Students in Independent Charter Schools

The following is a summary of independent charter schools’ responses regarding their services to expelled students (6 out of 17 independent charter schools responding).

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Credo High School</td>
<td>Policy*</td>
<td>No</td>
<td>No</td>
<td>First in line; then in accordance with district policy</td>
<td>Policy*</td>
</tr>
<tr>
<td>Mark West Charter School</td>
<td>Policy*</td>
<td>No</td>
<td>Yes, in accordance with district policy</td>
<td>Work is sent home</td>
<td>None</td>
</tr>
<tr>
<td>Pathways Charter School</td>
<td>Policy*</td>
<td>Yes, although students are interviewed prior to enrollment</td>
<td>Yes, to board of directors</td>
<td>Home district is notified that student is returning</td>
<td>None, Policy*</td>
</tr>
<tr>
<td>Roseland Charter School</td>
<td>Policy*</td>
<td>Yes, at the discretion of board of directors or designee</td>
<td>Yes, to County Board of Education if it will hear or board of directors</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Santa Rosa Charter School</td>
<td>Policy*</td>
<td>No</td>
<td>No</td>
<td>Has never been an issue, so would check with legal council</td>
<td>Policy*</td>
</tr>
<tr>
<td>Sebastopol Independent Charter School</td>
<td>Policy*</td>
<td>No</td>
<td>No</td>
<td>Phone district to coordinate support</td>
<td>Policy*</td>
</tr>
</tbody>
</table>

* Written policy was attached to survey
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 Cal-SAFE (California School-Age Families Education) 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 Cal-SAFE 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
Hood Mountain School/Sierra Youth Center
Sonoma County Probation Youth Camp
Valley of the Moon School
Community Schools Sites
   Amarosa Academy, Santa Rosa
   Headwaters Academy, Petaluma

California School-Age Families Education
   Adera Cal-SAFE (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 four 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 to W.I.C. § 300 or 602, or referred by SARB or other district-level referral process</td>
</tr>
<tr>
<td>Guerneville SD</td>
<td>Grades 4-8; 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>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>
Four community day schools have closed since 2009, and no districts are planning or considering the establishment of such schools during the next three years of this plan.
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.
Educational Services Provided to Expelled Students with Exceptional Needs

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)(f), 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 questionnaires 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

A chart summarizing district and independent charter school responses is 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.
Results from 2009 Update

1. An ongoing issue is the difficulty identifying an educational placement for the expelled student who is in grades K–6. And while these students are expelled at a much lower rate than students in grades 7-12, there is growing number of highly disruptive students in the lower grades. Fiscal constraints restrict districts’ ability to expand community day school programs. Districts have developed limited options within their districts and have informally discussed the possibility of forming a consortium, together or with the County Office, to develop a program to serve students in grades K-6. The strategies for addressing this problem are: (a) districts will implement early intervention strategies to reduce the number of expelled students in grades K-6, (b) districts will maintain a range of educational placement options for those who are expelled, including “gentlemen’s agreements” to provide services to each other’s students, (c) the County Office will conduct a survey of the districts along the Highway 101 corridor to determine if there is sufficient numbers of students to develop a community day class or other program, and (d) the County Office and districts will develop a rigorous process and documentation requirements for a K-6 program. Results: Although there has been some further discussion about districts forming a consortium to serve expelled students in grades K-6, there has not been significant progress in this area. SCOE has worked 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.

2. Some expelled students who have been referred to the County Office community school programs have poor attendance due the distance they must travel from their homes. With enrollment declining in the county’s schools and fewer numbers of expelled students being referred to the County Office, along with cutbacks in state funding, the number community school programs has been reduced, further increasing the distance for some students. The strategies for addressing this problem are: (a) the County Office will pilot a program to group small numbers of students for independent study, (b) the County Office will
offer independent study to more students age 16 and older if they have first been served in the classroom and have been assessed and found to be suitable, and (c) the County Office will examine the feasibility of including a virtual online program to enhance its independent study program. **Results:** The County Office works with students/families referred from outlying areas to address any potential transportation issues. Strategies successfully implemented include providing county bus passes to Sonoma Valley students to the Headwaters/Petaluma Community School site and offering an Independent Study option, so families only need to travel one day/week (this has included Independent Study at the Valley of the Moon site, which is much more convenient for the Sonoma Valley families). The County Office is also utilizing online learning in its Independent Study program. Some districts have also added online options that they make available to students on a suspended expulsion order.

3. There are limited educational placement options for expelled Special Day Class Students. Cutbacks in state funding limit the ability of districts’ and the County Office to expand or develop new programs. The strategies for addressing this problem are: (a) districts will consider suspending expulsions and placing students at a different site and (b) districts will place students in a home and hospital instruction program, if appropriate. **Results:** In the 2011-12 school year, the Alternative Education Director and the Special Education Directors from the five largest districts formed a subcommittee to the SELPA Steering Committee to address this issue. As a result, the County Office has broadened its definition of students with disabilities who can be served and has changed its service delivery model in order to provide the needed support for students who require up to 50% of their day outside of general education. Cotati-Rohnert Park Unified School District is also actively exploring the possibility of opening a Special Day Class for expelled students in the 2012-13 school year that may have the capacity to serve a few students from other districts.

4. There is 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. 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. 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). The strategy for addressing these problems was for the County Office and districts to develop procedures for inclusion in the 2009 update of the Plan for Providing Educational Services to All Students in Sonoma County. Results: There has been no opportunity to implement the procedures, as these are not current issues.

5. While not a gap, the County Office and districts want to ensure that students make a timely and successful transition back to their district of residence. The strategies for achieving this are: (a) the County Office will promote open communication with districts on their students’ progress in the County’s community school program, (b) the County Office will invite districts to participate in transition meetings for students, (c) the County Office will work with districts to develop transition procedures and forms, and (d) the County Office will utilize the regional School Attendance Review Boards (SARBs) to improve student attendance, an important criteria for successful transition. Results: The County Office developed transition forms that are utilized for all students wishing to return to district. These forms include input from the Community School teacher and counselor and also include a letter from the student to the district describing the changes they have made that make them a good candidate for return. These documents also identify a point of contact in the district for the student and family to help insure a smooth transition. There is a good line of communication between the Community School site and office staff and district staff around return to district process. Community School staff participates in Transition Team meetings in the Petaluma district, which allows them to present individual cases to Petaluma administrators.

6. While also not a gap, there is an ongoing effort to reduce the number of students expelled in the county. The strategies for addressing this issue are: (a) districts are continuing to develop or implement early intervention strategies to address educational, social and behavioral issues, such as student assistance teams, behavior management systems, substance abuse programs, and school attendance improvement programs and (b) some districts are utilizing an administrative placement and review process in order to exhaust alternatives
prior to expulsion. **Results:** Districts have continued their efforts to reduce the number of enforced expulsions by offering more suspended expulsions to students and families and increasing the support services available to those families. This allows a student to remain in district on a contract, with their expulsion order only being enforced if the student violates the contract. Some districts also utilize an administrative review panel as a means of intervention prior to expulsion.

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 worked 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.

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.

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.
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,
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, 2012 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, 2012. To complete this task, we need your assistance by responding to the following questions:

1. A copy of your district’s 2009 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 2009 subplan remain unchanged for the 2012 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 3, 2012** by mail or fax (524-2889) to:

Georgia Ioakimedes, Director
Alternative Education – Student Support
Sonoma County Office of Education
5340 Skylane Blvd.
Santa Rosa, CA 95403
### Plan for Providing Education Services to All Expelled Students in Sonoma County

**June, 2012 Update**

**Charter School Survey**

Education Code §49826 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 3, 2012** by mail or fax (524-2889) to:

Georgia Ioakimedes, Director  
Alternative Education – Student Support  
Sonoma County Office of Education  
5340 Skylane Blvd., Santa Rosa, CA 95403
Appendix C.
Plan for Providing Educational Services to All Expelled Students in Sonoma County, 2012 Update

Community School Referral

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

Student Information
Student Name (first, last) ______________________________________________________________
Birthdate ________________ Resides with: □ Father □ Mother □ Both □ Other (describe) ________________
□ Male □ Female

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 □ c □ 48900. Required Documentation:
1. Petition for expulsion; 2. Hearing findings; 3. Academic transcripts;
4. Immunization record; 5. Vision & Hearing Screening 6. District statement of
7. Rehabilitation Plan. Education Code violation;

□ Habitual Truancy □ Certified truant 601.3 □ SARB contract Required Documentation:
1. SARB hearing report and hearing findings; 2. Academic transcripts;
3. Immunization record 4. Vision & Hearing Screening

□ Juvenile Court Proceeding □ 300 □ 601 □ 602 □ 654c Required Documentation:
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 Handicapping condition ____________________________
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

Signature of Special Education Director ___________________________ Phone Number ___________________

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 ______________________

Distribution: White—School Office Yellow—Audit File Pink—Referring District/Probation/Agency
ALT ED 03-1

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

Plan for Providing Educational Services to All Expelled Students in Sonoma County, 2012 Update 46
**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 (b) SARB
- E.C. 1981 (c) Probation or Serious Expulsion 48915 (a) ___ or (c) ___
- 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 that 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:

- School Administrator conference with parent and student
- Student Study Team
- Referral to alternative education program
- Referral to counseling/Psychologist
- Opportunity class  ROP
- Community agency/Support program referral
- Continuation School  Independent Study
- SARB review
- Intradistrict transfer
- Other ____________________________

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:

- Court/Probation ____________________________
- District of Residence _________________________
- County Office of Education ____________________

Return to district eligibility date:

- Spring Semester
- Fall Semester

School Year __________________

Distribution: White—School Office  Yellow—Audit File  Pink—Referring District/Probation/Agency

ALT ED 03-1—INDIVIDUAL REVIEW and CERTIFICATION November, 1999
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

Hood Mountain/Sierra Youth Center
• Residential facility located near the Juvenile Justice Center
• Females only effective July 1, 2006
• Ages 12–17
• Court committed placement for youths who have committed a criminal offense
• Year round calendar; enrollment three to six 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
Valley of the Moon
• Social service residential program located near the Juvenile Justice Center
• Males & females
• Ages 5–18
• Abused and neglected wards of the court—WIC 300 designation
• Year round calendar; student enrollment varies from one day to three months

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

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
California School Age Families Education (Cal-SAFE)

Adera Cal-SAFE (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
SONOMA COUNTY OFFICE OF EDUCATION
Alternative Education – Student Support Services
5340 Skylane Boulevard
Santa Rosa, CA 95403

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.”
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 by 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><strong>District is notified of expulsion/dismissal</strong></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><strong>District recommends educational services be provided by SCOE</strong></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><strong>SCOE disputes student’s suitability for its community school program</strong></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>
<tr>
<td>Procedures for Charter School Referrals to SARB</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>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 in or attend 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>
</table>
| Alexander Valley | • Early intervention with behavioral issues  
• School-based counseling  
• Tool Box program strategies for problem solving  
• “School Families” mentoring                                    |                                                                                         |                                                                                                 | • Make sure all instruction, academic & social, is accessible to all students  
• Conduct outreach to all families & provide specialized presentations in Spanish to parents |
| Bellevue         | • Implement BEST program at all schools  
• Implement Tool Box program at all schools  
• Counseling & behavioral support                                                                                   | • Provide an alternate setting  
• Classroom support from behaviorist &/or counselors                                                                 | • Guidance counseling  
• Behaviorist support                                                                                              |                                                                                              |
| Bennett Valley   | • Counseling & other programs  
• BEST, Tool Box programs                                                                                           |                                                                                         |                                                                                                 |                                                                                              |
| Cloverdale       | • Use Restorative Discipline when appropriate  
• Use BEST in grades K-8  
• High school has a supportive Project Success grant                                                                 | • Each case is heard by the board  
• Suspended expulsions are ordered in combination with Restorative Discipline if appropriate | • Intake meetings are held with student & family  
• Progress of student is charted                                                                                         | All students are included in these best practices                                                |
| Cotati-Rohnert Park | • Conferences  
• IEPs, behavior plans, contracts  
• Schedule changes  
• Merit points  
• Class suspensions, detentions  
• Project Success  
• SSTs, SARB  
• DAAC, SCAYD counseling                                                                                           | Same                                                                                     | Conference with student/parent/administrator & behavior/academic contract upon re-entry        | All interventions/practices are accessible to minorities                                       |
<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</td>
<td>• Work with behavior specialist to generate behavior plans</td>
<td></td>
<td></td>
<td>All interventions applied equally</td>
</tr>
<tr>
<td></td>
<td>• Behavior contracts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Tool Box program</td>
<td></td>
<td></td>
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<tr>
<td>Fort Ross</td>
<td>• Low student to staff ratio</td>
<td>Cross-age tutoring/buddy system</td>
<td></td>
<td>All students feel responsibility for each other</td>
</tr>
<tr>
<td></td>
<td>• Positive intervention strategies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geyserville</td>
<td>• Parent conferences</td>
<td>Expedited expulsion</td>
<td>Enrollment in Buena Vista Continuation School</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• In-school suspension</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Guerneville</td>
<td>• Parent meetings</td>
<td>Only expel for extreme violations – drugs, bullying</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• In-school referrals</td>
<td></td>
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<tr>
<td>Harmony</td>
<td>• Staffing allows for a lower student to adult ratio</td>
<td>Comments: Small school climate with lots of adult intervention &amp; guidance</td>
<td></td>
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<tr>
<td></td>
<td>• High visibility of staff as key prevention tool</td>
<td></td>
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<tr>
<td></td>
<td>• Heavy emphasis on prevention &amp; counseling intervention</td>
<td></td>
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<tr>
<td>Healdsburg</td>
<td>• School-wide discipline plans</td>
<td>• Parent/student/administrator conferences</td>
<td>• Student meeting with counselor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Parent conferences</td>
<td>• Behavior plans/ intervention</td>
<td>• Administrator monitors progress</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Behavior plans</td>
<td></td>
<td></td>
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<tr>
<td>Horicon</td>
<td>• Parent contact &amp; involvement</td>
<td></td>
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<tr>
<td></td>
<td>• On-site behavior contracts</td>
<td></td>
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<tr>
<td>Kashia</td>
<td>Tiny school with a teacher who deals with problems immediately</td>
<td></td>
<td></td>
<td>All students are Native American</td>
</tr>
<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>
</tr>
<tr>
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<td>----------------------------------------------------------------------------------------</td>
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<td>------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Kenwood</td>
<td>COMMENTS: Kenwood School is K-6 one-school district. A student expelled from the school is expelled from the district. Every effort is made to place the student in an alternative program or school that will be of most benefit to the student &amp; the family.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Montgomery</td>
<td>• Regular interventions to resolve issues</td>
<td>• Individual behavior contracts &amp; school-based counseling</td>
<td>Transition &amp; remediation plans upon completion of the expulsion provisions</td>
<td>District training in Cultural Proficiency &amp; Culturally Responsive Teaching</td>
</tr>
<tr>
<td>Oak Grove</td>
<td>• School-wide behavior management &amp; discipline policies &amp; procedures taught through class meetings, assemblies, &amp; student handbook • Individual behavior contracts &amp; school-based counseling</td>
<td>• Placement in other academic/social settings at the same school • Placement in district’s Pivot Charter School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Old Adobe</td>
<td>Utilize on-campus education programs &amp; services such as Safe School Ambassadors &amp; No Bullying strategies</td>
<td>Focus on positive discipline</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Petaluma</td>
<td>• Universal &amp; targeted prevention &amp; intervention programs &amp; supports • Student support teams</td>
<td>Same</td>
<td>• Transition team placements • Pre-enrollment conferences • Student support teams</td>
<td>• Access to all students given • Case management</td>
</tr>
<tr>
<td>Piner-Olivet</td>
<td>• Implement BEST practices at school sites • Emphasize safe, responsible, respectful behavior • Build classroom &amp; school communities by reinforcing above • Positive discipline practices</td>
<td>• Same • Work closely with parents to support behavioral interventions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rincon Valley</td>
<td>Use of character education programs such as Second Step, BEST strategies, &amp; Tool Box program</td>
<td>Develop plan with student &amp; family when 5 days of suspension have accumulated</td>
<td>Meet with student, family &amp; teacher to develop plan for return</td>
<td></td>
</tr>
<tr>
<td>DISTRICT</td>
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<td>TO MINIMIZE EXPULSIONS</td>
<td>TO SUPPORT RETURNING STUDENTS</td>
<td>RELATION TO MINORITY STUDENTS</td>
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<tr>
<td>Roseland</td>
<td>• Coordinated Service Team meets weekly to review student support needs</td>
<td></td>
<td>Behavior support plans in place</td>
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<td></td>
<td>• Student Services Manager meets with students &amp; parents routinely</td>
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<td></td>
<td>• Onsite social-emotional counseling</td>
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<tr>
<td>Santa Rosa</td>
<td>Use of the BEST program at many sites</td>
<td>Use of suspended expulsions &amp; involuntary transfers before students are expelled</td>
<td>To the best of our ability, CWA meets with returning students</td>
<td>Seek to teach positive behavior to all students regardless of race, ethnicity, or socio-economic background</td>
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<tr>
<td>Sebastopol</td>
<td>• Positive reinforcement</td>
<td>Would have a contract</td>
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<td></td>
<td>• Extensive conferencing with parents</td>
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<td></td>
<td>• Involvement of law enforcement as a preventative measure</td>
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<td></td>
<td>• Parent education</td>
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<tr>
<td>Sonoma Valley</td>
<td>Suspend for 1st time drug, alcohol, paraphernalia offenses</td>
<td>1st time drug, alcohol, paraphernalia offenders placed on a contract</td>
<td>Student &amp; parent meet with the Director of Student Services &amp; Child Welfare Specialist prior to re-enrollment to review placement options &amp; behavior expectations</td>
<td>District suspension &amp; expulsion data reflect the demographics of the community</td>
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<tr>
<td>DISTRICT</td>
<td>TO MINIMIZE SUSPENSIONS</td>
<td>TO MINIMIZE EXPULSIONS</td>
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<td>RELATION TO MINORITY STUDENTS</td>
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<tr>
<td>Twin Hills</td>
<td>• Have established a code of conduct for all members of the school community</td>
<td>• Extensive investigation of each incident</td>
<td>• Individualized agreements or rehabilitation plans with families &amp; students involved</td>
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<td></td>
<td>• Set aside time each week to teach behavior expectations, including rationale &amp; consequences; there is a weekly schedule of strategies</td>
<td>• Coordination with families of students involved, law enforcement, &amp; counseling services</td>
<td>• Monitoring program, including academic support when appropriate</td>
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<td></td>
<td>• Campus supervisors meet bi-monthly to discuss trends, issues, concerns, &amp; ideas</td>
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<td></td>
<td>• Health Ed includes a quarter of drug education</td>
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<tr>
<td>Waugh</td>
<td>• SSTs</td>
<td>• Behavior plans</td>
<td>• Positive reinforcements &amp; Monitoring progress &amp; Contracts</td>
<td>Same program is offered to all expelled students.</td>
</tr>
<tr>
<td></td>
<td>• IEPs</td>
<td>• Observation</td>
<td></td>
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<td></td>
<td>• Parent conferences</td>
<td>• 504 plans</td>
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<tr>
<td>West Side</td>
<td>Use Tool Box program for conflict resolution &amp; social literacy</td>
<td>Same</td>
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<tr>
<td>West Sonoma County</td>
<td>Intervention for students with multiple discipline referrals using behaviorist (if special ed or 504), school administrator, MFT/mental health counselor, &amp;/or substance abuse counselor as appropriate</td>
<td>• Intervention for at-risk students</td>
<td>Routine check-ins to monitor student progress by counselors &amp; administrators, including parent contact</td>
<td>Behaviorist helps provide appropriate behavioral support to avoid special ed/504 suspensions &amp; expulsions</td>
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<td></td>
<td></td>
<td>• School safety/violence prevention measures (i.e., video surveillance, Safe School Ambassadors)</td>
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<tr>
<td>Wilmar</td>
<td>• Behavior support plans</td>
<td></td>
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<td>Use best practices for all students.</td>
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<td></td>
<td>• Clear classroom management</td>
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<td></td>
<td>• Counseling</td>
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<td></td>
<td>• Character education</td>
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<tr>
<td></td>
<td>• Positive reinforcement of behavior school-wide</td>
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<tr>
<td>DISTRICT</td>
<td>TO MINIMIZE SUSPENSIONS</td>
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<tr>
<td>Windsor</td>
<td>• Student/Parent Handbook, outlining expectations • Class/School meetings • Options other than suspension (i.e., campus beautification, parent conference) • Counseling support services (i.e., Project Success)</td>
<td>Options other than expulsions (i.e., suspended expulsion with placement in alternative education such as independent study, continuation high school, drop-out prevention program, etc.)</td>
<td>Check suspended expulsion or expulsion contract to see if all conditions have been met</td>
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<tr>
<td>Wright</td>
<td>Staff, including teachers, principals &amp; counselors, work with behavior plans, child study teams &amp; counseling services &amp; set firm &amp; fair rules &amp; consequences</td>
<td>Staff, including teachers, principals &amp; counselors, work closely with families to explore best practices &amp; behavior support</td>
<td>• Return-to-school parent &amp; child conferences are held to ensure the student &amp; family are aware of the requirements of continued attendance &amp; are supported in their successful re-integration to the school • A behavior contract is required of returning students • Staff, including teachers, principals &amp; counselors, work with behavior plans, child study teams &amp; counseling services &amp; set firm &amp; fair rules &amp; consequences</td>
<td></td>
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</tbody>
</table>

* 33 of 40 districts responding
## Best Practices – Independent Charter Schools

<table>
<thead>
<tr>
<th>CHARTER</th>
<th>TO MINIMIZE SUSPENSIONS OR EXPULSIONS</th>
<th>TO SUPPORT RETURNING STUDENTS</th>
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</thead>
<tbody>
<tr>
<td>Credo High School</td>
<td>• “Guide Teachers” who oversee the welfare of individual students for 4 years</td>
<td>N/A</td>
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<tr>
<td></td>
<td>• Counseling support</td>
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<tr>
<td></td>
<td>• Use of SST</td>
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<tr>
<td>Mark West Charter School</td>
<td>• Clear expectations</td>
<td>• School counselor checks in regularly</td>
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<td></td>
<td>• Lots of communication with students &amp; parents</td>
<td>• Parents meet with director &amp; student periodically</td>
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<td></td>
<td>• Limited options to “work off” detentions</td>
<td>• Academic support classes &amp; after-school homework support are available</td>
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<td></td>
<td>• Good supervision</td>
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<tr>
<td></td>
<td>• Safe School Ambassador program</td>
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<tr>
<td></td>
<td>• Counseling</td>
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<tr>
<td>Pathways Charter School</td>
<td>• Have no suspensions due to non-classroom nature of program</td>
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<td></td>
<td>• Dismissals are based on not being appropriate for independent study</td>
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<tr>
<td>Santa Rosa Charter School</td>
<td>• Positive Discipline training</td>
<td>• SST meeting first week of school</td>
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<td></td>
<td>• Behavior plans</td>
<td>• Behavior support plan determined by SST</td>
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<td></td>
<td>• Restorative Justice meetings</td>
<td></td>
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<tr>
<td></td>
<td>• Parent/student/staff SST meetings</td>
<td></td>
</tr>
<tr>
<td>Sebastopol Independent Charter School</td>
<td>Student &amp; family support via various on-site programs</td>
<td>N/A</td>
</tr>
</tbody>
</table>

* 5 out of 6 independent charter schools responding