

# **Handbook for Referring Districts and Agencies**



## **Alternative Education Programs**

Sonoma County Office Of Education  
5340 Skylane Boulevard  
Santa Rosa, CA 95403-8246  
(707) 524-2885 FAX (707) 524-2889  
[www.scoe.org/alted](http://www.scoe.org/alted)

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## **About Alternative Education Programs**

*“The mission of Alternative Education Programs is to provide alternative pathways that connect each student to opportunities for learning and living.”*

Sonoma County Office of Education (SCOE) Alternative Education-Student Support Services provides K-12 education for students who are seriously at risk of school and/or societal failure. The two school programs are Court School and Community School (which includes clean & sober services; Independent Study; Home Study; and Cal-SAFE (California School Age Families Education) . The two school programs provide academic instruction for students who are detained or referred, who self-select, or who might benefit from a program based on alternative instructional strategies. The school programs are more fully described below.

**Court School** provides educational services to children and youth who are wards of the court. De Forest Hamilton School has classrooms located within the Juvenile Justice Center to serve girls and boys, ages 12 to 19, who have been arrested and booked on criminal charges and who are awaiting disposition by the court. The Probation Youth Camp classroom, located in Forestville, serves 16 to 18 year-old males who have been convicted of a criminal offense. The Probation Camp program includes both academic and vocational instruction. Sierra Girls Center is a residential group home that serves up to 18 girls ranging in age from 14 to 17.

**Community School** provides an alternative learning environment for students in grades 7–12 who are experiencing difficulties in a traditional school setting or who are exhibiting negative behavior patterns in school or in the community. The program serves students who have been expelled from school, identified as habitually truant, placed on probation by the court, or otherwise referred by a school district, Probation, or social service agency. The two Community School sites are Amarosa Academy and Headwaters Academy, located in Santa Rosa and Petaluma, respectively. An Independent Study/Home Study Learning Center is located in Rohnert Park. The emphasis of the Community School Program is to reestablish the educational direction of students and to transition them to a regular school setting or other learning environment that meets their needs. Counseling and other support services are provided by public and community-based agencies.

Clean and sober services are offered at both the Santa Rosa (Amarosa Academy) and Petaluma (Headwaters Academy) sites, and provide a safe and supportive environment for students who are struggling with recovery from drug and alcohol abuse and who need to change their environment to be successful. Requirements include a commitment to sobriety, on-site counseling, parent involvement and random drug testing.

Independent Study is another option available to students who have specific educational needs, work interests, personal issues and/or family obligations that preclude success in a daily classroom setting. Students who meet the criteria must apply for the Independent Study option.

**Home Study** is a voluntary program that provides alternative K-12 public education for families who prefer, for many diverse reasons, home schooling as a means of meeting the academic needs of their children. The program is built around an independent study model authorized by the California Department of Education.

**Cal-SAFE (California School Age Families Education)** provides education and support services assisting pregnant and parenting students to continue their education. Support services include preparation for childbirth and parenting, transportation, vocational and career development, and bilingual child care as well as referrals for other services.

**Counseling Services** are offered based on the belief that when a student has support with the social issues in his or her life, she or he is better able to succeed academically. Alternative Education Programs, in collaboration with local community based organizations, offers counseling to students at the Community School sites. This school-based service is free to students and designed to focus on issues that may be interfering with a student's success in school. All counseling services are confidential except as mandated by California state law.

Students will be offered individual, group and educational counseling opportunities which can include anger management, conflict mediation skills, life skills and diversity training, and drug/alcohol/tobacco education. All students may participate in counseling. Priority will be given to students who: 1) have counseling as a condition of their return to district criteria; 2) are in crisis; or 3) have behavioral issues that get them into trouble at school, home and in the community. The goal is to make high quality, low cost mental health counseling available to students at their school site.

If you have any questions or concerns regarding any of the counseling services please contact Georgia Ioakimedes at the Alternative Education-Student Support Services office, 524-2884.

## Administrative Staff

School Office General Information Message	524-2876	Fax 524-2889
Georgia Ioakimedes, Director, Alternative Ed-Student Support Services	524-2884	<a href="mailto:gioakimedes@scoe.org">gioakimedes@scoe.org</a>
Cliff Schlueter, Administrator, Court & Community School	524-2880	<a href="mailto:cschlueter@scoe.org">cschlueter@scoe.org</a>
Anna Fenderson, Accounting Coordinator	524-2714	<a href="mailto:afenderson@scoe.org">afenderson@scoe.org</a>
Dennis Watanabe School Psychologist	522-3241	<a href="mailto:dwatanabe@scoe.org">dwatanabe@scoe.org</a>

## Support Staff

Christina Marin, Registration and Enrollment Community School Transcripts	524-2885	<a href="mailto:cmarin@scoe.org">cmarin@scoe.org</a>
Marisa Boyko, Student Attendance, Court Transcripts	524-2883	<a href="mailto:mboyko@scoe.org">mboyko@scoe.org</a>
Saul Huerta, Student Accountability	524-2612	<a href="mailto:shuerta@scoe.org">shuerta@scoe.org</a>

## **Students Under Juvenile Court Jurisdiction**

Many of the students who are referred to Community School are under the jurisdiction of Juvenile Court as specified in the following sections of the Welfare and Institutions Code.

### **Section 300**

Section 300 of the Welfare and Institutions Code refers to minors who have been found by Juvenile Court to have been physically, sexually, or emotionally abused by a parent/guardian or who have been abandoned or neglected. Juvenile Court may declare abused or neglected minors dependents of the Court and place them under the supervision of the Social Service Department in their parental home or the Court may remove physical and/or legal custody from the parent/guardian and place the child in the home of relatives, a foster home, group home or children's institution. Juvenile Court reviews these cases every six months, or more frequently if the Court so orders.

### **Section 601**

Any person under the age of 18 who persistently or habitually refuses to obey the reasonable and proper orders or directions of her/his parent, guardian or custodian, or who is beyond the control of such person, is classified under Section 601 of the Welfare and Institutions Code. A student who is classified as 601 is a status offender and may demonstrate behaviors such as running away or school truancy which would not be considered violations if the minor were over 18 years of age. Juvenile Court in Sonoma County does not currently declare 601 offenders wards of the court and police agencies do not arrest minors for status offenses. *However, if students persist in "incorrigible" behaviors at school and schools can document a history of failed interventions, a student may be referred to Community School and receive a 601 Certification following an Individual Review by Juvenile Probation.*

### **Section 602**

Section 602 refers to any person who is under the age of 18 years when he or she violates any law of this state or nation or any ordinance of any city or county of this state, which is within the jurisdiction of the Juvenile Court. Juvenile Court may adjudge a 602 minor to be a ward of the court. The Court may order the minor to be supervised for six months by Probation, declare the minor a ward of the court and place the minor under the supervision of a Probation Officer in her/his own home, or remove the minor from parent/guardian custody and order out-of-home placement in a relative's home, foster home, group home or institution. In Sonoma County, the Juvenile Court reviews the cases of all wards of the court every six months.

## **Section 654**

In lieu of filing a petition to declare a minor a ward of the court under Section 601 or 602 and with the consent of the minor and his/her parents, a minor can be placed on Informal Probation for a period of time not to exceed six months and attempt thereby to adjust the situation which brought the minor to the attention of a Probation Officer. Failure to fulfill informal probation contracts can result in a petition being filed and formal jurisdiction.

### **Eligibility Criteria**

Education Code 1981 states that the County Board of Education may enroll in Community School any of the following:

1. Students who have been expelled from school while attending traditional classes, opportunity classes, or alternative classes.
2. Students who have been referred to county Community School by a school district as a result of the recommendation of a School Attendance Review Board.
3. Students who are Probation or Social Services referred pursuant to Sections 300, 601, 602, or 654 of the Welfare and Institutions Code. (If a student is referred by Probation or Social Services, the school district must be notified by the referring party and receive documentation that this referral has occurred.)
4. Students who are homeless.

### **Scope of Instruction**

Education Code 1983 includes the following definition of the scope of instruction:

1. Students enrolled in the County Community School shall be assigned to sites/classes or programs deemed most appropriate for reinforcing or reestablishing educational development.
2. Such classes or programs may include, but need not be limited to, basic educational skill development, on-the-job training, tutorial assistance, independent study requirements, and individual guidance activities.
3. An individually planned educational program based upon an educational assessment shall be prescribed for each student.

4. The course of study of a County Community School shall be adopted by the County Board of Education and shall enable each student to continue academic work leading to the completion of a regular high school program.

Alternative Education Programs is accredited by the Western Association of Schools and Colleges (WASC) and has established the following Learner Outcomes for all students to become academically prepared adults:

**Effective Communicator**

- Reads, writes, speaks, listens and accesses information proficiently in English

**Cooperative Worker**

- Contributes as a productive and employable team member

**Global Citizen**

- Participates successfully in family, community, nation and world

**Critical Thinker & Creative Problem Solver**

- Uses knowledge, aptitude and experience to reach decisions and find solutions

**Responsible Person**

- Manages self, time, materials and resources to make positive choices and pursue life goals

**Referral Information**

*It is anticipated that districts will first attempt to serve students through their own programs. Documentation of interventions, reasons for the referral, and information about how 504 and English Language Learners (ELL) issues, if applicable, have been addressed must be provided by district.*

While Community School serves students with a wide range of special needs and is not a special education placement, appropriate services will be provided to those students who meet Education Code 1981 eligibility requirements. If a student has an active Individualized Education Plan (IEP), and the referring party believes Community School may be an appropriate educational option, the district must send the student's current IEP and Psychological evaluation report for review. If it is determined that Community School can meet the student's special needs, the IEP team at the district of origin must convene a transition IEP meeting that will include the RSP teacher from SCOE Alternative Education. Placement of a special education student will not be considered until this process has been completed. (See flow charts on pages 11-12.)



Referral does not guarantee acceptance into the program. Upon receipt of the completed referral form, records will be assessed for completeness and accuracy. The student's academic strengths and weaknesses, as well as behavior history and intervention attempts, will be reviewed and a determination will be made as to whether Community School can accommodate the student's needs.

## **Referral Procedures**

1. School districts or agencies that need referral forms or have questions should contact the Alternative Education Referral Technician at (707) 524-2885. Referrals are made only through the Alternative Education Office, *not through individual Community School sites or instructors.*
2. Completed referral forms, including required documentation, should be sent to the Alternative Education Office. A referral becomes activated only upon receipt of the referral packet *with all required documentation.*
3. Referrals from districts require the following information to accompany referral form:

### **Expelled Student**

District completes referral including all supporting documents as indicated on referral form:

- π Petition for expulsion and hearing findings
- π Academic transcripts including passage of CAHSEE in language arts and math
- π STAR results
- π Immunization record
- π Vision and hearing screening
- π District statement of Education Code violation
- π Copy of Rehabilitation Plan describing academic and behavior goals the student must meet in order to be considered for reentry to district school.
- π CELDT and primary language assessment results and copy of parent notification letters, if applicable
- π If applicable, psychological, psycho-educational, speech and language assessments, past and present, including a copy of current IEP
- π Documentation of all efforts made to solve problems within the school, including how 504 issues have been addressed.
- π Completed and signed 601 Certification form (send to Juvenile Probation with supporting documentation) **See Forms. 601 Certification is required before a student can be accepted into the Alternative Education Program.**

## SARB Referred Student

**Please Note:** *Where truancy is the only issue and there is no record of disruptive behavior at school, a referral to Community School may not be appropriate.* However, if students persist in “incurable” behaviors at school *and* schools can document a history of failed interventions, a student may be referred to Community School through the SARB process and receive a 601 Certification following an Individual Review by Juvenile Probation. ***601 Certification is required before a student can be accepted into the Alternative Education Program.***

District completes referral including all supporting documents as indicated on referral form:

- π Copy of district SARB contract (where applicable) containing: (a) identification of truancy or other “incurable” behaviors at school, specifying dates and incidents, documentation of history of failed interventions and (b) a list of meetings and efforts made by local school district to resolve the problems with the student and parent/guardian
- π Academic transcripts including passage of CAHSEE in language arts and math
- π STAR results
- π Immunization record
- π Vision and hearing screening
- π Copy of Rehabilitation Plan describing academic and behavior goals the student must meet in order to be considered for reentry to district school
- π CELDT and primary language assessment results and copy of parent notification letters, if applicable
- π If applicable, psychological, psycho-educational, speech and language assessments, past and present, including a copy of current IEP
- π Documentation of all efforts made to solve problems within the school, including how 504 issues have been addressed
- π Completed and signed 601 Certification form (send to Juvenile Probation with supporting documentation) ***See Forms. 601 Certification is required before a student can be accepted into the Alternative Education Program.***

## Students Referred for Clean & Sober Services

Clean and sober services are offered for adolescents in recovery at the Community School sites located in Santa Rosa (Amarosa Academy) and Petaluma (Headwaters Academy). Clean and Sober Services strive to provide a safe and supportive environment for students in grades 9–12 who are struggling with recovery from drug and alcohol

involvement. The program originated from the realization that there is a high level of alcohol and drug abuse among teens in the area and that students who have started rehabilitation need to change their environment to be successful in overcoming their substance abuse.

The Clean & Sober concept is a merging of therapeutic and academic efforts for the adolescent who has abused or been dependent on alcohol and/or other drugs and who chooses to make a commitment to sobriety. The school program has been designed to meet the needs of high-risk youth:

- who have been in residential treatment or relapsed from recovery
- who self-identify as being chemically dependent and who are motivated to stop using
- who have been unable to achieve abstinence through other treatment services and want assistance making positive changes
- who are expelled
- who are on juvenile probation
- who display behavior problems related to drugs and/or alcohol abuse
- who have experienced a medical crisis related to drugs and/or alcohol abuse

The principles of 12-step programs and a family systems approach are utilized to provide a safe, reinforcing educational environment and the opportunity to develop a fellowship with other recovering adolescents. The goals of Clean & Sober Services are to help the adolescent:

- achieve and maintain stability in sobriety
- develop a positive sober self-image
- take responsibility for his/her personal recovery and educational success
- have a responsible and positive role in their family and community
- develop positive educational goals
- re-identify with learning behaviors in a reinforcing and drug-free setting
- become academically motivated
- graduate or transition back to his/her district school
- assess his/her needs and recommit to the recovery process in the event of relapse

Each student receiving Clean & Sober Services is expected to commit to academic instruction, counseling, 12-step meetings, random urinalysis testing, family program participation, and an individualized treatment plan with goals and objectives.

Participation in Clean & Sober Services is voluntary. Enrollment procedures are the same as described above for expelled or SARB-referred students. In addition, students must complete the Alternative Education Programs Student Self-Referral packet and schedule an interview with the site counselor to determine the student's readiness for participation in the program.

A copy of this referral is included for your information. **See Forms.** Please contact the Alternative Education Referral Technician at 524-2885 to obtain copies.

### **Students Referred to California School Age Families Education (Cal-SAFE)**

The Cal-SAFE Program provides education and support services assisting expectant and parenting students to resume or continue their education. Support services include preparation for childbirth and parenting, transportation, vocational and career development, and bilingual child care as well as referrals for other services. The Cal-SAFE program is located in Santa Rosa at Amarosa Academy.

**See Forms** for the Cal-SAFE Program Referral and Cal-SAFE Child Care Referral forms and the additional information about documentation required. Please contact the Alternative Education Referral Technician at 524-2885 to obtain copies.

### **Special Education Students**

Referred students with active Individual Education Plans who are accepted into the program will continue to receive differentiated instruction through SCOE's Alternative Education Resource Specialist Program. The services are designed to monitor identified needs of students with IEPs and to meet compliance requirements of IDEA 2004 legislation. Typically, the SCOE Alternative Education Program can meet the needs of students receiving up to three periods/day in a resource specialist program.

The Community School Referral specifies the documentation required when referring a student with an active IEP. ***Special education referrals also require the signature of the district's Special Education Director.***

In addition to the Community School Referral form, the following flow charts show the process for referring a student with an active IEP. **See Forms.**

## Community School Referral Process for Students with Special Education Needs

### Referring District or Agency

- Submits completed standard referral form to Alternative Education-Student Support Services, signed by Special Education Director or designee
- Ensure all student and parent contact information are accurate
- Identify district case manager as contact person with phone and fax numbers
- Submits supporting documentation (See Spec Ed Referral Checklist)
- Maintains student in district programs pending outcomes of Alternative Education case review and Transition Meeting

### Alternative Education Referral Technician

- Notifies Special Ed Team of newly referred and transferred students with current IEPs
- Assembles red file indicating new referral of student with IEP
- Forwards red file to Special Ed Team for review

### Special Education Team

- Review red referral file for appropriateness of fit in Community School
- Notifies referring district of any missing documentation. (This may delay review of referral and ultimate decisions)
- Makes recommendation to Director, who notified district of acceptance or denial
- If student is found appropriate, assign RS teacher according to placement site
- For out-of-SELPA students, verifies IEP date within 30 days of administrative placement
- Communicates with district regarding students that the AE Team has deemed inappropriate fit with Alternative Education programs
- Monitor students process in program

#### Transition IEP Meeting

- REFERRING DISTRICT schedules transition meeting with Alternative Ed staff, and sends out all necessary notices to all people involved
- Discuss goals, objectives, placement issues and support needs
- Amend return to district criteria when necessary to reflect individualized, realistic expectations for special education students
- Parents given copy of IEP, Parent Rights, and Alternative Dispute Resolution
- Alternative Education, RS Teacher sends copy of transition IEP to Technician for MIS update

#### After Transition IEP Meeting

- General information on enrollment process, general education and special education services, orientation meeting dates are given to parents and student by RS teacher or Referral Technician
- Parents enroll student
- Alternative Education begins serving student according to the IEP
- Technician notifies district-of-residence if parents do not enroll student
- Technician notifies district-of-residence if student turns out to be a no-show
- Technician prepares confidential file, RS Teacher file, and forwards red file to general ed teacher

**EXIT PROCESS:** Students with IEPs who are ready to return to their districts must have an exit IEP with district-of-residence personnel present

- Alternative Education team determine when a student has satisfied the district's Rehabilitation Plan and is ready to be recommended to return to their home school/district. District of residence is alerted to possibility of student return.
- Copies of the names of eligible students for return to district MUST be given to the Special Education Case Manager/RS Teacher within 30 days of the intended return date.
- If readmitted, the returning student Transition IEP meeting is scheduled by the Alternative Education staff to include all necessary people and DOR staff.
- Student is exited from Alternative Ed at the IEP back to the District of Residence.

## Home Study Program

Participation in the Home Study Program requires the approval of the student's district of residence. Please refer interested parents to the Alternative Education Referral Technician at 524-2885.

## Independent Study

The Independent Study Option is an instructional strategy available to mature students who have specific educational needs, work interests, personal issues and/or family obligations that preclude success in a daily classroom setting. Once a student is enrolled in Alternative Education Programs, he or she may apply for this option with the approval of his or her teacher and administrator.

## 601 Individualized Review and Certification

In addition to sending the Referral and all required documentation to Sonoma County Office of Education Alternative Education Programs, referring districts and agencies should simultaneously send a signed Individualized Review and Certification form to:

Melanie Griffin, Secretary  
Sonoma County Juvenile Probation Services  
7425 Rancho Los Guillicos Road, Dept. B  
Santa Rosa, CA 95409-6518

Phone: (707) 565-6212

FAX: (707) 565-8639 or [Melanie.Griffin@sonoma-county.org](mailto:Melanie.Griffin@sonoma-county.org)

The Documentation Checklist for 601 Certification following the referral forms specifies which documentation needs to accompany the signed Individualized Review and Certification form.

**See Forms.**

## Processing the Referral

1. The referral form is received, dated, stamped, and checked for completeness by the Alternative Education Referral Technician. District staff will be notified of incomplete referral packets – *missing documentation must be received before the referral can be processed.*
2. Upon receipt of a completed referral packet and after attending an enrollment meeting, students are assigned to a Community School site and classroom on a space available basis. Enrollment meetings are held weekly beginning in August and continuing into

Sonoma County Office Of Education Alternative Education Programs

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Revised July 2013

May. Attendance by student and parent/guardian is mandatory to complete enrollment. The Probation Officer or Social Worker is also invited to attend, if applicable. At the enrollment meeting, the student and parent/guardian are apprised of school rules, receive information about the Community School academic program, support services and complete required paperwork.

3. If the student does not attend a scheduled enrollment meeting, the Alternative Education Referral Technician will contact the referring party for additional contact information. If the student fails to appear after three notices of registration meetings the district will be notified so that truancy notices can be generated.
4. An Individual Learning Plan (ILP) will be established for each student within 30 days of enrollment. This plan is based on assessments in language arts and math, age-appropriate course completion requirements, Return to District Criteria if applicable, and student's educational goals and Transition/Rehabilitation plan. The ILP will be reviewed with the student and parent once each semester.
5. If within the first 30 days of enrollment, it becomes clear that Community School is an inappropriate placement for the student, the district of residence will be contacted. The Alternative Education school psychologist and resource specialist will be available to meet with district representatives to make recommendations for further evaluation and more appropriate placement of students with an IEP.

## **Transition Plan**

It is the goal of Alternative Education Programs to prepare every student for transition to a successful future and lifelong learning (higher education, vocational training, military service or the world of work). Students who are able to maintain a 95% rate of attendance, a minimum 2.0 grade point average with 30 credits per semester, complete counseling, community service and avoid suspension or other disciplinary interventions, may elect to be reviewed for return to a district school before completing the requirements for a high school diploma.

Prior to the end of each semester, districts will be invited to participate in a meeting to assess the appropriateness of a district placement for eligible students.



## **Exit Procedures**

Students enrolled in the Community School Program may be exited in several ways, including:

1. Completion of high school graduation requirements
2. Passing the GED or CHSPE
3. Return to district of residence due to successful completion of Rehabilitation Plan requirements
4. Return to district of residence due to inappropriateness of placement
5. Termination from the program at age 18 (Continuously enrolled Cal-SAFE students may be served one semester following their nineteenth birthday)

## **Forms**

**Community School Referral**

**Request Form California English Language Development Test (CELDT) Score**

**Instructions for Applying for Clean & Sober Services**

**Clean & Sober Services Student Self-Referral**

**Cal-SAFE Program Referral**

**Cal-SAFE Child Care Registration**

**Documentation Checklist for 601 Certification**

**Individualized Review and Certification**

**Parent Information Packet**



Sonoma County Office of Education

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

Student CSIS Number
Referral Date

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)

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
Probation Officer Phone
Gang affiliation: Non-association:
Required Documentation: 1. Copy of court order

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

# Request Form

## California English Language Development Test (CELDT) Score

To: School Site CELDT Coordinator

Directions: California Department of Education requires schools to provide student CELDT results to schools receiving EL students. Please complete the CELDT Score section of this form and return it to the receiving school immediately.

### Receiving School's Information

Today's Date \_\_\_\_\_

Requester's Name \_\_\_\_\_

District \_\_\_\_\_

Phone \_\_\_\_\_

Fax \_\_\_\_\_

Email \_\_\_\_\_

Mailing Address \_\_\_\_\_

City \_\_\_\_\_

Zip Code \_\_\_\_\_

### Student Information

Last Name \_\_\_\_\_

First \_\_\_\_\_

MiddleOther Name Used (Last, First, Middle) Birth \_\_\_\_\_

Date (mm/dd/yy) \_\_\_\_\_

Current Grade \_\_\_\_\_

Current Enrolling School District \_\_\_\_\_

Current Enrolling School Site \_\_\_\_\_

Previous Enrolled School District \_\_\_\_\_

Previous Enrolled School Site \_\_\_\_\_

### CELDT Score

Has student taken the CELDT? \_\_\_\_ No \_\_\_\_ Yes

If reclassified, provide date: \_\_\_\_\_ (If reclassified, please send documentation)

Complete the following for the student's most recent CELDT administration.

	<u>Scale Score</u>	<u>Level</u>	Date Testing Completed _____
Listening/Speaking	_____	_____	
Reading	_____	_____	
Writing	_____	_____	
Overall	_____	_____	

Comments: \_\_\_\_\_

Signature (Previous Enrolled School Site) \_\_\_\_\_

Printed Name \_\_\_\_\_

Date \_\_\_\_\_



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Alternative Education Programs  
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(707) 524-2876 Fax (707) 524-2889

## **Clean & Sober Instructions for Parent Referral**

Thank you for your interest in Sonoma County Office of Education's Clean & Sober School. We ask that you complete the following information on the Community School Referral Form and send it to the address at the top of this letterhead. Please mark it: **ATTENTION: NEW REFERRAL.**

### **Student Information**

1. Student Name
2. Male/Female (check appropriate box)
3. Birth date
4. Reside with (check appropriate box)

### **Parent Guardian Information**

1. Name
2. Address
3. City/Zip
4. Phone numbers: Please include both home and work
5. Home Language

### **Factors Affecting school Achievement**

1. English Learner
2. Special Education Status
3. 504 Accommodation Plan

### **School Attendance Information**

1. Last school attended (if out of state, include school name, address and city)
2. Grade level
3. Date last attended

### **District Contact**

1. Take the referral to the last district school that your child attended. This referral must be signed by an administrator (Principal, Vice-Principal) from your school.

### **PLEASE ENCLOSE A COPY OF IMMUNIZATION RECORDS AND ALL TRANSCRIPTS**

An interview with the Clean & Sober School cannot be scheduled until this form is completed and received by the Alternative Education Office at Sonoma County Office of Education. Please take the time to provide the requested information and return the referral form to the address on this letterhead.

If you have any further questions please call the Alternative Education Referral Technician Christina Marin at (707) 524-2885.



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

## Clean & Sober Student Self-Referral

Student: \_\_\_\_\_ DOB: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_

Address: \_\_\_\_\_  
(Street) (City) (State) (Zip)

School currently attending: \_\_\_\_\_ Previous school: \_\_\_\_\_

Telephone: Home: \_\_\_\_\_ Father's Work \_\_\_\_\_ Mother's work: \_\_\_\_\_

Parent(s)/Guardian(s) Name(s): \_\_\_\_\_

Does your parent or guardian know you are making this self-referral? **Yes No**

Are you currently living at home? **Yes No** If not, where are you living? \_\_\_\_\_

Are you currently on juvenile probation? **Yes No**

If yes, what is the name of your Probation Officer? \_\_\_\_\_ Telephone: \_\_\_\_\_

If you are not on probation now, have you been on probation in the past? **Yes No**

If yes, when did you get off probation? \_\_\_\_\_ Name of former Probation Officer: \_\_\_\_\_

Are you an English Learner? **Yes No**

Are you an RSP student? **Yes No**

Do you have an active IEP? **Yes No Uncertain**

**Please answer the following questions on another sheet of paper.**

**IN YOUR OWN WORDS:** State your reason(s) for wanting and needing to be in the Clean and Sober School and how you feel the Clean and Sober School might be helpful to you. (Please include a brief description of your history with drugs and what incident(s) have led you to desire sobriety.)

**IN YOUR OWN WORDS:** Describe your current and previous junior and senior high school experiences (including what kind of student you feel you are, what you do or do not like about school, why finishing high school is important to you, if you want to get your GED, what goals you have after graduating from high school, your school strengths and weaknesses, etc.).

**IN YOUR OWN WORDS:** List your interests, hobbies, activities, sports, etc. (Include things you like, are good at, or have an interest in both inside and outside of school)



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<i>Student CSIS Number</i>	<i>Date of Referral</i>
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## Adera Teen Parent Referral

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

### Student Information

Student Name (first, last) \_\_\_\_\_ Male Female

Birthdate \_\_\_\_\_ Resides with: Father Mother Both Other (describe) \_\_\_\_\_

### Parent/Guardian Information

Name Mr. Mrs. Mr. and Mrs. Ms. \_\_\_\_\_

Address \_\_\_\_\_

City/Zip \_\_\_\_\_ Home Language \_\_\_\_\_

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

### Social Worker/Support Provider Information

Name Mr. Mrs. Mr. and Mrs. Ms. \_\_\_\_\_

Agency: \_\_\_\_\_ Title \_\_\_\_\_ Phone Number: \_\_\_\_\_

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

\_\_\_\_\_ Pregnant Teen

*Required Documentation:* 1. Academic transcripts; 2. Immunization record; 4. TB Testing  
4. Vision & Hearing Screening 5. Last known school of attendance 6. Due date of child

\_\_\_\_\_ Parenting Teen

*Required Documentation:* 1. Academic transcripts; 2. Immunization record; 3. Last known school of attendance  
4. Names, birthdates and ages of children needing child care (Attach Cal-SAFE Child Care Referral for each)

Name \_\_\_\_\_ Date of birth \_\_\_\_\_ Age \_\_\_\_\_

Name \_\_\_\_\_ Date of birth \_\_\_\_\_ Age \_\_\_\_\_

### Support Requested—Check all that apply.

School program Services Child Care

### 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 \_\_\_\_\_

Date last attended \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

### Referral Source

Referred by (name) \_\_\_\_\_ Title \_\_\_\_\_

District or Agency \_\_\_\_\_ Phone Number \_\_\_\_\_

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



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

**Student Parent Information**

Name \_\_\_\_\_ Mr. \_\_\_\_\_ Mrs.. \_\_\_\_\_ Ms. \_\_\_\_\_

Address \_\_\_\_\_

City/Zip \_\_\_\_\_

Phone Number: Home \_\_\_\_\_ Work \_\_\_\_\_ Home Language \_\_\_\_\_

**Father/ Other Parent Information**

Name \_\_\_\_\_ Mr. \_\_\_\_\_ Mrs.. \_\_\_\_\_ Ms. \_\_\_\_\_

Address \_\_\_\_\_

City/Zip \_\_\_\_\_

Phone Number: Home \_\_\_\_\_ Work \_\_\_\_\_ Home Language \_\_\_\_\_

**Child Information**

Child's Name (first, last) \_\_\_\_\_ Male Female

Birthdate \_\_\_\_\_ Age \_\_\_\_\_ Home Language \_\_\_\_\_

Siblings \_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_ If yes, Name(s) and Age(s) \_\_\_\_\_

Resides with: Father \_\_\_\_\_ Mother \_\_\_\_\_ Both \_\_\_\_\_ Other (describe) \_\_\_\_\_

Immunization record available? Yes No If no, explain \_\_\_\_\_

Any physical, behavioral or other concerns including allergies \_\_\_\_\_

Full time? Yes

**Physician/Support Provider Information**

Name \_\_\_\_\_ Title \_\_\_\_\_

Agency: \_\_\_\_\_ Phone Number: \_\_\_\_\_

**Do parent and child need transportation?** Yes No If yes, provide details \_\_\_\_\_

**Referral Source**

Referred by (name) \_\_\_\_\_ Date \_\_\_\_\_

District or Agency \_\_\_\_\_ Phone Number \_\_\_\_\_



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## Documentation Checklist for 601 Certification

Student Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

School District \_\_\_\_\_

Contact Person \_\_\_\_\_ Telephone \_\_\_\_\_

### Expulsion from School

- District statement of Education Code violation
- Petition for expulsion
- Hearing findings

### Discipline History

- Date and description of incident(s)
  - School action(s)
  - Other pertinent background information about behavior patterns
- 
- School interventions
    - List and/or explanation of non-disciplinary interventions

### Most recent incident (if not an expulsion)

- Date and description of incident that caused referral to Alternative Education Programs

### Attendance History (if applicable)

- Summary of number of days of absence
- Referral to SARB and/or District Attorney for truancy

Attach ALL REQUIRED DOCUMENTATION and send with 601 INDIVIDUALIZED REVIEW AND CERTIFICATION to:

Melanie Griffin, Secretary  
Sonoma County Juvenile Probation Services  
7425 Rancho Los Guilicos Road, Dept. B,  
Santa Rosa, CA 95409-6518

Phone: (707) 565-6212

FAX: (707) 565-8639 or [Melanie.Griffin@sonoma-county.org](mailto:Melanie.Griffin@sonoma-county.org)





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# Individualized Review and Certification

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

Name \_\_\_\_\_ M F Referral date \_\_\_\_\_ DOB \_\_\_\_\_  
 Parent or Legal Guardian \_\_\_\_\_ School District \_\_\_\_\_ Grade \_\_\_\_\_

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

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

A preliminary review of the above named student was completed. This activity included a review of the student's 1) current conditions, 2) attendance, behavior and performance history, and 3) personal orientation with the student and parent/legal guardian. Based on 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 _____	

## Parent Information Packet

*The mission of the Sonoma County Office of Education Alternative Education Programs is to provide alternative pathways that connect each student to opportunities for learning and living,*

We're happy to welcome you and your child to Sonoma County Community Schools. This program was established in 1986 by the Superintendent and Governing Board of the Sonoma County Office of Education. Each year, hundreds of students are referred to our program because of problems related to truancy, expulsion, or other behaviors.

Our goals are to:

- Motivate students to attend school;
- Develop academic skills;
- Assist students in developing a positive self-image and social skills;
- Prepare students to return to the local school, if appropriate.

In the years since our program began, we have found that many students have accepted our school for what it is—an opportunity to turn things around and begin to achieve success in school. Because the program is small, we get to know each student well. The things that students do in or out of class are noticed. Our staff cares about each student as an individual and about his or her education.

Each student is counted on to accept responsibility, abide by school rules, respect the decisions of our staff, and generally help make things work for everyone concerned. If your son or daughter is in any way like the students who have been in our program in the past, he or she will find a new opportunity to be successful at school this year.

### **ATTENDANCE POLICIES AND PROCEDURES**

Students are expected to attend school daily for the full school day and to arrive on time. There are only three reasons for an *excused* absence from school:

- Illness/medically related appointments, Death in the family or Court/legal appointment.

All other absences are *unexcused*. A parent/guardian must telephone the school site before 8:15 a.m. each day an absence occurs. For an absence to be designated as *excused*, one of the following two conditions must be met. Absences which do not meet one of the following **two** conditions are considered unexcused:

- Parent/guardian verifies and explains the absence by telephone, **OR**
- An Excused Absence Form or note, signed by the parent/guardian, is received on the day the student returns to school. Excused Absence Forms are available from the Community School teacher and must specify the student's name, date of absence, reason for absence, and the relationship of student to the person signing the form.

Consequences of unexcused absences are as follows:

1. Parents/guardians will be contacted when student absences occur; after the second, third, fourth, and fifth incidents of unexcused absence, parents/guardians will be sent written notification.
2. When unexcused absences occur, a parent meeting may be held and can result in a truancy contract and/or change in school placement.
3. After the fifth incident, the student is declared a habitual truant and referred to the District Attorney.

Students who enter Community School with an existing attendance contract from their district school will be referred to the District Attorney when any unexcused absence occurs. Attendance contracts continue in effect from year-to-year until expiration.

As Community School students do not have access to a school bus transit system, transportation to and from the school site is the responsibility of the student and the parent/guardian. *Transportation difficulties are not accepted as the reason for an excused absence or late arrival at school.* However, if a student and/or family is experiencing undue hardship because of school transportation requirements, the Community School teacher should be consulted. The teacher may be able to provide assistance in accessing programs that provide low-cost bus passes or other kinds of support.

Please note that, in compliance with state law, *student tardiness and absences are closely monitored.* Truancy interventions may include Notice of Truancy letters; request for parent conference; the development of an Attendance Contract; and/or revocation of Work Permit and other off campus privileges; and referral to the District Attorney.

## **ASSESSMENT POLICIES AND PROCEDURES**

Standardized basic skills and cognitive screening tests may be administered to all students at the beginning of the year and, thereafter, to each new student starting the program. Students are encouraged to do their best on the tests, since results will be used to aid staff in developing the instructional program and to determine if there is a need for more assessment.

## **LEARNER OUTCOMES**

Alternative Education Programs is accredited by the Western Association of Schools and Colleges (WASC). Individual Learning Plans will be developed for each student based on the following learner outcomes:

Academically prepared learners are:

- Effective Communicators
- Cooperative Workers
- Global Citizens
- Critical Thinkers and Creative Problem Solvers
- Responsible Persons

More information about Individual Learning Plans and learner outcomes is available at the School Office.

## **COMMUNITY SCHOOL BASIC GRADUATION REQUIREMENTS**

Many students will have as their goal reentry to their class in high school. Others may choose to stay at Community School. A summary of the basic requirements for graduation from the Community School program is provided below:

	<i>Years</i>	<i>Semester Credits</i>
Language Arts .....	4 .....	40
Mathematics: Algebra .....	1 .....	10
One additional year of mathematics .....	1 .....	10
Science: Life Science .....	1 .....	10
Physical Science .....	1 .....	10
Social Science: World History, Culture & Geography .....	1 .....	10
United States History & Geography .....	1 .....	10
American Government, including Civics .....	1/2 .....	5
American Economics .....	1/2 .....	5
Fine Arts .....	1 .....	10
Physical Education .....	2 .....	20
Electives .....		60
<i>Total Semester Credits Required for Graduation</i>		<i>200</i>

## GRADING POLICY

- Grade and credit reports are issued to students every quarter. All grades and credits earned by students become a part of their school record and are transferable to any public school.
- Grades are based upon the satisfactory completion of assignments in school, passing any required tests, and completing any work required outside class. Grades are based upon current performance levels and do not necessarily reflect performance at actual grade level.
- An incomplete grade (INC) in a subject means that required course work has not been completed and that if a passing letter grade is to be received, the necessary work must be completed in the next report card period of the school year in which the work was assigned. Failure to complete the required work will result in the “incomplete” grade being converted to an “F” with no credit.

## COMMUNITY SCHOOL CODE OF CONDUCT

Admission and continued enrollment in the Sonoma County Community School program is based upon the continuing cooperation of both the student and parent(s). Community School students must adhere to the following school rules at all times, including while on school grounds; while going to or coming from school; during lunch period, whether on or off campus; and during, while going to or coming from a school activity. Probation officers will be notified of infractions for all students on probation. Continued violations of the Code of Conduct may result in termination from the program.

1. School staff and teachers must be treated with respect. Disrupting school activities, swearing at staff, making threatening remarks, or defying authority will result in disciplinary action, including parent conferences, parent attendance at school and/or suspension. *Education Code 48900 (a), (i), (k)*
2. No causing, attempting to cause, or threatening to cause physical injury. This will result in suspension from school for the balance of that day and the duration of the suspension (up to 5 days), with parent conferences and/or suspension. Police may be notified. *Education Code 48900 (a)*
3. Controlled substances, including drugs and alcohol, are illegal and are not allowed on campus. Students who possess, sell, use, or are under the influence of any controlled substance, alcoholic beverage, or intoxicant will be immediately suspended from school, after police have been notified, and may be subject to further disciplinary action, including termination. Students who are wards of the court and are suspected of being under the influence may be subjected to drug testing at the school site by a designated person. Probation officers will receive the results of such testing. *Education Code 48900 (c), (d), (j) and/or 48915 (c)*
4. Weapons, including knives, firearms or other dangerous objects, are illegal at school. Police will be called immediately if a student is observed with or suspected of carrying a weapon, selling or furnishing weapons to another, or brandishing any object in a threatening manner. The student will be suspended from school and may be terminated from the program. *Education Code 48900 (b) and/or 48915 (a)*
5. No arson (fire-setting) or theft, including robbery or extortion. This will result in automatic suspension from school and may be grounds for termination. Police will be notified. *Education Code 48900 (e), (f), (g), (l)*
6. Sexual harassment is not allowed on campus. This includes sexually explicit language or actions towards a student or staff member. Any such behavior will result in disciplinary action, including parent conferences and/or suspension. *Education Code 48900 (i), 48900.2*

7. Classroom facilities and equipment must be treated with respect. Any cost incurred by the school due to negligence or destruction by student must be reimbursed by student or parent. Student will be readmitted to school only after payments or arrangements for reimbursement have been made. Other disciplinary action will be taken, including parent conferences and/or suspension. Police will be contacted, where appropriate. *Education Code 48900 (f), (g)*
8. Smoking or display of smoking materials is not allowed on campus. Items will be confiscated and destroyed. A second offense will result in further disciplinary action, including parent conferences and/or suspension. *Education Code 48900 (h)*
9. The dress and grooming of students should not present potential health or safety problems or cause disruptions. Dress appropriately—no gang colors or symbols, head gear or hooded jackets (rain gear excepted). Hats and caps must be kept out of sight prior to entering the school. Items will be held by the school staff until the end of the day or until claimed by a parent. Students who need to change clothes to comply with this school rule will have their parents contacted to bring appropriate clothes to school. Any item that becomes a problem will be deemed inappropriate. Continued violations will result in disciplinary action, including parent conferences and/or suspension. *Education Code 48900 (k)*
10. Electronic devices (cell phones, Ipods, MP3 or CD players) are not allowed on campus. On first offense, equipment will be held by school staff and can be claimed at the end of the day. Continued violation will result in disciplinary action, including parent conferences and/or suspension and confiscation of item. *Education Code 48901.5* The school does not assume liability for prohibited items brought to campus.

## **SMOKING POLICY**

No school shall permit the smoking or use of tobacco, or any product containing tobacco or nicotine products, by students of the school while the students are on campus, attending school-sponsored activities, or under supervision and control of school employees.

## **DRUGS AND ALCOHOL**

Prescription and nonprescription drugs accompanied by a doctor's note are the only drugs permitted on campus. Possession of alcohol, drugs or drug paraphernalia will result in police referral and five days' suspension for first offense. Second violation may be considered cause for termination from the program.

## **DRESS CODE**

Students are expected to dress appropriately for school. Hats and caps must be kept out of sight prior to entering the school and no gang colors or symbols are allowed. Students will be required to remove inappropriate items, which may require that parents/guardians bring other clothing items to school for their son or daughter. Additional specifications regarding the Community School Dress Code are provided to students and parents/guardians upon student intake into the program.

## **GANG APPAREL, GRAFFITI AND DISCUSSIONS**

Any display of gang involvement by students is prohibited, including the display of gang colors and symbols on clothing, "tagging" of personal items such as notebooks and folders with gang-related graffiti, or dialogue centered on gang activity.

## **IN-SCHOOL COUNSELING**

Counseling services are offered based on the belief that when a student has support with the social issues in his or her life, she or he is better able to succeed academically. Alternative Education Programs, in collaboration with local Community Based Organizations, offers counseling to students at Community Schools. This school-based service is free to students and designed to focus on issues that may be interfering with a student's success in school. All counseling services are confidential except as mandated by California State law.

Students will be offered individual, group and educational counseling opportunities which can include anger management, conflict mediation skills, life skills and diversity training, and drug/alcohol/tobacco education. All students may participate in counseling. Priority will be given to students who: 1) have counseling as a condition of their return to district criteria; 2) are in crisis; or 3) have behavioral issues that get them into trouble at school, home and in the community. The goal is to make high quality, low cost mental health counseling available to students at their school site.

For more information about counseling services, please call 524-2884.