

**AN AGREEMENT BETWEEN THE
MENDOCINO COUNTY OFFICE OF
EDUCATION AND LOCAL SCHOOL
DISTRICTS FOR THE IMPLEMENTATION
OF EDUCATION CODE 48916.1**

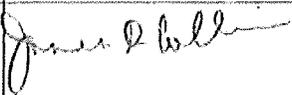
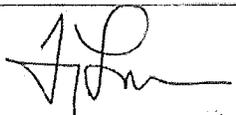
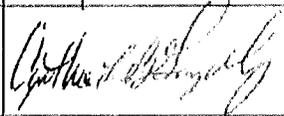
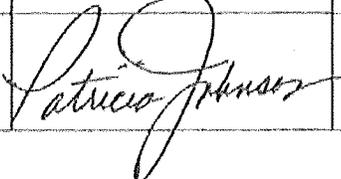
*Triennial Plan for Providing Educational
Services to Expelled Students*

**Updated
June 30, 2015**

**1st Adopted by the M.C.O.E. Governing
Board June 30, 1997**

Revised 6/30/2000
Revised 6/30/2003
Revised 6/30/2006
Revised 6/30/2009
Revised 6/30/2012

Participating Mendocino County School Districts

District	Superintendent	Signature	Date
Mendocino County Office of Education	Warren Galletti		5-22-15
Anderson Valley Unified	J. R. Collins		5-22-15
Arena Union Elementary	Colleen Cross, Ed.D		6/8/15
Ft. Bragg Unified	Charles Bush		5/22/15
Laytonville Unified	Joan Potter		5/22/15
Leggett Valley Unified	Anthony Loumena		5/22/15
Manchester Union Elementary	Cynthia Gonzalez		5/22/15
Mendocino Unified	Jason Morse		5/22/15
Pt. Arena Joint Union High School	Colleen Cross, Ed.D		6/8/15
Potter Valley Community Unified	Damon Dickinson, PhD		6/22/15
Round Valley Unified	Mike Gorman		5/22/15
Ukiah Unified	Debra Kubin		5/22/15
Willits Unified	Patricia Johnson		5/22/15

MENDOCINO COUNTY/DISTRICT PLAN FOR EXPELLED YOUTH
Education Code 48926

Each county superintendent of schools that operates community schools pursuant to Section 1980, in conjunction with superintendents of the school districts within the county, shall develop a plan providing education services to all expelled pupils in that county. The plan shall be adopted by the governing board of each school district within the county and by the county board of education.

The plan shall enumerate existing educational alternatives for expelled pupils; identify gaps in educational services to expelled pupils, and strategies for filling those service gaps. The plan shall also identify alternative placements for pupils who are expelled and placed in district community day school programs, then fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board.

Each county superintendent of schools, in conjunction with the superintendents of the school districts, shall submit to the Superintendent of Public Instruction the county plan for providing educational services to all expelled pupils in the county no later than June 30, 1997, and shall submit a triennial update to the plan to the Superintendent of Public Instruction, including the outcome data pursuant to Section 48916.1, on June 30th thereafter.

Education Code 48916.1

- a) At the time an expulsion of a pupil is ordered, the governing board of the school district shall ensure that an education program is provided to the pupil who is subject to the expulsion order for the period of the expulsion. Except for pupils expelled pursuant to subdivision (d) of Section 48915, the governing board of a school district is required to implement the provisions of this section only to the extent funds are appropriated for this purpose in the annual Budget Act or other legislation, or both.
- b) Notwithstanding any other provision of law, any educational program provided pursuant to subdivision (a) may be operated by the school district, the county superintendent of schools, or a consortium of districts or in joint agreement with the county superintendent of schools.
- c) Any educational program provided pursuant to subdivision (b) may not be situated within or on the grounds of the school from which the pupil was expelled.

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Introduction to Plan

The 2015 Mendocino County Plan for Educating Expelled Pupils was developed and updated by the Mendocino County Office of Education and superintendents of Mendocino County school districts. This plan enumerates educational alternatives for expelled students, identifies gaps in services and provides strategies to fill these gaps in services. The development and implementation of this plan insures that educational services are provided to all expelled pupils in the county. The plan also provides a continuum of services to at-risk pupils.

At the March 2015 monthly Superintendents Council Meeting, district superintendents were asked to complete a survey identifying the current status and gaps in educational programs for expelled pupils. The results of the survey were incorporated in this updated 2015 Triennial Countywide Plan. The superintendents' signatures assure collaboration and coordination of educational services to expelled pupils between school districts and the county office of education.

Educational programs within Mendocino County provide numerous opportunities for students who are in need of traditional and/or alternative education programs. While individual school districts offer a broad spectrum of service options, the Mendocino County Office of Education offers alternative programming for students whose needs cannot be met in traditional settings. Together, school districts and the county office of education make an effort to provide students with a full continuum of service and placement options but gaps exist in our geographically, sparsely populated and very rural county. These gaps are identified in the plan.

A student, whose behavior has resulted in expulsion, is given a rehabilitation plan that is designed by the district of residence and whose implementation may be assisted by the county office of education. A student who is simply in need of an educational alternative may also access M.C.O.E. Alternative Education programs through a district and/or county level referral process, a School Attendance Review Board, a court/probation referral.

New to the triennial plan is the addressing of the Student Engagement and School Climate state priorities of the Local Control Accountability Plan (LCAP) for each district. Also new to the plan are two bills impacting suspension and expulsion: AB 420 (Dickinson) which amended E.C. 48900(k) and SB 1111 (Lara) which amended E.C. 1981 and added E.C. 1981.5.

- d) If the pupil who is subject to the expulsion order was expelled from any of kindergarten or grades 1 to 6, inclusive, the educational program provided pursuant to subdivision (b) may not be combined or merged with educational programs offered to pupils in any of grades 7 to 12, inclusive. The district or county program is the only program required to be provided to expelled pupils as determined by the governing board of the school district. This subdivision, as it relates to the separation of pupils by grade levels, does not apply to community day schools offering instruction in any of kindergarten and grades 1 to 8, inclusive, and established in accordance with Section 48660.
- e) (1) Each school district shall maintain data as specified in this subdivision and report the data annually to the State Department of Education, commencing June 1, 1997, on forms provided by the State Department of Education. The school district shall maintain the following data:
- A) The number of pupils recommended for expulsion.
 - B) The grounds for each recommended expulsion.
 - C) Whether the pupil was subsequently expelled.
 - D) Whether the expulsion order was suspended.
 - E) The type of referral made after the expulsion.
 - F) The disposition of the pupil after the end of the period of expulsion.
- (2) When a school district does not report outcome data as required by this subdivision, the Superintendent of Public Instruction may not apportion any further money to the school district pursuant to Section 48664 until the school district is in compliance with the provisions of this subdivision. Before withholding the apportionment of funds to a school district pursuant to this subdivision, the Superintendent of Public Instruction shall give written notice to the governing board of the school district that the school district has failed to report the data required by paragraph (1) and that the school district has 30 calendar days from the date of the written notice of noncompliance to report the requested data and thereby avoid the withholding of the apportionment of funds.

A.B. 922

- A. A.B. 922 (Stats. 1995, Chapter 974) was passed by the Legislature in 1995 and became operative on July 1, 1996.
- B. A.B. 922 amended Education Code Sections 48915.2, 48916, and 48918 and added Education Code Sections 39141.12, 48916.1, 48926 and Sections 48660-48666. It repealed Education Code Section 48915.7.

Impact of A.B. 922

- A. A.B. 922 changed the legal effect of expulsion. Expulsion no longer means the severing of the legal relationship between the school district and student and the cessation of educational services.
- B. The legal relationship remains intact, there is no cessation of educational services and school districts have a legal duty to refer students to alternative programs.
- C. Education Code Section 48916.1 requires that school districts provide an educational program to expelled students.

Community Day Schools

- A. Education Code section 48660 authorizes the governing board of a school district to establish one or more community day schools for students in kindergarten or any of grades 1-12 inclusive who meet one or more of the conditions specified in Section 48662(b).
- B. Section 48660.1 states that it is the intent of the Legislature that school districts operating community day schools to the extent possible include the following program components:
 - 1. School district cooperation with the county office of education, law enforcement, probation and human service agencies personnel who work with at-risk youth.
 - 2. Low pupil teacher ratio.
 - 3. Individualized instruction and assessment.
 - 4. Maximum collaboration with school district, support service resources, including but not limited to, school counselors and psychologists, academic counselors and pupil discipline personnel.

- C. Section 48661 states that a community day school shall not be situated on the same site as an elementary, middle, junior high, comprehensive senior high, opportunity or continuation school unless the governing board approves by a two-thirds vote that satisfactory alternative facilities are not available for a community day school.
- D. Section 48662 states that the governing board of school district that establishes a community day school shall adopt policies that provide procedures for the involuntary transfer of students to a community day school. 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 attendance review board or other district level referral process if a district does not operate a school attendance review board.
 4. First priority for assignment to community day school shall be given to a student expelled pursuant to Education Code section 48915(d), second priority shall be given to students expelled for any other reasons, and third 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.
- E. Section 48663 states that the minimum school day for students enrolled in community day schools is 360 minutes of classroom instruction provided by a certificated employee of the district or a consortium of school districts. A student enrolled in a community day school may not generate more than one day of community day school attendance credit in a school day for any purpose. Independent study may not be utilized as a means of providing any part of the minimum instructional day.
- F. Section 48666 authorizes the governing board of a school district maintaining a community day school to establish attendance policies for the community day school that permit the community day school to require students to attend school for up to seven days each week when this action is taken as part of a directed program designed to provide community day students with the skills and attitudes necessary for success when returned to a regular school environment.

Changes in Expulsion Laws

- A. Section 48915.2 was amended to indicate that a student expelled under Section 48915(a) or (c) shall not be permitted to enroll in any other school or school district during the period of expulsion unless it is a county community school, a juvenile court school or a community day school operated by a school district.

- B. Section 48916.1 requires the governing board of the school district to ensure that an educational program is provided to the student who is expelled. The program may be provided by the school district, the county superintendent of schools or a consortium of districts that are in joint agreement with the county superintendent of schools. Any educational program for expelled students shall not be situated within or on the grounds of the school from which the pupil was expelled. Programs for grades 1-6 inclusive, and grade 7-12 inclusive, shall not be combined or merged. For students expelled from grades 7 through 12, the school district or county superintendent of schools may offer the student independent study with the written consent of the student and the parent. School districts are required to maintain outcome data and report the data to the State Department of Education on students who are expelled.

- C. Education Code section 48926 requires each county superintendent of schools in counties that operate community schools pursuant to E.C. 1980 in conjunction with superintendents of school districts within the county to develop a plan for providing to all expelled students in that county. The plan shall be adopted by the governing board of each school district within the county and by the county board of education. The plan shall enumerate existing alternatives for expelled students; identify gaps in educational services to expelled students and strategies for filling those service gaps. The plan shall also identify alternative placements for students who are expelled and placed in district community day school programs but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district students as determined by the governing board. Each county plan shall be submitted to the Superintendent of Public Instruction no later than June 30, 1997, and shall submit a triennial update to the plan including outcome data on June 30, thereafter.

- D. AB 420 (Dickinson) eliminated willful defiance as a reason to suspend in grades 1-3 or expel in grades K-12. It amended E.C. 48900(k) to read: (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

(2) Except as provided in Section 48910, a pupil enrolled in kindergarten, or grades 1 to 3 inclusive shall not be suspended for any of the acts enumerated in this subdivision and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten, or any grades 1 to 12 inclusive, to be recommended for expulsion. This paragraph shall become inoperative on July 1, 2018 unless a later enacted statute that becomes operative before July 1, 2018 deletes or extends that date.

- E. SB 1111 (Lara), effective January 1, 2015, provides new procedures and limitations for involuntary transfer of students to county community schools, modifying E. C. 1981 and 1983, repealing section 1981.2 and adding section 1981.5. SB 1111 also made a number of minor non-substantive revisions to E. C. 48918 and also added new limitations regarding a student's educational placement when a hearing officer or administrative panel does not recommend expulsion for the student.

E.C. 1981.5 (a) A pupil who is involuntarily enrolled in a county community school pursuant to subdivision (a).....of Section 1981 shall have the right to reenroll in his or her former school or another comprehensive school immediately after being readmitted from the expulsion order pursuant to Section 48916 or court ordered placement. Nothing in this section is intended to limit the school placement options that a school district may recommend for a pupil being readmitted.

(b) Consistent with the process and procedures set forth in Section 48916, only the governing board of the school district that issued the initial order or subsequent order to expel may extend the duration of an expelled pupil's placement in a county community school.

MENDOCINO COUNTY OFFICE OF EDUCATION OVERVIEW

The Mendocino County Office of Education will provide an educational option for expelled students who are able to access MCOE programs. The philosophy of each individual school district affects how the Mendocino County Office of Education County Community School Program will meet the needs of that particular school district. For example, some school districts may use the county program as an educational option for expelled students as well as an educational placement option for students identified habitually truant by a School Attendance Review Board (S.A.R.B.) per E.C. 1981.2. The Community School continues to be an educational program that provides the local school districts with an educational option for their expelled, probation referred, S.A.R.B. referred, and district level referred students pursuant to E.C. 1981.2.

Mendocino County is a geographically large but sparsely populated county comprising 3,878 square miles and a population of only 87,525 (rank 38). There are 13 school districts including MCOE with a total enrollment of 13,009 which are isolated from each other and the county office by large distances, country roads and mountain ranges.

Mendocino County School Districts Enrollment 2014-15

District	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot.
<u>Anderson Valley Unified</u>	34	40	41	44	44	35	31	29	57	38	54	41	52	540
<u>Arena Union Elementary</u>	29	30	40	47	36	41	32	45	31	5	4	4	3	347
<u>Fort Bragg Unified</u>	156	124	138	143	156	135	147	150	131	159	148	151	126	1873
<u>Laytonville Unified</u>	34	35	21	31	41	34	29	32	25	38	30	29	25	404
<u>Leggett Valley Unified</u>	10	3	6	11	8	8	5	12	9	6	5	4	5	92
<u>Manchester Union Elementary</u>	5	5	6	3	7	3	4	1	8	0	0	0	0	42
<u>Mendocino County Office Of Education</u>	0	0	1	1	3	5	0	0	2	15	29	17	19	92
<u>Mendocino Unified</u>	35	33	42	41	41	34	34	32	44	61	55	56	43	551
<u>Point Arena Joint Union High</u>	0	0	0	0	0	0	0	0	0	36	35	41	41	153
<u>Potter Valley Community Unified</u>	21	16	23	19	17	14	11	19	14	18	16	22	20	230
<u>Round Valley Unified</u>	41	32	45	28	30	33	24	32	22	23	20	34	30	394
<u>Ukiah Unified</u>	613	471	464	459	506	463	463	471	514	477	460	465	523	6349
<u>Willits Unified</u>	161	162	149	144	159	132	159	154	123	131	152	153	163	1942

Changes from 2012 Triennial Plan

The Local Control Accountability Plan (LCAP) requires school districts and the county office of education to address eight state priorities two of which are School Climate (reducing suspensions and expulsions) and Student Engagement (reducing chronic truancy). County offices of education are required to address an additional state priority on coordinating services for expelled pupils. The Triennial Plan for Expelled Pupils addresses this state priority for COEs.

The passage of SB 1111 (Lara) amended and deleted sections of E.C. 1981 referring students to county community schools. SB 1111 also added section 1981.5 regarding the return of expelled students to their district of residence. AB 420 Dickinson amended E.C. 48900(k) regarding suspension and expulsion of pupils for disruptive behavior.

Mendocino County Existing Educational Alternatives for Expelled Youth

Mendocino County Office of Education's Alternative Education Program

1. Independent Study – a voluntary contracted study program located in Ukiah that requires students to complete a minimum of 20 hours of educational product per week.
2. New Beginnings Intensive Probation Services – Located in Ukiah and provides intensive mental health, substance abuse and probation services to probation referred and adjudicated expelled students.
3. Juvenile Hall Court School – Provides year-round educational services for incarcerated expelled students.
4. River Community School- Provides educational services to expelled, probation referred and SARB referred students and located in Ukiah.

Anderson Valley Unified

1. MCOE Alternative Education Programs

Arena Union Elementary

1. No options for elementary school students

Ft. Bragg Unified

1. Lighthouse Community Day School serving grades 9-12
2. Shelter Cove Community Day School serving grades 6-8

Laytonville Unified

1. MCOE Alternative Education Programs
2. Voluntary Contracted Independent Study

Leggett Valley Unified

1. No options identified.

Manchester Union Elementary

1. No options for elementary school students

Mendocino Unified

1. Continuation High School
2. Ft. Bragg Community Day Schools for grades 7-12.
3. No options for K-6

Pt. Arena Joint Unified School District

1. Ft. Bragg Community Day School

Potter Valley Community Unified

1. MCOE Alternative Education Programs

Round Valley Unified

1. MCOE Alternative Education Programs
2. Voluntary Contracted Independent Study

Ukiah Unified

1. MCOE Alternative Education Programs
2. Opportunity Program
3. Voluntary Contracted Independent Study

Willits Unified

1. MCOE Alternative Education Programs
2. Voluntary Contracted Independent Study

In addition, school districts located within Mendocino County offer the following options for expelled youth, depending on the specific offense, Education Code violation, and board recommendation:

- 1) Suspended expulsion with placement on the same school campus.
- 2) Suspended expulsion with placement on a different school campus within the district (i.e. Continuation School).
- 3) Suspended expulsion with voluntary placement on District Contracted Independent Studies.

Rehabilitation Plans

School districts must also indicate in the expulsion documents a rehabilitation plan for the pupil which may include recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community services and/or other rehabilitation programs. E.C. 48916(b).

Students with Exceptional Needs

Students with exceptional needs are subject to the same suspension rules as non-disabled students, except that suspension of students with disabilities cannot exceed 10 consecutive days without a Manifestation Determination hearing. State law defers to federal law for most of the rules governing suspension and expulsion of Special Education students. Refer to Calif. E.C. 48915.5 and Federal Law 20 U.S.C. Sec. 1415(k)(1)(B). The Mendocino County SELPA (Special Education Local Planning Agency) is a resource to assist both parents and school administrators during this process.

Options for High-Risk Youth

Students who exhibit habitual truancy, documented behavior interventions (short of expulsion) or on juvenile probation are also served in the MCOE county community school or the district community day school programs. There are referral processes in place for enrollment in these programs either voluntarily or involuntarily following education code 1981 (a) (b) and (c) School Attendance Review Boards (SARBs) are active in Willits, Ukiah, and Ft. Bragg and review cases of habitual truancy at all grade levels. The Mendocino County Sheriff, City Police Departments, Dept. of Social Services and Mendocino County Juvenile Probation participate in the S.A.R.B process along with school districts.

Failed Placements: Students referred to the county community school per E.C. 1981 (a) or (b) continue to be the responsibility of the referring school district to insure their educational needs are met (E.C. 48916). Students who exhibit continued truancy and fail their educational placement into the county community school would be brought up for discussion at the SARB to consider other educational options or additional supports.

Students who fail placement in a district community day school: Districts have not identified this as an issue.

County and District Gaps and Strategies Regarding the Provision of Educational Services to Expelled Pupils

There were seven identified service gaps that existed in the 2009 triennial plan which continued to exist in 2012 plan with respect to providing educational services to expelled pupils. In surveying school districts for the 2015 revision, these service gaps continue to exist. As previously stated, Mendocino County is geographically large and very rural with small remote school districts. Of the 13 districts, only three have more than 1000 students, seven have between 100-550 students and three have below 100 enrolled students.

Current Issues:

1. Proximity to MCOE Alternative Education Programs serving expelled students: The MCOE Community School Programs are located in Ukiah. Expelled students outside of the Ukiah Valley must travel between 25 to 70 miles one way over two lane country mountain roads. District students enrolling in MCOE Alternative Education have access to a regular day program or contracted Independent Study. Many expelled students from outlying districts choose the Independent Study option.
2. Closing of Community Day Schools: When California reduced funding for Community Day Schools in the education budget several years ago, most districts in Mendocino County with the exception of Ft. Bragg closed their Community Day Schools. The Local Control Funding Formula (LCFF) includes Community Day School funding with all other categorical funding allowing districts local control on the use of these funds. Currently, there are no plans for districts to bring back their Community Day Schools.
3. Pupils who are expelled and placed in a district Community Day School but fail to meet the terms and conditions of their rehabilitation plan have few options. Previously, when more districts operated Community Day Schools, they were encouraged to use their programs as a regional school enrolling expelled students from neighboring districts. Currently, with only one district offering Community Day Schools, this is not an issue for the majority of districts in the county.
4. The small school districts within Mendocino County generally expel very few students during the course of a school year, therefore, having a special class or program for such students, located in each district, or even between districts, is not financially or geographically feasible.

Strategies to address this gap are:

- Voluntary Contracted Independent Study
- Suspended Expulsion
- Suspended expulsion with placement on the same school campus.
- Enrollment in MCOE Alternative Education Program.
- Enrollment in district Community Day School with district board approval.

5. Students, who are expelled, vary as to age, grade level, and expulsion offenses. The wide range of age, grade level, and seriousness of offense make it difficult to provide appropriate programs for small school district(s).

Strategy for addressing this gap:

- A regional program may be developed through the cooperation of Mendocino County Office of Education and the school district(s) to reflect geographic location or limited numbers. E.C. 48916(d). Ideally an alternative option for K-6 students both on the coast and inland.

6. There are significant geographical distances between local small districts. Therefore, district or county operated classroom sites/programs for small school districts may require extensive transportation. This may not be financially feasible for district or parental transportation.

Strategy for addressing this gap:

- Currently a Pt. Arena expelled student is being transported with a Pt. Arena special needs student who is attending a Ft. Bragg Special Education Program per their IEP. The expelled student is enrolled in the Ft. Bragg Community Day School. This is a creative but not a sustainable feasible model.
- Pupils have used public or private transportation to access MCOE programs in Ukiah. Public transportation is not readily available or easy to access.
- Pupils have enrolled in MCOE's voluntary Independent Study thus only having to travel to Ukiah one day per week.

7. Students in grades one through six who are expelled do not have the same educational options available as do expelled youth enrolled in grades seven through twelve due to the rarity of elementary pupils expelled in these lower grades. These younger students cannot attend MCOE programs designed for middle and high school students and there are no K-6 Community Day Schools in the county. Nor, can they attend middle school community day school programs. Placing young elementary children with middle schools teens is not an alternative. E.C. 48916(d)

The surveys completed by districts identified the non-existence of any K-6 program for expelled students as the highest priority in the county.

County/District strategy for addressing this gap:

- Recommend the Mendocino County Office of Education discuss with interested school districts the feasibility of jointly creating a regional program for expelled and "at-risk" K-6 pupils to serve their educational needs.

Based on the survey submitted to school districts, with the exception of transportation and lack of a K-6 program for expelled pupils, districts are satisfied with the current available options for their expelled students.

Available supports to returning expelled students.

- Anderson Valley: Counseling
- Laytonville: Counseling and access to all services.
- Potter Valley: Regular school setting with supports such as counseling and tutoring.
- Pt. Arena: Full time M.F.T. counseling available to returning expelled students.
- Round Valley: Provides counseling to returning students and could improve on these supports.
- Ukiah Unified: Counseling is provided.
- Willits: Provides additional counseling support and academic remediation within the comprehensive setting.

Addressing disproportionate representation of minority students if applicable.

- Anderson Valley: Not an issue with so few expulsions.
- Laytonville: Not an issue with so few expulsions.
- Manchester: Not an issue with so few expulsions if any.
- Mendocino: Not an issue with so few expulsions if any.
- Potter Valley: Not an issue with so few expulsions.
- Ukiah: Providing Positive Behaviors Intervention and Supports (PBIS) and Restorative Practices trainings to staff.
- Willits: Provide more training to staff to support students to make better choices; and provide more interventions prior to suspension/expulsion.

Strategies described in district's Local Control Accountability Plan addressing School Climate to reduce suspensions and expulsions.

- Anderson Valley: Provides supervised detention and counseling services in lieu of suspension.
- Manchester: Provides training to staff and students on tolerance and behavioral issues.
- Mendocino: Hiring an additional special educator and a lead aide.
- Laytonville: Providing PBIS and Restorative Practices, Mental Health and Mendocino County Youth Project services.
- Potter Valley: Uses "in-house" suspension and intervention programs for student discipline.
- Pt. Arena: Uses Tier 1 and Tier 2 interventions for alternatives to suspension.
- Round Valley: Uses Restorative Justice Strategies and does not recommend expulsion unless there is a weapons or safety issue.
- Ukiah: Providing PBIS and Restorative Practices.
- Willits: Implementation of Restorative Practices at all school sites to reduce the number of repeat offenses.

APPENDIX

March 27, 2015

To: District Superintendents

From: Warren Galletti, County Superintendent of Schools
Paul Joens-Poulton, Associate Superintendent Ed Services

Subject: Mendocino County Plan for Provision of Educational Services to Expelled Students.

Assistance is requested in meeting the mandates of Education Code Section (EC) 48926, which initially required county superintendents in conjunction with superintendents of school districts within the county to develop a countywide plan for providing educational services to all expelled students in that county. The plan was to be adopted by the governing board of each school district and the county board of education. For Mendocino County, this occurred in 1997. EC 48926 also required the plan be updated triennially.

The next triennial update is due no later than June 30, 2015.

The *2012 Mendocino County Plan for Expelled Students* provides on how the mandates of EC 48926 have been addressed in Mendocino County. It was signed by all district superintendents in the county in May 2012.

The Countywide Plan must address the following:

- List and describe the educational alternatives currently available to expelled students and describe strategies to minimize suspensions and expulsions.
- Support to students returning from expulsions.
- Addressing any disproportionate representation of minority students in such interventions.
- Identify gaps in services and strategies for filling them as well as reviewing progress towards filling gaps identified in the 2012 plan.
- Alternative placements for pupils expelled into district community day schools who fail to meet the conditions of their rehabilitation plan.

Two new bills will have direct implications on the plan. **AB 420** (Dickinson) prohibits suspending any pupil k-3 for willful defiance and prohibits expulsion of any pupil k-12 for willful defiance. **SB 1111** (Lara) adds E.C. 1981.5.... students who have been expelled "shall have the right to reenroll in his or her former school or another comprehensive school immediately after being readmitted from the expulsion order.

To best update our plan, identify gaps and strategies to fill these gaps, please complete the survey and return to Paul by or before our April Superintendents Meeting. MCOE will update the plan based on the survey and have it ready to review and sign at our May meeting.

**Mendocino County Plan for Provision of Educational Services to Expelled Students 2015
Triennial Update Survey**

In order to update our plan to better meet your needs, please respond to the following questions and return to Paul Joens-Poulton on or before the April Superintendents Meeting.

1. Please identify the current educational alternatives available within your district for expelled pupils.

Program	Districts using Services
<input type="checkbox"/> District Community Day School	_____
<input type="checkbox"/> MCOE Community School	_____
<input type="checkbox"/> Opportunity program or class	_____
<input type="checkbox"/> Voluntary Independent Study	_____
<input type="checkbox"/> Other (describe)	_____

2. Have these strategies/services been successful? If not, what were the obstacles or gaps?

3. Please provide suggestions or strategies that you might have for filling any services gap(s) that currently exist which limit your ability to ensure the availability of education services for expelled pupils for any grade level.

4. If applicable, please identify alternative placements for pupils who are expelled and placed in a District Community Day School program, but who fail to meet the terms and conditions of their rehabilitation plan

5. Please describe what support is available to returning expelled students.

6. How are you addressing disproportionality of expelled students if applicable?

7. What strategies (which are tied to your LCAP addressing School Climate) are you using to reduce suspensions and expulsions?