

Amador County Plan



For Expelled Youth

2013-2016

General Details

Education Code §48926

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

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 educational program is provided to the pupil who is subject to the expulsion order for the period of the expulsion, but only to the extent funds are appropriated for this purpose in the annual Budget Act or other legislation, or both.

Details

Amador County Unified School District is committed to providing educational opportunities for all of our students that fit the continuum of care and academic rigor evident in all of our programs.

Amador County has a small number of students who experience behavior patterns or incidents for which expulsion is necessary. While this is a positive aspect to our early intervention strategies – it creates a situation where the development of either district or county specific classes or programs for expelled students becomes not only a geographical but a financial challenge.

Amador County strives to be pro-active in the recognition of problems in students and to offer interventions that include student study teams, academic and emotional assessments, parent support meetings, in-school suspension, off-campus suspension, special education services, after school activities, conflict management, and student behavior and discipline contracts.

Existing Educational Alternatives for Expelled Youth

Amador County Unified School District is offers the following options for expelled youth:

1. Suspended expulsion with placement on his/her home school campus under formal terms of: probation, rehabilitation, behavior contract and attendance.
2. Suspended expulsion with placement on a different campus under formal terms of: probation, rehabilitation, behavior contract and attendance.
3. Suspended expulsion with placement on District Contracted Independent Study; with parent approval.
4. Expulsion with referral to the Amador County Office of Education Community School Program.
5. Expulsion with referral to the Amador County Office of Education Contracted Independent Study; with parent approval.

Gaps in Educational Services

We are working to address the potential gaps that could result in the following:

1) In ACOE 2009-2012 Plan for Expelled Youth the following was identified: A student could be expelled from the District under Education Code §48915 and referred to either a Community School Program. This student could then commit another violation of Education Code §48915, or simply not attend, and ultimately be referred back to the original District.

To help mitigate this problem, ACOE works closely with our Psychology and Counseling Departments as well as outside counselors and behavior specialists through Amador Tuolumne Community Action Agency. Behavior management and Anger Prevention programs are a large part of our program and work to help students successfully modify their behavior and make better behavioral choices. Parents are also counseled by the administration, they are nurtured and made a part of positive decision making. Finally, an engaging interactive curriculum with dynamic teachers has aided in attendance and behavior problem modification. We identified early on the need for the best, most accomplished and effervescent teachers to provide our instruction at our Community Court School. This has worked wonders in closing the achievement gap.

2) Students who are expelled by from our one school district within our County Office of Education 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 them within our small county program.

More work is done at the site level within the Amador County Unified School District to avoid suspending students. We have very few mandatory expulsions and work with our teachers, administrators and counselors to catch troubled behavioral patterns and change them before trouble occurs. Our Director of Educational Options, calls parents and counsels both parents and students.

3) There are significant geographical distances between sites within our district and County Office programs, thus county operated classroom sites/programs for Amador County Unified School District would require either extensive busing, which is not financially feasible for the county, or parent provided transportation, which is often impossible for the parents;

Every effort is made to transport students to Community Court School.

3) Younger students are being expelled. These younger students cannot attend the programs designed for middle and high school students. The numbers of these elementary school expelled youth are growing, but generally are not enough to develop an elementary school classroom or program;

The number has decreased – down to one student in the 2011-2012 school year and special academic arrangements were made with the full support and cooperation of parents.

4) The Community Day School option for expelled students, as described in current California Education Code, is difficult for Amador County to develop due to the following reasons:

a) The six (6) hour, or 360 minute day exceeds the required hours that a regular third, fourth, fifth or sixth grade students is required, by the California Education Code, directed to attend.

b) Access to the additional funding is restricted by having the student complete six hours of hour-by-hour attendance accounting in order for the district to receive the additional funding, and requiring additional attendance bookkeeping and record keeping,

c) The Community Day School program limits the available instructional strategies which can be used, such as contracted study, which limits the program flexibility required for success,

d) The separation of students in grades K-6 from students in grades 7-8 also creates boundaries that will be financially and/or geographically difficult.

We have a Fact Finding Committee currently working to address these issues.

Strategies for Addressing Identified Gaps in Service

1. Work with local agencies to find a viable way to implement a Community Day School.
2. Research and implement ways by which students can access CORE curriculum via online classes or other distant learning opportunities.
3. Work with County Mental Health and other psych/social care professionals and organizations to work with the whole student and explore ways in which individual student needs can better be met.
4. Truly individualize placement and rehabilitation plans, with emphasis on the latter, to ensure that the causes of mis-behavior are addressed.
5. Establish more private and public partnerships.

Placement/Rehabilitation Plans

If a student does not meet the objectives of his/her rehabilitation plan the following options are available: continued Community Court School, district on-campus programs, district off-campus programs, independent study or distance learning the appropriate mental and social health services when necessary.

Amador County Unified School District continues to maintain responsibility for developing a rehabilitation plan for the student, referring the student to an appropriate educational setting, and ensuring that an educational program is provided to the expelled pupil. A plan for an individual student may consist of both district and county staff, as well as the student and his/her parent/guardian.

Expelled students who are referred to a Community School Program will have an Individual Learning Plan developed in cooperation with the appropriate staff. Part of this plan may include return to the school district of residence. Alternative placement and alternative strategies are developed, with the Court and Community School Center staff, for those students who have difficulty meeting the terms and conditions of their District designed rehabilitation plan.

Signed copy on file with district and sent to California Department of Education

District Superintendent

Date

County Superintendent

Date