

ALAMEDA COUNTY
OFFICE OF EDUCATION
L. Karen Monroe, Superintendent

COUNTY WIDE EDUCATIONAL SERVICES PLAN FOR SERVING EXPELLED AND HIGH RISK STUDENTS

Triennial Plan

July 1, 2018 to June 30, 2021

Approved by the Alameda County Office Board of Education

March 30, 2018

Student Programs and Services Division
Monica Vaughan, Chief of Schools

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INTRODUCTION

With the enactment of AB 922, Statutes of 1995, Chapter 974, California Education Code Section 48926 requires each county superintendent who operates community schools, in conjunction with the superintendents of the school districts within the county, develop a countywide plan for providing education services for all expelled pupils in the county. The plan is to be adopted by the governing board of each school district within the county and by the county board of education; the plan is to be submitted to the State Superintendent of Public Instruction.

Education Code Section 48926 provides specifically that:

1. The countywide plan shall enumerate existing educational alternatives for expelled pupils; identify gaps in educational services to expelled pupils, and strategies for filling those service gaps.
2. The countywide plan shall identify alternative placements for pupils who are expelled and placed in district community 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 district governing board.

EC Section 48926 further requires that each county superintendent of schools, in conjunction with district superintendents in the county, submit a triennial update to the State Superintendent of Public Instruction.

In 2012, the recommended content of the countywide plan was amended to address additional, more detailed questions that were raised and supported by the State School Attendance Review Board and the Student Programs and Services Steering Committee of the California County Superintendents Educational Services Association. These questions concern the following:

- With regard to educational alternatives currently available for expelled students, strategies for improvement during the next three years, including any behavioral intervention practices, at the site and district levels, and options used to:
    - Minimize the number of suspensions leading to expulsions
    - Minimize the number of expulsions being ordered
    - Support students returning from expulsions
    - Specific explanation for how those practices relate to any disproportionate representation of minority students in such interventions.

- With regard to the implementation of strategies for filling gaps in educational services identified in the 2012 Countywide Plan:
    - Whether the strategies were successful or not; and why and how they were or were not successful.
    - Whether any additional strategies were implemented, and if so, why and how they were or were not successful.
    - For strategies that were not successful, any additional measure(s) or approach(es) taken, and the outcome(s).

EDUCATION CODE SECTIONS 1980 AND 1986

The county superintendent of schools may operate community schools pursuant to Education Code Section 1980 (establishment and maintenance of one or more community schools).

In accordance with Section 1981, the county board of education may enroll in the community schools pupils who are any of the following:

a. Expelled for any of the reasons specified in subdivision (a) or (c) of Section 48915.

b. Referred to county community schools by a school district as a result of the recommendation of a school attendance review board of pupils whose school districts of attendance have, at the request of the pupil's parent or guardian, approved the pupil's enrollment in a county community school.

c. Probation-referred pursuant to Sections 300, 601, 602, and 654 of the Welfare and Institutions Code.

d. On probation or parole and not in attendance in any school.

e. Expelled from a school district for any reason other than those specified in subdivision (a) or (c) of Section 48915.

Alameda County School Districts

Alameda Unified School District
Albany Unified School District
Berkeley Unified School District
Castro Valley Unified School District
Dublin Unified School District
Emery Unified School District
Fremont Unified School District
Hayward Unified School District
Livermore Unified School District
Mountain House School District
New Haven Unified School District
Newark Unified School District
Oakland Unified School District
Piedmont Unified School District
Pleasanton Unified School District
San Leandro Unified School District
San Lorenzo Unified School District
Sunol Glen Unified School District

Alameda County School District Superintendents

Alameda County Office of Education: L. Karen Monroe
Alameda Unified School District: Sean McPhetridge
Albany Unified School District: Valerie Williams
Berkeley Unified School District: Donald Evans
Castro Valley Unified School District: Parvin Ahmadi
Dublin Unified School District: Leslie Boozer
Emery Unified School District: John Rubio
Fremont Unified School District: Kim Wallace

Hayward Unified School District: Matt Wayne
Livermore Valley Joint Unified School District: Kelly Bowers
New Haven Unified School District: Arlando Smith
Newark Unified School District: Patrick Sanchez
Oakland Unified School District: Kyla Johnson Trammell
Piedmont Unified School District: Randall Booker
Pleasanton Unified School District: David Haglund
San Leandro Unified School District: Mike McLaughlin
San Lorenzo Unified School District: Fred Steven Brill
Sunol Glen Unified School District: Molleen Barnes

2017-18 Alternative Education Student Services Council Membership

The Alternative Education Student Services Council for Alameda County consists of alternative education representatives from each district as well as county office personnel. The purpose of the council is to meet every other month to discuss how the county office and districts can best meet the needs of students placed in an alternative school setting. One project of the council has been to update the Educational Services Plan for Expelled and High Risk Students in Alameda County.

Alameda Unified School District: Kirsten Zazo
Albany Unified School District: Carrie Nerheim
Berkeley Unified School District: Tammy Rose
Castro Valley Unified School District: Jim Kentris
Dublin Unified School District: Tess Johnson
Emery Unified School District: Karen Steele
Fremont Unified School District: Matt Campbell
Hayward Unified School District: Chien Wu-Fernandez
Livermore Unified School District: Scott Vernoy
Mountain House School District: Marianne Griffith
New Haven Unified School District: John Mattos
Newark Unified School District: William Whitton
Oakland Unified School District: Lucia Moritz
Piedmont Unified School District: Michael Brady
Pleasanton Unified School District: Kathleen Rief
San Leandro Unified School District: Zarina Zanipatin
San Lorenzo Unified School District: Ammar Saheli
Sunol Glen Unified School District: Molleen Barnes
Alameda County Office of Education: L. Karen Monroe
Alameda County Office of Education: Monica Vaughan
Alameda County Office of Education: Carolyn Hobbs
Alameda County Office of Education: Earl Crawford
Alameda County Office of Education: Elizabeth Tarango
Alameda County Office of Education: Tracey Burns
Alameda County Office of Education: Daisy T. Guzman

COUNTY WIDE PLAN

Educational programs within Alameda County provide numerous alternatives and opportunities for students who are in need of traditional and/or alternative education programs. Individual school districts offer a broad spectrum of services and the County Office of Education (COE) offers additional options. In combination, these two sources provide a continuum of education alternatives to expelled and high-risk students.

Under Education Code Section 48926, school districts throughout California have been mandated to provide educational services for students expelled from their district. The original countywide plan was adopted by the local governing boards of education and the Alameda County Board of Education in 1997.

This current countywide plan is the triennial update to the existing plan. The law also states that "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."

In Alameda County, this mandate impacts 18 school districts spread over a region comprised of urban, suburban, and semi-rural or isolated communities. The educational placement of a student is determined on an individual basis by the district's governing board based on: 1) seriousness of the offense, 2) available educational alternatives, and 3) other related factors.

The countywide plan for the provision of educational services to expelled students for the period 2018-2021 shall identify:

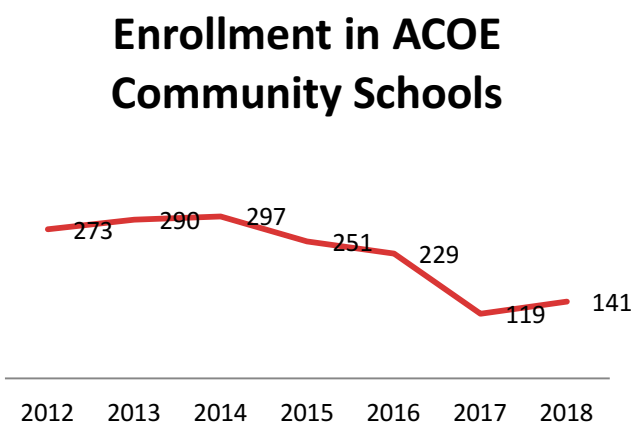
a. Existing educational alternatives for expelled students, as well as strategies for improvement during the next three years in behavioral intervention practices utilized at the site and district levels.
b. Gaps in educational services to expelled students, strategies implemented to fill those service gaps, the success of these strategies, and additional measures taken.
c. Alternative placement for students who are expelled and placed in district community school programs (for applicable districts), 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.
d. Existing alternatives offered by school districts in the countywide plan.

A. Existing Educational Alternatives Provided by the Alameda County Office of Education

ACOE is committed to providing the highest possible education for our most vulnerable students through our Community Schools. Across the county, fewer and fewer students are being expelled as schools and districts have more programs to support the diverse needs of at-risk youth. Programs such as Response to Instruction and Intervention (RtI^2), Positive Behavioral Intervention and Supports (PBIS), Multi-Tier System of Supports (MTSS) and Restorative Justice are now included in almost all of the 18 districts in Alameda County. In addition, more

districts have programs that provide counseling, and mental health services that support children, youth and their families which has substantially reduced 9-12 expulsion, and in many districts, eliminated K6 expulsions.

One of the outcomes of all this good news is that ACOE is facing deficit spending in the community schools because of declining enrollment. From 2013 to 2018, enrollment has decreased by more than 50%. ACOE continues to provide educational options for expelled youth and is looking to increase partnerships with the districts over the coming years. Throughout this period of transition, ACOE will continue to provide high quality educational experiences for youth.



The following educational options/alternatives for expelled students will be provided by ACOE.

- Bridge Academy (Oakland) is a small community school for students in grades 9-12 who are exiting juvenile detention or can benefit from an alternative educational setting. It provides a safe, supportive space to help students refocus on academics and develop the skills needed to graduate from high school, attend college, and achieve career-readiness. Bridge Academy provides a high school curriculum aligned with state and district standards, and supports students who have been habitually truant, suspended, or expelled from their home district. It also provides a supportive transition for justice-involved youth to reenter a comprehensive school environment after detainment. One of the leading goals is to help students to refocus on school and take the necessary steps to be successful.

- Hayward Community School (Hayward) provides educational opportunities for middle and high school students, ages 12-17, which are referred by districts or by the Alameda County Probation Department to meet certain goals to complete their expulsion and/or probation plans. Hayward Community School allows students to build a student habit of mind by supporting their social and emotional gaps while simultaneously building on their prior school experience.

- William P. Burke Academy (Hayward) and Fruitvale Academy (Oakland) provide academic instruction, support services, and child care for pregnant and parenting students. Teachers and staff offer a nurturing learning environment for young moms and dads as they complete their high school education. Students have access to curriculum and support services to develop the skills and experiences needed to provide a safe and caring environment for themselves and their children.

- Quest Academy Independent Study Program offers students in Alameda County an alternative to classroom instruction with a standards-based course of study. It should

also be noted that Quest serves students who are referred by partner districts and probation, as it is considered a Community School. Independent Study is an instructional strategy that is based on a contractual agreement between the teacher, the student, and the parents/guardians. Quest Academy Independent Study is available to students in grades 7-12 in Alameda County. Students may be referred by probation or by school districts.

- Opportunity Academy is an ACOE authorized charter school that serves students ages 16-24 in an independent study format with blended learning models, incorporating computer-based curriculum, small group instruction, independent and classroom-based study options. It is located at Youth Employment Partnership in Oakland.

In the ongoing operation of the County Community School Program, ACOE shall conduct an intake process for all considerations for alternative educational placement. If a district student referred for services was previously identified as a special needs student prior to his or her referral to the county operated program, an intake meeting shall be held with a representative(s) from the referring district. The purpose of the intake meeting will be to:

1. Determine the appropriateness of the student's placement in the ACOE-operated county community school.

2. Determine the level of service needed for the student prior to enrollment in the program, which may include having the referring district complete an assessment to determine eligibility and/or an ongoing need for special education services.

In addition, the ACOE Community School Program will offer a third educational option/alternative for expelled students, as follows:

- For any student enrolled in the ACOE Community School Program who re-offends and violates those sections of the Education Code which are expellable offenses, the ACOE program staff will determine the appropriate Local Education Agency (LEA) to process the expulsion.

In addition to educational alternatives for expelled students offered by ACOE specifically, each of the school districts in the county offers a variety of educational alternatives for expelled and high-risk students. The descriptions of services offered by each district in Alameda County are provided beginning on page19 of this document.

A1. Alameda County Community Schools Transition Process

The transition from the school of residence to the Alameda County Community Schools begins with receipt of complete student records from the district of residence. ACOE programs are designed to provide a structured environment with continuous supervision and a wide range of services.

ACOE programs focus on the successful completion of "Need to Improve" as stated in each student's rehabilitation plan. ACOE programs are open-entry, while exit referrals back to districts

normally occur at the end of a semester. Moving from an ACOE small classroom environment, with its personalized care and intense supervision, to a traditional larger school mainstream education settings presents challenges for both the student and the teachers.

Referring District Responsibilities

1. Referring district forwards Expulsion Referral Notice to Centralized Enrollment notifying the ACOE of impending enrollment by a new student, including telephone and email addresses for the referral contact person from the referring district.

2. Referring district forwards transcript, expulsion order (including rehabilitation plan or disciplinary hearing requirements), Individualized Education Program (IEP) and 504 plans and related assessments, Home Language, and free and reduced lunch eligibility (if applicable).

3. Referring district signs Special Education Cost Share Memorandum of Understanding (MOU) with ACOE or provides confirmation of intent to provide Special Education Services (if applicable).

4. Referring district follows up with students who are notified by ACOE that a student failed to report to the assigned County Community School Program within ten (10) days. Referring district sends a copy of the follow-up letter to ACOE.

5. Referring district participates in meetings related to change of placement, IEPs, special education placement and joint responsibilities as articulated in A2 (beginning on page 11)

County Community School Responsibilities

1. Conducts an intake meeting which will include the student, parents, referring district representative, county site principal or other administrator, special education and/or 504 coordinator, and probation officer (if applicable).

2. Contacts the parent and the referring school by letter and phone if a student is not registered within ten (10) days of receipt of notification of pending enrollment.

3. Uses the data tracking system to compile all available information from the "County Community School Referral Form" (including but not limited to attendance, grades, behavior reports, and counseling) twenty (20) days prior of student returning to referring district.

4. School Student Review Team (including student, parents, teachers, ACOE principal/designee or transition coordinator, home district representative, and probation officer, if applicable) conducts a re-entry assessment of satisfactory completion of rehabilitation plan requirement twenty (20) days prior to the student returning to the home district. The Student Review Team will complete the County Community School Referral Form.

5. Community School Site Administrator prepares an overview supporting readmission, including the teacher's student evaluation form.

Re-Entry Recommendations to Home District

Districts can ensure a more successful transition by implementing the following recommendation for students returning from a minimum of 30 days in a County Community School program:

1. Readmission Steps -Returning to the district
    a. Conduct a meeting to determine student placement in district
    b. Appoint an educational transition advocate
    c. Review educational and juvenile records
    d. Clearly communicate expectations to all parties
    e. Review IEP or Section 504 plan and related assessments and schedule a meeting as needed

2. Welcoming Procedures
    a. Review student/parent handbook
    b. Develop and discuss individual behavior plan
    c. Create a behavior contract that is signed by the student and parent
    d. Conduct re-entry IEP or 504 plan meeting (if applicable)

3. Staff Preparation
    a. Share relevant information with teacher and staff members

A.2 Educational Services Provided to Expelled and Other Referred Students with Exceptional Needs

Consistent with law, a student with exceptional needs may be expelled (EC48915.5) and referred by the District's Individual Educational Program Team for placement in a County Community School Program, provided that:

1. The requirements as stipulated in EC 48915.5 have been met.

2. If needed, the referring school district schedules an IEP Team meeting and invites representatives of the County Special Education Department, to serve as a member of the IEP Team to review and determine:

    a. The educational needs of the students based upon a current student assessment;

    b. Appropriate educational goals and objectives;

    c. The services and resources to meet the needs of the exceptional student;

    d. An appropriate placement for the student in the least restrictive environment; If

the IEP Team, including the parent and student when appropriate, determines that a County Community School Program is an appropriate educational placement, the school District shall ensure that all necessary and specified educational services are:

e. Provided to the student on a contractual service basis through the Alameda County Office of Education with appropriate reimbursement for services provided. Those specified services provided by ACOE shall be written onto the I.E.P. and shall be binding to all parties.

f. The District and the ACOE shall jointly be responsible to ensure that requirements for service, assessment, timelines, and due process items are met as established in both Federal and State law.

3. The referral and intake process of a student to the Alameda County Community School Program will include a review of the referral informational packet and/or direct contact with the referring district. If it is determined that the student being referred previously received special education services at the district level, an Intake Meeting shall be convened and held at the respective County Community School Program site.

4. At ACOE Community Schools and Quest Independent Study, students with disabilities receive academic support from a Resource Specialist and paraprofessional. This support is provided within the general education classroom. A licensed School Psychologist conducts psycho-educational assessments (initials and triennials) and may provide additional social emotional support for students with IEPs. A licensed Speech and Language Pathologist provides support to students with identified Speech and Language needs. A review of the IEP will occur for students who require mental health support to access their education. A discussion between ACOE and district staff will be necessary to determine type of support needs and who will be responsible for providing that service. When change of placements occurs, ACOE special education staff and district staff will collaborate on placement decisions and transition planning. If student is not making progress on their Expulsion Agreement or failing to attend regularly, ACOE staff will arrange for a follow-up IEP meeting with District and parent to review placement.

The referring school district representative and its Special Education Department representative shall be invited to attend and participate in the Intake Meeting to identify the educational needs of the student. The outcome of the meeting will determine if the County Community School Program is an appropriate educational program for the student.

If the outcome of the Intake Meeting recommends that the County Community School Program is an appropriate educational program, an enrollment date for the student shall be finalized. If it is determined that the student may require on-going special education services to benefit from an appropriate placement in the Alameda County Community School Program, the process outlined above shall be followed.

A.3 Excess Cost Agreement between Districts and the Alameda County Office of Education to Ensure Adequate Funding of District Student Services in the County Community Schools

ACOE and the school districts within the County of Alameda agree that the County Office shall continue to operate County Community Schools Programming for those district students expelled pursuant to Education Code Section 48900 and described in section A.

It has been acknowledged that ACOE is in deficit spending to meet the expenses of operating the County Community Schools. At the time of this writing, ACOE has not requested districts to sign an excess cost agreement which would require districts to contribute to the general education. ACOE continues to engage districts in collaborating on ways to address declining enrollment. Discussions with districts include reports to district superintendents, and/or their designees, regarding the fiscal viability and stability of the Community Schools Program. The goal it to implement cost-effective measures without compromising the level of instruction and the safety of students and staff in the program.

A.4 Strategies for Improvement: Behavioral Intervention Strategies

Comprehensive behavioral intervention strategies have become mainstream programs at all districts. Programs such as Response to Instruction and Intervention (RtI^2), Positive Behavioral Intervention and Supports (PBIS), Multi-Tier System of Supports (MTSS) and Restorative Justice are part of the culture at all schools in Alameda County. This is a major shift since the 2015 Triennial Plan. The Local Control Accountability Plans (LCAP) and the CA Dashboard are part of the reasons for the change.

The LCAP require the districts to clearly describe the behavioral intervention strategies and identify the amounts of funds supporting these activities. State and local performance indicators are often signs of at-risk student or students with a high potential for expulsion. The state performance indicators include Chronic Absenteeism and Suspension. The local indicators include School Climate. All districts describe their strategies for improving school climate and reducing absenteeism and suspensions in their LCAPs.

The CA Dashboard provides a variety of data that is disaggregated by student groups and clearly describes performance gaps. The intensity of the need for behavioral interventions is indicated and districts are required to identify strategies to reduce the performance gaps. Districts with the greatest gaps are required to work with the County Office of Education in the Differentiated Assistance process.

RtI^2 focuses on the needs of individual students and includes a process of bringing teachers, counselors, mental health professional and families together at the first sign of problems. Additional services are recommended by the team. This data-driven approach supports high-quality, culturally responsive differentiated instruction, positive behavior systems, universal screening and data analysis of all student's classroom learning.

PBIS and MTSS are evidence-based multi-tiered behavioral frameworks for improving learning

conditions that consists of three tiers of prevention: Tier 1 Primary Prevention: School and classroom-wide systems for all students, staff, and settings; Tier 2 Secondary Prevention: Mentoring and small group interventions for students with at-risk behavior, Tier 3 Tertiary Prevention: Specialized, individualized interventions for high-risk students, such as behavioral assessments, behavioral support plans, counseling, and referrals for support services for students and their families. Tier 2 and 3 supports are for students who do not respond to the "universal" supports in Tier 1.

RtI^2, PBIS and MTSS promote students' social-emotional learning and well-being which help reduce suspensions and expulsions and support students returning from expulsions. These approaches are also meant to help address the disproportionately high number of minority students being suspended and expelled by providing a more in-depth understanding of all factors that have led a student's misbehavior or continued misconduct, and a variety of evidence-based responses.

Restorative Justice strategies build community and utilize the conflict mediation approach to respond to student misconduct with the goal of repairing harm and restoring relationships between those affected. It is best accomplished through cooperative processes that include all stakeholders. It transforms the traditional relationship between schools, teachers, and student communities in responding to suspension or expulsion situations and allows for a smooth transition for the student back into a school setting. This approach incorporates four key values or components.

1. Encounter: Create opportunities for victims, offenders, and community members who want to do so to meet (in a "restorative justice circle") to meaningfully discuss the incident and its aftermath, affording everyone the opportunity to be heard.
2. Amends: Expect offenders to take steps to repair the harm they have caused.
3. Reintegration: Seek to restore victims and offenders to whole, contributing members of society.
4. Inclusion: Provide opportunities for parties with a stake in a specific crime to participate in its resolution.

Several districts have implemented initiatives aimed at helping improve behavioral and academic outcomes for African American students, who have historically been disproportionately represented in chronic absenteeism, suspensions, expulsions, subpar academic achievement, and dropouts. OUSD African American Male Achievement Initiative includes a Manhood Development program. This unique academic mentoring model focuses on social-emotional learning and life skills development designed and implemented by African American males for African American males and offered at 15 middle and high schools. A parent leadership development program is also included. African American Female Excellence is a comparable program that supports African American girls attending OUSD. HUSD's African American Student Achievement Initiative incorporates targeted intervention for African American students, culturally relevant practices, improved discipline and school climate policies and practices, and parent and community partnerships to help improve outcomes for these students.

Several districts provide school-based mental health services to students and their families at

some or all schools and plan to continue to do so in the coming years. These counseling, case management, and crisis intervention programs, which increasingly incorporate trauma informed services and wraparound supports, can help improve students' engagement, behavior, and success in school. ACOE has an integrated mental health model at Bridge Academy where mental health services are provided by Lincoln Families.

In recent years school districts countywide have expanded school-based after-school programming. These programs incorporate a range of enriching activities - including academic assistance, arts, sports, service learning and other vehicles to engage students' meaningfully in their schools and promote positive relationships with their peers and caring adults, while building students' academic, pro-social, and 21" century skills. These assets are crucial in helping reduce behavioral problems in school leading to suspension or expulsion.

Increased attention has been given to Career Pathway programs since the 2015 Triennial Plan. Districts are required to describe the services offered as evidence of the College and Career State Indicator in the LCAP. Pathway programs are designed to make students' education more engaging and equip students to graduate from high school prepared for college, career, and productive life in the community. Pathway programs help the highest-risk students, including those who have been expelled, to better understand the relationship between their education and their future; provide opportunities to be exposed to and become motivated regarding particular career paths; and build skills that will better equip them to function smoothly in school and in life.

Re-entry programs have expanded over several districts throughout the county. Oakland Unite sponsors Welcome Circles to accept youth back into the school community after being expelled. Some districts provide a case manager, life coach or mentor who provides individual support and encouragement for each student.

B. Gaps in educational services to expelled pupils identified in the 2015 plan and implementation of strategies for filling those service gaps

Concern: Transportation for students to Independent Study options

Strategy: Travel to Independent Study sites for expelled or at-risk students is a barrier for some students, especially those living in the eastern and southern regions of Alameda County. To address this problem, bus passes are provided on a case-by-case basis and in collaboration with the district.

Successful Strategies/Obstacles: This strategy has been moderately successful in eliminating barriers to access to the programs based on geography and lack of transportation. The distribution of bus passes creates an additional burden on the already financially strapped Student Programs and Services Division of ACOE. ACOE is currently pursuing funds to be able to provide bus passes, as needed, to students from other districts. ACOE is also considering expanding Independent Studies sites to other geographic areas in the county.

Concern: K-6 Alternative Programming

Strategy: Expelled students who are in grades K-6 do not have the same educational options available as do their 7-12 counterparts. The K-6 expelled students cannot be merged or combined with 7-12 expelled students. Currently, the districts are responsible for providing educational services for K-6 expelled students.

Successful Strategies/Obstacles: This concern has been diminishing since the 2015 Plan as fewer K6 students are being expelled. County and district efforts are focused on prevention and intervention strategies including behavioral Response to Intervention programs, restorative justice approaches, mental health services, and after-school programs in elementary and middle schools.

Concern: Continued Funding to support Alternative Education

Strategy: The number of students in need of County Office Alternative Education has reduced substantially over the past three years creating a funding gap and a revenue loss. At the time of this writing, ACOE is engaged in discussions with all county districts as partners to address this issue.

Successful Strategies/Obstacles: Opportunity Academy is a Charter school that opened in September 2017 and was readily embraced by the districts, students and their families. The flexible hours, 130 credit diploma and the emphasis on career readiness make it an attractive option. Unlike the other ACOE Community School offerings, districts cannot "refer" students to the Opportunity Academy. Students can elect to leave their home district and attend Opportunity Charter. For some youth, this may the best option.

C. Alternative placements for pupils who are expelled and placed in district community school programs, but fail to meet the terms and conditions of their rehabilitation plan or pose a danger to other district pupils, as determined by the governing board.

The Oakland Unified School District is the only district in the county currently operating a community school. Those students who fail to meet the terms and conditions of their rehabilitation plan or pose a danger to other district pupils, as determined by the governing board, are referred back to the Disciplinary Hearing Panel (DHP) that the student not be readmitted. The Community School makes reports to the DHP on every student who is supposed to be eligible for readmission. Included in the report is a recommendation to readmit or not, based on the student's progress toward meeting the condition of the rehabilitation plan. The DHP members also take into consideration what they hear from the student and family in the readmission hearing. Then, the DHP makes a recommendation to the District's Board of Education and the Board makes the final decision. It almost always decides to readmit students who are recommended for readmission.

When students pose a danger on the Community School campus, they are placed at the County Community School. If a student commits an expellable offense at the District Community School, a DHP hearing is held first and then placement may be requested at the County Community School. Occasionally, requests are made for placement at the County Community School when it is necessary to separate two students due to gang issues, etc.

Some school districts use the Alameda County Community Schools Program as an educational option for those students mandatorily expelled under provisions of the Education Code and/or under the district "no tolerance" policy. The Community Schools Program is a permissive educational option, which provides the local school districts with another educational alternative for its expelled students.

If an initial placement is made to a district-operated educational program and the student commits an expulsion offense or fails that program, the school district board of education shall review the rehabilitation plan that is established at the time of the expulsion and make the necessary adjustments. If there is no appropriate educational alternative within the district, the student may be referred to the County Community Schools Program.

Students expelled pursuant to Education Code Sections 48900-48900.8 and 48915 who are enrolled in the County Community Schools and who fail a County Community School placement will be referred to another County School educational program, if appropriate. When the students exhaust the County Community Schools resources, these students will be referred back to the school district of residence for a review of the rehabilitation plan and possible placement into another alternative educational setting (per Education Code Section 48915(f).

D. Existing Educational Alternatives for Expelled Students Offered by Districts

Educational alternatives provided by Alameda School Districts vary and some are not available to all expelled students. Proper placements must be based upon the seriousness of the offense, location of the offense, and grade level of the student. These factors have the potential to restrict the educational alternatives offered for these students during their expulsion period.

All districts are required to establish rules and regulations governing procedures for the expulsion of pupils. Pupils are entitled to a hearing to determine whether the pupil should be expelled within 30 days after the date that the pupil has committed any of the acts enumerated in Education Code Section 48918.

Districts must consider the following when placing expelled students

- Education Code 48915, Section (a) or (c), students expelled for any of the offenses listed in Education Code shall not be permitted to enroll in any district operated program during the period of the expulsion unless it is a community school operated by the district (Education Code 48660).

- Education Code 48916.l (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. 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.

- Education Code 48915(d) The governing board shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program that meets all of the following conditions:

    - Is appropriately prepared to accommodate pupils who exhibit discipline problems.
    - Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.
    - Is not housed at the school site attended by the pupil at the time of suspension.

- Education Code 48915 (a) The governing board shall refer a pupil who has been expelled pursuant to subdivision (b) or (e) to a program of study which meets all of the conditions specified in subdivision (d). Notwithstanding this subdivision, with respect to a pupil expelled pursuant to subdivision (e), if the county superintendent of schools certifies that an alternative program of study is not available at a site away from a comprehensive middle, junior, or senior high school, or an elementary school, and that the only option for placement is at another comprehensive middle, junior or senior high school or another elementary school, the pupil may be referred to a program of study that is provided at a comprehensive middle, junior or senior high school, or at an elementary school.

- Education Code 48915.5 Each local educational agency, pursuant to the requirements of Section 56026 and 56195.8 shall develop procedures and timelines governing expulsion procedures for individuals with exceptional needs.

The existing educational alternatives for expelled and high risk students offered by each of the school districts in Alameda County are identified on the following pages.

Alameda Unified School District

Alameda Unified School District has a clearly delineated process for the expulsions of students. Our process provides full due process for each student and their families in this challenging situation. The focus is on making decisions that will provide the student with opportunities to continue to make progress toward positive academic and behavior outcomes. Whenever possible, caregivers and family members are included in the process.

Alameda Unified Positive Behavior Intervention & Supports
Positive Behavioral Interventions and Supports (PBIS) is a framework for enhancing adoption and implementation of a continuum of evidenced-based interventions to achieve academically and behaviorally important outcomes for all students.

Tiered Approach to Address Behavior
Improving student behavior outcomes is about ensuring all students have access to the most effective and accurately implemented behavior systems and interventions possible. PBIS provides an operational framework for achieving these outcomes. PBIS assists in the selection, integration, and implementation of evidence- based behavioral practices for the purpose of equipping students for behavioral and social success. In general, PBIS emphasizes four integrated elements:

1. Data-based decision making,
2. Measurable outcomes supported and evaluated by data,
3. Practices with evidence these outcomes are achievable
4. Systems that efficiently and effectively support implementation of these practices.

These four elements are guided by six important principles:

- Develop a continuum of scientifically based behavior interventions and supports,
- Use data to make decisions and solve problems,
- Arrange the environment to prevent the development and occurrence of problem behavior,
- Teach and encourage pro-social skills and behaviors,
- Implement evidence-based behavioral practices with fidelity and accountability,
- Universal screen and monitor student performance & progress continuously.

Schools that establish systems with the capacity to implement PBIS with integrity and durability have teaching and learning environments that are:

- Less reactive, aversive, dangerous, and exclusionary,
- More engaging, responsive, preventive, and productive,
- Proactive in addressing classroom management and disciplinary issues including attendance, tardies, and antisocial behavior.

PBIS schools organize their evidence-based behavioral practices and systems into an integrated collection or continuum in which students experience supports based on their behavioral responsiveness to intervention. A three-tiered prevention logic requires that all students receive supports at the universal or primary tier. If the behavior of some students is not responsive, more intensive behavioral supports are provided, in the form of a group contingency (selected or secondary tier) or a highly individualized plan (intensive or tertiary tier).

The Alameda Unified School District Discipline Matrix is a support guide to assist site personnel in district-wide implementation of evidence-based behavior practices and interventions. This guide has also been developed to help families understand the discipline process and what to expect if certain behaviors occur in the school setting.
The document is intended as a resource to administrators who are responsible for:

1. Ensuring student's due process rights are provided,
2. Delivering fair and consistent consequences, and
3. Communicating disciplinary actions and recommendations to the central office staff.

Tier 1 – Positive Behavior Interventions and Supports
PBIS is an evidence based structure that focuses on system wide prevention of student misconduct. All school sites are responsible for implementing the following:

- A PBIS Team that represents all populations, including parent and community
- Defined Expectations by context of the school
- Expectation taught and reviewed on a regular bases
- Acknowledgement System that is well defined and easy to use to honor students who demonstrate the expectation
- Correction System to support students with meeting the expectation
- Data System to capture and produce useful behavior reports

District-wide PBIS
The district supports the following:

- School climate goal
- District PBIS Leadership Team
- Allocation of monetary and human resources towards implementation
- On-going professional development

School-wide PBIS/Focus Areas – Tier I
All schools support develop behavior support strategies for achieving social and learning outcomes while preventing problem behavior in all students.

The 4 major tenets are:

1. Defining School-Wide Expectations
2. Teaching Those Expectations Explicitly
3. Acknowledgement
4. Administrative Structures

The framework includes many evidence-based features:

- Prevention focus

- Define and teach positive social expectations
- Acknowledge positive behavior
- Develop consistent consequences for problem behavior
- On-going collection and use of data for decision making
- Continuum of intensive, individual interventions
- Administrative leadership - team-based implementation

Defining Expectations
Each site develops school-wide expectations for behavior, defined by common area locations on campus.

Teaching Expectations
Behavior core instruction is provided by classroom teachers at a regularly scheduled, neutral time. The teaching of expectations and social skills continues throughout the entire school year. Behavior expectations and the social skills curriculum are taught in the same manner which academic skills are taught. Introduce the skill by name at a scheduled (neutral) time. Provide a rationale as to why appropriate use of the skill is important along with examples of how to use the skill in different settings. Discussion, modeling, and practice are included within the lesson. In addition to teaching behavioral expectations, sites teach social skill development and social emotional learning (SEL) skills.

Acknowledge and Correct Behavior
Once expectations and social skills have been taught at a neutral time, acknowledgement and correction (enforcement) continue throughout the remainder of the day, week, and year by all staff. Depending on the setting (common area, classroom, office, etc.) and level of need, acknowledgement and correction will sound somewhat different.

The following are the descriptions of the district's existing educational alternatives and other services for expelled students. If students need additional support beyond the Tier I additional Interventions occur in tier II and Tier III.

Intervention
Behavior interventions are specific actions taken for the purpose of changing the behavior of either an individual or a group of people. Schools may intervene in several ways:
Increase the Explicitness and/or Frequency of Instruction - The more behaviorally at-risk a person, group, or school is, the more explicit the instruction.

Acknowledge and Correct Behaviors
Examples include:
Based on a review of school-wide data the staff decides to re-teach the expectation of respect and to increase the levels of acknowledgement and correction of this expectation in all settings.
A PBIS Team member provides staff development to the campus supervisors on active supervision practices. The administrator supports the instruction by providing specific feedback and clarification to the campus supervisors whenever possible.

The counselor provides eight weeks of individualized skill development to a student on a single skill such as Accepting Criticism/Feedback. The counselor and teacher(s) meet regularly to discuss progress toward skill mastery.

Modify the Environment - Environmental factors and dynamics which inadvertently support and/or promote misbehaviors may be addressed in a number of ways.
Examples of environmental modifications include:

- changing school-wide policies/practices such as dress code, or the use of electronic devices
- implementing new procedures
- changing schedules
- creating formal traffic patterns
- changing interactional patterns
- adopting new instructional practices

Address the Function – Problem behaviors may be addressed by identifying and addressing the purpose or function of the behavior. This requires understanding what students are able to gain or avoid by using the misbehavior.

Examples include:

- The 9th grade team is concerned that Rob routinely disrupts instruction in 3rd and 5th periods. After discussing the behavioral specifics, the team realizes that Rob attempts to derail instruction in every classroom by loudly voicing his complaints regarding everything from the length of passing period to the poor quality of food in the cafeteria. Several teachers respond to this tactic by refusing to engage in the conversation saying instead, "remember to use the skill of Giving Criticism or Feedback," which has proven to be largely effective. The 3rd and 5th period teachers realize they are engaging in content with Rob by either defending their own actions and/or telling him to stop disrupting the learning of others which results in him insisting, "no I'm not."

- The PE staff is concerned that a large number of students are not dressing for PE. The team realizes that, by directing students to sit on the wall during PE, they are being allowed the opportunity to avoid PE as well as to freely converse with their friends. Although the consequence was intended to function as a penalty it has, in reality, acted as a negative and positive reinforcement system. The PE staff decides that all students will participate in PE whether or not they dress but students who dress for PE will earn a group-wide benefit.

Considerations
Supporting student behavior involves analyzing and modifying a student's environment in order to reduce the need for students to engage in problem behaviors. This can be done at each level of support: Tier I, II and III. It is important to remember that behavior always occurs within a context. Understanding the environmental factors that influence behavior is a key to supporting positive behaviors within the Tier I setting:

Environmental Factors, also referred to as behavioral antecedents, triggers, or predictors, are conditions present or missing in the environment which may contribute to student misbehavior. The following Environmental Factors should be considered when evaluating the dynamics of student misbehavior:

- Instructional practices (academic/behavioral) — curriculum, strategies, activities
- Physical setting — location on campus, size, noise level, temperature, number of students, arrangement of desks/tables, ease of movement, traffic patterns, organization of materials/equipment
- Social setting — staff/students present or absent, interaction patterns surrounding the student
- Social interactions — communication styles, power structure/hierarchy, allotment of peer/staff attention
- Scheduling factors — procedures, routines, timelines, events
- Degree of independence/participation (academic/social) — active listening, engagement, seat work, paired tasks, group work.

Because each location on campus has a unique set of variables and dynamics, it will require intentional observation and reflection in order to understand and identify the Environmental Factors which may be contributing to student misbehavior.

Each investigation should start with staff conducting a self-reflection of the environment for which they are responsible (office, common area, classroom, etc.). If assistance is needed to perform this task, invite additional staff to observe and provide feedback (grade level or academic team cohorts, academic coaches, counselors, behavior interventionists, administrative staff, etc.).

Once contributing Environmental Factors are identified (instructional practices, physical setting, social setting, social interactions, scheduling factors, degree of independence/ participation), it will be necessary to systematically respond. Modifications may be made to the following environmental structures and supports:

- Time — increasing/decreasing time allotments, increasing/decreasing breaks, modifying schedules
- Space — increasing/decreasing proximity, rearranging physical aspects of the location, defining designated areas/zones, increasing/decreasing the number of students present
- Instruction — embedding the standards across subjects/tasks, increasing the explicitness of instruction, increasing feedback and/or practice, increasing acknowledgement and/or correction
- Materials — supplementing curriculum, providing multi-sensory options
- Interactions — increasing positive to negative ratio (staff-staff, staff-student, student-student), increasing opportunities for communication, modifying voice tone/volume/cadence, modifying the level/amount of expected participation (independent, paired, or group activities)

Expulsion
District school site teams are expected to look at all of this prior to moving towards expulsion. The district will rarely look at recommending an expulsion if it is not listed as a mandatory expulsion.

Expelled Students (Grades 7 to 12)
Students in grades 7 to 12 who are expelled for serious incidents where expulsion is mandatory are referred to Alameda County Community Schools. These schools and programs are especially designed to educate expelled students and offer a variety of classroom-based and independent student options to meet the student's needs. Participation in mental health services may be recommended or required.

Expelled Students (Grades K to 6)
Students in grades K to 6 who are expelled are placed on suspended expulsion and transferred to another school within the district. Students and their families are required to participate in (school-based) counseling or referred to (off-site) mental health services.

Suspended Expulsions (Grades K to 12)
In certain cases, suspending the expulsion order and allowing the student to attend school at a comprehensive school site in the district is more appropriate than expelling the student to an out-of-district school. Placement in every expulsion matter is determined on a case-by-case basis, and placement recommendations are made based on the incident, the student's background and history, the safety of the student and others, as well as all applicable Board Policies, Administrative Regulations and California Education Codes. During the term of the suspended enforcement of the School Board's expulsion order, the student is on a probationary basis, and must meet certain conditions to continue enrollment or the suspension of enforcement of the expulsion is revoked, and the student is place in an appropriate alternative educational setting.

Transfer to another school within the district (Grades K to 6)
Students in grades kindergarten through fifth grade may be placed at another elementary school in the district. This provides the student with a fresh start or access to special educational services which are not available at their neighborhood school of residence.

Transfer to another school within the district (Grades 7 to 12)
Students in grades 7 to 12 may be placed at another middle or high school in the district. This provides the student with a fresh start or access to special educational services which are not available at their neighborhood school of residence.

District Operated Alternative School
Island High School provides students with an alternative educational setting to continue their learning. The smaller school setting allows for more individualized attention to student needs. Students are placed at Island as allowed by law.

Island High is a continuation school and is different from most traditional high schools in the state of California, in that it allows students to earn 7.5 credits every semester, instead of the usual 5 at a traditional high school. Moreover, the school doesn't give out "F" grades; instead, a

"No Mark" is given in lieu of a failing grade. “F” and “NM” grades do not give credit. Students are also given credit through special optional assignments called Contracts, and can earn credits in a class by taking Challenge Exams, which, if passed, apply 5 credits in the exam's subject area, which is worth a semester of credits at a traditional high school.

Island High follows the same calendar as the rest of the Alameda Unified School District. However, instead of splitting the year into four nine-week-long quarters like a traditional high school, Island splits its year into six hexemesters, each six weeks long. Students can earn 2.5 credits per hex, allowing 7.5 credits per semester in every class. Semester end dates and holidays are the same as the other high schools in the district.

The student body of Island High has always been relatively small, with only approximately 125 students in the entire school. Most students at Island High are transfer students from Alameda and Encinal High Schools who are low on credits. Once a student has a certain number of credits, he or she may choose to transfer out of Island and back to their original school. Few students actually choose to do this.

Despite being a continuation school, the diploma received at Island High is recognized just like one from a traditional high school in California. This is because the graduation requirements at Island High are the same as any other California high school. A student needs 230 credits, a minimum GPA of 1.75 and twenty hours of community service. The day a student successfully completes all graduation requirements is the day that they graduate. Given the many ways to earn credit at Island High, graduation can occur on any regular school day. Students who graduate midway through the school year are invited back in June to participate in a commencement ceremony.

District Operated Independent Study Program
Independent Study is an alternative program offered by Alameda Unified School District. Instead of attending classes at school, students meet with a teacher 60-90 minutes each week, then complete all assigned work at home. Independent Study is on the quarter system. Each student takes 3 classes per quarter. For each class there is about 10 hours of work each week. Students must attend their weekly meetings with their teachers. Students may request to take a class at their home school if it is not offered through Independent Study. Independent students must attend state testing. Students in grades nine through twelve who live in Alameda may apply to IS.

District Operated Home Based Instruction
Home based instruction is provided to students in particular circumstances. The instruction is provided to keep the student up-to-date with assignments when the student cannot attend the comprehensive school. Home Instruction is provided in the student’s home for any student physically or emotionally unable to attend school for a period of at least three weeks. A health related recommendation from a licensed physician or psychiatrist is required for home instruction.

Specialized Placement or Program
In some cases, expelled students are placed or referred to specialized programs. Placement is informed by the student’s needs and their IEP. Students who commit offenses that are a

manifestation of their disability are not expelled but may be placed into an educational environment that is supportive of their needs and in compliance with their IEP.

Referral to County Operated Community School
Students in grades 7 to 12 who are expelled for serious incidents where expulsion is mandatory are referred to Alameda County Community Schools. These schools and programs are especially designed to educate expelled students and offer a variety of classroom-based and independent student options to meet the student's needs. Participation in mental health services may be recommended or required.

Students who fail to reach their rehabilitation plan are transferred to the Alameda County Community School.

Referral to County Operated Independent Student Program
Students may be allowed to participate in the QUEST independent study program operated by the County Office of Education

In Lieu of Expulsion
In rare cases, an administrative change of placement in lieu of other serious disciplinary outcomes is appropriate for a student.

Rehabilitation Plan, Transition and Support
Students who are expelled receive Case Management support from the district. Counselors communicate with families and make referrals for counseling and other social services. In addition, they continue contact with the student about progress made on the Rehabilitation Plan and establish a time line for returning to the home district.

Albany Unified School District

Albany City Unified School District has a clearly delineated process for the expulsions of students. Our process provides full due process for each student and their families in this challenging situation. The focus is on making decisions that will provide the student with opportunities to continue to make progress toward positive academic and behavior outcomes. Caregivers and family members are always included in the process.

The expulsion process follows all state laws, guidelines and applicable education codes. In accordance with our District's Board policy, families who are recommended for expulsion are contacted by the District's expulsion coordinator to review the expulsion process and all available options for expulsion and rehabilitation.

The following are the descriptions of the district's existing educational alternatives and other services for expelled students.

Expelled Students (Grades 7 to 12)
Students in grades 7 to 12 who are expelled for serious incidents where expulsion is mandatory are referred to Alameda County Community Schools. These schools and programs are especially designed to educate expelled students and offer a variety of classroom-based and independent student options to meet the student's needs. Participation in mental health services may be recommended or required.

Expelled Students (Grades K to 6)
Students in grades K to 6 who are expelled are placed on suspended expulsion and transferred to another school within the district. Students and their families are required to participate in (school-based) counseling or referred to (off-site) mental health services.

Suspended Expulsions (Grades K to 12)
In certain cases, suspending the expulsion order and allowing the student at attend school as a comprehensive school site in the district is more appropriate than expelling the student to an out-of-district school. Placement in every expulsion matter is determined on a case-by-case basis, and placement recommendations are made based on the incident, the student's background and history, the safety of the student and others, as well as all applicable Board Policies, Administrative Regulations and California Education Codes. During the term of the suspended enforcement of the School Board's expulsion order, the student is on a probationary basis, and must meet certain conditions to continue enrollment or the suspension of enforcement of the expulsion is revoked, and the student is place in an appropriate alternative educational setting.

Transfer to another school within the district (Grades K to 6)
Students in grades kindergarten through fifth grade may be placed as another elementary school in the district. This provides the student with a fresh start or continued access to services available in the district of residence.

Transfer to another school within the district (Grades 7 to 12)
Students in grades 10 to 12 may be placed in the District's alternative high school. This provides

the student with a fresh start.

Inter-District Transfer to another school district
A student is involuntarily transferred to another school district is if the student is currently on an inter-district transfer and commits an expellable offense. The inter-district transfer is revoked and the student is returned to his/her home school. An expelled student may be allowed to transfer to another district only if both the family and the districts agree that the placement in another district is in the best interest of the student.

District Operated Alternative School
MacGregor High School provides students with an alternative educational setting to continue their learning. The smaller school setting allows for more individualized attention to student needs. Students are placed at MacGregor High School as allowed by law. MacGregor High School serves students in grades 10-12 and provides credit recovery in smaller classes with a reduced instructional day.

District Operated Independent Study Program
The District provides an independent study program. The decision for approval is based on individual circumstances and the ability to work independently. The program serves students in grades 9-12 and offers online, independently paced instruction in all core academic areas, with the exception of science, and also offer some elective courses.

District Operated Home Based Instruction
Home based instruction is provided to students in particular circumstances. The instruction is provided to keep the student up-to-date with assignments when the student cannot attend the comprehensive school.

District Operated Online or Virtual Education Program
These services are not provided. See Independent Study for a description of virtual learning opportunities offered through independent study.

Specialized Placement or Program
These services are not offered.

Referral to County Operated Community School
Students in grades 7 to 12 who are expelled for serious incidents where expulsion is mandatory are referred to Alameda County Community Schools. These schools and programs are especially designed to educate expelled students and offer a variety of classroom-based and independent student options to meet the student's needs. Participation in mental health services may be recommended or required.

Students who fail to reach their rehabilitation plan are transferred to the Alameda County Community School.

Referral to County Operated Independent Student Program
Students may be allowed to participate in the QUEST independent study program operated by

the County Office of Education

In Lieu of Expulsion
In rare cases, an administrative change of placement in lieu of other serious disciplinary outcomes is appropriate for a student.

Rehabilitation Plan, Transition and Support
Students who are expelled receive Case Management support from the district. Counselors communicate with families and make referrals for counseling and other social services. In addition, they continue contact with the student about progress made on the Rehabilitation Plan and establish a timeline for returning to the home district.

Berkeley Unified School District

Berkeley Unified School District has a clearly delineated process for the expulsions of students. Our process provides full due process for each student and their families in this challenging situation. The focus is on making decisions that will provide the student with opportunities to continue to make progress toward positive academic and behavior outcomes. Whenever possible, caregivers and family members are included in the process.

Berkeley Unified School District Board Policy 5144.3-Explusion
The Governing Board is dedicated to implementing graduated discipline practices and policies that aim to keep all our students in class, receiving instruction and support. Expulsion from school is an extreme and severe disruption of the educational process, and shall be reserved for behavior that requires expulsion process, and shall be reserved for behavior that requires expulsion under law or that poses a serious future threat to the safety of students or staff.

The following are the descriptions of the district's existing educational alternatives and other services for expelled students.

Expelled Students (Grades 7 to 12)
Students in grades 7 to 12 who are expelled for serious incidents where expulsion is mandatory are referred to Alameda County Community Schools. These schools and programs are especially designed to educate expelled students and offer a variety of classroom-based and independent student options to meet the student's needs. Participation in mental health services may be recommended or required.

Expelled Students (Grades K to 6)
Students in grades K to 6 who are expelled are placed on suspended expulsion and transferred to another school within the district.

Suspended Expulsions (Grades K to 12)
In certain cases, suspending the expulsion order and allowing the student at attend school as a comprehensive school site in the district is more appropriate than expelling the student to an out-of-district school. Placement in every expulsion matter is determined on a case-by-case basis, and placement recommendations are made based on the incident, the student's background and history, the safety of the student and others, as well as all applicable Board Policies, Administrative Regulations and California Education Codes. During the term of the suspended enforcement of the School Board's expulsion order, the student is on a probationary basis, and must meet certain conditions to continue enrollment or the suspension of enforcement of the expulsion is revoked, and the student is place in an appropriate alternative educational setting.

Transfer to another school within the district (Grades K to 6)
Students in grades kindergarten through fifth grade may be placed as another elementary school in the district. This provides the student with a fresh start or access to special educational services which are not available at their neighborhood school of residence.

Transfer to another school within the district (Grades 7 to 12)
Students in grades 7 to 12 may be placed as another middle or high school in the district. This provides the student with a fresh start or access to special educational services which are not available at their neighborhood school of residence.

Inter-District Transfer to another school district
A student is involuntarily transferred to another school district is if the student is currently on an inter-district transfer and commits an expellable offense. The inter-district transfer is revokes and the student is returned to his/her home school. An expelled student may be allowed to transfer to another district only if both the family and the districts agree that the placement in another district is in the best interest of the student.

District Operated Alternative School (Grades 10-12)
Berkeley Technology Academy (BTA) serves students 16-18 years of age. This program provides students with an alternative educational setting to pursue the core curriculum of the District. The smaller school setting allows for closer attention to individual student needs. Students on a suspended expulsion may be placed at BTA, as allowed by the law.

District Operated Independent Study Program
Independent study may be provided for students in particular circumstances who are not expelled (Education Code does not allow districts to place expelled students on independent study). Students will arrange to meet with credentialed teachers within the structure of the particular program they are participating in.

District Operated Home Based Instruction
Home-based instruction is provided to students in particular circumstances. The instruction is provided to keep the student up-to-date with assignments when the student cannot attend the comprehensive school.

Home & Hospital Instruction (HHI) is available to all Berkeley Unified students who are unable to attend school for extended periods of time due to physical or mental incapacity. Students must have authorization from a medical doctor and the school district to enroll. The student that is approved must have a need to be out of the school on record for 30 days or more. HHI is individualized instruction that is available to students with temporary disabilities whose disability makes attendance in the regular day classes or alternative education program in which the student is enrolled impossible or inadvisable.

District Operated Online or Virtual Education Program: These services are not provided

Berkeley Unified School District offers a violence prevention program. Bay Area Peace Keepers is a Violence Prevention Program for students who have engaged in high-risk behaviors. Peace Keepers meets weekly for students in grades 4-12.

Referral to County Operated Community School: These services are not provided

Referral to County Operated Independent Student Program: These services are not provided

In Lieu of Expulsion:
In certain expulsion cases, suspending the expulsion in lieu of other serious disciplinary outcomes is appropriate for a student.

Rehabilitation Plan, Transition and Support: These services are not provided

Castro Valley Unified School District

Castro Valley Unified School District has a clearly delineated process for the expulsions of students. Our process provides full due process for each student and their families in this challenging situation. The focus is on making decisions that will provide the student with opportunities to continue to make progress toward positive academic and behavior outcomes. Whenever possible, caregivers and family members are included in the process.

The following are the descriptions of the district's existing educational alternatives and other services for expelled students.

Expelled Students (Grades 7 to 12)
Students in grades 7 to 12 who are expelled for serious incidents where expulsion is mandatory are referred to Alameda County Community Schools. These schools and programs are especially designed to educate expelled students and offer a variety of classroom-based and independent student options to meet the student's needs. Participation in mental health services may be recommended or required.

Expelled Students (Grades K to 6)
Students in grades K to 6 who are expelled are placed on suspended expulsion and transferred to another school within the district. Students and their families are required to participate in (school-based) counseling or referred to (off-site) mental health services.

Suspended Expulsions (Grades K to 12)
In certain cases, suspending the expulsion order and allowing the student at attend school as a comprehensive school site in the district is more appropriate than expelling the student to an out-of-district school. Placement in every expulsion matter is determined on a case-by-case basis, and placement recommendations are made based on the incident, the student's background and history, the safety of the student and others, as well as all applicable Board Policies, Administrative Regulations and California Education Codes. During the term of the suspended enforcement of the School Board's expulsion order, the student is on a probationary basis, and must meet certain conditions to continue enrollment or the suspension of enforcement of the expulsion is revoked, and the student is place in an appropriate alternative educational setting.

Transfer to another school within the district (Grades K to 6)
Students in grades kindergarten through fifth grade may be placed as another elementary school in the district. This provides the student with a fresh start or access to special educational services which are not available at their neighborhood school of residence.

Transfer to another school within the district (Grades 7 to 12)
Students in grades 7 to 12 may be placed as another middle or high school in the district. This provides the student with a fresh start or access to special educational services which are not available at their neighborhood school of residence.

Inter-District Transfer to another school district
A student is involuntarily transferred to another school district is if the student is currently on an

inter-district transfer and commits an expellable offense. The inter-district transfer is revoked and the student is returned to his/her home school. An expelled student may be allowed to transfer to another district only if both the family and the districts agree that the placement in another district is in the best interest of the student.

District Operated Alternative School
Redwood Continuation High School provides students with an alternative educational setting to continue their learning. The smaller school setting allows for more individualized attention to student needs. Students are placed at Redwood Continuation High School as allowed by law. The smaller school setting allows for closer attention to individual student needs, and provides credit deficient students with the opportunity to get caught-up and back on-track for graduation.

District Operated Independent Study Program
Redwood Independent Study (Grades 9-12) is an independent study program operated by the Castro Valley Unified School District. The decision for approval is based on individual circumstances and the ability to work independently. Students come to independent study once or more per week and spend a minimum of one hour with their teacher. Students receive weekly assignments during their scheduled appointment time, and are expected to spend a minimum of twenty hours per week on academic work.

The program helps students pursue the educational requirements of the Castro Valley Unified School District. The nature of the independent study program gives students the opportunity to personalize their instruction and the freedom to utilize resources and activities to create an exciting and flexible educational experience. While attending independent study, students may take courses concurrently at the local community colleges and the Eden Area Regional Occupation Program.

District Operated Home Based Instruction
Home based instruction is provided to students in particular circumstances. The instruction is provided to keep the student up-to-date with assignments when the student cannot attend the comprehensive school. The student will meet with an appropriate credentialed teacher for a minimum of one-hour per week. The instruction is provided to keep the student up to date with assignments when the student cannot attend the regular, comprehensive school setting.

District Operated Online or Virtual Education Program
Castro Valley Unified School District provides curriculum through Edgenuity. The Castro Valley Virtual Academy provides a full time or concurrent option for students and currently serves students in 8th through 12th grade. The CVVA offers weekly workshops with highly qualified teachers to support student work and provide direct instruction.

Specialized Placement or Program
In some cases, expelled students are placed or referred to specialized programs. Placement is informed by the student's needs and their IEP. Students who commit offenses that are a manifestation of their disability are not expelled but may be placed into an educational environment that is supportive of their needs and in compliance with their IEP. Castro Valley Unified School District partners with area Non Public Schools (NPS) to provide specialized

academic instruction and related services for students who required an alternative placement. The students are provided with all services included in their Individualized Education Plan (IEP) and are case managed by District special education staff to ensure access to their education. Students may receive educationally related mental health and behavior intervention services as appropriate while in the alternative placement.

Referral to County Operated Community School
Students in grades 7 to 12 who are expelled for serious incidents where expulsion is mandatory are referred to Alameda County Community Schools. These schools and programs are especially designed to educate expelled students and offer a variety of classroom-based and independent student options to meet the student's needs. Participation in mental health services may be recommended or required.

Students who fail to reach their rehabilitation plan are transferred to the Alameda County Community School.

Referral to County Operated Independent Student Program
Students may be allowed to participate in the QUEST independent study program operated by the County Office of Education

In Lieu of Expulsion
In rare cases, an administrative change of placement in lieu of other serious disciplinary outcomes is appropriate for a student.

Rehabilitation Plan, Transition and Support
Students who are expelled receive Case Management support from the district. Counselors communicate with families and make referrals for counseling and other social services. In addition, they continue contact with the student about progress made on the Rehabilitation Plan and establish a time line for returning to the home district.

Dublin Unified School District

Dublin Unified School District has a clearly delineated process for the expulsions of students. Our process provides full due process for each student and their families in this challenging situation. The focus is on making decisions that will provide the student with opportunities to continue to make progress toward positive academic and behavior outcomes. Whenever possible, caregivers and family members are included in the process.

When a student has been recommended for expulsion a pre-expulsion meeting is scheduled with the Director of Student Services to determine if the expulsion process should be enacted. In attendance are the Director of Student Services, caregivers and/or family members. The agenda of the meeting include the following:

- Purpose of the meeting is shared with the parent which include the following:
- Timeline of the process
- Extend the suspension
- Set up student to continue receiving classwork and receiving credit while on suspension
- Share the two options guardians can choose in the process
- Inform and give the Board Policy and Ed code on suspension and expulsion to the guardian.
- Describe the process and the role each person plays in the process. Provide an opportunity for student to give his/her statement receives input from the guardian and reviews the expulsion file.

If it is determined the expulsion process should move forward the Director of Student Services will share the following options:

- Option 1 Administrative Hearing Panel the following information is shared:
    - Scheduled 10 days out to give caregivers/guardians time to obtain legal counsel if they wish. Panel of impartial administrators within the district, does not know the student or the family.
    - Panel will review expulsion file, listen to testimonies given on both sides.
    - Have three days to deliberate and give their decision. Before or on the third day, Director of Student Services contact parent/guardian to inform of the recommendation to the Board
    - Share the final decision making body is Board of Trustees, with the expulsion file reviewed and discussed in close session with the student assigned a case number.
    - Next board meeting, decide to accept recommend or go in another direction.
- Option 2: Stipulated Expulsion and the following is shared:
    - Waive the right to an administrative hearing
    - Student admits guilt.
    - Expulsion recommendation with rehabilitation plan to go to the Board is shared.
    - Parents/guardians sign off.

Through the process parents/guardians are encouraged to ask questions and follow up with the process.

The following are the descriptions of the district's existing educational alternatives and other

services for expelled students.

Expelled Students (Grades 7 to 12)
Students in grades 7 to 12 who are expelled for serious incidents where expulsion is mandatory are referred to Alameda County Community Schools. These schools and programs are especially designed to educate expelled students and offer a variety of classroom-based and independent student options to meet the student's needs. Participation in mental health services may be recommended or required.

Expelled Students (Grades K to 6)
Students in grades K to 6 who are expelled are placed on suspended expulsion and transferred to another school within the district. Students and their families are required to participate in (school-based) counseling or referred to (off-site) mental health services.

Suspended Expulsions (Grades K to 12)
In certain cases, suspending the expulsion order and allowing the student at attend school as a comprehensive school site in the district is more appropriate than expelling the student to an out-of-district school. Placement in every expulsion matter is determined on a case-by-case basis, and placement recommendations are made based on the incident, the student's background and history, the safety of the student and others, as well as all applicable Board Policies, Administrative Regulations and California Education Codes. During the term of the suspended enforcement of the School Board's expulsion order, the student is on a probationary basis, and must meet certain conditions to continue enrollment or the suspension of enforcement of the expulsion is revoked, and the student is place in an appropriate alternative educational setting.

Transfer to another school within the district (Grades K to 6)
Students in grades kindergarten through fifth grade may be placed as another elementary school in the district. This provides the student with a fresh start or access to special educational services which are not available at their neighborhood school of residence.

Transfer to another school within the district (Grades 7 to 12)
Students in grades 7 to 12 may be placed as another middle or high school in the district. This provides the student with a fresh start or access to special educational services which are not available at their neighborhood school of residence.

Inter-District Transfer to another school district
A student is involuntarily transferred to another school district is if the student is currently on an inter-district transfer and commits an expellable offense. The inter-district transfer is revokes and the student is returned to his/her home school. An expelled student may be allowed to transfer to another district only if both the family and the districts agree that the placement in another district is in the best interest of the student.

District Operated Alternative School: These services are not provided.

District Operated Independent Study Program
QUEST is an independent study program operated by the Dublin Unified School District. The

decision for approval is based on individual circumstances and the ability to work independently. This is an online program meeting with a teacher once a week at an alternative site and is available for grades 3rd through 12th grades.

District Operated Home Based Instruction: These services are not provided.

District Operated Online or Virtual Education Program: These services are not provided.

Specialized Placement or Program
In some cases, expelled students are placed or referred to specialized programs. Placement is informed by the student's needs and their IEP. Students who commit offenses that are a manifestation of their disability are not expelled but may be placed into an educational environment that is supportive of their needs and in compliance with their IEP. Through the IEP process specialized programs are recommended. This process is available to grades 3rd through 12th grades.

Referral to County Operated Community School
Students in grades 7 to 12 who are expelled for serious incidents where expulsion is mandatory are referred to Alameda County Community Schools. These schools and programs are especially designed to educate expelled students and offer a variety of classroom-based and independent student options to meet the student's needs. Participation in mental health services may be recommended or required.

Students who fail to reach their rehabilitation plan are transferred to the Alameda County Community School.

Referral to County Operated Independent Student Program
Students may be allowed to participate in the QUEST independent study program operated by the County Office of Education

In Lieu of Expulsion
In rare cases, an administrative change of placement in lieu of other serious disciplinary outcomes is appropriate for a student.

Rehabilitation Plan, Transition and Support
Students who are expelled receive Case Management support from the district. Counselors communicate with families and make referrals for counseling and other social services. In addition, they continue contact with the student about progress made on the Rehabilitation Plan and establish a time line for returning to the home district.

Emery Unified School District

Emery Unified School District has a clearly delineated process for the expulsions of students. Our process provides full due process for each student and their families in this challenging situation. The focus is on making decisions that will provide the student with opportunities to continue to make progress toward positive academic and behavior outcomes. Whenever possible, caregivers and family members are included in the process.

When a student is referred for an expulsion for any acts other than those enumerated in 48915(c), the District and the Board considers secondary findings, in addition to evidence confirming the allegations. These additional findings include whether the student has received appropriate interventions to correct and/or change his/her behavior.

The following are the descriptions of the district's existing educational alternatives and other services for expelled students.

Expelled Students (Grades 7 to 12)
Students in grades 7 to 12 who are expelled for serious incidents where expulsion is mandatory are referred to Alameda County Community Schools. These schools and programs are especially designed to educate expelled students and offer a variety of classroom-based and independent student options to meet the student's needs. Participation in mental health services may be recommended or required.

Expelled Students (Grades K to 6)
Students in grades K to 6 who are expelled may be placed on suspended expulsion and provided with Home Instruction, Independent Study (at parent request), or granted an InterDistrict Transfer out of the District. Students and their families may be required to participate in (school-based) counseling or referred to (off-site) mental health services.

Suspended Expulsions (Grades K to 12)
In certain cases, suspending the expulsion order and allowing the student at attend school at a comprehensive school site in the district is more appropriate than expelling the student to an out-of-district school. Placement in every expulsion matter is determined on a case-by-case basis, and placement recommendations are made based on the incident, the student's background and history, the safety of the student and others, as well as all applicable Board Policies, Administrative Regulations and California Education Codes. During the term of the suspended enforcement of the School Board's expulsion order, the student is on a probationary basis, and must meet certain conditions to continue enrollment or the suspension of enforcement of the expulsion is revoked, and the student is place in an appropriate alternative educational setting.

Inter-District Transfer to another school district
A student is involuntarily transferred to another school district is if the student is currently on an inter-district transfer and commits an expellable offense. The inter-district transfer is revoked and the student is returned to his/her home school district. An expelled student may be allowed to transfer to another district only if both the family and the districts agree that the placement in another district is in the best interest of the student.

District Operated Independent Study Program (Grades 6-12)
Emery Unified School District provides an independent study program through either teacher prepared work packets or an on-line program. The District has adopted and modified the curriculum from the Odysseyware online program to meet EUSD standards and course requirements. Students access the course work electronically from home or community locations. Both options include weekly meetings with a teacher to review work, take tests, and grade essays. The decision for approval is based on individual circumstances and the ability to work independently.

District Operated Home Based Instruction (Grades K-6)
Home based instruction is a short term program of 5 hours per week, designed to accommodate students in particular circumstances. The instruction is provided to keep the student up-to-date with assignments when the student cannot attend the comprehensive school. A home teacher coordinates school work with the school site and assists the student in maintaining progress until the student can return to school.

Specialized Placement or Program (Grades K-12)
In some cases, expelled students are placed or referred to specialized programs. Placement is informed by the student's needs and their IEP. Students who commit offenses that are a manifestation of their disability are not expelled but may be placed into an educational environment that is supportive of their needs and in compliance with their IEP. Specialized programs may include those located in districts other than the student's home district through the North Region SELPA placement process, or Non-Public Schools.

Referral to County Operated Community School (Grades 7-12)
Students in grades 7 to 12 who are expelled for serious incidents where expulsion is mandatory are referred to Alameda County Community Schools. These schools and programs are especially designed to educate expelled students and offer a variety of classroom-based and independent student options to meet the student's needs. Participation in mental health services may be recommended or required.

Students who fail to reach their rehabilitation plan are transferred to the Alameda County Community School.

Referral to County Operated Independent Student Program
Students may be allowed to participate in the QUEST independent study program operated by the County Office of Education

In Lieu of Expulsion
In rare cases, an administrative change of placement in lieu of other serious disciplinary outcomes is appropriate for a student.

Rehabilitation Plan, Transition and Support
Students who are expelled receive Case Management support from the district. Counselors communicate with families and make referrals for counseling and other social services. In

addition, they continue contact with the student about progress made on the Rehabilitation Plan and establish a time line for returning to the home district.

Fremont Unified School District

Fremont Unified School District has a clearly delineated process for the expulsion of students per Board Policy & Administrative Regulations 5114. The District provides full due process for each student and their families in this challenging situation which includes a manifestation determination for students with a 504 or an IEP. The District's focus is on making decisions that will provide the student with opportunities to remedy the behavior for which the expulsion recommendation has been made. This also provides the student with the opportunity to continue making progress toward positive academic and behavior outcomes. Whenever possible, caregivers and family members are included in the process.

Students on a suspended expulsion who fail to meet the conditions of their expulsion order and rehabilitation plan may be transferred to the Alameda County Community School at any time.

Expelled Students (Grades 7-12) / Referral to County Operated Community School/Program
Students in grades 7-12 who are expelled from the Fremont Unified School District are referred to an Alameda County School/Program with a rehabilitation plan. These schools and programs are designed to educate expelled students and offer a variety of classroom-based and independent student options to meet the student's needs. Participation in mental health services may be recommended or required as part of the student's rehabilitation plan.

These students may apply for QUEST independent study program operated by the Alameda County Office of Education.

Expelled Students / Suspended Expulsion (Grades K-6)
Students in grades K-6 who are expelled are placed on suspended expulsion with a Rehabilitation plan and transferred to another school within the District. Individual student counseling is required and family counseling is highly recommended at no cost to District.

Expelled Students / Suspended Expulsion (Grades 7-12)
When a student is expelled, the District believes that sometimes this is a more appropriate placement than expelling to an Alameda County school/program. Therefore, the district will place a student on a suspended expulsion which allows the student to attend another comprehensive school or a District operated alternative school/program in the Fremont Unified School District with a rehabilitation plan. In addition, when a student has an IEP, the Special Education Department is consulted to ensure the student receives FAPE.

Placement in every suspended expulsion matter is determined on a case-by-case basis. Placement recommendations are made based on the incident, the student's background and history, the safety of the student and others, as well as all applicable Board Policies, Administrative Regulations and California Education Codes. During the term of the suspended expulsion, the student must meet the conditions set forth in the rehabilitation plan to continue attending the assigned site.

Students on a suspended expulsion who fail to meet the conditions of their expulsion order and rehabilitation plan may be transferred to the Alameda County Community School at any time.

District Operated Alternative School (Robertson Continuation High School)
Fremont Unified School District provides students with an alternative educational setting to continue their learning. Students on a suspended expulsion may be placed at Robertson High School as allowed by law. (16 years of age, teen parent or pregnant minor, McKinney-Vento/Foster Youth).

The program at Robertson High School is designed to assist students in earning a high school diploma, college and career readiness, developing vocational skills, and providing an opportunity for personal growth. The program is designed to allow students the opportunity to make up academic deficiencies and provide the student with a smaller learning environment. This setting allows for more individualized attention (22 to 1 student-teacher ratio) to better meet student needs. At Robertson, a student can complete classes in an accelerated manner, earning more than 80 credits per year. Students are encouraged to take additional coursework either on campus, at ROP, or adult school (if 18 years of age).

District Operated Independent Study Program (Vista Independent Study Program)
Students on a suspended expulsion may request placement at Vista (parent/guardian request only). Vista is an independent study program operated on the Robertson High School campus by the Fremont Unified School District for students in grades 7-12. A referral form to this program is completed at the assigned site and forwarded to Vista. The decision for approval is based on individual circumstances and the ability to work independently. If the student is not successful in this program, the student will be returned to the assigned school/program.

Intra-District Transfer to another site (Grades K-12)
An expelled student may apply for an intra-district transfer to another school only if both sites agree that the placement is in the best interest of the student. The intra-district transfer may be revoked by the receiving school at any time and the student returned to the assigned site.

Inter-District Transfer to another school district (Grades K-12)
An expelled student may apply for an inter-district transfer to another district only if both the districts agree that the placement is in the best interest of the student. The inter-district transfer may be revoked by the receiving district at any time and the student returned to the home district.

Home-Hospital Instruction for students with an IEP or 504 plan (Grades K-12)
In rare circumstances, a student shall be placed on a suspended expulsion into home-hospital instruction if it is determined through the student's IEP or 504 plan that this is an appropriate placement. The student will receive a maximum of five (5) hours per week of instruction unless otherwise specified in the IEP.

Students who commit an offense that is a manifestation of their disability are not expelled but may be placed on Home-Hospital Instruction if the placement is the least restrictive environment for the student and it is in compliance with the student's IEP. The student will receive a maximum of five (5) hours per week of instruction.

District Operated Online or Virtual Education Program
These services are not provided.

Specialized Placement or Program
These services are not provided.

In Lieu of Expulsion (Grades K-12)
In rare cases, an administrative change of placement may be processed in lieu of recommending the student for expulsion.

A meeting is held with the student and parent/guardian to discuss the student's most recent disciplinary action. The student is placed on a Behavior/Performance Contract with a review to be held at the end of the current school year. Placement on a Behavior/Performance Contract does not minimize the seriousness of the student's actions and continued negative behavior may result in an expulsion recommendation.

Rehabilitation Plan, Transition and Support
All Fremont Unified School District students who are expelled automatically receive a Rehabilitation Plan, which includes but is not limited to 98% attendance, C+ grade average, counseling, community service, and a reflective essay to be submitted at the end of the expulsion term. Based on the individual student, the Rehabilitation plan may also include a gang contract, no contact with other students/witnesses/victims, and non-trespassing on other school sites.

Hayward Unified School District

Hayward Unified School District has a clearly delineated process for the expulsions of students. Our process provides full due process for each student and their families in this challenging situation. The focus is on making decisions that will provide the student with opportunities to continue to make progress toward positive academic and behavior outcomes. Whenever possible, caregivers and family members are included in the process.

Upon the determination that it is appropriate to extend the suspension of a student pending an administrative hearing (within the first 5 days of suspension), a hearing is scheduled and every student is referred for interim educational services through the Independent Studies program or the Home Study K-8 program at the Brenkwitz High School Campus.

Students with Individualized Education Plans (IEPs) are also provided interim services in accordance with their IEPs while the student is pending an administrative hearing and ultimately a final Board decision regarding student placement.

Administrative Hearing panel members hear student case and based in the individual facts of each case, the needs of the student and with a focus on the safety of all students on our campus', the panel makes a recommendation to the Board of Education that includes a suggested placement option, the length of expulsion and terms and conditions of an individualized Expulsion Rehabilitation Plan.

Upon review of expulsion hearing documentation and the recommendation of the Administrative Hearing panel, the Board of Education makes a final determination for each expulsion recommendation, formally placing the student in an educational setting for the duration of the expulsion term.

The following are the descriptions of the district's existing educational alternatives and other services for expelled students.

Expelled Students (Grades 7 to 12)
Students in grades 7 to 12 who are expelled for serious incidents where expulsion is mandatory are referred to Alameda County Community Schools. These schools and programs are especially designed to educate expelled students and offer a variety of classroom-based and independent student options to meet the student's needs. As part of the student's Rehabilitation Plan, the student is required to participate in counseling services and additional resources for support are shared with the family. The Intervention Counselors work with the student and their family, ensuring they are connected to resources and supporting the student to complete the Rehabilitation Plan within the term of expulsion.

Expelled Students (Grades K to 6)
Students in grades K to 6 who are expelled are placed on suspended expulsion and transferred to another school within the district. As part of the student's Rehabilitation Plan, the student is required to participate in counseling services and additional resources for support are shared with the family. The Intervention Counselors work with the student and their family, ensuring they

are connected to resources and supporting the student to complete the Rehabilitation Plan within the term of expulsion.

Suspended Expulsions (Grades K to 12)
In certain cases, suspending the expulsion order and allowing the student at attend school at a comprehensive school site in the district is more appropriate than expelling the student to an out-of-district school. Placement in every expulsion matter is determined on a case-by-case basis, and placement recommendations are made based on the incident, the student's background and history, the safety of the student and others, as well as all applicable Board Policies, Administrative Regulations and California Education Codes. During the term of the suspended enforcement of the School Board's expulsion order, the student is on a probationary basis, and must meet certain conditions to continue enrollment or the suspension of enforcement of the expulsion is revoked, and the student is placed in an appropriate alternative educational setting with the County Office of Education.

Transfer to another school within the district (Grades K to 6)
Students in grades kindergarten through sixth grade, who are expelled with a suspended enforcement, may be placed at another elementary school in the district. This provides the student with a fresh start and the opportunity to participate in a complete academic program in a comprehensive setting.

Transfer to another school within the district (Grades 7 to 12)
Students in grades 7 through 12, who are expelled with a suspended enforcement, may be placed at another middle or high school in the district. This provides the student with a fresh start and the opportunity to participate in a complete academic program in a comprehensive or alternative setting.

Inter-District Transfer to another school district
A student is involuntarily transferred to another school district if the student is currently on an inter-district transfer and commits an expellable offense. The inter-district transfer is revoked and the student is returned to his/her home school. An expelled student may be allowed to transfer to another district only if both the family and the districts agree that the placement in another district is in the best interest of the student.

District Operated Alternative School
Brenkwitz Continuation High School
This program offers a support system that allows students who are not on track for graduation to experience educational success in a smaller, more structured learning environment. Brenkwitz emphasizes individual learning plans, occupational opportunities, standards-based core class instruction, and online credit recovery. All students have a counselor as well as an academic advisor.

District Operated Independent Study Program
Independent Study Program (grades 9-12)
Students meet with a teacher 2-3 times weekly working on district adopted standards based curriculum. All students and parents must sign a contract that is renewed every semester.

Failure to comply with the terms of the contract or missed appointments will result in the student being returned to the home school of residence. Students must be able to work independently while keeping weekly appointments. The program is strictly voluntary.

Home Study K-8 Program (grades K-8)

Parents and legal guardians work in conjunction with a credentialed teacher to implement district approved, state adopted curriculum. The parent/legal guardian is the primary instructor at home and attends weekly appointments with the child and the child's teacher. Before enrolling in the program, students and parents must sign a contract.

District Operated Home Based Instruction

Home Based Instruction is provided within the district when an IEP team determines that a student requires this type of service to best meet their individual learning needs. Home Based Instruction is not used as a placement for disciplinary reasons. Home Hospital Instruction is available to students who, due to medical necessity, must receive instruction in their home while they recover from a significant, short term disabling condition such as surgery, chemotherapy, etc. when they are not able to participate in any other regular program offered by the school district.

Specialized Placement or Program

In occasional cases, when a student's exceptional needs cannot be met in the programming available within the district or the programming available at the County operated programs, expelled students may be placed in specialized programs operated through other agencies by IEP team decision. Placement is informed by the student's assessed needs and their IEP. Students who commit offenses that are a manifestation of their disability are not expelled, but are served in the Least Restrictive Environment with appropriately supportive programming that meets the assessed needs of the student, as determined by the IEP team.

Referral to County Operated Community School

Students in grades 7 to 12 who are expelled for serious incidents where the Board finds that the student cannot be safely served on a district campus (48915 B2, E2) are referred to Alameda County Community Schools. These schools and programs are especially designed to educate expelled students and offer a variety of classroom-based and independent student options to meet the student's needs. Participation in mental health services may be recommended or required.

Students placed at district schools while their expulsion order is suspended, who then fail to meet the safety conditions of their rehabilitation plan by violating education codes 48900/48915, are transferred to the Alameda County Community School or Quest Independent Study Academy for the remainder of their term of expulsion.

Referral to County Operated Independent Student Program

Students may be allowed to participate in the QUEST independent study program operated by the County Office of Education, program participation is based on the individual needs of the student and their family.

In Lieu of Expulsion
In rare cases, an administrative change of placement in lieu of other serious disciplinary outcomes is appropriate for a student.

Rehabilitation Plan, Transition and Support
Hayward Unified School District Intervention Counselors follow up with all students who have an open expulsion order, whether placed on District campus' or in County programs, to verify enrollment, support connections to services and to support the student and family to begin working on meeting the conditions of the Rehabilitation Plan that will lead to reinstatement to the district with regular student status.

Hayward Unified School District Intervention Counselors have positive working relationships with staff at all 30 district schools K-12 and staff in County programs. They visit the sites weekly to see students, provide ongoing support and ensure that communication with staff where the student is placed and the District is timely, accurate and ultimately intended to support each student to success.

For students with IEPs or 504 Plans, staff in the Student & Family Services department ensures connections are made between County staff and Hayward Unified School District staff so IEP services and 504 accommodations are provided for eligible students with minimal gaps due to transitions between programs.

High-Risk Students:
Students across the district identified as possibly at-risk for expulsion based on student discipline data are also referred for support by the Intervention Counselors. The Intervention Counselors work with school site leadership and the Coordination of Services Teams (COST) at each site to ensure that students are connected to socio-emotional support resources, such as participation in student support groups, 1:1 counseling, case management and coaching of the classroom staff in behavior support strategies.

Livermore Valley Joint Unified School District

Livermore Valley Joint Unified School District (LVJUSD) has a clearly delineated process for the expulsions of students. Our process provides full due process for each student and their families in this challenging situation. The focus is on making decisions that will provide the student with opportunities to continue to make progress toward positive academic and behavior outcomes.

The Livermore Valley Joint Unified School District believes it is essential that students enjoy a secure learning environment, with a sense of order and high expectations. We believe that schools can support families in helping students develop a sense of personal responsibility. Discipline guidelines are created to promote consistency in dealing with unacceptable behavior, with an understanding that students are likely to make good choices when they clearly understand the rules and the consequences for engaging in behavior that is not appropriate for a school setting.

School discipline should be consistent, reasonable, fair, age appropriate, and matched to the severity of the student's misbehavior. Consequences that are paired with meaningful interventions, instruction and guidance (corrective feedback and re-teaching) offer students an opportunity to connect their misconduct with new learning, participate in contributing back to the school community, and are more likely to result in re-engaging the student in learning. Any use of consequences should be carefully implemented with well-defined outcomes in order to provide the greatest benefit

The following are the descriptions of the District's existing educational alternatives for expelled students.

Expelled Students (Grades 6 to 12)
Students in grades 6 to 12 who are expelled for serious incidents where expulsion is mandatory are referred to Alameda County Community Schools. These schools and programs are especially designed to educate expelled students and offer a variety of classroom-based and independent student options to meet the student's needs. Participation in mental health services may be recommended or required.

Expelled Students (Grades K to 5)
Students in grades K to 5 who are expelled are placed on suspended expulsion and transferred to another school within the District. For some students, a transfer to another comprehensive site allows a student a new start, or access to services that may not be available at previous school site.

Suspended Expulsions (Grades K to 12)
In certain expulsion cases, suspending the expulsion order and allowing the student to attend school in the District is more appropriate than expelling the student to an out-of-District school. Placement in every expulsion matter is determined on a case-by-case basis, and placement recommendations are made based on the incident, the student's background and history, the safety of the student and others, as well as all applicable Board Policies, Administrative

Regulations and California Education Codes. During the term of the suspended enforcement of the School Board's expulsion order, the student is on a probationary basis, and must meet certain conditions to continue enrollment or the suspension of enforcement of the expulsion is revoked, and the student is place in an appropriate alternative educational setting.

Transfer to another school within the District
Due to age constraints with programs offered through Alameda County Community schools students in grades kindergarten through 5th grade may be involuntarily placed at another school in the District. Students in grades 6 to 12 may be placed as another middle or high school in the District. This provides the student with a fresh start. Students who receive special education services may be referred to a school in the District where their educational needs are met in accordance with their IEP. The student is placed at another school in the District with probationary conditions outlined in the rehabilitation plan. Students have a period of time, up to a year, to meet the conditions and be considered for a return to the program from which they were expelled.

Inter-District Transfer to another school District
The only time a student is involuntarily transferred to another school District is if the student is currently in LVJUSD on an Inter-District transfer and commits an expellable offense or does not meet the academic, attendance, and behavior expectations of the District. In these cases, the Inter-District transfer is revoked and the student is returned to his/her home District. A student may be allowed to transfer to another school District only if both the family and the Districts agree that placement in another District is in the best interest of the student.

Continuation High School - Voluntary
Students may be placed at Del Valle Continuation High School as an alternative educational setting. The program provides a lower teacher to student ratio, an opportunity to make up credit deficiencies, and a setting designed to deal with at risk students. Mental health counseling services are provided by the Hume Center, Horizons and Axis Community Health. Horizons provides career exploration speakers and one of our senior English teachers offer a transition class to help students transition to college or career. We provide a career pathway in culinary arts in which the students test, qualify and earn the food handler's certificate as well as learn entry level culinary skills. Students are encouraged to enroll in ROP classes at the local high schools.

Independent Study – Voluntary
Vineyard Alternative School is a school of choice that offers an independent study educational program. Students in grades one through twelve have access to the curriculum and learning opportunities through the state approved independent study model. Students are assigned weekly appointments to meet with content area teachers to receive instruction. Therefore, students can be expected to be on campus one to three times per week based on the courses they are taking and their scheduled meetings which are at least forty-five minutes long each. Students are also offered the opportunity to attend a support class and math tutoring if they are in need of additional academic assistance. High school students are expected to complete at least twenty credits per trimester or sixty credits per school year in order to be on track to graduate. They also have the opportunity to recover credits or work at an accelerated pace as well as concurrently enroll at our local junior college to further their education.

Adult Education
When age appropriate, student's transfer to the Adult Education program to work on a high school diploma or prepare for the GED exam. Students attend classes at least two times per week where they have the opportunity to work one-on-one with credentialed teachers. Both the adult high school diploma and the GED preparation classes are taught using a blended learning model where students use online programs to access curriculum and assessments to earn credits and/or prepare them for the GED exam. Occasionally, these students also take concurrent classes at the local junior college.

Home Study Program
The Home Study program is used for students in particular situations and special education whose needs cannot be met at our Independent Study site. A home teacher works with the student one hour a day, five times a week. The home teacher works with the case manager at the student's home site, modifying the work as appropriate.

Specialized Placement or Program
In some cases, expelled students are placed or referred to specialized programs. Placement is informed by the student's needs and their IEP. Students who commit offenses that are a manifestation of their disability are not expelled but may be placed into an educational environment that is supportive of their needs and in compliance with their IEP.

LVJUSD anger management through Horizon's Counseling, offers a Violence Prevention Program for students who have engaged in high risk behaviors. Students who are on extended suspension pending an expulsion hearing are required to participate.

Referral to County Operated Community School
Students are referred to an Alameda County community school program when expelled by the LVJUSD Board. Alameda County has day school and independent study programs available. They can place students in grades 6 – 12; as well as special education students on a case by case basis.

Referral to County Operated Independent Student Program
Students may be allowed to participate in the QUEST independent study program operated by the County Office of Education

In Lieu of Expulsion
In rare cases, an administrative change of placement in lieu of other serious disciplinary outcomes is appropriate for a student.

Rehabilitation Plan, Transition and Support
Students who are expelled receive support from the District. Administrators communicate with families and make referrals for counseling and other social services. In addition, they continue contact with the student about progress made on the Rehabilitation Plan and establish a time line for returning to the District.

New Haven Unified School District

New Haven Unified has a clearly delineated process for the expulsions of students. Our process provides full due process for each student and their families in this challenging situation. The focus is on making decisions that will provide the student with opportunities to continue to make progress toward positive academic and behavior outcomes. Whenever possible, caregivers and family members are included in the process.

Students being recommended for expulsion and their families are invited to attend an Extension of Suspension meeting with the Director of Pupil Services. At this meeting, the student's due process rights are explained and an explanation of the process is shared. Parents are afforded an opportunity to have any all questions answered.

The following are the descriptions of the district's existing educational alternatives and other services for expelled students.

Expelled Students (Grades 7 to 12)
Students in grades 7 to 12 who are expelled for serious incidents where expulsion is mandatory are referred to Alameda County Community Schools. These schools and programs are especially designed to educate expelled students and offer a variety of classroom-based and independent student options to meet the student's needs. Participation in mental health services may be recommended or required.

Expelled Students (Grades K to 6)
Students in grades K to 6 who are expelled have the enforcement of that expulsion suspended and are transferred to another school within the district. Students and their families are required to participate in counseling and community service hours appropriate for their level of development.

Suspended Enforcement of Expulsions (Grades K to 12)
In certain cases, suspending the expulsion order and allowing the student at attend school at a comprehensive school site in the district is more appropriate than expelling the student to an out-of-district school. Placement in every expulsion matter is determined on a case-by-case basis, and placement recommendations are made based on the incident, the student's background and history, the safety of the student and others, as well as all applicable Board Policies, Administrative Regulations and California Education Codes. During the term of the suspended enforcement of the School Board's expulsion order, the student is on a probationary basis, and must meet certain conditions to continue enrollment or the suspension of enforcement of the expulsion is revoked, and the student is place in an appropriate alternative educational setting.

Transfer to another school within the district (Grades K to 6)
Students in grades kindergarten through fifth grade may be placed as another elementary school in the district. This provides the student with a fresh start or access to special educational services which are not available at their neighborhood school of residence.

Transfer to another school within the district (Grades 7 to 12)
Students in grades 7 to 12 may be placed as another middle or high school in the district. This provides the student with a fresh start or access to special educational services which are not available at their neighborhood school of residence.

Inter-District Transfer to another school district
When a student attending in New Haven on an inter-district transfer commits an expellable offense, the district moves forward with the expulsion process while also revoking the student's inter-district transfer. An expelled student may be allowed to transfer to another district only if both the family and the districts agree that the placement in another district is in the best interest of the student.

District Operated Alternative School
Conley-Caraballo High School (CCHS) provides students with an alternative educational setting to continue their learning. The smaller school setting allows for more individualized attention to student needs. The vast majority of students attending at CCHS do so because they have requested to attend there. Additionally, a small number of students are placed at CCHS as allowed by law. Students enrolled at CCHS benefit from the smaller number of students and a sense of connection with all staff. No one is anonymous at CCHS.

District Operated Independent Study Program
The Decoto School for Independent Study (DSIS) is an independent study program operated by the New Haven Unified. The decision for approval is based on individual circumstances and the ability to work independently. Students attend classes at least twice a week and regularly meet with their teachers. Students are expected to spend at least twenty hours a week on academic work. The independent study program is a voluntary program. Students are able to access multiple support services at the site and are housed on the same campus as the Union City Family Center, a hub for family-support services for the city.

District Operated Home Based Instruction
Home based instruction is provided to students in particular circumstances. The instruction is provided to keep the student up-to-date with assignments when the student cannot attend the comprehensive school. Home instruction provides students one hour per day of time with an appropriately credentialed teacher.

District Operated Online or Virtual Education Program
The New Haven Unified School District does utilize some online or virtual education programming for students to make up classes and recover credits.

Specialized Placement or Program
In some cases, expelled students are placed or referred to specialized programs. Placement is informed by the student's needs and their IEP. Students who commit offenses that are a manifestation of their disability are not expelled but may be placed into an educational environment that is supportive of their needs and in compliance with their IEP.

Referral to County Operated Community School
Students in grades 7 to 12 who are expelled for serious incidents where expulsion is mandatory are referred to Alameda County Community Schools. These schools and programs are especially designed to educate expelled students and offer a variety of classroom-based and independent student options to meet the student's needs. Participation in mental health services may be recommended or required.

Referral to County Operated Independent Student Program
Students may be allowed to participate in the QUEST independent study program operated by the County Office of Education

In Lieu of Expulsion
In rare cases, an administrative change of placement in lieu of other serious disciplinary outcomes is appropriate for a student.

Rehabilitation Plan, Transition and Support
Students who are expelled are offered support to meet the conditions of their Rehabilitation Plan from the district. Referrals are made at parent request to counseling services through district social workers.

Newark Unified School District

The following are the descriptions of the district's existing educational alternatives for expelled students.

Suspend expulsion:
In certain expulsion cases allowing the student to attend school at a comprehensive school site is more appropriate than expelling the student to an alternative school site. Placement in every expulsion matter is determined on a case-by-case basis, and placement recommendations are made in light of the incident, the student's background and history, the safety of the student and others, as well as all applicable Board Policies, Administrative Regulations and California *Education Codes*. During the term of the suspended enforcement of the School Board's expulsion order, the student attends a comprehensive campus on a probationary basis, and must meet certain conditions to continue in attendance, or the suspension of enforcement of the expulsion is revoked, and the student is placed in an appropriate alternative educational setting.

Transfer to another school within the district (K-6):
For some students, a transfer to a different comprehensive site allows a student a fresh start, or access to special education services which are not available at the neighborhood school of residence.

Reassigned with special contract conditions:
In some matters, an administrative change of placement in lieu of other serious disciplinary outcomes is appropriate for an individual student.

Placement into continuation high school:
The Bridgepoint Continuation High School provides students with an alternative educational setting to pursue the core curriculum of the district. The smaller school setting allows for closer attention to individual student needs, and fosters credit-deficient students to get caught-up and back on-track for graduation.

Independent study (at parent request):
Crossroads Independent Study is a high school, which delivers the curriculum through independent study. Students come to Crossroads once or more a week and spend several hours with their teacher. Students receive weekly assignments during their scheduled appointment time, and are expected to spend a minimum of 20-hours a week on academic work. Crossroads students are highly capable learners.

Students attend Crossroads by choice. Crossroads helps students pursue their educational requirements of the Newark Unified School District. The nature of the independent study program gives students the opportunity to personalize their instruction and the freedom to utilize resources and activities to create an exciting and flexible educational experience. While attending Crossroads, students may take courses concurrently at the local community colleges and Mission Valley Regional Occupational Program. Students learn and practice the self-discipline necessary for future success.

Crossroads High School is dedicated to providing a place where all students feel valued and unique. Students are offered creative opportunities to learn and to accomplish their academic goals. The program offered is tailored to meet students' individual needs and incorporates individual learning styles, interest, aptitudes and passions. Crossroads is constantly examining the program and seeking new strategies to better meet the ever-changing needs of students and the demands for the 21st century.

Home instruction (regular and special education):
Home instruction provides students in particular circumstances one-hour per day of time with an appropriately-credentialed teacher. The instruction is provided to keep the student up to date with assignments when the student temporarily cannot attend the regular comprehensive school setting.

Oakland Unified School District

The following are the descriptions of the district's existing educational alternatives for expelled and high-risk students.

Expelled Students

Oakland Community Day Middle and High Schools (Grades 6-12)

Secondary-level students who are expelled from Oakland schools for serious incidents where expulsion is mandatory are placed at one of the district community day school programs. These schools are specifically designed to educate these expelled students in small learning environments with integrated mental health services.

County Community School (Grades 7-12)

Secondary-level students who are under expulsion and are then subsequently expelled from Oakland Community Day School for serious incidents may be referred to an available county community school program. Referrals to county community schools may also be made upon parent or Probation request as an alternative to the district community day school.

Suspended Expulsion

In certain expulsion cases, suspending the expulsion order and allowing the student to attend school at a comprehensive or alternative school site in the district is more appropriate than expelling the student to a district community day or county community school site. Placement in every expulsion matter is determined on a case-by-case basis, and placement recommendations are made based on the incident, the student's background and history, the safety of the student and others, as well as all applicable Board Policies, Administrative Regulations and California Education Codes. During the term of the suspended enforcement of the School Board's expulsion order, the student is on a probationary status, and must meet pre-established conditions to continue enrollment, or the suspended enforcement of the expulsion is revoked. The expulsion is enforced and the student is placed in an appropriate community day school or community school setting for the remaining period of the original expulsion. Where the student meets the pre-established conditions to continue enrollment, upon the expiration of the original expulsion the Board of Education may destroy the record of said expulsion.

High-Risk Students

Transfer to another comprehensive school within the district (Grades K-12):

In some cases, on a voluntary basis, a student may be transferred to a different comprehensive site in order to allow the student to achieve academic success.

Transfer to an Alternative School of Choice (Grades 9-12)

Students may be transferred to an alternative school of choice if it is determined that the student would benefit from the small school environment or particular support services available. Oakland offers three alternative schools of choice—Gateway to College at Laney College, Emiliano Zapata Street Academy and Oakland International High School. Placements at alternative schools of choice are voluntary and require parent consent.

Placement into Continuation High School (Grades 10-12, Ages 16-18):
Oakland's three continuation high schools—Rudsdale, Dewey, and Ralph J. Bunche high schools--provide students with a small alternative educational setting. The smaller school setting allows for closer attention to individual student needs, and fosters credit-deficient students to get caught up and back on-track for graduation. Comprehensive mental health and other support services are available to provide students with the tools necessary for success in school. In addition, Rudsdale offers a program for high-risk newcomer students, students who have been in the country less than three years and are at risk of not graduating from a comprehensive high school, in which additional resources are provided in a small alternative setting to support this specific population to be successful.

Independent study (Grades 7-12) or Home School (Grades K-6):
In rare circumstances, a student will be placed at Sojourner Truth Independent Studies for Home School (grades K-6) or Independent Study (grades 7-12). Independent study and home school are strictly voluntary options that parents must request. Students on suspended expulsion are generally not considered candidates for independent study or home school options, but requests are considered on a case by case basis.

Home and Hospital (Grades K-12)
Students on expulsion, suspended expulsion, or deemed high-risk are eligible for Home and Hospital instruction when there is medical necessity. Credentialed teachers provide individualized instruction for students with medical need at their homes, in hospitals, or at other medical facilities.

TAP (Temporary Alternative Placement) Center (Grades 6-12)
The TAP Center provides a temporary educational setting for students who have been recommended for expulsion and are awaiting disciplinary hearings and school placements. In lieu of extended suspension, students are referred to the TAP Center where they receive individualized daily instruction in a classroom setting.

Piedmont Unified School District

Piedmont Unified School District has a clearly delineated process for the expulsions of students. Our process provides full due process for each student and their families in this challenging situation. The focus is on making decisions that will provide the student with opportunities to continue to make progress toward positive academic and behavior outcomes. Whenever possible, caregivers and family members are included in the process.

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, are not feasible or have failed to bring about proper conduct, or when the student's presence causes a continuing danger to him/herself or others. (Education Code 48915)

The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices and appeals as specified in administrative regulation and law (Education Code 48911, 48915, 48915.5).

In cases where expulsion is mandatory pursuant to Education Code 48915(c), the enforcement of an expulsion order typically shall not be suspended by the Board, although the Board has the authority to do so. In all other cases of expulsion, the order for expulsion may be suspended by the Board, on a case-by-case basis, pursuant to the requirements of law.

The student is entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within 30 school days after the principal or Superintendent or designee determines that one of the acts listed under "Grounds for Suspension and Expulsion" has occurred. (Education Code 48918(a))

The student is entitled to one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year (Education Code 48918(a)).

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay (Education Code 48918(a)).

For additional details surrounding expulsion due process, please refer to PUSD Board Policy and Administrative Regulation 5144.1 and 5144.2

The following are the descriptions of the district's existing educational alternatives and other services for expelled students.

Expelled Students (Grades 6 to 12)
Students in grades 6 to 12 who are expelled for serious incidents where expulsion is mandatory are referred to Alameda County Community Schools. These schools and programs are especially designed to educate expelled students and offer a variety of classroom-based and independent student options to meet the student's needs. Participation in mental health services may be recommended or required.

Expelled Students (Grades K to 5)
Students in grades K to 5 who are expelled are placed on suspended expulsion and transferred to another school within the district. Students and their families are required to participate in (school based) counseling or referred to (off site) mental health services.

Suspended Expulsions (Grades K to 12)
In certain cases, suspending the expulsion order and allowing the student at attend school as a comprehensive school site in the district is more appropriate than expelling the student to an out-of-district school. Placement in every expulsion matter is determined on a case-by-case basis, and placement recommendations are made based on the incident, the student's background and history, the safety of the student and others, as well as all applicable Board Policies, Administrative Regulations and California Education Codes. During the term of the suspended enforcement of the School Board's expulsion order, the student is on a probationary basis, and must meet certain conditions to continue enrollment or the suspension of enforcement of the expulsion is revoked, and the student is place in an appropriate alternative educational setting.

Transfer to another school within the district (Grades K to 5)
Students in grades kindergarten through fifth grade may be placed at another elementary school in the district. This provides the student with a fresh start or access to special educational services which are not available at their neighborhood school of residence.

Inter-District Transfer to another school district
A student will be involuntarily transferred to their home school district if the student currently attends PUSD schools on an inter-district transfer and commits an expellable offense. The inter-district transfer will be revoked and the student will be returned to his/her home school district. An expelled student may be allowed to transfer to another district only if both the family and the districts agree that the placement in another district is in the best interest of the student.

District Operated Alternative School

Millennium High School provides students with an alternative educational setting to continue their learning. The smaller school setting allows for more individualized attention to student needs. Students are placed at Millennium High School as allowed by law.

Millennium High School (MHS) is the alternative high school in Piedmont Unified School District. It serves a broad cross-section of students, grades 9-12, with diverse learning styles, proficiency levels, and personal needs. Students at MHS complete the same graduation requirements as students at Piedmont High School. The MHS curriculum is aligned with Content Standards for California Public Schools, and our courses satisfy UC "a-g" admission requirements. MHS prides itself on building an educational community, with an array of educational options and instructional strategies not readily available in traditional classrooms. It supports students to achieve their full potential and meet their self-defined academic, career, and life goals. Most MHS graduates pursue higher education at community colleges or four-year colleges and universities.

Students at MHS are challenged in small, interactive, non-competitive classes. Instruction is individualized, and students work until mastery is achieved. Many opportunities are provided for experiential learning, self-directed projects, small group discussions, tutorials, community-based learning, service-learning, interdisciplinary and multiple intelligences instruction, flexible scheduling, and personal counseling.

MHS has developed a unique "community-building approach to education" guided by four principles: Respect, Communication, Empowerment and Community. Students and staff agree to respect each other, recognizing our diverse backgrounds and learning styles are a strength, not a weakness. Direct and honest communication is emphasized, with collective responsibility for addressing problems when they arise. MHS views everyone as both learner and teacher, and encourage students to make choices about how their learning will be structured. Students connect classroom and community-based learning by engaging in service-learning projects that address real issues and needs in society.

District Operated Home Hospital Based Instruction
Home Hospital based instruction is provided to students in particular circumstances. The instruction is provided to keep students, grades K-12, up-to-date with assignments when the student cannot attend the comprehensive school due to a medical condition. Services provided consist of direct instruction up to 10 hours per week.

District Operated Online or Virtual Education Program
Piedmont Unified School District provides curriculum through Accelerate Education to students in grades 6-12. Accelerate Education is an online platform where students can access both college-preparatory and graduation-required courses for both semester and year-long credit.

Specialized Placement or Program
In some cases, expelled students, grades K-12, are placed or referred to specialized programs. Placement is informed by the student's needs and their IEP. Students who commit offenses that are a manifestation of their disability are not expelled but may be placed into an educational environment that is supportive of their needs and in compliance with their IEP.

Referral to County Operated Community Day School
Students in grades 6 to 12 who are expelled for serious incidents where expulsion is mandatory are referred to Alameda County Community Schools. These schools and programs are especially designed to educate expelled students and offer a variety of classroom-based and independent student options to meet the student's needs. Participation in mental health services may be recommended or required. Students who fail to reach their rehabilitation plan are transferred to the Alameda County Community School.

Referral to County Operated Independent Student Program
Students may be allowed to participate in the QUEST independent study program operated by the County Office of Education

Rehabilitation Plan, Transition and Support
Students who are expelled receive Case Management support from the district. Counselors communicate with families and make referrals for counseling and other social services. In addition, they continue contact with the student about progress made on the Rehabilitation Plan and establish a timeline for returning to the home district.

Pleasanton Unified School District

The Pleasanton Unified School District has a clearly delineated process for the expulsions of students. Our process provides full due process for each student and their families in this challenging situation. The focus is on making decisions that will provide the student with opportunities to continue to make progress toward positive academic and behavior outcomes. Whenever possible, caregivers and family members are included in the process.

To summarize our expulsion process, after a student is recommended for expulsion, they are invited to participate in a meeting with the Director of Student Services, and the Principal to review the incident and reason for the recommendation for expulsion. During this meeting, we take a restorative approach with the student and family. As appropriate or able, we ask the student:

1. What happened and what were you thinking at the time?
2. What have you thought about since?
3. Who has been affected by what happened and how?
4. What about this has been hardest for you?
5. What do you think needs to be done to make things as right as possible?

Based upon the conversation during the meeting, the specific violation of Ed Code, previous discipline and means of corrective action taken, and an evaluation of if the student poses a continued threat or danger to the campus, a decision on how best to move forward to resolve the student discipline issue is made.

Sometimes, the student is placed on a behavior contract, and in this contract a restorative approach and rehabilitation plan is drafted. Other times, a formal Stipulated Suspended Expulsion agreement with rehabilitation plan is taken to the Board of Trustees for their approval, and occasionally the District chooses to move forward with an Expulsion hearing or Expulsion Agreement to expel the student and develop a rehabilitation plan.

As we develop the rehabilitation plans, we seek to individualize the plan to meet the unique and specific needs of each student. We also typically try to incorporate family or individual counseling sessions, as well as a way to give back to the community through service hours.

The following are the descriptions of the district's existing educational alternatives and other services for expelled students.

Expelled Students (Grades 7 to 12)
Pleasanton students in grades 7 to 12 who are expelled for serious incidents where expulsion is mandatory are referred to the Alameda County Community Schools. These schools and programs are especially designed to educate expelled students and offer a variety of classroom-based and independent student options to meet the student's needs. Participation in mental health services may be recommended or required.

Expelled Students (Grades K to 6)
Students in grades K to 6 who are expelled are placed on suspended expulsion and transferred to

another school within the district. Students and their families are required to participate in (school-based) counseling or referred to (off-site) mental health services.

Suspended Expulsions (Grades K to 12)
In certain cases, suspending the expulsion order and allowing the student to attend school at a comprehensive school site in the district is more appropriate than expelling the student to an out-of-district school. Placement in every expulsion matter is determined on a case-by-case basis, and placement recommendations are made based on the incident, the student's background and history, the safety of the student and others, as well as all applicable Board Policies, Administrative Regulations and California Education Codes. During the term of the suspended enforcement of the School Board's expulsion order, the student is on a probationary basis, and must meet certain conditions to continue enrollment or the suspension of enforcement of the expulsion is revoked, and the student is place in an appropriate alternative educational setting.

Transfer to another school within the district (Grades K to 6)
Students in grades Kindergarten through fifth grade may be placed at another elementary school in the district. This provides the student with a fresh start or access to special educational services which are not available at their neighborhood school of residence.

Transfer to another school within the district (Grades 7 to 12)
Students in grades 7 to 12 may be placed at another middle or high school in the district. This provides the student with a fresh start or access to special educational services which are not available at their neighborhood school of residence.

Inter-District Transfer to another school district
A student is involuntarily transferred to another school district is if the student is currently on an inter-district transfer and commits an expellable offense. The inter-district transfer is revoked and the student is returned to his/her home school. An expelled student may be allowed to transfer to another district only if both the family and the districts agree that the placement in another district is in the best interest of the student.

District Operated Alternative School
Village High School is the Alternative High School for Pleasanton Unified. Village provides students with an alternative educational setting to continue their learning. The smaller school setting allows for more individualized attention to student needs. Students are placed at Village as allowed by law and are available for students in 10^{th}-12^{th} grade.

The mission at Village High School is to foster educational achievement and character development by providing a student with an alternative atmosphere and educational program that will enable him/her to explore career choices, develop academic and technical skills, and feel successful and succeed if he/she desires to do so.
Students may attend VHS, for a variety of reasons such as for credit recovery, a small school environment, or a more personal relationship with teachers. Village staff focus on individualizing student needs and creating a community of character. They have been accredited by the Western Association of Schools and Colleges (WASC) and received the maximum six-year term.

The Village High campus plays host to students who are engaged in meeting district graduation standards, as well as exploring career interests and focusing on future goals. Instruction is geared to maximize the learning experience for each individual student, and, with a class-size average of 20 to 1, teachers are able to support student learning throughout the curriculum.

Students come to Village for a variety of reasons, but they leave with a healthy respect for themselves, the staff, and the community in which they live.

District Operated Independent Study Program
Pleasanton Unified also has an independent study program operated at Village High School. The decision for approval is based on individual circumstances and the ability to work independently. The Independent Study teacher sets up individual appointments for each student to review coursework, answer any questions the student may have and provide the assignments for the following week. Independent Study is open to Elementary, Middle and High School students and contracts are reviewed and renewed as appropriate each year.

District Operated Home Based Instruction
Home/Hospital based instruction is provided to students in particular circumstances that are generally medical in nature. The instruction is provided to keep the student up-to-date with assignments when the student cannot attend the comprehensive school. Participation in the program is approved by the school site administrator upon discussion with the student, parent, counselor and often teachers. Most of the students served through the home-based instruction program have a note from a physician that indicates the reason the student would need this setting, as well as the anticipated return date.

District Operated Online or Virtual Education Program
Pleasanton Unified recently began providing some curriculum through Virtual Academy. The program is primarily used for credit recovery or for students with significant medical needs and a benefit for a blended home/hospital based instruction and virtual education program.

Specialized Placement or Program
In some cases, expelled students are placed or referred to specialized programs. Placement is informed by the student's needs and their IEP. Students who commit offenses that are a manifestation of their disability are not expelled but may be placed into an educational environment that is supportive of their needs and in compliance with their IEP.

Referral to County Operated Community School
Students in grades 7 to 12 who are expelled for serious incidents where expulsion is mandatory are referred to Alameda County Community Schools. These schools and programs are especially designed to educate expelled students and offer a variety of classroom-based and independent student options to meet the student's needs. Participation in mental health services may be recommended or required. Students who fail to reach their rehabilitation plan are transferred to the Alameda County Community School.

Referral to County Operated Independent Student Program
Students may be allowed to participate in the QUEST independent study program operated by

the County Office of Education.

In Lieu of Expulsion
In rare cases, an administrative change of placement in lieu of other serious disciplinary outcomes is appropriate for a student.

Rehabilitation Plan, Transition and Support
Students who are expelled receive Case Management support from the district. Staff within the Student Services Department communicates with families and make referrals for counseling and other social services. In addition, they continue contact with the student about progress made on the Rehabilitation Plan and establish a time line for returning to the home district.

San Leandro Unified School District

San Leandro Unified School District has a clearly delineated process for the expulsions of students. Our process provides full due process for each student and their families in this challenging situation. The focus is on making decisions that will provide the student with opportunities to continue to make progress toward positive academic and behavior outcomes. Whenever possible the goal is to recommend the readmission of the student once successful completion of rehabilitation is achieved. Caregivers and family members are included in the process.

SLUSD Expulsion Process

The following section provides details regarding the expulsion process in SLUSD. Throughout the duration of the expulsion a rehabilitation plan is developed for the student and SLUSD staff will support with monitoring the progress that is made toward meeting the goals of the plan. The SLUSD expulsion process is held within thirty school days of the principal or designee determination to recommend expulsion in which the student is entitled to a hearing. The student receives written notice of an expulsion hearing at least ten days prior to the hearing. This notice includes:

- Date and location of the hearing.
- The specific facts and charges upon which the proposed expulsion is based.
- Explanation of the right for the student or student's parent or guardian to appear in person, or to obtain and be represented by an attorney.
- Explanation of the right to inspect and obtain copies of all documents to be used at the hearing.
- Explanation of the right to confront and question all witnesses who testify at the hearing and to question all other evidence presented.
- Explanation of the right to present evidence on the student's behalf, including witnesses.

A parent or guardian may also choose to waive their rights and agree to a stipulated agreement.

The Expulsion Hearing Process

An Expulsion Hearing Panel conducts the hearing to consider the recommendation to expel a student. The panel is made up of at least three district certificated administrators such as principals or vice principals, who are not employed at the student's school. The meeting is closed to the public unless the student or student's parent or guardian submits a written request that the hearing be conducted in public. Hearings are tape-recorded and students have access to written materials presented to the panel. At the end of the hearing, several different actions may take place:

- If the Expulsion Hearing Panel decides not to recommend expulsion, the proceedings are terminated and the student is immediately reinstated. The Family and Student Support Services Department will inform the parent or guardian of the panel's decision. The parent or guardian must then contact the school and arrange a meeting with the principal or principal's designee regarding subsequent placement for the student. This may include a return to the classroom instructional program, any other instructional program, a rehabilitation program, or a combination of these programs. A decision not to recommend expulsion is final.

- If the Expulsion Hearing Panel decides to recommend expulsion, it must also recommend a rehabilitation plan for the student. The rehabilitation plan may include a review and assessment at the time of the application for readmission to school. The plan may also include recommendations for counseling or other intervention support. The evidence supporting the decision to recommend expulsion, along with the proposed rehabilitation plan, is submitted to the Board of Education.
- Upon reviewing the recommendations, the Board of Education will either support the recommendation and order the expulsion, or reject the recommendation and suspend the expulsion order. The Board may also choose to suspend the expulsion order, but still assign the student to a school, class or alternative educational program considered appropriate for the rehabilitation plan.

The Stipulation Process
A stipulated agreement is made when a student's parent or guardian agrees that the student did commit an act included in the reasons for expulsion and is being recommended for expulsion. As part of reaching a stipulated agreement, the student and a parent or guardian will meet with the Director of Family and Student Support Services. They will review the evidence gathered in the investigation of the incident leading to the expulsion recommendation. The parent or guardian will be given 24 hours to notify the Director of Family and Student Support Services if they agree to the stipulated decision or if they would prefer to proceed with an expulsion hearing. At that time, if they agree to a stipulated decision, the student, parent or guardian and the director must initial and agree upon the following:

- They have been informed of and understand the right to due process with regard to the expulsion recommendation.
- They have had the opportunity to review the reasons for the recommendation for expulsion and to discuss them with district personnel.
- They agree to the facts as stated in the expulsion recommendation.

As part of a stipulated agreement, the student's parent or guardian waives a number of rights:

1. The right to an expulsion hearing.
2. All notices and timelines required by policy or law.
3. The right to be represented by an attorney at the expulsion hearing.
4. The right to inspect and have copies of the documents which would have been used at the hearing.
5. The right to confront and question all witnesses who would have testified at the hearing.
6. The right to question all written evidence presented.
7. The right to present witnesses and evidence on the student's behalf.
8. The right to appeal to the county Board of Education if the stipulated expulsion is approved by the Board of Education as agreed upon.

A student's parent or guardian may consult with an attorney about the stipulated expulsion process. The Board of Education must still approve a stipulated expulsion agreement.

The Reinstatement Process
Before the end of the last day of the academic year of an expulsion, the student will be contacted

by the district's Family and Student Support Services Department, which will determine if the student has completed the rehabilitation plan and should be readmitted. The student and their parent guardian will participate in a Re- Entry Meeting. At this meeting the receiving site administrators and support staff will determine if the student has evidence that demonstrates completion of the rehabilitation plan.
An expulsion order remains in effect until the Board of Education orders the readmission of the student.

- Upon completion of the readmission process, the Board of Education will readmit the student, unless it determines that the student has not met the conditions of the rehabilitation plan, or continues to pose a danger to others. The student and the student's parent or guardian receives a description of the readmission process at the time the student is ordered expelled.
- If the Board of Education denies the readmission of an expelled student, the board must decide whether to continue the placement of the student in an alternative educational program. The Board must provide written notice to the expelled student and the student's parent or guardian describing the reasons for denying the student readmittance into the regular school district program.

The following are the descriptions of the district's existing educational alternatives and other services for expelled students.

Alternative Educational Programs
A student who is denied readmission to his or her regular classroom instructional program as a result of an expulsion may be assigned to an alternative educational program.

Community School
The main purpose of the community day school is to help a student become stabilized in terms of both education and behavior in order for them to successfully transition to their traditional comprehensive school. The community day school provides a high-quality educational program that builds academic skills, and fosters social and emotional growth.
The district's community day school program works in collaboration with the Hayward Community Day School. Students enrolled in Hayward Community Day School remain in this placement for up to one year. Students are placed in Hayward Community Day in one of the following ways:

- Placement by the district's Family and Student Support Services Office as a result of an expulsion hearing.

Most students return to their traditional schools after a semester but may remain for up to one year, depending on their term for expulsion. Some students who are seniors may complete their graduation requirements while at Hayward Community Day and graduate from the program.

Quest Academy
A student can enroll in Quest Academy which offers an alternative to in class classroom instruction with a standard-based course of study that is held. Student is expected to meet the minimum attendance requirement of once per week while they complete a course of study independently.

Expelled Students (Grades 6 to 12)
Students in grades 6 to 12 who are expelled for serious incidents where expulsion is mandatory are referred to Alameda County Community Schools. These schools and programs are especially designed to educate expelled students and offer a variety of classroom-based and independent student options to meet the student's needs. Participation in mental health counseling services may be recommended or required.

Expelled Students (Grades K to 5)
Students in grades K to 5 who are expelled are placed on an independent study home instruction program in which the student receives up to 5 hours of instruction per week. This instruction takes place at the students residence or at an agreed upon location. Participation in mental health counseling services may be recommended or required.

Suspended Expulsions (Grades K to 12)
In certain cases, the Board of Education may determine to suspend the expulsion order, allowing the student to attend school at a comprehensive school site in the district as deemed more appropriate than expelling the student to an out-of-district school. Placement in every expulsion matter is determined on a case-by-case basis, and placement recommendations are made based on the incident, the student's background and history, the safety of the student and others, as well as all applicable Board Policies, Administrative Regulations and California Education Codes. During the term of the suspended enforcement of the School Board's expulsion order, the student is on a probationary basis, and must meet certain conditions to continue enrollment or the suspension of enforcement of the expulsion is revoked, and the student is place in an appropriate alternative educational setting.

Transfer to another school within the district (Grades K to 5)
Students in grades kindergarten through fifth grade may be placed as another elementary school in the district. This provides the student with a new environment or access to special educational services which may better support the implementation of their behavior support plan which may not have been are not available at their neighborhood school of residence. The student's background, history, safety and safety of others will be considerations in determining placement at another school.

Transfer to another school within the district (Grades 6 to 12)
Students in grades 6 to 8 may be placed at another middle school in the district. This provides the student with a fresh start or access to behavioral and or academic supports which may not have been operational at their neighborhood school of residence. Students in grades 9-12 may be placed at the alternative high school if they meet the eligibility criteria.

Inter-District Transfer to another school district
If a student is currently on an inter-district transfer and commits an expellable offense the inter-district transfer is revoked and the student is returned to his/her home school in their corresponding district. An expelled student may be allowed to transfer to another district only if both the family and the districts agree that the placement in another district is in the best interest of the student.

District Operated Alternative School
Lincoln Alternative Education Center provides students with an alternative educational setting to continue their learning. The smaller school setting allows for more individualized attention to student needs. Students are placed as allowed by meeting the criteria of the specialized program. Lincoln Alternative Education Center offers a variety of responsive, personalized educational pathways for career and college readiness. Through the use of student centered learning, the pathways, this center serves as both a trajectory, and a bridge, to ensure our students' success. The site offers two programs: Lincoln High School and Lighthouse Independent Studies, which allow our scholars to meet their graduation requirements, academic goals, and socio-emotional needs.

District Operated Independent Study Program
San Leandro Unified School District offers an independent study program. The decision for approval is based on individual circumstances and the ability to work independently. Independent Study provides students who are able to effectively manage their time and work well on their own an opportunity to also achieve their high school diploma. Our staff and teachers understand that health, family and or work obligations can interfere with daily schooling so our educators provide structured curriculum to help ensure the success of the students. The Independent Study Program grants flexibility in student scheduling and support, without the loss of rigor. Eligible to secondary students only.

District Operated Home Based Instruction
Home based instruction is provided to students in particular circumstances. The instruction is provided to keep the student up-to-date with assignments when the student cannot attend the comprehensive school. This option is offered to eligible students in grades K-12. Instruction is provided through a certificated teacher.

Specialized Placement or Program
In some cases, expelled students are placed or referred to specialized programs. Placement is informed by the student's IEP as well as their behavioral, social and academic needs. Students who have been identified to receive special education services and who engage in expellable offenses will be subject to a Manifestation Determination Review IEP. During the course of this review, if the LEA, the parent, and relevant members of the IEP team determine that either the expellable conduct in question was directly and substantially related to the child's disability or a failure to implement the IEP the conduct shall be determined to be a manifestation of the child's disability. If the District, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP team must carry out the following:

- Conduct a functional behavioral assessment and implement a behavioral intervention plan for the child, unless the District conducted a functional behavioral assessment prior to the manifestation determination
- If a behavioral intervention plan has been developed, the team must review the plan and modify it, as necessary to address the behavior; and

- Return the child to the placement from which the child was removed, unless the parent and the LEA agree to a change of placement as part of the modification of the behavioral intervention plan or if the conduct is subject to a 45 day interim alternative removal for inflicting serious bodily injury, knowingly possessing or using drugs, or carrying or possessing weapons

Referral to County Operated Community School
Students in grades 6 to 12 who are expelled for serious incidents where expulsion is mandatory are referred to Alameda County Community Schools. These schools and programs are especially designed to educate expelled students and offer a variety of classroom-based and independent student options to meet the student's needs. Participation in mental health services may be recommended or required. Students who fail to reach their rehabilitation plan are transferred to the Alameda County Community School.

Referral to County Operated Independent Student Program
Students may be allowed to participate in the QUEST independent study program operated by the County Office of Education

In Lieu of Expulsion
In rare cases, an administrative change of placement in lieu of other serious disciplinary outcomes is appropriate for a student.

Rehabilitation Plan, Transition and Support
Each student, who is expelled, is given a rehabilitation plan upon expulsion as developed by the Expulsion hearing administration panel at the time of the expulsion order. The rehabilitation plan includes a date when the pupil may re-apply for readmission or reinstatement.

The home district stays in constant contact with the alternative education program to ensure the student successfully completes the expulsion order.

These programs' primary goal is for students to return to their home school, with a better understanding of the connection between their behavior and positive or negative consequences

The Reinstatement Process
Before the end of the last day of the academic year of an expulsion, the student will be contacted by the district's Family and Student Support Services Department, which will determine if the student has completed the rehabilitation plan and should be readmitted. The student and their parent guardian will participate in a Re- Entry Meeting. At this meeting the receiving site administrators and support staff will determine if the student has evidence that demonstrates completion of the rehabilitation plan.
An expulsion order remains in effect until the Board of Education orders the readmission of the student.

- Upon completion of the readmission process, the Board of Education will readmit the student, unless it determines that the student has not met the conditions of the rehabilitation plan, or continues to pose a danger to others. The student and the

student's parent or guardians receive a description of the readmission process at the time the student is ordered expelled.

- If the Board of Education denies the readmission of an expelled student, the board must decide whether to continue the placement of the student in an alternative educational program. The Board must provide written notice to the expelled student and the student's parent or guardian describing the reasons for denying the student readmittance into the regular school district program.

San Lorenzo Unified School District

San Lorenzo Unified School District has a clearly delineated process for the expulsions of students. Our process provided full due process for each student and their families in this challenging situation. The focus is on making decisions that will provide the student with opportunities to continue to make progress toward positive academic and behavior outcomes. Whenever possible, caregivers and family members are included in the process.

This section is designed to serve as a tool and guide for administrators contemplating the feasibility and appropriateness of an expulsion referral and for administrators who will be called to serve on an expulsion panel. Expulsion hearings typically begin at 9:15 am and panelists are expected to arrive at 8:30am to review expulsion panelist instructions, expectations, and receive answers to any expulsion panelist questions about the process. Typically the documents related to the expulsion case are not reviewed by the panel until the start of the hearing or shortly before. Every administrator is expected to volunteer for expulsion-panel duty at least once a year.

The Director or Coordinator of the Department of Student Support Services will serve as the hearing officer. The hearing officer serves as a neutral party and is not a deciding member of a hearing panel, but will facilitate the flow of the hearing. Hearing panels will consist of three administrators with relatively little to no history of the student. Each school is responsible for presenting the facts of their expulsion case to the hearing panel. If the student/family is represented by legal counsel, SLZUSD legal counsel will also be provided for case presentation. All expulsion hearings are recorded.

All expulsion referral packets are to be in line with education code requirements, sound, thorough, well written, and illegible student statements must be typed by referring school personnel. Expulsion cases can be appealed to the Alameda County Office of Education, placing all documents, writings, and school/district professional decorum on stage. See the expulsion checklist for specific expulsion packet documentation requirements.

According to EC 48900.5, out of school suspensions "shall be imposed only when other means of correction fail to bring about proper conduct." Similarly, aside from EC 48915 (c) cases, expulsion should be considered only when other means of correction have routinely failed. As indicated in EC 48900.5, Restorative Practices and Restorative Justice methods, by way of community building, repair building, and re-entry circles are excellent responses to student discipline.

Mandatory 48915 (c) Expulsion Referrals:
48915 (c) "The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds."

1. Possessing, selling, or furnishing a firearm
2. Brandishing a knife at another person
3. Unlawfully selling a controlled substance
4. Committing or attempting to commit a sexual assault
5. Possession of an explosive

Optional 48915 (a)(1) Expulsions Referrals:
48915 (a)(1) "…The principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct."

A. Causing serious physical injury to another person…
B. Possession of any knife or other dangerous object of no reasonable use to the pupil
C. Unlawful possession of any controlled substance
D. Robbery or extortion
E. Assault or battery on a school employee

Under EC 48900 a-e and EC 48915 (a)(1) A-E (above), a decision to expel a student for any of those violations shall be based on a finding of one or both of the following:

(1) "Other means of correction are not feasible or have repeatedly failed to bring about proper conduct." *Through the expulsion referral documentation this must be substantially proven through historic documentation. Proof cannot be based on perception or personal preference.*

(2) "Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others." *Through the expulsion referral documentation this must be substantially proven through actually impacted student or district adult personnel declarations, and cannot be based on personal preference or perceptions.*

Student Due Process: Per Education Code 48918 (b)(5) at any hearing, unless waived by the student/family, they have the right to 1) appear in person, 2) to employ and be represented by counsel, 3) to inspect and obtain copies of all documents to be used at the hearing, 4) to confront and question those who testify at the hearing, 5) to question all other evidence presented, 6) and to present oral and documentary evidence on the pupil's behalf, including witnesses.

Special Education & Section 504s: If a student with an IEP or 504 is recommended for expulsion, remember that if the suspesnion is extended there must be a manifestion/determination meeting by the 10th day of suspension. If a student with an IEP is being recommended for expulsion contact the School Psychologist and Special Services (x4791) or (x4774) if the student has a 504.

The following are the descriptions of the district's existing educational alternatives and other services for expelled students.

Expelled Students (Grades 7 to 12)
Secondary-level students who are expelled from San Lorenzo schools for serious incidents where expulsion is mandatory are placed into the county community school program. These schools and programs are specifically designed to educate expelled students, and they offer a variety of

classroom-based and independent-study programs to meet student need. Students have the opportunity to participate in counseling programs, as an extension of the school day.

Expelled Students (Grades K to 6)
It is rare for SLZUSD to expel a student in grades K-6, but should that occur, they are placed on suspended expulsion and transferred to another school, kept at the same school, within the district. Students and their families are required to participate in (school based) counseling or referred to (off site) therapeutic services.

Suspended Expulsions (Grades K to 12)
In certain expulsion cases, students who are recommended for expulsion may be sent to an alternative program within the San Lorenzo School District under a suspended expulsion contract. Each expulsion is determined on a case-by-case basis and in the case where the enforcement of the expulsion has been suspended, the student is considered to be on academic and behavioral probationary status. These students may be placed in an Independent Study program or another comprehensive school site within the district. Student placement is based on the student's discipline history, the safety of the student and others, Board Policy, Administrative Regulations, and California Education Code. All students placed on a suspended expulsion must complete a rehabilitation plan which includes, but is not limited to counseling, community service, satisfactory attendance, and academic achievement, and enrollment in the re-entry empowerment workshop in August.

Transfer to another school within the district (Grades K to 6)
In some cases, students in grades K-6 may be voluntary transferred to a different comprehensive site in order to allow the student to achieve academic success. A specific district designee may place students on an administrative placement transfer based on the district process.

Transfer to another school within the district (Grades 7 to 12)
In some cases, students in grades 7-12 may be voluntary transferred to a different comprehensive site in order to allow the student to achieve academic success. A specific district designee may place students on an administrative placement transfer based on the district process.

Inter-District Transfer to another school district
A student is involuntarily transferred to another school district is if the student is currently on an inter-district transfer and commits an expellable offense. The inter-district transfer is revoked and the student is returned to their home school. An expelled student may be allowed to transfer to another district only if both the family and the districts agree that the placement in another district is in the best interest of the student.

District Operated Independent Study Program
The DICE Independent study program is a voluntary program for students of multiple grades. In this program, students meet with a teacher 2-3 times per week to work on district adopted standards based on curriculum. Students must be able to work independently and must be able to keep all weekly appointments with the teacher. Student failure to comply with sufficient completion of the homework and /or missing appointments with the teacher will result in the student being dropped from the program. The DICE program also offers a home-based instructional program if it is the most viable option.

District Operated Home Based Instruction
See DICE Home-Based instruction option above.

Referral to County Operated Community Day School
Students in grades 7 to 12 who are expelled for serious incidents where expulsion is mandatory are referred to Alameda County Community Schools. These schools and programs are especially designed to educate expelled students and offer a variety of classroom-based and independent student options to meet the student's needs. Participation in mental health services may be recommended or required.

Students who fail to reach their rehabilitation plan are transferred to the Alameda County Community School.

Referral to County Operated Independent Student Program
Students may be allowed to participate in the QUEST independent study program operated by the County Office of Education

In Lieu of Expulsion
In rare cases, an administrative change of placement in lieu of other serious disciplinary outcomes is appropriate for a student. In such cases the placement of the student is agreed upon between the District and family.

Rehabilitation Plan, Transition and Support
Students who are expelled receive Case Management support from the district. Counselors communicate with families and make referrals for counseling and other social services. In addition, they continue contact with the student about progress made on the Rehabilitation Plan and establish a time line for returning to the home district.

Re-Entry Program:

Purpose: The *San Lorenzo Unified School District Re-Entry & Intervention Program* is designed to re-engage, reconnect, and prepare the following secondary populations for campus and academic success:

- Students returning from expulsion
- Students returning from Juvenile Hall/Camp
- Students enrolled in the District SARB program
- Students with 10 or more days of suspension who appear on track for expulsion

Traditionally the aforementioned populations struggle academically and behaviorally upon re-entry because of the sudden shift within educational and campus dynamics. The purpose of this program is to reduce the predictability that such students will repeat with similar problematic behaviors and patterns.

Mission: The Mission of the *San Lorenzo Unified School District Re-Entry & Intervention Program* is to provide a solid academic, cultural, and psychological foundation and method of access for every student to retrieve as they re-enter public education.
Goal(s): The goal of the *San Lorenzo Unified School District Re-Entry & Intervention Program* is to reduce the numbers of suspensions, expulsions, and levels of truancy through the provision of a 1-day 4- hour program consisting of highly relevant empowerment-based workshops,

lectures, dialogs, and academic training sessions to all applicable students.

Location/Time Frame: The location of the program and session is the San Lorenzo Unified School District boardroom and each session is two hours in duration. The session/workshop occurs at the end of summer, but before expelled students return for the Fall. SARB participants and students with 10 or more days of suspension on the secondary level will need to be identified for participation in the session before the beginning of the Spring semester. Students re-entering the district from Juvenile Hall or Camp will be identified by the Director of Student Support Services and enrolled in the program closest to their date of re-entry.

Process & Topical Sequence: All expelled students will be required to complete the *San Lorenzo Unified School District Re-Entry & Intervention Program* as part of their rehabilitation plan as well as SARB participants. Secondary students with 10 or more days of suspension will be strongly encouraged to attend all sessions.

Restorative Practices: In terms of our equity lens, wheel, and response to student discipline, SLZUSD now has restorative circles and restorative conferences as alternatives to suspension and expulsion as appropriate. The process of Restorative Practices requires collaboration from all stakeholders responsible for addressing and or handing out discipline. The concept of Restorative Practices allows adults to deepen adult-to-adult relationships and student's to repair harm imposed upon the school community. It also allows the student and family to take full responsibility and accountability for their actions in a proactive fashion. Suspensions and expulsions result in the removal of students from the school community, but often fail to deal with the root cause or allow for harm to be repaired, restored, or reconciled. Our Restorative Justice model includes the response and approach of teachers, admin, central office, counselors, and CSOs. It will require the understanding of SROs. Our Restorative Justice model will not result in the total removal of suspensions and expulsions, but it will look at ways to productively restore as a first layer of intervention, as opposed to using suspension as a first reaction.

Suspended Expulsion
In certain expulsion cases allowing the student to attend school at a comprehensive school site is more appropriate than expelling the student to an alternative school site. Placement is every expulsion matter is determined on a case-by-case basis, and placement recommendations are made in light of the incident, the student's background and history, the safety of the student and others, as well as all applicable Board Policies, Administrative Regulations and California Education Codes. During the term of the suspended enforcement of the School Boards expulsion order, the student is on a probationary basis, and must meet certain conditions in attendance, or the suspension of enforcement of the expulsion is revoked, and the student is placed in an appropriate alternative educational setting.

Consider Interdistrict Transfer
The only time a student is involuntarily transferred to another school district is if the student is currently in SGUSD on an interdistrict transfer and commits an expellable offense or does not meet the academic, attendance and behavior expectations of the district. In these cases, the interdistrict transfer is revoked and the student is returned to his/her home school. A student may be allowed to transfer to another school district only if both the family and the districts agree that placement in another district is in the best interest of the student.

Independent Study
SGUSD Independent Study Program delivers the curriculum through the state approved independent study model. Students come to Independent Study once or more a week and spend a minimum of one hour with an instructor. Students are expected to spend at least twenty hours a week on academic work. The Independent Study program is a voluntary program. The program is a standard based program and uses state approved and adopted curriculum.

Offer Placement in County Alternative Education Programming if Deemed Appropriate for Expelled Student from the District
Students who fail to meet their rehabilitation plan are transferred to County Community School. The school and programs are specifically designed to educate these expelled students, and they offer a variety of classroom-based and independent-study programs to meet students' needs. Students have the opportunity to participate in counseling, as an extension of the school day.