

BUTTE COUNTY 2021-2024 COUNTYWIDE EXPULSION PLAN

BANGOR UNION ELEMENTARY DISTRICT | BIGGS UNIFIED SCHOOL DISTRICT | CHICO UNIFIED SCHOOL DISTRICT
DURHAM UNIFIED SCHOOL DISTRICT | GOLDEN FEATHER UNION SCHOOL DISTRICT | GRIDLEY UNIFIED SCHOOL DISTRICT
MANZANITA ELEMENTARY SCHOOL DISTRICT | OROVILLE CITY ELEMENTARY SCHOOL DISTRICT
OROVILLE UNION HIGH SCHOOL DISTRICT | PALERMO UNION SCHOOL DISTRICT | PARADISE UNIFIED SCHOOL DISTRICT
PIONEER UNION ELEMENTARY SCHOOL DISTRICT | THERMALITO UNION SCHOOL DISTRICT



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INTRODUCTION

As required by Education Code 48926, the Butte County Superintendent of Schools has developed a countywide expulsion plan in conjunction with the Superintendents of the 13 school districts in Butte County. The plan provides for educational services to all expelled students in the county for school years 2021-2022, 2022-2023, 2023-2024. Enumerated in the Butte Countywide Expulsion Plan are existing educational alternatives for expelled students, identified gaps, an update on the progress toward filling these gaps and our continued priorities. Further, the Butte Countywide Expulsion Plan outlines alternative placements for students who fail to meet the terms and condition of their rehabilitation plan or who pose a danger to the other district students.

The Countywide Plan has been developed collaboratively and will contribute to the development of district and the COE Local Control Accountability Plans (LCAPs) to support the education of all students, which includes expelled youth.

A student whose behavior has resulted in an expulsion is provided a rehabilitation plan which ensures placement in an educational program. All educational alternatives provided by Butte County school districts are not available to all expelled students. The type of offense, location of offense, grade level and nature of the student's individualized needs all have the potential to affect the educational alternatives available to the student during the period of expulsion. Students expelled for any of the offenses listed in subdivision (a) or (c) of Section 48915 of the California Education Code shall not be permitted to enroll in any district-operated program during the period of expulsion unless it is a community day school (E.C. 48915.2).

All expelled students shall be referred to an educational placement that is 1) appropriately prepared to accommodate students who exhibit discipline problems; 2) not provided at a comprehensive middle, junior, or senior high school, or at any elementary school, and 3) not housed at the school site attended by the student at the time of the suspension (E.C. 48915). In addition to the requirements stated above, such factors as district size, district level alternatives, county level alternatives, local control accountability plans and district philosophy can influence the decisions by a district board of education regarding what educational alternatives are appropriate for the students who are expelled.

EDUCATIONAL ALTERNATIVES FOR EXPELLED STUDENTS

Included in the Butte County plan are the educational alternatives determined by the governing board of each school district. Each district within Butte County will determine which educational alternatives are appropriate and available pursuant to Education Code section 48916.1. Educational alternatives throughout Butte County for students recommended for expulsion include, but are not limited to the following options:

1. Expulsion, suspended order, with placement on the same school campus (EDC 48917 (a)).
2. Expulsion, suspended order, with placement on a different school campus within the district (EDC 48917 (a)).
3. Expulsion with referral to a district community day school program, if available (EDC 48660).
4. Expulsion with subsequent transfer to another district.

The school district of residence maintains the responsibility for developing a rehabilitation plan for expelled students and referring students to an appropriate educational setting. Expelled students who complete their rehabilitation plan obligations are reviewed by the district for possible return to district

of residence programs. Expelled students who fail to meet the terms and conditions of the district rehabilitation plan for readmission may continue to be referred to an appropriate educational setting within another district, county alternative program or district community day school program.

5. The Governing Board shall apply the criteria for suspending the enforcement of the expulsion order equally to all pupils, including individuals with exceptional needs as defined in section 56026.

OVERVIEW OF ALTERNATIVE PROGRAMS

The 13 school districts, serving approximately 29,000 students within Butte County offer numerous opportunities for students who need traditional and/or alternative education programs. Several individual school districts offer a broad spectrum of services and the County Office of Education offers a court school and a community school. This combination provides a continuum of alternatives for expelled students.

District Educational Alternatives for Expelled Youth (Appendix C)

School districts located within Butte County may offer the following alternatives for expelled youth, depending on the specific offense, the education code violation, and program availability:

1. Suspended enforcement of the expulsion with placement on the same school campus. (EDC 48917(a))
2. Suspended enforcement of the expulsion with placement on a different school campus within the district, or an alternative program such as opportunity or continuation school program. (EDC 48917(a))
3. Suspended enforcement of the expulsion with voluntary placement on District Contracted Study (Independent Study), if parent agrees.
4. Expulsion with referral to a District Community Day School program if available; (EDC 48660-49667). The priority of student placement in these programs according to (EDC 48662) is as follows:
 - 1st Pupils expelled pursuant to subdivision (d) of (EDC 48915)
 - 2nd Pupils expelled for any other reason
 - 3rd All other pupils
5. Expulsion with referral to another district. Actual referral to such a placement is made by the district governing board or by a similar district referral process. If the recommended placement is outside of the district, the staff of the recommended placement will be involved in the decision, prior to referral.

Rehabilitation plans are the sole responsibility of the district of residence. The local district is responsible for the development of the plan, referring the student to an appropriate educational program, and ensuring that an educational program is provided either within or outside the school district. This rehabilitation plan may involve one or more of the placement options outlined. A student who is simply in need of an educational alternative may also access these programs through a district referral process.

Expelled students who fail to meet the terms of the district rehabilitation plan may be referred to another comprehensive, alternative, or Community Day School within the district or one of these programs in another district within the county.

At the time of expulsion, the governing board must set a date when the student shall be reviewed for re-admission to the District. Operative July 1, 1996, upon completion of the readmission requirements, the governing board must readmit the student unless it is determined the student has not met the conditions of the rehabilitation plan or poses a continuing danger to school safety. If the governing board elects not to readmit the student, the board must state its reasons in writing and either continue the alternative placement of the student or place the student in another program of study.

PREVIOUSLY IDENTIFIED DISTRICT AND COUNTY GAPS AND STRATEGIES FOR IMPROVEMENT

During the development of the 2018 countywide expulsion plan, the following gaps in services were identified:

1. Support for students with significant mental health needs, specifically students who have experienced trauma
2. Development of work readiness skills and access to pathways, work opportunities and training

As part of our triennial update the plan will address updates on the previously identified gaps.

For identified gap #1, supporting students with significant mental health needs, the strategies were extremely successful and our work in this area is ongoing. Since our last updated plan, Butte County has experienced near ongoing crises. The 2018 Campfire, COVID-19 and additional fires have both highlighted gaps in mental health services, and subsequently closed some of those gaps as we were forced to respond in a different way. Students facing or who have experienced expulsion have historically experienced these gaps more significantly than other students. The following are the services, trainings, and responses available to all districts in the county and all students, including those at risk of expulsion and those in the expulsion process.

Because of the crises (Campfire/COVID-19) services were far more trauma focused than in previous years. Districts throughout the county were supplied with “fire recovery counselors” depending on the number of fire impacted students on site. These counselors were able to assess, check in with students, meet with them on an ongoing basis, and referred out to community partners for those students with greater mental health needs. Additionally, with SAMHSA funding the most fire impacted region, Paradise, had substance abuse services available for the 20/21 school year.

The county was able to contract with two providers, Kelvin and Care Solace, and offered these providers as supports for districts. Kelvin is an app designed to address the gap in understanding student wellness, identify student needs, address student safety, and increase a sense of belonging. Care Solace was utilized as a connection for students, staff, and families to needed mental health services through a warm handoff process, eliminating the need for parents to search for providers/therapy.

One of the most salient aspects of ongoing crises and trauma has been the increase in suicide and suicidal ideation. The county office of education team worked with Thrive, a local funder in collaboration with multiple systems, to educate schools and the community on prevention and postvention. Through in-class presentations, work with Each Mind Matters/Directing Change, and countywide trainings on prevention and postvention, this effort has been a cornerstone of addressing one of the most significant needs of at-risk students. This work culminated in a youth led summit addressing suicide and mental health attended by over 700 students and staff countywide.

A robust professional development menu continues to be at the center of addressing mental health gaps in alternative education sites. Tier 1-3 trainings were disseminated throughout the 3 years with great success. Focus areas for these trainings included:

Restorative practices, trauma-informed Social Emotional Learning, staff wellness, trauma informed practices, recognizing signs of mental health struggles in teens for both parents and staff, mindfulness strategies, creating a trauma-informed system, Universal Design for Learning, equity trainings, and Nurtured Heart. Broad Tier 1 initiatives like PBIS continued countywide.

Lastly, the Butte County Office of Education has begun countywide mental health resource mapping to continually identify and address ongoing resource needs and gaps for at-risk students and all students throughout the county.

For identified gap #2, developing work readiness skills and access to pathways, work opportunities and training, progress was also made. In the three years since our last plan, Career and Technical Education (CTE) has continued to enhance core curriculum, increased the number of CTE classes, and are supported by state and local revenues to increase work readiness and access to multiple pathways.

Collaboration between departments within the Butte County Office of Education and community agencies has the opportunities for alignment of business, education, and community organizations to maximize employment and training opportunities for youth resulting in career and economic success. Progress continues to be made on the expansion of CTE pathways and course opportunities throughout all schools serving secondary students in Butte County.

CURRENT IDENTIFIED DISTRICT AND COUNTY GAPS AND STRATEGIES FOR IMPROVEMENT

Due to significant impacts to our county from the 2018 Camp Fire, the COVID-19 pandemic, and the 2020 North Complex West Zone Fire these continue to be areas of need and a focus for our county. Thus, for the 2021-2024 plan we will continue to focus supports on the following:

1. Support for students with significant mental health needs, specifically students who have experienced trauma.
2. Development of work readiness skills and access to CTE courses, pathways, work opportunities and training.

SUMMARY OF THE PROCESS OF REFERRAL (SEE APPENDIX A & B)

Law Enforcement Citation

Upon the student's violation of an expellable offense, law enforcement will be notified and requested to cite the student for any penal code violations as appropriate and refer to the Butte County Department of Probation.

Pre-Expulsion Hearing

The district will conduct a Pre-Expulsion Hearing in order to gather the facts of the case.

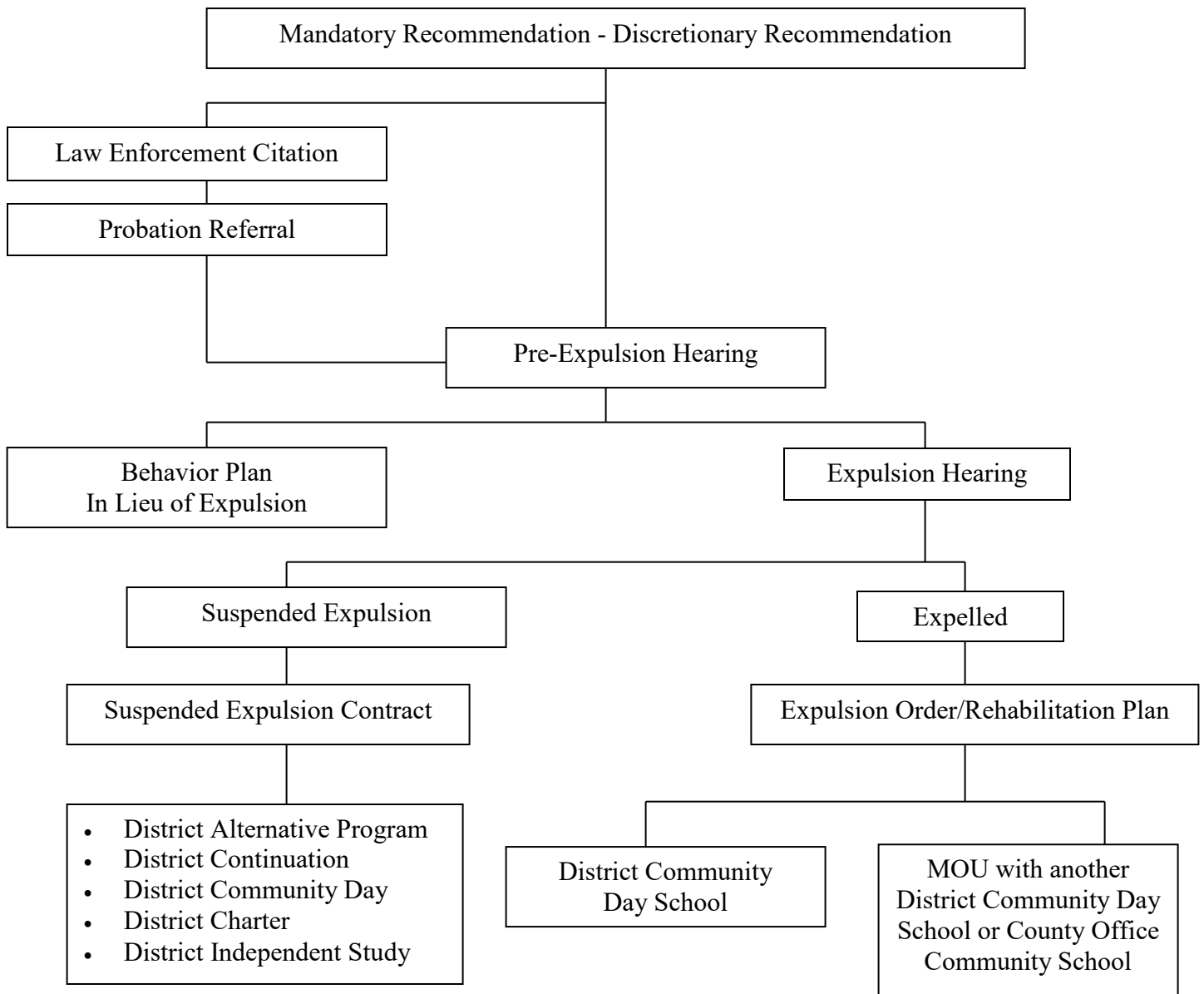
Rehabilitation Plan – Include Staff from Receiving Program Options

The school district of residence maintains oversight of, and responsibility for, developing and monitoring a rehabilitation plan, referring the student to an appropriate educational setting, and ensuring that an educational program is provided either within or outside the school district. The school district will consider all district placement possibilities.

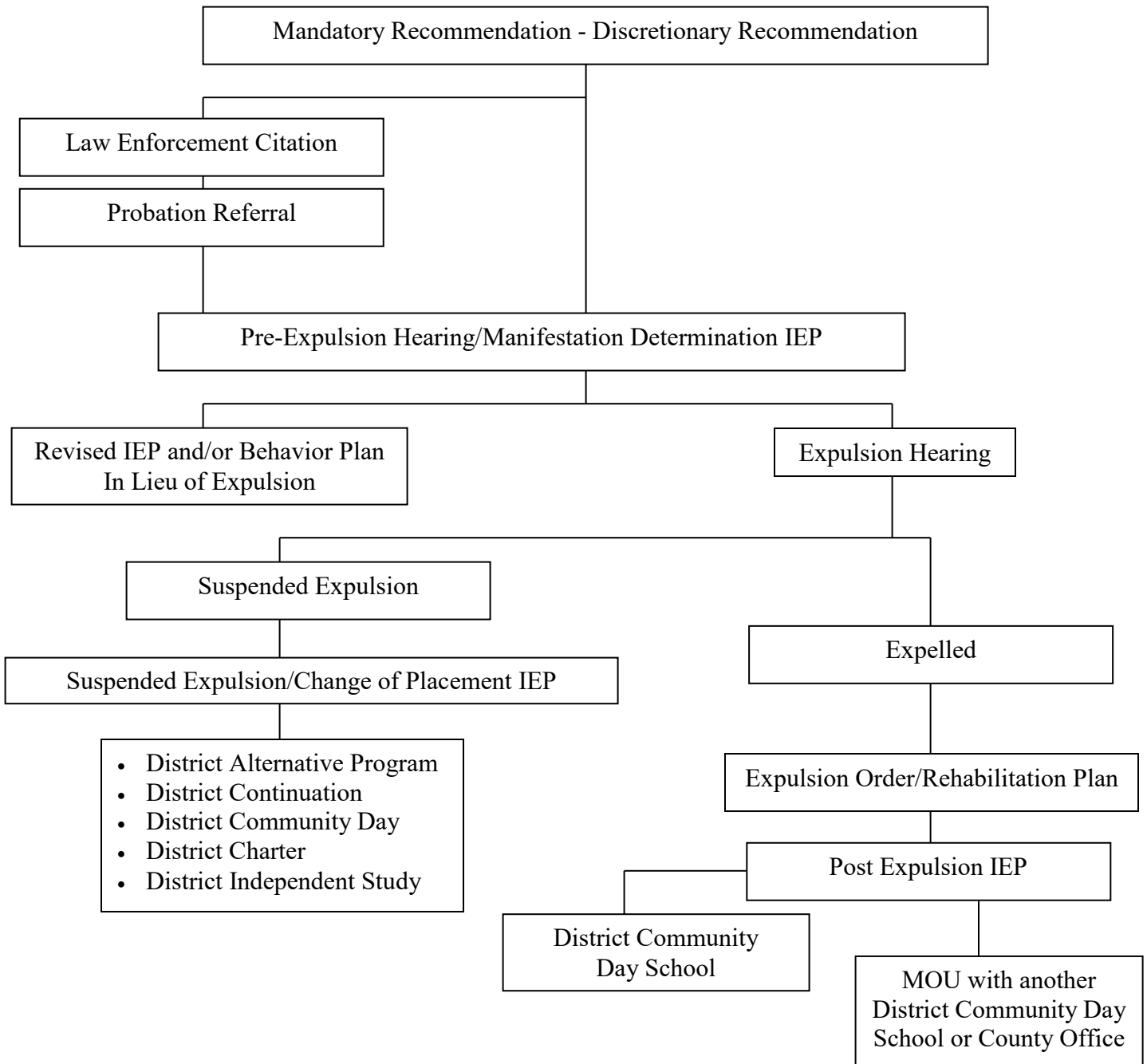
End of Expulsion

Expelled students who complete their rehabilitation plan obligations shall have their case reviewed by the district for possible return to a regular district program. Expelled students who fail to meet the terms and conditions of the district rehabilitation plan may be referred to another comprehensive, alternative, or Community Day School within the district or other appropriate programs in another district within the county.

FLOW CHART FOR EXPULSIONS – REGULAR EDUCATION Appendix A



FLOW CHART FOR EXPULSIONS – SPECIAL EDUCATION APPENDIX B



APPENDIX C

DISTRICT

EDUCATIONAL

ALTERNATIVES FOR

EXPELLED YOUTH

BANGOR UNION ELEMENTARY SCHOOL DISTRICT
7549 Oroville Bangor Highway, PO Box 340, Bangor, CA 95914
(530) 679-2434

Superintendent: Lauren Albert
Grades: TK-8
ADA: 96

Bangor Elementary TK-8

Description of District Alternative Programs: Bangor does not run alternative programs within the district, and refers students to neighboring districts (Palermo and Oroville (OCESD), county alternative education schools or charters.

Suspended Expulsion

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. Progress is monitored as the student continues in a district program. Student may be referred to an alternative program or a charter in a neighboring district.

Expulsion

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. The district will explore options with neighboring districts for placement of students expelled for Mandatory offenses E.C. 48915 (d), and present parent with alternative education and charter school options. The district will monitor the Rehabilitation Plan.

Behavioral Interventions employed to minimize suspensions, minimize expulsions and support youth returning from expulsion.

Key faculty and staff have been trained in the Nurtured Heart Approach and have implemented the approach school wide. We plan to expand that training in 2021-222. Behavioral expectations are clearly defined, explicitly taught school wide and consistently enforced. Clear and consistent consequences are enforced and positive behavior is rewarded regularly.

Behavioral interventions include but are not limited to the following:

- 1) Meeting with teacher, parent or guardian and the Superintendent/Principal
- 2) Formal SST process
- 3) Alternatives to suspensions developed on a case by case basis to meet student need.
- 4) Toolbox, an SEL program, is also being taught to students' school wide. This program teaches students how to self-regulate their behaviors.

Specific explanation of how those practices relate to any disproportionate representation of minority students in such interventions:

Students disproportionately represented with suspensions and expulsions are special education students. To mitigate this, Special Education supports include full inclusion, using a MTSS approach school wide, PBIS, instructional coaching for staff and the use of Toolbox.

BIGGS UNIFIED SCHOOL DISTRICT

300 B Street, Biggs CA 95917
(530) 868-1281

Superintendent: Doug Kaelin
Grades: K-12
ADA: 523

Biggs Elementary	K-8
Richvale Elementary	K-6
Biggs High	9-12

Description of District Alternative Programs:

Suspended Expulsion

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. Progress is monitored as the student continues in a district program.

Independent Study Program/Home Schooling

Grade: 5-12

Students complete assignments and accrue credits by work on individualized contracts. In the case of younger students, parents will be responsible for monitoring and supervising 20 hours of academic work a week. Students report to the Independent Study/Home Schooling teacher for at least 1 hour per week. However, appointments may be more frequent for those students who need closer supervision.

Expulsion

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. The district will refer students Gridley Unified or Thermalito Union District Community Day programs. The district will monitor the Rehabilitation Plan.

Behavioral Interventions employed to minimize suspensions, minimize expulsions and support youth returning from expulsion

The district uses an RTI model to work with students and parents to prevent suspensions as much as possible. Included in the model is a SST requirement for any student that has been suspended more than once. The district has not expelled a student in the past seven years. If a student is returning from an expulsion, a SST meeting is held to make sure supports are in place to help the student adjust back to mainstream education.

Specific explanation of how those practices relate to any disproportionate representation of minority students in such interventions:

The data from Biggs Unified School District does not show any disproportionate representation of minority students in such interventions. No student has been expelled from the district in seven years.

CHICO UNIFIED SCHOOL DISTRICT

Office of Alternative Education
290 East Avenue Chico, CA 95926

Superintendent: Kelly Staley
Grades: K-12
ADA: 12,250

Chapman Elem.	K-5	Marigold Elem.	K-5	Bidwell Jr. High	6-8
Chico Country Day	K-8	McManus Elem.	K-5	Chico Jr. High	6-8
Citrus Elem.	K-5	Neal Dow Elem.	K-5	Marsh Jr. High	6-8
Emma Wilson Elem.	K-5	Nord Country	K-8	Chico High	9-12
Forest Ranch Charter	K-5	Parkview Elem.	K-5	Pleasant Valley High	9-12
Hooker Oak Elem.	K-5	Rosedale Elem.	K-5	Fairview High	9-12
Little Chico Creek	K-5	Shasta Elem.	K-5	Academy for Change	6-12
Loma Vista SPED	PK-12	Sierra View Elem.	K-5	Oakdale Ind. Study	6-12
Oak Bridge Academy	K-5			Oak Bridge Academy	6-12
Blue Oak Charter	K-8			Center for Alternative Learning (CAL)	6-12

Description of District Alternative Programs:

Suspended Expulsion

The student and parent sign a Rehabilitation Plan for the term of the expulsion. Progress is monitored as the student either progresses through the levels at Academy for Change (CDS), participate in Oakdale Independent Study School, or, in some cases, returns to a comprehensive site.

Academy For Change (AFC) District Community Day School **Grades 6-12**

AFC serves students on expulsion, probation, and/or SARB-referral for truancy issues. The smaller class sizes and highly structured level-based program make this environment ideal for students to reconnect to their educational responsibility and future. Upon completing the program, students transition back to CUSD comprehensive schools and /or Fair View High School (continuation school).

Fair View High School (Continuation) **Grades 9-12**

Fair View is an alternative program that provides an educational option to assist students who are credit deficient in earning their high school diploma. Diploma students meet the same graduation requirements as the comprehensive high schools. Fair View utilizes a flexible program with a variable credit approach and features a 9-period day running from 8:10 am -4:40 pm plus a 4:40 pm -6:00 pm Intervention block. CTE courses include building construction and culinary arts, along with dynamic youth development and student leadership programs. While this program may assist students in returning to the comprehensive setting, the vast majority of students remain enrolled at Fair View through graduation.

Oakdale School (Independent Study) **Grades: 6-12**

An individualized educational program in which the student takes an active role in the educational process. Students work with a teacher in class at least once a week and are largely responsible for the completion of all assignments outside of class. Daily assistance is available to supplement the varied instructional strategies. The program provides some small group activity at the 7-9 grade level and

intensive one-on-one instruction at the 10-12 grade level. Oakdale also assists some adult students (mostly second-year seniors) with individualized GED preparation and diploma completion. Time in school is at least one hour per week with 24-34 hours of work to be completed at home each week.

Oak Bridge Academy (Online Independent Study)

Grades: K-12

A free K-12 online independent study program providing college prep courses, flexible online learning, and options for accelerated coursework. In addition, Oak Bridge offers hybrid programs, and provides students with an opportunity to participate in clubs and sports at their Chico Unified School District neighborhood school. Students work with a teacher in class at least once a week and are largely responsible for the completion of all assignments outside of class utilizing Edgenuity online courseware.

Center for Alternative Learning (CAL), Opportunity School

Grades 6-12

CAL is an opportunity school very similar in structure to AFC. There are two programs in CAL. The first is a 7th and 8th grade credit-recovery program designed to assist junior high students who failed to promote to the 9th grade and/or those students in danger of not promoting. The goal of this program is to assist students with recovering the necessary credits and skills to return to their comprehensive junior high schools. Many students choose to continue their high school education at Fair View, as they form a connection with the campus and experience more success in a smaller, more structured setting. The other program consists mainly of 9th-12th graders who, for a variety of reasons, opt for an even smaller, more structure setting than even Fair View provides. These students benefit from this program in much the same way students benefit from the AFC program. Like AFC, the goal of this program is to reconnect students with their educational responsibility and future.

Behavioral Interventions employed to minimize suspensions, minimize expulsions and support youth returning from expulsion

Chico Unified has implemented a number of behavioral intervention practices at the site and district levels in order to: Preventatively identify students in crisis, minimize the number of suspensions leading to expulsions, minimize the number of expulsions and support students returning from expulsions. Intervention practices vary based on student grade level and needs.

Both classified and certificated staff participate in the following trainings to provide behavioral supports and identify policies and practices intended to ensure minority students are not disproportionately represented in suspensions and expulsions. These include Nurtured Heart Trainings, De-escalation and Tactical Communication Training, Trauma Informed Training, Mindfulness Training, Crisis Prevention Intervention, Positive Behavioral Interventions and Supports, Adverse Childhood Experiences and Trauma-Informed Care, Suicide Prevention Training, Zones of Regulation training, and Secondary Trauma and self-care training.

At the following levels, students receive the following services in order to reduce suspensions and expulsions:

- At all levels - Targeted Case Managers, wellness teams, IEP teams, individual and small group counseling, home visits, referral to County behavioral health programs, referral to School Ties supports for McKinney-Vento students, peer mediation, Chico State Counseling Interns, after school programs, attendance and behavioral contracts, increased parent/guardian communication, school site meetings, referral to School Attendance Review Board, School-Based Intervention Teams, Equity Alliance representatives on every campus

- Elementary – Wellness counselors, guidance specialists, Tool Box training for students, Primary Intervention Program, Second Step Program, Opportunity Program and Reset (Elementary ISS)
- Secondary - Academy for Change (AFC), Peer Mediators, Secondary counselors, Wellness Counselors, CAL’s Equine Therapy, AFC ISS program, Brief Intervention, Physician Committed Screening and Early Identification of Health Issues Program, Student Study Team Meetings, summer- and after-school programs, mentoring programs focusing on diversity and socio-economically challenged students in partnership with California State University, Chico.

The student and guardian sign a Rehabilitation Plan for the term of the expulsion. The Office of Suspension/Expulsion Review monitors the progress of completion of the Rehabilitation Plan throughout the term. Upon returning from expulsions, students participate in an intake meeting with counselors and/or site administrators. The purpose of this meeting is to make sure the transition for the student back to the school site is in place, to initiate appropriate counseling referrals, to collaborate with student to create a behavior contract, and to connect the student with appropriate support staff on campus. Childhood Experiences and Trauma-Informed Care, Suicide Prevention Training, Zones of Regulation training, and Secondary Trauma and self-care training.

At the following levels, students receive the following services in order to reduce suspensions and expulsions:

- At all levels - Targeted Case Managers, wellness teams, IEP teams, individual and small group counseling, home visits, referral to County behavioral health programs, referral to School Ties supports for McKinney-Vento students, peer mediation, Chico State Counseling Interns, after school programs, attendance and behavioral contracts, increased parent/guardian communication, school site meetings, referral to School Attendance Review Board, School-Based Intervention Teams, Equity Alliance representatives on every campus
- Elementary – Wellness counselors, guidance specialists, Tool Box training for students, Primary Intervention Program, Second Step Program, Opportunity Program and Reset (Elementary ISS)
- Secondary - Academy for Change (AFC), Peer Mediators, Secondary counselors, Wellness Counselors, CAL’s Equine Therapy, AFC ISS program, Brief Intervention, Physician Committed Screening and Early Identification of Health Issues Program, Student Study Team Meetings, summer- and after-school programs, mentoring programs focusing on diversity and socio-economically challenged students in partnership with California State University, Chico

The student and guardian sign a Rehabilitation Plan for the term of the expulsion. The Office of Suspension/Expulsion Review monitors the progress of completion of the Rehabilitation Plan throughout the term. Upon returning from expulsions, students participate in an intake meeting with counselors and/or site administrators. The purpose of this meeting is to make sure the transition for the student back to the school site is in place, to initiate appropriate counseling referrals, to collaborate with student to create a behavior contract, and to connect the student with appropriate support staff on campus.

DURHAM UNIFIED SCHOOL DISTRICT

PO Box 300, Durham CA 95938
(530) 895-4675

Superintendent: John Bohannon
Grades: TK-12
ADA: 935

Durham Elementary K-5
Durham High School 9-12
Durham Intermediate 6-8

Description of District Alternative Programs:

Suspended Expulsion

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. Progress is monitored as the student continues in a district program.

Expulsion

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. The district will refer to another district. The district will assign monitoring of the Rehabilitation Plan.

Behavioral Interventions

- Behavior Intervention Aide at DES
 - Implementation of Mind Up Curriculum in all classrooms
 - School-wide PBIS in partnership with our MTSS focus at DES
 - Monthly focus on positive character traits (perseverance, honesty, etc...)
 - Monthly PBIS Leadership Team Meetings
 - Social Emotional Learning supports provided by Social Emotional Learning Team
- Bilingual Aide and Bilingual Parent Liaison
 - Bilingual liaison works with families in supporting success in school
 - Bilingual Aide supports students before, during, and after school
- Part-time counselor at DIS provides social reintegration support
- Full-time counselor at DHS provides support upon a student returning from an expulsion, both academically (class placement, study skills, graduation plan...etc), and in social reintegration to the school
- Incorporation of MTSS program, including PBIS allows for proactive contact and support of students who are exhibiting problematic behaviors
- Use of outside support and counseling services
- Proactive counseling/advisory services from law enforcement when students commit offenses that do not meet the criteria for an expulsion referral, but fall within the scope of law enforcement oversight

GOLDEN FEATHER UNION SCHOOL DISTRICT

2771 Pentz RD Oroville CA 95965

(530) 533-3467

Superintendent: Josh Peete

Grades: TK-8

ADA: 70

Concow Elementary TK-8

Description of District Alternative Programs:

Suspended Expulsion

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. Progress is monitored as the student continues in a district program.

Expulsion

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. The district will refer students to another district or refer parents to a charter school. The district will assign monitoring of the Rehabilitation Plan in anticipation of the student's return to the district at the completion of the term of the expulsion.

Behavioral Interventions

Golden Feather implements a variety of best practices to minimize suspensions and expulsions. GFUESD has implemented Positive Behavioral Intervention Program (PBIS) and social-emotional learning school-wide. The district has approximately 12 hours per week in counselor services. If the student infractions are substance abuse in nature, the district offers an online education program to be prescribed on the first offense if the student cooperates with administration. Our online education program is offered in-lieu of suspension. The district also uses a code of conduct matrix that outlines consequences for each infraction.

Golden Feather has not held an expulsion hearing since 2014.

GRIDLEY UNIFIED SCHOOL DISTRICT

429 Magnolia Street, Gridley CA 95948
(530) 846-4721

Superintendent: Jordan Reeves

Grades: K-12

ADA: 1,984

McKinley Elementary	TK-1	Gridley High School	9-12
Wilson Elementary	2-5	Esperanza Continuation	11-12
Sycamore Elementary	6-8		

Description of District Alternative Programs:

Suspended Expulsion

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. Progress is monitored as the student continues in a district program.

Esperanza Continuation High School

Grades: 11-12

This program is an alternative that provides an option to students whose needs cannot be met by a comprehensive high school program. Students are required to earn the same credits for graduation than the regular high school program. A diploma is awarded at 220 credits. Students are eligible to return to the regular high school program once deficiencies are made up. Students attend for 20 hours per week.

Independent Study

Grades: K-12

This program is an option for motivated students who can complete all assigned work in an independent setting. Students are required to meet with their teacher each week for a one-hour instructional appointment and complete all assigned work. To remain in this program, students must meet with their teacher for the one hour of instruction and complete 25-30 hours of school work at home. If a student misses three appointments and/or does not complete the assigned work, they are considered to have violated their contract and must find an alternate placement.

Expulsion

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. The district will refer students to another district. The district will monitor the Rehabilitation Plan.

Behavioral Interventions employed to minimize suspensions, minimize expulsions and support youth returning from expulsion

Gridley Unified School District is committed to numerous behavioral intervention practices and are implemented based on site and district need. All sites are trained and in varying stages of implementing PBIS (Positive Behavior Interventions and Supports). The goal behind this program is to take a proactive approach to behavior management as opposed to reactive. Many elementary and middle school staff have been trained in the Nurtured Heart Approach, a relationship-focused methodology. Each campus has a full time socioemotional counselor providing individual counseling, small group skill building, restorative practices, and addressing other social-emotional needs. At the K-8 grade levels, a newly implemented Wellness Centers are being has been established to offer added counseling services. New positions have been approved and flown in the district, including a district Social Worker and School Resource Officer

whose work will support community connections, tobacco and drug education, a Student Attendance Review Board (SARB) and more.

All interventions are designed to address any potential disproportionate representation of student groups, by utilizing bilingual aides, ELD intervention teachers, and strong IEP/SST teams including the school psychologist, site administrators, and other support staff. Gridley has a very low expulsion rate as every effort is made to ensure that expulsion is the last resort. Support for students returning from expulsion include individual counseling, behavior plans, and increased parent communication via phone calls, email, or notes.

MANZANITA ELEMENTARY SCHOOL DISTRICT

627 E. Evans-Reimer Road, Gridley CA 95948
(530) 846-5594

Superintendent: Gary Rogers
Grades: K-8
ADA: 277

Manzanita Elementary

Description of District Alternative Programs:

Suspended Expulsion

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. Progress is monitored as the student continues in a district program.

Expulsion

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. The district will refer to Gridley Unified School District or another district with an MOU for attendance in their community school. The district will assign monitoring of the Rehabilitation Plan.

Behavioral Interventions employed to minimize suspensions, minimize expulsions and support youth returning from expulsion

All faculty and staff have been trained in the Nurtured Heart Approach and have implemented the approach school wide. Continuous professional development is provided to all faculty and staff and NHA parenting classes have been offered by MESD. Positive Behavior Intervention and Supports is used to clearly define the behavioral expectations are of the school, these expectations are explicitly taught school wide and consistently enforced. Clear and consistent consequences are enforced and positive behavior is rewarded regularly. A program called PBIS rewards is use to help reward positive behavior, and students earn points that can be used to purchase prizes or rewards, and they can enter raffles and other drawings for items.

Behavioral interventions include but are not limited to the following:

- 1) Meeting with teacher, parent or guardian and the Superintendent/Principal
- 2) Formal SST process
- 3) Referral to Behavior Specialist to create a Behavioral support Plan that is consistently used and monitored
- 4) Alternatives to suspensions developed on a case by case basis to meet student need
- 5) If a student is suspended, a meeting with the parent or guardian, student and Superintendent/Principal is mandated prior to returning to school where a student success plan is developed and implemented.
- 6) Restorative practices are used as an alternative to suspension. This may include restorative circles and/or restorative conferences with the person who caused the harm and the person harmed. If a student is returning from expulsion a restorative conference will be used to reintegrate the student back onto the campus.

Impact of behavioral intervention practices on the disproportionate number of minority students being suspended or expelled

Manzanita is a small rural school district with less than 300 students. The last three years Manzanita's suspension rate has been no higher than 0.3%, and the school has not expelled a student in over five

years. This is a direct result in the districts goal to minimize suspensions and the use of the listed behavioral interventions. The lack of suspensions and expulsions results in the district not having any disproportionate representation of minority students in our discipline data. The district uses multiple interventions prior to suspension or expulsion for all students should the need arise.

OROVILLE CITY ELEMENTARY SCHOOL DISTRICT

2795 Yard Street, Oroville CA 95966
(530) 532-3000

Superintendent: Dr. Spencer Holtom
Grades: K-8
ADA: 2,127

Central Middle 6-8
Oakdale Heights K-5
Sierra Del Oro Special Ed. Pre-K
Wyandotte Avenue K-5

Ishi Hills Middle 6-8
Ophir Elementary K-5
Stanford Ave K-5

Description of District Alternative Programs:

The Oroville City Elementary School District believes that every possible disciplinary option needs to be utilized by District staff to correct undesirable student behavior prior to consideration of student expulsion, except in cases where State law dictates that students are to be recommended for expulsion due to the type and severity of the alleged offense. Therefore, in most cases, the District will exercise and document a variety of options prior to recommending expulsion. Our district is working tirelessly to support students through the use of PBIS strategies as well other restorative justice strategies. We are also emphasizing Social and Emotional supports for our students. Our middle schools have developed a progressive discipline plan which has helped students and their families to know exactly where the students are in the process which may lead them to an expulsion hearing. Our elementary schools have worked together to develop plans which are similar, but which also reflect the needs of each site.

Suspended Expulsion:

A Rehabilitation Plan/Contract for the term of the suspended expulsion is developed with the input of staff and the family. Progress is monitored as the student continues in a district program. If the student violates the terms of the plan/contract, he may be referred directly to an alternative school placement

Campus Reassignment

Grades K-8

The student may be moved to another school within the District and/or another alternative program to try to give the student a chance to have a “fresh start”.

Independent Study Program

Grades: K-8

This program is located at Central Middle School and is assigned one full-time equivalent teacher. The program is limited to families that are committed to providing a quality, daily learning experience in their homes. At least one parent must be in the home daily to insure that instruction occurs. A mandatory meeting is held at least every other week between the independent study teacher, parent and student. All materials that are normally available to students in a regular classroom are also available to independent study students. The program is currently pursuing strategies to increase the use of technology within the program.

Contact Person: Mikeial Williamson, Principal (530) 532-3002.

Expulsion:

A Rehabilitation Plan/Contract for the term of the expulsion is developed with the input of school staff and the family. The student is referred to either the Palermo Community Day School or the Heritage Community Day School. The School District monitors the Rehabilitation Plan in anticipation of the student's return to the district at the successful completion of the term of the expulsion.

Behavioral Interventions

In order to reduce suspensions, suspensions leading to expulsion, and expulsions being ordered, Oroville City Elementary School District has committed to the following efforts.

OCESD has implemented PBIS at all school sites. Staff have engaged in extensive training surrounding the use of (PBIS) Positive Behavioral and Instructional Supports. PBIS uses various tools to address behavior problems in an attempt to mitigate them before they escalate. Some of these include, simply stated school rules with a positive tone, student recognition for positive behavior, recognition for student success, and three tiers of intervention to help all students learn socially acceptable behavior at school. Other strategies included restorative justice strategies to support students who have made decisions that require restorative practices that focus on harm circles, counseling, SEL classes and other supports for students.

The District employs two full time counselors at the middle school level and 2.5 counselor for the elementary level. When students are identified, due to behavior or other factors, they can be referred to the counselor. The counselor will conduct an initial contact and determine if further assistance is needed. Counselors are also visiting classrooms and sharing 2nd Step curriculum.

When a student returns from expulsion a behavior plan is developed to help the student successfully transition back to her/his school. A different school placement is also considered to increase the likelihood of a successful return. The District's efforts to address the disproportionate representation of minority students being suspended include: PBIS implementation, additional district counselors, referrals to County Behavioral Health programs, and referrals to non-profit resources for families and youth. The expectation is that these additional resources can help meet the social-emotional needs of our students and result in less referrals for suspension or expulsion. We also continue to receive in services and trainings that are addressing our equality and access for all students as we look to address disproportionate representation of minority students.

OROVILLE UNION HIGH SCHOOL DISTRICT

2211 Washington Avenue, Oroville CA 95966
(530) 538-2300

Superintendent: Dr. Corey Willenberg

Grades: 9-12

ADA: 2,162

Las Plumas High	9-12	OUHSD Community Day	9-12
Oroville High	9-12	Oroville Adult Education	18+ Adult
Prospect High	9-12		

Description of District Alternative Programs:

Suspended Expulsion

If all parties agree that the student did violate education code(s), and can agree on an educational rehabilitation plan, during the pre-expulsion meeting, the Superintendent/designee, site administrator, parent/guardian and student sign a stipulated expulsion agreement, which specifies the placement, length and terms and conditions of the expulsion order. The parent/guardian will receive written notification after the Board of Trustees approves the expulsion order. The student's progress is monitored while they are enrolled in a district program. At the end of the expulsion term, site administration will complete an expulsion progress report to determine if the student has met the terms and conditions of their expulsion. If the student has met the terms and condition, and the student is on track to graduate, the Superintendent will make a recommendation to the Board of Trustees to allow the student to return to his/her original school. If the student is not on track to graduate, they may opt to stay in an alternative education program to continue their education.

Adult Education

Grades: 11-12 and Adult

Eligible students must be 18 years old per AB104 requirements. Eligible students may high school enroll in diploma, independent study, online or HiSET prep courses. Students who qualify for the program are also eligible to take the HiSET Equivalency Exam.

Community Day School

Grades: 9-12

The district's Community Day School is a self-contained individualized instructional program that emphasizes basic skills, core courses, anger management, drug counseling, social skills development, and behavior modification. The program operates on a traditional district calendar with 360 minutes of daily instruction. The duration of enrollment is generally the balance of the semester of placement plus one additional semester. The program goal is to return students to their original school of attendance. The district's Community Day School is located on the same district owned property as Prospect High School, but it has a separate address and the students do not co-mingle.

District Independent Study

Grades: 9-12

This program requires a parent/guardian, under the guidance of the teacher, to monitor their student. Students are required to meet with their teacher on a weekly basis to turn in completed work. A student will violate their behavior contract if they miss two appointments with their teacher or do not show academic progress. If they violate their contract, the board will approve a change of placement for them to attend Community Day School. Students will have to go through the expulsion process again to find an alternate placement. Students must meet all state testing requirements.

Students attend each instructional day from 8:10 a.m. - 2:55 p.m. The instruction follows a continuation school model with variable credit in six-week modules. A diploma is awarded at 180 credits.

Expulsion

If a student and/or parent does not attend the pre-expulsion meeting, an administrative expulsion panel is convened. The student and school administrator that recommended the expulsion will each give their side of the story to an administrative panel, which consists of the Superintendent/designee and two administrators from school sites that the student does not attend. The administrative panel will recommend the placement, length and terms and conditions of the expulsion to the Board of Trustees. The parent will be notified of the administrative panel's recommendation and will receive a follow-up letter once the expulsion is approved by the Board of Trustees.

Behavioral Interventions employed to minimize suspensions, minimize expulsions and support youth returning from expulsion

The Oroville Union High School District is committed to providing all students with a rigorous educational program, which prepares them to be college or career ready and productive members of society. All OUHSD students will attend schools with climates that focus on safety, teaching, learning and interpersonal relationships that enhance student learning and well-being. Every student, grades 9 through adult, has the right to be educated in a safe, respectful, and welcoming environment. Every educator has the right to teach in an atmosphere free from disruption and obstacles that impede learning. The District's goal is to ensure that all students are provided with schools that are safe, positive and have an environment that is conducive to learning for all students.

The District is committed to non-discrimination in discipline practices and treating all students fairly and equitably without regard to race, color, ancestry, nationality, immigration status, age, ethnicity, religion, parental or pregnancy status, marital status, medical information, mental or physical disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics.

The District will take effective and prompt steps to prevent, eliminate and remedy the effects of harassment on students based on any protected characteristic or category. It is critical that students learn appropriate behavior, and that it is reinforced when necessary, so they are engaged in the education program rather than the disciplinary system. Therefore, to the maximum extent possible, and permitted and consistent with the law, the District will use student discipline policies that equitably implement research-based alternatives to exclusion; and will only use exclusionary discipline as a last resort. The referral of students from the classroom environment for misbehavior should be avoided. To the fullest extent possible, staff shall use tiered interventions that keep students in school and participating in the instructional program. Other means of correction will be documented to support students and ensure consistency, equal application, and fidelity in implementation.

A student will not be suspended for tardiness or truancy. If a student's presence causes a danger to themselves or others, the District will take appropriate measures to ensure safety and protect the student and others. If the student engages in an offense for which suspension or expulsion is required by law, the suspension or expulsion shall be enforced.

Additional interventions:

- OUHSD is implementing Culturally Responsive Positive Behavior Intervention Supports (CR-PBIS).
- Students that violate drug/alcohol ed. Code are required to complete “Brief Intervention” with their respective counselors. The hope is they will not re-violate and be recommended for expulsion.
- At-risk students with IEP’s are given additional support via a meeting with administration, school psychologist, case carrier and general education teacher upon certain ed. Code violations that could ultimately lead to suspension or expulsion. We used to call them Behavior Support Plans but I guess that has changed recently.
- Staff and administration consistently facilitate conflict mediations between students before it escalates to a physical level that would result in suspension or expulsion.
- Other behavioral interventions that coordinate with community and counseling resources: Coordination of Services Team (COST) meetings, Student Study Team Meetings (SST), referrals to School Attendance and Academic Review Team (SAART).
- "Students that violate drug/alcohol ed. Code are required to complete “Brief Intervention” with their respective counselors or Social Worker.

Impact of behavioral intervention practices on the disproportionate number of minority students being suspended or expelled

In collaboration with the California Department of Justice and the California Attorney General’s Office, the Oroville Union High School District has changed practices that were deemed to create disproportionate practices for all students.

PALERMO UNION SCHOOL DISTRICT

7390 Bulldog Way, Palermo CA 95968
(530) 533-4842

Superintendent: Kathleen Andoe-Nolind
Grades: PK-8
ADA: 1335

Helen Wilcox Elementary TK-3 Palermo School 6-8
Honcut Elementary K-3 Palermo Community Day K-8
Golden Hills Elementary 4-5

Description of District Alternative Programs:

Suspended Expulsion

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. Progress is monitored as the student continues in a district program.

District Community Day School

Grades: K-8

The Palermo Community Day School is a special program to serve K-8 students who have been expelled or referred by SARB or the Butte County Probation Department. Evaluation is based on success of Rehabilitation Plan (Behavior Contract).

Independent Study Program

Grades: K-8

This program is an option for students to complete grade level academic course work in an independent setting. The student meets weekly with the Independent Study teacher to receive instruction and support. It is the parent’s responsibility to oversee the student’s work on a day to day basis.

Expulsion

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. The student is referred to the district’s Community Day School. If the Palermo Community Day School does not meet the needs of the student, the district will work with the family to refer the student to another alternative setting within the county.

Behavioral Interventions

Palermo seeks to minimize the number of suspensions and expulsions by implementing these strategies to promote, teach and reinforce positive behavior.

1. All school sites within the district have implemented Positive Behavior Intervention Support programs to implement and teach school wide behavioral expectations and routines.
2. All sites provide Reset Rooms for students.
3. Social Emotional Learning curriculum has been adopted and implemented district wide. We are currently using the 7 Mindsets curriculum.
4. Implementation of SWIS (School Wide Information System) program – Used to document and analyze student discipline issues (individual and school wide).
5. The district has trained staff on Capturing Kids Hearts in order to provide consistent responses to student behavior and develop connections and relationships with students.

6. Intervention Meetings with Counselor and Principal – Bi-weekly meetings designed to look at student behaviors in SWIS program in order to plan interventions/supports for students in need.
7. Counseling - Weekly student/counselor meetings (individual and/or small group) to discuss strategies for behavior improvement.
8. Check-In Check Out – Daily/Weekly for students who need more positive interactions and positive reinforcement from teachers, counselor, principal, etc.
9. Providing opportunities to recognize and reward positive behavior.

Palermo seeks to minimize the number of expulsions being ordered by implementing these practices:

1. Site Behavior Intervention Team/Student Study Teams – Intervention meetings (attended by teachers, counselors, administrators, etc.) for students with behavior concerns determined through intervention meetings and/or teacher requests. The SBIT/SST team meets to review the student’s progress and recommends additional supports/interventions to assist the student in making progress.
2. Together Everyone Achieves More Intervention Classes – Small group classes designed to address social, emotional, and behavior issues and strategies for students with behavior problems.
3. Counseling - Weekly meetings (individual and/or small group) with school counselor to discuss strategies for behavior improvement.
4. Provide opportunities for alternatives to suspension: community service, restorative justice practices.

Palermo support students returning from expulsions by implementing the following:

1. Upon consultation with the student, family and teacher, an individualized transition plan may be developed to allow for a gradual transition back to the comprehensive school environment. For example, a student may begin their transition from the Palermo Community Day School
2. AEP (Alternative Educational Placement) Classroom – Students returning from expulsion may be placed in the AEP class (partial or full day) in order to facilitate a more successful transition back into the mainstream classroom.
3. Behavior Contract – To ensure both parties understand student responsibilities, school responsibilities, consequences for poor behavior, and rewards for positive behavior.
4. Counseling - Weekly meetings (individual and/or small group) with school counselor to discuss strategies for behavior improvement.
5. Increased Parent Communication/Meetings – Phone calls, notes, emails, meetings, etc., to increase communication between parents/guardians and school staff members.

Specific explanation of how those practices relate to any disproportionate representation of minority students in such interventions:

Our intervention strategies are available to all students, and most are implemented as a Tier 1 intervention, so there is not a disproportionate representation of minority students in such interventions, as we work to reduce suspensions/expulsion rates for all student groups.

PARADISE UNIFIED SCHOOL DISTRICT

6696 Clark Road, Paradise CA 95969

(530) 872-6400

Superintendent: Tom Taylor

Grades: K-12

ADA: 1,513

Children’s Community Charter	K-8	Pine Ridge School	K-6
Cedarwood Elementary	K-6	Paradise Charter Middle	6-8
Pine Ridge Elementary	K-6	Paradise Junior High	7-8
Paradise Ridge Elementary	K-6	Paradise High School	9-12
Ridgeview Continuation High	10-12	Home Tech Charter	K-12

Description of District Alternative Programs:

Suspended Expulsion

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. Progress is monitored as the student continues in a district program.

Independent Study

Grades: K-12

This program is an option for students to complete all assigned work in an independent setting. The emphasis is for students to complete all assigned work on a weekly basis and keep appointments with a teacher once a week at the center. Eligible students must be highly motivated and responsible to complete their work following a structured schedule. Additional assistance is available at the center on a daily basis. Students must spend a minimum of one hour per week at the center and complete 25-30 hours at home.

Paradise eLearning Academy (PELA)

Grades: K-12

This program provides online learning and presents a unique opportunity for students seeking alternate pathways to a high school diploma. The goal of this WASC-accredited online school is to address the diverse learning needs of our students in grades K-12 and offer a variety of opportunities to students on the Paradise Ridge and in Butte County. PELA provides individualized instruction and addresses diverse student needs, varied levels of proficiency and different learning styles with a combination of online learning, independent study and direct interaction with credentialed teachers.

Ridgeview Continuation High School

Grades: 10-12

This program is a continuation high school that offers all core subject and elective classes to allow students to complete their requirements for high school graduation. Students may earn a high school diploma or prepare to return to the comprehensive high school.

Expulsion

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. The district will refer to another comprehensive or alternative within the district or one of these programs,

Community School, or Community Day School in another district within the county. The district will assign monitoring of the Rehabilitation Plan.

Behavioral Interventions employed to minimize suspensions, minimize expulsions and support youth returning from expulsion

Paradise Unified School District is moving toward a Trauma-Informed status. While PUSD does not collect data on ACEs (Adverse Childhood Experiences), Butte County as a whole has a high number of individuals who have self-reported high ACE scores according to four years of data collected by the annual California Behavioral Risk Factor Surveillance Assessment, A Hidden Crisis.

Through this lens, PUSD has implemented a number of programs, interventions, and trainings to support staff and students who are experiencing interfering behaviors that often lead to suspensions and expulsions.

They include:

- PBIS/MTSS at each site with on-going training from Butte County Office of Education
- Trauma-Informed inventories and practices at each site with specific training for credentialed staff
- Trauma-Informed Training for off-site classified employee groups such as Food Service, Custodial, front office staff, instructional aides, yard duty staff, and Transportation
- Mindfulness training for all staff
- Secondary Trauma and self-care training for specific staff
- RULER training
- Restorative Practices training
- Capturing Kid's Hearts training
- BCOE Recovery Counselors

In addition, students disproportionately represented with suspensions and expulsions in PUSD tend to be homeless, foster youth, and special education students. Specific training from School Ties regarding McKinney-Vento students, Paradise Unified Child Welfare and Attendance Services, and Foster Youth with a focus on support, resource targeting, community connections, and identification will hopefully result in a decline in these trends.

Special Education supports include moving toward more inclusion, adopting a co-teaching model, and trauma-informed practices, and flexible seating in the Special Education classroom. Special Education adoption of these practices is at the implementation stage and will be supported by the MTSS initiatives.

Diversity, Inclusion, and Equity training includes an adoption of restorative practices in lieu of traditional behavioral matrix. In addition, staff have done a collective reading of "How to be an Antiracist" by Ibram X Kendi and implemented a social/racial justice committee. A mentoring program of students of color with former Paradise students of color is in development and staff is receiving ally-ship training at all school staff meetings.

PIONEER UNION ELEMENTARY SCHOOL DISTRICT

286 Rockerfeller, Berry Creek CA 95916
(530) 589-1633

Superintendent: Patsy Oxford
Grades: K-8
ADA: 40

Berry Creek Elementary K-8

Description of District Alternative Programs:

Stipulated Expulsion

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. Student is put on Independent Study with weekly check-in with teacher.

Independent Study

Grades: K-8

It is the parent's responsibility to oversee the student's work. The student is expected to spend four hours a day on assignments. Students in grades K-8 and their parent meet weekly or what is deemed necessary with the Independent Study Teacher.

Expulsion

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. The district may refer to another district CDS. The district will assign monitoring of the Rehabilitation Plan.

Behavioral Interventions

Behavioral Interventions are employed to minimize suspensions, minimize expulsions and support youth returning from expulsions Berry Creek Elementary School has implemented PBIS programs and strategies focusing on positive interventions resulting in less negative consequences. The district contracted with a Behavioral Specialist to design the program. Parents and Students have complete understanding of the school's expectations based on the Behavior Matrix which includes implementation of the Discipline Matrix. PBIS strategies include, Student of the Month, Rewards for attendance, and for being respectful, responsible and ready to learn. Students who are having difficulty go onto a daily contract with "check-in, check-out" from support personnel at the site. Daily contracts set up with parents and rewards for positive behavior are given at home and at school. This intervention promotes positive behavior. We have had no expulsions. All programs are school wide and do not disproportionately represent minority students. All students participate equally in all PBIS incentives and receive behavioral interventions as needed.

THERMALITO UNION ELEMENTARY SCHOOL DISTRICT

400 Grand Avenue, Oroville CA 95965
(530) 538-2900

Superintendent: Gregory Blake
Grades: K-8
ADA: 1,504

Plumas Avenue	K-5	Nelson Avenue	6-8
Poplar Avenue	K-5	Heritage CDS	3-8
Sierra Avenue	K-5		

Description of District Alternative Programs:

Suspended Expulsion

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. Progress is monitored as the student continues in the regular education program or Independent Study Program. At times, the student is referred to district/county counseling services for anger management, etc.

Heritage Community Day School

Grades: 3-8

Heritage serves students who are expelled from the regular school environment. A placement plan is developed and students are monitored with close supervision and instruction. Counseling support is an important component for students placed here that supports their rehabilitation plan so that they may return to their regular school placement.

Independent Study

Grades: K-8

The parent assumes full responsibility in ensuring the student's work is completed in a timely manner. The student is expected to devote 220 minutes per day on completing assignments and 45 minutes per week conferencing with the Independent Study Teacher.

Expulsion

The student and parent sign a Rehabilitation Plan/Contract for the term of the expulsion. The district has the option of referring to another comprehensive, alternative, or Community Day School within district or one of these programs in another district within the county. The student's Rehabilitation Plan will be monitored throughout his/her expulsion.

Behavioral Interventions employed to minimize suspensions, minimize expulsions and support youth returning from expulsion

Thermalito Union Elementary School District (TUESD) has adopted MTSS (Multi-Tiered Systems of Support) processes. MTSS, Universal Design for Learning (UDL), and reset strategies are used in combination with Positive Behavioral Interventions and Supports (PBIS) to provide intervention services on all campuses in TUESD. A position titled Student Advocate was created for our district. Each site has access to one student advocate, as well as a counselor, that will help to support students who have potential at risk behaviors.

In addition, students are provided with behavioral interventions including the following:

1. Student Advocate Team support
2. Parent, teacher, student and administrative conferences

3. Formal Student Success Team (SST) processes.
4. Full-time counselor support on all campuses.
5. Referral to off-site counseling support or counseling services provided through outside contract agencies.
6. Use of a reset calm room or area in lieu of suspensions at our elementary school sites.
7. Use of placement alternative supportive setting (PASS) in lieu of suspension on Nelson Avenue Middle School Campus.
8. Placement in alternative setting in our Community Day School (CDS) to support more intensive students if necessary.

Impact of behavioral intervention practices on the disproportionate number of minority students being suspended or expelled

White Students with Disabilities are currently a significant disproportionate student group. TUESD is using UDL to increase and support student success academically, along with PBIS supports, which is reducing the risk of suspensions of this minority student group.

APPENDIX D

DESCRIPTION OF COUNTY ALTERNATIVE PROGRAM

BUTTE COUNTY OFFICE OF EDUCATION

Superintendent: Mary Sakuma
1859 Bird Street, Oroville, CA 95965
(530) 532-5650

Student Programs & Educational Support
Associate Superintendent: Michelle Zevely

Table Mountain School- 6-12

Description of County Alternative Programs:

Table Mountain School – Juvenile Hall School

Grades: 6-12

To provide a safe and optimal learning environment that meets the diverse needs, promotes the successful growth and ensures the maximum opportunity for each student to reach high standards of academic, career, technical education and social achievement.

The Superintendent of Butte County Office of Education (BCOE) is the legal agent for administering Table Mountain School. The educational program is designed to meet the individual needs of all wards while they are detained. All students are assessed for individual abilities and previous school transcripts are evaluated. Students are appropriately placed in classes that are aligned to the California State Content Standards. TMS is a schoolwide Title 1 program and as such Mathematics and English Language Arts interventions are provided to support all students. Site level assessments are administered and student assignments are developed accordingly. Services such as special education, counseling, anger management, drug and alcohol education and tobacco cessation are provided on site. The instruction focuses on the core curriculum and is monitored to ensure the greatest student success. All students who have not earned a district or BCOE diploma attend school, and Table Mountain School neither suspends nor expels students.

Butte County Community School

Grades: TK-12

Butte County Community School (BCCS) is a program dedicated to providing educational opportunities to students at-promise in grades Tk-12. BCCS works to prepare students for college and career by providing a culturally respectful environment for students to become critical thinkers, problem solvers and contributing members of their community. BCCS is an optional program for students within Butte County who are at-promise, who have been expelled, on probation or referred for academic, behavior or social-emotional support.