



COUNTYWIDE PLAN FOR PROVISION OF EDUCATIONAL SERVICES TO EXPELLED STUDENTS

2015-2018

This plan was developed in accordance with California Education Code Section 48926, has been approved by all nineteen Marin County school district boards, and was approved by the Marin County Board of Education in June, 2015.

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Plan Requirements

EC 48926

Each County Superintendent of Schools in counties that operate community schools pursuant to Section 1980, in conjunction with Superintendents of the school districts within the county, shall develop a plan for providing education services to all expelled pupils in that county. The plan shall be adopted by the governing board of each school district within the county and by the County Board of Education.

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

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

EC 48916.1

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.

CHARTER SCHOOL REQUIREMENTS REGARDING EXPULSION

Charter schools are exempt from Education Code provisions with respect to student discipline and are required to describe their suspension and expulsion procedures in their charter. The charter's procedures may or may not mirror the policies of the charter-authorizing entity. However, once a pupil is expelled, he or she returns to the jurisdiction of the school district that he or she would be eligible to attend prior to enrolling in the charter school. Once a charter school student is expelled, rules of district residency would apply. The district should treat a charter-expelled student the same as a district-expelled student and comply with

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Education Code Section 48915.1, which provides that the district of residence holds a hearing to determine whether or not the student poses a continuing danger. If the student is found not to pose a continuing danger the district of residence could allow attendance by the expelled student. Charter schools are required to give 30-day notice to the district of residence for an expulsion of a student it enrolls in the charter.

Current Status

Education programs within Marin County provide numerous opportunities for students who are in need of alternative education programs. Individual school districts offer a broad spectrum of service and the Marin County Office of Education offers additional options, thus providing a continuum of alternatives to suspended/expelled students. A student whose behavior has resulted in expulsion is given a rehabilitation plan that is designed by the district of residence. This plan may involve one or more of the options outlined below. A student who has not been expelled and is in need of an educational alternative may also access these programs through a district and/or county referral process.

The district of residence always maintains responsibility for its expelled youth. Every Marin County school district governing board will refer each expelled student to an appropriate educational placement for the period of expulsion. The educational placement will be determined on an individual basis by the school district's governing board based on seriousness of offense, available educational alternatives, and other related factors. County level alternatives for expelled students will remain available to all expelled students. District level alternatives for expelled students, if district level alternatives exist, will vary from one district to the next depending on the characteristics and resources of that district

A district sub-plan will be developed and board approved for every district in Marin County that offers an alternative educational program for expelled students. Any such district sub-plan(s) will be included in this countywide plan. Each district sub-plan will include 1) a list of existing educational alternatives for expelled students, 2) gaps in educational services to expelled students, 3) strategies for filling those gaps and 4) alternative placements for students who fail community day school placements (if offered).

Marin County Office of Education Overview

The Marin County Office of Education provides the below permissive educational options for expelled students.

MARIN'S COMMUNITY SCHOOL

Marin's Community School is an educational program that provides local school districts with an additional educational option for expelled youth. Marin's Community School's new facility is located adjacent to the County Office of Education. The school provides an educational program that meets for 300 minutes per day. Services within the program include individualized standards-based academic instruction; vocational training through the Marin County Office of Education's Regional Occupational Program; workplace learning opportunities through the School to Career program; Special Education services on site; visual arts education; mental health education, counseling, and peer education via partnerships with community-based organizations such as Marin County Community Mental Health and the Marin Juvenile Probation Department; and close monitoring through collaboration with the Marin County Juvenile Probation Department and the Marin County Sheriff's Department. Students attending Marin's Community School receive highly individualized attention oriented toward increasing behavioral control so that students may return successfully to their district programs.

ORACLE INDEPENDENT STUDY

The Marin County Office of Education's voluntary contracted independent study program requires students to complete a minimum of 25 hours of educational product each week. The Oracle Independent Study program offers a wide range of support to its students including individualized instruction, work-experience opportunities through collaborations with local agencies including the Marin County Office of Education's Regional Occupational Program, and access to mental health counseling as needed. Special Education services for Oracle Independent Study students is provided by the district of residence unless otherwise negotiated.

PHOENIX ACADEMY

Phoenix Academy is a daily educational therapeutic program that meets for 300 minutes per day serving youth in substance abuse recovery. Through collaboration and partnership with the Marin County Juvenile Probation Department, the Phoenix Academy program provides peer groups, individual and family therapy, multifamily and parent support groups, drug education, and crisis intervention as needed. Students also receive individualized standards-

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based academic instruction, vocational training through the Marin County Office of Education's Regional Occupational Program, workplace learning opportunities through the School to Career program, Special Education direct services or consultation as needed through the Resource Specialist Program at County Community School and close monitoring through collaboration with the Marin County Juvenile Probation Department and the Marin County Sheriff's Department. Students may also participate in community service opportunities beyond the school day. Students attending Phoenix Academy receive highly individualized attention oriented toward achieving and maintaining sobriety.

The philosophy of each individual school district affects how the Marin County Office of Education community school program meets district needs. Some school districts use Marin's Community School as an educational option for their expelled students, while others use this program as a student assistance or placement alternative.

Marin County School Districts Overview

Local school districts within Marin County offer the below options for expelled youth, depending on the specific offense and the Education Code violation. Actual referral is varied and placements are made by the district governing board, generally with recommendations from the district Administrative Review Board or the School Attendance Review Board or a similar district referral process.

1. Expulsion, suspended order with placement on the same school campus.
2. Expulsion, suspended order with placement on a different school campus within the District.
3. Expulsion, suspended order with placement in District Independent Study, with parental consent.
4. Expulsion, suspended order with possible transfer to another district.
5. Expulsion with referral to a district community school program, if available.
6. Expulsion with possible transfer to another district.
7. Expulsion with referral to the Marin County Office of Education alternative education programs.
8. Expulsion, but not permitted to attend the Marin County Office of Education alternative education programs.

DIXIE SCHOOL DISTRICT

Dixie School District's middle school, Miller Creek, uses Restorative Justice to mitigate suspension and expulsion and to provide a safe learning environment for all students. The Restorative Justice initiative has three components: Restorative Circles, No Bully Solution Teams and Peer Court. Miller Creek introduced methods of disciplinary intervention to keep students who committed suspendable offenses in school and provide the opportunity for these students to learn from their mistakes by repairing and restoring the situation rather than being ostracized from the community. The goal of the initiative is to reduce the number of detentions and suspension by building a culture based on direct communication, respect and empathy. When these skills are put to work, students are able to learn from mistakes and the rate of recidivism decreases.

Counselors and administrators are trained in the Restorative Circle protocol and use it whenever conflict between students occurs. Counselors and administrators were also trained by No Bully in the use of the Solution Team as a response to bullying. A Solution Team is facilitated by a trained educator who brings together a team of students and leverages their

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empathy to end the bullying of one of their peers. The educator tells the team they are not in trouble, describes how it feels to be in the target's shoes and asks the team what they can do or stop doing to end the bullying. The team includes the bully, the bully-followers and positive leaders from the peer group. The educator leads the team through two structured follow-up meetings, the final one attended by the target. Restorative circles and Solution Teams always include parental notification and input.

Miller Creek's leadership team has a strong desire to keep students in school and find alternative means to suspension that better support student learning, and the school employs Peer Court to address as a suspension diversion strategy. Peer Court occurs when a student has violated the education code and could be suspended, but rather opts to appear before a panel of peers. The students serving on the Peer Court have been trained with restorative questions, practicing empathy and designing rehabilitation contracts that allow the students to repair harm that they did to the community. Parents are required to attend the Peer Court hearing.

Restorative Circles, Solution Teams, and Peer Court leverage students to solve their own and others' problems. The three practices require extensive follow-up which allows for continuing conversations between students and adults and often results in the building of meaningful relationships. Miller Creek believes that by teaching direct communication and modeling respect, students learn valuable skills and become more resilient.

KENTFIELD SCHOOL DISTRICT

In 2007, character education was added to Kentfield School District's Strategic Plan to enhance social and emotional growth and learning to benefit the entire Kent community. Given increased diversity, a rise in suspension rates, a growing concern for at-risk students, feedback from the Kent Site Council and student, parent and faculty surveys, and the California Healthy Kids survey, it was clear that there was a need for a cohesive plan that would foster and develop a community of caring that would extend from the individual to the larger Kent community and beyond. In Fall 2008, Kent Middle School entered into a partnership with Dr. Nicholas Carlisle and *No Bully* to run an anti-bullying initiative. We created a social vision for the type of community that our school seeks to be. Upon a staff evaluation of social emotional competencies among students, the core skills identified as essential to our students at Kent emerged, thus creating "Code **RED**," the cornerstone of our Social Emotional Learning (SEL) program that focuses on **R**esponsibility, **E**mpathy and valuing **D**ifferences. Recognizing that character strengths and relational skills need to be taught, Kent developed a variety of strategies to help students gain the necessary skills and competencies.

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Upon examining the results of the student and parent surveys, Kent discovered there was a need for greater emphasis on teaching more specific SEL competencies such as responsibility, empathy and valuing differences. Therefore, Kent adopted and implemented a variety of programs. These programs work in concert to set behavior expectations in terms of how students relate to and treat each other. This emphasis on Code RED begins in the classroom and is threaded throughout the school, the parent body, and the community at large.

Across the school, we hold weekly advisory meetings where students discuss and engage in guided group discussions. These discussion topics include recognizing and honoring differences, the importance of not being a bystander, and including others. There is also a focus on digital citizenship and ethical online behavior via Common Sense Media lessons.

Each sixth grade student participates in a Life Skills class through their enrichment wheel. Life Skills is a program designed to help students more easily solve problems that come up in real life. The program gives students the tools so they may communicate better at home and school, make healthy decisions, solve conflicts with friends, and help create a bully-free campus.

All Kent students (grades 5-8) receive direct instruction in the Being Adept program, a comprehensive drug and alcohol awareness program that explores the dynamics that can lead to substance use and abuse. It offers tools and practical skills for students to resist and desist from using alcohol/drugs.

One measure of our SEL success is the California Healthy Kids Survey (CHKS). Truancy rates have decreased since implementing our No Bully/SEL program. In 2005, 79% of seventh graders reported on the CHKS that they were absent zero times within the past 12 months. In 2013, the number increased to 89%. Additionally, suspensions have gone down as a result of the practice, going from 14 suspensions in 2008 to 7 suspensions at the end of the 2013-14 school year. Kent uses No Bully Solution Teams to work with students as an alternative to suspensions.

We have seen the most dramatic results in our data with regard to school connectedness and school violence and safety from the 2005 survey up to the last survey in 2013. Feeling safe at school has a direct effect on the learning of our young people. Feeling threatened contributes to feelings of anxiety. Safe environments enhance learning and creativity, and foster overall student success. Kent's counseling program, which threads throughout each piece of our SEL focus, is an integral part of creating this safe and inclusive environment. As evidence, in 2005 on the CHKS, 73 % of all seventh graders reported feeling either safe or very safe at school. That number rose by 11% in 2013, when 84% of all seventh graders surveyed reported feeling safe or very safe.

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NOVATO UNIFIED SCHOOL DISTRICT

Novato Unified School District (NUSD), the largest district in Marin County, has implemented restorative practices throughout the district including Peer Court, No Bully Solution Teams, Drug and alcohol brief intervention, and school based counseling at all school sites. The alternatives to suspension promote keeping students in school and support their needs K-12. Student suspensions have dramatically decreased over the past several years. In addition, NUSD reopened a community day school (CDS) in January 2012. The program, called Nexus Academy, will include expelled students among the population it serves

Nexus Academy is housed at the Hill Education Center at 720 Diablo Avenue, Novato CA, 94947. The facility offers a library, a mobile computer lab and two classrooms for student use, along with an office for staff use.

Nexus Academy serves district residents in grades 7-10. A waiver will be considered at the May 2015 State Board of Education meeting to expand the program to include 6th grade students. Eligible students are referred to Nexus Academy through expulsion (non-mandatory offenses), a school attendance review board (SARB) hearing, or by juvenile probation.

Classes are organized into 40-50-minute blocks. Current staffing includes the Principal, and a 1.0 teacher who delivers instruction with the support of a .2 PE teacher and a .2 Elective teacher, and an Office Manager. As the program grows, increased staffing levels are anticipated. All students are provided with instruction following grade level standards using state- and governing board-adopted curriculum to meet the diverse needs of the students in the program.

Like all programs provided by the district, the CDS offers a rigorous and relevant curriculum. Students in the CDS benefit from content instruction in English, Math, Science, and Social Studies along with Project-Based Learning (PBL) models embraced by other district sites. CDS students also benefit from a PE program focusing on kinesthetic development, and students are able to take elective courses. The CDS program mirrors the comprehensive setting in terms of course offerings, in an environment with a lower teacher-student ratio to support an at-risk population.

Supplemental learning resources are utilized in a variety of ways. In the current setting, computers are available for student use. The CDS also utilizes online instructional materials and assessments. In addition, students use technology in their coursework on a regular basis. They are asked to perform online research and integrate research into written responses as well as use online resources to study current events.

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The pro-social skills and resiliency component is evident in the program from the first day. Students start the day participating in advisory and a daily check in. As mentioned above, a PBL model is utilized, often times in a group format, allowing students to work together on a regular basis and support each other in their pursuit of increased resiliency. Further, teachers focus on building a rapport with students to allow for compelling conversations that support students' interpersonal skills and overall to recognize what they need to do for stability in life.

Students who require special education services have support services available to them as outlined by their Individual Education Plan (IEP). Accommodations and modifications are recognized and implemented as appropriate.

The current schedule can be found below:

Advisory	Period 1	Period 2	Break	Period 3	Period 4	Lunch	Period 5	Period 6	Period 7
8:15-8:25	8:25-9:25	9:25-10:25	10:25-10:35	10:38-11:18	11:18-11:58	11:58-12:28	12:32-1:07	1:07-2:02	2:05-2:55

Gaps in Service

As enrollment and the grade level span grows to include students in grades 6-10, additional teaching staff will be necessary support both students and staff.

Counseling is available at the Hill Education site for students enrolled in any of the alternative programs on the site. This is a great opportunity to better serve the emotional needs of the student body. However, the school does not have a full time counselor to support the individual emotional needs of students on a daily basis.

SAN RAFAEL CITY SCHOOLS

San Rafael City Elementary and High School Districts have instituted Positive Behavior Interventions and Supports (PBIS) to create schoolwide systems for behavioral intervention. PBIS is a comprehensive school climate initiative that sets clear expectations for student behaviors and addresses positive reward/award systems and progressive behavioral interventions. Each school in San Rafael City Schools maintains a PBIS team consisting of administration, teachers, classified staff, school psychologists and counselors. The site-based PBIS teams meet quarterly as a district group to coordinate interventions and evaluate progress toward goals.

In addition to PBIS, Davidson Middle School utilizes Restorative Practices to address behavior and mitigate suspensions and expulsions. The school employs a part-time School Climate Coordinator to manage the Restorative Practices, which include Restorative Circles, Solution Teams, and Peer Court/Suspension Diversion. Each of these practices is described below.

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Restorative Circles

Restorative Circles occur when there is a student to student or student to staff conflict. These are face to face meetings between people that are facilitated by the School Climate Coordinator where each student or staff member is able to express their feelings and thoughts and to make agreements about how to move forward together. A Restorative Circle can be initiated in any number of ways, such as through a counselor, administrator, teacher, a written request form that can be found in the office, or through any other staff member.

Peer Court/Suspension Diversion

One of the most effective responses that we have to address behavior infractions is the student-run Peer Court. The Peer Court is made up of 7th and 8th grade students who are well trained in the process by the Culture and Climate Coordinator. Depending upon the seriousness of the situation, students are given the option of diverting their suspension if they fulfill certain obligations. A peer court proceeding consists of the offending student, an administrator acting as advocate and coach, the parent, a court of 8 students, and the peer court coordinator. The outcome of each peer court is the Contract of Restitution. This could include letters of apology, community service at home and/or in the community, academic tutoring or coaching, and counseling services. The students have a period of two weeks to fulfill the obligations of the contract.

Solution Teams

Davidson works with the national organization No Bully to provide training for certain staff to execute Solution Teams when appropriate. These problem solving teams are effective in alleviating situations of bullying and harassment in a student-centered, lasting way.

ROSS VALLEY SCHOOL DISTRICT

In an effort to prevent suspensions and expulsions, the Ross Valley School District (RVSD) has provided the infrastructure to provide early intervention and prevention activities across all grade levels. The District has included Social/Emotional Learning and character education as part of the Local Control Accountability Plan (LCAP). It is our philosophy that all district interventions will be attempted prior to recommending a student for an expulsion. Our model is research-based and includes the application of Response to Intervention (RtI) and Positive Behavioral Intervention & Support (PBIS). These two systems are implemented throughout the district to address students' academic and behavioral needs. By implementing effective approaches in addressing student needs, the district has efficiently

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monitored and provided services for students to assist in preventing the number of expulsions in the Ross Valley School District.

Positive Behavioral Interventions and Supports (PBIS)

PBIS (Positive Behavioral Interventions and Supports) is a systems approach to preventing and responding to classroom and school discipline problems. PBIS develops school-wide systems that support staff to teach and promote positive, appropriate behavior in all students. By reducing behavioral problems, PBIS creates and maintains safe learning environments where teachers can teach and students can learn.

PBIS Principles

- Establishes school discipline as instrument for academic and behavioral **success**
- Makes decisions that are linked to important and measurable **outcomes**
- Utilizes **research-validated** practices, interventions, and strategies
- Emphasizes an **instructional** approach to behavior management
- Emphasizes **prevention**
- **Integrates** initiatives, programs, interventions that have common outcomes
- Builds and sustains a **continuum of behavior support**

Plan to Prevent the Number of Suspensions & Expulsions

As part of our mission of meeting all students' needs and preventing the number of suspensions and expulsions, RVSD utilizes with our students programs which includes, positive experiences and qualities that help influence choices young people make and help them become caring, responsible, successful adults. The district employs these practices as part of our coordinated early intervention services.

Additionally, the district has developed prevention/intervention program to reach students in all grades. The District has employed a full time counselor at the middle school and uses a non-public agency to provide counseling supports to teach pro-social behaviors to all students. The District uses Restorative Justice, No Bully Program, Beyond Differences, and Life Skills Classes at the middle school.

RVSD is reviewing the Social Emotional Learning Curriculum to focus on the following goals:

- Goal 1: Develop self-awareness and self-management skills to achieve school and life success.
- Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.
- Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community.

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The Social and Emotional Learning (SEL) program will focus on teaching skills so that students will acquire the knowledge, attitudes, and skills in order to recognize and manage their emotions; demonstrate caring and concern for others; establish positive relationships; make responsible decisions; and handle challenging situations constructively.

RVSD believes that quality SEL instruction in which students learn to process, integrate, and apply SEL skills in developmentally, contextually and culturally appropriate ways in conjunction with a safe, caring, participatory and responsive school climate can result in positive outcomes including promotion of mental wellness; prevention of mental health issues; school connectedness; reduction in student absenteeism; reduction in suspensions; adoption, implementation and institutionalization of new practices; and improved academic outcomes.

Expulsion

An expulsion would be recommended only after all other resources and intervention strategies have been exhausted. RVSD will provide an alternative education model for any student that must be expelled.

Post-Expulsion Practices

In an effort to offer a continuum of support and services, students expelled will be monitored on a quarterly basis while in an alternative setting. This monitoring includes, but is not limited to, the District Psychologist and/or Counselors meeting with the alternative setting teacher to discuss both academic and behavioral needs, monitoring progress toward the student's rehabilitation goals, and a specific plan introduced to the student and teacher in order to devise a tailored re-entry of the student into RVSD to ensure his or her success in the mainstream classroom.

TAMALPAIS UNION HIGH SCHOOL DISTRICT

To provide additional counseling support for students, the Tamalpais Union High School District contracts with a community based organization to provide on-site counseling services. All students who are suspended for drug-related infractions are referred to therapists for support. Additionally, administrators and school counselors refer students who have not had disciplinary incidents, but who may be exhibiting at-risk behavior or seeking help for substance use/abuse issues.

Peer Resource, a student led peer support program is featured at all of the comprehensive school sites. Each site has an Anonymous Tip Line provided as a means for students, parents and the community to provide information to administration about dangerous or at-risk behavior.

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In December 2013, all TUHSD administrators met for a “discipline summit” to find ways to align our core beliefs related to behavior with our practice and develop both short and long-term strategies for reducing out-of-school suspensions while maintaining school safety. As a result, the total number of student days lost to suspension has gone from 225 in Fall Semester 2012 to 71 in Fall Semester 2014, representing a decrease of over 68%. All sites have shifted toward the use of in-school suspension as the default strategy where suspension is necessary and student safety is not compromised in an effort to keep students more engaged in their learning and in their community.

TUHSD continues to contract with a local organization that connects students with community service during suspension, provide conflict mediation and parent engagement. For students on suspended expulsion, a behavior contract is reviewed, counseling support is provided and the district works to return them to the school site as quickly as possible to minimize the number of days they are excluded from school.

Progress toward Addressing Gaps in Educational Services to Expelled Students 2012-2015

The triennial update of the Countywide Plan for Provision of Educational Services to Expelled Students must address the progress made in providing education placement options and services to high-risk youth since the last plans were submitted. Specifically, the updated plan should address whether the strategies were successful and identify the obstacles that resulted in any unsuccessful strategies. The new plan is also to identify any new strategies and their level of success.

1. GAP IN EDUCATIONAL SERVICE: PROXIMITY

Marin County is comprised of 19 school districts, some of which are small and/or rural. This smaller size, together with the rural characteristics of the districts, makes it difficult to offer the range of alternatives often found in the larger urban districts.

The strategy for addressing this gap is to maintain a county community school program that is committed to providing educational services to all school districts in the county and that employs a variety of instructional strategies including those that are capable of overcoming obstacles associated with providing educational services to diverse district populations.

The strategy has been updated to provide increased opportunities to local districts which allow students to have new and unique education opportunities.

2. GAP IN EDUCATIONAL SERVICE: SECONDARY PLACEMENT

County Community School program students who commit an expellable offense while in a county office program and those who commit a second expulsion offense during an expulsion period have limited alternatives available for secondary placement. These students will be referred to a countywide Expulsion Review Panel on a case by case basis for review and determination as to any available placement.

A County Expulsion Review Panel will review these cases and will be responsible for the expulsion appeal process. The County Expulsion Review Panel will include:

- a) A site administrator from the student's grade level;
- b) A site administrator from the next grade level; and
- c) A school board member.

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The members of the County Expulsion Review Panel will be selected from a list of administrators and board members in alphabetical order by district and will not include representatives from the student's district of residence. Staffing assistance to the Panel will be provided by Marin County Office of Education.

As in existing appeal procedures, the grounds for an appeal are limited to one or more of the following:

- a) Did the County Expulsion Review Panel act without or in excess of jurisdiction?
- b) The appellant was denied a fair hearing before the County Expulsion Review Panel.
- c) There was a prejudicial abuse of discretion in the hearing.
- d) There is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the County Expulsion Review Panel.

The strategy outlined in the 2012 Plan to employ a County Expulsion Review Panel to address the needs of these students was not needed over the duration of the 2012-2015 plan.

3. GAP IN EDUCATIONAL SERVICE: SERVICES FOR K-6 STUDENTS

Expelled students in grades K-6 do not have the same educational options available as do their grades 7-12 counterparts. Students in grades K-6 are expelled at a much lower rate than students in grades 7-12. These two factors, together with the restriction that educational services for students in grades K-6 cannot be merged or combined with services to students in grades 7-12 make it very difficult to identify an educational placement for the expelled student who is in grades K-6. Very few youth are placed out of home by the Marin County Juvenile Probation Department, resulting in higher numbers of older students with serious behavior issues placed on the County Community School campus than in the past. This leads to concern about placement of younger, middle school age expelled students on the same County Community School campus. Often, independent study is not seen as an appropriate option for these younger students. Thus, when a district moves to expel a younger student, the options are limited.

The gap continues to persist.

Strategies for Addressing Gaps in Educational Services to Expelled Students 2015-2018

As above, there are several gaps that exist in respect to providing educational services to expelled pupils in Marin County. These gaps and available strategies for addressing them are listed below:

1. GAP IN EDUCATIONAL SERVICE: PROXIMITY

Marin County is comprised of 19 school districts, some of which are small and/or rural. This smaller size, together with the rural characteristics of the districts, makes it difficult to offer the range of alternatives often found in the larger urban districts.

Marin County school districts will work collaboratively to support one another in providing various opportunities to share students which may allow a suspended/expelled youth into an educational setting that is new and unique.

2. GAP IN EDUCATIONAL SERVICE: SECONDARY PLACEMENT

County Community School program students who commit an expellable offense while in a county office program and those who commit a second expulsion offense during an expulsion period have limited alternatives available for secondary placement. These students will be referred to the countywide expulsion panel on a case by case basis for review and determination as to any available placement.

3. SERVICES FOR K-6 STUDENTS

Expelled students in grades K-6 do not have the same educational options available as do their grades 7-12 counterparts. Students in grades K-6 are expelled at a much lower rate than students in grades 7-12. These two factors, together with the restriction that educational services for students in grades K-6 cannot be merged or combined with services to students in grades 7-12 make it very difficult to identify an educational placement for the expelled student who is in grades K-6. Very few youth are placed out of home by the Marin County Juvenile Probation Department, resulting in higher numbers of older students with serious behavior issues placed on the County Community School campus than in the past. This leads to concern about placement of younger, middle school age expelled students on the same County Community School campus. Often, independent study is not seen as an appropriate

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option for these younger students. Thus, when a district moves to expel a younger student, the options are limited.

Based on information received from our neighboring county offices of education, options may include, but are not limited to, provide independent study through the student's district of residence or develop a memorandum of understanding to serve a K-6 student in district within a neighboring county. The district representative would work in collaboration with a Marin County Office of Education staff member to assist in coordinating the efforts for placement within a district outside of Marin County.

Alternative Placements for Expelled Students Placed in Community School who Fail to Meet the Terms of Rehabilitation Plans or Pose a Danger to Others

The district of residence will always maintain responsibility for their expelled youth. If the district refers to a neighboring district or county office program, they will maintain close communication with the educational entity serving the student. Expelled students who fail to meet the terms and conditions of the district rehabilitation plan may be referred to a different district school, another district program, a district community day school program (if available) or a Marin County Office of Education alternative education program. Regardless of student placement, the district of residence maintains responsibility for the student.