

Plan for Providing Educational Services to Expelled Pupils between the
Napa County Office of Education
and the following
Napa County School Districts:

- Calistoga Joint Unified School District
- Howell Mountain School District
- Napa Valley Unified School District
- Pope Valley Union Elementary School District
- St. Helena Unified School District

July 1, 2024 -June 30, 2027

Introduction

This plan is presented to specify the Napa County response to the requirements of Education Codes 48926 and 48916.1, and to the State’s established priority under the Local Control Funding Formula (LCFF) for county offices to coordinate the instruction of expelled pupils. These code sections stipulate that school districts in the county are responsible to provide educational services to all expelled students and that the county office is responsible for developing a written plan, in cooperation with districts, reflecting how these services will be provided. All district school boards and the county office board of education must approve this plan. The essential content of the relevant code sections are as follows:

48916.1

At the time an expulsion of a pupil is ordered, the governing board of the school district shall ensure that an education program is provided to the pupil who is subject to the expulsion order for the period of the expulsion.

Notwithstanding any other provision of law, any educational program provided pursuant to subdivision (a) may be operated by the school district, the county superintendent of schools, or a consortium of districts or in joint agreement with the county Superintendent of schools.

Any educational program provided may not be situated within or on the grounds of the school from which the pupil was expelled. This subdivision, as it relates to the separation of pupils by grade levels, does not apply to community day schools offering instruction in any kindergarten and grades 1 to 8, inclusive, and established in accordance with Section 48660.

If the pupil who is subject to the expulsion order was expelled from any of kindergarten or grades 1 to 6, inclusive, the educational program may not be combined or merged with educational programs offered to pupils in any of grades 7 to 12, inclusive.

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

Added to the requirements of the countywide expulsion plan, as of June 30, 2018, are any behavioral practices, at the site and district levels, and options used to: minimize the number of suspensions leading to expulsions; minimize the number of expulsions being ordered, and support students returning from expulsions.

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

Napa County Office of Education Alternatives for Expelled Students

The Napa County Office of Education (NCOE), through its Juvenile Court and Community Schools (JCCS) department has been the provider of educational services for most of the expelled students within Napa County for many years. These services have been provided in terms of a continuum of educational care that is consistent with the Education Code.

As per Education Code section 1981, Students may be referred to county-operated Community Schools for the following reasons:

- 1.) Students who are expelled from a school district for any reason other than those specified in subdivision (a) or (c) of Section 48915.
- 2.) Referred to county community schools by a school district as a result of the recommendation by a school attendance review board or pupils whose school districts of attendance have, at the request of the pupil's parent or guardian, approved the pupil's enrollment in a county community school.
- 3.) Probation-referred pursuant to Sections 300, 601, 602, and 654 of the Welfare and Institutions Code.
- 4.) On probation or parole and not in attendance in any school.
- 5.) Expelled for any of the reasons specified in subdivision (a) or (c) of Section 48915.
- 6.) Homeless children.

The school district of residence, under all circumstances, continues to maintain responsibility for developing a rehabilitation plan for any expelled student, for referring the student to an appropriate educational setting and for ensuring that an education program is provided either within or outside of the school district. The Napa County Office of Education is one option the school districts may use for placement of expelled students.

The philosophy and service preferences of each individual school district affect how the Napa County Office of Education's Court and Community Schools department meets the needs of students expelled from that school district. Some school districts use the Napa County community school as an educational option for those students expelled under a "no tolerance" policy, while others use the school as a student assistance or placement alternative. The Napa County community school is thus a permissive educational program that provides local school districts with the following educational programs as an option for expelled youth.

Community School

Camille Creek Community School

The school's mission is to empower the county's most disenfranchised youth toward a productive future through restorative relationships, targeted instruction, and inspiring opportunities for growth. The school's objective is to help students gain the social and academic skills they will need for employment or further education and the interpersonal skills they will need to maintain positive and meaningful relationships.

The school offers a WASC accredited academic program of a blend of classroom instruction in the common core standards, online learning, service and hands on learning and enrichment opportunities. All students are provided with a Chromebook and receive instruction in technology. All students work toward the attainment of a high school diploma, GED or CHSPE. Each school district is responsible for providing special education services to students referred to the JCCS program from their districts.

Referred students are offered a classroom placement in one of five middle and high school classrooms (a minimum 240 minutes/day) or a placement with Independent Study (30-240 minutes/week). All placements provide students a structured educational program for individualized behavioral and academic supports and interventions. Among them are:

After School Program/21st Century High School After School Safety and Enrichment for Teens (ASSETs) Program offers: Teacher, Instructional Assistant, and athletic coach who work with students to provide academic support, enrichment activities such as sports and, art, field trips, etc. School pays for students to join community league sports and a coach.

Arts Enrichment: School partners with community artists to provide art instruction.

Cognitive Behavioral Curriculum: Students receive small group CB instruction.

Comfort Dogs: Certified comfort dogs are brought to campus on a regular basis.

Dual Enrollment: All classroom seniors enroll in counseling course at the Napa Valley College.

Get Ready: All seniors receive college and career readiness skills instruction in the Get Ready class.

Internships: School partners with local businesses and organizations to provide students opportunities to learn job skills.

Interventions Coordinator: A full time IC manages chronic absenteeism/SARB as well as mentorships/internships/and other positive intervention programs.

Napa County Community Mental Health Services: Psychological assessment and therapeutic services are offered on-site by NCNMH employees to our students and families.

Parent Engagement: Open door policy, formal and informal parent meetings, phone calls, stakeholder meetings, family nights, weekly communication home from assigned parent liaison.

Probation Officers: School partners closely with Napa County Juvenile Probation which provides on-site probation presence

Restorative Justice Practices: All staff are trained in RJ and provide RJ classroom activities daily

Respect for Youth: School partners with Napa Emergency Women's Shelter to instruct students in healthy relationships (curriculum)

School Social Worker: Provides support and resources to students and families

Service Learning: Students participate in regular community service

Small Classroom Size/High Adult to Student Ratio: Class range in size from 12 – 22 students. All classrooms are self-contained with one teacher and an instructional assistant

Student Assistant Program: All students are offered check-ins; individual and/or group therapy

Student Study Team Meetings: Teacher, parents, social worker, PO, parent liaison, student

Substance Abuse Treatment: School partners with Aldea Behavioral Health Services to provide on-site, after school treatment

Universal Design for Learning: A methodology, which supports choice and individualized learning

Universal Screening: All students are screened for depression and undergo a psycho-social development assessment

VOICES: Provide staff for the Wellness Center and Local youth resource center provides on-site representative to help students in the areas of job obtainment, health courses and college enrollment.

Volunteers: Community volunteers work with students providing classes in poetry, mindfulness, yoga, fitness, Emotional Freedom Techniques

Wellness Center: A room equipped with comfortable furniture and hands on activities for students who require a “brain break.”

Transition Process from NCOE Community School

Students will be referred back to their district of origin after the expulsion term is completed. Districts will determine whether the expulsion plan has been met. Parents of students who have not been expelled but have been placed in the NCOE community school for a determinate amount of time, will receive a letter at the end of the agreed upon period of placement asking whether they would like to refer their child back. Referrals will be made accordingly. The community school will meet (or have a phone conversation) with a representative of the district school to review students’ academic and behavioral progress. Recommendations may be made as to helpful interventions and supports for the returning student.

Court School

Per Education Code section 48645.1, the county office of education operates Juvenile Court Schools for any juvenile hall, juvenile home, day center, juvenile ranch, juvenile camp, or regional youth educational facility.

Crossroads School: This school serves youth who are incarcerated at Juvenile Hall in Napa County. There is currently one classroom, serving students in all grade levels. Curriculum is designed to closely approximate the student’s existing educational program to facilitate so the student can be successfully reintegrated into their regular classrooms upon discharge. To the extent permissible, students in the court school program receive the same academic curriculum, pedagogical practices, and enrichment opportunities as those in the community school. Special education services are provided by NCOE and NVUSD. Title 1, Neglected and Delinquent funding, provides additional support services and resources at this school site.

District Educational Alternatives for Expelled Youth

In addition to the services for expelled youth offered by NCOE, the school districts may offer services to expelled youth through the operation of Community Day Schools.

Community Day Schools are designed for at-risk students who have experienced behavioral and attendance difficulties that have resulted in school suspensions, SARB hearings or expulsions. The students are required to attend a minimum 6-hour school day in a self-contained classroom, with a low student to adult ratio. The standards-based academic curriculum is comparable to the district comprehensive school campuses.

As per Education Code section 48662 these districts operated Community Day Schools must give first priority to students expelled pursuant to subdivision (d) of section 48915, second priority goes to students who are expelled for other reasons and third priority will be for other students who meet the criteria for enrollment in Community Day Schools including probation referrals or SARB referrals or other district level referral processes.

Currently, there are no Community Day Schools operating in any of the school districts in Napa County.

Gaps in the current plan and strategies for filling those gaps:

- 1.) There are no classroom options for students in grades K-6 who are expelled from school district programs. Commencing in the 2015-16 school year, NCOE began offering placements in the middle school class in addition to the already existing independent study option for students in grades K-6. This agreement is contingent upon an approved MOU with each district regarding bill back for cost of this service.
- 2.) There are no Community Day Schools in operation currently. Students who are expelled from NCOE must remain in the NCOE programs.
- 3.) Rarely, classrooms are full and are not available for students who are expelled. Students may be referred to independent study programs if parents approve, however, independent study is not always an appropriate placement for English Learners, Special Education students, students whose parents do not agree to an independent study option or students who, for a variety of reasons, do not work well independently. For these students, a classroom placement is made immediately upon one becoming available.

District Level Behavioral Intervention Approaches: Options to Minimize the Number of Suspensions leading to expulsions; Minimize the number of Expulsions being ordered, and Support Students Returning from Expulsion:

Districts share behavioral intervention strategies employed prior to expulsion and referral to the NCOE Community School Program as well as upon the return of an expelled student: These strategies are an attempt to minimize the number of suspensions and expulsions, including strategies to address any disproportionality in the number of minority students being suspended or expelled. Among them are:

School Wide Assertive Discipline Plan: A school wide discipline plan where students are held accountable on a consistent basis helps students master the school rules and develop self-regulation.

AVID: trains educators to use proven practices to prepare students for success in high school, college, and a career, especially students traditionally underrepresented in higher education.

Positive Behavior Interventions and Supports: PBIS is a comprehensive, 3-tiered approach to implementing positive and consistent student discipline systems in schools. Unlike other approaches to student discipline, PBIS encourages a positive climate school wide, in all locations and for all students, by focusing systematically on:

1. The general school population (Tier 1: School wide PBIS)
2. Students at risk (Tier 2: Targeted PBIS)
3. Students with intensive or chronic behavioral and emotional problems (Tier 3: Intensive PBIS)

PBIS also recognizes that student discipline systems, including the definitions of and responses to problem behavior, need to be consistent across classroom and non-classroom settings.

Social and Emotional Learning/Character Education Programs: Schools use curriculum that addresses and targets instruction in social and emotional skills as well as positive characteristics such as empathy, self-regulation, etc. Behavior Support Plans are offered and created for students who would benefit from extra support and interventions.

Restorative Practices: By giving students the opportunity to use Restorative Practices when behavioral errors occur, we decrease the need for referrals, suspension and expulsion and create safer schools in the process. Restorative practices may result in sanctions, but the relationship damaged by the offense is the priority, this damaged relationship can and should be repaired and the offending individual can and should be reintegrated, not only for the good of that individual but also for that of the community as a whole.

Social Workers: Social workers provide social and emotional support in group and individual settings. Social workers also support foster and McKinney Vento students, as well as to students who are struggling with school attendance issues.

ASaturday School: to promote positive attendance, remediation and as a discipline alternative.

Student Led Conferences: to promote student engagement, accountability, and parent involvement.

ACCESS: a period built into the master schedules at both the middle school and high school which provides additional academic, and behavior support as needed

Wellness Center Initiative: The Wellness Initiative district-wide focuses on the health, well-being and academic success of student throughout the district. School sites have a Wellness Team comprised of school counselors, school social worker, school psychologist, school nurse & health aid, parent liaison who help students and their families navigate the complex issues in middle and high school such as stress, trauma, suicide, bullying, depression, self-esteem, and relationships. The Wellness Center staff works with teachers, school staff, families, and community agencies. Teachers consider students' behavioral and emotional needs and make referrals to the Wellness Center. Students and parents can also visit the Wellness Center without a referral, if desired. Services are provided based on the student's need and the Center's resources. We also have a strong network of community-based services to support our families.

Mindfulness: Teachers and staff are trained to work with students to practice mindfulness as a relaxation technique.

Multi Tiered System of Support (MTSS): To address the overuse of exclusionary discipline and the disproportionate impact it has on various subgroups districts use the MTSS model which brings RTI and PBIS together into one cohesive framework so that both school wide and student-focused instruction and intervention are developed using a 4-step problem-solving process. Instruction and intervention are delivered to students in varying intensities based on student need.

Before and After School Programs: After School Programs provide safe and inclusive learning environments Monday – Friday to Kindergarten-8th grade students that foster positive relationships and learning opportunities to support the whole student. Programs include After School, Before School, Summer, and Healthy Meal programs, as well as training and professional development programs for after school staff.

Peer Support: A great group of students and adults that want to help students. Psychology students are trained to be peer listeners and provide one-on-one peer listening. Everything shared is confidential and stays between the student and your peer counselor. We also have professional adult therapists available to support you through life challenges you might be dealing with.

Safe School Ambassador Program at Robert Louis Stevenson Middle School: Students are trained at the beginning of the school year in anti-bullying techniques and how to defuse potentially angry and/or inappropriate student encounters. The ambassadors meet monthly with staff.

School Attendance Review Board: SARB is comprised of representatives from various school sites and includes school district personnel, probation, district attorney, police department youth services and parent advocate organization. They come together with families to put together a plan to improve attendance and behavior. SARB's focus is to assist parents/guardians and students to recognize and eliminate the barriers that inhibit regular attendance.

Suicide Prevention: To attempt to reduce suicidal behavior and its impact on students and families, districts have developed measures and strategies for suicide prevention, intervention, and post-intervention.

Community Partnerships

- Mentis - provides bilingual, affordable mental health services to people of every age, stage and income level. Supportive Housing Programs, Animal Assisted Therapy, Support Groups.
- ALDEA - provides bilingual mental health (MediCal) and drug and alcohol counseling (not restricted to MediCal) for youth aged 0-21 years and families.
- Napa County Health and Human Services - The County of Napa provides bilingual mental health services for adults, older adults, and children as well as linkage to community resources.
- Cope Family Center – Parenting resources and classes (Including Positive Parenting Program), family resource center and crisis support, advocacy. 707 Randolph St., Napa. (707) 252-1123
- ParentsCAN – Workshops, parenting classes, support groups, parent advocacy and coaching for parents of children with disabilities and Special Education services, system navigation.
- Interns - NVUSD has an extensive training program which allows graduate students and intern/associates to gain experience toward graduation and/or hours toward BBS licensure in exchange for supervision and training.
- VOICES - provides healthy, welcoming, and lively community centers where transitioning foster youth have access to comprehensive housing, education, employment and wellness services. VOICES' unique approach blends powerful youth engagement with meaningful support services that young people need as they leave systems of care. VOICES youth are active leaders in coaching their peers, guiding the evolving vision of program delivery, and advocating for youth voice in the community.
- Teens Connect - collaborates with local school districts, mental health organizations, and non-profits to provide a comprehensive network of support for our youth.
- Up Valley Family Center-provides bilingual, affordable mental health services to people of every age.
- St. Helena Boy's and Girl's Club - for afterschool and summertime enrichment activities
- St. Helena City Department of Recreation Teen Center - provides afterschool homework help and enrichment activities for the MS and HS student
- St. Helena Police Department- provide education and support to our students within the community. Open access to campuses is welcomed for officers to develop positive relationships with students.
- Howell Mountain Boys and Girls Club - for afterschool and summertime enrichment activities
- Diversion - through Napa and St. Helena Police Departments

This agreement is contingent upon approval of Memorandum of Understandings (MOU's) between each school district with NCOE for the provision of services. If a mutually agreed upon MOU is not in place, the provision of services for expelled students will be offered by the district of residence and a revision to this plan will be submitted to the state.

DocuSigned by:



Barbara Nemko, Superintendent
Napa County Office of Education

6/11/2024

Date

DocuSigned by:



Audra Pittman, Superintendent
Calistoga Joint Unified School District

6/11/2024

Date

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Janet Tufts, Principal/Superintendent
Howell Mountain School District

6/11/2024

Date

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Rosanna Mucetti, Superintendent
Napa Valley Unified School District

6/12/2024

Date

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Kim Kern, Principal/Superintendent
Pope Valley Union Elementary School District

6/12/2024

Date

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Ruben Aurelio, Superintendent
St. Helena Unified School District

6/12/2024

Date