



SAN JOAQUIN COUNTY OFFICE OF EDUCATION
James A. Mousalimas, County Superintendent of Schools

**San Joaquin County Plan for Providing
Education Services to Expelled Students
AB 922**

Triennial Update
May 2018

Approved by:

James Mousalimas
Superintendent of Schools
San Joaquin County Office of Education

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Date

Compiled by:

Janine Kaeslin
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County Operated Schools and Programs

**San Joaquin County Plan for Expelled Students
SJCOE Court and Community Schools
Districts and Charter Schools**

“Dependent” Charter Schools are included with their sponsoring LEA

San Joaquin County Office of Education Court and Community Schools

San Joaquin Building Futures Academy
one.Charter

Aspire Public Schools

Banta Elementary School District

Next Generation Steam Academy

Escalon Unified School District

Escalon Charter Academy

Humphries College Academy of Business Law and Education (ABLE)

Jefferson Elementary School District

Lammersville Unified School District

Lincoln Unified School District

John McCandless STEM (K – 6)

Linden Unified School District

Lodi Unified School District

Joe Serna, Jr. Charter

Manteca Unified School District

Be Tech Academies

New Hope School District

New Jerusalem School District

Delta Charter School and Delta Charter Online

New Jerusalem Charter, Delta Bridges Charter School, Delta Keys

Oak View Union Elementary School District

Rio Valley Charter School

Ripon Unified School District

California Connections Academy at Ripon

River Islands Technology Academy II

Dr. Lewis Dolphin Stallworth, Sr. Charter School, Inc.

Stockton Collegiate International Schools

Stockton Unified School District

Nightingale Charter School

Pittman Charter School

Stockton Health Careers Academy

Stockton Pacific Law Academy

Stockton Early College Academy

Team Charter School

Tracy Learning Center

Tracy Unified School District

Venture Academy Family of Schools

San Joaquin County Office of Education

Plan for Expelled Youth: 2018 Triennial Update

Introduction

The San Joaquin County Office of Education, in conjunction with superintendents of the school districts and charter schools within the county, has collaboratively developed this Countywide Plan for Expelled Youth as required by Education Code 48926. The plan was adopted by the San Joaquin County Office of Education Governing Board on May 21, 1997 and has been updated and adopted every three years thereafter.

Education Code 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 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. Further, per California Department of Education letter dated November 1, 2017, **triennial** plans should specify proactive discipline strategies used to reduce the number of suspensions and expulsions and/or disproportionality between ethnic groups.

Education Code 48916.1

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

- c) Any educational program provided pursuant to subdivision (b) shall not be situated within or on the grounds of the school from which the pupil was expelled.
- d) If the pupil who is subject to the expulsion order was expelled from any kindergarten or grades 1 to 6 inclusive, the educational program provided pursuant to subdivision (b) shall not be combined or merged with educational programs offered to pupils in any of grades 7 to 12, inclusive. The district or county program is the only program required to be provided to expelled pupils as determined by the governing board of the school district. This subdivision, as it relates to the separation of pupils by grade levels, does not apply to community day schools offering instruction in any of kindergarten and grades 1 to 8, inclusive, and established in accordance with Section 48660.

General Service Overview

Educational programs within San Joaquin County provide numerous opportunities for students who are in need of traditional and/or alternative education programs. School districts and the county office of education provide a broad continuum of educational services for expelled youth. Each school district must take steps to see that services are provided for expelled youth. A rehabilitation plan, developed by the district of residence, may involve one or more of the options outlined below:

- 1) suspended expulsion with placement on the same school campus;
- 2) suspended expulsion with placement on a different school campus, within the district;
- 3) suspended expulsion with placement on District Contracted Study, if parent agrees;
- 4) expulsion with referral to a District Community Day School, if available
- 5) expulsion with referral to a District Independent Study program, if available;
- 6) expulsion with referral to another District Community Day School program, if available, or;
- 7) expulsion with subsequent transfer (initiated by parent) to another district or charter school
- 8) expulsion with referral to the San Joaquin County Office of Education Court and Community School Programs.

Existing Alternatives Available Through the San Joaquin County Office of Education

SJCOE Community Schools

33 school sites located throughout San Joaquin County

County-Operated Charter Schools

one.Charter

San Joaquin Building Futures Academy

The San Joaquin County Office of Education (SJCOE) offers educational alternatives to expelled students through the Community Schools and county-operated Charter Schools. Districts can

recommend referral of expelled students to SJCOE County Community Schools and/or county-operated Charter Schools. (See Community School/Day Center Referral Form Appendix A)

The SJCOE Community School programs provide mental health and nursing services, smaller class sizes, counseling, and opportunities to participate in “Quest” activities. The student population is very diverse and each student comes with their own barriers and roadblocks to success. Students who need specialized services or accommodations through an IEP or 504 plans are placed if their service needs and goals and objectives can reasonably be met in a Community School or county-operated charter school program. An IEP or 504 team will determine placement and services. Because of the shortened day, flexible credit options and small class sizes, students often choose to remain in placement at community schools following completion of their rehabilitation plan.

We have expanded our truancy intervention focus sites from two to three since the 2015 plan was written: Frontier 1, 2 and South. These classes serve students who have been out of school for an extended length of time upon enrollment in the Community Schools, or students already enrolled at other Community School sites within the program after they have gone through the SJCOE truancy process.

The Frontier school sites serve students from 7th – 12th grade. The majority of students are significantly behind and present with vast learning gaps in basic academic skills. Many of our students have significant emotional issues that keep them from attending regularly as well. These gaps may be addressed through smaller class sizes and collaboration with Mental Health Clinicians. Each Frontier school site operates a contracted learning model that allows for more teacher-student interaction.

In addition to our Frontier School sites, expelled students have the option of **one**.Charter Career Readiness Academy (CRA.) CRA is a program designed for fourth and fifth-year high school seniors who are behind in academic credits and want to complete their high school education while gaining career and job skills. **one**.Charter Career Readiness Academy is a partnership program that helps San Joaquin County Office of Education high school students transition successfully to adult life. With the assistance of the **one**.Charter Career Readiness Technician, job shadowing and apprenticeship opportunities are provided to help students gain experience and confidence. Teachers, counselors, and staff help navigate students using an online hybrid model to connect education and employment skills. This opportunity greatly enhances a student’s ability to develop goals and dreams from work to school.

SJCOE Community Schools student services staff work with the referring districts’ DRB and SARB to assist students enrolling in county operated programs as quickly as possible. Districts are notified in a timely fashion when students do not enroll. SJCOE program staff attempt to contact students and parents who do not show up for their enrollment appointment. Districts are notified monthly about enrollments, interventions, students who have not shown up for their enrollment appointments, and those who may have been enrolled in another district.

The school district of residence maintains responsibility for developing a rehabilitation plan for the student, referring the student to an appropriate educational setting and ensuring that an

educational program is provided to the expelled student. A rehabilitation plan may involve both District and County staff members, as well as the student and his/her parent/guardian.

Alternative Placements

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.

For each of the districts in San Joaquin County that operate Community Day Schools or other alternative programs for expelled students, another option is available if the students fit the criteria stated above. Those students who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils are referred to the San Joaquin County Office of Education Community School programs. They will serve out the term of their expulsion and return to the district of residence or may remain in the community school programs. Once they have turned 18, as long as they show adequate progress, they may continue in the community school program.

SJCOE Community Schools may recommend one of six “Insight” classrooms located throughout the county for students with serious behavioral problems. Insight classrooms provide a lower teacher to student ratio and focus on behavior intervention, personal responsibility and awareness. When students have exhibited consistent success at an Insight classroom, they may be transferred to a local Community School site. SJCOE operates thirty -three (33) Community School sites located throughout the county, so there may be multiple placement options.

SJCOE is now providing anger management counseling for students who need this service as part of their rehabilitation plan for district re-entry. This has helped ensure that students meet the criteria for re-enrollment in their district. Further, SJCOE has begun hiring “Transition Specialists” to assist students transitioning from county programs back to districts. This service will be offered during the first 90 days of the student’s transition back to district.

Articulation and Coordination of the County-wide Plan

The countywide plans require a regional perspective. Discuss the articulation and coordination between school districts and with the county office of education in providing education placements for expelled pupils.

At least twice per year, the county hosts all the district CWA Directors (or other district administrator) in discussions regarding options for expelled students, and any new laws regarding expulsions or expulsion appeals. The expulsion and appeals process may be reviewed. Districts work closely with SJCOE and neighboring districts to find placements to accommodate students in the most appropriate setting. There is effective county-wide communication regarding options for expelled youth and sharing of successful interventions, placements and programs available.

In March and April, 2018, a survey was sent out to all SJCOE districts and charter schools to assist in the development of the 2018 Triennial Plan for Expelled Youth. Districts and charter schools were asked about their options for expelled students, their proactive discipline strategies, the gaps in services and past and proposed remedies for such gaps. On April 19, 2018 representatives from all districts met to discuss and draft the current Triennial Plan.

Districts are providing more alternatives for their students before referring them to the SJCOE Community Schools. In addition to district-operated Alternative Education Programs on many district campuses, districts are more proactive in their approach to student discipline by working closely with the students and their parents before serious problems occur. Districts in San Joaquin County have reduced the number of suspensions and expulsions during the last three years by using proactive discipline strategies school- wide and district-wide.

The charter schools in San Joaquin County rarely, if ever expel any students. Many have distance learning opportunities for students who have had behavioral issues which, for safety reasons, need to be off-campus. Students in distance learning still remain in contact with their teachers and mentors and return to campus as determined by staff/parent agreements.

For those students enrolled in SJCOE Community Schools or county-operated charter schools, an excellent, well rounded education is provided. After a student has met the terms of expulsion, many students choose to remain in county-operated programs.

Gaps and Strategies Related to Educational Services to Expelled Students

For each of the gaps in educational services to expelled pupils that were identified in the 2015 plan, discuss the implementation of the strategies outlined for filling those service gaps.

As of the 2015 plan, the following gaps and strategies were identified:

1. Services to K – 6 students continued to be a challenge.

We had expanded services for K – 6 students to three sites. Instruction was provided for two hours per day. The class schedule was not necessarily convenient for parents who work outside of the home, as they had to provide transportation and supervision for their children. The shortened schedule and geographical distance were barriers to enrollment for some of the K – 6 expelled students.

Strategies: Community School administration and staff continued to provide services based on yearly needs assessments. A full-day “hybrid” program was implemented for some K – 6 students in Stockton, and the two remaining K – 6 sites were increased to four-hour programs in 2016-17. Districts began providing more services to their expelled K – 6 students, such as contracted study or suspended expulsion with continued placement in their district programs; or expulsion and placement in other district alternative programs including “dependent” charter school options. Early intervention behavior services have reduced the number of expelled K – 6 students in our districts. As

a result of the strategies outlined above, services to K – 6 students improved over the course of the last three years. Many of our districts do not see a current gap in services to expelled K – 6 students. None of the county’s charter schools see a gap in K – 6 services to expelled students.

2. Transportation issues:

Although many transportation issues had been dealt with, significant geographical distances between local small districts and county-operated programs continued to be obstacles to placement.

Strategies: Community School administration continued to consult with our districts for possible placements for students when transportation is an obstacle. Transportation vouchers were offered by some districts. These strategies have helped in reducing the gaps due to transportation issues. We continue to locate, operate and expand programs based on needs assessment, and geographical location of our students. Each year SJCOE Community Schools staff continue to review data to determine the areas throughout the county where the majority of our students live. We continue to expand community schools based on the needs assessments. Districts are operating more Community Day Schools, alternative placement options and contracted study options for their expelled students.

Current gaps in educational services to expelled pupils and strategies for ameliorating the gaps

1. Services to K – 6 Students can still be improved: Although many of the gaps in services to our K – 6 population have diminished, SJCOE and our districts are still working to improve services. Districts and the County Office of Education will be exploring “on-line” options for K – 6. Districts continue to expand K – 6 options. Further, individual and school-wide behavior intervention programs are greatly reducing the need for suspension and expulsion for our K – 6 students.
2. Transportation Issues: These issues have also improved since our 2015 plan was written. We continue to provide services based on the geographical location of our student population and other needs-assessments. When transportation becomes an obstacle to post-expulsion placement, districts are providing alternatives such as contracted study, district-operated alternative education or contracted learning opportunities through a county-operated program. Districts provide transportation to expelled students whose IEP requires transportation, and to homeless youth.

Current Opportunities for Expelled Students by District and Charter School

Opportunities for Expelled Students	Districts/Charter Schools which offer this opportunity
1) Suspended expulsion with placement on the same school campus	Manteca, Linden, Ripon, Tracy, Lincoln, Jefferson, Escalon, New Jerusalem, Lodi, Stockton, Lammersville, TEAM Charter School, Humphreys College Academy of Business Law and Education (ABLE), Venture Academy
2) Suspended expulsion with placement on a different school campus, within the district	Manteca, Linden, Ripon, Tracy, Lincoln, Banta, Jefferson, Escalon, New Jerusalem, Lodi, Stockton, Lammersville, Tracy Learning Center
3) Suspended expulsion with placement on District Contracted or Independent Study, if parent agrees	Linden, Escalon, Banta, Jefferson, New Jerusalem, Lodi, Stockton, Lammersville, Lincoln
4) Expulsion with referral to a District Community Day School or other District Alternative Program (not Independent Study)	Manteca, Lincoln, Tracy, Stockton, Lammersville, Tracy Learning Center
5) Expulsion with referral to a District Contracted or Independent Study program	Tracy, Lincoln, Jefferson, New Jerusalem, Lodi, Stockton, TEAM Charter School
6) Expulsion with referral to another District Community Day School program	Tracy, River Islands Technology Academy II, Aspire Public Schools
7) Expulsion with subsequent transfer (initiated by parent) to another district or charter school	Oak View, Manteca, Escalon, Tracy, Lincoln, Jefferson, New Jerusalem, Lodi, Lammersville, Ripon, Tracy Learning Center, Stockton Collegiate International, Humphreys College of Business, Law and Education (ABLE)
8) Expulsion with referral to the San Joaquin County Office of Education Court and Community School Programs	Oak View, Manteca, Linden, Ripon, Tracy, Lincoln, Banta, Jefferson, Escalon, New Jerusalem, Lodi, Stockton, Lammersville, Tracy Learning Center, Stockton Collegiate International, River Islands Technology Academy II, TEAM Charter School, Humphreys College Academy of Business, Law and Education (ABLE), Venture Academy

Strategies to Decrease Numbers of Suspensions and Expulsions, and Reduce Ethnic Disproportionality in San Joaquin County Districts and Charter Schools

County-wide, the number of students suspended and expelled since 2015 has decreased, as has the ethnic disproportionality in suspensions and expulsions. All of our districts have increased the use of early-intervention behavior strategies, school-wide discipline programs, counseling options, and alternatives to suspension/expulsion. All SJ county districts utilize student study/success teams for academic and behavioral intervention.

Specifically, the following strategies are being implemented and have been found effective:

Aspire Public Schools:

- Aspire Public Schools recognize the importance of fostering positive, healthy school climates. As such, we have moved away from harmful and counter-productive zero-tolerance policies, toward restorative approaches.
- Community-building circles, conferencing, fairness committees, restorative councils and peer juries
- Social-emotional learning (SEL) program (cultivating trusting environments, collectively recognizing and building social emotional competence in our organization, addressing bias, partnering with families to provide SEL at home)
- Development of “Equity Belief Statements” so students are meaningfully engaged in rigorous, personal instruction, and the “school to prison pipeline” is interrupted

Banta Elementary School District:

- Counseling
- DARE
- After school activities
- Character Counts
- Restorative Justice. They will be expanding restorative circles into the classrooms next year, giving students more opportunities to problem-solve with their peers and feel recognized and accepted.
- Positive Behavioral Intervention Supports (PBIS)

Dr. Lewis Dolphin Stallworth Charter School:

- Positive Behavior Intervention System (PBIS)
- Eagle Bucks student reward system to reduce negative behaviors
- Pro-Social Program, focusing on positive character traits

Escalon Unified School District:

- Student Data Review Teams (SDRT) for K – 8 to provide targeted behavioral and counseling support to those who need it, before behaviors become unmanageable.

- Positive Behavioral Intervention Supports (PBIS) K – 12. The district has applied for the Multi-tiered System of Supports grant through the Orange County Department of Education to streamline academic and behavioral intervention supports and services.

Humphreys College Academy of Business, Law and Education (ABLE)

- School-wide behavior hierarchy and early intervention
- Restorative Justice Model, whereby students may redeem themselves, corrects misbehavior and moves student back into the range of appropriate conduct and positive engagement in the learning environment
- Counseling provided by veteran teachers or administrators
- Progressive discipline strategies designed to involve student/teachers/guardians in collaborative efforts to correct behavioral issues

Jefferson Elementary School District:

- Positive Behavioral Intervention Supports (PBIS)
- Restorative Justice
- Junior Bulldog Project (in conjunction with Tracy High School)
- Character education programs
- Mental Health Counselors two days per week at each site
- Behavior Support Plans
- Data is reviewed quarterly for disproportionality

Lammersville Unified School District:

- Character Counts: All K – 8 teachers were trained during the 2017-18 school year. Trainer of Trainer models will continue in subsequent years.
- Positive Behavioral Intervention Supports (PBIS) School Plans
- Restorative Justice practices as part of the PBIS plans
- A mental health professional will be hired for the 2018-19 year
- DARE Program

Lincoln Unified School District:

- Restorative Practices: District-wide training by specialists from “Community Matters.” A consultant has been hired with an extensive background in cultural proficiency and restorative practices.
- Full time counselors on every school site
- Full time safety officers on every school site
- “No Bully” Training
- Extended Day Programs

Linden Unified School District:

- PBIS Trainings and PBIS Team Development
- “No Bully” Training

- Student Incentives
- Progressive Discipline
- School Resource Officers

Lodi Unified School District:

- Positive Behavioral Intervention Supports (PBIS)
- Revised Student Discipline and Intervention Matrix
- Elementary Learning Opportunity Class (ELOC)
- Counseling
- On-Campus Intervention and Check in Check Out Program with Community Liaison Assistants (13 have been hired to work with at-risk youth, specifically focusing on African American students and their families/communities.)
- In the next three years, in addition to the above-listed services, the district plans to develop mentoring programs where alternative high school students mentor middle school students. SAFE program will continue, which provides “wraparound” services to students in both the home and school environments.

Manteca Unified School District:

- Positive Behavioral Intervention Supports (PBIS)
- Counseling Services
- Revised Student Discipline Matrix
- Peaceful Playgrounds Program
- Progressive Discipline
- K – 8 Check-in check-out programs
- Peer Resource
- Character Counts
- Student Incentives
- Alternative Suspensions

New Jerusalem Elementary School District:

- Positive Behavioral Intervention Supports (PBIS)
- RTI model of counseling intervention and behavior management
- Behavior Support Plans, developed with support from staff, parents and school psychologists
- Counseling services

Oak View Union Elementary School District:

- Student Success Team Meetings and parent/teacher conferences
- Behavioral consequences
- Counseling
- In the next year, training will be provided to staff in the area of positive discipline strategies, IEPs and 504 plans.

Ripon Unified School District:

- Student Data Review Teams (SDRT)

- Positive Behavioral Intervention Supports (PBIS)
- Alternatives to suspension, such as 1 hour per day for 5 days detention, performing campus beautification tasks. The 5 hours substitutes for 1 day of suspension.
- Restorative Circles Training will be offered in the 2018-19 school year to selected teachers of grades 6 – 12. Early implementation of this program has proven to be highly successful.
- RTI Model of Behavior Support
- Check-in, Check-out Procedures
- Counseling

River Islands Technology Academy II:

- Progressive Discipline Strategies
- Professional development regarding childhood trauma and the developing adolescent brain. This has helped staff be better prepared to work with students who may exhibit less desirable behavioral choices.

Stockton Collegiate International Elementary/Secondary Schools:

- Individual and group counseling
- Anger and conflict management program

Stockton Unified School District:

- Positive Behavioral Intervention Supports (PBIS)
- Restorative Practices Weekend trainings have been provided for the above programs (due to shortage of subs.) Trainings will continue over the next three years.
- Trainings are planned over the next three years for the implementation of National Standards for School Counselors, which includes proactive counseling services for all students.
- Other planned training includes “Culturally Responsive” instruction and “trauma-informed” practices.
- To specifically address the issue of disproportionality: this year, SUSD hired a Student Support Data Analyst to work with administrators and counselors on correctly inputting discipline into the student information system. Improper coding and lack of understanding of the inputting has created errors. The Analyst goes out to school sites and works individually with administrators on the correct ways to input discipline data. We currently send out twice a month to all school sites, discipline data that is broken down by our subgroups. School leadership teams are able to then focus on intention goals to reduce suspensions and expulsions. A district wide Stakeholder Equity and Climate committee has been established, which meets monthly with parents, students and staff to investigate trends in our discipline data. The group is focused on working on solutions to address the disproportionality currently existing in our discipline data. A summer and fall professional development plan for culturally responsive training is in the works. Also planned is a district wide equity audit.

TEAM Charter School:

- Working on a new PBIS program
- Discipline is tracked in “Power School”
- Professional development will be offered to teachers regarding how to support students with significant behavioral issues
- Considering support from mental health clinicians to create Behavior Support Plans and support students with significant trauma in their lives

Tracy Learning Center:

- Restorative Justice Program. Referred students meet with a student panel to discuss how their behavior has affected others in the classroom, and strategies to correct the behavior are presented and implemented. This program has empowered the students to make better choices with the support of the student body and staff.

Tracy Unified School District:

- RCD is being piloted at four sites
- District policy is being reviewed and revised regarding “Zero Tolerance”

Venture Academy Family of Schools:

- A strong counseling team provides early intervention for issues as they arise
- Teacher and administrative/parent meetings provide interventions and ongoing support for students with behavioral issues
- Possible contract with “Sow-A-Seed” community foundation
- Increasing education on the impact of the mis-use of social media

Strategies to Assist Students in their transition from expulsion back to district/school site classrooms

Districts provide (as appropriate) Student Study/Success Teams, counseling and/or mental-health services, parent/student/staff meetings, Behavior Support Plans, IEP review, behavior contracts, and periodic check-ins to assist students transitioning back from expulsion placements.

When students transition from a county-operated program back into a district program, SJCOE staff provide attendance, discipline history, counseling interventions and course work information to the district (upon parent request.) Students transitioning from county-operated programs back into district programs will be provided with services from a Transition Specialist for the first 90 days of transition. (See Evaluation of Student Performance, Appendix B)

Stockton Unified is working on a formal process of reunification with the student to the school site when students return. In addition, restorative practices are attempted with the student and family prior to the student being cleared to return. This involves the student working with the Director on specific goals for success when returning to school. Communicating with the school counselor and other school staff prior to the student returning will also allow for the student to be properly welcomed and provided any additional support needed.

Appendix A: Community School/Day Center Referral



San Joaquin County Office of Education

Community School/Day Center Referral

2017-2018

Liz Cowan, Enrollments 209-468-9026
 Marisela Juarez, Spanish, Homeless 209-468-4986
 Sophie Soth, Special Ed., Khmer 209-468-5949
 Teresa Backovich K-6, FY Court Placement 209-468-9048

Email referral to: Ecowan@sjcoe.net Fax: 209-468-9051

SSIS ID# _____ Male Female

Student's Legal Name: _____ Age: _____ Date of Birth: _____ Grade: _____

Home Address: _____ Apt. _____ City: _____ Zip: _____

District of Residence: _____ Last School of Attendance: _____ Exit Date: _____

Parent/Legal Guardian/Caregiver/Adult Student Name: _____

DOCUMENTS NEEDED FOR REFERRAL

- | | | |
|--|--|---|
| <input type="checkbox"/> Proof of Birth | <input type="checkbox"/> SARB Contract | <input type="checkbox"/> 504 Plan, if applicable |
| <input type="checkbox"/> Immunization Record | <input type="checkbox"/> Attendance Record | <input type="checkbox"/> Placement IEP / 30 day if applicable |
| <input type="checkbox"/> 9-12 Transcript /7-8, Report Card | <input type="checkbox"/> Discipline Record | <input type="checkbox"/> Exit IEP, if applicable |

Parent Legal Guardian Authorization:

As the Parent, Legal Guardian, Caregiver, or Adult Student / I agree that the above named student could benefit from the educational services available in the San Joaquin County Community School/Day Center Program.

Please Print Name of Parent / Legal Guardian / Caregiver/ Adult Student: _____

Signature: _____ Date: _____

Home/Cell Phone: _____ Work Phone: _____ Email Address: _____

Signer is: Parent Caregiver (affidavit required) Legal Guardian (court documents required) Adult Student

REFERRAL TYPE

- | | |
|--------------------------------------|--|
| ____ (a) Expulsion e.c. 1981 | ____ (b) SARB e.c. 1981 |
| Must attach the following: | |
| 1. District Board Decision | <input type="checkbox"/> Truancy |
| 2. Finding of Facts | <input type="checkbox"/> Discipline |
| 3. Board Recommendations | <input type="checkbox"/> Credits |
| Expelled from other District: | <input type="checkbox"/> Intervention Services |
| ____ E.C. 48915.1 | |
| Must attach the following: | ____ Parent Request e.c. 1981 |
| 1. Current District Board Decision | <input type="checkbox"/> Credit Deficient |
| 2. Prior District's Finding of Facts | <input type="checkbox"/> Intervention Services |
| 3. Prior District's Recommendation | <input type="checkbox"/> Other |
| Expelled from other District: | |
| ____ E.C. 48915 a or c | |
| Must attach the following: | |
| 1. Prior District's Board Decision | |
| 2. Prior District's Finding of Facts | |
| 3. Prior District's Recommendations | |

Is student currently Pending Expulsion? Yes No

SARB and Parent Request Referrals

Based upon review of school records, it is believed that the above named minor /adult student could benefit from the educational services available in the San Joaquin County Community School/ Day Center Program, and is herewith referred to the San Joaquin County Community School/ Day Center Program pursuant to Education Code 1981. It is also believed that being under the immediate supervision of a Probation Officer, Per WIC 654, will be beneficial to not only the student, but also as support to the family.

CWA Representative /Authorized Designee:

Signature: _____

Date: _____

PROBATION USE ONLY

(c1A) Probation 602 ___ Ordered placed pursuant to Section 725, 792.2 and 791 of and paragraph (2) of subdivision (a) of Section 727 of the Welfare and Institutions Code.

(c1C) Probation 726 ___ Section 726 and Paragraph (3) of subdivision (a) of Section 727 of the Welfare and Institutions Code.

(c2) Probation ___ Not in attendance at any school.

(b2) Parole ___ Not in attendance at any school.

Based upon review of school records, it is believed that the above minor could benefit from the educational services available in the San Joaquin County Community School/Day Center Program, and is herewith referred to the San Joaquin County Community School/Day Center Program pursuant to Education Code 1981

P.O. Name (print) _____ Signature: _____ Date: _____

Phone: _____ Fax: _____ County: _____

Please list the name of person holding Ed.Rights for Student: _____ Relationship to student: _____

For Office Use Only: Returning Student? Yes No ID # _____ Last one.School Attended: _____ Date: _____

CALPADS: Special Ed: Yes No - 504 Plan: Yes No District Change: _____ Date: _____

Appendix B: Back to District Letter

