

MODOC COUNTY

Plan for Provision of Education Services 2024-2027

I. INTRODUCTION

A. THE LEGAL REQUIREMENTS PERTAINING TO A COUNTYWIDE PLAN

California Education Code Requirements

California *Education Code (EC)* Section 48926 requires county superintendents, in conjunction with superintendents of school districts within the county, to develop a plan for providing educational services to all expelled pupils in that county. The initial plan was to be adopted by the governing board of each school district within the county and by the county board of education and submitted to the State Superintendent of Public Instruction in 1997. *EC* Section 48926 also requires that each county superintendent of schools, in conjunction with district superintendents in the county, submit a triennial update to that plan to the State Superintendent of Public Instruction.

EC Section 48926 provides that:

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.

Countywide Plan Requirements and Recommendations

The recommended content of the Countywide Plan must address additional, more detailed questions that were raised and supported by the State School Attendance Review Board and Student Programs and Services Steering Committee of the California County Superintendents Educational Services Association. These questions concern behavioral intervention approaches used to minimize the number of suspensions and expulsions, including a focus on how such practices may impact the disproportionate number of minority students being suspended or expelled.

1. The Countywide Plan must list and describe the educational alternatives currently available for expelled students. It is recommended that the plan also describe strategies for improvement during the next three years, including:

Any behavioral intervention practices, at the site and district levels, and options used to:

- Minimize the number of suspensions leading to expulsions
- Minimize the number of expulsions being ordered
- Support students returning from expulsions

- Specific explanation of how those practices relate to any disproportionate representation of minority students in such interventions. For assistance in this area, you may review guidance issued by the U.S. Department of Education and the Department of Justice on the U.S. Department of Education School Climate and Discipline Resources web page at <https://www2.ed.gov/policy/gen/guid/school-discipline/index.html>.
2. The Countywide Plan must address gaps in educational services and strategies for filling them. If a 2021 Countywide Plan identified gaps in educational services to expelled pupils, it is recommended the 2024 plan include the following information regarding the implementation of strategies outlined for filling those service gaps:
- Were the strategies successful or not? Please explain why and how they were or were not successful.
 - Were any additional strategies implemented? If so, explain why and how they were or were not successful.
 - For strategies that were not successful, describe any additional measure(s) or approach(es) taken, and the outcome(s).
3. 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 pose a danger to other district pupils, as determined by the governing board.

Modoc County

Modoc County is one of the larger counties in California, with one of the smallest populations. The county's three school districts are small and serve a total of approximately 1,350 students. With over 3900 square miles in the county, our districts are remotely situated in very small communities. Roads and passes are frequently difficult to navigate during the winter season.



PLAN

1. The superintendents of Modoc County have identified the following educational alternative placements for students who violate the law, exhibit persistent behavior problems, are serving suspended expulsions, or are expelled:

- Suspend expulsion – return to the same site
- Suspend expulsion – assign to a different site
- Suspend expulsion – placement on a contract for behavior
- Expulsion – inform parents of the following Independent Study Charter School opportunities

1. High Desert Community Day School (CDS 25-73585 2530111) in Alturas serves students in grades 7-10, up to 16 years old.
2. Warner High School (CDS 25-73585 2530020) in Alturas is a continuation high school serving students in grades 9-12, at least 16 years old.
3. Tulelake Continuation High School (CDS 25-73593-2530087) is a continuation high school serving students in grades 9-12, at least 16 years old.
4. Shasta View (CDS 45-69948-0139543) of the Columbia Elementary School District is a K-12 independent study program which operates throughout the region.
5. Mt. Lassen Charter School (CDS 18-75036 0121657) of Fort Sage Unified School District is a K-12 independent study program which operates throughout the region..
6. Modoc Vineyard Academy (CDS 25 73585 6165237)
7. Diamond Mountain Charter High (18 64139 0106385)
8. Golden Eagle Charter (47 10470 0117168)
9. Phoenix Charter (45 69948 0141580)
10. Stellar Charter (45 70110 0135889)
11. Northern Summit Academy (45 10454 0129957)
12. Long Valley Charter (18 76729 0000000)
13. Private Home School Affidavit - www.cde.ca.gov
14. Online Options:
 - a. Penn Foster
 - b. A Time 4 Learning (Affidavit required)
 - c. Liberty University

To minimize suspensions and expulsions the following has been implemented county-wide:

School Site Level: Tier 1 Universal Supports (all students) -core supports; a broad support system for all students that teaches positive relationships and coping skills:

- Wellness Assistants have been implemented as a prevention and intervention measure. The Wellness assistant supports student de-escalation, re-entry and social skills.
- Collect and compile data, including school climate surveys for students, staff, and parents/guardians. Data is analyzed and goals are created using the results.
- Data includes: suspension, behavior, school climate, attendance and academic testing results.
- Modoc County offers Positive Behavior Interventions and Supports (PBIS) at all schools.
- Ongoing Professional Development for certified and credentialed staff and classified staff.

- Parent engagement opportunities at all levels--district and school.
- Summer enrichment programs in partnership with Expanded Learning Program.
- Capturing Kids Hearts.

Tier 2 Supplemental Supports (Approx. 15% of students) - Targeted Supports: Group supports for students with higher needs:

- Wellness Assistants have been implemented as a prevention and intervention measure. The Wellness assistant supports student de-escalation, re-entry and social skills.
- Restorative intervention strategies (Restorative Justice, Restorative Circles, Community Service, Research Projects).
- On-campus counseling with school counselors and through Modoc Behavioral Health.
- Student Study Team (SST) meeting(s).
- Behavior support plans aligned to the PBIS School Matrix.
- Off-campus counseling.
- Alternative to suspension programs (In-school suspension program, Saturday School program).

Tier 3 -(Appx 5% of students)- Intensive supports:

- Mental Health Counselor through Modoc Behavioral Health and SELPA Clinical Psychologist
- Behavioral Analyst.
- County Mental Health - BHRS for students who qualify for Mental Health.
- Diversion Program.
- Modoc and Tulelake City Police Department Social Worker support.
- MCOE SARB process.
- Stipulated Suspended Expulsion with provisional placement at Opportunity School, the student is placed at an alternative school campus within the District for non-mandated expulsion offenses, grades 5-12.

2. Through a countywide collaborative process, the following gaps have been identified for providing educational services to expelled pupils. Following each gap is the suggested strategy for addressing the gap:

Smaller school districts within Modoc County generally expel very few students during a school year. For instance, from 2020-2023, only 4 students were expelled from schools in the entire county. Due to this fact, it is not financially or geographically possible to have a special class or program for such students located in each district. In addition, students who are expelled by individual school districts within Modoc County, vary as to age, grade level, and expulsion offenses. The wide range of age, grade level, and seriousness of offense makes it difficult to provide appropriate programs.

County/District Strategy for Addressing this Gap:

- a) Modoc County Office of Education is currently looking into opening a County Community School to support expelled youth. Pre-agreed upon clearly defined Memorandum of Understanding's (MOUs) will be created with each school district with

a detailed process that will be followed that includes a collaborative meeting with the referring district.

- i) District student referrals will be reviewed and provided feedback through the Modoc County Office of Education.

3. Identify alternative placements for pupils who are expelled and placed in community day schools, but who fail to meet the terms and conditions of their rehabilitation plans or who pose a danger to other district pupils:

EC Section 48916.1(a) provides that, 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 during the expulsion period. The governing board is required to recommend a plan of rehabilitation. If the expelled students fail to meet the terms and conditions of their rehabilitation plan, commit another expulsion offense, or pose a danger to other students, the school district of residence continues to maintain responsibility for developing a rehabilitation plan for the student, ensuring that an educational program is provided either within or outside the school district (EC 48926).

County/District Strategy for Addressing this Gap:

- a) A new rehabilitation plan may be developed, building on the strengths of the original plan, but using a different educational placement than what was called for in the original plan.
- b) Before the permanent removal of a student from the district, independent study is utilized which reduces the amount of classroom contact hours to as little as five hours per week with fifteen hours of independent work at home. If the student fails the independent study placement, and if reassigning the student back to the district is no longer feasible due to potential disruption or danger caused by the student, the student is then removed from the district school program and referred to the county community school program.
- c) District Independent Study, if all parties agree, and other appropriate options are available, may be offered.
- d) Inter-district agreements with clearly defined parameters may be an option.
- e) Working closely with other city/county agencies is strongly encouraged to assist with the successful completion of the rehabilitation plan. These agencies include local law enforcement, probation, and agencies that provide counseling and family support.

Countywide Plan Review Process

The Countywide Plan for Expelled Youth is reviewed triennially by a group of Superintendents, the County Superintendent of Schools, the Deputy Superintendent, the SELPA Director, and our Director of Student Programs.

Modoc County Office of Education's Role

The Modoc County Office of Education provides technical assistance in the development of the plan as well as technical assistance and advisory support to the district superintendents who have questions regarding the expulsion and placement of students.

Under the Local Control Funding Formula (LCFF), county offices of education are required to adopt a Local Control and Accountability Plan (LCAP) for county-operated schools and programs which includes goals, actions, and expected measurable outcomes in 10 state priority areas, for all pupils and subgroups of pupils identified in EC Section 52052. Included among the priorities, a county office LCAP must address how it will coordinate the instruction of expelled students under EC Section 48926. This Countywide Plan will contribute to the information presented in the LCAP and provide a regional perspective on meeting the needs of expelled pupils.

The triennial update was developed collectively by the superintendents in Modoc County and will be updated when necessary. The Modoc County Superintendent will provide a copy of the Plan for Provision of Education Services to Expelled Students to the Superintendent of Public Instruction.

Date: June 7,, 2024

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