

California Department of Education

Executive Office

SBE-005 (REV. 11/2017)

General Waiver

# California State Board of Education July 2018 AgendaItem #W-06

## Subject

Request by **Hanford Joint Union High School District** for renewal of a waiver of portions of California *Education Code* Section 48663(a), relating to community day school minimum instructional minutes.

## Waiver Number

11-4-2018

## Type of Action

Action, Consent

## Summary of the Issue(s)

Request by Hanford Joint Union High School District(HJUSD)for renewal of a waiver of portions of California *Education Code (EC)* Section 48663(a), relating to community day school (CDS) minimum instructional minutes. HJUSD is requesting to have the option of offering an independent study placement for students who are enrolled in Hanford CDS when appropriate for the student. The district is especially concerned about the safety of its students who are enrolled in Hanford CDS and its staff. In instances where there is a safety concern for or with a student, it may be appropriate to offer an independent study placement to the student. The district board approved the waiver request.

## Authority for Waiver

*EC* Section 33050

**Recommendation**

* Approval: No
* Approval with conditions: Yes
* Denial: No

The California Department of Education (CDE) recommends approval of this waiver with the following conditions:

* The HJUSD shall limit the number of Hanford CDS students receiving all or part of their instruction through independent study to a maximum of 10 percent of the CDS population.
* All of the provisions included in *EC* sections 51745–51749.6 regarding independent study shall be in place for Hanford CDS students who choose an independent study option.
* Consistent with the initial waiver request, the HJUSD will continue to develop, update, and implement the Transitional Plan for Expelled Youth which the district submitted as a condition for the original 2017–18 waiver (see Attachment 4). The district will submit to the CDE an interim report by November 30, 2018, and a follow-up report by May 1, 2019, of the implementation of the plan and updates to it. The report will include the number of students receiving full or partial instruction through independent study, a description of the offenses leading to the determination to provide instruction through independent study, and the efforts to support the students being able to progress towards a return to full-time classroom instruction.
* Consistent with the initial waiver request, the HJUSD will continue to develop, update, and implement the Hanford Community Day School Articulated Classroom Plan, a comprehensive classroom-based educational program for Hanford CDS students who do not participate in the independent study program. The district will submit a report of the implementation of this plan to the CDE and an updated version of the plan by May 1, 2019.

## Summary of Key Issues

*EC* Section 48916.1(a) requires school districts to ensure that each of their expelled students be provided an educational program during the period of expulsion. In its 2015 Countywide Plan for Provision of Educational Services to Expelled Students submitted to the CDE per *EC* Section 48926, the Kings County Office of Education (COE) stated that it would provide an educational setting for expelled students from Kings County districts for pupils who had been expelled and placed in district CDS 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 local governing board. These services included offering an independent study placement for students at Kings Community School until it closed in May 2017. Presently, the Kings COE is not providing educational services for expelled students from Kings County districts, and the requirement to provide these services has been returned to the individual school districts throughout the county.

The HJUSD now is providing an educational placement at Hanford CDS for all expelled students who live in the district’s boundaries. Under their existing waiver, this includes providing an independent study instructional delivery option for a few students who had been expelled and placed in district CDS programs, but who pose a danger to other district pupils. The HJUSD has developed and submitted an articulated classroom and transitional plan for expelled students, as conditions of the initial waiver approved for the 2017-18 school year at the March 15, 2018, State Board of Education (SBE) Meeting. These plans include the provision of social-emotional support services for students. CDE staff reviewed the proposed plan and made suggestions for deepening some of the suggestions. The district was very positive in responding to and incorporating the CDE recommendations.

With this waiver renewal request, the HJUSD seeks to have the option of continuing to offer an independent study placement for students who are enrolled in Hanford CDS when appropriate for the student. The district is especially concerned about the safety of the students and staff at Hanford CDS. In instances where a safety concern for or with a student is identified, it may be appropriate to offer an independent study placement to the student. The ability to offer an independent study program also gives the HJUSD the ability to tailor an educational program that more readily meets the individual needs and levels of all students in their program.

At the same time, the HJUSD believes strongly in the benefits of seat-time instruction under the direct supervision and with the support of the classroom teacher. Therefore, the district will be limiting participation in independent study to no more than 10 percent of the CDS population. Furthermore, the district will first consider having these students receive part of their day in the CDS classroom with the balance of instruction provided through independent study. In either case, any student receiving any part of the instructional day through independent study will be counted as part of the total number of CDS students in independent study and subject to the 10 percent of the total CDS population maximum.

The HJUSD submitted the following information to demonstrate the past and anticipated need for this waiver:

* Throughout the 2017–18 school year, enrollment has ranged from 25 to 50 students. For the purpose of this waiver, the term “safety issues” will be described as, “a consistently unsafe environment for students and staff that is created by threats of harm and physical or verbal altercations used to create intimidation, thereby impeding on one’s ability to function within the learning environment.”

Examples of experienced safety issues include:

* One incident of a weapon being brought on the school campus.
* One incident of a physical threat and actions made towards staff and students, in order to gain access to hack into a teacher’s computer system to change grades.
* Five to seven incidents of verbal threats of physical harm towards the Learning Director, Campus Safety staff, and teachers, resulting in the School Resource Officer having to physically remove students from the campus, due to their refusal to leave after being suspended.
* Five incidents of physical altercations used to increase gang involvement/recruitment.
* Several verbal and social media threats, and physical attempts made to harm a pregnant teen and her unborn baby while they were leaving the school facility.
* One drive-by vehicle incident with individuals who attempted to harm an opposing gang member student while they were leaving the school facility.

Number of students expected to open the year with full/partial independent study:

* Full Independent study—one student.
* The student is scheduled to have completed coursework before the end of the 2018–19 fall semester.
* Partial Independent study—one student with special needs.

The HJUSD Board approved this waiver request. The Hanford Secondary Educator’s Association and the California School Employees Association #641 support this waiver through their respective presidents, Dwayne Tubbs and Rosemarie Lopes-Horn. In addition, the Hanford High School Site Council, Hanford West High School Site Council, and Sierra Pacific School Site Council have no objection to this waiver.

The HJUSD requested that this renewal waiver be granted for the period of July 1, 2018 through June 30, 2019. Coupled with the waiver, this would total a consecutive waiver coverage of two full years. *EC* Section 33051(b) would apply and the district would not need to reapply if the information contained on the request remains current. Given that the initial waiver was approved only four months ago, the CDE recommends that the CDS waiver renewal waiver instead be approved for two days short of that second year. The district would need to reapply after a more extensive period of implementation of their CDS Waiver transitional, giving the SBE more information before considering whether to make the waiver permanent per *EC* Section 33051(b).

**Demographic Information:** The HJUSD has a student population of 3,700 students and is located in an urban area in Kings County.

**Because this is a general waiver, if the State Board of Education decides to deny the waiver, it must cite one of the seven reasons in EC 33051(a), available at** <http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=33051>.

## Summary of Previous State Board of Education Discussion and Action

The initial waiver request by the HJUSD which was approved on March 15, 2018, by the SBE is the only past action regarding the option of independent study as an educational method for CDS students.

## Fiscal Analysis (as appropriate)

There is no statewide fiscal impact of waiver renewal.

## Attachment(s)

* **Attachment 1:** Summary Table of Community Day School State Board of Education Waiver (1 page)
* **Attachment 2:** Hanford Joint Union High School District General Waiver Request 11-4-2018 (3 pages). (Original waiver request is signed and on file in the Waiver Office.)
* **Attachment 3:** Hanford Community Day School Articulated Classroom Plan (9 pages)
* **Attachment 4:** Hanford Community Day School Transitional Plan for Expelled Students (6 pages)

# Attachment 1: Summary Table

California *Education Code* Section 48663(a)

| **Waiver****Number** | **District Name,****Size of District, and****Local Board****Approval Date** | **Period of Request** | **If granted, this waiver will be "permanent"****per *EC* Section 33501(b)** | **Bargaining Unit Name and Representative,****Date of Action,****and Position** | **Advisory Committee/Schoolsite Council Name,****Date of Review****and Any Objections** |
| --- | --- | --- | --- | --- | --- |
| 11-4-2018 | Hanford Joint Union High School District3,700 Students44 Students in Hanford Community Day School April 24, 2018 | **Requested:**July 1, 2018throughJune 30, 2019**Recommended:**July 1, 2018throughJune 28, 2019 | No | Hanford Secondary Educator’s AssociationDwayne Tubbs,PresidentMarch 28, 2018**Support**California School Employees AssociationRosemarie Lopes-Horn,PresidentMarch 28, 2018**Support** | Hanford High School Site Council, Hanford West High School Site School Site Council, Sierra Pacific High School Site CouncilApril 10, 2018**No Objections** |

Created by California Department of Education

June 7, 2018

# Attachment 2: Hanford Joint Union High School DistrictGeneral Waiver Request 11-4-2018

**California Department of Education**

**WAIVER SUBMISSION - General**

CD Code: 1663925

Waiver Number: 11-4-2018

Active Year: 2018

Date In: 4/25/2018 8:20:02 AM

Local Education Agency: Hanford Joint Union High School

Address: 823 West Lacey Blvd.

Hanford, CA 93230

Start: 7/1/2018

End: 6/30/2019

Waiver Renewal: Yes

Previous Waiver Number: 17-9-2017-W-01

Previous SBE Approval Date: 3/15/2018

Waiver Topic: Community Day Schools (CDS)

Ed Code Title: Minimum School Day

Ed Code Section: *EC* 48663 Community Day School

Ed Code Authority: *EC* 48663 Community Day School

*Education Code* or *CCR* to Waive: (a) The minimum school day in a community day school is 360 minutes of classroom instruction provided by a certificated employee of the district reporting the attendance of the pupils for apportionment funding.

(b) A pupil enrolled in a community day school may not generate more than one day of community day school attendance credit in a school day for any purpose.

(c) For the purposes of calculating the additional funding provided to a school district pursuant to Section 48664, only community day school attendance shall be reported in clock hours. Attendance of less than five clock hours in a school day shall be disregarded for purposes of Section 48664. Five clock hours of attendance in one school day shall be deemed to be one-half day of attendance, for purposes of additional funding pursuant to Section 48664. Six clock hours or more of attendance in one school day shall be deemed to be one day of attendance, for purposes of additional funding pursuant to Section 48664.

[(d) Independent study may not be utilized as a means of providing any part of the minimum instructional day provided pursuant to subdivision (a).]

(e) A community day school's academic programs shall be comparable to those available to pupils of a similar age in the school district.

(Amended by Stats. 1998, Ch. 847, Sec. 3.)

Reference:

*Education Code* 48664

Outcome Rationale: The Kings County Office of Education is no longer providing an educational setting for expelled students from the Districts in Kings County at Kings Community School. This service has been returned to all of the individual School Districts throughout Kings County. The Hanford Joint Union High School District is now providing an educational placement for all expelled students who live in the District’s boundaries at the Hanford Community Day School that is housed within the District. We would like to have the option of offering an Independent Study Placement for students who are enrolled in Hanford Community Day School when appropriate for the student. Our District is especially concerned about the safety of our students who are enrolled in Hanford Community Day School and staff. In instances where we have a safety concern for or with a student, it may be appropriate to offer an Independent Study placement to the student. The ability to offer an Independent Study Program also gives us the ability to tailor an educational program that more readily meets the individual needs and levels of all students in our program.

The initial Waiver request for the District was submitted to the CDE on September 27, 2017 but was only recently approved by the SBE on March 15, 2018. The District is now respectfully requesting a renewal of the waiver for the 2018-2019 school year.

Student Population: 44

City Type: Urban

Public Hearing Date: 4/24/2018

Public Hearing Advertised: In the local newspaper- Hanford Sentinel and posted at all school sites throughout the District.

Local Board Approval Date: 4/24/2018

Community Council Reviewed By: School Site Councils at Sierra Pacific High School, Hanford High School, Hanford West High School.

Community Council Reviewed Date: 4/10/2018

Community Council Objection: No

Community Council Objection Explanation: N/a

Audit Penalty Yes or No: No

Categorical Program Monitoring: No

Submitted by: Mr. Ward Whaley

Position: Director of Administrative Services

E-mail: wwhaley@hjuhsd.k12.ca.us

Telephone: 559-583-5901 x3126

Fax: 559-583-5932

Bargaining Unit Date: 03/28/2018

Name: California School Employees Association

Representative: Rosemarie Lopes-Horn

Title: President

Position: Support

Comments: None

Bargaining Unit Date: 03/28/2018

Name: Hanford Secondary Educator's Association

Representative: Dwayne Tubbs

Title: President

Position: Support

Comments: None

# Attachment 3: HANFORD COMMUNITY DAY SCHOOLARTICULATED CLASSROOM PLAN

**Reported February 2018**



**Submitted to the**

**CALIFORNIA DEPARTMENT OF EDUCATION**

**Hanford Community Day School**

H. Scott Pickle, Administrator Yolanda Bell, Learning Director

1855 N. Douty Street Hanford, CA 93230

**Hanford Joint Union High School District**

William Fishbough, Superintendent

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## Hanford Community Day School Profile

Hanford is located in the heart of California’s rich San Joaquin Valley. Kings County is equal distance between San Francisco and Los Angeles. Historically a farming community, Hanford has diversified to include agriculture, agribusiness, as well as industrial and commercial sectors, in order to support a rapidly growing population of over 55,000 residents. As the city of Hanford continues to grow and to thrive, it maintains a strong sense of community pride and a steadfast commitment to quality. Hanford is an important commercial and cultural center in the south San Joaquin Valley, as it serves the vast surrounding agricultural area. Furthermore, it is the county seat of Kings County, as well as the largest city in the region.

Hanford has sixteen elementary schools, three junior high schools, and three high schools comprised of 8,464 K-8 students and approximately 3,800 high school age students. The Hanford Joint Union High School District (HJUHSD) has a nine districts that feed into the high school program. The district also includes alternative programs with Earl F. Johnson High School (EFJ) and Hanford Adult School (HAS), which is open to adults who meet the educational prerequisites and enrollment criteria. In order to ensure that the academic needs of all students are addressed, and to pave the way for smooth transitions for students entering the district’s high schools, HJUHSD works diligently to increase the articulation between the districts.

Previous to 2017-18, students placed on expulsion by the HJUHSD Board of Trustees were referred to Kings County School (KCS). At the end of the 2016-17 school year, Kings County closed KCS and referred all the students back to their home districts prompting HJUHSD to expand the Community Day School program. Hanford Community Day School (CDS) which now serves roughly 35 students, who have been placed on expulsion.

The Hanford Community Day School (CDS) staff consists of 3 teachers, 1 administrator, 1 counselor, 1 family therapist, 1 secretary, 2 instructional aides, and 4 campus safety, all of whom assist in various capacities so as to ensure that the school runs efficiently and the learning environment is productive.

## Student Enrollment Process

All students who are referred to the CDS program have been through a District Administrative Panel or other District Referral process and are serving an expulsion term or suspended expulsion term. A Memorandum of Understanding (MOU) is also in place between HJUHSD and Lemoore Union High School District as Lemoore found itself in a similar situation as HJUHSD when Kings County closed KCS. Within the MOU, all students referred to CDS have been expelled by their Board of Trustees through an administrative panel process.

The referral to CDS begins at the home campus, after a decision by the Board, with a site administrator. Student data such as attendance, discipline, transcript(s), and classifications such as special education/504 needs/English Language, are all considered during placement. This information is sent to the CDS administration for review and admittance. During a meeting with the student and parents, the CDS program is reviewed along the a detailed classroom educational plan developed. This plan takes into account the terms and conditions on the expulsion order, and includes any services needed such as counseling, therapy, and academic interventions best suited for student success.

## Student Readmit Process

Since all student attending CDS are under an expulsion order from their home school, a process has been developed for readmission. At the end of every semester, a panel of administrators review every student file in meetings with the student and parent. In that meeting, the panel reviews the terms and conditions of the expulsion order and reconciles whether the student has successfully met every expectation. During the review of terms and conditions, grades, credits earned, behavior, and attendance are also considered. The goal of the readmission meetings is to make a final recommendation for placement during the following semester. If a student has met the terms and conditions of placement, then the parent and student will be referred back to their home school for readmission. This placement can include comprehensive or alternative education placement.

## Enrollment Data



| Column 1 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
| --- | --- | --- | --- | --- | --- | --- |
| Total Enrollment | 7 | 11 | 10 | 7 | 6 | 35 |

Previous to the 2017-18 school year, Hanford Community Day School was a self contained classroom with one teacher. Annual enrollment reflects the limited program size from 2012-13 to 2016-17. At the end of the 2016-17 school year, Kings County closed KCS and referred all the students back to their home districts prompting HJUHSD to expand the Community Day School program. Hanford Community Day School (CDS) which now serves roughly 35 students, who have been placed on expulsion.

## Graduation Plan

Credits Required to Graduate from CDS:

| English | 40 | US History | 10 |
| --- | --- | --- | --- |
| Mathematics | 30 | World History | 10 |
| Physical Ed. | 20 | Gov./Econ. | 10 |
| Science (Biological & Physical) | 20 | Electives | 60 |
| Career Technical Education/ Language other than English/ Visual and Performing Arts | 20 |   |   |
|   | TOTAL CREDITS = 220 |   |   |

## Course Schedules

The following course schedule is an example of a general placement design for students entering the CDS program. All students entered into the CDS program are given a classroom placement schedule.

| # Courses | 9th grade | 10th grade | 11th grade | 12th grade |
| --- | --- | --- | --- | --- |
| 1 | English 9 | English 10 | English 11 | English 12 |
| 2 | CC Math | World History | US History | Gov/Econ |
| 3 | Int Sci 9 | Int Math 1 | Int Math 2 | Elective |
| 4 | Physical Educ | Biology | Int Sci 11 | Elective |
| 5 | Fine Art/CTE | Physical Educ | Elective | Elective |
| 6 | Elective | Fine Art/CTE | Elective | Elective |
| 7 | Elective | Elective | Elective | Elective |

## Bell Schedule

The CDS bell schedule is consistent for all the days of the week. Transportation is provided for those students in need.

| **7-Period M-F** | **DAILY SCHEDULE** |  |
| --- | --- | --- |
| **Breakfast** | **8:25 - 8:40** | **(15)** |
| **Period 1** | **8:40 - 9:30** | **(50)** |
| **Period 2** | **9:30 – 10:20** | **(50)** |
| **Period 3** | **10:20 – 11:10** | **(50)** |
| **Lunch** | **11:10 – 11:35** | **(25)/5** |
| **Period 4** | **11:40 – 12:30** | **(50)** |
| **Period 5** | **12:30 – 1:20** | **(50)** |
| **Break** | **1:20 – 1:30** | **(10)/5** |
| **Period 6** | **1:35 – 2:25** | **(50)** |
| **Period 6** | **2:25 – 3:15** | **50** |
| **Periods** | **Daily Schedule** | **360** |

## Opportunity to Advance

All alternative education students need to complete extra coursework in order to be on-track for graduation and/or return to one of the comprehensive high schools. At CDS, students can earn these extra credits through an online program called "A+". This program allows students to access extra courses that they can work on anywhere that they have access to the internet. Students are given time during class to complete these extra credits, however they also have access to work on coursework at home as ‘homework’. The CDS academic counselor regularly meets with students to track what subjects and the number of credits that he/she needs to complete in order to accomplish their goal.

## Schoolwide Learner Outcomes

Hanford Community Day School (CDS) has a curricular emphasis on the California State Standards. This foundation also embraces the diverse learning styles and needs of the student population. Our Schoolwide Learner Outcomes (SLOs), cover general expectations, as well as, specific requirements. As a result, CDS Learner Outcomes are:

**Critical thinkers and problem solvers, able to:**

* Apply problem solving skills and logical thinking processes in a variety of contexts.
* Demonstrate the content and performance proficiency levels in all academic areas.

**Effective communicators, able to:**

* Read, comprehend, and interpret a variety of written and graphic material.
* Positive interaction between staff and students
* Responsible citizens, who:
* Respect themselves, all staff members, and peers.
* Possess a positive attitude, a willingness to help, and a willingness to learn.
* Value punctuality and regular attendance.

**Academic Achievers, who:**

* Complete a minimum of 36 units each semester
* Maintain a 2.0 GPA

**Effective Planners, who:**

* Students have two or more academic status meetings with school counselor

## Student Goals and Requirements

Before students are enrolled in the Hanford Community Day School, expulsion documents and transcripts are reviewed by the Learning Director. In this review, goals for student success towards meeting expulsion and graduation requirements, as well as any safety issues, are considered. Following completion of the review, an intake meeting is held with students, their parents, Learning Director, School Social Worker, and the Education Specialist, when needed. During this meeting, a comprehensive plan is created that addresses student academic success, emotional needs, and safety concerns within the educational environment. For students who have serious safety concerns (i.e. pregnancy, gang-related threats of physical harm), working with school staff in a separate classroom with other peers who have similar concerns regarding safety is the given option. In this classroom, students have access to support and guidance from staff, as well as assistance from a designated teacher with subject matter in which they find difficulty.

# Attachment 4:HANFORD COMMUNITY DAY SCHOOLTransitional Plan for Expelled Students



Submitted to the

CALIFORNIA DEPARTMENT OF EDUCATION

April 2018

Hanford Joint Union High School District

William Fishbough, Superintendent

Ward Whaley, Director of Administrative Services

Heather Keran, Alternative Education Manager

Yolanda Bell, Learning Director

## Transition Plan for Expelled Students in Hanford Joint Union High School District

Hanford Joint Union High School District recognizes the need for a continuum of educational services for all students, including expelled students. Every effort is made to place the student in an alternative program or school that will benefit the student and family. Our goal is to minimize any gaps in educational services while a student is going through the expulsion process, and to transition them back into a comprehensive or alternative setting as seamlessly as possible.

California Education Code Section 48916.1 states, “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…” The Hanford Joint Union High School District governing board will refer each expelled student to an appropriate educational placement for the period of the expulsion. The educational placement will be determined on an individual basis, taking into consideration 1) the seriousness of the offense, 2) the availability of educational alternatives, and 3) other related factors.

### Our expulsion transitional process is as follows:

Once it is established that an expellable offense has been perpetrated, the student is placed in an independent study program (ISP) pending an administrative hearing. The ISP placement stands until the district’s school board votes on the expulsion recommendation of the student.

On the day after the hearing, following the school board’s recommendation, one of the following will be implemented:

1. Suspended enforcement of the expulsion with placement at the same school campus.
2. Suspended enforcement of the expulsion with continued placement on independent study program for semester or duration of expulsion term.
3. Expulsion with placement at Hanford Community Day School.
	1. Transition team meeting for student and parent upon entry.
4. Expulsion with placement on Hanford Community Day School Independent Study Program.
	1. Voluntary placement with parent approval.
	2. Only 10% of school population.
	3. Must meet placement screening criteria (attachment A).
	4. Parent, student, counselor ISP protocol and contract meeting.
	5. Online curriculum, weekly meeting with teacher.
	6. Built in opportunity to meet the terms for any counseling requirements set forth by expulsion rehabilitation plan.
	7. Semester placement or term of expulsion.
	8. If non-compliant, student returns to seat time option at Community Day School.

At the end of the expulsion term, each student participates in a readmit hearing. The readmit panel is a transition team made up of district administrators who review each individual case for completion of expulsion provisions. Board criteria for re-admittance into the district includes: grades (no Failing grades during the expulsion term), 90% attendance, sufficient progress made toward graduation credits during the expulsion term, behaviors (no suspendable or expellable offenses), and any terms from the rehabilitation plan (counseling/anger management/drug or alcohol program completion, clean drug test.

### Possible outcomes:

1. Meets criteria and is on track for graduation: placement at comprehensive high school.
	1. Registrar notified.
	2. Administration and counseling notified for transition meeting.
	3. ISP teacher notified to close out contract and provide completed credits and grades.
	4. Credit recovery plan put in place if behind.
	5. Freshman and sophomore students placed on an intervention plan.
2. Meets criteria and not on track for graduation: placement at alternative education site for juniors and seniors.
	1. Referral made to Alternative Education Manager and program placement determined with team for Earl F. Johnson, Hanford Night Continuation, Alternative Education ISP, or Hanford Adult School. Student stays enrolled in current program until transition meeting.
	2. Transition meeting with counselor and administration upon entry.
	3. Individualized credit recovery plan established.
	4. Qualification for AB 167/216, AB 1806, AB 2306 determined.
3. Meets criteria and student is 18 years old: consideration will be given for placement at Hanford Adult School. Student stays enrolled in current program until transition meeting.
	1. Orientation, transition meeting with counselor and administration upon entry.
4. Does not meet criteria: continues at Hanford Community Day School or ISP program to be reviewed at next semester.
	1. Review of individualized student education plan. Continue education interventions and monitoring.
	2. School Attendance Review Board where applicable.
	3. IEP and/or 504 meetings where applicable.
	4. Continued mental health and substance abuse counseling services where applicable.
	5. Continue restorative discipline.
	6. SST and parent/guardian meetings.

### Additional interventions and services for CDS include:

**Tier 1**: High quality and differentiated instruction, with screening based on data, to ensure that students are placed in classes which meet their specific needs. All students have access to academic counseling to formulate an individual plan with the purpose of preparing them for re-entry to a comprehensive site or college and career readiness. Special education students can qualify for the KCOE Workability program which provides career exploration. In fact, one of the SPED students is gainfully employed through the program this year.

* Academic: Individualized early intervention and monitoring.
* Behavior: Communication and conferencing with parents.
	+ School-wide discipline and positive behavior support programs.

**Tier 2**: Group Interventions.

* Academic: Read 180 with weekly progress monitoring, Math 180 with weekly progress monitoring, tutorial, SST.
* Behavioral: Gang Task Force meeting and contract upon enrollment, one-to-one and group counseling with social worker, SST, SARB.

**Tier 3**: Intensive Interventions.

* Academic: Special education services, 504 plan.
* Behavioral: Probation meetings, one-on-one and group counseling meetings for specific coping and life skills, BSP, West Care drug counseling services.

#### **Next steps in 2018-2019:**

As we continue to explore additional options for closing any educational gaps, we look to two models.

The first is a blended program where a student would be able to participate in both seat time for core classes and independent study for electives and credit recovery. This would allow for increased flexibility of scheduling for students and families. This would also allow time for students to complete assignments/labs, projects, and work at their own pace. For our students sixteen and older, this could allow them to apply for a work permit. For our seniors, this could allow for taking community college classes. Students in the blended program would count against the school’s 10% cap of students who can be placed on an Independent Study Program as per California Education Code Section 51745.

The second is the potential creation of charter school. The application proposal for said charter school has made it through the Hanford Joint Union High School District Board of Directors approval process. The Alternative Education Manager would consider potential student placement of an expelled student at the charter school if Hanford Community Day School was no longer an option for any period of time. Since both schools are housed within HJUHSD jurisdiction, there would be little to no disruption of educational services.

Student Name Date

#### Screener for CDS ISP Placement

Yes or No: Does the presence of the pupil cause a continuing danger to the physical safety of other pupils or had an additional expellable offense(s)? Yes

Yes or No: Probation - (name of officer)

Yes or No: Expulsion term

Yes or No: Is student pregnant, a parenting minor or there a medical necessity with doctor note? Y or N

Yes or No: CELDT level 4 or 5 preferred, high 3 acceptable if shown success on corresponding state/federal formative assessment

Yes or No: SPED - No placement in ISP without review by IEP team

Yes or No: 504 or Behavioral Support Plan?

Yes or No: Unit Recovery has been assigned

* + Effort made?

Yes or No: SARBed - attach copy of contract

Yes or No: Behavior/Mental Health Interventions? (circle any that apply)

* + Referred to district counseling - follow district flowchart
	+ Westcare
	+ Kings View/Kings Behavioral Health
	+ CAST Program
	+ Partnership

Yes or No: Transportation- none for ISP

Yes or No: Capable of working independently?

Yes or No: Name of person supervising at home?

Yes or No: Access to technology

Yes or No: Foster Care - AB 167/216

Yes or No: Homeless - AB 1806

Yes or No: Juvenile Offender - AB 2306

Yes or No: Will they still be able to meet the terms of their rehabilitation plan?

Yes or No: Reviewed by administration, social worker, SRO for placement

Yes or No: Approved by Alternative Education Manager

* Tier 1 Interventions- for all students- Preventative and proactive
* Tier 2 Interventions-Targeted Interventions- Moderate intensity and short term
* Tier 3 Interventions-Intensive, Individual Interventions- high intensity, long duration

Kings View, MFT support, BIPs, Expulsion, SW-PPS support counseling, one-to- one and group settings, KV on campus counseling, Champions and Westcare services

**Tier 3**

Unit Recovery Programs, Alt. Ed, Behavioral Contract, Individual/Group Counseling, SARB, School Psychologists, Kings Behavioral Health, WestCare, SST process, CAST program, Homeless services, 504 plans, KCAO services, CDS, suspension, one-to-one and group counseling, teacher aide support

**Tier 2**

Counselors, Nurse, Sports/Clubs, Partnership, Tutoring, Thursday/Saturday School, Student Incentives, SRO/campus safety, Teacher referral, ABI, Site administration, Text-a-tip

**Tier 3**

**HJUHSD Pyramid of Interventions**