



Anne E. Campbell  
County Superintendent of Schools

**COUNTYWIDE PLAN**

**FOR PROVISION**

**OF EDUCATIONAL SERVICES**

**TO EXPELLED STUDENTS**

**SAN MATEO COUNTY  
COUNTYWIDE PLAN FOR PROVISION  
OF EDUCATIONAL SERVICES TO EXPELLED STUDENTS**

**Overview**

Education Code 48926 requires each County Superintendent operating County Community Schools (CCS) to develop, in conjunction with school district superintendents, a plan for providing educational services to all expelled students in the county. The plan must be adopted by each school district's governing board and by the County Board of Education. Educational programs established to serve expelled students may be provided by the school district, or the County Superintendent of Schools, or in joint agreement with the County Superintendent of Schools.

The plan must:

1. Enumerate existing educational alternatives for expelled students;
2. Identify gaps in educational services to expelled students;
3. Identify strategies for filling the service gaps;
4. Identify alternative placements for students who are expelled and who (as determined by the district governing board) fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other students.

The county plan for providing educational services to all expelled students must be submitted to the State Superintendent of Public Instruction by June 30, 2018. The plan is subject to triennial updates.

## SAN MATEO COUNTY SCHOOL DISTRICTS

### Elementary School Districts:

Bayshore Elementary School District  
Belmont-Redwood Shores School District  
Brisbane School District  
Burlingame School District  
Hillsborough City School District  
Jefferson Elementary School District  
Las Lomas Elementary School District  
Menlo Park City School District  
Millbrae School District  
Pacifica School District  
Portola Valley School District  
Ravenswood City School District  
Redwood City School District  
San Bruno Park School District  
San Carlos School District  
San Mateo-Foster City School District  
Woodside Elementary School District

### Union High School Districts:

Jefferson Union High School District  
San Mateo Union High School District  
Sequoia Union High School District

### Unified School Districts:

Cabrillo Unified School District  
La Honda-Pescadero Unified School District  
South San Francisco Unified School District

The school districts in San Mateo County enroll approximately 95,600 students in grades Transitional-Kindergarten (TK) through twelve in 172 schools.

## **EDUCATIONAL ALTERNATIVES PROVIDED BY SAN MATEO COUNTY SCHOOL DISTRICTS FOR EXPELLED STUDENTS**

San Mateo County school districts offer a range of options for expelled students depending on the unique needs of the individual students. Examples include:

- Suspended expulsion with placement on the same school campus
- Suspended expulsion with placement on a different school campus within the district
- Expulsion or suspended expulsion with placement in an Independent Study Program with parent approval, as an optional alternative to classroom instruction
- Expulsion or suspended expulsion with referral to a district Continuation School Program or adult school when operated by the school district
- Expulsion or suspended expulsion with referral to a district-operated alternative program
- Expulsion or suspended expulsion with referral to, where appropriate, another public school district, or private school
- Expulsion or suspended expulsion with referral to the San Mateo County Office of Education Community Schools Program
- Expulsion or suspended expulsion with referral to a Community College, where appropriate
- Expulsion or suspended expulsion with referral to a program of study leading to the successful completion of a California High School Equivalency Certificate

Appendix A of this plan contains a description of the range of educational alternatives provided for expelled students by each school district in San Mateo County.

## **SAN MATEO COUNTY OFFICE OF EDUCATION SERVICES FOR EXPELLED STUDENTS**

### **SCHOOL MISSION STATEMENT AND FOCUS**

The San Mateo County Office of Education is committed to ensuring excellence and equity in education for every student, every teacher, and every school in San Mateo County. To accomplish this vision, SMCOE administrators provide leadership, training, and support to school leaders and teachers in alternative education settings, including those operated by the County Office of Education.

This support addresses the academic, behavioral, and social, emotional needs of students who may be disengaged from their instructional program or have significant gaps in their education. Effective instruction and programming for students in alternative settings should be rigorous, relevant, culturally responsive, trauma-informed and restorative in nature, whenever possible.

The San Mateo County Office of Education's Juvenile Court and Community Schools' mission is to empower students to become responsible and productive members of the community by providing learning opportunities in academic skills, independent life skills, positive self-concepts, and effective relationships with others.

The focus is centered on preparing students to be successful so they may return successfully to their district of residence. The Court and Community Schools Program, provides opportunities for students to complete a course of study leading to a high school diploma issued by the district of residence or the San Mateo County Office of Education or to prepare and successfully complete a California High School Equivalency Certificate.

The County Office provides core academic educational services for Juvenile Court and Community School students. The Court and Community Schools Program is a collaborative effort of the San Mateo County Office of Education, County Probation and local school districts. The education delivery system is student-centered and personalized to meet individual needs.

Court school services are provided year-round at three sites: Hillcrest School (at the Youth Services Center), Margaret Kemp School and Camp Glenwood.

There are two County-operated Community schools. The first, Canyon Oaks, is a Short Term Residential Therapeutic Program (STRTP), and the other, Gateway Community School, is a non-residential program. Both schools operate during the traditional school year with a four- week summer school option at Canyon Oaks.

Students are usually enrolled in the Community Schools for a minimum of one semester. Students can be referred to Gateway for various reasons including:

- Expulsion from local school districts (EC 48900, 48915)
- Formal probation for a violation of criminal law (WIC 602)
- Formal or informal probation for status violation

All eligible San Mateo County Court and Community School students receive special education services and/or English Language Development support provided by the San Mateo County Office of Education.

### DESCRIPTION OF STUDENTS SERVED

The students in Court and Community Schools include: incarcerated youth (Court Schools) and academically at-risk youth (Community Schools). Our students are generally high school students between the ages of 13 and 19. We do serve some middle school aged students in the Court Schools and at Canyon Oaks.

#### Student Enrollment – Court and Community Schools

| Group                               | Enrollment |
|-------------------------------------|------------|
| Number of students                  | 364        |
| Black or African American           | 10%        |
| American Indian or Alaska Native    | 0%         |
| Asian                               | 6%         |
| Hispanic or Latino                  | 65%        |
| Native Hawaiian or Pacific Islander | 6%         |
| White                               | 10%        |
| Two or More Races                   | 3%         |
| Socioeconomically Disadvantaged     | 98%        |
| English Learners                    | 27%        |
| Students with Disabilities          | 34%        |

*2016-17 SMCOE Consolidated Application*

There are specific ethnic groups who are over-represented in our schools. For example, the percentage of Hispanic/Latina(o) students in both the Court and Community Schools is significantly higher than in the general student population in the county, as is the group of students who identify as African-American.

Although all incarcerated youth qualify for Free and Reduced Meals, a review of the trends in Free and Reduced Meals shows that 88.24% of our students in the Community Schools also qualify for this service.

Sixty-three percent of Court and Community students speak a language other than English at home and in the community with the primary language being Spanish.

Students with disabilities make up 34% of the Court and Community School population, an unusually high percentage for a single school system. This drives home the need for staff supports that exceed the traditional staffing model of 20 students to one teacher.

Students in the Juvenile Justice System or who are expelled from their comprehensive high school often have a history of inconsistent academic achievement. They may also be second language learners and/or students identified with learning disabilities. Our instruction must be differentiated, and teachers use targeted literacy strategies to support a variety of learning styles and needs.

Additionally, in order to serve our students, we strive to operate culturally diverse and trauma informed classrooms. Education staff works with community partners, non-profit organizations, and other support services in order to meet these diverse student needs.

### **PROGRAMS PROVIDED**

Students enrolled in the Court Schools (Hillcrest, Kemp and Glenwood) are placed there upon arrest and through a Court Order. The average stay of a student at Hillcrest is 29 days. Students at Kemp and Glenwood are incarcerated for a longer period of time and usually stay for at least one semester. Hillcrest and Kemp are located at the Youth Services Center Campus and Camp Glenwood is located in the community of La Honda, approximately a 40-minute drive from the Youth Services Center.

Students enrolled in the Community Schools may be referred by their home districts for disciplinary reasons such as an expulsion or through San Mateo County Probation. Students in the Community Schools enroll for a minimum of one semester and many students stay for a full academic year. Gateway Community School is located in close proximity to the Youth Services Center in San Mateo and provides an additional option for a cohesive educational placement for students exiting out of the Court School environment.

The following programming is provided to students in Court and Community Schools:

- Core Curriculum aligned to the California State Standards
- Physical Education
- English Language Development
- Special Education including:
  - Specialized Academic Instruction
  - Speech/Language
  - Other Related services
- Intervention and Tutoring for Math and Language Arts
- Credit Recovery Opportunities
- Educational / Transition Counseling
- Individual Counseling
- Group Counseling

- Social/Emotional Learning Program
- Career Preparation
- Bridge to College and dual enrollment opportunities through Project Change
- Educational Field Trips
- Sustainability and School Garden curriculum and projects
- Tutoring for the High School Equivalency Certificate
- Access to college instruction and college enrollment
- Restorative Practices

## **THE INSTRUCTIONAL PROGRAM**

### **Curriculum, Instruction, and Materials:**

The Court and Community Schools Program is a short-term alternative for students involved in the Juvenile Justice System or expelled by district schools. The focus is to provide core academic instruction aligned with the California State Standards. Graduation standards are consistent with school district standards in the core subjects. Teachers prepare students to return to the comprehensive high school of residence, to graduate with a high school diploma or HiSET certificate and pursue college and career goals.

The Court and Community Schools Program provides a learning environment in which all students are supported to achieve academic and social goals. Students who receive services through an Independent Education Plan (IEP) also have access to workability counselors and work experience opportunities. Students who are English Learners participate in an English Language Development program. The program also offers intervention in mathematics, English language arts, and credit recovery. Additionally, Court and Community Schools students have access to a robust school library supported by dedicated volunteers.

Supports are personalized to meet the needs of each student and to ensure students grow academically, gain personal skills, and strengthen self-confidence. The staff and administration are committed to ensuring that all students perform at or above grade level and can meet or exceed grade level standards in targeted subject areas. Students are expected to perform their personal best on assignments and to apply skills and content learned in the classroom setting to real world situations. In addition to core subjects, students participate in play writing, service learning, and other unique programming.

The school day exceeds required instructional minutes. The textbooks used mirror those of the high school districts in San Mateo County. High Point is presently used for the English Learner program. A textbook adoption process will be initiated in mathematics in 2018/19 to align those materials with Common Core State Standards followed by a similar process for English Language Arts.

### **Opportunity and Equal Educational Access:**

The Court and Community Schools provide academic intervention support, tutoring for High School Equivalency, English Learner services, special education services,



counseling services, general tutoring, credit recovery, and the opportunity to participate in Project Change, a partnership with the College of San Mateo.

Teachers utilize a variety of practices to engage students including: project-based learning, direct instruction, small and large group instruction, differentiated instruction, problem-based learning, portfolios, student-centered projects, peer tutoring/mentoring, culturally relevant pedagogy, technology literacy, partnering with community based organizations and taking advantage of the many cultural opportunities in the Bay Area.

### **Community Involvement:**

- Counseling through Behavioral Health and Recovery Services, Acknowledge Alliance, Rape Trauma Services and Star Vista, and Health Connected
- Mentoring through Fresh Life Lines for Youth (FLY), Job Train, and Each One Reach One
- Workability
- Work Transition Services
- Habitat for Humanity at Camp Glenwood
- Project Friendship at Gateway Community School
- College of San Mateo – Project Change
- District of Residence Collaboration
- San Mateo County Probation Department
- Speaker Series and Special Assemblies
- Seventeenth District PTA

### **Assessment and Accountability:**

Students frequently enter the Court and Community School program with a history of school failure. Appropriate, on-going assessments are necessary to address academic gaps and support improved student achievement. If a student is not completing work and/or consistently failing exams, quizzes and standards-based assessments, the educational team makes every effort to identify areas of challenge and adjust the program to meet student need. A Student Study Team may be initiated to review a student's progress to determine the need for interventions or additional support. Assessments used in the Court and Community School program are listed below:

**Measures of Academic Progress (MAP):** The MAP is administered upon entry to the Court and Community School programs. The test measures school year/month achievement in mathematics and English language arts. This helps the Academic Counselor properly place students in courses, establish meaningful goals for Individual Learning Plans and inform classroom instruction and personalized supports.

**English Learner Proficiency Assessment for California (ELPAC):** Students who are identified as English Learners are placed in courses meeting their needs as determined by their ELPAC level. Staff is committed to a process for reclassification as warranted.

**Smarter Balanced Assessment Consortium (SBAC):** Students participate in the statewide standards- aligned testing program.

**Assessments for Individual Education Plans:** Students identified as needing special education services have an Individual Education Plan (IEP). Special education staff reviews the current IEP, evaluates the need for services, places students accordingly and, as appropriate, informs the general education teacher of the unique needs of the student. General education teachers make accommodations and align educational delivery systems to meet the needs of special education students.

**Transcripts:** Upon referral to the Court and Community Schools Program, the Academic Counselor requests the most up-to-date transcript from the district of residence. Every student meets with the Academic Counselor to review the transcript and ensure proper course assignment. Students also meet with the Bridge to College/Credit Recovery teacher to develop a plan for credit recovery as needed, and to ensure that credits are accepted upon a student's return to district.

**Work Samples and Teacher Observations:** Teacher observations of all students are vital. One of the real advantages of the Court and Community Schools Program is the smaller class size. Teachers have the opportunity to identify areas of strength and challenge to enhance the learning situation for each student. Formative assessments, chapter reviews/quizzes, rubrics, portfolios, and standards assessments are all tools to assist instructional staff in adjusting curriculum and instructional methodology.

### **Staff Development:**

The Court and Community Schools Program received formal accreditation by the Western Association of Schools and Colleges (WASC) in 2015. Staff participates regularly in professional development on the personalized learning, standards-based instruction, support strategies for English Learners, and using instructional technology to enhance student outcomes. The Instructional Services Division content coordinators partner with each school's teams and also provide staff development and consultation. Additionally, BTSA and induction support are available for new teachers.

## **GAPS IN EDUCATIONAL SERVICES TO EXPELLED STUDENTS**

### **Gap Number One – Academic Achievement in San Mateo County** **Student Engagement and Restorative Practices**

Leaders in San Mateo County have been concerned and continue to be concerned about student achievement. One area of focus for our Court and Community Schools leaders and staff during 2015-2018 was how to strengthen student engagement and increase student agency in learning. These efforts have encompassed a diversity of approaches

including personalized learning, trauma informed approaches, and specifically the development of an Orientation Class for juvenile justice-involved youth.

### **Personalized Learning:**

For the past two years, the Court and Community Schools program has been deeply involved in a pilot program in personalized learning through Summit Charter School. Two separate cohorts of teachers completed a summer learning program and then leaned in as classroom teachers to adapt Summit's Personalized Learning Platform (PLP) to our unique learning environments.

Students benefitted from this instructional approach by having access to appropriately challenging and standards-based curriculum, individual student data that explicitly monitored personal progress and mastery, independent learning time with the ability for students to move at his/her own pace, and sophisticated technology tools.

While this program meaningfully integrated the use of technology into instruction and increased student agency in the learning process, the challenges of our various school sites limited our ability to fully implement the curriculum with fidelity. When Summit Charter School leaders asked for full implementation of the instructional model in the upcoming third year, the PLP teachers decided to move away from the Summit platform for 2018/19. Staff remain committed to exploring and piloting other platforms that may better serve our unique learning situations.

As a result of the Summit PLP Pilot, more staff members are comfortable utilizing technology as a tool in their instruction. Going forward, all instructional technology will remain available to teachers. Teachers remain committed to exploring other technology-based platforms. Resources are identified in the 2018/19 LCAP plan to visit other programs and participate in additional training.

### **Trauma-Informed Approaches:**

One of the most impactful initiatives of the past three years has been in building an understanding of trauma-informed approaches and developing strategies for implementation. This process has been underway within the Court and Community Schools Program as well as in many of our 23 school districts. This work has focused on learning what it means to be trauma-informed as well as developing this shared understanding with school leaders, teachers, support staff, and agency partners.

In 2017/18 the Court and Community Schools Program invested in an additional staff member who was an expert in teaching and implementing Restorative Circles, a trauma-informed approach. During this year, the entire staff received ongoing training and circles were implemented with students in the classrooms. As staff has become more familiar with the process, Restorative Circles have been used with more frequency to address conflicts between student and teacher, between staff members, and between students. The response from staff has been all positive, and plans exist to expand the Restorative Circles work in the years ahead.

**Orientation Class:**

With the collaboration of the Academic Counselor, the Bridge to College/Credit Recovery Teacher, Principal, Assistant Principal, and Restorative Practices Expert, the Court School staff has implemented a new Orientation Class at Hillcrest School. Since the development of this class, every youth who enters juvenile hall and therefore, Hillcrest School, begins his/her school experience with this three-day orientation course. The curriculum serves to acclimate the student to the court school environment, assess current academic and English language development skills, help students set up a student Google account for digital and online learning opportunities, and engage each student in the development of a Student Education Plan (SEP). In addition, all students participate in a Restorative Circle as a way to process the reality of incarceration, to help students see beyond current circumstances, and begin to set actionable goals for future success.

All stakeholders are in agreement that the Orientation Class contributes significantly to a more positive school climate. Going forward, school staff will continue to develop the Orientation class curriculum and develop additional accountability strategies to better measure the effectiveness of the class for students.

**Gap Number Two - College and Career Readiness: Actions for 2015-2018**  
**Transition Support and Project Change**

Staff at the County Office of Education and within the Court and Community Schools Program have collaboratively and intentionally worked to develop a data collection methodology to capture the success rate of our students in their transition after they have exited the Court and Community Schools Program and returned to their districts of residence. This data collection enables staff to more precisely identify gaps in the transitions of our students and work more explicitly with our partner school districts to improve the alignment of our systems.

In 2015, SMCOE Student Services administrators began convening a job alike group of Student Services Administrators to meet quarterly in order to address trends, develop protocols, and align practices. These meetings have been well attended and encourage open dialogue about critical topics in ensuring student safety and success.

Looking ahead, the format for these meetings will change to accommodate a small group meeting with the high school administrators prior to the general meeting and another small group meeting with the K-8 administrators after the general meeting. These more focused meetings will support deeper level work that is directly relevant to the district leaders. Through this new format, SMCOE leaders, in partnership with our district student services administrators, will develop formalized best practices and guidance around student transitions, interventions, and supports.

**Project Change:**

The Court and Community Schools program has been a partner in an innovative program with the College of San Mateo and San Mateo County Probation called "Project Change."

Project Change enables students who are incarcerated to participate in a college readiness course that ultimately helps bridge students to the College of San Mateo. The program is comprised of court-involved youth who have completed their high school diploma or high school equivalency (HiSET), are on track to graduate, or are juniors and seniors interested in concurrent enrollment. The course, "Keys to Success," is offered one time per semester and requires a minimum enrollment of 20 students. With the support of Probation who provides transportation, students attend the class at the Youth Services Center from Hillcrest, Camp Kemp, and Camp Glenwood. Court-involved youth who participate in Project Change and who then transition into Project Change at the college realize significantly higher retention rates and strong achievement levels. Approximately 75% of students who enter the college program through Project Change go on to successfully complete one or two college semesters. The program continues to expand as staff works to bring additional opportunities for college level coursework to students at the Youth Services Center.

The Court and Community Schools program will commit additional resources to Project Change in the upcoming three years by funding classroom instructional materials for the program and working to expand college course access, offerings, and locations to all our students.

**GAP Number Three – Safety Nets**  
**Student Threat Assessment and Suicide Prevention**

Since 2014, the San Mateo County Coalition for Safe Schools and Communities has been providing guidance and leadership across San Mateo County to identify and address the safety needs of San Mateo County youth. The Coalition leverages the knowledge and expertise of partner agencies to develop and implement a cohesive set of best practices in emergency response and mental health supports for youth that includes a legal framework for lawful information sharing. This three-pronged approach strives to establish a culture of shared responsibility in which all community stakeholders are actively invested in achieving better outcomes for San Mateo County youth and their families.

The Coalition for Safe Schools and Communities Steering Committee meets monthly to address a variety of topics that directly relate to school and community safety.

The Steering Committee includes:

- County Counsel Representative
- Behavioral Health and Recovery Services Representative
- Board of Supervisor Representative, Supervisor Horsely
- Board of Supervisor Representative, Supervisor Canepa
- Elementary School District Representative
- Fire Chief Representative
- Human Services Agency, Child Welfare Representative
- Police Chiefs and Sheriff Association Representative
- Private School Representative
- Probation Representative

- San Mateo County Office of Education Representative
- San Mateo County Office of Education Administrator, Safe and Supportive Schools
- Secondary School District Representative
- Sheriff Representative
- Superintendents' Association Representative

In the past several years, incidents of school violence across the country have occurred more frequently and in a more heinous manner than ever. Local incidents have included anonymous threats of violence, student protests, and reports of violent intruders near campuses. In light of these community needs, the Coalition has created, trained, and implemented a Student Threat Assessment protocol, a Suicide Prevention Toolkit, and a parent and community education program.

These protocols will continue to be further defined and refined, training will continue, and the Steering Committee will continue to respond to dynamic needs of the community as they arise.

**Alternative Placements for Students Who Are Expelled and Who Fail to Meet the Terms and Conditions of Their Rehabilitation Plans or Who Pose a Danger to Other Students**

A Rehabilitation Plan is developed for every expelled student who is referred to the County Community Schools Program or a District Community Day School. A component of this plan includes a review of district rehabilitation requirements to be completed prior to readmission to the school district of residence.

Staff from the County Superintendent's Office, in conjunction with the referring school district, parents or educational rights holders and other stakeholders as appropriate, collaboratively develops alternate strategies for those Community School students who have difficulty meeting the terms of their plan or who continue to pose a danger to other students.

For students who have not yet met the conditions of their rehabilitation plans, an extended community school placement with appropriate program modifications and support may be considered. In cases where serious student behavior results in student entry into the Juvenile Justice System, a court-ordered placement may be the appropriate option.

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 Anne E. Campbell  
 San Mateo County Superintendent of Schools  
 June 2018

## **Appendix A**

# **SAN MATEO COUNTY SCHOOL DISTRICT PLANS FOR PROVISION OF EDUCATIONAL SERVICES TO EXPELLED STUDENTS**



155 ORIENTE ST.  
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SUPERINTENDENT  
DR. AUDRA PITTMAN

Bayshore Elementary School District  
155 Oriente St.  
Daly City, CA 94014

Audra Pittman, Ph.D.  
Superintendent

### Brief Description of the Bayshore Elementary School District

The Bayshore Elementary School District serves approximately 380 students in grades Kindergarten through 8. Services are provided in one K-8 school.

### Description of the plan of the Bayshore Elementary School District to Serve Expelled Students in Accordance with the Requirements of the California Education Code:

The Bayshore Elementary School District employs the following intervention strategies:

#### School/District wide:

- School Rules and expectations are published and sent home each year
- Positive Behavior Interventions and Support (PBIS) Framework
- Restorative Practices
- Culturally Responsive Teaching Practices
- Drug and Alcohol Intervention Program
- Homework Club/Afterschool tutoring
- Anti-bullying campaigns
- Counseling program
- Behavior specialists
- MTSS in academics, behavior, and social emotional learning which include RTI and SST processes
- Afterschool program in collaboration with the Mid-Peninsula Boys & Girls Club

A student expelled by the Board of Education must be placed in an alternative educational setting to ensure continuance of his/her education. A team consisting of the principal and at least one certificated teacher will review the student's academic record and draft a rehabilitation plan for the board to review. In the case of a student with an IEP, the school psychologist and learning specialist teacher will also serve on the committee. The length of the expulsion and specific review dates will be determined by the team and presented to the District Superintendent for consideration. The Superintendent will ask the board to approve the final rehabilitation plan.

*Engage. Educate. Empower.*

*Mrs. Khanh Yeargin, Principal*

*Dr. Sergio Nesterov, Vice-Principal*

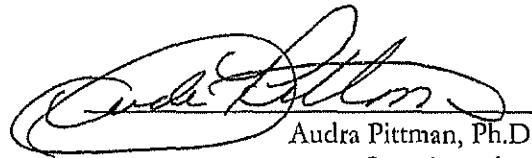


Once a student has been removed from the school, the school will provide educational assignments for the student while he/she is waiting for the completion and approval of the rehabilitation plan and subsequent placement. A certificated staff member may be assigned as a liaison to the family, and to monitor the student's assignments during this period.

Students expelled from a school may not visit the site, and the alternative educational program cannot be offered within or on the grounds of the school from which the student was expelled.

Current program alternatives for expelled students include the following:

1. Independent Study – The district provides materials for student instruction. Certificated staff will prepare and assess the curriculum. Work is submitted on a bi-weekly basis for the duration of the expulsion. This option is only available for students in 6<sup>th</sup> – 8<sup>th</sup> grade and for students who are expelled for a relatively short duration of time (remainder of the school year). The parent or guardian must provide written consent for placement in independent study.
2. Home Tutoring – A certificated staff member may provide the student up to five hours of tutoring at home or at an alternative school site after school hours each week. The district provides the materials and the assigned staff member prepares and assesses the curriculum.
3. Students who are a danger to other students or who fail to meet the conditions of their rehabilitation plan and are on expulsion or suspended expulsion status may be referred to the San Mateo County Community Day School.
4. Students may attend the South San Francisco Community Day School providing there is room and the districts approve the agreement. The Bayshore Elementary School District will pay the South San Francisco Unified School District a daily rate for this service.



Audra Pittman, Ph.D.  
Superintendent

Belmont-Redwood Shores School District  
2960 Hallmark Drive  
Belmont, CA 94002

Michael Milliken Ph.D., Superintendent

**Brief Description of the Belmont-Redwood Shores Elementary School District**

The Belmont-Redwood Shores Elementary School District serves approximately 4,300 students in transitional kindergarten through 8<sup>th</sup> grade. Services are provided in six elementary schools and one middle school.

**Description of the Plan of the Belmont-Redwood Shores Elementary School District to Serve Expelled Students in Accordance with the Requirements of the California Education Code**

Interventions practiced by the Belmont-Redwood Shores School District:

District wide:

- Contracted counseling program at the elementary school level
- Counseling program at the middle school level
- Social Emotional Learning Curriculum

Site level:

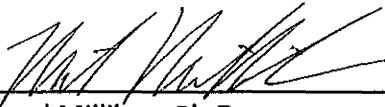
- Multi-Tiered System of Support (MTSS)
- Positive Behavior Interventions and Supports (PBIS) Teams
- Community Partnership with Star Vista
- Behavior and Education Support Team
- School rules and expectations are published, sent home, and reviewed yearlong
- Anti-bully campaign throughout the school year
- Student Study Team meetings
- Parent Outreach
- School Resource Officers at the middle school level
- Homework Club
- Restorative Justice

The Belmont-Redwood Shores School District will provide the educational programs listed below to a student expelled from the Belmont-Redwood Shores School District as a state mandated local program.

Students expelled for the reasons specified in the Education Code who may not be permitted to enroll in any school in the district during the period of expulsion are eligible for placement as follows:

1. Expulsion or suspended expulsion with an individual program designed for the student and provided by a teacher who will instruct the student in his/her home or at the District Office;
2. Expulsion or suspended expulsion with referral and placement in a community program offered by any other school district with San Mateo County;
3. Expulsion or suspended expulsion with referral to the Community Day School offered by the San Mateo or Sequoia High School Districts that may be available for middle school students;
4. Expulsion or suspended expulsion with referral to the San Mateo County Office of Education Community Schools Program;
5. Suspended Expulsion with a contract for community service, counseling and a program for rehabilitation.

The determination of placement will be made at the time of the expulsion or suspended expulsion in accordance with state law on a case by case basis.

  
\_\_\_\_\_  
Michael Milliken, Ph.D.  
Superintendent

Reviewed/Updated 04/2018



Board of Trustees  
Raul Alcaraz  
Kima Hayuk  
Roxana Hui  
Lillian Markind  
Jacque McLaughlin

Superintendent  
Ronan Coliver

### **Brief Description of the Brisbane School District**

The Brisbane School District serves approximately 475 students in grades kindergarten through eight. Services are provided in two elementary schools and one middle school. The District also provides a range of special education services for students in pre-school through grade eight.

### **Description of Brisbane School District's Plan to Serve Expelled Students in Accordance with the Requirements of California Education Code Section 48926**

Students who are expelled by the board of trustees must be placed in an alternative educational setting to ensure continuance of his/her education. A team consisting of the principal, counselor, and at least one certificated teacher will review the student's academic record and draft a rehabilitation plan for board review. In the case of a student with an IEP, the school psychologist will also serve on the committee. The length of the expulsion and the specific review dates will be determined by the team and presented to the superintendent for consideration. The superintendent will ask the board to approve the final rehabilitation plan.

Once a student has been removed from the school, the school will provide educational assignments for the student while she/he is waiting for the completion and approval of the rehabilitation plan and subsequent program placement. A certificated staff member may be assigned as a liaison to the family, and to monitor the student's assignments during this interim period.

Students expelled from a school may not visit the site, and the alternative educational program cannot be offered within or on the grounds of the school from which the student was expelled.

Current program alternatives for expelled students include the following:

1. Independent Study – Materials for student instruction are provided by the district. Certificated staff will prepare and assess the curriculum. Work is submitted on a bi-weekly basis for the duration of the expulsion. This option is only available for middle school students, and for students who are expelled for a relatively short duration of time (remainder of the school year). The parent or guardian must provide written consent for placement in independent study.
2. Home Tutoring – Students are offered five hours of tutoring at home or at an alternative school side after school hours each week by a certificated staff member. The materials are provided by the district, and the assigned staff member prepares and assesses the curriculum.
3. Students in grades K-5 may have the option of attending another school in the district if that is what the rehabilitation team determines to be the best option, and the principal of the school is in agreement.
4. Students who are a danger to other students or who fail to meet the conditions of their rehabilitation plan and are on expulsion or suspended-expulsion status may be referred to the San Mateo County Community Day School.

5. Students may attend the South San Francisco Community Day School providing there is room and both districts approve the agreement. Brisbane School District will pay South San Francisco Unified School District a daily rate for this service.

### Supports

**SARB:** The San Mateo County Student Attendance Review Board (SARB) is a tool to provide school and community leaders with intensive guidance and coordinated services to meet the needs of students with persistent attendance and behavior problems in school. Schools receive guidance from the County SARB by reviewing specific cases, coordinated access with community resources, and identifying underlying issues impacting school attendance. Once a district has exhausted all of their resources with no sustained improvement, the case can be presented to the County SARB for more concentrated intervention that focus on the family as a whole, not just the student.

**Community Partnerships:** Community resources and organizations used to the support the non-academic needs of students include, but are not limited to:

- YMCA School Safety Advocates
- The Parent Project
- Behavior Health and Recovery Services (BHRS)
- Edgewood Center for Children and Families
- Star Vista
- Pyramid Alternatives
- Acknowledge Alliance
- Fresh Lifelines for Youth
- PREP/BEAM
- Beyond Differences

**Professional Development:** Professional development opportunities offered (certificated and classified) provided to increase capacity to address the social emotional needs and behavior issues of students include, but are not limited to:

- Respect! 24/7
- Positive Behavior Interventions and Supports (PBIS)
- Olweus Anti-Bullying Training
- Youth Mental Health First Aid
- Trauma Informed Classrooms
- Restorative Justice
- Cultural Humility
- Commercial Sexual Exploitation of Children (CSEC)
- Student Threat Assessment
- Suicide Prevention
- Camp LEAD



6/15/18

Burlingame School District  
1825 Trousdale Drive  
Burlingame, CA. 94010

Dr. Maggie MacIsaac  
Superintendent

### **Brief Description of the Burlingame School District**

The Burlingame School District serves approximately 3,500 students in Transitional Kindergarten through 8th grade. Services are provided in six elementary schools and one intermediate school.

### **Description of the plan of the Burlingame School District to Serve Expelled Students in Accordance with the Requirements of the California Education Code.**

Burlingame School District uses the following intervention strategies:

#### District level:

- District-wide Behaviorist
- RTI<sup>2</sup> Program with pyramid of interventions
- General Education and Special Education Counseling available with anti-drug and anti-bullying focus
- Mental Health Collaborative with SMCOE
- School Attendance Review Board (SARB)

#### Site Level:

- School rules and expectations are published and sent home annually
- TRIBES and Responsive Classroom
- Social Emotional Learning (SEL) and Second-Step Curriculum
- Student led web program "Middle School Orientation with Leadership 8th grade Students"
- School wide positive behavior management system
- Parent outreach with SchoolLoop at middle school
- Homework Club at Title 1 schools
- REACH at BIS - targets at-risk grades 6-8 students, includes enrichments and tutoring
- BIS Challenge for Success
- Genius Olympiad (BIS)
- After school performing arts (BIS)
- Peer Talk (BIS)
- EL classes for students CELDT level 1 - 3 (BIS)
- Restorative Practices
- Newcomer class (BIS)

- Guided study (BIS)

Upon Suspension:

1. Suspended expulsion with placement on the same school campus (K-8) -- for non-mandated offenses only.
2. Suspended expulsion with placement on another school campus within the District (K-5) -- for non-mandated offenses only.
3. Expulsion or suspended expulsion with placement in a Home Instruction Program (K-8).
4. Expulsion or suspended expulsion with referral to another public school district.
5. Expulsion with referral to a nonpublic school or county office of education program

Determination of placement will be made at the time of the expulsion or suspended expulsion in accordance with state law and on a case by case basis.



Dr. Maggie MacIsaac, Superintendent

Cabrillo Unified School District  
498 Kelly Avenue  
Half Moon Bay, CA 94019

Jane Yuster  
Superintendent

Brief Description of the Cabrillo Unified School District

The Cabrillo Unified School District serves approximately 3,250 students in Pre-Kindergarten through 12<sup>th</sup> grade. Services are provided in four elementary schools (Hatch, El Granada, Farallone View, and Kings Mountain) , one intermediate school (Cunha), a high school (Half Moon Bay), and an alternative education high school (Pilarcitos). The district also has adult education and high school equivalency programs in its adult education school (La Costa).

The District plan addresses the following components:

1. The district believes that the best educational programs for expelled students centers on not having them expelled in the first place. The district has adopted both Alternative to Suspension programs along with Positive Behaviors Interventions and Supports (PBIS). Since adoption of these two key programs in 2015-2016, the district has seen significant improvement in the suspension rate and the expulsion rate has dropped to less than 2 students per year.

The current educational alternatives for CUSD expelled students include:

- The Cabrillo Unified School District Alternative Education Program located Pilarcitos High School.
- The Cabrillo Unified School District Independent Study Program located at Pilarcitos High School.
- Placement within the San Mateo Court and Community School program
- Other alternative educational placements in neighboring coastal school districts as appropriate.

2. CUSD continues to address gaps in educational services by ensuring that the curriculum and assessments utilized in all alternative educational placements are based on Common Core Standards. Staff for expelled students continue to receive training by both the San Mateo County Curriculum Department Administrators and Cabrillo Unified School District experts to ensure that curriculum for expelled students is aligned with Common Core Standards. In addition to curriculum training, staff also participated in



assessment training to ensure that expelled students are assessed based on CORE curriculum standards instruction. The strategies were successful but we continue monitor our programs.

The educational gaps addressed in the previous CUSD plans centered around ensuring that the curriculum for expelled students was similar for mainstream students. We needed to ensure that the Algebra books and programs used at Cunha Intermediate and Half Moon Bay High School were the same books and programs for expelled students. We have successfully aligned our curriculum and the success of our expelled students upon their return to the mainstream classroom has been well noted.

One additional strategy that was implemented was the on-line credit recovery and learning programs. These programs align with Half Moon Bay High School and allow our expelled students to obtain credit recovery so that when they return to the high school they will graduate with their peers.

The gaps for education services to expelled students are varied. Some students are in need of reading recovery while other students grapple with basic computation skills. The basic skills of reading, writing, and mathematics continue to be the common gaps for most of our expelled students. However, we also have students who are high achieving academic students who were expelled for mandatory recommendations for expulsions.

Our strategies for fulfilling the educational gaps begin with a solid diagnostic testing of expelled student upon entry to clearly identify their academic needs. Once the testing and review of academic history has been completed an individual plan is created to not only support the student during the terms of the expulsion period but to fully prepare the student for reentry, at some point, to a comprehensive middle or high school setting.

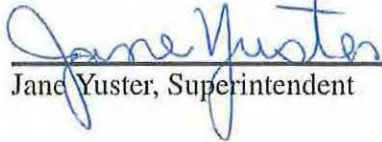
Our best practices for behavioral interventions to minimize the number of suspensions leading to expulsions are our proactive activities and programs to promote safe, secure, and positive learning environment at all of our sites. We have also maintained all of our counselors, administrators, School Resource Officers, and local support services to support our at-risk student and families. The practices have proven to be effective for all students including minority student groups.

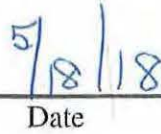
All of our expelled students have complied with the terms of their rehabilitation plans and have returned to their home school after serving the terms and durations of their expulsion.

The San Mateo County Office has been supportive of our requests to consider placements with county programs. However, all of our placements for expelled students are within our district.

3. CUSD alternative placements are listed in number one above. We are fortunate, due to the ongoing support and monitoring from staff, that all of our expelled students have successfully adhered and completed all listed requirements on their rehabilitation plans.

If you have any questions, regarding this report, please contact Jane Yuster (Superintendent) at 650-712-7112.

  
Jane Yuster, Superintendent

  
Date

**Hillsborough City School District**  
300 El Cerrito Avenue  
Hillsborough, CA 94010

Louann Carlomagno  
Superintendent

**Brief Description of the Hillsborough City School District**

The Hillsborough City School District serves approximately 1400 students in Kindergarten through grade eight. Services are provided in three elementary schools and one middle school.

**Description of the plan of the Hillsborough City School District to Serve Expelled Students in Accordance with the Requirements of the California Education Code**

Students expelled from the Hillsborough City School District will be provided the most appropriate and available of the following educational options:

1. Placement in a Home Instruction Program under the supervision of a credentialed district teacher or substitute teacher.
2. Placement in another school within the district (K-5)
3. Referral to another public school district (K-8)
4. Placement in a community program offered by another school district in San Mateo County
5. Referral to the San Mateo County Office Community Schools Program
6. Referral to the San Mateo County Juvenile Court School (grades 7-8)
7. Referral back to home school district if student is on an inter-district agreement

**There are a wide range of interventions and supports used to minimize the number of suspensions and expulsions. These include:**

- MTSS - Multi-Tiered Systems of Support
- PBIS - Positive Behavior Interventions and Supports Systems
- School Counselors at each site
- School Psychologists at each site
- Social / Emotional Learning Programs
- School Climate Programs
- California Healthy Kids Survey (CHKS) administered yearly
- SARB - The San Mateo County Student Attendance Review Board

**Professional Development Opportunities include:**

Professional development opportunities offered (certificated and classified) provided to increase capacity to address the social emotional needs ad behavior issues of students include:

- Positive Behavior Interventions and Supports (PBIS)
- MTSS – Multi-Tiered Systems of Support
- Social / Emotional Learning (Kimochois & Responsive Classroom)
- Cultural Humility (Museum of Tolerance)
- PBIS - Positive Behavior Interventions and Supports Systems



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Louann Carlomagno  
Superintendent

Reviewed/updated May 2018



# JEFFERSON

## Elementary School District

Governing Board  
Shakeel Ali  
Marie Brizuela  
Rebecca Douglas, PhD  
Clayton Koo  
Manufou Liaiga-Anoa'i

Jefferson Elementary School District  
101 Lincoln Ave. Daly City, Ca 94015  
Superintendent  
Bernardo Vidales

### Brief Description of the Jefferson Elementary School District

The Jefferson Elementary School District serves approximately 6,200 students in Preschool through Grade 8. Services are provided in ten elementary schools, three intermediate schools, one K through 8, and a state preschool.

### Description of the Plan of the Jefferson Elementary School District to Serve Expelled Students in Accordance with the Requirements of the California Education Code

Jefferson Elementary School District implement interventions as follows:

#### **Districtwide Proactive/Preventative**

- Multi-Tiered System of Support (MTSS) referral process established to assist students and families with supports for both academic and behavior needs
- Established Positive Behavior Interventions and Support (PBIS) teams which include administrators, school counselors, school psychologists, teachers, and some classified staff, who meet monthly to address and support positive school climate efforts
- Student Attendance Review Board Process to identify and connect families to additional support services
- Comprehensive School Counseling Program services provided to all students
  - Social-emotional learning scope and sequence is establish at all schools to develop skills and positive character traits for their students, thus serving to improve school climate, student behavior and decreasing suspensions/expulsions.
- Family Services
  - PBIS Systems communication through parent handbooks and enrollment documents for students and families
  - Education nights covering topics of interest to families
  - Family classes provided year round to provide support through Parent Cafe, Parent Project, or CBO Offerings
  - Parent Portal trainings provided to Middle School families to learn how to access attendance, health, and academic performance for their child
  - Yearlong communication regarding student progress and information delivered through school-wide events, school messenger (phone, email, and text), school website, and/or in person
- Restorative Justice Principles & Practice trainings provided to administrators, school counselors, school psychologists, and teachers



# JEFFERSON

## Elementary School District

Governing Board  
Shakeel Ali  
Marie Brizuela  
Rebecca Douglas, PhD  
Clayton Koo  
Manufou Liaiga-Anoa'i

Jefferson Elementary School District  
101 Lincoln Ave. Daly City, Ca 94015  
Superintendent  
Bernardo Vidales

- Surveying and collection of data of all 3-8th grade students to address gaps and guide efforts around school climate, student achievement, and family engagement; surveying students, families, and staff
- Community partnership with Community Based Organizations (CBO's) to provide mental health services to students referred
- Trainings offered to all office administration, site administration, and support staff to establish practice in supporting foster and homeless youth's unique needs

### **Site Level Proactive/Preventative**

- PBIS Systems to teach school expectations, use proactive interventions, positive reinforcement strategies, and tiered consequences
- Social & Emotional Learning curriculum focuses on topics such as: anti-bullying, inclusiveness, harassment, conflict resolution, and healthy coping skills to address school climate, bullying, and other factors that impede learning provided at all school levels
  - Supplemental programs and assemblies are coordinated at each site targeting trends to determine specialized needs with CBO's at both elementary and middle schools as needed
- Coordination of Mental Health and County Mental Health referrals with community based programs for identified needs of a student
- Behavior coaching and consultation through special education or county mental health
- Restorative Justice Practices used as alternatives to suspension/punitive consequences at all school levels and re-entry circles/meetings
- Mentoring Programs (check-in/check-out)
- Drug & alcohol prevention education and responsive intervention services offered at secondary schools
- Staff development offered on a variety of topics around mental health indicators, positive reinforcement practices, and research-based behavior interventions
- Access to support classes and academic interventions that are research-based which include:
  - Student Study Team meetings to make data driven decisions and identify effective supports for student
  - Blended learning, Differentiated Instruction, or Universal Design for Learning
  - Strategic intervention programs for students in literacy and math
- After School Tutoring Programs or After School Enrichment Programs
- Transition meetings between elementary and middle schools; including school counselors and site administrators



# JEFFERSON

## Elementary School District

Governing Board  
Shakeel Ali  
Marie Brizuela  
Rebecca Douglas, PhD  
Clayton Koo  
Manufou Liaiga-Anoa'i

Jefferson Elementary School District  
101 Lincoln Ave. Daly City, Ca 94015  
Superintendent  
Bernardo Vidales

- Conferencing and meetings are coordinated to address needs of student; which result in a support plan inclusive of student, family, and school actions to support
- Specialized support meetings are coordinated and held for all foster youth and homeless youth identified in the schools in collaboration with District and County support providers
  - Access to school-based services are expedited and a needs assessment is given to identify and refer to community resources

The Jefferson Elementary School District will provide one of the educational programs listed below to a student expelled from the Jefferson Elementary School District:

1. Suspended expulsion with placement on the same school campus with a behavior support plan and expectations.
2. Suspended expulsion with placement on a different school campus within the district with a behavior support plan and expectations.
3. Expulsion or suspended expulsion with placement in an Independent Study Program with parent approval, as an optional alternative to classroom instruction, sometimes coupled with expectations to access community services.
4. An individualized program designed for the student and provided by a teacher who will instruct the student in his or her home or other suitable location. Students in the individualized program are provided with counseling services, as appropriate. Families are referred to services, as appropriate.
5. Referral or placement in a community program offered by any other school district within San Mateo County.
6. Referral to the San Mateo County Office of Education Community Schools Program.
7. Referral back to home school district if student is on an interdistrict agreement.

In addition, students who exhibit extreme behavioral difficulties or with special needs will be referred to counselors or other staff for support in modifying behaviors on the school campus – reducing the need for further suspensions or expulsions – as funds allow.

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Bernardo Vidales  
Superintendent

Jefferson Union High School District  
699 Serramonte Blvd. Suite 100  
Daly City, CA 94015

Dr. Terry Deloria  
Superintendent

### Brief Description of the Jefferson Union High School District

The Jefferson Union High School District serves approximately 4400 students in grades 9 through 12. Services are provided in four high schools, an alternative education center, and an adult education program.

### Description of the Plan of the Jefferson Union High School District to Serve Expelled Students in Accordance with the Requirements of the California Education Code

#### Interventions and Support Services

Our school personnel are committed to using a wide range of support intervention to minimize suspension and expulsion. The following interventions are used to improve school climate and reduce or eliminate behaviors that may result in suspension from school or possible recommendation for expulsion:

*Interventions include but are not limited to:*

- Articulation Day: articulation with the feeder districts for early identification of at-risk students
- Engaging curriculum
- Wellness counselor access
- Student Study Team meetings
- IEP Team meeting
- 504 Accommodations
- Multi-Tier Systems of Supports
- Conflict Mediation
- Incident Review Hearings
- Clearly delineated district/school policies and behavior expectations in summer packet
- Class Meetings at each site to discuss expectations of student behavior and consequences
- District Wide Mental Health training for all staff
- Online Credit Recovery
- Community Partnership
  - BHRS
  - Pacifica Prevention Partnership
  - Daly City Youth Health Center
  - Youth Service Bureau
  - Probation



- Law Enforcement
- Profession Development through SMCOE
  - Youth Mental Health Training
  - Trauma Informed Classroom
  - Restorative Justice
  - RESPECT! 24/7
  - Positive Behavior Interventions and Supports
  - Culture Humility
  - Commercially Exploitation of Children
  - Student Threat Assessment
  - Suicide Prevention
  - Camp LEAD
- Counseling Support:
  - Academic Support
  - Mental Health Support
  - Mental Health Referrals
  - Outreach with outside agencies
  - Grief Counseling
- Progressive Discipline using restorative justice practices
- Implicit Bias Training
  - Outside Agency to work with all school sites and district leadership
- Focus on school climate regarding bullying, harassment, sexual harassment and tolerance through:
  - Peer Mediation
  - Peer Mentors
  - Classroom Presentations
  - School Wide Presentations
  - Staff Development and Awareness
- Parent/Guardian Outreach, Support and Education
  - Parent Groups
  - District SIS – ParentVue
  - School Websites
  - Community Liaisons to address language/cultural barriers

Educational Services Currently Available for Expelled Students

Should the findings of fact support the charges brought forward by the administration, the Board of Trustees may direct that the student in question be subject to any of the following:

1. A directive that the student is expelled, but that the expulsion is suspended, in order for the student to be able to return to a comprehensive school. An appropriate and strictly enforced set of conditions always accompanies this return. Failure on the part of the student to adhere to these conditions would result in the implementation of the expulsion order.

2. A directive that the student be expelled from the comprehensive school and enrolled in an appropriate district or County-operated alternative program. An appropriate and strictly enforced set of conditions always accompanies this return. These programs are listed as follows:
  - a. Continuation Program: Located at the Alternative Education Center in Daly City. This site satisfies all legal mandates as stated in Education Code Section 48915, Subsection (d) – 1 through 3.
  - b. Community Environmental Education Program: A community-based and activity driven program housed at our Alternative Education Center.
  - c. Independent Study: Located at our District Office, this program is utilized only when absolutely appropriate and only in accordance with Education Code.
  - d. San Mateo County Office of Education Court and Community Schools Gateway Program: this program is utilized only when absolutely appropriate.

#### Special Conditions

1. Students facing expulsion who move to another district prior to our expulsion hearing: Rather than to remain silent and simply give this problem to the receiving district, the Administration and the Board of Trustees will conduct a full expulsion hearing in these cases. Findings and directives issued by the Board will be forwarded to the receiving district.
2. Students expelled for violating Education Code Section 48915, Subsection (c) – 1 through 3 who wish to enroll in another district: In accordance with the Education Code, these students would be eligible for enrollment in another district's community day school program, and thus may enroll in such a program should space exist.
3. Expelled students that have changed residency and have legally moved into our attendance area: In accordance with education code, in cases such as these the Board of Trustees may hold a hearing to determine whether or not the student poses a continuing danger to either the pupils or the employees of the school district. In these cases, the Board will consider the following options:
  - Deny enrollment
  - Permit enrollment
  - Permit conditional enrollment in a regular school program or another alternative educational program.

In accordance with Education Code Section 48915.2 (a), students expelled under Section 48915 (c) that move into our district are referred to either the Court and Community School Program or the Community Day School Program of a neighboring district.

4. Expulsion of students with special needs: The IEP team would meet to determine appropriate placement to meet the student's needs. Pending placement in any program, the student is provided with independent studies or home instruction. Other designated instructional services (DIS) called for in the IEP are also provided.

Identified targeted areas for improvement over the next three years:

- Continued work with the school sites on the expansion of restorative justice practices and activities
- Explore the creation of a School Attendance Review Board
- Continued communication between district staff members who work with at-risk students to monitor behavior and academic performance. (i.e. Vice Principals of Administration, Deans, Wellness Counselors, Academic Counselors, ELD case managers, & Special Education case managers, etc.)
- Continue development of alternative to suspension programs/supports
- Implicit Bias/Culturally Responsive discipline matrix ; creating guidelines with emphasis on restorative/alternative practices

Support for students returning from alternative placement expulsions:

When students request to return from an alternative placement back to their home school once their expulsion is over, there is a meeting of all parties to discuss the academic and behavior progress. If all of the conditions that were set by the Board of Trustees were met the student will be enrolled back to their home school. A meeting with the Vice Principal, student and parent is conducted to discuss behavioral and academic expectations and other supports the student might need. If needed, a behavioral and/or academic contract will be created and signed by all parties.

Identify alternative placements for pupils who are expelled and placed in district community day school programs:

The district does not operate a community day school program.

  
Dr. Terry Deloria  
Superintendent

La Honda-Pescadero School District  
360 Butano Cutoff, P.O. Box 189  
Pescadero, CA 94060

Amy Wooliever  
Superintendent

Brief Description of the La Honda-Pescadero School district

The La Honda-Pescadero School District serves approximately 350 students in preschool through grade 12. Services are provided in two elementary schools, one middle school, and one high school.

Description of the Plan of the La Honda-Pescadero School District to to Serve Expelled Students in Accordance with the Requirements of the California Education Code

Students expelled from the La Honda-Pescadero Unified School District will be provided the most appropriate and available of the following educational options:

- K-5: Transfer to another school in the district
- 6-12: Transfer to Cunha Middle School, Half Moon Bay High School or Cabrillo Continuation High School (with Consent of Cabrillo Unified School District)
- 9-12: Placement in Pescadero High School Continuation Program
- 9-12: Placement in San Mateo County Community School Program
- K-12: Independent Study

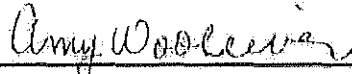
Students who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board, shall be placed on Independent Study.

District teachers and leaders have been trained in No Bully's Solution Teams which provide alternatives to suspension as well as support for students to resolve conflict in a proactive manner.

Practices utilized to minimize the number of suspensions leading to expulsions, expulsions being ordered, and to support students returning from expulsions:

- Weekly K-5 CARE team meetings at school sites to identify students at risk and apply appropriate interventions.
- Behavior contracts for students at risk of expulsion with weekly/daily monitoring (K-12).
- Project SUCCESS, a drug and alcohol prevention program, to support students at risk through weekly group and individual prevention counseling (5th - 12th grade).
- Graduated discipline plan (9th - 12th grade).

- Solution Teams (No Bully) to resolve student conflict and provide alternatives to suspension.
- Community Partnership with Puente de la Costa Sur to provide mental health counseling, parenting classes, basic services and emergency assistance to students at risk.
- Community Partnership with the San Mateo Sheriff's Office to provide a school resource officer to support school climate activities.
- Community partnership with University of California, Santa Cruz and Merrill College's Classroom Connections Program to provide weekly mentoring of middle and high school students by university students.
- Key teaching and administrative staff has been trained in the following:
  - Trauma informed instruction
  - Suicide prevention
  - Threat assessment



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Amy Wooliever

Superintendent

Reviewed/Updated 6/2018

# **Las Lomas Elementary School District**

**1011 Altschul Avenue**

**Menlo Park, CA 94025**

**Lisa Cesario, Superintendent**

**June 1, 2018**

## **Brief Description of the Las Lomas School District**

The Las Lomas School District serves approximately 1350 students in preschool through grade 8. Services are provided at one elementary school and one middle school. Historically, the Las Lomas Elementary School District expulsion rates have been very low. The District has expelled two students over the past 18 years.

## **Description of the Plan of the Las Lomas School District to Serve Expelled Students in Accordance with the Requirements of the California Education Code**

Effective July 1, 1996, school districts are required to continue to provide educational services for expelled students, regardless of the reason for expulsion. Students who are expelled from grades K-6 may not attend programs offered to students in grades 7-12.

Education Code 48915(c) requires immediate suspension followed by mandatory recommendation for expulsion for:

1. Student found to be in possession of, or furnishing, a firearm at school or at a school activity off school grounds

2. A student brandishing a knife at another student
3. A student selling a controlled substance
4. A student who has committed a sexual assault or sexual battery
5. A student who is in possession of an explosive

As an elementary school district, the options for educational placement of expelled students are limited. The rate of expulsion in the Las Lomas School District is exceptionally low, therefore, the establishment of an ongoing special class or community school to serve students in the district is not practical or economically sound. Based on the circumstances of expulsion and in consultation with school administrators and parents, the Las Lomas School District will provide one of the educational options listed below to a student expelled from the Las Lomas School District:

- I. Students expelled for the reasons specified in Education Code section 48900 (a) and (e) who may not be permitted to enroll in the district during the period of expulsion are eligible for placement as follows:
  1. Expulsion or suspended expulsion with placement in a Home Instruction Program (grades K-8) under the supervision of a credentialed district teacher or substitute teacher.
  2. Expulsion or suspended expulsion with referral to another public school district (grades K-8).
  3. Expulsion or suspended expulsion with referral and placement in a community program offered by any other school district in San Mateo County (grades 7-8).
  4. Expulsion or suspended expulsion with referral to the County Community School, as provided by the San Mateo County Office of Education and available to 13 to 17 year olds (grades 7-8).
  5. Expulsion or suspended expulsion with referral and placement in the San Mateo County Juvenile Court School (grades 7-8).

## Strategies to Improve Instruction for Expelled Students

Due to the low number of expulsions in the district, a good option for Las Lomas is to hire a credentialed teacher to provide high quality, daily instruction to expelled students at a location within the District/community. This was the option used successfully for the two students who were expelled in the Las Lomas School District.

There are a wide range of behavioral interventions used to minimize suspensions and expulsions. The focus in the District is to rehabilitate students rather than remove them from school. Both staffs employ the following interventions in order to improve climate and reduce or eliminate behavior in students that may result in suspension from school or eventual recommendation for expulsion:

- Parent/Teacher/Student Conferences
- Implementation of PBIS Practices
- Lunchtime social skills programs
- Behavior Contracts
- Behavior Support Plans & Intervention Plans
- Anti-Bullying Campaigns
- RTI and SST Programs
- Implementation of Social Emotional Learning Programs
- On site Counseling with School Counselors and Adolescent Counseling Services



- Disruption and willful defiance are not expellable offenses. The District avoids suspending students for these offenses.
- Students provided with Mental Health Counseling by private Mental Health Agencies as needed
- School Wellness and Climate Committees
- County and District SARB Programs
- TUPE Activities
- California Healthy Kids Survey (CHKS) administered regularly
- School Climate Programs in place at each school site
- Peer Conflict Resolution group
- School Assemblies
- Participation in community diversion programs as sponsored by the San Mateo County Sheriff's Department
- Professional Development for Staff by Mental Health Agencies
- Participation in RESPECT 24/7 Conferences
- Nursing outreach services
- District equity work and PD via the Museum of Tolerance

### **Conditions for Re-admittance to the Las Lomas School District**

Any of the following options may be considered for re-admittance or continued suspension of the expulsion as deemed appropriate on a case by case basis:

- Remaining off general education campuses during the expulsion period
- Good attendance record including no excessive tardies to the suspension/expulsion location
- Meeting a designated GPA

- No further violations of the Education Code
- No reported infractions of the law or reported disturbances in community or surrounding communities
- No act of retribution toward any student or adult of the Las Lomitas School District, whether illegal or otherwise
- Continued cooperation with the San Mateo County Probation Department, if applicable
- Continued individual/family counseling on a regular basis which is substantiated by documentation
- Community Service

 6/1/2018

Lisa Cesario, Superintendent



181 Encinal Avenue  
Atherton, CA 94027

Erik Burnmeister  
Superintendent

### **Brief Description of the Menlo Park City School District**

The Menlo Park City School District serves approximately 2,984 students in Preschool through 8<sup>th</sup> grade. Services are provided in three elementary schools and one middle school.

### **Description of the Plan of the Menlo Park City School District to Serve Expelled Students in Accordance with the Requirements of the California Education Code**

Measures to prevent students from suspension and expulsion in the Menlo Park City School District:

#### **ELEMENTARY GRADES K-5**

- Restorative Practices training for all staff.
- Restorative Circles facilitated regularly in classes.
- Restorative Justice Suspension Diversion Program
- Tier 3 PBIS Support Systems
- Mentor Programs
- Homework Clubs
- Friendship/social groups for identified student led by school counselor
- Year-long character development program in all classes – character trait of the month
- School rules/expectations posted and reviewed in classes and on websites
- Parent/teacher/student/administrator collaboration (SST/IEP/general meeting) to identify need and develop individualized behavior plans
- Expectation handbook is shared during class with every student
- Continual teaching and reinforcing of Caryl Dweck's work with growth mindset
- Tutoring Programs
- School-wide climate initiatives: Life Skills Grant, Recessitate Grant (movement breaks), life-skill focused assemblies, Calling ALL Kids Program (student leadership), Squads (school-service jobs)

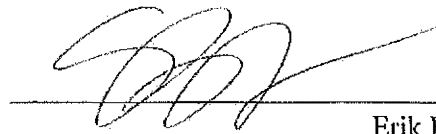
- Parent-teacher-administrator collaboration (SST/IEP/general meeting) to identify need and develop individualized behavior plans
- Intervention Team meetings to discuss student behavior/academic needs and progress
- Teacher-specialist meetings to discuss student progress/behavior
- More than anything else, we are constantly and purposefully building relationships with what some might call the “toughest” kids. We believe in a restorative approach: building up a student’s confidence, providing opportunities for students to get involved, resolving conflict through discussion, having the student take ownership. The more we front-load with relationship building, high expectations and student ownership, the fewer discipline problems we have

### **MIDDLE SCHOOL – GRADES 6-8**

- Restorative Practices training for all staff.
- Restorative Circles facilitated regularly in classes.
- Restorative Justice Suspension Diversion Program
- Tier 3 PBIS Support Systems
- Wellness Coordinator to address students with at-risk behaviors
- Review of student handbook in grade-wide assemblies, during which we emphasize the big no-no’s (fighting, weapons, alcohol, drugs, and tobacco) and give students avenues to bring concerns to us when there are problems
- Handbooks are published, distributed to all students, posted on the website, and require parent/guardian signature stating that the family has read and understood the content
- Speaker series, at the school and grade levels. Topics include, but are not limited to the following:
  - Addictions
  - Suicide prevention
  - Internet safety
  - Anti-bullying
  - Eating disorders
  - Sexual harassment
- Behavior Management and Support Plans for students who demonstrate higher acuity
- Positive Environments, Network of Trainers (PENT) forms
- Behavior Intervention Plans
- Student Study Teams (SSTs) to put plans into place when problems persist
- Counseling from our three counselors (including conflict resolution), plus intern counseling from MFT interns. These interns have a caseload at Hillview, meeting with students who have the highest need for such intervention
- Transition notes and meetings from elementary counselors to our counselors
- Reflection and Redirection, during which students reflect on their behaviors, identifying why the behavior is an issue and brainstorming ways to avoid repeating the behavior
- Leadership Opportunities, in the form of the following:
  - Noontime clubs
  - Dooley

- Camp Hillview (6<sup>th</sup> grade Orientation camp – first 3 days of school)
- Hawk Time (morning broadcast)
- Thrive Elective for ongoing SEL support of at-risk students
- After-school programs:
  - Peer tutoring (8th graders working with 6th grade students)
  - Drop-in Homework Club
  - Flight School Mentor Program
  - We provide transportation for those students who normally could not stay because they take the yellow bus to East Palo Alto or East Menlo Park
- “College-Bound Program” – Providing additional support, resources, and goals reinforcement for students who fall into at least one of the following categories:
  - Low Income Family
  - English Language Learner
  - African-American, Hispanic, and/or Pacific Islander
  - First Generation College Bound
  - Homeless/Foster Youth
  - Tinsley Transfer Program
- Scholarships provided for students to participate in after-school sports/classes
- Academy system allows teachers to focus on individual students and work together to support them
- In-house takes place in the office, and we monitor the students and provide them
- Family Engagement Coordinator working directly with “College-Bound” families.

Since traditionally we have not needed to expel many students, we do not provide a special class beyond the regular education program. It is our intention, if and when a student is expelled, to either locate available space in another district or to plan an individualized program for that student.




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Erik Burmeister  
Superintendent

Pacifica School District  
375 Reina Del Mar  
Pacifica, CA 94044

Ray Avila, Ed.D., Executive Director, Integrated Services

Brief Description of the Pacifica School District

The Pacifica School District serves approximately 3,170 students in Transitional Kindergarten, Kindergarten, Pre-K, and grades 1 through 8. Services are provided in one Pre-K Special Day Class site, two K-5 elementary schools, three K-8 schools, and one middle school, grades 6-8.

Description of the Plan of the Pacifica School District to Serve Expelled Students in Accordance with the Requirements of the California Education Code

Past trends continue in the Pacifica School District (PSD), with a very low number (if any) of students expelled during any given school year. In 2013-14, there were two stipulated expulsions and since then there have been no expulsions including this current school year (2017-18).

The District has multiple ways to be proactive in supporting students who exhibit the need for social or emotional support. PSD has established over the past six years a district level team for School-Wide Positive Behavior Intervention Support (SWPBIS) that consists of liaisons who meet monthly to discuss effective strategies that are being implemented at the school sites. The liaisons are also members of their school's "School Climate and Safety Team" where decisions are made to implement and monitor SWPBIS strategies throughout the school year along with discussions around safety and discipline. PSD has also embedded language into our LCAP that describes the proactive measures taken to ensure a positive school climate.

Professional development has also been a focus. Beginning in 2012-13, administration and targeted classified and certificated staff have attended various professional development that focus on the social and emotional needs of our students. Examples of this professional development include Youth Mental Health First Aid, RESPECT! 24/7 conferences, SMCOE PBIS workshops, "Circle Up" Restorative Practices, SMCOE Suicide Prevention Protocol and Student Threat Assessment training, BHRS Trauma Informed Classrooms training, and the SMCOE SARB conference.

Pacifica School District continues to reflect on ways to staff our schools and district with key support personnel to support the social emotional development of the student and families. Currently, PSD has one part-time counselor assigned to one K-8, one grade 6-8 counselor shared with two K-8 schools, and one counselor assigned to the comprehensive middle school. These counselors work in a proactive manner with staff and students to maintain positive school cultures, character development and high levels of student engagement. Also, the District has employed a full-time Mental Health Counselor dedicated to supporting the needs of students in grades 4-8 who are eligible for this service on their Individualized Educational Plan (IEP). Together, they also address serious attendance and behavioral problems, while promoting the assets-development of students. Each school maintains a strong student success team (SST) process. When the referral process identifies school adjustment, social emotional, and/or behavioral concerns, our school psychologists and counselors are active participants in the SST meetings.

In addition, the District has a behavioral intervention specialist who identifies and facilitates appropriate intervention approaches, based on individual student needs. The District also has collaborative relationships with community agencies such as Star Vista (alternative to suspension program), Behavioral Health Recovery Services (BHRS), Youth Services Bureau (YSB), Pacifica Prevention Partnership (who co-host the annual Pacifica Family Summit that has increased parent outreach and support). These agencies support the social emotional well being of targeted students both in school and off campus settings and provide support to the families in PSD.

Because there are not enough expulsions at any given time to make it feasible to establish a Community Day Class within the district the following options will be considered in order to serve expelled students in accordance with the current Education Code:

1. Referral to a San Mateo County Court or Community School, if appropriate.
2. "Buying" a space in a Community Day Class from a neighboring district; this option has been explored with South San Francisco School District.
3. A school satellite program (home school), which will be home based, managed by a teacher on staff or from our substitute pool, and supervised by the Executive Director, Integrated Services.
4. Suspended enforcement of the expulsion and transfer to another school in the district.
5. Suspended enforcement of the expulsion and placement on the same school campus.

Pacifica School District understands the need for family support as well. The Executive Director, Integrated Services is readily available to guide and support the family and student through the process along with the school principal and any other appropriate staff.



Ray Avila, Ed.D.  
Executive Director, Integrated Services

Reviewed/Updated 4/18

**Portola Valley School District**  
4575 Alpine Road, Portola Valley, CA 94028

Eric Hartwig  
Superintendent

**Brief Description of the Portola Valley School District**

The Portola Valley School District (PVSD) serves approximately 594 students in TK/Kindergarten through 8th grade. Services are provided in one elementary school (K-3) and one middle school (4-8).

**Description of the Plan of the Portola Valley School District to Serve Expelled Students in Accordance with the Requirements of the California Education Code**

The Board shall refer a student who has been expelled to a program of study that meets all of the following conditions:

- is appropriately prepared to accommodate students who exhibit discipline problems;
- is not provided at a comprehensive middle, junior, or senior high school or at any elementary school; and
- is not housed at the school site attended by the student at the time of the suspension.

The provision of the educational program would be such that at the time an expulsion is ordered, the Board shall ensure that an educational program is provided to the student who is subject to the expulsion order for the period of the expulsion. Any educational program provided shall not be situated within or on the grounds of the school from which the student was expelled.

With respect to a student expelled for violation of California Education Code Section 48900, Subdivisions (f), (g), (h), (j), (k), (l), or (o) or Sections 48900.2, 48900.3 or 48900.4, if the County Superintendent of Schools certifies that an alternative program of study is not available at a site away from a comprehensive middle, junior, or senior high school, or another elementary school, the student may be referred to a program of study that is provided at a comprehensive middle, junior, or senior high school, or at an elementary school.

If the County Superintendent of Schools is unable, for any reason, to serve the expelled students of our school district within the county, the Board of our district may enter into an agreement with a County Superintendent of Schools in another county to provide educational services for the district's expelled students.



"The PVSD plan for working with students who have been expelled coincides with PVSD BP 5144.1(a) and AR 5144.1(a), which focuses first and foremost on alternatives to suspension and expulsion. The district has not had any expulsions in the period 2009 through June 2018. Available educational services and interventions include:

- School Wide PBIS
- Social-emotional Learning (SEL) and Wellness programs for students
- Speaker Series for students and parents
- Parent outreach
- Early Intervention for Literacy
- Parent Conferences and Communications
- Counseling programs at both sites
- SSTs (Student Study Teams)
- SARB (School Attendance & Review)
- Lunch and After School detentions
- In-house suspensions
- Progressive out-of-school suspensions

**PBIS:** PVSD has implemented Positive Behavior Interventions & Supports (PBIS) district-wide. This is an evidence-based practice which is proactive, systematically teaches and acknowledges appropriate behaviors, and builds capacity for staff to address both positive and negative student behavior.

**SEL:** Our counselors lead the social-emotional programs at both sites, either through direct instruction (K through 5th grade) or through planned lessons implemented by staff (middle school).

**Speaker Series:** We have invited expert speakers/trainers to present workshops for students, staff, and parents. Topics include, but are not limited to: anxiety, coping with stress, helping students achieve balance, digital citizenship, body awareness

**Parent Conferences/Outreach:** Parent communication is usually the first step in addressing a concern. PVSD also holds regular meetings in East Palo Alto so as to reach out to parents of students in the Voluntary Transfer Program.

**Literacy Intervention:** Early intervention to address academic concerns is provided at the K-6 grades. This may include services through the Reading Recovery or Levelled Literacy Intervention (LLI) programs.

**Counseling:** Small group and individual counseling is provided by two credentialed counselors, one at each site.

**SSTs:** Students struggling in a specific academic/behavioral/emotional domain are referred to Student Success Teams. These teams of adults include- parent/guardian, teacher, administrator, counselor, school psychologist, and any other adult who may work with the student or whose expertise may be of assistance (e.g., speech therapist, resource teacher)

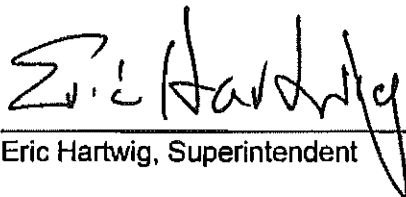
**SARB:** SARB meetings focus on identifying school-based resources to assist families in ensuring student attendance

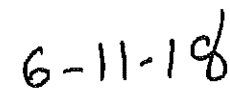
**In-house suspensions:** Students are removed from the classroom setting only if necessary. Student completes work in the office or other location under adult supervision

**Progressive out-of-school suspensions:** If previous interventions are not effective the District may implement out-of-school suspensions. Re-entry and support plans are created and administered for students returning from suspension.

As noted earlier, the district has not had any expulsions in the period 2009 through June 2018. We focus first and foremost on alternatives to suspension and expulsion, including attention paid to disproportionate use of 48900(k) for willful defiance.

Should there be expulsions in the future, the expelled students would be referred to the Court and Community Schools Program. Alternatively, the district would offer home instruction.

  
Eric Hartwig, Superintendent

  
Date



"OUR CHILDREN – OUR FUTURE"

## **Ravenswood City School District**

### **ADMINISTRATIVE OFFICE**

2120 Euclid Avenue, East Palo Alto, California 94303  
(650) 329-2800 Fax (650) 323-1072

*Board Members:*  
Ana Maria Pulido, President  
Sharifa Wilson, Vice President  
Marielena Gaona-Mendoza, Clerk  
Dr. Charlie M. Knight, Member  
Marcelino López, Member

Dr. Gloria M. Hernandez-Goff  
*Superintendent*

### **Brief Description of the Ravenswood City School District**

The Ravenswood City School District serves approximately 2669 students in Transitional Kindergarten through 8th grade. Services are provided in nine fully inclusive schools.

### **Description of the plan of the Ravenswood City School District to Serve Expelled Students in Accordance with the Requirements of the California Education Code**

The Ravenswood City School District employs the following interventions:

#### District wide:

- District Instructional Leadership Team (DILT)
  - The DILT provides support to schools on all tier levels. The goal of the DILT is to identify solution focused action steps, evaluate the efficacy of these actions and to provide ongoing feedback and communication to site MTSS teams.
- High School Transition
  - Ravenswood City School District provides counselors to help prepare students and families for their transition to high school. Through partnerships with Sequoia Union High School District, representatives from various high schools, including East Palo Alto Academy, Menlo Atherton, and Sequoia, students learn about academic and extra-curricular activities unique to each program and have the opportunity to inquire information about what each school has to offer.
- Mental Health Collaborative partners (San Mateo County)
  - The district's collaboration with San Mateo County has expanded and will continue to grow this next year to include training and consultation on trauma-informed school systems, risk and threat assessment protocols, and Commercial Sexual Exploitation of Children (CSEC) and Human Trafficking Protocol for Educators.
- Mental Health Supports
  - Children's Health Council (CHC) will expand to provide district-wide support to include trainings, consultation, and parent support.
- Multi-Tier System of Supports (MTSS)
  - District provides support and solutions to school sites which arise from site-level MTSS teams. The MTSS process utilizes an integrated, comprehensive framework that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support to meet the needs of all students.
- Parent Conferences/Training and Workshops
  - The district will continue to expand professional development trainings to support teachers with parent engagement, PBIS, and social-emotional supports.

- Positive Behavior Intervention and Supports (PBIS)
  - This is an evidence-based practice which is proactive, systematically teaches and acknowledges appropriate behaviors, and builds capacity for all school staff to address both positive and negative student behavior in a proactive manner. Strong focus on function-based interventions and building positive school culture and climate. PBIS is functional at all Tier levels across the district, and its effectiveness is measured periodically by conducting PBIS screenings at each school site, by utilizing tools such as Tiered Fidelity Inventory (TFI) and Team Implementation Checklist (TIC).
- School Attendance Review Board (SARB) Committee
  - The SARB process will continue to collaborate more with San Mateo County's SARB committee to provide additional county supports for students.
- Student Success Teams (SST)
  - SST process is available at every school site, and is created to identify students academic, behavioral, and/or social-emotional needs to develop appropriate and specific intervention plans. The SST process will continue to expand to include more fidelity plans to ensure efficacy of interventions.

#### School Site Level:

- After School Program
  - The purpose of our program is to extend teaching and learning beyond the school day and beyond the classroom doors and walls. Our program complements supports and enhances daily classroom instruction. The program, while structured, provides staff and students with options. Our program encourages creativity, imagination and flexibility. It focuses on creating educational projects that make learning fun. Students participate in a balance of individual activities, small and large group activities, indoor and outdoor activities, and quiet as well as active play.
- Assemblies
  - Assemblies are special opportunities for students to connect, learn, and grow together. All schools provide a variety of guest speaker lectures and special interest topics throughout the year. Assemblies will continue to expand focus on PBIS and restorative practices.
- Function-based Interventions encompassing all tiers (Primary - Tier I, Secondary - Tier II, and Tertiary - Tier III)
- Mental Health Supports
  - Every school site will continue to provide individual and group mental health counseling programs. The schools also provide mental health consultation for teachers and parents, and community resources (CASSY, BHRS, StarVista, CFS, CHC).
- MTSS Teams
  - The school school site based, multi-disciplinary intervention teams
- Playworks
  - Playworks is a special program offered to students from Kindergarten to 5<sup>th</sup> grade. Playworks coaches teach social emotional learning, activate empathy, and create a safe space where kids can learn and grow through play time during recess and lunch.
- Strategic and structured In-School Suspension & Detention

### Next Steps for Continued Improvement:

- 1) District will continue implementing alternative discipline models that emphasize preventing challenging student behavior and focus on supporting individuals and the school community, such as positive behavioral interventions and supports (PBIS), restorative practices (currently implemented at Ravenswood Middle School), and social emotional learning (SEL) - Strong Kids curriculum. Furthermore, we are targeting the concern of disproportionate discipline by planning mandatory trainings and workshops on implicit bias, guided by an educational expert.
- 2) Incorporate a higher level of mental health support for all students given the unique challenges students are facing in and outside of school environment. Several trainings on Trauma-informed schools were provided both by the San Mateo County as well as RCSD, in an effort to educate and raise awareness of trauma that may have a profound impact on students' behavior exhibited in school. In the beginning of next school year, mental health providers will provide additional trainings in how mental health approaches are utilized with behavior challenges, to both district staff and parents.

### Educational Alternatives for Expelled Pupils:

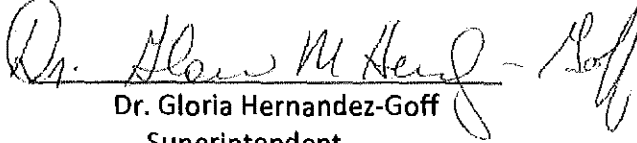
Students expelled by the governing board must be placed in an alternative educational setting to ensure continuance of his/her education. A team consisting of Director of Student Services, principal, vice principal, PBIS coordinators, Student data manager, and resource officer review student's academic records, behavior and discipline data, current interventions, and create a rehabilitation plan for board review and approval. Students expelled from a school may not visit the school site and the alternative educational program cannot be offered within or on the grounds of the school from which the student was expelled.

RCSD addresses gaps in educational services by mandating Common Core Standards in all curriculum and assessments utilized in all alternative educational placements. In addition to having direct access to district office support, certificated staff who are providing instruction in alternative educational settings, also have access to a Teacher on Special Assignment (TOSA) for further support in designing curriculum to fit individual student needs. Re-entry student plans are developed by a multidisciplinary team, ensuring all individual academic, behavioral and/or social-emotional needs are met appropriately targeting the unique and specific needs of a student.

- Independent Study - Educational materials for student are provided by the Curriculum & Instruction Department and/or assigned certificated staff member. Completed academic work is submitted to the Student Services Department on a weekly basis, and reviewed by assigned certificated teacher(s).
- Home Teaching - student is offered 5 hours of tutoring in the home environment and/or mutually agreed alternative location between the certificated teacher, student and parent/guardian. The materials are provided by the district, and a designated staff member prepares and assesses the curriculum.

- Students may also be transferred to another school site in the district with specific requirements that must be fulfilled accordingly.

Determination of placement will be made on a case by case basis and in accordance with state laws. Our focus is, most importantly, placed on alternatives to suspension and expulsion, including providing trainings and raising awareness on disproportionate discipline, trauma, as well as other crucial factors that may affect our student population.

  
Dr. Gloria Hernandez-Goff  
Superintendent

Redwood City School District 750 Bradford Street  
Redwood City, CA 94063

John Baker, Ed. D  
Superintendent

Brief Description of the Redwood City School District

The Redwood City School District serves approximately 7,750 students in Kindergarten through 8th grade. Services are provided in sixteen schools: three K-8, three TK-8, two 6-8, one 3-8, five K-5, one TK-5 and one TK-6 schools. The majority of district students attend one of three high schools upon graduation from eighth grade: Sequoia, Woodside or Menlo Atherton High School.

Description of the Plan of the Redwood City School District to Serve Expelled Students in Accordance with the Requirements of the California Education Code

Prevention steps employed by the Redwood City School District are:

District wide

- SARB program
- Suspension/expulsion tracking and reporting system
- Attendance tracking and reporting system (A2A, Group Attendance Meetings) – For the 2018-2019 Attendance Liaisons at each school site will conduct Group attendance meetings)
- Counseling programs at the elementary and middle school levels
- RTI program
- Multi-Disciplinary Team meetings
- Positive Behavior Intervention Supports (PBIS)
- Opportunity School
- BTSA

Site Level:

Tier 1 (All students) - Primary Prevention: A broad support system for all students that teaches positive relationships and coping skills

- \* Collect and compile data, including school climate survey for students, staff, and parents/caregivers,
- \* Collect and compile data, including school climate survey for students, staff, and parents/caregivers,
- \* Attendance tracking and reporting
- \* Suspension tracking and reporting
- \* Behavior tracking and reporting
- \* Benchmark testing
- \* Credentialed and Certified Professional Development (Mental Health First Aid training, CPR, Common Core
- \* BTSA
- \* PAR
- \* SWPBIS
- \* Professional Development for certified and credentialed staff and classified staff
- \* Parent engagement opportunities
- \* Community building practices (PAL, SAL, Teen Talk,
- \* Project Cornerstone, Community School Family Centers, Fair Oaks Family Center, Sequoia Health Care District, Redwood City 20/20, StartUp:Education, Facebook, the Chicana/Latina Foundation, the Sobrato Foundation, and the Silicon Valley Community Foundation, John W. Gardner Center – Stanford University).
- \* Summer enrichment programs
- \* Extended day programs

Tier 2(Approx. 15% of students) – Secondary Prevention: Group supports for student with higher needs

- \* Restorative intervention strategies (Restorative Justice, Restorative Circles)
- \* On campus counseling (School site counselors, Star Vista, SPARK Apprenticeship Program, Community Family Center, San Mateo County Counseling Program, RCPD Counselors)
- \* Student Study Team (SST) meeting(s)
- \* Behavior support plans
- \* Off campus counseling (San Mateo County Counseling Program, SPARK, Star Vista, Human Services Agency, El Centro de Libertad)
- \* Rainbow Mentor Project
- \* Parent Workshop(s)
- \* School Resource Officer
- \* Alternative to suspension programs (In-school suspension program, Saturday School program.)
- \* Homework clubs (academic tutoring)



Tier 3 - (Appx 5% of students) - Individualized support for high-risk students

- \* Individual success plan
- \* Mental health counseling (Star Vista, County Mental Health, Acknowledge Alliance, Fresh Lifelines for Girls)
- \* Drug and Alcohol Programs (Star Vista Insights, El Centro de Libertad)
- \* Anger Management Programs (Star Vista Insights, El Centro de Libertad)
- \* Child Protection Services
- \* RCPD Truancy Abatement
- \* District SARB
- \* County SARB
- \* District Multi-Disciplinary Team Meeting(s) MDT Alternative to Expulsion:
  - \* Stipulated Suspended Expulsion with provisional placement at Opportunity School. Student then returns to same school campus for non-mandated expulsion offenses, grades 5-8.

\* Stipulated Suspended Expulsion with provisional placement at Opportunity School, Student then is placed at an alternative school campus within the District for non-mandated expulsion offenses, grades 5-8.

Expulsion:

\* Expulsion for mandatory offenses or permissive expulsion offenses where proof of the dual findings required by the California Education Code has been made, grades 6-8. These students complete the school year at the Opportunity School.



John Baker, Ed. D.  
Superintendent

Reviewed/Updated 05/18



## **District Comprehensive Expulsion Plan 2018**

### **Brief Description of the San Bruno Park School District**

The San Bruno Park School District serves approximately 2,600 students in Kindergarten through grade eight. Services are provided in six elementary schools and an intermediate school. The community is located in San Mateo County just south of San Francisco and directly adjacent to San Francisco International Airport. The community is home to YouTube, Walmart.com, and other technology and biotech companies.

### **Description of the Plan for the San Bruno Park School District to Serve Expelled Students in Accordance with the Requirements of the California Education Code**

In compliance with recent legislative direction, the District does not suspend or expel students for the primary reason of California EC 48900 (k). The San Bruno Park School District employs the following intervention strategies and services:

#### **District Level Programs**

- Community partnerships:
  - School Resource Officer through partnership with the San Bruno Police Department; focus is on anti-bullying, anti-drug, gang prevention and family/student social services.
  - Youth Services Bureau
  - Behavior Health and Recovery Services
- District Sponsored Professional Development
  - Youth Mental Health First Aid
  - Respect 24/7 Conference for Intermediate School Staff and appropriate District Office Staff
  - Restorative Justice
  - PBIS
  - Fagen, Friedman, and Fulfrost best legal practices
  - County Suicide Prevention and Crisis Management Tool Kits
  - District Level Crisis Team training and protocol
  - Staff will be trained to provide a social emotional curriculum as part of the regular curriculum.

#### **BOARD OF TRUSTEES:**

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Stella M. Kemp, Ed.D., *Superintendent*



- o District and site administrators trained on the legal requirements of student discipline including suspension and expulsion criteria
- o Handle with Care
- Multi Tiered approach to school counseling and social emotional needs by district staff.
  - o Tier 1: District wide social emotional curriculum provided in the regular program by general education teachers with support from counseling and mental health staff. This will include regular lessons provided in the classroom by staff with common social emotional support language and activities used by all staff.
  - o Tier 2: Small group counseling provided by district counselors and mental health clinicians, and feasible community partners. Opportunities for Behavior Therapy Assistants to collaborate in small groups and provide behavior interventions. Social skills groups provided by counselors and behavior therapist to focus on peer interactions and social awareness.
  - o Tier 3: Individual counseling by Mental health clinicians focusing on youth trauma, depression, anxiety, and other high risk clinical needs. Parent coaching provided to those with students at risk. Risk assessments provided when students are in crisis and appropriate interventions implemented. Collaboration with outside providers and on-going case management.
- School Attendance Review Board (SARB)
  - o Prevention and remediation of truancy and chronic absenteeism.
  - o Parent coaching and support brainstorming interventions to be provided in the home and connecting those to the school.
  - o Referrals to outside community resources.
  - o Parent education on the importance of school attendance.
- TUPE Grant Activities
- Breakfast Programs for eligible school sites

### **School Level Programs**

- Community Partnerships:
  - o Behavioral health and Recovery Services (BHRS) individual and parent counseling
  - o Youth Services Bureau (YSB) group and individual counseling
  - o School Resource Officer (San Bruno Police Department) consultations and interventions.

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- o Star Vista Individual and group counseling
- o PPS counselors
- o UCSF/USF counseling interns
- o County Office of Education
  - Mental Health Collaborative, meets monthly to discuss district processes and case consultation, discuss referrals for outside placements, client tracking and monitoring best practices, professional development trainings, new program overview, updates to changes in legal requirements.
  - Student Services collaborative.
  - Professional development training for staff
- Academic Interventions (MTSS)
  - o Moving to a tiered intervention model based on MTSS. Tier 1 - best first instruction, Tier 2 - differentiated instruction provided as part of the regular program in the general education classroom, Tier 3 - intensive intervention provide in a setting other then the general education classroom.
  - o Homework Club
  - o After/Before School Tutoring
- School Rules and expectations are published and sent home annually
- Access to District Behavior Therapist for consultation and behavior intervention support.
- Student Success Team Meetings to address academics as well as behavior
- Parent Conferences
- Student Behavior Contracts for at-risk students with daily/weekly counseling meetings
- In House and Progressive Out of School suspensions
- Restorative Justice
- Positive Behavioral Interventions and Support (PBIS)
- Behavior intervention plans and student safety plans

### **Expulsion Process**

Students recommended for expulsion by site administration are presented to a hearing panel, consisting of at least three principals and chaired by a District Office Administrator. The panel makes a recommendation to the Governing Board regarding expulsion and alternative services based on the finding of facts. Students for whom the recommendation for further intervention as appropriate: behavioral contract, weekly checks by counseling staff, outside mental health referrals, a Student Success Team Meeting.

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Stella M. Kemp, Ed.D., *Superintendent*



Students in the San Bruno Park School district are expelled for serious offenses, only after multiple, documented interventions as noted above have been implemented. Reasons for expulsion are outlined in education code and will only be considered after other means of correction have been considered. Violations of 48900 (k) (willful defiance) have been incorporated only as a related offense to the more serious offenses listed.

### **Expulsion Options**

San Bruno Park School District implements the following alternative program options for expelled students:

- Suspended expulsion, with mandatory conditions such as counseling, a student behavioral contract, etc.. Students in elementary grades may be transferred to another school within the district
- Expulsion, with one hour individual schooling in a Home Instruction Program under the supervision of a credentialed district teacher or substitute teacher, counseling by district school psychologist or school counselor may also be included.
- Expulsion with 3 hours daily online program through Advanced Academics: counseling by district school psychologist or school counselor may also be included

Community School has been investigated: however this option is not readily available, San Bruno Park School District is too small to implement it independently.

### **Identified Gaps and Plans for Improvement**

#### **Gap #1:**

**Limited knowledge by staff of pre-expulsion interventions.**

#### **Improvement Activities For Gap #1:**

- Determining a social emotional curriculum and develop an implementation plan district wide and at every school site.
- Develop and implement a clear SST process district wide.
- Develop and implement the multi-tiered approach to both social emotional and academic supports.
- Inclusive practices

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- Co-Teaching
- Trauma Informed practices

### **Gap #2**

**Insufficient counselor staffing for a tiered intervention program at each site.**

### **Improvement Activities for Gap #2**

- Increase the hours for tier 1 and tier 2 counseling supports at all school site. Allocate current staffing to maximize general education tier 1 and 2 supports. Each school should have a set number of hours and times for counseling services depending on their student enrollment and level of need.
- Community partnerships should be strengthened to support general education counseling programs at each school site. As a part of MTSS the District will develop a Tier 1 and 2 program using community partners embedded at school sites.
- Have the mental health team plan and deliver professional development to district staff on a tiered approach to social emotional support. The staff will provide on going high quality trainings, coaching support, and in class demo lessons for general and special education staff.
- Tier 1 and Tier 2 supports require additional counseling staff to implement at all school site and for all tier levels.
- Providing time for mental health staff to provide training at the school sites.

### **Gap #3**

**Insufficient Parent Education and Engagement in the areas of student behavior and social emotional needs**

### **Improvement Activities for Gap #3**

- Provide parent trainings in the area of social emotional learning and behavioral support.
  - Have each site offer a workshop on the social emotional curriculum and the instructional components for each students.
  - School Principal's will communicate with parents the school's process for behavioral interventions. This includes positive behavior support system, school expectations, and what constitute "other means of correction".
- Develop and publish a brochure outlining the district MTSS.

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- Develop and publish a webpage dedicated to student social emotional needs.
- Develop and publish a list of community partners for parents to reference.

**Gap #4**

**Align funding to district needs**

**Improvement Activities for Gap #4**

- Align development of the LCAP to support social emotional and behavioral programs.
- Have School Site Councils develop a plan for embedding site specific activities unique to the needs of each school.
- Analyze the cost effectiveness of the District mental health program versus using outside agencies.

Stella M. Kemp, Ed.D.

Superintendent

Date

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Stella M. Kemp, Ed.D., *Superintendent*



## SAN CARLOS SCHOOL DISTRICT

Mary Jude Doerpinghaus, Interim Superintendent  
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# Plan for Provision of Educational Services for Expelled Students

## Brief Description of the San Carlos School District

The San Carlos School District serves approximately 3100 students in preschool through grade 8. Services are provided in four elementary schools, one upper elementary school and two middle schools.

## Description of the Plan of the San Carlos School District to Serve Expelled Students in Accordance with the Requirements of the California Education Code

San Carlos School District strives to support students in the least restrictive environment, through restorative and rehabilitative approaches. The district uses the following intervention strategies and approaches at the district and site level

### District-wide:

- Staff Development support for teachers, counselors, psychologists and administrators in conflict resolution, classroom management, Handle with Care, positive behavior support including Positive Behavior Interventions and Supports (PBIS), and restorative practices
- RTI2 Programs with continuum of interventions
- Behavior support provided by trained psychologist and district behavior specialist
- District has developed close partnerships with San Mateo County Sheriff's Department staff including SRO, County Office of Education, SELPA, and community mental health organizations
- School Climate data is monitored at a minimum annually
- Coordinated district mental health team including counselors, psychologists, and Marriage and Family Therapist Interns and Trainee supports
- Wellness Coordinator supports district-wide initiatives including drug-alcohol education, internet safety, suicide prevention, anti-bullying, healthy habits, safety and mental health support
- Student surveys conducted annually
- Discipline, Suspension and Expulsion data is monitored for disproportionality for patterns including specific student groups
- Tobacco Use Prevention (TUPE) education
- School Attendance Review Board (SARB) Program



Site level:

- School rules and expectations are published and sent home annually
- Staff are trained in conflict resolution strategies
- Student Success Team Meetings are held as needed for students/families
- Parent/Teacher Conferences are held as needed
- School wide positive behavior management system
- Year-long social social-emotional skills development program (Second Step)
- School Assemblies
- Anti-bullying and inclusion programs
- Relationship building between staff and students
- Coordination between school and after-school programs

Education Code 48915(c) requires immediate suspension followed by mandatory recommendation for expulsion for:

1. A student found to be in possession of, or furnishing, a firearm at school or at a school activity off school grounds
2. A student brandishing a knife at another student
3. A student selling a controlled substance
4. A student who has committed a sexual assault or sexual battery
5. A student who is in possession of an explosive

As an elementary school district, the options for educational placement of expelled students are limited. Based on the circumstances of expulsion and in consultation with school administrators and parents, the San Carlos School District will provide one of the educational options listed below to a student expelled from the San Carlos School District:

Students expelled for the reason specified in Education Code section 48900 (a) and (e) who may not be permitted to enroll in any school in the district during the period of expulsion are eligible for placement as follows:

1. Suspended expulsion with placement on the same campus (grades TK-8)
2. Suspended expulsion with placement on another school campus within the District (grades TK-8).
3. Expulsion or suspended expulsion with placement in a Home Instruction Program (grades TK-8) under the supervision of a credentialed district teacher or substitute teacher.
4. Expulsion or suspended expulsion with referral to another public school district or private school (grades TK-8).
5. Expulsion or suspended expulsion with referral and placement in a community program offered by any other school district in San Mateo County (grades 7-8).
6. Expulsion or suspended expulsion with referral to the County Community School, as provided by the San Mateo County Office of Education and available to students 13 years and older (grades 7-8).
7. Expulsion or suspended expulsion with referral and placement in the San Mateo County Juvenile Court School (grades 7-8).

The determination of placement will be made at the time of the expulsion (or suspended expulsion) in accordance with state laws on a case-by-case basis.

### Behavioral Interventions Used to Minimize Suspensions/Expulsions

School staffs may employ any of the following interventions in order to remediate behavior in students that may result in suspension from school or eventual recommendation for expulsion:

- Parent/Teacher Student Conferences
- Positive Behavior Interventions and Supports (PBIS)
- Restorative Practices
- Behavior Contract
- Behavior Support Plan
- Behavior Intervention Plan (as applicable)
- Counseling
- Participation in community diversion programs as sponsored by the San Mateo County Sheriff's Department

### Conditions for Re-admittance to the San Carlos School District

Any of the following options may be considered for re-admittance or continued suspension of the expulsion as deemed appropriate on a case-by-case basis:

- Remaining off general education campuses during the expulsion period
- Good attendance record including no excessive tardies to the suspension/expulsion location
- Meeting a designated GPA
- No further violations of the Education Code
- No reported infractions of the law or reported disturbances in community or surrounding communities
- No act of retribution toward any student or adult of the San Carlos School District, whether illegal or otherwise
- Continued cooperation with the San Mateo County Probation Dept. if applicable
- Continued individual/family counseling on a regular basis which is substantiated by documentation
- Community Service

Failure to meet the criteria for re-admittance will result in a referral to a more restrictive setting.



Mary Jude Doerpinghaus  
Interim Superintendent

San Mateo - Foster City School District  
1170 Chess Drive  
Foster City, CA 94404

Joan Rosas, Ed.D.  
Superintendent

Brief Description of the San Mateo-Foster City School District

The San Mateo-Foster City School District serves approximately 11,835 students in Transitional Kindergarten, Kindergarten and grades 1 through 8. Services are provided in fifteen elementary schools and three middle schools and two K-8 schools.

Six of our elementary schools, two middle schools and both K-8 schools have magnet theme-based programs.

Description of the Plan of the San Mateo-Foster City School District to Serve Expelled Students in Accordance with the Requirements of the California Education Code

The San Mateo-Foster City School District employs the following intervention steps:

DISTRICT LEVEL:


- SARB meetings
  - Drug and Alcohol prevention programs/interventions
    - Too Good for Drugs, Health & Wellness, Health Teacher programs- Grade 4
    - PROJECT ALERT-Grade 7
    - TUPE Grant 2011-2014 Wellness Teams, reapplied for 2015-2016
    - Back to School Night presentations to parents by SMFCSD staff with support from both the San Mateo and Foster City Police Departments
  - YSB School Safety Advocates and Interns at each of the four middle schools
    - Individual counseling
    - Girls United groups
    - Chill Zone
  - YSB or Notre Dame Counseling Interns/Trainees at each of the elementary schools
    - Individual counseling
    - Group counseling
  - SMFCSD LCAP Wellness Goals
    - Provides a Wellness Coordinator, District Nutrition Consultant and the PROJECT ALERT/Drug Education District Coach
  - Professional Development opportunities
    - Positive Behavior Intervention and Support (PBIS) - SMCOE training and coaching for implementation at seven elementary schools, Annex and preschools
    - Restorative Practices - IIRP training for all middle school Administrators and counselors
    - Youth Mental Health First Aid -training for all middle school Administrators and counselors
    - Respect! 24/7 Conference
    - Central San Mateo Mental Health Collaborative
  - Partnership with the San Mateo/Foster City Police Departments
    - G.R.E.A.T. Program-emphasis on goal setting, communication skills, empathy for others, peer pressure and conflict management for all 6th graders
    - Opportunities for middle school students to participate in PAL (Police Activities League)
    - School Resource Officers (SRO) at all three San Mateo middle schools
  - California Healthy Kids Survey administered bi-yearly to 5th & 7 grades
    - Data analysis done by each school to determine next steps for enhancing student safety
    - SMFCSD will be administering the CHKS survey annually going forward
-

SITE LEVEL:

- Clear district/school policies and behavior expectations in the parent/student handbooks sent home, annually
- Anti-Bully and Character Development Programs (i.e., No Bully, Project Cornerstone, Six Seconds)
- RTI Academic and Behavior Interventions
  - Modified schedules
  - Behavior contracts
  - SST Meetings
  - Check in/Check Out System
  - After School Homework Club
  - Positive Behavior Incentives
  - Math and Language Arts Support Classes at middle school
- Parent Outreach
  - School Loop
  - PTA academic and social workshops
  - Community Liaisons
  - School/District Websites
- Behavior Intervention/Rehabilitation Programs
  - PBIS
  - Restorative Practices
  - Counseling Support Programs
  - Behavior Health and Recovery Services (BHRS) Referrals

California Education Code requires that districts ensure an educational program for expelled students for the period of their expulsion; therefore, the San Mateo-Foster City School District provides the following:

1. Suspended expulsions for non-mandated expulsion offenses, for grades K-8, students may be placed on another school campus, for the period of their expulsion. Behavior contracts between students, their parents and/or the governing board with specific components designed and monitored by the district and school.
2. Expulsions for mandatory or non-mandatory offenses, for Middle School students in grades 6-8, are placed in the District run Alternative Education Classroom for the term of their expulsion. This program is staffed by a certificated teacher and is supervised by District Personnel. The class is operated from 8:30 a.m. to 12:30 p.m. every day. Accommodations are made for students requiring special education services.

  
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Joan Rosas, Ed.D.  
Superintendent

San Mateo Union High School District  
650 North Delaware Street  
San Mateo, CA 94401-1732

Brief Description of San Mateo Union High School District: The San Mateo Union High School District serves approximately 9200 students in grades 9 through 12. Services are provided in six comprehensive high schools, one middle college program, one continuation school, and an adult school.

Grounds for Expulsion for District Schools: It is the policy and practice of the Board of Trustees of the San Mateo Union High School District to consider the expulsion of students who have been found in violation of the following Education Code Sections:

1. With the exception of Education Code 48900 Subsection (h), all other reasons specified in Education Code 48900 Subsections (a) through (r), and Subsections 48900.2 – 48900.7; with findings in accordance with Education Code 48900 (e) 1 and 2.
2. Education Code 48915, Subsection (a) 1 through 5.
3. Education Code 48915, Subsection (c) 1 through 5.

Gaps in Educational Services Identified in 2015 Plan: There were no gaps identified in the 2015 San Mateo Union High School District's plan.

Educational Services Currently Available for Expelled Students: At the time of an expulsion, suspended expulsion, or stay of expulsion in accordance with state law, should the Finding of Fact support the charges brought forward by the administration, the Board of Trustees may direct that the student in question be subject to one of the following placement options<sup>1</sup>:

1. *Enrollment in Another District School under a Suspended Expulsion:* The Board of Trustees may order that the student be expelled, but that the expulsion be suspended in order for the student to return to another comprehensive school in the San Mateo Union High School District (with the exception of the school from which the student was expelled), return to school of origin with principal's permission, or to the alternative high school or adult school program. A Rehabilitation Plan stating conditions of the suspended expulsion shall accompany the student during the probationary enrollment under the suspended expulsion or stay of expulsion.

*Enrollment in Independent Study with Seat-Time Option to the Court and Community School Program:* A student may petition for enrollment in the District's Independent Study program with a seat-time option at the San Mateo County Office of Education Court and Community Schools. The District offers an on-line independent study program for students who have demonstrated

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<sup>1</sup> Education Code Section 48915 (f)

the ability to work independently through an on-line environment, have maintained a minimum of a 2.0 GPA in all regular education core classes, and have the recommendation from their school counselor or administrator. Petitions received for students served by an IEP must be reviewed and approved by the Director of Special Education. All students petitioning for an Independent Study option (IS) must meet weekly with a certificated district instructor who oversees the educational program at a classroom located on the College of San Mateo campus. In addition, students can enroll in the College of San Mateo as a dual enrollment student to meet graduation requirements. If accepted, the student must comply with all terms of their rehabilitation plan and IS contract. A student not meeting these terms or who feels that he/she needs a seat-time program will be referred to the San Mateo County Office of Education.

2. *Enrollment in the San Mateo County Office of Education Court and Community School Program:* A student expelled from a SMUHSD comprehensive or alternative high school may attend a San Mateo County Court and Community Court Schools Program.

A student is referred to the San Mateo County Court and Community Schools with the expectation that he/she will return to a comprehensive high school, alternative high school or adult school setting within the SMUHSD at the end of the expulsion period. A student referred to this program may choose from a variety of educational options that best meets his/her individual educational needs. Options include:

- Full-day seat time
- Program with direct instruction in coursework designed to meet County or District graduation requirements
- Independent Study program with instruction in coursework designed to meet County or District graduation requirements
- Preparation towards completion of the California High School Proficiency Exam (CHSPE) or GED

Upon completion of his/her term of expulsion, a student re-entering the District is referred to a comprehensive high school, alternative school, or adult school to complete his/her high school graduation requirements and is eligible to receive a diploma from the new school of placement. A student returning from the County Court and Community School Program who has completed all graduation requirements as required by the SMUHSD, may petition to receive a "district diploma". A student is not required to return to the District and may upon approval of both the Court and Community staff and District administration, petition to remain with the County programs. Extended placements are reviewed each semester. The SMUHSD re-entry committee determines appropriate placement.

*Enrollment in a Non-Public School:* Expelled students who are served under an IEP may be referred to a non-public school, at District expense, if the student's educational needs cannot be served in any of the options listed above. This option will be subject to approval through the IEP process and must be approved by the Director of Special Education.

Identification of Gaps in Educational Services to Expelled Pupils: Over the past three years, the District has identified the following gaps in the provision of educational services to expelled students:

1. *English Language Learners*
2. *Special Education Students – specifically those in need of Specialized Academic Instruction services.*

Strategies for Filling Gaps in Educational Services to Expelled Pupils: The District will continue work with the County Office of Education to identify strategies to meet the needs of these students. During the past three-years, the SMUHSD has addressed these issues by (1) suspending the expulsion and placing in a comprehensive high school with needed services [ELD and special education students]; and, (2) referring to a non-public school [special education students]; and, (3) referring students to the ELD Bridge Program for older newcomer students (less than two years in U.S. schools).

District and Site Interventions to Minimize the Number of Suspensions Leading to Expulsion, Expulsions being Ordered, and Support for Students Returning from Expulsions:

*District Interventions, include but are not limited to:*

- Implemented comprehensive SMUHSD mental health program with Manager of Mental Health, (3) site Mental Health Coordinators, (18) Mental Health Therapists;
- Guided Studies classrooms that include counseling support from the Mental Health Therapists and Peninsula Conflict Resolution Center (PCRC);
- Alternative to Suspension program that includes a therapeutic component centered around the practice of Restorative Justice;
- Student Attendance Review Board (SARB);
- Re-Entry Panel for students previously enrolled in Court and Community School programs, or returning from alternative placements;
- Restorative Justice re-entry conference;
- Guided Studies - Restorative Justice Circles;
- Mentoring;
- SMCOE Threat Assessment Protocol;
- Universal Screener for all students to assess mental health needs;
- Alternative Placement Committee;
- Adult Education Panel;
- Drug/Alcohol Intervention Program (Substance Use Program) as an alternative to suspension; 12 hours in 6 sessions by trained district therapist;
- New Student Transition Meetings: articulation with elementary school districts and other feeder schools for early identification of at-risk students; including use of Universal Screener Data;

- Incident Review Conferences/Formal Reprimand Contracts;
- Staff Development for administrators, deans, and counseling staff members;
- New Student Transition Meetings: articulation with elementary school districts and other feeder schools for early identification of at-risk students; including use of Universal Screener Data;
- Incident Review Conferences/Formal Reprimand Contracts;
- Implementation of Anonymous Alert Safety app for all students;
- Title IX training; and,
- JUUL and Vaping education and instruction in lieu of suspension.

*Site Interventions, include but are not limited to:*

- Clearly delineated district/school policies and behavior expectations in parent/student handbooks;
- Review of district/school policies and behavioral expectations upon re-entry;
- Utilization pro-active interventions (utilization of the Restorative Justice Social Discipline Window) and tiered consequences (detentions, Saturday School, no-contract contracts, in-house suspensions, school/community service, home visits, school level contracts, alternative to suspension, District Formal Reprimands Contracts, voluntary and involuntary transfers, expulsions, etc);
- Attendance monitoring;
- Restorative Justice Conference;
- Faculty/Staff/Student Mentors;
- Focus on school climate issues, such as anti-bullying, tolerance, harassment, conflict resolution, stress management through:
  - Classroom presentations
  - School-wide assemblies/campaigns
  - Staff development
  - Restorative Justice Circles-Guided Studies Classes
  - School Resource Officers
  - Following SMCOE Threat Assessment protocol
  - Anonymous Alert Safety app
- Counseling support
  - Mental Health Support on-site
  - Manager of Mental Health
  - Mental Health Therapists
  - MFT/PPS Interns
  - MFT trainees
  - MTSS
  - MTSS SMUHSD Counselor
  - Kid Talk meetings to assess MTSS



- Low counselor/student ratios
- On-campus support groups led by Mental Health Therapists
- Coordination/articulation with community based agencies, including mental health support for special education students
- Counselor classroom presentations: stress management, bullying etc.
- County Mental Health referrals
- Access to support classes/academic interventions
  - Student Study Teams
  - Guided Studies
  - Health class instruction
  - On-Site Credit recovery
  - Independent Study program
  - JumpStart Program
  - Wellness referrals
  - Site office hours, tutorials, and advisories
  - Homework centers- tutors
  - English and Algebra support classes
  - English Language Development Classes
  - After School Tutoring Programs
  - Project Change - College of San Mateo: A high school to college transition program for seniors who have been incarcerated, expelled and/or attended Court and Community School
  - ELD Bridge Program for students with less than two years in U.S. schools
- Parent/Guardian Outreach, Support and Education
  - Parent Groups
  - School Loop
  - Connect-Ed
  - School Websites and District website
  - Parenting Workshops to address academic and social issues
  - Community Liaisons to address language/cultural barriers
  - School Resource Officers (SROs)
  - Parental involvement in Substance Use Program (SUP)

Identified targeted areas for improvement over next three years:

- Continue MTSS
- Systematic communication between key staff members who work with at-risk students to monitor behavior and academic performance (i.e., Mental Health Therapists, administrators, deans, Special Ed Case Managers, ELD case managers, teachers, school counselors, coaches, outreach workers, etc.).

Efforts to Address Targeted Areas for Improvement (to date):

1. Mental Health Program: The San Mateo Union High School District has partnered with the Peninsula Health Care District and Stanford University to implement an expanded mental health program. Each school has at least two Wellness Counselors to provide counseling, consultation, professional development, parent support and crisis intervention for all students on site. Additionally, three Health and Wellness Coordinators serve two high schools each, providing an additional level of support, including supervision for the Wellness Counselors, participation on the site leadership teams and building capacity for various levels and types of interventions. Throughout the school year, we will continue to advance and improve this initiative as we build our capacity to address student mental health needs more effectively and efficiently. Your children's well-being is of the utmost importance to us and we are dedicated to meeting their needs.
2. ELD Bridge: Designed to serve ELD level I students entering the SMUHSD as seniors with few to no credits who would be better served in an alternative program. Providing this alternative will allow the teachers to design curriculum to specifically meet these particular students' needs, take into account that they have gaps in their education, and prepare them to be successful when they transition into the adult school to complete their ESL pathway or go on the community college. The goal is to accelerate students' language acquisition and start Adult School at the intermediate level instead of the beginning level, allowing them to access more classes and be more successful.
3. Substance Use Program: Designed to help students turn their drug and/or alcohol related suspensions into opportunities for learning and growth. This six-week program helps students have an in-depth understanding of the dangers of drug/alcohol/substance abuse, increase self-awareness and emotional control, optimize decision-making skills, and develop better communication skills. This program may be used in-lieu of other discipline such as suspension and/or expulsion from school.
4. Anonymous Alert: The Anonymous Alerts anti-bullying and safety app reporting system helps combat bullying and other negative activity in schools by empowering students to speak up. Social and peer pressure are some of the hardest obstacles for students to overcome.
5. TUPE Grant: 3-year Grant for \$450,000 to address education and alternatives to suspension related to tobacco use, drug, alcohol and vaping use district-wide.
6. County Threat Assessment Protocol adoption: SMCOE assessment protocol to identify and investigate potential threats to students and staff in or around schools.
7. ATS: Restorative Justice Curriculum provided by mental health therapists; student identification of personal/academic goals to improve, 7.5-hour counseling session in-lieu of suspension. Curriculum has evolved over the six years of its existence. Students who receive 1 to 3-day suspensions are eligible for the Alternative to Suspension program (ATS) by referral of a school Dean or site administrator. The program will schedule up to 15 students per day on most Wednesdays at the San Mateo Adult School. A day in ATS consists of group-based therapy activities to help students address both the disciplinary incident that caused the suspension and to reflect on their educational progress and engagement in school.


8. Guided Studies Classes: The Guided Studies classes have been implemented at all sites and expanded across multiple grade levels.

Support for students returning from expulsions: All students returning to the District from an expulsion meet with the District's Re-Entry Panel prior to being assigned to a school. The Re-Entry Panels consists of administrative representatives from the District Office, each of the six comprehensive high schools, the continuation school, District Project Specialist (Special Education); Manager of Mental Health, and San Mateo County Office of Education Court and Community Schools. The Panel meets with the student and parent/guardian to review the student's academic and behavioral goals, graduation plan, and emotional/behavioral needs and determines if the student is ready to return to a district school. Once assigned to a school, the site administrators meet with the student to coordinate academic and counseling support services, to include an initial meeting with the Mental Health Therapists. This site re-entry team monitors the student's academic progress, attendance, and behavior during a designated transition period.

Identify Alternative Placements for Pupils who are Expelled and Placed in district community day school programs: Not Applicable. The District does not operate its own community day school program.

Articulation and Coordination between District and the County Office of Education in Providing Educational Placements for Expelled Pupils:

Opportunities for articulation and coordination include:  
Quarterly Meetings of the Court and Community Advisory Committee  
On-going communication between County and District staff in the placement of students  
Targeted Conference attendance by both District and County representatives  
Bi-Annual District Counselor Workshops that include updates on programs offered through the Court and Community Schools  
Participation of Court and Community staff SMUHSD on the District Re-Entry Panels  
District Case Manager  
Student Services Council meetings  
SARB Meetings attended by Director of Student Services  
Coalition of Safe and Supportive Schools representative

 Date 5/18/18

Dr. Kevin Skelly  
Superintendent, SMUHSD

# SEQUOIA UNION HIGH SCHOOL DISTRICT

480 James Avenue  
Redwood City, CA 94062

Mary Streshly, Ed.D.  
Superintendent

## Countywide Plan for Provision of Education Services to Expelled Students 2018 Update

### Brief Description of the Sequoia Union High School District

The Sequoia Union High School District (SUHSD) annually serves more than 9,000 students in grades 9-12 in four distinguished comprehensive high schools (Carlmont, Menlo-Atherton, Sequoia and Woodside), a dependent charter school (East Palo Alto Academy), and a continuation high school (Redwood). The district has several specialized programs including Middle College (in collaboration with Cañada College) and Independent Study. SUHSD is the sponsoring agency for two independent charter high schools (Summit and Everest). The Sequoia District Adult School is based in Redwood City and serves 2,000 students annually. As part of the district's vision of engaging and preparing all students to excel in a global society, the district offers a rigorous college-prep curriculum and support to all students who aspire to higher education, including students "in the middle" and first-generation college students.

### District and Site Interventions to Minimize the Number of Suspensions Leading to Expulsion, Expulsions being Ordered, and Support for Students Returning from Expulsions:

*Site-based Interventions include, but are not limited to:*

- Clear district/school policies and behavior expectations reviewed with students
- Parent Outreach
  - Email, robo calls, PTA/Foundation, School Site Councils, Parent Liaisons, etc.
- Intervention team approach: 504 and SST teams to consider support for students based on social, emotional, or academic struggles.) All sites offer intervention teams, consisting of administration, teachers, special educators, psychologist, parents, and students, which are a method of prevention/intervention for linking students to mental health resources if recommended by the team
- Crisis response teams/plans: these include Student Harm Policies (suicide) and Schoolwide Crisis plans (death of a student, disaster, etc.)
- Restorative justice practices
- Counseling support
  - Support groups
  - Coordination and referrals to community agencies
- Mental Health Support Staff at each site to assist with supports and services
- Providing attendance interventions for students identified as truant or those with excessive absences
- Providing instruction to meet individual student needs
- Alcohol, tobacco, and other drug education for students and parents
- Psychoeducation and neuroscience of addiction curriculum in all 9th grade Life Skills classrooms
- Changing a student's schedule of classes and/or teachers
- Placing students in special diagnostic testing
- Placement of students in special programs/support classes

- Encouraging/rewarding desirable student attendance
- Withdrawing of classroom privileges/assigning of detention
- Parent conferences and consistent communication
- Creating student contracts and behavior monitoring systems
- Referring students to health and welfare agencies and for mental health services
- Referring students to the Student Transition Program for those students returning from expulsion/ incarceration to bridge the transition back into the high schools
- Referring student to guidance and administration
- Collaborating with the San Mateo County Probation Department and Youth Services
- Referring students to the School Resource Officer for diversion
- Referring students to continuation school
- Referring students to Conflict Mediation Program
- After school academic tutorials and extra-curricular activities
- Alternative to Suspension, Tier I and II

*District Interventions include, but are not limited to:*

- Green Folder initiative: district resources and site-based protocols and resources, developed Spring, 2016. Annual staff trainings at each site are conducted by site mental health leads.
- Re-admission hearing panel to evaluate Rehabilitation Plans being completed
- Kognito online mental health training:
  - Online trainings administered to over staff: “At-Risk for High School Educators”, plus an LGBTQ module, “Step In, Speak Up!”
  - “Friend2Friend” online mental health trainings offered to all 9<sup>th</sup> grade students in Life Skills
- For incoming 9<sup>th</sup> grade students:
  - Team Ascent Summer Program - this program serves as a summer bridge for incoming 9<sup>th</sup> grade students transitioning from middle school into our high schools. Team Ascent recruits and enrolls those most at-risk students as recommended by middle school administrators, and those students with demonstrated struggles in English and math. The program focuses on introducing and preparing students to high school culture through academic and hands-on activities, and developing positive relationships with staff members.
  - Sequoia Aspirations Advocates Program (SAAP) - each of the comprehensive high schools has a full-time Aspirations Advocate that works with at-risk 9<sup>th</sup> grade students. All of the aforementioned Team Ascent students will move directly into this program in the Fall of their 9<sup>th</sup> grade year. Additional SAAP students are identified by middle school administrators and those students with demonstrated struggles in English and math. This program employs the principles and conditions of the Aspirations framework designed by Quaglia. The Advocates work with a caseload of approximately 50 - 60 students. The core group of five to seven students consists of those who would have historically been Opportunity Program students. This program allows students to remain at the comprehensive site amongst their peers and participate in regular classroom instruction. The Advocate works very closely with these students, their families and teachers throughout the day. The remaining 50 students are those which the Advocate works to connect with other alternative learning programs or resources (AVID, BUILD, Academies, tutorials, etc.) but may require some monitoring.
  - Summer Compass Program - offered at each of the comprehensive school sites,
- Alternatives to Suspension: recommendation from District’s Discipline Task Force (2018) to implement districtwide ATS program, with parental involvements, on substance abuse and anger managements issues that are conducted by licensed clinicians

- Student Attendance Review Board (SARB): SARB is a district wide tool that provides school leaders with intensive guidance and coordinated services to meet the needs of students with persistent attendance and behavior problems in school. In SUHSD, the SARB process is currently being piloted to make final modifications for implementation across the district school sites. This will allow SUHSD to partner with the San Mateo County Office of Education to coordinate access with community resources and identifying underlying issues impacting school attendance. Once SUHSD exhausts all resources with no sustained improvement, the case can be presented to the County SARB for more concentrated interventions that focus on the family as a whole, not just the student.
- Suspension/expulsion tracking and reporting
- Support and access to training for teachers in classroom management and addressing student behavior (TIPS and PAR)

*District Community Partnerships:* SUHSD has partnered with a number of community resources and organizations to support the non-academic needs of students. This includes mental health counseling, alcohol, tobacco, and other drug interventions, and parent education workshops, etc. Some of these partnerships include, but are not limited to:

- Sequoia Healthcare District
- Redwood City 2020
- Star Vista
- El Centro de Libertad
- The Parent Education Series
- Acknowledge Alliance
- Quaglia
- Boys & Girls Club
- Health Connected
- Live in Peace
- One East Palo Alto
- Youth Empowerment Strategies for Success

*District Professional Development:* SUHSD has offered increasing opportunities for certificated and classified staff members to obtain professional development to address student social, emotional, and behavior needs.

Professional development offerings include, but not are limited to:

- Restorative Justice practices
- Trauma-Informed practices
- Threat Assessment, Level I
- Suicide Prevention Toolkit
- Conflict Resolution and Mediation
- Commercial Sexual Exploitation of Children (CSEC)
- De-escalation techniques
- MTSS Mental Health Model
- Cannabis and the Adolescent Brain
- Teen Anxiety/Depression
- School Refusal
- Three Perspectives of ADHD

Educational Services Currently Available for Expelled Students: at the time of an expulsion or suspended expulsion, in accordance with California Education Code Section 48915 (f), the Board of Trustees may direct the student in question to one of the following placement options:

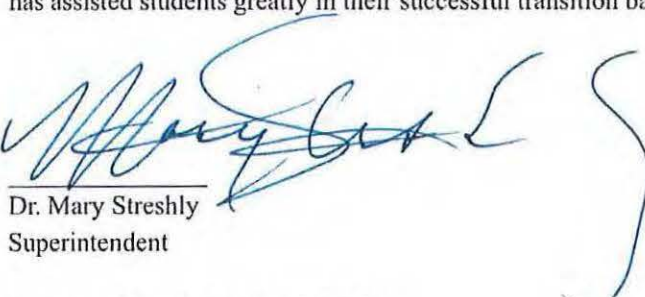
1. *Enrollment in the San Mateo County Office of Education Court and Community School:* a student is referred to this program with the expectation that he/she will be eligible to return to a district school site or program (comprehensive high school, continuation high school, Independent Study, Adult School, etc.), upon completion of the expulsion order and any associated Rehabilitation Plan. Once eligible for readmission, a student re-entering the District meets individually with the Welfare and Attendance Coordinator to collaboratively discuss placement options. Student is referred to the school site or program that allows the student to complete his/her high school graduation requirements, in order to earn a diploma or work towards CHSPE, HiSET, or GED. Students are not required to return to the District and may, upon approval of the Court and Community staff and District administration, request to continue enrollment in the County program.
2. *Enrollment in Another District School Under a Suspended Expulsion:* the Board of Trustees may order a student to be expelled, and suspend the expulsion order so that he/she may return to another comprehensive high school (with exception of the of the school from which the student is being expelled) or to the continuation school or Adult School. A Rehabilitation Plan is implemented and the student is expected to complete all requirements during the term of the suspended expulsion.
3. *Enrollment in a Non-Public School:* expelled student who receive Special Education services under an Individualized Education Plan (IEP) may be referred to a non-public school at the District's expense, if his/her educational needs cannot be served with any options above. This placement is subject to approval through the IEP process and must be approved by the Executive Director of Special Education.

Gaps in Educational Services Identified in 2015 Update:

1. Lack of alternatives for expelled students with severe special education students (ED, conduct disordered)
2. Lack of placement options for expelled students from the same school with potential conflicts being referred to the same educational setting (gangs, fighting, testifying against another student, etc.)

Strategies for Filling Gaps in Educational Services to Expelled Students: SUHSD has worked closely with the County Office of Education to identify and implement strategies to meet the educational needs of Special Education students. If these needs cannot be met at the County's Community School, consideration is given to non-public school placement. Placement options for expelled students from the same school with potential conflicts continue to be examined on a case-by-case basis. SUHSD is exploring a deeper offering of alternatives to expulsion, which positively impacts the need for these students to enroll in the same educational setting.

Support for Students Returning from Expulsions/Incarceration: transitional services have been implemented for students returning from the County's Community School or from incarceration. All schools are collaborating with Acknowledge Alliance to provide mental health support to these students by providing group and individual counseling services. This has assisted students greatly in their successful transition back to the public school setting.



Dr. Mary Streshly  
Superintendent

Reviewed/Updated: May 14, 2018



**SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT**  
**OFFICE OF STUDENT SERVICES**  
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## **Plan for Provision of Educational Services to Expelled Students 2017-2018**

### Brief Description of the South San Francisco Unified School District

The South San Francisco Unified School District serves approximately 9000 students in preschool, transitional kindergarten, kindergarten, grades one through twelve, and adult education. Services are provided in a preschool children's center, nine elementary schools, three middle schools, two comprehensive high schools, a continuation high school, and adult education.

### Description of the Plan of the South San Francisco Unified School District to Serve Expelled Students in Accordance with the Requirements of the California education Code

#### I. Interventions and Support Services

All District administrators are committed to utilizing interventions and disciplinary supports/consequences that are consistent, reasonable, fair, age appropriate, and reflective of the severity of the student's misconduct. Even though there are situations that might signal suspension from school, it is the District's goal to support students in learning the skills necessary to function in the school environment and to avoid negative behavior.

There is a wide range of support interventions used to minimize suspension and expulsions, and to provide our students with meaningful experiences in our learning communities. The following are some representative examples of the interventions our school and district staff employ in order to improve climate and reduce or eliminate behavior exhibited by students that may result in suspension from school or possible recommendation for expulsion:

#### Parent Outreach

- School to Home Communication
- Parent-Teacher Conferences
- Parent Outreach via SchoolLoop and student information system Parent Portal
- Parent Observation of Child in Class
- Parent Escort of Student to/from School
- Informational Parent Nights
- Parent Group Meetings for At-Risk Students
- Parent Focus Groups
- Anti-Bullying Campaigns and annual policy distribution to parents and other members of our school communities.

#### Counseling & Mental Health Support

- School Counselor Contacts
- Resource Referrals



- Conflict Mediation:
  1. Peer Resolution Groups
  2. Intervention Counseling at the comprehensive high schools
  3. Mediation agreements/behavior contracts
- Boys/Girls Focus Groups
- Fresh Lifelines for Youth (FLY)
- Peninsula Family Services
- Youth Services Bureau (YSB) of the YMCA School Safety Advocate Program
  1. School Safety Advocates at middle and high schools.
  2. Counseling interns at Title I elementary schools.
- Human Services Agency (HSA) – Family Resource Center therapist
- Beacon Therapeutics - mental health coaches
- Star Vista Program

#### Academic Support

- Student Study Team (SST) meetings
- Peer Tutoring
- Homework Center/Homework Help
- Writing Center
- Study Hall
- PSAT and PSAT Prep Courses
- Response to Intervention (RtI) Programs with Tiered Support
- Online Credit Recovery Programs
- Student Government/Leadership/ASB, Link Crew Opportunities at the middle and high schools.

#### Accommodations and Special Education

- IEP Team Meetings
- Behavior Intervention Plan
- Behavior Specialist Services
- Classroom Modifications
- Section 504 Accommodations

#### Behavioral Interventions

- Response to Intervention (RtI) Programs with Tiered Support
- Positive Behavior Interventions and Supports (PBIS)
- Behavior Support Curriculum/Character Education
- Campus Clean-up, Community Service
- Warnings/Formal Reprimands/Teachable Moments
- Timeouts/Referrals to the School Offices
- Loss of Recess/Free Time
- Detention, Saturday School
- Class Suspension, In-School Suspension
- Alternative to Expulsion Program
- Administrative Transfers to other comprehensive school sites
- Student Handbooks reviewed with students in class
- School Attendance Review Board (SARB) and School Attendance Review Team (SART)
- Restitution

#### Community Partnerships & Resources

- Partnership with the South San Francisco Police Department:
  1. School Resource Officers
  2. Project N.E.A.T. (Neighborhood Enhancement Action Team) Community Service Program, Diversion Alternative

3. Gang Resistance Education and Training (G.R.E.A.T.) Program for 5th and 7th grades
  4. Citizens Academy
  5. Police Explorers Program
- Second Harvest Community Food Bank
  - Community Referral/Services
    1. Human Services Agency (HAS) Family Resource Center
    2. SSF Boys and Girls Club

## II. Placement Options

In the event a student is recommended for expulsion in accordance with CA Ed. Code § 48915, the South San Francisco Unified School District carefully considers each student case as a unique set of circumstances, resulting in variations of dispositions for given offenses. Utilization of specific support interventions and appropriate placement for delivery of educational services is therefore based upon individual student needs.

At the time of an expulsion, suspended expulsion, or a recommendation for expulsion pending an administrative hearing, a student may be directed to one of the following placement options:

- SSFUSD Community Day School Program.
- Administrative placement at a different school campus within the district.
- San Mateo County Office of Education Court and Community Schools programs, including Gateway and Independent Study.
- Home Teaching/Home Hospital
- Independent Study through SSFUSD's Baden Continuation High School
- SSFUSD Adult Education.
- Referral to Community College where appropriate pursuant to CA Ed. Code § 48800.
- Referral to accredited online/virtual schools (i.e. California Virtual Academy "CAVA")
- Referral to a program of study leading to successful completion of the CA High School Proficiency Examination or the GED.
- Referral to a Non-Public school setting.

## III. Community Day School

In accordance with California Education Code 48916.1, the South San Francisco Unified School District established a Community Day School to meet the educational needs of expelled students. Beginning with the 1999-2000 school year, the self-contained program was located at a former elementary school site, using two large classrooms and an athletic field. The program at the original location was closed in May of 2012, and was significantly restructured and relocated to provide students with a more engaging, rigorous, and supportive program, in a location conducive to academic achievement.

Our redesigned Community Day School opened at the Boys and Girls Club in South San Francisco at the beginning of the 2012-2013 school year, and has continued as our current program. The school operates from the hours of 8:00 a.m. to 2:30 p.m., and is staffed with a highly qualified certificated teacher, an itinerant counselor and administrator, and a full-time aide. Our teacher and aide are also supported by the Boys and Girls Club staff, who assist with the delivery of specific elective courses, and also provide additional support services.

The program is tailored to provide individualized and group instruction in a safe and productive learning environment to meet the general educational and individual needs of students who exhibit serious behavior problems. The Community Day School staff also works closely and collaboratively with the District's support services, law enforcement, probation, and human

services agencies that work with at risk youth. The rehabilitation plan for an expelled student may include maintaining prescribed attendance and behavioral standards, counseling, community service, improving academic performance, job training, and other rehabilitation programs.

Special education services are provided by a resource specialist teacher, per each student's Individualized Education Plan. Counseling services are also provided to the students and there is ongoing communication with San Mateo County Juvenile Probation. South San Francisco Police and San Mateo County Probation officers make periodic visits to the Community Day School site, and are available on call for assistance.

In exceptional situations, a student who is in an alternative program and on probation, but not expelled from school, has accumulated 20 days suspension with less than four weeks left in a semester, or has been involved in three or more fight-related incidents at a regular school site, may be enrolled in the Community Day School program. In addition, the District's School Attendance and Review Board may place a student in Community Day School as a truancy intervention to assist students with earning credits in a smaller learning environment.

#### IV. Alternative Placements and Additional Interventions

In cases when it is not appropriate to place a student in Community Day School, such as when an expelled student does not adjust to the program routine, is an adversary to other students enrolled in the program, or otherwise does not comply with the terms of a rehabilitation plan, other placement options are utilized as needed. Students may occasionally be placed in the San Mateo County Court and Community Schools program, including Gateway and Independent Study. Home teaching (limited to five hours per week) may also be used as an alternate educational resource.

Other measures are also utilized to ensure students are able to complete the terms of their rehabilitation programs while enrolled in Community Day School. Students are given access to an itinerant counselor who regularly assists with conflict mediation, communication with parents, academic planning, personal counseling, and the building of positive decision-making skills. The program administrator regularly communicates with parents and holds conferences for students who are having difficulty adapting to Community Day School expectations. On rare occasions, systematic home referrals may be made for students who are unable to adhere to classroom direction and create substantial disorder. In those cases, a student is picked up by a parent, released for the remainder of the school day, and must participate in a student-parent conference with the program administrator upon return the following day.

#### V. Alternative to Expulsion Intervention Program

Although students receive academic instruction while placed in the Community Day School program, they are not often given learning experiences that involve the reality of outcomes for poor decision-making. Although counseling may be recommended by action of the Board, students now have an opportunity to participate in the District's Alternative to Expulsion Intervention Program, which is designed to give students a foundation of real-world experience to effect positive decision-making and lifestyle changes that impact their own lives, families, and communities.

In addition to giving our students meaningful learning experiences, the Alternative to Expulsion Program emphasizes mandatory parent participation. This reinforces the importance of making future change a shared responsibility. The Alternative to Expulsion Program gives parents

additional strategies and resources to consider the long term effects of their students' decisions, and to assist with taking charge of their lives and future direction.

The program's objectives are as follows:

- Give students a meaningful learning experience to begin making better decisions.
- Demonstrate the reality of outcomes for poor decision-making.
- Involve parents in the reinforcement of positive change.
- Give parents additional strategies/resources.
- Develop a sense of shared responsibility (Student, Family, and Community).

Students facing recommendations for expulsion often attend Community Day School while waiting for administrative hearing determinations, and continue their enrollment until completion of their rehabilitation plans, if expelled. Students may therefore be placed for periods of time ranging from 30 days to 1 calendar year. If, however, the Superintendent/Designee, parents, and school site principal agree, the student may be given the opportunity to participate in the Alternative to Expulsion Intervention Program, which expedites the student's return to a regular setting. The student can be placed back into a regular setting as early as the end of the initial five-day suspension period, contingent upon student and parent agreement to participate in the following five-day schedule:

- Day 1 - Orientation Meeting: Facilitator and Counselor presentations, setting the stage.
- Days 2 & 3 - Site Visits: Over the course of two days, visit four community locations, including:
  - Correctional Facilities
  - Courts
  - Drug Abatement Centers
  - Gang Prevention Services
  - Homeless Shelters
- Day 4 – Community Service  
Students work a full Saturday at selected SSFUSD school sites, performing a variety of maintenance tasks.
- Day 5 – Exit Meeting
  - Reflections upon site visits and community service.
  - Explore the reality of actions and consequences.
  - Assist students with taking responsibility for future decisions and conduct.

Students participating in the program are typically placed under a two-semester suspended expulsion while completing the program components. The students are also placed under contracts stipulating that the student must maintain good behavior, positive attendance, and satisfactory academic progress during the period of suspended expulsion. If a student does not complete a component of the Alternative to Expulsion Program, or does not comply with behavior, attendance, and academic expectations, the student may be returned to the Community Day School program for the remainder of the expulsion term.

Follow-up counseling has also been arranged for all program students. Our co-facilitators of the program, including a counselor, have coordinated communication and continuing services for students at receiving school sites, and have implemented monthly meetings with each cohort of students and their parents.

The Alternative to Expulsion Program began in August of 2010, and has continued for five school years including our most recent cohort of students in March 2015. The program has served 93 students, with an 89% success rate of students who have not exhibited further serious disciplinary misconduct. The program has been delivered at twice-per-year intervals (August and December), but has been expanded to three intervals (August, December, March) over the past two school years. We also have the capacity to utilize up to four quarterly sessions (August, October, December, March) if needed.

VI. Transitions to Regular Programs

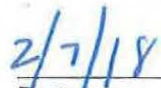
Upon completion of a student's expulsion term, and with verification that the rehabilitation plan has been fulfilled, students are transitioned back into regular school placements. These placements may include returning to another comprehensive school site, returning to the school of origin, placement in the continuation high school program, or placement in Adult Education.

Prior to enrolling in a new school setting, all students and their parents/guardians are required to attend a formal transition meeting at the district office. Following a review of expectations and available learning resources, a contract is signed by the student and parent/guardian. The families are then introduced to a receiving school administrator who explains the registration process, reviews the school's student handbook, and facilitates the student's enrollment and meeting with a counselor to plan the student's schedule and to discuss appropriate support services.

VII. Inter-District Coordination and Placement

Per SSFUSD Board Policy 5119, a student expelled from another district who either establishes legal residence in this district or enrolls pursuant to an inter-district attendance agreement, would be enrolled in our Community Day School Program for the duration of the expulsion term. Alternate educational resources provided for expelled students would also be applicable as appropriate.

  
Shawnterra Moore, Ed.D.  
Superintendent  
SSFUSD

  
Date



June 1st, 2018

**Dr. Beth Polito**  
**Superintendent**

### Brief Description of Woodside School District

The Woodside School District serves approximately 454 students TK, Kindergarten, and grades 1 through 8<sup>th</sup>. Services are provided in three distinct programs: a private preschool, TK-5<sup>th</sup> grade program and Middle School program, all on one 16-acre campus.

### Description of the Plan of the Woodside School District to Serve Expelled Students in Accordance with the requirements of the California Education Code

The Woodside School District will provide one of the educational programs listed below to a student expelled from Woodside School District as a state-mandated local program:

Students expelled for the reasons specified in the Education Code who may not be permitted to enroll in any school in the district during the period of expulsion are eligible for placement as follows:

1. Expulsion or suspended expulsion with an individualized program designed for the student and provided by a teacher who will instruct the student in their home.
2. Expulsion or suspended expulsion with referral and placement in a community program offered by any other school district with in San Mateo County
3. Expulsion or suspended expulsion with referral to the Community Day School offered by the San Mateo or Sequoia School Districts that may be available for middle school students.
4. Expulsion or suspended expulsion with referral to the San Mateo County Office of Education Community Schools Program.
5. Suspended Expulsion with a contract for community service, counseling and a program for rehabilitation.

The determinant of placement will be at the time of expulsion or suspended expulsion in accordance with state law on a case-by-case basis.

Dr. Beth Polito  
Superintendent