


**COUNTYWIDE PLAN**  
**FOR PROVISION**  
**OF EDUCATIONAL SERVICES**  
**TO EXPELLED STUDENTS**

June 2021



**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, 2021. 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 93,554 students in grades Kindergarten through twelve in 202 schools. (verified with ed-data for 2019-20)

## **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

Many districts and school sites have added or adjusted strategies as students return to campus for full-time in-person instruction in the fall. Most have purchased or renewed their support of Social-Emotional Learning curriculum to assist students, staff and parents to rebuild their school community as well as teach skills beneficial to positive behavior and mental health. During the pandemic, several districts used additional state funding to have their entire district staff trained in trauma-informed practices; others have increased their use of restorative practices as a way of focusing on “what happened to you” rather than “what is wrong with you” when there is a disciplinary or behavioral concern. Additionally, SMCOE is developing updated Student Attendance Review Team (SART) and Student Attendance Review Board (SARB) protocols



which will be rolled out in fall 2021. The goal is to partner with the parent and have the process be more restorative and problem-solving than punitive, particularly at the site and district level.

During the 2020/2021 school year, the Court and Community Schools implemented a new strategy to assist students transitioning back to their district schools. In an effort to help them recognize whatever brought them to a Court or Community school does not have to define who they are, a student transition portfolio was created. The portfolio would include current transcript, honor roll certificate (if applicable), any classwork or art they were proud of, letters of commendation or recommendation from probation or school staff, the results of any career interest surveys they took, among other documents. The portfolio would serve as a “passport of positivity”, a tool that allowed returning students to talk about what they learned and accomplished, and help guide their pathway toward their future goals. In the next three years the intention is to expand this program and train the school in the procedures so it becomes a countywide strategy.

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 and improving the quality of learning and achievement for all students in San Mateo County by providing exemplary leadership and innovative, effective programs and services, which enable local districts and the County Office to educate students to succeed.

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.

Our focus is to prepare students to be successful so they may return to their district of residence. The Court and Community Schools Program, however, does provide 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 adapted to meet individual needs.

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

There are two County Community schools. One is located in Canyon Oaks, a residential treatment center, and the other is located in the center of the County at Gateway, a non-residential program. Both schools operate during the traditional school year with a four-week summer school option. 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 in high school between the ages of 13 and 19. We have served middle school aged students who are younger.

#### **Student Enrollment – Court and Community Schools**

<b>Group</b>	<b>Enrollment</b>
Number of students	332
Black or African American	38
American Indian or Alaska Native	4
Asian	12
Hispanic or Latino	226
Native Hawaiian or Pacific Islander	17
White	20
Two or More Races	15
Socioeconomically Disadvantaged	322
English Learners	111
Students with Disabilities	101

*(Taken from the 2020-21 Consolidated Application)*

There are specific ethnic groups that are over-represented in our schools. For example, the percentage of Latino students in both the Court and Community Schools is significantly higher than in the general student population in the county, as are African-American students.

Additionally, although all incarcerated youth qualify for Free and Reduced Meals, a review of the trends in Free and Reduced Meals shows that 66% of our students in the Community Schools also qualify for this service. (updated for 2021 report)

Reviewing the English Language Proficiency of our students in the Court and Community Schools, 57% of the students speak a language other than English at home and in the community. The primary language spoken by these students is predominantly Spanish.

Students with disabilities make up 30% of the Court and Community School population. Again, this presents an overrepresentation of students with disabilities as compared to numbers of students with disabilities countywide. (updated for 2021 report)

Students in the Juvenile Justice System or 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 must use specialized techniques to support a variety of learning styles and needs including SDAIE and ELD methodologies.

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

## **PROGRAMS PROVIDED**

Students enrolled in the Court Schools (Hillcrest or Kemp) are placed there upon arrest and through a Court Order. The average stay of a student at Hillcrest is 29 days. Students at Kemp 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.

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 proximity to the Youth Services Center in San Mateo.

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 DIS services
- Intervention Tutoring for Math and Language Arts
- Credit Recovery Opportunities
- Silicon Valley Math Project
- Substance Abuse Counseling
- Educational / Transition Counseling
- Career Preparation
- Educational Field Trips
- Gardening Project
- Tutoring for the High School Equivalency Certificate
- Online Instruction in Collaboration with the Community College District

## **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 district standards in the core subjects. Teachers prepare students to return to the comprehensive high school of residence, and teach employment skills and independent living skills. All special education students have an IEP and also have access to workability counselors. English Learners participate in an English Language Development program. The program also offers intervention in math and language arts and credit recovery. The Court and Community Schools Program provides a learning environment in which all students are supported to achieve academic and social goals.

Students are expected to grow academically, gain self-discipline and 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, poetry, art and drama.

The program 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 as new materials become available that are aligned with the California State Standards. Credit recovery programs are available.

### **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 needs. 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:

**MAP:** The MAP is administered upon entry to the Court and Community School programs. The test measures school year/month achievement in Math and Language Arts.

This helps to drive the placement, develop Individual Learning Plans and identify areas of need.

**ELPAC:** Students identified as English Learners are placed in courses meeting their needs as determined by their ELPAC level.

**CAASPP:** Students participate in the California 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 current transcript is requested from the district of residence. Every student meets with a teacher to review the transcript and ensure that they are scheduled into core classes, assigned to credit recovery if needed, and that credits are tallied properly 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:**

Teachers have participated in the Western Association of Schools and Colleges (WASC) self study accreditation process, and have received professional development on the implementation of the California State Standards and related testing program, in the Silicon Valley Math Project, and in other alternative education programs provided by Juvenile Court, Community and Alternative School Administrators of California (JCCASAC). The Instructional Services Division curriculum specialists are available to provide staff development and consultation to the Court and Community School staff. Additionally, BTSA and induction support are available for new teachers. To better address the student's social-emotional needs, the entire staff has been trained in the Community Resiliency Model (CRM) and Restorative Justice Practices, with an updated workshop on effective statements for positive communication.

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

The Court and Community Schools provide intervention courses for math and language arts, High School Equivalency coaching, English Learner services, special education services, counseling services, tutoring, credit recovery, and a distance learning program with a local Community College.

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, Star Vista and El Centro
- Mentoring through Fresh Life Lines for Youth, Job Train, and Success Center
- Workability
- Work Transition Services
- College of San Mateo – Project Change
- District of Residence Collaboration
- San Mateo County Probation Department
- Law Enforcement Agencies
- Seventeenth District PTA



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

### **Gap Number One – Academic Achievement in San Mateo County**

#### **Historical Perspective from 2018 Plan**

Leaders in San Mateo County identified Academic Achievement, Student Engagement and Restorative Practices as effective strategies to increase student agency in learning. Three particular evidence-based practices were utilized:

- *Personalized Learning*: While the original digital platform used by the Court and Community Schools program was set aside, the commitment to using technology as an instructional tool was found to correlate to greater student engagement. While Gateway was able to provide in-person learning starting in November 2020, many students did not respond positively to exclusively distance learning, even as it continued to be personalized to their pace and level. Moving forward, Court and Community Schools will be receiving updated professional development to better utilize the technology during in-person and hybrid instruction.
- *Trauma-Informed Approaches*: Much of the professional development provided the Court and Community staff had trauma-informed practices at its heart. Restorative practices and the Community Resiliency Model are both built upon trauma research. Prior to the pandemic, students were responding positively to the circles and the self-regulation techniques modeled by the staff. However, it was more challenging during lockdown and when students were less engaged in general. Moving forward, a new partner – Effective School Solutions – will be collaborating on a robust professional development schedule. Additionally, SMCOE will be working with staff on new elective options and student opportunities like Youth-led Participatory Action Research academic and personal growth options.
- *Orientation Class*: This was a very successful intervention. New arrivals to Hillcrest were cleared for the school department within two weeks and by that time students felt they were acclimated to the programs and services. During distance learning, agreements were made with the Probation Department and SMCOE Technology Department so students could have technology access for school. Moving forward, the orientation class is being updated to accommodate new programming.

#### **Strategies for Improvement for 2021-2024**

To address the achievement gaps - particularly after a year of disrupted education due to the pandemic - SMCOE has committed to altering the structure of Gateway Community School, which will have positive repercussions for the other Court and Community Schools as well. Research has helped us understand the link between social-emotional functioning and school

connectedness are vital for academic success. Therefore we have implemented the following changes for fall 2021:

*Academic:* Gateway will be expanding their elective options, including a Maker's space, art, and a pilot of a social justice class with a Youth-led Participatory Action Research project at its core. Students will continue to have access to community college classes, and higher level AP courses. *Mental Health:* SMCOE will be contracting with Effective School Solutions to provide counseling for up to ten students, while providing more global social-emotional support to the other pupils. ESS also provides services and support in the areas of family outreach and professional development for staff.

*Family Engagement:* Court and Community Schools added a Bilingual Family Counselor as the majority of the families are monolingual Spanish speakers. That counselor is part of the SMCOE Family Engagement team that has developed procedures and protocols to better partner with Court and Community parents, and to build capacity in the 23 school districts to increase outreach to their historically marginalized and underserved families.

*Career and College Readiness:* Starting in the 20/21 school year, the Court and Community academic counselor and workability specialist paired the California Career Zone curriculum with social-emotional learning strategies. Students responded positively to linking self-management techniques with career exploration and the future goals. This will be expanded in the next three years.

*School Climate:* Many if not all students who attend SMCOE Court and Community Schools program have some history of trauma. To better meet their needs and create a safe and supportive environment, all staff will receive updated professional development in trauma-informed practices, Restorative Justice Practices, and the Community Resiliency Model. By providing the tools for staff to increase their understanding of and empathy for their students and improve communication, we anticipate building a stronger community.

## **Gap Number Two – College and Career Readiness**

### **Historical Perspective from 2018 Plan**

Staff at the County Office of Education and within the Court and Community Schools program enthusiastically embraced an innovative program called Project Change as a method of addressing the transition from incarceration to college. Project Change is a collaboration between the College of San Mateo and San Mateo County Probation. It enables students who are incarcerated to participate in a college readiness course that ultimately helps bridge students to the community college. This program has been fruitful; 75% of students who enter the college program through Project Change go on to successfully complete one or two college semesters. The program has expanded since its inception in 2015 and has won community awards.

## **Strategies for Improvement for 2021-2024**

Support for Project Change continues, and several elements of the college readiness course have matriculated into classes at the Court and Community Schools. The pandemic has highlighted - and research supports - the need for youth to have a clear understanding of who they are and what strengths they bring, before they can set realistic goals. Starting in the 20/21 school year, the school counselor and workability specialist collaborated to pair career awareness and college readiness curriculum with social-emotional learning strategies. Given the positive student response, strategies that will be implemented over the next three years include:

*Combined California Career Zone Curriculum with SEL Strategies:* Expanding on what was implemented this school year, Court and Community staff will be blending and braiding social-emotional learning curriculum developed by the Greater Good Science Center from University of California at Berkeley.

*Student Transition Portfolios:* During the 20/21 school year, Court and Community Schools staff piloted a student portfolio project. During the students' enrollment with the program, they collect a variety of documents that showcase their strengths. This includes: transcripts; any awards won, i.e. honor roll certificate; career survey results; pieces of work or art of which they are proud; letters of support or recommendation from staff, therapists or probation officers; their Y-PAR project; and any future career goals. As the student transitions back to their home district, the portfolio serves as a "strengths-based passport" showing where the student is headed, and less where they are defined by what precipitated their enrollment at Court and Community Schools.

*Youth-led Participatory Action Research Projects:* Y-PAR is a program where youth and adults partner to improve the condition of youth lives and communities using specific research techniques. In the 20/21 school year, the Court and Community Schools program piloted a short-term class that included guest speakers with professional and lived experience to which students could relate; guided the students in selecting an issue important to them; taught research techniques to complete the project; and then asked pupils to present their findings to staff. In the coming years this will be expanded to an elective class, connecting it to social justice and self-identity.

### **GAP Number Three – Safety Nets**

#### **Historical Perspective from the 2018-2021 Plan**

Three years ago, San Mateo County was concerned about the lack of safety nets as they related to procedures to identify and respond to students with mental health or behavioral challenges. Subsequently SMCOE and the Coalition for Safe Schools and Communities determined that protocols needed to be developed to respond to the more significant mental health aspects which students historically at risk for expulsion experience. In due course, SMCOE developed the

Countywide Suicide Prevention Protocol, which is updated annually. Additionally, several members of the Coalition were trained in Threat Assessment techniques from experts in Salem, Oregon. A two-level Countywide Threat Assessment protocol was developed and every district has been trained annually. At present, SMCOE is working with a grant from the United States Department of Justice on strengthening the protocol with increased data collection and expanded interventions. Both of these protocols have had a positive impact on our youth, giving the districts opportunities to provide interventions and support that a) prevented a potential tragedy, and b) has given assistance for the students who were in high need.

### **Strategies for Improvement for 2021-2024**

In reviewing the safety nets that surround students, SMCOE has identified family engagement as an area that needs to be addressed. To that end, a Family Engagement team has been developed that includes individuals across disciplines and parent stakeholders. As mentioned above, the team has created a protocol for family engagement in two “buckets”: *direct service* when staff provides workshops for families and caregivers; and *building capacity* where SMCOE assists school districts to expand outreach to historically marginalized and underserved families as well as increase family engagement for all. Research has demonstrated that when families and schools are true partners, student outcomes are improved academically, behaviorally and social-emotionally. The goal is to create a school climate that is welcoming and safe for all members of the school community. Actions being taken to meet this goal include:

*Bilingual Family Counselor:* Since adding this position in the 20/21 school year, we have seen greater engagement from our primarily Spanish-speaking families. Moving forward this counselor will be working closely with the Effective School Solutions mental health team as well as the SMCOE Family Engagement team to increase opportunities for engagement, including monthly parent support group, “Community Nights”, and improved communication between home and school. We anticipate this collaboration to grow in the coming years.

*Family Workshops:* Families will also have the opportunity to increase their knowledge and skills in the areas of trauma-informed practices, restorative practices (particularly in communication), and in the Community Resiliency Model.

*SMCOE Support of Districts:* As mentioned above, the Family Engagement team will be working with all 23 districts to provide technical assistance as they address stakeholder engagement, with an emphasis on families that are traditionally less involved.

**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.

Independent Study is an instructional alternative for those students not on probation who pose a danger within the community school setting, or for other students as appropriate. 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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Nancy Magee

San Mateo County Superintendent of Schools

June 2021



**Appendix A**

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





155 ORIENTE ST.  
DALY CITY, CA 94014  
Phone:415.467.5443  
Fax:415.467.1542  
www.thebayshoreschool.org

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Bayshore Elementary School  
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 400 students in grades Pre-Kindergarten through grade 8. Services are provided in one PK-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
- Dismantling White Supremacy Culture
- 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.*

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.



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Audra Pittman, Ph.D.  
Superintendent



Dan Deguara, Superintendent

Brief Description of the Belmont-Redwood Shores Elementary School District

The Belmont-Redwood Shores Elementary School District serves approximately 4,100 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 One Life Counseling
- 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 Practices

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;

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Amy Koo | Samuel Leinbach | Suvarna Bhopale | Jim Howard | Rahila Passi | Board of Trustees

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.

COVID-19 Conditions

Workshops and family meetings have been moved to virtual conferencing to meet the limited gathering restrictions. This includes family workshops, professional development training, SSTs, and SARBs. After gathering restrictions are lifted, the workshops and family meetings will return to in-person with an option for virtual, since this option allows families to attend while meeting other commitments.

Mental health services are offered virtually for students through our various partnerships. Once COVID-19 restrictions are decreased, these supports will be offered in person, adhering to any safety measures.

Students who may be offered independent study or home teaching as alternatives to expulsion will receive these services in distance learning. Materials can be safely dropped off and picked while meeting COVID-19 safety measures. After COVID-19 restrictions are lifted, students and families will be supported with any transition that is to take place.



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Dan Deguara  
Superintendent

Reviewed/Updated 05/2021



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**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. The District has expelled only one (1) student within the last twenty school years.

**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 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/they 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 site 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.

## Brisbane School District Plan for Expelled Students

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 to certificated and classified staff 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

Review/Update: April 2021

DocuSigned by:  
  
DF6961FC8F09470...  
Attest: \_\_\_\_\_  
Ronan Collver, Superintendent 04/21/2021



## Brief Description of the Burlingame School District

Burlingame School District (BSD), serves 3534 students in grades Preschool through 8th at seven schools (six elementary, 1 middle). BSD celebrates a diverse student population, reflective of the demographics of the community. The largest student groups of students are: White: 44.4% students, Asian 24.5%, Hispanic 15.4%, and students of 2 or more races 8.2%.

At BSD, 14.3% of the students are English Learners speaking over 43 different languages, 11.9% of the students are economically disadvantaged, while students with disabilities represent 7.4% of the student body.

Our Title I Program Description includes students who are socioeconomically disadvantaged. Burlingame SD has three, elementary level Title I-designated Sites per the CONAPP, with identified Title I students: McKinley Elementary School with 16.6% of the students, Roosevelt Elementary School with 16.2% of the students, and Washington Elementary School with 15.4% of the students.

### **BOARD OF TRUSTEES**

Elizabeth Kendall

Lisa Mudd

Kate Reed

Deepak Sarpangal

Florence Wong

BSD strives to meet the needs of all our students, supporting learning through a challenging, comprehensive instructional program provided in a stimulating, safe and caring environment. Students, staff, parents and the community work cooperatively in an educational process that respects individual differences and provides opportunity for all.

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

### **DISTRICT ADMINISTRATION**

Chris Mount-Benites  
Superintendent

Marla Silversmith  
Assistant Superintendent,  
Educational Services

Heather Park  
Director of Business Services

Over the years, Burlingame School District has focused on building student engagement and student mental health support. The implementation of a district-wide Social Emotional Learning (SEL) program and restorative practices have added to the success of building strong student connectedness and a healthy school climate. BSD has a grounded focus on student equity, achievement, engagement, opportunities, and differentiated learning.

BSD is in the third year of a formal Multi-Tiered Systems of Support adoption for all students, covering the areas of Academics, Social-Emotional (Mental Health) and Behavior. BSD worked closely with certificated, classified, administrators, parents and community to review current practices and ensure structures to support all learners. Burlingame School District defines MTSS as a "Multi-Tiered System of Support (MTSS) framework that focuses on the academic, behavioral, and social success of each student."

1825 Trousdale Drive  
Burlingame, Ca 94010  
(650) 259-3800

<http://www.burlingameschools.org>

### District Level Interventions and Supports:

1. District-Wide Behaviorist
2. District-Wide Counselors
3. Mental Health support for students

4. RTI2 supports at all elementary schools
5. Student Attendance Review Teams (SART)
6. Student Attendance Review Board (SARB)
7. School Site Data Talks Reviewing
  - a. Attendance
  - b. Behavior
  - c. Mental Health
  - d. Academics
    - i. Benchmark Assessments
    - ii. Universal Screeners

Site Level Interventions and Supports:

1. School rules and expectations are published and sent home annually.
2. Social Emotional Learning and Second-Step Curriculum (TK-8th grade)
3. Group and/or individual counseling services
4. School-Wide Positive Behavioral Interventions and Supports (PBIS)
5. Restorative Practices including Peer Counsel as suspension diversion program at the middle school
6. Student Communities (tribes) at the middle school
7. Culturally Responsive Teaching Practices
8. Parent Outreach

Upon suspension:

1. Suspended expulsion with placement on the same school campus (TK-8) for non-mandated offenses only
2. Suspended expulsion with placement on another school campus within the district (TK-5) for non-mandated offenses
3. Expulsion or suspended expulsion with placement in a Home Instruction Program (TK-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

Covid-19 Conditions

Educational services for expelled students will continue in the same instructional mode (distance learning only, in person, or hybrid model) as all other students in the district and/or decided on a case by case basis.



Marla Silversmith

Assistant Superintendent of Educational Services





# CABRILLO UNIFIED SCHOOL DISTRICT

498 Kelly Avenue, Half Moon Bay, California 94019 • 650 712-7100 • Fax 650 726-0279 • [www.cabrillo.k12.ca.us](http://www.cabrillo.k12.ca.us)

## SUPERINTENDENT

Sean McPhetridge, Ed.D.

## GOVERNING BOARD

Mary Beth Alexander  
Lizet Cortes  
Kimberly Hines  
Sophia Layne  
Freya McCamant

## Cabrillo Unified School District COVID-19 Expulsion Plan

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### COVID-19 Conditions

The district has moved many of the workshops and family meetings to virtual conferencing to meet the limited gathering restrictions. This includes family workshops, professional development trainings, SSTs, and SARBs. After gathering restrictions are lifted, the workshops and family meetings will return to in-person with an option for virtual since this option allowed families to attend while meeting other commitments.

Mental health services are offered virtually for students through our various partnerships. Once COVID-19 restrictions are decreased, we will offer these supports in person and adhering to any safety measures.

For students who were offered independent study or home teaching as alternatives to expulsion, the district will offer these options with distance learning. Students and families can safely drop off and pick up materials while meeting COVID-19 safety measures. Students on home teaching may receive instruction through distance learning sessions. After COVID-19 restrictions are lifted, the district will support the student and family with any transition that is to take place.

Signed:

Sean McPhetridge, Superintendent

5/14/21

Date

## **Hillsborough City School District**

300 El Cerrito Avenue  
Hillsborough, CA 94010

Louann Carlomagno, Ed.D.  
Superintendent

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

The Hillsborough City School District serves approximately 1200 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 and behavior issues of students include:

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

**COVID-19 Conditions:**

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 Distance Learning Program will be under the supervision of a credentialed district teacher or substitute teacher for remote instruction.
2. Placement in Distance Learning Program will be maintained until the expulsion period has been completed or other in-person programs are made available.
3. Post COVID-19 placement will follow the educational options listed above.
4. Any meeting connected to the child's expulsion will be conducted virtually. Once restrictions are lifted, meetings will return to in person with a virtual option.
5. Mental health services will be offered virtually for qualifying students. Once restrictions are lifted, we will offer these services in person, adhering to all safety measures.



Louann Carlomagno, Ed.D.  
Superintendent

Reviewed/updated April 13, 2021



# JEFFERSON

## Elementary School District

Governing Board  
Marie Brizuela  
Andrea Jordan  
Clayton Koo  
Manufou Liaiga-Anoa'i  
Maybelle Manio

Student Services Department  
101 Lincoln Ave., Daly City, CA, 94401  
Stephanie Martinez  
Program Director of Student Services

Superintendent  
Bernardo Vidales

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

The Jefferson Elementary School District serves Preschool through Grade 8. Jefferson Elementary School District provides the following:

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

Multi-Tiered System of Support (MTSS) referral process established to provide tiered levels of support in both academic and behavior needs

- 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
  - Strategic intervention programs for students in literacy and math
  - Transition meetings between elementary and middle schools; including school counselors and site administrators
  - 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
  - After School Tutoring Programs or After School Enrichment Programs
- Positive Behavior Interventions and Support (PBIS) systems
  - Established teams at each school; inclusive of administrators, school counselors, school psychologists, teachers, and classified staff who meet periodically to plan, implement, and address schoolwide needs
  - PBIS Systems to teach school expectations, use proactive interventions, positive reinforcement strategies, and tiered consequences
  - Mentoring Programs (check-in/check-out)
  - Staff development offered on a variety of topics around mental health indicators, positive reinforcement practices, and research-based behavior interventions
- Collection of students, family, and staff input on school climate and other achievement related topics through annual surveys districtwide
- Comprehensive School Counseling Program services provided to all students
  - Inclusive of a social-emotional learning scope and sequence to develop necessary skills to access education, thus serving to improve school climate, student behavior and decreasing suspensions/expulsions.
  - Community partnership with Community Based Organizations (CBO's) to provide mental health services to students referred





# JEFFERSON

## Elementary School District

**Governing Board**  
Marie Brizuela  
Andrea Jordan  
Clayton Koo  
Manufou Liaiga-Anoa'i  
Maybelle Manio

Student Services Department  
101 Lincoln Ave., Daly City, CA, 94401  
Stephanie Martinez  
Program Director of Student Services

**Superintendent**  
Bernardo Vidales

- o Drug & alcohol prevention education and responsive intervention services offered at secondary schools
- Restorative Justice Principles & Practice trainings provided to administrators, school counselors, school psychologists, and teachers
  - o Restorative Justice Practices used as alternatives to suspension/punitive consequences at all school levels and re-entry circles/meetings
- Homeless & Foster Youth Liaison at both District and Site levels
  - o 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
  - o Trainings offered to all office administration, site administration, and support staff to establish practice in supporting foster and homeless youth's unique needs
- Behavior coaching and consultation through special education or county mental health evaluation processes

### Family Services

- Student expectations and discipline processes communicated through parent handbooks and enrollment documents for students and families
- Family support services provided year round based on trends and needs that arise across district
- Technology trainings offered to support families navigate through student information and learning platforms in order to reinforce partnership in a student's educational experience
- Ongoing communication regarding student progress and information delivered through school-wide events, school messenger (phone, email, and text), school website, and/or in person
- Student Attendance Review Board Process (SARB) to identify and connect families to additional support services; a process that is culturally responsive and restorative in nature keeping students' needs at the forefront of efforts

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.



# JEFFERSON

## Elementary School District

### Governing Board

Marie Brizuela  
Andrea Jordan  
Clayton Koo  
Manufou Liaiga-Anoa'i  
Maybelle Manio

Student Services Department  
101 Lincoln Ave., Daly City, CA, 94401  
Stephanie Martinez  
Program Director of Student Services

Superintendent  
Bernardo Vidales

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.

During Emergency Conditions (COVID-19) our District has transitioned services, meetings, and instruction to a virtual setting; in order to adhere to health guidelines of city, county, and state regulations. For any student recommended to the above programs we will continue to offer services and education in a safe way. Students will be provided with all materials and resources necessary removing any barriers to access utilizing flexible scheduling, mailing, virtual access (hotspot/device), and other identified needs during the planning process.

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

ADMINISTRATIVE OFFICES – SERRAMONTE DEL REY

699 Serramonte Boulevard, Suite 100

Daly City, California 94015-4132

(650) 550-7900 • FAX (650) 550-7888

### Board of Trustees

Andrew H. Lie

Carla Ng-Garrett

Nick Occhipinti

Kalimah Y. Salahuddin

Rosie U. Tejada

Toni Presta

Superintendent

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

The Jefferson Union High School District serves approximately 4300 students in grades 9 through 12. Services are provided in four high schools, an alternative education center, and an adult education program.

#### 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
- 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
- Grade Level 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 Partnerships
  - BHRS
  - Pacifica Prevention Partnership
  - Daly City Youth Health Center
  - Youth Service Bureau
  - Star Vista

- o Probation
  - o Law Enforcement
- Professional Development and Staff Support through SMCOE & in-house
  - o Youth Mental Health First Aid
  - o Trauma Informed Classrooms
  - o Restorative Justice
  - o RESPECT! 24/7
  - o Positive Behavior Interventions and Supports
  - o Cultural Humility Practices
  - o Commercially Exploitation of Children
  - o Student Threat Assessment
  - o Suicide Prevention
  - o Camp LEAD
  - o Community Resilience Model Training
  - o Trauma 101
  - o Staff Support Groups
  - o Daily Staff Mindfulness
- Counseling Support:
  - o Academic Support
  - o Addition of School Social Work positions
  - o Mental Health Support/Wellness Counselor & School Social Workers
  - o Mental health interns (MFT, MSW, PCC and Clinical Psychology)
  - o Mental Health Referrals
  - o Outreach with outside agencies
  - o Grief Counseling
  - o Group Counseling
  - o Access to Care Solace which connects any member of the community (staff, students & family members) to mental health and substance use services
- Progressive Discipline using restorative practices
- Implicit Bias Training
  - o Outside Agency to work with all school sites and district leadership
- District Equity Committee
- Focus on school climate regarding bullying, harassment, sexual harassment and tolerance through:
  - o Peer Mediation
  - o Peer Mentors
  - o Classroom Presentations
  - o School Wide Presentations
  - o Staff Development and Awareness
  - o Wellness lessons in classrooms by mental health staff and partner agencies
  - o Free access to the Atlas App - a student journaling mental wellness app

- o 9th and 10th grade implementation of SEL Curriculum (Project Wayfinder)
- o All grade access to SEL Curriculum by Connect With Kids
- Parent/Guardian Outreach, Support and Education
  - o Parent Groups
  - o District SIS – ParentVue
  - o School Websites
  - o Community Liaisons to address language/cultural barriers
  - o 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
  - o Parent/Guardian workshops and support services
  - o Community Resilience Model Training
  - o Connecting parents/guardians to support services, core service agencies, food & rental assistance

**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.
3. COVID Related services: While on distance learning, students will have check-ins with both Wellness Counselors and Guidance Counselors. They will also have access to Paper, an online 24/7 personalized learning help.

### **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, 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.



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Toni Presta  
Superintendent

# **Las Lomas Elementary School District**

**1011 Altschul Avenue**

**Menlo Park, CA 94025**

**Dr. Beth Polito, Superintendent**

**April 6, 2021**

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

The Las Lomas School District serves approximately 1100 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 21 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 Elementary 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.

5. Expulsion or suspended expulsion with referral and placement in the San Mateo County Juvenile Court School (grades 7-8).

6. Expulsion or suspended expulsion with referral back to home school district if student is on an inter-district agreement.

### **Strategies to Improve Instruction for Expelled Students**

Due to the low number of expulsions in the district, a reasonable 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 approximately 11 years ago.

Within the District, there are a wide range of behavioral interventions used to successfully minimize suspensions and expulsions. The focus in the District is to support students in improving their behavior and overall success at school rather than removing them from school. Both school 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 ((Positive Intervention) 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 are 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 groups
- School Assemblies
- Participation in community diversion programs as sponsored by the San Mateo County Sheriff's Department
- Community Resource Officer available to assist students
- Professional Development for staff by mental health professionals
- Participation in RESPECT 24/7 Conferences
- Nursing and wellness outreach services
- Significant amount of district equity work and professional development
- MTSS Multi-Tiered Systems of Support in place
- Suicide Prevention training for staff
- Implementation of Disproportionality activities

## **COVID-19 Conditions**

The district has moved most meetings to virtual conferencing to meet the limited gathering restrictions. This includes community and family meetings, professional development trainings, SSTs, and IEP meetings. When gathering limitations are lifted, in person meetings will return, with an option for a virtual meeting offered if preferred.

Mental health services are offered in person and virtually for students through our various partnerships and providers.

In the event that a student is expelled and is offered independent study or home teaching as alternatives to expulsion, the district will offer these options with either distance or in person learning. Students and families can safely drop off and pick up materials while meeting COVID-19 safety measures.

## **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 at the suspension/expulsion location
- Maintaining 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 connected to the Las Lomas Elementary 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



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Dr. Beth Polito, Superintendent

Review/updated April 6, 2021

Board Approved April 14, 2021



LA HONDA-PESCADERO UNIFIED SCHOOL DISTRICT  
360 Butano Cut Off, Pescadero, CA 94060  
650-879-0286 • FAX 650-879-0816

Amy Wooliever, Superintendent

May 18, 2021

### Brief Description of the La Honda-Pescadero School District

The La Honda-Pescadero School District serves approximately 300 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 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 NoBully's Solution Teams which provide alternatives to suspension as well as support for students to resolve conflict in a proactive manner. District teachers and leaders have also been trained to use restorative circles to address conflict and social emotional concerns by Circle Up Education.

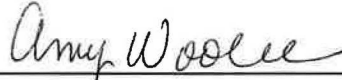
Practices are utilized to minimize the number of suspensions leading to expulsions, expulsions being ordered, and to support students returning from expulsions. District leaders monitor suspensions and expulsions to ensure that the numbers of students from any target subgroup are not disproportionately impacted.

The following practices and trainings provide the foundation for our student support:

- 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 (5<sup>th</sup>-12<sup>th</sup> grade).
- Graduated discipline plan (9<sup>th</sup>-12<sup>th</sup> grade).
- Solution Teams (No Bully) to resolve student conflict and provide alternatives to suspension.
- All staff trained in Restorative Circles (Circle Up Education)
- All staff trained in Trauma Informed Schools training- TIS 101 and Transforming Rural Educational Experiences (TREE)
- 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 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.



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Amy Wooliever

Superintendent    Reviewed/Updated 5/2021

Menlo Park City School District  
181 Encinal Avenue  
Atherton, CA 94027  
Phone (650) 321-7140  
Fax (650) 321-7184  
www.mpcsd.org



Board of Education  
David Ackerman  
Sherwin Chen  
Stacey Jones  
Scott Saywell  
Francesca Segrè

Superintendent  
Erik Burmeister

Assistant Superintendent  
Jammie Behrendt

Executive Director of Student Services  
Stephanie Sheridan

Chief Business Official  
Marites Fermin

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

The Menlo Park City School District serves parts of Menlo Park, Atherton, and unincorporated San Mateo County. There are approximately 2,900 students, preschool through 8th grade, enrolled in the four schools (three elementary and one middle school) and the Early Learning Center in the District.

### MPCSD's Whole Child Learning & Development Framework

The MPCSD School Board and Leadership Team have developed our [Whole Child Learning & Development Framework](#) that outlines the five strategic elements that reflect the priorities upon which the district focuses its time, energy, and resources. The design of the Framework reinforces our district's belief that Healthy & Collaborative Relationships and Integrated Well-Being are foundational to the success of our more academic and cognitive efforts: Learner Centered, Competency & Evidence Based, and Meaningful Work. The success of the Framework will be measured by asking how well every child is engaging, achieving, and thriving.

### Whole Child Learning & Development Framework



Every child **engaging, achieving, and thriving.**  
[mpcsd.org](http://mpcsd.org)

### 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

Menlo Park City School District

Every child achieves academic excellence. Every child becomes emotionally and physically stronger.  
Every child discovers and grows their talents.

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

**ELEMENTARY - GRADES K-5**

- Restorative Practices training for all staff - including teachers and classified staff
- Restorative & Community Circles facilitated regularly in classes
- Focus and Professional Development on Equity and Inclusive Practices
- Restorative Justice Suspension Diversion Program
- Tier 3 PBIS Support Systems
- Behavior Incentive Systems
- Mentor Programs
- Homework Clubs, After School Programs and Sports
- Equity Walks, Equity Book Clubs
- Friendship/social groups for identified student led by school counselor
- Year-long character development program in all classes - school wide character trait/Life

Skill of the month

- School rules/expectations posted in classrooms and websites, reviewed in classes
- Parent/teacher/student/administrator collaboration (SST/IEP/general meeting) to identify needs and develop individualized behavior plans
- Expectation handbook is shared during class with every student and parent
- Continual teaching and reinforcing of Carol Dweck's work with growth mindset
- RULER is an evidence-based approach to social and emotional learning (SEL) developed at the Yale Center for Emotional Intelligence, by Dr. Marc Brackett
- Tutoring and Intervention Programs
- School-wide climate initiatives
- 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
- Counselors, Assistant Principals, Staff trained on Trauma Informed Practices
- Circle-Up Training- Including: Diversity, Equity, Inclusion, Conflict Resolution,

Restorative Practices

- Clear and responsive communication and partnership with parents

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**Menlo Park City School District**

Every child achieves academic excellence. Every child becomes emotionally and physically stronger.  
Every child discovers and grows their talents.

- More than anything else, Menlo Park City School District is committed to purposefully building relationships with students that display challenging behaviors. We believe in a restorative approach. We provide clear expectations of rules, we build up students' confidence, providing positive behavior incentive systems when needs arise to focus on the positive. When conflicts and issues arise, our administrators and counselors facilitate opportunities for students to accept responsibility, build empathy and repair and restore relationships. When we proactively build relationships with students, and stay true to keeping students safe and repairing and restoring relationships, we build connections and a community way of being and treating each other - and the less discipline problems arise.
- 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 Chair of the County SARB by reviewing specific cases, coordinating access with community resources and identifying underlying issues impacting school attendance. Once Menlo Park City School District has exhausted all of their 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.
- School Resource Officer support (on-call) and student centered practices- Partnerships with Menlo Park Police Department, Atherton Police Department, and San Mateo Sheriffs
- Outside Partnerships and Resources- Community Trust Meetings (eg. Children's Health Council, Safe Space, Outlet, Starvista)

### **MIDDLE SCHOOL - GRADES 6-8**

- Restorative Practices training for all staff
- Community & Restorative Circles facilitated regularly in classes
- Restorative Justice Suspension Diversion Program, e.g. using Brief Intervention in place of suspension for students caught vaping on campus
- Tier 3 PBIS Support Systems
- Wellness Coordinator to address students with at-risk behaviors
- CareSolace Counseling Resource



- 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, e.g. anonymous online reporting system
- 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
- Digital Well-being Task Force- Member
- Kognito Friend2Friend Training
- Sequoia HealthCare District Partner
- Speaker series, at the school and grade levels. Topics include, but are not limited to the following:
  - Addictions
  - Suicide prevention
  - Anti-bullying
  - Eating disorders
  - Sexual harassment
  - Technology & Internet Safety
  - Equity and Inclusive Practices
  - 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 interventions into place when problems persist
  - Counseling from our three counselors (including conflict resolution), plus intern counseling from MFT interns
  - Transition meetings (most vulnerable learners) from elementary counselors to our middle school 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
  - Focal Student work - teachers focus on students every trimester to provide more socioemotional and academic support to, based on which students present with most needs
  - School Psychologist and School Counselor Trainings
  - Commercial Sexual Exploitation of Children (CSEC)

- Student Threat Assessment
  - Suicide Prevention
  - Leadership Opportunities, in the form of the following:
    - Noontime clubs, e.g. Club 41 which focuses on building student assets
    - Camp Hillview (6<sup>th</sup> grade Orientation camp- first 3 days of school)
    - HawkTalk (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
    - After school academic intervention program for students at risk of not graduating
    - 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 suspension takes place in the office, and we monitor the students and provide them academic work and mentoring
    - Family Engagement Coordinator working directly with "College-Bound" families
- Covid Consideration: MPCSD is currently providing in-person instruction. Targeted students are enrolled in both A and B weeks.

Since traditionally Menlo Park City School District has 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

*Reviewed/Updated March 2021*

BOARD APPROVED

APR 15 2020

MENLO PARK  
CITY SCHOOL DISTRICT

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Menlo Park City School District

Every child achieves academic excellence. Every child becomes emotionally and physically stronger.  
Every child discovers and grows their talents.



## Millbrae Elementary School District

555 Richmond Drive, Millbrae, CA 94030

650-697-5693 • 650-697-6865 (fax) • <http://www.millbraeschooldistrict.org>

**DEBRA FRENCH**  
Superintendent

**DR. MARIA C. SANTA CRUZ**  
Chief Business Official

**TARA KEITH**  
Director of Student Services

### Plan for Provision of Educational Services to Expelled Students

#### Brief Description of Millbrae Elementary School District

The Millbrae Elementary School District serves approximately 2300 students in grades preschool through grade eight. Services to students are provided at five district sites - four elementary schools and one middle school. One elementary site includes our special education preschool and our special day classes grades TK-5 and our middle school serves students grades 6-8. The community is located in San Mateo County, south of San Francisco and adjacent to the San Francisco International Airport

Description of the Plan of the Millbrae Elementary School District to Serve Expelled Students in Accordance with the Requirements of the California Education Code. In compliance with legislative direction, the District does not suspend or expel students for the primary reason of Education Code 48900 (k)

The Millbrae Elementary School District employs the following intervention strategies and services to support our learners:

#### District Level Proactive/Preventative:

- Community Partnerships
  - San Mateo County Sheriff's Office - School Resource Officer (SRO) for support with attendance, anti-bullying, peer mediation and supporting students/families
  - Peninsula Health Care District - Sponsorship of programs to support mental health and well-being
  - Peninsula Chinese Business Association - Sponsorship of our physical health resources for students
  - Millbrae Education Foundation - through generous community donations that allow electives to continue for our students
  - Millbrae Lions - through donations of supplies and opportunities for connection throughout the school year and community
- District Sponsored Professional Learning
  - CRM: Community Resilience Model
  - Safety-Care Behavioral Safety Training

#### BOARD OF TRUSTEES

FRANK BARBARO   DENIS FAMA   LYNNE FERRARIO   MAGGIE MUSA   D. DON REVELO

*An Equal Opportunity Employer*



## Millbrae Elementary School District

555 Richmond Drive, Millbrae, CA 94030

650-697-5693 • 650-697-6865 (fax) • <http://www.millbraeschooldistrict.org>

**DEBRA FRENCH**  
Superintendent

**DR. MARIA C. SANTA CRUZ**  
Chief Business Official

**TARA KEITH**  
Director of Student Services

- Threat Assessment Training for Administrators, mental health and behavioral health providers supported through San Mateo County Office of Education
- Living Works START Suicide Prevention Training sponsored by San Mateo County Office of Education
- Respect 24/7 Conference for Middle School Staff and District administrators
- PBIS
- District and Site level Safety Team Development
- Adoption and Implementation of Second Step Social-Emotional Curriculum
- AALRR Best Legal Practices
- Title IX training with Title IX Consult
- Kimoichis training for counselors and school psychologists
- District and Site administrators training on legal requirements of student discipline including, suspension and expulsion
- Multi-tiered approach to school counseling and social emotional needs by trained district staff
  - Tier I: District wide social-emotional curriculum provided in the general education classroom by teachers with support from counselors and school psychologists.
  - Tier II: Small group counseling provided by district counselors. Opportunities for Behavior Supervisor and Behavior Specialist to collaborate in small groups and provide behavior interventions and strategies. Social Skills groups provided by school counselors, school psychologists, behavior team, speech and language pathologists to focus on peer interaction and social awareness.
  - Tier III: Individual short-term counseling provided by school counselors to focus on mental health concerns impacting learning and the development of strategies to use at school. Parent coaching may be provided to families at risk. Risk assessments conducted when students are in crisis and appropriate interventions implemented. Contact and communication with outside providers and on-going case management.
- School Attendance Review Board (SARB)
  - Prevention and remediation of truancy and chronic absenteeism
  - School Attendance Review Team (SART)
  - Parent coaching and support brainstorming interventions to be provided in the home and connecting those to the school
  - Referral to outside agencies
  - Parent education on the importance of school attendance

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## Millbrae Elementary School District

555 Richmond Drive, Millbrae, CA 94030

650-697-5693 • 650-697-6865 (fax) • <http://www.millbraeschooldistrict.org>

**DEBRA FRENCH**  
Superintendent

**DR. MARIA C. SANTA CRUZ**  
Chief Business Official

**TARA KEITH**  
Director of Student Services

- TUPE grant activities
  - CHKS administration

### School Level Proactive/Preventative

- Community Partnerships:
  - San Mateo County Sheriff - School Resource Officers for consultation and intervention
  - San Mateo County Office of Education
    - Professional Learning
  - Boys & Girls Club of the Peninsula
  - Peninsula Health Care District
  - Peninsula Chinese Business Association
  - Millbrae Education Foundation
  - Millbrae Lions
- Site Interventions:
  - K-5 Reading Specialists
  - Moving to a tiered intervention model based on MTSS
  - 6-8 Homework Center
  - Adoption of Positive Behavior Interventions and Supports (PBIS)
    - School and classroom expectations posted
  - Behavior coaching and consultation through special education
  - Parent conferences
  - Access to support classes and academic interventions that are research based which include:
    - Student Success 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
  - Transition meetings between elementary and middle schools; including school counselors and administrators

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Millbrae Elementary School District  
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**DEBRA FRENCH**  
*Superintendent*

**DR. MARIA C. SANTA CRUZ**  
*Chief Business Official*

**TARA KEITH**  
*Director of Student Services*

### **Expulsion Process**

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

Students from the Millbrae Elementary School District are only recommended for expulsion due to serious offenses, only after multiple, documented interventions as noted above have been implemented. Reasons for expulsion are outlined in the 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:**

Millbrae Elementary School District implements the following alternative program options for expelled students:

- Suspended expulsion, with mandatory conditions such as counseling, a student behavior contract, etc. Students in elementary grades may be transferred to another school within the district.
- Expulsion, with one hour individual school in a Home Instruction Program under the supervision of a credentialed district teacher or substitute teacher, counseling by district school psychologist or counselor may also be included.
- Referral or placement in a community program offered by any other school district within San Mateo County.
- Referral to the San Mateo County Office of Education Community Schools Program.
- Referral back to home school district if the 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 school campus - reducing the need for further suspensions or expulsions - as funds allow.

#### **BOARD OF TRUSTEES**

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## Millbrae Elementary School District

555 Richmond Drive, Millbrae, CA 94030

650-697-5693 • 650-697-6865 (fax) • <http://www.millbraeschooldistrict.org>

**DEBRA FRENCH**  
Superintendent

**DR. MARIA C. SANTA CRUZ**  
Chief Business Official

**TARA KEITH**  
Director of Student Services

### **Impact of Coronavirus (COVID-19) Condition:**

The district has moved professional learnings, workshops and family meetings to virtual conferencing to meet the limited gathering restrictions and decrease the risk of contacts. This includes family workshops, professional learning opportunities, SST's, 504s, IEPs, SART meetings and SARB meetings. After gathering restrictions are lifted, smaller meetings will offer an in-person option and larger meetings will phase in to completely in-person with a virtual option.

Mental health services are offered both in person and virtually at this time. Students in in-seat learning receive services in person to the maximum extent possible with rigorous safety measures in place. Students continuing with virtual learning, receive services virtually.

For students who are offered independent study or home teaching as alternatives to expulsion, the district will offer these options with distance learning only. Students and families can safety drop off and pick up materials while meeting COVID-19 safety measures. Students on home teaching will receive instruction through distance learning sessions. After COVID-19 restrictions are lifted, the district will support the student and family with any necessary transitions.

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

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

Pre-expulsion interventions are an area of growth for staff.

#### **Improvement Activities for Gap #1**

- Develop and implement a clear Student Success Team (SST) process district wide.
- Develop and implement the multi-tiered approach to social-emotional, behavioral and academic supports.
- Generate an understanding of inclusive practices.
- Develop and implement a plan for inclusive practices district wide.
- Train staff on restorative practices.
- Train staff on trauma informed practices.
- Train principals on the legal responses to behaviors.

#### **Gap #2:**

Insufficient mental health staffing for a tiered intervention program at each site.

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Millbrae Elementary School District  
555 Richmond Drive, Millbrae, CA 94030  
650-697-5693 • 650-697-6865 (fax) • <http://www.millbraeschooldistrict.org>

**DEBRA FRENCH**  
Superintendent

**DR. MARIA C. SANTA CRUZ**  
Chief Business Official

**TARA KEITH**  
Director of Student Services

### Improvement Activities for Gap #2

- Allocate current staffing to sites to maximize general education tier 1 and tier 2 supports.
- Explore community partnerships to increase the availability of tier 1 and tier 2 counseling programs at each site.
- Utilize the mental health team to plan and deliver professional learning to district staff on a tiered approach to social-emotional support.
- Provide time for mental health staff to provide training at the school site.

### Gap #3

Limited Parent Education opportunities 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 behavior support.
  - Develop and present a monthly parent education workshop.
  - School Principal's will communicate with parents about the school's process for behavioral interventions. This includes positive behavior support system, school expectations and what constitutes "other means of correction."
- Develop and publish a brochure outlining the district MTSS.
- Keep a webpage dedicated to students' social emotional needs updated.
- Keep an updated list of community partners for parents to reference.

### Gap #4

Alignment of funds to district needs.

### Improvement Activities for Gap #4

- Align development of the LCAP to support social emotional and behavioral programs
- Utilize Site Councils to develop a plan for embedding specific activities to meet the unique needs of each school.
- Analyze funding sources to increase District mental health programs

Debra French, Superintendent

Date

#### BOARD OF TRUSTEES

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**Pacifica School District**  
375 Reina Del Mar Avenue  
Pacifica, California

*Preparing Students for an Evolving World*  
[www.pacificasd.org](http://www.pacificasd.org)

**Brief Description of the Pacifica School District:**

The Pacifica School District serves approximately 3,100 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 for the California Education Code**

Past trends continue in the Pacifica School District (PSD), with very low numbers of students (if any). There have been no expulsions in the Pacifica School District since 2012 including this current school year (2020-21).

**District Support:**

In order to serve students, the District supports restorative practices rather than removal from school. The District has taken a proactive and preventive approach to address the needs of students who need additional interventions for their social and emotional health. This includes this a calibrated approach at the District and Site levels. At the District level, we established a team of social and emotional wellness practitioners, who we refer to as our "SEW" team. These members are our counselors, school psychologists, mental health therapists, and behaviorists. They meet bi-monthly to review strategies with a wide range of behavioral interventions used to minimize suspensions and expulsions.

We have partnered with community agencies to provide service to students. This includes the Youth Services Bureau (YSB), Star Vista (alternative to suspension program), Behavioral Health Recovery Services (BHRS). These agencies support the social emotional well being of targeted students both in school and off campus settings and provide support to families in PSD.

In addition to our partnerships, we provide professional learning opportunities to our staff.

Our resources include:

- Living Works Suicide Threat Assessment training for certificated and classified staff who work with middle school students
- Care Solace
- Caring School Community Curriculum
- Panorama survey data
- District Wellness Committee
- District Attendance Teams (SARB)

**Site Level:** At the Site Level, we have proactive and preventative interventions. These include:

- Student Success Teams
- Parent Conferences
- iReady reading diagnostic testing and intervention support
- Behavior coaching and consult
- Leadership clubs
- Social skills programs for targeted students

**Coronavirus Impact on Conditions:**

All professional learning and meetings are held virtually. As restrictions decrease, we will begin hosting meetings in person as it aligns with the county and state requirements. Mental health services are provided in alignment with the students learning either virtually or in-person (with safety protocols in place). Independent Study or home teaching, as required through expulsion, will be provided virtually. After restrictions have been lifted, individual meetings will be held to help transition families.

### **Identified Gaps for Improvement**

#### **Gap 1: Insufficient pre-expulsion interventions**

Improvement Activities:

- Further training on the Caring School Community curriculum for all staff
- Refine and implement our referral process for Student Success Teams to include robust intervention supports
- Develop and implement a plan for inclusive practices

#### **Gap 2: Insufficient mental health staffing for intervention at each site.**

Improvement Activities:

- Engage with community partnerships such as YSB to maximize support.
- Provide time for mental health staff to collaborate with certificated and classified staff at each site level
- Further training with Care Solace for all staff
- Expand mentorship and coaching opportunities for students

#### **Gap 3: Alignment of funds to district needs**

Improvement Activities:

- Align LCAP goals with the mental health goals



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Dr. Heather Olsen  
Superintendent

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

**Roberta Zarea, Superintendent**

The Portola Valley Elementary School District (PVSD) serves approximately 500 students in TK/Kindergarten through 8th grade. Services are provided in one elementary school (TK/K-3rd) and one middle school (4-8th).

### **The Portola Valley School District Plan to Serve Expelled Students in Accordance with the Requirements of California State 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; and
- is not provided at a comprehensive elementary or middle 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 CA Ed. Code Section 48900, subdivisions (f),(g),(h),(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 elementary or middle school, or another, the student may be referred to a program of study that is provided at a comprehensive elementary or middle school.

If the County Superintendent of Schools is unable, for any reason, to serve the expelled students of the PVSD within San Mateo County, the Board 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 May 2021. Available educational services and interventions include:

- Social-emotional Learning (SEL) and Wellness programs for students
- Speaker Series for parents
- Parent outreach/conferences
- Early Intervention for Literacy and Math
- Counseling programs at both sites, including individual counseling, group counseling, and behavior contracts

- School Wide PBIS (Positive Behavioral Intervention)
- SSTs (Student Study Teams)
- SARB (School Attendance & Review Board)
- In-house Suspension and/or After School detentions
- Progressive out-of-school suspensions

**SEL:** District Counselors lead the social-emotional programs at both sites, either through direct instruction (K through 5th) or through planned lessons implemented by staff (6-8th).

**Speaker Series:** PVSD has invited expert speakers/trainers to present workshops for students, staff, and parents. (The Counselors also held virtual parent education talks during the 2020-21 pandemic-impacted school year.) Speaker topics typically include, but are not limited to: anxiety, coping with stress, helping students achieve balance, digital citizenship, planning for homework, and body awareness.

**Parent Conferences/Outreach:** Parent communication is usually the first step in addressing a concern. PVSD holds regular meetings with parents of students in the Voluntary Transfer Program. These meetings are held in the East Palo Alto vicinity and offer child care in order to increase parent participation. (During the 2020-21 school year, these outreach meetings were held virtually, which negatively impacted parent participation. In-person meetings will resume as soon as restrictions are lifted, and the District is free to do so.)

**Literacy/Math Intervention:** Early intervention to address academic concerns is provided to grades K-6th. This may include services through the Reading Recovery or Levelled Literacy Intervention (LLI) programs, or through Math 'coaching' at the K-5th level.

**Counseling:** Small group and individual counseling is provided by the Districts' two experienced, and credentialed Counselors, one at each site.

**PBIS:** PVSD continues to implement Positive Behavior Interventions & Supports (PBIS) District-wide. PBIS 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.

**SSTs:** Students struggling in a specific academic/behavioral/emotional domain are referred to a Student Success Team. 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). At Ormondale, this work is being folded into a MTSS (Multi-Tier Systems of Support) framework so as to incorporate RtI (Response to Instruction/Intervention) as well as PBIS.

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

**Detention/in-house suspensions:** Students are removed from the classroom setting only when necessary. Students complete work in the office or other location under adult supervision.



**Progressive out-of-school suspensions:** If prior 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 student expulsions during the period 2009 through May 2021. School site and District administrators and staff focus first and foremost on alternatives to suspension and expulsion, including attention paid to disproportionate use of 48900 (k) for willful defiance. In fact, Corte Madera School was chosen as a 2021 California Distinguished School by the California Department of Education, reflecting progress on state indicators specified on the California School Dashboard, including discipline.

Since traditionally we have not needed to expel students, we do not provide a special class beyond the regular education program. Should there be an expulsion in the future, it is our intention to either locate available space in another district or to plan an individualized program for that student. If these options are not viable, the student would be referred to the Court and Community Schools Program. Alternatively, the District would offer home instruction.

**2020-21 School Year COVID 19 Considerations:**

2020-21 was an unusual school year. On the bright side, referrals from teachers were considerably lower than in prior years. During Distance Learning school days, the primary 'disciplinary' issue was the lack of engagement and/or distractibility on the part of students. This was addressed via Counselor presentations during parent Coffee Chats on strategies and tools to address self-regulation and/or sustaining focus. These tools and resources were shared with parents via Principal and Superintendent newsletters. When needed, Counselors reached out to individual students to address needs together with a parent education component to help families come up with a plan to help the student stay engaged and focused. On both campuses, these themes were woven into PVSD's SEL program. Finally, the District initiated an in-person before and after school Homework club for certain students who were having significant difficulty with engagement and participation.

  
\_\_\_\_\_  
Roberta Zarea, Superintendent

  
\_\_\_\_\_  
Date

Reviewed May 2021

Previously reviewed/Updated 6/2018 6/2015 6/2021





“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:*

*Mele K. Latu, President*  
*Tamara Sobomehin, Vice President*  
*Bronwyn Alexander, Clerk*  
*Ana Maria Pulido, Member*  
*Jenny Varghese Bloom, Member*

Gina Sudaria  
*Superintendent*

### Brief Description of the Ravenswood City School District

The Ravenswood City School District serves approximately 1,750 students in transitional kindergarten through 8<sup>th</sup> grade. Services are provided in three elementary schools and one middle school.

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

The Ravenswood City School District employs the following interventions and supports:

#### District wide:

- Family workshops
  - With our various community partners, the district hosts workshops for families. Our Student Services department coordinates with partners such as Children’s Health Council (CHC), Child Mind Institute (CMI), Counseling and Support Services for Youth (CASSY), Rape Trauma Services (RTS), and HealthRight 360.
- High School Transition
  - Ravenswood City School District provides counselors to help prepare students and families for their transition to high school. Through partnership with Sequoia Union High School District, representatives from various high schools, including East Palo Alto Academy and Menlo-Atherton, 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
  - 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) provides district-wide support to include training, consultation, and family support. Students and families may also use Care Solace to access community resources.
- 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 to meet the needs of all students.
- Positive Behavior Intervention and Supports (PBIS)
  - This is an evidence-based practice which is proactive, systematically teaches and acknowledges appropriate behavior in a proactive manner. Strong focus on function-based interventions and building positive school culture and climate. PBIS is functioning 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 the 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 and families. If the district

has exhausted all of our 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.

- Staff Training and Workshops
  - The district will continue to expand professional development training to support teachers with parent engagement, PBIS, and social-emotional supports.

#### School Site Based:

- After School Program
  - The purpose of our programs 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
- Mental Health Supports
  - Every school site will continue to provide individual and group mental health counseling programs through partnerships with local organizations like CASSY, StarVista, and CMI. The schools also provide mental health consultation for teachers and parents, and community resources. Behavior Health and Recovery Services (BHRS) works with individual students for their specific needs.
- MTSS Teams
  - The school site based multi-disciplinary intervention teams analyze the systemic needs at the school site through the use of data to help address the needs of the students.
- Playworks
  - Playworks is a special program offered to students from Transitional 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.
- Pre-SARB
  - School administrator or their designee meet with families to offer supports and resources to improve student attendance. If there is not sustained improvement, the school completes a referral for a district SARB hearing.
- Strategic and structured In-School Suspension and Detention
- Student Success Team (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.

#### 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 Cesar Chavez Ravenswood Middle School), and social emotional learning (SEL) – Second Step curriculum. Furthermore, we are targeting the concern of disproportionate discipline by planning mandatory trainings and workshops on implicit bias, guided by an education 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 provider will provide additional trainings in how mental health approaches are utilized with behavior challenges, to both district staff and families.

### Educational Alternatives for Expelled Pupils

Students expelled by the governing board must be placed in an alternative educational setting to ensure continuance of their education. A team consisting of Director of Student Services, principal, vice principal, PBIS coordinator, Student Services Coordinator, and resource officer review the 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 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.

- Suspended expulsion with placement on the same school campus with a behavior support plan and expectations.
- Students may also be transferred to another school site in the district with specific requirements that must be fulfilled accordingly.
- 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 assess the curriculum.
- 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.

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.

### COVID-19 Conditions

The district has moved many of the workshops and family meetings to virtual conferencing to meet the limited gathering restrictions. This includes family workshops, professional development trainings, SSTs, and SARBs. After gathering restrictions are lifted, the workshops and family meetings will return to in person with an option for virtual since this option allowed families to attend while meeting other commitments.

Mental health services are offered virtually for students through our various partnerships. Once COVID-19 restrictions are decreased, we will offer these supports in person adhering to any safety measures.

For students who offered independent study or home teaching as alternatives to expulsion, the district will offer these options with distance learning. Students and families can safely drop off and pick up materials

while meeting COVID-19 safety measures. Students on home teaching may receive instruction through distance learning sessions. After COVID-19 restrictions are lifted, the district will support the student and family with any transition that is to take place.

DocuSigned by:

*Gina Sudania*

Gina Sudania

Superintendent

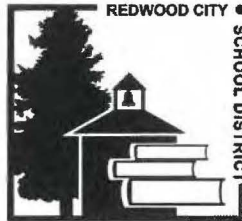
Revised and updated April 2021

## REDWOOD CITY SCHOOL DISTRICT

750 Bradford Street • Redwood City • CA 94063 (650) 423-2200 FAX: (650) 423-2204

### Board of Education

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María Díaz-Slocum, Vice President  
Cecilia I. Márquez, Clerk  
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Mike Wells



### Superintendent

John R. Baker, Ed.D

### Brief Description of the Redwood City School District

The Redwood City School District (RCSD) serves approximately 6,799 students in Kindergarten through 8th grade. All 12 schools in the district provide the services: two TK-5, two K-5, three TK-8, two K-8, two 6-8, and one 3-8. The majority of district students attend one of three Sequoia Union High School District (SUHSD) high schools upon graduation from eighth grade: Sequoia, Woodside or Menlo Atherton high schools.

### Description Redwood City School District's Plan 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:

- Positive Behavior Interventions and Supports (PBIS)
- Socio Emotional Learning at all schools
- Opportunity School for students in grades 6-8
- California Teacher Induction
- School Attendance Review Board-SARB program. Attendance tracking and reporting system (A2A, Group Attendance Meetings)
- Homeless/Foster and Attendance Liaisons at each school support students. TOSAs will conduct individual and group attendance meetings.
- Training for Office Staff and Student Services TOSAs in the area of best practices to promote student attendance and using the attendance reporting and tracking system to identify students being at risk of becoming truant.
- Counseling services programs at all school levels in the district provided by a variety of partners.
- Community School Family Centers
- Multi-Disciplinary Team meetings-MDT Suspension/expulsion tracking and reporting system in power school.

### School Site Level:

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

- Collect and compile data, including school climate surveys for students, staff, and parents/guardians?. Data is analyzed and goals are created using the results.
- Data includes: suspension, behavior, and benchmark testing in reading and mathematics as well as socio emotional learning and school climate.
- Target Solutions training for certificated and classified staff (mandated reporter, safety, etc)
- California Teacher Induction Program (formerly known as Beginning Teacher Support and Assessment-BTSA)
- Peer Assistance and Review Programs - PAR Assembly Bill 1X (Chapter 4, Statutes of 1999 and Education Code Section 44505) established the California Peer Assistance and Review (PAR) Program for teachers.
- PBIS. The Redwood City School District has implemented Positive Behavior Interventions and Supports (PBIS) at all schools. Schools have implemented PBIS with consistency and some schools have been recognized for its implementation efforts.
- Ongoing Professional Development for certified and credentialed staff and classified staff
- Parent engagement opportunities at all levels--district and school.
- The Parent Education Series is an award-winning program that provides high-quality education to parents, students, educators, clinicians, and community members. The series is presented by The Parent Venture, a 501(c)(3) nonprofit organization on critical issues—mental health, substance use, social media, college admission, and more—that impact the health, safety, and well-being of children and teens.
- Partner organizations, which include Project Cornerstone, Fair Oaks Community Center, Sequoia HealthCare District, Redwood City Together, StartUp:Education, Facebook, the Chicana/Latina Foundation, LIBRE, Familias Unidas, StarVista, OneLife Counselling, KARA, Friends for Youth, Freedom Center, Child Mind Institute-CMI, CZI (Chan Zuckerberg Initiative) , the Sobrato Foundation, the Silicon Valley Community Foundation, John W. Gardner Center - Stanford University).



- Summer enrichment programs in partnership with BGCP, REACH, and YMCA
- PRIDE: LGTB+ Clubs
- Extended day programs BGCP, REACH, PCC, YMCA, Citizen Schools and private organizations.

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

- Restorative intervention strategies (Restorative Justice, Restorative Circles, Community Service, Research Projects)
- On campus counseling (School site counselors, Star Vista, Community Family Center, One Life Counseling)
- Student Study Team (SST) meeting(s)
- Behavior support plans aligned to the PBIS School Matrix
- Off campus counseling (San Mateo County Counseling Program, Care Solace, SPARK, Star Vista, Human Services Agency, El Centro de Libertad) Project Parent Workshop(s)
- Alternative to suspension programs (In-school suspension program, Saturday School program.)
- Homework clubs (academic tutoring)

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

- Individual Behavior and Academic Success Plans
- Mental health counseling (Star Vista, Acknowledge Alliance, Fresh Lifelines for Girls)
- Effective School Solutions services for students with active IEPs who qualify for Mental Health services.
- County Mental Health - BHRS for students who qualify for Mental Health
- Drug and Alcohol Programs (Star Vista Insights, El Centro de Libertad)
- Anger Management Programs (Star Vista Insights, El Centro de Libertad)

- Life Moves
- RCPD Truancy Abatement District
- SMCOE SARB, MDTM and CSEC Meetings
- District Multi-Disciplinary Team Meeting(s) MDT Alternative to Expulsion:
  - Stipulated Suspended Expulsion with provisional placement at Opportunity School. A behavior and academic support plan is developed and a teacher is assigned to support the student. After one to two weeks, the student returns to the same school campus for non-mandated expulsion offenses, grades 5-8.
  - Stipulated Suspended Expulsion with provisional placement at Opportunity School, student 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.

### Coronavirus (COVID-19) Conditions

We realize that we are currently in a year that is presenting challenges local educational agencies (LEAs) have never encountered.

#### **COVID-19 Conditions**


The Redwood City School District pivoted to serve students and families from in person workshops and meetings to virtual conferencing following the San Mateo County Health and the San Mateo Pandemic Recovery Framework for Schools. This includes family workshops, professional development training, parent education webinars, Committee meetings, Board of Education Meetings, Student Study Team Meetings, and SARBs. After gathering restrictions are lifted, the workshops and family meetings will return in person with an option for families to access these training opportunities virtually as well.

Mental health services are offered virtually for students through our various partnerships. After the County of San Mateo started moving to a less restrictive tier, some services were provided in person following the Four pillars included in the San Mateo County Office of Education's Pandemic Recovery Framework for Schools. Once COVID-19 restrictions are lifted, we will continue to offer more in person support adhering to any safety measures.

Students who are suspended or expelled will receive services through distance learning as an alternative to suspension or expulsion. The district will offer these options with an opportunity school teacher. Also, when materials are needed, students and families can

safely drop off and pick up materials while meeting COVID-19 safety measures at the district office. Students with independent study may receive instruction through distance learning sessions. Students who need to quarantine, either for having a positive COVID-19 test result or for being sick, will be served through distance learning. The same applies for students who are mandated to quarantine for being exposed to a positive case.

After COVID-19 restrictions are lifted, the district will continue supporting the student and family with any transition that is to take place.



John Baker, Ed. D. Superintendent  
Reviewed/Updated 04/22



## **District Comprehensive Expulsion Plan 2021**

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

The San Bruno Park School District serves approximately 2,200 students in Kindergarten through Eighth grade. Services are provided in five 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
  - Restorative Justice
  - PBIS
  - Fagen, Friedman, and Fulfrust 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.
  - District and site administrators trained on the legal requirements of student discipline including suspension and expulsion criteria
  - Handle with Care
- Multi Tiered approach to school counseling and social emotional needs by district staff.
  - 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.
  - 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 therapists to focus on peer interactions and social awareness.

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*Superintendent José Espinoza*





- 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.
  - o Star Vista Individual and group counseling
  - o School counselors
  - o Counseling interns
  - o Care Solace guides the transition to mental health services by coordinating care across school and community members.
  - o Mental Health Staff
  - 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
    - Threat Assessment Protocol
  - o Academic Interventions (MTSS)
    - 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 provided in a setting other than the general education classroom.
    - Homework Club
    - After/Before School Tutoring

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*Superintendent José Espinoza*





- 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.

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 attendance at Gateway Community School through SMCOE.

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

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

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

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

- 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
- Co-Teaching
- Trauma Informed practices

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*Superintendent José Espinoza*



### **Gap #2**

**Insufficient counselor staffing at all school sites to implement a tiered intervention.**

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

- Increase the hours for tier 1 and tier 2 counseling supports at all school sites. 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 sites 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 student.
  - School Principal's will communicate with parents about the school's process for behavioral interventions. This includes a positive behavior support system, school expectations, and what constitute "other means of correction".
- Develop and publish a brochure outlining the district MTSS.
- 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.

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*Superintendent José Espinoza*



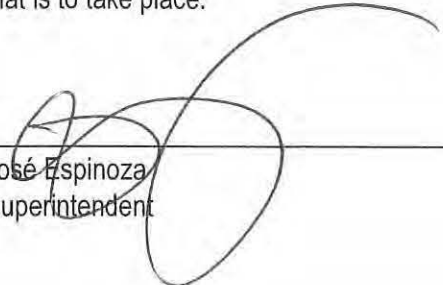


**COVID-19 Conditions**

The district has moved many of the workshops and family meetings to virtual conferencing to meet the limited gathering restrictions. This includes family workshops, professional development training, SST's and SARB's. After gathering restrictions are lifted, the workshops and family gatherings will return to in person with an option for virtual since this option allows families to attend while meeting other commitments.

Mental health services are offered virtually for students through our various partnerships. Once COVID-19 restrictions are decreased, we will offer these supports in person adhering to any safety measures.

For students who offered independent study or home teaching as alternatives to expulsion, the district will offer these options with distance learning. Students and families can safely drop off and pick up materials while meeting COVID-19 safety measures. Students on home teaching may receive instruction through distance learning sessions. After COVID-19 restrictions are lifted, the district will support the student and family with any transition that is to take place.

  
\_\_\_\_\_  
José Espinoza  
Superintendent

5-12-21  
\_\_\_\_\_  
Date

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*Superintendent José Espinoza*



# SAN CARLOS SCHOOL DISTRICT

Michelle Harmeier, Ed. D., Superintendent  
Hans Barber, Assistant Superintendent  
Christine Gong, Chief Financial Officer

1200 Industrial Road, Unit 9  
San Carlos, CA 94070  
Voice: (650) 508-7333  
Fax: (650) 508-7340  
www.scsdk8.org

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## Plan for the provision of Educational Services to Expelled Students

### Brief Description of the San Carlos School District

The San Carlos School District serves most of the city of San Carlos. There are approximately 2,900 students, preschool through 8th grade. Services are provided to students enrolled in the four elementary schools (k-3), two upper elementary schools (4/5), two middle schools (6-8) and one Early Learning Center (LEAP Preschool).

### San Carlos's Whole Child Learning & Development Framework

The San Carlos School District provides an innovative and engaging learning experience that fosters the development of the Whole Child to ensure all students are well prepared for success in the 21st Century, as evidenced by:

- Reaching their highest academic, social, emotional, intellectual, and physical potential;
- Becoming problem solvers, critical thinkers, risk-takers, designers, collaborators, and innovators; and
- Developing into contributing, empathic citizens and leaders who are responsible stewards of their world and care about equity and justice, both locally and worldwide.

SCSD has had a long history of focus on the “whole child,” the notion that learning needs to go significantly beyond the traditional basic subjects and cover areas such as music and the arts (fine arts, theater, etc.); sustainability; physical, social, emotional wellness; leadership skills and community involvement; and communication and collaboration skills. Students are encouraged to examine their own thoughts and actions and be sensitive to others’ feelings and needs. Within the context of guided activities and peer feedback, children acquire the tools to be successful within the interpersonal domain, as well as to develop personal resiliency and awareness in the intrapersonal domain.

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

#### District Wide Interventions

- Restorative Practices training for all staff - including teachers and classified staff
- Restorative & Community Circles facilitated regularly in classes
- Focus and Professional Development on Equity and Inclusive Practices
- Staff training in conflict resolution, classroom management, Handle with Care, and positive behavior support
- PBIS Support Systems
- Behavior Incentive Systems
- “Care” teams at each school site made up of psychologist, administrator, school counselor, and LMFT interns to identify and provide early support to students struggling with mental health concerns.
- School site programs administered by the district (“SMARTE”) and Sports.
- Wellness coordinator supports district-wide initiatives including drug-alcohol education, internet safety, suicide prevention, anti-bullying, and the development of healthy habits.
- Friendship/social groups for identified students led by school counselor
- Year-long character development program in all classes - school wide character trait/Life Skill of the month
- Implementation of SEL curriculum in each classroom by teachers and school site counselors.
- School rules/expectations posted in classrooms and websites, reviewed in classes
- Parent/teacher/student/administrator collaboration (SST/IEP/general meeting) to identify needs and develop individualized behavior plans
- Expectation handbook is shared during class with every student and parent



- Community based Tutoring Programs
- Intervention Team meetings to discuss student behavior, academic needs, and progress
- Teacher-specialist meetings to discuss student progress and behavior
- Counselors, Assistant Principals, Staff trained on Trauma Informed Practices
- Circle-Up and Inclusion Counts Activities for staff and community- Including: Diversity, Equity, Inclusion, Conflict Resolution, Restorative Practices
- Clear and responsive communication and partnership with parents
- Care Solace Counseling Resource
- Kognito training for Staff and Kognito Friend to Friend training for Middle School Students
- In house suspension takes place in the office where students are provided with academic work and counseling intervention

**Community Agency Partnerships**

- 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 Chair of the County SARB by reviewing specific cases, coordinating access with community resources, and identifying underlying issues impacting school attendance. Once San Carlos School District has exhausted all of their 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.
- School Resource Officer support (on-call) and student-centered practices- San Carlos School District continues to build an ongoing and strong partnership with the San Mateo Sheriff’s office.
- Outside Partnerships and Resources include; San Mateo County Office of Education, One Life, Sequoia Health Care District, Healthy Cities, and the San Carlos Education Foundation.

**Covid -19 Considerations**

In accordance with pandemic health guidelines the district has moved professional development, staff meetings, and team meetings (including IEPs, SSTs, SARB’s and parent education) to virtual conferencing in order to align with the limited gathering restriction. After gathering restrictions are lifted, the district will return to in person with an option for virtual as this has increased attendance and for staff and families.

Mental health services have been offered both in person and virtually based upon individual student need and availability. Mental health services continue to be offered through the MTSS system for intervention.

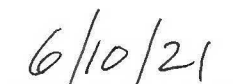
Behavior services have been offered to families and teachers virtually throughout the school year. As restrictions are lifted, services will transition to in-person in alignment with safety guidelines.

Traditionally, San Carlos School District has not had to expel many students. As an elementary district the options for educational placement of expelled students is 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:

- Suspended expulsion with placement on the same campus.
- Suspended expulsion with placement on another school campus within the District
- Expulsion or suspended expulsion with placement in a Home Instruction Program under the supervision of a credentialed district teacher or substitute teacher
- Expulsion or suspended expulsion with referral to another public school district or private school
- Expulsion or suspended expulsion with referral and placement in a community program offered any other school district in San Mateo County.

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

  
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 Michelle Harmeier, Superintendent

  
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 Date





### **Brief Description of the San Mateo-Foster City School District**

San Mateo-Foster City School District (SMFCSD) serves approximately 11,218 students in Preschool, Transitional Kindergarten through grade 8. Students are served in 16 elementary schools, 3 middle schools and 2 K-8<sup>th</sup>/Preschool-8<sup>th</sup> grade schools.

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

Since the 2018 Expulsion Plan, SMFCSD has not had any student expulsions.

Should there be a need for an expulsion; California Education Code requires that districts ensure an educational program for expelled students for the period of their expulsion. San Mateo-Foster City School District provides the following per Board Policy 5144.1:

- District staff shall enforce the rules concerning expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.
- Except when a student's act violates Education Code 48900 (a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when the student's presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct.
- Students may be placed at another District school for suspended expulsions of non-mandated expulsion offenses
- Students are placed in the District's Alternative Education Program for mandated or non-mandated expulsion offenses for the term of their expulsion. The Alternative Education class is taught by a credentialed teacher and under the supervision of a District administrator. Accommodations are made for students with Individual Education Plans (IEP).
- COVID-19 Conditions-
  - In addition to the items listed above regarding COVID-19, the District's Alternative Education teacher is funded through monies described in the District's Learning Continuity and Attendance Plan. This teacher is able to provide both individualized and/or group instruction to expelled students through distance learning platforms. If an expelled student has an IEP, the

teacher works with the student's case manager to ensure that the conditions of the IEP are upheld.

### **Site/District Interventions to Support Positive Student Behavior to Deter Students from Suspension and Expulsion**

Ultimately, the best way to serve all students, especially those who may be engaging in risky behavior that could lead up to an expulsion, is to have varied "safety nets" in place so that students do not engage in expellable behaviors.

In order to best support students, schools and/or the District implement the following interventions (include but not limited to):

#### Communications

- Student/Parent Handbooks including school expectations for behavior
- Beginning of the year assemblies regarding expectations
- Regular communication to parents regarding expectations, school and district information

#### Data Analysis (Academic, SEL and Survey Data) and Programming Options

- Academic progress monitoring through progress reports, grades, formative and summative assessments
- Social-emotional and behavior monitoring through referrals to Counselors and Administrators
- Use of the California Healthy Kids Survey (CHKS) that has been administered yearly since 2018. The data from the CHKS is used by School Administrators to gauge LCAP progress and the overall climate of the school as well as by school counselors and TUPE staff to monitor student welfare and health. Since the survey is completed online, it can be administered when school is conducted in person or virtually.
- During COVID-19, the Education Services Department conducted a survey to 3rd-8th grade students regarding their experiences during full time distance learning (FTDL).
- Use of tiered support systems
- Use of Student Study Teams
- Use of Care Teams
- Provision of Individual Education Program (IEP) as needed
- Provision of 504 Plans as needed
- Provision of Behavior Plans as needed

### Counseling

- 14 Elementary School Counselors/Therapists and 12 Middle School Counselors are available to meet with students.
- All elementary schools have an assigned Counselor/Therapist and middle schools have 3 Counselors at each school.
- 7 Counselor Interns are located at elementary schools.
- 4 Youth Services Bureau School Safety Advocates provide support at each middle school.
- Counselors serve as site homeless/foster youth liaisons so that they can quickly assist students and families in need.
- During COVID-19, all counseling staff regularly met with students virtually. As students return to school, in person sessions will resume.

### Restorative Practices

- Use of community building and/or content circles by Teachers, Counselors and Administrators

### Attendance Accountability

- Site: Attendance meetings or School Attendance Review Team (SART) meetings are held after 3-6 unexcused absences to address attendance concerns with parents. During COVID-19, teachers/school staff reached out to students and parents after 3 absences to understand barriers to attendance. Meetings were held virtually and when possible, in person.
- District: School Attendance Review Board (SARB) meetings with parents/students (middle school only) that emphasize providing support to families and an actionable plan to improve attendance. Students/families who have attended SARB meetings are monitored for one month after the meeting to ensure improved attendance. During COVID-19, meetings were held virtually. As students return to school, we will have the flexibility to hold meetings in person or virtually, depending on the availability of the family.
- County: School Attendance Review Board (SARB) is initiated when all school/district interventions have not yielded improved attendance. 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 Chair of the County SARB by reviewing specific cases, coordinating access with community resources and identifying underlying issues affecting school attendance.

### Community Partnerships (parent education, family support, counseling, drug use intervention)

- The Parent Project: A 12-week parent education program that focuses on appropriate ways to discipline, prevent or stop alcohol, drug and tobacco use, improve communication skills and improve grades and school attendance
- Behavior Health and Recovery Services (BHRS)-student and/or family counseling
- Star Vista-student and/or family counseling
- Parent Education Nights
  - San Mateo-Foster City SD, San Mateo Police Department, Breathe California, Stanford Tobacco Toolkit Staff have presented information on vaping and the risks for adolescent brain development
  - San Mateo-Foster City SD partnering with San Mateo Union High School to provide parent education regarding appropriate ways for parents to speak with their children regarding substance use
  - San Mateo-Foster City School partnering with Stanford Tobacco Toolkit Staff to provide parent education on risks of tobacco use in youth
- Care Solace-referrals to community mental health supports
- YMCA First Stop-accepts referrals for students who have been caught at school using drugs/alcohol
- Health Right 360-referrals for students needing drug cessation

### Curriculum

- Sexual Health
- Tobacco Use and Prevention Education (TUPE)
  - 4th grade curriculum (Too Good for Drugs)
  - 6th grade-Peer learning from 7th/8th graders about the risks of tobacco use
  - 7th grade School Assembly on the risks of tobacco use. During COVID-19, students received information via an online platform (provided by Breathe California-a community partner)
  - 8th grade curriculum (Project Alert/Stanford Tobacco Toolkit)
- Second Step-Social Emotional Learning for all students which includes lessons delivered by Classroom Teachers/School Counselors

### Professional Development

- Trauma-Informed Practices
- Student Threat Assessment training for Administrators/school teams
- Student Suicide Risk Protocol training
- Tobacco education training for PE/Science Teachers
- Sexual Health education training for Science Teachers

- SEL training
- Restorative Practices

Additional Alternatives to Suspension (ATS)

- For first time tobacco related incidents, families have the option to enroll their child in an educational module called Taking Down Tobacco with 8 weeks of follow up support
- Restorative Conferences is an option for students to repair any harm done when a conflict occurs. During these sessions, students and when appropriate, parents are brought in to discuss an incident and to find ways those students can experience resolution, peace and/or safety regarding the situation.

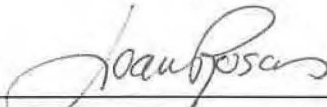
**Identified Gaps and Plan for Improvement for 2021-2022**

GAP #1-Address inconsistent understanding by all stakeholders (students, parents and staff) of Education Code and District policies/expectations regarding the use of alternatives to punitive discipline measures.

- A District Discipline Matrix is being finalized in order to be implemented uniformly District-wide. This document includes tiered interventions, California Education Code references as well as messaging regarding alternatives to punitive consequences. (This process was interrupted due to COVID-19 and will resume as students return to school.)

GAP #2- Address disproportionality of students within certain groups related to discipline violations.

- All staff will review the District Discipline Matrix.
- All staff will review data during regularly scheduled meetings to understand where and why violations are occurring in order to determine next steps.
- Training on Restorative Practices will continue.
- Site Administrators are participating in Diversity, Equity and Inclusion work district wide and will share that information at their sites.
- District level Comprehensive Coordinated Early Intervening Services team has started to address disproportionality concerns in regards to students with IEP's.

  
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 Dr. Joan Rosas, Superintendent



San Mateo Union High School District  
650 North Delaware Street  
San Mateo, CA 94401-1732  
April 27, 2021

Brief Description of San Mateo Union High School District: The San Mateo Union High School District serves approximately 9400 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 2018 Plan: There were no gaps identified in the 2018 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 continuation 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.
2. *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

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

for students who have demonstrated 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 or 504 plan must be reviewed and approved by the Director or Assistant Director of Special Education. All student petitions 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, or via a weekly virtual meeting. 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 they need a seat-time program will be referred to the San Mateo County Office of Education - Gateway.

3. *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 - Gateway.

A student is referred to the San Mateo County Court and Community Schools with the expectation that they will return to a comprehensive high school, continuation 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 their individual educational needs. Options include:

- Full-day seat time
- Program with direct 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 their term of expulsion, a student re-entering the District is referred to a comprehensive high school, continuation school, or adult school to complete their 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.

4. *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 (1-3). 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 (Level I);*
2. *Special Education Students – specifically those in need of Specialized Academic Instruction services; and,*
3. *Mental health concerns that exceed the school site program’s ability to serve the student.*

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 or continuation high school with needed services with strict guidelines [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); and, (4) referring to alternative programs [Middle College or Independent Study].

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, Coordinator of Mental Health, (6) site lead Mental Health Counselors, and (22) Mental Health Therapists;
- School Attendance Review Board (SARB);
- Guided Studies classrooms that include counseling support and restorative practices;
- Alternative to Suspension program that includes a therapeutic component centered around the practice of Restorative Justice;
- Vaping and Prevention Education - two sessions addressing education around vaping prevention;
- Substance Use Program - four session series of Tier II intervention for students referred for discipline, staff referral, parental referrals, or self-referrals. An alternative to suspension program, but also used in conjunction with intervention and alternatives. 12 hours of instruction in 6 sessions led by trained district therapist;
- *Bark for Schools* severe alert system;

- Brief Intervention counseling for substance, sexual consent or harassment with mental health counselor;
- Trained administrators, counselors and wellness counselors;
- 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;
- No contact contracts;
- SMCOE Threat Assessment Protocol Levels I and II;
- Universal Screener for all students to assess mental health needs;
- Alternative Placement Committee;
- Adult Education Panel;
- Panorama Survey assessing social emotional needs of our students;
- 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 partner schools for early identification of under-resourced students; including use of the Universal Screener Data for early identification;
- Incident Review Conferences/Formal Reprimand Contracts;
- Cyberbullying Prevention and Education series led by SMUHSD Wellness Counselors;
- Implementation of Anonymous Alert Safety app for all students; and,
- Title IX training.

*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;
- Tiered progressive discipline consequences (detentions, Saturday School, no-contract contracts, in-house suspensions, school/community service, home visits, school level contracts, alternatives to suspension, District Formal Reprimands Contracts, voluntary and involuntary transfers, expulsions, etc);
- Attendance monitoring, including Levels I and II letters and attendance meetings;
- Restorative Justice Conference and training;
- Faculty/Staff/Student Mentors;
- Dangerous Student Notification - School Safety Bill;
- Focus on school climate issues such as anti-bullying, cyber-bullying, tolerance, harassment, conflict resolution, stress management and sexual consent training through:
  - Classroom presentations
  - School-wide assemblies/campaigns
  - Staff development

- Restorative Justice Circles-Guided Studies Classes
- FLY Program - Free Lifelines for Youth
- School Resource Officers
- SMCOE Threat Assessment protocol Levels I and II; and,
- Anonymous Alert Safety app.
- Counseling support
  - Mental Health Support on-site;
  - Manager of Mental Health Program;
  - Coordinator of Mental Health;
  - Lead Site Mental Health Therapists;
  - Mental Health Therapists;
  - CareSolace partnership for referrals to outside agencies and support;
  - MFT/PPS Interns;
  - MFT trainees;
  - CareSolace referrals to third party support and counseling;
  - MTSS;
  - MTSS SMUHSD Coordinator;
  - Student Intervention Team meetings to assess MTSS response;
  - Low counselor/student ratios;
  - On-campus support groups led by Mental Health Therapists and counselors;
  - Coordination/articulation with community based agencies, including mental health support for special education students;
  - Counselor classroom presentations: stress management, anti-bullying; and,
  - 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;
  - E-College Program;
  - Wellness referrals;
  - Site office hours, tutorials, and advisories;
  - Homework centers- tutors;
  - English and Algebra support classes;
  - English Language Development Classes;
  - 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; and,
  - Summer School.
- Parent/Guardian Outreach, Support and Education
  - Family Engagement Coordinators;
  - Parent Groups;



- Parent Connect instruction from wellness staff;
- Canvas;
- Aeries Parent Portal;
- School Websites and District website;
- Parent Square for communication;
- School Resource Officers (SROs);
- Parental involvement in Substance Use Program (SUP); and,
- SARB meetings.

Identified targeted areas for improvement over next three years:

- MTSS structured at Tiers I, II, and III
- Updated bulletins regarding: Hate Incidents, Bullying/Harassment,
- Anti-racism training for staff, 2021-2023
- Sexual Consent and Harassment Prevention training for students

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

1. Mental Health Program: For over five years, San Mateo Union High School District has implemented an expanded mental health program. Each school has at least three or more Wellness Counselors to provide counseling, consultation, professional development, parent support and crisis intervention for all students on site. The Manager of Mental Health and Coordinator of Mental Health provides additional levels of support and management, 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 build capacity to address student mental health needs more effectively and efficiently. Our student'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 to 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: SMCOE assessment protocols used district-wide 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.
9. Bark for Schools: *Bark for Schools is a student and school safety product that detects potential problems across G Suite to help protect students.*
10. Updated bulletins related to Hate Incidents and Bullying
11. Title IX Website and training from County Counsel: *SMUHSD revised methods for reporting Title IX complaints and uniform complaints. In addition we updated the websites to make it more accessible to students and families.*

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 Panel consists of administrative representatives from the District Office, each of the six comprehensive high schools, the continuation school, District Program 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
- Participation of Court and Community staff SMUHSD on the District Re-Entry Panels
- Student Services Administration Council meetings
- SARB Meetings attended by Director of Student Services
- Coalition of Safe and Supportive Schools representative

Professional Development from SMCOE used by SMUHSD

- Youth Mental Health First Aid
- Trauma Informed Classrooms
- Restorative Justice
- RESPECT! 24/7
- Commercial Sexual Exploitation of Children (CSEC)
- Student Threat Assessment
- Suicide Prevention

COMMUNITY PARTNERSHIPS from San Mateo County

Partnerships can include mental health counseling, alcohol and drug intervention, parenting classes, mentoring programs.

- Behavior Health and Recovery Services (BHRS)
- Star Vista
- Fresh Lifelines for Youth
- HealthRight 360

San Mateo County 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 Chair of the County SARB by reviewing specific cases, coordinating 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 interventions that focus on the family as a whole, not just the student.

COVID-19 Conditions

The district has moved many of the workshops and family meetings to virtual conferencing to meet the limited gathering restrictions. This includes family intakes, re-entry meetings, professional development training, SSTs, SARBs, Incident Review Conferences (IRCs), Formal Reprimand Contracts, and all other site/district led intervention meetings. After gathering restrictions are lifted, student meetings, student educational interventions, parent workshops and family meetings will return to in-person with an option for virtual since this option allows families to attend while meeting other commitments. Most after-school interventions hosted at

the district office will continue to be offered virtually, but students could opt for in-person interventions if they desire that option.

Mental health services are offered virtually for students through our various partnerships. Once COVID-19 restrictions are decreased, we will offer these supports in-person adhering to any safety measures.

For students who offered independent study or home teaching as alternatives to expulsion, the district will offer these options with distance learning. Students and families can safely drop off and pick up materials while meeting COVID-19 safety measures. Students on home teaching may receive instruction through distance learning sessions, and must adhere to the independent study guidelines for attendance. After COVID-19 restrictions are lifted, the district will support the student and family with any transition that is to take place.



\_\_\_\_\_ Date \_\_\_\_\_

Dr. Kevin Skelly  
Superintendent, SMUHSD

# SEQUOIA UNION HIGH SCHOOL DISTRICT

480 James Avenue  
Redwood City, CA 94062

Crystal Leach  
Interim Superintendent

## Countywide Plan for Provision of Education Services to Expelled Students 2021 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 five distinguished comprehensive high schools (Carlmont, Menlo-Atherton, Sequoia, TIDE Academy, and Woodside), a dependent charter school (East Palo Alto Academy), and a comprehensive 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 three independent charter high schools (KIPP, 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 positive behavior expectations reviewed with students at each school site, annually
- Parent Outreach for involvement and support
  - Email, robo calls, PTA/Foundation, School Site Councils, Parent Liaisons, etc.
- Intervention team approach:
  - Schools offer intervention teams, consisting of administration, teachers, special educators, psychologist, parents, and students
  - 504 and SST teams consider supports and interventions for students based on social, emotional, or academic difficulties
- Crisis response teams/plans: these include Student Harm Policies and Schoolwide Crisis plans (death of a student, disaster, etc.)
- Coalition of Safe Schools & Communities' Level I/II Student Threat Assessment
- Restorative justice practices
- Counseling, mental health, and overall wellbeing support
  - Student support groups
  - Coordination and referrals to partner and community agencies
  - Mental Health Support Staff at each site to assist with supports and services
- Providing chronic absence prevention and attendance interventions
- 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 agreements and behavior monitoring systems
- Referring students to the Welfare & Attendance Office for those returning from expulsion/incarceration to bridge the transition back into appropriate school site placement for success
- 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 as alternative learning pathway
- 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
- Detailed student services presence on district website connecting students and parents directly to site and community resources
- Re-admission hearing panel to evaluate compliance of Readmission Plans
- Kognito online mental health training
- For incoming 9<sup>th</sup> grade students:
  - Identifying Student Needs as they Transition to High School - in collaboration with feeder schools and districts, identify student needs as they transition to a district school in order for student supports to be implemented upon arrival (little to no delay).
  - 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 9th 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 involvement, on substance abuse and anger management 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 re-designed in collaboration with the San Mateo County Office of Education (SMCOE) to make final modifications for implementation across the district school sites. This will allow SUHSD to partner with SMCOE to coordinate access with community resources and identify 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 in order to monitor student progress for successful return to learning environment
- Case management of expelled students by the Welfare and Attendance office during the term of expulsion
- 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:

- Center for Youth Mental Health and Wellbeing
- Stanford Department of Psychiatry & Behavioral Sciences
- Stanford University School of Medicine
- Lucile Packard Children's Hospital, Stanford
- 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 (LIP & SWAG)
- One East Palo Alto
- Youth Empowerment Strategies for Success (YESS)

*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 are not limited to:

- SB390 Campus Security
- 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
- Multi-Tiered System of Supports (MTSS)
- Social Emotional Learning (SEL) Task Force
- National School Counseling Leadership Conference
- 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 Readmission 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 school from which the student is being expelled) or to the continuation school or Adult School. A Readmission Plan is implemented and the student is expected to complete all requirements during the term of the suspended expulsion.
3. *Stay of Expulsion Stay Order:* A stay of expulsion order is based on a signed agreement between the district and the parent/guardian to bypass the expulsion hearing process. The agreement is in plain language and understandable to the parent (and translated if necessary). The parent/guardian must be informed of the student's right to an administrative hearing panel and a copy of the district's board policy and administrative regulations governing expulsion proceedings must be provided in the event the parent/guardian decides not to proceed with the stay of expulsion order agreement. The parent/guardian must voluntarily agree to the stay of the expulsion order, which includes agreeing to the duration of the order, the alternative placement, and the Readmission Plan. If the student does not comply with the terms and conditions of the Readmission Plan, the expulsion is enforced and extended for a longer period of time. Or the Stay of Expulsion Order is extended for an additional semester.
4. *Enrollment in a Non-Public School or District's Satellite Program:* expelled students who receive Special Education services under an Individualized Education Plan (IEP) may be referred to a non-public school at the District's expense or the Satellite Program 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 2018 Update:



I. Lack of alternatives for expelled students with severe special education students (ED, conduct disorder)

Strategies for Filling Gaps in Educational Services to Expelled Students: Since 2018, SUHSD has placed a tremendous amount of resources (staff, contracted services, etc.) towards improving interventions for prevention of student suspensions and expulsions. As such, SUHSD expulsions have plummeted from nine (9) in 2018 to zero (0) in 2019 and 2020 school years. In the rare case that a student may be expelled in future school years, it is still important to fill the gap in educational services as identified. Thus, SUHSD will continue to work closely with SMCOE to identify and implement strategies to meet the educational needs of Special Education students at the Court and Community School. If these needs cannot be met, consideration is given to non-public school placement.

Support for Students Returning from Expulsions/Incarceration: The Welfare and Attendance Coordinator facilitates an intake meeting with appropriate site staff to support a smooth transition and to prevent gaps in education in the return to district schools. Student transcripts, IEPs, 504s, discipline and attendance records are issued to sites prior to intake meeting. Transitional services have been implemented for students returning from the County's Community School or from incarceration. All schools are collaborating with Acknowledge Alliance (as contracted) 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.

Coronavirus (COVID-19) Conditions: Suspension and expulsion are not practical during distance learning, however, discipline incidents are still investigated and addressed by administration. Upon completion of investigations, administrators consider whether remote discipline options exist, such as requiring the student to write a letter of apology to appropriate students/staff. Aforementioned interventions at school sites and/or the district are implemented during distance learning due to the Coronavirus pandemic. As more students have begun transitioning to in-person learning (hybrid), and the eventual full return to being on campus, SUHSD is placing an emphasis on Social Emotional Learning supports. This will support students in accessing the service delivery of learning, whether it be distance learning, Independent Study, hybrid, or on campus/in-person learning.

Due to small size classes, expelled students are able to attend in-person instruction at the San Mateo County Office of Education Court and Community School. Students are provided with chromebooks, hotspots, and all necessary equipment to engage in virtual or in person learning. The Welfare and Attendance Coordinator works collaboratively with the Community school to ensure that students are on track to meet all conditions of Readmission Plans.



Crystal Leach (Apr 20, 2021 13:23 PDT)

Crystal Leach

Interim Superintendent

Reviewed/Updated: April 14, 2021

# SUHSD Plan to Serve Expelled Students 2021 Update

Final Audit Report

2021-04-20

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## **SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT OFFICE OF STUDENT SERVICES**

398 B Street, South San Francisco, CA 94080-4423  
(650) 877-8744 / Fax (650) 583-4717  
[www.ssfusd.org](http://www.ssfusd.org)

### **Plan for Provision of Educational Services to Expelled Students 2020-2021**

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

The South San Francisco Unified School District (SSFUSD) serves approximately 8100 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.

Our Governing Board is committed to providing a safe, equitable, supportive, and positive school environment which is conducive to student learning and to preparing students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

The SSFUSD recognizes that to maximize the learning potential of each student the school environment should be characterized by positive interpersonal relationships among students and between students and staff. Every student, pre-school through adult, has the right to earn an education in a safe, equitable, respectful, and welcoming environment. Every educator has the right to teach in an atmosphere free from disruption and obstacles that impede learning. To that end, the District is committed to helping schools develop systems of support and intervention that focus on meeting the academic, social, and emotional needs of students.

SSFUSD is committed to equity throughout the district and in our community. Our support structures and programs are implemented and shaped through the lens of systematic and systemic engagement. As we endeavor to provide meaningful experiences for our students, we prioritize data-driven collaboration and action planning. Disaggregating and analyzing our data enables us to identify disciplinary and instructional disparities among our diverse student groups, and to determine the root causes of such disparities. This data-driven approach allows us to work collectively and engage in professional learning opportunities to effect positive change.

The responsibility for fostering desirable standards of conduct in SSFUSD is shared by the Governing Board, administrators, teachers, support personnel, parents and students alike. The Governing Board has adopted uniform policies and procedures for student conduct and discipline with the goal of promoting a school atmosphere conducive to learning and to the safety and welfare of students and school staff.

## 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 equitable, 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

#### Positive Attendance Support

- Meetings and phone conferences with parents to discuss attendance patterns
- Phone messages and email sent to keep parents informed about daily attendance
- Letters with positive messaging and infographics to assist parents and students with understanding the value and importance of attending school
- Home visits

- SST meetings with teachers and staff to discuss student attendance
- School Attendance Review Team (SART) and School Attendance Review Board (SARB) Meetings
- Student Success Plans and SART/SARB attendance contracts (reviewed and signed by parents and students during meetings)
- Our chronic absenteeism and truancy protocol provides multiple levels of communication and interventions to support positive attendance.

#### 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 Suspension Program
- 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, Referral Services & Resources

- Youth Services Bureau (YSB) of the YMCA
- Fresh Lifelines for Youth (FLY)
- Peninsula Family Services
- StarVista
- Human Services Agency (HAS) Family Resource Center
- Beacon Therapeutics
- Care Solace
- Trauma Transformed
- East Bay Agency for Children (EBAC)

- Partnership with the South San Francisco Police Department:
  1. School Liaison Officers
  2. Project N.E.A.T. (Neighborhood Enhancement Action Team) Community Service Program, Diversion Alternative
  3. Citizens Academy
  4. Police Explorers Program
- Second Harvest Community Food Bank
- SSF Boys and Girls Club

### Professional Development and Training to Improve Support for our Students

- Trauma Informed Classrooms and Systems
- Addressing School Avoidance, Chronic Absenteeism, and Truancy
- Community Resilience Model
- Mental Health Resource Providers/Partnerships
- School-Based Mental Health Collaborative
- Special Education Advisory Committee
- Homeless and Foster Youth Advisory Committee
- Positive Behavior Interventions and Supports (PBIS)
- Suicide Prevention
- Student Threat Assessment
- Respect 24/7

## II. Effective and Appropriate Consequences and Interventions

Understanding that consequences and interventions represent “teachable moments” is fundamental to a positive approach to discipline. The goal of progressive consequences and interventions is the teaching of pro-social behavior. Progressive consequences seek accountability and behavioral change. Prevention of negative behavior occurs by helping students learn from their mistakes. Essential to progressive discipline is helping students who have engaged in unacceptable behavior to:

1. Understand why the behavior is unacceptable and the harm it has caused
2. Understand what they could have done differently in the same situation
3. Take responsibility for their action
4. Be given the opportunity to learn pro-social strategies and skills to use in the future
5. Understand the progression of more stringent consequences if the behavior reoccurs

Consequences and interventions are most effective with students when they deal directly with the problem, in a way that is fair, equitable, and impartial. All District staff who are authorized to impose disciplinary actions are expected to do so in a prompt, fair and lawful manner and to place emphasis on the student’s ability to grow in self-discipline. All District staff are to assure due process for students. When choosing interventions and consequences for a student’s behavior, District staff are expected to consider the following factors:

1. Age, health, maturation and disability or special education status of the student
2. Student’s prior conduct and record of behavior
3. Student’s understanding of the impact of their behavior
4. Student’s willingness to repair the harm caused by their behavior
5. Seriousness of the behavior offense and the degree of harm caused
6. Impact of the incident on overall school community
7. Whether the student’s violation threatened the safety of any student or staff member
8. The likelihood that a lesser intervention or consequence would adequately address the violation

When students are disruptive or act inappropriately, and following consideration of the factors previously mentioned, District staff shall determine the level of consequence and intervention needed to assist the student in bringing about proper conduct. Consequences should be paired with an appropriate intervention.

### III. 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.

### IV. 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 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 a program option. 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.

#### V. 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 (if available). 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.

#### VI. Considerations and Expectations During COVID-19 Conditions

Many of our meeting interactions have been moved to virtual conferencing to meet limited gathering restrictions. This includes, but is not limited to, parent/family conferences and workshops, professional development trainings, SSTs and other instructional support, counseling consultations, and welfare/attendance discussions. After gathering restrictions are lifted/reduced, these conference interfaces may return to in-person with the continuing option for virtual, as this may assist with student and parent participation and engagement.

Mental health services are offered virtually for students through our various partnerships, including the Youth Services Bureau of the YMCA. Once COVID-19 restrictions are decreased, we may offer these supports in person while adhering to any applicable safety measures.

For students who are offered independent study or home teaching as alternatives to expulsion, the district will offer these options through distance learning. Students and families can safely drop off and pick up materials while adhering to COVID-19 safety measures. When COVID-19 restrictions are lifted, the district will continue to support students and their families with any transition necessary to ensure stability and consistency among our district programs.

SSFUSD is committed to supporting the safe and responsible use of all online and digital technologies for teaching and learning. While engaged in distance learning, all students are responsible for continuing to practice positive digital citizenship by protecting and respecting themselves, their peers, teachers, and staff. We all must understand, practice, and model positive and productive behaviors when we are online. Because a remote learning environment is still a classroom, school behavior norms and rules are to be followed just as expected in the regular educational setting/classroom.

Students are expected to follow the guidelines outlined in the District's Expectations for Student Success Handbook and in each school's student handbook. Since distance learning does not provide the opportunity to use all of the natural consequences generally used for "in-person" education, administration and faculty may utilize the following additional interventions to help the student meet our conduct expectations. Some interventions may include (but are not limited to):

1. Verbal warning / written warning (direct message, email, direct comment in chat function)
2. Student is muted or disconnected from self-video for the live instruction time.
3. Student may be directed to leave the live instruction video conference.
4. Teacher conference (phone/video) with the student and/or with parent (either in subsequent conferences or together).
5. Administrator conference (phone/video) with the student and/or with parent (either in subsequent conferences or together).
6. Participation privilege may be revoked and independent work assigned in lieu of class participation for 1-3 consecutive days/periods (to be determined by administrator).
7. Live instruction participation privilege may be revoked for a period of longer than 3 consecutive days/periods, depending upon the severity of the offense, and student placed on short-term site-based independent study.

## VII. Alternative to Suspension Program

Alternative to Suspension (ATS) is a district-operated classroom learning experience for students who are assigned to the program in lieu of serving the full duration of an out-of-school suspension. Students are under the supervision of a credentialed staff member and a program facilitator who present a curriculum that offers a proactive approach to instilling the skills, habits, and behaviors necessary to be successful in school and life. The ATS program provides activities that help youth resolve conflicts and minimize negative behaviors that may lead to suspension and hinder academic and personal success. ATS aims to help students improve their decision-making skills, develop a positive attitude about school, and improve their relationships with others.

The primary goal of ATS is to replace out-of-school time served at home with an alternative structured program that addresses underlying causes of behavior and increase school success upon re-entry.

### Program Objectives:

- Increase awareness of the cause(s) of suspension
- Improve decision-making skills
- Identify a supportive school staff member to encourage a positive re-entry to campus
- Explore drug/alcohol/substance use education and intervention (if applicable)
- Create a plan (tutoring, after school program, mentor, counseling, etc.) to:
  - Increase school attendance
  - Decrease disciplinary incidents
  - Increase overall success in school

ATS is a six-hour day program where restorative justice practices are offered to support students with sorting through circumstances that resulted in their disciplinary consequences. The purpose of ATS is for the student to turn their suspension into an opportunity for learning and growth.

Students who receive 1 to 3-day suspensions are eligible for ATS by referral of a school site administrator. At the discretion of the school site administrator, students may serve the first day at home and then opt to attend Alternative to Suspension for one day in lieu of serving the remainder of the suspension.

A day in the ATS program consists of group-based activities to help students address both the disciplinary incident that caused the suspension and to reflect on their educational progress and engagement in school. Students in the ATS program participate in group workshops that encompass a wide range of issues associated with at-risk behaviors and that focus on their particular needs. The program's topics may include stress and anger management, responsibility, conflict/problem-solving, relating to authority figures, personal organization, self-esteem, violence, bullying, and drug and alcohol abuse.

#### VIII. Alternative to Expulsion Intervention Program

Although students receive academic instruction while placed in the Community Day School program or other alternative options, 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 nine school years including our most recent cohort of students in December 2019 (the program remains on hiatus for the current school year due to COVID-19 conditions). The program has served 135 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 session (August and December), and in some cases three session (August, December, March). We also have the capacity to utilize up to four quarterly sessions (August, October, December, March) if needed.

#### IX. Transitions to Regular Programs

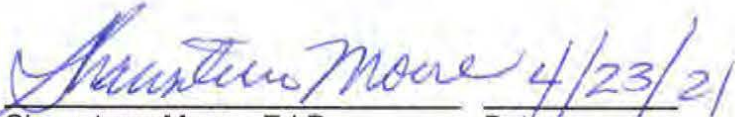
Upon completion of a student's expulsion term, and with verification that the rehabilitation plan has been fulfilled, students are transitioned back into regular school placements. These placements may include returning to another comprehensive school site, returning to the school of origin, placement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

If a student is scheduled to participate in the Alternative to Expulsion Program, an exception may be made to allow the student to return to regular school placement prior to completion of the program and completion of the terms outlined in the stipulated agreement. In these cases, the student agrees to demonstrate satisfactory academic progress, maintain positive attendance, and demonstrate good behavior. If the student does not comply with these expectations, and/or does not complete his/her participation in the Alternative to Expulsion Program, the stipulated agreement would be considered void and full the expulsion term would be enforced. At that point, a student would be enrolled in an appropriate alternative placement option (as outlined in Sections III and IV above).

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.

X. 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.

  
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Shawnterra Moore, Ed.D.                      Date 4/23/21  
Superintendent  
SSFUSD





June 1, 2021

Steve Frank  
Superintendent

**Brief Description of the Woodside School District**

The Woodside School District serves 357 students in Transitional Kindergarten through eighth grade. Services are provided to TK-8 on the one school district site. The District has been teaching through in-person learning since early October 2020. Service delivery for post-COVID-19 conditions will remain the same.

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

1. Educational alternatives are currently available for expelled students and will continue during the next three years. The District will provide one of the educational programs listed below to a student expelled as a State-mandated local program. Students expelled for the reasons specified in the Education Code who may not be permitted to enroll in the District during the period of expulsion are eligible for placement as follow:

- 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.
- Expulsion or suspended expulsion with referral and placement in a community program offered by any other school district within San Mateo County.
- 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.
- Expulsion or suspended expulsion with referral to the San Mateo County Office of Education Community School Program.
- 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.

This plan includes behavioral intervention practices to minimize the number of suspensions leading to expulsions and minimize the number of expulsions.

Examples of these interventions include:

- Supporting students returning from expulsions using the Student Study Team (SST) process to help identify areas of need and possible interventions for reintegration.
- Maintaining an integrated Social Emotional Learning program across TK-8.
- Implementing professional development throughout the school year focusing on the social and emotional needs of students and staff. This includes training on suicide prevention, sexual harassment, student threat assessment trainings, safety,
- Using a tiered system of behavior management and intervention that includes restorative justice practices.
- Holding regular parent conferences and engaging in parent outreach to maintain positive and direct parent/staff relationships that address student needs in real time.
- Maintaining academic intervention programs that address academic concerns in literacy, including access to a reading specialist.
- Providing access to mental health and counseling support for students via the school counselor and the school psychologist, as well as Advisory programs at the middle school level.
- Establishing a staff behavior management committee that examines issues of equity and works with site administration to analyze data and highlight and address areas of practice that may disproportionately affect minority students.
- Working with the San Mateo County Office of Education to address student attendance concerns through the SARB process.
- In 2020, the Governing Board adopted AR5144.2 to further address the needs of students with disabilities in the suspension and expulsion process.

Combined, these practices are effective in providing intervention and support to students, helping to preempt and address issues that may lead to suspension or expulsion. These practices are designed to meet the needs of all students, while specifically providing opportunity for the District to engage in continuous analysis of its practices in relation to minority students and how they may be disproportionately affected by this process.

2. The Woodside School District will address gaps in educational services and strategies for filling them:

- No gaps were identified in 2018 due to no expulsions for over 15 years.

3. Identify alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or pose a danger to other district pupils as determined by the Governing Board:

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

1. Appropriately prepared to accommodate students who exhibit discipline problems
2. Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at any of these
3. Not housed at the school site attended by the student at the time of suspension (cf. 6158 - Independent Study) (cf. 6185 - Community Day School) When the placement described above is not available and when the County Superintendent so certifies, students expelled for only acts described in items #6-12 under "Grounds for Suspension and Expulsion: Grades K-12" and items #1-3 under "Additional Grounds for Suspension and Expulsion: Grades 4-12" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915) The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

Sincerely,



Steve Frank  
Superintendent