



San Mateo Union High School District

Countywide Plan for Provision of Services to Expelled Students

2015 Update

Brief Description of San Mateo Union High School District: The San Mateo Union High School District serves approximately 8,200 students in grades 9 through 12. Services are provided in six comprehensive high schools, one middle college program, one alternative 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 2009 Plan: There were no gaps identified in the 2009 San Mateo Union High School District plan.

Educational Services Currently Available for Expelled Students: At the time of an expulsion or suspended 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 options¹:

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

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

¹ Education Code Section 48915 (f)

- Full day seat time program with direct instruction in coursework designed to meet County or District graduation requirements
- Independent Study program with instruction in coursework designed to meet County or District graduation requirements
- Preparation towards completion of the CHSPE or GED

Upon completion of his/her term of expulsion, a student re-entering the District is referred to a comprehensive high school, alternative school, or adult school to complete his/her high school graduation requirements and is eligible to receive a diploma from the new school of residency. A student returning from the County Court and Community School Program who has completed all graduation requirements as required by the San Mateo Union High School District, may petition to receive a “District diploma”. Students are not required to return to the District and may, upon approval of the Court and Community staff and District administration, petition to remain with the County programs. Extended placements are reviewed each semester.

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 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 must be reviewed and approved by the Director of Special Education. All students petitioning for an Independent Study option must meet weekly with a certificated District instructor who oversees the educational program at a classroom located on the San Mateo Adult School campus. If accepted, the student must comply with all terms of their rehabilitation plan and Independent Studies contract. A student not meeting these terms or who feels that he/she needs a seat-time program will be referred to the San Mateo County Office of Education.
3. *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 is being expelled) or to the alternative high school or adult school program. A Rehabilitation Plan stating conditions of the suspended expulsion shall accompany the student during the probationary enrollment under the suspended expulsion.
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. This option will be subject to approval through the IEP process and must be approved by Director of Special Education.

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

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

Strategies for Filling Gaps in Educational Services to Expelled Pupils: The District will continue work with the County Office of Education to identify strategies to meet the needs of these students. During the past three-years, the San Mateo Union High School District has addressed these issues by (1) suspending the expulsion and placing in a comprehensive high school with needed services [ELD and special education students]; and, (2) referring to a non-public school [special education students].

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:

- Hiring of a Case Worker for the Attendance and Welfare Office -- new position effective 2013-14 SY.
- Implementation of Early Academic Interventions at the comprehensive high school level which include creation of Guided Studies classrooms that include counseling support from the Youth Service Bureau (YSB) and Peninsula Conflict Resolution Center (PCRC)
- Implementation of an Alternative to Suspension program that includes a therapeutic piece centered around Restorative Justice Practices
- Student Attendance Review Board
- Re-Entry Panel for students previously enrolled in Court and Community School programs.
- Restorative Justice re-entry conference
- Guided Studies - Restorative Justice Circles
- Mentoring
- Bi-monthly meetings with District Case Manager to assist with transition
- Alternative Placement Committee
- Adult Education Panel
- Drug/Alcohol Intervention Program (District Drug Awareness Program for students and parents)
- Counselor Watch program: articulation with elementary school districts and other feeder schools for early identification of at-risk students
- Incident Review Conferences / Formal Reprimand Contracts
- Staff Development

Site Interventions, include but are not limited to:

- Clearly delineated district / school policies and behavior expectations in parent/student handbooks
- Review of district / school policies and behavioral expectations upon re-entry
- Utilization pro-active interventions (utilization of the Restorative Justice Social Discipline Window) and tiered consequences (detentions, Saturday School, in-house suspensions, school / community service, home visits, school level contracts, alternative to suspension, District Formal Reprimands Contracts, voluntary and involuntary transfers, expulsions, etc).
- Attendance monitoring
- Restorative Justice Conference
- Faculty / Staff / Student Mentors
- Focus on school climate issues such as anti-bullying, tolerance, harassment, conflict resolution, stress management through:
 - Classroom presentations
 - School-wide assemblies / campaigns
 - Staff development
 - Restorative Justice Circles-Guided Studies Classes
 - School Resource Officers
- Counseling support
 - Low counselor / student ratios
 - MFT / PPS Interns
 - MFT trainees
 - School Safety Advocates
 - On-campus support groups (CALM group, grief group, anger management group)
 - Coordination / articulation with community based agencies
 - Counselor classroom presentations: stress management, bullying etc.
 - County Mental Health referrals
- Access to support classes / academic interventions
 - Student Study Teams
 - Guided Studies
 - Blended Learning
 - Intensive English and Intensive Algebra classes
 - Strategic English and Strategic Algebra support classes
 - English Language Development Classes
 - After School Tutoring Programs
 - Project Change - College of San Mateo: A high school to college transition program for seniors who have been incarcerated, expelled and/or attended Court and Community School.
- Parent / Guardian Outreach, Support and Education
 - Parent Groups

- School Loop
- Connect-Ed
- School Websites
- Parenting Workshops to address academic and social issues
- Community Liaisons to address language/cultural barriers
- School resource officers

Identified targeted areas for improvement over next three years:

- Academic and social support for long-term English learners and ‘older’ English Language Learners entering the District.
- Expansion of alternatives to suspension programs to include formalized, conflict resolution, positive decision making, life skills, identifying academic/personal SMART goals, mentor program, peer relations, Internet safety/cyber bullying, gang awareness for both parent and student.
- Systematic communication between key staff members who work with at-risk students to monitor behavior and academic performance (i.e., School Safety Advocates, Deans, Special Ed Case Managers, ELD case managers, teachers, academic counselors, coaches, outreach workers, etc.).

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

1. Newcomer program: Over the past two years, the District has experienced an increase in the number of over-aged/under-schooled immigrant students. These students present with unique needs -- significant literacy issues, language barriers, socio-emotional needs. The District implemented a Newcomer program during the 2014-15 SY and contracted with PCRC and YSB to provide additional supports with the provision of on-site counselors/therapists. The District has also convened a special task force to investigate additional ways to support this population of students.
2. Alternative to Suspension (ATS): During the 2013-14 SY, the District contracted with YSB to provide a therapeutic based Alternative to Suspension (ATS) program. Over the past year, the program has been enhanced to include: Integration of Restorative Justice curriculum; student identification of personal/academic SMART GOALS (to be shared with mentor at home school); inclusion of a Mentor program; and cyber-bullying curriculum.
3. Guided Studies Classes: The Guided Studies classes have been implemented at all sites and expanded across multiple grade levels. During the past year, the classes have been enhanced with the introduction of Restorative Justice Circles.

Support for students returning from expulsions: All students returning to the District from an expulsion meet with the District’s Re-Entry Panel prior to being assigned to a school. The Re-Entry Panels consists of administrative representatives from the District Office, each of the six

comprehensive high schools, the alternative school, District Project Specialist (Special Education); Attendance & Welfare Case Manager, 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 Dean of Students and site administrators meet with the student to coordinate academic and counseling support services, to include an initial meeting with the School Safety Advocate. 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 School Advisory Committee
- On-going communication between County and District staff in the placement of students
- Targeted Conference attendance by both District and County representatives
- Bi-Annual District Counselor Workshops that include updates on programs offered through the Court and Community Schools
- Formal and informal meetings between District Case Manager and Court and Community School staff/admin
- Participation of Court and Community School staff and District Case Manager on the District Re-Entry Panels

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