



“OUR CHILDREN – OUR FUTURE”

## ***Ravenswood City School District***

### **ADMINISTRATIVE OFFICE**

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#### *Board Members:*

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*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.

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Gina Sudaria  
Superintendent

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