



## 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