

**SHASTA COUNTY PLAN**  
**for**  
**PROVIDING EDUCATIONAL SERVICES**  
**for**  
**EXPELLED YOUTH**

**SHASTA COUNTY**

Shasta County, officially the County of Shasta, is a county in the northern portion of the U.S. state of California. As of the 2010 census, the population was 177,223. The county seat is Redding.

**DISTRICTS OF SERVICE:**

Shasta Union Elementary School District  
Shasta Union High School District  
Whitmore Elementary School District  
Anderson Union High School District  
Bella Vista Elementary School District  
Black Butte Union School District  
Cascade Elementary School District  
Castle Rock Elementary School District  
Columbia Elementary School District  
Cottonwood Elementary School District  
Enterprise Elementary School District  
Fall River Joint Unified School District  
French Gulch-Whiskeytown Union Elementary School District  
Gateway Unified School District  
Grant Elementary School District  
Happy Valley Union School District  
Igo-Ono-Platina School District  
Indian Springs Elementary School District  
Junction Elementary School District  
Millville Elementary School District  
Mountain Union School District

North Cow Creek School District  
 Oak Run Elementary School District  
 Pacheco Union School District  
 Redding School District

**EC Section 48926 provides specifically that:**

The plan shall enumerate existing educational alternatives for expelled pupils, identify gaps in educational services to expelled pupils, and strategies for filling those service gaps. The plan shall also 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 who pose a danger to other district pupils, as determined by the governing board.

**2015 Analysis**

<b>Gap</b>	<b>Recommendation</b>	<b>Progress</b>
Services for students in grades 7 and 8 are limited.	Create formalized agreements between those districts sharing services to at-risk students, defining the guidelines and procedures for placing and exiting students for both the sending and receiving district. This will allow the practice to continue should there be personnel changes.	<b>All county-run community day schools are closed as of June 30, 2017, with the collapse of Pathways South. These students are now the responsibility of the district of residence.</b>

<p><b>There was a concern that students on an inter-district transfer, when expelled, have the inter-district transfer revoked.</b></p>	<p>The student is ultimately the responsibility of the District of Residence.</p>	<p><b>It is recommended that districts follow through with the expulsion process, rather than simply revoking the Interdistrict Agreement.</b></p>
<p><b>There are options for decreasing suspension that districts are not using extensively, specifically parent education and restorative justice.</b></p>	<p><b>Through the Instructional Services Department of SCOE and/or SELPA explore the possibility of offering training to districts in alternatives to suspension, specifically in the areas of parent education and restorative justice.</b></p>	<p><b>Youth Violence Prevention Council and Hope City provide training in Restorative Justice through the CLCSSP grant for grades 9-12. Districts involved in the grant are also allowed one parent liaison position.</b></p>

## 2018 Analysis

<b>Gap</b>	<b>Recommendation</b>	<b>Progress</b>
<p>Students in Kindergarten have limited placement options. The number of expulsions for this grade level have risen dramatically in the past year.</p>	<p>Identify the specific reason each child is expelled through Site Study Team Meetings. Districts will examine possibilities for programs specific to Kindergarten. Ultimately the responsibility lies with the District of Residence.</p> <p>Implement trauma-informed strategies, restorative justice, PBIS, and de-escalation practices to avoid suspension/expulsion.</p> <p>Calming rooms</p>	

<p><b>High Schools have no regional/county placement for expelled youth. High Schools are expelling students, and then suspending the expulsions to place students back within the districts.</b></p>	<p>The student is ultimately the responsibility of the District of Residence. As such, each district must identify placement for expelled youth. Schools must implement interventions aimed to lower suspension and expulsion rates.</p>	
<p><b>There are options for decreasing suspension rates in districts that are not widely in use.</b></p>	<p><b>Work with Probation to identify students in ERICS classrooms and Excel to provide intervention to expulsion and suspension.</b></p> <p><b>Implement available resources to avoid suspension and expulsion. These include, but are not limited to: parent education, peer court, restorative justice, and trauma-informed practices.</b></p>	

**Available Resources**

**District Level Intervention Approaches: Options to Minimize Number of Suspensions Leading to Expulsions.**

**Youth Violence Prevention Program/Youth Options:** Offers Boys and Girls Circles, Mad City Money, Smoking Cessation (Project X), BotVins, drug and alcohol prevention, and a team approach to reducing non-productive behaviors.

**Hope City:** offers training in Restorative Practices

**Individualized Education Program (IEP) Team Meetings:** IEP team meetings provide a multi-disciplinary approach to addressing behavior for students who are eligible for special education.

**Involuntary Transfers:** Students are transferred to a continuation or community day school.

**Link Crew:** Link Crew develops student mentors for middle and high schools who work to create positive, healthy, educational campuses.

**Mentoring:** Includes individual, group, and specialized mentoring services. Mentees meet with mentors at school, after school and in community programs with a goal of improving student well-being.

**Shasta Peer Mentoring:** This program provide opportunities for young people to be in on-going, mutually beneficial, caring relationships which strengthen their resiliency to the challenges they face in life. This is attained by matching high school students with middle school students.

**PBIS Positive Behavioral Interventions and Support (PBIS):** A model for building, affirming and repairing the networks of relationships that central to learning. The transformational shift from the traditional school discipline and culture paradigm moves staff away from many approaches which aren't reaching the outcomes we want for our students socially, emotionally or academically. A restorative approach to discipline places primary focus on the people and relationships that are impacted when a rule violated, as opposed to just the rule itself. It follows a consistent process where everyone impacted by wrongdoing is given an opportunity to share their voice and participate in seeking solutions and making things as right as possible. For the student who did the harm, the process has them take greater ownership for their actions and the responsibility.

**School Attendance Review Board (SARB):**

The SARB is comprised of representatives from various school sites and includes school district personnel, probation, and the courts who come together with families to put together a plan to improve attendance and behavior with a goal of reducing the

expulsion rate. SARB's focus is to assist parents/guardians/responsible adults and students to recognize and eliminate the barriers that inhibit regular attendance.

**School Social Workers:** Provide Social Emotional Support in group and individual settings. Social Workers also provide suicide prevention, intervention and postvention services.

**Section 504 Team Meetings:** Section 504 team meetings provide a multi-disciplinary approach to addressing behavior for students who are eligible for such a plan.

**Student Study/Success Teams (SST):**

The SST process emphasizes that early intervention for struggling students is a function of the general education program. The SST is a school based problem solving team composed primarily of general educators who provide support to teachers and students to improve the quality of the general education program and reduce the underachievement of students. An SST is a "think tank", a peer support group, or a forum for structured and routine focus on addressing student needs. The intervention team is a common sense approach that offers a systematic process to successfully close the gap through which students have traditionally fallen. The team is not so much a "new" service, but rather it builds on existing services and efforts in order to upgrade the school's ability to respond effectively to student's needs.

**Suicide Prevention Training:**

Suicide prevention training teaches best and evidence-based suicide prevention practices, warning signs for youth suicide, prevention and postvention principles, how to reintegrate a student after a suicide attempt, dealing with traumatic loss, risk factors for youth suicide, how to assess a youth at risk, how to work with parents of a youth at risk, creating safety contracts for youth at risk, and contagion.

**Alternative Placement for Students who Fail in District Community Day Schools**

Students who have been placed in a district community day school, but fail to meet the terms or condition of their rehabilitation plan or who pose a danger to other district students may be referred to another district's community day school program. These programs will then proceed with their referral processes to see if they accept this student.

### **District Responsibilities**

In accordance with Sections 48916 and 48916.1 of the Education Code, the school district of residence will be responsible for: 1) recommending a rehabilitation plan for expelled students; 2) ensuring that an educational program is provided to expelled students; and 3) complying with the state reporting requirements.

### **Suspension and Expulsion Data\***

<b><u>Shasta County</u></b>	2016-17
<b><u>Enrollment</u></b>	27,951
Students Suspended	2,809
Suspension Rate	6.1
Students Expelled	29
Expulsion Rate	.10

### **Students Served**

Students enrolled in kindergarten through twelfth grade who have been expelled pursuant to *EC* sections 48900 et seq and 48915 et seq.