

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.

2018 Analysis

Gap	Recommendation	Progress
<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>Kindergarten expulsions have dropped dramatically with the implementation of calming rooms in many districts. In addition, schools have taken full advantage of available training in trauma-informed practices and restorative justice.</p>

	Calming rooms	
<p>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.</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>Local High Schools have implemented on-campus areas for redirecting students struggling with behavior.</p>
<p>There are options for decreasing suspension rates in districts that are not widely in use.</p>	<p>Work with Probation to identify students in ERICS classrooms and Excel to provide intervention to expulsion and suspension.</p> <p>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.</p>	<p>Parent education, peer court, restorative justice, and trauma-informed practices have all been implemented at each school with the addition of ERICS classrooms. More ERICS classrooms will be added in the 2021-22 school year. Suspensions occur less frequently, however, the number of unduplicated students suspended is still</p>

		proportionately high.
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2020 Analysis

Gap	Recommendation	Progress
<p>There was a general gap for “in-between” services. This was described as the courses for RSP students held on campuses, which were previously known as “Opportunity classes”</p>	<p>The potential creation of a temporary transition class before students return from behavior schools (Excel Academy and IEP school for example) to help students adjust to the return to the least restrictive environments. The logistics and cost of this effort was not resolved.</p>	

<p>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.</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>As of January 2020, North Valley School (non-public) is no longer open.</p>	<p>Continue to work with the SART county group to provide social-emotional and wellness support through the new Community Connect grant.</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. fulfills the

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 composed 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.

Site School Attendance Review Teams (SART): This countywide group will participate in the county-wide SART training to ensure that students with attendance problems are identified as early as possible to provide appropriate support and intervention services. On a quarterly basis, SARTS will meet with county agencies and

community organizations to learn about interventions and supports available within Shasta County.

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*

<u>Shasta County</u>	2019-20
<u>Enrollment</u>	28,145
Students Suspended	1,661
Suspension Rate	3.9%
Students Expelled	6
Expulsion Rate	0.02%

Students Served

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