

**PLAN BETWEEN THE
ORANGE COUNTY
DEPARTMENT OF
EDUCATION
AND**

**Fullerton Joint Union High
School District for 2021-2024**

**FOR THE
IMPLEMENTATION OF
EDUCATION CODE 48916.1**

Fullerton Joint Union High School District
Plan to Provide Educational Services to All Expelled Students

Introduction/Background

On June 20, 1997, the Orange County Board of Education approved the Countywide Expulsion Plan providing educational services for all expelled students in Orange County. This plan was developed in conjunction with the 27 school districts in Orange County. Each district's governing board adopted the expulsion plan for their respective district. The plan was developed to fulfill the requirements of Education Code Section 49826. Education Code 49816.1 also requires an update to the plan be sent to the Superintendent of Public Instruction, including the outcome data pursuant to Section 48916.1 every three years thereafter. The most recent update was submitted February 20, 2018. The present triennial update will be submitted to the California Department of Education.

The Countywide Expulsion Plan for expelled students enumerates existing educational alternatives for expelled students, identifies gaps in educational services not presently available to expelled students, and discusses strategies for filling those service gaps. The plan also identifies alternative placements for students 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 students, as determined by the governing board.

In addition, Education Code 48916.1 requires that "at the time an expulsion of a student is ordered, the governing board of the school district shall ensure that an educational program is provided to the student who is subject of the expulsion order for the period of the expulsion." School districts within Orange County and the Orange County Department of Education (OCDE) provide numerous opportunities for students who are in need of traditional and/or alternative education options. Collaboration between the 28 school districts and the OCDE have significantly remediated the gaps identified in the 2003-2006 expulsion plan. Thus, a continuum of alternatives is provided within the local school districts and the Orange County Department of Education. This amended 2015 Educational Services Plan furnishes the framework for providing educational programs and services to all expelled students in Orange County.

The Fullerton Joint Union High School District (District) Plan to Provide Educational Services for Expelled Students is intended to serve the needs of students expelled from the District. The plan is also intended to be a part of the Countywide plan to serve expelled students and to reflect the mandates for a plan as set forth in Education Code Sections 48926 and 48961.1.

A student whose behavior has resulted in an expulsion is provided a rehabilitation plan that ensures placement in an educational program. The District recognizes that educational alternatives provided by the District are not available to all students expelled

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from the District. The seriousness of offense, location of offense, age and grade level of the student, and the intent of laws and policies pertaining to expellable actions by students, all have the potential to restrict the District level educational alternatives available to the student during the period of expulsion. The District also recognizes that students expelled for any of the offenses listed in subdivisions (a) or (c) in Section 48915 of the California Education Code shall not be permitted to enroll in any District-operated program during the period of expulsion unless the program is a community day school provided for under provisions of Education Code Section 48915.2. The policies and practices of the District pertaining to students expelled from the District are set forth in [Board Policy 5710](#) and [Board Policy 5710.2](#) – Suspension, Expulsion, Exemption, and Exclusion, which deals with the expulsion of students as required by Education Code Section 48915.

All expelled students shall be referred to an educational placement that is:

1. Not situated at a comprehensive middle, junior, or senior high school, or at any elementary school.
2. Not housed at the school site attended by the student at the time of the offense (Education Code Section 48915).

In addition to the requirements stated above, such factors as district size, district-level alternatives, county-level alternatives, and district philosophy can influence the decisions by a district board of education regarding what educational alternatives are appropriate for the students who are expelled.

It is the determination of the District Board of Trustees that the County operated Alternative, Community Correctional Education, Schools and Services (ACCESS), or the Division of Special Education Services, if deemed appropriate, will be the placement for expelled students from the District. Students deemed not appropriate for the County programs will be placed in an appropriate program as determined by the District.

County Office Options

In recognition of the fact that expelled students are not offered the full range of educational opportunities as students never expelled, the District acknowledges the need to provide educational services to all expelled students. Working with the OCDE, educational options will be provided through the Division of Alternative Education, known as Alternative, Community, and Correctional Education Schools and Services (ACCESS), and the Division of Special Education Services.

To ensure that any educational gaps in services to expelled students are appropriately addressed, the following strategies have been developed:

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1. The OCDE's alternative/correctional education schools will provide educational services to all district-expelled students when the district is unable to provide for the educational needs of the students.
2. Students committing an expellable offense during an expulsion period may have limited alternatives available for secondary placement. The district is committed to ensuring that the educational needs of the expelled students, regardless of repeated offenses, are met.

The OCDE provides an interim alternative educational setting while school districts search for permanent placements for students (not excluding County options). In addition to programs operated by the Division of Special Education Services, the Division of Alternative Education provides options for expelled youth at over 125 sites contained within nine regions located throughout the County. Regional options may include:

- Classroom instruction serving grades 7 - 12, delivered daily for 240 - 270 minutes and aligned with the State Frameworks and Content Standards.
- Contracted study programs for students who elect, with parent/teacher approval, not to participate in daily classroom instructional programs. These contracted study programs (Independent Study) require students to complete a minimum of 20 hours per week of educational product.
- Alternative school programs for homeless children and youth.
- Parent-directed home instruction through Community Home Education Program and Pacific Coast High School.

Existing Alternatives for Expelled Students

The District will determine which educational alternatives are appropriate and available. Educational alternatives for students recommended for expulsion include, but are not limited to the following options:

1. Expulsion, suspended order, with placement on a different school campus within the District (Education Code 48917 [a]).
2. Expulsion with referral to the Orange County Department of Education, Alternative, Community, and Correctional Education Schools and Services (ACCESS) (Education Code 1981 [c]).

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Referral to a County community school is made by the District Board of Trustees with recommendations from the District Expulsion Review Panel or by another established District referral process as required by statute.

The OCDE alternative/correctional education schools maintain a standing policy of accepting all students having been expelled from the District and having exhausted the alternatives offered by the District. If an initial placement is made to a District-operated alternative school or program and the student commits an expellable offense or fails the program, the District shall review the plan of rehabilitation established at the time of expulsion and make necessary adjustments.

It is not the intent of the District to operate any community day schools for expelled students. Therefore, expelled students will be referred immediately at the time of the expulsion order to one of the Orange County Department of Education-operated alternative/correctional education schools.

Special Circumstances for Expelled Students

Special Education Students

Students with exceptional needs shall be referred to the County program pursuant to the Individualized Educational Program (IEP) or 504 process as outlined in Education Code 48915.1. The District will take into consideration the contents of the student's IEP when making placement recommendations. Any change in placement requires the District to convene an IEP meeting. The IEP team identifies a special education program and related services appropriate for the student. Placement options may include a District, SELPA, or County operated program.

- If the District refers the expelled student to the OCDE, the District shall convene an IEP meeting prior to the referral, to jointly identify an appropriate special education program and related services. A representative from the County shall participate in the IEP meeting to develop a mutually agreed upon IEP. The District or Orange County Superintendent, as identified in the SELPA Plan, will provide special education services to these students.
- When the IEP cannot be implemented within the OCDE, the District is responsible for providing Free and Appropriate Public Education (FAPE) within the continuum of program options identified in their SELPA plan.

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Expelled Students Who Commit Subsequent Violation(s)

The placement of expelled students who commit subsequent expellable violations will be placed in one of the following options:

- If the student commits a subsequent violation of Education Code 48900, the student may be referred to another District alternative program or to the OCDE.
- If the expelled student commits another violation of the Education Code while enrolled in OCDE, the student will be placed at another community school site within the Principal Administrative Region or transferred to another region operated by the OCDE, in accordance with Board Policy.

Referral Process to the Orange County Department of Education

The District maintains the responsibility for developing a rehabilitation plan for expelled students and referring students to an appropriate educational setting. Expelled students who complete their rehabilitation plan obligations will have their progress reviewed by the District for possible return to the District programs. Expelled students who fail to meet the terms and conditions of the District rehabilitation plan may be referred to an appropriate educational setting within another District alternative program or the OCDE.

An Individual Learning Plan will be developed for expelled students referred to the OCDE ACCESS. Part of this plan includes a goal of returning the student to the District at completion of the District expulsion.

Referrals to the County-operated alternative/community school programs may be made directly to the ACCESS Regional Offices on the next page. Referrals to programs operated by the Division of Special Education Services, (students with low incident disabilities and emotional disturbances) shall be made to the Director of Special Schools.

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ACCESS Regional Offices

Administrative Units	Address	Phone	Contact Person
AU 101-North	505 N. Euclid Street , Suite 500 Anaheim, CA 92801	(714) 245-6795 Fax: 781-5891	Ken Ko
AU 103 Southeast	621 W. First Street Tustin, CA 92780	(714) 245-6680 Fax: 731-7269	Chris Alfieri
AU 103 Southeast South County Enrollment Office	23436 Madero, Suite 100B Mission Viejo, CA 92691	(949) 425-2170 Fax: 707-0569	Chris Alfieri
AU 104 Garden Grove	12822 Garden Grove Blvd., Suite D Garden Grove, CA 92843	(714) 245-6450 Fax: 796-8817	Talisa Sullivan
AU 108 Pacific Coast High School	14262 Franklin Ave., Suite 100 Tustin, CA 92780	(714) 245-6500 Fax: 508-0215	Machele Kilgore
AU 109 CHEP	11095 Knott Ave., Suite L Cypress, Ca 90630	(714) 327-1000 Fax: 327-1030	Jane Doney
AU 114 Harbor Learning Center/ Fountain Valley	15872 S. Harbor Blvd., Building C Fountain Valley, CA 92708	(714) 245-6440 Fax: 418-1914	Vern Burton

ACCESS Support Services

Special Education	1715 Wilshire Ave. Suite 708 Santa Ana, CA 92705	(714) 547-7931 Fax: 547-9814	Lynn Garrett
Title I	1735 E. Wilshire Ave. Suites 801 & 802 Santa Ana, CA 92705	(714) 836-0301 Fax: 836-1920	Lisa Lanier
Assessment Center	1715 Wilshire Ave. Suite 706 Santa Ana, CA 92705	(714) 835-2776 Fax: 835-3861	Jane Doney
Attendance and Records	1669 Wilshire Ave. Suite 601 Santa Ana, CA 92705	(714) 547-9972 Fax: 547-2344	Sharon Lakin
Educational Programs	1715 E. Wilshire Ave. Suite 702 Santa Ana, CA 92705	(714) 647-2593 Fax: 543-8962	Katy Ramezani
Curriculum and Instructional Support Services	1715 E. Wilshire Ave. Suite 806 Santa Ana, CA 92705	(714) 558-8220 Fax: 558-8245	Rick Martin

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The FJUHSD continues to maintain prevention programs and activities to reduce the number of expulsions. Below is a comprehensive list of specific District activities implemented to prevent student expulsions.

Title of Activity	Description of Activity	Grade Level
Restorative Practice Training for all Teachers and Staff Members	Our District has implemented Restorative Practices training for teachers and staff members in which strategies are used to alleviate and prevent discipline issues that lead to suspensions and expulsions.	9-12
Unannounced Contraband Canine visits to site schools	Canine handlers and District Administrators visit classrooms to detect contraband. Visits have decreased suspensions and expulsions in regards to drugs and/or weapons brought to school.	9-12
Tobacco Education Prevention New Lung Classes 2019-2020	Classes held after school by Anaheim Regional Medical Center. During this informational class, the cessation specialist reviews the risks and hazards of vaping and tobacco use, the various chemicals that are contained in vapes, e-cigarettes, and vape juices, investigates reasons why students are vaping, and discusses replacement behaviors or different ways students can feel a more “natural high” or stress release, without engaging in the at-risk behavior of vaping or tobacco use.	9-12
Yearly Academic Counseling	Counselors meet multiple time per year with each student on their caseload	9-12
Saturday School	Disciplinary consequence- progressive discipline	9-12
Student Behavior Contract	Students are placed on behavior contracts for discipline invention when suspended or returning from expulsion	9-12
Grad Night Activities	Graduation activities sponsored by parents	12
Online Classes and Credit Recovery Opportunities	Online/Credit Recovery classes offered through LSHS APEX Program	9-12
Summer Update & Annual Notices to Parents and Guardians	Start of the year communication regarding policies and procedures and Ed Code	9-12

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District Adopted Signs and Notices	Anti-Bullying, Student Use of Mobile Technology, Suicide Prevention, Tip Line, Stopit, Title IX, Moral Civic Values, Banned Weapons/ Drugs, Williams, District Priorities, Sexual Harassment	9-12
Student Clubs and Organizations	American Red Cross Bradburn Amnesty International Anime Club Art Club Bayanihan Club Best Buddies Black Student Union Book Club Breast Cancer Awareness Club Chess Club Chinese Club Coding Club Comic Book Club Cyberpatriots Deviation Hip Hop Club DJ & Beats Donate Life Dungeons & Dragons Eco (Ecology) Club Economics Club eSports Club Fashion Styling Club FCA - Fellowship of Christian Athletes FFA FIDM Fashion Club Friday Night Live Future Business Leaders of Amer. (FBLA) Future Medical Professionals Girls Who Code G.I.V.E. (Give, Inspire, Volunteer, and Educate) German Club Celebrate German culture	9-12

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Student Clubs and Organizations	Girls Empowerment Club Kimbrell GSA: Color Me Equal Hallelujah Club Hands to Heart HOSA (Health Occupations Students of America) Judges of Orange County Jump Rope Club Junior Statesman of America (JSA) Key Club Korean Culture Club Latinx Life Companions Foundation Life Hacks Mana Club Math Club Model United Nations (MUN) MUSE (Musicians United for Service and Entertainment) National Honor Society NBA Talks Neonatal Animal Fund Operation Smile Polaroid Memories Psychology Club Recognize, Accept, Dance (RAD) Robotics Club SBC (Student Business Club) Science Olympiad SH Bigs Cub DoSomething Club Smile Train Society of Women Engineers (SWE) Stress Less Club TED Sunny Hills Tetris Club Thespian Society UNICEF Vietnamese Student Association	
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Student Clubs and Organizations	Warmth of Sewing World Wildlife Fund (WWF) Youthful Code	
Attendance Procedures	Check-in and check-out procedures	9-12
Red Ribbon Week	Site activities to prevent and educate on drugs and alcohol	9-12
After School Tutoring	Academic Tutoring	9-12

Limited Special Education Placements in ACCESS

At this time the District has been making an effort to eliminate needless referrals to ACCESS for special education students.

Below is a list of areas the FJUHSD has implemented for Mental Health that have helped reduce and prevent expulsions for our students:

Mental Health

- Hiring of a District Mental Health Coordinator
- Contractual agreement with four local agencies to provide school based mental health services. Sessions include individual therapy, group therapy, and family sessions.
- Wraparound model for students reflecting a higher level of support. Services are provided in-home.
- Monthly meetings with site administrators providing training, updates, and refining referral processes for site-specific mental health services.
- Development of Districtwide Mental Health Work Group. Members include key nurses, administrators, counselors, and school psychologists. This team develops processes, protocols, and implementation of mental health related resources across the District.
- Mental health related presentations at parent council meetings, DELAC meetings, teacher trainings, student club meetings, and staff meetings.
- Social Emotional Learning/Mental Health training offered throughout the district during all-staff development days
- Development of articulation meetings with all feeder middle schools to help incoming freshman link to appropriate mental health resources/services at FJUHSD.
- Monthly meetings with the Fullerton Collaborative Health and Wellness Committee to coordinate services with local agencies and provide resources to students, families, and staff.

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- Training in school-based, trauma-informed practices are provided to site administrators.
- Collaboration with OCDE to provide SEL training to all school counselors, APPSs, and school psychologists for Tier 2 level interventions (based on MTSS model)
- Implementation of a Social Emotional Learning screener to assess student's self-reflection on different competencies and provide appropriate resources/support.
- Weekly Educator Wellness sessions facilitated by a mental health professional offering tools and techniques for staff to utilize, both personally and professionally
- Implementation of CareSolace, an agency that will help any district employee, student, or family link to a community based mental health provider. Services range from individual therapy to intensive inpatient support services.
- Development of a mental health matrix that communicates to staff and students the different tiered level of support services offered at each school site. Information is posted on the District Website.
- Development of a District virtual calming room with multifaceted approaches to reduce stress, improve mood, and assist with academic functioning by addressing social- emotional barriers.

The Fullerton Joint Union High School District has implemented Restorative Practices training for teachers in which strategies are used to alleviate and prevent discipline issues that lead to suspensions and expulsions. In addition, the District partnered with Canine Solutions for contraband canine visits at school sites, which have decreased suspensions and expulsions in regards to drugs and/or weapons.

Rehabilitation Failures

When students return from expulsion from our District or any District, we require a meeting to be held with the Executive Director of Administrative Services to determine if the student is eligible to return. During this meeting, the student's rehabilitation plan is reviewed and, if it is determined that the student is eligible to return to one of our campuses, they are put on a behavior contract and monitored by administration. Students are typically not able to return to the same site they were expelled from and they are placed at an alternate school in the District. If a comprehensive site is not feasible, students are placed in the LSHS Independent Study Program and/or alternative school LS/LVHS. Any student that has an IEP/504 is referred to meet with the Special Education Director. In addition, Mental Health Coordinator campus community liaisons are available and utilized when needed.

College Course Preparation Access for County Community Students:

The District's LS/LVHS and the District's online APEX Program provides approved "a-g" courses, which is an option for any student enrolled in the FJUHS. Students who

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return from expulsion, who are not able to fulfill these requirements in their class schedule, will be referred to these programs to fulfill any classes needed to graduate or to satisfy "a-g" requirements.

To summarize, the FJUHSD's Expulsion Plan has shown significant effects on suspension and expulsions; therefore, decreasing the overall number of expulsions in the FJUHSD.

The table below illustrates the decline in expulsions for the FJUHSD for the previous three years:

School	2017/18	2018/19	2019/20
BPHS	7	4	6
FUHS	7	8	3
LHHS	11	9	3
SOHS	5	11	5
SHHS	5	7	4
TRHS	5	6	3
LVHS	1	6	3
LSHS	6	0	3
TOTALS	47	57	30

Strategies for improvement within the next three years:

- Continue with canine contraband program
- Finish training ALL staff in Restorative Practices
- Continue with vape detection program
- Work with New Lung and other educational institutions to help educate students on dangers of drugs and tobacco
- Continue annual Title IX training for all administration and staff members
- Continue annual review of ARs and BPs to ensure compliance
- Continue weekly meetings with Cabinet Members and site Principals to review and adopt policy and procedures
- Continue monthly meetings with Assistant Principals to review and adapt policy and procedures