



PLAN BETWEEN THE ORANGE COUNTY DEPARTMENT OF EDUCATION AND

**Fullerton School District
For 2024-2027**



PLAN FOR PROVIDING EDUCATION SERVICES TO ALL EXPELLED STUDENTS IN THE FULLERTON SCHOOL DISTRICT

General Provisions

As required by Education Code 48926, the Orange County Superintendent of Schools has developed an expulsion plan in conjunction with the Superintendents of the school districts in Orange County. The plan provides for educational services to all expelled students in the county for school years 2024-2025, 2025-2026, and 2026-2027. A student whose behavior has resulted in an expulsion is provided a rehabilitation plan which ensures placement in an educational program and establishes the criteria for return to the Fullerton School District. All educational alternatives provided by Orange County school districts are not available to all expelled students. The type of offense, location of offense, grade level, and nature of the student's individualized needs; all have the potential to affect the educational alternatives available to the student during the period of expulsion. Students expelled for any of the offenses listed in subdivision (a) or (c) of Section 48915 of the California Education Code shall not be permitted to enroll in any district-operated program during the period of expulsion unless it is a community day school (E.C. 48915.2).

Fullerton School District Prevention Activities

As indicated in the Orange County Expulsion plan, the options available to the Fullerton School District after an expulsion decision include, but are not limited to the following:

1. Expulsion, suspended order, with placement on the same school campus [E.C. section 48917 (a)].
2. Expulsion, suspended order, with placement on a different school campus within the district [E.C. section 48917 (a)].
3. Expulsion with referral to a district community day school program, if available [E.C. section 48660].
4. Expulsion with subsequent transfer to another district subject to acceptance by the district of proposed enrollment [E.C. section 48915.1].
5. Expulsion with referral to the Orange County Department of Education, Division of Alternative, Community and Correctional Education Schools and Services (ACCESS) [E.C. section 1981].

Actual referral to a district alternative suspension/expulsion classroom or county community school is made by the Fullerton School District governing board with recommendations from the district Administrative Review Committee (ARC), School Attendance Review Board (SARB), or by another established district referral process as required by statute.

District activities relating to the prevention of suspensions and expulsions are outlined in the following chart:

Title of Activity	Description of Activity	Grade Level
After School Programs	Child care services following the school day – additional instruction, intervention, time to complete homework, etc.	TK-8
Administrative Intervention Meetings (AIM)	Targeted intervention meetings to address the mental health/counseling, social skills, disciplinary, and restorative needs for ongoing and persistent behaviors resulting in suspension.	4-8
Behavior Assemblies	Explanation of school rules and policies to students.	TK-8
Bullying Prevention	Annual training of students, parents, and staff; students sign pledges, learn the role of the bystander, and how to report bullying.	TK-8
Continuum of Placement and Related Services	SDC classes, mainstreaming, RSP, Speech services.	TK-8
Community Schools Grant	The Community Schools grant supports specific District Title I schools with a variety of resources including but not limited to: Social Services Assistant support; on site student counseling; outside counseling referral and service; basic needs support and partnership; and telehealth.	TK-8
Counseling – School-Based	Screening and referral process for group and individual counseling services on campus via Mental Health Associates, Mental Health Counseling Specialists, Psychologists, and School Counselors.	TK-8
Counseling – Referrals via St. Jude grants	Partnership with St. Jude to fund Community Liaisons and Social Services Assistant (SSA) who supports the behavioral, emotional, and social needs of students via outside counseling referrals along with referrals for basic needs.	TK-8
Counseling - Referrals to outside agencies	The District contracts agencies with but not limited to: (1) Care Solace to make referrals within Orange County; (2) Hazel Health for individual counseling; and (3) Day Break for individual and family counseling.	TK-8
Friday Night Live	Laguna Road School and Nicolas Junior High	TK-8

Mentoring Programs	Various student mentoring programs provided such as Check-and-Connect, Check-in-Check-Out, 1:1 mentoring, silent mentoring, mentoring via OC Grip, and Rising Stars.	TK-8
Nonviolent Crisis Intervention (NCI) Training	Trained staff in the Nonviolent Crisis Intervention (NCI) program are equipped with techniques to prevent and de-escalate conflict, ensuring a safe and supportive school environment. The training emphasizes the importance of staff behavior in positively influencing school climate and student behavior.	TK - 8
OC Grip	Orange County Gang Reduction and Intervention Partnership to support attendance/truancy reduction, academics, and student behaviors at Maple, Valencia Park, and Woodcrest Schools.	4-6
Parent Education	Parent nights and classes.	TK-8
Parent Notification and Rights	Start of the year communication regarding policies.	TK-8
Positive Behavioral Support (PBIS)	District wide behavior management program, universal behavior screening, coaching support, and tiered levels of behavior intervention.	TK-8
Restorative Practices	Training for teachers and administrators in the Restorative Practices continuum, with ongoing professional development.	TK-8
Saturday School Opportunity Attendance Recovery (SSOAR) Program	Opportunity to recover absence and receive missed instruction.	TK-8
School Attendance Review Board (SARB)	Chronic truants come before the SARB to discuss resources and interventions regarding attendance.	TK-8

<p>Social Emotional Learning (SEL) Lessons</p>	<p>All teachers are trained and provide SEL lessons using the Second Step Curriculum, which is aligned to the Collaborative for Academic and Social Emotional Learning competencies, most commonly known as the CASEL 5. The CASEL 5 competencies include Self Awareness, Self Management, Social Awareness, Responsible Decision Making, and Relationship Skills.</p> <p>Schools assigned mental health experts provide students with classroom lessons using the RethinkEd curriculum, 1:1 and small group counseling sessions, teletherapy or phone sessions. The district website hosts: extensive social emotional resources; lessons and links for parents and students; suicide prevention hotline numbers; and outside resources and connection to community counseling centers. All school mental health team members are trained in crisis prevention and are capable of conducting risk assessments for any student expressing crisis, trauma or suicidal ideation.</p>	<p>TK-8</p>
<p>Social Emotional Learning (SEL) Student Identification and Progress Monitoring</p>	<p>The Student Risk Screening Scale for Internalizing and Externalizing Behaviors (SRSS-IE) is a research based universal screener. It is a teacher observation tool that teachers complete three times a year in the fall, winter, and spring. Teachers use a Likert scale to indicate how frequently they observe students exhibiting seven externalizing and five internalizing behaviors.</p> <p>Similar to data from academic screening tools, the SRSS-IE data, which is a universal behavior screening tool, can be used in tiered systems of support to (a) identify students for whom Tier 1 efforts may be insufficient, (b) inform teacher-delivered, low intensity supports, and (c) connect students with evidenced-based Tier 2 (for some) and Tier 3 (for a few) strategies, practices, and interventions.</p> <p>The RethinkEd student self reported survey provides students the opportunity to reflect on their Social Emotional skills. This survey is based on the CASEL 5 competencies. Students</p>	<p>TK-8</p>

	receive a composite score as well as individual scores on each competency. The scaled score demonstrates perceived skills as Very High, High, Average, Low, and Very Low. Very High Skills and High Skills score means that the student has developed strong SEL skills .	
Student Study Teams	Administrator, School Psychologist, Counselor, Teacher, Parent/s, and other support personnel meet to discuss interventions for student success.	TK-8
Truancy Tracker Program	Truancy monitoring and parent notification.	TK-8
Trauma-Informed Practices	Elementary and middle school teachers receive trauma-informed practice training to understand trauma's impact on students, recognize signs of trauma, and respond with supportive strategies. This training equips educators with skills to foster a safe and inclusive school environment.	TK-8

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]).

Referral to a County community school is made by the District Board of Trustees with recommendations from the District Administrative Review Committee (ARC) 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.

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.



Summary of Gaps in Educational Services to Expelled Students and Strategies for Filling Those Gaps

Identified gaps from the previous triennial cycle have been examined and considerable improvements have been made through a collaborative process between the twenty-eight (28) Orange County school districts and the Orange County Department of Education (OCDE). The twenty-eight (28) school districts in Orange County and the Orange County Department of Education (OCDE) have committed themselves to an ongoing process to resolve the noted service gaps. The Fullerton School District is also committed to strategies for filling the four (4) identified gaps.

Service Gap 1: Expelled Students in Grades K-5

Background: While there are several California Education Code sections that prohibit the expulsion of students in lower grades for various offenses, a student in grade K-3 can be expelled for commission of any of the other offenses. Specifically, Education Code section 48900(k) prohibits the expulsion of any student for disruption/defiance and Education Code 48900.2 prohibits the expulsion of a student in K-3 for sexual harassment. Education Code 48900.3 (hate violence) and 48900.4 (harassment, threats, or intimidation) pertain only to students in grades 4-12. As identified mainly by elementary school and smaller districts, students in grades K-5 who are expelled do not have as many educational options available as do expelled youth in grades 6-12. In some instances, it has been difficult to place elementary school students who are expelled, especially at the K-4 level. The number of community day schools at the elementary school grade level is limited.

District Progress: Since the last submission of the 2021-24 Plan for Providing Educational Services to All Students, the Fullerton School District (FSD) has expelled fewer than 1% of all students. FSD's Administrative Review Committee (ARC) convenes when a student's behavior warrants an automatic suspension, pending expulsion. In many cases, the ARC committee has provided for the student to remain within FSD, but transfer to another school site within the district. In these situations, the student is placed on a behavior contract and provided with a variety of services such as counseling, daily check in with a trusted adult, mentoring, and so on.

Service Gap 2: Limited Special Education Placements in Access

Background: The Orange County Department of Education is committed to expanded program options for students with exceptional needs that have been expelled from school district programs. As identified through communications with SELPA and District-Special Education Directors, programs for emotionally disturbed and dual diagnosis (Emotionally Disturbed and Developmentally Delayed) students have been developed in some school districts as well as the OCDE Special Schools program. In addition, ACCESS continues to evaluate its Special Education services to provide a continuum of placement options. When a student's unique needs cannot be accommodated through existing OCDE program alternatives, the district of residence will continue to facilitate placement to meet the unique needs of individual students through district and non-public agency/non-public school (NPS) placements.



District Progress: Students identified for special education are closely monitored by the Individualized Education Plan (IEP) team. Based on the IEP team input and assessment data, teams identify specific strategies, academic goals, accommodations, modifications and services to drive instruction and support students with learning gaps and challenges. Identified strengths of the student are used to further develop progress in achieving IEP goals. All special education teachers have been trained in the Orton-Gillingham approach and targeted skill intervention.

Parents have access to specialists, such as special education teachers, behavior supervisors, and related service providers for consultation or during IEP meetings. Additionally, Counselors, School Psychologists, and mental health staff are available to provide social-emotional support, behavioral support and parent training as aligned to the student's IEP. Outside counseling referrals and community resources are available for all Fullerton School District students and families. Additionally, District Teachers on Special Assignment (TOSAs) offer parent trainings related to supporting special education needs. Classroom teachers and related service providers furnish all student resources and necessary supplementary aids and devices (i.e. visual schedules, picture cards, token boards, AAC devices, student desks, chairs, sensory seat cushions, slant boards, sensory tools, orthopedic tools, etc).

Service Gap 3: Rehabilitation Failures

Background: Based on the most recent survey of Orange County School Districts, concerns about students failing to satisfy school district rehabilitation plans during the expulsion period were expressed in combination with general concerns about student transition as they reenter the district. On occasion, students do not meet the provisions of the expulsion rehabilitation plan and fall behind in their academic studies. In these cases, such students are at high risk of not completing their necessary credits and are at a higher risk of dropping out of school.

District Progress: The Fullerton School District (FSD) maintains a 100% success rate for rehabilitation plan implementation of expelled students. FSD employs a variety of proactive strategies to help teach students appropriate behaviors and prevent challenging behaviors from occurring. FSD is an award winning PBIS district and also uses a variety of other practices such as student study teams, Multi-Tiered Systems of Support (MTSS), Universal Social-Emotional Learning (SEL), School Attendance Review Board (SARB), restorative practices, school based counseling, and outside counseling referrals in partnership with Care Solace and other agencies. FSD also utilizes grants from St. Jude Hospital to help fund social service assistants and community liaisons.

FSD rehabilitation plans for an expelled student would concentrate on the following five focal areas:

1. The student must demonstrate successful participation in an alternative school program, such as the Orange County Department of Education's Access Program, with no major behavior problems, make appropriate academic progress with at least a "C" (2.0 grade point average) and have 90% attendance.
2. The student must provide written evidence of successful participation in a counseling program that focuses on appropriate behavior and decision-making.



3. The student shall abide by the law and have no negative contact with law enforcement agencies for the period of the expulsion.
4. The student must submit a letter to the District indicating what he/she has learned from this experience and why he/she wishes to be readmitted to school.
5. Counseling services include (1) a reentry meeting with a counselor on the first day the student returns to school (2) daily check-in with the counselor during the student's first week back at school, and (3) ongoing weekly counseling for the remainder of the current school year, which may continue into the following school year as needed.

When students return from expulsion, the District requires a meeting to be held with the 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 an FSD campus, the student is 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. Any student who has an IEP is referred to meet with the Student Support Services staff. Additionally, counselors, mental health staff, community liaisons, and SSAs are available and utilized when needed.

Service Gap 4: Mental Health Services

Background: Orange County School Districts are experiencing an increased need for mental health services and a shortage/lack of affordable and accessible options for students.

District Progress: Since the 2016-17 school year, the Fullerton School District (FSD) has partnered with St. Jude Hospital to fund Community Liaisons and Social Services Assistants (SSA) who support the behavioral, emotional, and social needs of those students. This grant has continued in subsequent school years and has expanded to fund four staff members. These staff connect students and families to outside counseling services and community resources, by making a minimum number of outside referrals per year.

Universal behavior screening helps school staff to determine which students may benefit from additional behavioral supports. Screening takes place three times per year at all grade levels and two times per year using a student survey for grades 3rd-8th. Students whose scores fall below a certain cut-off are identified as possibly needing more behavior interventions. The use of universal screenings refines and strengthens FSD's efforts to help all students be successful by taking positive and preventative measures as early as possible.

FSD specifically utilizes a research-based universal behavior screening tool called the Student Risk Screening Scale for Internalizing and Externalizing behaviors (SRSS-IE). This tool focuses on social-behavioral behaviors affecting academic engagement. The SRSS-IE is completed by teachers and is available for parents to review. The SRSS-IE does not involve any additional time or testing



directly with students, as it is a teacher rating scale. The results of the SRSS-IE are used to provide identified students with mentoring, social skill building, and other supports to help them engage positively in learning. In addition to this, RethinkEd is FSD's Tier II SEL curriculum. Students in grades 3rd-8th take a universal self reported RethinkEd screener two times per year in the fall and in the spring. FSD also uses a universal SEL curriculum for all students via the Second Step program.

The District offers a variety of mental health services and resources for students and families who may require emotional support due to, but not limited to, suicidal ideation, changes in the family, mental health challenges, anxiety, grief, loss or trauma. The district Mental Health Coordinator, School Counselors, Psychologists and Mental Health Associates support all students with social-emotional and mental health needs. Schools have assigned mental health experts to provide students with classroom lessons, 1:1 and small group counseling sessions, teletherapy or phone sessions. The district website also hosts extensive social emotional resources, lessons and links for parents and students to access anytime. Suicide prevention hotline numbers are posted on the website as well as outside resources and connection to community counseling centers. All school mental health team members are trained in crisis prevention and are capable of conducting risk assessments for any student expressing crisis, trauma or suicidal ideation. Additionally, all teachers and administrators were trained, prior to the start of the current school year, on supporting students with social-emotional learning.

Strategies for Improvement Within the Next Three Years

In response to the evolving needs of expelled students within the Fullerton School District (FSD) and the broader Orange County educational community, the following comprehensive set of strategies have been identified for improving educational services and support over the next three years. Building upon existing prevention activities and alternative education options, these strategies are designed to address identified gaps in services, including the expansion of elementary-level alternative education, enhanced special education placements, revised rehabilitation plans, and increased mental health resources. By focusing on early intervention, collaboration with community partners, and ongoing professional development, the District aims to create a supportive and inclusive educational environment where all students have the opportunity to succeed. Through these efforts, the District is committed to ensuring that expelled students receive the necessary support and resources to reintegrate successfully into the school community and achieve academic and personal growth.

The following strategies focus on the continuation and improvement of existing efforts:

- Expansion of AIM Process: Enhance the effectiveness of Administrative Intervention Meetings (AIM) by refining protocols and providing additional training to staff involved, ensuring targeted intervention meetings address the mental health, disciplinary, and restorative needs of students facing expulsion, with a focus on continuous improvement.
- Enhanced Special Education Placements: Collaborate with Orange County Department of Education (OCDE) to continue expanding specialized programs for students with exceptional needs, ensuring that expelled students with disabilities have access to appropriate placements and services, building upon existing efforts.



- Revised Rehabilitation Plan: Review and update rehabilitation plans for expelled students, incorporating more comprehensive criteria for successful completion, such as academic progress, behavioral goals, and involvement in counseling programs, with a commitment to ongoing refinement and adjustment.
- Transition Support Services: Implement comprehensive transition support services for students returning from expulsion, including reentry meetings with counselors, ongoing counseling support, and monitoring of behavior and academic progress, with a focus on continuous improvement and adjustment based on student needs.
- Increased Mental Health Resources: Allocate additional resources to enhance mental health services for all students, including increased staffing of mental health professionals, expansion of counseling programs, and partnerships with community mental health agencies, with a focus on addressing evolving needs and gaps in services.
- Early Intervention and Prevention: Strengthen early intervention and prevention efforts to address behavioral issues before they escalate to the point of expulsion, including targeted counseling, social skills training, and proactive disciplinary measures, with a commitment to ongoing assessment and adjustment based on data and feedback.
- Parent and Community Engagement: Foster greater involvement of parents and community stakeholders in addressing behavioral issues and supporting expelled students, through continued parent education programs, community partnerships, and outreach initiatives, with a focus on enhancing collaboration and communication channels.
- Professional Development: Provide ongoing professional development for school staff on topics such as restorative practices, trauma-informed care, and effective behavior management strategies to better support the needs of expelled students, with a commitment to continuous learning and improvement.
- Data-Driven Decision Making: Utilize data from behavior screenings, academic assessments, and student progress monitoring to inform decision-making and identify areas for improvement in supporting expelled students, with a focus on ongoing analysis and refinement of interventions based on evidence and feedback.
- Collaborative Partnerships: Strengthen partnerships with local agencies, nonprofits, and other stakeholders to leverage resources and support services for expelled students, ensuring a coordinated and holistic approach to their education and rehabilitation, with a commitment to ongoing collaboration and innovation in service delivery.