

MODIFIED MEETING ON-LINE PROCEDURES FOR February 3, 2021:

Earlier via Executive Order N-29-20 from the California Governor, the Orange County Board of Education modified its board meetings to accommodate virtual/teleconferencing. The Governor's executive order also waived the requirement for a majority of board members to physically be present at a public board meeting at the same location.

The City of Costa Mesa on April 13, 2020, issued Regulations No. 2 & 3 pursuant to Proclamation No. 2020-01. This decree states that residents "...of, or visitor to, the City of Costa Mesa shall wear a face covering while outside their home or personal vehicle within the boundaries of the City of Costa Mesa..."; and that individuals "*practice Social Distancing and wear a cloth face covering while visiting Essential Businesses.*"

For the safety of staff and the public, all members of the public attending the board meeting in person are subject to all local county, and state laws requiring face covering unless exempted from wearing a face covering pursuant to the guidelines of the California Department of Public Health.

Individuals with disabilities requiring copies of the agenda and/or the agenda packet, or requiring reasonable modification or accommodations consistent with the Americans with Disability Act, should contact prior to the meeting and request assistance. Individuals may contact the Board Clerk, Darou Sisavath, at (714) 966-4012. Concerns regarding requests for reasonable modifications or accommodations will be promptly addressed.

To observe on-line the board meeting via YouTube live stream, please use the following information:

- At the start time for the meeting, click on this link below:
<https://www.youtube.com/watch?v=OaBLRtTZx0o>

During Covid-19 conditions, the board accommodates in person attendance to their meetings but seating is limited due to social distancing. As social distancing limits seating in the board room, the boards follows existing Board policy, Brown Act, and state laws for the public to give in person Public Comments at the board meetings.

The Orange County Board of Education conducts its business at its regular and special board meetings. The board encourages communication from constituents. Existing means and practices of communication by constituents to the board include email via ocbe@ocde.us, or US postal mail to 200 Kalmus, Costa Mesa, CA 92626.

Public Comments at board meetings follow board policy 100-5. The Orange County Board of Education welcomes input concerning any subject within its jurisdiction from members of the public at all of their board meetings.

The Board policy is as follows:

1. An individual wishing to address the board is requested to complete a 3” x 5” request form secured from the Recording Secretary prior to the board meeting or prior to Board consideration of an agenda item.
2. Each person shall be aware that comments to the board shall be limited to not more than three minutes. The total time allotted for public input will be 45 minutes. It is the intent of the board to provide for audience participation during the meeting to be at a time that is as convenient as possible to all concerned.
3. If the topic of discussion selected by a member of the public is a current agenda item, he/she may be asked to delay discussion until the subject is before the board at the regular agenda time.
4. Speakers may not relinquish/yield their time to others.

Due to Covid-19 conditions and social distancing, the board has made accommodations for the public to address the board with their public comments in person at the Orange County Department of Education board room, or on-line via tele-conferencing. Please be aware seating is limited at the board meeting due to social distancing. A queue, however, is established for those constituents who only want to deliver at the board meeting their in-person Public Comment, and who wish to subsequently not attend the public meeting.

Temporarily, due to Covid-19 conditions, members of the public who can't attend the board meeting may submit Public Comments online for the February 3, 2021 meeting. Please read the following instructions and general information:

1. Submit a speaker card attached with your communication to ocbe@ocde.us. Comments received by 4 p.m., February 2, 2021 may be read during the meeting based on time limitations and board policy. Board Policy 100-5 governs Public Comments and preference is given to those citizens who are physically present at the board meetings. If the statement is not read on-line due to time limitations, the comments will be provided to the board members.
2. The name of the person and topic that is submitted online will be noted in the public record in the board minutes per existing protocols. Comments received after 4:00 p.m. but prior to discussion of an item on the agenda, will not be read into the record.
3. The time limit for public comments is outlined in board policy to three minutes, and for a total of 45 minutes per meeting. The time limitation may be altered or waived by board majority vote or consensus.
4. The board agenda reflects the order and placement in the board meeting for Public Comments.
5. Speakers will fill in their name on the card and select from one of the three opportunities during the board meeting for Public Comments. The public may address the board prior to a specific agenda item, or during the two agendaized Public Comment periods at the beginning and end of the board meeting.



REQUEST TO ADDRESS THE
ORANGE COUNTY BOARD OF EDUCATION
Speaker Card

Please Print

Date _____

Agenda Item # _____ or General Topic _____

Name _____

Home Address _____ City _____ Zip _____

School District(s) of Residence _____

Do you have school age children? Yes _____ No _____

Do your children attend public schools? Yes _____ No _____

**Timer
Information**

GREEN
Start with 3
minutes

YELLOW
1 minute
remaining

RED
Time is up

Members of the public may address the Board of Education regarding any agenda and/or off-agenda items within the subject matter jurisdiction of the Board of Education provided that NO action may be taken on off-agenda items unless authorized by law. Comments shall be limited to 3 minutes per person per meeting and 45 minutes for all comments. 30 minutes of Public Comments will be heard prior to Board Business and 15 minutes will be heard prior to adjournment.

Please complete and submit this card along with any handouts to the Recording Secretary prior to speaking.

Thank you!

REGULAR MEETING

February 3, 2021

5:00 p.m.

Location: *The public meeting will be conducted onsite with limited seating at 200 Kalmus Drive, Costa Mesa, CA 92880 and via YouTube live stream at <https://www.youtube.com/watch?v=OaBLRtTZx0o>*

ORANGE COUNTY BOARD OF EDUCATION
AGENDA

WELCOME

CALL TO ORDER

STATEMENT OF PRESIDING OFFICER: For the benefit of the record, this Regular Meeting of the Orange County Board of Education is called to order.

ROLL CALL

(*)AGENDA

Regular Meeting of February 3, 2021 – adoption

INVOCATION

Imam Qaisar Waheed Shabir, Resident Scholar & Religious Director
Islamic Center of Fullerton

PLEDGE OF ALLEGIANCE

INTRODUCTIONS

PUBLIC COMMENTS

(30 minutes)

INFORMATION ITEMS

COMMUNICATION/INFORMATION/DISCUSSION

- Harbor Learning Center North
- Rancho Sonado
- Staff report on security at board meetings
- Staff communications with Board
- Education Vaccination Update
- Update on Governors proposed budget
- Reopening of schools plan

BOARD DISCUSSIONS

ANNOUNCEMENTS

Superintendent
Associate Superintendent

(*)MINUTES

Regular Meeting of January 6, 2021 – approval

CONSENT CALENDAR

- (*) 1. Approve the granting of diplomas to the students listed from Alternative, Community, and Correctional Education Schools and Services, Alternative Education Division.
- (*) 2. Accept the 2nd Quarter Report on Williams Uniform Complaints for OCDE Student Programs for the period of October 1 to December 31, 2020.
- (*) 3. Adopt Resolution #01-21 to recognize March 2021 as Arts Education Month.
- (*) 4. Accept donation of \$10,000 on behalf of the OCDE Deaf and Hard of Hearing Program, Administrative Unit IV of Special Education Services located on the Venado Middle School and University High School campuses, and send a letter of appreciation to the donor.

CHARTER SCHOOLS

- 5. Charter submissions
- (*) 6. Charter School Public Hearing – Excellence Performance Innovation Citizenship (EPIC) Charter School renewal – Aracely Chastain, Director, Charter Schools, will facilitate the public hearing.
Discussion Format:
EPIC
Public Comments (30 minutes)
Board Questions

BOARD RECOMMENDATIONS

- (*) 7. Board action on Healthy Communities Resolution (Barke)

STAFF RECOMMENDATIONS

- (*) 8. Accept the 2021-2024 Countywide Initial Plan for Provision of Educational Services to Expelled Students.

PUBLIC COMMENTS Related to Closed Session Only

INFORMATION ITEMS (continue)

- Legislative Updates
- CSBA Update
- CCBE Update
- NSBA Update
- Capitol News Update
- School Services Update

BOARD MEMBER COMMENTS

COMMITTEE REPORT

CLOSED SESSION 1

CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION
Orange County Board of Education v. Orange County Superintendent of
Schools, Case No. 30-2018-01023385-CU-MC-CJC
Government Code Section 54956.9(a) and (d)(1)

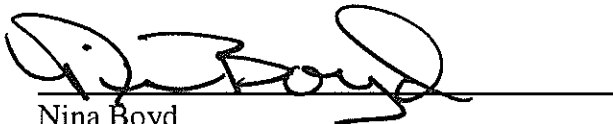
CLOSED SESSION 2

CONFERENCE WITH LEGAL COUNSEL-EXISTING LITIGATION
Orange County Board of Education v. OC Superintendent of Schools, Al
Mijares, and State Superintendent of Public Instruction, Tony Thurmond Case
No 30-2019-01112665-CU-WM-CJC -Government Code §§ 54956.9(a) and
(d)(1)

PUBLIC COMMENTS

(15 minutes)

ADJOURNMENT



Nina Boyd
Assistant Secretary, Board of Education

Next Regular Board Meeting: Wednesday, March 3, 2021 at 5:00 p.m. The meeting will be held onsite at 200 Kalmus Drive, Costa Mesa, CA 92880 with limited seating and via YouTube live stream.

Individuals with disabilities in need of copies of the agenda and/or the agenda packet or in need of auxiliary aides and services may request assistance by contacting Darou Sisavath, Board Clerk at (714) 966.4012.

(*) Printed items included in materials mailed to Board Members

97B

MINUTES
Regular Meeting
January 6, 2021

ORANGE COUNTY BOARD OF EDUCATION
MINUTES

WELCOME

CALL TO ORDER

The Regular Meeting of the Orange County Board of Education was called to order by Board President Williams at 5:01 p.m., January 6, 2021 in the Board Room, 200 Kalmus Drive, Costa Mesa, California and via YouTube live stream.

ROLL CALL

Present:

Rebecca "Beckie" Gomez
Tim Shaw
Mari Barke
Ken L. Williams, D.O.
Lisa Sparks, Ph.D.

INVOCATION

Rabbi Dov Fischer, Rav, Young Israel of Orange County Orthodox synagogue in Irvine, and law school professor

(*)AGENDA

Motion by Williams, seconded by Barke, and carried by a roll call vote of 5-0 to approve the agenda of the Regular meeting of January 6, 2021 with the removal of item #16.

PLEDGE

Judge Lynne Riddle

INTRODUCTIONS

None

PUBLIC COMMENTS

▪ Lynne Riddle

The Board took a recess from 5:19 p.m. to 6:03 p.m. to conduct a closed inter-district appeal hearing.

MINUTES

Motion by Barke, seconded by Shaw, and carried by a roll call vote of 5-0 to approve the minutes of the December 2, 2020 Regular meeting.

CONSENT CALENDAR

2. Motion by Barke, seconded by Gomez, and carried by a roll call vote of 5-0 to approve the granting of diplomas to the students

listed from Alternative, Community, and Correctional Education Schools and Services, Alternative Education Division.

CHARTER SCHOOLS

3. Charter Schools Submissions
 - EPIC
4. Charter School Public Hearing – Unity Middle College High School renewal – Aracely Chastain, Director, Charter Schools, facilitated the public hearing.
 - Dr. Erin Craig, Roy Kim, Rashi Seth
5. Charter School Public Hearing – Suncoast Preparatory Academy renewal – Aracely Chastain, Director, Charter Schools, facilitated the public hearing.
 - Shawna MacDonald, Interim Executive Director & Principal
7. Charter School Public Hearing – Vista Condor Global Academy material revision – Aracely Chastain, Director, Charter Schools, facilitated the public hearing.
 - Dr. Collin Felch, Principal
 - Dr. Don Wilson, Superintendent
8. Motion by Barke, seconded by Sparks, and carried by a roll call vote of 5-0 to approve the Vista Condor Global Academy material revision.
6. Motion by Barke, seconded by Shaw, and carried by a roll call vote of 5-0 to approve the Orange County Academy of Sciences and Arts Agreement.
9. Charter School Public Hearing – Ednovate-Legacy College Prep Renewal – Aracely Chastain, Director, Charter Schools, will facilitate the public hearing.
 - Evelyn Castro
10. Motion by Barke, seconded by Sparks, and carried by a roll call vote of 5-0 to approve Option One for the Ednovate-Legacy College Prep Renewal.
11. Charter School Public Hearing – Orange County Workforce Innovation High School Renewal & Material Revision – Aracely Chastain, Director, Charter Schools, facilitated the public hearing.
 - Julie Parra, Superintendent, Learn4Life

- Lili Gutierrez, Principal
12. Motion by Barke, seconded by Sparks, and carried by a roll call vote of 5-0 to approve Option One for the Orange County Workforce Innovation High School Renewal.
 13. Motion by Barke, seconded by Shaw, and carried by a roll call vote of 5-0 to approve Option One for the Orange County Workforce Innovation High School Material Revision.

The Board took a recess from 7:49 p.m. to 8:13 p.m.

14. Charter School Public Hearing – Irvine International Academy Appeal – Aracely Chastain, Director, Charter Schools, facilitated the public hearing.

PUBLIC COMMENTS (IIA Only)

- Terry Walker, Superintendent, Irvine Unified School District
15. Motion by Williams, seconded by Barke, and carried by a roll call vote of 4-1 (Williams, Barke, Sparks, and Shaw voted Yes; Gomez voted No) to approve Option Two for the Irvine International Academy appeal.

INFORMATION ITEMS

ANNOUNCEMENTS

Superintendent

- Safe Schools for All plan
- OC Healthcare Agency Vaccination Task Force
- ACCESS Programs
- OC's most influential people- Kirk Anderson, Principal; Beckie Gomez, Board Member; Andrew Pulver, Superintendent of Los Alamitos USD

Associate Superintendent

- Next board meeting is February 3rd – Submission deadline is January 20th
- Office Closure: January 18th, Martin Luther King

BOARD MEMBER COMMENTS

- Trustee Barke- ISSAC charter school and Sycamore charter school

COMMUNICATION/INFORMATION/DISCUSSION

- 1ST Interim Report and Harbor Learning Center North
- Rancho Sonado

- Staff report on security at board meetings (carryover to February 3rd board meeting)

PUBLIC COMMENTS

Related to Closed Session Only - None

The Board recessed to go into closed session from 9:46 p.m. to 10:18 p.m.

CLOSED SESSION 1

CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION

Orange County Board of Education v. Orange County Superintendent of Schools, Case No. 30-2018-01023385-CU-MC-CJC

Government Code Section 54956.9(a) and (d)(1)

CLOSED SESSION 2

CONFERENCE WITH LEGAL COUNSEL-EXISTING LITIGATION

Orange County Board of Education v. OC Superintendent of Schools, Al Mijares, and State Superintendent of Public Instruction, Tony Thurmond Case No 30-2019-01112665-CU-WM-CJC -Government Code §§ 54956.9(a) and (d)(1)

Report Out


Mr. Brenner reported, for Closed Session 1 and 2, the Board received an update from counsel. No action was taken other than approval of Epstein, Becker, and Green invoices dated December 31, 2020. The approval was 4-0-1 (Shaw, Barke, Williams, and Sparks voted Yes; Gomez Abstained) for the General Counsel litigation invoices; and 4-0-1 (Shaw, Barke, Williams, and Sparks voted Yes; Gomez Abstained) for the Budget litigation invoices.

PUBLIC COMMENTS

None

ADJOURNMENT

On a motion duly made, and seconded, the Board meeting of January 6, 2021 adjourned at 10:19 p.m.



Nina Boyd
Assistant Secretary, Board of Education

Ken L. Williams, D.O.
President, Board of Education

Next Regular Board Meeting, Wednesday, February 3, 2021 at 5:00 p.m. - The meeting will be in the Board Room at 200 Kalmus Drive, Costa Mesa, CA and via virtual conference.

Individuals with disabilities in need of copies of the agenda and/or the agenda packet or in need of auxiliary aides and services may request assistance by contacting Darou Sisavath, Board Clerk at (714) 966-4012.



ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: January 13, 2021
TO: Nina Boyd, Associate Superintendent
FROM: Jeff Hittenberger, Chief Academic Officer
SUBJECT: Granting of Diplomas

The students listed on the attached pages have been certified for graduation by the Custodian of Records or their designee for the Division of Alternative Education of the Orange County Department of Education. These students have met the standards of proficiency in the basic skills prescribed by the governing board in accordance with Education Code 51412. It is requested that the Board approve the granting of diplomas to these students.

RECOMMENDATION:

Approve granting of diplomas to the students listed from Alternative, Community, and Correctional Education Schools and Services, Alternative Education Division.

LS:sl

Page 9 removed (CONFIDENTIAL STUDENT INFORMATION)

ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: February 3, 2021

TO: Nina Boyd, Associate Superintendent

FROM: Christine Olmstead, Ed.D., Associate Superintendent, Educational Services Division

SUBJECT: Acceptance of 2nd Quarter Report on Williams Uniform Complaints for the Period of October 1 to December 31, 2020 for OCDE Student Programs

California Education Code section 35186(d) requires that school districts and county operated programs report summarized data on the nature and resolution of all Williams Uniform Complaints on a quarterly basis to the county superintendent of schools and the governing board of the school district.

The enclosed report indicates that no complaints were filed for the Orange County Department of Education Student Programs in the Divisions of Alternative Education and Special Education Services for the period of October 1 to December 31, 2020.

RECOMMENDATION:

Accept the 2nd Quarter Report on Williams Uniform Complaints for OCDE Student Programs for the period of October 1 to December 31, 2020.

CO:ag



ORANGE COUNTY DEPARTMENT OF EDUCATION
 Second Quarter Report on Williams Uniform Complaints
 October 1 – December 31, 2020

Education Code section 35186(d) requires that school districts and county operated programs report summarized data on the nature and resolution of all Williams Uniform complaints on a quarterly basis to the County Superintendent of Schools and their governing board. This report includes the number of complaints filed, if any, by general subject area and identifies the number of resolved and unresolved complaints.

Division of Alternative Education

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0		
Teacher Vacancies or Misassignments	0		
Facility Conditions	0		
TOTALS	0		

Division of Special Education Services

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0		
Teacher Vacancies or Misassignments	0		
Facility Conditions	0		
TOTALS	0		

ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: January 25, 2021
TO: Nina Boyd, Associate Superintendent
FROM: Darou Sisavath, Recording Clerk
SUBJECT: Resolution #01-21
Arts Education Month

RECOMMENDATION:

Adopt Resolution #01-21 to recognize March 2021 as Arts Education Month.

**RESOLUTION OF THE BOARD OF EDUCATION
ORANGE COUNTY, CALIFORNIA**

**MARCH 2021
ARTS EDUCATION MONTH**

WHEREAS, Arts Education, which includes dance, music, theatre, and the visual arts, is an essential part of basic education for all students, kindergarten through grade twelve, to provide for balanced learning and to develop the full potential of their minds; and

WHEREAS, through well-planned instruction and activities in the arts, children develop initiative, creative ability, self-expression, self-reflection, thinking skills, discipline, a heightened appreciation of beauty and cross-cultural understanding; and

WHEREAS, experience in the arts develops insights and abilities central to the experience of life, and are collectively one of the most important repositories of culture; and

WHEREAS, many national and state professional educational associates hold celebrations in March focused on students' participation in the arts; and

WHEREAS, these celebrations give California schools a unique opportunity to focus on the value of the arts for all students, to foster cross-cultural understanding, to give recognition to the state's outstanding young artists, to focus on careers in the arts available to California students, and to enhance public support for this important part of our curriculum; and

WHEREAS, the California State Board of Education states in its Arts Education Policy adopted in July 1989 that each student should receive a high quality, comprehensive arts education program based on the adopted visual and performing arts curriculum documents.

NOW, THEREFORE, BE IT RESOLVED, on the 3rd day of February, 2021 that the Orange County Board of Education proclaims the month of March 2021 as the Arts Education Month and encourages all educational communities to celebrate the arts with meaningful student activities and programs that demonstrate learning and understanding in the visual and performing arts; and

BE IT FURTHER RESOLVED, that educational communities involve parents and community representatives in these activities and programs that demonstrate learning and understanding in the visual and performing arts and the Orange County Board of Education will distribute suitably prepared copies of this resolution to all school districts in the County of Orange.

AYES:

NOES:

ABSENT:

STATE OF CALIFORNIA, COUNTY OF ORANGE

I, **Ken L. Williams, D.O.**, President to the Board of Education of Orange County, California hereby certify that the foregoing Resolution was duly and regularly adopted by the said Board at a regular meeting thereof held on the 3rd day of February 2021.

IN WITNESS THEREOF, I have hereunto set my hand and seal this 3rd day of February 2021.

Ken L. Williams, D.O., President
Orange County Board of Education



**ORANGE COUNTY DEPARTMENT OF EDUCATION
BOARD AGENDA ITEM**

DATE: January 25, 2021

TO: Nina Boyd, Associate Superintendent
Darou Sisavath, Senior Executive Assistant

FROM: Analee Kredel, Chief, Special Education Services

SUBJECT: Acceptance of Donation

The OCDE Deaf and Hard of Hearing Program, Administrative Unit IV of Special Education Services located on the Venado Middle School and University High School campuses, has the privilege of being the recipient of the following donation from David & Marni Sugden. The donation is \$10,000. The donor is requesting that the funds be used on the following actions:

- Community sign language classes;
- Sponsorship of community activities for DHH students;
- Sponsorship of school activities showcasing the talents of our DHH Students.

RECOMMENDATION:

Accept donation of \$10,000 on behalf of the OCDE Deaf and Hard of Hearing Program, Administrative Unit IV of Special Education Services located on the Venado Middle School and University High School campuses, and send a letter of appreciation to the donor.

ORANGE COUNTY BOARD OF
BOARD AGENDA ITEM

Item: Charter Schools #6
February 3, 2021
 Mailed Distributed at meeting



DATE: January 20, 2021
TO: Nina Boyd, Associate Superintendent
FROM: Aracely Chastain, Director, Charter Schools
SUBJECT: Public Hearing – EPIC Charter School Renewal

DESCRIPTION:

On 11/4/2015, Orange County Board of Education approved Excellence Performance Innovation Citizenship (EPIC) Charter School for a five-year charter term that expires on June 30, 2021. On January 5, 2021, EPIC Charter School submitted a renewal charter petition.

RECOMMENDATION:

Per California Education Code, Orange County Board of Education shall hold a public hearing on the provisions of the EPIC Charter School petition and consider the level of support for the school at the February 3, 2021 board meeting.

MB

ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: January 28, 2021
TO: Nina Boyd, Associate Superintendent
FROM: Mari Barke, Board Member
SUBJECT: Healthy Communities Resolution

RECOMMENDATION:

Board action on Healthy Communities Resolution

Healthy Communities Resolution

WHEREAS, The paramount concern of policymakers at all levels is the health and well-being of our constituents, never more so than during what has been called a once-in-a-century pandemic; and

WHEREAS, Decisions affecting the health and well-being of our constituents must be based on empirical evidence without regard to politics or the influence of special interest groups; and

WHEREAS, California has struggled as much as any state during the COVID-19 pandemic, with the third highest unemployment rate in the country, the largest backlog of unpaid jobless claims, and the fifth worst excess death rate west of the Mississippi; and

WHEREAS, California's *Blueprint for a Safer Economy* provides a one-size-fits-all approach to reopening communities that fails to allow the flexibility to respond in a data-driven way to what is occurring in our county; and

WHEREAS, The *Blueprint* largely impacts the operation of businesses and schools without any showing that those environments are responsible for COVID-19 cases observed in our county; and

WHEREAS, Our county has seen increases in drug abuse, delayed medical care, depression among our youth, and the overall need for mental health services; and

WHEREAS, Our county is extremely concerned about the impacts to our children of any further delays to in-person education; now, therefore, be it

Resolved by the Orange County Board of Education, that these facts demonstrate a need for collective and unified action from our county and surrounding communities; and it be further

Resolved, that Orange County Board of Education approve this Resolution with a commitment to the following principles:

1. That our county is best served by an ability to respond locally to the COVID-19 virus in accordance with our local data and circumstances, as specified, for instance, in the attestation filed with the California Department of Public Health.
2. That our county is geographically diverse and ill-suited for the county-wide restrictions imposed by the *Blueprint*, and the State should enable our COVID-19 response to be tailored to geographically separate areas, such as different zip codes, as circumstances and case levels warrant.
3. That school districts in our jurisdiction are urged to safely open all schools as soon as possible and provide in-person instruction to the greatest extent possible without further delay.

BOARD AGENDA ITEM

DATE: February 3, 2021

TO: Nina Boyd, Associate Superintendent

FROM: Christine Olmstead, Ed.D., Associate Superintendent, Educational Services Division

SUBJECT: Acceptance of the *2021 Countywide Plans for Provision of Educational Services to Expelled Students* (Countywide Plans) for the 2021-2024 triennial cycle

BACKGROUND:

California *Education Code (EC)* Section 48926 requires county superintendents, in conjunction with superintendents of the school districts within the county, to develop a plan for providing educational services to all expelled pupils in that county. The initial plan was to be adopted by the governing board of each school district within the county and by the county board of education and submitted to the State Superintendent of Public Instruction (SSPI) in 1997. *EC* Section 48926 also requires that each county superintendent of schools, in conjunction with district superintendents in the county, submit a triennial update to that plan to the SSPI.

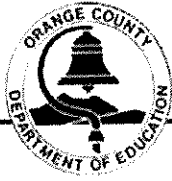
EC Section 48926 provides specifically that: The plan shall enumerate existing educational alternatives for expelled pupils, identify gaps in educational services to expelled pupils, and strategies for filling those service gaps. The plan shall also identify alternative placements for pupils who are 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.

The enclosed plan is the initial draft of the *2021 Countywide Plan for Provision of Educational Services to Expelled Students*. Once approved, the accepted plan will be forwarded to the school districts of Orange County. School districts will use this plan as a model to create their district's plan. After the districts' plans are approved by their local governing boards, all plans from Orange County school districts will be forwarded to the OCDE County Board of Trustees for the final approval before sending to California Department of Education/SSPI.

RECOMMENDATION:

Accept the *2021-2024 Countywide Initial Plan for Provision of Educational Services to Expelled Students*.

CO:ag



**PLAN FOR PROVIDING EDUCATIONAL SERVICES TO
ALL EXPELLED STUDENTS IN ORANGE COUNTY
2021-2024**

General Provisions

As required by Education Code section 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 2021-22, 2022-23 and 2023-24. The current plan has been adopted by the governing board of each school district in Orange County and the Orange County Board of Education. A student whose behavior has resulted in an expulsion is provided a rehabilitation plan which ensures placement in an educational program. 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 county community school pursuant to subdivision (c) of Education Code Section 1981, or a juvenile court school, as described in Section 48645.1, or a community day school pursuant to Article 3, (commencing with Section 48660 of Chapter 4 of Part 27 of the Education Code.

All expelled students shall be referred to an educational placement that is 1) appropriately prepared to accommodate students who exhibit discipline problems; 2) not situated at a comprehensive middle, junior, or senior high school, or at any elementary school; and 3) not housed at the school site attended by the student at the time of the offense (E.C. section 48915). In addition to the requirements stated above, such factors as district size, district level alternatives, county level alternatives, Local Control Accountability Plans (LCAP), and district policy and philosophy can influence the decisions by a district board of education regarding what educational alternatives are appropriate for the students who are expelled.

Educational Alternatives for Expelled Students

The governing board of each school district will determine which educational alternatives are appropriate and available pursuant to Education Code section 48916.1. Educational alternatives throughout Orange County for students recommended for expulsion include, but are not limited to the following options:

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].

A specific referral to a district community day school or county community school is made by the school district with recommendations from the district discipline review board, School Attendance Review Board (SARB), or by another established district referral process as required by statute.

The school district of residence 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 are reviewed by the district for possible return to district of residence programs. Expelled students who fail to meet the terms and conditions of the district rehabilitation plan for readmission may continue to be referred to an appropriate educational setting within another district alternative program, district community day school program, or the Orange County Department of Education ACCESS program.

Charter School Requirements and Expulsion

Charter schools develop their own policies and procedures regarding student expulsion and student dismissal subject to the requirements of Education Code Section 47605(c)(5)(J). They are not required to follow Education Code section 48900 et seq. as the basis of their discipline or expulsion policy, although by regulation petitioners must demonstrate familiarity with these provisions. Charter schools have the option to adopt their chartering district's policy and procedures regarding expulsion.

A student who is expelled from a charter school may return to the school district of residence. As set forth in Education Code Section 47605(e)(3), if a pupil subject to compulsory full-time education pursuant to Education Code section 48200 is expelled or leaves a charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. Once the school district has documentation of the expulsion order, the provisions of Education Code sections 48915.1 and 48915.2 to determine whether the pupil may enroll in a district school or must be referred to a county community school or district community day school (EC section 48915.2).

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 section 48900 and following, the student may be referred to another district alternative program or to the Orange County Department of Education.
- If the expelled student commits another violation of the Education Code while enrolled in the Orange County Department of Education ACCESS program, the student will be placed at another community school site within the ACCESS Area or transferred to another ACCESS Area operated by the Orange County Department of Education, in accordance with Orange County Department of Education Policy and Procedures.

Expelled Students Who Fail District Community Day School

An expelled student who fails his/her placement in a district community day school program may be placed in one of the following options:

- Other existing district educational alternatives.
- Orange County Department of Education, ACCESS program or a program operated by the Orange County Department of Education Division of Special Education Services.
- Non-Public School (NPS) placements for students with disabilities may be considered by school districts if the IEP team determines a NPS is appropriate.

Special Education Students

Students eligible under the Individuals with Disabilities Act (IDEA) may be referred to the Orange County Department of Education pursuant to the Individualized Education Program (IEP) process

outlined in Education Code section 48915.5 and Orange County Department of Education procedures. Students eligible under Section 504 of the Rehabilitation Act of

1973 may also be referred to the Orange County Department of Education program in accordance with Section 504 procedures. School districts must take into consideration the contents of the student's IEP when making placement recommendations. Any change in placement requires the school 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 district, Special Education Local Plan Area (SELPA), or county-operated programs.

- If the district refers an expelled student to the Orange County Department of Education, 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 Orange County Department of Education shall participate in the IEP meeting. The district or Orange County Department of Education may provide special education services in accordance with the student's IEP.
- When the IEP cannot be implemented within the Orange County Department of Education, the district of residence is responsible for providing a Free and Appropriate Public Education (FAPE) within the continuum of program options identified in its SELPA local plan.
- The Orange County Department of Education may also provide an interim alternative educational setting while a school district locates an educational placement for students eligible under the IDEA (not excluding county options). [34 C.F.R. section 300.530(g)]

Orange County Department of Education Options

Orange County Department of Education Options

The Orange County Department of Education is committed to providing a spectrum of educational options for students expelled from Orange County school districts. Educational options are provided through the Division of Alternative Education, known as Alternative, Community, and Correctional Education Schools and Services (ACCESS), a Western Association of Schools and Colleges-accredited (WASC) program, and the Division of Special Education Services. The Orange County Department of Education's mission is to ensure that all students are equipped with the competencies they need to thrive in the 21st Century. In addition, ACCESS' mission is to care for, teach, and inspire all students to discover their potential, develop their character, and maximize their learning so they may become successful contributors to society.

The policy of each individual school district affects how the Orange County Department of Education will meet the needs of that school district. Some districts use the Orange County Department of Education programs as educational options for those students expelled under Education Code section 48900. The Orange County Department of Education also works with

Orange County school districts to provide information and data in support of local control accountability plan goals and priorities, including but not limited to pupil engagement, school climate and pupil outcomes.

The Orange County Department of Education Division of Special Education Services provides special education programs and services to individuals with exceptional needs requiring intensive educational services. Referrals to the Division of Special Education Services shall be made in accordance with current procedures.

The ACCESS program provides options for expelled youth at over 45 sites contained within 7 Areas located throughout the county. Regional options may include:

- Classroom instruction serving grades 9-12, delivered daily for 240-270 minutes aligned with the State Frameworks/Standards.
- Classroom instruction serving grades 6-8, delivered daily for 240-270 minutes aligned with the State Frameworks/Standards.
- Contracted learning/independent study programs for students who elect, with parent/teacher approval, not to participate in daily classroom instructional programs. These contracted learning/independent study programs require students to complete a minimum of 20 hours per week of educational product. For students with disabilities, this would be considered and discussed at an IEP meeting.
- Parent-directed home instruction, independent study programs through the Community Home Education Program (CHEP) serving students in transitional kindergarten (TK) through grade 8 and Pacific Coast High School, a University of California (UC) approved and National Collegiate Athletic Association-accredited program serving students in grades 9-12. For students with disabilities this would be considered and discussed during an IEP meeting.

Referral Process to the Orange County Department of Education

Alternative Community Correctional Education Schools and Services (ACCESS)

ACCESS Administrators regularly meet with school district representatives and agency partners to collaborate and coordinate placement of expelled students. Regional meetings of the Child Welfare and Attendance (CWA) Administrators as well as district Student Attendance Review Board (SARB) members provide a venue for district and Orange County Department of Education representatives to discuss potential placement challenges, explore regional options and address the needs of expelled students.

Referrals to the Orange County Department of Education ACCESS program may be made directly to the ACCESS Areas listed below. Referrals of students eligible under the IDEA shall be made through the IEP process and in accordance with ACCESS Special Education Procedures.

An *Individual Learning Plan* (ILP) will be developed for expelled students referred to ACCESS. Part of this plan includes a goal of assisting the student with meeting the requirements stated in the district rehabilitation plan to facilitate returning the student to the school district of residence at completion of the district expulsion. A *Supplemental Referral Form* and a *Return to District Form* were developed with the support of District Student Services Administrator's feedback to improve communication. Districts will use the *Supplemental Referral Form* to highlight unique needs of students, interventions in place, and rehabilitation plans for students. When returning to the district of residence, ACCESS will use the *Return to District Form* to communicate student progress on the district rehabilitation plan as well as share important contact information in the case that questions may arise.

ACCESS and the Orange County school districts have resolved the difficulty for students returning to their district of residence following their expulsion period about completing the required courses prior to graduation, which was a Gap in Service in the previous triennial countywide plan 2018-2021.

ACCESS and school districts have implemented online programs that provide "a-g" approved courses as well as credit recovery options and electives, including career technical education. These programs have expanded the options available to expelled and returning students seeking to satisfy the "a-g" requirements or other college-preparatory courses. ACCESS continues to provide professional development to teachers to effectively utilize their on-line program. In addition, Pacific Coast High School (Administrative Area 5) offers a full range of college-preparatory courses satisfying the "a-g" requirements. *GradPoint*, the online course option with "a-g" approved courses utilized by ACCESS, satisfies the subject requirements for admission into the University of California and California State University Systems.

ACCESS Administrative Areas

AREA	ADDRESS	CONTACT INFORMATION	STAFF CONTACT
Area 1 – South County	15872 Harbor Blvd. Fountain Valley, CA 92708	(714) 245-6535 (714) 966-1685 fax	Ken Ko KKo@ocde.us
Area 2 – Mid-County	505 N. Euclid St., Suite 500 Anaheim, CA 92801	(714) 245-6795 (714)781-5891 fax	Chris Alfieri CAlfieri@ocde.us
Area 3 - North County	1277 S. Lyon St., Suite 501 Santa Ana, CA 92705	(714) 245-6680 (714) 731-7269 fax	Vern Burton VBurton@ocde.us
Area 4 - Juvenile Court Schools*	331 City Drive South Orange, CA 92868	(714) 935-7651 (714) 935-6339 fax	Kirk Anderson KAnderson3@ocde.us
Area 5 - Pacific Coast High School, Community Home Educational Program (CHEP), Skyview	14262 Franklin Ave. Suite 100 Tustin, CA 92780	(714) 245-6500 (714) 508-0215 fax	Machele Kilgore MKilgore@ocde.us
Area 6 – Sunburst Academy	4022 Saratoga Ave., Bldg. 25 Los Alamitos, CA 92702	(714) 796-8780 (714) 662-8770 fax	Dinah Ismail DIsmail@ocde.us
Area 7 – College and Career Preparatory Academy (CCPA)	1669 E. Wilshire Ave., Suite 605 Santa Ana, CA 92705	(714) 796-8795 (714) 547-8674	Dave Connor DConner@ocde.us

**Juvenile Court Institutions/Juvenile Court Schools Placement are made through the Juvenile Justice Department*

ACCESS Student Services

DEPARTMENT/OFFICE	ADDRESS	CONTACT INFORMATION	STAFF CONTACT
Student Support Services and Special Education	1715 E. Wilshire Ave., Suite 706 Santa Ana, CA 92705	(714) 647-2596 (714) 796-8811 fax	Lynn Garrett LynnGarrett@ocde.us
Title I	1735 E. Wilshire Ave., Suites 801 & 802 Santa Ana, CA 92705	(714) 836-0301 (714) 836-1920 fax	Lisa Lanier LLanier@ocde.us
Assessment Center	1715 E. Wilshire Ave., Suite 706 Santa Ana, CA 92705	(714) 835-2776 (714) 835-3861 fax	Jane Doney JDoney@ocde.us
Attendance and Records	1669 E. Wilshire Ave., Suite 601 Santa Ana, CA 92705	(714) 547-9972 (714) 547-2344 fax	Sharon Lakin SLakin@ocde.us
Educational Programs and Services	1669 E. Wilshire Ave., Suite 608 Santa Ana, CA 92705	(714) 647-2593 (714) 957-0736 fax	Katy Ramezani KRamezani@ocde.us
District Partnerships and Operations	1669 E. Wilshire Ave., Suite 603 Santa Ana, CA 92705	(714) 245-6404 (714) 547-2344 fax	Dennis Cole DCole@ocde.us
Foster Youth Services Coordinating Program	OCDE/FYSCP, C/O OC SSA/CFS 800 N. Eckhoff Street, Bldg. 124 Orange, CA 92868	(714) 668-7830 (714) 662-8753 fax	Raina K. Lee Rlee@ocde.us

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

Previously identified gaps have been examined and considerable improvement has been made through a collaborative process between the 27 Orange County School Districts and the Orange County Department of Education. The 27 School Districts in Orange County and the Orange County Department of Education have committed themselves to an ongoing process to resolve the remaining identified gaps.

Service Gap 1: Expelled Students in Grades K-5

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.

Progress from 2018

A common practice for students expelled in grades K-5 is for the school district to suspend the expulsion order and refer the student to another school within the district. School districts also may collaborate with each other to facilitate enrollment of an expelled elementary school student into a school in a different school district, when appropriate. School districts continue to have the option of referring expelled students to Skyview Elementary and Middle School, an Orange County Department of Education ACCESS program serving grades K-8. Skyview is a community elementary/middle school program designed to meet the needs of all at-risk children and offers community support programs for both the students and their families.

Ongoing Strategies for Addressing This Gap

Students in grades K-5 who are expelled, may be served through the following school district or Orange County Department of Education alternative education programs:

- Transfers within the home district which may include district community day school.
- Skyview Elementary and Middle School, located in the city of Orange, is operated by the OCDE ACCESS program, and serves students in grades K-8.
- Students in grade 5, on a case-by-case basis, may be referred to other ACCESS school sites depending upon class composition at the time of referral.

The Orange County Department of Education continues to review the ongoing need for an elementary level regionalized community school program to serve elementary-aged students who may be expelled from their school district. Over the past five years, the number of expulsions for Orange County students in grades K-6, as reported to *DataQuest*, are as follows:

Year	K-3	4-6
2014-15	0	7
2015-16	0	7
2016-17	0	10
2017-18	0	9
2018-19	0	9

Orange County school districts continue to support one another and offer alternative placement options whenever possible, taking students who were expelled for non-mandatory expellable offenses especially in larger districts with community day school options or special classrooms on their sites. School districts are also expanding interventions through a Multi-Tiered System of Support framework with evidence-based programs such as Positive Behavior Intervention and Supports, Restorative Practice, Mindfulness Practice, Trauma-Informed Care Perspective and Resources, and Social and Emotional Learning resulting in reduction of expulsions at the elementary grade level. In addition, the tiered interventions, and strategies of the Student Attendance Review Team (SART) and Student Attendance Review Board (SARB) processes are being implemented as preventative/early warning measures to reduce the number of suspensions and expulsion through a strength-based approach focusing on students’ behavior (academic, attendance, social-emotional) challenges and family support.

Challenges to Addressing This Gap

- The location of the Skyview Elementary and Middle School site in proximity to the district of residence may pose a challenge to student attendance.
- To attend Skyview or other schools in neighboring school districts, students may require transportation. However, neither the districts nor ACCESS provide transportation which is a challenge for some students to attend schools outside of the boundaries of the district of residence.
- The low number of elementary students in grades K-5 who need alternative placements due to expulsions continue to make it impractical and cost-inhibitive to sustain operation of multiple school sites and programs throughout the county.

Service Gap 2: Limited Special Education Placements in ACCESS

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.

Progress from 2018

Orange County School Districts have continued to expand efforts to provide services to students within their attendance area reducing the need for referrals to ACCESS and the OCDE Special Schools program. The Orange County School Districts and OCDE will provide ongoing monitoring of the need for additional Special Education services for expelled students. The ACCESS program is prepared to respond to increased demands as conditions warrant in the future.

Programs for Students with intensive Mental Health needs:

- ACCESS has been able to expand the number of licensed mental health clinicians over the past several years. This has allowed for increased support during the school day while students are on campus. Continued expansion of programs for students with intensive mental health and behavioral needs is contingent upon the location of school sites that can accommodate such programs and sufficient enrollment to maintain such programs. Additional training in various behavior management strategies for both general education and special education teachers can support the increased needs of students being enrolled with mental health and behavioral needs.

Programs to Expand Continued Services for Special Education Students:

- Expanding program options for special education students continue to be evaluated through OCDE, Orange County SELPA Directors and Orange County School Districts.

ACCESS will continue to utilize its Director of Student Services as well as Special Education Administrative Liaisons/Coordinators to facilitate participation in district IEP team meetings when a referral for an expelled student is made to ACCESS. In addition, ACCESS has continued to increase its special education staff including a focus to address the increased mental health needs for students with disabilities. ACCESS can provide intensive counseling services by licensed mental health professionals who have been trained in Trauma Informed Care and Restorative Practice. Small group therapy programs have also been developed to address issues that impact social functioning within the classroom and community, such as social skills, anger management and various coping skill strategies.

All ACCESS mental health clinicians will continue to receive training in the most current research-based training in various therapeutic therapies to address the changing needs of our students.

Ongoing Strategies for Addressing This Gap

School districts continue to create, expand, and have success with community day school programs for expelled students with special needs as an option to county operated and non-public school placements. ACCESS provides an inclusive educational setting with students mainstreamed into general educational programs. Placement at non-public schools (NPS) continues to be an option for school districts as well. In addition, districts are utilizing various flexible scheduling opportunities along with alternative education options to meet IEP goals, provide related services, and fulfill the requirements of the rehabilitation plan.

Challenges to Addressing This Gap

- Establishing a regionalized program in an alternative school setting that can be operated and maintained based on an unpredictable number of student referrals as well as transportation barriers pose ongoing challenges. These challenges impact the sustainability of regionalized special education programs operated by OCDE. Although some school districts have expressed a need for a self-contained special day class (SDC) for students with emotional and/or behavior disorders, this has not been sustainable for OCDE due to the minimal number of students being referred. Challenges to addressing Service Gap #1 may also have been a contributing factor to the limited number of referrals for establishing such a program.
- One area of continued concern expressed by some school districts is the ability of the ACCESS program to provide a Free Appropriate Public Education (FAPE) given its inclusive practices and independent study model. Based on the smaller class sizes in ACCESS and the individualized instructional model through contracted learning, the

structure of the school day differs from a traditional school schedule and often requires modification of the IEP.

- Another area of concern has been the combined programming of middle school and high school programs. There is a desire to provide separate classes/programs for middle school students to better address their unique developmental and social-emotional needs, however the low numbers of referrals/enrollment of middle school students make it difficult to maintain separate programs.

Service Gap 3: Rehabilitation Failures

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.

Progress from 2018

Over the past three years, OCDE has continued discussions with the Orange County School Districts to identify systematic approaches to facilitate the regular transfer of the rehabilitation plan upon referral of an expelled student, as well as identify community resources available to support students in meeting their district rehabilitation plan requirements.

Regional Administrative Areas help to promote communication between the districts and the county community schools, and ACCESS directors, coordinators, principals, and assistant principals attend county Student Services meetings to facilitate ongoing communication. In addition, the ACCESS Student Attendance Review Board (SARB) process has been coordinated more efficiently and ACCESS utilizes one of its staff members in truancy court to make sure students attend school and are connected to community resources.

Ongoing Strategies for Addressing This Gap

Districts will be asked to provide ACCESS a copy of the rehabilitation plan when referring an expelled student. ACCESS staff will review the rehabilitation plan with the student and, as appropriate, the student's parents, and will assist the student in completing his/her plan requirements. Orange County School Districts and ACCESS have implemented the use of a supplemental referral form when students are referred to an ACCESS program. This form includes specific information about a student's needs as well as progress and action items needed to complete the rehabilitation plan requirements. School staff will continue to monitor student achievement toward rehabilitation plan requirements throughout the term of expulsion while

educational services are provided by ACCESS or private agencies. For students struggling to meet rehabilitation plan requirements, the student consultation team process may be considered to provide additional support. Continued, two-way communication and collaboration with school district personnel will continue to be a priority. Enhanced communication promotes student success and early intervention when students are not meeting the terms of the rehabilitation plan. In addition, communication is vital between the districts and ACCESS regarding the status of students who are returning to the district. When returning to the district, ACCESS staff will continue to use the Student Transition form to communicate information on student's completion of the rehabilitation plan.

Districts have expanded their programs and services to support expelled students by hiring additional staff and assigning specific duties to staff to monitor the completion of the student's rehabilitation plan and to communicate/collaborate with ACCESS and other programs. In addition, to meet the academic needs of the students and to ensure that they acquire the necessary credits to meet the graduation requirements, districts have expanded their instructional programs to include enhanced Summer School and after-school programs, district online instruction, and tutoring support for expelled students. Furthermore, upon re-entry to the district, students will continue to be closely monitored and supported by school staff through the creation of a behavior contract, needs assessment survey, and the opportunity for alternative placement at a different school site within the district.

OCDE will continue to explore with districts how to utilize and expand existing collaborations to ensure student success with completion of the rehabilitation plan. This includes the use of community non-profits and private programs to assist in carrying out individual student rehabilitation plans.

Challenges to Addressing This Gap

- A challenge continues to be communication between the districts and ACCESS in ensuring that the district's rehabilitation plan is completed by the student. In some cases, districts do not directly share the student's rehabilitation plan with ACCESS in a timely manner or at all, thus leaving this task to parents and students.
- There continues to be a need to identify additional intervention services for students to meet the specific requirements of their rehabilitation plans especially when involving mental health services.

Service Gap 4: Mental Health Services

Orange County School Districts are seeing an increased need for mental health services and a shortage of affordable and accessible options for students.

Progress from 2018

The Orange County Department of Education will continue to work to promote school and community partnerships and professional development to address the mental health needs of students. The development of Local Control Accountability Plans gives greater attention to the mental health needs of students and the county office will assist districts as they strive to find ways to address the social emotional needs of their students and support the “whole child.” This is one of OCDE’s strategic initiatives articulated in its 2016 -2019 Strategic Plan. OCDE, which heads the California SUMS (Scale Up Multi-Tiered System of Support) initiative, continues to provide technical assistance to many Orange County School Districts in the areas of Academic, Behavioral, and Social and Emotional support. OCDE continues to share-out local resources through network meetings and listservs. The ACCESS program will continue to work with districts to identify and assist expelled students who have mental health needs and whose family needs resources to care for the whole child. To this end, ACCESS has several mental health clinicians. ACCESS will continue to provide more intensive counseling services by licensed mental health professionals who have been trained in **Trauma Informed Care** and Restorative Practice. In addition, ACCESS mental health clinicians are trained in **Trauma Focused Therapy**. The Orange County SELPAs, school districts and OCDE continue to assess any gaps resulting from changes in the funding structures to ensure the availability of appropriate mental health services for both general education and special education students expelled from school.

Ongoing Strategies for Addressing this Gap

OCDE was awarded the **Mental Health Student Services Act (MHSSA) Grant** in partnership with OCHCA through August 31, 2024, with the purpose to strengthen mental health partnerships between county mental health or behavioral health departments, community-based organizations, and Orange County school districts to increase access to mental health services and remove barriers to better serve our students and families in their mental health needs. Expected outcomes related specifically to serving and supporting expelled students are as follow:

- Improve timely access to accessing services.
- Reduce barriers to needed services.
- Increase linkages to mental health services for districts.
- Increase training on mental health topics to educators, administrators, parents/families, and students.
- Improve awareness and understanding of mental health topics and knowledge of how to navigate services.
- Reduce negative student outcomes (e.g., chronic sadness, thoughts of suicide, suicide rates, chronic absenteeism, school failure, etc.).

To accomplish these goals as a Community of Practice, the grant provides funding for seven (7) Regional Mental Health Coordinators (RMHC).

To decrease the student to mental health staff ratio and increase students’ access to services, districts have continued to hire more counselors, therapists, psychologists, social workers, clinicians/specialists, administrators/coordinators and increase the number of partnerships with community agencies to expand student access to mental health services, crisis response services, and special education services. Some districts have shifted the duties and responsibilities of existing staff to include mental health support services and community coordination/partnerships for mental health services for students. Districts have placed particular focus on at-risk students, low socio-economic students, Homeless and Foster Youth, LGBTQIA students, and students with irregular school attendance.

Furthermore, districts have participated in Trauma-Informed Care and Education, Trauma Focused Therapy, Social-Emotional Learning (SEL) competencies and Diversity, Equity, and Inclusion (DEI) trainings provided by OCDE in addition to contracting with community agencies to provide similar training to counselors and teacher/staff training within the district. OCDE and Orange County school districts will continue to collaborate about the districts’ needs for additional student mental health training and technical assistance with implementing behavior supports and strategies. To implement Positive Behavior Intervention and Supports (PBIS) strategies schoolwide, some districts have established School Climate Lead Teachers and Teams at each school site to enhance the collaboration and coordination of the multi-tiered framework of support.

Challenges to Addressing This Gap

- The distribution of community mental health resources and services, specifically mentorship services, are not equitably dispersed or available throughout all the communities within the Orange County school districts.

COUNTYWIDE BEHAVIOR INTERVENTIONS AND BEST PRACTICES TO PREVENT SUSPENSIONS AND EXPULSIONS

Orange County schools seek to minimize the number of expulsions by establishing prevention and early intervention practices. School districts pursue a variety of strategies to educate students and establish a safe and caring climate to prevent student misconduct. When warranted, disciplinary measures are implemented consistent with district policies and procedures to ensure fair and consistent disciplinary measures. These efforts will continue to prevent any disproportionate representation of minority students recommended for expulsion.

Expulsions occur when student and campus safety is threatened or when other means of correction have not been successful. Districts engage in several preventive and proactive strategies including but not limited to the following:

- Adult Mentoring of Students
- After School Programs
- After-school programs that address specific behavioral issues or expose pupils to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups.
- Alternate Suspension Classrooms (ATS)
- Annual Notice of Parent Rights and Responsibilities
- Anti-bullying Programs
- Any of the alternatives described in Section 48900.6 related to community service
- Athletic Drug Testing
- Automated Telephone Notifications
- Behavior Skills Group
- Brief Intervention Counseling (Substance Abuse Counseling)
- Canine Solutions for Contraband Canine School visits
- Character Counts
- Check-in, Check-out
- Classroom Management training for administrators and teachers
- Clifton Strengths Finder
- Come Walk In My Shoes (abilities awareness)
- Community Partnership
- Conferences between school personnel, the pupil's parent or guardian, and the pupil.
- Conflict Mediators/Conflict Resolution Services
- Coordinated Approach to Children's Health (CATCH)
- Crisis Response Network (CRN)
- Enrollment in programs for teaching prosocial behavior or anger management
- Every 15 Minute Program
- Friday Night Live
- Gang Resistance Intervention Partnership (GRIP)
- Grad Night Activities

- Homework Clubs
- In-school Suspensions
- Juvenile Alcohol and Drug Education (JADE), PRYDE Program, Outreach Concern, Straight Talk, Western Youth Services and Other Community Counseling Partnerships
- Kindness Assemblies
- Link Crew
- Mindfulness practice/implementation of Mindful Mondays
- Multi-Tiered System of Support Framework (MTSS Continuum of Support)
- Online Classes and Credit Recovery Opportunities
- Other Means of Correction (OMC) and early intervention training for administrators and teachers
- Parent Meetings and Information Nights
- Peace Week (Anti-bullying week)
- Peer Assistance League (PAL)
- Peer Court
- Police Cadet Programs
- Positive Behavior Intervention and Supports
- Random Acts of Kindness
- Red Ribbon Week
- Referrals for comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program, or a plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794(a)).
- Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management and counseling.
- Restorative Practices
- Safety Task Force
- Saturday School
- School-based Trauma-Informed Care Perspective and Resources training for school personnel
- School Attendance Review Board (SARB)

- School Attendance Review Team (SART)
- School counseling website with online counseling for self- and peer-referral services
- School Signs and Notices
- Social Emotional Learning (SEL) Curriculum vetted CASEL such as Second Step and Sanford Harmony
- Stanford Tobacco Prevention Toolkit
- Student Behavior Contracts
- Student Clubs and Organizations
- Student Safety Plans
- Study teams, guidance teams, resource panel teams, or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the pupil and his or her parents
- Successful Mind for School, Work, and Life
- Text-A-Tip
- Thrively (as an interests/strengths assessment and career explorer curriculum)
- TUPE/DATE activities
- Tutoring
- Universal Design for Learning
- Violence Prevention Curricula
- Violence Prevention Education Services
- WEB (Where Everybody Belongs)

Additional proactive and preventative strategies to address student disciplinary incidences considering Distance and Hybrid Learning:

- Care and Support Hotlines to share need-based district and community resources
- Distance Learning for credit recovery for students to meet the academic objectives of the Rehabilitation Plan
- District virtual calming rooms with multifaceted approaches to reduce stress, improve mood, and assist with academic functioning by addressing social emotional barriers
- Online Needs Surveys for staff, students, and families

- Teletherapy or phone sessions for social-emotional support and stress reduction for students
- Virtual small group counseling sessions for students