

**PLAN FOR PROVIDING EDUCATIONAL SERVICES TO
ALL EXPELLED STUDENTS IN HUNTINGTON BEACH
UNION HIGH SCHOOL DISTRICT
2024-2027**

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 conditions that must be met in order to return to the Huntington Beach Union High School District (HBUHSD). 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).

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

6. Home teaching as an option for students needing services under IDEA

A specific referral to a district community day school or county community school is made by the school district with recommendations from an impartial Expulsion Panel or by another established district referral process as required by statute.

Expelled Students Who Commit Subsequent Violation(s)

The placement of expelled students who commit subsequent 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 school district alternative program or the Orange County Department of Education ACCESS program.

-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 Areas or transferred to another ACCESS Area in accordance with Orange County Department of Education Policy and Procedures.

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 per 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 HBUHSD refers an expelled student to the Orange County Department of Education, the district shall convene an IEP meeting before 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. HBUHSD or Orange County Department of Education may provide special education services per the student's IBP. Students who are on IEPs will be placed on home teaching immediately following suspension in order to meet the student's needs.

-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

OCDE is committed to providing a continuum of educational options for students expelled from Orange County school districts. Educational options are provided through the Division of Special Education Services which operates the Connections Program for students with disabilities and Alternative, Community, and Correctional Education Schools and Services (ACCESS), a Western Association of Schools and Colleges-accredited (WASC) program serving general education and special education students. The OCDE's VISION is Orange County students will lead the nation in college and career readiness and 4 success; and, its MISSION is to ensure that all students are equipped with the competencies they need to thrive in the 21st Century. In addition, the OCDE's priority is to care for, teach, and inspire all students to discover their potential as well as develop their character by empowering every learner to become successful contributors to society. As demonstrated by its VALUES, the OCDE is dedicated to the fundamental human values of respect, responsibility, integrity, and professional ethics. Our priority is service to students, schools, districts, families, and community members.

The policy of each school district affects how the OCDE will meet the needs of that particular school district. Some districts use the OCDE programs as educational options for those students expelled under Education Code section 48900. The OCDE also works with Orange County school districts to provide information and data in support of Local Control Accountability Plan (LCAP) goals and priorities, including but not limited to learning conditions, pupil engagement, school climate, and pupil outcomes.

Referral Process to the Orange County Department of Education Alternative Community and Correctional Education Schools and Services (ACCESS)

The ACCESS program provides options for expelled youth at over twenty-five (25) sites contained within nine (9) Areas located throughout Orange 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 (IS) programs are available for whom traditional seat-time programs are not feasible. These contracted learning/independent study (IS) 5 programs require students to complete a minimum of 20 hours per week of educational work products. 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.

-Pacific Coast High School is a University of California (UC) approved and National Collegiate Athletic Association-accredited program serving students in grades 9-12.

ACCESS Administrators regularly meet with school district representatives and agency partners to collaborate and coordinate the placement of students who are expelled. Regional meetings of the Child Welfare and Attendance (CWA) Administrators and school district Student Attendance Review Board (SARB) members provide an avenue for school districts 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. However, referrals of students eligible under the IDEA shall be made through the IEP process as per OCDE/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 school district's rehabilitation plan to facilitate returning the student to the school district of residence at the completion of the school district expulsion. A Supplemental Referral Form and a Return to School District Form are developed with support from the School District Student Services Administrator to improve communication. Districts will use the Supplemental Referral Form to highlight the 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 case questions may arise. This process addresses a service gap in previous triennial countywide plans regarding students completing the required courses before graduation during the expulsion term. ACCESS and the Orange County school districts will continue to consistently improve communications to further address all service gaps.

ACCESS and school district programs have implemented online programs that provide "a-g" approved courses, 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 for teachers to utilize their online programs effectively. In addition, Pacific Coast High School (Administrative Area 5) offers a full range of college-preparatory courses satisfying the "a-g" requirements. EDGENUITY, 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.

<p style="text-align: center;">SUMMARY OF GAPS IN EDUCATION SERVICES TO EXPELLED HBUHSD STUDENTS AND STRATEGIES FOR FILLING THOSE GAPS</p>

Service Gap 1: Limited Special Education Placements in Access

The Orange County Department of Education is committed to expanding program options for students with exceptional needs expelled from school district programs. As identified through communications with SE:PA 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 support the unique needs of individual students through district and non-public agency/non-public school (NPS) placements.

Progress Made Since 2021

HBUHSD continues to monitor the needs of Special Education students who are recommended for expulsion. HBUHSD works to suspend expulsion orders and either keep students at their school site or transfer them to another school in the district. Site teams have been trained in restorative practice and trauma informed practices and they work with their MTSS teams to help support students.

HBUHSD has increased the number of mental health staff to provide more resources to students who may be experiencing social-emotional issues, including students who are on IEPs. HBUHSD has also expanded the Unified Sports program, Unified Arts Program, United Sound and co-teaching classes in order to promote inclusion on each campus and throughout the district.

Ongoing Strategies for Addressing this Gap

HBUHSD will continue to work with school sites on instructional and behavioral practices that best support students with exceptional needs. ACCESS provides an inclusive educational setting with students mainstreamed into general education programs. Placement at non-public schools (NPS) is an option for HBUHSD students who are not able to attend ACCESS. In addition, districts are utilizing various scheduling options 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 to support the academic and socio-emotional needs of students with disabilities that can be operated and maintained based on an unpredictable number of student referrals as well as transportation barriers poses ongoing

challenges. These challenges impact the sustainability of regionalized special education programs operated by the Orange County Department of Education. OCDE has not been able to maintain self-contained special day classes for students with intensive emotional and/or behavior needs.

In the 2023-2024 school year, ACCESS made changes to their Special Education program and began limiting the number of students who can attend ACCESS programs who are on an IEP. This has become difficult for districts to place students in programs who are facing expulsion orders.

Another area of concern expressed by school districts has been the ability of ACCESS to provide FAPE to students with disabilities. Based on 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.

Service Gap 2: Rehabilitation Failures

Students who are expelled sometimes do not satisfy the requirements of the school district's rehabilitation plan during the expulsion term and thus fall behind in their academic progress. In these cases, students are at a higher risk of not completing their necessary credits and become a risk for dropping out of school.

Progress Made Since 2021

HBUHSD continues to have concerns about students failing to satisfy district rehabilitation plans during the expulsion period. The District continues to work with ACCESS to ensure communication regarding progress, or lack of progress, from students. District personnel also works with families and guides them on what classes students should be taking when they transfer to ACCESS. Monthly meetings have been held with ACCESS leadership to discuss students, credits earned, and other issues or concerns that may arise.

Ongoing Strategies for Addressing this Gap

HBUHSD will continue to provide ACCESS with students' rehabilitation plans when they transfer to an ACCESS school. ACCESS staff will review the rehabilitation plan with the student and, as appropriate, the student's parents, and will assist the student in completing their plan requirements. HBUHSD utilizes ACCESS' supplemental referral form when students are referred to an ACCESS program. The form includes specific information about a student's needs as well as progress and action items needed to complete the rehabilitation plan requirements. Continued two-way communication and collaboration with OCDE ACCESS personnel will be a priority as it promotes student success and allows for early intervention when students are falling behind. When students transition back to the district, ACCESS will use the Student Transition Form to communicate information on the student's completion of the rehabilitation plan. Upon re-entry to HBUHSD, students will continue to be monitored and supported by school staff through the creation of a behavior contract, needs survey, and will be given the opportunity for alternative placement at a different school site within the district.

Challenges to Addressing this Gap

A challenge continues to be communication between HBUHSD and ACCESS schools in ensuring students are completing the rehabilitation plan and taking the appropriate classes to be on track for returning to the district. Oftentimes students apply to be readmitted to HBUHSD, but they are severely credit deficient as they are not taking the appropriate courses to stay on track for graduation.

There continues to be a need to identify additional intervention services for students to meet the specific requirements of their rehabilitation plans.

Service Gap 3: 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 Made Since 2021

Over the last three years, HBUHSD has expanded the number of mental health support specialists on each campus by hiring additional staff members. These staff members are MFT's, social workers, and psychologists. HBUHSD has also increased the number of home visits to get students back into school so they can access mental health support as needed. The District continues to collaborate with OCDE and their mental health team to provide resources for students and families in the form of presentations, connections to outside care, etc. The District LCAP has an increased focus on the mental health needs of our students. The mental health staff receives ongoing professional development and collaborates on best practices. HBUHSD has expanded its Wellness Committee by adding a mental health subcommittee. This subcommittee focusses on all data surrounding the well-being of the whole child.

Ongoing Strategies for Addressing this Gap

HBUHSD has hired additional mental health staff to support students on each of our campuses. Monthly meetings are held with each group of mental health personnel in an effort to collaborate and discuss ways to increase the level of support for our students. OCDE was awarded the Mental Health Services Act (MHSSA) Grant in partnership with the Orange County Healthcare Agency (OCHCA) through December 2024, to strengthen mental health partnerships between county mental health or behavioral health departments, community-based organizations, and districts to increase access to mental health services. Expected outcomes related specifically to serving and supporting expelled students are as follows:

- Improved timely access to services
- Reduce barriers to needed services
- Increase linkages to mental health services for HBUHSD
- Increase training on mental health topics to educators, students, and families

-Reduce negative student outcomes (e.g., effects of suspensions/expulsions on mental health, chronic absenteeism, etc)

To lower the student-to mental health staff ratio, HBUHSD has hired more personnel for each campus. The District also has a nurse at each site plus one rotating nurse. The HBUHSD Food and Nutrition Services provides free meals; which meet our students' basic needs. HBUHSD has partnered with outside agencies to provide parent presentations. The District has focused more on at-risk students, low socioeconomic students Homeless (McKinney Vento) and Foster Youth students, LGBTQIA+ students, and students with irregular school attendance. Additionally, HBUHSD will collaborate with OCDE to address the need for additional training and technical assistance for implementing behavior supports and strategies.

Challenges to Addressing this Gap

The distribution of community mental health resources and services, specifically mentorship services, are not equitably dispersed or available throughout the communities within Orange County school districts. The rate of increase in the need for mental health services continues to rise steadily; keeping pace with the need for services and support continues to be a challenge.

<p style="text-align: center;">HBUHSD BEHAVIOR INTERVENTIONS AND BEST PRACTICES TO PREVENT SUSPENSIONS AND EXPULSIONS</p>
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HBUHSD seeks to minimize the number of expulsions by establishing prevention and early intervention practices. HBUHSD pursues a variety of strategies in an effort 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 remediation efforts have not been successful. HBUHSD engages in a number of preventative and proactive strategies including but not limited to the following:

- Abilities Awareness
- Academic Saturday School
- Adult Mentoring of Students
- Annual Notice of Parent Rights and Responsibilities
- Athletic Drug Testing
- Automated Phone Notifications
- Behavior Skills Groups through Student Support Psychologists
- Bridges Program through OC Human Relations
- Bullying Prevention Week/Assemblies

- CareSolace Referrals
- Catapult EMS (Text-a-Tip)
- Check-In, Check-Out
- Chrome Books given out to all students
- Classroom presentations from our support staff on mental health
- CommonLit (9th Grade English Program)
- Community Building Circles
- Community Partnerships
- Community Service
- Community Schools Grant
- Conferences between school personnel, the student's parent/guardian and the student
- Conflict Resolution Services
- Counseling
- Crisis Response Network
- Diversity, Equity, and Inclusion (DEI) Team
- Enrollment in COAST independent study high school in a blended learning program within HBUHSD
- Every 15 Minutes Program
- Friday Night Live
- Grad Night Activities
- Hazel Health Referrals
- Homework Clubs
- In-School Suspensions
- Juvenile Alcohol and Drug Education (JADE) and New Beginning drug intervention program through California Youth Services (CYS)
- Link Crew/WOW Week
- Mindfulness Practices
- MTSS Site Framework and District MTSS Team
- Online Classes and Credit Recovery Programs
- Paper Online Tutoring
- Parent Classes
- Parent Meetings and Information Nights
- Parent University
- Parent Meetings and Information Nights
- Parentsquare communication from faculty and/or staff to parent/guardian
- Peace Week
- Peer Assistance League (PAL)
- Psychological First Aid District-wide Training online
- 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 school counselor, psychologist, social worker, CWA personnel, or other school support service personnel for case management and counseling.
- Restorative Practices

- School Safety Committee
- Saturday School
- School Attendance Review Board (SARB)
- School Attendance Review Team (SART)
- School signs and notices
- School Safety Plans
- Social-Emotional Curriculum-Tilly's
- Special Education Services
- Student Behavior Contracts
- Student Clubs and Organizations
- Stipulated Agreements
- Student 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 student and his or her parent/guardian.
- Summer Class for in-coming 9th grade "At Promise" students
- Suspended Expulsion Orders
- Therapy Dogs visit campuses different times during the year
- Transfer to another HBUHSD School
- Trauma Informed Instruction Training
- TUPE Activities
- Tutoring-offered 24/7
- Unified Sports/United Sound Programs
- Universal Design for Learning
- Violence Prevention Curriculum
- Voluntary Drug Testing
- Websites for schools with Counseling services information and self-referral forms
- Wells Spaces on campus for students
- Yellow Ribbon Week



HUNTINGTON BEACH UNION HIGH SCHOOL DISTRICT

5832 Bolsa Avenue • Huntington Beach, California 92649
(714) 903-7000 FAX (714) 372-8105

Board of Trustees:
Diana Carey
Bonnie Castrey
Duane Dishno
Susan Henry
Michael Simons

Clint Harwick, Ed.D., Superintendent of Schools

EXCERPTS FROM MINUTES OF THE REGULAR BOARD MEETING March 12, 2024

CONSENT CALENDAR: It was moved by Dr. Simons, seconded by Dr. Castrey, to accept the
(VII) Consent Calendar as presented.

Motion unanimously carried.

UPDATE OF
DISTRICT PLAN FOR
PROVIDING
EDUCATIONAL
SERVICES FOR
EXPELLED
STUDENTS:
(VII-N)

Approval was granted for the updated 2024-2027 “Plan for Providing Educational Services to all Expelled Students in Orange County”, which follows the Countywide Expulsion Plan developed with the Orange County Department of Education.

Clint Harwick, Ed.D.
Secretary to the Board

CH:tg



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M E M O R A N D U M

DATE: March 12, 2024
TO: Clint Harwick, Ed.D., Superintendent
FROM: Courtney Spelber, Ed.D., Director, Student Services
**RE: UPDATE TO DISTRICT PLAN FOR PROVIDING EDUCATIONAL
SERVICES FOR EXPELLED STUDENTS**

Background:

Every three years, school districts must develop and update a district plan (attached) that provides education services for all expelled students within the county. All school districts in Orange County each have developed their plan utilizing a model created by the Orange County Department of Education.

The ACME Unified School District has updated its plan, which was *first approved* by the Board of Trustees on March 27, 1997, and revised triennially.

Recommendation:

It is recommended that the Board of Trustees approve the updated 2024-2027 "Plan for Providing Educational Services to all Expelled Students in Orange County," which follows the Orange County Department of Education model. Minutes of the Board Meeting (attached) demonstrate approval.

APPROVED:

Dr. Clint Harwick, Superintendent

3-12-24

Date