

Plan for Providing Educational Services to All Expelled Students in Orange Unified School District

General Provisions

As required by Education Code 48926, the Orange County Superintendent of Schools has developed an expulsion plan in conjunction with the Superintendents of the school districts in Orange County. The plan provides for educational services to all expelled students in the county for school years 2024-2025, 2025-2026, and 2026-2027. A student whose behavior has resulted in expulsion is provided a rehabilitation plan that ensures placement in an educational program and establishes the criteria for return to the Orange Unified School District (OUSD). All educational alternatives Orange County school districts provide 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).

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

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

A specific referral to a county community school is made by OUSD with recommendations from the Office of Student and Community Services, School Attendance Review Board (SARB), or by other established district referral processes as required by statute. OUSD will continue to revise, reflect, and identify service gaps and programs to ensure the success of all expelled students. OUSD will continue to expand its' Multi-Tiered Systems of Support along with expanding Mental Health services for all students.

OUSD 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 Office of Student & Community Services for a possible return to OUSD. 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 or the Orange County Department of Education.

Charter School Requirements and Expulsion

Charter schools develop their 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 outlined in Education Code Section 47605(e)(3), if a pupil subject to compulsory full-time education under 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 are used to determine whether or not the pupil may enroll in a district school or must be referred to a county community 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 OUSD 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.

Expelled Students Who Fail District Community Day School

Expelled students who fail their placement in an OUSD community day school program may be placed in one of the following options:

- Other existing OUSD 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 an 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 per Section 504 procedures. OUSD must take into consideration the contents of the student's IEP when making placement recommendations. Any change in placement requires OUSD to convene an IEP meeting. The IEP team identifies a special education

program and related services appropriate for the student. Placement options may include OUSD, Special Education Local Plan Area (SELPA), or county-operated programs.

- If OUSD refers an expelled student to the Orange County Department of Education, OUSD 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. OUSD or Orange County Department of Education may provide special education services per 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 Unified School District Prevention Activities

OUSD schools seek to minimize the number of expulsions and suspensions by establishing prevention and early intervention practices. OUSD pursues a variety of strategies in an effort to educate students and establish a safe and caring climate. 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.

Recommendations for expulsion occur when student and campus safety is threatened or when remediation efforts have not been successful. OUSD engages in many preventative and proactive strategies including but not limited to the following:

Title of Activity	Description of Activity	Grade Level
After School Programs	School sites offer a range of options including afterschool tutoring, programs, clubs, intramural sports, and intermural sports.	Preschool-12
Alternative Programs	Parkside Education Center offers several alternative educational pathways and is comprised of five programs: ASPIRE program, Home School (K-8), Home/Hospital Instruction, Adult Transition, and the EDGE Virtual Academy (K-12). Each program is highly specialized and unique to the individual needs of the students.	K-12
Annual Parent Notification and Rights	Each year, parents/guardians receive notification of their rights and responsibilities under specific	Preschool-12

	provisions of the Education Code through our District's Parent/Pupil Handbook.	
Anti-Bullying Programs	School sites host anti-bullying assemblies at the start of the school year and actively demonstrate and reinforce these strategies throughout the school year.	Preschool-12
Automated Telephone Notifications	School District personnel and Site Administration can promptly send time-stamped phone messages and emails to the school communities regarding district/school activities.	Preschool-12
Bullying Prevention Handbook	The Anti-Bullying Handbook was created to address bullying within our schools. It outlines the definition of bullying and what actions do not constitute bullying. Ensuring every student's right to a safe school environment, free from discrimination, harassment, intimidation, and bullying, is a top priority. The handbook provides comprehensive guidance on recognizing bullying behaviors and lays out clear procedures for addressing bullying incidents.	Preschool-12
California Youth Services, Juvenile Alcohol and Drug Education (JADE), Pathways, Waymakers	These counseling services are tailored to support students and families, offering programs that encompass legal education, consequences awareness, and juvenile alcohol and drug education.	Preschool-12
Canine Contraband Detection Program	This program utilizes trained canines to detect substances in specific areas of District property, including lockers, common spaces, and vehicles. These specialized canines identify various substances without causing disruptions to student activities, thereby ensuring a safe and secure environment.	6-12
Caresolace	Referral concierge for psychological, health, and various other services.	Preschool-12

<p>Collaborative Academic Study Team (CAST)</p>	<p>The school academic team, consisting of administrators, counselors, psychologists, regular education and special education teachers, referring teachers, speech pathologists, mental health counselors, and school nurses, convene to address challenges encountered by at-risk students. Together, they develop personalized academic and social intervention plans for each student.</p>	<p>TK-6</p>
<p>Community Partnerships</p>	<p>The Orange Unified School District has established numerous community partnerships to cater to the diverse needs of our students and school communities. These partnerships include organizations such as Leadership Team Orange, CTA, OUEA, CSEA, Leadership Orange, PTA, PTSA, PSO, California Youth Services, Orange County District Attorney’s Office, Orange Rotary Club, Villa Park Rotary Club, Villa Park Women’s League, Villa Park Community Foundation, City of Orange Community Foundation, the Friendly Center, the Elks Lodge of Orange, the Assistance League of Orange, local law enforcement agencies, and various other community partnerships.</p>	<p>Preschool-12</p>
<p>Digital Citizenship Training</p>	<p>Teachers in grades 7 and 8 educate students on digital safety and online expectations.</p>	<p>3-8</p>
<p>Every 15 Minutes</p>	<p>Our high schools participate in this program aimed at educating students about the risks associated with alcohol and drug abuse while driving.</p>	<p>9-12</p>
<p>Expectations Assemblies</p>	<p>At the beginning of the school year, school sites hold assemblies to discuss school rules and policies. Throughout the year, these strategies are demonstrated and reinforced to students.</p>	<p>Preschool-12</p>
<p>Foster Youth Support</p>	<p>The district's Foster Youth coordinator oversees the well-being of all foster youth, ensuring they receive necessary support services. These services include assisting with enrollment in appropriate educational settings, providing mentors for all secondary foster youth, establishing Foster Connections, and offering technology support and access.</p>	<p>Preschool-12</p>

Grad Night Activities	Graduating seniors are offered an alcohol-free and drug-free activity which is supported by the PTSA, PTA, and PFSO of each respective high school.	12
Homework Support	School sites offer homework support to all students to address individual academic needs.	TK-12
Link Leaders	At the beginning of the school year, Link Leaders assist with freshman orientation, aiming to both create excitement among the incoming class and foster relationships that will support their success.	9-12
McKinney-Vento Support	The district's McKinney-Vento coordinator oversees the well-being of all McKinney-Vento students, ensuring they receive necessary support services. These services include assisting with enrollment in appropriate educational settings, providing mentors for all secondary McKinney-Vento students, and offering technology support and access.	Preschool-12
Multi-Tiered System of Support (MTSS)	MTSS is an integrated, comprehensive framework that focuses on core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.	Preschool-12
Online Classes and Credit Recovery	APEX provides a comprehensive range of online classes for secondary students. Additionally, Credit Recovery is available to all secondary students who are deficient in credits.	6-12
Orange County Gang Reduction and Intervention Partnership (OCGRIP)	Orange County Gang Reduction and Intervention Partnership (OCGRIP) is a collaborative effort between the Orange County District Attorney's Office, Orange County Sheriff's Department, Orange County Probation Department, and local police departments with the goal to prevent minors from joining criminal street gangs.	6-12
Parent Education	Parent nights and classes are held at schools across the district, including those organized by PTA, PFSO, Foster Connections, DELAC, ELAC, and Parent Advisory Committees for various district programs.	Preschool-12

Parkside Alternative Success School (PASS)	PASS provides an alternative to suspension, offering a corrective classroom environment for students who have violated Education Code 48900. Completion of the program ensures that no suspension is recorded on the student's attendance record unless pending expulsion.	6-12
Positive Behavioral Support (PBIS)	PBIS is an evidence-based, tiered framework for supporting students' behavioral, academic, and character development.	Preschool-12
Project Alert	Project ALERT is a classroom-based substance abuse prevention program for 7th and 8th graders.	7, 8
Red Ribbon Week	Our school sites participate in Red Ribbon Week, an annual alcohol, tobacco, smoking, and drug prevention awareness campaign observed nationwide during October.	Preschool-12
Restorative Practices	Focus on fostering a sense of community within classrooms to prevent conflict by encouraging students to accept responsibility and develop relationships.	Preschool-12
Saturday Enrichment Academy	Saturday intervention sessions to address truancy and other attendance/behavior issues.	6-12
School Attendance Review Board (SARB)	SARB meetings, composed of representatives from various youth-serving agencies, are conducted monthly to help truant students and their parents/guardians solve school attendance and behavior problems through the use of available school and community resources.	Ages 6-18
School Counseling	School counselors play a crucial role in maximizing student success by promoting access and equity for all students. As integral members of the school leadership team, they cultivate a culture of success for every student. Through academic achievement strategies, interpersonal skill development, and postsecondary planning, school counselors provide comprehensive support to all students.	Preschool-12

Signage	Clear, concise, and standardized signage at all primary entry and exit points across our school sites. These signs outline prohibited items on school campuses.	Preschool-12
Special Education Services	Special education offers a free appropriate public education to support the needs of a student with disabilities in the least restrictive environment.	Preschool-Age 22
Student Clubs and Organizations	Schools provide a diverse range of extracurricular opportunities to engage students and foster connections within the school community.	Preschool-12
Student Contract including School Attendance Review Team (SART)	School Attendance Review Team (SART) meetings are established at local school sites to identify and intervene on behalf of students who exhibit problems with attendance under California Compulsory Attendance Laws. The goal is to address the barriers preventing regular school attendance at an early stage before the situation escalates. The parent/guardian is a vital part of the team and is encouraged to participate in resolution. SART meetings must be held as a precursor to a SARB referral.	K-12
Student Success Team (SST)	The Student Success Team (SST) is a collaborative and proactive approach aimed at supporting students facing various challenges related to their academic performance and overall school experience. The primary goal of the SST is to identify issues early and implement individualized interventions to provide support for students encountering difficulties in the general education classroom.	Preschool-12
Too Good For Drugs Lessons	A prevention education program designed to mitigate the risk factors and enhance protective factors related to alcohol, tobacco, and other drug use. The lessons introduce and develop skills for making healthy choices, building positive friendships, developing self-efficacy, communicating effectively, and resisting peer pressure and influence.	1-6

Tutoring	Schools offer tutoring programs designed to meet students' academic needs.	K-12
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District Board Policies

Discipline:

Per OUSD Board Policy 5144, the Board of Education is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement, and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior at District schools. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of District discipline policies and practices.

In addition, the Superintendent or designee's strategies for correcting student misconduct shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required or permitted by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal. (Education Code 49557.5)

Seclusion or a behavioral restraint may only be used to control behavior that poses a clear and present danger of serious physical harm to the pupil or others that cannot be immediately prevented by a response that is less restrictive. (Education Code 49005.2, 49005.4)

The administrative staff at each school may develop disciplinary rules to meet the school's particular needs consistent with law, Board policy, and District regulations. Site-level disciplinary rules shall be included in the District's comprehensive safety plan. (Education Code 32282, 35291.5)

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the District's nondiscrimination policies.

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively and equitably implement the disciplinary strategies adopted for District schools, including, but not limited to, knowledge of school and classroom management

skills and their consistent application, effective accountability and positive intervention techniques, and the tools to form strong, cooperative relationships with parents/guardians.

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety and connectedness to the school community, and other local measures, shall be included in the District's local control and accountability plan, as required by law.

At the beginning of each school year, the Superintendent or designee shall report to the Board regarding disciplinary strategies used in District schools in the immediately preceding school year and their effect on student learning.

Suspension and Expulsion/Due Process:

Per OUSD Board Policy 5144.1, the Board of Education desires to provide District students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of District students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any District school or other school District, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus
4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the District's nondiscrimination policies.

Appropriate Use of Suspension and Expulsion

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1 – 5 under "Grounds for Suspension and Expulsion: Grades K – 12" of the accompanying administrative regulation or when the student's presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student in grades K-5 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. This prohibition is extended to include students in grades 6-8 by operation of Law until June 30, 2025. (Education Code 48900)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, or 289, or former 288a, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in an open session of a Board meeting.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917) No student shall be expelled for disruption or willful defiance. (Education Code 48900)

No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5148.3 - Preschool/Early Childhood Education.

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (E.C. 48911, 48915, 48915.5, 48918)

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the District is meeting its goals for improving school climate as specified in its local control and accountability plan.

Students Expelled from Other Districts:

Per OUSD Board Policy 5119, the Board of Education may admit students expelled from other districts upon request as long as their admission is consistent with providing a safe, secure and positive school environment for all district students and staff.

In order to prohibit the enrollment of a potentially dangerous student, the Board shall hold a hearing before admitting any student who has been expelled from another district. If the student has been expelled for certain serious reasons specified in Education Code 48915(a) or (c), his/her enrollment may occur only after the term of expulsion, and only if he/she has established legal residence in the district or is enrolled pursuant to an interdistrict attendance agreement.

APPROVED MINUTES Regular Board Meeting (Monday, March 11, 2024)

Generated by Karin Erich on Friday, March 12, 2024

Members present

Andrea Yamasaki, Kris Erickson, Ana Page, Rick Ledesma, John Ortega, Angie Rumsey, Madison Miner

1. OPENING ITEMS

Procedural: A. Call Meeting to Order

The meeting was called to order at 5:30 p.m.

Procedural: B. Establish Quorum

Five members present for a quorum: Andrea Yamasaki, Kris Erickson, Ana Page, John Ortega, Angie Rumsey.

Procedural: C. Public Comments on Closed Session Agenda Items

Trustees Miner and Ledesma arrived at 5:33 p.m.

Public comments on 2D, Conference with Labor Negotiators:

Kim Trask: Thanked the majority for the change.

Stephanie Bezuidenhout, OUSD parent; Sarah Pelly; Min Tang; Andrea Lui, OUSD parent; Monica Tirtadidjaja, OUSD parent; Joanne Chan, OUSD parent; Jane Wolfe, OUSD parent; Peggy Lo, OUSD parent; Michelle Dang, OUSD parent; Stephanie Bao, OUSD parent; Tina Chang, OUSD parent; Frank Miller; OUSD parent: All urged the board to focus on hiring Mandarin teachers and aides for Fletcher by offering a more competitive compensation.

Procedural: D. Adjourn to Closed Session

The meeting was adjourned to closed session at 6:00 p.m.

2. CLOSED SESSION

A. Public Employee Discipline/Dismissal/Release - Government Code 54957

B. Conference with Legal Counsel - Existing Litigation - Government Code Section 54956.95 Workers' Compensation Claim: One Case

C. Public Employee Appointment - Government Code 54957

D. Conference with Labor Negotiators - Government Code Section 54957.6

C. Conference with Real Property Negotiators - Government Code Section 54956.8

E. Conference with Real Property Negotiators - Government Code Section 54956.8

F. Student Discipline - Education Code Section 48915(a)(1)(A), 48915(a)(1)(B), 48915(a)(1)(E): 1 case

3. REGULAR SESSION

Procedural: A. Call Regular Session to Order

Regular session called to order at 7:10 p.m.

Procedural: B. Pledge of Allegiance

Orange High School JROTC performed the flag salute and the National Anthem.

Procedural: C. Report of Closed Session Decisions

2B – Conference with Legal Counsel – Workers' Compensation Claim: As to Board Agenda Item 2B, the Board agreed with the recommendation to delegate authority to the Deputy Superintendent/ CBO to settle the matter of Workers' Compensation Claim No. 4A2303Q0XKH-0001.

2C – Public Employee Appointment: The Board of Education is pleased to announce the following appointments: Kevin Astor to the position of Executive Director, Human Resources, and Andrew Hammond to the position of Assistant Principal, Senior High School. The vote was 7-0.

2F – Student Discipline: The Board accepts the stipulated expulsion agreement for Student Expulsion Case #23-24-04, and orders the student expelled, based on violation of Education Code section Education Code 48915(a)(1)(A), Education Code section 48915(a)(1)(B), and 48915(a)(1)(E). The Board orders the student expelled for one calendar year and adopts the recommended rehabilitation plan. The Board sets the first regular Board meeting in February 2025, as the meeting in which it will review the student for readmission. The vote was 7-0.

Action: D. Adoption of Agenda

Approval

Motion by Kris Erickson, second by Madison Miner.

Final Resolution: Motion carries

Yea: Andrea Yamasaki, Kris Erickson, Ana Page, Rick Ledesma, John Ortega, Angie Rumsey, Madison Miner

4. ANNOUNCEMENTS AND ACKNOWLEDGEMENTS

Information: A. School Spotlight: Nancy Albano - Orange High School

Student Board Member Nancy Albano from Orange High School stated that the school is celebrating its 120th-year birthday and is a second home to many alumni families and community members. Nancy mentioned that over 10 CTE pathways, including agriculture, dance, business, and criminal science, provide opportunities for everyone. She proudly stated that the AVID program has been revalidated this year as a national demonstration school, one of only 203 worldwide. Nancy explained that JROTC is consistently sharing Panther Pride in the community. She talked about the working farm on campus that provides a second home to many students as they put so much time and effort into the projects and the growing instrumental music program that places in the top three at almost every competition. Nancy mentioned other activities that make Orange High special like the

Resolution: It is recommended that the Board of Education approve the WASC visitation and expenditures for Orange High School.

Motion by Madison Miner, second by Angie Rumsey.

Final Resolution: Motion carries

Yea: Andrea Yamasaki, Kris Erickson, Ana Page, Rick Ledesma, John Ortega, Angie Rumsey, Madison Miner

Action (Consent): **L. LAA 1, LLC**

Resolution: It is recommended that the Board of Education approve the advertising agreement between the LAA 1, LLC (Angels Baseball) and Orange Unified School District.

Motion by Madison Miner, second by Angie Rumsey.

Final Resolution: Motion carries

Yea: Andrea Yamasaki, Kris Erickson, Ana Page, Rick Ledesma, John Ortega, Angie Rumsey, Madison Miner

Action (Consent): **M. District plan for providing educational services for expelled students**

Resolution: It is recommended that the Board of Education approve the updated 2024-2027 District Plan.

Motion by Madison Miner, second by Angie Rumsey.

Final Resolution: Motion carries

Yea: Andrea Yamasaki, Kris Erickson, Ana Page, Rick Ledesma, John Ortega, Angie Rumsey, Madison Miner

Action (Consent): **N. Loyola Marymount University - La Purisima Catholic School**

Resolution: It is recommended that the Board of Education approve this item as presented.

Motion by Madison Miner, second by Angie Rumsey.

Final Resolution: Motion carries

Yea: Andrea Yamasaki, Kris Erickson, Ana Page, Rick Ledesma, John Ortega, Angie Rumsey, Madison Miner

Action (Consent): **O. JDB Speech Language Services**

Resolution: It is recommended the Board of Education approve entering into a consulting agreement for the 2023-24 school year.

Motion by Madison Miner, second by Angie Rumsey.

Final Resolution: Motion carries

Yea: Andrea Yamasaki, Kris Erickson, Ana Page, Rick Ledesma, John Ortega, Angie Rumsey, Madison Miner

Action (Consent): **P. Hear Now DBA Abramson Audiology**

Resolution: It is recommended the Board of Education approve entering into a consulting agreement for the 2023-24 school year.

Motion by Madison Miner, second by Angie Rumsey.

Final Resolution: Motion carries

Yea: Andrea Yamasaki, Kris Erickson, Ana Page, Rick Ledesma, John Ortega, Angie Rumsey, Madison Miner

Action (Consent): **Q. Autism Diagnostic and Intervention Connections, Inc**

Resolution: It is recommended the Board of Education approve entering into a consulting agreement for the 2023-24 school year.

Motion by Madison Miner, second by Angie Rumsey.

Final Resolution: Motion carries

Yea: Andrea Yamasaki, Kris Erickson, Ana Page, Rick Ledesma, John Ortega, Angie Rumsey, Madison Miner

Action (Consent): **R. Global Culture Education Foundation**

Resolution: It is recommended that the Board of Education approve the agreement with the Global Culture Education Foundation.

Motion by Madison Miner, second by Angie Rumsey.

Final Resolution: Motion carries

Yea: Andrea Yamasaki, Kris Erickson, Ana Page, Rick Ledesma, John Ortega, Angie Rumsey, Madison Miner

14. CONSENT ITEMS - EDUCATIONAL SERVICES/STUDY TRIPS

Action (Consent): **A. Villa Park High School - Girls Varsity Softball - Las Vegas, NV. - March 29-30, 2024**

Resolution: It is recommended that the Board of Education approve the study trip as presented.

Motion by Madison Miner, second by Angie Rumsey.

Final Resolution: Motion carries

Yea: Andrea Yamasaki, Kris Erickson, Ana Page, Rick Ledesma, John Ortega, Angie Rumsey, Madison Miner

Action (Consent): **B. Canyon High School - Sports Medicine/Patient Care - Anaheim, California - April 4 - 6, 2024**

Resolution: It is recommended that the Board of Education approve the study trip as presented.

Motion by Madison Miner, second by Angie Rumsey.

Final Resolution: Motion carries

Yea: Andrea Yamasaki, Kris Erickson, Ana Page, Rick Ledesma, John Ortega, Angie Rumsey, Madison Miner



ORANGE UNIFIED SCHOOL DISTRICT

Office of Student & Community Services
1401 North Handy Street • Orange, CA 92867-4334
714-628-5424 • 714-628-4061 (Fax)
www.orangeusd.org

MEMORANDUM

DATE: February 29, 2024

TO: Ernest Gonzalez, Superintendent

FROM: Heriberto Angel, Executive Director, Student & Community Services

RE: **UPDATE TO DISTRICT PLAN FOR PROVIDING EDUCATIONAL SERVICES FOR EXPELLED STUDENTS**

Background:

Every three years, school districts are required to develop and update a district plan (attached) that outlines education services for all expelled students within the county. The Orange County Department of Education has provided a model for all school districts in Orange County, including the Orange Unified School District, which has updated its plan for 2024-2027.

Recommendation:

It is recommended that the Orange Unified School District 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.

I, Ernest Gonzalez, Superintendent of Schools for Orange Unified School District, approve this recommendation.

Ernest Gonzalez, Superintendent

3/11/2024

Date