



THE FOLLOWING IS AN EXCERPT FROM THE MARCH 7, 2018, BOARD MINUTES, CONSENT CALENDAR, EDUCATIONAL SERVICES ITEM #8B.2

CONSENT CALENDAR ITEMS PASSED WITH A VOTE OF 5-0; MOTION #203

Orange
County Plan
for Expulsion

- 2) The Board of Education approved the updated 2018-2021 Orange County Plan for Expulsion as required by California Education Code Section 48926

THIS IS TO CERTIFY THAT THIS IS AN EXACT COPY OF
THE PORTION OF THE MINUTES OF THE MEETING OF
THE BOARD OF EDUCATION ON MARCH 7, 2018, FOR
CONSENT CALENDAR ITEM 8B.2.

A handwritten signature in cursive script, appearing to read "Andrea Barry".

CLERK/SECRETARY/FISCAL REPRESENTATIVE
ANAHEIM ELEMENTARY SCHOOL DISTRICT

PLAN FOR PROVIDING EDUCATIONAL SERVICES TO ALL EXPELLED STUDENTS IN ANAHEIM ELEMENTARY 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 2018-19, 2019-20 and 2020-21. A student whose behavior has resulted in an expulsion is provided a rehabilitation plan which ensures placement in an educational program and establishes the criteria for return to the Anaheim Elementary School District. All educational alternatives provided by Orange County school districts are not available to all expelled students. The type of offense, location of offense, grade level and nature of the student's individualized needs, all have the potential to affect the educational alternatives available to the student during the period of expulsion. Students expelled for any of the offenses listed in subdivision (a) or (c) of Section 48915 of the California Education Code shall not be permitted to enroll in any district-operated program during the period of expulsion unless it is a community day school (E.C. 48915.2).

Anaheim Elementary School District Prevention Activities

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

1. Expulsion, suspended order, with placement on the same school campus [E.C. 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 alternative suspension/expulsion classroom, if available (E.C. 48660).
4. Expulsion with subsequent transfer to another district.
5. Expulsion with referral to the Orange County Department of Education, Alternative, Community and Correctional Education Schools and Services (ACCESS) (E.C. 1981).

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

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

Title of Activity	Description of Activity	Grade Level
Administrator Training	Administrators are trained regarding other means of correction strategies, including awareness of Trauma Informed practices, as a means of reducing suspension and expulsion.	TK-6
Social Emotional Learning Instructional Focus District-wide	Professional development regarding evidenced based instructional practices to increase the social-emotional competencies of staff and students. This increased emphasis on building student's social emotional competencies increases positive behavior.	TK-6
Restorative Practices & School Climate Initiatives	Restorative Practices and other positive relationship building activities to increase student connectedness, engagement, and a positive school climate are implemented and measured by annual school community surveys.	TK-6
Positive Behavioral Support (PBIS)	PBIS provides each of our 24 schools with an operational framework ensuring all students have access to the most effective behavioral practices and interventions possible. This multi tiered support system is data driven to ensure implementation of the framework meets the needs of the school's students.	TK-6
PBIS School-wide teaching, modeling and reinforcement of expected behaviors	School staff explicitly teach and model school wide behavioral expectations to students 1-3 times per school year. To strengthen the learning of the expected behaviors, staff provide consistent reinforcement for positive behaviors observed.	TK-6
Trimester Character Development Weeks Program	Developed to address the Guiding Principle of our board of education: ensuring that students benefit from an emphasis on the importance of good citizenship, civic engagement, Democracy, good social interaction skills, and maintaining a healthy mind and body. District designed lesson plans are provided each trimester to assist teachers in focusing instruction on educating students regarding bullying, harassment, cyber-safety, social skills and other appropriate topics utilizing the themes of Respect, Responsibility and Citizenship.	TK-6

Second Step Lessons	Universal social emotional learning to strengthen social skills and pro-social behaviors. The Second Step classroom-based program is designed to teach children how to understand and manage their emotions, control their reactions, be aware of others' feelings, and have the skills to problem-solve and make responsible decisions. Second Step curriculum is taught daily to students TK-6.	TK-6
Too Good For Drugs Lessons	Universal classroom program in which students learn and practice setting reachable goals, making responsible decisions, practice pro-social skills, how to identify and manage their emotions, and to communicate effectively.	3-5
Botvin LifeSkills Training Lessons	Botvin LifeSkills Training promotes healthy alternatives to risky behavior through activities designed to: -Teach students the necessary skills to resist social (peer) pressures to smoke, drink, and use drugs -Help students to develop greater self-esteem and self-confidence -Enable students to effectively cope with anxiety -Increase their knowledge of the immediate consequences of substance abuse -Enhance cognitive and behavioral competency to reduce and prevent a variety of health risk behaviors	6
District School Counselors and School Psychologists	Counselors and Psychologists are available at school sites to provide individual or group counseling based on needs identified on Tier 2 and Tier 3 Behavior Support Plans or IEPs.	TK-6
Western Youth Services (WYS) Counseling	On campus group and individual counseling services and lunch club activities to build resiliency and social emotional learning skills are available at all schools. Referrals to WYS and other community counseling agencies are made when additional individual or family services are needed.	TK-6
Behavior Support Team (BST)	Each school has a Behavior Support Team that includes the principal/vice principal, psychologist, counselor, behavior health aide and school nurse. This interdisciplinary team works collaboratively to identify and support students with behavioral and mental health needs.	TK-6
Parent Education	Parent education classes regarding positive discipline, nutrition, cyber safety, gang awareness and supporting their children in school with a focus on college and career readiness are offered.	TK-6

Coordinated Care Team Meeting	A collaborative meeting with all service providers and parent/guardian to create an action plan of coordinated support and services involving all agencies for individual student support.	TK-6
Student Success Team	The Student Success Team (SST) is a multidisciplinary school-based team with expertise in teaching and learning, problem solving, and interventions. It is a formal and more intensive level of problem solving (Tier 3) used when interventions provided for a student were not successful in grade-level collaboration/ Professional Learning Community (PLC) meetings. The team meets regularly and acts as a resource to all school staff members regarding students who are not meeting academic or behavioral expectations based on documentation. The purpose of the SST is to ensure that all general education resources are utilized and that interventions are targeted and coordinated to help students achieve. Team members use their expertise to analyze student performance data and recommend classroom accommodations and interventions to increase academic achievement and participation, as well as to positively impact social and behavioral growth.	TK-6
District Student Success Team	A multidisciplinary district office team consisting of Assistant Superintendent of Education, Director of Special Services, Psychologist on Special Assignment (RtI/SST), Program Specialists and administrators. This team analyzes pertinent data to make informed decisions regarding appropriate placement and interventions for students.	TK-6
Integrated Student Support Services	District Team from Pupil Services and Special Services meet on a weekly basis to develop resources and strategies to support all students' social-emotional and behavioral well-being. Team members provide support and consultation to individual teachers experiencing student behavioral challenges in their classroom.	TK-6
Junior Cadets	In partnership with the Anaheim Police Department, students are invited to participate in a 24 week program focused on developing responsibility, respect and discipline. Activities include: anti-bullying awareness, reading enrichment, drug and legal awareness, team building, gang awareness, military drill, physical fitness and leadership development.	4-6

GRIP (Gang Reduction Intervention Partnership)	Targeted gang prevention strategies are provided to at risk youth, families and the community through a partnership with Community Service Programs, The Orange County District Attorney's Office and the Anaheim Police Department. Core components of these prevention efforts include: community engagement and education of faculty, parents and students on the risk and impacts of gang behavior; intervention strategies such as STRIKE Team and case management of at risk youth and families; and enforcement efforts that include truancy and curfew sweeps.	TK-6
Crisis Prevention Institute (CPI)	Administrators and other identified support staff are trained in CPI in order to find positive, safe responses to student/adult behaviors. This training provides staff with multiple ways to decelerate risk behaviors and how to appropriately intervene to ensure the care, welfare, safety and security for all.	TK-6
Love and Logic	Love and Logic focuses on teaching adults on how to develop relationships, share control, neutralize arguing, set limits, and help children solve problems on their own.	