



PLAN BETWEEN THE ORANGE COUNTY DEPARTMENT OF EDUCATION AND

Fullerton School District For 2024-2027



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

General Provisions

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

Fullerton School District Prevention Activities

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

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

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



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

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



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



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



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

Existing Alternatives for Expelled Students

The District will determine which educational alternatives are appropriate and available. Educational alternatives for students recommended for expulsion include, but are not limited to the following options:

1. Expulsion, suspended order, with placement on a different school campus within the District (Education Code 48917 [a]).
2. Expulsion with referral to the Orange County Department of Education, Alternative, Community, and Correctional Education Schools and Services (ACCESS) (Education Code 1981 [c]).

Referral to a County community school is made by the District Board of Trustees with recommendations from the District Administrative Review Committee (ARC) or by another established District referral process as required by statute.

The OCDE alternative/correctional education schools maintain a standing policy of accepting all students having been expelled from the District and having exhausted the alternatives offered by the District.

It is not the intent of the District to operate any community day schools for expelled students. Therefore, expelled students will be referred immediately at the time of the expulsion order to one of the Orange County Department of Education-operated alternative/correctional education schools.



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

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

Service Gap 1: Expelled Students in Grades K-5

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

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

Service Gap 2: Limited Special Education Placements in Access

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



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

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

Service Gap 3: Rehabilitation Failures

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

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

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

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



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

When students return from expulsion, the District requires a meeting to be held with the Director of Administrative Services to determine if the student is eligible to return. During this meeting, the student's rehabilitation plan is reviewed and, if it is determined that the student is eligible to return to an FSD campus, the student is put on a behavior contract and monitored by administration. Students are typically not able to return to the same site they were expelled from and they are placed at an alternate school in the District. Any student who has an IEP is referred to meet with the Student Support Services staff. Additionally, counselors, mental health staff, community liaisons, and SSAs are available and utilized when needed.

Service Gap 4: Mental Health Services

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

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

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

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



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

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

Strategies for Improvement Within the Next Three Years

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

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

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



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



Agenda Item Details

Meeting	Mar 12, 2024 - FULLERTON SCHOOL DISTRICT REGULAR MEETING OF THE BOARD OF TRUSTEES
Category	8. CONSENT AGENDA - All matters of the Consent Calendar are considered to be routine and will be enacted by the Board in one motion, without prior discussion. At this time an item may be removed from the consent calendar by the Board, staff, or community for discussion.
Subject	G. Approve Renewal Plan Between the Orange County Department of Education and the Fullerton School District for the Implementation of Education Code 48916.1
Access	Public
Type	Action (Consent)
Preferred Date	Mar 12, 2024
Fiscal Impact	No
Budgeted	No
Budget Source	Not applicable
Recommended Action	Approve Renewal Plan Between the Orange County Department of Education and the Fullerton School District for the Implementation of Education Code 48916.1

Public Content

TO: Robert Pletka, Ed.D., District Superintendent

FROM: Chad Hammitt, Ed.D., Deputy Superintendent

PREPARED BY: Helene Morris, Ed.D., Director of Administrative Services

BACKGROUND: The Fullerton School District has completed its updated version of the Plan Between the Orange County Department of Education and the Fullerton School District for the Implementation of Education Code 48916.1 as part of the Countywide Expulsion Plan.

On June 20, 1997, the Orange County Board of Education approved the Countywide Expulsion Plan providing educational services for all expelled student in Orange County. This plan was developed in conjunction with all Orange County school districts. Each district's governing board adopted the expulsion plan for their respective district. The plan was developed to fulfill the requirements of Education Code Section 49826. Education Code 48916.1 also requires an update to the plan be sent to the Superintendent of Public Instruction, including the outcome data pursuant to Section 48916.1, every three years thereafter. The most recent District update was approved on March 9, 2021. The present triennial update will be submitted to the California Department of Education.

RATIONALE: 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 2024-2027 and must be adopted by the governing board of each school district in Orange County and the Orange County Board of Education.

[2024-03-12 FSD 2024-2027 Expulsion Plan.pdf \(656 KB\)](#)

Administrative Content

FULLERTON SCHOOL DISTRICT
Minutes of the Regular Meeting of the Board of Trustees-DRAFT
Tuesday, March 12, 2024
6:00 p.m. Open Session
District Administration Offices, Educational Leadership Center
1401 W. Valencia Drive, Fullerton, California

Board Members present: Aaruni Thakur, Hilda Sugarman Beverly Berryman, Ruthi Hanchett, Leonel Talavera,

Board Member absent: N/A

Administration present: Dr. Robert Pletka, Dr. Adaina Brown, Jeremy Davis, Dr. Robert Coghlan, Dr. Chad Hammitt

Administration absent: N/A

Call to Order, Open Session, Pledge of Allegiance - Board Room

Open Session, Pledge of Allegiance - Board Room

President Talavera called the Regular meeting of the Fullerton School District Board of Trustees to order at 6:06 p.m.

Yajaira Ramirez led the Pledge of Allegiance.

Information from the Board of Trustees 6:10pm

Dr. Pletka recognized the two teachers that were recognized as California Teachers of the Year. He also congratulated Parks Jr High for winning the Speech and Debate Team and for advancing to the Nationals Tournament. We will have more celebrations coming up in April and May. Dr. Pletka acknowledged Michael McAdam in growing the local business connections with the district office.

Trustee Sugarman spoke on her visit to PAL and snow at Richman where some students who never had a chance to play with snow. She also participated in Read Across America and spoke with students. She also attended the FETA meeting and spoke with teachers about inference. She appreciated leadership in making sure the education is the same at all of our schools. She also shared about the FEF Golf Tournament on April 8th.

Trustee Berryman has been attending and enjoying the plays at the different schools. She enjoyed Commonwealth and is excited that Disney is able to support the performance. She participated in Read Across America with the TK and Kindergarten students. She enjoyed attending PAL and thanked staff for putting everything together. She attended Richman and spoke with the Student Council and listened to their conversations and was excited to hear their voices and participate in change. She thanked all staff for their work in helping students succeed.

Trustee Hanchett visited schools this past month and enjoyed spending time with the students. She also read for a classroom and engaged in conversations with 6th graders at Maple. She attended the Speech and Debate Tournament on Saturday and is excited for the winners. She attended the Finding Nemo play and enjoyed the show. She also went to Ladera Vista's "Mean Girls" performance. She attended Richman students present the walking audit to different groups in the community. She attended the FETA meeting and had conversations with the

teachers.

Trustee Thakur spoke on the multiple Saturday events the district held. He congratulated the district basketball tournament for winning first place.

President Talavera attended the California League of Educators where Ladera Vista was recognized as a Schools To Watch school and Mucio Vidalez was awarded the state Teacher of the Year. He thanked everyone for their work with

Information from Associations (CSEA) 6:29pm

DELAC: Good evening. President Talavera, school board members, Superintendent Dr. Pletka, the executive cabinet, and all families are present and listening. On behalf of the DELAC committee, we would like to thank the Board members and the Educational Services team for their continued support to the English Learners students, their parents, and the community. We are pleased that the Fullerton School District will provide more opportunities for our children to learn and practice English through the EL Jumpstart Summer English Learner Program. This program will provide academic interventions in the standard areas of Academic English skills and Mathematics vocabulary. Many schools are having book fairs this week to continue cultivating the love of reading. For instance, Raymond's book fair is a MiJa Book Fair, which focuses on and celebrates multicultural and diverse children's books. We encourage you all to attend and support your school's book fair. We are very thankful to the Ed Services Team for all their support and guidance in being a voice for our community. Thank you to all teachers, staff, and administrators for their hard work and sacrifice for our students. We truly appreciate all you do. We invite you to our last DELAC meeting for this academic year, which will be on Friday, April 12, @ 9:00 a.m. at Woodcrest Elementary. We wish all the families of the Fullerton community a happy and safe Spring break. Vanessa Estrella, DELAC President

PTA - No report

CSEA: Good evening Dr. Pletka, President Talavera, Members of the Board, and Cabinet, Marleen Acosta, speaking on behalf of CSEA Congratulations to the PAL Committee on a wonderful event. I hear I missed out on an excellent speaker and hope to participate next year. This week we are pleased to have nine classified employees attending the CSEA Paraeducator Conference being held in Ontario. We are also in the process of selecting delegates to attend the CSEA Annual Conference in San Jose this summer. Employee of the Year nomination forms have been sent out. We encourage you to nominate a classified employee who is a shining star at your site or department. The agenda tonight sadly reflects layoffs, both classified and certificated. This is not just limited to our district, but many districts throughout the state. I spoke to a friend at a local school district who is retiring after forty-one years as a paraeducator. She chose to retire along with over one hundred classified staff members prior to layoffs in her district. I know what it feels to receive a "pink slip," having been through that twice before in my nineteen-year career here at FSD. For all those affected, I understand the sadness and uncertainty that you now are dealing with. I hope that if you are unable to return to FSD, that the skills you have learned here open the doors to a new opportunity to share your talents. To end on a positive note, we would like to invite the Board to our end of the year Member Recognition Event to be held Friday, May 24th at Ladera Vista Junior High School. More information to follow. Thank you.-Marleen Acosta

FETA: Good Evening President Talavera, Board Members, Dr. Pletka, Cabinet, FETA Members and Guests, Currently our members are voting on the Tentative Agreement for this year. Results will be in by tomorrow afternoon. The Bargaining process is always a challenging time

for all those involved in it and for all of those who wait for the end results. In the end we all may not get what we want, however, we do appreciate the privilege of going through this each year. Thank you to our Bargaining Team: Pamela Zinnel (Chair), Jasel Contreras, Kristin Montoya, Shelley Behrns, Stephanie Hitz, Jesus Uribe and Jim Rogers. FETA is grateful for the time you spent to research, update, reflect, listen, and then validate our members' needs. We want to thank Boardmembers Sugarman and Hanchett for attending our March Rep Council meeting. I am sorry to have missed it due to another school event, however, I know that our Reps appreciated your listening ears and answers to our burning questions. FETA has been busy these last few months with supporting members, sites, students and our community. \$6,000 worth of Scholarships were given out to our Members and their children to continue their college education. Thank you Susan Wong Weisel and Melissa Rivera for your work on this Committee. FETA wrote a \$500 Community Grant that was used to support Crittenton Services with gift cards that will be used for students and individuals who are currently receiving support from this amazing place. Thank you Boardmember Berryman for helping us to make this work. And just this past week, in honor of Read Across America, all school sites received a \$100 Barnes and Noble Gift Card to purchase books for their libraries! We want to wish everyone a relaxing and rejuvenating Spring Break. There are only about 10 weeks left of the school year - We Got This! Darlene Naslund

FESMA - Hello President Talavera, Board Members, Dr Bob Pletka, and Cabinet Members. I am Mike McAdam Director of Purchasing, Contract, Warehouse & Reprographics, and FESMA Board President. The PAL conference was wonderful seeing both classified and certificated staff working together with so much positivity and support continuing to work together as one. Speech and Debate at Ladera Vista showcased our amazing students in action with all the hard work they put into this event as well as being a competitive force nationally. Awesome job staff. The March Madness Basketball Tournament was huge with a major come from behind victory. Jenna, Aaruni, Josh, and Mike were crowned champions of the tournament taking home the 1st place trophy for FSD. We are looking forward to the Stem Nation/FSD Fest and Hockey Tournament coming soon, as well as our day-to-day operations, making FSD the best for our students, staff and community.

Public Comments at 6:39pm

Tiffany Alva, Director of First 5 of Orange County, a public agency supports local young families and thanked FSD for the partnership and support. FSD has helped connect with families and provide resources. FSD has been able to help with funding and gathering data on Kindergarteners to allocate resources, planning and enhance curriculum.

Kellee Wightman from All the Arts thanked the Board and Cabinet. She spoke on the upcoming Art Auction that will be held on Saturday, April 13th at the Fullerton Community Center and invited everyone to attend.

MJ Noor, founder of Parents Voice USA, spoke on her group and the services they provide to parents. She thanked Dr. Pletka for attending her AI event and speaking to the audience. She thanked the staff for their contributions and outstanding work helping students.

Approve Minutes

Trustee Hanchett motioned to approve the February 20, 2024 Board Meeting, seconded by

Trustee Thakur; motion approved 5-0.

Agenda Approval

Trustee Sugarman motioned to approve the Agenda; seconded by Trustee Berryman; motion approved 5-0

Consent Agenda 6:48pm

Trustee Berryman motions to accept Consent Agenda; seconded by Trustee Sugarman, motion approved 5-0.

A. Accept gifts and authorize District staff to express the Board of Trustees' appreciation to all donors

B. Approve/Ratify Certificated Personnel Report

C. Approve/Ratify Classified Personnel Report

D. Approve/Ratify Amendment to New Independent Contractor Agreement between Fullerton School District and Variations Psychology PC for Independent Educational Evaluation effective February 21, 2024 through July 31, 2024

E. Approve New Independent Contractor Agreement between Fullerton School District and Abramson Audiology for Independent Educational Evaluation effective March 12, 2024 through July 31, 2024

F. Approve/Ratify Amendment to New Independent Contractor Agreement between Fullerton School District and Michelle Molina, Ph.D. effective September 18, 2023 through June 30, 2024

G. Approve Renewal Plan Between the Orange County Department of Education and the Fullerton School District for the Implementation of Education Code 48916.1

H. Approve Classified Tuition Reimbursement

I. Approve/Ratify warrants numbered 146662 through 146972 for the 2023/2024 school year (District 22)

J. Adopt Resolutions numbered 23/24-B034 through 23/24-B039 authorizing budget transfers and recognizing unbudgeted revenue according to Education Code sections 42600 and 42602 for submission to the Orange County Superintendent of Schools

K. Adopt Resolution numbered 23/24-B48-002 (District 48) authorizing budget transfers and recognizing unbudgeted revenue according to Education Code sections 42600 and 42602 for submission to the Orange County Superintendent of Schools

L. Approve/Ratify Purchase Orders numbered T22D0282 through T22D0307, T22E0154 through T22E0172, T22M0190 through T22M0206, T22R0776 through T22R0846, T22S0010, T22V0157 through T22V0193, T22X0401 through T22X0411, T22Y0068, and T22Z0093 in District 22 for the 2023/2024 school year

M. Approve/Ratify Addendum to original Contract with CliffordMoss LLC submitted and Board Approved on April 18, 2023

N. Approve New Agreement for the State of California Multiple Award Schedules (CMAS) Contract No. 3-18-70-2686S award to Development Group, Inc. for Information Technology Goods and Services

O. Approve New Agreement for the State of California Multiple Award Schedules (CMAS) Contract No. 3-21-06-1069 award to Development Group Inc. for Information Technology Goods and Services

P. Approve New Independent Contractor Agreement between Fullerton School District, Golden Hill School for the Creative and Performing Arts and All the Arts Foundation for enhancements

to the Be Free Mural effective April 1, 2024, through September 1, 2024

Q. Approve New Independent Contractor Agreement between Fullerton School District, Hermosa Drive and All the Arts Foundation for the expansion of the "Flower Pop" mosaics effective March 13th, 2024, through December 1, 2024

R. Approve Notice of Completion for New Dimension General Construction for the necessary repairs of the basketball court area of Pacific Drive Elementary School

S. Approve Notice of Completion for New Dimension General Construction as part of the Emergency Resolution 22/23-05 for Perimeter Fencing at Beechwood (K-8) School

T. Approve Notice of Completion for New Dimension General Construction as part of the Emergency Resolution 22/23-05 for Perimeter Fencing at Fisler (K-8) School

U. Approve Notice of Completion for New Dimension General Construction as part of the Emergency Resolution 22/23-05 for Perimeter Fencing at Golden Hill Elementary School

V. Approve Notice of Completion for New Dimension General Construction as part of the Emergency Resolution 22/23-05 for Perimeter Fencing at Hermosa Drive Elementary School

W. Approve Notice of Completion for New Dimension General Construction as part of the Emergency Resolution 22/23-05 for Perimeter Fencing at Nicolas Junior High School

X. Approve Notice of Completion for New Dimension General Construction as part of the Emergency Resolution 22/23-05 for Perimeter Fencing at Rolling Hills Elementary School

Y. Approve Notice of Completion for New Dimension General Construction as part of the Emergency Resolution 22/23-05 for Perimeter Fencing at Acacia Elementary School

Z. Approve Notice of Completion for New Dimension General Construction as part of the Emergency Resolution 22/23-05 for Perimeter Fencing at Laguna Road Elementary School

AA. Approve Notice of Completion for New Dimension General Construction as part of the Emergency Resolution 22/23-05 for Perimeter Fencing at Commonwealth Elementary School

BB. Approve/Ratify Nutrition Services purchase orders vendor numbers sys-53557 through sys-54945 for the 2023/2024 school year

CC. Approve/Ratify Nutrition Services warrants numbered 21189 through 21247 for the 2023/2024 school year

DD. Approve Independent Contractor Agreement between Fullerton School District Nutrition Services and Richard Dieli for Survey and Design Consultation from March 13, 2024 through March 13, 2027

EE. Approve New Independent Contractor Agreement between Fullerton School District Nutrition Services and Michelle Curry for services as a Contractor from July 1, 2024 through June 30, 2025

FF. Approve piggyback bid between Fullerton School District and Sunrise Produce Company, from Hesperia Unified School District Bid 22/23-008 for Fresh and Processed Produce Category for the 2024/2025 school year

GG. Approve piggyback bid between Fullerton School District and Driftwood Dairy, from Oxnard Unified School District Food Service Agency Request for Proposal #663 for dairy products for the 2024/2025 school year

HH. Approve Renewed contract between Fullerton School District and PJ of California, doing business as Papa John's Pizza Bid No. 2022/2023 NS-1 for Pizza Delivery Services for the 2024/2025 school year

II. Approve New Independent Contractor Agreement between Fullerton School District and Coast 2 Coast Coaching Inc. dba Elevo to provide intersession services effective March 13, 2024 through July 30, 2024

JJ. Approve Renewed Agreement FCI-SD5-08 between the Children and Families Commission of Orange County and Fullerton School District for the provision of services effective July 1, 2024 through June 30, 2027

KK. Approve/Ratify new Quality Start OC Quality Rating and Improvement System (QRIS)

Block Grant, Agreement number #10004789 between Orange County Superintendent of Schools and the Fullerton School District effective July 1, 2023 through June 30, 2024

LL. Approve Renewed Agreement between Fullerton School District and CIMI Fox Landing, Guided Discoveries, Inc for 6th Grade Overnight Science Camp in Catalina effective November 13, 2024 through November 15, 2024

MM. Approve Fullerton School District Fee-Based Programs for Encore: The Lab Rate Increase effective 2024/2025 School Year

NN. Approve Renewal contract with Claris International Inc., effective April 20, 2024 with automatic annual renewals for three years

OO. Approve out-of-state travel for Pablo Diaz and one more staff from Innovation and Instructional Support to attend the National Association of Broadcasters Conference in Clark County, Nevada, from April 13-17, 2024

DISCUSSION/ACTION ITEMS 6:54pm

A. The Board of Trustees will discuss District Bulletin Service

No vote was taken

President Leonel called for a break at 7:24pm

B. Approve the District's Second Interim Financial Report with a Positive Certification. Per state guidelines, a positive certification indicates that, based on current projections, the District will meet its financial obligations for the current and subsequent two fiscal years

Dr. Rob Coghlan presented the Second Interim Financial Report. Trustee Sugarman motions to approve the District's Second Interim Financial Report with a Positive Certification; seconded by Trustee Berryman, motion approved 5-0.

C. Approve proposed Transportation Program/Funding Plan for Fullerton School District

J.D. Mancha, Director of Transportation presented the Transportation Program/Funding Plan. Trustee Sugarman motions to approve proposed Transportation Program/Funding Plan for Fullerton School District; seconded by Trustee Thakur, motion approved 5-0.

D. Approve Resolution #23/24-11 of the Governing Board of the Fullerton School District Initiating Layoff of Classified Positions effective at the end of the 2023/2024 school year

Dr. Chad Hammitt presented the Resolution. Trustee Thakur motions to approve Resolution #23/24-11 of the Governing Board of the Fullerton School District Initiating Layoff of Classified Positions effective at the end of the 2023/2024 school year; seconded by Trustee Berryman, motion approved 5-0.

Board Member Request for Future Items

No items

Adjournment

President Talavera adjourned the meeting at 8:29 p.m. Next Regular Board Meeting – April 16, 2024



Clerk/Secretary, Board of Trustees