

PLAN FOR PROVIDING EDUCATIONAL SERVICES TO ALL EXPELLED STUDENTS IN THE GARDEN GROVE UNIFIED SCHOOL DISTRICT

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 Garden Grove Unified School District (GGUSD). 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).

A student whose behavior resulted in expulsion is subject to a rehabilitation plan designed and approved as a condition for readmission. This plan is personalized to provide opportunities for continued educational, social, and emotional development during the period of expulsion.

GGUSD is committed to establishing a safe and welcoming school environment for all students, staff, and families. In order to support GGUSD's commitment to high-quality instruction, the district recognizes the need for school learning environments to include aspects that effectively support and foster strong, trusting, and positive relationships between students and adults. All students have the right to be educated in a school environment that is safe, predictable, and supportive. Expectations are rooted in GGUSD's Strategic Plan Goal 2 principles:

- Assisting students in the growth of their attitudes towards learning
- Fostering positive and respectful student-adult and peer interactions
- Supporting schools and the district in maintaining a safe and positive learning climate for all stakeholders, respecting our differences and embracing diversity

School discipline policies and practices fundamentally work to ensure the safety of staff and students, and to create a climate conducive to learning. GGUSD believes that in order to create a climate of prosocial behavior, collaboration with parents, staff, and students is essential. GGUSD is guided by the following principles:

- Engaging students in high quality instruction while giving students frequent feedback and opportunities to respond
- Preventing disruptive behavior by adopting systems, strategies, and interventions that support teaching behavior expectations, reinforcing behavior expectations, and responding to disruptive behavior
- Fostering positive student-teacher relationships is integral to the learning process and a key ingredient in student motivation and academic engagement
- Supporting student behavior by addressing social skills such as empathy, accountability, and respect for others

Educational Alternatives for Expelled Students

It is the determination of the Garden Grove Unified School District to adopt the Orange County Department of Education's plan for educational services for expelled students. The Governing Board will provide the following options for expelled students dependent upon the nature of the expulsion offense. As indicated in the Orange County Expulsion plan, the options available to Garden Grove Unified 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 community day school program, if available [E.C. section 48660].
4. 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].

Expulsions occur when student and campus safety is threatened or when other means of correction have not been successful. The Garden Grove Unified School District seeks to minimize the number of expulsions by developing and sustaining universal preventive practices and targeted interventions.

Special Education Students

Students eligible under the Individuals with Disabilities Act (IDEA) may be referred to the Orange County Department of Education pursuant to the Individualized Education Program (IEP) process outlined in Education Code section 48915.5 and Orange County Department of Education procedures. Students eligible under Section 504 of the Rehabilitation Act of 1973 may also be referred to the Orange County Department of Education program in accordance with Section 504 procedures. School districts must take into consideration the contents of the student's IEP when making placement recommendations. Any change in placement requires the school district to convene an IEP meeting. The IEP team identifies a special education program and related services appropriate for the student. Placement options may include district, special education local plan area (SELPA), or county-operated programs.

- If the district refers an expelled student to the Orange County Department of Education, the district shall convene an IEP meeting prior to the referral to jointly identify an appropriate special education program and related services. A representative from the Orange County Department of Education shall participate in the IEP meeting. The district or Orange County Department of Education may provide special education services in accordance with the student's IEP.
- When the IEP cannot be implemented within the Orange County Department of Education, the district of residence is responsible for providing a Free and Appropriate Public Education (FAPE) within the continuum of program options identified in its SELPA local plan.
- The Orange County Department of Education may also provide an interim alternative educational setting while a school district locates an educational placement for students eligible under the IDEA (not excluding county options). [34 C.F.R. section 300.530(g)]
- The Garden Grove Unified School District has established classes for K-12 students with emotional disturbance.

Orange County Department of Education Options

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

The policy of each individual school district affects how the Orange County Department of Education will meet the needs of that particular school district. Some districts use the Orange County Department of Education programs as educational options for those students expelled under Education Code section 48900. The Orange County Department of Education also works with Orange County school districts to provide information and data in support of local control accountability plan goals and priorities, including but not limited to pupil engagement, school climate and pupil outcomes.

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

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

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

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

ACCESS administrators regularly meet with school district representatives and agency partners to collaborate and coordinate placement of expelled students. Regional meetings of the Child Welfare and Attendance administrators, as well as, district Student Attendance Review Board members provide an

avenue for district and Orange County Department of Education representatives to discuss potential placement challenges, explore regional options and address the needs of expelled students.

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

An Individual Learning Plan (ILP) will be developed for expelled students referred to ACCESS. Part of this plan includes a goal of assisting the student with meeting the requirements stated in the district rehabilitation plan to facilitate returning the student to the school district of residence at completion of the district expulsion.

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

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

Service Gap 1: Expelled Students in Grades K-5

While there are several California Education Code sections that prohibit the expulsion of students in lower grades for various offenses, a student in grade K-3 can be expelled for commission of any of the other offenses. Specifically, Ed. Code section 48900(k) prohibits the expulsion of any student for disruption/defiance and Ed Code 48900.2 prohibits the expulsion of a student in K-3 for sexual harassment. Ed 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 very limited.

Progress from 2023

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

Ongoing Strategies for Addressing This Gap

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

- Transfers within the home district which may include community day school.
- Skyview Elementary and Middle School, located in the city of Orange, is operated by the OCDE ACCESS program and serves students in grades K-8.

- Students in grade 5, on a case-by-case basis, may be referred to other ACCESS school sites depending upon class composition at the time of referral.

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

Challenges to Addressing This Gap

- The location of the Skyview Elementary and Middle School site in proximity to the district of residence may pose a challenge to student attendance.
- In order to attend other schools in neighboring school districts, students may require transportation. However, the district does not provide transportation which is a challenge for some students to attend schools outside of the boundaries of the district of residence.
- The low number of elementary students in grades K-5 who need alternative placements due to expulsions continue to make it impractical and cost-inhibitive to sustain operation of multiple school sites and programs throughout the county.

Service Gap 2: Limited Special Education Placements in ACCESS

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

Progress from 2023

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

Programs for Students with intensive Mental Health needs:

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

behavior management strategies for both general education and special education teachers can support the increased needs of students being enrolled with mental health and behavioral needs.

Programs to Expand Continued Services for Special Education Students:

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

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

Ongoing Strategies for Addressing This Gap

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

Challenges to Addressing This Gap

- Establishing a regionalized program in an alternative school setting that can be operated and maintained based on an unpredictable number of student referrals as well as transportation barriers pose ongoing challenges. These challenges impact the sustainability of regionalized special education programs operated by OCDE. Although some school districts have expressed a need for a self-contained special day class (SDC) for students with emotional and/or behavior disorders, this has not been sustainable for OCDE due to the minimal number of students being referred. Challenges to addressing Service Gap #1 may also have been a contributing factor to the limited number of referrals for establishing such a program.
- One area of continued concern expressed by some school districts is the ability of the ACCESS program to provide a Free Appropriate Public Education (FAPE) given its inclusive practices and independent study model. Based on the smaller class sizes in ACCESS and the individualized instructional model through contracted learning, the structure of the school day differs from a traditional school schedule and often requires modification of the IEP.
- Another area of concern has been the combined programming of middle school and high school programs. There is a desire to provide separate classes/programs for middle school students to better address their unique developmental and social-emotional needs, however the low numbers of referrals/enrollment of middle school students make it difficult to maintain separate programs.

Service Gap 3: Rehabilitation Failures

Based on a 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 re-enter the district. On occasion, students do not meet the provisions of the expulsion rehabilitation plan and fall behind in their academic studies. In these cases, such students are at high risk of not completing their necessary credits and are at a higher risk of dropping out of school.

Progress from 2023

Over the past three years, OCDE has continued discussions with the Orange County School Districts to identify systematic approaches to facilitate the regular transfer of the rehabilitation plan upon referral of an expelled student, as well as identify community resources available to support students in meeting their district rehabilitation plan requirements. Regional Administrative Areas help to promote communication between the districts and the county community schools. ACCESS directors, coordinators, principals and assistant principals attend county Student Services meetings to facilitate ongoing communication. In addition, the ACCESS Student Attendance Review Board (SARB) process has been coordinated more efficiently and ACCESS utilizes one of its staff members in truancy court to make sure students attend school and are connected to community resources.

Ongoing Strategies for Addressing This Gap

Districts will be asked to provide ACCESS a copy of the rehabilitation plan when referring an expelled student. ACCESS staff will review the rehabilitation plan with the student and, as appropriate, the student's parents, and will assist the student in completing his/her plan requirements. Orange County School Districts and ACCESS have implemented the use of a supplemental referral form when students are referred to an ACCESS program. This form includes specific information about a student's needs as well as progress and action items needed to complete the rehabilitation plan requirements. School staff will continue to monitor student achievement toward rehabilitation plan requirements throughout the term of expulsion while educational services are provided by ACCESS or private agencies. For students struggling to meet rehabilitation plan requirements, the student consultation team process may be considered to provide additional support. Continued, two-way communication and collaboration with school district personnel will continue to be a priority. Early intervention and enhanced communication promote student success when students are not meeting the terms of the rehabilitation plan. In addition, communication is vital between the districts and ACCESS regarding the status of students who are returning to the district. When returning to the district, ACCESS staff will continue to use the Student Transition form to communicate information on student's completion of the rehabilitation plan.

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

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

Challenges to Addressing This Gap

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

Below is a non-exhaustive list of preventive and intervention practices that support positive student behavior in the Garden Grove Unified School District.

- Adult mentoring programs
- After-school programs
- Annual notice of parent rights and responsibilities
- Anti-bullying programs
- ASPIRE system of care
- Attendance Support Team
- Attention to Attendance platform
- Automated telephone notifications
- Behavior contracts
- Behavior skills groups
- CARE Solace
- Check-In, Check-Out
- Choose Wellness campaign
- CIF-sanctioned sports
- Community agency partnerships
- Credit recovery opportunities
- Counseling
- Crisis response/support
- District discipline plan and guidelines
- Family Resource Center
- Friday Night Live
- Grad Night activities
- Gang Resistance Intervention Partnership (GRIP)
- Individual counseling
- Link Crew
- Mindfulness practices
- Parent education
- Positive Behavior Interventions and Supports (PBIS)
- Red Ribbon week
- Referrals for comprehensive psychosocial, psychoeducational assessments for the purpose of creating an Individualized Education Program (IEP) or Section 504 Plan
- Referrals to school counselors, psychologists, social workers, student services, or other school support personnel
- Restorative practices
- Safety plans
- Saturday School
- School Attendance Review Board (SARB)
- School Attendance Review Team (SART)

- School-based mental health resources
- Social emotional learning (SEL)
- Social skills group
- STOPit Solutions anonymous reporting app
- Student clubs and organizations
- Student Study Team (SST)
- Tobacco-Use Prevention Education (TUPE)
- Tutoring opportunities
- Universal screening
- Wellness check-ins

GARDEN GROVE UNIFIED SCHOOL DISTRICT
 REGULAR MEETING OF THE BOARD OF EDUCATION
 10331 STANFORD AVENUE
 GARDEN GROVE, CALIFORNIA

June 4, 2024

<u>Governing Board Members Present</u>	<u>Arrived</u>	<u>Left</u>
Teri Rocco, President	5:00 p.m.	_____
Lan Q. Nguyen, Vice President	5:00 p.m.	_____
Bob Harden	5:00 p.m.	_____
Walter Muneton	5:00 p.m.	_____
Dina Nguyen	5:00 p.m.	_____

Chairperson Teri Rocco opened Closed Session at 5:00 p.m. to receive comments from the public limited to the items described herein. There were no comments and Closed Session commenced at 5:01 p.m. to discuss administrative appointments with the Superintendent and Jason Bevacqua, Assistant Superintendent, Personnel Services (Government Code Section 54957). There was no action taken and Closed Session adjourned at 5:50 p.m. Closed Session

A Study Session open to the public commenced at 5:55 p.m. for the purpose of sharing and discussing information on Ethnic Studies. The Study Session adjourned at 6:45 p.m. Study Session

The meeting was called to order by Chairperson Rocco at 7:00 p.m. followed by the Pledge of Allegiance. Call to Order

Jason Bevacqua, Assistant Superintendent, Personnel Services, introduced the Classified and Certificated Employees of the Year: Recognitions

- Jaime Bahena, painter for Maintenance & Operations
- Eberardo Cruz, swing custodian at Bolsa Grande High School
- Nancy Duncan, senior school secretary at Pacifica High School
- Connie Flores, cook/baker at Garden Grove High School
- Madeline Henriquez, bus driver for Transportation
- Linda Mendez, translator/interpreter at the Assessment & Registration Center
- Jonathan Peterson, network analyst for Information Technology
- Asusena Rodriguez, student supervision assistant at Violette Elementary
- Cynthia Sandstrom, instructional assistant II at Alamitos Intermediate
- Jordanna Jahn, teacher at Irvine Intermediate
- Ji Sun Kim, teacher at Faylane Elementary
- Theresa Miguel, teacher at Marshall Elementary

Nicholas Dibs, community member, commented on placing items on the Board of Education Meeting agenda and reinstating woodshop classes. Public Comments

Hearing no comments or corrections, Chairperson Rocco declared the Minutes of the May 7, 2024, Regular Board Meeting approved as submitted. Minutes Approved

AYES: Harden, Muneton, D. Nguyen, L. Nguyen, Rocco **NOES: None** **Roll Call Vote – Minutes**

Chairperson Rocco opened the Public Hearing to receive comments from the public regarding the district's initial proposals to CSEA. There were no comments and the hearing was closed. Public Hearings

Chairperson Rocco opened the Public Hearing to receive comments from the public regarding the district's initial proposals to GGPPSA. There were no comments and the hearing was closed.

Chairperson Rocco opened the Public Hearing to receive comments from the public regarding the district's initial proposals to GGEA. There were no comments and the hearing was closed.

Chairperson Rocco opened the Public Hearing to receive comments from the public regarding the Proposed Annual Budget for 2024-25. Nicholas Dibs, community member, commented on the posting location of the Proposed Budget on the district website. There were no further comments and the hearing was closed.

Chairperson Rocco opened the Public Hearing to receive comments from the public regarding the Proposed Local Control and Accountability Plan for 2024-25. Nicholas Dibs, community member, commented on the timeframe for posting the LCAP on the district website. There were no further comments and the hearing was closed.

Chairperson Rocco opened the Public Hearing to receive comments from the public regarding the Proposed Special Education Annual Service Plan and Special Education Annual Budget Plan for 2024-25. Nicholas Dibs, community member, thanked Assistant Superintendent Valerie Shedd for her work in Special Education. There were no further comments and the hearing was closed.

<p>Joseph Beckman, Supervisory representative, presented the 2024-25 Supervisory initial contract proposals.</p>	<p>Presentations</p>	
<p>On motion of Trustee Muneton, seconded by Trustee Lan Nguyen, and unanimously carried with the roll call vote noted below, the Board of Education adopted Resolution No. 18, which calls for an election of members of the Board of Education on November 5, 2024.</p>	<p>Resolution No. 18 – Election for District’s Governing Board Members (300)</p>	
<p>On motion of Trustee Muneton, seconded by Trustee Lan Nguyen, and unanimously carried with the roll call vote noted below, the Board of Education approved the Memorandum of Understanding with Pathways to Partnerships for the distribution of the additional Alternative Dispute Resolution grant of \$4,500.00, for the purpose of providing additional training and technical assistance to the families of students with disabilities for the 2023-24 school year.</p>	<p>Memorandum of Understanding with Pathways to Partnerships (301)</p>	
<p>On motion of Trustee Muneton, seconded by Trustee Lan Nguyen, and unanimously carried with the roll call vote noted below, the Board of Education approved the updated GGUSD plan for providing educational services to expelled students for the 2024-2027 school years.</p>	<p>Update to GGUSD Plan for Providing Educational Services to Expelled Students (302)</p>	
<p>AYES: Harden, Muneton, D. Nguyen, L. Nguyen , Rocco</p>	<p>NOES: None</p>	<p>Roll Call Vote – Administration Item(s)</p>
<p>On motion of Trustee Muneton, seconded by Trustee Harden, and unanimously carried with the roll call vote noted below, the Board of Education approved the acceptance of the Mazda FUSE Grant for Jordan Intermediate for the 2024-2026 school years.</p>	<p>Mazda FUSE Grant for Jordan Intermediate (303)</p>	
<p>On motion of Trustee Muneton, seconded by Trustee Harden, and unanimously carried with the roll call vote noted below, the Board of Education approved the Memorandum of Understanding between the Garden Grove Unified School District and Instructure, Inc. for the 2024-25 school year.</p>	<p>Memorandum of Understanding with Instructure, Inc. (304)</p>	
<p>On motion of Trustee Muneton, seconded by Trustee Harden, and unanimously carried with the roll call vote noted below, the Board of Education approved the agreement with the Orange County Department of Education and accepted the Thriving Schools Initiative grant of \$3,000.00 for La Quinta High School and \$3,000.00 for Santiago High School beginning July 1, 2024 through June 30, 2025.</p>	<p>Orange County Department of Education Thriving Schools Initiative Grant (305)</p>	
<p>On motion of Trustee Muneton, seconded by Trustee Harden, and unanimously carried with the roll call vote noted below, the Board of Education approved the submission of those persons listed above as an official representative from the fifteen-member high schools of the Orange Grove Conference to all CIF sanctioned league organizations for the 2024-25 school year.</p>	<p>Ratification of High School Athletic Representatives for CIF Voting Privileges (306)</p>	
<p>On motion of Trustee Muneton, seconded by Trustee Harden, and unanimously carried with the roll call vote noted below, the Board of Education approved participation by: 1) 42 Garden Grove High School Varsity and Junior Varsity cheerleaders for USA Cheer Camp in Garden Grove, CA on July 8-11, 2024; 2) approximately 20 Bolsa Grande and Pacifica high school yearbook students for Jostens Yearbook Camp in San Diego, CA on July 22-25, 2024; and 3) 20 Pacifica High School Cross Country Team members to Cross Country Big Bear Camp in Big Bear, CA on July 29-August 2, 2024.</p>	<p>Out-of-District Events (307)</p>	
<p>AYES: Harden, Muneton, D. Nguyen, L. Nguyen , Rocco</p>	<p>NOES: None</p>	<p>Roll Call Vote – Programs & Instruction Item(s)</p>
<p>On motion of Trustee Dina Nguyen, seconded by Trustee Harden, and unanimously carried with the roll call vote noted below, the Board of Education authorized participation in the State of Arizona with the National Association of State Procurement Officials ValuePoint Master Agreement No. CTR058809 through the California Participating Addendum No. 7-22-70-50-04 for the purchase of mailing equipment, supplies, and maintenance from Quadient, Inc. The contract is effective from May 14, 2024, through May 14, 2025.</p>	<p>Authorization to Participate in the Arizona NASPO ValuePoint for the Purchase of Mailing Equipment, Supplies, and Maintenance (308)</p>	
<p>On motion of Trustee Dina Nguyen, seconded by Trustee Harden, and unanimously carried with the roll call vote noted below, the Board of Education authorized participation in the California Multiple Award Schedule with Zoll Medical Corporation (CMAS Contract No. 4-24-02-1027) to purchase medical devices and supplies, valid from February 13, 2024, through June 30, 2027.</p>	<p>Authorization to Participate in the CMAS for the Purchase of Non-Information Technology Commodities (Contract No. 4-24-02-1027) (309)</p>	
<p>On motion of Trustee Dina Nguyen, seconded by Trustee Harden, and unanimously carried with the roll call vote noted below, the Board of Education extended authorization for use of the Hemet Unified School District Bid No. PUR2023-01 for the means to purchase school and office furnishings and accessories from Dave Bang Associates, Inc. The terms and conditions of the bid are effective from March 15, 2024, through March 15, 2025.</p>	<p>Extend Authorization for Use of Hemet Unified School District Bid No. PUR2023-01 for the Purchase of School and Office Furnishings and Accessories (310)</p>	

- On motion of Trustee Dina Nguyen, seconded by Trustee Harden, and unanimously carried with the roll call vote noted below, the Board of Education approved the Medi-Cal Administrative Activities Service Agreement with Paradigm HealthCare Services, LLC to provide claim services for the preparation and filing of Medi-Cal Administrative Activities Program reimbursement claims for the period of July 1, 2024, through June 30, 2025. Medi-Cal Administrative Activities Billing Services (311)
- On motion of Trustee Dina Nguyen, seconded by Trustee Harden, and unanimously carried with the roll call vote noted below, the Board of Education authorized the agreement with Paradigm HealthCare Services, LLC to provide Medi-Cal Billing Option Claiming and Cost and Reimbursement Comparison Schedule Workbook Services and the Student Wellness & Supports Software Features effective from July 1, 2024, through June 30, 2025. Medi-Cal Billing Option Claiming and Cost and Reimbursement Comparison Schedule Workbook Services, and Student Wellness & Supports Software Feature (312)
- On motion of Trustee Dina Nguyen, seconded by Trustee Harden, and unanimously carried with the roll call vote noted below, the Board of Education approved awarding informal bid numbers 24-106, 24-122 to 24-125, and 24-127 to 24-131 under the California Uniform Public Construction Cost Accounting Act to: Ben's Asphalt & Maintenance Co Inc., Econo Fence Inc., JL Cobb Painting & Construction Inc., Ondatje Contracting Inc., RC Masonry, Southern California Landscape Inc., and Sports Facilities Group Inc. Ratification of California Uniform Public Construction Cost Accounting Act Informal Bid Awards (313)
- On motion of Trustee Dina Nguyen, seconded by Trustee Harden, and unanimously carried with the roll call vote noted below, the Board of Education approved the availability of student accident and interscholastic football insurance packages offered by Myers-Stevens & Toohy & Company for purchase by district students for the 2024-25 school year. Student Insurance (314)
- On motion of Trustee Dina Nguyen, seconded by Trustee Harden, and unanimously carried with the roll call vote noted below, the Board of Education approved the reappointment of Nancy Mefford to the Measure P Citizens' Bond Oversight Committee to serve a two-year term from May 2024, through May 2026, in connection with the general obligation bond election of June 8, 2010, and November 8, 2016. Citizens' Bond Oversight Committee – Member Reappointment (315)
- On motion of Trustee Dina Nguyen, seconded by Trustee Harden, and unanimously carried with the roll call vote noted below, the Board of Education accepted the Wellness Policy progress report, which includes the mandated components of compliance, nutrition promotion, partner engagement in implementation, and public education. Wellness Policy Progress Report (316)
- On motion of Trustee Dina Nguyen, seconded by Trustee Harden, and unanimously carried with the roll call vote noted below, the Board of Education rejected the claim from Jimmy Nguyen, Attorney at Law, APC, on behalf of his client, Abraham De La Rosa Delgadillo, for alleged personal injury and property damage sustained in an auto accident involving a GGUSD district vehicle on March 26, 2024. Rejection of Claim (317)
- On motion of Trustee Dina Nguyen, seconded by Trustee Harden, and unanimously carried with the roll call vote noted below, the Board of Education approved New Purchase Order Numbers: T72A0218, T72A0219, T72B0312 through T72B0318, T72B0321 through T72B0334, T72B0336, T72B0338, T72B0339, T72C0852, T72C0913, T72C0920, T72C0949 through T72C0959, T72C0961 through T72C0982, T72C0984, T72C0987 through T72C0997, T72C0999 through T72C1005, T72C1007 through T72C1010, T72C1012 through T72C1029, T72D0088 through T72D0092, T72D0094 through T72D0097, T72F0150 through T72F0170, T72I0108 through T72I0115, T72M0315, T72M0316, T72M0318, T72M0319, T72M0321 through T72M0341, T72R4399, T72R5289 through T72R5791, T72R5919, T72R5934, T72R5993, T72R6056, T72R6063, T72R6064, T72R6081, T72R6136, T72R6143, T72R6148, T72R6164, T72R6200, T72R6201, T72R6226, T72R6249, T72R6306, T72R6308, T72R6309, T72R6312, T72R6320, T72R6350, T72R6352, T72R6360, T72R6364, T72R6365, T72R6369, T72R6387, T72R6390, T72R6392, T72R6398, T72R6400 through T72R6443, T72R6445, T72R6447, T72R6450, T72R6455, T72R6457 through T72R6459, T72R6462, T72R6464 through T72R6471, T72R6473, T72R6476 through T72R6494, T72R6496 through T72R66515, T72R6518 through T72R6532, T72R6534 through T72R6539, T72R6541 through T72R6545, T72R6547 through T72R6558, T72R6560, T72R6561, T72R6563 through T72R6646, T72R6648 through T72R6683, T72R6686 through T72R6689, T72R6691 through T72R6695, T72R6697 through T72R6702, T72R6704 through T72R6748, T72R6750 through T72R6762, T72R6764 through T72R6769, T72R6771 through T72R6786, T72R6788 through T72R6790, T72R6792, T72R6793, T72R6795 through T72R6803, T72R6805 through T72R6823, T72R6825 through T72R6827, T72R6829 through T72R6843, T72R6845 through T72R6850, T72R6852 through T72R6861, T72R6863 through T72R6895, T72R6897, T72R6898, T72R6900 through T72R6909, T72R6911 through T72R6923, T72R6925, T72R6927 through T72R6949, T72R6951 through T72R6955, T72R6957 through T72R6960, T72R6962 through T72R6970, T72R6972 through T72R6978, T72R6981, T72R6982, T72R6984 through T72R7003, T72R7005 through T72R7037, T72R7039 through T72R7071, T72R7073 through T72R7075, T72R7077, T72R7078, T72R7080, T72R7082, T72R7083, T72R7085 through T72R7093, T72R7095, T72R7097, T72R7098, T72R7100 through T72R7119, T72R7121 through T72R7144, T72R7146 through T72R7168, T72R7170 through T72R7172, T72R7174 through T72R7178, T72R7180 through T72R7190, T72R7194, T72R7197 through T72R7199, Purchase Orders and Checks (318)

T72R7201, T72R7203, T72R7204, T72V0005, T72V0014, T72V0015, T72W0364 through T72W0368, T72X0355 through T72X0361; Changed Purchase Order Numbers: S72B0272, T72A0119, T72F0140, T72F0148, T72F0149, T72M0296, T72R3052, T72R3990, T72R4802, T72R4894, T72R5018, T72R5025, T72R5144, T72R5413, T72R5523, T72R5574, T72R5916, T72R5973, T72R6068, T72R6111, T72R6112, T72R6126, T72R6147, T72R6193, T72R6225, T72R6227, T72R6317, T72W0004 through T72W0006, T72W0009, T72W0010, T72W0012, T72W0021, T72W0024, T72W0026, T72W0055, T72W0056, T72W0058, T72W0059, T72W0094, T72W0098, T72W0103, T72W0106, T72W0130, T72W0140, T72W0145, T72W0170, T72W0185, T72W0190, T72W0196, T72W0200, T72W0207, T72W0212, T72W0224, T72W0226, T72W0233, T72W0245, T72W0264, T72W0270, T72W0273, T72W0274, T72W0279, T72W0285 through T72W0287, T72W0292, T72W0294, T72W0300, T72W0304, T72W0333, T72W0336, T72W0347, T72W0352, T72W0353, T72W0363, T72X0009, T72X0011 through T72X0015, T72X0017, T72X0019 through T72X0021, T72X0089, T72X0117, T72X0119, T72X0128, T72X0148, T72X0220, T72X0267, T72X0275, T72X0281, T72X0282, T72X0324, T72X0328, T72X0330, T72X0340, T72X0344, T72Y0011, T72Y0017, T72Y0024, T72Y0033, T72Y0036, T72Y0037, T72Y0039, T72Y0041, T72Y0050, T72Y0059; totaling \$8,471,928.46; Check Numbers: 418786 through 419828 totaling \$16,411,498.16; Certificated Payroll: 10A totaling \$32,116,593.46; Classified Payroll: 10B and 10M totaling \$12,578,500.50; Grand Total: \$69,578,520.58.

Purchase Orders and Checks, cont.

AYES: Harden, Muneton, D. Nguyen, L. Nguyen, Rocco

NOES: None

Roll Call Vote – Business Item(s)

On motion of Trustee Lan Nguyen, seconded by Trustee Muneton, and unanimously carried with the roll call vote noted below, the Board of Education approved actions relating to certificated personnel, as recommended in Report No. 6/4/24-1.

Certificated Personnel Report (319)

On motion of Trustee Lan Nguyen, seconded by Trustee Muneton, and unanimously carried with the roll call vote noted below, the Board of Education approved actions relating to classified personnel, as recommended in Report No. 6/4/24-2.

Classified Personnel Report (320)

On motion of Trustee Lan Nguyen, seconded by Trustee Muneton, and unanimously carried with the roll call vote noted below, the Board of Education adopted Resolution No. 19 to reduce the hours of the classified positions listed therein due to the expiration of a specially funded program, effective August 12, 2024.

Resolution No. 19 – Classified Layoff Due to Expiration of Categorically Funded Program (321)

On motion of Trustee Lan Nguyen, seconded by Trustee Muneton, and unanimously carried with the roll call vote noted below, the Board of Education reserved the right to adopt retroactive changes in salaries and/or benefits during the 2024-25 school year for all employees, pending completion of negotiations and/or current studies of salaries and finance legislation.

Provisions for Classified and Certificated Retroactive Pay/Benefits (322)

AYES: Harden, Muneton, D. Nguyen, L. Nguyen, Rocco

NOES: None

Roll Call Vote – Personnel Item(s)

Trustee Dina Nguyen noted the initial contract proposals from the Supervisory bargaining unit and the email to the Board from community member Nicholas Dibs. She requested a future Study Session on the financial impact of the district's operational relationship with the Orange County Board of Education.

Discussion – Board

Trustee Muneton was pleased to see the Classified and Certificated Employees of the Year and acknowledged June as PRIDE Month and Men's Mental Health Awareness Month. He congratulated Valerie Shedd, Assistant Superintendent of Special Education and Student Services, on her retirement and thanked her for her leadership and service to the district. He enjoyed walking in the Strawberry Festival Parade and participating in the 5k run beforehand, alongside many staff and students. He attended the Project Kinship gala and hopes the district will be able to participate in their professional development conference in the future. He attended wonderful graduation ceremonies at Santiago, Hare, and Los Amigos high schools, as well as Doig Intermediate School, and he highlighted the celebration at Hare due to their inspiring student testimonials and excited parents. He shared his wife's journey as a former student in the district and celebrated her receiving her master's degree.

Trustee Harden commented on the district's dedication to providing all students the opportunity to go to college if they so choose. He shared that he recently celebrated the end of his wife's cancer treatment and he felt this was a great year with many accomplishments. He encouraged staff to congratulate themselves on a job well done and to take a little time over summer to recuperate and prepare for another year ahead. He commented on the many changes in Special Education since he first joined the district and he commended Valerie Shedd for her leadership of a department that is welcoming to families and consistent in the services it provides to students. He thanked her for her contributions to the district and said she would be missed.

Trustee Lan Nguyen commented on his time as a student at Bolsa Grande High School and then as a parent in the district, and he gave kudos to staff for their generational work and parent outreach. He gave his appreciation to Valerie Shedd for her work in Special Education and Student Services and he wished her all the best in her retirement. He shared that graduations are the highlight and culmination of the year's hard work and as someone whose father was a teacher and who now has a son that is a teacher, he knows that it's not just parents but also the educators that take so much pride in student achievements.

Discussion – Board (continued)

Chairperson Rocco shared that May was a busy month and she attended many celebratory events including staff celebrations like the GGEA Retirement Tribute, the ACSA Celebration of Excellence which recognized Superintendent Mafi with the Valuing Diversity award, and tonight's recognition of the Employees of the Year. She celebrated with parents at the end of the year DELAC and PTA Council meetings and commented on how proud she is of the district's parent leaders. She celebrated community partnerships at events like the GGUSD Breakfast for Legislators, the GGPD Annual Call to Duty, the Strawberry Festival Parade, and the Summer Meals Kick-off at the public library. She also attended numerous student celebrations such as the AVID Senior Celebration, Pacifica High School's NJROTC Awards Night, Hare High School's Senior Exit Interviews, and the first Lincoln Adult Education Graduation Dinner. She attended commencement ceremonies at Alamos and Bell intermediate schools, as well as the graduation ceremonies for Rancho Alamos and Pacifica high schools, and is so proud of the students and all their hard work. She and Trustee Lan Nguyen attended the California School Boards Association Delegate Conference and enjoyed sharing best practices with fellow board members from all over California. She congratulated Eileen Young on her retirement and thanked her for her years of service and for always being so warm and welcoming to parents. She congratulated Valerie Shedd on her retirement and thanked her for opening doors for parents and giving them a voice in Special Education. She commended her for personifying Goal 2 of the Garden Grove Way and wished her the best in retirement.

Future meetings will be June 18 and July 16, 2024.

Future Meetings

There being no other business, the meeting was adjourned at 8:40 p.m.

Adjournment

Lan Q. Nguyen, Vice President/Clerk



GARDEN GROVE UNIFIED SCHOOL DISTRICT

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BOARD OF EDUCATION

Teri Rocco
President

Lan Quoc Nguyen, Esq.
Vice President

Bob Harden
Walter Muneton
Dina L. Nguyen, Esq.

SUPERINTENDENT
Gabriela Mafi, Ed.D.

DATE: June 27, 2024
TO: Terrance Dunn, Student Services, Orange County Department of Education
FROM: Gabriela Mafi, Ed.D., Superintendent, Garden Grove Unified School District
RE: UPDATE TO DISTRICT PLAN FOR PROVIDING EDUCATIONAL SERVICES FOR EXPELLED STUDENTS

On June 4, 2024, the Garden Grove Unified School District Board of Education approved the updated district plan for providing educational services to expelled students for the 2024-2027 school years.

The district's updated plan follows the countywide expulsion plan developed by the Orange County Department of Education. The district's plan will be submitted to the OCDE to become a part of the countywide plan for the 2024 through 2027 school years. Please find enclosed, a copy of the Garden Grove Unified School District's plan for providing educational services to expelled students, as well as a copy of the approved June 4, 2024 board meeting minutes.

Sincerely,

Gabriela Mafi, Ed.D.
Superintendent

GM:sy