

GLENDALE UNIFIED SCHOOL DISTRICT
223 North Jackson Street
Glendale, California 91206
(818) 241-3111

BOARD OF EDUCATION
AGENDA

November 2, 2020
Meeting No. 10
Regular Meeting

GLENDALE UNIFIED SCHOOL DISTRICT
223 North Jackson Street
Glendale, California 91206
(818) 241-3111

BOARD OF EDUCATION MEETING NO. 10
Administration Center

November 2, 2020

“Preparing our students for their future.”

*“Excelling Together with Endless
Pathways for Success.”*

Please Note Times	
4:30 P.M. -	Opening, Acknowledgements & Recognitions Presentations Student Board Member Report Public Communication
	Closed Session
7:00P.M. -	Regular Meeting Superintendent’s Update, Information, Action, Consent Calendar, Reports

Pursuant to Executive Order N-29-20 issued by Governor Gavin Newsom on March 17, 2020, Glendale Unified Board of Education meetings will be closed to the public until social distancing directives have been lifted.

In accordance with the Americans with Disabilities Act (ADA) the District will provide accommodations, with reasonable advanced notice, for any individual with a disability needing to participate in the Board Meeting and/or access the information herein. Please contact the Glendale Unified School District Public Information Office to request such accommodation. In accordance with the Brown Act revisions; public records relating to a Board meeting agenda item that are distributed to at least a majority of Board members less than 72 hours before a regular meeting, may be inspected by the public at the District administrative offices during regular business hours (8:00 a.m. to 4:00 p.m.).

AGENDA

ITEM

PAGE

A. OPENING – 4:30 P.M.

- 1. Call to Order and Roll Call**
- 2. Pledge of Allegiance led by Rithvika Medarametla, a 5th grade student from Horace Mann Elementary School**

A. OPENING - continued

3. Certification of Compliance

To accommodate the requirement of Government Code Section 54954.2 in accordance with the Brown Act revisions, the agenda for the meeting was posted on bulletin boards in the Administration Center and the Glendale Unified School District website 72 hours prior to this meeting.

4. Approval of Agenda Order

B. ACKNOWLEDGEMENTS AND RECOGNITIONS

- 1. NCUST America's Best Urban School Award** – The Board would like to recognize Horace Mann Elementary for earning a 2020 America's Best Urban School Award at the Gold Level from the National Center for Urban School Transformation.

C. PRESENTATIONS

1. GUSD selected as Organization of the Year by the CV Chamber of Commerce

The Crescenta Valley Chamber of Commerce has selected the Glendale Unified School District to receive its "Organization of the Year" award. Mr. Steve Pierce, Executive Director of the Crescenta Valley Chamber of Commerce, will make a presentation to the Board.

- 2. Native American Heritage Month** - This commemorative month aims to provide a platform for Native people in the United States of America to share their culture and traditions. This gives Native people the opportunity to express to their community, both city, county and state officials their concerns and solutions for building bridges of understanding and friendship in their local area. Federal Agencies are encouraged to provide educational programs for their employees regarding Native American history, rights, culture and contemporary issues, to better assist them in their jobs and for overall awareness. In addition to our proud Native American staff members, GUSD has approximately 35 students who have identified as either Native American or Alaskan Native. We thank the entire Native American community for their contributions to our community.

3. National School Psychology Week - November 9-13, 2020

During the week of November 9-13, 2020 schools throughout the United States will celebrate National School Psychology Week (NSPW) to highlight the important work school psychologists and other educators do to help all students thrive.

D. STUDENT BOARD MEMBER REPORT

- 1. Student Board Member Kayla Rodriguez** will report on activities and events happening at the schools around the District.

E. COMMUNICATIONS FROM THE PUBLIC

1. Public Communications – NOTE MODIFIED PROCEDURES DURING COVID-19 (CORONAVIRUS) PANDEMIC

ADDRESSING THE BOARD OF EDUCATION – An individual or group representative may address the Board of Education on any agenda item or subject within its jurisdiction. Pursuant to Executive Order N-29-20 issued by Governor Gavin Newsom on March 17, 2020, Glendale Unified Board of Education meetings will be closed to the public until social distancing directives have been lifted. In order to facilitate public participation at meetings, the Board will accept public communications via teleconference until further notice. If you wish to make a public comment at an upcoming meeting, please follow the instructions below. Not more than five minutes may be allotted to each speaker and no more than 20 minutes to each subject, except by unanimous consent of the Board of Education. A speaker's allotted time cannot be deferred to another speaker. Board Members may question the speaker but there will be no debate or decision. The Superintendent may refer the matter to the proper department for review. A student's parent/guardian, or a student if age 18 or older, may request that the minutes exclude the student's directory information, as defined in Education Code 49061, or a parent/guardians' personal information, as defined in Education Code 49073.2. The request to exclude such information shall be made in writing to the secretary or clerk of the Board. Glendale Unified School District will provide accommodations, with reasonable advanced notice, for any individual with a disability or any individual requiring translation needing to address the Board of Education during Public Communication. Please contact the Glendale Unified Public Information Office at (818) 241-3111 x1218 or publicinfo@gusd.net at least 24 hours before the start of the meeting to request accommodation.

Instructions for public communications:

1. A survey "sign up" will be posted at www.gusd.net/communication for members of the public who wish to speak on items at 4:00 p.m. on the day of the meeting (30 minutes prior to the start of the public meeting).
2. Speakers should fill in their name and select which item they wish to address the board.
3. Speakers are asked to attend the board meeting virtually through the Zoom invitation link: <https://glendaleusd.zoom.us/j/87508270944> Webinar ID: 875 0827 0944
4. Only those who have completed the speaker sign up survey will be allowed to enter the Zoom meeting.
5. When it is time for a speaker to address the Board, their name will be called and the microphone on their Zoom account will be activated. Speakers must be present in the Zoom meeting when their name is called in order to be given an opportunity to address the Board.
6. Speakers should rename their Zoom profile to their real name to expedite this process.
7. Speakers are requested to state their name prior to addressing the Board.
8. After a speaker completes their public comment or if the five minute time limit has been reached, the microphone for the speaker's Zoom profile will be muted.
9. The speaker sign up survey and Zoom teleconference links will be closed following the Public Communications portion of the meeting.
10. If you wish to make a public comment and do not have access to the internet, please call the Glendale Unified Public Information Office at 818-241-3111 x1218 by 3:30 p.m. on the day of the meeting to make alternate arrangements.

F. CLOSED SESSION

1. Conference with Labor Negotiators pursuant to Government Code § 54954.5

Agency designated representative: Dr. Darneika Watson and Mr. David Greco
Employee organization: Glendale Teachers Association and California School Employees Association-Glendale Chapter No. 3

F. CLOSED SESSION - continued

2. **Conference with Legal Counsel-Existing litigations pursuant to Government Code Section §54956.9 (d)(1)**
Case No. LASC19STCV42371
Case No. 20-CV-5878(CM)
Case No. LA-CO-1800E

G. RETURN TO REGULAR MEETING – 7:00

H. SUPERINTENDENT’S UPDATE

1. **School Year Update**

I. INFORMATION

1. **2021-22 Budget Planning and Enrollment Updates** **11**

This report provides information and an opportunity for the Board to discuss the District’s future Fiscal Stabilization Plan and enrollment.

2. **Applications for FLAG/Magnet Programs 2021-2022** **18**

This report will provide the Board of Education with information on the GUSD FLAG/Magnet Programs and application window for families that wish to enroll their children in one of the District’s dual language or magnet-themed programs for the 2021-2022 school year.

3. **Proposed Supplementary Textbooks for Use in Middle and High Schools in the Area of World Languages and Cultures** **20**

The proposed textbooks (Invisible; Dekiru Nihongo (Shokyuu) Beginner; The Preparatory Course for the Japanese Language Proficiency Test N2; Dekiru Nihongo (Sho-Chuukyuu) Beginner Intermediate; and Dekiru Nihongo (Chukyuu) Beginner) are submitted for review and discussion by the Board of Education. The books have been reviewed for content and evaluated by members of the World Languages and Cultures Curriculum Study Committee. The Secondary Education Council has reviewed the information and made a recommendation of approval of the textbooks to the Board of Education.

4. **Proposed Revisions to Board Policies Relating to Instruction - Special Education** **22**

This report provides the Board of Education with information on the need to revise existing Board Policies (BPs) 6159.1 (Procedural Safeguards and Complaints for Special Education) and BP 6159.2 (Nonpublic, Nonsectarian School and Agency Services for Special Education) as recommended by the California School Boards Association (CSBA) and to comply with Education Code and federal and state laws.

I. INFORMATION - continued

5. Acknowledgements of Service 28

The resignations and retirements of the employees listed have been accepted by the Chief Human Resources and Operations Officer/Director of Classified Personnel, as effective and final per Board Policy 4117.1/4217.1/4317.1 and 4117.2/4217.2/4317.2, and are being reported to the Board of Education for information only – no action required.

6. Update on Measure S and Facility Programs 31

There will be a presentation including a review of the action items on the agenda, as well as a discussion of future items that may be brought to the Board for consideration.

J. ACTION

1. Approval of County Recommendation of Revisions to the Learning Continuity and Attendance Plan 33

The Superintendent recommends that the Board of Education approve revisions to the Learning Continuity and Attendance Plan based on the recommendations from the County Superintendent.

2. Award of Bid No. 205-20/21 for Tennis Court Refurbishment and Resurfacing Project at Glendale High School 56

The Superintendent recommends that the Board of Education award Bid No. 205-20/21 for Tennis Courts Refurbish and Resurface project at Glendale High School to Trueline Construction & Surfacing in the amount of \$89,200, funded by Routine Restricted Maintenance funds.

3. Approval of Services Agreement Between Glendale Unified School District and EBS Healthcare, Inc. 57

The Superintendent recommends that the Board of Education approve a services agreement between Glendale Unified School District and EBS Healthcare, Inc. in an amount not to exceed \$160,000 for 2020-2021 to provide contracted psychologists, speech therapists, speech therapy assistants, and physical therapists to meet the needs of students.

4. Resolution No. 5 - Approval of Amended Agreement for Contract No. CCTR-9090-02 with the California Department of Education, Child Development Division, for the Glendale Unified School District for the 2019-2020 school year. 73

The Superintendent recommends that the Board of Education adopt a resolution to enter into a local agreement for General Child Care and Development Programs with the California Department of Education, Child Development Division, and accept additional funds for these services in the amount of \$33,482 for the 2019-2020 school year.

K. CONSENT CALENDAR

All items under Consent Calendar are considered to be of a routine nature and are acted on with one motion. Any recommendation may be removed from the Consent Calendar at the request of any Board Member and placed under Action.

- 1. Minutes 76**

The Superintendent recommends that the Board of Education approve the Minutes, as listed:

 - a. Regular Meeting No. 7 October 6, 2020
 - b. Special Meeting No. 8 October 20, 2020
 - c. Special Meeting No. 9 October 21, 2020

- 2. Certificated Personnel Report No. 6 94**

The certificated report recommends approval of the following:

A maternity leave of absence, extension of maternity leaves of absence, parental leaves of absence, a health leave of absence, a change of health leave of absence, an extension of health leave of absence, family & medical leaves of absence, a change of family & medical leave of absence, extension of family & medical leaves of absence, additional assignments, elections, elections hourly/daily, transportation authorizations, revisions to previous personnel reports, personal services agreements and a conference/workshop/meeting authorization.

- 3. Classified Personnel Report No. 6 130**

The classified report recommends approval of the following:

Medical leave of absence; extension of medical leave of absence; family & medical leave of absence; extension of family leave of absence; maternity leave of absence; extension of maternity leave of absence; parental leave of absence; election from eligibility list; reinstatement; termination-abandonment; additional assignment temporary - at established rate of pay; change of assignments; election of classified hourly substitutes; and personal services agreements.

- 4. Warrants 152**

The Superintendent recommends that the Board of Education approve Warrants totaling \$16,327,474.50 for September 1, 2020 through October 27, 2020.

- 5. Purchase Orders 157**

The Superintendent recommends that the Board of Education approve Purchase Orders totaling \$2,077,166.49 for the period of September 28, 2020 through October 23, 2020.

- 6. Appropriation Transfer and Budget Revision Report 185**

Budget revisions and transfers reflect changes to existing budget appropriations necessitated by increases or decreases to previously established income and expenditure accounts. The Education Code requires Board of Education approval of all budget.

K. CONSENT - continued

- 7. 2020-21 Transfer of Cash Balance from the Measure S Projects Fund (21.1) to the Capital Project and Improvement Fund (40.1) 198**
- The Superintendent recommends that the Board of Education approve the 2020-21 cash balance transfer of \$216,953.91 from the Measure S Projects Fund (21.1) to the Capital Project and Improvement Fund (40.1).
- 8. Approval of Agreement with the Los Angeles County Sheriff's Department for 2020-21 Law Enforcement Services 199**
- The Superintendent recommends that the Board of Education approve an agreement with the Los Angeles County Sheriff's Department to provide a School Resource Deputy (SRD) at Rosemont Middle School and Crescenta Valley High School from November 3, 2020 to June 30, 2021 for a total amount of \$189,217. Due to the COVID-19 school closures, the cost will be prorated for actual days of service needed.
- 9. Approval of Agreement with the City of Glendale for 2020-21 Law Enforcement Services 205**
- The Superintendent recommends that the Board of Education approve an agreement with the City of Glendale to provide a School Resource Officer (SRO) at Glendale High School and Hoover High School from November 3, 2020 to June 30, 2021 for \$100,000 paid from Violence Prevention funds.
- 10. Approval to Pilot Gaggle Safety Management Services 214**
- The Superintendent recommends that the Board of Education approve the services contract for a Gaggle Safety Management pilot to monitor secondary student Google accounts, from November 2020 through February 2021, in the total amount of \$27,000 paid from COVID-19 funds.
- 11. Approval of Notice of Completion for Bid No. 195-19/20 with GMS Elevator Services, Inc. for Elevator Control Repair and Replacement at Crescenta Valley High School 218**
- The Superintendent recommends that the Board of Education approve a Notice of Completion for Bid No. 195-19/20 with GMS Elevator Services, Inc. for the elevator control repair and replacement project at Crescenta Valley High School, funded by Measure S funds.
- 12. Authorization to Dispose of Surplus Property 220**
- The Superintendent recommends that the Board of Education declare seven computer tables located at Verdugo Academy; various books located at Daily High School; a refrigerator located at Muir Elementary School; and various computer equipment located at the Educational Technology and Information Services department as obsolete and surplus, and authorize disposal in the most cost efficient and environmentally responsible manner.

K. CONSENT - continued

- 13. Approval of Services Agreement between Glendale Unified School District and The Southern CA Learning Corporation, dba Sylvan Learning Center** 227
- The Superintendent recommends that the Board of Education approve a Services Agreement between Glendale Unified School District and The Southern CA Learning Corporation, dba Sylvan Learning Center, in the amount of \$30,025.00 to provide tutoring for identified refugee students.
- 14. Approval of New Course of Study Outlines for Use in Middle Schools in the Area of Science** 243
- The Superintendent recommends that the Board of Education approve course of study outlines (Integrated Science 6; Integrated Science 7; and Integrated Science 8) for use in middle schools in the area of Science.
- 15. Acceptance of the Scholastic and James Patterson Teacher Grant** 268
- The Superintendent recommends that the Board of Education accept grant funding of \$500, and 500 online credits, awarded by Scholastic Books and Bestselling Author, James Patterson, for Toll Middle School.
- 16. Approval of Revisions to Board Policies/New Exhibit Relating to Personnel, Students and Instruction** 270
- The Superintendent recommends that the Board of Education approve revised Board Policies (BPs) and a new Exhibit (E) as recommended by the California School Boards Association (CSBA) and to comply with Education Code and federal and state laws as follows: (BP) 4119.11/4219.11/4319.11 (Sexual Harassment/Personnel); BP 5131 (Student Conduct); BP 5141.22 (Infectious Diseases); BP/E 5145.6 (Parental Notifications); BP 5145.7 (Sexual Harassment/Students); and 6142.7 (Physical Education and Activity).
- 17. Agreement with California State University, Northridge** 313
- The Superintendent recommends that the Board of Education approve the Professional School Psychology Fieldwork Agreement – Virtual and In-Person Internship with California State University, Northridge.
- 18. Agreement with University of Southern California** 324
- The Superintendent recommends that the Board of Education approve a District Placement Agreement between University of Southern California and the Glendale Unified School District.
- 19. Agreement with University of Redlands** 334
- The Superintendent recommends that the Board of Education approve an Educational Fieldwork Agreement between University of Redlands and the Glendale Unified School District.
- 20. Acceptance of Gifts** 340
- The Superintendent recommends that gifts to the District be accepted and that letters of appreciation be written to the donors.

L. REPORTS AND CORRESPONDENCE

1. Board

2. Superintendent

M. ADJOURNMENT

GLENDALE UNIFIED SCHOOL DISTRICT

November 2, 2020

INFORMATION REPORT NO. 1

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

SUBJECT: **2021-22 Budget Planning and Enrollment Updates**

Budget Planning

As reviewed at the September 15, 2020 Board meeting, there are two separate yet related budget stories evolving: 1) specific revenues and expenditures due to COVID-19, and 2) ongoing budget challenges created by the economic crisis:

1. COVID-19 Related Expenditures & Revenues – Due to COVID-19, the District has encountered additional costs that had not been included in the 2020-21 Adopted Budget. There are one-time Federal and State CARES Act funding available such as Learning Loss Mitigation Funding (LLM), SB 117, and Elementary & Secondary School Emergency Relief (ESSER) fund that will be utilized to claim related expenditures. The total one-time CARES Act funding for Glendale Unified School District is approximately \$21.3 million. Expenditures-to-date plus estimated obligations related to COVID-19 are currently \$19.4 million. And with many questions and variables still uncertain, the final financial cost to GUSD could easily exceed the revenue. There will be ongoing budget adjustments to 2020-21 and possibly future fiscal years to record the additional expenses and revenues.
2. Ongoing Budget Challenges – Although the 2020-21 LCFF avoided a 10% cut proposed during the beginning of the pandemic, the expected increase of about 2.3% was lost and replaced with a 0% increase for the foreseeable future. This creates a multi-year estimated deficit of at least \$25 million. Even with substantial use of reserves, the 2021-22 Fiscal Stabilization Plan will likely include the need for ongoing budget reductions of at least \$12-15 million. Attachment is the current DRAFT of this plan that has been, and will continue to be, discussed and revised, but must be approved in December with the First Interim Report in order to maintain a “Positive Certification” with the Los Angeles County Office of Education.

The Information Report will provide an opportunity to review this information and understand the steps required to meet the Fiscal Stabilization Plan.

GLENDALE UNIFIED SCHOOL DISTRICT

November 2, 2020

INFORMATION REPORT NO. 1

Page 2

Enrollment Update

The District has concluded the CALPADS enrollment report for 2020-21, reflecting enrollment as of October 7, 2020 at 24,934. This is a decrease of 594 students (or -2.33%) from the number on last year's CALPADS report and is 348 less than projected. The "pre-COVID" projection for 2020-21 was a decrease of 246 students (or about -1%).

Attached is the Historical Enrollment graph which indicates that grades TK-6 decreased 380 students over the prior year (TK-Kg alone decreased 240), grades 7-8 decreased 33 students, and grades 9-12 decreased 181 students, resulting in a total decrease of 594 students for all grades. The decrease in students continues the enrollment loss trend experienced from the prior two years but became worse due to COVID-19's effect on TK and Kg. Additional attachments provide detailed information per school, grade level, as well as preliminary estimates for 2021-22.

Staff from the Student Support Services Department will also share additional enrollment information as part of the Information Report presentation.

To Support Board Priority No. 4 – Maintain District Financial Responsibility – Ensure the fiscal health of the District, implement a fiscal plan to preserve the District resources, and plan for the District's future educational and facility needs.

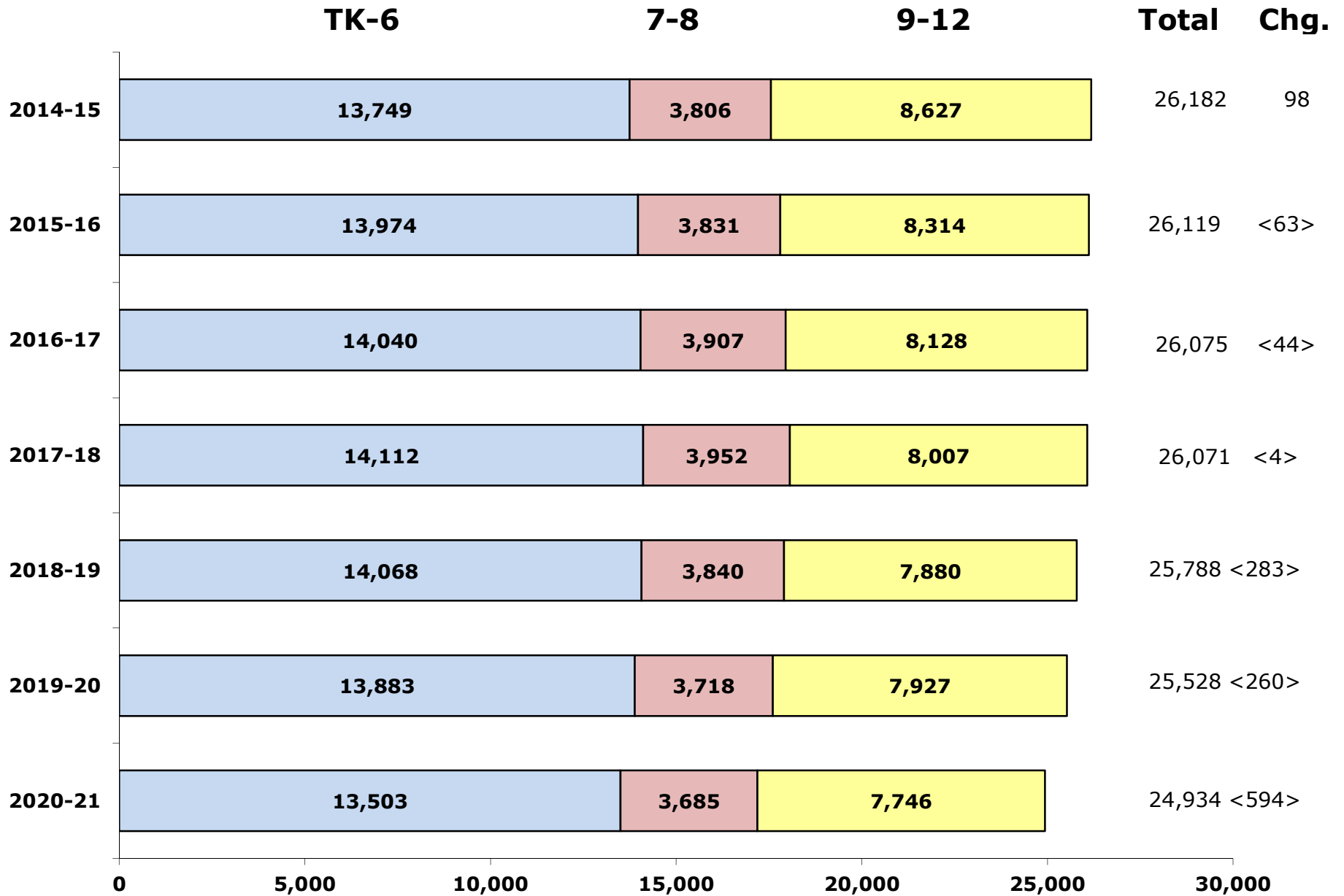


DRAFT GLENDALE UNIFIED SCHOOL DISTRICT 2021-22 Fiscal Stabilization Plan

\$12,000,000+ (Year 1 of multi-year plan to address total estimated ongoing deficit of up to \$30m)

Dept	Program	Est. Savings/Rev
1. LCFF Funding	Increased revenue from Prop 15 (11/3/20 ballot; est revenue would start 2022-23)	\$ 0
2. LCFF Funding	2021-22 LCFF above current COLA projection of 0%; 1% = \$2.2m (Governor's January Proposal)	\$ 0
3. State/Federal	One-time funding that can be used to offset reductions	\$ 0
4. Other Sources	One-time and/or ongoing funding that can be used to offset reductions	\$ 0
5. Non-personnel	6.67% reduction in all non-site department budgets – supplies, consulting services, conferences, etc.	\$ 3,000,000
6. Benefits budget	Reduce annual increase in projected H&W rates from +8% (May 2021); 1% = \$300,000	\$ 0
7. Elementary	Adjust Teaching FTE due to declining enrollment from 2020-21 (-2.3%) and est. for 2021-22 (-1.5%)	\$ 2,200,000
8. Middle School	Adjust Teaching FTE due to declining enrollment from 2020-21 (-2.3%) and est. for 2021-22 (-1.5%)	\$ 600,000
9. High School	Adjust Teaching FTE due to declining enrollment from 2020-21 (-2.3%) and est. for 2021-22 (-1.5%)	\$ 400,000
10. Classified	Adjust Classified staffing due to declining enrollment from 2020-21 and est. for 2021-22	\$ 720,000
11. Management	Adjust Management staffing due to declining enrollment from 2020-21 and est. for 2021-22	\$ 250,000
12. Districtwide	TBD – Negotiated budget savings, hiring freeze and/or full review of all vacancies (“hiring frost”)	\$ 5,000,000
13.		\$ 0
14.		\$ 0
15.		\$ 0
	AS OF 11/2/20	\$ 0
	Total Needed = \$12,000,000+	Current Total = \$ 12,170,000

Historical Enrollment (CALPADS Data)



**GLENDALE UNIFIED SCHOOL DISTRICT
2020-21 Enrollment Comparison**

	<i>2019-20 CALPADS Enrollment (Actual)</i>	<i>2020-21 Adopted Budget (Projected)</i>	<i>2020-21 CALPADS Enrollment (Actual)</i>	<i>2020-21 Actual Verses 2020-21 Projected</i>	<i>2020-21 Actual over/(under) 2019-20 Actual</i>	<i>Percentage Growth over/(under) 2019-20</i>
Balboa	836	831	836	5	0	0.00%
Cerritos	440	440	443	3	3	0.68%
Columbus	456	437	418	-19	-38	-8.33%
Dunsmore	587	612	583	-29	-4	-0.68%
Edison	881	895	877	-18	-4	-0.45%
Franklin	608	647	607	-40	-1	-0.16%
Fremont	645	620	620	0	-25	-3.88%
Glenoaks	498	504	467	-37	-31	-6.22%
Jefferson	683	685	671	-14	-12	-1.76%
Keppel	1,007	987	971	-16	-36	-3.57%
La Crescenta	482	464	452	-12	-30	-6.22%
Lincoln	474	458	467	9	-7	-1.48%
Mann	619	598	594	-4	-25	-4.04%
Marshall	452	444	415	-29	-37	-8.19%
Monte Vista	766	729	752	23	-14	-1.83%
Mountain Avenue	588	590	556	-34	-32	-5.44%
Muir	828	826	809	-17	-19	-2.29%
Valley View	457	456	447	-9	-10	-2.19%
Verdugo Woodlands	739	704	698	-6	-41	-5.55%
White	957	939	929	-10	-28	-2.93%
Total Elementary	13,003	12,866	12,612	-254	-391	-3.01%
Roosevelt	737	755	775	20	38	5.16%
Rosemont	1,195	1,132	1,165	33	-30	-2.51%
Toll	1,163	1,183	1,127	-56	-36	-3.10%
Wilson	1,163	1,132	1,101	-31	-62	-5.33%
Total Middle Schools	4,258	4,202	4,168	-34	-90	-2.11%
Clark Magnet	1,147	1,131	1,192	61	45	3.92%
Crescenta Valley	2,597	2,518	2,526	8	-71	-2.73%
Glendale	2,028	2,076	1,972	-104	-56	-2.76%
Hoover	1,559	1,562	1,492	-70	-67	-4.30%
Continuation Programs *	296	296	286	-10	-10	-3.38%
Total High Schools	7,627	7,583	7,468	-115	-159	-2.08%
Total Secondary	11,885	11,785	11,636	-149	-249	-2.10%
Subtotal Elem./Sec.	24,888	24,651	24,248	-403	-640	-2.57%
College View	48	47	41	-6	-7	-14.58%
SDC & NPS	508	501	556	55	48	9.45%
FACTS	84	83	89	6	5	5.95%
Total Special Ed.	640	631	686	55	46	7.19%
DISTRICT TOTAL	25,528	25,282	24,934	-348	-594	-2.33%

* Includes Daily High N/S + Young P., Verdugo Academy, Jewel City.

**GLENDALE UNIFIED SCHOOL DISTRICT
CALPADS BASED ENROLLMENT HISTORY**
Source: 2020-21 Budget Adoption 6/16/2020

TOTAL ENROLLMENT BY GRADE LEVEL

GRADE	2009-10 Actual Enrollment	2010-11 Actual Enrollment	2011-12 Actual Enrollment	2012-13 Actual Enrollment	2013-14 Actual Enrollment	2014-15 Actual Enrollment	2015-16 Actual Enrollment	2016-17 Actual Enrollment	2017-18 Actual Enrollment	2018-19 Actual Enrollment	2019-20 Actual Enrollment	2020-21 Standard Progression	2020-21 Hist. Trend Projections	2021-22 Hist. Trend Projections	2022-23 Hist. Trend Projections	2023-24 Hist. Trend Projections
TK	---	---	---	90	176	313	317	305	330	307	300	300	299	299	299	299
K	1,631	1,749	1,764	1,798	1,773	1,778	1,916	1,922	1,882	1,866	1,815	1,815	1,791	1,791	1,791	1,791
1	1,648	1,774	1,869	1,837	1,900	1,867	1,874	1,944	1,980	1,970	1,922	1,815	1,791	1,791	1,791	1,791
2	1,735	1,671	1,811	1,899	1,857	1,926	1,891	1,884	1,975	1,962	1,961	1,922	1,897	1,791	1,791	1,791
3	1,658	1,754	1,723	1,830	1,936	1,883	1,937	1,898	1,917	1,970	1,934	1,961	1,936	1,897	1,791	1,791
Gr TK-3 Total	6,672	6,948	7,167	7,454	7,642	7,767	7,935	7,953	8,084	8,075	7,932	7,813	7,714	7,569	7,463	7,463
4	1,791	1,682	1,782	1,752	1,892	1,980	1,870	1,977	1,910	1,906	1,955	1,934	1,910	1,936	1,897	1,791
5	1,795	1,850	1,720	1,813	1,769	1,913	1,969	1,877	1,988	1,891	1,901	1,956	1,930	1,910	1,936	1,897
6	1,958	1,877	1,943	1,762	1,855	1,805	1,941	1,976	1,876	1,944	1,849	1,902	1,885	1,930	1,910	1,936
Gr 4-6 Total	5,544	5,409	5,445	5,327	5,516	5,698	5,780	5,830	5,774	5,741	5,705	5,792	5,725	5,776	5,743	5,624
TOTAL ELEMENTARY	12,216	12,357	12,612	12,781	13,158	13,465	13,715	13,783	13,858	13,816	13,637	13,816	13,816	13,816	13,816	13,816
7	2,123	2,022	1,896	1,920	1,792	1,846	1,820	1,921	1,929	1,820	1,827	1,850	1,825	1,885	1,930	1,910
8	2,085	2,136	2,063	1,922	1,935	1,811	1,869	1,855	1,929	1,928	1,799	1,828	1,804	1,825	1,885	1,930
Gr 7-8 Total	4,208	4,158	3,959	3,842	3,727	3,657	3,689	3,776	3,858	3,748	3,626	3,678	3,629	3,710	3,815	3,840
TOTAL K-8	16,424	16,515	16,571	16,623	16,885	17,122	17,404	17,559	17,716	17,564	17,263	17,283	17,068	17,055	17,021	16,927
9	2,282	2,167	2,168	2,090	1,991	1,987	1,886	1,933	1,878	1,894	1,898	1,800	1,775	1,804	1,825	1,885
10	2,246	2,317	2,180	2,187	2,101	1,953	1,876	1,876	1,930	1,879	1,865	1,900	1,875	1,775	1,804	1,825
11	2,218	2,168	2,202	2,096	2,097	1,976	1,883	1,892	1,822	1,843	1,820	1,866	1,841	1,875	1,775	1,804
12	2,269	2,123	2,082	2,117	2,019	2,021	1,897	1,842	1,830	1,715	1,746	1,821	1,796	1,841	1,875	1,775
Gr 9-12 Total	9,015	8,775	8,632	8,490	8,208	7,937	7,650	7,543	7,460	7,331	7,329	7,387	7,287	7,295	7,279	7,289
<i>Continuation Programs</i>	426	401	358	355	301	335	305	301	273	273	296	296	296	292	292	292
TOTAL SECONDARY	13,649	13,334	12,949	12,687	12,236	11,929	11,644	11,620	11,591	11,352	11,251	11,361	11,212	11,297	11,386	11,421
Elem and Sec. Subtotal	25,865	25,691	25,561	25,468	25,394	25,394	25,359	25,403	25,449	25,168	24,888	24,966	24,651	24,642	24,592	24,508
<i>Special Education</i>	794	702	689	726	690	788	760	672	622	620	640	640	631	631	631	631
DISTRICT TOTAL	26,659	26,393	26,250	26,194	26,084	26,182	26,119	26,075	26,071	25,788	25,528	25,606	25,282	25,273	25,223	25,139
<i>Increase/Decrease</i>	-85	-266	-143	-56	-110	98	-63	-44	-4	-283	-260	78	-246	-9	-50	-84
<i>Percent</i>	-0.32%	-1.00%	-0.54%	-0.21%	-0.42%	0.38%	-0.24%	-0.17%	-0.02%	-1.09%	-1.01%	0.31%	-0.96%	-0.04%	-0.20%	-0.33%

City of Glendale Population and Housing Trends																
Population *	---	191,719	192,916	194,119	195,110	197,010	199,953	200,889	201,705	205,536	---	---	---	---	---	---
Housing Units *	---	76,269	76,355	76,360	76,375	76,815	77,782	78,256	78,726	80,176	---	---	---	---	---	---
Vacancy Rate *	---	5.2%	5.0%	5.0%	4.9%	4.9%	4.9%	4.9%	5.1%	5.1%	---	---	---	---	---	---
* Source is City of Glendale																

**GLENDALE UNIFIED SCHOOL DISTRICT
ENROLLMENT AND ADA TRENDS**

10/26/2020

	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	Based On Col. A	Based On Col. C
Year	CALPADS ENROLLMENT	P1 ADA	P2 ADA	Variance P1 vs. P2	Var. % P1 vs. P2	Variance CBEDS vs. P1	Variance CBEDS vs. P2	Ratio CBEDS vs. P1	Ratio CBEDS vs. P2	Comments	Enrollment Adopted Budget	col. (A-K) Enroll. Variance	ADA Adopt.	col. (C-M) ADA Variance	Enrollment Prior vs. Current Yr.	ADA Prior vs. Current Yr.
1998-99	30,312	29,151	28,942	-209	-0.717%	-1,161	-1,370	0.96170	0.95480	Actuals					---	---
1999-00	30,374	29,244	29,014	-230	-0.786%	-1,130	-1,360	0.96280	0.95522	Actuals					0.20%	0.25%
2000-01	30,329	29,297	29,100	-197	-0.672%	-1,032	-1,229	0.96597	0.95948	Actuals					-0.15%	0.30%
2001-02	30,314	29,439	29,213	-226	-0.768%	-875	-1,101	0.97114	0.96368	Actuals					-0.05%	0.39%
2002-03	29,749	29,086	28,788	-298	-1.025%	-663	-961	0.97771	0.96770	Actuals					-1.86%	-1.45%
2003-04	29,433	28,599	28,361	-238	-0.832%	-834	-1,072	0.97166	0.96358	Actuals					-1.06%	-1.48%
2004-05	28,816	27,936	27,656	-280	-1.002%	-880	-1,160	0.96946	0.95974	Actuals					-2.10%	-2.49%
2005-06	28,002	27,177	26,821	-356	-1.310%	-825	-1,181	0.97054	0.95782	Actuals					-2.82%	-3.02%
2006-07	27,420	26,564	26,394	-170	-0.640%	-856	-1,026	0.96878	0.96258	Actuals					-2.08%	-1.59%
2007-08	27,054	26,234	26,033	-201	-0.766%	-820	-1,021	0.96969	0.96226	Actuals					-1.33%	-1.37%
2008-09	26,744	25,960	25,765	-195	-0.751%	-784	-979	0.97069	0.96339	Actuals					-1.15%	-1.03%
2009-10	26,659	25,487	25,501	14	0.055%	-1,172	-1,158	0.95604	0.95656	Actuals					-0.32%	-1.02%
2010-11	26,393	25,530	25,303	-227	-0.889%	-863	-1,090	0.96730	0.95870	Actuals					-1.00%	-0.78%
2011-12	26,250	25,522	25,371	-151	-0.592%	-728	-879	0.97227	0.96651	Actuals					-0.54%	0.27%
2012-13	26,194	25,486	25,246	-240	-0.942%	-708	-948	0.97297	0.96381	Actuals					-0.21%	-0.49%
2013-14	26,084	25,321	25,178	-143	-0.565%	-763	-906	0.97075	0.96527	Actuals					-0.42%	-0.27%
2014-15	26,182	25,414	25,188	-226	-0.889%	-768	-994	0.97067	0.96203	Actuals					0.38%	0.04%
2015-16	26,115	25,412	25,113	-299	-1.177%	-703	-1,002	0.97308	0.96163	Actuals					-0.26%	-0.30%
2016-17	26,075	25,286	25,151.84	-134	-0.531%	-789	-923	0.96974	0.96460	Actuals					-0.15%	0.15%
2017-18	26,071	25,330	25,130	-200	-0.790%	-741	-941	0.97158	0.96391	Actuals					-0.02%	-0.09%
2018-19	25,788	25,102	24,883	-219	-0.872%	-686	-905	0.97340	0.96491	Actuals					-1.09%	-0.98%
2019-20	25,528	24,810	24,692	-118	-0.476%	-718	-836	0.97187	0.96725	Actuals					-1.01%	-0.77%
2020-21	24,934	24,234	24,135	-100	-0.411%	-700	-799	0.97193	0.96794	ADA P1 & P2 projected	25,282	-348	24,471	-337	-2.33%	-2.26%
2021-22	24,563	23,874	23,776	-98	-0.411%	-689	-787	0.97193	0.96794	Enroll,P1,P2 projected	25,273	-710	24,463	-687	-1.49%	-1.49%
2022-23	24,557	23,868	23,770	-98	-0.411%	-689	-787	0.97193	0.96794	Enroll,P1,P2 projected	25,223	-666	24,414	-644	-0.02%	-0.02%
2023-24	24,553	23,864	23,766	-98	-0.411%	-689	-787	0.97193	0.96794	Enroll,P1,P2 projected	25,139	-586	24,333	-567	-0.02%	-0.02%
2024-25	24,551	23,862	23,764	-98	-0.411%	-689	-787	0.97193	0.96794	Enroll,P1,P2 projected	25,139	-588	24,333	-569	-0.01%	-0.01%

* Yellow Highlighted Numbers = Estimated Formulas as follows:
A = Enrollment Projection based on historical trend analysis.
B = A x H
C = B + (B x E)
D = C - B
E = Historical Average With Projected Adjustments
F = B - A
G = C - A
H = Historical Average of Prior Year Actual Ratios (5 YEARS)
I = C / A

Projected enrollment 2021-22 based on a -1.5% drop, then flat there after.

GLENDALE UNIFIED SCHOOL DISTRICT

November 2, 2020

INFORMATION REPORT NO. 2

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Dr. Kelly King, Assistant Superintendent, Educational Services

PREPARED BY: Dr. Nancy Hong, Coordinator III, FLAG Programs

SUBJECT: Applications for FLAG/Magnet Programs 2021-2022

On November 1, 2020, online applications will be available to families who would like to enroll their children in one of the District’s dual language or magnet-themed programs. Families will have until January 31, 2021, to submit an application to be considered for the lottery, which will take place on February 10, 2021. Applicants to 2nd grade and higher (1st grade in some languages) will be required to take and pass a language assessment in order to be eligible for a spot in the FLAG program. Kindergarten applicants are not required to take a language assessment to qualify, but parents may sign their children up to be assessed so that they can be considered as a target language dominant speaker during the lottery.

Students who reside within and out-of-district are welcome to apply. Priorities will be given to incoming siblings of current FLAG students in the same program, in-district residents, and out-of-district residents in that order. Schools with FLAG/Magnet programs are conducting virtual tours (including a video overview of the campus) between October 2020 and January 2021.

Program	School
Technology Magnet	Cerritos Elementary
FLAG Japanese	Dunsmore Elementary
Technology Magnet & FLAG Spanish	Edison Elementary
FLAG French, German, Italian, Spanish	Franklin Elementary
Visual/Performing Arts Magnet & FLAG Korean	Keppel Elementary
FLAG Armenian	Jefferson Elementary
FLAG Korean	Monte Vista Elementary
FLAG Spanish	Muir Elementary
FLAG Japanese	Verdugo Woodlands Elementary
FLAG Armenian	R.D. White Elementary
STEAM Magnet	Roosevelt Middle

The District will aim to fill 744 seats in Kindergarten (FLAG and Magnet) and 24 seats in Transitional Kindergarten (FLAG Spanish) in addition to any available spaces in other grade levels across programs.

The Roosevelt STEAM Magnet will have 100 open spots for 7th graders.

Following a separate timeline, applications for enrollment to Clark Magnet High School for the 2021-22 school year can be submitted between January 11, 2021 - January 31, 2021. The lottery drawing will be conducted on March 5, 2021. There are 325 spots available for 9th grade students.

Only eligible applications submitted during the application windows will be included in the 2021-2022 lotteries. All late applicants will be placed on a waiting list.

TO SUPPORT 2020-2021 BOARD PRIORITY NO. 1: Maximize Student Achievement – Close the digital and equity gap; offer robust distance, hybrid, and in-person learning programs; and address learning loss and improve attendance.

TO SUPPORT 2020-2021 BOARD PRIORITY NO. 2: Foster a Positive Culture of Learning – Ensure equitable teaching and learning opportunities led by excellence; support culturally relevant curriculum that emphasizes inclusion; and increase parent and family engagement opportunities.

GLENDALE UNIFIED SCHOOL DISTRICT

November 2, 2020

INFORMATION REPORT NO. 3

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Dr. Kelly King, Assistant Superintendent, Educational Services

SUBJECT: **Proposed Supplementary Textbooks for Use in Middle and High Schools in the Area of World Languages and Cultures**

The proposed textbooks (Invisible; Dekiru Nihongo (Shokyuu) Beginner; The Preparatory Course for the Japanese Language Proficiency Test N2; Dekiru Nihongo (Sho-Chuukyuu) Beginner Intermediate; and Dekiru Nihongo (Chukyuu) Beginner) are submitted for review and discussion by the Board of Education. The books have been reviewed for content and evaluated by members of the World Languages and Cultures Curriculum Study Committee. The Secondary Education Council has reviewed the information and made a recommendation of approval of the textbooks to the Board of Education.

In accordance with Glendale Unified School District Board Policy 6161.1, the textbooks were available for review by parents and/or members of the community prior to being presented to the Board of Education for their consideration. The Secondary Education Council has reviewed the information and made a recommendation of approval of the textbooks to the Board of Education.

MIDDLE SCHOOLS

Department: World Languages and Cultures

Spanish FLAG, Grades 7-8
Invisible, by Eloy Moreno
(Supplementary)
Published by Nube de Tinta, 2018

Japanese Language and Culture 1-2, Grade 7
Dekiru Nihongo (Shokyuu) Beginner, 8th ed., by Kazuko Shimada (Supplementary)
Published by Bonjinsha, 2011

Japanese Language and Culture 3-4, Grade 8
The Preparatory Course for the Japanese Language Proficiency
Test N2, 6th ed., by Japan Foundation
(Supplementary)
Published by Bonjinsha, 2016

MIDDLE AND HIGH SCHOOLS

Department: World Languages and Cultures

Japanese Language and Culture 3-4, 5-6, Grades 8-9
Dekiru Nihongo (Sho-Chuukyuu) Beginner Intermediate, 8th ed.,
by Kazukuo Shimada
(Supplementary)
Published by Bonjinsha, 2012

Japanese Language and Culture 5-6, 7-8, Grades 9-10
Dekiru Nihongo (Chukyuu) Beginner, 6th ed., by Kazuko
Shimada (Supplementary)
Published by Bonjinsha, 2018

TO SUPPORT 2020-2021 BOARD PRIORITY NO. 2: Foster a Positive Culture of Learning – Ensure equitable teaching and learning opportunities led by excellence; support culturally relevant curriculum that emphasizes inclusion; and increase parent and family engagement opportunities.

GLENDALE UNIFIED SCHOOL DISTRICT

November 2, 2020

INFORMATION REPORT NO. 4

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Dr. Kelly King, Assistant Superintendent, Educational Services

PREPARED BY: Dr. Debra E. Rinder, Executive Director, Special Education

SUBJECT: **Proposed Revisions to Board Policies Relating to Instruction - Special Education**

This report provides the Board of Education with information on the need to revise existing Board Policies (BPs) 6159.1 (Procedural Safeguards and Complaints for Special Education) and BP 6159.2 (Nonpublic, Nonsectarian School and Agency Services for Special Education) as recommended by the California School Boards Association (CSBA) and to comply with Education Code and federal and state laws.

BP 6159.1 – Procedural Safeguards and Complaints for Special Education

CSBA Update July 2020

Last GUSD Update: July 2014

Staff is updating a current mandatory Board Policy (BP) using California School Boards Association (CSBA) language to reflect that the Board recognizes its obligation to provide a free appropriate public education (FAPE) to students with disabilities and to uphold the rights of parents/guardians to be involved in educational decisions regarding their child. In the event of a dispute between the District and the parent/guardian of a student with disabilities regarding their educational program, the Superintendent or designee shall encourage the early informal resolution of the dispute. The District or parent/guardian may also request mediation and/or due process in accordance with law, Board policy and administrative regulation. Any complaint alleging the District's noncompliance with federal or state laws related to the provision of a FAPE to students with disabilities shall be filed in accordance with 5 CCR 3200-3205.

BP 6159.2 – Nonpublic, Nonsectarian School And Agency Services for Special Education

CSBA Update: July 2020

Last GUSD Update: August 2017

Staff is updating a current mandatory Board Policy (BP) using California School Boards Association (CSBA) language to reflect that, Pursuant to EC 563661.1, as amended by AB 1172, districts are required to verify that the NPS/A provides staff training using evidence based practices and interventions specific to the unique behavioral needs of the NPS/A student population. Districts shall pay to the NPS/A the agency fees, as applicable, for students with disabilities who are enrolled in programs or receiving services provided by the NPS/A. The Superintendent or designee shall notify the Board prior to approving an out-of-state placement for any District student.

The proposed revised policies are presented for first reading. Should the consensus of the Board be to move forward, the policies will be placed on the agenda for approval at the November 17, 2020 Board meeting. Upon approval of the BPs, revisions will be made to the accompanying Administrative Regulations (ARs), as needed, following the normal District process.

Copies of the proposed revised BPs are attached to this report.

TO SUPPORT 2020-2021 BOARD PRIORITY NO. 1: Maximize Student Achievement - Close the digital and equity gap; offer robust distance, hybrid, and in-person learning programs; and address learning loss and improve attendance.

TO SUPPORT 2020-2021 BOARD PRIORITY NO. 2: Foster a Positive Culture of Learning – Ensure equitable teaching and learning opportunities led by excellence; support culturally relevant curriculum that emphasizes inclusion; and increase parent and family engagement opportunities.

TO SUPPORT 2020-2021 BOARD PRIORITY NO. 3: Ensure the Health and Safety of GUSD Students and Employees – Strengthen mental health support and programs; develop proactive health and safety procedures; and support physical, social, and emotional wellbeing.

Instruction

Procedural Safeguards and Complaints for Special Education

~~The Governing Board desires to protect the rights of students with disabilities in accordance with the procedural safeguards set forth in state and federal law~~ recognizes its obligation to provide a free appropriate public education (FAPE) to students with disabilities and to uphold the rights of parents/guardians to be involved in educational decisions regarding their child. ~~Parents/guardians of students with disabilities shall receive written notice of their rights in accordance with law, Board policy, and administrative regulation~~ under the federal Individuals with Disabilities Education Act.

Whenever there is a dispute between the District and the parent/guardian of a student with disabilities regarding the identification, assessment, or educational placement of the student or the provision of FAPE to the student, the Superintendent or designee shall encourage the early, informal resolution of the dispute at the school level to the extent possible. The District or parent/guardian may also request mediation and/or a due process hearing in accordance with law, Board policy, and administrative regulation.

The Superintendent or designee shall represent the District in any due process hearing conducted with regard to District students and shall inform the Board about the result of the hearing.

Any complaint alleging the District's noncompliance with federal or state laws or regulations related to the provision of a free appropriate public education to students with disabilities shall be filed in accordance with 5 CCR 3200-3205.

~~The Superintendent or designee shall address a complaint concerning compliance with state or federal law regarding special education in accordance with the district's uniform complaint procedures.~~

Legal Reference: Education Code, Sections 56000; 56001; 56020-56035; 56195.7; 56195.8; 56300-56385; 56440-56447.1; 56500-56509; 56600-56606
Code of Regulations, Title 5, Sections 3000-3100; 3080-3089; 3200-3205; 4600-4671
United States Code, Title 20, Sections 1232g; 1400-1482
United States Code, Title 29, Sections 794 Section 504 of the Rehabilitation Act
United States Code, Title 42, Section 11434
Code of Federal Regulations, Title 34, Section 99.10-99.22; 104.36; 300.1-300.818; 300.150-300.153; 300.500-300.520
Court Decisions:
Winkelman v. Parma City School District, (2007) 550 U.S. 516

Instruction

Procedural Safeguards and Complaints for Special Education

~~Management Resources:~~

~~FEDERAL REGISTER~~

~~Final Regulations, December 1, 2008, Vol. 73, No. 231, pages 73006-73029~~

~~WEB SITES~~

~~California Department of Education, Special Education:~~

~~<http://www.cde.ca.gov/sp/se>~~

~~Office of Administrative Hearings, Special Education Division:~~

~~<http://www.dgs.ca.gov/OAH/Case-Types/Special-Education>~~

~~U.S. Department of Education, Office of Special Education Programs:~~

~~<http://www.ed.gov/about/offices/list/osers/osep>~~

Policy Adopted: 07/08/2014

Policy Amended: --/--/2020

Instruction

Nonpublic, Nonsectarian School and Agency Services for Special Education

The Governing Board recognizes its responsibility to provide a free appropriate public education to all District students, including students with disabilities a free appropriate public education in accordance with law. When the District is unable to provide direct special education and/or related services to students with disabilities, the Board may enter into a contract with a nonpublic, nonsectarian school or agency (NPS/A) to meet the students' needs consistent with the comprehensive local plan of the Special Education Local Plan Area.

~~In selecting nonpublic, nonsectarian schools or agencies with which the District may contract for the placement of any District student with disabilities, the Superintendent or designee shall follow the procedures specified in law and accompanying administrative regulation.~~

Beginning in the 2020-21 school year, Education Code 56366.1, as amended by AB 1172 (Ch. 454, Statutes of 2019), requires districts to verify that the NPS/A provides staff training in the use of evidence-based practices and interventions specific to the unique behavioral needs of the NPS/A's student population.

Prior to entering into a contract to place any student in an NPS/A ~~a nonpublic, nonsectarian school or agency,~~ the Superintendent or designee shall verify that the school or agency is certified to provide special education and related services to individuals with disabilities and complies with staff training requirements in accordance with Education Code 56366 and 56366.1. In addition, the Superintendent or designee shall monitor, on an ongoing basis, the certification of any NPS/A ~~nonpublic, nonsectarian school~~ with which the District has a contract to ensure that the ~~school or agency's~~ certification has not expired.

No District student shall be placed in an NPS/A ~~a nonpublic, nonsectarian school or agency~~ unless the student's individualized education program (IEP) team has determined that an appropriate public education alternative does not exist and that the ~~nonpublic, nonsectarian school or agency~~ placement is appropriate for the student. (Education Code ~~56195.8, 56342.1~~)

The District shall pay to the NPS/A the full amount of the tuition or, as amended by AB 1172, the agency fees, as applicable, for students with disabilities who are enrolled in programs or receiving services provided by the NPS/A. (Education Code 56365)

In accordance with law, any student with disabilities placed in an NPS/A ~~a nonpublic, nonsectarian school or agency~~ shall have all the rights and protections to which students with disabilities are generally entitled, including, but not limited to, the procedural safeguards, due process rights, and periodic review of the student's his/her IEP. (Education Code 56195.8, 56342.1)

During the period when any student with disabilities is placed in an NPS/A ~~a nonpublic,~~

Instruction

Nonpublic, Nonsectarian School and Agency Services for Special Education

~~nonsectarian school or agency~~, the student's IEP team shall retain responsibility for monitoring the student's progress towards meeting the goals identified in the ~~his/her~~ IEP.

The Superintendent or designee shall notify the Board prior to approving an out-of-state placement for any District student.

~~In accordance with Education Code 56366.2, the~~ The Superintendent or designee may apply to the Superintendent of Public Instruction to waive any of the requirements of Education Code 56365, 56366, 56366.3, and 56366.6. (Education Code 56366.2)

Legal Reference: Education Code, Sections 56034-56035; 56042; 56101; 56163; 56168; 56195.8; 56342.1; 56360-56369; 56711; 56740-56743; 56760; 56775.5; 56836.20-56836.21
Family Code, Sections 7911-7912
Government Code, Sections 7570-7587; 7572.55
Welfare and Institutions Code, Sections 362.2; 727.1
Code of Regulations, Title 5, Sections 3001; 3051-3051.24; 3060-3070
United States Code, Title 20, Sections 1400-1487
Code of Federal Regulations, Title 34, Sections 300.129-300.148
Court Decisions:
Agostini v. Felton, (1997) 521 U.S. 203, 117 S.Ct. 1997
Management Resources:
Federal Register:
~~Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845~~
Web Sites:
California Department of Education: <http://www.cde.ca.gov>
U.S. Department of Education, Office of Special Education and Rehabilitative Services: <http://www.ed.gov/about/offices/list/osers>

Policy Adopted: 8/15/2017

Policy Amended: --/--/2020

GLENDALE UNIFIED SCHOOL DISTRICT

November 2, 2020

INFORMATION REPORT NO. 5

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

PREPARED BY: Dr. Darneika Watson, Chief Human Resources and Operations
Officer/Director of Classified Personnel

SUBJECT: ACKNOWLEDGEMENTS OF SERVICE

The resignations and retirements of the following employees have been accepted by the Chief Human Resources and Operations Officer/Director of Classified Personnel, as effective and final per Board Policies 4117.1/4217.1/4317.1 and 4117.2/4217.2/4317.2, and are being reported to the Board of Education as information only - no action required:

Resignations:

1. Boules, Suzan Effective 10/09/20
Education Assistant-Intensive Support
Special Education Department
2. Delgado, Juan Carlos Effective 10/06/20
Custodian I
Cerritos Elementary School
3. Kazimi, Mohamed Effective 10/14/20
Physical Education Assistant
La Crescenta Elementary School
4. Sarkisian, Jaklin Effective 10/20/20
Education Assistant I
Columbus Elementary School
5. Shamiryan, Nareh Effective 8/21/20
Education Assistant I
La Crescenta Elementary School
6. Sinani, Narineh Effective 9/29/20
Education Assistant I
Verdugo Woodlands Elementary School

Resignations: - Continued

- | | | |
|----|--|--------------------|
| 7. | Wartanyan, Sary
Education Assistant I
Columbus Elementary School | Effective 10/23/20 |
|----|--|--------------------|

Retirements:

- | | | |
|----|--|--|
| 1. | Antista, Harriet
Typist Clerk II
Crescenta Valley High School | Effective 9/17/20
21 years, 8 months of service |
| 2. | Bratmon, Candace
Library Technician
Toll Middle School | Effective 1/01/21
27 years of service |
| 3. | Diaz, Alejandra
Cafeteria Worker I
Horace Mann Elementary School | Effective 10/31/20
30 years, 8 months of service |
| 4. | Ebrahimian, Roza
Cafeteria Worker I
Hoover High School | Effective 12/31/20
28 years, 3 months of service |
| 5. | Lingat, Maria
Clerk III
Hoover High School | Effective 12/31/20
30 years, 3 months of service |
| 6. | See, Steven
Warehouse Driver/Inventory Specialist
Warehouse Department | Effective 12/31/20
45 years, 11 months of service |
| 7. | Tovar, Khris
Clerk II
Rosemont Middle School | Effective 2/16/21
31 years of service |

Revision to previous Retirement:

- | | |
|--|---|
| 1. Gedzhekushyan, Margarit
Clerk II
Categorical Programs | Effective 1/01/21
19 years, 1 month of service |
|--|---|

Change retirement date to read:	Effective 12/31/20
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GLENDALE UNIFIED SCHOOL DISTRICT

November 2, 2020

INFORMATION REPORT NO. 6

TO: Board of Education
FROM: Dr. Vivian Ekchian, Superintendent
SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer
PREPARED BY: Hagop Kassabian, Administrator: Planning, Development and Facilities
SUBJECT: **Update on Measure S and Facility Programs**

Staff will make a presentation, which will include an update on the following items:

1. Items on this Agenda

- **Award of Bid No. 205-20/21 for Tennis Courts Refurbish and Resurface Project at Glendale High School**

In accordance with established procedures, Procurement & Contract Services completed the solicitation of bids for the tennis courts refurbish and resurface project at Glendale High School. A bid conference and a job walk were conducted on October 7, 2020 and three (3) contractors participated. The District received and opened two (2) bids on October 23, 2020, as outlined below:

Contractor	Bid
Trueline Construction & Surfacing	\$89,200
Pacific Tennis Courts, Inc.	\$107,950

After conducting a post-bid conference and reviewing the bid documents, staff is recommending the award of contract to Trueline Construction & Surfacing as the lowest responsive and responsible bidder in the amount of \$89,200. Bid details are available for review in the Procurement & Contract Services Department. This project will be funded by Routine Restricted Maintenance – GHS Tennis Court Renovation Project funds.

- **Approval of Notice of Completion for Bid No. 195-19/20 with GMS Elevator Services, Inc. for Elevator Control Repair and Replacement at Crescenta Valley High School**

On February 2, 2020, the Board approved the award of Bid No. 195-19/20 to GMS Elevator Services, Inc. for the elevator control repair and replacement at Crescenta Valley High School in the amount of \$74,998.00.

There were no Change Orders on this project and it was completed in a satisfactory manner as of October 4, 2020, for a total cost of \$74,998.00.

This project was funded by Measure S – Summer Projects funds.

TO SUPPORT 2020-2021 BOARD PRIORITY NO. 4: Maintain District Financial Responsibility – Ensure the fiscal health of the district; implement a fiscal plan to preserve the district resources; and plan for the district’s future educational and facility needs.

GLENDALE UNIFIED SCHOOL DISTRICT

November 2, 2020

ACTION REPORT NO. 1

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Dr. Kelly King, Assistant Superintendent, Educational Services

PREPARED BY: Dr. Mary Mason, Executive Director, Educational Services

SUBJECT: **Approval of County Recommendation of Revisions to the Learning Continuity and Attendance Plan**

The Superintendent recommends that the Board of Education approve revisions to the Learning Continuity and Attendance Plan based on recommendations from the County Superintendent.

At the September 15, 2020 Board Meeting, the GUSD Board of Education approved the Learning Continuity and Attendance Plan, also referred to as the Learning Continuity Plan (LCP), Template for the 2020-2021 school year. The plan template was submitted to the Los Angeles County Office of Education (LACOE).

After review of the plan template, LACOE provided recommendation on needed revisions to the final plan for additional clarification and/or details in each category of the plan.

A letter was received on October 19, 2020, from County Superintendent, Debra Duardo, requesting the following additions:

In Person Instructional Offerings Section

- Describe the classroom-based instructional model including how the local educational agency (LEA) will ensure student learning and competency development while considering a student's social emotional well-being and the actions the district will take to offer classroom-based instruction whenever possible; particularly for students who have experienced significant learning loss due to closures in 2019-20, or are at greater risk of learning loss due to future school closures during in-person instruction.

Distance Learning Section

- **Continuity of Instruction:** Describe how the LEA will provide continuity of instruction and learning to ensure that pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery; and the curriculum and instructional resources that will be developed or utilized that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.
- **Pupil Participation and Progress:** Provide specific information about how the LEA will track and monitor student progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of student work.
- **Support for Pupils with Unique Needs:** Describe the additional supports being provided for pupils with exceptional needs across the full continuum of placements, foster youth and pupils experiencing homelessness.

Pupil Learning Loss Section

- Describe the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils who are low-income, foster youth, or experiencing homelessness.

Mental Health and Social and Emotional Well-Being

- Describe how the LEA will support mental health and social and emotional well-being of pupils during the school year, including the professional development and resources that will be provided to staff to address trauma and other impacts of COVID-19 on the school community.

Increased or Improved Services for Foster Youth, English Learners and Low-Income Students

- Consistent with 5 CCR 15496(b), describe how the LEA-wide or schoolwide actions included in the Learning Continuity Plan and marked as contributing to the increased or improved services requirement for foster youth, English learners, and low-income students are *Principally Directed and Effective*. For these actions, explain how: the LEA considered the needs, conditions, or circumstances of its unduplicated pupils as a result of COVID- 19; the action,

or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and the action is intended to meet the needs of the students in response to the COVID-19 pandemic.

- Consistent with the requirements of 5 CCR Section 15496, describe how the action(s) included in the LCP, and any additional actions not included in the plan, are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students.

GUSD staff has worked on making the necessary additions and revisions in order to comply with the recommendations. A final copy of the revised LCP report is attached.

TO SUPPORT 2020-2021 BOARD PRIORITY NO. 1: Maximize Student Achievement – Close the digital and equity gap; offer robust distance, hybrid, and in-person learning programs; and address learning loss and improve attendance.

TO SUPPORT 2020-2021 BOARD PRIORITY NO. 2: Foster a Positive Culture of Learning – Ensure equitable teaching and learning opportunities led by excellence; support culturally relevant curriculum that emphasizes inclusion; and increase parent and family engagement opportunities.

TO SUPPORT 2020-2021 BOARD PRIORITY NO. 3: Ensure the Health and Safety of GUSD Students and Employees – Strengthen mental health support and programs; develop proactive health and safety procedures; and support physical, social, and emotional wellbeing.

TO SUPPORT 2020-2021 BOARD PRIORITY NO. 4: Maintain District Financial Responsibility – Ensure the fiscal health of the district; implement a fiscal plan to preserve the district resources; and plan for the district's future educational and facility needs.

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Glendale Unified School District	Dr. Vivian Ekchian, Superintendent	vekchian@gusd.net (818) 241-3111

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

Glendale Unified School District (GUSD) serves nearly 26,000 students in preschool through 12th grade and beyond. Located in the City of Glendale, the GUSD serves Glendale, a small portion of the City of La Cañada-Flintridge, and unincorporated Los Angeles County communities of La Crescenta and Montrose. Glendale Unified is made up of 20 elementary schools, four middle schools, three comprehensive high schools, one magnet high school, one continuation high school, a developmental center for students with more significant needs, and numerous childcare and educational centers serving preschool or school-age children. With more than 3,000 teachers, administrators, and support staff, Glendale Unified is one of the area's largest employers. Glendale Unified is a diverse school district that welcomes students and families from all over the world. Our students come from a wide range of ethnic, cultural, and socio-economic backgrounds and speak more than 50 languages.

In the GUSD, the impact of COVID-19 has been ongoing since this spring as the last day with students was Friday, March 13, 2020, which was the Friday before spring recess. During the week of March 23 - over 2,300 administrator, teacher and staff participants engaged in professional development opportunities on remote learning (many attending multiple sessions), 8,222 Chromebooks/2,252 hotspots were distributed to students and families to close digital gaps, and over 5,500 meals a day were distributed to families. School closures and remote learning remained in effect until the end of the 2019-2020 school year, June 10, 2020. End-of-the year activities such as graduations and promotions were done virtually or through drive-by parades following all guidelines from the Los Angeles County Public Health Department and the CDC. Childcare services opened with 5 classrooms on two elementary school campuses on July 1, 2020 and could support a maximum of 60 students. A virtual summer school for secondary students and students with special needs was in session from June 15-July 17, 2020. Professional Development for summer school teachers reviewed logistics and expectations and were conducted on June 11-12, 2020. Professional development included training in these specific areas: 1) Direct, synchronous instruction, 2) Learning through content-specific and differentiated small group instruction, 3) Collaborative learning with teacher supports, 4) Formative assessments and closure, 5) Supporting English learners in a remote setting, and 6) Specialized Academic Instruction (SAI). SAI and related services were provided to support approximately 350 eligible Special Education students during this summer school/Extended Year Program (ESY). On July 14, 2020, the GUSD Board of Education made the decision to start the 2020-21 school year with all students participating in an online distance learning model beginning on the first day of school Wednesday, August 19, 2020. The district made the decision to provide on-campus childcare during the regular school day for elementary-age students, prioritizing students currently enrolled in state-subsidized child care programs, foster/homeless youth, and children of employees and other essential workers. Students reporting to campus for childcare are grouped into small, supervised "Technology Learning Pods" to ensure proper physical distancing. Whether students report to campus or stay at home, they will all participate in the same online curriculum. The district will distribute Chromebooks and internet hotspots to all students who need them and will continue to provide free meals for all families. The first day of school for the 2020-21 school year was August 19, 2020. "The health and safety of

our students, employees, families, and our broader community is and always will be the utmost important factor in all of our decisions,” said Glendale Unified Board President Dr. Armina Gharpetian. “We are committed to offering a robust online curriculum for our students this fall and we look forward to returning to on campus classes as soon as it is safe to do so.” Decisions regarding summer school and fall distance learning instructional schedules have been greatly impacted by the multitude of stakeholder and community outreach efforts through surveys, town hall meetings, superintendent’s parent advisory groups, school board meetings, and DELAC meetings. Feedback has been robust and incredibly valuable in shaping the plans when the 2020-2021 school year started. Soliciting stakeholder feedback is ongoing as GUSD recently distributed additional parent, student, and teacher surveys to gain feedback on how the distance learning program has been going after the first month of school to further gauge if modifications or changes are needed. Survey window was September 18-October 2, 2020.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

At the end of the 2019-2020 school year, an extensive effort to seek stakeholder feedback on the remote learning experience was embarked upon. Multiple surveys were developed specifically for parents/guardians, teachers/staff (including both GTA and CSEA bargaining units), and students. Additionally, during the months of May and June 2020, the Superintendent held regular meetings with parents and sought feedback from the Superintendent’s Parent Advisory Council (SPAC), District PTA leadership and site PTA Presidents, and the District English Learners Advisory Committee (DELAC). In addition, two *TOWN HALL* Meetings were held on July 8, 2020 (11am and 5:30pm). Hundreds of parents and teachers spoke at both televised town hall meetings to provide input on whether or not to continue with distance learning in the fall. Information was provided through the Public Information Office on how to provide comments and translations in Armenian, Korean, and Spanish were provided. The GUSD developed a parent survey to gather information on students’ remote learning experience initiated by COVID-19. Town Hall Meetings were designed to gather information on student learning experiences and the support they received during the remote learning period. The goal was to better understand their experiences and use the data to make improvements. In all, 5,700 parents completed the survey from May 18–29 from the 19,022 households in Glendale Unified for a completion percentage of 30%. All grades and schools were represented in the survey results and 24% of respondents were dual immersion parents. The survey was available in four languages. The breakdown of respondents in each language survey is as follows: English: 5,423, Armenian: 83, Korean: 127, and Spanish: 67. The responses were broken down by levels: Elementary: 3,843, Middle: 859, and High: 998. The District developed staff surveys to gather input on return to school plans. Respondents included 1,204 certificated staff and 1,181 classified staff. A staff survey to gather feedback on desired instructional technology and professional development needs was provided and received 813 responses. The District also developed a student survey to gather information on students remote learning experiences during spring, 2020. The student survey was designed to gather information on the types of learning students experienced and the supports needed to effectively participate in distance learning. The intent of the survey was to better understand their experiences and utilize the survey results to further improve distance learning experiences for fall, 2020. A total of 3,932 students in grades 4 – 12 completed the survey. Results of the staff and parent surveys were carefully analyzed and used to assist in the development of the Learning Continuity and Attendance Plan (LCP).

[A description of the options provided for remote participation in public meetings and public hearings.]

A draft of the Learning Continuity and Attendance Plan (LCP) was presented to parent advisory groups for review, comment and feedback. A draft of the LCP was shared at the District English Learner Advisory Committee (DELAC) held virtually on August 28, 2020. District interpreters were in attendance to provide translation in Armenian, Korean, and Spanish as needed. A draft of the LCP was also presented to the Superintendent’s Parent Advisory Committee (SPAC) and District PTA leadership and site PTA presidents held on August 28, 2020. Questions received from these advisory committee meetings were responded to in writing by Dr. Ekchian, GUSD’s Superintendent of Schools, and posted on the District’s website prior to the

adoption of the 2020 LCP. GUSD's LCP was presented to the District's governing board at a public hearing during a regularly scheduled board meeting held on September 1, 2020. The agenda for the public hearing was posted prior to 72 hours of the start of the board meeting. Details for speaking virtually or in person at board meetings and town hall events were clearly posted on the GUSD website and disseminated through the GUSD App and social media providing opportunities for all stakeholders to speak or comment. Board meetings are televised on local Channel 15. Additionally, a reminder phone call and an email with this information was sent to all stakeholders. The LCP was adopted by the governing board at a regularly scheduled board meeting held on September 15, 2020. Links to join the virtual board meetings via zoom, and instructions for providing public communication, were posted on the GUSD website at www.gusd.net/ReturnToSchool.

[A summary of the feedback provided by specific stakeholder groups.]

Parent survey results indicated that remote learning had been effective for many students but the experience varied throughout schools and classrooms: 42% of parents said students made adequate progress in their learning during remote instruction, 30% indicated they received communication from teachers every day, 36% of parents said students had opportunities to socially interact with others, 58% of parents said that the amount of work students received is "just right", and 69% of parents said students feel safe when videoconferencing. The GUSD utilized these results in designing the fall distance learning instructional schedules and in designing professional development and instructional resources for teachers to support student's academic success and well-being during distance learning in the fall.

Return to School staff survey results indicated that 78% of certificated staff and 87% of classified staff needed child care support. Based on the instructional technology and professional development survey, teachers listed the specific instructional technology programs that would be most beneficial for distance learning in the fall as well as which of these programs they would need additional training. Based on teacher feedback, the District developed a week-long professional development plan for the week of August 10-14 that included voluntary training on a variety of topics. As of August 10th, over 6000 participants were noted as being registered.

The District's student survey results indicated that 23% of students agreed or strongly agreed that they "learned as much each day as I did when we were in school" Accordingly, 30% of students agreed or strongly agreed that they "had opportunities to talk to other students during remote learning". Moreover, 57% of students agreed or strongly agreed that they "felt safe video conferencing through platforms such as Zoom, Google Meets, etc.

Responses from town hall/school board meetings and parent advisory groups included the desire for a more consistent instructional schedule that included more synchronous instructional time with classroom teachers as well as regular office hours. This feedback was consistent across elementary and secondary and resulted in modifications to the fall distance learning instructional schedule.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

Based on the parent and student survey results on their distance learning experiences and on research, the district developed a comprehensive Professional Development plan that all teachers participated in on August 18 and 19 to review best practices in distance learning. Based on results from the teacher surveys specifically, the District created 54 professional development sessions during the week of August 10-14 to best support the areas of needed training teachers indicated on the survey. Based on District parent, staff and student survey results, feedback from public communications and state guidelines from the CDE and Public Health Officials, the District made the decision to begin the Fall semester with all students participating in an online distance learning model. The primary difference in the spring remote learning schedule and the fall distance learning instructional schedules had to do with adding consistent synchronous instructional periods with classroom teachers on a daily basis. Regular office hours were added. This was a direct result of stakeholder input.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

On July 14, 2020, the GUSD Board of Education made the decision to start the 2020-21 school year with all students participating in an online distance learning model.

Fall 2020 distance learning instructional schedules were developed based on best practices in the research and the data and feedback received from students, parents, teachers, and administrators who participated in distance learning during the spring and summer. These enhanced schedules were to specifically address areas of learning loss to include daily differentiated lessons especially at the elementary levels. Weekly mindfulness lessons were added to support social emotional health. Daily instructional schedules strike a delicate balance between providing live interactions with teachers and avoiding excessive screen time during the school day for students. These structured schedules provide students with daily live instruction and interaction with their teachers and classmates along with live interactions in small groups where teachers can support the individual needs of students and address learning loss. Students also have time built into the school day to complete independent work, engage in physical activity, ask questions of teachers in office hours, participate in clubs, or check-in with a counselor or other support provider to address social/emotional well-being. Students with special needs will participate in Special Education supports as indicated on their IEP. Students who are designated as English Learners will receive daily instructional support through both Integrated and Designated English Language Development. Teachers use ongoing assessments to target student needs and address learning loss such as: Elementary teachers assess students in a variety of settings with a variety of tools, such as: ESGI - (1-on-1 Assessments), Running Records or Screeners for Reading Level (1-on-1 Assessments), weekly and Unit exams, small Group assessments, i-Ready Diagnostic - some teachers assign during asynchronous time, some teachers monitor students in the whole class or in small group, checking for understanding on white boards, formative assessment tools such as Nearpod, Seesaw, Google Forms and district adopted curriculum platforms, Nearpod has 9 formative assessment tools including polls, quizzes, matching, and open-ended questions, Seesaw assessments give students the ability to choose the way to respond (voice recording, drawing, writing, a video answer etc.), Google Form quizzes offer multiple choice and open-ended questions. Secondary teachers use many tools similar to elementary as well as: formative assessment tools such as Nearpod, Seesaw, Google Forms and district adopted curriculum platforms, Nearpod has 9 formative assessment tools including polls, quizzes, matching, and open-ended questions, Google Form quizzes offer multiple choice and open-ended questions, assessments created using Illuminate or other online assessment platforms. These assessments include multiple choice, selected response, and essays, MAP/NWEA Diagnostic Assessment is given for English and math, assessments provided on district-adopted curriculum platforms, CAASPP Interim Assessments, Spring Board assessments, and teacher created and essay writing exams.

To support our most at-risk families that need additional support with distance learning and to counteract learning loss, the district will offer on-campus childcare during the regular school day for elementary-age students, prioritizing students currently enrolled in state-subsidized child care programs, foster/homeless youth, and children of employees and other essential workers. Students reporting to campus for childcare will be grouped into small, supervised *Technology Learning Pods* to ensure proper physical distancing. Whether students report to campus or stay at home, they will all participate in the same online curriculum. The district will distribute Chromebooks and internet hotspots to all students who need them and will continue to provide free meals for all families. In a recent survey, over 2,600 Glendale Unified families indicated that childcare would be a critical need if schools were to reopen in a distance learning environment. Based on this expressed need, Glendale Unified School District will provide supervision of elementary school-age children during the regular school day. Students will be assigned to a Technology Learning Pod that will ensure they have

internet connectivity in order to access distance synchronous instruction by their regularly assigned classroom teachers and complete asynchronous learning lessons. While working online with their teachers, students will be supervised by a substitute teacher and classified assistants/aides who will also provide support, as needed, to students completing their assignments. Technology Learning Pods will be established in available classrooms, multi-purpose rooms, and other appropriate spaces on elementary campuses. In order to ensure space for physical distancing, the number of students in each Pod will be determined by the square footage of each room (approx. 12 students per pod). Students and staff assigned to a Technology Learning Pod will not physically interact with students and staff from other Pods. In an attempt to limit exposure, siblings will be assigned to the same Pod whenever possible. Students will be assigned their own electronic devices, headphones with microphones, and school supplies. These items will be labeled and kept in a box identified with the student's name. In cases when equipment must be shared, such equipment will be sanitized after each use. All staff and students, as well as parents/guardians dropping off and picking up children, will be required to wear face coverings. Health screenings and temperature checks will be completed each morning prior to students and staff entering campus. Breakfast and lunch will be provided to students. Meals will be pre-packaged by Glendale Unified Nutrition Services staff and will be delivered to each classroom. Students and staff will be instructed in health and safety protocols (ie. handwashing, wearing of face coverings, physical distancing). Soap, hand sanitizer, and sanitizing solutions will be readily available. Priority for participation will be given in the following order: 1) Existing Glendale Unified families enrolled in state subsidized child care, 2) Foster/homeless youth, 3) Students who qualify for free and reduced meals, 4) Children of Glendale Unified employees, and 5) Other students as space and staffing permits. Students will attend on-campus Technology Learning Pods during their regular school hours, typically between 8:00 a.m. and 2:30 p.m. Monday through Friday. Glendale Unified Extended Learning Programs will continue to be available before and after school for qualifying families. Technology Learning Pods will begin on the first day of school, August 19th and will be at all 20 GUSD elementary schools. Districtwide, as of October 26, 2020, there are 99 Technology Learning Pods and 1,069 students enrolled in this program of which 258 are enrolled in extended care. There were increased costs in adding certificated substitutes and classified personnel to the Technology Learning Pods. As the CDC and Public Health guidelines allow for in-person instruction, the GUSD is prepared to have increased numbers of students on each campus. The district facilities department spent the weeks before school started to outfit each campus with increased handwashing stations, signage, and supplies and devices such as thermometers, PPE equipment, and air purifiers to protect the health and safety of students and employees. As students are able to return, the GUSD is planning to return first students with special needs and English Learners identified as being at the Emerging and Expanding proficiency levels as well as TK/Kindergarten students as these students have the most challenges with online learning platforms.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
PPE, Disinfecting Supplies/Services, Custom Signs, Handwashing stations, Air purifiers, PE Supply (Funding is projected for the whole 2020-21 school year)	\$4,775,496	N
Certificated/classified staffing cost related to COVID-19 (Technology Learning Pods)	\$80,000	Y

Distance Learning Program Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

To provide students with a robust, standards-based instructional program at the elementary and secondary levels, the GUSD proposes instructional schedules that will provide students and families with a structured schedule that includes a synthesis of synchronous and asynchronous learning

across all content areas and electives. In TK and Kindergarten, the schedule includes: 220 total instructional minutes each day (includes live interaction and independent work), 40-70 total minutes of live instruction each day (broken into 20-40-minute blocks), and opportunities for live interaction in small groups. In Grades 1-6 in elementary school, the schedule includes: 255-265 total instructional minutes each day (includes live interaction and independent work), 100 total minutes of live instruction each day (broken into 30-40-minute blocks), and opportunities for live interaction in small groups. In middle school and high school, the schedule includes :250-310 total instructional minutes each day (includes live interaction and independent work), at least 30 minutes of live instruction during each period, and opportunities for live interaction in small groups. At the elementary level, physical education, instrumental music, visual and performing arts, as well as mindfulness lessons are included in weekly assignments sent to students through asynchronous lessons.

Students will receive live (synchronous) instruction and interaction with their teachers and classmates along with live interactions in small groups where teachers can support the individual needs of students. Students will also have time built into the school day to engage in independent (asynchronous) instruction, where they will be able to complete work independently, engage in physical activity, ask questions of teachers in office hours, participate in clubs, or check-in with a counselor or other support provider. These instructional schedules strike a delicate balance between providing live interactions with teachers and avoiding excessive screen time during the school day for students. Students will participate in Special Education supports as indicated on their IEPs. Students who are designated as English Learners will receive daily instructional support through both Integrated and Designated English Language Development. These proposed instructional schedules will be in effect beginning Monday, August 24. The first three days of school (called "Welcome Week") will be an alternate minimum day schedule to provide time for teachers to build relationships and establish positive social emotional communities. In addition, elementary and secondary district mentor teachers developed a wide variety of activities for teachers to build relationships and community in their classrooms during the first three days of school. These activities are designed to support the social emotional connections to build lasting relationships throughout the school year. For the purposes of Elementary Schedules, Core Content is defined as 1) English (Language Arts);2) Mathematics; 3) Science; and 4) History/Social Science. During these three days teachers will also participate in professional development as well as establish classroom routines, norms and expectations. With the proposed Elementary Schedules, a teacher has discretion when to teach the Core Content within each day with the expectation that English (Language Arts), Designated ELD, and Mathematics be taught on a daily basis. For the purposes of all of the proposed schedules, "live interaction" is defined as two-way communication between a certificated employee, student, and student peers each instructional day via videoconferencing at the actual time of occurrence wherein students will be able to see their teacher. TK-12 instructional schedules are posted on the GUSD website and can be found at the www.gusd.net/Page/13880 link.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

The District Education Technology & Information Services (ETIS) Department developed a Chromebook and hotspot distribution in August 2020 before the first day of school August 19, 2020. Each school site will communicate messages to their community on the schedule for pick up. For all families completing the district survey requesting a device or hotspot, these have already been reserved. If additional families notify principals or the district that they need a Chromebook or hotspot and may not have completed the technology survey, the technology department will arrange for families to get the devices they need. During summer 2020, an additional 10,000 Chromebooks were purchased. Since March 23, a total of 12,688 Chromebooks and 2,252 hotspots have been distributed to families. Each school site in coordination with ETIS communicated a technology pick up schedule the week prior to school starting. If families need assistance with internet access (hotspots) need to check out a Chromebook device, have issues with their existing district Chromebook, need assistance logging in to student accounts, or have any questions and need technology support, they can visit the GUSD Technology Page or call the **tech support help line at (818) 478-2664**. Families can also visit the tech support kiosk in the

Glendale Unified district office lobby at 223 N. Jackson Street, Glendale, CA, 91206, if they need to check out or replace a Chromebook. The kiosk is open Monday-Friday from 8:30 a.m. - 4:30 p.m. Parent training and workshops are being developed and will be translated to provide families with additional technology support. The District Career and Technical Education Department will provide teachers and students remote access to the high-end labs to provide students high quality instruction with industry grade software. District technology support personnel are providing families ongoing support and provide a 24-hour turnaround time for parents seeking technology support. School sites also answer parent calls for technology support. Classroom teachers have daily office hours to provide parents and students with support, and school administrators provide ongoing support to parents. All families who have requested Wi-Fi access or Chromebook devices have been provided these resources. Hotspots were provided to many foster/homeless and low-income families that had internet connectivity issues at home due to the expense of Wi-Fi services. If families have multiple students in the home, multiple devices have been provided. Teachers note any students who may be absent from class, and the school reaches out to these families to ensure all is well and to check in with the family to see if any additional supports are needed.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Student progress will be assessed by teachers and site administrators and leaders through daily interactions and students' engagement and participation during the instructional day. District proposed daily schedules were developed to maximize effectiveness of synchronous and asynchronous instruction. District established attendance policies and practices will be used to assess student participation during synchronous instruction. Student academic progress will be measured by i-Ready and MAP diagnostic assessments, formal and informal assessments, and daily learning activities reflecting students' work and progress. Formative assessments such as i-Ready and Map diagnostic assessments will provide progress opportunities for progress monitoring and mastery of state standards. Grading policies and progress reporting will reflect practices in place pre-COVID for both the elementary and secondary levels. Grading practices and policies that were in place pre-COVID are in place once again when school started on August 21, 2020. Progress reports are sent home mid-trimester in elementary school and every quarter in secondary school to inform parents of any academic or behavioral concerns. Attendance is tracked daily in elementary school and taken daily in each class period in secondary school. The Student Wellness Department provides ongoing support with attendance and wellness checks. Since August 2020, twenty-six SART, 1241 Truancy letters and calls, and 42 wellness/home visits have been made to provide the necessary interventions and support that our students need to stay engaged and connected.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Professional development and resources will be provided to staff to support the distance learning program on formative assessments to support student learning.

- A robust offering of a wide selection of paid, voluntary professional development opportunities for teachers during the week of August 10–14. Topics range from technical training on using new resources and programs available this year to strategies to connect with students during distance learning. Sessions are customized for different grade levels and subjects.
- Additionally, based on feedback from staff and student survey results on distance learning experiences, the District developed 2- half day intentional comprehensive professional development sessions that all teachers will participate in August 18 and 19 to review best practices in distance learning.

- For the district Technology Learning Pods, all staff were trained to provide technology support for students as well as safety protocols.
- Several *voluntary* professional development opportunities were offered during the week of August 10. These sessions largely focused on instructional technology apps available to teachers for the Fall 2020 Semester. Training in social-emotional learning was included. Over 7,500 registrations were recorded with the most popular topics being Zoom, Google Classroom, Nearpod and Flipgrid. Zoom is our video conferencing program, Google Classroom is used to allow teachers to set up a virtual classroom, Nearpod is used to create interactive lessons and presentations, and Flipgrid is used to record and share videos. 1,686 participants provided feedback on their experience. Of all participants who completed the survey, 88% agreed / strongly agreed with “I will use the strategies I learned in this session”, 87% agreed / strongly agreed with “This session directly applies to my distance learning planning”, and 82% agreed / strongly agreed with “I found this session to be engaging”. A full list of the sessions and their signups can be found below.
- In addition, the district is offering a *mandatory* two-part professional development opportunity on distance learning essential practices for all teachers. This districtwide opportunity will include strategies for establishing a positive online classroom community, effective instructional practices for whole group and small group instruction, and resources to support instructional technology and formative assessment. The Professional Development took place on Tuesday, August 18 from 8:00 - 11:00 and on Wednesday, August 19 from 12:00 - 3:00. Sessions are customized for different grade levels and subject areas.
- In the Spring of 2019 over 70 webinars were offered to assist teachers with the transition to remote learning. These webinars, on topics such as google classroom, zoom, and other useful technology tools/best practices, are still available for teachers to view to support their distance learning planning for the Fall. The District compiled a comprehensive list of educational applications and programs that includes program functionality, instructions, contact support personnel and screencasts were developed for teachers to easily reference.
- In addition, 65 virtual school site professional development sessions were scheduled for Fall 2020 on a variety of topics. School teams identified their areas of focus and chose topics from a menu of offerings. Topics included:
 - How do we combat Covid-19 learning loss? Meaningful targeted standards-based instruction in ELA and Math using the priority standards documents - Using formative data to drive instruction/Just in time scaffolding
 - SEL Support: Work with staff to analyze the Panorama data to identify areas of growth needed in Social Emotional Learning and connectedness.
 - Formative Assessment to drive instruction:
 - Interims: Using Formative Data to drive instruction in Distance Learning + Tools for Teachers Site
 - Rethinking Grading Practices: Mastery-based Grading in the Time of Distance Learning
 - Parent Presentation on Growth Mindset
 - How to give meaningful feedback to students at a distance? How to determine what feedback will help guide next steps/feedback strategies.
 - Flexible, data-driven Small Group Instruction: Effective online differentiation through small groups and how to use Breakout Rooms effectively
 - Essential ELD Protocols: How to ensure that English Learners access and engage with rigorous academic content with high levels of support, using structured opportunities for oral interaction and a focus on oral and written language development across content areas
- We also started the 2020-21 SAMR (Substitution Augmentation, Modification, Redefinition) Initiative, which offers educators an opportunity to develop blended learning and instructional technology knowledge and expertise to become a Technology Coach to Enhance Instruction (TCEI) at their school sites. The TCEI leader serves as an instructional technology lead to support educators in incorporating technology as a tool to differentiate teaching and learning through 21st century innovative and constructivist approaches that address all learner variability for the

purpose of increasing student achievement. The SAMR Initiative will align to the International Society for Technology in Education (ISTE) standards, which are recognized as the benchmark instructional technology standards for students and educators. The standards include integration of digital literacy, student achievement, and digital safety and allow for differentiation to support enrichment and intervention. Participants commit to completing six training modules as well as the activities assigned between modules, including completing Google Certification and leading professional development at their school sites. TCEIs will be expected to continue in this role during the 2021-22 academic year, leading instructional technology focused PD at their sites.

- Career and Technical teachers were provided professional development on high quality instruction with specific resources for learning.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

Additional teachers were hired at the elementary level to minimize the total number of combination classes district wide. Additionally, substitute teachers and childcare staff were enlisted to provide additional support to those teachers with combination classes.

The GUSD hired additional Educational Assistants and Substitute teachers to support the District's Technology Learning Pods. Additional custodians have been hired to support the added sanitization duties needed at the elementary sites for the Technology Learning Pods.

There were no other substantive changes in staff assignments.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

GUSD is committed to supporting all students during distance learning including students with unique needs. To best support students during distance learning, specifically students with unique needs, supplemental academic and social emotional activities and services will be designed and provided to best support the unique needs of students. Starting August 2020, prior to school starting, the District Education Technology & Information Services (ETIS) Department distributed Chromebooks and hotspots to ensure that all students, specifically students with unique needs have access to technology and Wi-Fi connectivity to access instruction during distance learning. District teacher specialists will engage and collaborate with teachers and educational assistants to provide differentiated lessons to effectively address learner needs and variability. Using the results of the i-Ready and MAP diagnostic assessments administered within the first few weeks of school, supports and interventions will be intentionally developed to best address the needs of all students. The District will continue to provide additional small group instructional groups and intervention groups to address learning recovery and support students not meeting grade level standards. Site specific intervention plans will be developed to address learning recovery and promote continuity of learning, specifically focusing on students who may be most at risk of performing below grade level standards. Supplemental instructional programs and services for newcomer English learner students will be provided through before, during and after small-group intervention activities focused on promoting English language acquisition and academic language development. Small mentorship groups of the most at-risk English learners will be conducted to closely monitor students' academic progress, engagement and social emotional well-being. District staff will conduct ongoing outreach to parents /guardians and families to ensure students have access to learning resources, technology and Wi-Fi connectivity necessary for learning. Hotspots are provided for families to provide reliable internet service in the home. These hotspots are especially critical for low-income families who otherwise could not afford to have this service in their home. Hotspots allow students ongoing access to their distance learning instructional program. Online Rosetta Stone English programs for parents and students will be offered to newcomer English learners and parents to promote language acquisition. Additionally, online poetry and art classes, along with ample hours of tutoring services will be

offered. Nine Parent Chat sessions will be conducted providing newcomer parents and families resources and information in their native language to empower parents to be part of the school community. Newcomer parents and families will be contacted with weekly check-ins, to have access to supports at the District and information as needed.

Various instructional programs and activities with educational organizations and partners will be provided to English learners that support listening, reading, writing and speaking. Special Education (SpEd), Student Wellness and Attendance, FLAG, and Categorical Departments will offer their own coordinated training to support SpEd students, students' mental health, FLAG and World Language Teachers, and English Learners. Collaborative partnerships with professional consultants will continue to grow to best provide supplemental and meaningful learning opportunities for students. The District's Students Wellness Services department will monitor attendance regularly to ensure students are participating in distance learning and mitigate barriers to participation through ongoing outreach for students demonstrating negative attendance. Since August 2020, twenty-six SART, 1241 Truancy letters and calls, and 42 wellness/home visits have been made to provide the necessary interventions and support that our students need to stay engaged and connected.

The Teaching and Learning and Categorical Department will provide ongoing targeted Professional Development focused on Distance Learning strategies specifically for English Learners. This professional learning is specifically focused on working to have English learners continue to grow and practice oral fluency, as the shift to Distance Learning could limit time that students have to produce oral language in English. The Teaching & Learning Department will provide support to teachers on how to provide high quality Integrated and Designated instruction and curriculum online so that English learners continue to acquire English proficiency and master grade level content. Professional development opportunities for teachers will focus on strategies specifically for English Learners and strategies to differentiate instruction in a distance learning environment to best meet the needs of students most at need. Virtual tutoring services through Sylvan Learning Centers will support the lowest performing English learner refugee students in the areas of Math and English-Language Arts. Special education service providers connect with individual students and families to collaboratively develop a plan for providing IEP services during distance learning. The team takes into consideration each student's social/emotional and academic needs, service delivery preferences, familiarity with technology, adult availability, and possible schedule conflicts with general education instruction. Special education teaching staff will personally reach out to all students/parents in an effort to determine student academic needs. Behavior specialists and assistants have been consulting with teachers to provide student behavioral and academic supports that increases engagement, time on task, and work completion. District service providers and interns assigned to schools will provide additional academic, behavioral and social emotional support and interventions to help mitigate barriers to learning and positive attendance/participation. Glendale Unified psychologists provided newsletters highlighting various social/emotional, behavioral, and coping strategies to provide support for parents and students who may be struggling during COVID-19. These newsletters and other resources can be found on the GUSD Special Education Website and the GUSD Health & Wellness Page. During COVID-19, a 24-hour Special Education Hotline (818) 471-4981 was established to address any concern regarding special education students and/or services. In late August, 2020, the District opened a Preschool program at Horace Mann Elementary school to provide early learning opportunities and support for students inclusive of English learners, Foster Youth and Homeless and Low-Income students. These programs will be staffed and supervised by the Early Education Extended Learning Program "EEELP." These programs will also include eligible special education students.

Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Purchase of 10,000 Chromebooks, Instructional Software, Licenses, School funding for COVID-19, Webcams	\$4,225,978	N
Hotspots	\$415,985	Y

Professional Development	\$1,000,000	N
Distance Learning Student Supplies (for Technology Learning Pods)	\$159,836	Y

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Researchers are warning of the “COVID-19 slide,” which will greatly compound a typical summer slide of learning loss. Researchers estimate that students will only maintain roughly 70% of the learning gains in reading relative to a typical school year and less than 50% of typical gains in math for 2020-21. Based on this research, experts are emphasizing that it is critical for students to learn grade level standards next year while teachers find ways to backfill learning loss gaps with “just in time” instruction. This level of personalized learning requires knowing where students are ready to learn which a diagnostic assessment can provide. In the fall, GUSD will administer the following diagnostic assessments to help determine student’s proficiency levels in ELA and Math to develop appropriate lessons that best meet the needs of students: i-Ready for ELA and Math in grades K-5 and the Khan Academy MAP Growth Accelerator for Math in grades 6-8. The MAP Growth Accelerator was developed through a partnership between two non-profit organizations: Khan Academy and the Northwest Evaluation Association. Both programs offer a comprehensive diagnostic testing tool that then assigns students targeted lessons to fill in learning gaps based on how each individual student performed on the diagnostic. These tools provide rich information to teachers to help personalize learning for students, and they provide high quality lessons and practice opportunities for students. Diagnostic assessments also provide objective data to help determine placement in Advanced or Intervention classes.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Initial diagnostic assessments, i-Ready and MAP Diagnostic and other formal and informal assessments, will be utilized to design and provide services and resources to support the unique needs of all students during distance learning including students who are English learners, low-income, foster youth and homeless, and students with exceptional needs. Data from the diagnostic and other assessments will be utilized to develop actionable next steps for developing relevant, rigorous and research-based instruction, intervention and enrichment opportunities to best address the needs of students most at risk of learning regression as the result of distance learning. Teachers use ongoing assessments to target student needs and address learning loss such as: Teachers assess students in a variety of settings with a variety of tools, such as: ESGI - (1-on-1 Assessments), Running Records or Screeners for Reading Level (1-on-1 Assessments), weekly and Unit exams, small Group assessments, i-Ready Diagnostic - some teachers assign during asynchronous time, some teachers monitor students in the whole class or in small group, checking for understanding on white boards, formative assessment tools such as Nearpod, Seesaw, Google Forms and district adopted curriculum platforms, Nearpod has 9 formative assessment tools including polls, quizzes, matching, and open-ended questions, Seesaw assessments give students the ability to choose the way to respond (voice recording, drawing, writing, a video answer etc.), Google Form quizzes offer multiple choice and open-ended questions. Secondary teachers use many tools similar to elementary as well as: formative assessment tools such as Nearpod, Seesaw, Google Forms and district adopted curriculum platforms, Nearpod has 9 formative assessment tools including polls, quizzes, matching, and open-ended questions, Google Form quizzes offer multiple choice and open-ended questions, assessments created using Illuminate or other online assessment platforms. These assessments

include multiple choice, selected response, and essays, MAP/NWEA Diagnostic Assessment is given for English and math, assessments provided on district-adopted curriculum platforms, CAASPP Interim Assessments, SpringBoard assessments, and teacher created and essay writing exams. Student grades/marks, ELD descriptor data, unit tests and teacher created assessments also provide ongoing monitoring and assessment of student progress including English language development.

Site specific intervention plans are developed to address learning regression and are principally directed at providing additional support and interventions to students most at risk of learning regression; English learners, Foster Youth and Homeless and Low-Income students and students with special needs. Intervention plans are monitored regularly and adjusted as needed to best meet identified needs. In addition to an extensive repository of online and community resources and information on the district's website where parents can find information in English, Armenian, Korean and Spanish on instructional resources, information on health and wellness, technology support, where to pick up school meals, etc., school sites will conduct virtual small group instructional groups and interventions to support and promote student learning and achievement and social-emotional well-being. Targeted instructional support for students who have experienced learning loss will be developed and implemented through learning hubs, individual and group tutoring sessions, small group instruction, office hours and time designated to assess English proficiency, etc. The Categorical Department will provide regular check-ins and outreach to newcomer English learner students and families to provide support and resources including equipment, materials and supplies, Wi-Fi connectivity, social emotional well-being and various needs impacting participation in school. Teacher Specialists will work with grade levels and teachers to provide differentiated lessons to effectively address learner needs and variability through supplemental instructional programs and services for newcomer English learner students focused on promoting English language acquisition and academic language development. Additionally, teacher specialists will work with teachers to develop small mentorship groups of the most at-risk English learners in order to closely monitor students' academic progress and social emotional well-being and increase engagement. Special Education, Student Wellness and Attendance, FLAG, and Categorical Departments will offer their own coordinated training to support SpEd students, students' mental health, FLAG and World Language Teachers, and English Learners. The Teaching and Learning and Categorical Department will provide ongoing targeted Professional Development focused on Distance Learning strategies specifically for English Learners. This professional learning is specifically focused on working to have English learners continue to grow and practice oral fluency, as the shift to Distance Learning could limit time that students have to produce oral language in English. Small group instructional groups and intervention groups will be conducted to address learning recovery and support students not meeting grade level standards.

The Teaching & Learning Department will provide support to teachers on how to provide high quality Integrated and Designated instruction and curriculum online so that English learners continue to acquire English proficiency and master grade level content. Professional development opportunities for teachers will focus on strategies specifically for English Learners and strategies to differentiate instruction in a distance learning environment to best meet the needs of students most at need. Virtual tutoring services through Sylvan Learning Centers will support the lowest performing English learner refugee students in the areas of Math and English-Language Arts. The Student Wellness Services Department will continue to provide mental health counseling and parenting support to students and families. The District provides counseling services to students virtually through Telehealth, developed weekly mindfulness videos, which are posted on the GUSD website and lessons that are shared with teachers. Mental health parent forums, weekly parent support groups, and parent helplines in English, Armenian and Spanish provide support to address social and emotional health needs. The SWS department will monitor students' attendance and engagement on a daily basis. Daily phone calls will be made to those students that are not engaging and attending school on a regular basis. Interventions and support will be provided for those who will benefit. The case manager will also monitor and case manage those who are receiving counseling services and provide additional resources if needed. In addition, the office will support the families with food, tutoring and school supplies.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The effectiveness of the services or supports provided to address learning loss will be measured by i-Ready Diagnostic Assessments in elementary grades and MAP Diagnostic Assessments in secondary grades along with internal benchmark measures including but not limited to state and local assessments (ELPAC, CAASPP), grades/marks, progress reporting, ELD descriptors, and teacher observation. The i-Ready and MAP diagnostics will be given in the first few weeks of the school year, then in the Winter, and in some cases an end of year diagnostic will be given. Assessments will be utilized to monitor student progress and provide actionable data to help customize instruction and academic supports to best meet the needs of learner variability and address learning recovery. In addition to daily whole group instruction, elementary teachers will engage in small group instruction with students daily to target individual learning needs. Site specific intervention plans will be developed to provide ongoing, targeted interventions focused on student needs as measured by diagnostic, formal and informal assessment data. Secondary teachers will have weekly intervention time built into the schedule to address individual and small group student needs. The results of diagnostic and teacher made formative assessments will be used to inform these targeted small group activities and lessons.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Technology Learning Pods (Staffing for 99 pods through October 2020)	\$1,973,588	Y
Preschool Program	\$286,618	Y

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

The Student Wellness Department's Services Webpage, has multiple resources for students and their families. The webpage is constantly being updated. The District has three credentialed therapists available that can provide services to any student in need of additional support and counseling, via telehealth with parent consent, if needed. Mental Health interns post weekly mindfulness videos on the GUSD Health & Wellness Page. Families that need mental health and social emotional support for their students are asked to please contact the Wellness Office at (818) 241-3111 extension 1500. The Student Wellness Services Department provides mental health counseling and parenting support to students and families. Mental health interns and 2 therapists have provided ongoing counseling support to students. Additionally, GUSD has 32.6 FTE school psychologists that provide ongoing support to schools, students, and families. Since schools closed, GUSD has provided counseling services to students virtually through Telehealth and developed weekly mindfulness videos, which are posted on the GUSD website and lessons that are shared with teachers. Mental health parent forums, weekly parent support groups, and parent helplines in English, Armenian and Spanish provide support to address social and emotional health needs. Starting Fall 2020, 34 social work and counseling interns will join GUSD along with two psychological services providers and a Homeless & Foster Youth counselor who will be assigned to schools. The district will also hire 5 additional temporary psychological services providers to provide individual, group counseling and weekly parent support groups through zoom and assist schools with attendance monitoring. Attendance clerks from Student Wellness department will run weekly attendance reports, contact families for additional interventions and support. Panorama Social Emotional Learning (SEL) survey will be administered bi-annually, once in the fall and once in the spring with an optional back to school survey beginning fall 2020 to assess and monitor students' perceptions of growth mindset, self-efficacy, social awareness, and self-management. This survey assists the District in measuring students' self-perceptions, student experiences in their learning environment for the

purpose of intentionally designing and implementing social emotional programs and services for students. In addition to parenting support groups, Student Wellness Services Department also provides student support groups to address social and emotional needs; along with monthly wellness presentations for GUSD staff which can be incorporated in their classrooms. The Wellness Department has partnered with the City of Glendale Parks and Recreation Department to host weekly presentations to assist the students who are in the STAR program and evening "Teen Night Out" presentations to students and their families. Since November of 2019, Student Wellness Services Department has been providing both in person and virtual trainings on QPR that focuses on suicide prevention, and Youth Mental Health First Aid which are accessible to GUSD staff and to all community members and virtual trainings on QPR that focuses on suicide prevention, and Youth mental Health First Aid which are accessible to GUSD staff and to all community members. To address traumatic stress, GUSD held three public televised mental health forums on October 7, at 5:30pm and October 12, at 6:30pm to support families in dealing with combating traumatic stress and intergenerational trauma. The forum was translated and was provided by mental health experts in the field. Additionally, specifically for students, a weekly student support group is starting on Wednesday, October 14 from 3-4pm to provide a place for students to discuss concerns and feelings with a licensed therapist. Student Wellness Department has conducted 23 parent support groups at different school sites in partnership with GPTA. On October 29, at 5:30 GUSD in partnership with Glendale Adventist Health and American Heart Association will host a Health, Mental Health & Wellbeing of Our Community forum to address the needs of our community. In total, since April 2020, 434 students have been referred for counseling.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

The Categorical and SWS Departments provide outreach to newcomer English learner, Foster Youth and students who are experiencing homelessness to provide support, resources and strengthen home-school connections through a variety of strategies including monthly parent and family wellness checks and monthly parent informational meetings. For Nine Parent Chat informational meetings will be held for all newcomer refugee parents/families. Four elementary schools, Balboa, Cerritos, Marshall, and Muir will continue to conduct state PTA sponsored Parent and Family Engagement Programs. Site teacher specialists will collaborate with teachers to develop small mentorship groups of the most at-risk English learners in order to closely monitor students' academic progress and social emotional well-being to ensure participation in learning. Starting Fall 2020, the District's Student Wellness Services department will host 33 social work and counseling interns, two psychological services providers and a Homeless & Foster Youth counselor to support students' social emotions needs and attendance monitoring. The Student Wellness Services Department designated four attendance clerks to each school to provide weekly check-ins with students and families to offer academic, social emotional support, grade level support group for students in need per school site, parent support groups per school site and guidance as needed to ensure students and families have access to learning resources and promote school connectedness. The district will also hire five additional temporary psychological services providers to provide individual, group and parent support groups through zoom and assist schools with attendance monitoring. Student Attendance Review Team (SART) and Student Attendance Review Board (SARB) meetings will be held for tier two and three interventions to increase school connectedness and engagement. The strategies for engaging a student who is absent from distance learning or with negative attendance are the following: **Intensive Intervention:** Loss of contact despite offering needed support and intervention. Reach out to the Student Wellness Department and conduct wellness/ home visits and SART meetings. **Early Intervention:** If the teacher, attendance clerk cannot reach the student, parent/guardian and the student continue to be absent from distance learning. The outreach support team (counselor, administrator, psychologist) will conduct regular outreach to address absences. **Universal Outreach:** Teacher and Attendance clerk connect with students who are absent on a daily basis. If unable to reach parent/guardian, staff will contact the emergency number listed in the district student information system. Example, if a student is missing assignments, not attending class, or interacting in class. Lastly, District translators/interpreters support outreach and engagement

efforts in parents' primary language as best as possible to provide communications and messaging in a language parents can understand. Since August 2020, twenty-six SART, 1241 Truancy letters and calls, and 42 wellness/home visits have been made to provide the necessary interventions and support that our students need to stay engaged and connected.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

Since schools closed March 2020, all children under the age of 18 were able to access healthy free breakfasts and lunches at any of our 12 meal distribution sites. During the summer, June 15 through August 7, we served meals from 8 locations. No paperwork or identification was required for parents/children to receive these meals. Since March 24, GUSD has served over 437,000 meals. Visit the GUSD Meals Page for a meal distribution schedule and locations.

For the 2020-21 school year, GUSD will continue to serve healthy and nutritious meals to students during distance learning. Students participating in GUSD's In-Person Technology Learning Pods will be provided a free breakfast and lunch. These meals will be individually packaged and delivered to the Technology Learning Pod classrooms. Students will eat their meals in their classroom with their pod mates. Delivery carts will be labeled with classroom numbers. They will be cleaned and sanitized after each meal period. Staff delivering meals will utilize appropriate PPE including masks and gloves. They will wash their hands frequently and practice social distancing requirements per the Department of Public Health and CDC guidelines. Students participating in distance learning will be provided breakfast and lunch using the "grab and go" style of service that has been utilized since March 2020. Breakfast and lunch will be packed in a bag for parents to pick up. They can drive up or walk up to our meal distribution sites. Parents will be asked how many children they need meals for and our staff will provide 1 meal bag per day per child. Just like the District's In-Person Technology Learning Pod meal distribution system, all staff will utilize appropriate PPE and adhere to guidelines set forth by the Department of Public Health and the CDC. As of August 28, 2020, GUSD has served an average of about 4,200 total meals per day (breakfast and lunch). Approximately 2,600 meals were served through the Grab and Go locations and approximately 1,600 served within the pods.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
N/A	COVID-19 Related Delay in Construction Project Costs	\$403,766	N
Mental Health and Social Emotional Well Being	Additional Cost of Psychologist for Mental Health	\$543,094	Y
School Nutrition	Estimated Cost of Unreimbursed Meals	\$1,600,000	N
Teacher Specialists	To support intervention programs	\$1,298, 979	Y
Educational Assistants	Support small group interventions	\$4,165,626	Y
School Psychologists	Support social emotional learning and wellness	\$1,469,313	Y
Additional Foster/Homeless Counselor	Direct support for foster/homeless families	\$95,751	Y
Intervention Programs at school sites	To support students to prevent learning loss	\$2,571,227	Y
Summer School/Intervention program supplies	To support summer school and site-based intervention programs	\$2,267,251	Y

Panorama Student Survey	To assess student safety, connectedness and student belonging	\$53,000	Y
Translation Services	To provide direct support to families	948,742	Y

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
10.94%	\$23,284,021

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students]

GUSD places a strong focus on meeting the academic and social emotional needs of all students, specifically English learners, Foster Youth and Homeless students. As a result of COVID-19, the needs of these students have compounded obstacles to learning due to factors such as language, accessibility, connectedness and self-confidence. Increased support and access to additional instructional opportunities and activities, small group interventions and technology connectivity access is provided to all students to help mitigate these obstacles to help increase access to learning, support learning recovery and promote student achievement and social emotional well-being.

The GUSD Technology Learning Pods were specifically designed to address the needs of students who would have difficulty in fully accessing distance learning at home, most specifically foster/homeless youth and low-income families. The Technology Learning Pods offer students the support necessary to access their distance learning instructional program in a safe environment. Staff in the technology Learning Pods can troubleshoot technology issues immediately and can help students to keep them engaged and on track in their learning. Placing students in the Technology Learning Pods was a thoughtful process and students were placed in pods according to need using the following criteria: Priority for participation will be given in the following order: 1) Existing Glendale Unified families enrolled in state subsidized child care, 2) Foster/homeless youth, 3) Students who qualify for free and reduced meals, 4) Children of Glendale Unified employees, and 5) Other students as space and staffing permits. Specific learning student supplies were purchased for students to ensure social distancing and individualized supplies such as: PE equipment, including hula hoops and jump ropes that students can use by themselves, student materials' boxes (pencils, scissors, crayons boxes, etc., all packaged in an individual supply box), large plastic storage bins for each child to keep their materials tucked away safely, plastic bags, coloring and puzzle books for free time and to provide a non-screen activity, as well as specific face masks with clear fronts for students in TK-1 to use during instructional time to allow teachers to observe students' mouths during phonics instruction.

A preschool class was added at Horace Mann Elementary School, which has a free and reduced lunch count of 91%. The preschool class was added specifically to address the need from foster/homeless youth families. Research clearly shows that early education is critical to provide students a solid foundation in learning and close possible learning achievement gaps and future learning loss.

Additionally, early on in the COVID-19 pandemic, GUSD staff noted that many foster/homeless and low-income families had internet connectivity issues in their homes due to the expense of wifi services. Costs were prohibitive for families to purchase this expense on their own. GUSD provided

every student with a Chromebook, but without reliable connectivity, learning would be hampered and learning loss would be exacerbated thereby widening achievement gaps. GUSD has since distributed over 2,252 hotspots, and in many cases, personally delivered these to students' homes.

Site specific intervention plans are developed to address learning regression and are principally directed at providing additional support and interventions to students most at risk of learning regression; English learners, Foster Youth and Homeless and Low-Income students and students with special needs. Intervention plans are monitored regularly and adjusted as needed to best meet identified needs. In addition to an extensive repository of online and community resources and information on the district's website where parents can find information in English, Armenian, Korean and Spanish on instructional resources, information on health and wellness, technology support, where to pick up school meals, etc., school sites will conduct virtual small group instructional groups and interventions to support and promote student learning and achievement and social-emotional well-being. Targeted instructional support for students who have experienced learning loss will be developed and implemented through learning hubs, individual and group tutoring sessions, small group instruction, office hours and time designated to assess English proficiency, etc. The Categorical Department will provide regular check-ins and outreach to newcomer English learner students and families to provide support and resources including equipment, materials and supplies, wifi connectivity, social emotional well-being and various needs impacting participation in school. Teacher Specialists will work with grade levels and teachers to provide differentiated lessons to effectively address learner needs and variability through supplemental instructional programs and services for newcomer English learner students focused on promoting English language acquisition and academic language development.

GUSD's Teaching & Learning, Categorical and Student Wellness Services Departments provide service and resources to support the needs of English learners, Foster Youth and Low-Income students during distance learning that are principally directed toward contributing to the specific academic and social-emotional needs of English learners, Foster Youth and Low-Income students. An extensive list of online and community resources and information are readily available on the District's website providing parents, student and staff information in English Armenian, Korean and Spanish on instructional resources and information on health and where to pick up school meals and technology support and access. Additional academic support and interventions are provided for all students, including foster youth, English learners and low-income students not yet meeting proficiency standards to promote learning recovery and promote academic achievement. The District ETIS Department has developed a Chromebook and hotspot distribution in August 2020 before the first day of school August 19, 2020 to ensure that all students have digital resources or consistent access to wireless connectivity. Support and intervention opportunities will be student/site specific to best address student needs. Designated and integrated ELD instruction will be provided daily by certificated classroom teachers with the regular instructional day at the elementary level and in designated ELD classes (periods) at the secondary level. GUSD will continue to maintain a focus on providing opportunities for students to engage in learning focused on oral and written language development across content areas provided by implementing close reading strategies to support students' access to academic rigorous content. Reciprocal teaching models will be the focus for structured oral interaction. Professional development opportunities and training was developed and implemented to assist teachers in providing designate and integrated instruction through distance learning as well as differentiate instruction to best meet the needs of English learner variability. GUSD will also focus on the following key principles (WestEd) to accelerate the learning progress of English Learners: i) Ensure that English Learners access and engage with rigorous academic content with high levels of support and ii) Provide English Learners with structured opportunities for oral interaction.

School site intervention plans will be developed and implemented year-long focused on learning recovery and growth. Intervention plans are principally directed toward supporting the academic and social emotional well-being needs of English learners, Foster Youth and Homeless and Low-Income students. Intervention plans are monitored closely and revised as needed to best promote student needs and progress. Interventions include but are not limited to, before, during and after school small group targeted standards aligned academic instruction and site-specific academic activities, services and programs. The Categorical Department continues to provide outreach to newcomer English learner students to provide support,

resources, and strengthen student engagement, connectedness, and access to wifi connectivity. District teacher specialists collaborate with teachers and educational assistants to provide differentiated lessons to effectively address learner needs and variability. The Teaching and Learning Department supports teachers on how to provide relevant, high quality Integrated and Designated instruction and curriculum online so that the English learners continue to acquire English proficiency and master grade level content. Virtual tutoring services through Sylvan Learning Centers support the lowest performing English learn refugee students in the area of English Language Arts and Math.

Analysis of Panorama Survey 2020-2021 data and parent/guardian and student requests, social/emotional intervention and support will be provided to best support the social emotional well-being of students. Actionable next steps and appropriate intervention and support is provided at the site level to best address areas of concern at measured by the Panorama survey. Support and interventions will be provided through the Foster Youth/homeless counselor, classroom teachers, Categorical teacher specialists, FLAG program teacher specialists, social/emotional support providers, and district mental health interns. Additional support and interventions as needed are developed and principally directed towards addressing the social emotional needs of English learners, Foster Youth and Homeless and Low-Income students, those most vulnerable to learning and social emotional regression and disengagement as the result of COVID-19 and on-line learning platforms. A foster/homeless counselor, school nurses and school psychologist provide targeted support for foster/homeless families.

As a result of COVID-19 and distance learning, students with unique needs are most at risk of learning regression and disengagement in learning. As such additional services are intentionally provided for English learners, Foster Youth and Homeless and Low-Income students to help mitigate these negative effects of COVID-19 and on-line learning platforms. The Student Wellness Services Department provides mental health counseling and parenting support to students and families in need with specific attention given to English learners, Foster Youth and Homeless and Low-Income students. In addition, the department provides weekly parent and student support groups. Starting fall 2020 the department will host 33 social work and counseling interns to support our students and families in need. In addition, to our three therapists, the department will hire 5 temporary mental health clinicians to support our students and their families. Mental health parent forums, weekly parent support groups, and parent helplines in English, Armenian and Spanish provide support to address social and emotional health needs. In addition to mental health support, the department provides tutoring, school supplies, housing referrals, transportation and mentorship to students who are experiencing homelessness and foster youth. Resources can be found on the Student Wellness Services webpage.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

GUSD believes the best way to support unduplicated pupils is through a specific spending plan that targets unduplicated students using research-based strategies, standards-based interventions, summer school, Individual Learning Plans, parenting classes, social emotional well-being and individualized student and parent support. Instructional programs/interventions continue to be implemented specifically for low income, Foster Youth/homeless youth and English language learners with an emphasis on improved and increased services principally directed towards increased student success.

The GUSD Technology Learning Pods were specifically designed to address the needs of students who would have difficulty in fully accessing distance learning at home, most specifically foster/homeless youth and low-income families. The Technology Learning Pods offer students the support necessary to access their distance learning instructional program in a safe environment. Staff in the technology Learning Pods can troubleshoot technology issues immediately and can provide support to students to keep them engaged and on track in their learning. Placing students in the Technology Learning Pods was a thoughtful process and students were placed in pods according to need using the following criteria: Priority for participation will be given in the following order: 1) Existing Glendale Unified families enrolled in state subsidized child care, 2) Foster/homeless youth,

3) Students who qualify for free and reduced meals, 4) Children of Glendale Unified employees, and 5) Other students as space and staffing permits. Specific learning student supplies were purchased for students to ensure social distancing and individualized supplies such as: PE equipment, including hula hoops and jump ropes that students can use by themselves, student materials' boxes (pencils, scissors, crayons boxes, etc.,... all packaged in an individual supply box), large plastic storage bins for each child to keep their materials tucked away safely, plastic bags, coloring and puzzle books for free time and to provide a non-screen activity, as well as specific face masks with clear fronts for students in TK-1 to use during instructional time to allow teachers to observe students' mouths during phonics instruction.

A preschool class was added at Horace Mann Elementary School, which has a free and reduced lunch count of 91%. The preschool class was added specifically to address the need from foster/homeless youth families. Research clearly shows that early education is critical to provide students a solid foundation in learning and close possible learning achievement gaps and future learning loss.

Site specific intervention plans are developed to address learning regression and are principally directed at providing additional support and interventions to students most at risk of learning regression; English learners, Foster Youth and Homeless and Low-Income students and students with special needs. Intervention plans are monitored regularly and adjusted as needed to best meet identified needs. In addition to an extensive repository of online and community resources and information on the district's website where parents can find information in English, Armenian, Korean and Spanish on instructional resources, information on health and wellness, technology support, where to pick up school meals, etc., school sites will conduct virtual small group instructional groups and interventions to support and promote student learning and achievement and social-emotional well-being. Targeted instructional support for students who have experienced learning loss will be developed and implemented through learning hubs, individual and group tutoring sessions, small group instruction, office hours and time designated to assess English proficiency, etc. The Categorical Department will provide regular check-ins and outreach to newcomer English learner students and families to provide support and resources including equipment, materials and supplies, wifi connectivity, social emotional well-being and various needs impacting participation in school. Teacher Specialists will work with grade levels and teachers to provide differentiated lessons to effectively address learner needs and variability through supplemental instructional programs and services for newcomer English learner students focused on promoting English language acquisition and academic language development. A foster/homeless counselor, school nurses and school psychologist provide targeted support for foster/homeless families.

Additionally, early on in the COVID-19 pandemic, GUSD staff noted that many foster/homeless and low-income families had internet connectivity issues in their homes due to the expense of Wi-Fi services. Costs were prohibitive for families to purchase this expense on their own. GUSD provided every student with a Chromebook, but without reliable connectivity, learning would be hampered and learning loss would be exacerbated thereby widening achievement gaps. GUSD has since distributed over 2,252 hotspots, and in many cases, personally delivered these to students' homes.

GUSD continues to offer additional learning opportunities and services for unduplicated students to best meet academic, social-emotional and behavioral needs. These targeted opportunities and services include a variety of support and services outlined in the sections above including but not limited to additional academic and social-emotional supports and interventions, additional tutoring and intervention hours, 5 additional service providers and 33 social work and counseling interns. Online Rosetta Stone English programs for parents and students will be offered to newcomer English learners and parents to promote language acquisition. Additionally, online poetry and art classes, along with ample hours of tutoring services will be offered. Nine Parent Chat sessions will be conducted providing newcomer parents and families resources and information in their native language to empower parents to be part of the school community. Newcomer parents and families will be contacted with weekly check-ins, to have access to supports at the District and information as needed. Student Wellness Services Department also provides student support groups to address social and emotional health needs; along with monthly wellness presentations for GUSD staff which can be incorporated in their classrooms. The

Wellness Department has partnered with the City of Glendale Parks and Recreation Department to host weekly presentations to assist the students who are in the STAR program and evening "Teen Night Out" presentations to students and their families. Since November of 2019, Student Wellness Services Department has been providing both in person and virtual trainings on QPR that focuses on suicide prevention, and Youth mental Health First Aid which are accessible to GUSD staff and to all community members and virtual trainings on QPR that focuses on suicide prevention, and Youth mental Health First Aid which are accessible to GUSD staff and to all community members. The amount of service unduplicated students receive are considered improved or increased services relative to services provided for all pupils.

GLENDALE UNIFIED SCHOOL DISTRICT

November 2, 2020

ACTION REPORT NO. 2

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

PREPARED BY: Hagop Kassabian, Administrator: Planning, Development, and Facilities
Christine Ward, Director, Procurement and Contract Services

SUBJECT: **Award of Bid No. 205-20/21 for Tennis Courts Refurbish and Resurface Project at Glendale High School**

The Superintendent recommends that the Board of Education award Bid No. 205-20/21 for Tennis Courts Refurbish and Resurface project at Glendale High School to Truline Construction & Surfacing in the amount of \$89,200, funded by Routine Restricted Maintenance funds.

In accordance with established procedures, Procurement & Contract Services completed the solicitation of bids for the tennis courts refurbish and resurface project at Glendale High School. A bid conference and a job walk were conducted on October 7, 2020 and three (3) contractors participated. The District received and opened two (2) bids on October 23, 2020, as outlined below:

Contractor	Bid
Truline Construction & Surfacing	\$89,200
Pacific Tennis Courts, Inc.	\$107,950

After conducting a post-bid conference and reviewing the bid documents, staff is recommending the award of contract to Truline Construction & Surfacing as the lowest responsive and responsible bidder in the amount of \$89,200. Bid details are available for review in the Procurement & Contract Services Department. This project will be funded by Routine Restricted Maintenance – GHS Tennis Court Renovation Project funds.

TO SUPPORT 2020-2021 BOARD PRIORITY NO. 4: Maintain District Financial Responsibility – Ensure the fiscal health of the district; implement a fiscal plan to preserve the district resources; and plan for the district’s future educational and facility needs.

GLENDALE UNIFIED SCHOOL DISTRICT

November 2, 2020

ACTION REPORT NO. 3

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Dr. Kelly King, Assistant Superintendent, Educational Services

PREPARED BY: Dr. Debra E. Rinder, Executive Director, Special Education

SUBJECT: **Approval of Services Agreement Between Glendale Unified School District and EBS Healthcare, Inc.**

The Superintendent recommends that the Board of Education approve a services agreement between Glendale Unified School District and EBS Healthcare, Inc. in an amount not to exceed \$160,000 for 2020-2021 to provide contracted psychologists, speech therapists, speech therapy assistants, and physical therapists to meet the needs of students.

EBS Healthcare, Inc. is an agency that provides contracted psychologists, speech therapists, speech therapy assistants, and physical therapists to meet the needs of students. It is estimated that \$160,000 will be needed to pay for services for the 2020-2021 school year. Special education resources will be used to pay for these services.

TO SUPPORT 2020-2021 BOARD PRIORITY NO. 1: Maximize Student Achievement - Close the digital and equity gap; offer robust distance, hybrid, and in-person learning programs; and address learning loss and improve attendance.

TO SUPPORT 2020-2021 BOARD PRIORITY NO. 2: Foster a Positive Culture of Learning – Ensure equitable teaching and learning opportunities led by excellence; support culturally relevant curriculum that emphasizes inclusion; and increase parent and family engagement opportunities.

GLENDALE UNIFIED SCHOOL DISTRICT

223 North Jackson Street
Glendale, CA 91206
(818) 241-3111

SERVICES AGREEMENT

This **Agreement** for Professional Services (“Agreement”) is made and entered into as of the 21st day of October, 2020 by and between the Glendale Unified School District, (“District”) and EBS Healthcare, Inc a corporation, whose place of business is West Chester, PA [City], herein referring to as (“Contractor”), (together, “Parties”).

WITNESSETH: The parties do hereby contract and agree as follows:

- 1. *Services Description.* CONTRACTOR will perform the services described in the “Scope of Work” attached hereto as Addendum A and made a part thereof.

NOW, THEREFORE, the Parties agree as follows:

- 1. **Term.** Contractor shall commence providing services under this Agreement on July 1, 2020 and will diligently perform as required and complete performance by June 30, 2021
- 2. **Submittal of Documents.** The Contractor shall not commence the Services under this Agreement until the Contractor has submitted and the District has approved the certificate(s) and affidavit(s), and the endorsement(s) of insurance required as indicated below:

- X Signed Agreement
- X Workers' Compensation Certification
- X Fingerprinting/Criminal Background Investigation Certification
- X Insurance Certificates and Endorsements
- X W-9 Form
- X Non-collusion Declaration
- X Tuberculosis Clearance

- 3. **Compensation.** District agrees to pay the Contractor for services satisfactorily rendered pursuant to this Agreement (as needed, as requested) a total fee not to exceed (NTE) One hundred sixty thousand dollars (\$ 160,000.00) which includes reimbursable cost listed in item 4.1. District shall pay Contractor according to the following terms and conditions:

Note: Accounts Payable will not process payment until the services have been completed. Invoices should be submitted to Accounts Payable Department, Glendale Unified School District, 223 N. Jackson Street, Glendale, CA 91206.

- 4. **Expenses.** District shall not be liable to Contractor for any costs or expenses paid or incurred by Contractor in performing services for District, except as follows:
 - 4.1. **N/A**

5. **Independent Contractor.** Contractor, in the performance of this Agreement, shall be and act as an independent contractor. Contractor understands and agrees that it and all of its employees shall not be considered officers, employees, agents, partner, or joint venture of the District, and are not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Contractor shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to Contractor's employees. In the performance of the work herein contemplated, Contractor is an independent contractor or business entity, with the sole authority for controlling and directing the performance of the details of the work, District being interested only in the results obtained.
6. **Materials.** Contractor shall furnish, at its own expense, all labor, materials, equipment, supplies and other items necessary to complete the services to be provided pursuant to this Agreement, except as follows:
7. **Copyright/Trademark/Patent.** Contractor understands and agrees that all matters produced under this Agreement shall become the property of District and cannot be used without District's express written permission. District shall have all right, title and interest in said matters, including the right to secure and maintain the copyright, trademark and/or patent of said matter in the name of the District. Contractor consents to use of Contractor's name in conjunction with the sale, use, performance and distribution of the matters, for any purpose and in any medium.
8. **Termination.**
 - 8.1. **Without Cause by District.** District may, at any time, with or without reason, terminate this Agreement and compensate Contractor only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by Contractor. Notice shall be deemed given when received by the Contractor or no later than three days after the day of mailing, whichever is sooner.
 - 8.2. **Without Cause by Contractor.** Contractor may, upon sixty (60) days notice, with or without reason, terminate this Agreement. Upon this termination, District shall only be obligated to compensate Contractor for services satisfactorily rendered to the date of termination. Written notice by Contractor shall be sufficient to stop further performance of services to District. Contractor acknowledges that this sixty (60) day notice period is acceptable so that the District can attempt to procure the Services from another source.
 - 8.3. **With Cause by District.** District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:
 - 8.3.1. material violation of this Agreement by the Contractor; or
 - 8.3.2. any act by Contractor exposing the District to liability to others for personal injury or property damage; or
 - 8.3.3. Contractor is adjudged a bankrupt, Contractor makes a general assignment for the benefit of creditors or a receiver is appointed on account of Contractor's insolvency.

Written notice by District shall contain the reasons for such intention to terminate and unless within three (3) calendar days after that notice the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, this Agreement shall upon the expiration of the three (3) calendar days cease and terminate. In the event of this termination, the District may secure the required services from another Contractor. If the expense, fees, and/or costs to the District exceed the cost of providing the service pursuant to this Agreement, the Contractor shall immediately pay the excess expense, fees, and/or costs to the District upon the receipt of the District's notice of these expense, fees, and/or costs. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to District.

9. **Indemnification.** To the furthest extent permitted by California law, Contractor shall defend, indemnify, and hold free and harmless the District, its Board of Education, agents, representatives, officers, Contractors, employees, trustees, and volunteers ("the indemnified parties") from any and all claims, demands, causes of action, suits, actions, costs, expenses, judgments, liability, loss, damage or injury of any kind, nature and description, in law or equity ("Claim"), to property or persons including, but not limited to, personal injury, bodily injury, death, property damage, and Contractors' and/or attorneys' fees and costs, directly or indirectly arising out of, connected with, or resulting from the negligence, recklessness, errors or omissions, or willful misconduct of Contractor, its officials, officers, employees, subcontractors, Contractors, or agents, directly or indirectly arising out of, connected with, or resulting from the performance of the Services, the Project, or this Agreement, including without limitation the payment of all consequential damages; or from any activity, work, or thing done, permitted, or suffered by the Contractor in conjunction with this Agreement, unless the claims are caused wholly by the sole negligence or willful misconduct of the District. The District shall have the right to accept or reject any legal representation that Contractor proposes to defend the indemnified parties.

10. **Insurance.**

10.1. The Contractor shall procure and maintain at all times it performs any portion of the Services the following insurance with minimum limits equal to the amount indicated below.

Type of Coverage	Minimum Requirement
Commercial General Liability Insurance , including Bodily Injury, Personal Injury, Property Damage, Advertising Injury, and Medical Payments	
Each Occurrence	\$ 1,000,000
General Aggregate	\$ 1,000,000
Automobile Liability Insurance - Any Auto	
Each Occurrence	\$ 1,000,000
General Aggregate	\$ 1,000,000
Professional Liability	\$ 1,000,000
Workers Compensation	Statutory Limits
Employer's Liability	\$ 1,000,000

10.1.1. **Commercial General Liability and Automobile Liability Insurance.**
 Commercial General Liability Insurance and Any Auto Automobile Liability

Insurance that shall protect the Contractor, the District, and the State from all claims of bodily injury, property damage, personal injury, death, advertising injury, and medical payments arising performing any portion of the Services. (Form CG 0001 and CA 0001, or forms substantially similar, if approved by the District.)

- 10.1.2. **Workers' Compensation and Employers' Liability Insurance.** Workers' Compensation Insurance and Employers' Liability Insurance for all of its employees performing any portion of the Services. In accordance with provisions of section 3700 of the California Labor Code, the Contractor shall be required to secure workers' compensation coverage for its employees. If any class of employee or employees engaged in performing any portion of the Services under this Agreement are not protected under the Workers' Compensation Statute, adequate insurance coverage for the protection of any employee(s) not otherwise protected must be obtained before any of those employee(s) commence performing any portion of the Services.
- 10.1.3. **Professional Liability (Errors and Omissions).** Professional Liability Insurance as appropriate to the Contractor's profession.
- 10.2. **Proof of Carriage of Insurance.** The Contractor shall not commence performing any portion of the Services until all required insurance has been obtained and certificates indicating the required coverage have been delivered in duplicate to the District and approved by the District. Certificates and insurance policies shall include the following:
 - 10.2.1. A clause stating: "SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISION."
 - 10.2.2. Language stating in particular those insured, extent of insurance, location and operation to which insurance applies, expiration date, to which cancellation and reduction notice will be sent, and length of notice period.
 - 10.2.3. An endorsement stating that the District and its Board of Education, agents, representatives, employees, trustees, officers, Contractors, and volunteers are named additional insured under all policies except Workers' Compensation Insurance, Professional Liability, and Employers' Liability Insurance. An endorsement shall also state that Contractor's insurance policies shall be primary to any insurance or self-insurance maintained by District. An endorsement shall also state that there shall be a waiver of any subrogation.
 - 10.2.4. All policies except the Professional Liability, Workers' Compensation Insurance, and Employers' Liability Insurance Policies shall be written on an occurrence form.
- 10.3. **Acceptability of Insurers.** Insurance is to be placed with insurers with a current A.M. Best's rating of no less than A: VII, unless otherwise acceptable to the District.
11. **Assignment.** The obligations of the Contractor pursuant to this Agreement shall not be assigned by the Contractor.

12. **Compliance with Laws, Debarment and Suspension.** Contractor warrants and certifies that neither Contractor, nor any person working for or acting on behalf of Contractor as part of this Agreement, has been or is debarred, penalized by, convicted, sanctioned, suspended, excluded or otherwise ineligible to participate in any state or federal program, or by any federal department or agency, or by Los Angeles County
13. **Certificates/Permits/Licenses.** Contractor and all Contractor's employees or agents shall secure and maintain in force such certificates, permits and licenses as are required by law in connection with the furnishing of Services pursuant to this Agreement.
14. **Employment with Public Agency.** Contractor, if an employee of another public agency, agrees that Contractor will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to this Agreement.
15. **Anti-Discrimination.** District programs, activities, practices shall be free from discrimination based on race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics and therefore the Contractor agrees to comply with applicable Federal and California laws including, but not limited to the California Fair Employment and Housing Act beginning with Government Code Section 12900 and Labor Code Section 1735 and District policy. In addition, the Contractor agrees to require like compliance by all of its subcontractor(s).
16. **Fingerprinting of Employees.** The Fingerprinting/Criminal Background Investigation Certification must be completed and attached to this Agreement prior to Contractor's performing of any portion of the Services.
17. **No Rights in Third Parties.** This Agreement does not create any rights in, or inure to the benefit of, any third party except as expressly provided herein.
18. **District's Evaluation of Contractor and Contractor's Employees and/or Subcontractors.** The District may evaluate the Contractor in any way the District is entitled pursuant to applicable law. The District's evaluation may include, without limitation:
 - 18.1. Requesting that District employee(s) evaluate the Contractor and the Contractor's employees and subcontractors and each of their performance.
 - 18.2. Announced and unannounced observance of Contractor, Contractor's employee(s), and/or subcontractor(s).
19. **Limitation of District Liability.** Other than as provided in this Agreement, District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event, shall District be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue,

arising out of or in connection with this Agreement for the services performed in connection with this Agreement.

20. **Confidentiality.** The Contractor and all Contractor's agents, personnel, employee(s), and/or subcontractor(s) shall maintain the confidentiality of all information received in the course of performing the Services. Contractor understands that student records are confidential and agrees to comply with all state and federal laws concerning the maintenance and disclosure of student records. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.

Both parties will maintain in confidence and safeguard all confidential information, as defined in this paragraph, of the other party, its affiliates, and its customers. "Confidential Information" means any information that is marked or otherwise identified as confidential or proprietary at the time of disclosure or by law, and includes but is not limited to, trade secrets, know-how, inventions, techniques, data, customers list, personal information, financial information, sales, and marketing plans of the other party, its affiliates, or its customers. Both parties recognize and acknowledge the confidential and proprietary nature of any Confidential Information and acknowledge the irreparable harm that could result if such confidential information is disclosed to a third party or used for unauthorized purposes. Each party agrees to use any Confidential Information only for the purpose of conducting business with each other and their clients in the manner contemplated by this Agreement. Both parties will restrict disclosure of any Confidential Information to only those personnel who have a need to know and will bind such personnel to obligations of confidentiality to the same extent that each party is bound by this Agreement. Upon request of the owner of the confidential information, the other party will promptly return or destroy all materials incorporating any Confidential Information and any copies. The obligation under this paragraph does not apply to information that: 1) is or becomes generally known or in the public domain through no act or omission of the other party; 2) was lawfully in Insight's or Client's possession without restriction as to use or disclosure before its receipt from the other party; 3) is received from, or was made available to, a third party without any obligation of confidentiality; 4) was independently developed; 5) is otherwise permitted to be disclosed under this Agreement; 6) is disclosed with the prior written consent of the disclosing party; or 7) is required to be disclosed in any civil or criminal legal proceeding, regulatory proceeding or any similar process, however, the party required to make the disclosure under the law shall give prompt notice of this to the other party prior to such disclosure so that the other party may seek an appropriate protective order or give its consent to such disclosure.

21. **Notice.** Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, or facsimile transmission, addressed as follows:

District:

Glendale Unified School District
223 N. Jackson Street
Glendale, California 91206
ATTN: Arik Panossian

Contractor:

EBS Healthcare, Inc
200 Skiles Boulevard
West Chester, PA 19382
ATTN: Steve Benner

Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.

22. **Integration/Entire Agreement of Parties.** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties. . In the event an express conflict between the terms of this Agreement and the terms of the any attachments or exhibits, the terms of this Agreement will prevail.
23. **California Law.** This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California, in the County of Los Angeles. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in the county in which the District's administrative offices are located.
24. **Waiver.** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.
25. **Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.
26. **Provisions Required By Law Deemed Inserted.** Each and every provision of law and clause required by law to be inserted in this Contract shall be deemed to be inserted herein and this Contract shall be read and enforced as though it were included therein.
27. **Authority to Bind Parties.** Neither party in the performance of any and all duties under this Agreement, except as otherwise provided in this Agreement, has any authority to bind the other to any agreements or undertakings.
28. **Attorney Fees/Costs.** Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs and attorney's fees.
29. **Captions and Interpretations.** Paragraph headings in this Agreement are used solely for convenience, and shall be wholly disregarded in the construction of this Agreement. No provision of this Agreement shall be interpreted for or against a party because that party or its legal

representative drafted such provision, and this Agreement shall be construed as if jointly prepared by the Parties.

30. **Calculation of Time.** For the purposes of this Agreement, "days" refers to calendar days unless otherwise specified.
31. **Signature Authority.** Each party has the full power and authority to enter into and perform this Agreement, and the person signing this Agreement on behalf of each Party has been properly authorized and empowered to enter into this Agreement.
32. **Counterparts.** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.
33. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.
34. **Force Majeure Clause.** The parties to the Contract shall be excused from performance thereunder during the time and to the extent that they are prevented from obtaining, delivering, or performing by act of God, fire, strike, loss, or shortage of transportation facilities, lock-out, commandeering of materials, products, plants or facilities by the government, when satisfactory evidence thereof is presented to the other party(ies), provided that it is satisfactorily established that the non-performance is not due to the fault or neglect of the party not performing.
39. **Amendments.** No alteration or variation of the terms of this Contract shall be valid unless made in writing and signed by the parties; no oral understanding or agreement not incorporated herein shall be binding on either of the parties; and no exceptions, alternatives, substitutes or revisions are valid or binding on District unless authorized by District in writing.
40. **Delivery.** Time of delivery of goods or services is of the essence in this Contract. District reserves the right to refuse any goods or services and to cancel all or any part of the goods not conforming to applicable specifications, drawings, samples or descriptions or services that do not conform to the prescribed statement of work. Acceptance of any part of the order of goods shall not District to accept shipments nor deprive it of the right to return goods already accepted at Contractor's expense. Over shipments and under shipments of goods shall be only as agreed to in writing by District. Delivery shall not be deemed to be complete until all goods or services have actually been received and accepted in writing by District.
41. **Conduct on District Premises.** Contractor shall, at all times, comply with and abide by all reasonable policies and procedures of the District (or that may be established thereby, from time to time) that pertain to conduct on the District's premises, possession or distribution of contraband, or the access to, and security of, the Party's real property or facilities, to the extent that the Contractor has been provided with a copy of each such policy or procedure. Contractor shall exercise due care and diligence to prevent any injury to persons or damage to property while on the other Party's premises. The operation of vehicles by either Party's personnel on the other Party's property shall conform to posted and other applicable regulations and safe-driving practices. Vehicular accidents occurring on a Party's property and involving either Party's personnel shall be reported promptly to the appropriate Party's personnel. Each Party covenants that at all times during the term it, and its employees, agents, and Subcontractors shall comply with, and take no action that results in the

other Party being in violation of, any applicable federal, state, and local laws, ordinances, regulations, and rules. Each Party's personnel shall clearly identify themselves as the appropriate Party's personnel and not as employees of the other Party. When on the other Party's premises, each Party's personnel shall wear and clearly display identification badges or tags, as approved by the other Party. Contractor's employees shall not smoke or use profanity or other inappropriate language while on site. Contractor's employees shall not enter the facility while under the influence of alcohol, drugs or other intoxicants and shall not have such materials in their possession. Contractor's employees shall plan their activities to minimize the number of times they must enter and exit a facility. They should transport all tools, equipment and materials needed for the day at the start of the work period and restrict all breaks to the absolute minimum.

42. **Employee Eligibility Verification:** The Contractor warrants that it fully complies with all Federal and State statutes and regulations regarding the employment of aliens and others and that all its employees performing work under this Contract meet the citizenship or alien status requirement set forth in Federal statutes and regulations. The Contractor shall obtain, from all employees performing work hereunder, all verification and other documentation of employment eligibility status required by Federal or State statutes and regulations including, but not limited to, the Immigration Reform and Control Act of 1986, 8 U.S.C. §1324 et seq., as they currently exist and as they may be hereafter amended. The Contractor shall retain all such documentation for all covered employees for the period prescribed by the law. The Contractor shall indemnify, defend with counsel approved in writing by District, and hold harmless, the District, its agents, officers, and employees from employer sanctions and any other liability which may be assessed against the Contractor or the District or both in connection with any alleged violation of any Federal or State statutes or regulations pertaining to the eligibility for employment of any persons performing work under this Contract.

SIGNATURE PAGE

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement on the date indicated below.

Company Name EBS Healthcare, Inc

By: _____ Title: Special Education Coordinator
Signature _____ Title: _____
Steve Benner _____ Dated: _____, 2020
Print Name _____

By: _____ Title: Special Education Coordinator
Signature _____ Title: _____
Brendan O'hanian _____ Dated: _____, 2020
Print Name _____

*If the Contractor is a corporation, signatures of two specific corporate officers are required as further set forth. The first corporate officer signature must be one of the following: 1) Chairman of the Board; 2) the President; 3) any Vice President. The second corporate officer signature must be one of the following: 1) Secretary;) Assistant Secretary; 3) Chief Financial Officer; 4) Assistant Treasurer. Alternatively, a single corporate signature is acceptable when accompanied by a corporate resolution demonstrating the legal authority of the signature to bind the company. (California Corporations Code Section 313)

Information regarding Contractor:

License No.: _____
Address: 200 Skiles Boulevard
West Chester, PA 19382
Telephone: 1-800-578-7906 x1301 800-621-4135
Facsimile: (800)720-0342
E-Mail: Steve.Benner@ebsschools.com

23-2720862:
Employer Identification and/or
Social Security Number

NOTE: Section 6041 of the Internal Revenue Code (26 U.S.C. 6041) and Section 1.6041-1 of Title 26 of the Code of Federal Regulations (26 C.F.R. 1.6041-1) requires the recipients of \$600.00 or more to furnish their taxpayer information to the payer. In order to comply with these requirements, the District requires the Contractor to furnish the information requested in this section.

Type of Business Entity:

- Individual
- Sole Proprietorship
- Partnership
- Limited Partnership
- Corporation, State: _____ PN
- Limited Liability Company
- Other: _____

Glendale Unified School District

By: _____ Date: _____
Print Name: Dr. Kelly King
Print Title: Assistant Superintendent Educational Services

ATTACHMENT A

DESCRIPTION OF SERVICES TO BE PERFORMED BY CONTRACTOR

Contractor's entire Proposal is **not** made part of this Agreement.

Contractor may provide the following General Services:

Consultant, as needed, to provide speech and occupational therapy, assessments and IEP services to Special Education students.

Rate: \$82/hour

EXHIBIT "A"

WORKERS' COMPENSATION CERTIFICATION

Labor Code Section 3700 in relevant part provides:

Every employer except the State shall secure the payment of compensation in one or more of the following ways:

- By being insured against liability to pay compensation by one or more insurers duly authorized to write compensation insurance in this State.
- By securing from the Director of Industrial Relations a certificate of consent to self-insure, which may be given upon furnishing satisfactory proof to the Director of Industrial Relations of ability to self-insure and to pay any compensation that may become due to its employees.

I am aware of the provisions of Section 3700 of the Labor Code which require every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of that code, and I will comply with such provisions before commencing the performance of the Work of this Contract.

Date: _____

Name of Contractor: EBS Healthcare, Inc

Signature: _____

Print Name and Title: _____

(In accordance with Article 5 – commencing at Section 1860, Chapter 1, part 7, Division 2 of the Labor Code, the above certificate must be signed and filed with the District prior to performing any Work under this Contract.)

EXHIBIT "B"

FINGERPRINTING/CRIMINAL BACKGROUND INVESTIGATION CERTIFICATION

One of the three boxes below **must** be checked, with the corresponding certification provided, and this form attached to the Independent Contractor Agreement for Professional Services ("Agreement"):

The fingerprinting and criminal background investigation requirements of Education Code section 45125.1 apply to Contractor's services under this Agreement and Contractor certifies its compliance with these provisions as follows:

Contractor certifies that the Contractor has complied with the fingerprinting and criminal background investigation requirements of Education Code section 45125.1 with respect to all Contractor's employees, subcontractors, agents, and subcontractors' employees or agents ("Employees") regardless of whether those Employees are paid or unpaid, concurrently employed by the District, or acting as independent contractors of the Contractor, who may have contact with District pupils in the course of providing services pursuant to the Agreement, and the California Department of Justice has determined that none of those Employees has been convicted of a felony, as that term is defined in Education Code section 45122.1. A complete and accurate list of all Employees who may come in contact with District pupils during the course and scope of the Agreement is attached hereto.

Pursuant to Education Code section 45125.2, Contractor has installed or will install, prior to commencement of Work, a physical barrier at the Work Site, that will limit contact between Contractor's employees and District pupils at all times; and/or

Pursuant to Education Code section 45125.2, Contractor certifies that all employees will be under the continual supervision of, and monitored by, an employee of the Contractor who the California Department of Justice has ascertained has not been convicted of a violent or serious felony. The name and title of the employee who will be supervising Contractor's employees and its subcontractors' employees is

Name: _____

Title: _____

Contractor's responsibility for background clearance extends to all of its employees, Subcontractors, and employees of Subcontractors coming into contact with District pupils regardless of whether they are designated as employees or acting as independent contractors of the Contractor.

The undersigned does hereby certify that I am a representative of the Contractor currently under contract with the District; that I am familiar with the facts herein certified, and am authorized and qualified to execute this certificate on behalf of Contractor.

Date: _____

Name of Contractor or Company: EBS Healthcare, Inc

Representative's Name and Title: _____

Signature: _____

EXHIBIT "C"

**NONCOLLUSION DECLARATION TO BE EXECUTED BY
BIDDER AND SUBMITTED WITH BID**
(Public Contract Code section 7106)

The undersigned declares:

I am the _____ of EBS Healthcare, Inc, the party making the foregoing bid.

The bid is not made in the interest of, or on behalf of, any undisclosed person, partnership, company, association, organization, or corporation. The bid is genuine and not collusive or sham. The bidder has not directly or indirectly induced or solicited any other bidder to put in a false or sham bid. The bidder has not directly or indirectly colluded, conspired, connived, or agreed with any bidder or anyone else to put in a sham bid, or to refrain from bidding. The bidder has not in any manner, directly or indirectly, sought by agreement, communication, or conference with anyone to fix the bid price of the bidder or any other bidder, or to fix any overhead, profit, or cost element of the bid price, or of that of any other bidder. All statements contained in the bid are true. The bidder has not, directly or indirectly, submitted his or her bid price or any breakdown thereof, or the contents thereof, or divulged information or data relative thereto, to any corporation, partnership, company, association, organization, bid depository, or to any member or agent thereof, to effectuate a collusive or sham bid, and has not paid, and will not pay, any person or entity for such purpose.

Any person executing this declaration on behalf of a bidder that is a corporation, partnership, joint venture, limited liability company, limited liability partnership, or any other entity, hereby represents that he or she has full power to execute, and does execute, this declaration on behalf of the bidder.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct and that this declaration is executed on _____[date], at _____[city], _____[state].

Signature

Print Name

EXHIBIT "D"

TUBERCULOSIS CLEARANCE

The undersigned does hereby certify to the Governing Board of the District as follows:

I am a representative of the EBS Healthcare, Inc ("Contractor") currently entering into this Agreement with the District and I am familiar with the facts herein certified, and am authorized and qualified to execute this certificate on behalf of Contractor.

Contractor's responsibility for tuberculosis clearance extends to all of its employees, subcontractors, and employees of subcontractors coming into contact with District students regardless of whether they are designated as employees or acting as independent contractors of the Contractor.

Contractor certifies that at least one of the following items applies to the Services that are the subject of the Agreement:

- The Contractor has complied with the tuberculosis requirements of Education Code Section 49406.1 with respect to all Contractor's employees and all of its subcontractors' employees who may have contact with District students in the course of providing Services pursuant to the Agreement, and the California Department of Justice has determined that none of those employees has active tuberculosis, as that term is defined in Education Code Section 45122.1. A complete and accurate list of Contractor's employees and of all of its subcontractors' employees who may come in contact with District students during the course and scope of the Agreement is attached hereto; and/or
- Contractor's Services under the Agreement are to be provided at an unoccupied school site only and/or will not be done on any District property and no employee and/or subcontractor or supplier of any tier of Agreement shall come in contact with District students.

Date: _____

Name of Contractor: _____

Signature: _____

Print Name and Title: _____

Services cannot be rendered until all documentation is submitted and final approval is received.

GLENDALE UNIFIED SCHOOL DISTRICT

November 2, 2020

ACTION REPORT NO. 4

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Dr. Kelly King, Assistant Superintendent, Educational Services

PREPARED BY: Deborah Ignagni, Interim Director
Early Education and Extended Learning Programs

SUBJECT: **Resolution No. 5 – Approval of Amended Agreement for Contract No. CCTR-9090-02 with the California Department of Education, Child Development Division, for the General Child Care and Development Programs 2019-2020**

The Superintendent recommends that the Board of Education adopt a resolution to enter into a local agreement for General Child Care and Development Programs with the California Department of Education, Child Development Division, and accept additional funds for these services in the amount of \$33,482 for the 2019-2020 school year.

The California Department of Education, Child Development Division, has submitted a second amended contract to enter into a local agreement with the Glendale Unified School District for the purpose of providing additional funds for child care and development services, bringing the total amount of the contract to \$2,399,908 for the 2019-2020 school year. This amended contract increases the Maximum Reimbursable Amount (MRA) payable pursuant to the provisions of this agreement by \$33,482.

These additional funds support family fees that could not be absorbed due to the waived April, May, and June family fees within the fiscal year (FY) 19-20 contract MRA. This family fee augmentation is based on the amount of family fees projected for the fourth quarter of FY 19-20 and is intended to increase the contract MRA in the amount associated with family fees that were waived during the last quarter of FY 19-20.

Funds for this contract were previously accepted by the Board of Education on July 16, 2019 and November 5, 2019. The funding received supports the program CCTR General Child Care and Development Programs from July 1, 2019 through June 30, 2020.

TO SUPPORT 2020-2021 BOARD PRIORITY NO. 2: *Foster a Positive Culture of Learning – Ensure equitable teaching and learning opportunities led by excellence; support culturally relevant curriculum that emphasizes inclusion; and increase parent and family engagement opportunities.*

TO SUPPORT 2020-2021 BOARD PRIORITY NO. 4: *Maintain District Financial Responsibility – Ensure the fiscal health of the district; implement a fiscal plan to preserve the district resources; and plan for the district’s future educational and facility needs.*

RESOLUTION NO. 5

This resolution must be adopted in order to certify the approval of the Governing Board to enter into this transaction with the California Department of Education for the purpose of providing child care and development services **and to authorize the designated personnel to sign contract documents for Fiscal Year 2019-2020.**

RESOLUTION

BE IT RESOLVED that the Governing Board of Glendale Unified School District authorizes entering into local agreement number **CCTR-9090-02** and that the person/s who is/are listed below is/are authorized to sign the transaction for the Governing Board.

<u>NAME</u>	<u>TITLE</u>	<u>SIGNATURE</u>
Dr. Vivian Ekchian	Superintendent	_____
Dr. Kelly King	Assistant Superintendent Educational Services	_____
Stephen Dickinson	Chief Business & Financial Officer Business Services	_____

PASSED AND ADOPTED THIS 2nd day of November 2020 by the Governing Board of the Glendale Unified School District of Los Angeles County, California.

I, Nayiri Nahabedian, Clerk of the Governing Board of Glendale Unified School District of Los Angeles County, California, certify that the foregoing is a full, true, and correct copy of a resolution adopted by the said Board at a Board of Education meeting thereof held at a regular public place of meeting and the resolution is on file in the office of said Board.

(Clerk's Signature)

(Date)

GLENDALE UNIFIED SCHOOL DISTRICT

November 2, 2020

CONSENT CALENDAR NO. 1

TO: Board of Education
FROM: Dr. Vivian Ekchian, Superintendent
PREPARED IN: Office of the Superintendent
SUBJECT: **Minutes**

The Superintendent recommends that the Board of Education approve the Minutes, as listed:

- a) Regular Meeting No. 7, October 6, 2020
- b) Special Meeting No. 8, October 20, 2020
- c) Special Meeting No. 9, October 21, 2020

GLENDALE UNIFIED SCHOOL DISTRICT
223 N. Jackson Street
Glendale, California 91206-4380

BOARD OF EDUCATION MEETING NO. 7
UNADOPTED MINUTES
REGULAR MEETING, October 6, 2020

CALL TO ORDER AND ROLL CALL

The regular meeting of the Glendale Unified School District Board of Education was called to order by Dr. Armina Gharpetian, president of the Board of Education, at 4:35 p.m., on Tuesday, October 6, 2020, in the Board Room at the Administration Center, 223 N. Jackson Street, Glendale, California. The following members were present for roll call: Mrs. Jennifer Freemon, Mr. Greg Krikorian, Ms. Nayiri Nahabedian, Mr. Shant Sahakian, and Dr. Armina Gharpetian.

The following administrators were present: Dr. Vivian Ekchian, Dr. Kelly King, Mr. Stephen Dickinson, Mr. David Greco, Dr. Mary Mason, Dr. Deb Rinder, and Dr. Darneika Watson.

PLEDGE OF ALLEGIANCE

Kylie Bacalso, a 10th grade student from Hoover High School led the Pledge of Allegiance.

CERTIFICATE OF COMPLIANCE

Dr. Gharpetian read the following statement: "To accommodate the requirements of Government Code §54954.2 and in accordance with the Brown Act revisions, I declare that the agenda for this meeting was posted on the bulletin boards in the lobby of the Administration Center and the GUSD website 72 hours prior to this meeting."

APPROVAL OF AGENDA ORDER

A motion was made by Mr. Sahakian and seconded by Mr. Nahabedian to approve the agenda, as presented and with the addition of Action Report No. 11-Resolution #4 pursuant to Government Code Section 54954.2(b) 1&2 (refer to attachment #1). This item is being added to the agenda as there is a need to take immediate action on this item and the need for action came to the attention of the Board subsequent to the posting of the agenda. Motion approved unanimously: AYES — Freemon, Krikorian, Nahabedian, Sahakian, and Gharpetian.

RECOGNITION

1. *National Blue Ribbon School* – The Board of Education recognized Mountain Avenue Elementary School for earning a 2020 National Blue Ribbon School Award from the United States Department of Education.

MINUTES: October 6, 2020– Regular Board Meeting

RECOGNITIONS (Continued)

2. *Week of the School Administrator* – The second week in October is recognized as the “Week of the School Administrator.” The Board recognized the important role our school administrators play in helping our students succeed. Dr. Lena Richter, GSMA president, accepted the proclamation on behalf of all school administrators.
3. *GUSD Attendance Poster Contest* – The Board of Education recognized the students who won the GUSD Attendance Poster Contest: Sophie Falvey from Franklin ES, Joshua Park from Mountain Avenue ES, and Angelina Botero-Maronyan from Roosevelt MS.

PRESENTATIONS

1. *Filipino American History Month* – Filipino American History Month is celebrated in the United States during the month of October to bring awareness to the significant role Filipinos have played in American History. In honor of Filipino American History Month, Assistant Principal Mary Mardirosian from Hoover High School joined the Board of Education in recognizing classified employee, Malou Lingat, for her contributions to the Filipino Community in Glendale.

STUDENT BOARD MEMBER

1. Student Board member Kayla Rodriguez provided an update on the activities at various schools. She also relayed comments from students on remote learning. She thanked the Superintendent and everyone for their support of our Armenian students and families. It is a very difficult time for many, and we need to have a strong support system for our Armenian friends.

PUBLIC COMMUNICATIONS

1. Matt Flesock, Executive Director of UCLA Health Sound Body Sound Mind program, announced that they would be bringing their program to Toll, Rosemont, Wilson, and Roosevelt Middle schools. It consists of a state of the arts fitness center, full set of fitness accessories, and curriculum for our teachers on physical activity and nutrition. It is a comprehensive program. They believe that physical education is important for mental health and anxiety at this time. Exercise is part of the solution.
2. Kim Ward, Edison Elementary Foundation President, spoke about the Equity & Inclusion program, which is a parallel program for elementary schools. In 2018, Edison started the Kindness Club. Over the summer, she and Rekha Graham wrote the “Equity and Inclusion: An Elementary School Program.” This was created for the Kindness Club to pilot. This is a parent-led initiative and is a voluntary sign-on for students and their families. With the Board’s approval, they would like to share this program with other schools.
3. Vache Sipanian, Hoover student, showed a video of the *Rally for Victory* that took place on Artsakh Street in Glendale on October 4. They are trying to spread awareness of the war between Artsakh and Azerbaijan and to raise money for Armenia.

PUBLIC COMMUNICATIONS (Continued)

6. Narine Tatevosian, teacher at Clark Magnet, shared her thoughts regarding the Artsakh crisis. Most are not aware of what the Armenian community is facing. There is very little media coverage on this matter. After being ignored, the Armenian community organized protest marches to bring this issue to the attention of the public. In less than one week, they have raised more than \$17 million to support their loved ones in Armenia. Our students are sitting in our virtual classrooms and all they can think about is what is happening there. We have to remind ourselves that we are only advocating for kindness for all people. She is not a political person. This is her attempt to help the people of her nation by voicing her concerns.
7. Rebecca Johnson, president of Glendale Council PTA, spoke about the war between the Republic of Artsakh and Azerbaijan. Glendale Council PTA stands for justice, peace, and supports the Armenian community. The Glendale Council PTA is bringing awareness of what is happening in Armenia. She thanked GUSD for organizing two mental health forums scheduled for October 7 and 12. She is also in support of the resolution.
8. Lucy Petrosian, ANCA-Glendale Chapter Education chair, said GUSD has a large number of Armenian students. Both the Republic of Artsakh and Armenia are under attack by Azerbaijan and Turkey. The Armenian community is in pain right now, including our students. She thanked Dr. Ekchian for sending a letter to the families of our district and for organizing several mental health forums. However, it is imperative for the district to officially pass a resolution. The district needs to formally acknowledge the situation as it shows the district is willing to support this community. While many of us are afraid that this aggression is a continuation of 1915, we need to continuously educate everyone to ensure their voices are heard.
9. Peggy Bedevian, parent, spoke about the waiver the Governor put forth for children with acute needs. Her daughter needs a classroom environment for her to learn. It is not about the lack of resources, support, or effort for distance learning, her daughter just needs to be in the classroom.
10. Grace N., parent, has a 4th and 1st grader. On Wednesdays, her fourth grader has a shorter Zoom day that ends at approximately 11 a.m. The rest of the day is independent work. The Wednesday schedule works really well. She asked if students in lower grades could have more days based on the Wednesday schedule.
11. Ember Lee, parent, asked the Board to consider reopening self-contained classes for Special Education students. Distance learning does not work for most Special Education students. During this time, students are struggling.
12. Sarah Povath, parent, would like her children back in the classroom. She understands it will be difficult to maintain safety, but believes it can be done. She has noticed her daughter's level of engagement really decreased in the last couple of months. She has also seen the aggressive behavior of some of the kids increasing. While many kids are adapting well, her daughter is not able to work independently. Despite everyone's best efforts, it is not the same as in-person services. Our kids are suffering.

PUBLIC COMMUNICATIONS (Continued)

13. Hasmik Chamichyan, parent, would like her student to return to the classroom based on the Governor's waiver. Her son does not participate in distance learning. He does not understand. Without an in-person aide, her son is disconnected academically and socially. She is very concerned and it is difficult for her to keep him connected.
14. Stephen Nothen, parent, spoke in support of athletics and other activities. Their kids are in need of sports more than ever. He hopes the Board would consider having athletic conditioning in small groups.
15. Karl Balian, CVHS parent, would like to open up athletics for the kids at the high school level. The coaches have reached out to the parents stating they have a safe way to bring in small groups. The kids need to get out and need to be involved in athletics, the school, and community. He asked the Board to reopen athletics at all of the high schools.
16. Akiko Jennigan, Dunsmore JDL parent, asked that the district reevaluate the secondary pathway for the JDL program to Rosemont Middle School. The GUSD has done an amazing job of the language program. They have created a strong foundation. They are committed to the continuation of the JDL. It has been exciting to see the growth of the program over the years. However, she feels many families will opt out of the program if the pathway is not at Rosemont.
17. Derek Evangelisti, Dunsmore JDL parent, thanked the Board for the vision to create the FLAG program. It is an amazing program and valuable asset to the community. He asked that we reevaluate the secondary pathway to Rosemont Middle School. Rosemont will provide the best opportunity for the program to continue.
18. William Whiting, Wilson parent, has twins in the 8th grade JDL program. His kids have been flourishing. He heard recently about a reevaluation. His concerns are the strength of the program, and that his kids attend the same high school for all four years. He asked that we consider the individual situations of those in the programs.
19. Greg Storey, Dunsmore JDL parent, hoping that a Rosemont pathway will be considered. This pathway is a deciding factor for many parents. Over the six years, the program has grown and thrives. The families have become a community. We are hoping the Board will take the time to reevaluate the secondary pathway.
20. Jason Fenton, Dunsmore JDL parent, has two children in the program. His concern is for the future of the program. Rosemont Middle School is the natural pathway. These families will opt out at the secondary level that will endanger the long-term success of the JDL. He asked to agendized this soon.
21. Amie Li, Verdugo Woodlands JDL parent, would like the decision made as soon as possible as to the secondary pathway of the program. Her kids love the Japanese Dual Immersion program and want the JDL program to continue.

MINUTES: October 6, 2020– Regular Board Meeting

CLOSED SESSION

The Board recessed to Closed Session at 6:17 p.m. to discuss the following:

1. Personnel matters relating to the appointment, employment or evaluation of school based and non-school based district management positions pursuant to Government Code §54957
2. Personnel matters relating to the discipline, dismissal, and release of school-based employees pursuant to Government Code §54957
3. Conference with GUSD Labor Negotiators pursuant to Government Code Section 54957.6:
Agency designated representatives: Dr. Darneika Watson and Mr. David Greco
Employee organization: Glendale Teachers Association.
4. Conference with Legal Counsel-Existing litigations pursuant to Government Code §54956.9 (d)(1)
Case No. LASC19STCV42371
Case No. LASC# 19STCPO4704
Case No. 20-CV-5878(CM)
Case No BC651816
Case No. 19STCV33016
5. Conference with Legal Counsel – Anticipated litigation – Significant exposure to litigation pursuant to paragraph (2) of subdivision (d) of Section 54956.9: One potential case

CALL TO ORDER/RETURN TO REGULAR MEETING

The meeting reconvened at 8 p.m.

REPORTING OUT OF CLOSED SESSION

No action was taken during Closed Session.

PUBLIC HEARING

1. Public Hearing for the Determination of Sufficient Textbooks and Instructional Materials for Fiscal Year 2020-2021, Resolution No. 3 (refer to Action Item No. 3).

Dr. Gharpetian opened the public hearing at 8:01 p.m., asked if anyone wished to speak. Hearing none, Dr. Gharpetian closed the public hearing.

SUPERINTENDENT'S UPDATE

1. School Year Update – Topics discussed included Public Health Update; TK-2 Reopening Waiver Process; Specialized Services Academies - Special Education; Facilitated Learning Centers - English Learners; High School Athletic Conditioning, Fall 2020 Distance Learning Survey Results; and Next Steps.

SUPERINTENDENT’S UPDATE (Continued)

2. Culturally Relevant and Responsive Education – Topics discussed included Social Justice Standards and Anti-Bias Curriculum Pilot; Partnership with the City of Glendale Library Arts & Culture; California Department of Education “Education to End Hate” Initiative - Mini-grants for Anti-racism Training; Statewide Book Club for Educators (LACOE-sponsored); and Meeting the Culturally Relevant and Responsive Needs of our Armenian Students, Families, and Community.

INFORMATION

1. Student Voice Panel
2. 2020-2021 Board Priorities
3. Red Ribbon Week – October 26-30, 2020
4. Intent to Administer 2020-2021 California Healthy Kids Survey and California School Staff Survey
5. Proposed New Course of Study Outlines for Use in Middle Schools in the Area of Science
6. Proposed Revisions to Board Policies/New Exhibit Relating to Personnel, Students and Instruction
7. Acknowledgements of Service
8. Update on Measure S and Facility Programs

The above reports were presented for information only; no action was taken.

ACTION REPORTS

1. Approval to Renew Microsoft Software Licensing Subscription

It was moved by Mr. Krikorian and seconded by Mrs. Freemon to approve Action Report No. 1, as recommended. Motion approved by the following roll-call vote: AYES— Freemon, Krikorian Nahabedian, Sahakian, and Gharpetian.

2. Approval of Change Order No. 1 to Bid No. 196-19/20 with Chalmers Construction Services, Inc. for Window Replacement at Keppel Elementary School and Notice of Completion

It was moved by Mr. Krikorian and seconded by Mr. Sahakian to approve Action Report No. 2 as recommended. Motion approved by the following vote: AYES— Freemon, Krikorian, Nahabedian, Sahakian, and Gharpetian.

ACTION REPORTS (Continued)

3. Approval of Change Order No. 1 to Bid No. 197-19/20 with Chalmers Construction Services, Inc. for Concrete Replacement at Wilson Middle School and Notice of Completion

It was moved by Ms. Nahabedian and seconded by Mr. Sahakian to approve the Action Report No. 3, as recommended. Motion approved by the following vote: AYES—Freemon, Krikorian, Nahabedian, Sahakian, and Gharpetian.

4. Approval of Change Order No. 1 to Bid No. 198-19/20 with Golden Gate Construction for Site Improvements at Cloud Pre-School and Notice of Completion

It was moved by Mrs. Freemon and seconded by Mr. Krikorian to approve Action Report No. 4, as recommended. Motion approved by the following vote: AYES—Freemon, Krikorian, Nahabedian, Sahakian, and Gharpetian.

5. Approval of Change Order No. 3 to Lease-Leaseback Contract with Balfour Beatty Construction for the Glendale High School Aquatic Center Project

It was moved by Mrs. Freemon and seconded by Mr. Sahakian to approve Action Report No. 5, as recommended. Motion approved by the following vote: AYES—Freemon, Krikorian, Nahabedian, Sahakian, and Gharpetian.

6. Approval of Amendment No. 2 to Independent Consultant Agreement No. 534 with MTGL, Inc. for the Glendale High School Aquatic Center's Specialty Inspection Services

It was moved by Ms. Nahabedian and seconded by Mrs. Freemon to approve Action Report No. 6, as recommended. Motion approved by the following vote: AYES—Freemon, Krikorian, Nahabedian, Sahakian, and Gharpetian.

7. Resolution No. 3 – Determination of Sufficient Textbooks and Instructional Materials for Fiscal Year 2020-2021

It was moved by Mr. Sahakian and seconded by Ms. Nahabedian to approve Action Report No. 7, as recommended. Motion approved by the following vote: AYES—Freemon, Krikorian, Nahabedian, Sahakian, and Gharpetian.

8. Agreement with the Los Angeles County Office of Education for the School-based Medi-Cal Administrative Activities Program

It was moved by Mrs. Freemon and seconded by Mr. Krikorian to approve Action Report No. 8, as recommended. Motion approved by the following vote: AYES—Freemon, Krikorian, Nahabedian, Sahakian, and Gharpetian.

MINUTES: October 6, 2020– Regular Board Meeting

ACTION REPORTS (Continued)

9. Approval of Agreement Between University of California Los Angeles' Health Sound Body Sound Mind (SBSM) Program and Glendale Unified School District

It was moved by Mrs. Freemon and seconded by Mr. Sahakian to approve Action Report No. 9, as recommended. Motion approved by the following vote: AYES— Freemon, Krikorian, Nahabedian, Sahakian, and Gharpetian.

10. Board Priorities for 2020-2021

It was moved by Mrs. Freemon and seconded by Mr. Sahakian to approve Action Report No. 10, as recommended. Motion approved by the following vote: AYES— Freemon, Krikorian, Nahabedian, Sahakian, and Gharpetian.

11. Resolution No. 4 - Standing in Solidarity with the People of Armenia and Artsakh to Condemn Azerbaijan and Turkey's Aggression (Refer to Attachment #1)

It was moved by Ms. Nahabedian and seconded by Mrs. Freemon to approve Action Report No. 11, as recommended. Motion approved by the following roll-call vote: AYES— Freemon, Krikorian, Nahabedian, Sahakian, and Gharpetian.

CONSENT CALENDAR

1. Minutes
 - a. Regular Meeting No. 6 September 15, 2020
2. Certificated Personnel Report No. 5
3. Classified Personnel Report No. 5
4. Warrants totaling \$11,505,098.97 for September 10, 2020 through October 1, 2020.
5. Purchase Orders totaling \$10,120,057.23 for the period of September 8, 2020 through September 25, 2020
6. Appropriation Transfer and Budget Revision Report
7. Approve Revisions to Board Policy 3555 - Business and Noninstructional Operations – Nutrition Program Compliance
8. Renewal of Agreement with CONEXIS/WageWorks to Provide Full-Service Administration of Retiree Payment Function and COBRA Enrollees and Collection Process
9. Approval of Notice of Completion for Bid No. 202-20/21 with A.J. Fistes Corporation for Renovation of Portable Buildings at Toll Middle School

MINUTES: October 6, 2020– Regular Board Meeting

CONSENT CALENDAR (Continued)

10. Consideration of Damage Claims
11. Authorization to Dispose of Surplus Property
12. Acceptance of Tobacco Use Prevention Education (TUPE) Grant for Grades 6-12 for Fiscal Year 2020-2021
13. Quarterly Uniform Complaint Report Summary, Williams Settlement Legislation
14. Approval of Services Agreement between Glendale Unified School District and The Southern California Learning Corporation, dba Sylvan Learning Centers
15. Approval of Services Agreement with MESA Schools Program
16. Approval of Services Agreement with The Coding School for Elementary Schools
17. Approval of Services Agreement with The Coding School for Middle Schools
18. Approval of New and Revised Course of Study Outlines for Use in Middle and High Schools in the Area of Career Technical Education
19. Approval of Agreement with the Flippen Group
20. Approval of Contract with InnovateEd
21. Services Agreement Harmony Psychotherapy, Inc. for Tobacco Use Prevention Education (TUPE) Program for the 2020-2021 School Year
22. Agreement with California State University, Dominguez Hills
23. Agreement with California State University, Bakersfield
24. Agreement with California State University, Northridge
25. Acceptance of Gifts

It was moved by Mr. Krikorian and seconded by to approve the Consent Calendar, as presented. Motion approved unanimously with correction to Item 25b (donation should go to Franklin ES, not Keppel ES). AYES—Freemon, Krikorian, Nahabedian, Sahakian, and Gharpetian.

MINUTES: October 6, 2020-- Regular Board Meeting

REPORTS FROM THE BOARD

1. Ms. Nahabedian is glad we are moving forward in a cautious way for our Special Education students returning to school. She complimented the Adelante Latinos for organizing the speaker series in celebration of Hispanic Heritage Month. Student involvement has increased tremendously. Looking ahead, March 23 is Caesar Chavez Day. We need to make it very robust, structured and take the opportunity to teach our students. She thanked the Glendale Council PTA for bringing us together at their Administrator Virtual Coffee. She wished everyone a safe October.
2. Mrs. Freemon announced that Don Gallagher passed away yesterday. He has been on the YMCA Board, was a Hoover High Assistant basketball coach, a long-time member of Noon Rotary, and the Glendale Methodist Church. He will be greatly missed by this entire community.
3. Mr. Krikorian echoed what Mrs. Freemon said. Don Gallagher was an amazing person. He was a treasure to Hoover and the community.
4. Mr. Sahakian extended his heartfelt condolences to the Don Gallagher family. With all the challenges with the pandemic, the racial tensions, and the Artsakh crisis, he announced that the district has organized two mental health forums on traumatic stress and intergenerational trauma. The dates are October 7 at 5:30 p.m. and October 12 at 6:30 p.m. You can find the information on the GUSD website. He encouraged everyone to attend during this time of heightened stress.
5. Dr. Gharpetian said we covered many important items today, including approving our Board priorities. She thanked her colleagues and Dr. Ekchian. The GEF virtual State of the Schools was a great success. She has been able to participate in the Adelante Latinos Hispanic Heritage Month speaker series. The Glendale Council PTA virtual coffee was wonderful. She asked that our families join our PTAs. October is Breast Cancer Awareness month; please get your screening done.

REPORT FROM THE SUPERINTENDENT

Dr. Ekchian thanked the Board for bringing forward this important resolution. She has never felt such a level of trauma, anxiety, and sadness.

ADJOURNMENT

There being no further business, President Gharpetian adjourned the meeting in memory of Don Gallagher at 11:35 p.m.

Dr. Armina Gharpetian
President, Board of Education

Nayiri Nahabedian
Clerk, Board of Education

GLENDALE UNIFIED SCHOOL DISTRICT

October 6, 2020

ACTION REPORT NO. 11

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

PREPARED IN: Superintendent's Office

SUBJECT: **Resolution No. 4 – Standing in Solidarity with the People of Armenia and Artsakh to Condemn Azerbaijan and Turkey's Aggression**

The Superintendent recommends that the Board of Education adopt Resolution No. 4 –Standing with the People of Armenia and Artsakh to Condemn Azerbaijan and Turkey's Aggression.

Beginning on September 27, 2020, Azerbaijan has been launching deadly and unprovoked attacks on innocent civilians in Artsakh and Armenia in coordination with Turkey. The Azerbaijan's aggression puts innocent civilian lives at risk. The Republic of Artsakh, also known as Nagorno-Karabakh, is the historical homeland of Armenians. The Glendale Unified School District supports peace in the region by enforcing the 1994 ceasefire agreement.

There are thousands of students, families, and employees of Armenian descent who are valued members of the Glendale Unified School District. Furthermore, GUSD is committed to the teaching of tolerance, understanding, the peaceful resolution of problems, and the strength of diversity in our schools as these qualities may help instill in today's young generation the optimism and hope for a better world.

The attached resolution is being presented to the Board of Education for adoption.

GLENDALE UNIFIED SCHOOL DISTRICT
Resolution No. 4

**RESOLUTION OF THE GLENDALE UNIFIED SCHOOL DISTRICT BOARD OF
EDUCATION STANDING IN SOLIDARITY WITH THE PEOPLE OF ARMENIA AND
ARTSAKH TO CONDEMN AZERBAIJAN AND TURKEY'S AGGRESSION**

WHEREAS, beginning on September 27, 2020, Azerbaijan has been launching deadly and unprovoked attacks on innocent civilians in Artsakh and Armenia in coordination with Turkey; and

WHEREAS, Azerbaijan's aggression puts innocent civilian lives and fundamental U.S. interests at risk; and

WHEREAS, the Republic of Artsakh, also known as Nagorno-Karabakh, is the historical homeland of Armenians and has been primarily populated by Armenians for thousands of years; and

WHEREAS, Azerbaijan's renewed aggression is in violation of the United Nations' call for a worldwide ceasefire amidst the COVID-19 global pandemic and is in violation of its 1994 ceasefire agreement with Armenia; and

WHEREAS, President of Azerbaijan Ilham Aliyev and President of Turkey Recep Tayyip Erdogan's increasingly aggressive rhetoric and actions against Artsakh and Armenia pose a threat to human rights, peace, and global security; and

WHEREAS, the Glendale Unified School District celebrates the rich diversity of its school community and recognizes the thousands of students, families, and employees of Armenian descent who are valued members of the school district; and

WHEREAS, the Glendale Unified School District is committed to the comprehensive and accurate teaching of world history including crimes against humanity such as the Armenian Genocide and Holocaust; and

WHEREAS, the Glendale Unified School District recognizes the role of current and historical events in the teaching of tolerance and understanding, peaceful conflict resolution through dialogue, and the value and strength of diversity; and

WHEREAS, the Glendale Unified School District stands in solidarity with the people of Armenia and Artsakh.

NOW, THEREFORE, BE IT RESOLVED that the Board of Education of the Glendale Unified School District calls on the White House and the United States Congress to immediately:

1. Unequivocally condemn and denounce Azerbaijan and Turkey's aggression on the people of Artsakh and Armenia.
2. Cut off all United States military aid to Azerbaijan and Turkey.
3. Sanction Azerbaijan and Turkey for its role in coordinating and supporting the unprovoked attacks on innocent civilians.
4. Support peace in the region by enforcing the 1994 ceasefire agreement and expanding Line of Contact monitoring to track ceasefire violations in the United States' role as a Co-Chair of the Organization for Security and Cooperation in Europe (OSCE) Minsk Group with France and Russia.

PASSED, APPROVED, AND ADOPTED this 6th day of October 2020, at a regular meeting of the Glendale Unified School District Board of Education, Los Angeles County, California.

Dr. Armina Gharpetian President

Shant Sahakian, Vice President

Nayiri Nahabedian, Clerk

Gregory S. Krikorian, Member

Jennifer Freemon, Member

GLENDALE UNIFIED SCHOOL DISTRICT
223 N. Jackson Street
Glendale, California 91206-4380

BOARD OF EDUCATION MEETING NO. 8
UNADOPTED MINUTES
SPECIAL MEETING, October 20 2020

CALL TO ORDER AND ROLL CALL

The special meeting of the Glendale Unified School District Board of Education was called to order by President Dr. Armina Gharpetian at 5:30p.m. on Tuesday, October 20, 2020, in the Board Room of the Administration Center, 223 North Jackson Street, Glendale, California. The following members were present for roll call: Mrs. Jennifer Freemon, Ms. Nayiri Nahabedian, Mr. Shant Sahakian, and Dr. Armina Gharpetian. Mr. Krikorian was not available for roll call; he arrived at 5:36 p.m.

The following administrators were present: Dr. Vivian Ekchian, Mr. Stephen Dickinson, Mr. David Greco, and Dr. Kelly King.

PLEDGE OF ALLEGIANCE

Maria Akhaverdyan, Hoover High School ASB President, led the Pledge of Allegiance.

CERTIFICATE OF COMPLIANCE

Dr. Gharpetian read the following statement: "To accommodate the requirements of Government Code Section 54954.2 and in accordance with the Brown Act revisions, I declare that the agenda for the meeting was posted on the bulletin board in the lobby of the Administration Center and the GUSD website 24 hours prior to this meeting."

APPROVAL OF THE AGENDA ORDER

Motion to approve the agenda order, as presented, was made by Ms. Nahabedian and seconded by Mr. Sahakian. Motion approved unanimously. AYES—Freemon, Nahabedian, Sahakian, and Gharpetian. ABSENT—Krikorian.

PUBLIC COMMUNICATIONS

No one addressed the Board at this time.

SUPERINTENDENT'S UPDATE

1. Superintendent Ekchian provided an update on initiatives aligned to the student identified focus areas of attendance, communication, school spirit and belonging.

MINUTES: October 20, 2020 – Special Board Meeting

STUDENT VOICE PANEL

1. The Student Voice Panel included 14 panelists representing all five high schools. Hoover High School ASB President Maria Akhaverdyan moderated the panel discussion. Topics included attendance, communication, school spirit, and belonging.

Clark Magnet High: Nagashreya Guntireddy, Daria Rybak, and Mark Beliyani
From Crescenta Valley High: Madison Valiente, Isabelle Wright, and Andrew Yegiayan
From Daily High: Victor Baro and Jacob Zesati
From Glendale High: Laurah Chau, Sebastian Mirzaian, and Jenna Zwicki
From Hoover High: Juliana Acevedo, Farah Elserafy, and Jadon Matela

ADJOURNMENT

There being no further business, Dr. Gharpetian adjourned the meeting at 8 p.m.

Dr. Armina Gharpetian
President, Board of Education

Nayiri Nahabedian
Clerk, Board of Education

Board of Education Minutes – Special Meeting, October 20, 2020
Recorded by: Ms. Phyllis Ishisaka, Executive Assistant to the Superintendent
Approved by the Board of Education:

GLENDALE UNIFIED SCHOOL DISTRICT
223 N. Jackson Street
Glendale, California 91206-4380

BOARD OF EDUCATION MEETING NO. 9
UNADOPTED MINUTES
SPECIAL MEETING, October 21, 2020

CALL TO ORDER AND ROLL CALL

The special meeting of the Glendale Unified School District Board of Education was called to order by President Dr. Armina Gharpetian at 5:45 p.m. on Wednesday, October 21, 2020, in Room 402 of the Administration Center, 223 North Jackson Street, Glendale, California. The following members were present for roll call: Mrs. Jennifer Freemon, Ms. Nayiri Nahabedian, Mr. Shant Sahakian, and Dr. Armina Gharpetian. Mr. Krikorian was not present for roll call; he arrived at 5:50 p.m.

The following administrators were present: Dr. Vivian Ekchian, Mr. David Greco, and Dr. Darneika Watson.

PLEDGE OF ALLEGIANCE

Dr. Gharpetian led the Pledge of Allegiance.

CERTIFICATE OF COMPLIANCE

Dr. Gharpetian read the following statement: "To accommodate the requirements of Government Code Section 54954.2 and in accordance with the Brown Act revisions, I declare that the agenda for the meeting was posted on the bulletin board in the lobby of the Administration Center and the GUSD website 24 hours prior to this meeting."

APPROVAL OF THE AGENDA ORDER

Motion to approve the agenda order, as presented, was made by Ms. Nahabedian and seconded by Mrs. Freemon. Motion approved unanimously. AYES—Freemon, Krikorian, Nahabedian, Sahakian, and Gharpetian.

PUBLIC COMMUNICATIONS

No one addressed the Board at this time.

MINUTES: October 21, 2020 – Special Board Meeting

CLOSED SESSION

The Board adjourned to Closed Session at 5:55 p.m. to discuss the following:

1. Conference with Legal Counsel – Initiation of Litigation – Pursuant to paragraph (4) of subdivision (d) of Section §54956.9: One potential case
2. Conference with Legal Counsel – Anticipated Litigation – Significant exposure to litigation pursuant to paragraph (2) of subdivision (d) of Section §54956.9: One potential case

RETURN TO OPEN SESSION

The Board returned to open session at 7:40 p.m.

ADJOURNMENT

There being no further business, Dr. Gharpetian adjourned the meeting at 7:40 p.m.

Dr. Armina Gharpetian
President, Board of Education

Nayiri Nahabedian
Clerk, Board of Education

Board of Education Minutes – Special Meeting, October 21, 2020

Recorded by: Ms. Phyllis Ishisaka, Executive Assistant to the Superintendent

Approved by the Board of Education:

GLENDALE UNIFIED SCHOOL DISTRICT

November 2, 2020

CONSENT CALENDAR NO. 2

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

PREPARED BY: Dr. Darneika Watson, Chief Human Resources and Operations Officer/Director of Classified Personnel

SUBJECT: CERTIFICATED PERSONNEL REPORT NO. 6

It is recommended that the following report be approved as presented:

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Maternity Leave of Absence</u>		
1.	Kim, Jisoo Teacher, Regular 4 th Grade Keppel Elementary	11/21/20 through 1/15/21
<u>Extension of Maternity Leave of Absence</u>		
1.	Aleksandryan, Anet Teacher, Regular 3 rd Grade Balboa Elementary	6/30/20 through 12/31/20
2.	DeBellis, Theresa Teacher, Regular 2 nd Grade Glenoaks Elementary	8/16/20 through 11/08/20
<u>Parental Leave of Absence</u>		
1.	Khachatryan, Narine Teacher, Regular English Clark Magnet High School	10/23/20 through 10/30/20
2.	Singh, Claudia Teacher, Regular 2 nd Grade Cerritos Elementary	11/02/20 through 1/06/21

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Health Leave of Absence</u>		
1.	Mann, Shelby Teacher, Regular 4 th Grade Glenoaks Elementary	10/21/20 through 11/17/20
<u>Change of Health Leave of Absence</u>		
1.	Pieprzyca, Gyzela Teacher, Regular Transitional Kindergarten Glenoaks Elementary	9/09/20 through 10/13/20
<u>Extension of Health Leave of Absence</u>		
1.	Chaney, Sandra Teacher, Regular 1 st Grade Edison Elementary	10/24/19 through 5/05/21
<u>Family & Medical Leave of Absence</u>		
1.	Khachatryan, Narine Teacher, Regular English Clark Magnet High School	10/23/20 through 10/30/20
2.	Kim, Jisoo Teacher, Regular 4 th Grade Keppel Elementary	11/21/20 through 1/15/21
3.	Mann, Shelby Teacher, Regular 4 th Grade Glenoaks Elementary	10/21/20 through 11/17/20
4.	Singh, Claudia Teacher, Regular 2 nd Grade Cerritos Elementary	11/02/20 through 12/03/20
<u>Change of Family & Medical Leave of Absence</u>		
1.	Pieprzyca, Gyzela Teacher, Regular Transitional Kindergarten Glenoaks Elementary	9/09/20 through 10/13/20

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Extension of Family & Medical Leave of Absence</u>		
1.	Aleksandryan, Anet Teacher, Regular 3 rd Grade Balboa Elementary	6/30/20 through 11/09/20
2.	DeBellis, Theresa Teacher, Regular 2 nd Grade Glenoaks Elementary	8/16/20 through 11/08/20

Additional Assignment

1.	Avanesian, Karmen Hopp, Catherine A. Martinez, Nina D. Salinas, Rose M. Ochoa, Samantha J. Cutter, Emma J. Nakaya, Paula S. Dekermenjian, Narine N. Botsford, Michele M. Sam, Melanie F. Korte, Kirsten L. Hernandez, Connie M. Barkawitz, Carly S. Boerner, Mary S.	Teachers, as needed, to attend the Frog Street Training Special Education	9/21/20 \$31.00 per hour Not to exceed 1.5 hours each Special Education – SAI Core SC 01.0 65000.0 57601 11100 1130 0000600
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	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Additional Assignment (Cont.)</u>		
2.	Beers-Dannerth, Laura Carlson, Karen Der Mesropian, Sandra Fite, Karissa Harris, Alicia Hirdler, Tiffany Johnson, Alvin McLeod, Amber Moses, Michelle Nelson, Jacqueline Orchid, Darren Peterson-Babington, Janice Platt, David Pogroszewski, Denise Sheridan, Lois Vasquez, Rosa Waters, Jennifer Workman, Kayla	Teachers, Counselors, to attend Bias Training Crescenta Valley HS
		6/01/20 through 9/30/20 \$31.00 per hour 01.0 00000.0 11100 10000 1160 0100000

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Additional Assignment (Cont.)</u>		
3.	Allen, Jon Beers, Laura Call, Sylvia Choi, Unis Clark, Grant Dien, Amber Gossard, Hudson Hugo, Pia Keshishian, Nareg Kim, Peter McLeod, Amber Nakayama, Junko Ngai, Ricky O'Rourke, Corky Pehar, John Peterson, Tyraysha Sano, Dorothy Sheridan, Lois Smith, Susan Spink, Anne Vasquez, Rosa	Teachers, as needed, to proctor the PSAT Crescenta Valley HS 10/17/20 \$34.00 per hour 01.0 00000.0 11303 10000 1130 0005616
4.	Evans, Janelle Hairapetian, Anet	Counselors, as needed, to proctor and prepare for the PSAT Crescenta Valley High School 10/01/20 through 10/17/20 \$34.00 per hour to proctor \$31.00 per hour to prep 01.0 00000.0 00000 31100 1232 0007616
5.	Lusby, Christine B. Ritthamel, Nancy L.	Retired Teachers, as needed, to work for Special Education on assessments Special Education 10/19/20 through 6/30/21 Daily rate of pay Not to exceed 90 days each Special Education – SAI – Core 01.0 65000.0 57608 11200 1130 0000600

Election

1.	Buchanan, Angela	Teacher, Temp Contract R.D. White Elementary 10/09/20 through 6/11/21 80%
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		<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election (Cont.)</u>			
2.	Nazaryan, Talin	Teacher, Temp Contract Lincoln Elementary	10/12/20 through 6/11/21
3.	Sun, Valerie	Teacher Specialist, Temp Contract ETIS	11/03/20 through 6/11/21
<u>Election Hourly/Daily</u>			
1.	Baldwin, Amanda Grant, Stacey Hoang, Kevin Kracker, Shannon Welsh, Janet	Teachers, as needed, to work with students in the production and dissemination of TUPE materials for Rosemont Middle School's TUPE Project ABCD Rosemont Middle School	8/19/20 through 6/30/21 \$34.00 per hour Not to exceed 30 hours each TUPE Grades 6-12, Tier 2 01.0 66904.0 11100 10000 1130 0000682 Violence Prevention 01.0 00000.0 11309 10000 1130 0002682
2.	Avanessian, Karineh Ayala, Peter Boras, Angela Chavez, Julianna Cruz, Sylvia Dembekjian, Nicole Hernandez, Pearl Hunt, Chelsie Kneisel, Josephine Keshishian, Melissa Miranda, Emily Pelka, Ashley Ramirez, Christine Reiber, Carla Singh, Claudia Spain, Julia Torabyan, Hermine Urban, Wendy	Teachers, as needed, to provide after school tutoring/intervention for students performing below grade level in ELA and/or math at Cerritos Elementary	10/01/20 through 6/10/21 \$31.00 per hour to plan \$34.00 per hour to work with students Not to exceed \$1,332.00 total Title I 01.0 30100.0 11100 10000 1130 2200000

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
3.	Appell, Kathryn Black, Tracey Burg, Carolyn Burkhart, Melinda Cady, Yelena Danilov, Nicole Gilbaugh, Karen James, Nicolas Jang, Clotilde Maynard, Wendy Mazur, Margaret McReynolds, Rebecca Meguerditchian, Houry Morris, Sara Petitti, Danielle Rovello, Cindy Thomas, Angelina Vales, Heather Villagran, Ashley Wathen, Youngmi	Teachers, as needed, for classroom coverage upon approval by the administrator. Lincoln Elementary
		8/19/20 through 6/10/21 Extra hourly at established rate of pay Not to exceed \$1,000 each General 01.0 00000.0 11301 10000 1170 3300000
4.	Avanessian, Karineh Ayala, Peter Boras, Angela Chavez, Julianna Cruz, Sylvia Dembekjian, Nicole Hernandez, Pearl Hunt, Chelsie Kneisel, Josephine Keshishian, Melissa Miranda, Emily Pelka, Ashley Ramirez, Christine Reiber, Carla Singh, Claudia Spain, Julia Torabyan, Hermine Urban, Wendy	Teachers, as needed, to provide after school tutoring/intervention for students performing below grade level in ELA and/or math at Cerritos Elementary School
		10/01/20 through 6/10/21 \$31.00 per hour to plan \$34.00 per hour to work with students Not to exceed \$837.00 total Elementary Intervention 01.0 02000.0 11304 10000 1130 2200000

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>	
<u>Election Hourly/Daily (Cont.)</u>			
5.	Avnessian, Karineh Ayala, Peter Boras, Angela Chavez, Julianna Cruz, Sylvia Dembekjian, Nicole Hernandez, Pearl Hunt, Chelsie Kneisel, Josephine Keshishian, Melissa Miranda, Emily Pelka, Ashley Ramirez, Christine Reiber, Carla Singh, Claudia Spain, Julia Torabyan, Hermine Urban, Wendy	Teachers, as needed, to provide after school supplemental learning opportunities for ELL students focused on academic language development at Cerritos Elementary School	10/01/20 through 6/10/21 \$31.00 per hour to plan \$34.00 per hour to work with students Not to exceed \$6,385.00 total Title III 0.01 42030.0 11100 10000 1130 2200673
6.	Khodagulyan, Armond Kursinski, Eric Lockhart, Anthony Mikayelyan, Vardan	Teachers, as needed, to provide after school intervention tutoring to students at Clark Magnet High School	10/01/20 through 6/10/21 \$34.00 per hour Not to exceed \$9,900.00 01.0 30100.0 11100 10000 1130 0900865
7.	Aguilar, Alejandro Arayama, Melanie Arenson, Paula Boggs, Arus Bringas, Karla Brohier, Ruwani Cady, Yelena Chavez, Julianna Contreras, Teresa Derusha, Lisa Doom, Judith Epstein, Jennifer Gibney, Rain Gorush, Pamela	Curriculum Review Committee members will be reviewing and rating new History/ Social Science curriculum in order to make a recommendation to the Elementary Education Council Teaching & Learning	7/01/20 through 6/30/21 \$31.00 per hour Not to exceed 30 hours each 01.0 07405.0 11100 10000 1130 0000618

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
7.	Gureghian, Sarine Hartel, Antonella Harvey, Rebecca Henschel, Sharon Hickman, Beverly Hilario, Monica LaFee, Cassidy Lapostol, Diane Moran, Laura Morgan-Arnold, Sarah Mulder, Kirra Nazarian, Tania Nicoll, Carol Pak, Eunice Prichard, Jamie Reyes, Paola Romeo, Jennifer Roses, Lauren Sahakian, Nina Sanamyan, Diana Seaton, Kori Spain, Julia Sparks, Chrissandra Stanley, Christopher Tsimanis, Daniella Tupanjanin, Elke Varela, Miriam Yegiyants, Anna Zimmerman, Anders	
8.	Ah Oh, Sae Na Kim, Hye Teachers, as needed, to translate instructional materials for Carolina Science Teaching & Learning	7/01/20 through 6/30/21 \$31.00 per hour Not to exceed 70 hours each 01.0 07405.0 11100 10000 1130 0000618

		<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>			
9.	Agabalian, Bella Arayama, Melanie Fujie, Chie Manin, Jerome Petriella, Libera Pino, Daniela Sahakian, Azniv Sehic-Okabe, Mieko Tanabe, Saki Yarijanyan, Ashken	Teachers, as needed, to translate instructional materials for Carolina Science Teaching & Learning	7/01/20 through 6/30/21 \$31.00 per hour Not to exceed 150 hours each 01.0 07405.0 11100 10000 1130 0000618
10.	Avagian, Narine Melkoian, Miganoush Yamashita, Kazusa	Teachers, as needed, to translate instructional materials for Carolina Science Teaching & Learning	7/01/20 through 6/30/21 \$31.00 per hour Not to exceed 200 hours each 01.0 07405.0 11100 10000 1130 0000618
11.	Margaryan, Asmik Sellards, Regula S. Mezza, Cristina Koga, Yuri Lim, Jessie	Teachers, as needed, to translate instructional materials for Green Ninja Teaching & Learning	7/01/20 through 6/30/21 \$31.00 per hour Not to exceed 220 hours each 01.0 07405.0 11100 10000 1130 0000618

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
12.	Aceituno-Rivera, Alleson Teachers and Teacher Aguilar, Leanne Specialist, as needed, Alaverdyan, Nune to participate in the Arutyunyan, Anahit required professional Balcomb, Kimberly development and Bennett, Jodi individualized coaching Beshavard, Simin as part of the Leader Boyd, Mark in Me Grant at Carrillo, Irma Columbus Elementary Davis, Todd Derbedrosian, Lucia Dyer, Amanda Field, Steve Hande, Marilyn Khodagulyan, Tatevik Keuroghlian, Houri Laux, Dennis Lopez, Rebecca Majers, Curtis Micev, Mary Moran, Laura Odell, Heather Pozo-Jones, Nancy Rivera-Elekes, Vanessa Sasse, Collin Shahbazian, Noyemik Sparks, Ashley Tak, Helen Zimmerman, Anders	10/01/20 through 6/11/21 \$31.00 per hour Not to exceed 8 hours each Supplemental 01.0 01000.0 11100 10000 1130 2300000

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>	
<u>Election Hourly/Daily (Cont.)</u>			
13.	Anker, Michael Avery, Elizabeth Bakas, Katia Baldwin, Amanda Barnes, Trevor Bedrousi, Miro Buyer, James Chappell, Robert Cheon, Yunseong Cho, Jaime Jordan Cole, Jessica Curtis, Elizabeth DaVolio, Jacqueline Dawson, Angelina DiCarlo, Nicola Fox, Stacy Ghim, Yong Giraco, Maria Goulas, Evangeline Grant, Stacey Adam Gruss, Margaret Hoang, Kevin Hutchinson, Breanna Inglis, Mary Khatchetourian, Daniella Kim, Hamilton Kracker, Shannon Kwong, Eric Lee, Jee-Eun Lee, Sojin Leininger, Lorena Lynch, Erin McMillin, Krista Moon, Christina Mori, Michelle Mustain, James Narvaez-Rivera, Laura O'Rourke, Sean Oh, Junnie	Teachers, as needed, for after school activities and end of the year planning. Provide professional development between teachers Rosemont Middle School	8/01/20 through 6/30/21 \$31.00 per hour to plan \$34.00 per hour to teach \$37.00 per hour to teach adults Not to exceed \$7,500.00 total Supplemental 01.0 01000.0 11100 10000 1130 0600000

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>	
<u>Election Hourly/Daily (Cont.)</u>			
13.	Olmedo, Jorge Perez-Santamaria, Jennifer Riehl, Carla Stein, Stephanie Tyler, Ian Vakian, Mike Wallach, Bryna Welsh, Janet Yonkers, Rodney Young, Celine Zimmer, Jennifer		
14.	Ciotti, Holly Gebeshian, Peter Jahshan, Nabila Jarvis, Donald Keefer, Jonathan Keefer, Lisa Kelly, Darnell Kolodinski, Reiner Lazo, Erika Masouris, Nicoleta Morrison, Sarah Okuda, Tae O'Malley, James C. Palmer, Kelly Shiroyan, Hasmik Sinclair, Kimberley Whithorne, Marcus E.	Teachers, as needed, to work in Tutoring Program at Glendale High School	11/02/20 through 5/28/21 \$34.00 per hour Not to exceed 20 hour for eleven AP teachers Not to exceed 40 hours for six teachers with two different AP courses Not to exceed \$15,640.00 total Title I 01.0 30100.0 11100 10000 1130 0200000

Effective Dates
 And Salary Rate

Position

Election Hourly/Daily (Cont.)

15. Extra-Curricular Assignments Fall Semester 2020-2021

ROOSEVELT MIDDLE SCHOOL

Arjoyan, Anita	English – split Speech and Debate
Arlington, Alicia	Industrial Arts/CTE PBIS Coordinator/Coach
Barrientos, Melvin	Stage Director Newspaper Sponsor 1 Head Counselor 2
Carroll, John	Science
Dreyfus, Martha	ELD
Elzanaty, Mohammed	Math First Robotics
Galdamez, Henry	MESA
Garcia, Sandra	Social Studies – split
Gonzales, Elena	Special Education Drill Team Sponsor
Gonzalez, Elwing	Social Studies – split Student Body Advisor Yearbook Sponsor 1
Guzman, Javier	English – split
Hamdan, Joyce	VAPA
Kamiya, Randall	Math League/Field Day
Pascale-Parra, Jean-Marie	Audio-Visual Coordinator
Reyes, Sandra	Foreign Language
Rodriguez, Corina	Physical Education
Suhr, Ashley	Band/Orchestra

HOOVER HIGH SCHOOL

Bacon, Anita	Drill Team Sponsor Pep Squad Sponsor Dance Director
Estep, Amy	Choral Director
Huber, David	Drama Director
Lackey, Brian	Band/Orchestra

Effective Dates
 And Salary Rate

Position

Election Hourly/Daily (Cont.)

- | | | |
|-----|------------------|--------------------------------|
| 15. | Myles, Robbie | Stage Director |
| | | Audio-Visual Coordinator |
| | Stepanyan, Edgar | Class Sponsor 9 th |
| | | Class Sponsor 10 th |
| | | Class Sponsor 11 th |
| | | Class Sponsor 12 th |
| | | Student Body Advisor |

CRESCENTA VALLEY HIGH SCHOOL

- | | |
|-----------------------|--------------------------------|
| Beerman, Kathleen | Drama Director |
| Beers-Dannerth, Laura | FIRST Robotics |
| | PBIS Coordinator |
| Besoli, Amy | Math |
| Blackwood, Vanessa | Foreign Language |
| Deitch, Patricia | National Honor Society |
| | Newspaper Sponsor 1 |
| Dominguez, Ondina | Stage Director |
| Evans, Robert | English |
| Flower, Michael | VAPA (split) |
| Hairapetian, Anet | Head Counselor 3 |
| Hall, Gavin | Class Sponsor 11 th |
| | Social Studies (split) |
| | JPL Invention |
| Hirdler, Tiffany | Special Education |
| Karibyan, Yana | Dance Director |
| Keshishian, Nareg | Class Sponsor 10 th |
| Lyons, Amanda | Scholastic Bowl |
| Mack, Shannon | Choral Director |
| Markarian, Kathryn | ELD |
| Marshall, Shannon | Speech & Debate |
| McLeod, Amber | Social Studies (split) |
| Merlo, Reid | Class Sponsor 11 th |
| Nelson, John | Physical Education |
| Pehar, John | Pep Squad Sponsor |
| | Class Sponsor 9 th |
| | Class Sponsor 12 th |
| | Student Body Advisor |
| Peterson, Tyraysha | Yearbook Sponsor 2 |

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
15.	Platt, David Pogroszewski, Denise Saw, Win Schick, Mathew Smith, Herbert Vasquez, Sierra Waters, Jennifer	Science (split) Science (split) Audio-Visual Coordinator Band/Orchestra Drill Team Sponsor VAPA (split) Industrial Arts Mock Trial Literary Magazine
16.	Bachand, Anne Vink, Kayla Winters-Salazar, Leslie	Teachers to provide one on one and small group intervention for Els. Mann Elementary
		9/01/20 through 6/11/21 \$34.00 per hour to instruct students Not to exceed \$12,311 Title III – EL 01.0 42030.0 11100 10000 1130 3500673
17.	Akiyama, Elizabeth Akopian, Varoujan Barchan, Lane Bond, Emily Bozoyan, Vahe Browne, Nicole Bryan, Marie Capdevila Gutierrez, Maria Cassels, Brian De La Garza, Brad De Luna, Violet Dearn, Sarah Doolittle, Jason Estep, Amy Fabanish, Katherine Hall, Fonda Harmandayan, Roupen Hernandez, Lizette Herrera, Andrea Hoppe, Julie	Teachers to plan for and or to provide intervention, extended learning and or enrichment, as needed, to support instruction for targeted students at Toll Middle School
		7/01/20 through 6/30/21 \$31.00 per hour to plan \$34.00 per hour to teach Not to exceed \$5,768.00 total Title III – Alternative Support 01.0 42030.0 11100 10000 1130 0700673

Position

Election Hourly/Daily (Cont.)

17. Kho, Carminda
- Lee, Allison
- Lee, Ken
- Lisiewicz, Danica
- Lissebeck, Debra
- Lopez, Joel
- Mandjikian, Houry
- Manin, Jerome
- Mathevosian, Anzhik
- McMillon, Sharon
- Minasyan, Nina
- Pakradouni, Aghavni
- Panikowski, Michael
- Perez, Rebecca
- Pittman, Isabel
- Poladian, Sarkis
- Ponziano, Domenico
- Rain III, Michael
- Shih, Curtis
- Solsona Puig, Jordi
- Tashchian, Ani
- Tashjian, Ishac
- Tavener, Jennifer
- Tcharkhoutian, Vahe
- Trinidad, Ryan
- Veloz, Torrey
- Wenn, Jonathan
- Witt, Kevin
- Hawker, Nancy
- Lim, Jessie
- Garcia, Michael
- Rogers, Emily

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>	
<u>Election Hourly/Daily (Cont.)</u>			
18.	Ayvazian, Pateel Babakhanian, Anna Balabanyan, Nvart Berberyan, Mariam Beshlian, Alice Beurekjian, Sona Burt, Christina Castillo, Liliana Chase, Lauren Choi, Tritia Garibyan, Monika Gonzalez, Alina Gracias, Luisa Hernandez Salazar, Lupe Kataroyan, Talin Kennett, Jill Kzlyan, Armenui Lee, Jessica Lewis, Thomas Nazarian, Tania O'Rourke, Roxanne Roses, Lauren Sahakian, Nina Sorto-Vera, Betty Suh, Christopher Tam, Anamarie Thomas, Allison Tiu, Jonathan Yim-Kurosu, Marcella	Teachers and Teacher Specialists, as needed, to attend the Leader In Me workshop at Horace Mann Elementary	9/30/20 through 6/11/21 \$31.00 per hour Not to exceed 2 hours each Supplemental 01.0 01000.0 11100 10000 1130 3500000
19.	Castillo, Liliana O'Rourke, Roxanne	Teachers to provide small group reading intervention after school Mann Elementary	9/01/20 through 6/11/20 \$34.00 per hour Not to exceed \$6,102 Title I – Alternative Support 01.0 30100.0 11100 10000 1130 3500865

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
20.	Demirchyan, Armen Grigoryan, Satenik Herabidian, Azad Lim, Jessie	Teachers, as needed, to Proctor the Saturday PSAT Hoover High School
		10/17/20 \$34.00 per hour Not to exceed 6 hours 01.0 00000.0 11303 10000 1130 0005616
21.	Allen, Tyrone Guriagossian, Talia	Counselors, as needed, to Proctor the Saturday PSAT Hoover High School
		10/17/20 \$34.00 per hour Not to exceed 6 hours 01.0 00000.0 00000 31100 1232 0007616
22.	Bachand, Anne Brown, Kelly Choe, Hyun Ciruela, Marlon Gellman, Paul Khodjasaryan, Sarineh Kuby, Kathryn Rose, Phillip Ross, Whitney Sanchez, Alejandra Tanouye, Kahelelani Vicencio, Cristina Villa, Nicki Waisman, Gabriel Wartanyan, Sary Williams, Jovan	Substitute Teachers, as needed
		10/01/20 through 7/15/21 \$165.00 per day 01.0 00000.0 19004 10000 1160 0004615

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>	
<u>Election Hourly/Daily (Cont.)</u>			
23.	Akiyama, Elizabeth Akopian, Varoujan Barchan, Lane Bond, Emily Bozoyan, Vahe Browne, Nicole Bryan, Marie Capdevila Gutierrez, Maria Cassels, Brian De La Garza, Brad De Luna, Violet Dearn, Sarah Doolittle, Jason Estep, Amy Fabanish, Katherine Hall, Fonda Harmandayan, Roupen Hernandez, Lizette Herrera, Andrea Hoppe, Julie Kho, Carminda Lee, Alison Lee, Ken Lisiewicz, Danica Lissebeck, Debra Lopez, Joel Mandjikian, Houry Manin, Jerome Mathevosian, Anzhik McMillon, Sharon Minasyan, Nina Pakradouni, Aghavni Panikowski, Michael Perez, Rebecca Pittman, Isabel Poladian, Sarkis Ponziano, Domenico Rain III, Michael	Teachers to plan for and or to provide intervention, extended learning, and or enrichment, as needed, to support instruction for targeted students at Toll Middle School	9/22/20 through 6/30/21 \$31.00 per hour to plan \$34.00 per hour to teach Not to exceed \$35,988.00 total Title I – Alternative Support 01.0 30100.0 11100 10000 1130 0700865

Position

Effective Dates
And Salary Rate

Election Hourly/Daily (Cont.)

23. Shih, Curtis
Solsona Puig, Jordi
Tashchian, Ani
Tashjian, Ishac
Tavener, Jennifer
Tcharkhoutian, Vahe
Trinidad, Ryan
Veloz, Torrey
Wenn, Jonathan
Witt, Kevin
Hawker, Nancy
Lim, Jessie
Garcia, Michael
Rogers, Emily

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>	
<u>Election Hourly/Daily (Cont.)</u>			
24.	Ayvazian, Pateel Babakhanian, Anna Balabanyan, Nvart Berberyan, Mariam Beshlian, Alice Beurekjian, Sona Burt, Christina Castillo, Liliana Chase, Lauren Choi, Tritia Garibyan, Monika Gonzalez, Alina Gracias, Luisa Hernandez-Salazar, Lupe Kataroyan, Talin Kennett, Jill Kzlyan, Armenui Lee, Jessica Lewis, Thomas Nazarian, Tania O'Rourke, Roxanne Roses, Lauren Sahakian, Nina Sorto-Vera, Betty Suh, Christopher Tam, Anamarie Thomas, Allison Tiu, Jonathan Yim-Kurosu, Marcella	Teachers and Teacher Specialists to attend afterschool PD focused on strategies to support academic and socio- emotional needs of students Mann Elementary	9/01/20 through 6/11/20 \$31.00 per hour Not to exceed \$2,071 Title I – Alternative Support 01.0 30100.0 11100 10000 1130 3500865
25.	Extra-Curricular Assignments	Summer/Fall Season 2020-2021	
<u>CRESCENTA VALLEY HIGH SCHOOL</u>			
	Atwal, Aneeka Soto, Gianni	Pep Squad Coach Pep Squad Coach	

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
26.	Extra-Curricular Assignments	First Semester 2020-2021
<u>BALBOA ELEMENTARY</u>		
Kadzhikyan, Lusine	Student Council Advisor	
Mulder, Kirra	Student Council Advisor	
Valdez, Erick	Student Council Advisor	
<u>FRANKLIN MAGNET</u>		
Hartel Ventura, Antonella	Student Council	
<u>HORACE MANN ELEMENTARY</u>		
Balabanyan, Nvart	Homework Club	
Burt, Christina	Student Council	
Nazarian, Tania	Homework Club	
Tam, Ana	Tech Advisor	
<u>MOUNTAIN AVENUE ELEMENTARY</u>		
DeFelice, Kendra	Student Council Advisor	
Hickman, Beverly	Math Field Day	
Lescher, Whitney	Tech Advisor	
Schroeder, Kelly	6 th Grade Camp	
<u>VERDUGO WOODLANDS ELEMENTARY</u>		
Moreno, Heidi	School Newspaper	
Sloane, Joseph	Student Council Co-Advisor	

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
27.	Ahn, Linda Substitute teacher, as needed, to provide intervention to at-risk kids at John Marshall Elementary	10/05/20 through 6/11/21 \$34.00 per hour 36 weeks, 6 hours per day, 3 days a week Not to exceed \$22,127.00 Title I – Alternative Support 01.0 30100.0 11100 10000 1130 3600865
28.	Ahn, Linda Substitute teacher, as needed, to provide intervention to at-risk kids at John Marshall Elementary	10/05/20 through 6/11/21 \$34.00 per hour 4 weeks, 6 hours per day Not to exceed \$4,080.00 Elementary Intervention 01.0 02000.0 11304 10000 1130 3600000
29.	Ahn, Linda Substitute teacher, as needed, to provide intervention to EL at-risk students at John Marshall Elementary	10/05/20 through 6/11/21 \$34.00 per hour 36 weeks, 6 hours per day, 2 days a week Not to exceed \$14,688.00 Title III - EL 01.0 42030.0 11100 10000 1130 3600673
30.	Chin, Stephanie Substitute teacher, as needed, to provide intervention to all students one day per week and attend necessary meetings per Principal’s request at Cerritos Elementary	8/17/20 through 6/10/21 Regular rate of pay Not to exceed one day per week No to exceed \$8,194.00 Elementary Intervention 01.0 0200.0 11304 10000 1130 2200000

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
31.	Chin, Stephanie Substitute teacher, as needed, to provide intervention to all students three days per week and attend necessary meetings per Principal's request at Cerritos Elementary	8/17/20 through 6/10/21 Regular rate of pay Not to exceed 3 days per week No to exceed \$32,747.00 Title I – Alternative Support 01.0 30100.0 11100 10000 1130 2200865
32.	Chin, Stephanie Substitute teacher, as needed, to provide intervention and support to EL students one day per week and attend necessary meetings per Principal's request at Cerritos Elementary	8/17/20 through 6/10/21 Regular rate of pay Not to exceed one day per week No to exceed \$15,808.00 Title III - EL 01.0 42030.0 11100 10000 1130 2200673
33.	Chin, Stephanie Substitute teacher, as needed, to prep for after school intervention and support to EL and newcomer students at Cerritos Elementary	8/17/20 through 6/10/21 \$31.00 per hour Not to exceed \$1,849.00 Title III – EL 01.0 42030.0 11100 10000 1130 2200673
34.	Chin, Stephanie Substitute teacher, as needed, to provide after school intervention and support to EL and newcomer students at Cerritos Elementary	8/17/20 through 6/10/21 \$34.00 per hour Not to exceed \$3,042 Title III – EL 01.0 42030.0 11100 10000 1130 2200673

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
35.	Chin, Stephanie Substitute teacher, as needed, for Intervention to write progress reports for EL students to help monitor progress of newcomers at Cerritos Elementary	8/17/20 through 6/10/21 \$31.00 per hour Not to exceed \$219.00 Title III – EL 01.0 42030.0 11100 10000 1130 2200673
36.	Chin, Stephanie Substitute teacher, as needed, to prepare lessons for after-school intervention to students Cerritos Elementary	8/17/20 through 6/10/21 \$31.00 per hour Not to exceed \$1,798.00 Title I – Alternative Support 01.0 30100.0 11100 10000 1130 2200865
37.	Chin, Stephanie Substitute teacher, as needed, to provide after-school intervention to students Cerritos Elementary	8/17/20 through 6/10/21 \$34.00 per hour Not to exceed \$1,973 Title I – Alternative Support 01.0 30100.0 11100 10000 1130 2200865
38.	Galvez-Grado, Sylvia Prep time for Teacher Specialist, as needed, to provide pull-out intervention to newcomers twice per week Cerritos Elementary	9/01/20 through 6/10/21 \$31.00 per hour Not to exceed 70 hours/ \$2,210.00 total Title III 01.0 42030.0 11100 10000 1130 2200673
39.	Kasmanian, Janna CTE Teacher for attending conferences, curriculum writing and professional development	7/01/20 through 6/30/21 \$31.00 per hour Not to exceed 680 hours SSP 01.0 73702.1 38000 10000 1130 0000684

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
40.	Kim, Eun Teacher, as needed, to translate instructional materials for Carolina Science Teaching & Learning	7/01/20 through 6/30/21 \$31.00 per hour Not to exceed 175 hours 01.0 07405.0 11100 10000 1130 0000618
41.	Koga, Yuri Teacher, as needed, to translate instructional materials for Carolina Science Teaching & Learning	7/01/20 through 6/30/21 \$31.00 per hour Not to exceed 225 hours 01.0 07405.0 11100 10000 1130 0000618
42.	Lim, Jessie Teacher, as needed, to translate instructional materials for Carolina Science Teaching & Learning	7/01/20 through 6/30/21 \$31.00 per hour Not to exceed 600 hours 01.0 07405.0 11100 10000 1130 0000618
43.	Manin, Jerome Teacher, to attend a four-day AP Professional Development virtual workshop through Southern California AP Institute Educational Services	8/03/20 through 8/06/20 \$31.00 per hour Not to exceed 30 hours 01.0 00000.0 11303 10000 1130 0005616
44.	Ophoven, Barbara Retired teacher, as needed, to translate instructional materials to German Teaching & Learning	7/01/20 through 6/30/21 \$31.00 per hour Not to exceed 50 hours 01.0 07405.0 11100 10000 1130 0000618
45.	Phelps, Craig Verdugo Academy Home Hospital Teacher, as needed Health Services	7/01/20 through 6/30/21 \$34.00 per hour Not to exceed 6 hours per week 01.0 00000.0 19029 10000 1130 00005682

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
46.	Rogers, Emily Teacher, as needed, to translate instructional materials for Carolina Science Teaching & Learning	7/01/20 through 6/30/21 \$31.00 per hour Not to exceed 350 hours 01.0 07405.0 11100 10000 1130 0000618
47.	Sim, Emily Teacher, as needed, to translate instructional materials for Carolina Science Teaching & Learning	7/01/20 through 6/30/21 \$31.00 per hour Not to exceed 125 hours 01.0 07405.0 11100 10000 1130 0000618
48.	Spink, Anne Teacher, Regular Science Crescenta Valley HS	8/19/20 through 12/17/20 One additional hour assignment at 1/5 daily rate of pay according to placement on Regular Teachers Salary Schedule 01.0 00000.0 11303 1000 1110 0100000
49.	Tupanjanin, Elke Teacher, as needed, to translate instructional materials for Carolina Science Teaching & Learning	7/01/20 through 6/30/21 \$31.00 per hour Not to exceed 65 hours 01.0 07405.0 11100 10000 1130 0000618
<u>Transportation Authorization</u>		
1.	Boyadjian, Grigor Boyadzhyan, Petros Hayhurst, Karen Jurado, Deneil Okaguchi, Sean	Music teachers, as needed, for various sites 7/01/20 through 6/30/21 57.5 cents per mile auto allowance Elementary Instruction 01.0 00000.0 11301 10000 5210 0005616
2.	Taylor-Davis, Brittany Teacher, as needed for SELPA DHH Foothill SELPA	8/17/20 through 6/30/21 57.5 cents per mile SELPA DIS Program 01.0 65001.0 57607 11100 5210 0000668

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Revision to Previous Personnel Report</u>		
1.	Revision to Board Report No. 3, September 1, 2020	
	<u>Page 8, Item 6</u>	
	Various names	Teacher, as needed, to attend a planning day for 20-21 school year Mann Elementary
		8/12/20 Daily substitute rate of pay 01.0 01000.0 11100 10000 1130 3500000
	Add the following name: Ayvazian, Pateel	
2.	Revision to Board Report No. 4, September 15, 2020	
	<u>Page 4, Item 5</u>	
	Various names	Teachers, as needed, to share best practices for distance learning with a focus on different technology platforms or curriculum Teaching & Learning
		7/01/20 through 6/30/21 \$31.00 per hour to plan \$34.00 per hour to present Not to exceed 20 hours combined per teacher 01.0 07405.0 11100 10000 1130 0000618
	Add the following name: Nagao, Karen	
3.	Revision to Board Report No. 2, August 11, 2020	
	<u>Page 44, Item 1</u>	
	Cardea, Paola Zambetta, Patrizia	Consultants, as needed, to translate instructional materials to Italian for Carolina Science Teaching & Learning
		7/01/20 through 6/30/21 \$31.00 per hour Not to exceed 100 hours each 01.0 07405.0 11100 10000 5811 0000618
	Remove the following name: Cardea, Paola	

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Revision to Previous Personnel Report (Cont.)</u>		
4.	Revision to Board Report No. 5, October 6, 2020	
	<u>Page 19, Item 31</u>	
	Daylami, Tahereh	Retired/Substitute Teacher, as needed, to provide ELA intervention for ELL students Roosevelt Middle School
		10/07/20 through 5/28/20 \$34.00 per hour Not to exceed 137 hours Title III EL 01.0 42030.0 11100 10000 1130 0500673
	Change to read:	Not to exceed 161 hours
5.	Revision to Board Report No. 5, October 6, 2020	
	<u>Page 16, Item 17</u>	
	Arjoyan, Anita Asadourian, Mirna Gibson, Ebonie Ventresca, Dianne	Teachers and substitute teacher, as needed, for tutoring after school and extra reading support Roosevelt Middle School
		10/07/20 through 5/28/21 \$34.00 per hour Not to exceed 88 hours Title I – Alternative Support 01.0 30100.0 11100 10000 1130 0500865
	Change to read:	Not to exceed 73 hours
6.	Revision to Board Report No. 2, August 11, 2020	
	<u>Page 45, Item 2</u>	
	Olson, Jacqueline	Consultant, as needed, to translate instructional materials to French Teaching & Learning
		7/01/20 through 6/30/21 \$31.00 per hour Not to exceed 50 hours 01.0 07405.0 11100 10000 5811 0000618
	Increase number of hours to read:	Not to exceed 495 hours

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Revision to Previous Personnel Report (Cont.)</u>		
7.	Revision to Board Report No. 2, August 11, 2020	
	<u>Page 44, Item 1</u>	
	Cardea, Paola	7/01/20 through 6/30/21
	Zambetta, Patrizia	\$31.00 per hour
		Not to exceed 100 hours each
		01.0 07405.0 11100 10000 5811
		0000618
	Increase number of hours to read:	
	Zambetta, Patrizia	Not to exceed 700 hours
8.	Revision to Board Report No. 2, August 11, 2020	
	<u>Page 45, Item 3</u>	
	Richerd, Francine	7/01/20 through 6/30/21
		\$31.00 per hour
		Not to exceed 150 hours
		01.0 07405.0 11100 10000 5811
		0000618
	Increase number of hours to read:	
		Not to exceed 450 hours
9.	Revision to Board Report No. 4, September 15, 2020	
	<u>Page 7, Item 4</u>	
	Ames, Betsy	8/19/20 through 6/09/21
	Hakopian, Angel	\$34.00 per hour
	Humphreys, Julien	Not to exceed \$12,623.00
	You, Carolina	01.0 42030.0 11100 10000 1130
		3100673
	Add the following:	
	Sanchez, Alejandra	11/02/20 through 6/09/21

Effective Dates
 And Salary Rate

Position

Revision to Previous Personnel Report (Cont.)

10. Revision to Board Report No. 5, October 6, 2020

Page 10, Item 10

Various

Teachers and Teacher
 Specialist, as needed, to
 attend/participate in
 Professional development
 and individualized
 coaching as part of
 the Leader in Me
 Grant at Toll Middle
 School

7/01/20 through 6/30/21
 \$31.00 per hour to plan
 Not to exceed 8 hours each
 Title I
 01.0 30100.0 11100 10000 1130
 0700000

Remove the following names:

Manin, Jerome
 Minasyan, Nina

Add the following names:

Garcia, Michael
 Hawker, Nancy

11. Revision to Board Report No. 4, September 15, 2020

Page 13, Item 30

Kim, Jinny

Substitute/Retired teacher,
 as needed, to provide
 FLAG Intervention to
 at-risk students in grades
 K-5 at Mark Keppel
 VAPA & FLAG

8/19/20 through 6/09/21
 \$34.00 per hour
 Not to exceed \$10,000.00
 01.0 95100.0 11100 10000 1130
 3100000

Decrease amount to read:

Not to exceed \$5,000

Add the following:

Choi, Hyun

11/02/20 through 6/09/21
 \$34.00 per hour
 Not to exceed \$5,000
 01.0 95100.0 11100 10000 1130
 3100000

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Revision to Previous Personnel Report (Cont.)</u>		
12.	Revision to Board Report No. 4, September 15, 2020	
	<u>Page 14, Item 36</u>	
	Molano, Christin	High School Assistant Principal to serve as Interim Assistant Principal at Hoover High School
		9/08/20 through 10/16/20 Daily rate of pay 01.0 00000.0 00000 270004 1311 0300000
	Change dates to read:	9/08/20 through 10/29/20
13.	Revision to Board Report No. 4, September 15, 2020	
	<u>Page 13, Item 34</u>	
	Mardirosian, Mary	Assistant Principal, to serve as Interim High School Principal Hoover High School
		9/02/20 through 10/16/20 Daily rate of pay 01.0 00000.0 00000 270004 1311 0300000
	Change dates to read:	9/01/20 through 10/29/20
14.	Revision to Board Report No. 1, July 14, 2020	
	<u>Page 6, Item 7</u>	
	Various names	Teachers, as needed, to work outside their contractual dates for participation in History- Social Science Instructional Materials Review and Evaluation toward Adoption Recommendation Teaching & Learning
		7/01/20 through 1/31/21 \$27.00 per hour Not to exceed 28 hours each 01.0 07405.0 11100 10000 1130 0000618
	Add the following name: Bowman, John	
	Change pay rate to read:	\$31.00 per hour

Position

Effective Dates
 And Salary Rate

Revision to Previous Personnel Report (Cont.)

15. Revision to Board Report No. 4, September 15, 2020

Page 7, Item 3

Ames, Betsy Hakopian, Angel Humphreys, Julien You, Carolina	Substitute/Retired Teachers, as needed, to provide intervention to at-risk students in grades K-5 at Mark Keppel VAPA & FLAG	8/19/20 through 6/09/21 \$34.00 per hour Not to exceed \$8,250.00 01.0 02000.0 11304 10000 1130 3100000
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Add the following name and dates:
 Sanchez, Alejandra

11/02/20 through 6/09/21

16. Revision to Board Report No. 5, October 6, 2020

Page 10, Item 9

Ames, Betsy Hakopian, Angel Humphreys, Julien You, Carolina	Substitute/Retired teachers, as needed, to provide intervention to at-risk students in grades K-5 at Mark Keppel VAPA & FLAG	8/19/20 through 6/09/21 \$34.00 per hour Not to exceed \$20,625 01.0 30100.0 11100 10000 1130 3100865
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Add the following name and dates:
 Sanchez, Alejandra

11/02/20 through 6/09/21

17. Revision to Board Report No. 19, June 2, 2020

Page 4, Item 7

Hill, Marilyn	Retired Speech Language Pathologist, as needed, to provide support for Foothill SELPA Deaf and Hard of Hearing program	7/01/20 through 6/30/21 Daily rate of pay Not to exceed 35 days SELPA – DIS program 01.0 65001.0 57605 11100 1130 0000668
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Increase number of days to read:

Not to exceed 70 days

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Personal Services Agreement</u>		
1.	Demirdjian, Tina Consultant to provide up to 3 online poetry workshops of 10 sessions each to promote language acquisition skills and creativity through poetry	11/04/20 through 5/31/21 Not to exceed \$6,000 CALNEW 01.0 78102.0 11100 10000 5811 0000673
2.	Gamble, Brandon Edward Consultant to provide training to Foothill SELPA Psychologists	10/15/20 through 11/30/20 Not to exceed \$1,200.00 Alternative Dispute Resolution 01.0 33951.0 57600 21400 5811 0000668
3.	Luelmo, Paul Consultant, as needed, to provide ongoing support to the District in their development and implementation of Coordinated Early Intervening Data collection and data analysis Services Special Education	7/01/20 through 6/30/21 \$100 per hour Not to exceed \$5,000.00 01.0 65000.0 50011 21000 5811 0000600

Position

Effective Dates
And Salary Rate

Conference/Workshop/Meeting Authorization

In accordance with Board of Education Policy 4011 pertaining to conference and workshop attendance, approval has been given to the following persons to attend the conference as designated, with reimbursement for actual and necessary expenses in accordance with Board Policy:

A. The following workshop authorizations are not paid from District General Funds:

1. It is recommended that approval be given for Amoret Kaufman, a Crescenta Valley High School PTSA member to be reimbursed for all necessary travel expenses related to attend the Educating Anxious Brains Conference held on 2/14/20 through 2/16/20 for (airfare, registration, parking, taxi/Uber and meals) not to exceed \$500.00.

General Fund Account
01.0 95100.0 11100 10000 5220 0100000

GLENDALE UNIFIED SCHOOL DISTRICT

November 2, 2020

CLASSIFIED PERSONNEL REPORT NO. 6

CONSENT CALENDAR NO. 3

TO: Board of Education
FROM: Dr. Vivian Ekchian, Superintendent
PREPARED BY: Dr. Darneika Watson, Chief Human Resources and Operations Officer/
Director of Classified Personnel

SUBJECT: CLASSIFIED PERSONNEL REPORT NO. 6

It is recommended that the following report be approved as presented:

	<u>Location</u>	<u>Months/Hours, and Salary Rating</u>
<u>Medical Leave of Absence</u>		
1. <u>Clerk III</u> Pedrossian, Anahid	Hoover	09/25/20 through 10/23/20
2. <u>Education Assistant II</u> Gharakhanian, Mariette	Glendale	09/21/20 through 12/31/20
Khalafian, Ezabella	Franklin	10/05/20 through 12/21/20
Kossack-Silver, Julia	Verdugo Woodlands	10/01/20 through 10/20/20
3. <u>Education Assistant-Intensive Support</u> Valerio, Judith	Special Education	09/01/20 through 11/23/20
4. <u>Typist Clerk II</u> Aguas, Jennifer	Health Services	10/06/20 through 10/14/20
5. <u>Typist Clerk III</u> Yazlyan, Anahit	EEELP	10/05/20 through 10/31/20

	Location	Effective Dates, Months/Hours, and Salary Rating_____
<u>Extension of Medical Leave of Absence</u>		
1. <u>Cafeteria Worker I</u> Almendra, Milagro	Roosevelt	08/07/20 through 12/31/20
2. <u>Custodian II</u> Campos, Raul	Toll	08/28/20 through 12/01/20
3. <u>Typist Clerk II</u> Grigorian, Anahid	Balboa	07/09/20 through 10/04/20
Vasiliou, Gregoria	Glendale	09/04/20 through 11/05/20

Family & Medical Leave of Absence

1. <u>Clerk III</u> Pedrossian, Anahid	Hoover	09/25/20 through 10/23/20
2. <u>Typist Clerk II</u> Aguas, Jennifer	Health Services	10/06/20 through 10/14/20
3. <u>Typist Clerk III</u> Yazlyan, Anahit	EEELP	10/05/20 through 10/31/20

Extension of Family & Medical Leave of Absence

1. <u>Custodian II</u> Campos, Raul	Toll	08/28/20 through 11/16/20
2. <u>Typist Clerk III</u> Vasiliou, Gregoria	Glendale	09/04/20 through 11/05/20

Maternity Leave of Absence

1. <u>Education Assistant-Intensive Support</u> Allen, Dominique	Special Education	11/16/20 through 12/27/20
Lopez Villegas, Vania	Special Education	10/13/20 through 12/08/20
Marquez, Chaan	Special Education	11/30/20 through 02/22/21

Effective Dates,
 Months/Hours, and
 Salary Rating_____

Location
Extension of Maternity Leave of Absence

- | | | |
|---|-------------------|---------------------------|
| 1. <u>Behavior Intervention Assistant</u>
Soshnikova, Olga | Special Education | 08/17/20 through 10/06/20 |
|---|-------------------|---------------------------|

Parental Leave of Absence

- | | | |
|---|-------------------|---------------------------|
| 1. <u>Behavior Intervention Assistant</u>
Soshnikova, Olga | Special Education | 10/07/20 through 11/18/20 |
| 2. <u>Education Assistant-Intensive Support</u>
Marquez, Chaan | Special Education | 02/23/21 through 05/18/21 |

Election from Eligibility List

- | | | |
|---|--------------|---|
| 1. <u>Custodian I</u>
Figueroa, Iliana | FASO | 10/01/20; 12/8; 11-1
01.0-00000.0-00000-81006-2211-0000640 |
| Gothard, Justin | FASO | 10/01/20; 12/8; 11-1
01.0-00000.0-00000-81006-2211-0000640 |
| Guzman, Ceaser | Dunsmore | 10/01/20; 12/8; 11-1
01.0-00000.0-00000-81006-2211-240000 |
| Lepe Rodriguez, Jessica | R.D. White | 10/01/20; 12/8; 11-4
01.0 00000.0 00000 81006 2211 4300000 |
| Liff-Grieff, Ari | La Crescenta | 10/01/20; 12/8; 11-1
01.0 - 00000.0-00000-81006-2211-3200000 |
| Medina, Jean | Roosevelt | 10/01/20; 12/8; 11-1
01.0-00000.0-00000-81006-2211-0500000 |
| Orozco, Michael | FASO | 10/01/20; 12/8; 11-4
01.0-00000.0-00000-81006-2211-0000640 |

<u>Election from Eligibility List</u> - Continued		Location	Effective Dates, Months/Hours, and Salary Rating_____
2.	<u>Education Assistant I</u> Assatouri, Narineh	Edison	08/17/20; 9.25/6; 3-1 01.0 32200.0 11100 10000 2110 0001615
	Burgara, Dailene	Dunsmore	08/17/20; 9.25/6; 3-1 01.0 32200.0 11100 10000 2110 0001615
	Cardenas, Nicholas	Dunsmore	08/17/20; 9.25/6; 3-1 01.0 32200.0 11100 10000 2110 0001615
	Garcia, Rita	Dunsmore	08/17/20; 9.25/6; 3-1 01.0 32200.0 11100 10000 2110 0001615
	Grigoryan, Arus	Franklin	08/17/20; 9.25/6; 3-1 01.0 32200.0 11100 10000 2110 0001615
3.	<u>Health Assistant LVN/RN</u> Hairapedian, Anita	R.D. White	09/28/20; 10/8; 16-4 01.0 00000.0 00000 27004 2410 4300000
	Villagran, Nixcy	Valley View	10/08/20; 10/8; 16-6 01.0 00000.0 00000 27004 2410 4100000
4.	<u>Library Assistant</u> Tachera, Michelle	Valley View	10/01/20; 9.25/6; 8-1 01.0 32200.0 11100 10000 2910 0001615 01.0 01000.0 00000 24203 2910 4100000
5.	<u>Manager, Cafeteria, Secondary School - Transport</u> Avedian, Jasmen	Hoover	10/19/20; 10.25/8; M12-6 13.0 53100.0 00000 37005 2310 0000662
6.	<u>Multimedia Technology Assistant</u> Griffin, Angela	Lincoln	10/01/20; 9.25/6; 8-1 01.0 32200.0 11100 10000 2910 0001615 01.0 01000.0 00000 24203 2910 3300000
7.	<u>Typist Clerk II</u> Mayilyan, Elina	Student Services	10/19/20; 12/8; 12-1 01.0 00000.0 00000 31301 2410 0007682

	Location	Effective Dates, Months/Hours, and Salary Rating_____
<u>Reinstatement</u>		
1. <u>Custodian I</u> Aguilar, Raul	FASO	10/12/20; 12/8; 11-4 01.0-00000.0-00000-81006-2211-0000640

Termination - Abandonment
 2020-cl-81176 Effective 11/03/20

Additional Assignment Temporary - At Established Rate of Pay

1. <u>Assistant Physically Handicapped</u> Kim, Julie	Columbus	10/02/20 through 06/11/21 Not to exceed \$2,900.00 total Supplemental 01.0 01000.0 11100 10000 2130 2300000
Michel, Ramza Phillips, Patricia		
Zendejas, Ana	Mann	11/01/20 through 06/11/21 Not to exceed \$1,521.00 Title I – Alternative Support 01.0 30100.0 11100 10000 2130 3500865
Adams, Paul	Special Education	08/12/20 through 06/30/21 Not to exceed 6 hours a day, each 01.0 32200.0 11100 10000 2110 0001615
Aguirre Martinez, Sandra Aramian, Mahmoodi, Megan Arsenyan, Kristine Arutyunyan, Karine Asatourian, Armineh Asoyan, Marine Benitez, Eduardo Boyadjian, Aida Boyadzhyan, Diana Brown, Mitchell Burkhauser, Valerie Carvajal, Carmen Luz Chung, Yean Joon Cooper, Martha Cossio Camacho, Jose Davityan, Adrine Dinglasan, Stephanie		

Effective Dates,
Months/Hours, and
Salary Rating_____

Location

Additional Assignment Temporary - At Established Rate of Pay - Continued

1. Assistant Physically Handicapped - Continued

Dubon, Alicia Dolores
Enriquez, Raul
Escobar, Erin
Flores, Edgar
Formento, Efren
Galustians, Herachik
Garcia, Joanna
Gatica Leal, Itzell
Ghazarian, Alice
Grigoryan, Naira
Hall, Charlene
Hernandez Llamas, Maria
Issa Gholian, Aida
Jacobson, Kathy
Khachikian, Verjineh
Kim, Julie
Kocharyan, Angella
Kopp, Mary
Maciel, Yolanda
Maghakyan, Heghine
Matar, Amal
McCalahan, Mary
McDermott, Jennifer
Merino, Rosa
Michel, Ramza
Minasian, Lida
Montellano, Michele
Namwong, Yoksi
Panosyan, Araks
Patel, Mira
Phillips, Patricia
Raygoza, Martha
Rodriguez, Esperanza
Rostami, Jaklin
San Miguel, Rodnel
Sanchez, Rosio
Sarkissian Milagardi, Narbeh
Semerjian, Amalya

	Location	Effective Dates, Months/Hours, and Salary Rating_____
<u>Additional Assignment Temporary - At Established Rate of Pay - Continued</u>		
1. <u>Assistant Physically Handicapped</u> - Continued		
Siraki, Astekhik Gharakhanin		
Solorzano, Cynthia		
Tahmassian, Annie		
Tamme, Dawn Marie		
Torres, Melissa		
Urquiza, Pedro		
Zendejas, Ana Maria		
2. <u>Behavior Intervention Assistant</u>		
Abramyan, Kristine	Columbus	10/02/20 through 06/11/21
Chairoj, Pamela		Not to exceed \$2,900.00 total
Chura, Kristine		Supplemental
Dervishian, Christina		01.0 01000.0 11100 10000 2130 2300000
Sagolili, Donnah		
Taylor, Andrea		
Abramyan, Kristine	Special Education	08/12/20 through 06/30/21
Abundo, Darlene		Not to exceed 6 hours a day, each
Aghabegians, Roubina		01.0 32200.0 11100 10000 2110 0001615
Aguayo, Margarita		
Alajajyan, Angela		
Almodovar, Janey		
Alnasser, Ibrahim		
Avetisyan, Bavakan		
Baldo, Lizbeth		
Barragan, Dafne		
Basigian Galstyan, Jaklin		
Bedrousian, Patricia		
Benavides, Anna		
Buenafe, Melvyn		
Carias, Jesus		
Chairoj, Pamela		
Chavez, Jodie		
Chiriboga, Melanie		
Chuchuca, Norma		
Chura, Kristine		
Davoodzadeh, Sanaz		
Decker, Patricia		

	Location	Effective Dates, Months/Hours, and Salary Rating_____
<u>Additional Assignment Temporary - At Established Rate of Pay - Continued</u>		

2. Behavior Intervention Assistant - Continued

Dervishian, Christina
Diaz, Narciso
Dilanian, Lara
DiSimone, Lorianne
Duenas, Robert
Estrada, Wendy
Eustice, Quint
Flores Gallegos, Liset
Gallegos, Lindabeth
Garay, Jennifer
Garcia, Kimberly
Garcia Cruz, Ramon
Giacoletti, Wendy
Grigorian, Arlene
Gutierrez, Matthew
Harris, Princess
Hazarian, Lusine
Heine, Donovan
Henke, Alan
Hernandez, Yajaira
Herrera, Denise
Herrera, Arlene
Higinbotham, Eric
Hovhannisyan, Nara
Ishac, Marleine
Issakhanian, Alina
Jurdi, Rania
Karpova, Marina
Khachikyan, Anita
Kirkman, Steven
Lasam, Carolyn
Lemus, Tania
Lewis, Michael
Lizarraga Savin, Jacqueline
Loomis, Tyler
Lopez, Gabriela
Lopez, Karla
Macias, Theresa

Effective Dates,
Months/Hours, and
Salary Rating_____

Location

Additional Assignment Temporary - At Established Rate of Pay - Continued

2. Behavior Intervention Assistant - Continued

Marquardt, Kimberly
Martinez, Jessica
Medina, Carolyn
Mejia Bonilla, Brenda
Mims, Stacey
Minassian, Melina
Mkrtchyan, Emilyya
Morris, Kaya
Mortimer, Laura
Nersisyan, Anna
Olmedo, Elizabeth
Ortega, Ricardo
Ponce, Raquel
Rabanes, Alexa
Ramos Martinez, Diana
Regis, Saidee
Rusenko, Michele
Sagolili, Donnah
Sarkissian, Ani
Schillinger, Yvonne
Schlappie-Salazar, Christine
Serrano, Sindy
Shamirzaeian, Araz
Shaumyan, Anna
Shiroyan, Tereza
Sincecio, Nathalie
Soshnikova, Olga
Soto, Valerie
Stewart, Mateen
Sunberg, Kristin
Tablas Hidalgo, Maricela
Taylor, Andrea
Teknedjian, Alis
Torres Blandon, Ana
Tovmassian, Elizabeth
Trinidad, Teresita
Venezia, Adriana
Villegas, Sandoval
Zakaria, Arpa

	Location	Effective Dates, Months/Hours, and Salary Rating_____
<u>Additional Assignment Temporary - At Established Rate of Pay - Continued</u>		
3. <u>Cafeteria Worker I</u> Khodagholian, Valentin	Mann	09/30/20 through 06/11/20 Not to exceed 10 hours Donation Account 01.0 95100.0 00000 37000 2232 3500000
Medina, Lisa	Columbus	10/01/20 through 06/11/21 Not to exceed \$500.00 total General 01.0 00000.0 00000 27004 2430 2300000
4. <u>Cafeteria Worker II</u> Melkonian, Romina	Columbus	10/01/20 through 06/11/21 Not to exceed \$500.00 total General 01.0 00000.0 00000 27004 2430 2300000
5. <u>Custodian II</u> Covarrubias, Gustavo	Mann	09/30/20 through 06/11/21 Not to exceed 1 hour 01.0 00000.0 00000 81006 2231 3500000
6. <u>Education Assistant I</u> Kegeyan, Ermine Mandani, Rejina	Columbus	10/02/20 through 06/11/21 Not to exceed \$2,900.00 total Supplemental 01.0 01000.0 11100 10000 2130 2300000
7. <u>Education Assistant II</u> Arzumanyan, Anzhel Bagramyan, Anahit Ohanian, Sosseh Petrosyan, Frida Pilichos, Efrossini Sosa, Suzanna Stepanian, Hasmik	Columbus	10/02/20 through 06/11/21 Not to exceed \$2,900.00 total Supplemental 01.0 01000.0 11100 10000 2130 2300000

	Location	Effective Dates, Months/Hours, and Salary Rating_____
<u>Additional Assignment Temporary - At Established Rate of Pay - Continued</u>		
7. <u>Education Assistant II</u> - Continued		
Rhee, Marianne Tchakian, Sonia	Crescenta Valley	10/01/20 through 10/17/20 01.0 00000.0 00000 71001 2430 0007616
Fell, Angela	Mann	11/01/20 through 06/11/21 Not to exceed \$1,521.00 Title I – Alternative Support 01.0 30100.0 11100 10000 2130 3500865
Aghajani, Vazgen Aghakianest, Roobina Ambarthia, Vartouhi Arakelyan, Gayane Asatorian, Benita Avakian, Hasmik Avetikian, Susana Azar, Nehad Azarraga, Alice Bagramyan, Anait Barbar, Marie-Claire Bedrossian, Vilma Bouniatian, Alvard Bouniatian, Lyubov Buenrostro, Olivia Castro, Alfonso Cho, Insook Cholanian, Yevgineh Dermenjian, Rita Elyasi, Rodina Esaian, Roubina Fell, Angela Gabuchian, Narine Galindo, Graciela Galstyan, Anait Galvan, Rita Garabetian, Flora Gaskin, Ramelle Gaygeshian, Garineh Gharakhanian, Mariette	Special Education	08/12/20 through 06/30/21 Not to exceed 6 hours/day, each 01.0 32200.0 11100 10000 2110 0001615

	Location	Effective Dates, Months/Hours, and Salary Rating_____
<u>Additional Assignment Temporary - At Established Rate of Pay - Continued</u>		

7. Education Assistant II - Continued

Hamadani, Hala
Haroutunian, Betty
Hekimyan, Eliz
Jamali, Mina
Jenks, Christine
Karoglanian, Maretta
Keshish, Liga
Khachian, Janet
Khalafian, Ezabella
Jamali, Mina
Jenks, Christine
Karoglanian, Maretta
Keshish, Liga
Khachian, Janet
Khalafian, Ezabella
Khalulyan, Rebeka
Kim, Donna
Kossack-Silver, Julia
Lopez, Glenda
Mahdessian, Seda
Malik, Rohila
Martinez-Molina, Elizabeth
Martirosyan, Beatrisa
Merrill, Sharon
Mkrtchyan, Varsik
Moreira, Amy
Morrow, Lisbeth
Movsesyan, Mariam
Mozo, Barbara
Muradyan, Anush
Nahle, Adriana
Nalbandian, Silvik
Nazari, Hasmik
Olmedo, Norma
Ovanesyan, Maro
Panosyan, Armenui
Petrosyan, Frida
Rhee, Marianne

Effective Dates,
 Months/Hours, and
 Salary Rating_____

Location

Additional Assignment Temporary - At Established Rate of Pay - Continued

7. Education Assistant II - Continued

Robles, Devina
 Sahakyan, Susanna
 Sarkisian, Anahit
 Sarkissian, Jacklin
 Shah, Pashmina
 Shamirian, Armine
 Soukiasian, Marina
 Stepanian, Hasmik
 Tadevosian, Elma
 Tahmassian, Soseh
 Tchakian, Sonia
 Telimyan, Zarui
 Tissot, George
 Vartanian, Juliet
 Warner, Isabelle
 Zamora, Debra

8. Education Assistant – Intensive Support

Mazmanyanyan, Lilit	Columbus	10/02/20 through 06/11/21
Minasian, Lena		Not to exceed \$2,900.00 total
Tellez, Pedro	Columbus	Supplemental
Terteryan, Mariam		01.0 01000.0 11100 10000 2130 2300000
Abkarian, Anita	Special Education	08/12/20 through 06/30/21
Akter, Rashida		Not to exceed 6 hours/day; each
Allen, Dominique		01.0 32200.0 11100 10000 2110 0001615
Alvarez, Ashley		
Anjelian, Satik		
Apelian, Valentina		
Arakelian, Carmen		
Arana, Ener		
Avedisian, Adrineh		
Avetisyan, Siranush		
Avila, Maria Cruz		
Bagdoian, Saleen		
Baghumyan, Hasmik		
Cabrera, Rachelle		
Cajina, Joshua		

Effective Dates,
Months/Hours, and
Salary Rating_____

Location

Additional Assignment Temporary - At Established Rate of Pay - Continued

8. Education Assistant – Intensive Support - Continued

Charmahali, Katrin
Collins, Shanequa
Cuano, Mildred
Dagbashyan, Armineh
Emirzyans, Virginia
Estrada, Leticia
Finer, David
Garcia, Emilio
Gardner, Stacey
Godoy, Leonora
Gould, Breanna
Grigorian, Sisian
Grigoryan, Areknaz
Guirguis, Mari
Haghverdi, Vanuhi
Hagopian, Seta
Hakobyan, Lilit
Hernando, Maribel
Juarez, Isabel
Kaloghlian, Lara
Karakhanyan, Narine
Karapetian, Elina
Karapetyan, Serine
Khachatryan, Ruzana
Khodarjarian, Karmen
Leon Legendre, Roxana
Lopez, Vania
Malekian, Adrineh
Marquez, Chaan
Martirosyan, Ashkhen
Martirosyan, Kristina
Mazmanyman, Lilit
Mehrabyan, Narine
Minasian, Lena
Moosakhani, Ninet
Morales, Marissa
Nahat, Maha Dali
Nhabeet, Anna

	Location	Effective Dates, Months/Hours, and Salary Rating_____
<u>Additional Assignment Temporary - At Established Rate of Pay - Continued</u>		

8. Education Assistant – Intensive Support - Continued

Nunez, Roberto
Osorno, Alexa
Pogosyan, Vardush
Puranan, Sara
Ramirez, Alma
Richardson, Richard
Rivera, Lemuel
Rodriguez, Carmen
Sagar, Hina
Sagar, Kosha
Sargsyan, Naira
Sarreal, Omar
Shaverdy, Narineh
Shmavonyan, Anahit
Sosa, Esmeralda
Stepanyants, Elena
Telimyan, Knarik
Tellez, Pedro
Terteryan, Mariam
Theoharides, Suzanna
Tiulkina, Olena
Trigueros, Pedro
Valencia, Sulay
Valerio, Joseph
Valerio, Judith
Yontrarak, Sudarat
Yun, Sandra

	Location	Effective Dates, Months/Hours, and Salary Rating_____
<u>Additional Assignment Temporary - At Established Rate of Pay - Continued</u>		
9. <u>Elementary Yard Duty Leader</u>		
Camarena, Robert	Mann	09/30/20 through 06/11/21 Not to exceed \$2,000.00 total Supplemental 01.0 01000.0 11100 10000 2930 2300000
Safarian, Diana	Fremont	08/17/20 through 06/11/21 Not to exceed 2.5 hours/day 01.0 00000.0 19021 10000 2930 2800000
Trudell, Kimberly	Glenoaks	08/17/20 through 06/19/21 Not to exceed 10 hours per week 01.0 00000.0 19021 10000 2930 2900000
10. <u>Library Assistant</u>		
Alparaz, Remigia	Columbus	10/01/20 through 06/11/21 Not to exceed \$1,500.00 total Supplemental 01.0 01000.0 11100 10000 2930 2300000
Tachera, Michelle	Valley View	10/15/20 through 06/11/21 Not to exceed \$324.00 total Supplemental 01.0 01000.0 11100 10000 2930 4100000
11. <u>Multimedia Technology Assistant</u>		
Chwierut, Crystal	Glenoaks	08/13/20 through 06/19/21 Not to exceed \$1,000.00 total 01.0 00000.0 11100 10000 2930 2900000
De Torres, Ebner	Mann	09/30/20 through 06/11/21 Not to exceed \$2,000.00 total Supplemental 01.0 01000.0 11100 10000 2930 2300000
De Torres, Ebner	Mann	11/01/20 through 06/11/21 Not to exceed \$1,521.00 Title I – Alternative Support 01.0 30100.0 11100 10000 2130 3500865

	Location	Effective Dates, Months/Hours, and Salary Rating_____
<u>Additional Assignment Temporary - At Established Rate of Pay - Continued</u>		
11. <u>Multimedia Technology Assistant</u> - Continued		
Lalazaryan, Armine	Columbus	10/01/20 through 06/11/21 Not to exceed \$1,500.00 total Supplemental 01.0 01000.0 11100 10000 2930 2300000
12. <u>Physical Education Assistant</u>		
Martin-Center, Dawn	Columbus	10/02/20 through 06/11/21 Not to exceed \$2,900.00 total Supplemental 01.0 01000.0 11100 10000 2130 2300000

Change of Assignment

1. Change of Location/Decrease in Hours

a. Education Assistant I

Sarkesian, Preni	Cerritos From Muir 12/6	10/05/20; 12/3.5 01.0 60100.0 11100 10000 2110 2200000
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2. Change of Location/Decrease in Months

b. Typist Clerk III

Hakopian, Arlene	Daily From Nutrition Services, 12/8	10/22/20; 11/8 01.0 00000.0 00000 27004 2410 0400000
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3. Change of Location/Increase in Hours

a. Clerk II

Maleky, Zarik	Toll From Hoover 10/7	08/17/20; 10/8 01.0 00000.0 00000 27004 2410 0700000
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4. Decrease in Hours

a. Library Technician

Bratmon, Candace	Toll From 10/8	08/31/20; 10/7 01.0 00000.0 00000 27004 2910 0700000 01.0 00000.0 00000 24201 2910 0700000
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Effective Dates,
 Months/Hours, and
 Salary Rating_____

Change of Assignment - Continued

5. Provisional Assignment

a. Cook/Baker

Babakhani, Armineh	Rosemont From Cafeteria Worker I, 1-9	10/01/20 through 10/30/20 8 hours a day 9-7 13.0 53100.0 00000 37000 2212 0600000
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Jarian, Shakeh	Rosemont From Cafeteria Worker I, 1-9	10/01/20 through 10/30/20 6.5 hours a day 9-7 13.0 53100.0 00000 37005 2310 0000662
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Rostamians, Armineh	Glendale From Cafeteria Worker I, 1-9	10/01/20 through 10/09/20 8 hours a day 9-7 13.0 53100.0 00000 37000 2212 0200000
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Rostamians, Armineh	Glendale From Cafeteria Worker I, 1-9	10/12/20 through 10/30/20 6.5 hours a day 9-7 13.0 53100.0 00000 37000 2212 0200000
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b. Lead Custodian

Cabrera, Walter	Crescenta Valley From Custodian I, 11-5	07/01/20 through 12/31/20 8 hours a day 20-2 01.0 00000.0 00000 81006 2211 0100000
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c. Manager, Cafeteria, Secondary School Non-Transport

Tarverdians, Laris	Rosemont From Cook/Baker 9-7	10/01/20 through 10/30/20 8 hours a day M4-2 13.0 53100.0 00000 37005 2310 0000662
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d. Manager, Cafeteria, Secondary School Transport

Issagoolian, Berzwik	Crescenta Valley From Cook/Baker 9-9	10/01/20 through 10/30/20 8 hours a day M12-1 13.0 53100.0 00000 37005 2310 0000662
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Effective Dates,
Months/Hours, and
Salary Rating_____

Revisions to Previous Board Reports

1. Revision to Board Report #5, October 6, 2020

Page 18

Election of Classified Hourly Substitutes through 06/30/21

Yard Duty Assistant

Almanza, Gabriella	Edison	08/01/20 through 08/31/20
Arabajyan, Marine		\$13.00 per hour
Argueta, Catherine		01.0 32200.0 11100 10000 2960 0001615
Luna, Martha		
Shams, Smith		

Add names to read:

Aguilar, Sonya
Franco, Grace
Navarrez, Leticia
Quezada Rodriguez, Martha
Olmedo, Leticia

2. Revision to Board Report #5, October 6, 2020

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Election of Classified Hourly Substitutes through 06/30/21

Yard Duty Assistant

Dzhavakyan, Stella	Fremont	08/14/20
		\$13.00 per hour
		01.0 32200.0 11100 10000 2960 0001615

Add hours to read:

Not to exceed 4 hours a day

Effective Dates,
 Months/Hours, and
 Salary Rating_____

Location
Revisions to Previous Board Reports - Continued

3. Revision to Board Report #2, August 11, 2020

Page 15, Item 9

Additional Assignment Temporary - At Established Rate of Pay

Library Assistant

Alparaz, Remigia	Columbus	08/19/20 through 06/30/21 Not to exceed \$2,500.00 Donations 01.0 95100.0 11100 10000 2930 2300000
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Delete name to read:

Alparaz, Remigia

Add name to read:

Lalazaryan, Armine

Election of Classified Hourly Substitutes (Custodian I) through 06/30/21

Fraire, Richard	01.0 00000.0 00000 81006 2211 0000640
Martinez, Alfredo	
Pimentel, Victor	
Sandoval, Efren	

Election of Classified Hourly Substitutes through 06/30/21

Benitez, Sarah	07/01/20 through 06/30/21
Matevosyan, Marine	
Macias, Bobby	
Sarkesian, Minely	
Semerdjian, Elizabeth	

Sandoval, Sergio	Mann	11/01/20 through 06/11/21 Not to exceed \$1,521.00 Title I – Alternative 01.0 30100.0 11100 10000 2130 3500865
Torres, America		

Abgaryan, Sona	Columbus	10/01/20 through 06/11/21 Not to exceed \$1,500.00 total Supplemental 01.0 01000.0 11100 10000 2930 2300000
Aikob, Natasha		
Al Kadhimi, Fatimah		
Dilanchian, Goharic		
Fernandez-Garcia, Yamilka		
Ghougassian-Borshad, Maryam		

	Location	Effective Dates, Months/Hours, and Salary Rating_____
<u>Election of Classified Hourly Substitutes through 06/30/21 - Continued</u>		
<u>Non-Student Stage Crew</u>		
Barrera, Noemi	Glendale	10/01/20 through 06/30/21
De Leon, Julian		\$15.25 per hour 01.0 00000.0 81000 50001 2980 0000640
 <u>Personal Services Agreement</u>		
1. Dertavitian, Araxi	Consultant, as needed to provide mental health counseling services to students at Balboa Elementary School	11/03/20 through 06/30/21 Not to exceed \$18,000.00 total \$60.00 per hour Title I 01.0 30100.0 11100 10000 5811 2000000
2. Heschi, Nora	Consultant, as needed to provide virtual assistance and language support for the German Dual Language Program at Franklin Magnet Elementary School during the 2020-2021 school year.	08/31/20 through 12/18/20 Not to exceed \$3,375.00 total Educational Services 01.0 00000.0 00000 71001 5811 0007616

	Location	Effective Dates, Months/Hours, and Salary Rating_____
<u>Personal Services Agreement</u> - Continued		
3. Tejada, Lisa	Consultant, as needed to provide virtual assistance and language support for the German Dual Language Program at Franklin Magnet Elementary School during the 2020-2021 school year.	08/31/20 through 12/18/20 Not to exceed \$5,625.00 total Educational Services 01.0 00000.0 00000 71001 5811 0007616

GLENDALE UNIFIED SCHOOL DISTRICT

November 2, 2020

CONSENT CALENDAR NO. 4

TO: Board of Education
 FROM: Dr. Vivian Ekchian, Superintendent
 SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer
 PREPARED BY: Karineh Savarani, Director, Financial Services
 SUBJECT: **Warrants – District Funds**

The Superintendent recommends that “A” Form (Payroll Warrants) issued October 1, 2020 – October 27, 2020 as shown below totaling \$3,702,969.34, and “B” Form (Other than Payroll Warrants) issued September 1 – 30, 2020, totaling \$12,624,505.16 be approved. Funding for Form “A” Warrants is accounted for in the following funds: 01.0 General Fund, 12.0 Child Development Fund, 13.0 Cafeteria Fund, 21.1 Measure S Projects Fund, and 25.0 Capital Facilities Fund.

REGISTERED NUMBER	WARRANT NUMBER	DESCRIPTION	AMOUNT
273-C	674896 - 6748964	Certificated	\$ 395.28
273-N	674896 - 6748966	Classified	(907.69)
274-N		Classified	(2,451.61)
C5C-C	675015 - 6750180	Certificated	515,122.26
C5C-N	675018 - 6750184	Classified	22,901.37
275-C	675102 - 6751023	Certificated	3,193.71
275-N	675102 - 6751025	Classified	1,638.67
276-C	675120 - 6751205	Certificated	(5,091.80)
279-C	675131 - 6751317	Certificated	867.08
E4F-N	675216 - 6752250	Classified	1,473,709.89
280-C	675501 - 6755017	Certificated	407.49
280-N	675501 - 6755018	Classified	834.85
C3C-N	675607 - 6756139	Certificated	377,107.25
281-C	675821 - 6758216	Certificated	1,563.04
281-N	675821 - 6758218	Classified	862.33
286-C	675917 - 6759174	Certificated	3,005.67
286-N	675917 - 6759176	Classified	1,564.79
287-N	675930 - 675931	Classified	1,706.09
288-C	675990 - 6759905	Certificated	134.33
288-N	675990 - 6759906	Classified	24.85
289-N	676141 - 6761421	Classified	869.21
293-N	676288 - 6762887	Classified	4,022.06
E4G-N	676367 - 6763757	Classified	1,295,003.41
294-N	676484 - 6764856	Classified	6,304.22
297-N	676759 - 6767596	Classified	182.59
TOTAL			\$ 3,702,969.34

To Support Board Priority No. 4 – Maintain District Financial Responsibility – Ensure the fiscal health of the District, implement a fiscal plan to preserve the District resources, and plan for the District’s future educational and facility needs.

GLENDALE UNIFIED SCHOOL DISTRICT
 CONSENT CALENDAR NO. 4

SUMMARY OF COMMERCIAL WARRANTS ISSUED FROM
 SEPTEMBER 1 THRU SEPTEMBER 30, 2020

OBJECT CODE	DESCRIPTION	NUMBER OF ENTRIES	AMOUNT
1.0 GENERAL FUND			
4110	TEXTBOOKS	105	\$ 2,462,384.41
4210	BOOKS & OTHER REFERENCE MATERIAL	3	451.11
4220	LIBRARY BOOKS	2	2,906.59
4310	INST. MATERIALS & SUPPLIES	618	1,131,073.48
4312	INST. PERIODICALS & MAGAZINES	4	6,379.14
4317	COMMENCEMENT	3	85.83
4340	INSTRUCTIONAL SOFTWARE/LICENSES	62	524,366.73
4350	OFFICE & OTHER SUPPLIES	165	16,421.34
4351	PRINTING & REPRODUCTION	9	10,717.99
4353	EDIBLE SUPPLIES	23	2,946.74
4360	TIRES, FUEL AND OIL	10	10,706.86
4370	CUSTODIAL/OPERATION SUPPLIES	133	14,790.13
4371	GROUNDS SUPPLIES	15	198.45
4372	POOL SUPPLIES	6	2,899.29
4380	MAINTENANCE SUPPLIES	36	1,523.42
4381	REPAIR SUPPLY & MATERIALS	272	259,248.22
4410	NON-CAP AV/COMPUTER EQUIP-UNTAGGED	12	6,756.40
4420	NON-CAP EQUIP -UNTAGGED	174	435,033.43
4430	NON-CAP EQUIP - TAGGED NON-COMPUTER	46	146,070.84
4440	NON-CAP COMPUTER EQUIP-TAGGED	10	9,211.29
5210	MILEAGE & CAR ALLOWANCES	12	722.08
5220	TRAVEL AND CONFERENCES	17	6,595.28
5310	DUES AND MEMEBERSHIPS	7	65,064.40
5510	NATURAL GAS SERVICES	10	5,187.28
5520	ELECTRICITY SERVICES	69	252,335.33
5530	WATER	64	71,198.17
5561	TRASH DISPOSAL	7	17,739.38
5562	SEWER CHARGES	65	25,336.90
5610	RENTALS, LEASES AND REPAIRS	43	35,167.08
5611	ETIS COPIER LEASES	1	103.70
5630	REPAIRS	89	83,276.55
5631	ETIS COPIER MAINTENANCE	26	1,191.28
5802	NON-INSTRUCTIONAL SOFTWARE LICENSE	2	1,649.99
5804	NON-PUBLIC SCHOOL	27	205,667.43
5811	PERSONAL SERVICES	18	12,770.00
5812	NON-PSA SERVICE AGREEMENT	63	291,538.63
5813	UNIFORM SERVICES	1	3,136.57
5815	OPERATING SERVICES	122	701,256.39
5816	NON-PUBLIC SCHOOL SERVICES	10	24,622.55
5821	LEGAL FEES	13	62,809.50
5823	SPED OTHER LEGAL SETTLEMENTS	2	61,140.20
5825	AUDIT FEES	1	8,500.00
5828	SPED PARENT ATTORNEY FEES	1	5,000.00

GLENDALE UNIFIED SCHOOL DISTRICT
 CONSENT CALENDAR NO. 4

SUMMARY OF COMMERCIAL WARRANTS ISSUED FROM
SEPTEMBER 1 THRU SEPTEMBER 30, 2020

OBJECT CODE	DESCRIPTION	NUMBER OF ENTRIES	AMOUNT
5852	NON-INSTRUCTIONAL, CONSULTANTS	5	40,665.00
5853	CONTRACTUAL SERVICES	4	5,094.65
5862	PHYSICALS FOR EMPLOYEES	7	6,195.64
5911	POSTAGE/UPS/FEDEX	8	1,857.65
5912	TELEPHONE	10	16,294.01
5914	DATA LINE	1	59.47
6252	OTHER CONSTRUCTION	32	123,154.00
6282	MOVING-STORAGE	2	851.50
7141	TUITION, EXS CST, SCH DIST	8	569,410.89
8689	ALL OTHER FEES AND CONTRACTS	2	104.50
9320	STORES	5	14,613.57
9530	FRINGE BENEFITS SUBS - H&W	1	643.40
9551	SALES TAX PAYABLE	1	17.04
9552	USE TAX PAYABLE	162	3,567.61
		-----	-----
		2,626	7,768,709.31
	12.0 CHILD DEVELOPMENT FUND		
4310	INST. MATERIALS & SUPPLIES	4	16.41
4350	OFFICE & OTHER SUPPLIES	3	1,047.93
5630	REPAIRS	3	36.45
		-----	-----
		10	1,100.79
	13.0 CAFETERIA FUND		
4350	OFFICE & OTHER SUPPLIES	11	503.26
4351	PRINTING & REPRODUCTION	1	2,414.48
4360	TIRES, FUEL AND OIL	3	1,180.48
4380	MAINTENANCE SUPPLIES	29	2,492.17
4381	REPAIR SUPPLY & MATERIALS	5	466.15
4395	NON-FOOD SUPPLIES	11	25,645.56
4710	FOOD	62	94,984.69
5210	MILEAGE & CAR ALLOWANCES	1	165.21
5563	PEST CONTROL	2	1,182.82
5610	RENTALS, LEASES AND REPAIRS	4	7,662.22
5630	REPAIRS	2	539.00
5813	UNIFORM SERVICES	16	694.04
5815	OPERATING SERVICES	4	166.09
8634	FOOD SERVICE SALES	9	1,060.91
9552	USE TAX PAYABLE	17	35.34
		-----	-----
		177	139,192.42

GLENDALE UNIFIED SCHOOL DISTRICT
 CONSENT CALENDAR NO. 4

SUMMARY OF COMMERCIAL WARRANTS ISSUED FROM
 SEPTEMBER 1 THRU SEPTEMBER 30, 2020

OBJECT CODE	DESCRIPTION	NUMBER OF ENTRIES	AMOUNT
21.1 MEASURE S PROJECTS FUND			
4350	OFFICE & OTHER SUPPLIES	4	214.15
5590	OPERATIONS & OTH HOUSEKEEPING	2	192.23
5610	RENTALS, LEASES AND REPAIRS	1	225.81
5630	REPAIRS	1	546.32
5852	NON-INSTRUCTIONAL, CONSULTANTS	1	903.75
6150	SITE SURVEY/STUDIES	1	3,300.00
6154	GEOTECHNICAL STUDY	2	16,900.00
6210	ARCHITECT FEES ON BUILDINGS	5	12,492.25
6227	FEES-FIRE DEPT.	1	988.00
6231	DSA PLAN CHECK FEES	1	5,342.23
6250	BUILDING CONSTRUCTION/IMPROV	1	1,033,662.70
6252	OTHER CONSTRUCTION	9	594,885.43
6258	CONSULTANT COSTS	1	224.00
6273	ASBESTOS/LEAD	3	19,018.75
6275	CONST TSTNG ON BLDNGS & IMPROV	3	2,927.00
6280	BUILDING INSPECTIONS	2	16,000.00
6293	PRINTING & DISTRIBUTION	2	119.72
		----- 40	----- 1,707,942.34
25.0 CAPITAL FACILITIES FUND			
6210	ARCHITECT FEES ON BUILDINGS	1	2,473.50
6252	OTHER CONSTRUCTION	1	72,580.00
6253	PORTABLE CLASSROOMS	0	0.00
6275	CONST TSTNG ON BLDNGS & IMPROV	2	2,196.00
6280	BUILDING INSPECTIONS	1	5,330.00
6294	ADVERTISEMENTS & NOTICES	1	468.00
		----- 6	----- 83,047.50
40.1 SPEC RESERVE - CAPITAL PROJECTS			
5520	ELECTRICITY SERVICES	2	645.58
5530	WATER	1	821.20
5562	SEWER CHARGES	2	560.30
5610	RENTALS, LEASES AND REPAIRS	3	10,438.00
5630	REPAIRS	1	149.00
6210	ARCHITECT FEES ON BUILDINGS	3	4,160.25
6227	FEES-FIRE DEPT.	1	300.00
6252	OTHER CONSTRUCTION	4	23,505.02
6275	CONST TSTNG ON BLDNGS & IMPROV	3	136,893.75

GLENDALE UNIFIED SCHOOL DISTRICT
 CONSENT CALENDAR NO. 4

SUMMARY OF COMMERCIAL WARRANTS ISSUED FROM
 SEPTEMBER 1 THRU SEPTEMBER 30, 2020

OBJECT CODE	DESCRIPTION	NUMBER OF ENTRIES	AMOUNT
6280	BUILDING INSPECTIONS	3	22,850.00
7438	DEBT SERVICE - INTEREST	2	234,641.31
7439	OTHER DEBT SERVICE PAYMENTS	2	427,421.82
		-----	-----
		27	862,386.23
	67.0 SELF-INSURANCE FUND		
5872	DELTA ADMINISTRATIVE FEES	2	12,554.06
5873	VSP CLAIMS	6	29,291.84
5874	VSP ADMINISTRATIVE FEES	1	4,260.12
5875	DELTA PAYMENTS	1	189,487.27
5877	MEDIMPACT CLAIMS	1	9,061.06
5878	MEDIMPACT PAYMENTS	2	668,851.08
		-----	-----
		13	913,505.43
	67.1 WORKERS' COMPENSATION FUND		
5815	OPERATING SERVICES	1	770,442.00
5852	NON-INSTRUCTIONAL, CONSULTANTS	1	11,814.92
		-----	-----
		2	782,256.92
	67.2 EARLY RETIREMENT BENEFITS FUND		
5815	OPERATING SERVICES	1	136,938.55
		-----	-----
		1	136,938.55
	76.0 WARRANT PASS-THROUGH FUND		
9517	VOLUNTARY DEDUCTIONS	3	229,425.67
		-----	-----
		3	229,425.67
	TOTALS	2,905	\$ 12,624,505.16

GLENDALE UNIFIED SCHOOL DISTRICT

NOVEMBER 2, 2020

CONSENT CALENDAR NO. 5

TO: Board of Education
FROM: Dr. Vivian Ekchian, Superintendent
SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer
PREPARED BY: Christine J. Ward, Director, Procurement & Contract Services
SUBJECT: **PURCHASE ORDER LISTING**

The Superintendent recommends that the Board of Education approve Purchase Orders totaling \$2,077,166.49 for the period September 28, 2020 to October 23, 2020 as listed on the attached.

SUMMARY OF PURCHASE ORDERS ISSUED FROM SEPTEMBER 28, 2020 THROUGH OCTOBER 23, 2020

Funding Source	Number of Purchase Orders	Amount
UNRESTRICTED RESOURCES	227	557,660.95
FEDERAL RESTRICTED RESOURCES	122	390,611.21
STATE RESTRICTED RESOURCES	87	620,893.96
LOCAL RESTRICTED RESOURCES	74	398,781.60
CHILD DEVELOPMENT FUND	2	5,250.29
FOOD SERVICES FUND	10	5,597.99
MEASURE S PROJECTS FUND	6	50,051.12
DEVELOPER FEE FUND	4	4,632.45
CAPITAL PROJECTS & IMPROVEMENT FUND	16	43,686.92
TOTAL	548	\$2,077,166.49

In support of Board Priority #4 – Maintain District Solvency & Financial Responsibility – Ensure the fiscal health of the district, implement a fiscal plan to preserve the district resources and plan for the district’s future educational and facility needs.

PO NUMBER	UNRESTRICTED RESOURCES VENDOR	AMOUNT
0021000019	OFFICE DEPOT	661.38
0021002201	BAYHA GROUP SERVICE AGREEMENT WITH BAYHA GROUP TO WRITE K12- SWP GRANT PROPOSAL ON BEHALF OF GUSD. - SECONDARY SERVICES	10,000.00
0021002202	GILBERT, CATHERINE C.	800.00
0021002212	STATE OF CA DEPT OF INDUSTRIAL RELATIONS ELEVATOR PERMITS FOR VARIOUS SITES - FACILITY & SUPPORT OPERATIONS	2,200.00
0021002213	STATE OF CA DEPT OF INDUSTRIAL RELATIONS ELEVATOR PERMITS FOR VARIOUS SITES - FACILITY & SUPPORT OPERATIONS	1,850.00
0021002216	COMMUSA	220.50
0021002218	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - EDISON ELEMENTARY SCHOOL	127.61
0021002220	GRAINGER	94.94
0021002221	OFFICE DEPOT	207.56
0021002222	ACTIVE NETWORK	107.50
0021002224	AMAZON CAPITAL SERVICES, INC. OFFICE SUPPLIES - WILSON MIDDLE SCHOOL	26.93
0021002225	VETERAN BUILDING MAINTENANCE, LLC SUPPLIES RELATED TO COVID 19 - FACILITY & SUPPORT OPERATIONS	2,972.62
0021002226	ATKINSON, ANDELSON, LOYA, RUUD& ROMO	675.00
0021002233	CDW GOVERNMENT	183.53
0021002235	CLIFTON LARSON ALLEN LLP PROFESSIONAL SERVICES - FINANCIAL SERVICES	21,250.00
0021002236	TEK TIME SYSTEMS, INC	34.64
0021002237	PITNEY BOWES INC.	966.48
0021002244	THE HOME DEPOT PRO (SUPPLYWORKS)	11.00
0021002245	GALE SUPPLY COMPANY	501.64
0021002246	AMAZON CAPITAL SERVICES, INC. OFFICE SUPPLIES - DAILY HIGH SCHOOL	88.13
0021002247	AMAZON CAPITAL SERVICES, INC. OFFICE SUPPLIES - ROOSEVELT MIDDLE SCHOOL	82.38
0021002248	MAINTEX	30.30
0021002249	AMAZON CAPITAL SERVICES, INC. CUSTODIAL SUPPLIES - FREMONT ELEMENTARY SCHOOL	110.14

PO NUMBER	UNRESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0021002250	AMAZON CAPITAL SERVICES, INC. COMPUTER SUPPLIES - GLENDALE HIGH SCHOOL	61.72
0021002251	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL MATERIALS - MUIR ELEMENTARY SCHOOL	74.66
0021002264	SCHOOLSFIRST FEDERAL CREDIT UNION - MASTERCARD REV.COM - SOFTWARE LICENSES - CATEGORICAL PROGRAMS	3,000.00
0021002267	AMS.NET COMPUTER SUPPLIES - EDUCATIONAL TECHNOLOGY & INFORMATION SERVICES	12,984.60
0021002268	AMS.NET SECURITY ASSESSMENT FOR ONLINE SERVICES - EDUCATIONAL TECHNOLOGY & INFORMATION SERVICES	9,200.00
0021002271	IMAGE IV SYSTEMS, INC. BLANKET PURCHASE ORDER FOR PRINT MANAGED CARE SERVICES - EDUCATIONAL TECHNOLOGY & INFORMATION SERVICES	100,000.00
0021002273	CDW GOVERNMENT	188.53
0021002275	THE HITT COMPANIES	26.97
0021002278	AREY JONES EDUCATIONAL SOLUTIONS	252.31
0021002280	CDW GOVERNMENT	303.28
0021002281	SAGE PUBLICATIONS INC	32.35
0021002284	THE HOME DEPOT PRO (SUPPLYWORKS)	155.18
0021002285	AMAZON CAPITAL SERVICES, INC. OFFICE SUPPLIES - FREMONT ELEMENTARY SCHOOL	154.34
0021002286	THE HOME DEPOT PRO (SUPPLYWORKS)	195.56
0021002288	LEARNING A-Z SOFTWARE LICENSES - MUIR ELEMENTARY SCHOOL	1,364.66
0021002294	EXPLORELEARNING LLC SOFTWARE - CRESCENTA VALLEY HIGH SCHOOL	6,995.00
0021002303	PITNEY BOWES INC. BLANKET PURCHASE ORDER FOR MAILING SERVICES - FACILITY & SUPPORT OPERATIONS	30,000.00
0021002308	NORTHERN SAFETY & INDUSTRIAL	13.87
0021002311	SIGNAL HILL AUTO ENTERPRISES CUSTODIAL SUPPLIES - FACILITY & SUPPORT OPERATIONS	1,432.59
0021002312	STATE OF CA DEPT OF INDUSTRIAL RELATIONS	125.00
0021002313	ASSETWORKS, INC PROFESSIONAL SERVICES - FINANCIAL SERVICES	1,500.00

PO NUMBER	UNRESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0021002314	VISTA HIGHER LEARNING SUBSCRIPTIONS - SECONDARY SERVICES	1,510.20
0021002315	FOLLETT SCHOOL SOLUTIONS, INC.	150.00
0021002317	THE HOME DEPOT PRO (SUPPLYWORKS)	323.77
0021002318	THE HOME DEPOT PRO (SUPPLYWORKS) CUSTODIAL SUPPLIES - VERDUGO WOODLANDS ELEMENTARY SCHOOL	2,471.61
0021002320	THE HOME DEPOT PRO (SUPPLYWORKS)	97.78
0021002321	AMAZON CAPITAL SERVICES, INC. HEALTH SUPPLIES - CLARK MAGNET HIGH SCHOOL	87.62
0021002322	AMAZON CAPITAL SERVICES, INC. OFFICE SUPPLIES - HUMAN RESOURCES	29.71
0021002328	C.A.S.H.	952.00
0021002332	NEW HORIZON TREE EXPERTS, INC CLEAN ROOFS AND RAIN GUTTERS DISTRICT WIDE - FACILITY & SUPPORT OPERATIONS	5,000.00
0021002333	ENCORP ASBESTOS HAZARD EMERGENCY RESPONSE ACT (AHERA) INSPECTION, DISTRICTWIDE - FACILITY & SUPPORT OPERATIONS	11,600.00
0021002339	CSTA	249.00
0021002340	SCHOLASTIC INC	494.51
0021002342	CDW GOVERNMENT	195.73
0021002344	AMAZON CAPITAL SERVICES, INC. CLASSROOM MATERIALS - EDISON ELEMENTARY SCHOOL	131.84
0021002345	AMAZON CAPITAL SERVICES, INC. COMPUTER SUPPLIES - FRANKLIN ELEMENTARY SCHOOL	159.30
0021002346	WAXIE SANITARY SUPPLY	62.86
0021002347	GRAINGER	624.71
0021002349	CONSTITUTIONAL RIGHTS FOUNDATION	900.00
0021002350	TIAA COMMERCIAL FINANCE INC BLANKET PURCHASE ORDER FOR LEASE OF COPIER - MARSHALL ELEMENTARY SCHOOL	2,500.00
0021002351	WELLS FARGO FINANCIAL LEASING INC BLANKET PURCHASE ORDER FOR LEASE OF COPIER - MARSHALL ELEMENTARY SCHOOL	3,461.00
0021002353	SCHOOL MATE INSTRUCTIONAL SUPPLIES - LINCOLN ELEMENTARY SCHOOL	1,157.62

PO NUMBER	UNRESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0021002354	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - LA CRESCENTA ELEMENTARY SCHOOL	1,000.00
0021002356	BARNES & NOBLE BOOKS - CLARK MAGNET HIGH SCHOOL	1,385.41
0021002361	WET COVID SUPPLIES FOR RETURN TO SCHOOL - SPECIAL EDUCATION	5,723.14
0021002363	CAMCOR, INC. CLASSROOM EQUIPMENT - TOLL MIDDLE SCHOOL	2,523.84
0021002366	SCHOOL HEALTH CORP.	387.49
0021002367	CALIFORNIA ASSOC. OF SCHOOL COUNSELORS	179.00
0021002369	AMAZON CAPITAL SERVICES, INC. CLINICAL SUPPLIES - HEALTH SERVICES	264.43
0021002370	OFFICE DEPOT	536.41
0021002371	SCHOOL SPECIALTY	145.10
0021002372	OFFICE DEPOT	584.31
0021002373	DOLPHIN EVENT SERVICES	321.16
0021002375	EDCLUB INC.	111.00
0021002376	CSTA	175.00
0021002377	TURNITIN LLC SOFTWARE LICENSES - HOOVER HIGH SCHOOL	6,890.00
0021002383	OFFICE DEPOT	343.97
0021002392	ENCORE DATA PRODUCTS INC COMPUTER SUPPLIES - EDUCATIONAL TECHNOLOGY & INFORMATION SERVICES	13,119.75
0021002393	RENAISSANCE LEARNING INC SOFTWARE - EDUCATIONAL TECHNOLOGY & INFORMATION SERVICES	2,500.00
0021002394	SCHOOLSFIRST FEDERAL CREDIT UNION - MASTERCARD SCHOOLS SERVICES OF CALIFORNIA - CONFERENCE EXPENSES - BUSINESS SERVICES	960.00
0021002396	BLACKBOARD INC. SOFTWARE - EDUCATIONAL TECHNOLOGY & INFORMATION SERVICES	8,240.00
0021002397	READY REFRESH BY NESTLE (ARROWHEAD)	600.00
0021002400	SCHOLASTIC BOOK CLUBS	734.27
0021002401	THE HOME DEPOT PRO (SUPPLYWORKS) CUSTODIAL SUPPLIES - CRESCENTA VALLEY HIGH SCHOOL	1,753.25

PO NUMBER	UNRESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0021002402	THE HOME DEPOT PRO (SUPPLYWORKS) CUSTODIAL SUPPLIES - CRESCENTA VALLEY HIGH SCHOOL	6,059.60
0021002403	ULINE SHIPPING SUPPLY	253.58
0021002404	CURRICULUM ASSOCIATES INC	178.60
0021002408	ULINE SHIPPING SUPPLY	123.98
0021002410	THE HOME DEPOT PRO (SUPPLYWORKS)	175.69
0021002411	THE HOME DEPOT PRO (SUPPLYWORKS)	563.23
0021002412	THE HOME DEPOT PRO (SUPPLYWORKS)	923.19
0021002413	THE HOME DEPOT PRO (SUPPLYWORKS)	49.92
0021002416	PERMA-BOUND- A DIVISION OF HERTZBERG-NEW METHOD INC HERTZBERG-N	837.68
0021002417	PERMA-BOUND- A DIVISION OF HERTZBERG-NEW METHOD INC HERTZBERG-N BOOKS - VERDUGO WOODLANDS ELEMENTARY SCHOOL	1,010.99
0021002423	TIAA COMMERCIAL FINANCE INC BLANKET PURCHASE ORDER FOR LEASE OF COPIER - HOOVER HIGH SCHOOL	2,400.00
0021002424	FASTENAL COMPANY CUSTODIAL SUPPLIES - HOOVER HIGH SCHOOL	1,025.35
0021002425	SMART & FINAL IRIS COMPANY BLANKET PURCHASE ORDER FOR EDIBLE SUPPLIES - STUDENT SUPPORT SERVICES	2,000.00
0021002428	FEDERAL EXPRESS CORP.	18.54
0021002430	CDW GOVERNMENT COMPUTER EQUIPMENT - MONTE VISTA ELEMENTARY SCHOOL	1,835.66
0021002431	CDW GOVERNMENT AUDIOVISUAL EQUIPMENT - TOLL MIDDLE SCHOOL	2,346.12
0021002433	OFFICE DEPOT	754.04
0021002437	THE HOME DEPOT PRO (SUPPLYWORKS)	313.83
0021002438	ULINE SHIPPING SUPPLY	331.86
0021002439	GRAINGER	48.51
0021002440	OFFICE DEPOT	851.46
0021002441	AMERICAN EXPRESS CPS BLANKET PURCHASE ORDER FOR EDIBLE SUPPLIES FROM PORTO'S BAKERY - CLARK MAGNET HIGH SCHOOL	1,000.00
0021002443	WHY TRY, INC.	99.00
0021002444	OFFICE DEPOT	97.56
0021002450	SAGE PUBLICATIONS INC BOOKS - EDUCATIONAL SERVICES	2,197.34
0021002457	SCHOOL SPECIALTY	228.61
0021002469	AMAZON CAPITAL SERVICES, INC. COMPUTER SUPPLIES - STUDENT SUPPORT SERVICES	35.34

PO NUMBER	UNRESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0021002470	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL MATERIALS - BALBOA ELEMENTARY SCHOOL	27.56
0021002471	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL MATERIALS - BALBOA ELEMENTARY SCHOOL	371.47
0021002472	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - BALBOA ELEMENTARY SCHOOL	84.67
0021002473	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - BALBOA ELEMENTARY SCHOOL	28.22
0021002475	AMAZON CAPITAL SERVICES, INC. CUSTODIAL SUPPLIES - MARSHALL ELEMENTARY SCHOOL	81.03
0021002479	THE HOME DEPOT PRO (SUPPLYWORKS)	131.20
0021002480	AMAZON CAPITAL SERVICES, INC. OFFICE SUPPLIES - VERDUGO WOODLANDS ELEMENTARY SCHOOL	152.11
0021002482	AMAZON CAPITAL SERVICES, INC. BOOKS - CRESCENTA VALLEY HIGH SCHOOL	913.84
0021002483	HEXAGRAMM BOOKS	811.99
0021002485	PADLET SOFTWARE - CRESCENTA VALLEY HIGH SCHOOL	1,499.00
0021002487	TIAA COMMERCIAL FINANCE INC BLANKET PURCHASE ORDER FOR LEASE OF COPIER - MUIR ELEMENTARY SCHOOL	4,000.00
0021002488	SOUTHWEST SCHOOL & OFFICE SUPPLY	51.06
0021002489	AMAZON CAPITAL SERVICES, INC. BLANKET PURCHASE ORDER FOR OFFICE SUPPLIES - CATEGORICAL PROGRAMS	500.00
0021002490	O.H. LYNN PRINTING	297.68
0021002491	MARIA CHRISTINA OLIVARES IIDA PROVIDE VIRTUAL ASSISTANCE AND LANGUAGE SUPPORT FOR THE SPANISH DUAL LANGUAGE PROGRAM AT FRANKLIN ELEMENTARY SCHOOL, BOARD APPROVED 10/6/20 - STUDENT SUPPORT SERVICES	3,375.00
0021002492	AGATA GRAVANTE PROVIDE VIRTUAL ASSISTANCE AND LANGUAGE SUPPORT FOR THE SPANISH DUAL LANGUAGE PROGRAM AT FRANKLIN ELEMENTARY SCHOOL, BOARD APPROVED 10/6/20 - STUDENT SUPPORT SERVICES	3,375.00

PO NUMBER	UNRESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0021002493	STEPHANIE DJELLOUL-LEDRU PROVIDE VIRTUAL ASSISTANCE AND LANGUAGE SUPPORT FOR THE SPANISH DUAL LANGUAGE PROGRAM AT FRANKLIN ELEMENTARY SCHOOL, BOARD APPROVED 10/6/20 - STUDENT SUPPORT SERVICES	3,375.00
0021002494	TRACY HOLLAND	250.00
0021002495	STELLA PETROS PROVIDE SUPERVISION TO SOCIAL WORK INTERNS ASSIGNED TO PERFORM INDIVIDUAL & GROUP COUNSELING SERVICES TO STUDENTS AT VARIOUS SCHOOL SITES, BOARD APPROVED 10/6/20 - STUDENT WELLNESS SERVICES	87,000.00
0021002497	WINDFALL	355.91
0021002498	JIM'S MUSICAL INSTRUMENT REPAIR REPAIR SERVICES - EDUCATIONAL SERVICES	1,117.07
0021002500	GALE SUPPLY COMPANY	39.95
0021002506	THE HOME DEPOT PRO (SUPPLYWORKS) CUSTODIAL SUPPLIES - FACILITY & SUPPORT OPERATIONS	1,268.84
0021002509	GLENDAL BUILDER'S SUPPLIES	311.89
0021002510	NORTHERN SAFETY & INDUSTRIAL	73.00
0021002517	VIRGIL'S GLENDAL HARDWARE CENTER	20.90
0021002518	SUNPOWER CORPORATION SYSTEMS MAINTENANCE SERVICES - FACILITY & SUPPORT	21,091.10
0021002519	CLIFTON LARSON ALLEN LLP PROFESSIONAL SERVICES - FINANCIAL SERVICES	3,750.00
0021002521	COLLEGE BRIDGE	198.00
0021002523	GALE SUPPLY COMPANY	491.17
0021002529	CALIFORNIA ARBOR CARE TREE TRIMMING AT BALBOA ELEMENTARY SCHOOL - FACILITY & SUPPORT OPERATIONS	2,550.00
0021002530	CALIFORNIA ARBOR CARE TREE TRIMMING AT CLARK MAGNET HIGH SCHOOL - FACILITY & SUPPORT OPERATIONS	2,400.00
0021002534	O.H. LYNN PRINTING	63.95
0021002536	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - MUIR ELEMENTARY SCHOOL	82.65
0021002543	PERMA-BOUND- A DIVISION OF HERTZBERG-NEW METHOD INC BOOKS - CRESCENTA VALLEY HIGH SCHOOL	1,844.92
0021002544	PERMA-BOUND- A DIVISION OF HERTZBERG-NEW METHOD INC BOOKS - MONTE VISTA ELEMENTARY SCHOOL	2,001.92

PO NUMBER	UNRESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0021002545	MPS-ATTN: HIGH SCHOOL ORDER ENTRY BOOKS - CLARK MAGNET HIGH SCHOOL	2,249.10
0021002546	SCHOOLSFIRST FEDERAL CREDIT UNION - MASTERCARD LPIFIRE.COM - FIRE SAFETY SUPPLIES - FACILITY & SUPPORT OPERATIONS	70.29
0021002547	THE HOME DEPOT PRO (SUPPLYWORKS)	233.18
0021002549	OFFICE DEPOT	638.16
0021002558	AMERICAN EXPRESS CPS BLANKET PURCHASE ORDER FOR CONFERENCE RELATED EXPENSES - EDUCATIONAL SERVICES	2,000.00
0021002560	GERINGAS, KATHARINA	253.58
0021002562	CLEAN SWEEP SUPPLY CO INC	210.84
0021002572	COPY NETWORK	283.23
0021002575	ARMSTRONG GARDEN CENTERS	38.58
0021002577	LAWN & CONSTRUCTION EQUIPMENT DEPOT INC	132.26
0021002578	AMERICAN WATER WORKS, INC	21.90
0021002581	SCHOOL SPECIALTY	109.18
0021002583	SMART & FINAL IRIS COMPANY BLANKET PURCHASE ORDER FOR EDIBLE SUPPLIES - KEPPEL ELEMENTARY SCHOOL	1,500.00
0021002584	OFFICE DEPOT BLANKET PURCHASE ORDER FOR OFFICE SUPPLIES - KEPPEL ELEMENTARY SCHOOL	5,000.00
0021002585	OFFICE DEPOT BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - KEPPEL ELEMENTARY SCHOOL	6,000.00
0021002589	CLEVER PROTOTYPES, LLC	83.88
0021002594	CDW GOVERNMENT	507.15
0021002595	AEQUITAS SOLUTION ONLINE SUPPORT SERVICES - EDUCATIONAL TECHNOLOGY & INFORMATION SERVICES	1,500.00
0021002599	HOME DEPOT CREDIT SERVICES	422.62
0021002600	CDW GOVERNMENT	116.27
0021002602	TEACHERS DISCOVERY	630.08
0021002605	GREEN TECHNOLOGY	40.00
0021002608	COLLEGE BRIDGE	99.00
0021002609	FRANKLIN COVEY BOOKS - WILSON MIDDLE SCHOOL	3,422.76
0021002610	SCHOOL NURSE SUPPLY INC	50.70
0021002611	DEMCO	48.66

PO NUMBER	UNRESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0021002612	SCHOOL SPECIALTY BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - LA CRESCENTA ELEMENTARY SCHOOL	2,000.00
0021002613	OFFICE DEPOT BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - LA CRESCENTA ELEMENTARY SCHOOL	2,000.00
0021002615	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - CERRITOS ELEMENTARY SCHOOL	118.19
0021002616	SCHOOLSFIRST FEDERAL CREDIT UNION - MASTERCARD SURVEY MONKEY - SURVEY - EDUCATIONAL SERVICES	336.00
0021002621	BARNES & NOBLE BOOKS - CLARK MAGNET HIGH SCHOOL	1,967.96
0021002624	THE HOME DEPOT PRO (SUPPLYWORKS)	264.33
0021002628	CULVER-NEWLIN, INC OUTDOOR FURNITURE - WILSON MIDDLE SCHOOL	3,487.36
0021002630	HEXAGRAMM BOOKS	818.97
0021002633	FEDERAL EXPRESS CORP. FREIGHT SERVICES - SECONDARY SERVICES	1,120.32
0021002635	ENCORE DATA PRODUCTS INC COMPUTER SUPPLIES RELATED TO COVID 19 - EDUCATIONAL TECHNOLOGY & INFORMATION SERVICES	14,096.58
0021002641	OFFICE DEPOT	88.18
0021002642	OFFICE DEPOT	113.53
0021002643	AMERICAN EXPRESS CPS HIGHLIGHTS FOR CHILDREN - SUPPLIES RELATED TO COVID 19 - EDUCATIONAL SERVICES	712.65
0021002644	OFFICE DEPOT	160.95
0021002645	GALE SUPPLY COMPANY	843.17
0021002646	JOSTEN'S, INC. GRADUATION SUPPLIES - CLARK MAGNET HIGH SCHOOL	3,291.24
0021002649	BURBANK IRRIGATION SUPPLY GROUNDS EQUIPMENT - FACILITY & SUPPORT OPERATIONS	1,434.88
0021002653	CLEAN SWEEP SUPPLY CO INC	417.63
0021002656	THE HOME DEPOT PRO (SUPPLYWORKS)	399.70
0021002657	IMAGECUBE	648.37
0021002664	ULINE SHIPPING SUPPLY	170.89
0021002665	THE HOME DEPOT PRO (SUPPLYWORKS)	176.29

PO NUMBER	UNRESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0021002667	AMAZON CAPITAL SERVICES, INC. AUDIOVISUAL SUPPLIES - LINCOLN ELEMENTARY SCHOOL	70.52
0021002669	AMAZON CAPITAL SERVICES, INC. COMPUTER SUPPLIES - VALLEY VIEW ELEMENTARY SCHOOL	274.51
0021002671	DECKER EQUIPMENT/SCHOOL FIX	100.82
0021002672	CALIFORNIA SCHOLARSHIP FEDERATION, INC.	100.00
0021002675	ATKINSON, ANDELSON, LOYA, RUUD& ROMO	69.00
0021002686	SPLASHTOP INC LICENSES - CRESCENTA VALLEY HIGH SCHOOL	2,092.50
0021002687	AREY JONES EDUCATIONAL SOLUTIONS COMPUTER EQUIPMENT - PUBLIC INFORMATION	2,909.91
0021002695	SCHOOL SPECIALTY	166.15
0021002698	PITNEY BOWES INC. MAILING EQUIPMENT - FACILITY & SUPPORT OPERATIONS	18,569.31
0021002700	STATE OF CA DEPT OF INDUSTRIAL RELATIONS	225.00
0021002702	COUNTY SANITATION DISTRICTS	202.59
0021002706	OFFICE DEPOT BLANKET PURCHAE ORDER FOR OFFICE SUPPLIES - TEACHING AND LEARNING	1,000.00
0021002711	BLUE RIBBON SCHOOLS OF EXCELLENCE INC	199.00
0021002712	OFFICE DEPOT	522.68
0021002713	AMERICAN SOLUTIONS FOR BUSINESS	65.32
0021002716	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - EDISON ELEMENTARY SCHOOL	27.78
0021002720	VETERAN BUILDING MAINTENANCE, LLC DISINFECTING SUPPLIES RELATED TO COVID 19 - FACILITY & SUPPORT OPERATIONS	4,851.00
0021002722	LOS ANGELES COUNTY TAX COLLECTOR	633.34
0021002724	LOS ANGELES COUNTY TAX COLLECTOR	393.46
0021002725	LOS ANGELES COUNTY TAX COLLECTOR	322.66
0021002726	LOS ANGELES COUNTY TAX COLLECTOR	293.65
0021002727	LOS ANGELES COUNTY TAX COLLECTOR	400.39
0021002728	LOS ANGELES COUNTY TAX COLLECTOR	389.34
0021002729	LOS ANGELES COUNTY TAX COLLECTOR	322.30
0021002730	LOS ANGELES COUNTY TAX COLLECTOR	375.94
0021002731	LOS ANGELES COUNTY TAX COLLECTOR	239.19
020106079R	OFFICE DEPOT	357.01
020106310R	PRESIDENT'S EDUCATION AWARDS PROGRAM	148.50
02010633R	SCHOOL SPECIALTY	365.00
	TOTAL	557,660.95

PO NUMBER	FEDERAL RESTRICTED RESOURCES VENDOR	AMOUNT
0021002214	SCHOLASTIC INC	748.75
0021002215	SCHOOLSFIRST FEDERAL CREDIT UNION - MASTERCARD DEARVERDE.COM - INSTRUCTIONAL SUPPLIES - SPECIAL EDUCATION	44.02
0021002219	OFFICE DEPOT INSTRUCTIONAL SUPPLIES - GLENDALE HIGH SCHOOL	4,497.76
0021002228	VITAL MEDICAL SERVICES, LLC BLANKET PURCHASE ORDER FOR COVID-19 TESTING AS NEEDED - BUSINESS SERVICES	30,000.00
0021002229	CLEVER PROTOTYPES, LLC	499.95
0021002230	SCHOOLSFIRST FEDERAL CREDIT UNION - MASTERCARD READINGEGGS.COM - INSTRUCTIONAL SUPPLIES - SPECIAL EDUCATION	59.00
0021002231	AMERICAN EXPRESS CPS KRYTERION, INC - SOFTWARE - CATEGORICAL PROGRAMS	1,090.00
0021002253	AMAZON CAPITAL SERVICES, INC. COMPUTER SUPPLIES - TOLL MIDDLE SCHOOL	264.11
0021002257	STARFALL EDUCATION FOUNDATION	150.00
0021002258	RENAISSANCE LEARNING INC ONLINE LICENSES - BALBOA ELEMENTARY SCHOOL	3,286.50
0021002261	EDPUZZLE, INC SOFTWARE LICENSES - TOLL MIDDLE SCHOOL	1,320.00
0021002262	BRAIN POP ONLINE SERVICES - DUNSMORE ELEMENTARY SCHOOL	3,745.00
0021002263	CDW GOVERNMENT ONLINE SERVICES - DUNSMORE ELEMENTARY SCHOOL	2,163.60
0021002265	THE PRINCETON REVIEW SOFTWARE LICENSES - WILSON MIDDLE SCHOOL	39,500.00
0021002266	SEVERIN INTERMEDIATE HOLDINGS, LLC SUBSCRIPTIONS - CATEGORICAL PROGRAMS	6,750.00
0021002269	STUDIES WEEKLY INSTRUCTIONAL SUPPLIES - FRANKLIN ELEMENTARY	1,449.36
0021002272	CDW GOVERNMENT COMPUTER EQUIPMENT - ROOSEVELT MIDDLE SCHOOL	3,758.97
0021002282	MICHAEL KORZYK	571.50

PO NUMBER	FEDERAL RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0021002283	J.W. PEPPER & SON, INC.	460.84
0021002287	TURNING TECHNOLOGIES, LLC	99.00
0021002289	TURNITIN LLC ONLINE LICENSES - GLENDALE HIGH SCHOOL	7,775.00
0021002291	IXL LEARNING SOFTWARE LICENSES - GLENDALE HIGH SCHOOL	3,875.00
0021002293	KICKUP, INC. SOFTWARE LICENSES - CATEGORICAL PROGRAMS	29,730.00
0021002296	SUPER DUPER PUBLICATIONS	84.68
0021002297	MHS, INC	375.00
0021002301	CM SCHOOL SUPPLY	471.12
0021002304	O.H. LYNN PRINTING	357.21
0021002306	AMAZON CAPITAL SERVICES, INC. BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - ROOSEVELT MIDDLE SCHOOL	3,000.00
0021002329	CSTA	249.00
0021002330	INNOVATEED, LLC PROVIDE A COHERENT SYSTEM OF CONTINUOUS IMPROVEMENT TRAININGS - CATEGORICAL PROGRAMS	16,000.00
0021002335	ROCKALINGUA INC.	179.00
0021002336	LALILO, INC. SUBSCRIPTIONS - FRANKLIN ELEMENTARY SCHOOL	1,395.00
0021002338	THE FLIPPEN GROUP PROVIDE CAPTURING KIDS' HEARTS/LEADERSHIP BLUEPRINT PROFESSIONAL DEVELOPMENT - CATEGORICAL PROGRAMS	21,500.00
0021002341	AMAZON CAPITAL SERVICES, INC. COMPUTER SUPPLIES - FREMONT ELEMENTARY SCHOOL	1,393.56
0021002343	AMAZON CAPITAL SERVICES, INC. COMPUTER SUPPLIES - CLARK MAGNET HIGH SCHOOL	885.44
0021002348	LIMINEX, INC SOFTWARE LICENSES - FREMONT ELEMENTARY SCHOOL	2,043.40
0021002355	OFFICE DEPOT	500.00
0021002357	LIMINEX, INC	885.00
0021002358	LIMINEX, INC	871.45
0021002359	RESOURCES FOR EDUCATORS	239.00
0021002364	FOLLETT SCHOOL SOLUTIONS, INC.	150.00
0021002368	CALIFORNIA ASSOC. OF SCHOOL COUNSELORS	358.00
0021002374	THE COLLEGE BOARD, WRO	550.00

PO NUMBER	FEDERAL RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0021002378	BRAIN POP	795.00
0021002380	THE SOUTHERN CA LEARNING CORP. PROVIDE DISTANCE TUTORING SERVICES - CATEGORICAL PROGRAMS	8,584.00
0021002381	FIREPLACE INC.	799.00
0021002382	OFFICE DEPOT BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - COLUMBUS ELEMENTARY SCHOOL	1,500.00
0021002384	ADOBE MAX 2016	115.00
0021002385	SCHOOLSFIRST FEDERAL CREDIT UNION - MASTERCARD US POSTAL SERVICE - STAMPS - FOOTHILL SELPA	220.00
0021002386	VOCABULARY SPELLING CITY	139.90
0021002387	LAKESHORE LEARNING	253.22
0021002388	CAMCOR, INC. COMPUTER SUPPLIES - EDISON ELEMENTARY SCHOOL	2,853.27
0021002395	OFFICE DEPOT	75.10
0021002398	HAPPY NUMBERS INC	348.00
0021002415	ULINE SHIPPING SUPPLY	207.28
0021002418	THE SOUTHERN CA LEARNING CORP. PROVIDE TUTORING & INSTRUCTIONAL SUPPORT SERVICES FOR STUDENTS - WILSON MIDDLE SCHOOL	39,960.00
0021002419	BRAIN POP SOFTWARE LICENSES - MANN ELEMENTARY SCHOOL	3,745.00
0021002429	CLEVER PROTOTYPES, LLC	83.88
0021002432	QUIZLET, INC. SOFTWARE - HOOVER HIGH SCHOOL	2,872.80
0021002434	YABLA INC	448.43
0021002435	RIVERSIDE ASSESSMENTS LLC	207.49
0021002440	OFFICE DEPOT OFFICE FURNITURE - TOLL MIDDLE SCHOOL	1,267.88
0021002442	PADLET SOFTWARE - HOOVER HIGH SCHOOL	4,400.00
0021002451	AREY JONES EDUCATIONAL SOLUTIONS COMPUTER EQUIPMENT - CLARK MAGNET HIGH SCHOOL	24,275.97
0021002452	PADLET SOFTWARE - GLENDALE HIGH SCHOOL	2,000.00
0021002453	HAPPY NUMBERS INC	362.50
0021002456	NCS PEARSON INC.	65.05

PO NUMBER	FEDERAL RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0021002458	IPEVO INC. AUDIOVISUAL EQUIPMENT - MANN ELEMENTARY SCHOOL	3,691.29
0021002459	CAMCOR, INC. COMPUTER EQUIPMENT - MARSHALL ELEMENTARY SCHOOL	1,261.92
0021002466	AMAZON CAPITAL SERVICES, INC. COMPUTER SUPPLIES - FRANKLIN ELEMENTARY SCHOOL	60.42
0021002467	AMAZON CAPITAL SERVICES, INC. OFFICE SUPPLIES - CLARK MAGNET HIGH SCHOOL	187.40
0021002474	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - MARSHALL ELEMENTARY SCHOOL	1,218.55
0021002476	AMAZON CAPITAL SERVICES, INC. COMPUTER SUPPLIES - GLENOAKS ELEMENTARY SCHOOL	446.35
0021002477	AMAZON CAPITAL SERVICES, INC. COMPUTER SUPPLIES - MARSHALL ELEMENTARY SCHOOL	1,016.75
0021002478	AMAZON CAPITAL SERVICES, INC. COMPUTER SUPPLIES - COLUMBUS ELEMENTARY SCHOOL	476.09
0021002481	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - COLUMBUS ELEMENTARY SCHOOL	327.13
0021002484	JACOB CLIFFORD DBA: ACDC LEADERSHIP INC.	874.99
0021002501	APPLE COMPUTER INSTRUCTIONAL SUPPLIES - SPECIAL EDUCATION	2,000.00
0021002524	PRO-ED	73.00
0021002525	NCS PEARSON INC.	143.61
0021002526	NCS PEARSON INC. INSTRUCTIONAL SUPPLIES - SPECIAL EDUCATION	1,342.85
0021002538	BRUSTEIN & MANASEVIT, PLLC	350.00
0021002539	CALTAC PBIS, INC.	675.00
0021002540	SCHOLASTIC INC	400.18
0021002541	SCHOOLSFIRST FEDERAL CREDIT UNION - MASTERCARD CALIFORNIA CONSORTIUM FOR INDEPENDENT STUDY - CONFERENCE EXPENSES - DAILY HIGH SCHOOL	199.00
0021002550	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL MATERIALS - DAILY HIGH SCHOOL	155.82

PO NUMBER	FEDERAL RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0021002557	OFFICE DEPOT BLAKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - KEPPEL ELEMENTARY SCHOOL	3,000.00
0021002561	STORYLAY'R	259.66
0021002587	NEARPOD INC. SOFTWARE - TOLL MIDDLE SCHOOL	7,000.00
0021002588	SCHOOLSFIRST FEDERAL CREDIT UNION - MASTERCARD EDUCATION.COM - SUBSCRIPTIONS - COLUMBUS ELEMENTARY SCHOOL	59.94
0021002590	WEVIDEO INC	125.00
0021002593	CDW GOVERNMENT COMPUTER EQUIPMENT - MARSHALL ELEMENTARY SCHOOL	1,567.51
0021002603	AMAZON CAPITAL SERVICES, INC. OFFICE SUPPLIES - CLARK MAGNET HIGH SCHOOL	661.44
0021002614	NCS PEARSON INC. INSTRUCTIONAL SUPPLIES - SPECIAL EDUCATION	1,240.31
0021002620	BARNES & NOBLE	157.18
0021002629	OFFICE DEPOT	91.03
0021002631	UNIVERSITY AUXILIARY SERVICES, INC. SOFTWARE - ROOSEVELT MIDDLE SCHOOL	2,200.00
0021002632	OFFICE DEPOT	331.84
0021002636	BARNES & NOBLE	157.18
0021002638	NCS PEARSON, INC.	21.50
0021002666	THE HOME DEPOT PRO (SUPPLYWORKS)	369.21
0021002670	SUPER DUPER PUBLICATIONS	885.31
0021002678	BRAIN POP SOFTWARE LICENSES - MOUNTAIN AVENUE ELEMENTARY SCHOOL	2,950.00
0021002679	BRAIN POP	350.00
0021002680	WEVIDEO INC	355.00
0021002681	THE PRINCETON REVIEW SOFTWARE - ROOSEVELT MIDDLE SCHOOL	13,650.00
0021002683	RENAISSANCE LEARNING INC	618.75
0021002684	RENAISSANCE LEARNING INC SUBSCRIPTIONS - R.D. WHITE ELEMENTARY SCHOOL	6,470.00
0021002685	EDPUZZLE, INC SOFTWARE - ROSEMONT MIDDLE SCHOOL	1,450.00
0021002688	NEWSELA, INC	23,400.00

SOFTWARE LICENSES - GLENDALE HIGH SCHOOL

PO NUMBER	FEDERAL RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0021002690	SMARTEST EDU, INC SOFTWARE - ROSEMONT MIDDLE SCHOOL	2,859.00
0021002691	AMERICAN EXPRESS CPS ETSY.COM - INSTRUCTIONAL MATERIALS - SPECIAL EDUCATION	97.12
0021002692	WESTERN PSYCHOLOGICAL SERVICES	151.59
0021002693	WESTERN PSYCHOLOGICAL SERVICES INSTRUCTIONAL SUPPLIES - SPECIAL EDUCATION	1,325.00
0021002696	APPLE COMPUTER SOFTWARE LICENSES - SPECIAL EDUCATION	2,686.14
0021002697	APPLE COMPUTER COMPUTERS - SPECIAL EDUCATION	10,498.08
0021002707	OFFICE DEPOT	623.97
0021002709	LA CANADA UNIFIED SCHOOL DISTRICT	375.00
0021002715	APPLE COMPUTER	360.65
0021002717	NCS PEARSON INC.	161.90
0021002721	LEARNING RESOURCES, INC.	77.07
0021002723	OFFICE DEPOT	220.49
	TOTAL	390,611.21

STATE RESTRICTED RESOURCES

0021000018	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - HOOVER HIGH SCHOOL	242.49
0021002223	AMAZON CAPITAL SERVICES, INC. COMPUTER SUPPLIES - FOOTHILL SELPA	29.71
0021002227	CPI MEMBERSHIPS - FOOTHILL SELPA	1,240.00
0021002239	OFFICE DEPOT COMPUTER EQUIPMENT - GLENDALE HIGH SCHOOL	4,274.39
0021002241	THE CHILDREN'S CENTER AT CALTECH	387.73
0021002242	MARK'S PAINT	123.05
0021002243	FAMILY, CAREER AND COMMUNITY LEADERS	468.00
0021002252	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - FOOTHILL SELPA	17.60
0021002255	SCHOOLSFIRST FEDERAL CREDIT UNION - MASTERCARD STREAMER SOLUTIONS - MEMBERSHIPS - FOOTHILL SELPA	99.00

PO NUMBER	STATE RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0021002259	BAYHA GROUP PROVIDE IMPLEMENTATION ON BOTH REMOTE & IN-PERSON WORK BASED LEARNING OPPORTUNITIES FOR THE STUDENTS OF GUSD, BOARD APPROVED 9/15/20 - SECONDARY SERVICES	150,000.00
0021002260	AMERICAN RED CROSS	180.00
0021002270	N2Y STORE SOFTWARE - FOOTHILL SELPA	5,911.65
0021002290	CAREERSAFE, LLC LICENSES - SECONDARY SERVICES	1,020.00
0021002295	WOLF PRODUCTS, INC INSTRUCTIONAL SUPPLIES - FOOTHILL SELPA	1,021.74
0021002299	DICK BLICK ART MATERIALS CLASSROOM EQUIPMENT - HOOVER HIGH SCHOOL	15,622.31
0021002300	JOSHUA DEIGHTON PARENT REIMBURSEMENT - SPECIAL EDUCATION	6,550.00
0021002323	AMAZON CAPITAL SERVICES, INC. COMPUTER SUPPLIES - FOOTHILL SELPA	33.05
0021002324	AMAZON CAPITAL SERVICES, INC. COMPUTER SUPPLIES - FOOTHILL SELPA	28.03
0021002325	INVO HEALTH CARE ASSOCIATES LLC PROVIDE SPEECH, ASSESSMENTS AND IEP SERVICES TO SPECIAL EDUCATION STUDENTS - SPECIAL EDUCATION	180,000.00
0021002334	JUSTIN CHARLES REPAIR SERVICES OF CLASSROOM EQUIPMENT - HOOVER HIGH SCHOOL	4,957.91
0021002337	CDW GOVERNMENT	277.32
0021002362	SWEETMAN SYSTEMS COMPUTER EQUIPMENT - FOOTHILL SELPA	11,169.36
0021002365	GOODHEART-WILLCOX CO., INC.	999.96
0021002379	LUCID SOFTWARE INC.	337.30
0021002385	SCHOOLSFIRST FEDERAL CREDIT UNION - MASTERCARD US POSTAL SERVICE - STAMPS - FOOTHILL SELPA	220.00
0021002390	INTERNATIONAL RESCUE COMMITTEE	5,000.00

PROVIDE DISTANCE EMPLOYMENT SERVICES, CAREER
PATHWAYS ORIENTATION AND VOCATIONAL ENGLISH AS A
SECOND LANGUAGE TRAINING TO A DIVERSE GROUP OF NEW
AMERICANS - CATEGORICAL PROGRAMS

STATE RESTRICTED RESOURCES (CONTINUATION)

PO NUMBER	VENDOR	AMOUNT
0021002406	NETOP	206.00
0021002407	NETOP	206.00
0021002409	B & H PHOTO VIDEO	124.05
0021002414	SAVVAS LEARNING CO(FORMERLY PEARSON K12) BOOKS - HOOVER HIGH SCHOOL	5,236.32
0021002445	CDW GOVERNMENT	782.93
0021002446	SCHOOLSFIRST FEDERAL CREDIT UNION - MASTERCARD AMERICAN MEADOWS - INSTRUCTIONAL SUPPLIES - STUDENT SUPPORT SERVICES	992.25
0021002447	VAN ROOYEN, ANDRE D. MD PROVIDE PSYCHO-EDUCATIONAL EVALUATIONS AND IEP SERVICES FOR SPECIAL EDUCATION STUDENTS, BOARD APPROVED 10/6/20 - SPECIAL EDUCATION	20,000.00
0021002448	STACY MORHAR PROVIDE INDIVIDUAL COUNSELING AND ASSESSMENTS TO SPECIAL EDUCATION STUDENTS, BOARD APPROVED 10/6/20 - SPECIAL EDUCATION	25,000.00
0021002454	OMEGA LABS INC.	900.00
0021002455	OFFICE DEPOT	40.55
0021002460	AMAZON CAPITAL SERVICES, INC. BOOKS - CLARK MAGNET HIGH SCHOOL	370.85
0021002461	AMAZON CAPITAL SERVICES, INC. BOOKS - CLARK MAGNET HIGH SCHOOL	377.49
0021002462	AMAZON CAPITAL SERVICES, INC. BOOKS - CLARK MAGNET HIGH SCHOOL	345.56
0021002463	AMAZON CAPITAL SERVICES, INC. BOOKS - CLARK MAGNET HIGH SCHOOL	325.47
0021002464	AMAZON CAPITAL SERVICES, INC. BOOKS - CLARK MAGNET HIGH SCHOOL	312.45
0021002465	AMAZON CAPITAL SERVICES, INC. BOOKS - CLARK MAGNET HIGH SCHOOL	353.87
0021002468	AMAZON CAPITAL SERVICES, INC. COMPUTER SUPPLIES - FOOTHILL SUPPLIES	78.26
0021002486	HUMANWARE USA INC EQUIPMENT MAINTENANCE AGREEMENT - FOOTHILL SELPA	1,195.00

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GLENDALÉ UNIFIED SCHOOL DISTRICT
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0021002496	TINA DEMIRDJIAN PARENT REIMBURSEMENT - SPECIAL EDUCATION	2,006.67
STATE RESTRICTED RESOURCES (CONTINUATION)		
PO NUMBER	VENDOR	AMOUNT
0021002499	CPI	300.00
0021002508	A-LINE TO SUCCESS, LLC PROVIDE ASSESSMENTS AND INDIVIDUAL COUNSELING SERVICES TO SPECIAL EDUCATION STUDENTS - SPECIAL EDUCATION	70,000.00
0021002522	WINSOR LEARNING, INC	167.36
0021002527	MAXI AIDS	109.12
0021002531	SCHOOL SPECIALTY	297.63
0021002532	SCHOOLSFIRST FEDERAL CREDIT UNION - MASTERCARD UNIVERSITY OF WASHINGTON - CONFERENCE EXPENSES - FOOTHILL SELPA	1,200.00
0021002535	HARMONY PSYCHOTHERAPY INC. PROVIDE TOBACCO USE INTERVENTION & CESSATION CLASSES TO STUDENTS, PARENTS, & STAFF AT MIDDLE & HIGH SCHOOLS, BOARD APPROVED 10/6/20 - STUDENT SUPPORT SERVICES	24,300.00
0021002537	SCHOOLSFIRST FEDERAL CREDIT UNION - MASTERCARD STREAMER CENTER - MEMBERSHIPS - FOOTHILL SELPA	395.00
0021002542	AMAZON CAPITAL SERVICES, INC. SPECIAL EDUCATION EQUIPMENT - FOOTHILL SELPA	81.56
0021002548	THE HOME DEPOT PRO (SUPPLYWORKS) INSTRUCTIONAL SUPPLIES - ROSEMONT MIDDLE SCHOOL	2,874.48
0021002563	SCHOOL SPECIALTY	400.00
0021002564	OFFICE DEPOT BLANKET PURCHASE ORDER FOR OFFICE SUPPLIES - SPECIAL EDUCATION	1,000.00
0021002565	BURBANK UNIFIED SCHOOL DISTRICT REIMBURSEMENT FOR SALARIES & BENEFITS - FOOTHILL SELPA	3,760.48
0021002567	SKILLS USA CALIFORNIA	50.00
0021002568	SKILLS USA CALIFORNIA MEMBERSHIPS - CRESCENTA VALLEY HIGH SCHOOL	1,410.00
0021002569	UNIVERSITY AUXILIARY SERVICES, INC. IMPLEMENTATION OF MESA SCHOOL PROGRAMS - GLENDALE HIGH SCHOOL	3,850.00
0021002570	UNIVERSITY AUXILIARY SERVICES, INC.	6,050.00

IMPLEMENTATION OF MESA SCHOOL PROGRAMS - TOLL
MIDDLE SCHOOL

PO NUMBER	STATE RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0021002571	UNIVERSITY AUXILIARY SERVICES, INC. IMPLEMENTATION OF MESA SCHOOL PROGRAMS - HOOVER HIGH SCHOOL	3,850.00
0021002582	ANIE GARABEDIAN PROVIDE OUTREACH TO REFUGEE FAMILIES, BOARD APPROVED 10/6/20 - CATEGORICAL PROGRAMS	8,000.00
0021002586	FAMILY, CAREER AND COMMUNITY LEADERS	468.00
0021002604	AMAZON CAPITAL SERVICES, INC. COMPUTER SUPPLIES - FOOTHILL SELPA	126.20
0021002607	HOSA-FUTURE HEALTH PROFESSIONALS	240.00
0021002619	APPLE COMPUTER COMPUTER EQUIPMENT - FOOTHILL SELPA	2,064.82
0021002623	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL MATERIALS - CATEGORICAL PROGRAMS	131.86
0021002627	LOS ANGELES COUNTY SCIENCE & ENG. FAIR	115.00
0021002637	SCHOOLSFIRST FEDERAL CREDIT UNION - MASTERCARD THERAPLATFORM - MEMBERSHIPS - SPECIAL EDUCATION	800.00
0021002639	VISPERO SPECIAL EDUCATION EQUIPMENT - FOOTHILL SELPA	13,505.96
0021002647	DICK BLICK ART MATERIALS INSTRUCTIONAL SUPPLIES - GLENDALE HIGH SCHOOL	1,559.31
0021002658	AMAZON CAPITAL SERVICES, INC. BOOKS - ROOSEVELT MIDDLE SCHOOL	7.30
0021002659	AMAZON CAPITAL SERVICES, INC. CLASSROOM EQUIPMENT - WILSON MIDDLE SCHOOL	536.33
0021002660	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - WILSON MIDDLE SCHOOL	1,088.62
0021002662	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - ROSEMONT MIDDLE SCHOOL	125.41
0021002663	THE HOME DEPOT PRO (SUPPLYWORKS)	190.63
0021002668	AMAZON CAPITAL SERVICES, INC. COMPUTER SUPPLIES - FOOTHILL SELPA	49.04
0021002673	PATON GROUP	1,888.78

INSTRUCTIONAL SUPPLIES - WILSON MIDDLE SCHOOL

0021002676	CDW GOVERNMENT AUDIOVISUAL EQUIPMENT - TOLL MIDDLE SCHOOL	2,723.66
	STATE RESTRICTED RESOURCES (CONTINUATION)	
PO NUMBER	VENDOR	AMOUNT
0021002677	CDW GOVERNMENT AUDIOVISUAL EQUIPMENT - WILSON MIDDLE SCHOOL	2,723.66
0021002682	ROSETTA STONE LTD SUBSCRIPTIONS - CATEGORICAL PROGRAMS	13,940.00
0021002699	FAMILY, CAREER AND COMMUNITY LEADERS	432.00
0021002705	BEST BUY	187.02
0021002710	SHARP BUSINESS SYSTEMS	600.00
0021002719	OFFICE DEPOT	230.41

	TOTAL	620,893.96

LOCAL RESTRICTED RESOURCES

0021002200	CHALMERS CONSTRUCTION SERVICES, INC PROVIDE ALL PARTS AND LABOR TO REFURBISH ELECTRICAL SHED - GLENDALE HIGH SCHOOL	13,950.00
0021002203	FERGUSON ENTERPRISES INC.#1350	675.70
0021002204	ADI	407.47
0021002205	GLENDALE BUILDER'S SUPPLIES	125.63
0021002206	PACIFIC RADIO ELECTRONICS	64.97
0021002207	FILMTOOLS	44.10
0021002208	ULINE SHIPPING SUPPLY	63.79
0021002209	TORTOISE INDUSTRIES	410.63
0021002210	SUNBELT RENTALS, INC EQUIPMENT RENTALS - FACILITY & SUPPORT OPERATIONS	2,478.76
0021002211	STAR AUTO COLLISION CENTER AUTOBODY REPAIR SERVICES - FACILITY & SUPPORT OPERATIONS	8,698.00
0021002234	TEK TIME SYSTEMS, INC	943.00
0021002240	UNITED REFRIGERATION, INC.	17.15
0021002274	BABADZHANYAN, ALEXANDER PROVIDE INTEGRATION OF THE ARTS IN THE CLASSROOM, BOARD APPROVED 9/15/20 - R.D. WHITE ELEMENTARY	13,600.00
0021002277	CITY OF GLENDALE SCHOOL CLEAN UP AT MONTE VISTA AND LA CRESCENTA ELEMENTARY SCHOOLS - PLANNING, DEVELOPMENT & FACILITIES	1,816.69
0021002298	SCHOOLSFIRST FEDERAL CREDIT UNION - MASTERCARD	1,669.22

GCIRON.COM - AUTOMOTIVE SUPPLIES - FACILITY & SUPPORT
OPERATIONS

PO NUMBER	LOCAL RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0021002302	OFFICE DEPOT	319.71
0021002307	PAYLESS AIRLESS, INC	70.00
0021002309	CORTELCO, INC.	641.22
0021002310	FILMTOOLS	70.02
0021002316	FOLLETT SCHOOL SOLUTIONS, INC.	150.00
0021002319	B & H PHOTO VIDEO	709.93
0021002326	A & P ELECTRIC, INC. ELECTRICAL WORKS AT GLENDALE HIGH SCHOOL - PLANNING, DEVELOPMENT & FACILITIES	4,650.00
0021002331	BELDERIAN ENTERPRISES, LLC REMOVE AND REPLACE CONCRETE BY CAFETERIA AT CRESCENTA VALLEY HIGH SCHOOL - FACILITY & SUPPORT OPERATIONS	6,316.00
0021002352	VISTASHARE LLC	985.00
0021002389	GMS ELEVATOR SERVICES, INC ELEVATOR REPAIR SERVICES AT CLARK MAGNET HIGH SCHOOL - FACILITY & SUPPORT OPERATIONS	2,680.48
0021002391	NJP SPORTS INC REPLACE AND REPAIR NETTING AT STENGEN FIELD - FACILITY & SUPPORT OPERATIONS	1,887.12
0021002420	RED HAWK SERVICES, INC. TENNIS COURT RENOVATION AT GLENDALE HIGH SCHOOL, BID #203/20-21, BOE 9/15/20 - PLANNING, DEVELOPMENT & FACILITIES	119,531.00
0021002421	ARIEL MCCLEESE PROVIDE VIRTUAL ART LESSONS TO FLAG PROGRAM STUDENTS, BOARD APPROVED 10/6/20 - FRANKLIN ELEMENTARY SCHOOL	14,250.00
0021002422	SHEILA NICHOLLS PROVIDE VIRTUAL MUSIC TO STUDENTS IN THE FLAG PROGRAM, BOARD APPROVE 10/6/20 - FRANKLIN ELEMENTARY SCHOOL	15,000.00
0021002436	THE HOME DEPOT PRO (SUPPLYWORKS)	614.08
0021002449	ARC (AMERICAN REPROGRAPHICS COMPANY,LLC) BLANKET PURCHASE ORDER FOR BLUEPRINTING SERVICES - GLENDALE HIGH SCHOOL	2,000.00
0021002502	BUCHANAN GLASS	250.85
0021002503	BUCHANAN GLASS	409.65

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GLENDALE UNIFIED SCHOOL DISTRICT
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0021002504	BUCHANAN GLASS	244.70
0021002505	DESOTO SALES, INC.	136.55

PO NUMBER	LOCAL RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0021002507	DAB INNOVATIONS, LLC. PROVIDE PARTS & LABOR TO REPLACE LIGHT FIXTURES AT GLENDALE HIGH SCHOOL - PLANNING, DEVELOPMENT & FACILITIES	40,205.00
0021002511	BUILDERS FENCE CO INC	306.49
0021002512	BIG O TIRES GLENDALE VEHICLE REPAIR AND SUPPLIES - FACILITY & SUPPORT OPERATIONS	1,070.19
0021002513	CENTAR INDUSTRIES INCORPORATED	702.83
0021002514	KING'S CUSTOM SHEET METAL	110.25
0021002515	JB MECHANICAL & PLUMBING SUPPLIES PLUMBING EQUIPMENT - FACILITY & SUPPORT OPERATIONS	3,624.98
0021002516	BENNY'S OIL FILTER &	223.00
0021002520	RPW SERVICES, INC	305.00
0021002528	THE PAPE GROUP INC. PERFORM OPERATIONAL MAINTENANCE AND ANNUAL SERVICE AND INSPECTION OF THE GENERATOR AT THE ADMINISTRATION BUILDING - FACILITY & SUPPORT OPERATIONS	1,465.00
0021002553	ADVANCED CHEMICAL TECHNOLOGY, INC WATER TREATMENT AT GLENDALE & HOOVER HIGH SCHOOLS - FACILITY & SUPPORT OPERATIONS	2,025.00
0021002554	WESTERN ANALYTICAL TESTING LABS, INC.	125.00
0021002559	SCHOOLSFIRST FEDERAL CREDIT UNION - MASTERCARD CHENELIERE.CA - INSTRUCTIONAL SUPPLIES - EDUCATIONAL SERVICES	1,102.29
0021002566	CONTROLTEC, INC	676.71
0021002574	UNITED REFRIGERATION, INC.	218.32
0021002576	PACIFIC RADIO ELECTRONICS	80.44
0021002579	TOOL SHACK	108.32
0021002580	BURBANK PAINT COMPANY INC	47.67
0021002592	AMAZON CAPITAL SERVICES, INC. BLANKET PURCHASE ORDER FOR INSTRUCTIONAL MATERIALS FOR MONTE VISTA ELEMENTARY FLAG PROGRAM - EDUCATIONAL SERVICES	1,000.00
0021002596	AMAZON CAPITAL SERVICES, INC. BLANKET PURCHASE ORDER FOR INSTRUCTIONAL MATERIALS - COLLEGE VIEW SCHOOL	1,500.00

0021002597	AMAZON CAPITAL SERVICES, INC. BLANKET PURCHASE ORDER FOR INSTRUCTIONAL MATERIALS - COLLEGE VIEW SCHOOL	2,000.00
	LOCAL RESTRICTED RESOURCES (CONTINUATION)	
PO NUMBER	VENDOR	AMOUNT
0021002598	DESOTO SALES, INC.	504.75
0021002606	AMAZON CAPITAL SERVICES, INC. OFFICE SUPPLIES - FACILITY & SUPPORT OPERATIONS	59.33
0021002622	BARNES & NOBLE	894.13
0021002625	JACK CARDANI CONSTRUCTION INC. INSTALL HAND WASHING STATIONS RELATED TO COVID AT VARIOUS SITES - PLANNING, DEVELOPMENT & FACILITIES	4,175.00
0021002626	2A CONSTRUCTION CORPORATION INSTALL HAND WASHING STATIONS RELATED TO COVID AT VARIOUS SITES - PLANNING, DEVELOPMENT & FACILITIES	10,025.00
0021002634	HOME DEPOT CREDIT SERVICES	131.83
0021002640	AMAZON CAPITAL SERVICES, INC. AUDIOVISUAL SUPPLIES - FRANKLIN ELEMENTARY SCHOOL	474.02
0021002648	DECKER EQUIPMENT/SCHOOL FIX	330.42
0021002650	SUNBELT RENTALS, INC EQUIPMENT RENTALS - FACILITY & SUPPORT OPERATIONS	1,818.09
0021002651	GEARY PACIFIC SUPPLY	731.54
0021002652	CALIFORNIA SMOG & TEST ONLY	75.00
0021002654	DUGMORE & DUNCAN, INC	88.49
0021002655	APPLE VALLEY COMMUNICATIONS FIRE ALARM PARTS - FACILITY & SUPPORT OPERATIONS	3,137.61
0021002674	RPW SERVICES, INC PROVIDE SERVICES TO CONTROL WEEDS, FERTILIZE AND PERFORM RODENT PEST CONTROL AT STENGEL FIELD - FACILITY & SUPPORT OPERATIONS	5,000.00
0021002689	AREY JONES EDUCATIONAL SOLUTIONS	942.11
0021002703	PACIFIC RADIO ELECTRONICS	66.14
0021002704	FILMTOOLS	218.31
0021002708	IBOOKPARK INC ONLINE SERVICES - EDUCATIONAL SERVICES	2,588.67
0021002747	SOFTCHOICE CORPORATION SOFTWARE - EDUCATIONAL TECHNOLOGY & INFORMATION SERVICES	94,743.25
	TOTAL	398,781.60
0021002399	CHILD DEVELOPMENT FUND CHILDCARE CAREERS LLC BLANKET PURCHASE ORDER FOR CHILDCAE SERVICES -	5,000.00

0021002566	CONTROLTEC, INC	250.29
	TOTAL	5,250.29

PO NUMBER	FOOD SERVICES FUND VENDOR	AMOUNT
0021002238	PLUMBING AND INDUSTRIAL SUPPLY	56.37
0021002240	UNITED REFRIGERATION, INC.	142.24
0021002426	SUPPOSEUDRIVE TRUCK RENTAL & LEASING BLANKET PURCHASE ORDER FOR TRUCK RENTAL SERVICES - FOOD SERVICES	1,500.00
0021002551	REFRIGERATION SUPPLIES DISTRIBUTOR	152.58
0021002552	VIRGIL'S GLENDALE HARDWARE CENTER	30.83
0021002555	UPS	17.48
0021002556	WESTERN FOOD SAFETY LLC TRAINING FOR STAFF - FOOD SERVICES	1,908.00
0021002573	PLUMBING AND INDUSTRIAL SUPPLY	161.47
0021002574	UNITED REFRIGERATION, INC. REPAIR, SUPPLIES & MATERIALS - FOOD SERVICES	1,579.02
0021002701	UPS	50.00
	TOTAL	5,597.99

MEASURE S PROJECTS FUND

0021002256	VCA ENGINEERS, INC PROVIDE TOPOGRAPHIC & UNDERGROUND UTILITY SURVEYING SERVICES AT MONTE VISTA ELEMENTARY SCHOOL - PLANNING, DEVELOPMENT & FACILITIES	24,000.00
0021002305	FEDERAL EXPRESS CORP. BLANKET PURCHASE ORDER FOR MAILING SERVICES - PLANNING, DEVELOPMENT & FACILITIES	1,000.00
0021002591	DIGITAL NETWORK GROUP BLANKET PURCHASE ORDER FOR AV SYSTEM & CRESTRON TROUBLE SHOOTING FOR VAIOURS SCHOOL SITES - EDUCATIONAL TECHNOLOGY & INFORMATION SERVICES	10,000.00
0021002618	tBP/ARCHITECTURE ARCHITECTURAL SERVICES - GLENDALE HIGH SCHOOL	9,200.00
0021002634	HOME DEPOT CREDIT SERVICES SUPPLIES RELATED TO COVID 19 - GLENDALE HIGH SCHOOL	61.12
0020107009	ENCORP	5,790.00

ASBESTOS AND LEAD MONITORING AND CLEARANCE AT
KEPPEL ELEMENTARY SCHOOL - PLANNING, DEVELOPMENT
& FACILITIES

TOTAL 50,051.12

PO NUMBER	DEVELOPER FEE FUND VENDOR	AMOUNT
0021002276	TREMCO, INC.	258.62
0021002292	CONTRACTORS CRANE SERVICE RELOCATE STORAGE CONTAINERS FROM JEFFERSON TO BALBOA ELEMENTARY SCHOOLS - PLANNING, DEVELOPMENT, & FACILITIES	2,650.00
0021002327	NJP SPORTS INC PROVIDE PARTS & LABOR TO REPLACE DAMAGED WINDSCREEN AT BALBOA ELEMENTARY SCHOOL - PLANNING, DEVELOPMENT, & FACILITIES	1,446.00
0021002405	SCHOOL SPECIALTY	277.83
	TOTAL	4,632.45

CAPITAL PROJECTS & IMPROVEMENT FUND

0021002360	DAKTRONICS, INC. SPORT LIGHT RENOVATION AT GLENDALE HIGH SCHOOL - PLANNING, DEVELOPMENT & FACILITIES	38,139.39
0021002732	LOS ANGELES COUNTY TAX COLLECTOR	390.76
0021002733	LOS ANGELES COUNTY TAX COLLECTOR	397.69
0021002734	LOS ANGELES COUNTY TAX COLLECTOR	337.12
0021002735	LOS ANGELES COUNTY TAX COLLECTOR	397.69
0021002736	LOS ANGELES COUNTY TAX COLLECTOR	386.64
0021002737	LOS ANGELES COUNTY TAX COLLECTOR	314.56
0021002738	LOS ANGELES COUNTY TAX COLLECTOR	397.69
0021002739	LOS ANGELES COUNTY TAX COLLECTOR	397.69
0021002740	LOS ANGELES COUNTY TAX COLLECTOR	390.76
0021002741	LOS ANGELES COUNTY TAX COLLECTOR	390.76
0021002742	LOS ANGELES COUNTY TAX COLLECTOR	397.69
0021002743	LOS ANGELES COUNTY TAX COLLECTOR	337.12
0021002744	LOS ANGELES COUNTY TAX COLLECTOR	337.12
0021002745	LOS ANGELES COUNTY TAX COLLECTOR	337.12
0021002746	LOS ANGELES COUNTY TAX COLLECTOR	337.12
	TOTAL	43,686.92

**LIST OF PO CHANGE ORDERS
DURING THE PERIOD OF 09/28/2020 THROUGH 10/23/2020
CONSENT CALENDAR NO. 5 NOVEMBER 2, 2020**

Change Order Date	PO Number	Vendor	Reason of Change	Original Amount	Net Increase / Decrease	New Total
9/23/2020	21000441	O.H LYNN PRINTING	Increased PO to cover additional purchases	\$500.00	\$200.00	\$700.00
9/23/2020	002101238	OFFICE DEPOT	Increased PO to cover additional purchases	\$3,000.00	\$500.00	\$3,500.00
9/25/2020	0021001083	PATRICK LANDSCAPING, INC	For additional grading and installation of decomposed granite	\$19,475.00	\$1,599.31	\$21,074.31
9/25/2020	0020106529	PLAYPOWER LT FARMINGTON, INC	Increased PO for removal and replacement of concrete	\$395,630.50	\$19,703.00	\$415,333.50
9/25/2020	0020106699	PLAYPOWER LT FARMINGTON, INC	Increased PO for the installation of a new deck	\$449,267.90	\$44,070.00	\$493,337.90
9/25/2020	0020106702	PLAYPOWER LT FARMINGTON, INC	Increased PO for extra services rendered	\$196,751.98	\$9,682.00	\$206,433.98
9/28/2020	0021000453	OFFICE DEPOT	Increased PO for additional purchases	\$2,000.00	\$500.00	\$2,500.00
9/30/2020	0020106959	GOLDEN GATE STEEL, INC	Increased PO for budget purposes	\$176,742.00	\$250,000.00	\$426,742.00
10/6/2020	0020103658	BALFOUR BEATTY CONSTRUCTION	Increased PO due to unforeseen conditions/modifications	\$13,556,228.00	\$179,102.00	\$13,735,330.00
10/6/2020	0021002175	BELDERIAN ENTERPRISES	Increased PO to cover the cost of payment & performance bonds	\$104,352.50	\$2,609.00	\$106,961.50

GLENDALE UNIFIED SCHOOL DISTRICT

November 2, 2020

CONSENT CALENDAR NO. 6

TO: Board of Education
FROM: Dr. Vivian Ekchian, Superintendent
SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer
PREPARED BY: Craig Larimer, Financial Analyst
SUBJECT: **Appropriation Transfer and Budget Revision Report**

The Superintendent recommends that the Board of Education approve Appropriation Transfers and Budget Revisions for Fund 01.0 Unrestricted and Restricted, Fund 21.1, Fund 25.0, Fund 40.1 and Fund 67.0.

In support of Board Priority #4 – Maintain District Financial Responsibility – Ensure the fiscal health of the district; implement a fiscal plan to preserve the district resources; and plan for the district's future educational and facility needs.

GLENDALE UNIFIED SCHOOL DISTRICT
 November 2, 2020
 CONSENT CALENDAR NO. 6
 BUDGET TRANSFER AND ADJUSTMENT REPORT

GENERAL FUND UNRESTRICTED (01.0) Resource Codes 00000.0 thru 19999.0

REVENUES		BUDGET TRANSFERS	BUDGET ADJUSTMENTS
8010-8099	Local Control Funding Formula	\$0	\$0
8100-8299	Federal	\$0	\$0
8300-8599	Other State	\$0	\$0
8600-8799	Local	\$0	\$20,124
8910-8999	Transfers In/Contributions	\$0	\$0
TOTAL REVENUES		\$0	\$20,124

APPROPRIATION OBJECT		BUDGET TRANSFERS	BUDGET ADJUSTMENTS
1000	Certificated Salaries	\$4,075	\$998,025
2000	Classified Salaries	\$7,000	(\$474,928)
3000	Employee Benefits	(\$9,428)	(\$704,892)
4000	Instructional Supplies	\$8,875	\$1,935,071
5000	Contract Services	(\$28,772)	(\$18,218)
6000	Capital Outlay	\$18,250	\$198,175
7000	Other Outgo/Indirect/Transfers Out	\$0	\$0
TOTAL BUDGETED APPROPRIATIONS		\$0	\$1,933,233

NET INCREASE/DECREASE IN FUND BALANCE	\$0	(\$1,913,109)
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November 2, 2020
 BUDGET TRANSFER AND ADJUSTMENT REPORT
 CONSENT CALENDAR NO. 6
 BUDGET TRANSFER AND ADJUSTMENT DETAIL REPORT
 GENERAL FUND, UNRESTRICTED (01.0) Resource Codes 00000.0 thru 19999.0

BUDGET TRANSFERS

Dept./School	Program Description	1,000	2,000	3,000	4,000	5,000	6,000	7,000	9,000	Total	Transfer provides funds for:
0 0		0	0	0	0	0	0	0	0	\$0	Services
0 0		0	0	0	0	(18,250)	18,250	0	0	\$0	Capital Outlay
0 0		0	0	0	0	0	0	0	0	\$0	Services
0 0		27,275	7,000	(5,175)	0	(29,100)	0	0	0	\$0	Certificated and Classified salaries
0 0		(23,200)	0	(4,253)	8,875	18,578	0	0	0	\$0	Supplies and Services
		\$4,075	\$7,000	(\$9,428)	\$8,875	(\$28,772)	\$18,250	\$0	\$0	\$0	

Dept./School	Program Description	1,000	2,000	3,000	4,000	5,000	6,000	7,000	9,000	Total	Adjustment appropriates funds for:
CVHS	Athletics Support Program	0	0	0	0	1,500	0	0	0	\$1,500	Coaching stipend for Cheer
District	Unrestricted GF Offset to LCAP tar	960,155	0	0	960,156	0	0	0	0	\$1,920,311	Adjustment to Offset to LCAP targeted carry-over
District	S and C Miscellaneous	(115,598)	0	(2,933)	(342,614)	0	0	0	0	(\$461,145)	Adjustment S and C miscellaenous for resource 02000.0
District	BIA carry-over for resource 04000.0	0	(259,632)	(253,177)	0	0	0	0	0	(\$512,809)	BIA carry-over for resource 04000.0
District	EAIS carry-over for resource 05000.0	0	(361,200)	(403,621)	0	0	0	0	0	(\$764,821)	EAIS carry-over for resource 05000.0
District	Attend/Fster/Hmless/mentalHlth ca	0	(56,281)	(23,773)	(18,979)	(82,503)	0	0	0	(\$181,536)	Attend/Fster/Hmless/mentalHlth carry-over 05641.0
Educational Services	Instrumental Music program	0	0	0	95	0	0	0	0	\$95	Supplies
Total	General Fund	0	0	0	20	0	0	0	0	\$20	Textbook fees
Educational Services	Instrumental Music program	0	0	0	3,081	0	0	0	0	\$3,081	Supplies
Educational Services	Instrumental Music program	0	0	0	5,840	993	0	0	0	\$6,833	Supplies
CVHS	Athletics Support Program	0	3,518	1,107	0	0	0	0	0	\$4,625	Coaching stipend for Cheer
Educational Services	Instrumental Music program	0	0	0	3,020	0	0	0	0	\$3,020	Supplies
Various	Supplemental Programs	111,791	184,627	(34,656)	1,320,635	60,842	198,175	0	0	\$1,841,414	To allocate new income and carry-over 19-20 school ye
Various	Intervention Programs	41,677	14,040	12,161	3,817	0	0	0	0	\$71,695	Carry-over 19-20 school year
CVHS	Athletics Support Program	0	0	0	0	950	0	0	0	\$950	Coaching stipend for Cheer
District	Unrestricted GF Offset caary over f	0	0	0	0	0	0	0	(1,841,414)	(\$1,841,414)	Unrestricted GF Offset carry over for resource 01000.0
District	Unrestricted GF Offset caary over f	0	0	0	0	0	0	0	(71,695)	(\$71,695)	Unrestricted GF Offset carry over for resource 02000.0
		\$998,025	(\$474,928)	(\$704,892)	\$1,935,071	(\$18,218)	\$198,175	\$0	(\$1,913,109)	\$20,124	

- Object Codes
- 1000 Certificated Salaries
 - 2000 Classified Salaries
 - 3000 Employee Benefits
 - 4000 Books & Supplies
 - 5000 Services & Other Operating Supplies
 - 6000 Capital Outlay
 - 7000 Other Outgo
 - 9000 Reserves

GLENDALE UNIFIED SCHOOL DISTRICT
 November 2, 2020
 CONSENT CALENDAR NO. 6
 BUDGET TRANSFER AND ADJUSTMENT REPORT

GENERAL FUND RESTRICTED (01.0) Resource Codes 20000.0 thru 99999.0

REVENUES		BUDGET TRANSFERS	BUDGET ADJUSTMENTS
8010-8099	Local Control Funding Formula	\$0	\$0
8100-8299	Federal	\$0	\$4,565,363
8300-8599	Other State	\$0	\$13,520
8600-8799	Local	\$0	\$78,004
8910-8999	Transfers In/Contributions	\$0	\$0
TOTAL REVENUES		\$0	\$4,656,887

APPROPRIATION OBJECT		BUDGET TRANSFERS	BUDGET ADJUSTMENTS
1000	Certificated Salaries	\$0	\$1,350,678
2000	Classified Salaries	\$0	\$410,289
3000	Employee Benefits	\$0	\$511,976
4000	Instructional Supplies	\$0	\$1,718,709
5000	Contract Services	\$0	\$575,373
6000	Capital Outlay	\$0	\$0
7000	Other Outgo/Indirect/Transfers Out	\$0	\$102,006
TOTAL BUDGETED APPROPRIATIONS		\$0	\$4,669,031

NET INCREASE/DECREASE IN FUND BALANCE	\$0	(\$12,144)
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GLENDALE UNIFIED SCHOOL DISTRICT
 November 2, 2020
 CONSENT CALENDAR NO. 6
 BUDGET TRANSFER AND ADJUSTMENT REPORT
 GENERAL FUND, RESTRICTED (01.0) Resource Codes 20000.0 thru 99999.0

BUDGET TRANSFERS		Program Description	Resource	1000	2000	3000	4000	5000	6000	7000	9000	Total	Transfer provides funds for:
Total Budget Trsfers		xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx											
0	0	81500.0		0	0	0	0	0	0	0	0	\$0	Supplies
0	0	95100.0		0	0	0	0	0	0	0	0	\$0	Supplies
				0	0	0	0	0	0	0	0	\$0	
				\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	

BUDGET ADJUSTMENTS			Resource	1000	2000	3000	4000	5000	6000	7000	9000	Total	Adjustment appropriates funds for:
Dept/Site	Program Description	Code											
College View	School Site Donations	95100.0		0	0	0	26	0	0	0	0	\$26	To allocate income
Verdugo Woodlands	School Site Donations	95100.0	143	0	0	0	0	0	0	0	0	\$143	To allocate income
Toll	School Site Donations	95100.0	0	0	0	1,330	0	0	0	0	0	\$1,330	To allocate income
Fremont	School Site Donations	95100.0	0	0	0	0	1,000	0	0	0	0	\$1,000	To allocate income
Educational Services	Donation from Foundation for Korean language	94370.0	0	0	0	12,101	2,000	0	0	0	(4,101)	\$10,000	To allocate income and carry-over 19-20 (Rosemont)
Educational Services	Donation from Foundation for Korean language	94384.0	0	0	0	11,043	2,000	0	0	0	(8,043)	\$5,000	To allocate income and carry-over 19-20 (Hoover)
Monte Vista	School Site Donations	95100.0	0	0	0	68	0	0	0	0	0	\$68	To allocate income
CMHS	Donation from Scholarship America	95180.0	0	0	0	2,000	0	0	0	0	0	\$2,000	To allocate income
Foothill SELPA	Alternate Dispute Resolution	33951.0	0	0	0	0	30,466	0	0	0	0	\$30,466	Carry-over 19-20 school year
Categorical Program	Adelante Latinos	94340.0	0	0	0	0	50	0	0	0	0	\$50	To allocate income
District	K-12 SWP	63880.0	0	(39,908)	(27,852)	0	0	0	0	0	0	(\$67,760)	Adjustment to correct balance
R.D. White	School Site Donations	95100.0	0	0	0	10	0	0	0	0	0	\$10	To allocate income
District	Title II-ITQ	40351.0	15,165	0	(3,466)	0	0	0	11,631	0	0	\$23,330	Carry-over 19-20 school year
District	Title II-ITQ	40352.0	(46,262)	0	(5,950)	85,225	604,417	0	9,136	0	0	\$646,566	To allocate income and carry-over 19-20 school year
District	Title III EL	42030.0	424,539	124,489	99,620	145,415	98,250	0	20,139	0	0	\$912,452	To allocate income and carry-over 19-20 school year
District	Title I	30100.0	850,012	106,070	301,587	1,304,883	(321,806)	0	51,108	0	0	\$2,291,854	To allocate income and carry-over 19-20 school year
District	Title IV	41270.0	50,600	217,250	130,181	37,445	20,000	0	10,248	0	0	\$465,724	To allocate income
District	Supplemental Programs	78102.0	7,570	552	1,404	17,137	52,829	0	1,788	0	0	\$81,280	To allocate income
Daily HS	CSI	31821.0	27,635	0	11,095	64,649	63,000	0	3,744	0	0	\$170,123	To allocate income
Daily HS	CSI	31820.0	21,276	1,836	5,357	1,000	1,167	0	(5,788)	0	0	\$24,848	Carry-over 19-20 school year
CMHS	Donation from Gene Haas Foundation	95185.0	0	0	0	0	18,000	0	0	0	0	\$18,000	To allocate income
CMHS	School Site Donations	95210.0	0	0	0	31,899	4,000	0	0	0	0	\$35,899	To allocate income (Robotics club)
CMHS	School Site Donations	94010.0	0	0	0	4,478	0	0	0	0	0	\$4,478	To allocate income (Clark Skills USA Club)
				0	0	0	0	0	0	0	0	\$0	

Total Budget Adjustments **\$1,350,678** **\$410,289** **\$511,976** **\$1,718,709** **\$575,373** **\$0** **\$102,006** **(\$12,144)** **\$4,656,887**

Object Codes
 1000 Certificated Salaries 4000 Books & Supplies 7000 Other Outgo
 2000 Classified Salaries 5000 Services & Other Operating Expenses 8000 Income
 3000 Employee Benefits 6000 Capital Outlay 9000 Designated Reserves

GLENDALE UNIFIED SCHOOL DISTRICT
 November 2, 2020
 CONSENT CALENDAR NO. 6
 BUDGET TRANSFER AND ADJUSTMENT REPORT

Measure S Project Fund (21.1)

REVENUES		BUDGET TRANSFERS	BUDGET ADJUSTMENTS
8010-8099	Revenue Limit	\$0	\$0
8100-8299	Federal	\$0	\$0
8300-8599	Other State	\$0	\$0
8600-8799	Local	\$0	\$0
8910-8999	Transfers In/Contributions	\$0	\$0
TOTAL REVENUES		\$0	\$0

APPROPRIATION OBJECT		BUDGET TRANSFERS	BUDGET ADJUSTMENTS
1000	Certificated Salaries	\$0	\$0
2000	Classified Salaries	\$0	\$0
3000	Employee Benefits	\$0	\$0
4000	Instructional Supplies	\$0	\$0
5000	Contract Services	\$0	\$0
6000	Capital Outlay	\$0	\$0
7000	Other Outgo/Indirect/Transfers Out	\$0	\$216,954
TOTAL BUDGETED APPROPRIATIONS		\$0	\$216,954

NET INCREASE/DECREASE IN FUND BALANCE	\$0	(\$216,954)
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GLENDALE UNIFIED SCHOOL DISTRICT
 November 2, 2020
CONSENT CALENDAR NO. 6
BUDGET TRANSFER AND ADJUSTMENT DETAIL REPORT
MEASURE S PROJECT FUND (21.1)

BUDGET TRANSFERS

Dept.	Program Description	1000	2000	3000	4000	5000	6000	7000	9000	Total	Transfer provides funds for:
0		0	0	0	0	0	0	0	0	\$0	
Total Budget Transfers		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	

BUDGET ADJUSTMENTS

Dept./Site	Program Description	1000	2000	3000	4000	5000	6000	7000	9000	Total	Adjustment appropriates funds for:
District	Interfund Transfer from Fund 21.1 to Fund	0	0	0	0	0	0	216,954	(216,954)	\$0	Interfund Transfer from Fund 21.1 to Fund 40.1 (Prop 39 Close-out)
Total Budget Adjustments		\$0	\$0	\$0	\$0	\$0	\$0	\$216,954	(\$216,954)	\$0	

- | | | |
|----------------------------|--|------------------|
| Object Codes | | |
| 1000 Certificated Salaries | 4000 Books & Supplies | 7000 Other Outgo |
| 2000 Classified Salaries | 5000 Services & Other Operating Supplies | 8000 Income |
| 3000 Employee Benefits | 6000 Capital Outlay | 9000 Reserves |

GLENDALE UNIFIED SCHOOL DISTRICT
 November 2, 2020
 CONSENT CALENDAR NO. 6
 BUDGET TRANSFER AND ADJUSTMENT REPORT

Developer Fee Fund (25.0)

REVENUES		BUDGET TRANSFERS	BUDGET ADJUSTMENTS
8010-8099	Revenue Limit	\$0	\$0
8100-8299	Federal	\$0	\$0
8300-8599	Other State	\$0	\$0
8600-8799	Local	\$0	\$0
8910-8999	Transfers In/Contributions	\$0	\$0
TOTAL REVENUES		\$0	\$0

APPROPRIATION OBJECT		BUDGET TRANSFERS	BUDGET ADJUSTMENTS
1000	Certificated Salaries	\$0	\$0
2000	Classified Salaries	\$0	\$0
3000	Employee Benefits	\$0	\$0
4000	Instructional Supplies	\$0	\$0
5000	Contract Services	\$0	\$0
6000	Capital Outlay	\$0	\$1,326,470
7000	Other Outgo/Indirect/Transfers Out	\$0	\$0
TOTAL BUDGETED APPROPRIATIONS		\$0	\$1,326,470

NET INCREASE/DECREASE IN FUND BALANCE	\$0	(\$1,326,470)
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GLENDALE UNIFIED SCHOOL DISTRICT
 November 2, 2020
CONSENT CALENDAR NO. 6
 Developer Fee Fund (25.0)

BUDGET TRANSFERS

	0	0	0	0	0	0	0	0	0	0
Total Budget Transfers	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

BUDGET REVISIONS

BUDGET ADJUSTMENTS

Dept./Site	Program Description	1000	2000	3000	4000	5000	6000	7000	9000	Total	Adjustment appropriates funds for:
District	Planning and Development	0	0	0	0	0	1,326,470	0	(1,326,470)	0	Appropriate budget for portable projects

Total Budget Adjustments

0 0 0 0 0 1,326,470 0 (1,326,470) 0

Object Codes

1000 Certificated Salaries
 2000 Classified Salaries
 3000 Employee Benefits

4000 Books & Supplies
 5000 Services & Other Operating Supplies
 6000 Capital Outlay

7000 Other Outgo
 8000 Income
 9000 Reserves

GLENDALE UNIFIED SCHOOL DISTRICT
 November 2, 2020
 CONSENT CALENDAR NO. 6
 BUDGET TRANSFER AND ADJUSTMENT REPORT

Capital Projects Fund (40.1)

REVENUES		BUDGET TRANSFERS	BUDGET ADJUSTMENTS
8010-8099	Revenue Limit	\$0	\$0
8100-8299	Federal	\$0	\$0
8300-8599	Other State	\$0	\$0
8600-8799	Local	\$0	\$0
8910-8999	Transfers In/Contributions	\$0	\$216,954
TOTAL REVENUES		\$0	\$216,954

APPROPRIATION OBJECT		BUDGET TRANSFERS	BUDGET ADJUSTMENTS
1000	Certificated Salaries	\$0	\$0
2000	Classified Salaries	\$0	\$0
3000	Employee Benefits	\$0	\$0
4000	Instructional Supplies	\$0	\$0
5000	Contract Services	\$0	\$0
6000	Capital Outlay	\$0	\$0
7000	Other Outgo/Indirect/Transfers Out	\$0	\$0
TOTAL BUDGETED APPROPRIATIONS		\$0	\$0

NET INCREASE/DECREASE IN FUND BALANCE	\$0	\$216,954
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GLENDALE UNIFIED SCHOOL DISTRICT
 November 2, 2020
 CONSENT CALENDAR NO. 6
 Capital Projects Fund (40.1) Unrestricted

BUDGET TRANSFERS

Dept.	Program Description	1000	2000	3000	4000	5000	6000	7000	9000	Total	Transfer provides funds for:
		0	0	0	0	0	0	0	0	0	
Total Budget Transfers		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	

BUDGET ADJUSTMENTS

Dept/Site	Program Description	1000	2000	3000	4000	5000	6000	7000	9000	Total	Revision appropriates funds for:
District	Interfund Transfer from fund 21.1 to fund	0	0	0	0	0	0	0	216,954	216,954	Interfund Transfer from fund 21.1 to fund 40.1 (Prop. 39 Close-out)
		0	0	0	0	0	0	0	0	0	
Total Budget Adjustments		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$216,954	\$216,954	

Object Codes

- | | |
|----------------------------|--|
| 1000 Certificated Salaries | 5000 Services & Other Operating Supplies |
| 2000 Classified Salaries | 6000 Capital Outlay |
| 3000 Employee Benefits | 7000 Other Outgo |
| 4000 Books & Supplies | 9000 Reserves |

GLENDALE UNIFIED SCHOOL DISTRICT
 November 2, 2020
 CONSENT CALENDAR NO. 6
 BUDGET TRANSFER AND ADJUSTMENT REPORT

Self Insurance Fund (67.0)

REVENUES		BUDGET TRANSFERS	BUDGET ADJUSTMENTS
8010-8099	Revenue Limit	\$0	\$0
8100-8299	Federal	\$0	\$0
8300-8599	Other State	\$0	\$0
8600-8799	Local	\$0	\$580,181
8910-8999	Transfers In/Contributions	\$0	\$0
TOTAL REVENUES		\$0	\$580,181

APPROPRIATION OBJECT		BUDGET TRANSFERS	BUDGET ADJUSTMENTS
1000	Certificated Salaries	\$0	\$0
2000	Classified Salaries	\$0	\$0
3000	Employee Benefits	\$0	\$0
4000	Instructional Supplies	\$0	\$0
5000	Contract Services	\$0	\$0
6000	Capital Outlay	\$0	\$0
7000	Other Outgo/Indirect/Transfers Out	\$0	\$0
TOTAL BUDGETED APPROPRIATIONS		\$0	\$0

NET INCREASE/DECREASE IN FUND BALANCE	\$0	\$580,181
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GLENDALE UNIFIED SCHOOL DISTRICT
 November 2, 2020
 CONSENT CALENDAR NO. 6
 Self Insurance Fund (67.0)

BUDGET TRANSFERS

Dept.	Program Description	1000	2000	3000	4000	5000	6000	7000	9000	Total	Transfer provides funds for:
		0	0	0	0	0	0	0	0	0	
Total Budget Transfers		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	

BUDGET ADJUSTMENTS

Object	Program Description	1000	2000	3000	4000	5000	6000	7000	9000	Total	Revision appropriates funds for:
District	Self-Insurance Fund	0	0	0	0	0	0	0	580,181	580,181	Health Benefits Program Rebate
Total Budget Adjustments		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$580,181	\$580,181	

- Object Codes
- | | |
|----------------------------|--|
| 1000 Certificated Salaries | 5000 Services & Other Operating Supplies |
| 2000 Classified Salaries | 6000 Capital Outlay |
| 3000 Employee Benefits | 7000 Other Outgo |
| 4000 Books & Supplies | 9000 Reserves |

GLENDALE UNIFIED SCHOOL DISTRICT

November 2, 2020

CONSENT CALENDAR NO. 7

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

PREPARED BY: Craig Larimer, Financial Analyst

SUBJECT: **2020-21 Transfer of Cash Balance from the Measure S Projects Fund (21.1) to the Capital Project and Improvement Fund (40.1)**

The Superintendent recommends that the Board of Education approve the 2020-21 cash balance transfer of \$216,953.91 from the Measure S Projects Fund (21.1) to the Capital Project and Improvement Fund (40.1).

This cash transfer from the Measure S Projects Fund (21.1) to the Capital Project and Improvement Fund (40.1) represents the final closing accounting transaction with the Proposition 39 California Clean Energy Program, which ended in fiscal year 2019-20.

TO SUPPORT 2020-2021 BOARD PRIORITY NO. 4: Maintain District Financial Responsibility – Ensure the fiscal health of the district; implement a fiscal plan to preserve the district resources; and plan for the district’s future educational and facility needs.

GLENDALE UNIFIED SCHOOL DISTRICT

November 2, 2020

CONSENT CALENDAR NO. 8

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

SUBJECT: **Approval of Agreement with the Los Angeles County Sheriff's Department for 2020-21 Law Enforcement Services**

The Superintendent recommends that the Board of Education approve an agreement with the Los Angeles County Sheriff's Department to provide a School Resource Deputy (SRD) at Rosemont Middle School and Crescenta Valley High School from November 3, 2020 to June 30, 2021 (prorated for COVID-19 closure).

The Board of Education, at its meeting on July 16, 2019, approved an extension of the agreement with the Los Angeles County Sheriff's Department to provide a School Resource Deputy at Rosemont Middle School and Crescenta Valley High School through June 30, 2020.

Due to the COVID-19 school closures, the Sheriff's Department has proposed a 2020-21 agreement that will be prorated for actual days of service needed; start date yet to be determined. The total cost for the Glendale Unified School District for the 2020-21 school year is \$189,217 (based on a full school year) and will be paid from Violence Prevention funds.

In support of Board Priority #3 – Ensure the Health and Safety of GUSD Students and Employees – strengthen mental health support and programs; develop proactive health and safety procedures; and support physical, social and emotional wellbeing.

**AMENDMENT NUMBER TWO
TO
SCHOOL LAW ENFORCEMENT SERVICES AGREEMENT
FOR SCHOOL RESOURCE DEPUTY PROGRAM
BY AND BETWEEN
COUNTY OF LOS ANGELES
AND
GLENDALE UNIFIED SCHOOL DISTRICT**

This Amendment Number Two to School Law Enforcement Services Agreement for School Resource Deputy Program ("Agreement") is entered into this ____ day of _____, 20____, by and between the County of Los Angeles ("County") and GLENDALE UNIFIED SCHOOL DISTRICT ("School"), effective upon execution by both parties.

RECITALS

- (a) Whereas, on ____ July 1, 2017____, the County and the School entered into the Agreement for the provision of school law enforcements services by the Los Angeles County Sheriff's Department for School Resource Deputy Program services; and
- (b) Whereas, the Agreement had an initial term from July 1, 2017 through June 30, 2019 with three additional one-year extension options, subject to prior approval by the County Board of Supervisors; and
- (c) Whereas, on ____ July 1, 2019____, the County and the School entered into Amendment Number One to the Agreement to extend the term of the Agreement for the first one-year option from July 1, 2019 through June 30, 2020, and to update the mutual indemnification language; and
- (d) Whereas, the Agreement expires on June 30, 2020; and
- (e) Whereas, the County and the School agree to extend the term of the Agreement for the second one-year extension option from ~~July 1, 2020~~ through June 30, 2021.

NOW THEREFORE, in consideration of the mutual covenants contained herein, and for good and valuable consideration, the parties mutually agree as follows:

- 1. Section 6.0, Term of Agreement, of the Agreement is deleted in its entirety and replaced as follows to extend the term of the Agreement for the second one-year extension option from July 1, 2020 through June 30, 2021:

6.0 TERM OF AGREEMENT

- 6.1 The term of this Agreement shall commence July 1, 2017 and shall remain in effect through June 30, 2021, unless sooner terminated or extended in whole or in part as provided for herein.
 - 6.2 The term of this Agreement may be extended by the parties for up to one (1) additional one-year period, at the parties' discretion, and subject to prior approval of the County Board of Supervisors. Any such extensions shall be in the form of a written Amendment executed by authorized representatives of the parties.
- 3. Except as expressly provided in this Amendment Number Two, all other terms, covenants, and conditions of the Agreement will remain the same and in full force and effect.
 - 4. The School represents and warrants that the person executing this Amendment Number Two for the School is an authorized agent who has actual authority to bind the School to each and every term, condition, and obligation of this Amendment Number Two and that all requirements of the School have been fulfilled to provide such authority.

**AMENDMENT NUMBER TWO
TO
SCHOOL LAW ENFORCEMENT SERVICES AGREEMENT
FOR SCHOOL RESOURCE DEPUTY PROGRAM
BY AND BETWEEN
COUNTY OF LOS ANGELES
AND
GLENDALE UNIFIED SCHOOL DISTRICT**

IN WITNESS WHEREOF, the Los Angeles County Board of Supervisors has caused this Amendment to be executed by the Sheriff of Los Angeles County, and the School has caused this Agreement to be executed on its behalf by its authorized representative, on the dates written below.

COUNTY OF LOS ANGELES

By _____
Alex Villanueva, Sheriff

Date _____

GLENDALE UNIFIED SCHOOL DISTRICT

By _____
Authorized designee name and title

Date _____

APPROVED AS TO FORM:
MARY C. WICKHAM
County Counsel

By _____
Principal Deputy County Counsel

LOS ANGELES COUNTY SHERIFF'S DEPARTMENT

SCHOOL DISTRICT LAW ENFORCEMENT SERVICES

EXHIBIT A

SCHOOL DISTRICT: Glendale Unified School District

FISCAL YEAR: 2020-2021 EFFECTIVE DATE: 1st of 20 11-3-20 50

CODE #	SERVICES	TOTAL SERVICE UNITS PURCHASED			CONTRACT LAW USE ONLY
		NEW	PREVIOUS	CHANGE	
	SCHOOL RESOURCE DEPUTY SERVICE UNIT	0.8833	0.8833	0.0000	
	SCHOOL RESOURCE DEPUTY SERVICE UNIT (B1)	0.0000	0.0000	0.0000	
	SERGEANT	0.0000	0.0000	0.0000	

EACH SRD SRVICE UNIT WORKS 180 REGULARLY SCHEDULED SCHOOL DAYS.
SUMMER SESSION COVERAGE IS NOT INCLUDED BUT IS AVAILABLE AT THE PREVAILING HOURLY RATE.

DEPLOYMENT SURVEY

STATION ASSIGNED TO	CAMPUS	DEPUTY	BONUS 1	SERGEANT	CSO/LET
Crescenta Valley	CRESCENTA VALLEY HS/ Rosement Middle School	0.8833			
	Paid by 5th District through JAG Fund (Not to exceed \$25,000)	0.1167			

SRD WORKING HOURS ARE REGULARLY SCHEDULED SCHOOL HOURS.
SRDS SHALL NOT BE ADJUSTED TO WORK SUPPLEMENTAL EVENTS OUTSIDE REGULAR SCHOOL HOURS.

REPORT PREPARED BY: Sergeant Rudy Sanchez DATE: 6/1/2020

APPROVED BY: _____ DATE: _____
STATION COMMANDER

APPROVED BY: _____ DATE: _____
SCHOOL DISTRICT OFFICIAL "I certify that I am authorized to make this change on behalf of the School District"

PROCESSED AT CLEB BY: _____ DATE: _____

BILLING MEMO REQUIRED:

NO	YES
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"BLUE" REQUIRED:

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HOURS OF SERVICE & CHARGES
Glendale Unified School District

SERVICE UNITS	UNIT COST	TOTAL UNITS PURCHASED	TOTAL UNIT COST	LIABILITY @ 3%	TOTAL COST WITH LIABILITY	YEARLY HOURS PER SERVICE UNIT	ANNUAL GOAL (HOURS)	ANNUAL GOAL (MINUTES)	PERSONNEL REQUIRED
SWORN ITEMS									
Deputy Generalist, 40 hour non relief	\$207,977.00	0.8833	\$183,708.08	\$5,511.18	\$189,217.27	1440	1,272	76,317	0.8833
Deputy, Bonus 1, 40 hour non relief	\$226,117.00		\$0.00	\$0.00	\$0.00	1440	0	0	0.0000
Sergeant, 40 hour non relief	\$289,317.00		\$0.00	\$0.00	\$0.00	1440	0	0	0.0000
			\$ 183,708.08						
			LIABILITY @ 3% =	\$ 5,511.18					
			TOTAL ESTIMATED COST		\$ 189,217.27				
						HOURS		MINUTES	PERSONNEL
						DEPUTY	1,272	76,317	0.8833
						DEPUTY, B-1	0	0	0.0000
						SGT	0	0	0.0000

REV: 07/16

GLENDALE UNIFIED SCHOOL DISTRICT

November 2, 2020

CONSENT CALENDAR NO. 9

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

SUBJECT: **Approval of Agreement with the City of Glendale for 2020-21 Law Enforcement Services**

The Superintendent recommends that the Board of Education approve an agreement with the City of Glendale to provide a School Resource Officer (SRO) at Glendale High School and Hoover High School from November 3, 2020 to June 30, 2021 for \$100,000 paid from Violence Prevention funds.

The Board of Education, at its meeting on August 15, 2017, approved a three-year agreement with the City of Glendale Police Department to provide a School Resource Officer at Glendale High School and Hoover High School through June 30, 2020.

The Police Department has proposed a restructured 2020-21 agreement to keep the total cost at the same amount as last year of \$100,000. This total cost will be paid from Violence Prevention funds.

In support of Board Priority #3 – Ensure the Health and Safety of GUSD Students and Employees – strengthen mental health support and programs; develop proactive health and safety procedures; and support physical, social and emotional wellbeing.

AGREEMENT BETWEEN THE CITY OF GLENDALE AND THE GLENDALE UNIFIED SCHOOL DISTRICT FOR SCHOOL RESOURCE OFFICER SERVICES

THIS AGREEMENT (“Agreement”) is entered into as of _____, 2020 (“Effective Date”), by and between the CITY OF GLENDALE, a municipal corporation (“City”), and the GLENDALE UNIFIED SCHOOL DISTRICT, a local public entity (“District”). The City and the District hereinafter may be referred to collectively as the “Parties” or in the singular as “Party,” as the context requires.

RECITALS

City and District have entered into this Agreement with reference to the following facts and circumstances.

- A. District desires to enter into an agreement with City for the continuation of the assignment of City police officers to provide school resource officer (“SRO”) services (“Services”) at District school campuses.
- B. District is authorized to enter into this Agreement pursuant to the laws of the State of California.
- C. City employs sworn police officers specially trained, experienced, and competent to provide the Services and City is willing to provide the SRO Services to District on the terms and in the manner provided in this Agreement.

AGREEMENT

NOW THEREFORE City and District agree as follows:

1. TERM

The term of this Agreement shall be from November 3, 2020 through June 30, 2021, unless sooner terminated pursuant to the provisions of this Agreement.

2. CITY SERVICES

City will assign two (2) police officers to function as school resource officers (“SROs”) at District’s high schools under this Agreement.

3. SCHOOL RESOURCE OFFICER ASSIGNMENT

- a. The SROs assigned to the District shall be selected by the City. The SROs shall have full authority to act to discharge his or her law enforcement duties pursuant law and to the policies and practices of the City of Glendale Police Department.
- b. The City shall retain the responsibility and authority to direct and control the activities of its police officers assigned as SROs and supervise and discipline the SROs in accordance with its policies and procedures. The SROs shall perform services under the supervision and control of the Glendale Chief of Police.
- c. Notwithstanding the foregoing, the police officers assigned as SROs shall collaborate with the District relating to any event or activity which may involve a police officer assigned to the District, including, without limitation, conferring with any student, parent, faculty and school administrator. If a problem arises concerning the performance of duties by an SRO, the principal or his/her designee shall state such concerns in writing directed to the District's Superintendent or her designee. The Superintendent or her designee shall address the concerns with the Police Chief of the Glendale Police Department or his designee.
- d. The SROs shall have a regular work schedule of four (4), 10-hour days per week. It is intended that there will be some flexibility in that schedule from week to week depending on District's events and calendar. The Police Chief and the District's high school principals, or their designees, shall coordinate regarding such scheduling flexibility.
- e. SROs will perform duties under this Agreement in authorized police uniform. This uniform will include safety equipment designated for use by sworn filed personnel pursuant to Glendale Police Department policies and practice.
- f. City shall use its best efforts to ensure that the same person provides Services to the same campus except when he/she is on paid leave or otherwise absent. Subject to provisions of relevant City personnel policies or labor agreement, City shall use its best efforts to schedule the SROs so that at least one SRO is on duty each day that school is in session and that each officer can be present during special school activities.
- g. City shall retain the right to approve requests for sick leave, vacation, or other absences.

- h. During school breaks and other times when classes are not in session, City retains the right to reassign SROs to other Glendale Police Department functions.

4. DISTRICT DUTIES

In addition to other duties specified in this Agreement, District shall do the following:

- a. Staff Liaison. District will designate a staff member to serve as a liaison to the Glendale Police Department to facilitate communication between District personnel and the SROs and coordinate the SROs' activities with District activities and events.
- b. District Personnel – Cooperation. District personnel shall cooperate with the SRO to facilitate the performance of Services under this Agreement.

5. VEHICLES AND EQUIPMENT

Except as otherwise provided in this Agreement, City shall furnish all equipment and vehicles which may be required to support the SROs assigned to the District under this Agreement. The District shall not acquire any legal interest in the vehicles or equipment furnished by the City by virtue of this Agreement.

6. COMPENSATION

The District shall pay City the amount of One Hundred Thousand Dollars (\$100,000.00) for the Services provided under this Agreement.

7. MAXIMUM COST

The maximum cost for Services under this Agreement shall not exceed One Hundred Thousand Dollars (\$100,000.00).

8. INVOICES

City shall invoice the District for the Services under this Agreement on a quarterly basis. Payment of each invoice shall be made by the District within thirty (30) calendar days after receipt of an invoice.

9. INDEPENDENT CONTRACTOR

In the performance of services under this Agreement, the City and the police officers assigned as SROs are independent contractors and not employees of the District. Nothing herein shall be construed or deemed to create the relationship of employer/employee or principal/agent as between the District and the police officers assigned under this Agreement. Directions issued by the District to the police officers assigned as SROs only relate to the objections to be achieved and not the actual means to accomplish such objectives. City shall

assume responsibility for federal and state income tax withholding for their employees, including but not limited to the Federal Income Tax, State Income Tax, Federal Insurance Contributions Act (FICA), State unemployment insurance, and any other deductions from income that City is required to make as the employer of the police officers assigned as SROs.

10. NO JOINT VENTURE

This Agreement shall not create among the Parties a joint venture, partnership, joint powers authority, or any other relationship of association.

11. WORKERS' COMPENSATION

The District's responsibility for compensation under this Agreement shall be limited to the provisions of Section 6. The District shall not be responsible for providing workers' compensation insurance or any other protective insurance coverage or employment benefit that is based upon the relationship of employer and employee.

12. INDEMNIFICATION

- a. **District's Obligation:** To the fullest extent permitted by law, District shall defend, indemnify, and hold harmless City and City's Police Department, its officers, council members, agents, representatives, employees and volunteers (the "City Indemnified Parties") from any and all losses, liabilities, claims (including, but not limited to, claims of civil rights violations, false arrest, false imprisonment, assault, and battery), suits, damages, expenses, costs and actions of any kind, nature, and description, including, but not limited to, attorneys' fees and costs, relating to and/or arising from this Agreement, unless caused wholly by the sole negligence or willful misconduct of the City Indemnified Parties; and in case any action or proceeding be brought against City, District, upon notice from City, shall defend the same at District's expense.
- b. **City's Obligation:** To the fullest extent permitted by law, City shall defend, indemnify, and hold harmless District, its officers, board, board members, agents, representatives, employees, and volunteers (the "District Indemnified Parties") from any and all losses, liabilities, claims (including, but not limited to, claims of civil rights violations, false arrest, false imprisonment, assault, and battery), suits, damages, expenses, costs and actions of any kind, nature, and description, including, but not limited to, attorneys' fees and costs, relating to and/or arising from this Agreement, unless caused wholly by the sole negligence or willful misconduct of the District Indemnified Parties; and in case any action or proceeding be brought against District, City, upon notice from District, shall defend the same at City's expense.
- c. The indemnity provisions of this Agreement shall survive the expiration or earlier termination of this Agreement.

13.INSURANCE

City agrees, during the term of this Agreement, to maintain at its sole cost and expense all necessary insurance for its employees, including but not limited to workers' compensation, employer's liability, disability, and unemployment insurance.

14.TERMINATION

- a. Either Party may terminate this Agreement, with or without cause, by giving thirty (30) days prior written notice thereof to the other party. Upon receipt of such notice, City will immediately discontinue its performance of the Services.
- b. Upon such termination by either party, City will be paid for the Services performed up to the effective date of such termination.
- c. City shall continue to provide Services after the notice to terminate and during the thirty (30) day notice period unless District, in the notice, requests City not perform the Services.

15.NOTICES

The PARTIES shall submit in writing all notices and correspondence that this Agreement requires or permits, and shall deliver the notices and correspondence to the places set forth below. The PARTIES may give notice by: Personal delivery; U.S. mail, first class postage prepaid; "Certified" U.S. mail, postage prepaid, return receipt requested; or Facsimile.

All written notices or correspondence sent in the described manner will be presumed "given" to a PARTY on whichever date occurs earliest:

- a. The date of personal delivery;
- b. The third (3rd) business day following deposit in the U.S. mail, when sent by "first class" mail;
- c. The date on which the PARTY or its agent either signed the return receipt or refused to accept delivery, as noted on the return receipt or other U.S. Postal Service form, when sent by "certified" mail; or
- d. The date of transmission, when sent by facsimile.

At any time, by providing written notice to the other PARTY, CITY or CONSULTANT may change the place, or facsimile number, for giving notice.

CITY:

City of Glendale
Glendale Police Department
131 N. Isabel Street
Glendale, CA 91206

Attn: Deputy Chief Tim Feeley
Tel. No. (818) 548-3140
Fax. No. (818) 507-0967
Email: tfeeley@glendaleca.gov

DISTRICT:

Glendale Unified School District
223 N. Jackson Street
Glendale, CA 91206

Attn: _____

Tel. No. 818 241-3111

Fax. No. _____

Email: _____

16. WAIVER

Waiver of any breach or default hereunder shall not constitute a continuing waiver or a waiver of any subsequent breach either of the same or of another provision of this Agreement.

17. ASSIGNMENT

This Agreement may not be assigned or transferred by either Party without the express written consent of the other Party.

18. MODIFICATION

No waiver, alteration, modification, or termination of this Agreement shall be valid unless made in writing and duly signed by the Parties.

19. COUNTERPARTS

This Agreement may be executed in one or more counterparts, each of which shall be deemed to be an original, but all of which together shall constitute but one and the same instrument.

20. HEADINGS

The headings or captions to the sections of this Agreement are not a part of the Agreement and shall have no effect upon the construction or interpretation of any part thereof.

21. SEVERABILITY

If any term, covenant, or condition of this Agreement is held by a court of competent jurisdiction to be invalid, the remainder of this Agreement shall remain in full force and effect.

22. AMBIGUITIES

Each of the Parties has carefully reviewed this Agreement and has agreed to each term of this Agreement. No ambiguity shall be presumed to be construed against either Party.

23. SUCCESSORS AND ASSIGNS

All rights of each Party under this Agreement shall inure to the benefit of its successors in interest and assigns; all obligations and burdens assumed under this Agreement by each Party shall bind the successors in interest and assigns of each Party.

24. GOVERNING LAW

The interpretation and enforcement of this Agreement shall be governed by the laws of the State California. The Parties agree that venue for any legal action concerning any dispute arising under this Agreement shall be a court of competent jurisdiction in Los Angeles County, California.

25. INTERGRATION

This Agreement embodies the entire agreement of the Parties in relation to the scope of services herein described, and no other agreement or understanding verbal or otherwise, exists between the Parties.

26. DISPUTE RESOLUTION

With respect to any breach or dispute arising under this Agreement, the Parties shall meet and attempt, in good faith using their best and reasonable efforts, to resolve the same. If such breach or dispute is not resolved by the Parties, then the Parties shall meet and attempt to agree on the appropriate mode of resolving the dispute or breach.

27. AUTHORITY

The individuals executing this Agreement represent and warrant that they have the legal capacity and authority to do so on behalf of their respective legal entities.

Executed at Glendale, California.

CITY OF GLENDALE:

By _____

Yasmin K. Beers
City Manager

Date: _____, 2020

By _____
Carl Povilaitis
Chief of Police

APPROVED AS TO FORM:

_____ Date: _____, 2020
City Attorney

GLENDALE UNIFIED SCHOOL DISTRICT:

By _____ Date: _____, 2020
Vivian Ekchian
Superintendent

APPROVED AS TO FORM:

_____ Date: _____, 2020
Counsel for
Glendale Unified School District

GLENDALE UNIFIED SCHOOL DISTRICT

November 2, 2020

CONSENT CALENDAR NO. 10

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

PREPARED BY: Frank Schlueter, Director, Educational Technology & Information Services
Hagop Eulmessekian, Director, Student Support Services

SUBJECT: Approval to Pilot Gaggle Safety Management Services

The Superintendent recommends that the Board of Education approve the services contract for a Gaggle Safety Management pilot to monitor secondary student Google accounts, from November 2020 through February 2021, in the total amount of \$27,000 paid from COVID-19 funds.

Gaggle provides monitoring of student Google email and Google Drive accounts. The purpose is to monitor district provided Google accounts for all secondary students, to identify inappropriate use or potential for harm to self or others.

During a safety audit in the 2018-2019 school year, it became evident that monitoring students through Gaggle will be necessary. The audit revealed samples of student comments that would require attention by school administration in an effort to help the student(s). During the audit, student email was only available to high school students. During school closures and currently, student email is available to all secondary students, or approximately thirteen thousand students. Moreover, student Google accounts are being used almost exclusively for instruction and assignments. The office of Student Support Services contacted 4 school districts currently using gaggle: Cajon Valley USD, Desert Sands USD, Colton Joint USD and ABC USD and asked the following 5 questions:

1. How long have you subscribed to Gaggle?
2. Has it identified issues that you would otherwise not be aware of?
3. Has it identified issues sooner than you would otherwise be aware of?
4. Can you provide examples?
5. Are students safer as a result of your Gaggle subscription?

The average number of years the districts above have used Gaggle is four years and all four districts highly recommended the use of Gaggle based on their experience.

The audit did not provide specific information that is actionable because it was intended to only indicate whether a safety issue exists. It is now recommended to perform a pilot to receive information that district administration can take action on, if necessary. The pilot will be a four-month period from November 2020 through February 2021. The current GUSD Technology Acceptable Use Agreement allows for monitoring. It is distributed to all families and is signed by parents at the beginning of each year. It's statements include:

- Privacy: Since the use of district technology is intended for educational purposes, students shall not have any expectation of privacy in any use of district technology.
- The district reserves the right to monitor and record all use of district technology, including, but not limited to, access to the Internet or social media, communications sent or received from district technology, or other uses.

The result of the pilot will determine if GUSD will want to pursue an annual service contract for continued monitoring.

TO SUPPORT 2020-2021 BOARD PRIORITY NO. 3: Ensure the Health and Safety of GUSD Students and Employees – Strengthen mental health support and programs; develop proactive health and safety procedures; and support physical, social, and emotional wellbeing.



This contract by and between Gaggle.Net, Inc. (Gaggle) and Glendale Unified School District - Glendale CA (Customer) for good and valuable consideration as set forth hereby agree and contract as follows:

1. Services Provided by Gaggle

Gaggle shall provide the Customer with services as outlined in quote number 56068 included as an appendix and incorporated herein for the duration of the contract term at a price guaranteed herein unless the service changes. In the event of change of services, the term of this agreement remains the same however pricing may vary. Gaggle will notify the Customer of any resulting changes in pricing prior to increase and service change.

2. Contract Term

Service Commencement Date: 2020-11-01

Service End Date: 2021-02-28

Contract End Date: 2021-02-28

3. Services and Payment

Gaggle shall provide services as outlined by the Quote (appendix). Full annual payment is due and payable upon receipt of invoice. Customer is responsible for any and all taxes associated with services. If Customer wishes to begin installation before the contract term start date, Customer may be required to pay a pro-rated cost for early started services. Gaggle will notify the Customer of any charges prior to the early commencement of services.

This agreement provides for fixed pricing over the term of contract. The parties recognize that that the number of accounts may vary over the term of the contract. No amendment to pricing shall take place unless the number of active accounts varies by more than 20% from the original contract numbers.

4. Incorporation by Reference

Upon the commencement of service; Gaggle’s applicable Quote, Invoice, [Terms of Service](#), [Service Level Agreement](#), [Privacy Policy](#), [Student Data Privacy Notice](#), along with future engagements and renewals of service; are hereby acknowledged and incorporated by reference.

We respectfully require a signed contract on file before the start of any services.

Please sign and return this Contract for Services to our Director of Sales Operations, Jennie Eft, via e-mail jennie@gaggle.net or fax 309.665.0171.

Authorized Representative
of Gaggle

Date

Authorized Representative for
Glendale Unified School District - Glendale CA

Date



Gaggle.Net, Inc.
 P.O. Box 1352, Bloomington, IL 61702-1352
 800-288-7750 Fax: 309-665-0171
 FEIN: 04-3602422

Gaggle Quote # 56068

Prepared for

Glendale Unified School District - Glendale CA

Service Details

Service Description	Quantity	Unit Price	Line Item Total
Gaggle Safety Management for Google - Student	14,000.00	\$1.75	\$24,500.00
(GSM Email and Drive for Grades 6-12, Standard Price \$6, tiered price \$5.25, Pro-rated pricing (4 months) at \$1.75 per account.)			
One Time Setup Fee	1.00	\$1,500.00	\$1,500.00
Professional Development - Webinar	1.00	\$1,000.00	\$1,000.00
		Total*	\$27,000.00

Pricing Term: Pro-rated
 Service Term: 2020-11-01 - 2021-02-28
 Contract End Date: 2021-02-28
 Valid Through: 10/31/2020
 Additional Info:

*Does not include any applicable sales tax.

GLENDALE UNIFIED SCHOOL DISTRICT

November 2, 2020

CONSENT CALENDAR NO. 11

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

PREPARED BY: Hagop Kassabian, Administrator: Planning, Development, and Facilities

SUBJECT: **Approval of Notice of Completion for Bid No. 195-19/20 with GMS Elevator Services, Inc. for Elevator Control Repair and Replacement at Crescenta Valley High School**

The Superintendent recommends that the Board of Education approve a Notice of Completion for Bid No. 195-19/20 with GMS Elevator Services, Inc. for the elevator control repair and replacement project at Crescenta Valley High School, funded by Measure S funds.

On February 2, 2020, the Board approved the award of Bid No. 195-19/20 to GMS Elevator Services, Inc. for the elevator control repair and replacement at Crescenta Valley High School in the amount of \$74,998.00.

There were no Change Orders on this project and it was completed in a satisfactory manner as of October 4, 2020, for a total cost of \$74,998.00.

This project was funded by Measure S – Summer Projects funds.

TO SUPPORT 2020-2021 BOARD PRIORITY NO. 4: Maintain District Financial Responsibility – Ensure the fiscal health of the district; implement a fiscal plan to preserve the district resources; and plan for the district’s future educational and facility needs.

Recording Requested by
Glendale Unified School District.

When recorded please mail to:

**Attn: Business Services
Glendale Unified School Dist.
223 N. Jackson Street
Glendale, CA 91206**

(Space above this line for Recorders Use)

NOTICE OF COMPLETION

PROPERTY: Crescenta Valley High School
ADDRESS: 2900 Community Avenue
La Crescenta, California 91214

OWNER: Glendale Unified School District
223 N. Jackson Street
Glendale, California 91206

IMPROVEMENT: Elevator Control Repair & Replacement
DATE of COMPLETION: October 4, 2020
CONTRACTOR: GMS Elevator Services, Inc.
CONTRACT DATE: February 5, 2020
Bid Number: 195-19/20
PURCHASE ORDER No.: 0020106530

VERIFICATION

I, the undersigned, say: I am the Glendale Unified School District Official, the declarant of the foregoing notice of completion. I have read the Notice Of Completion and know the contents thereof: the same is true of my own knowledge. I declare under penalty of perjury that the foregoing is true and correct.

Executed on November 3, 2020 at Glendale, California

Hagop Kassabian
Glendale Unified School District
Administrator, Planning, Development and Facilities

GLENDALE UNIFIED SCHOOL DISTRICT

November 2, 2020

CONSENT CALENDAR NO. 12

TO: Board of Education
FROM: Dr. Vivian Ekchian, Superintendent
SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer
SUBJECT: **Authorization to Dispose of Surplus Property**

The Superintendent recommends that the Board of Education declare the following items as obsolete and surplus, and authorize disposal in the most cost efficient and environmentally responsible manner.

- Seven computer tables located at Verdugo Academy
- One double door refrigerator (GUSD Barcode 006856) located at Muir Elementary School
- Various books located at Daily High School as listed on the attached
- Various computer equipment located at Educational Technology and Information Services department as listed on the attached

In support of Board Priority #4 – Maintain District Financial Responsibility – Ensure the fiscal health of the district; Implement a fiscal plan to preserve the district resources; Plan for the district’s future educational and facility needs.

SURPLUS BOOKS AT DAILY HIGH SCHOOL

TITLE OF BOOK	AUTHOR	TYPE	QUANTITY
Algebra 1	N/A	Textbook	1
Algebra 1 College Preparatory	N/A	Textbook	2
Biology	N/A	Textbook	1
Earth Science	N/A	Textbook	1
World History	N/A	Textbook	1

ETIS eWaste Log

Asset Tag	Serial	Title I Tag (if applicable)	Type	Make	Model	Site	Date
12527	V7406C0FNRY	801948	Laptop	apple	A1046	mur	7/2/2020
15674	W84183P5QHXX	801465	Laptop	apple	A1046	mur	7/2/2020
17645	00 16 CB CD 07 0B		Laptop	apple	A1181	mur	7/2/2020
18391	mxl740d55		Desktop	hp	dc5700	TLM	7/7/2020
22881	W87450ATWRQ		iMac	apple	iMac	FRE	7/8/2020
20150	CNU0163FQ7	804486	Laptop	HP	6730b	N/A	7/8/2020
39016	D25LJ0WGF8J7		Desktop	apple	Imac	WMS	7/8/2020
51560	5cg7q40lz9		Laptop	hp	elitebook 8470p		7/8/2020
27556	jwuf7y57031		Projector	epson	power lites5		7/8/2020
29149	418952			elmo	tt-02rx		7/8/2020
40204	3C18003166			hp	g1	tlm	7/9/2020
	CNQCB20652		PRINTER	HP	53Z0	DHS	
36728	3C14000254		Chrome Book	HP	G1	FRE	7/9/2020
36758	3C12000430		Chrome Book	HP	G1	FRE	7/9/2020
36817	3C14000523		Chrome Book	HP	G1	FRE	7/9/2020
36951	3C14000709		Chrome Book	HP	G1	FRE	7/9/2020
36977	3C14000515		Chrome Book	HP	G1	FRE	7/9/2020
37043	3C13000053		Chrome Book	HP	G1	FRE	7/9/2020
36969	3C14000628		Chrome Book	HP	G1	FRE	7/9/2020
18972	W89065G60TF		iMac	Apple	iMac	MAN	7/9/2020
32506	c02g69wbdhjf		iMac	Apple	iMac	HHS	7/9/2020
42857	5CD5042MDC		Chromebook	HP	G3	DHS	7/10/2020
45780	5CD5256XCZ		Chromebook	HP	G3	WWS	7/10/2020
	5cb33603h7		laptop	hp	probook6570b	cv	7/13/2020
48927	d25rt07lgg7d		iMac	Apple	iMac	RMS	7/15/2020
33512	MXL23703NS		Desktop	HP	8300SFF	RDW	7/15/2020
	MXL23703N0		Desktop	HP	8300SFF	RDW	7/16/2020
33531	MXL23703NQ		Desktop	HP	8300SFF	RDW	7/17/2020
33515	MXL23703NH		Desktop	HP	8300SFF	RDW	7/18/2020
	MXL23703ND		Desktop	HP	8300SFF	RDW	7/19/2020
33538	MXL23703NR		Desktop	HP	8300SFF	RDW	7/20/2020
33506	MXL23703NX		Desktop	HP	8300SFF	RDW	7/21/2020
33526	MXL23703N3		Desktop	HP	8300SFF	RDW	7/22/2020
33507	MXL23703N8		Desktop	HP	8300SFF	RDW	7/23/2020
33520	MXL23703N2		Desktop	HP	8300SFF	RDW	7/24/2020
33523	MXL23703N4		Desktop	HP	8300SFF	RDW	7/25/2020
33540	MXL23703NP		Desktop	HP	8300SFF	RDW	7/26/2020
33544	MXL23703NT		Desktop	HP	8300SFF	RDW	7/27/2020
33545	MXL23703NN		Desktop	HP	8300SFF	RDW	7/28/2020
33542	MXL23703MT		Desktop	HP	8300SFF	RDW	7/29/2020
	MXL23703N6		Desktop	HP	8300SFF	RDW	7/30/2020
33546	MXL23703MV		Desktop	HP	8300SFF	RDW	7/31/2020
33527	MXL23703N9		Desktop	HP	8300SFF	RDW	8/1/2020
33524	MXL23703N1		Desktop	HP	8300SFF	RDW	8/2/2020
33525	MXL23703MZ		Desktop	HP	8300SFF	RDW	8/3/2020
33543	MXL23703NZ		Desktop	HP	8300SFF	RDW	8/4/2020
33537	MXL23703MQ		Desktop	HP	8300SFF	RDW	8/5/2020
33530	MXL23703NL		Desktop	HP	8300SFF	RDW	8/6/2020
33528	MXL23703NB		Desktop	HP	8300SFF	RDW	8/7/2020
33513	MXL23703NW		Desktop	HP	8300SFF	RDW	8/8/2020
33529	MXL23703NF		Desktop	HP	8300SFF	RDW	8/9/2020
33508	MXL23703NK		Desktop	HP	8300SFF	RDW	8/10/2020
	MXL23703MY		Desktop	HP	8300SFF	RDW	8/11/2020
33509	MXL23703N7		Desktop	HP	8300SFF	RDW	8/12/2020
33534	MXL23703MW		Desktop	HP	8300SFF	RDW	8/13/2020
33539	MXL23703MX		Desktop	HP	8300SFF	RDW	8/14/2020
	MXL23703MP		Desktop	HP	8300SFF	RDW	8/15/2020
	MXL23703N5		Desktop	HP	8300SFF	RDW	8/16/2020
33514	MXL23703NG		Desktop	HP	8300SFF	RDW	8/17/2020
33519	MXL23703NV		Desktop	HP	8300SFF	RDW	8/18/2020

Asset Tag	Serial	Title I Tag (if applicable)	Type	Make	Model	Site	Date
	MXL23703MR		Desktop	HP	8300SFF	RDW	8/19/2020
33510	MXL23703NJ		Desktop	HP	8300SFF	RDW	8/20/2020
33517	MXL23703NC		Desktop	HP	8300SFF	RDW	8/21/2020
33522	MXL23703MS		Desktop	HP	8300SFF	RDW	8/22/2020
33511	MXL23703NM		Desktop	HP	8300SFF	RDW	8/23/2020
29269	CNU04456XG	803627	laptop	HP	Probook 6550b	ADM	7/16/2020
	CNF346268B		laptop	Compaq	nx9010	ADM	7/16/2020
	CNU0115Q2R		laptop	Compaq	6530b	ADM	7/16/2020
18828	CNU1111MG2		laptop	HP	Probook 6550b	ADM	7/16/2020
20540	CNU10820SS		laptop	HP	Probook 6450b	ADM	7/16/2020
18828	CNU9010CP9		laptop	HP	6730b	ADM	7/16/2020
	VNB4506427		Printer	HP	P1102W	ADM	7/17/2020
44558	5CD51924K		Chromebook	hp	Chromebook 14	CV	7/17/2020
24505	XL1210XJD	802241	Desktop	HP	8000 Elite	ADM	7/17/2020
14876	CNF3491M94		Laptop	Compaq	NX9010	ADM	7/17/2020
18574	CNU81218M0		Laptop	HP	6710b	ADM	7/17/2020
29514	CNU10108WH		Laptop	HP	6550b	ADM	7/17/2020
17910	CNU6491TT9		Laptop	HP	NC6320	ADM	7/17/2020
41326	MXL4192115		Desktop	HP	eliteone 800	GHS	7/17/2020
no asset	CNOJD171723857B H01VM		Printer	Dell	5210n	ADM	7/17/2020
21204	E01B080548		Doc Cam	Smart	300	ADM	7/17/2020
20869	E01B053616		Doc Cam	Smart	300	ADM	7/17/2020
3441	52134 11060P		Doc Cam	AverMedia	CP135	CLA	7/17/2020
3429	51356 11040P		Doc Cam	AverMedia	CP136	CLA	7/17/2020
25187	1S252257UR8MN31 G		Laptop	Lenovo	T410	ADM	7/17/2020
26371	Q9120ZQ2PN		Desktop	Apple	Imac	ADM	7/17/2020
18677	W883207DZE3		Desktop	Apple	Imac	ADM	7/17/2020
18671	W88311V7ZE3		Desktop	Apple	Imac	ADM	7/17/2020
26414	W89083VUZE2		Desktop	Apple	Imac	ADM	7/17/2020
no asset	W8805ATXX86		Desktop	Apple	Imac	ADM	7/17/2020
18670	W88311XPZE3		Desktop	Apple	Imac	ADM	7/17/2020
40735	3C1600497		Chromebook	HP	11 G1	ADM	7/17/2020
40666	3C18003024		Chromebook	HP	11 G1	ADM	7/17/2020
40753	3C18002204		Chromebook	HP	11 G1	ADM	7/17/2020
40777	3C14001157		Chromebook	HP	11 G1	ADM	7/17/2020
40783	3C16000482		Chromebook	HP	11 G1	ADM	7/17/2020
27719	CNU0112RBW	802081	Laptop	HP	6730b	ADM	7/23/2020
39293	c02lf20adv33		Laptop	Apple	MACBOOK PRO	ADM	7/23/2020
37940	CNU404B2FK		laptop	hp	PROBOOK650	MUR	7/23/2020
49516	CNU310CC75		laptop	HP	elitebook8470p	ADM	7/23/2020
21271	C02HJ45BDV7L		laptop	APPLE	MACBOOK PRO	ADM	7/23/2020
24909	C02GG7G5DRUC		laptop	APPLE	MACBOOK PRO	ADM	7/23/2020
32300	C02H9D1EDV7L		laptop	APPLE	MACBOOK PRO	ADM	7/23/2020
38911	5CB3380DV0		laptop	HP	PROBOOK6570B	ADM	7/23/2020
39255	CO2L83FFDV33		laptop	APPLE	MACBOOK PRO	ADM	7/23/2020
	C02L839CDV33		laptop	APPLE	MACBOOK PRO	ADM	7/23/2020
33062	c02j24v1dv33		laptop	APPLE	MACBOOK PRO	ADM	7/23/2020
36542	CNU35292JZ		laptop	HP	PROBOOK	ADM	7/23/2020
33405	5CB2340801		laptop	HP	PROBOOK6550	ADM	7/23/2020
33179	C02J273CDV33		laptop	APPLE	MACBOOK PRO	ADM	7/23/2020
33130	C02J11ZRDV33		laptop	APPLE	MACBOOK PRO	ADM	7/23/2020
29268	CNU04456YB	803626	laptop	HP	PROBOOK6550B	ADM	7/24/2020
27295	CNU9414WZH	804286	laptop	HP	PROBOOK6550B	ADM	7/25/2020
29549	CNU10107KT		laptop	HP	PROBOOK6550B	HHS	7/26/2020
58006	A36DJ16276		Scanner	Fujitsu	Fi-7160	ADM	7/23/2020
38293	BF01PCB412030004 9		PowerSync tray	Bretford	H3634LL/A	ADM	7/23/2020
18438	CNU81620SZ		Laptop	Compaq	6710b	ADM	7/23/2020

Asset Tag	Serial	Title I Tag (if applicable)	Type	Make	Model	Site	Date
18068	CNU7231UA		Laptop	Compaq	nc6320	ADM	7/23/2020
18437	CNU81620SV		Laptop	Compaq	6710b	ADM	7/23/2020
23577	C4KHDF1		Server	Dell	PowerEdge 840	ADM	7/23/2020
noasset	JLY8981		Server	Dell	PowerEdge 2800	ADM	7/23/2020
18119	W87309A9YA8		Laptop	Apple	MacBook A1181	ADM	7/29/2020
32464	DLXH9BTVDNOR		Tablet	Apple	iPad	ADM	8/4/2020
41420	b012gd28s0164		Projector	SMART	Lightraise 60wi2	KEP	8/4/2020
40657	3C18003045		Chromebook	HP	11 G1	ADM	8/5/2020
40660	3C18003053		Chromebook	HP	11 G1	ADM	8/5/2020
25741	CNU20324JK		Laptop	HP	Probook 6460b	ADM	8/31/2020
25567	CNU2031SCS		Laptop	HP	Probook 6460b	ADM	8/31/2020
25743	CNU2031SLG		Laptop	HP	Probook 6460b	ADM	8/31/2020
39783	3C17001967		Chromebook	hp	G1	man	8/31/2020
40257	3C18002870		Chromebook	hp	G1	tlm	8/31/2020
40227	3C18003330		CHROMEBOOK	hp	G1	TLM	8/31/2020
37104			Chromebook	hp	G1	MAN	8/31/2020
37341			Chromebook	hp	G1	MAN	8/31/2020
37003	3C13000731		Chromebook	hp	G1	MAN	8/31/2020
39767	3C18000039		Chromebook	hp	G1	MAN	8/31/2020
39742	3C18000030		Chromebook	hp	G1	MAN	8/31/2020
39801	3C18000050		Chromebook	hp	G1	MAN	8/31/2020
37209	3A14001440		Chromebook	hp	G1	MAN	8/31/2020
37208	3C12000380		Chromebook	hp	G1	MAN	8/31/2020
37474	3C12000172		Chromebook	hp	G1	TLM	
25575	CNU2031JCS		Laptop	HP	Probook 6460b	RVM	9/1/2020
72460	DMQWPKVXJF8J		Tablet	Apple	iPad	SPED	9/3/2020
37001	3C13000272		Chromebook	HP	G1	MAN	9/4/2020
	5CD3238307			HP	Chromebook 14	Verdugo Academy	9/11/2020
	5CD32398XB			HP	Chromebook 14	Verdugo Academy	9/11/2020
	5CD323993J			HP	Chromebook 14	Verdugo Academy	9/11/2020
	5CD323991L			HP	Chromebook 14	Verdugo Academy	9/11/2020
	5CD3239BTQ			HP	Chromebook 14	Verdugo Academy	9/11/2020
	5CD32398Z0			HP	Chromebook 14	Verdugo Academy	9/11/2020
	5CD32398YD			HP	Chromebook 14	Verdugo Academy	9/11/2020
						Verdugo Academy	9/11/2020
40206	3C18003305			HP	Chromebook 11 G1	Verdugo Academy	9/11/2020
40232	3C18003324			HP	Chromebook 11 G1	Verdugo Academy	9/11/2020
40207	3C18003287			HP	Chromebook 11 G1	Verdugo Academy	9/11/2020
40209	3C18003164			HP	Chromebook 11 G1	Verdugo Academy	9/11/2020
40098	3C18001499			HP	Chromebook 11 G1	Verdugo Academy	9/11/2020
40233	3C18003263			HP	Chromebook 11 G1	Verdugo Academy	9/11/2020
40253	3C18003224			HP	Chromebook 11 G1	Verdugo Academy	9/11/2020
40071	3C18001435			HP	Chromebook 11 G1	Verdugo Academy	9/11/2020

Asset Tag	Serial	Title I Tag (if applicable)	Type	Make	Model	Site	Date
40064	3C18001464			HP	Chromebook 11 G1	Verdugo Academy	9/11/2020
40061	3C18001400			HP	Chromebook 11 G1	Verdugo Academy	9/11/2020
40058	3C18001253			HP	Chromebook 11 G1	Verdugo Academy	9/11/2020
40063	3C18001470			HP	Chromebook 11 G1	Verdugo Academy	9/11/2020
40059	3C18001501			HP	Chromebook 11 G1	Verdugo Academy	9/11/2020
40062	3C18001338			HP	Chromebook 11 G1	Verdugo Academy	9/11/2020
40069	3C18001466			HP	Chromebook 11 G1	Verdugo Academy	9/11/2020
40066	3C18001522			HP	Chromebook 11 G1	Verdugo Academy	9/11/2020
40067	3C18001377			HP	Chromebook 11 G1	Verdugo Academy	9/11/2020
40068	3C18001450			HP	Chromebook 11 G1	Verdugo Academy	9/11/2020
40074	3C18001451			HP	Chromebook 11 G1	Verdugo Academy	9/11/2020
40048	3C18001541			HP	Chromebook 11 G1	Verdugo Academy	9/11/2020
40095	3C18001564			HP	Chromebook 11 G1	Verdugo Academy	9/11/2020
40087	3C18001529			HP	Chromebook 11 G1	Verdugo Academy	9/11/2020
40092	3C18001414			HP	Chromebook 11 G1	Verdugo Academy	9/11/2020
40096	3C18001573			HP	Chromebook 11 G1	Verdugo Academy	9/11/2020
40112	3C18001584			HP	Chromebook 11 G1	Verdugo Academy	9/11/2020
40099	3C18001409			HP	Chromebook 11 G1	Verdugo Academy	9/11/2020
40093	3C18001457			HP	Chromebook 11 G1	Verdugo Academy	9/11/2020
40094	3C18001455			HP	Chromebook 11 G1	Verdugo Academy	9/11/2020
40111	3C18001550			HP	Chromebook 11 G1	Verdugo Academy	9/11/2020
40106	3C18001375			HP	Chromebook 11 G1	Verdugo Academy	9/11/2020
40109	3C18001530			HP	Chromebook 11 G1	Verdugo Academy	9/11/2020
40103	3C18001429			HP	Chromebook 11 G1	Verdugo Academy	9/11/2020
40100	3C18001349			HP	Chromebook 11 G1	Verdugo Academy	9/11/2020
40107	3C18001528			HP	Chromebook 11 G1	Verdugo Academy	9/11/2020
40110	3C18001512			HP	Chromebook 11 G1	Verdugo Academy	9/11/2020
40108	3C18001525			HP	Chromebook 11 G1	Verdugo Academy	9/11/2020
40101	3C18001392			HP	Chromebook 11 G1	Verdugo Academy	9/11/2020
40105	3C18000234			HP	Chromebook 11 G1	Verdugo Academy	9/11/2020

GLENDALE UNIFIED SCHOOL DISTRICT

November 2, 2020

CONSENT CALENDAR NO. 13

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Dr. Kelly King, Assistant Superintendent, Educational Services

PREPARED BY: Bonnie Cervantes, Coordinator II, Categorical Programs

SUBJECT: **Approval of Services Agreement between Glendale Unified School District and The Southern CA Learning Corporation, dba Sylvan Learning Center**

The Superintendent recommends that the Board of Education approve a Services Agreement between Glendale Unified School District and The Southern CA Learning Corporation, dba Sylvan Learning Center, in the amount of \$30,025 to provide tutoring for identified refugee students.

Glendale Unified School District, in partnership with The Southern CA Learning Corporation, dba Sylvan Learning Center, will provide online tutoring for 30 potential K-12th grade identified refugee students eligible for this opportunity. Online tutoring services will be provided in English and mathematics. Sylvan will develop an individual Student Learning Plan based on results from the pre-test assessment and services will be offered at 2-4 hours per week per student.

The contract period is from November 4, 2020 - May 31, 2021. The cost for the online tutoring services is \$30,025, which will be covered by the California Newcomer Education Well-Being Project (CALNEW) grant.

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TO SUPPORT 2020-2021 BOARD PRIORITY NO. 1: Maximize Student Achievement - Close the digital and equity gap; offer robust distance, hybrid, and in-person learning programs; and address learning loss and improve attendance.

GLENDALE UNIFIED SCHOOL DISTRICT
223 North Jackson Street
Glendale, CA 91206
(818) 241-3111

SERVICES AGREEMENT

This **Agreement** for Professional Services (“Agreement”) is made and entered into as of the 13th day of October, 2020 by and between the Glendale Unified School District, (“District”) and The Southern CA Learning Corp. dba Sylvan Learning Ctr. a corporation, whose place of business is 2970 Huntington Drive, San Marino, CA 91108 [City], herein referring to as (“Contractor”), (together, “Parties”).

WITNESSETH: The parties do hereby contract and agree as follows:

1. *Services Description.* CONTRACTOR will perform the services described in the “Scope of Work” attached hereto as Addendum A and made a part thereof.

NOW, THEREFORE, the Parties agree as follows:

1. **Term.** Contractor shall commence providing services under this Agreement on November 4, 2020 and will diligently perform as required and complete performance by May 31, 2020
2. **Submittal of Documents.** The Contractor shall not commence the Services under this Agreement until the Contractor has submitted and the District has approved the certificate(s) and affidavit(s), and the endorsement(s) of insurance required as indicated below:

- X Signed Agreement
- X Workers' Compensation Certification
- X Fingerprinting/Criminal Background Investigation Certification
- X Insurance Certificates and Endorsements
- X W-9 Form
- X Non-collusion Declaration
- X Tuberculosis Clearance

3. **Compensation.** District agrees to pay the Contractor for services satisfactorily rendered pursuant to this Agreement (as needed, as requested) a total fee not to exceed (NTE) Thirty Thousand Twenty-Five dollars (\$ 30,025.00) which includes reimbursable cost listed in item 4.1. District shall pay Contractor according to the following terms and conditions:

Note: Accounts Payable will not process payment until the services have been completed. Invoices should be submitted to Accounts Payable Department, Glendale Unified School District, 223 N. Jackson Street, Glendale, CA 91206.

4. **Expenses.** District shall not be liable to Contractor for any costs or expenses paid or incurred by Contractor in performing services for District, except as follows:

4.1. **N/A**

5. **Independent Contractor.** Contractor, in the performance of this Agreement, shall be and act as an independent contractor. Contractor understands and agrees that it and all of its employees shall not be considered officers, employees, agents, partner, or joint venture of the District, and are not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Contractor shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to Contractor's employees. In the performance of the work herein contemplated, Contractor is an independent contractor or business entity, with the sole authority for controlling and directing the performance of the details of the work, District being interested only in the results obtained.
6. **Materials.** Contractor shall furnish, at its own expense, all labor, materials, equipment, supplies and other items necessary to complete the services to be provided pursuant to this Agreement, except as follows:
7. **Copyright/Trademark/Patent.** Contractor understands and agrees that all matters produced under this Agreement shall become the property of District and cannot be used without District's express written permission. District shall have all right, title and interest in said matters, including the right to secure and maintain the copyright, trademark and/or patent of said matter in the name of the District. Contractor consents to use of Contractor's name in conjunction with the sale, use, performance and distribution of the matters, for any purpose and in any medium.
8. **Termination.**
 - 8.1. **Without Cause by District.** District may, at any time, with or without reason, terminate this Agreement and compensate Contractor only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by Contractor. Notice shall be deemed given when received by the Contractor or no later than three days after the day of mailing, whichever is sooner.
 - 8.2. **Without Cause by Contractor.** Contractor may, upon sixty (60) days notice, with or without reason, terminate this Agreement. Upon this termination, District shall only be obligated to compensate Contractor for services satisfactorily rendered to the date of termination. Written notice by Contractor shall be sufficient to stop further performance of services to District. Contractor acknowledges that this sixty (60) day notice period is acceptable so that the District can attempt to procure the Services from another source.
 - 8.3. **With Cause by District.** District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:
 - 8.3.1. material violation of this Agreement by the Contractor; or
 - 8.3.2. any act by Contractor exposing the District to liability to others for personal injury or property damage; or
 - 8.3.3. Contractor is adjudged a bankrupt, Contractor makes a general assignment for the benefit of creditors or a receiver is appointed on account of Contractor's insolvency.

Written notice by District shall contain the reasons for such intention to terminate and unless within three (3) calendar days after that notice the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, this Agreement shall upon the expiration of the three (3) calendar days cease and terminate. In the event of this termination, the District may secure the required services from another Contractor. If the expense, fees, and/or costs to the District exceed the cost of providing the service pursuant to this Agreement, the Contractor shall immediately pay the excess expense, fees, and/or costs to the District upon the receipt of the District's notice of these expense, fees, and/or costs. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to District.

9. **Indemnification.** To the furthest extent permitted by California law, Contractor shall defend, indemnify, and hold free and harmless the District, its Board of Education, agents, representatives, officers, Contractors, employees, trustees, and volunteers ("the indemnified parties") from any and all claims, demands, causes of action, suits, actions, costs, expenses, judgments, liability, loss, damage or injury of any kind, nature and description, in law or equity ("Claim"), to property or persons including, but not limited to, personal injury, bodily injury, death, property damage, and Contractors' and/or attorneys' fees and costs, directly or indirectly arising out of, connected with, or resulting from the negligence, recklessness, errors or omissions, or willful misconduct of Contractor, its officials, officers, employees, subcontractors, Contractors, or agents, directly or indirectly arising out of, connected with, or resulting from the performance of the Services, the Project, or this Agreement, including without limitation the payment of all consequential damages; or from any activity, work, or thing done, permitted, or suffered by the Contractor in conjunction with this Agreement, unless the claims are caused wholly by the sole negligence or willful misconduct of the District. The District shall have the right to accept or reject any legal representation that Contractor proposes to defend the indemnified parties.

10. **Insurance.**

10.1. The Contractor shall procure and maintain at all times it performs any portion of the Services the following insurance with minimum limits equal to the amount indicated below.

Type of Coverage	Minimum Requirement
Commercial General Liability Insurance , including Bodily Injury, Personal Injury, Property Damage, Advertising Injury, and Medical Payments	
Each Occurrence	\$ 1,000,000
General Aggregate	\$ 1,000,000
Automobile Liability Insurance - Any Auto	
Each Occurrence	\$ 1,000,000
General Aggregate	\$ 1,000,000
Professional Liability	\$ 1,000,000
Workers Compensation	Statutory Limits
Employer's Liability	\$ 1,000,000

10.1.1. **Commercial General Liability and Automobile Liability Insurance.**
 Commercial General Liability Insurance and Any Auto Automobile Liability

Insurance that shall protect the Contractor, the District, and the State from all claims of bodily injury, property damage, personal injury, death, advertising injury, and medical payments arising performing any portion of the Services. (Form CG 0001 and CA 0001, or forms substantially similar, if approved by the District.)

10.1.2. **Workers' Compensation and Employers' Liability Insurance.** Workers' Compensation Insurance and Employers' Liability Insurance for all of its employees performing any portion of the Services. In accordance with provisions of section 3700 of the California Labor Code, the Contractor shall be required to secure workers' compensation coverage for its employees. If any class of employee or employees engaged in performing any portion of the Services under this Agreement are not protected under the Workers' Compensation Statute, adequate insurance coverage for the protection of any employee(s) not otherwise protected must be obtained before any of those employee(s) commence performing any portion of the Services.

10.1.3. **Professional Liability (Errors and Omissions).** Professional Liability Insurance as appropriate to the Contractor's profession.

10.2. **Proof of Carriage of Insurance.** The Contractor shall not commence performing any portion of the Services until all required insurance has been obtained and certificates indicating the required coverage have been delivered in duplicate to the District and approved by the District. Certificates and insurance policies shall include the following:

10.2.1. A clause stating: "SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISION."

10.2.2. Language stating in particular those insured, extent of insurance, location and operation to which insurance applies, expiration date, to which cancellation and reduction notice will be sent, and length of notice period.

10.2.3. An endorsement stating that the District and its Board of Education, agents, representatives, employees, trustees, officers, Contractors, and volunteers are named additional insured under all policies except Workers' Compensation Insurance, Professional Liability, and Employers' Liability Insurance. An endorsement shall also state that Contractor's insurance policies shall be primary to any insurance or self-insurance maintained by District. An endorsement shall also state that there shall be a waiver of any subrogation.

10.2.4. All policies except the Professional Liability, Workers' Compensation Insurance, and Employers' Liability Insurance Policies shall be written on an occurrence form.

10.3. **Acceptability of Insurers.** Insurance is to be placed with insurers with a current A.M. Best's rating of no less than A: VII, unless otherwise acceptable to the District.

11. **Assignment.** The obligations of the Contractor pursuant to this Agreement shall not be assigned by the Contractor.

12. **Compliance with Laws, Debarment and Suspension.** Contractor warrants and certifies that neither Contractor, nor any person working for or acting on behalf of Contractor as part of this Agreement, has been or is debarred, penalized by, convicted, sanctioned, suspended, excluded or otherwise ineligible to participate in any state or federal program, or by any federal department or agency, or by Los Angeles County
13. **Certificates/Permits/Licenses.** Contractor and all Contractor's employees or agents shall secure and maintain in force such certificates, permits and licenses as are required by law in connection with the furnishing of Services pursuant to this Agreement.
14. **Employment with Public Agency.** Contractor, if an employee of another public agency, agrees that Contractor will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to this Agreement.
15. **Anti-Discrimination.** District programs, activities, practices shall be free from discrimination based on race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics and therefore the Contractor agrees to comply with applicable Federal and California laws including, but not limited to the California Fair Employment and Housing Act beginning with Government Code Section 12900 and Labor Code Section 1735 and District policy. In addition, the Contractor agrees to require like compliance by all of its subcontractor(s).
16. **Fingerprinting of Employees.** The Fingerprinting/Criminal Background Investigation Certification must be completed and attached to this Agreement prior to Contractor's performing of any portion of the Services.
17. **No Rights in Third Parties.** This Agreement does not create any rights in, or inure to the benefit of, any third party except as expressly provided herein.
18. **District's Evaluation of Contractor and Contractor's Employees and/or Subcontractors.** The District may evaluate the Contractor in any way the District is entitled pursuant to applicable law. The District's evaluation may include, without limitation:
 - 18.1. Requesting that District employee(s) evaluate the Contractor and the Contractor's employees and subcontractors and each of their performance.
 - 18.2. Announced and unannounced observance of Contractor, Contractor's employee(s), and/or subcontractor(s).
19. **Limitation of District Liability.** Other than as provided in this Agreement, District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event, shall District be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue,

arising out of or in connection with this Agreement for the services performed in connection with this Agreement.

20. **Confidentiality.** The Contractor and all Contractor's agents, personnel, employee(s), and/or subcontractor(s) shall maintain the confidentiality of all information received in the course of performing the Services. Contractor understands that student records are confidential and agrees to comply with all state and federal laws concerning the maintenance and disclosure of student records. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.

Both parties will maintain in confidence and safeguard all confidential information, as defined in this paragraph, of the other party, its affiliates, and its customers. "Confidential Information" means any information that is marked or otherwise identified as confidential or proprietary at the time of disclosure or by law, and includes but is not limited to, trade secrets, know-how, inventions, techniques, data, customers list, personal information, financial information, sales, and marketing plans of the other party, its affiliates, or its customers. Both parties recognize and acknowledge the confidential and proprietary nature of any Confidential Information and acknowledge the irreparable harm that could result if such confidential information is disclosed to a third party or used for unauthorized purposes. Each party agrees to use any Confidential Information only for the purpose of conducting business with each other and their clients in the manner contemplated by this Agreement. Both parties will restrict disclosure of any Confidential Information to only those personnel who have a need to know and will bind such personnel to obligations of confidentiality to the same extent that each party is bound by this Agreement. Upon request of the owner of the confidential information, the other party will promptly return or destroy all materials incorporating any Confidential Information and any copies. The obligation under this paragraph does not apply to information that: 1) is or becomes generally known or in the public domain through no act or omission of the other party; 2) was lawfully in Insight's or Client's possession without restriction as to use or disclosure before its receipt from the other party; 3) is received from, or was made available to, a third party without any obligation of confidentiality; 4) was independently developed; 5) is otherwise permitted to be disclosed under this Agreement; 6) is disclosed with the prior written consent of the disclosing party; or 7) is required to be disclosed in any civil or criminal legal proceeding, regulatory proceeding or any similar process, however, the party required to make the disclosure under the law shall give prompt notice of this to the other party prior to such disclosure so that the other party may seek an appropriate protective order or give its consent to such disclosure.

21. **Notice.** Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, or facsimile transmission, addressed as follows:

District:

Glendale Unified School District
223 N. Jackson Street
Glendale, California 91206
ATTN: Dr. Kelly King

Contractor:

The Southern CA Learning Corp. dba Sylvan Learning Ctr.
2970 Huntington Drive
San Marino, CA 91108
ATTN: Todd Crabtree

Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.

22. **Integration/Entire Agreement of Parties.** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties. . In the event an express conflict between the terms of this Agreement and the terms of the any attachments or exhibits, the terms of this Agreement will prevail.
23. **California Law.** This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California, in the County of Los Angeles. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in the county in which the District's administrative offices are located.
24. **Waiver.** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.
25. **Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.
26. **Provisions Required By Law Deemed Inserted.** Each and every provision of law and clause required by law to be inserted in this Contract shall be deemed to be inserted herein and this Contract shall be read and enforced as though it were included therein.
27. **Authority to Bind Parties.** Neither party in the performance of any and all duties under this Agreement, except as otherwise provided in this Agreement, has any authority to bind the other to any agreements or undertakings.
28. **Attorney Fees/Costs.** Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs and attorney's fees.
29. **Captions and Interpretations.** Paragraph headings in this Agreement are used solely for convenience, and shall be wholly disregarded in the construction of this Agreement. No provision of this Agreement shall be interpreted for or against a party because that party or its legal

representative drafted such provision, and this Agreement shall be construed as if jointly prepared by the Parties.

30. **Calculation of Time.** For the purposes of this Agreement, “days” refers to calendar days unless otherwise specified.
31. **Signature Authority.** Each party has the full power and authority to enter into and perform this Agreement, and the person signing this Agreement on behalf of each Party has been properly authorized and empowered to enter into this Agreement.
32. **Counterparts.** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.
33. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.
34. **Force Majeure Clause.** The parties to the Contract shall be excused from performance thereunder during the time and to the extent that they are prevented from obtaining, delivering, or performing by act of God, fire, strike, loss, or shortage of transportation facilities, lock-out, commandeering of materials, products, plants or facilities by the government, when satisfactory evidence thereof is presented to the other party(ies), provided that it is satisfactorily established that the non-performance is not due to the fault or neglect of the party not performing.
39. **Amendments.** No alteration or variation of the terms of this Contract shall be valid unless made in writing and signed by the parties; no oral understanding or agreement not incorporated herein shall be binding on either of the parties; and no exceptions, alternatives, substitutes or revisions are valid or binding on District unless authorized by District in writing.
40. **Delivery.** Time of delivery of goods or services is of the essence in this Contract. District reserves the right to refuse any goods or services and to cancel all or any part of the goods not conforming to applicable specifications, drawings, samples or descriptions or services that do not conform to the prescribed statement of work. Acceptance of any part of the order of goods shall not District to accept shipments nor deprive it of the right to return goods already accepted at Contractor’s expense. Over shipments and under shipments of goods shall be only as agreed to in writing by District. Delivery shall not be deemed to be complete until all goods or services have actually been received and accepted in writing by District.
41. **Conduct on District Premises.** Contractor shall, at all times, comply with and abide by all reasonable policies and procedures of the District (or that may be established thereby, from time to time) that pertain to conduct on the District’s premises, possession or distribution of contraband, or the access to, and security of, the Party’s real property or facilities, to the extent that the Contractor has been provided with a copy of each such policy or procedure. Contractor shall exercise due care and diligence to prevent any injury to persons or damage to property while on the other Party’s premises. The operation of vehicles by either Party’s personnel on the other Party’s property shall conform to posted and other applicable regulations and safe-driving practices. Vehicular accidents occurring on a Party’s property and involving either Party’s personnel shall be reported promptly to the appropriate Party’s personnel. Each Party covenants that at all times during the term it, and its employees, agents, and Subcontractors shall comply with, and take no action that results in the

other Party being in violation of, any applicable federal, state, and local laws, ordinances, regulations, and rules. Each Party's personnel shall clearly identify themselves as the appropriate Party's personnel and not as employees of the other Party. When on the other Party's premises, each Party's personnel shall wear and clearly display identification badges or tags, as approved by the other Party. Contractor's employees shall not smoke or use profanity or other inappropriate language while on site. Contractor's employees shall not enter the facility while under the influence of alcohol, drugs or other intoxicants and shall not have such materials in their possession. Contractor's employees shall plan their activities to minimize the number of times they must enter and exit a facility. They should transport all tools, equipment and materials needed for the day at the start of the work period and restrict all breaks to the absolute minimum.

42. **Employee Eligibility Verification:** The Contractor warrants that it fully complies with all Federal and State statutes and regulations regarding the employment of aliens and others and that all its employees performing work under this Contract meet the citizenship or alien status requirement set forth in Federal statutes and regulations. The Contractor shall obtain, from all employees performing work hereunder, all verification and other documentation of employment eligibility status required by Federal or State statutes and regulations including, but not limited to, the Immigration Reform and Control Act of 1986, 8 U.S.C. §1324 et seq., as they currently exist and as they may be hereafter amended. The Contractor shall retain all such documentation for all covered employees for the period prescribed by the law. The Contractor shall indemnify, defend with counsel approved in writing by District, and hold harmless, the District, its agents, officers, and employees from employer sanctions and any other liability which may be assessed against the Contractor or the District or both in connection with any alleged violation of any Federal or State statutes or regulations pertaining to the eligibility for employment of any persons performing work under this Contract.

SIGNATURE PAGE

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement on the date indicated below.

Company Name The Southern CA Learning Corp. dba Sylvan Learning Ctr.

By: _____ Executive Director
Signature _____ Title:
Todd Crabtree _____ Dated: October 13, 2020
Print Name _____

By: _____
Signature _____ Title:
_____ Dated: _____, 20____
Print Name _____

*If the Contractor is a corporation, signatures of two specific corporate officers are required as further set forth. The first corporate officer signature must be one of the following: 1) Chairman of the Board; 2) the President; 3) any Vice President. The second corporate officer signature must be one of the following: 1) Secretary;) Assistant Secretary; 3) Chief Financial Officer; 4) Assistant Treasurer. Alternatively, a single corporate signature is acceptable when accompanied by a corporate resolution demonstrating the legal authority of the signature to bind the company. (California Corporations Code Section 313)

Information regarding Contractor:

License No.: _____
Address: 2970 Huntington Drive
San Marino, CA 91108
Telephone: (818) 639-9692
Facsimile: (626) 956-0715
E-Mail: toddcrabtree@sylvansocal.com

Employer Identification and/or
Social Security Number

NOTE: Section 6041 of the Internal Revenue Code (26 U.S.C. 6041) and Section 1.6041-1 of Title 26 of the Code of Federal Regulations (26 C.F.R. 1.6041-1) requires the recipients of \$600.00 or more to furnish their taxpayer information to the payer. In order to comply with these requirements, the District requires the Contractor to furnish the information requested in this section.

Type of Business Entity:
 Individual
 Sole Proprietorship
 Partnership
 Limited Partnership
 Corporation, State: California
 Limited Liability Company
 Other: _____

Glendale Unified School District

By: _____ Date: 10/13/2020
Print Name: Dr. Kelly King
Print Title: Assistant Superintendent, Educational Services

ATTACHMENT A

DESCRIPTION OF SERVICES TO BE PERFORMED BY CONTRACTOR

Contractor's entire Proposal is **not** made part of this Agreement.

Contractor may provide the following General Services:

FUNDING AND RELATED COSTS

- Approx # of students: 30
- Grades: K-12
- Hourly Rate: \$54.00 (Contract \$30,025.)
- Total Hours: 18.53 hrs / student (May increase if reduced enrollment)
- Testing: Pre-Test will be billable as .5 hour of tutoring.
Post Tests will not be billed to the district.
- Frequency: 2-3 hrs / week (per parent availability)
- Availability: Open Monday-Saturday / wk (closed for holidays only)
- Location of tutoring: Distance tutoring
- Transportation: As arranged by GUSD or parents
- Attendance Requirement: When a family schedules a pre-test, they are filling a spot. Parent is to notify Sylvan within 24 hours if an appointment will be missed or student will lose their spot and it will be given to the next student on the waiting list.

PROVIDER SERVICES

SylvanSync Program Details (K-12):

- o Student Registration Form (required):
A 1-page parent survey/contact information form completed at Sylvan prior to Pre-Test.
- o Learning Plan:
Sylvan will prepare an individual Student Learning Plan (SLP) based on a Pre-Test by way of The Sylvan Insight Assessment or Assessment of Student Achievement (ASA), information from the parents (including preferred subject) and input from GUSD teachers (when available)
 - The SLP for all SylvanSync Reading students (K-12) will include a scaled score and goals for the student
 - The SLP for all SylvanSync Math students (K-8) will include a scaled score and goals for the student
 - The SLP for high school math students may include a raw score based on the Assessment of Student Achievement (ASA).
- o Post Test Results / Updated Learning Plan:
At the end of the program, Sylvan will provide a progress report to the district and parents citing progress in goals and Post Test results.
- o The Programs will be delivered via iPad, Workbooks, Worksheets, books, and/or manipulatives which are directly aligned to the goals on the SLP

EXHIBIT "A"

WORKERS' COMPENSATION CERTIFICATION

Labor Code Section 3700 in relevant part provides:

Every employer except the State shall secure the payment of compensation in one or more of the following ways:

- By being insured against liability to pay compensation by one or more insurers duly authorized to write compensation insurance in this State.
- By securing from the Director of Industrial Relations a certificate of consent to self-insure, which may be given upon furnishing satisfactory proof to the Director of Industrial Relations of ability to self-insure and to pay any compensation that may become due to its employees.

I am aware of the provisions of Section 3700 of the Labor Code which require every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of that code, and I will comply with such provisions before commencing the performance of the Work of this Contract.

Date: 10/13/2020

Name of Contractor: The Southern CA Learning Corp. dba Sylvan Learning Ctr.

Signature: _____

Print Name and Title: Todd Crabtree, Executive Director

(In accordance with Article 5 – commencing at Section 1860, Chapter 1, part 7, Division 2 of the Labor Code, the above certificate must be signed and filed with the District prior to performing any Work under this Contract.)

EXHIBIT "B"

FINGERPRINTING/CRIMINAL BACKGROUND INVESTIGATION CERTIFICATION

One of the three boxes below **must** be checked, with the corresponding certification provided, and this form attached to the Independent Contractor Agreement for Professional Services ("Agreement"):

The fingerprinting and criminal background investigation requirements of Education Code section 45125.1 apply to Contractor's services under this Agreement and Contractor certifies its compliance with these provisions as follows:

Contractor certifies that the Contractor has complied with the fingerprinting and criminal background investigation requirements of Education Code section 45125.1 with respect to all Contractor's employees, subcontractors, agents, and subcontractors' employees or agents ("Employees") regardless of whether those Employees are paid or unpaid, concurrently employed by the District, or acting as independent contractors of the Contractor, who may have contact with District pupils in the course of providing services pursuant to the Agreement, and the California Department of Justice has determined that none of those Employees has been convicted of a felony, as that term is defined in Education Code section 45122.1. A complete and accurate list of all Employees who may come in contact with District pupils during the course and scope of the Agreement is attached hereto.

Pursuant to Education Code section 45125.2, Contractor has installed or will install, prior to commencement of Work, a physical barrier at the Work Site, that will limit contact between Contractor's employees and District pupils at all times; and/or

Pursuant to Education Code section 45125.2, Contractor certifies that all employees will be under the continual supervision of, and monitored by, an employee of the Contractor who the California Department of Justice has ascertained has not been convicted of a violent or serious felony. The name and title of the employee who will be supervising Contractor's employees and its subcontractors' employees is

Name: The Southern CA Learning Corp. dba Sylvan Learning Ctr.

Title: Executive Director

Contractor's responsibility for background clearance extends to all of its employees, Subcontractors, and employees of Subcontractors coming into contact with District pupils regardless of whether they are designated as employees or acting as independent contractors of the Contractor.

The undersigned does hereby certify that I am a representative of the Contractor currently under contract with the District; that I am familiar with the facts herein certified, and am authorized and qualified to execute this certificate on behalf of Contractor.

Date: 10/13/2020

Name of Contractor or Company: The Southern CA Learning Corp. dba Sylvan Learning Ctr.

Representative's Name and Title: Todd Crabtree, Executive Director

Signature: _____

EXHIBIT "C"

**NONCOLLUSION DECLARATION TO BE EXECUTED BY
BIDDER AND SUBMITTED WITH BID**
(Public Contract Code section 7106)

The undersigned declares:

I am the Executive Director of The Southern CA Learning Corp. dba Sylvan Learning Ctr., the party making the foregoing bid.

The bid is not made in the interest of, or on behalf of, any undisclosed person, partnership, company, association, organization, or corporation. The bid is genuine and not collusive or sham. The bidder has not directly or indirectly induced or solicited any other bidder to put in a false or sham bid. The bidder has not directly or indirectly colluded, conspired, connived, or agreed with any bidder or anyone else to put in a sham bid, or to refrain from bidding. The bidder has not in any manner, directly or indirectly, sought by agreement, communication, or conference with anyone to fix the bid price of the bidder or any other bidder, or to fix any overhead, profit, or cost element of the bid price, or of that of any other bidder. All statements contained in the bid are true. The bidder has not, directly or indirectly, submitted his or her bid price or any breakdown thereof, or the contents thereof, or divulged information or data relative thereto, to any corporation, partnership, company, association, organization, bid depository, or to any member or agent thereof, to effectuate a collusive or sham bid, and has not paid, and will not pay, any person or entity for such purpose.

Any person executing this declaration on behalf of a bidder that is a corporation, partnership, joint venture, limited liability company, limited liability partnership, or any other entity, hereby represents that he or she has full power to execute, and does execute, this declaration on behalf of the bidder.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct and that this declaration is executed on October 13, 2020 [date], at 2970 Huntington Drive, San Marino [city], California [state].

Signature

Todd Crabtree

Print Name

EXHIBIT "D"

TUBERCULOSIS CLEARANCE

The undersigned does hereby certify to the Governing Board of the District as follows:

I am a representative of the The Southern CA Learning Corp. dba Sylvan Learning ("Contractor") currently entering into this Agreement with the District and I am familiar with the facts herein certified, and am authorized and qualified to execute this certificate on behalf of Contractor.

Contractor's responsibility for tuberculosis clearance extends to all of its employees, subcontractors, and employees of subcontractors coming into contact with District students regardless of whether they are designated as employees or acting as independent contractors of the Contractor.

Contractor certifies that at least one of the following items applies to the Services that are the subject of the Agreement:

- The Contractor has complied with the tuberculosis requirements of Education Code Section 49406.1 with respect to all Contractor's employees and all of its subcontractors' employees who may have contact with District students in the course of providing Services pursuant to the Agreement, and the California Department of Justice has determined that none of those employees has active tuberculosis, as that term is defined in Education Code Section 45122.1. A complete and accurate list of Contractor's employees and of all of its subcontractors' employees who may come in contact with District students during the course and scope of the Agreement is attached hereto; and/or
- Contractor's Services under the Agreement are to be provided at an unoccupied school site only and/or will not be done on any District property and no employee and/or subcontractor or supplier of any tier of Agreement shall come in contact with District students.

Date: 10/13/2020

Name of Contractor: The Southern CA Learning Corp. dba Sylvan Learning Ctr.

Signature: _____

Print Name and Title: Todd Crabtree, Executive Director

Services cannot be rendered until all documentation is submitted and final approval is received.

GLENDALE UNIFIED SCHOOL DISTRICT

November 2, 2020

CONSENT CALENDAR NO. 14

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Dr. Kelly King, Assistant Superintendent, Educational Services

SUBJECT: **Approval of New Course of Study Outlines for Use in Middle Schools in the Area of Science**

The Superintendent recommends that the Board of Education approve course of study outlines (Integrated Science 6; Integrated Science 7; and Integrated Science 8) for use in middle schools in the area of Science.

The course of study outlines are submitted for approval by the Board of Education. The course outlines have been reviewed for content and evaluated by members of the Science Curriculum Study Committee. The Secondary Education Council has reviewed the information and made a recommendation of approval of the course outlines to the Board of Education.

MIDDLE SCHOOLS

Department: Science

Course Title: Integrated Science 6

Grade Level(s): 6

School(s)
Course Offered: Roosevelt, Toll, Wilson

Course Credits: 10

Recommended
Prerequisite: None

Recommended
Textbook: Green Ninja

Course Overview: Integrated Science 6 is the first of three courses of the Preferred Integrated Course Model based on the California Next Generation Science Standards designed to build upon the scientific understanding developed in elementary grades to prepare students for a rigorous high school science program. Students study the Earth's climate and solutions to climate change using life science, physical science, earth science, and engineering design. Students will strengthen their science and engineering practices, crosscutting concepts, and apply specific disciplinary core ideas to help them develop their own solutions to a variety of environmental problems.

Department: Science

Course Title: Integrated Science 7

Grade Level(s): 7

**School(s)
Course Offered:** Roosevelt, Rosemont, Toll, Wilson

Course Credits: 10

**Recommended
Prerequisite:** None

**Recommended
Textbook:** Green Ninja

Course Overview: Integrated Science 6 is the first of three courses of the Preferred Integrated Course Model based on the California Next Generation Science Standards designed to build upon the scientific understanding developed in elementary grades to prepare students for a rigorous high school science program. The overall theme for Integrated Science 7 is Resources: Investigative Methods and Conservation. Each unit focuses on one of the Earth's major resources and students investigate these resources by applying life science, physical science, earth science, and engineering design knowledge and skills towards developing a deeper and practical

understanding of how to conserve these resources. As students realize the complexity associated with these resources, the culminating experience in each unit provides them with the opportunity to design and implement strategies or techniques to conserve these precious resources.

Department: Science

Course Title: Integrated Science 8

Grade Level(s): 8

School(s)

Course Offered: Roosevelt, Rosemont, Toll, Wilson

Course Credits: 10

Recommended

Prerequisite: None

Recommended

Textbook: Green Ninja

Course Overview: Integrated Science 8 is the third of three courses of the Preferred Integrated Course Model based on the California Next Generation Science Standards designed to build upon the scientific understanding developed in elementary grades to prepare students for a rigorous high school science program. The overall theme for the integrated Grade 8 curriculum is Living Systems: Computational Thinking and Design Solutions. In particular, the year focuses on how life came to be on Earth, what our current state is, and how we can design a more sustainable future for everyone. This curriculum year takes advantage of many of the physical science and life science standards to allow for an exciting journey from our planet's past and up to the future. One of the key elements of the Grade 8 curriculum is the use of the programming language, Scratch, to help build students' computational thinking skills and their ability to communicate more richly about life on Earth. The culminating experience in each unit gives students

diverse opportunities to explore and communicate how humans have interacted and will interact with the evolution of the Earth. By combining the global scale of our universe with the local challenges of sustainable living in our own city, the curriculum aims to help students understand the urgency of our challenges and realize the power of their own abilities to create the type of change they want to see in the world.

TO SUPPORT 2020-2021 BOARD PRIORITY NO. 1: Maximize Student Achievement - Close the digital and equity gap; offer robust distance, hybrid, and in-person learning programs; and address learning loss and improve attendance.

TO SUPPORT 2020-2021 BOARD PRIORITY NO. 2: Foster a Positive Culture of Learning – Ensure equitable teaching and learning opportunities led by excellence; support culturally relevant curriculum that emphasizes inclusion; and increase parent and family engagement opportunities.

Glendale Unified School District School

Middle School

Date

(Meeting date will be typed in after Board Approval)

Department: Science

Course Title: Integrated Science 6

Course Code: *(Educational Services will assign course number after Board Approval)*

Grade Level(s): 6

School(s)

Course Offered: Roosevelt, Toll, Wilson

Course Credits: 10

Recommended

Prerequisite: None

Recommended

Textbook: Green Ninja

Course Overview: Integrated Science 6 is the first of three courses of the Preferred Integrated Course Model based on the California Next Generation Science Standards designed to build upon the scientific understanding developed in elementary grades to prepare students for a rigorous high school science program. Students study the Earth's climate and solutions to climate change using life science, physical science, earth science, and engineering design. Students will strengthen their science and engineering practices, crosscutting concepts, and apply specific disciplinary core ideas to help them develop their own solutions to a variety of environmental problems.

First Semester-Course Content

Unit 1: Title Energy and Climate

(5 weeks)

A. Throughout the unit, students develop skills in asking scientific questions to better understand the causes of our changing climate. In each lesson, students will be gaining knowledge on heat transfer to design a more energy-efficient home. Early on, students will play the game *Carbon Command* and use this game as a model for Earth's systems and the role of greenhouse gases on climate. Students study rising CO₂ levels both kinesthetically through a role-play and by investigating data. This ultimately gives students the knowledge and skills to successfully complete the unit's culminating activity to design a climate-friendly home.

- The learning experiences in this unit prepare students for mastery of the following Performance Expectations:
 - MS-ESS3-5
 - MS-PS3-3
 - MS-ETS1-1
 - MS-ETS1-2
 - MS-ETS1-3
 - MS-ETS1-4
- The learning experiences in this unit prepare students for mastery of the following Environmental Principles and Concepts:
 - Principle II - People Influence Natural Systems
 - Principle III - Natural Systems Change in Ways that People Benefit from and can Influence
 - Principle IV - There are no Permanent or Impermeable Boundaries that Prevent Matter from Flowing Between Systems

B. Lessons

- Lessons 1.1 - 1.10
The *Carbon Command* game will be a focus of the unit, and this will be used as a model for Earth's systems and the influence of greenhouse gases on climate. Students will participate in experiments to learn about thermal energy transfer.
- Lessons 1.11 – 1.17
Students will study rising carbon dioxide levels and the relationship with rising temperatures. Natural and anthropogenic factors causing climate change will be investigated. Students will develop skills in asking scientific questions to better understand the causes of a changing climate.
- Lessons 1.18 – 1.27
Students will reflect on energy concepts to understand heat transfer in homes and on Earth. They will then have the knowledge and skills to design a climate-friendly home while considering engineering principles of design. A final discussion will consider the ethics of decision making.

Unit 2: Home Energy

(7 weeks)

A. This unit provides students with practical experience designing solutions to reduce energy use in their homes, using a zero-energy home as the enduring phenomenon. Students will employ engineering design approaches, combined with concepts of heat transfer, to design, test, and build models that represent elements of a zero-energy home. These experiences will inform students' recommendations for how to make their own homes more energy efficient.

- The learning experiences in this unit prepare students for mastery of the following Performance Expectations:
 - MS-ESS3-3
 - MS-PS3-4
 - MS-PS3-5
 - MS-ETS1-1
 - MS-ETS1-2
 - MS-ETS1-3
 - MS-ETS1-4
- The learning experiences in this unit prepare students for mastery of the following Environmental Principles and Concepts:
 - Principle I - People Depend on Natural Systems
 - Principle II - People Influence Natural Systems
 - Principle IV - There are no Permanent or Impermeable Boundaries that Prevent Matter from Flowing Between Systems
 - Principle V - Decisions Affecting Resources and Natural Systems are Complex and Involve Many Factors

B. Lessons

- Lessons 2.1 – 2.9
The concept of zero energy will be introduced. The engineering design cycle will be used to create a wind turbine, which will be tested for its efficiency. A smart meter will be introduced to calculate home energy usage and to discuss methods of energy conservation.
- Lessons 2.10 – 2.25
The Green Ninja Energy Tracker will be introduced. The concept of thermal mass will be studied to show how materials are important in designing solar passive homes. Students will design passive solar homes and share their finding.
- Lessons 2.26 – 2.35
Students will apply the principles of home design to their school environment and suggest ways to conserve energy. The data from the Green Ninja Energy Tracker will be evaluated.

Unit 3: Weather and Climate

(6 weeks)

A. Unit 3 is focused on weather and climate around the world, and how future changes in the climate may affect life in certain cities. Students will adopt three cities that have a personal connection to their lives and will then study the weather and climate of those

cities in detail. As students study the processes responsible for weather and climate, they will also develop experience monitoring and analyzing real-time weather data from their adopted cities. The unit wraps up by having students write a “cli-fi” (climate-fiction) story about future weather and climate extremes in one of their adopted cities, to alert people in those cities about potential changes.

- The learning experiences in this unit prepare students for mastery of the following Performance Expectations:
 - MS-ESS2-5
 - MS-ESS2-6
- The learning experiences in this unit prepare students for mastery of the following Environmental Principles and Concepts:
 - Principle III - Natural Systems Change in Ways that People Benefit from and can Influence

B. Lessons

- Lessons 3.1 – 3.8
Weather and climate will be introduced with discussion on how future changes in the climate may affect life in certain cities. Students will adopt three cities, which have a personal connection, to study the weather and climate in detail.
- Lessons 3.9 – 3.17
Students will discover processes responsible for weather and climate, and they will also develop experience monitoring and analyzing weather data. They will study how migrating birds are affected by the Earth’s rotation. Cloud formation and different types of clouds will also be investigated.
- Lessons 3.18 – 3.31
After studying the effects of ocean currents, ocean temperatures, latitude, altitude, terrain, and salinity, students will complete the culminating project by creating a science-based story warning friends or family members in one of their adopted cities about possible future weather and climate extremes.

Second Semester-Course Content

Unit 4: Protecting Plants and Animals

(5 weeks)

A. Unit 4 focuses on plant structures and animal behavior, and how physical features and characteristic behaviors are essential for survival. As students investigate reproductive strategies in plants and animals, they also investigate how plants and animals respond to changes in environmental conditions. The culminating activity in this unit asks students to use what they’ve learned to design a method for protecting a plant or animal species from climate change. Students then give poster presentations to share their designs.

- The learning experiences in this unit prepare students for mastery of the following Performance Expectations:
 - MS-LS1-4

- MS-LS1-5
- MS-LS3-2
- The learning experiences in this unit prepare students for mastery of the following Environmental Principles and Concepts:
 - Principle II - People Influence Natural Systems

B. Lessons:

- Lessons 4.1 – 4.9
A variety of organisms and reproductive strategies will be introduced. Students will use models to illustrate sexual and asexual reproduction. Students will then make CER statements linking behaviors of species with climate change.
- Lessons 4.10 – 4.15
Students will learn about the response of animals and plants in relation to climate change. They will research plant structures and methods of seed dispersal and their roles in the reproduction of species.
- Lessons 4.16 – 4.23
Environmental and genetic factors affecting an organism's growth will be investigated. Students will learn about honeybees and motivations to protect that species and then apply this knowledge to their chosen species.

Unit 5: Reducing Pollution and Waste

(8 weeks)

- A. In this unit, students study pollution and waste, as well as how pollution can move from large systems such as the Earth into very small systems such as a single cell. As students study both the Earth's water cycle and the characteristics of cells, they are investigating the movement of energy and materials within these systems. In the unit's culminating experience, students work in teams to develop proposals highlighting actions to reduce pollution and waste.
- The learning experiences in this unit prepare students for mastery of the following Performance Expectations:
 - MS-LS1-1
 - MS-LS1-2
 - MS-LS1-3
 - MS-ESS2-4
 - The learning experiences in this unit prepare students for mastery of the following Environmental Principles and Concepts:
 - Principle III – Natural Systems Change in Ways that People Benefit from and can Influence
 - Principle IV – There are no Permanent or Impermeable Boundaries that Prevent Matter from Flowing Between Systems
 - Principle V – Decisions Affecting Resources and Natural Systems are Complex and Involve Many Factors

B. Lessons:

- Lessons 5.1 – 5.12

The unit will begin with an introduction to types of waste and the pollution caused by this waste. A trash diary will help students analyze their own waste production, and they will build an awareness of the large amounts of waste produced by humans. Models of the water cycle will be developed.

- Lessons 5.13 – 5.23

Students will investigate organisms in pond water using a microscope and will develop their understanding of the theory of cells and the processes occurring in cells. Students will discover how pollution moves from large systems into very small systems.

- Lessons 5.24 – 5.37

Body systems and concepts such as organ and tissue donation, science in medicine, and careers in science will be studied. The culminating experience will highlight actions to reduce pollution and waste.

Unit 6: Scientific Storytelling

(6 weeks)

A. In Unit 6, students produce their own films about solutions to climate change. The art of scientific storytelling is supported by a study of human sensory response and human emotion. Students will apply A/B testing techniques to analyze data on sensory responses. They will then integrate components of climate science into a story, as they learn about a classic story structure, the story spine. Throughout the unit, students are guided through the story-writing process and are given practical filmmaking experience in preparation for the culminating activity, which is to produce short films on climate solutions.

- The learning experiences in this unit prepare students for mastery of the following Performance Expectations:
 - MS-LS1-8
- The learning experiences in this unit prepare students for mastery of the following Environmental Principles and Concepts:
 - Principle II – People Influence Natural Systems
 - Principle V – Decisions Affecting Resources and Natural Systems are Complex and Involve Many Factors

B. Lessons:

- Lessons 6.1 – 6.7

Human sensory response and emotions will be studied. Students will plan an investigation to elicit responses in humans. They will plan how to collect and record data.

- Lessons 6.8 – 6.18

Students will consider the validity of sources. Students will apply A/B testing techniques to analyze data on sensory responses. They will consider effects of

media on human responses. With guidance on the story-writing process, students will integrate components of climate science into a story.

- Lessons 6.19 – 6.27

Practical filmmaking techniques will be provided so students can produce their own films about solutions to climate change. Students will present and view films in the classroom film festival.

Glendale Unified School District School

Middle School

Date

(Meeting date will be typed in after Board Approval)

Department: Science

Course Title: Integrated Science 7

Course Code: *(Educational Services will assign course number after Board Approval)*

Grade Level(s): 7

School(s)

Course Offered: Roosevelt, Rosemont, Toll, Wilson

Course Credits: 10

Recommended

Prerequisite: None

Recommended

Textbook: Green Ninja

Course Overview: Integrated Science 6 is the first of three courses of the Preferred Integrated Course Model based on the California Next Generation Science Standards designed to build upon the scientific understanding developed in elementary grades to prepare students for a rigorous high school science program. The overall theme for Integrated Science 7 is Resources: Investigative Methods and Conservation. Each unit focuses on one of the Earth's major resources and students investigate these resources by applying life science, physical science, earth science, and engineering design knowledge and skills towards developing a deeper and practical understanding of how to conserve these resources. As students realize the complexity associated with these resources, the culminating experience in each unit provides them with the opportunity to design and implement strategies or techniques to conserve these precious resources.

First Semester-Course Content

Unit 1: Minerals

(5 weeks)

A. In this unit, students build an awareness of the increased use of Earth's material resources used in smartphones and other technology in order to meet the growing demand for these devices. They model how these material resources form and investigate explanations for their worldwide distribution patterns in fun ways such as skits and a seafloor model activity. Students are challenged in their culminating experience to design a smarter smartphone—one that is designed or used differently so that it is more sustainable.

- The learning experiences in this unit prepare students for mastery of the following Performance Expectations:
 - MS-ESS2-1
 - MS-ESS2-3
- The learning experiences in this unit prepare students for mastery of the following Environmental Principles and Concepts:
 - Principle I - People Depend on Natural Systems
 - Principle II - People Influence Natural Systems
 - Principle III - Natural Systems Change in Ways that People Benefit from and can Influence

B. Lessons

- Lessons 1.1 – 1.6
Students will build an awareness of the use of Earth's material resources used in smartphones and other technology. They will discover which materials are used and investigate worldwide distribution patterns.
- Lessons 1.7 – 1.16
Alfred Wegener and his theory of continental drift will be discussed, and students will uncover evidence to support Wegener's theory as an explanation for the distribution of minerals. Students will study the earth processes involved in rock formation.
- Lessons 1.17 – 1.26
Students will learn that rocks are made of minerals, which provide clues to the history of the rock. Student teams will use this information to develop pamphlets outlining ideas for how to reduce the environmental impact of smartphones.

Unit 2: Petroleum

(7 weeks)

A. In this unit, students develop an awareness of the connection between petroleum and their daily lives. They study how petroleum forms, where it comes from and they look at petroleum at the molecular level. Throughout the unit, students participate in activities involving modeling simple hydrocarbon chains with clay and toothpicks and, as well, how these chains are broken down by combustion, producing carbon

dioxide. Students learn how petroleum is distilled to form a variety of products, including plastics. For the culminating experience, students create public service announcements (PSAs) encouraging the audience to conserve petroleum resources.

- The learning experiences in this unit prepare students for mastery of the following Performance Expectations:
 - MS-ESS3-1
 - MS-PS1-1
 - MS-PS1-3
 - MS-ETS1-1
 - MS-ETS1-2
 - MS-ETS1-3
 - MS-ETS1-4
- The learning experiences in this unit prepare students for mastery of the following Environmental Principles and Concepts:
 - Principle IV - There are no Permanent or Impermeable Boundaries that Prevent Matter from Flowing Between System
 - Principle V - Decisions Affecting Resources and Natural Systems are Complex and Involve Many Factors

B. Lessons

- Lessons 2.1 – 2.10
Students will learn how petroleum is formed and how it has been used over time. They will investigate where global petroleum resources are found and the reasons behind their unequal distribution. Students begin to think about the connection between transportation and carbon footprint, and they will document their family's transportation habits.
- Lessons 2.11 – 2.20
Students will learn about the chemistry of hydrocarbons and how crude oil is distilled to create many by-products, including plastics. They will investigate why plastics are not readily recycled, and they will discover that some plastic material may be made from corn.
- Lessons 2.21 – 2.34
Students will research factors related to air quality across the state of California. Students will design and use air quality monitoring devices. Students will synthesize their learning to develop solutions that will improve air quality.

Unit 3: Food

(7 weeks)

- A. In this unit, students track energy as it moves from the sun to plants to the organisms that eat plants, either directly or indirectly. All organisms need food to provide the materials and energy to grow and function. However, food not only provides energy, it also requires energy to grow and manufacture, and the generation of this energy

produces greenhouse gas emissions. In the culminating experience, students use this information to create green recipes that are nutritious and environmentally friendly.

- The learning experiences in this unit prepare students for mastery of the following Performance Expectations:
 - MS-LS1-6
 - MS-LS1-7
 - MS-PS1-2
 - MS-PS1-6
 - MS-ETS1-1
 - MS-ETS1-2
 - MS-ETS1-3
 - MS-ETS1-4
- The learning experiences in this unit prepare students for mastery of the following Environmental Principles and Concepts:
 - Principle II - People Influence Natural Systems
 - Principle V - Decisions Affecting Resources and Natural Systems are Complex and Involve Many Factors

B. Lessons

- Lessons 3.1 – 3.7
Students will expand on concepts of energy to estimate the environmental impact of different foods. A series of chemical reactions will show the temperature change after a reaction.
- Lessons 3.8 – 3.18
The principles of engineering design will be required to complete a model of a device that releases or absorbs thermal energy. Students will study the processes of photosynthesis and cellular respiration and create a variety of models.
- Lessons 3.19 – 3.32
Students will keep a food journal and then analyze their food choices. They will then use this information to create a classroom cookbook of recipes that are nutritious and environmental friendly.

Second Semester-Course Content

Unit 4: Soil

(5 weeks)

- A. This unit focuses on healthy soils and their importance in providing vital ecosystem services. To better understand the importance of soil, students set up mini worm farms and plan investigations to determine how various factors affect soil quality. Students identify soil's role in the flow of matter and energy through ecosystems. In the culminating experience, students propose and evaluate competing design solutions to restore soil ecosystems. This storyline graphic includes the lesson numbers of the primary phenomena, teacher demonstrations, and the themes of the unit.

- The learning experiences in this unit prepare students for mastery of the following Performance Expectations:
 - MS-ETS1-1
 - MS-ETS1-2
 - MS-ETS1-3
 - MS-LS2-3
 - MS-LS2-5
 - MS-PS1-5
- The learning experiences in this unit prepare students for mastery of the following Environmental Principles and Concepts:
 - Principle I - People Depend on Natural Systems
 - Principle III - Natural Systems Change in Ways that People Benefit from and can Influence
 - Principle V - Decisions Affecting Resources and Natural Systems are Complex and Involve Many Factors

B. Lessons

- Lessons 4.1 – 4.8
Soils, ecosystems, and decomposition will be discussed, and students will set up a mini worm farm. Population data will be analyzed to study the effects of soil depletion on food supply for the world’s population. Students will design an experiment to test factors affecting plant growth.
- Lessons 4.9 – 4.15
The concept of biodiversity in ecosystems will be introduced, using an activity to model ecosystems. Students will consider the importance of biodiversity in providing and maintaining ecosystem services.
- Lessons 4.16 – 4.26
In the culminating experience, students will propose their design solutions to restore soil ecosystems. They will also evaluate competing designs.

Unit 5: Water: Life and Danger

(5 weeks)

- A. This unit focuses on the importance of water as a human resource, how water changes states as part of the water cycle, and how water associated with natural hazards and climate change can impact humans and plants/animals. Students monitor what happens during the impact of river overflow and flooding on adjacent communities by working on physical models of a riverbed. Students take this knowledge to design solutions to flooding events in a multi-day disaster emergency simulation as the culminating experience.
- The learning experiences in this unit prepare students for mastery of the following Performance Expectations:
 - MS-ESS3-2
 - MS-PS1-4

- The learning experiences in this unit prepare students for mastery of the following Environmental Principles and Concepts:
 - Principle I - People Depend on Natural Systems
 - Principle III - Natural Systems Change in Ways that People Benefit from and can Influence
 - Principle V - Decisions Affecting Resources and Natural Systems are Complex and Involve Many Factors

B. Lessons

- Lessons 5.1 – 5.7

This unit will begin with a focus on the importance of water as a human resource, how water changes state as part of the water cycle, and how water associated with natural hazards and climate change can impact humans, animals, and plants.

- Lessons 5.8 – 5.16

Students will study climate data to predict the effects of flooding and will consider health effects and disaster management. A physical model of a riverbed will assess the impact of river overflow and flooding on adjacent communities.

- Lessons 5.17 – 5.26

Students will consider damage to infrastructure and access to food after a flood. They will then design solutions to flooding events and will participate in a multi-day disaster emergency simulation.

Unit 6: Ecosystem

(8 weeks)

A. This roadmap will serve as a visual to walk students through this unit on ecosystems. The central figure in this image is the student as an investigator of their own ecosystem study. Students will study the historic trade of natural resources between indigenous groups in California. The two people on the right side of the image are shown actively participating in trade. Students will investigate the historic trade of natural resources and the goal is to examine the value of natural resources produced in a healthy local ecosystem. Students will use their data collection experience and a fox/rabbit/plant simulation to develop insights into ecosystems. The roadmap also illustrates evidence for the effects of resource availability via the trees during different seasons. The section of the visual roadmap on the left (mountains, arrows, clouds) relates to the formation of landscapes that sustain these types of resources and their interactions. Each of these themes is highlighted in this image and as the unit unfolds, students explore ecosystems and will ultimately be writing a letter of thanks and support to local managers of their ecosystem locations.

- The learning experiences in this unit prepare students for mastery of the following Performance Expectations:
 - MS-ESS2-2, MS-LS2-1, MS-LS2-2, MS-LS2-4

- The learning experiences in this unit prepare students for mastery of the following Environmental Principles and Concepts:
 - Principle I - People Depend on Natural Systems
 - Principle II - People Influence Natural Systems
 - Principle V - Decisions Affecting Resources and Natural Systems are Complex and Involve Many Factors

B. Lessons

- Lessons 6.1 – 6.8
Ecosystems will be introduced, and students will consider a suitable ecosystem to explore. Trade in natural resources will be discussed in the context of a local indigenous group. Students will practice observational and inference skills.
- Lessons 6.9 – 6.25
Students will practice skills of systems thinking. The scales of different earth processes that shape the landscapes will be studied. Students will participate in a fox and rabbit simulation to show how ecosystems are interdependent. Data collection plans will be finalized.
- Lessons 6.26 – 6.37
Students will explore ecosystems in a field study and will collect and analyze data. Reflection activities will connect classroom content to the real world and will include writing a letter of thanks.

Glendale Unified School District School

Middle School

Date

(Meeting date will be typed in after Board Approval)

Department: Science

Course Title: Integrated Science 8

Course Code: *(Educational Services will assign course number after Board Approval)*

Grade Level(s): 8

School(s)

Course Offered: Roosevelt, Rosemont, Toll, Wilson

Course Credits: 10

Recommended

Prerequisite: None

Recommended

Textbook: Green Ninja

Course Overview: Integrated Science 8 is the third of three courses of the Preferred Integrated Course Model based on the California Next Generation Science Standards designed to build upon the scientific understanding developed in elementary grades to prepare students for a rigorous high school science program. The overall theme for the integrated Grade 8 curriculum is Living Systems: Computational Thinking and Design Solutions. In particular, the year focuses on how life came to be on Earth, what our current state is, and how we can design a more sustainable future for everyone. This curriculum year takes advantage of many of the physical science and life science standards to allow for an exciting journey from our planet's past and up to the future. One of the key elements of the Grade 8 curriculum is the use of the programming language, Scratch, to help build students' computational thinking skills and their ability to communicate more richly about life on Earth. The culminating experience in each unit gives students diverse opportunities to explore and communicate how humans have interacted and will interact with the evolution of the Earth.

By combining the global scale of our universe with the local challenges of sustainable living in our own city, the curriculum aims to help students understand the urgency of our challenges and realize the power of their own abilities to create the type of change they want to see in the world.

First Semester-Course Content

Unit 1: Exploring Early Earth

(6 weeks)

A. The focus of this unit is asteroid impacts on Earth, how they happened in the past, and what we could do today to protect the Earth in the future. Students will start by looking at the Earth from space to understand how an asteroid might actually hit the planet. They will then look at the rock history of our planet to see if they can find evidence of similar asteroid impacts. A special part of this unit is the introduction to computer programming and having students create their own simulations and models of how an asteroid might hit the planet. In the culminating project, students will use this knowledge to develop their own animation that describes an idea of how to protect our planet in the future.

- The learning experiences in this unit prepare students for mastery of the following Performance Expectations:
 - MS-ESS1-2
 - MS-ESS1-3
 - MS-ESS1-4
 - MS-PS2-1
- The learning experiences in this unit prepare students for mastery of the following Environmental Principles and Concepts:
 - Principle II - People Influence Natural Systems
 - Principle V – Decisions Affecting Resources and Natural Systems are Complex and Involve Many Factors

B. Lessons

- Lessons 1.1 – 1.9
The focus of this unit is asteroid impacts on Earth, how they happened in the past, and what we could do today to protect the Earth. Students will start by looking at the Earth from space to understand how an asteroid might actually hit the planet. Students will analyze data to establish a geologic time scale.
- Lessons 1.10 – 1.19
Students will then look at fossils and rock layers for evidence of asteroid impacts. Gravity and Newton's Laws of Motion will be used to explore how to avoid a collision. Students will be introduced to programming and will create their own simulations and models of how an asteroid might hit the Earth.
- Lessons 1.20 – 1.29
Students will develop coding skills in designing an interactive animation. The final lessons will feature presentation skills and giving feedback. To conclude

the unit, students will consider the qualities of an environmentally-minded scientist.

Unit 2: Evolving Life on Earth

(6 weeks)

A. In this unit, students investigate the existence, diversity, extinction, and change of life forms throughout the history of life on Earth. They will study the fossil record, comparative anatomy of fossils and modern organisms, embryonic development, and the role of mass extinctions in evolution. In an exploratory activity, students will be using modeling clay to identify anatomical similarities and differences between modern organisms to infer evolutionary relationships. Students will use the knowledge from this unit to develop a visual story on solutions to the human causes of the next mass extinction.

- The learning experiences in this unit prepare students for mastery of the following Performance Expectations:
 - MS-LS4-1
 - MS-PS4-2
 - MS-PS4-3
- The learning experiences in this unit prepare students for mastery of the following Environmental Principles and Concepts:
 - Principle II – People Influence Natural Systems

B. Lessons

- Lessons 2.1 – 2.9

Students will be introduced to the history of Earth’s extinction events and methods that scientists use to describe how these extinctions happened. They will learn what life forms were present before and after the extinction events.

- Lessons 2.10 – 2.16

Students will learn about the evolution of organisms by analyzing fossil records and vertebrate diagrams. They will examine skeletal features and embryo development of vertebrates. Students will research major events in Earth’s evolutionary history.

- Lessons 2.17 – 2.31

Students will investigate the causes of mass extinction, create a visual story to share information, and suggest actions we can take to help prevent a sixth mass extinction.

Unit 3: Earth from Space

(6 weeks)

A. In this unit, students analyze and interpret satellite data, especially to observe evidence of human consumption and influence on the landscape. First, they assess their own ecological footprints and compare the footprints of different countries. Then they investigate wave characteristics and behavior in order to understand how satellites transmit, receive and collect data. They will be using a variety of materials that can be easily found in their own homes or classrooms to explore, observe, and

simulate wave behavior throughout the unit. Finally, students create an infographic that includes satellite data to persuade people to reduce their ecological footprint.

- The learning experiences in this unit prepare students for mastery of the following Performance Expectations:
 - MS-ESS3-4
 - MS-PS4-1
 - MS-PS4-2
 - MS-PS4-3
- The learning experiences in this unit prepare students for mastery of the following Environmental Principles and Concepts:
 - Principle II - People Influence Natural Systems
 - Principle III – Natural Systems change in Ways that People Benefit from and can Influence
 - Principle V - Decisions Affecting Resources and Natural Systems are Complex and Involve Many Factors

B. Lessons

- Lessons 3.1 – 3.9
Students will study the Earth from space using satellite technology and by developing an understanding of waves. An analysis of worldwide resource use will provide a global perspective on human consumption. Wave properties are introduced using ocean waves.
- Lessons 3.10 – 3.17
Students will continue to explore wave properties and then make connections to how waves are used in satellite technology. An analysis of how satellites see the ‘unseen’ provides additional examples of the value of observing Earth from space.
- Lessons 3.18 – 3.31
Students will explore how digital signals are used in satellite communication and then create code to simulate wave behavior. Students will conduct research to support arguments for how to reduce the human impact on Earth.

Second Semester-Course Content

Unit 4: Humans and Life

(7 weeks)

- A. Students investigate genetic variations of traits and how these variations affect an organism’s chances of survival through natural selection. Students also explore how humans take advantage of natural variations of traits and select desirable traits to be passed on to the next generation of organisms in order to grow food or raise animals with these desirable traits. In the culminating experience, students use their understanding of the importance of genetic variation, to create a documentary promoting the benefits of increases in genetic diversity.

- The learning experiences in this unit prepare students for mastery of the following Performance Expectations:
 - MS-LS3-1
 - MS-LS4-4
 - MS-LS4-5
 - MS-LS4-6
- The learning experiences in this unit prepare students for mastery of the following Environmental Principles and Concepts:
 - Principle I - People Depend on Natural Systems
 - Principle II – People Influence Natural Systems
 - Principle III - Natural Systems Change in Ways that People Benefit from and can Influence
 - Principle V - Decisions Affecting Resources and Natural Systems are Complex and Involve Many Factors

B. Lessons

- Lessons 4.1 – 4.6
Students will be introduced to the importance of genetic diversity and the variation of traits through the story of the Irish Potato Famine. They will investigate the genetic variation of traits within their own family and through a study of lima beans, and start exploring the role that DNA plays in the control of traits.
- Lessons 4.7 – 4.14
Students will learn how genes control traits and will model how genes are passed from parent to offspring. They will explore natural selection through data from a population of desert mice and the connection to fur color. Students will also look at how humans select traits that are favorable or desirable in plants and animals.
- Lessons 4.15 – 4.35
Students will research genetically modified organisms and explore the risks and rewards of such technology. They will also create a computation model of genetic mutations, and then create a documentary promoting the role that genetic diversity can have on health and wellbeing of the planet.

Unit 5: Transportation

(6 weeks)

- A. Moving people from place to place is a practical application of physical science. In this unit, transportation provides an exciting, real-world context for investigations into forces, motion, and energy transfer. Students will study the efficiency of different modes of transportation by investigating forces, motion and energy transfer, and they will study in detail the bicycle, which is the most efficient way to move around. They will also participate in activities involving magnets to observe how magnetic forces can be used in transportation to power a maglev train or a hyperloop. For this unit's culminating experience, students will use their newly acquired knowledge to develop sustainable transportation proposals that they will share with community leaders.

- The learning experiences in this unit prepare students for mastery of the following Performance Expectations:
 - MS-PS2-2
 - MS-PS2-3
 - MS-PS2-5
 - MS-3-1
- The learning experiences in this unit prepare students for mastery of the following Environmental Principles and Concepts:
 - Principle I - People Depend on Natural Systems
 - Principle V - Decisions Affecting Resources and Natural Systems are Complex and Involve Many Factors

B. Lessons

- Lessons 5.1 – 5.9
Students will explore transportation behaviors and then look at the relative efficiency of different forms of vehicles. A series of experiments will provide students with an understanding of how mass and velocity are related to energy use in a vehicle.
- Lessons 5.10 – 5.18
Students will look at how friction plays a key role in improving transportation efficiency as they look at a hovercraft and a maglev train. The examination of a bicycle provides insights into efficient design.
- Lessons 5.18 – 5.28
Research into the need for more effective transportation systems will be conducted students will research transportation solutions and present their work, focusing on the use of evidence to support their proposals.

Unit 6: Future Energy

(6 weeks)

- A. In this unit, students are challenged to design a sustainable community, one that minimizes the use of Earth's resources yet meets the needs of its inhabitants. The unit's focus is on sustainable forms of energy, specifically solar and water, as well as energy storage. As students learn how to utilize the Sun's energy, they build an understanding of Earth's relationship with the Sun through models. As students learn about hydropower and energy storage they investigate how energy is transformed from one form to another. Students will take this knowledge to wrap up the year by creating and presenting a design for a sustainable community in their culminating experience.
- The learning experiences in this unit prepare students for mastery of the following Performance Expectations:
 - MS-ESS1-1
 - MS-PS2-4
 - MS-PS3-2
 - The learning experiences in this unit prepare students for mastery of the following Environmental Principles and Concepts:

- Principle I - People Depend on Natural Systems
- Principle II - People Influence Natural Systems
- Principle V - Decisions Affecting Resources and Natural Systems are Complex and Involve Many Factors

B. Lessons

- Lessons 6.1 – 6.10

Students will find a definition of sustainability. They will learn about the potential energy of water and the Sun as sustainable forms of energy. Using models, they will build an understanding of Earth's relationship with the Sun.

- Lessons 6.11 – 6.17

Students will develop models of seasons on Earth to maximize solar energy production. The influence of the moon will be studied as well as the need to store energy.

- Lessons 6.18 – 6.26

Based on their studies so far, students will create a lexicon of sustainability and use this knowledge to wrap up the year by creating and presenting a design for a sustainable community, which minimizes the use of resources but fills the needs of inhabitants.

GLENDALE UNIFIED SCHOOL DISTRICT

November 2, 2020

CONSENT CALENDAR NO. 15

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Dr. Kelly King, Assistant Superintendent, Educational Services

PREPARED BY: Dr. Mary Mason, Executive Director, Educational Services

SUBJECT: **Acceptance of the Scholastic and James Patterson Teacher Grant**

The Superintendent recommends that the Board of Education accept grant funding of \$500, and 500 online credits, awarded by Scholastic Books and Bestselling Author, James Patterson, for Toll Middle School.

Toll Middle School was notified that one of their teachers was selected to receive a \$500 Grant and a 500 online credit from Scholastic Book Clubs and Bestselling Author, James Patterson. The grant is part of a \$2.5 million personal donation from Mr. Patterson, and a match of 2.5 million bonus points from Scholastic Book Clubs awarded to approximately 5,000 teachers throughout the United States.

The grant is meant to enable teachers to build their classroom and at-home libraries for their students. Each teacher will have access to additional support from Mr. Patterson and Scholastic Book Clubs in the form of a special online boutique filled with promotion discounts on books for every type of reader, as well as a monthly newsletter filled with ideas for building classroom and at-home libraries, all created with the goal of helping teachers stretch funding even further to benefit as many students as possible.

The following teacher received the grant:

Lizette Hernandez: ELD 7/8 Teacher, Toll Middle School

Ms. Hernandez plans to use the grant funding to help incentivize her students in “The Great 2020 Book Challenge,” which she created in her virtual classroom, to share the love she has for reading with her students, especially during the current difficult and unprecedented time caused by COVID-19. Ms. Hernandez will use the funds to purchase books for the top readers of the challenge and use supplemental funds to diversify her classroom library.

Glendale Unified School District
Consent Calendar No. 15
November 2, 2020
Page 2

TO SUPPORT 2020-2021 BOARD PRIORITY NO. 1: Maximize Student Achievement - Close the digital and equity gap; offer robust distance, hybrid, and in-person learning programs; and address learning loss and improve attendance.

GLENDALE UNIFIED SCHOOL DISTRICT

November 2, 2020

CONSENT CALENDAR NO. 16

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Dr. Kelly King, Assistant Superintendent, Educational Services
Dr. Darneika Watson, Chief Human Resources and Operations Officer

SUBJECT: **Approval of Revisions to Board Policies/New Exhibit Relating to Personnel, Students, and Instruction**

The Superintendent recommends that the Board of Education approve revised Board Policies (BP) and new Exhibit (E), as recommended by the California School Boards Association (CSBA) and to comply with Education Code and federal and state laws, as follows: BP 4119.11/4219.11/4319.11 (Sexual Harassment/Personnel); BP 5131 (Student Conduct); BP 5141.22 (Infectious Diseases); BP/E 5145.6 (Parental Notifications); BP 5145.7 (Sexual Harassment/Students); and BP 6142.7 (Physical Education and Activity).

BP 4119.11/4219.11/4319.11 – Sexual Harassment (Employees)

CSBA Update: July 2020
Last GUSD Update: January 2019

This policy is updated to reflect new federal regulations (85 Fed. Reg. 30026), which required that complaints of behavior that meets the federal definition of sexual harassment be addressed through new Title IX complaint procedures. The title of compliance officer changed to Title IX Coordinator pursuant to federal regulations, and responsibility assigned to Title IX Coordinator to receive complaints and determine the appropriate complaint procedure to use.

BP 5131 - Conduct

CSBA Update: October 2019
Last GUSD Update: December 2019

Pursuant to the District's MOU with GTA for Distance Learning, under paragraph 24f, the District agreed to update Board Policy (BP) 5131 - Student Conduct to reflect Distance Learning. Because BP 5131 can easily be applied to the virtual classroom in Distance Learning, the only changes reflected in the proposed revisions are to specify that the policy applies to Distance Learning and the virtual classroom.

BP 5141.22 - Infectious Diseases

CSBA Update July 2020
Last GUSD Update: September 2018

Staff recommends the Board update the BP to reflect a new law (AB 262, 2019), which requires local health officers to notify and update districts of an outbreak, or imminent outbreak, of a communicable disease and requires districts to comply with any orders issued by the health officers and all applicable privacy laws. The revised policy also clarifies that any allowable exclusions apply only to on-campus instruction and provides that the superintendent or designee will, when necessary, inform the local health official of any potential outbreak. Upon approval of the BP, staff will update the accompanying administrative regulation, which includes a section on "Prevention and Mitigation Plan" reflecting general best practices based on COVID-19 guidance.

BP/E 5145.6 - Parental Notifications

CSBA Update July 2020
Last GUSD Update: May 2018 (Board Policy)
Last GUSD Update: N/A (Exhibit)

Staff recommends the Board update the BP for gender neutrality and to update legal references based on new laws reflected in the accompanying Exhibit. This would be a new Exhibit for GUSD. The Exhibit reflects a new law (SB 74, 2020), which extends the suspension of certain mandated activities through the 2020-2021 school year; a new federal regulation (85 Fed. Reg. 30026), which requires notice of the contact information of the district's Title IX Coordinator; delete legal cites for the Open Enrollment Act, which is no longer operational; delete reference to BP 5141.33, which is no longer applicable to exclusions from school; a new law (SB 1109, 2018), which requires dissemination of an opioid fact sheet to parents/guardians of student athletes; a new law (AB 2370, 2018), which requires child care centers with buildings constructed before 2010 to test drinking water for lead and notify parents/guardians of the results of that test; add notice requirements for districts receiving Impact Aid for children residing on Indian lands; and a new federal regulation (85 Fed. Reg. 30026), which requires notifications to the

parents/guardians of a student who complains of sexual harassment regarding rights, the complaint process, and the availability of supportive measures; and move the classroom notice requirement pertaining to complaints about health and safety in California State Preschool Programs to AR/E 1312.3 - Uniform Complaint Procedures consistent with CDE's Federal Program Monitoring instrument.

BP 5145.7 - Sexual Harassment (Students)

CSBA Update July 2020
Last GUSD Update: October 2016

Staff recommends the Board of Education update Board Policy (BP) 5145.7 to include examples of actions to reinforce the District's sexual harassment policy, consistent with a new law (AB 34, 2019), which requires posting the sexual harassment policy on the District's web site and a new law (AB 543, 2019), which requires displaying a poster and providing the sexual harassment policy in student orientations. The revised policy also reflects new federal regulations (85 Fed. Reg. 30026), which require that complaints of behavior that meets the federal definition of sexual harassment be addressed through new Title IX complaint procedures. The title of the compliance officer changed to Title IX Coordinator throughout policy pursuant to federal regulations.

Upon approval of the revised BP, staff will update the accompanying Administrative Regulations (AR 5145.7) and submit a new AR (5145.71 - Title IX Sexual Harassment Complaint Procedures).

BP 6142.7 - Physical Education and Activity

CSBA Update July 2020
Last GUSD Update: November 2019

Staff recommends the Board update the BP to add a statement on equal access and equal opportunities for participation in physical education regardless of gender, gender expression, sexual orientation, and mental or physical disability, as included in CDE's Federal Program Monitoring instrument. The revised policy also reflects U.S. Department of Health and Human Services recommendations for moderate to vigorous physical activity in children, clarifies credential requirements for teachers of physical education, and reflects the requirement that students who have been granted a permanent exemption from physical education must still be offered physical education courses of at least 400 minutes each 10 school days.

Upon approval of the BPs/E, revisions will be made to the accompanying Administrative Regulations (ARs), as needed, following the normal District process.

Copies of the revised policies/exhibit are attached to this report.

TO SUPPORT 2020-2021 BOARD PRIORITY NO. 1: Maximize Student Achievement - Close the digital and equity gap; offer robust distance, hybrid, and in-person learning programs; and address learning loss and improve attendance.

TO SUPPORT 2020-2021 BOARD PRIORITY NO. 2: Foster a Positive Culture of Learning – Ensure equitable teaching and learning opportunities led by excellence; support culturally relevant curriculum that emphasizes inclusion; and increase parent and family engagement opportunities.

TO SUPPORT 2020-2021 BOARD PRIORITY NO. 3: Ensure the Health and Safety of GUSD Students and Employees – Strengthen mental health support and programs; develop proactive health and safety procedures; and support physical, social, and emotional wellbeing.

Personnel

Sexual Harassment

The following policy shall apply to all District employees, interns, volunteers, contractors, job applicants, and other persons with an employment relationship with the District.

The Governing Board is committed to providing a safe work environment that is free of harassment and intimidation. The Board prohibits sexual harassment against District employees and retaliatory behavior or action against any person who complains, testifies, or otherwise participates in the complaint process established for the purpose of this policy.

Sexual harassment includes, but is not limited to, harassment that is based on the sex, gender identity, gender expression, or sexual orientation of the victim and harassment based on pregnancy, childbirth, or related medical conditions.

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation.
2. Publicizing and disseminating the District's sexual harassment policy to employees and others to whom the policy may apply.
3. Ensuring prompt, thorough, fair, and equitable investigation of complaints.
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments.

The Superintendent or designee shall periodically evaluate the effectiveness of the District's strategies to prevent and address harassment. Such evaluation may involve conducting regular anonymous employee surveys to assess whether harassment is occurring or is perceived to be tolerated, partnering with researchers or other agencies with the needed expertise to evaluate the District's prevention strategies, and using any other effective tool for receiving feedback on systems and/or processes. As necessary, changes shall be made to the harassment policy, complaint procedures, or training.

Sexual Harassment Reports and Complaints

District employees who feel that they have been sexually harassed in the performance of their District responsibilities or who have knowledge of any incident of sexual harassment by or against another employee shall immediately report the incident to their direct supervisor, a

Personnel

Sexual Harassment

District administrator or the District's Title IX Coordinator. Employees may bypass their supervisor in filing a complaint if the supervisor is the subject of the complaint. A supervisor or administrator who receives a harassment complaint shall promptly notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint is addressed through either AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures for complaints meeting the Title IX definition of sexual harassment or AR 4030 - Nondiscrimination in Employment for complaints meeting the state definition, as applicable, and shall offer supportive measures to the complainant.

Upon investigation of a sexual harassment complaint, any District employee found to have engaged or participated in sexual harassment or to have aided, abetted, incited, compelled, or coerced another to commit sexual harassment in violation of this policy shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

Legal Reference: Education Code, Sections 200-262.4
Government Code, Sections 12900-12996; 12940; 12950; 12950.1
Labor Code, Sections 1101; 1102.1
Code of Regulations, Title 2, Sections 11009; 11021; 11023; 11024; 11034
Code of Regulations, Title 5, Sections 4900-4965
United States Code, Title 20, Sections 1681-1688
United States Code, Title 42, Sections 2000e-2000e-17
Code of Federal Regulations, Title 34, Sections 106.1-106.9; 106.51-106.82

Policy Adopted: 07/17/1990

Policy Amended: 03/02/1993; 10/18/1994; 01/21/1997; 02/03/2004; 11/16/2010; 09/01/2015; 01/17/2017; 01/15/2019; 11/02/2020

Formerly BP 4012

Students - Activities

Conduct

The Board of Education believes that all students have the right to be educated in a safe and positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, in a Distance Learning platform or virtual classroom setting (i.e., Google Classroom, Google Hangouts, Google Meets, Zoom, etc.), going to or coming from school, at school activities, or using District transportation.

The Superintendent or designee shall ensure that each school site develops standards of conduct and discipline consistent with District policies and administrative regulations. Students and parents/guardians shall be notified of District and school rules related to conduct.

Prohibited student conduct includes but is not limited to:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats.
2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption to the school program.
3. Conduct that disrupts the orderly classroom or school environment – physical or virtual.
4. Willful defiance of staff's authority.
5. Damage to or theft of property belonging to the District, staff, or students.
6. Obscene acts or use of profane, vulgar, or abusive language.
7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs.
8. Possession or use of a laser pointer, unless for a valid instructional or other school-related purpose with prior permission of the principal or designee. (Penal Code 417.27)
9. Use of a cell phone, smart watch, pager, or other mobile communication device during instructional time or in an unauthorized manner in violation of District policy.
10. Plagiarism or dishonesty on school work or tests.

Students - Activities

Conduct

11. Wearing of any attire that violates District or school dress codes, including gang-related apparel.
12. Tardiness or unexcused absence from school.
13. Failure to remain on school premises in accordance with school rules.

Employees are expected to enforce standards of conduct and, when they observe or receive a report of a violation of these standards, to appropriately intervene or seek assistance. As necessary, the employee shall refer the matter to a supervisor or the principal or designee.

When a school official suspects that a search of a student or student's belongings will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with BP/AR 5145.12 - Search and Seizure.

When a student uses any prohibited device, or uses a permitted device in an unauthorized manner, a District employee may confiscate the device. The employee shall store the device securely until it is returned to the student or turned over to the principal or designee, as appropriate.

Students who violate District or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or co-curricular activities or other privileges in accordance with Board policy and administrative regulation. The Superintendent or designee shall notify local law enforcement as appropriate.

Students also may be subject to discipline, in accordance with law, Board policy, or administrative regulation, for any off-campus conduct during non-school hours which poses a threat or danger to the safety of students, staff, or District property, or substantially disrupts school activities.

Legal Reference: Education Code, Sections 200-262.4; 32280-32289; 35181; 35291-35291.5; 44807; 48900-48925; 51512
Civil Code, Section 1714.1
Code of Regulations, Title 5, Sections 300-307
Penal Code, Sections 288.2; 313; 417.25-417.27; 647; 653.2
Vehicle Code, Sections 23123-23124
Code of Regulations, Title 5, Sections 300-307
United States Code, Title 42, Section 20 USC 1681-1688 Title IX, 1972
Court Decisions:
J.C. v. Beverly Hills Unified School District (2010) 711 F.Supp.2d 1094

Students - Activities

Conduct

LaVine v. Blaine School District (2001, 9th Cir.) 257 F.3d 981
Emmett v. Kent School District No. 415 (2000) 92 F.Supp. 1088
Bethel School District No. 403 v. Fraser (1986) 478 U.S. 675
New Jersey v. T.L.O. (1985) 469 U.S. 325
Tinker v. Des Moines Independent Community School District (1969) 393
U.S. 503

Policy Adopted: 11/04/1956

Policy Amended: 06/16/1959; 06/05/1985; 05/21/1996; 01/14/2003; 03/04/2003; 11/16/2010;
11/20/2012; 09/15/2015; 12/17/2019; 11/02/2020

Students

Infectious Diseases

The Board of Education desires to protect students from risks posed by exposure to infectious diseases while providing an appropriate education for all students. The Superintendent or designee shall collaborate with local and state health officials to develop and regularly update a comprehensive plan for disease prevention that promotes preventative measures, mitigation, education, communication, and training of students and staff. All measures to limit the spread of infectious diseases shall be nondiscriminatory and ensure that equity is promoted.

Infectious Disease Prevention

The Superintendent or designee shall regularly review resources available from health experts to ensure that District programs are based on the most up-to-date information.

The District's comprehensive health education program shall provide age-appropriate information about the nature and symptoms of communicable diseases, their transmission, and how to help prevent the spread of contagious diseases.

If the local health officer notifies the District of an outbreak of a communicable disease, or the imminent and proximate threat of a communicable disease outbreak or epidemic that threatens the public's health, the District shall take any action that the health officer deems necessary to control the spread of the disease. The District shall comply with all applicable state and federal privacy laws in regard to any such information received from the local health officer. (Health and Safety Code 120175.5)

Universal Precautions

Students and staff shall observe universal precautions in order to prevent exposure to bloodborne pathogens and to prevent the spread of infectious diseases.

The Superintendent or designee shall inform students of the precautions to be used in cases of exposure to blood or other body fluids through injury, accident, or classroom instruction.

Students with Infectious Diseases

The Superintendent or designee shall exclude students from on-campus instruction only in accordance with law, Board policy, and administrative regulation. Because bloodborne pathogens such as hepatitis B virus, hepatitis C virus, and human immunodeficiency virus (HIV) are not casually transmitted, the presence of infectious conditions of this type is not, by itself, sufficient reason to exclude students from attending school.

Students

Infectious Diseases

Parents/guardians are encouraged to inform the Superintendent or designee if their child has an infectious disease so that school staff may work cooperatively with the student's parents/guardians to minimize the child's exposure to other diseases in the school setting. If necessary, the Superintendent or designee shall inform the local health official of any potential outbreak. The Superintendent or designee shall ensure that student confidentiality rights are strictly observed in accordance with law.

Legal Reference: Education Code, Sections 48210-48216; 49060-49069.7; 49073-49079; 49403; 49405; 49406; 49408; 49602; 51202
Civil Code, Sections 56-56.37; 1798-1798.78
Health and Safety Code, Sections 120175.5; 120230; 120325-120380; 120875-120895; 120975-121023; 121475-121520
California Constitution, Article 1, Section 1, Right to Privacy
Code of Regulations, Title 8, Section 5193
Code of Regulations, Title 17, Sections 2500-2511
United States Code, Title 20, Sections 1232g; 1400-1482
United States Code, Title 29, Section 794
Code of Federal Regulations, Title 45, Sections 164.500-164.534
Court Decisions: Thomas v. Atascadero Unified School District, (1987) 662 F.Supp. 376

Policy Adopted: 09/17/2018

Policy Amended: 11/02/2020

Students

Parental Notifications

The Board of Education desires to promote effective communication between the school and the home and to keep parents/guardians informed regarding educational programs, school operations, and the legal rights of students and their parents/guardians. The Superintendent or designee shall send parents/guardians and students all notifications required by law and any other notifications he/she believes will promote parental understanding and involvement.

Notice of the rights and responsibilities of parents/guardians as specified in Education Code 48980 shall be sent at the beginning of each academic year and may be provided by regular mail, in electronic form when so requested by the parent/guardian, or by any other method normally used by the District for written communication with parents/guardians. (Education Code 48981)

No activity specified in Education Code 48980 shall be undertaken with respect to any particular student unless his/her parent/guardian has been informed of such action through the annual notification or other separate special notification. Such notice shall state the activity that will be undertaken and the approximate date on which the activity will occur. (Education Code 48983-48984)

The annual notification shall include a request that the parent/guardian sign the notice and return it to the school or, if the notice is provided in electronic format, that the parent/guardian submit a signed acknowledgment of receipt of the notice to the school. The parent/guardian's signature is an acknowledgment of receipt of the information but does not indicate that consent to participate in any particular program has been given or withheld. (Education Code 48982)

Whenever a student enrolls in a District school during the school year, the student's parents/guardians shall be given all required parental notifications at that time.

Notifications shall be presented in an understandable and uniform format and, to the extent practicable, in a language that parents/guardians can understand.

Whenever 15 percent or more of the students enrolled in a District school speak a single primary language other than English, as determined from the California Department of Education census data collected pursuant to Education Code 52164, all notices sent to the parent/guardian of any such student shall, in addition to being written in English, be written in the primary language, and may be responded to either in English or the primary language. (Education Code 48981, 48985)

Whenever an employee learns that a student's parent/guardian is unable to understand the District's printed notifications for any reason, the employee shall inform the principal or

Students

Parental Notifications

designee, who shall work with the parent/guardian to establish other appropriate means of communication.

Legal Reference: Education Code, Sections 221.5; 231.5; 234.7; 262.3; 310, 313; 313.2; 440; 8483; 17288; 17611.5-17612; 32221.5; 32255-32255.6; 32390; 33479.3; 35160.5; 35178.4; 35182.5; 35183; 35186; 35211; 35256; 35258; 35291; 37616; 39831.5; 44050; 44808.5; 46010.1; 46014; 46600-46611; 48000; 48070.5; 48204; 48205; 48206.3; 48207-48208; 48213; 48216; 48260.5; 48262; 48263; 48301; 48301; 48412; 48432.3; 48432.5; 48850-48859; 48900.1; 48904; 48904.3; 48906; 48911; 48911.1; 48912; 48915.1; 48916; 48918; 48292; 48980; 48980.3; 48981; 48982; 48983; 48984; 48985; 48987; 49013; 49063; 49067; 49068; 49069; 49070; 49073; 49073.6; 49076; 49077; 49403; 49423; 49451; 49452.5; 49452.7; 49452.8; 49456; 49471-49472; 49475; 49476; 49480; 49510-49520; 49557.5; 51225.1; 51225.2; 51225.3; 51229; 51513; 51938; 52164; 52164.1; 52164.3; 54444.2; 56301; 56321; 56321.5-56321.6; 56329; 56341.1; 56341.5; 56343.5; 56521.1; 58501; 60615; 60641; 69432.9
Civil Code, Section 1798.29
Health and Safety Code, Sections 1596.857; 1597.16; 104420; 104855; 116277; 120365-120375; 120440; 124100-124105
Penal Code, Sections 626.81; 627.5
Code of Regulations, Title 5, Sections 852; 863; 3052; 4622; 4631; 4917; 11303; 11511.5; 11523; 18066; 18094-18095; 18114; 18118-18119
Code of Regulations, Title 17, Sections 2951; 6040
United States Code, Title 20, Sections 1232g; 1232h; 1415; 6311; 6312; 6318; 7704; 7908
United States Code, Title 42, Sections 1758; 11431-11435
Code of Federal Regulations, Title 7, Sections 245.5; 245.6a
Code of Federal Regulations, Title 34, Sections 99.7; 99.30; 99.34; 99.37; 104.32; 104.36; 104.8; 106.8; 106.9; 200.48; 222.94; 300.300; 300.322; 300.502; 300.503; 300.504; 300.508; 300.530
Code of Federal Regulations, Title 40, Sections 763.84; 763.93

Policy Adopted: 05/01/2018

Policy Amended: 11/02/2020

Students

Parental Notifications

I. Annually

When to Notify: Beginning of Each School Year
Education or Other Legal Code: Education Code 222.5
Board Policy/Administrative Regulation #: See BP 5146
Subject: Rights and Options for Pregnant and Parenting Students

When to Notify: Beginning of Each School Year
Education or Other Legal Code: Education Code 234.7
Board Policy/Administrative Regulation #: See BP 0410
Subject: Right to a Free Public Year 234.7 Education Regardless of Immigration Status
or Religious Beliefs

When to Notify: Beginning of Each School Year
Education or Other Legal Code: Education Code 310
Board Policy/Administrative Regulation #: See BP 6142.2, See AR 6174
Subject: Information on the District's Language Acquisition Program

When to Notify: Beginning of Each School Year
Education or Other Legal Code: Education Code 17611.5, 17612, 48980.3
Board Policy/Administrative Regulation #: See AR 3514.2
Subject: Use of Pesticide Product, Active Ingredients, Internet Address to Access
Information, and, if District Uses Certain Pesticides, Integrated Pest
Management Plan

When to Notify: Annually by February 1
Education or Other Legal Code: Education Code 35256, 35258
Board Policy/Administrative Regulation #: See BP 0510
Subject: School Accountability Report Card Provided

When to Notify: Beginning of Each School Year
Education or Other Legal Code: Education Code 35291, 48980
Board Policy/Administrative Regulation #: See AR 5144, See AR 5144.1
Subject: District and Site Discipline Rules

When to Notify: Beginning of Each School Year
Education or Other Legal Code: Education Code 44050
Board Policy/Administrative Regulation #: See BP 4119.21, See BP 4219.21, See BP
4319.21

Students

Parental Notifications

Subject: Code of Conduct Addressing Employee Interactions with Students

When to Notify: Beginning of Each School Year
Education or Other Legal Code: Education Code 46010.1
Board Policy/Administrative Regulation #: See AR 5113
Subject: Absence for Confidential Medical Services

When to Notify: Beginning of Each School Year, if District has Adopted Policy on Involuntary Transfer of Students Convicted of Certain Crimes when Victim is Enrolled at Same School
Education or Other Legal Code: Education Code 48929, 48980
Board Policy/Administrative Regulation #: See BP 5116.2
Subject: District Policy Authorizing Transfer

When to Notify: Beginning of Each School Year
Education or Other Legal Code: Education Code 48980
Board Policy/Administrative Regulation #: See BP 6111
Subject: Schedule of Minimum Days and Student-Free Staff Development Days

When to Notify: Beginning of Each School Year
Education or Other Legal Code: Education Code 48980, 231.5; 5 CCR 4917; 34 CFR 106.8
Board Policy/Administrative Regulation #: See AR 5145.7
Subject: Copy of Sexual Harassment Policy as Related to Students; Contact Information for Title IX Coordinator

When to Notify: Beginning of Each School Year
Education or Other Legal Code: Education Code 48980, 32255-32255.6
Board Policy/Administrative Regulation #: See AR 5145.8
Subject: Right to Refrain from Harmful or Destructive Use of Animals

When to Notify: Beginning of Each School Year
Education or Other Legal Code: Education Code 48980, 35160.5, 46600-46611, 48204, 48301
Board Policy/Administrative Regulation #: See BP 5111.1, See AR 5116.1, See AR 5117
Subject: All Statutory Attendance Options, Available Local Attendance Options, Options for Meeting Residency, Form for Changing Attendance, Appeals Process

Students

Parental Notifications

When to Notify: Beginning of Each School Year, if Board Allows Such Absence
Education or Other Legal Code: Education Code 48980, 46014
Board Policy/Administrative Regulation #: See AR 5113
Subject: Absence for Religious Exercise or Purposes

When to Notify: Beginning of Each School Year
Education or Other Legal Code: Education Code 48980, 48205
Board Policy/Administrative Regulation #: See AR 5113, See BP 6154
Subject: Excused Absences; Grade/Credit Cannot be Reduced Due to Excused Absence
if Work or Test has been Completed; Full Text of Education Code 48205

When to Notify: Beginning of Each School Year
Education or Other Legal Code: Education Code 48980, 48206.3, 48207, 48208
Board Policy/Administrative Regulation #: See AR 6183
Subject: Availability of Home/Hospital Instruction for Students with Temporary
Disabilities

When to Notify: Beginning of Each School Year
Education or Other Legal Code: Education Code 48980, 49403
Board Policy/Administrative Regulation #: See BP 5141.31
Subject: School Immunization Program

When to Notify: Beginning of Each School Year
Education or Other Legal Code: Education Code 48980, 49423, 49480
Board Policy/Administrative Regulation #: See AR 5141.21
Subject: Administration of Prescribed Medication

When to Notify: Beginning of Each School Year
Education or Other Legal Code: Education Code 48980, 49451; 20 USC 1232h
Board Policy/Administrative Regulation #: See AR 5141.3
Subject: Right to Refuse Consent to Physical Examination

When to Notify: Beginning of Each School Year
Education or Other Legal Code: Education Code 48980, 49471, 49472
Board Policy/Administrative Regulation #: See BP 5143
Subject: Availability of Insurance

When to Notify: Annually

Students

Parental Notifications

Education or Other Legal Code: 49013; 5 CCR 4622
Board Policy/Administrative Regulation #: See AR 1312.3
Subject: Uniform Complaint Procedures, Available Appeals, Civil Law Remedies

When to Notify: Beginning of Each School Year
Education or Other Legal Code: Education Code 49063
Board Policy/Administrative Regulation #: See AR 5125, See AR 5125.3
Subject: Challenge, Review and Expunging of Records

When to Notify: Beginning of Each School Year
Education or Other Legal Code: Education Code 49063, 49069; 20 USC 1232g; 34 CFR 99.7
Board Policy/Administrative Regulation #: See AR 5125
Subject: Student Records: Inspect and Review, Access, Types, Location, Persons Responsible, Location of Log, Access Criteria, Cost of Copies, Amendment Requests, Criteria to Determine Legitimate Educational Interest, Course Prospectus Availability

When to Notify: Beginning of Each School Year
Education or Other Legal Code: Education Code 49063, 49073; 20 USC 1232g; 34 CFR 99.37
Board Policy/Administrative Regulation #: See AR 5125.1
Subject: Release of Directory Information

When to Notify: Beginning of Each School Year
Education or Other Legal Code: Education Code 49428
Board Policy/Administrative Regulation #: See None
Subject: How to Access Mental Health Services at School and/or in Community

When to Notify: Beginning of Each School Year
Education or Other Legal Code: Education Code 49520, 48980; 42 USC 1758; 7 CFR 245.5
Board Policy/Administrative Regulation #: See AR 3553
Subject: Eligibility and Application Process for Free and Reduced Price Meals

When to Notify: Beginning of Each School Year
Education or Other Legal Code: Education Code 51513, 20 USC 1232h
Board Policy/Administrative Regulation #: See AR 5022, See BP 6162.8

Students

Parental Notifications

Subject: Notice of Privacy Policy and Dates of Activities Re: Survey, Health Examination, or Collection of Personal Information for Marketing; Process to Opt Out of Such Activities; Inspection Rights and Procedures

When to Notify: Beginning of Each School Year

Education or Other Legal Code: Education Code 56301

Board Policy/Administrative Regulation #: See BP 6164.4

Subject: Parental Rights Re: Special Education Identification, Referral, Assessment, Instructional Planning, Implementation and Review, and Procedures for Initiating a Referral for Assessment

When to Notify: Beginning of Each School Year

Education or Other Legal Code: Education Code 58501, 48980

Board Policy/Administrative Regulation #: See AR 6181

Subject: Alternative Schools

When to Notify: Beginning of Each School Year

Education or Other Legal Code: Health and Safety Code 104855

Board Policy/Administrative Regulation #: See AR 5141.6

Subject: Availability of Dental Fluoride Treatment; Opportunity to Accept or Deny Treatment

When/Whom to Notify: Annually

Education or Other Legal Code: 5 CCR 852; Education Code 60615

Board Policy/Administrative Regulation #: See AR 6162.51

Subject: Student's Participation in State Assessments; Option to Request Exemption from Testing

When to Notify: Beginning of Each School Year, if District Receives Title I Funds

Education or Other Legal Code: 20 USC 6312; 34 CFR 200.48

Board Policy/Administrative Regulation #: See BP 4112.2, See AR 4222

Subject: Right to Request Information Re: Professional Qualifications of Child's Teacher and Paraprofessional

When to Notify: Beginning of Each School Year

Education or Other Legal Code: 34 CFR 104.8, 106.9

Board Policy/Administrative Regulation #: See BP 0410, See BP 6178

Subject: Nondiscrimination

Students

Parental Notifications

When to Notify: Beginning of Each School Year to Parent, Teacher, and Employee Organizations or, in their Absence, Individuals
Education or Other Legal Code: 40 CFR 763.84, 40 CFR 763.93
Board Policy/Administrative Regulation #: See AR 3514
Subject: Availability of Asbestos Management Plan; Any Inspections, Response Actions or Post-Response Actions Planned or in Progress

When to Notify: Beginning of Each School Year
Education or Other Legal Code: USDA SP-23-2017
Board Policy/Administrative Regulation #: See AR 3551
Subject: District Policy on Meal Payments

II. At Specific Times During the Student's Academic Career

When to Notify: Beginning in Grade 7, at Least Once Prior to Course Selection and Career Counseling
Education or Other Legal Code: Education Code 221.5; 48980
Board Policy/Administrative Regulation #: See BP 6164.2
Subject: Course Selection and Career Counseling

When to Notify: Upon a Student's Enrollment
Education or Other Legal Code: Education Code 310
Board Policy/Administrative Regulation #: See BP 6142.2, See AR 6174
Subject: Information on the District's Language Acquisition Programs

When to Notify: When Child First Enrolls in a Public School, if the School Offers a Fingerprinting Program
Education or Other Legal Code: Education Code 32390, 48980
Board Policy/Administrative Regulation #: See AR 5142.1
Subject: Fingerprinting Program

When/Whom to Notify: When Participating in Driver Training Courses Under the Jurisdiction of the District
Education or Other Legal Code: Education Code 35211
Board Policy/Administrative Regulation #: None
Subject: Civil Liability, Insurance Coverage

When to Notify: Upon Registration in K-6, if Students have not Previously been Transported

Students

Parental Notifications

Education or Other Legal Code: Education Code 39831.5
Board Policy/Administrative Regulation #: See AR 3543
Subject: School Bus Safety Rules and Information, List of Stops, Rules of Conduct, Red Light Crossing Instructions, Bus Danger Zones, Walking to and From Stops

When to Notify: Beginning of Each School Year for High School Students, if High School is Open Campus
Education or Other Legal Code: Education Code 44808.5, 48980
Board Policy/Administrative Regulation #: See BP 5112.5
Subject: Open Campus

When to Notify: Beginning of Each School Year in Grades 9-12, if District Allows Career Technical Education (CTE) Course to Satisfy Graduation Requirement
Education or Other Legal Code: Education Code 48980, 51225.3
Board Policy/Administrative Regulation #: See AR 6146.1
Subject: How Each School Graduation Requirement Does or Does Not Satisfy College Entrance A-G Course Criteria; Districts CTE Courses that Satisfy A-G Course Criteria

When to Notify: Upon a Student's Enrollment
Education or Other Legal Code: Education Code 49063
Board Policy/Administrative Regulation #: See AR 5125, See AR 5125.3
Subject: Specified Rights Related to Student Records

When to Notify: When Students Enter Grade 7
Education or Other Legal Code: Education Code 49452.7
Board Policy/Administrative Regulation #: See AR 5141.3
Subject: Specified Information on Type 2 Diabetes

When to Notify: When in Kindergarten, or First Grade if not Previously Enrolled in Public School
Education or Other Legal Code: Education Code 49452.8
Board Policy/Administrative Regulation #: See AR 5141.32
Subject: Requirement for Oral Health Assessment, Explanation of Law, Importance of Oral Health, Agency Contact, Privacy Rights

When to Notify: Beginning of Each School Year for Students in Grades 9-12
Education or Other Legal Code: Education Code 51229, 48980
Board Policy/Administrative Regulation #: See AR 6143

Students

Parental Notifications

Subject: College Admission Requirements, UC and CSU Web Sites that List Certified Courses, Description of CTE, CDE Internet Address, How Students May Meet with Counselors

When to Notify: Beginning of Each School Year for Students in Grades 7-12, or at Time of Enrollment if after Beginning of Year

Education or Other Legal Code: Education Code 51938, 48980

Board Policy/Administrative Regulation #: See AR 6142.1

Subject: Sexual Health and HIV Prevention Education; Right to View A/V Materials, Whether Taught by District Staff or Outside Consultants, Right to Request Specific Education Code Sections, Right to Excuse

When to Notify: Within 20 Working Days of Receiving Results of Standardized Achievement Tests or, if Results Not Available in School Year, Within 20 Working Days of Start of Next School Year

Education or Other Legal Code: Education Code 60641; 5 CCR 863

Board Policy/Administrative Regulation #: See AR 6162.51

Subject: Results of Tests; Test Purpose, Individual Score and Intended Use

When/Whom to Notify: By October 15 for Students in Grade 12

Education or Other Legal Code: Education Code 69432.9

Board Policy/Administrative Regulation #: See AR 5121, See AR 5125

Subject: Forwarding of Student's Grade Point Average to Cal Grant Program; Timeline to Opt Out

When to Notify: When Child is Enrolled or Reenrolled in a Licensed Child Care Center or Preschool

Education or Other Legal Code: Health and Safety Code 1596.7996

Board Policy/Administrative Regulation #: See AR 5148

Subject: Information on Risks and Effects of Lead Exposure, Blood Lead Testing

When to Notify: When Child is Enrolled in Kindergarten

Education or Other Legal Code: Health and Safety Code 124100, 124105

Board Policy/Administrative Regulation #: See AR 5141.32

Subject: Health Screening Examination

When to Notify: To Students in Grades 11-12, Early Enough to Enable Registration for Fall Test

Education or Other Legal Code: 5 CCR 11523

Students

Parental Notifications

Board Policy/Administrative Regulation #: See AR 6146.2
Subject: Notice of Proficiency Examination Provided Under Education Code 48412

When to Notify: To Secondary Students, if District Receives Title I Funds
Education or Other Legal Code: 20 USC 7908
Board Policy/Administrative Regulation #: See AR 5125.1
Subject: Request that District Not Release Student's Name, Address, and Phone Number to Military Recruiters without Prior Written Consent

III. When Special Circumstances Occur

When to Notify: In the Event of a Breach of Security of District Records, Security of District Records
Education or Other Legal Code: Civil Code 1798.29
Board Policy/Administrative Regulation #: See BP 3580
Subject: Types of Records Affected, Date of Breach, Description of Incident, Contact Information for Credit Reporting Agencies

When to Notify: Upon Receipt of a Complaint Alleging Discrimination
Education or Other Legal Code: Education Code 262.3
Board Policy/Administrative Regulation #: See AR 1312.3
Subject: Civil Law Remedies Available to Complainants

When to Notify: When Determining Whether an English Learner Should be Reclassified as Fluent English Proficient
Education or Other Legal Code: Education Code 313; 5 CCR 11303
Board Policy/Administrative Regulation #: See AR 6174
Subject: Description of Reclassification Process, Opportunity for Parent/Guardian to Participate

When to Notify: When Student is Identified as English Learner and District Receives Title I or Title III Funds for English Learner Programs, Not Later than 30 Days After Beginning of School Year or Within Two Weeks of Placement if Identified During School Year
Education or Other Legal Code: Education Code 313.2, 440; 20 USC 6312
Board Policy/Administrative Regulation #: See AR 6174
Subject: Reason for Classification, Level of English Proficiency, Identification as Long-Term English Learner, Description of Program(S), Option to Decline

Students

Parental Notifications

Program or Choose Alternate, Option to Remove Student from Program at any Time, Exit Requirements of Program

When to Notify: When Homeless or Foster Youth Applies for Enrollment in Before/After School Program
Education or Other Legal Code: Education Code 8483
Board Policy/Administrative Regulation #: See AR 5178.2
Subject: Right to Priority Enrollment How to Request Priority Enrollment

When to Notify: Before High School Student Attends Specialized Secondary Program on a University Campus
Education or Other Legal Code: Education Code 17288
Board Policy/Administrative Regulation #: None
Subject: University Campus Buildings May Not Meet Education Code Requirements for Structural Safety

When to Notify: At Least 72 Hours Before Use of Pesticide Product Not Included in Annual List
Education or Other Legal Code: Education Code 17612
Board Policy/Administrative Regulation #: See AR 3514.2
Subject: Intended Use of Pesticide Product

When to Notify: To Members of Athletic Teams
Education or Other Legal Code: Education Code 32221.5
Board Policy/Administrative Regulation #: See AR 5143
Subject: Offer of Insurance; No-Cost and Low-Cost Program Options

When to Notify: Annually to Parents/Guardians of Student Athletes Before Participation in Competition
Education or Other Legal Code: Education Code 33479.3
Board Policy/Administrative Regulation #: See AR 6145.2
Subject: Information on Sudden Cardiac Arrest

When to Notify: If School has Lost its WASC Accreditation Status
Education or Other Legal Code: Education Code 35178.4
Board Policy/Administrative Regulation #: See BP 6190
Subject: Loss of Status, Potential Consequences

Students

Parental Notifications

When/Whom to Notify: When District has Contracted for Electronic Products or Services that Disseminate Advertising

Education or Other Legal Code: Education Code 35182.5

Board Policy/Administrative Regulation #: BP 3312

Subject: Advertising will be Used in the Classroom or Learning Center

When to Notify: At Least Six Months Before Implementing a Schoolwide Uniform Policy

Education or Other Legal Code: Education Code 35183

Board Policy/Administrative Regulation #: See AR 5132

Subject: Dress Code Policy Requiring Schoolwide Uniform

When to Notify: Before Implementing a Year-Round Schedule

Education or Other Legal Code: Education Code 37616

Board Policy/Administrative Regulation #: See BP 6117

Subject: Public Hearing on Year-Round Schedule

When to Notify: When Interdistrict Transfer is Requested and Not Approved or Denied Within 30 Days

Education or Other Legal Code: Education Code 46601

Board Policy/Administrative Regulation #: See AR 5117

Subject: Appeal Process

When to Notify: Before Early Entry to Kindergarten, if Offered

Education or Other Legal Code: Education Code 48000

Board Policy/Administrative Regulation #: See AR 5111

Subject: Effects, Advantages and Disadvantages of Early Entry

When to Notify: When Student Identified as Being At Risk of Retention

Education or Other Legal Code: Education Code 48070.5

Board Policy/Administrative Regulation #: See AR 5123

Subject: Student At Risk of Retention

When to Notify: When Student Excluded Due to Quarantine, Contagious or Infectious Disease, Danger to Safety or Health

Education or Other Legal Code: Education Code 48213

Board Policy/Administrative Regulation #: See AR 5112.2

Subject: Student has been Excluded from School

Students

Parental Notifications

When to Notify: Before Already Admitted Student is Excluded for Lack of Immunization

Education or Other Legal Code: Education Code 48216; 17 CCR 6040

Board Policy/Administrative Regulation #: See AR 5141.31

Subject: Need to Submit Evidence of Immunization or Exemption Within 10 School Days; Referral to Medical Care

When to Notify: When a Student is Classified as Truant

Education or Other Legal Code: Education Code 48260.5, 48262

Board Policy/Administrative Regulation #: See AR 5113.1

Subject: Truancy, Parental Obligation, Availability of Alternative Programs, Student Consequences, Need for Conference

When to Notify: When a Truant is Referred to a SARB or Probation Department

Education or Other Legal Code: Education Code 48263

Board Policy/Administrative Regulation #: See AR 5113.1

Subject: Name and Address of SARB or Probation Department and Reason for Referral

When/Whom to Notify: When Student Requests to Voluntarily Transfer to Continuation School

Education or Other Legal Code: Education Code 48432.3

Board Policy/Administrative Regulation #: See AR 6184

Subject: Copy of District Policy and Regulation on Continuation Education

When to Notify: Prior to Involuntary Transfer to Continuation School

Education or Other Legal Code: Education Code 48432.5

Board Policy/Administrative Regulation #: See AR 6184

Subject: Right to Require Meeting Prior to Involuntary Transfer to Continuation School

When/Whom to Notify: To Person Holding Educational Rights, Prior to Recommending Placement of Foster Youth Outside School of Origin

Education or Other Legal Code: Education Code 48853.5

Board Policy/Administrative Regulation #: See AR 6173.1

Subject: Basis for the Placement Recommendation

When to Notify: When Student is Removed from Class and Teacher Requires Parental Attendance at School

Education or Other Legal Code: Education Code 48900.1

Board Policy/Administrative Regulation #: See AR 5144.1

Students

Parental Notifications

Subject: Parental Attendance Required; Timeline for Attendance

When to Notify: Prior to Withholding Grades, Diplomas, or Transcripts

Education or Other Legal Code: Education Code 48904

Board Policy/Administrative Regulation #: See AR 5125.2

Subject: Damaged School Property

When to Notify: When Withholding Grades, Diplomas or Transcripts from Transferring Student

Education or Other Legal Code: Education Code 48904.3

Board Policy/Administrative Regulation #: See AR 5125.2

Subject: Next School will Continue Withholding Grades, Diplomas or Transcripts

When to Notify: When Student is Released to Peace Officer

Education or Other Legal Code: Education Code 48906

Board Policy/Administrative Regulation #: See BP 5145.11

Subject: Release of Student to Peace Officer for the Purpose of Removing Minor from School, Unless Taken into Custody as Victim of Suspected Child Abuse

When to Notify: At Time of Suspension

Education or Other Legal Code: Education Code 48911

Board Policy/Administrative Regulation #: See BP 5144.1, See AR 5144.1

Subject: Notice of Suspension

When to Notify: When Original Period of Suspension is Extended

Education or Other Legal Code: Education Code 48911

Board Policy/Administrative Regulation #: See AR 5144.1

Subject: Extension of Suspension

When to Notify: At the Time a Student is Assigned to a Supervised Suspension Classroom

Education or Other Legal Code: Education Code 48911.1

Board Policy/Administrative Regulation #: See AR 5144.1

Subject: The Student's Assignment to a Supervised Suspension Classroom

When to Notify: Before Holding a Closed Session Re: Suspension

Education or Other Legal Code: Education Code 48912

Board Policy/Administrative Regulation #: See AR 5144.1

Subject: Intent to Hold a Closed Session Re: Suspension

Students

Parental Notifications

When to Notify: When Student Expelled from Another District for Certain Acts Seeks Admission

Education or Other Legal Code: Education Code 48915.1, 48918

Board Policy/Administrative Regulation #: See BP 5119

Subject: Hearing Re: Possible Danger Presented by Expelled Student

When to Notify: When Readmission is Denied

Education or Other Legal Code: Education Code 48916

Board Policy/Administrative Regulation #: See AR 5144.1

Subject: Reasons for Denial; Determination of Assigned Program

When to Notify: When Expulsion Occurs

Education or Other Legal Code: Education Code 48916

Board Policy/Administrative Regulation #: See AR 5144.1

Subject: Readmission Procedures

When to Notify: At Least 10 Calendar Days Before Expulsion Hearing

Education or Other Legal Code: Education Code 48918

Board Policy/Administrative Regulation #: See AR 5144.1

Subject: Notice of Expulsion Hearing

When to Notify: When Expulsion or Suspension of Expulsion Occurs

Education or Other Legal Code: Education Code 48918

Board Policy/Administrative Regulation #: See AR 5144.1

Subject: Decision to Expel; Right to Appeal to County Board; Obligation to Inform New District of Status

When to Notify: Before Involuntary Transfer of Student Convicted of Certain Crime When Victim is Enrolled at Same School

Education or Other Legal Code: Education Code 48929, 48980

Board Policy/Administrative Regulation #: See BP 5116.2

Subject: Right to Request a Meeting with Principal or Designee

When to Notify: One Month Before the Scheduled Minimum Day

Education or Other Legal Code: Education Code 48980

Board Policy/Administrative Regulation #: See BP 6111

Subject: When Minimum Days are Scheduled After the Beginning of the School Year

Students

Parental Notifications

When to Notify: When Parents/Guardians Request Guidelines for Filing Complaint of Child Abuse at a School Site

Education or Other Legal Code: Education Code 48987

Board Policy/Administrative Regulation #: See AR 5141.4

Subject: Guidelines for Filing Complaint of Child Abuse at a School Site with Local Child Protective Agencies

When to Notify: When Student in Danger of Failing a Course

Education or Other Legal Code: Education Code 49067

Board Policy/Administrative Regulation #: See AR 5121

Subject: Student in Danger of Failing a Course

When to Notify: When Student Transfers from Another District or Private School

Education or Other Legal Code: Education Code 49068

Board Policy/Administrative Regulation #: See AR 5125

Subject: Right to Receive Copy of Student's Record and to Challenge its Content

When/Whom to Notify: When Parent/Guardian's Challenge of Student Record is Denied and Parent/Guardian Appeals

Education or Other Legal Code: Education Code 49070

Board Policy/Administrative Regulation #: See AR 5125.3

Subject: If Board Sustains Allegations, the Correction of Destruction of Record; if Denied, Right to Submit Written Objection

When/Whom to Notify: When District is Considering Program to Gather Safety-Related Information from Students' Social Media Activity

Education or Other Legal Code: Education Code 49073.6

Board Policy/Administrative Regulation #: See BP 5125

Subject: Opportunity for Input on Proposed Program

When/Whom to Notify: When District Adopts Program to Gather Information from Students' Social Media Activity, and Annually Thereafter

Education or Other Legal Code: Education Code 49073.6

Board Policy/Administrative Regulation #: AR 5125

Subject: Information is Being Gathered, Access to Records, Process for Removal or Corrections, Destruction of Records

When to Notify: Within 24 Hours of Release of Information to a Judge or Probation Officer

Students

Parental Notifications

Education or Other Legal Code: Education Code 49076
Board Policy/Administrative Regulation #: See AR 5125
Subject: Release of Student Record to a Judge or Probation Officer for Conducting Truancy Mediation Program or for Presenting Evidence at a Truancy Petition

When to Notify: Before Release of Information Pursuant to Court Order or Subpoena
Education or Other Legal Code: Education Code 49077
Board Policy/Administrative Regulation #: See AR 5125
Subject: Release of Information Pursuant to Court Order or Subpoena

When to Notify: When Screening Results in Suspicion that Student Has Scoliosis
Education or Other Legal Code: Education Code 49452.5
Board Policy/Administrative Regulation #: See AR 5141.3
Subject: Scoliosis Screening

When to Notify: When Test Results in Discovery of Visual or Hearing Defects
Education or Other Legal Code: Education Code 49456; 17 CCR 2951
Board Policy/Administrative Regulation #: See AR 5141.3
Subject: Vision or Hearing Test Results

When to Notify: Within 10 Days of Negative Balance in Meal Account
Education or Other Legal Code: Education Code 49557.5
Board Policy/Administrative Regulation #: See AR 3551
Subject: Negative Balance in Meal Account; Encouragement to Apply for Free or Reduced Price Meals

When to Notify: Annually to Parents/Guardians of Student Athletes
Education or Other Legal Code: Education Code 49475
Board Policy/Administrative Regulation #: See AR 6145.2
Subject: Information on Concussions and Head Injuries

When to Notify: Annually to Parents/Guardians of Student Athletes Before their First Practice or Competition
Education or Other Legal Code: Education Code 49476
Board Policy/Administrative Regulation #: See AR 6145.2
Subject: Opioid Fact Sheet

When/Whom to Notify: Within 30 Days of Foster Youth, Homeless Youth, Former Juvenile Court School Student, Child of Military Family, or Migrant Student Being

Students

Parental Notifications

Transferred After Second Year of High School, or Immigrant Student Enrolled in Newcomer Program in Grades 11-12

Education or Other Legal Code: Educational Code 51225.1

Board Policy/Administrative Regulation #: See BP 6146.1, See AR 6173, See AR 6173.1, AR 6173.3, See AR 6175

Subject: Exemption from Local Graduation Requirements, Effect on College Admission, Option for Fifth Year of High School

When to Notify: Before Any Test/Survey Questioning Personal Beliefs

Education or Other Legal Code: Education Code 51513

Board Policy/Administrative Regulation #: See AR 5022

Subject: Permission for Test, Survey Questioning Personal Beliefs

When to Notify: At Least 14 Days Before HIV Prevention or Sexual Health Instruction, if Arrangement Made for Guest Speaker After Beginning of School Year

Education or Other Legal Code: Education Code 51938

Board Policy/Administrative Regulation #: See AR 6142.1

Subject: Instruction in HIV Prevention or Sexual Health by Guest Speaker or Outside Consultant

When to Notify: Prior to Administering Survey Regarding Health Risks and Behaviors to Students in Grades 7-12

Education or Other Legal Code: Education Code 51938

Board Policy/Administrative Regulation #: See AR 5022

Subject: Notice that the survey will be administered

When to Notify: Within 30 Calendar Days of Receipt of Results of Assessment or Reassessment of English Proficiency

Education or Other Legal Code: Education Code 52164.1, 52164.3; 5 CCR 11511.5

Board Policy/Administrative Regulation #: See AR 6174

Subject: Results of State Test of English Proficiency

When to Notify: When Migrant Education Program is Established

Education or Other Legal Code: Education Code 54444.2

Board Policy/Administrative Regulation #: See BP 6175, See AR 6175

Subject: Parent Advisory Council Membership Composition

When to Notify: When Child Participates in Licensed Child Care and Development Program

Students

Parental Notifications

Education or Other Legal Code: Health and Safety Code 1596.857
Board Policy/Administrative Regulation #: See AR 5148
Subject: Parent/Guardian Right to Enter Facility

When to Notify: When a Licensed Child Care Center has a Building Constructed Before January 1, 2010 and has Drinking Water Tested for Lead
Education or Other Legal Code: Health and Safety Code 1597.16
Board Policy/Administrative Regulation #: See AR 5148
Subject: The Requirement to Test the Facility, and the Results of the Test

When/Whom to Notify: When District Receives Tobacco-Use Prevention Education Funds
Education or Other Legal Code: Health and Safety Code 104420
Board Policy/Administrative Regulation #: See AR 3513.3
Subject: The District's Tobacco-Free Schools Policy and Enforcement Procedures

When to Notify: When Testing by Community Water System Finds Presence of Lead Exceeding Specified Level
Education or Other Legal Code: Health and Safety Code 116277
Board Policy/Administrative Regulation #: See AR 3514
Subject: Elevated Lead Level at School

When to Notify: When Sharing Student Immunization Information with an Immunization System
Education or Other Legal Code: Health and Safety Code 120440
Board Policy/Administrative Regulation #: See AR 5125
Subject: Types of Information to be Shared, Name and Address of Agency, Acceptable Use of the Information, Right to Examine, Right to Refuse to Share

When/Whom to Notify: At Least 14 Days Prior to Sex Offender Coming on Campus as Volunteer
Education or Other Legal Code: Penal Code 626.81
Board Policy/Administrative Regulation #: See AR 1240, See BP 1250
Subject: Dates and Times Permission Granted; Obtaining Information from Law Enforcement

When to Notify: When Hearing is Requested by Person Asked to Leave School Premises
Education or Other Legal Code: Penal Code 627.5
Board Policy/Administrative Regulation #: See AR 3515.2

Students

Parental Notifications

Subject: Notice of Hearing

When/Whom to Notify: When Responding to Complaint Re: Discrimination, Special Education, or Noncompliance with Law

Education or Other Legal Code: 5 CCR 4631

Board Policy/Administrative Regulation #: See AR 1312.3

Subject: Findings, Disposition of Complaint, any Corrective Actions, Appeal Rights and Procedures

When to Notify: When Child Participates in Licensed Child Care and Development Program

Education or Other Legal Code: 5 CCR 18066

Board Policy/Administrative Regulation #: See AR 5148

Subject: Policies Regarding Excused and Unexcused Absences

When to Notify: Within 30 Days of Application for Subsidized Child Care or Preschool Services

Education or Other Legal Code: 5 CCR 18094, 18118

Board Policy/Administrative Regulation #: See AR 5148, See AR 5148.3

Subject: Policies Re: Approval or Denial of Services

When to Notify: Upon Recertification or Update of Application for Child Care or Preschool Services

Education or Other Legal Code: 5 CCR 18095, 18119

Board Policy/Administrative Regulation #: See AR 5148, See AR 5148.3

Subject: Policies Re: Any Change in Service, Such as in Fees, Amount of Service, Termination of Service

When to Notify: Upon Child's Enrollment in Child Care Program

Education or Other Legal Code: 5 CCR 18114

Board Policy/Administrative Regulation #: See AR 5148

Subject: Policies Re: Policy on Fee Collection

When to Notify: When Payment of Child Care Fees is Seven Days Late

Education or Other Legal Code: 5 CCR 18114

Board Policy/Administrative Regulation #: See AR 5148

Subject: Policies Re: Notice of Delinquent Fees

When to Notify: When District Substantively Changes Policy on Student Privacy Rights

Students

Parental Notifications

Education or Other Legal Code: 20 USC 1232h
Board Policy/Administrative Regulation #: See AR 5022
Subject: Notice of Any Substantive Change in Policy or Regulation

When to Notify: For Districts Receiving Title I Funds, When a Child has been Assigned or Taught for Four or More Consecutive Weeks by a Teacher Who Does Not Meet State Certification Requirements for the Grade Level/Subject Taught
Education or Other Legal Code: 20 USC 6312
Board Policy/Administrative Regulation #: See AR 4112.24
Subject: Timely Notice to Parent/Guardian of Child's Assignment

When to Notify: For Districts Receiving Title I Funds, Not Later Than 30 Days After Beginning of School Year, to Parents/Guardians of English Learners
Education or Other Legal Code: 20 USC 6312
Board Policy/Administrative Regulation #: See AR 6174
Subject: Reasons for Placement, Level of Proficiency, Instructional Methods, How Program Meets Child's Strengths and Teaches English, Exit Requirements, Right to Choose Another Program

When to Notify: For Schools Receiving Title I Funds, Upon Development of Parent Involvement Policy
Education or Other Legal Code: 20 USC 6318
Board Policy/Administrative Regulation #: See AR 6020
Subject: Notice of Policy

When to Notify: When District Receives Impact Aid Funds for Students Residing on Indian Lands, to Parents/Guardians of Indian Children
Education or Other Legal Code: 20 USC 7704; 34 CFR 222.94
Board Policy/Administrative Regulation #: See AR 3231
Subject: Relevant Applications, Evaluations, Program Plans, Information about District's General Educational Program; Opportunity to Submit Comments

When to Notify: When Household is Selected for Verification of Eligibility for Free or Reduced-Price Meals
Education or Other Legal Code: 42 USC 1758; 7 CFR 245.6a
Board Policy/Administrative Regulation #: See AR 3553
Subject: Need to Submit Verification Information; Any Subsequent Change in Benefits; Appeals

Students

Parental Notifications

When/Whom to Notify: When Student is Homeless or Unaccompanied Minor
Education or Other Legal Code: 42 USC 11432; Education Code 48852.5
Board Policy/Administrative Regulation #: See AR 6173
Subject: Educational and Related Opportunities; Transportation Services; Placement Decision and Right to Appeal

When to Notify: When Student Transfers Out of State and Records are Disclosed Without Consent Pursuant to 34 CFR 99.30
Education or Other Legal Code: 34 CFR 99.34
Board Policy/Administrative Regulation #: See AR 5125
Subject: Right to Review Records

When to Notify: When Student Complains of Sexual Harassment
Education or Other Legal Code: 34 CFR 106.44, 106.45
Board Policy/Administrative Regulation #: See AR 5145.7
Subject: Right to File Formal Complaint, Availability of Supportive Measures, Notice of Process, Reason for Dismissal of Complaint if Applicable

When to Notify: When District Receives Federal Funding Assistance for Nutrition Program
Education or Other Legal Code: USDA FNS Instruction 113-1
Board Policy/Administrative Regulation #: See BP 3555
Subject: Rights and Responsibilities, Nondiscrimination Policy, Complaint Procedures

IV. Special Education Notices

When to Notify: Prior to Conducting Initial Evaluation
Education or Other Legal Code: Education Code 56301, 56321, 56321.5, 56321.6, 56329; 20 USC 1415 (d); 34 CFR 300.502, 300.503
Board Policy/Administrative Regulation #: See BP 6159.1, See AR 6159.1, See AR 6164.4
Subject: Proposed Evaluation Plan, Related Parental Rights, Prior Written Notice, Procedural Safeguards

When/Whom to Notify: Before Functional Behavioral Assessment Begins
Education or Other Legal Code: Education Code 56321
Board Policy/Administrative Regulation #: See AR 6159
Subject: Notification and Consent

Students

Parental Notifications

When to Notify: 24 Hours Before IEP When District Intending to Record
Education or Other Legal Code: Education Code 56341.1
Board Policy/Administrative Regulation #: See AR 6159
Subject: Intention to Audio-Record IEP Meeting

When to Notify: Early Enough to Ensure Opportunity for Parent to Attend IEP Meeting
Education or Other Legal Code: Education Code 56341.5; 34 CFR 300.322
Board Policy/Administrative Regulation #: See AR 6159
Subject: Time, Purpose, Location, Who will Attend, Participation of Others with
Special Knowledge, Transition Statements if Appropriate

When to Notify: When Parent/Guardian Orally Requests Review of IEP
Education or Other Legal Code: Education Code 56343.5
Board Policy/Administrative Regulation #: See AR 6159
Subject: Need for Written Request

When to Notify: Within One School Day of Emergency Intervention or Serious Property
Damage
Education or Other Legal Code: Education Code 56521.1
Board Policy/Administrative Regulation #: See AR 6159.4
Subject: Emergency Intervention

When to Notify: Whenever There is a Proposal or Refusal to Initiate or Change the
Identification, Evaluation, Placement, or FAPE, Including When Parent/Guardian
Revokes Consent for Services
Education or Other Legal Code: 20 USC 1415(c); 34 CFR 300.300, 300.503
Board Policy/Administrative Regulation #: See AR 6159, See AR 6159.1
Subject: Prior Written Notice

When/Whom to Notify: Upon Filing of State Complaint
Education or Other Legal Code: 20 USC 1415(d), 34 CFR 300.504
Board Policy/Administrative Regulation #: See AR 6159.1
Subject: Procedural Safeguards Notice

When/Whom to Notify: When Disciplinary Measures are Taken or Change in Placement
Education or Other Legal Code: 20 USC 1415(k); 34 CFR 300.530
Board Policy/Administrative Regulation #: See AR 5144.2
Subject: Decision and Procedural Safeguards Notice

Students

Parental Notifications

When to Notify: Upon Requesting a Due Process Hearing
Education or Other Legal Code: 20 USC 1415(k); 34 CFR 300.508
Board Policy/Administrative Regulation #: See AR 6159.1
Subject: Child's Name, Address, School, Description of Problem, Proposed Resolution

When to Notify: Eligibility for Services Under Section 504
Education or Other Legal Code: 34 CFR 104.32, 104.36
Board Policy/Administrative Regulation #: See AR 6164.6
Subject: District Responsibilities, District Actions, Procedural Safeguards

V. Classroom Notices

When to Notify: In Each Classroom Used for License Exempt California State Preschool Program
Education or Other Legal Code: Education Code 8235.5
Board Policy/Administrative Regulation #: See AR/E 1312.3
Subject: Health and Safety Requirements for Preschool Programs; Where to Get Complaint Form

When to Notify: In Each Classroom in Each School
Education or Other Legal Code: Education Code 35186
Board Policy/Administrative Regulation #: See AR/E 1312.4
Subject: Complaints Subject to Williams Uniform Complaint Procedures

Exhibit Adopted: 11/02/2020

Students – Welfare

Sexual Harassment

The Board of Education is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The District strongly encourages students who feel that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who have experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact their teacher, the principal, the District's Title IX Coordinator, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint is addressed through Title IX complaint procedures or uniform complaint procedures, as applicable, and shall offer supportive measures to the complainant.

The Superintendent or designee shall inform students and parents/guardians of the District's sexual harassment policy by disseminating it through parent/guardian notifications, publishing it on the District's web site, and including it in student and staff handbooks. All District staff shall be trained regarding the policy.

A. Instruction/Information

The Superintendent or designee shall ensure that all District students receive age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that such harassment could occur between people of the same sex and could involve sexual violence.
2. A clear message that students do not have to endure sexual harassment under any circumstance.
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained.

Students – Welfare

Sexual Harassment

4. A clear message that student safety is the District’s primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved.
 5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students.
 6. Information about the District’s procedure for investigating complaints and the person(s) to whom a report of sex-based harassment should be made.
 7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the District investigation of a sexual harassment complaint continues.
 8. A clear message that, when needed, the District will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation
- B. Disciplinary Actions
1. Upon completion of an investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.
 2. Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall be subject to disciplinary action, up to and including dismissal, in accordance with laws, and the applicable collective bargaining agreements.
- C. Record Keeping

Students – Welfare

Sexual Harassment

In accordance with law, the Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the District to monitor, address, and prevent repetitive harassing behavior in the schools.

Legal Reference: Education Code, Sections 200-262.4; 48900; 48900.2; 48904; 48980; 48985
Civil Code, Sections 51.9; 1714.1
Government Code, Section 12950.1
California Code of Regulations, Title 5, Sections 4600- 4687; 4900-4965
United States Code, Title 20, Sections 1092; 1221; 1232g; 1681-1688;
United States Code, Title 34, Section 12291
United States Code, Title 42, Sections 1983; 2000d-2000d-7; 2000e-2000e-17
Code of Federal Regulations, Title 34, Sections 99.1-99.67; 106.1-106.71
Court Decisions:
Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567;
Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130;
Reese v. Jefferson School District, (2001, 9th Cir.) 208 F.3d 736;
Davis v. Monroe County Board of Education, (1999) 526 U.S. 629;
Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274;
Oona by KateS. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473;
Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447

Policy Adopted: 05/21/1996

Policy Amended: 01/21/1997; 06/30/1998; 02/05/2002; 01/14/2003; 05/20/2008; 11/16/2010;
06/21/2011; 04/05/2016; 10/18/2016; 11/02/2020

Formerly BP 5325

Instruction

Physical Education and Activity

The Board of Education recognizes the positive benefits of physical activity on student health, well-being, and academic achievement. The District shall provide all students the opportunity to be physically active on a regular basis through high-quality physical education instruction and may provide additional opportunities for physical activity throughout the school day. The District's physical education and activity programs shall support the District's coordinated student wellness program and encourage students' lifelong fitness.

Physical education classes shall be conducted in the coeducational, inclusive manner prescribed by law. The District shall provide instruction in physical education that provides equal access and equal opportunities for participation for all students in grades 1-12 regardless of gender, gender expression, sexual orientation, and mental or physical disability. (Education Code 220, 221.5, 33352; 5 CCR 4900, 4930, 4931, 4940, 4960; 34 CFR 106.33, 106.34, 300.108)

The District's physical education program shall provide a developmentally appropriate sequence of instruction aligned with the state's model content standards and curriculum framework.

The District's physical education program shall engage students in age-appropriate moderate to vigorous physical activity, as defined in the accompanying administrative regulation, including aerobic, muscle-strengthening, and bone-strengthening activities. The Superintendent or designee shall develop strategies to monitor the amount of moderate to vigorous physical activity that takes place in the physical education instructional program.

For grades 9-12, the overall course of study shall include the effects of physical activity upon dynamic health, the mechanics of body movement, aquatics, gymnastics and tumbling, individual and dual sports, rhythms and dance, team sports, and combatives. (Education Code 33352; 5 CCR 10060)

The Board shall approve the courses in grades 9-12 for which physical education credit may be granted.

The Superintendent or designee may develop strategies to supplement physical education instruction with additional opportunities for students to be physically active before, during, and after the school day.

Students with disabilities shall be provided instruction in physical education in accordance with their individualized education program or Section 504 accommodation plan.

Instruction

Physical Education and Activity

During air pollution episodes, extreme weather, or other inclement conditions, physical education staff shall make appropriate adjustments to the program or shall seek alternative indoor space to enable students to participate in active physical education.

Staffing

Physical education instruction shall be delivered by appropriately credentialed teachers who may be assisted by instructional aides, paraprofessionals, and/or volunteers.

The District shall provide physical education teachers with continuing professional development, including classroom management and instructional strategies designed to keep students engaged and active and to enhance the quality of physical education instruction and assessment.

Physical Fitness Testing

The Superintendent or designee shall annually administer the physical fitness test designated by the State Board of Education (FITNESSGRAM) to students in grades 5, 7, and 9. (Education Code 60800; 5 CCR 1041)

Temporary Exemptions

The Superintendent or designee may grant a student a temporary exemption from physical education under either of the following conditions: (Education Code 51241)

1. The student is ill or injured and a modified program to meet his/her needs cannot be provided.
2. The student is enrolled for one-half time or less.

Two-Year Exemptions

With the student's consent, the Superintendent or designee may exempt a student from physical education courses for any two years during grades 10-12 provided that the student has satisfactorily met at least five of the six standards of the FITNESSGRAM in grade 9. (Education Code 51241)

Upon request by students and/or their parents/guardians, the Superintendent or designee may administer the FITNESSGRAM to students in grades 10-12 who need to pass the test in order to qualify for a two-year exemption from physical education courses.

Instruction

Physical Education and Activity

Students in grades 10-12 who have been granted a two-year exemption shall be offered a variety of elective physical education courses of not less than 400 minutes each 10 school days. (Education Code 51222)

Such students shall not be permitted to attend fewer total hours of courses and classes than they would have attended if enrolled in a physical education course. (Education Code 51241)

Permanent Exemptions

The Superintendent or designee may grant a student a permanent exemption from physical education under any of the following conditions: (Education Code 51241)

1. The student is age 16 years or older and has been enrolled in grade 10 for one or more academic years. However, such a student shall not be permitted to attend fewer total hours of courses and classes than he/she would have attended if enrolled in a physical education course.
2. The student is enrolled as a postgraduate student.
3. The student is enrolled in a juvenile home, ranch, camp, or forestry camp school with scheduled recreation and exercise.

Students who have been granted a permanent exemption shall be offered a variety of elective physical education courses of not less than 400 minutes each 10 school days. (Education Code 33352)

Other Exemptions

The Superintendent or designee may grant a student an exemption from physical education under the following special circumstances:

1. When the student is in any of grades 10-12 and is excused for up to 24 clock hours in order to participate in automobile driver training. However, any such student shall attend a minimum of 7,000 minutes of physical education instruction during the school year. (Education Code 51222)
2. When the student is in any of grades 10-12, attends a regional occupational center or program, and, because of the travel time involved, would experience hardship

Instruction

Physical Education and Activity

to attend physical education courses. Any such student shall have a minimum school day of 180 minutes. (Education Code 52316)

3. When the student is in high school and is engaged in a regular school-sponsored interscholastic athletic program carried on wholly or partially after regular school hours. (Education Code 51242)

Program Evaluation

The Superintendent or designee shall annually report to the Board each school's FITNESSGRAM results for each applicable grade level. He/she shall also report to the Board regarding the number of instructional minutes offered in physical education for each grade level, the number of two-year and permanent exemptions granted pursuant to Education Code 51241, and any other data agreed upon by the Board and the Superintendent or designee to evaluate program quality and the effectiveness of the District's program in meeting goals for physical activity.

Legal Reference: Education Code, Sections 220; 221.5; 33126; 33350-33354; 35256; 44250-44277; 49066; 51210; 51220; 51222; 51223; 51241; 51242; 52316; 60800
Code of Regulations, Title 5, Sections 1040-1044; 1047-1048; 3051.5; 4600-4687; 4900-4965; 10060; 80020; 80037; 80046.1
United States Code, Title 29, 794 Rehabilitation Act of 1973, Section 504
United States Code, Title 42, Section 1758b
Code of Federal Regulations, Title 34, Sections 106.33; 106.34; 300.108
Attorney General Opinions: 53 Ops.Cal.Atty.Gen. 230 (1970)
Court Decisions:
Doe v. Albany Unified School District (2010) 190 Cal.App.4th 668
Cal200 et al. v. San Francisco Unified School District et al. (2013), San Francisco Superior Court, Case No. CGC-13-534975
Cal200 et al. v. Oakland Unified School District et al. (San Francisco Superior Court, Case No. CPF-14-513959

Policy Adopted: 11/05/2018

Policy Amended: 11/05/2019; 11/02/2020

GLENDALE UNIFIED SCHOOL DISTRICT

November 2, 2020

CONSENT CALENDAR NO. 17

TO: Board of Education
FROM: Dr. Vivian Ekchian, Superintendent
PREPARED BY: Dr. Darneika Watson, Chief Human Resources & Operations Officer
SUBJECT: **Agreement with California State University, Northridge**

The Superintendent recommends that the Board of Education approve the Professional School Psychology Fieldwork Agreement – Virtual and In-Person Internship with California State University, Northridge.

This agreement is between the Glendale Unified School District and California State University, Northridge to provide quality clinical placement experiences to student-trainees enrolled in the master's degree and/or credential degree program in School Psychology specialization. The term of the Agreement will commence upon full execution. Unless earlier terminated, the affiliation agreement will be in effect for a term of five (5) years from the approval date. There is no fiscal impact to the District.

In accordance with the provisions of Sections 44225 and 44227 of the California Education Code, the Governing Board of any school district is authorized to enter into agreements with the California State Universities and Colleges, the University of California, or any other university or college approved by the Commission on Teacher Credentialing as a teacher education institution to provide teaching experience through practice teaching to students enrolled in teacher education curriculum of such institutions.

TO SUPPORT 2020-2021 BOARD PRIORITY NO. 2: Foster a Positive Culture of Learning – Ensure equitable teaching and learning opportunities led by excellence; support culturally relevant curriculum that emphasizes inclusion; and increase parent and family engagement opportunities.



California State University
Northridge

**Professional School Psychology Fieldwork and Internship
Agreement
Between the Department of Educational Psychology and
Counseling
and Glendale Unified School District**

VIRTUAL AND IN PERSON INTERNSHIP

Instructions

1. Please complete this digital form by typing information into the Shaded Boxes.
2. Please send questions and comments to Dr. Wilda Laija-Rodriguez wilda.laija-Rodriguez@csun.edu
3. Mail the signed and completed documents to:

Wilda Laija-Rodriguez, Ph.D.
Department of Educational Psychology and Counseling
California State University, Northridge
18111 Nordhoff Street Northridge, CA 91330-8265

This Clinical Training Affiliation Agreement is a collaborative and mutual understanding between

Department of Educational Psychology and Counseling

California State University, Northridge

hereinafter referred to as "University"

and

School District/Agency Name

GLENDALE UNIFIED SCHOOL DISTRICT

hereinafter referred to as "*School District/Agency*"

for providing quality clinical placement experiences to student-trainees enrolled in the master's degree and/or credential degree program in School Psychology specialization, hereinafter referred to as "*student*".

This affiliation agreement is reflective of the intent by both the University and School District/Agency to promote quality clinical training for school psychology candidates through coordinated training objectives, enhanced supervisory experience and enriched professional identity. **This agreement will take effect once CSUN approves in person training for CSUN candidates.**

University: California State University, Northridge
Department of Educational Psychology and Counseling
18111 Nordhoff Street Northridge, CA 91330
(818) 677-2599
www.csun.edu/epc

Contact:

Dr. Wilda Laija-Rodriguez wilda.laija-rodriguez@csun.edu, Professor and Fieldwork Coordinator

School District/Agency: Glendale Unified School District
223 N. Jackson Street, Glendale, CA 91206
www.gusd.net
818-241-3111, Ext. 1205
FAX 818-548-7237

Contact Person: Dr. Narinch Khemichian, Lead Psychologist
nkhemichian@gusd.net
818-241-3111, Ext. 1205

I. TERMS OF THE CLINICAL TRAINING AFFILIATION

A. General Understanding

1. **Length of Agreement:** Unless earlier terminated, the affiliation agreement between the University and School District/Agency will be in effect for a term of five (5) years from the approval date.
2. **Renewal Process:** The University or School District/Agency may make amendments at any time and such amendments will be made in writing and signed by each party. As necessary, both the University and School District/Agency will review and revise the terms of this affiliation prior to renewal. The party proposing changes to the agreement is required to provide 30 days advanced written notice of the intention to change the agreement.
2. **Purpose:** This is an affiliation agreement between the University and School District/Agency to provide students with clinical experience and training. It is understood that the students are not required nor expected to recruit clients for the School District/Agency as part of their clinical placement. At no time throughout this agreement should students be considered officers, employees, agents or volunteers of the University. The student shall be considered as an "official volunteer" of the School District/Agency for purposes of Worker's Compensation and Liability coverage.

3. **Site Qualifications:** The School District/Agency is not a private practice setting. The School Affiliation Agreement Revised Sept 2020

District/Agency lawfully and regularly provides school psychology services and is a K -12 school accredited by the State of California.

4. **Student Qualifications:** All students who have been designated as an “*School Psychology Intern or candidate*” by University are eligible to apply for clinical placement at the School District/Agency. The students will be expected to apply according to the School District/Agency’s process and procedures. The School District/Agency may select appropriate students for their training programs through its own application and selection process.
 - a. Students will be expected to adhere to the School District/Agency’s administrative, confidentiality, conflict of interest, code of conduct, operational, and clinical policies and procedures.
 - b. An School District/Agency that charges training/supervision fees are required to inform students during the application process.

Students will be required to procure and maintain in force during the term of student(s)’ fieldwork placement, at the student(s)’ sole cost and expense, professional and personal liability insurance coverage to protect the student against liability arising from any and all negligent acts or incidents caused by the student(s). Coverage under such professional and personal liability insurance shall be not less than \$1,000,000 for each occurrence and \$2,000,000 aggregate for all Covered Parties. Evidence of such insurance will be provided by the EPC Department on behalf of the university upon request of the School District/Agency. CSUN candidates will share proof of insurance with the appropriate university and/or district personnel.

5. **Training Agreement:** Students accepted to the School District/Agency will provide the School District/Agency with CSUN’s *School Psychology Fieldwork Agreement* form. This form specifies the unique requirements of each trainee’s placement and clarifies the responsibilities of the School District/Agency, Trainee, and University.

B. Ethical, Legal and Professional Issues

1. The University requires that students be knowledgeable about the laws and regulations relating to the practice of National Association of School Psychology in California; all students must complete a course in ethics before beginning fieldwork.
2. The clinical supervisors know, understand, and abide by the laws and regulations pertaining to supervision of trainees and to the experience required for licensure as school psychologists.
3. The University and the School District/Agency expect that the students will abide by the ethical standards of the National Association of School Psychologists. The University will provide the students with these ethical standards during their first year in the program.
4. The University and the School District/Agency will promote the professional identity of the students as licensed school psychologists and will encourage the students to join professional organizations related to school psychology.

II. UNIVERSITY’S CONTRIBUTION

A. Approval of Training Status of Students

Through the Educational Psychology and Counseling (EPC) Department, the University will review students' preparedness for clinical experience at the end of their first year for fieldwork or practica and at the end of the second year for internship. who pass this review will be allowed to begin their placements in the field during their second year.

B. Preparation of Students for Field Placement

Prior to allowing students to register for field placement, the University agrees to ensure that students have the following coursework:

- *EPC 659A and EPC 659B: Pre-Practicum Experience* (Practicum A and B)
- *EPC 667: Law and Ethics*, including child abuse reporting.
- *EPC 664: Diagnosis*, including an introduction to major DSM diagnoses
- *EPC 655: Theories*, including the major counseling and family therapy theories.
- *EPC 643: Cross-cultural counseling*
- *EPC 661: Multi-systemic Behavioral Intervention*, which focuses on functional assessments.
- *SPED 610: Academic Interventions*, which focus on curriculum evaluation and interventions

During clinical placement experience, students will be monitored by the University through a fieldwork course. All students are required to be enrolled in a fieldwork course while providing direct client service. The University will orient and inform the students regarding the University's expectations and California license requirements regarding clinical placement experience. The University will provide students with a Student Handbook that includes such information and required forms. The Student Handbook will instruct students on current requirements and procedures as defined by the University.

C. Procedure for Addressing Student/Supervisor Concerns

The procedure for handling conflicts between the student and School District/Agency or supervisor is for the student to address these difficulties with his/her primary supervisor at the School District/Agency, or if the supervisor has concerns to address these directly with the student as early as possible. If the problem is not resolved, the student and/or supervisor should address their concerns with the student's Fieldwork/Internship Instructor and/or the Fieldwork/Internship Coordinator. If necessary, a written addendum to the training agreement may be used to address concerns. Additionally, in coordination with the field site, the Fieldwork/Internship Instructor may refer the student the Department's Student Affairs Committee to address more serious concerns related to academic, competency, and/or legal/ethical issues.

D. Distribution of Information about School District/Agency

The University will share School District/Agency information and recruitment announcements for students. The School District/Agency will also be welcomed to attend a district informational session in the Spring for fieldwork students.

III. SCHOOL DISTRICT/AGENCY'S CONTRIBUTION

A. Provide Students with an Orientation of the School District/Agency

The School District/Agency will provide the students with an orientation to the School District/Agency's administrative and clinical policies and procedures. The School District/Agency will have a written plan for handling emergencies at each site that students are providing services and orient the students on the execution of the plan.

B. Assign Students Direct Experience

The School District/Agency will involve the students in assignments that include direct client contact, which involves opportunities to counsel, assess, consult and conduct behavioral and academic interventions with students. Assessment, consultation, and interventions will also involve contact with teachers, parents, and school personnel. The School District/Agency will assign cases and clinical duties that are consistent with the students' level of experience and competence.

The School District/Agency agrees to provide the following hours of experience for each student:

1. **Up to 450 hours of fieldwork placement or up to 1200 hours of internship placement to include opportunities to gain experience in:**
 - Counseling
 - Consultation with parents, teachers, and school staff
 - Psycho-educational and behavioral assessment
 - Academic and behavioral interventions
 - Providing in-services and workshops
 - Other duties specific to school psychology
2. **Weekly individual supervision that should sum up to at least 2 hours; and**
3. **Provide supervision from an experienced (at least three years) school psychologist.**

These hours must also include experiences in the following areas:

- a. Assessing and diagnosing mental health issues.
- b. Writing psycho-educational reports.
- c. Referring clients to community resources, when feasible.
- d. Implementing specific National Association of School Psychology theories and techniques.

C. Provide Training

The School District/Agency agrees to provide training and support when gaps in training are noted in the following areas:

1. assessment
2. counseling
3. consultation
4. interventions
5. opportunities for research

D. Evaluate Qualifications of Supervisors

The School District/Agency will determine that the supervisors assigned to supervise School Psychology trainees have the appropriate clinical training, supervisory experience and license qualifications.

E. Verify the Clinical License of Supervisors

The School District/Agency will verify that the credential of its supervisors are current and that the supervisors have completed training in supervision, as required by the National Association of School Psychologists (NASP), which indicates at least three years of experience.

F. Allow Presentation of Cases

The School District/Agency will allow students to present cases at the School District/Agency in their fieldwork and/or internship courses at the University. Identifying student data will be changed to protect student confidentiality.

G. General School District/Agency Information

1. **Description of School District/Agency (for student publications):**

(Please provide a brief description of the School District/Agency, including information such as the following: description of clients; services offered; student responsibilities; cultural groups served; School District/Agency's theoretical orientations, if applicable; use of multidisciplinary teams; training fee or stipend; locations where clinical services are provided; limit 200 words)

School psychology interns, with the supervision of a credentialed school psychologist, will provide support and interventions to students; consult with teachers, families, and other school-employed mental health professionals (i.e., school counselors) to improve support strategies; work with school administrators to improve school-wide practices and policies; and collaborate with community providers to coordinate needed services. They will also, with supervision, improve academic achievement, promote positive behavior and mental health, support diverse learners, create safe, positive school climates and strengthen family-school partnership.

2. **Candidates may provide services for:**

- Children/Adolescents
- School faculty and staff
- Parents when needed and when appropriate

3. **Candidates will gain experience in (checked boxes required of all sites):**

- Assessment/Diagnosis: Describe: Psycho-educational, functional, and curriculum assessment
- Counseling: Individual and group
- Consultation: Describe: behavioral and academic consultation
- Academic and behavioral interventions: Describe: Provide assessment and intervention of behaviors which impede learning
- Diverse Client Population: Describe: Work with special needs with diverse challenges
- Crisis Management: Describe: Suicide Threat Assessment /Violence Threat Assessment
- In-services/workshops: Describe as needed and agreed with supervisor: Any workshop offered to District school psychologist
- Other: Describe:

4. **Candidates will have the opportunity to participate in:**

- Training seminars at site: Training will include topics such as: IEP and Special Education related topics
- Staff meetings
- Continuing education seminars or conferences off site.

5. **Supervision**

The site agrees to provide:

- Individual weekly supervision (required for our national accrediting body)n- 2 hours min.

- Group supervision
 Supervision by a NASP Approved Supervisor (Supervisor with at least three years of experience)

6. Application Procedure/Requirements

- a. Describe application procedures and deadlines: candidates will apply to districts
In the Spring semester
- b. To apply for a training position the student needs to contact *Dr. Narineh Khemichian, Lead Psychologist* at 818-241-3111 ext 1568 and complete the following: (*interview, resume, application, fingerprints, etc.*) - will depend on district
- c. The School District/Agency requires a school calendar (from Sept to June) commitment and a minimum of 8 hours of *direct student services per week* and a range of 8-40 hours per week, depending on the site, needs, and whether the position is for fieldwork or internship.

7. Proof of Insurance

The School District/Agency shall procure and maintain or provide a program of self-insurance for General Liability Insurance, comprehensive or commercial form with \$2,000,000 minimum limit for each occurrence and minimum limit of \$4,000,000 General Aggregate and vehicle insurance in effect with a minimum coverage of \$1,000,000 per occurrence. Insurance shall be placed with insurers with a current A.M. Best rating of no less than VII. The School District/Agency will provide evidence of such insurance upon the request of the University. CSUN candidates will share proof of insurance with the appropriate university and/or district personnel.

H. School Psychology Supervisors

1. **Responsibility Statement:** The school psychology supervisors of the School District/Agency will sign the *Responsibility Statement for Supervisors of a School Psychology Intern or Trainee* form for each student under their supervision and will provide the student with the original copy. It is the student's responsibility to obtain the supervisor's signature and retain it for their records.
2. **Logs of Hours:** The school psychology supervisors of the School District/Agency will review and sign hour logs of hours (required for its national accreditation). These forms are to be completed by the student on a weekly basis and it is the responsibility of the student to obtain the supervisor's signature and retain these. Supervisors should sign the form each week.
3. **Online Evaluation of Student:** Each semester, the supervisor will complete an online evaluation of the student. The student will request the supervisor's email at the beginning of the semester. The supervisor will be sent two emails, one with a password and one with a link, towards the end of the semester. The supervisor is required to meet individually with the student to review the evaluation. The evaluation is due to the University in the last week of classes each semester; it is the student's responsibility to inform the supervisor of this due date. The online evaluation is considered complete, only when the supervisor selects the "submit" button at the end of the evaluation. The supervisor will know the evaluation has been received when he/she receives an email copy of the evaluation.

4. **Experience Verification Form:** The school psychology supervisors of the School District/Agency will complete and sign the *School Psychologist Experience Verification* form for each student under their supervision upon completion of the supervisory relationship. It is the responsibility of the student to complete this form and keep the original copy for submission to the Board of Behavioral Sciences.
5. **Volunteer Supervision Requirements:** Supervisors employed by the School District/Agency on a volunteer basis need to have a written agreement with the School District/Agency regarding their supervisory assignments.
6. **Dual Relationships:** Supervisors will not be related to the students under their supervision, nor will they have a personal relationship, which undermines the authority or effectiveness of the supervision.
7. **Responsibility for Oversight:** The School District/Agency, through its school psychology supervisors, has the primary responsibility for ensuring that the extent, kind and quality of the experiences performed by the students is consistent with the training and experience of the students and meets the requirement established by law and ethics. The supervisor will remain updated about the state's laws and regulations regarding school psychology.
8. **Provision of Supervision:** The School District/Agency will provide each student with:
 - A minimum of two (2) hours of individual supervision each week that the students claim hours of experience.
 - Sufficient individual and group supervision to maintain the state mandated ratio of one unit of supervision for every five clients seen.
 - Group supervision will not include more than three (3) supervisees.
 - Secondary contact person, in case supervisor is not available during an emergency.

Students will not count as hours of experience the hours when clients do not appear for their sessions. When the supervisor is unavailable for any given week, the students will receive supervision from another qualified licensed professional, as arranged by the School District/Agency.

9. **The School District/Agency, through its school psychology supervisor, will monitor the school psychology interns practice using the following methods:**
 - Review of student's written reports
 - Student's report of work in supervision
 - Co-facilitation of groups or sessions with school psychology staff
 - Review of audio or video recording of student's sessions
 - Direct observation by school psychology supervisor of student's clinical work
 - Other: Through consultation with supervisor

I. Evaluation of Training Progress

1. The School District/Agency will determine when students are prepared for school psychology assignments and will assess each student's level of clinical competence.

2. The School District/Agency will provide students with ongoing feedback of their training progress and written remediation plans, as appropriate to the situation. The School District/Agency will notify the University, verbally or in writing, of concerns with student progress.

J. Indemnification:

a. CSUN and District agree to indemnify, defend, and hold harmless each other and their elected and appointed governing board members, officers, agents, employees, and any students acting as such, against all liability, claims, demands, damages, causes of action, judgments, costs, including court costs and reasonable attorneys' fees, arising out of or resulting from injury to person(s) or personal property or the negligent acts or omissions or willful misconduct of each other's students, officers, employees, agents and/or representatives arising out of or in connection with the performance of this Agreement, or in proportion to the comparative fault of each other's students, officers, employees, agents and/or representatives.

b. CSUN shall ensure that all Students under this agreement being hosted by the School/District have obtained a Certificate of Clearance from the State of California in accordance with the California Education Code prior to commencing any assignment as a Student Psychologist.

[Facility] is aware of and informed about the hazards currently known to be associated with the novel coronavirus referred to as "COVID-19". [Facility] is familiar with and informed about the Centers for Disease Control and Prevention (CDC) current guidelines regarding COVID-19 as well as applicable federal, state and local governmental directives regarding COVID-19. [Facility], to the best of its knowledge and belief, is in compliance with those current CDC guidelines and applicable governmental directives. If the current CDC guidelines or applicable government directives are modified, changed or updated, [Facility] will take steps to comply with the modified, changed or updated guidelines or directives. If at any time [Facility] becomes aware that it is not in compliance with CDC guidelines or an applicable governmental directive, it will notify [X] of that fact.

CSUN candidates will be aware of university and district COVID 19 policy, safety guidelines, and testing procedures. CSUN candidates will abide by completing university and/or district COVID 19 Safety training. CSUN candidates will abide by completing university and/or district COVID 19 health and contact tracing surveys.

IV. SIGNATURES

This understanding of the clinical training affiliation agreement between the University and the School District/Agency has been formulated and approved by:

School District/Agency's Representative:

_____ Date: _____
Dr. Darneika Watson
Chief Human Resources and Operations Officer

EPC/University Representative Concur: *Milda Lajja-Rodriguez* _____ Date: 9-15-20
Educational Psychology & Counseling
Fieldwork Coordinator

EPC/University Representative Concur: *Milda Lajja-Rodriguez, Ph.D.* _____ 9-15-20
Educational Psychology & Counseling
School Psychology Coordinator

EPC/University Representative Concur: *Alberto Rostori, Ph.D.* _____ Date: 9-15-20 _____
Educational Psychology & Counseling
Department Chair

Purchasing and Contract Admin Approved: _____ Date: _____
Suellen J. Martensson
Buyer III Purchasing & Contract Administration

GLENDALE UNIFIED SCHOOL DISTRICT

November 2, 2020

CONSENT CALENDAR NO. 18

TO: Board of Education
FROM: Dr. Vivian Ekchian, Superintendent
PREPARED BY: Dr. Darneika Watson, Chief Human Resources & Operations Officer
SUBJECT: **Agreement with University of Southern California**

The Superintendent recommends that the Board of Education approve the USC School/School District Placement Agreement with University of Southern California.

This Agreement is between the Glendale Unified School District and University of Southern California to provide field placement experiences including programs in the fields of teaching, school counseling, and social work. The term of the Agreement will commence upon full execution and is automatically renewable for successive one-year periods beginning July 1st thereafter. The agreement is subject to termination by either party upon advance written notice to the other at the end of the school year the notice is provided. There is no fiscal impact to the District.

In accordance with the provisions of Sections 44225 and 44227 of the California Education Code, the Governing Board of any school district is authorized to enter into agreements with the California State Universities and Colleges, the University of California, or any other university or college approved by the Commission on Teacher Credentialing as a teacher education institution to provide teaching experience through practice teaching to students enrolled in teacher education curriculum of such institutions.

TO SUPPORT 2020-2021 BOARD PRIORITY NO. 2: Foster a Positive Culture of Learning – Ensure equitable teaching and learning opportunities led by excellence; support culturally relevant curriculum that emphasizes inclusion; and increase parent and family engagement opportunities.

USC SCHOOL/SCHOOL DISTRICT PLACEMENT AGREEMENT

This School / School District Placement Agreement (“Agreement”) is made this 2nd day of November, 2020, by and between GLENDALE UNIFIED SCHOOL DISTRICT, with an address located at 223 North Jackson Street, Glendale, CA 91206 (“School” or “District”), and the University of Southern California, a California nonprofit educational institution, with an address of Waite Phillips Hall, 3551 Trousdale Parkway, ADM 352, Los Angeles, CA 90089 (“USC”). USC and School/District may be referred to collectively as the “parties” and individually as a “party.”

WHEREAS, USC offers graduate degree programs to its students (“Candidates”) in classroom and in online learning environments; and

WHEREAS, with respect to the online learning environment, USC Rossier offers graduate degree programs with an online learning component and field placement experiences (“Programs”), including, among others, Programs in the fields of teaching, school counseling, and social work.

NOW THEREFORE, intending to be legally bound hereby, the parties agree as follows:

1. Placements. The School/District agrees to host one or more Candidates in accordance with the terms of this Agreement and as further set forth in either: (a) the Teaching Candidate Addendum with respect to teaching Candidates; (b) the School Counseling Candidate Addendum with respect to School Counseling Candidates; or (c) such other addenda for such additional Programs as may be agreed upon by the parties from time to time. Each aforementioned Addendum (collectively, the “Addenda”) is incorporated into and made a part of this Agreement.

2. Placement Opportunities.

(a) USC will request placements for its Candidates for one or more of the Programs detailed in the Addenda. Each request shall identify the particular Candidate (or, for groups of Candidates, a composite description of relevant background, assignment request, assignment objectives and suggested activities as appropriate to requested assignments for the Candidate group). USC shall comply with any School/District policy applicable to such placement requests and provided by the School/District to USC.

(b) The School/District agrees to use good-faith efforts to place Candidates proposed by USC within the School/District. The School/District shall have the sole discretion with respect to all Candidate assignments hereunder, provided that the School/District shall involve USC throughout the decision-making process. The School/District shall not in any way be obligated to accept assignments of Candidates beyond the capabilities of the School/District, as determined by the School/District in its sole discretion. The School/District shall have the right to terminate its relationship with any Candidate for violation of the School’s/District’s regulations or for other reasonable cause in accordance with the School’s/District’s standard policies or practice.

3. Compliance with Law.

(a) *Background Investigations.* (i) USC shall inform each Candidate being hosted by the School/District that they are required to complete a background check and receive appropriate clearance(s) in accordance with applicable state and local law prior to commencing any assignment at the School/District (e.g., a State-issued Certificate of Clearance in the case of a teacher placement in California). (ii) The School/District may impose requirements upon Candidates in addition to those required by state law as set forth in Section 3(a)(i) above (the “Additional Requirements”). In such event, the School/District agrees to provide all such Additional Requirements in writing to USC promptly following execution of this Agreement (or, as applicable, promptly upon any adoption or modification thereof occurring during the Term of this Agreement). USC shall communicate all such Additional Requirements to Candidates, and shall advise Candidates to make any and all additionally required submissions directly

to the School/District. Upon notice to the Candidate, the School/District shall have the right to reject any Candidate who fails to comply with the Additional Requirements from participating in an assignment at the School/District.

4. No Employment Relationship of Candidates.

(a) Candidates are students, and not employees of USC or the School/District. As such, they are not covered by USC's or the School's/District's workers' compensation policies.

(b) Candidates are neither entitled to, nor shall receive, any compensation or other employee-related benefit (without limitation) from USC or the School/District. Candidates shall not displace any School/District employee.

(c) The School/District shall provide in writing any requirements for Candidates to obtain and maintain personal liability insurance coverage, which requirements may vary based on the applicable Program. USC shall communicate to Candidates any such School/District coverage requirements, provide reasonable assistance to Candidates in obtaining such coverage, and facilitate each Candidate's submission of appropriate documentation thereof directly to the School/District (which the School/District agrees to accept).

5. Information, Hiring & Confidentiality.

(a) USC is a non-profit, educational research institution interested in evaluating the success of its graduates in impacting student achievement relative to comparable teachers, school counselors, school social workers, or other appropriate position, as the case may be. As such, USC may request the School/District to provide information to assist USC in its evaluative process. If available, the School/District shall provide such information to USC following any such reasonable request.

(b) The School/District may hire any Candidate(s) upon program completion, but is under no obligation to do so.

(c) USC shall not request the School/District to provide any health or other records of any student of the School/District covered by the Family Educational Rights and Privacy Act ("FERPA"); nor shall USC request any Candidate to share any protected School/District data (whether about School/District students or personnel) with USC.

(d) To the extent that any party to this Agreement discloses any confidential information to any other party hereto in connection with the relationships contemplated hereunder, the parties agree during the term of this Agreement (and all renewals thereof) and for a period of two (2) years thereafter to use reasonable efforts to protect, maintain as confidential, and not disclose, any such confidential information of any other party.

6. Compliance with the Law. The parties hereto shall comply with all applicable federal, state and local laws, rules, statutes, acts, regulations, code and similar legal requirements, including but not limited to FERPA.

7. Non-Discrimination. Each party represents that it is an equal opportunity employer. Each party certifies that it does not, and shall not, discriminate against its employees, students, Candidates or applicants on any unlawful basis. Each party certifies that it is, and shall remain, in compliance with all laws, regulations, executive orders or other legal prohibitions against discrimination.

8. Indemnification.

(a) *Indemnification by School/District.* The School/District shall indemnify, defend and hold harmless USC, its employees, agents and representatives, from all claims, actions, awards or judgments for damages, including costs, expenses and attorneys' fees, where liability is found to exist by reason of the acts or omissions of the School/District, its employees, agents or representatives.

(b) *Indemnification by USC.* USC shall indemnify, defend and hold harmless the School/District, its employees, agents and representatives, from all claims, actions, awards or judgments for damages, including costs, expenses and attorneys' fees, where liability is found to exist by reason of the acts or omissions of USC, its employees, agents or representatives.

9. Governing Law. The interpretation, application, and enforcement of this Agreement shall be governed by the laws of the State of California without reference to choice of law principles. Any claim, suit, or cause of action involving the interpretation, application, or enforcement of this Agreement shall be commenced in the appropriate state or federal courts in the State of California.

10. Term, Termination and Renewal. The Term of this Agreement shall begin as of the later of the Effective Date or the date of the School's/District's signature set forth below ("Term Commencement Date") and continue through June 30th of the calendar year following the third anniversary of the Term Commencement Date. Unless any party terminates this Agreement pursuant to this Section 10, this Agreement shall automatically renew for successive one (1) year periods beginning each July 1st thereafter. Any party may terminate this Agreement with or without cause upon written notice to the other parties, provided that any such termination shall only be effective after the end of the school year during which the written notice of termination is issued. For the avoidance of doubt, other than where the School/District removes a Candidate pursuant to Section 2(b) above, the School/District shall permit current Candidates to complete the current school year at the time of any such termination.

11. Notices. Any notice to be given hereunder by any party to this Agreement shall be in writing and will be deemed given on the date received as evidenced by confirmation of receipt, except if such confirmation is later than 3:00 p.m. (School/District local time), addressed as follows (provided that, upon written notice in accordance herewith, any party may update its notice recipients at any time during the term of this Agreement):

(a) *If to the School/District:* Glendale Unified School District, 223 North Jackson Street, Glendale, CA 91206; attention: Dr. Darneika Watson, Chief Human Resources and Operations Officer, Facsimile No. (818) 547-3207.

(b) *If to USC:* University of Southern California, Rossier School of Education, Waite Phillips Hall, 3470 Trousdale Parkway, WPH-504G, Los Angeles, CA 90089; attention: Dr. Kathy Stowe, Associate Dean of Academic Programs; Facsimile No. (213) 740-5799.

12. Limitation of Liability. Except as such damages may be sought or assessed in respect to third party actions covered by the indemnification provisions herein, no party shall be liable to the other for consequential, incidental, indirect, exemplary, punitive or special damages of any nature or character (including loss of profits, data, business or goodwill or any indirect economic damages whatsoever), from causes of action of any kind, including contract, tort (including strict liability or other legal theory), a breach of any warranty or term of this agreement, or otherwise, even if the party at fault or in breach has been advised or had reason to know in advance of the possibility of incurring such damages.

13. Severability. In the event that any provision of this Agreement conflicts with the law under which this Agreement is to be construed or if any such provision is held invalid or unenforceable by a court with jurisdiction over the parties to this Agreement, such provision will be restated to reflect as nearly as possible the original intentions of the

parties in accordance with applicable law; and the remaining terms, provisions, covenants, and restrictions of this Agreement will remain in full force and effect.

14. Entire Agreement/No Modification/Counterparts/Execution/Binding Agreement. This Agreement constitutes the entire agreement between the parties with respect to its subject matter, and fully supersedes and replaces any and all prior or contemporaneous understandings or agreements, written or oral, between the parties hereto or any of their respective affiliates regarding such subject matter. Any waiver, change in, amendment, addition, supplement or other modification of any provision of this Agreement will be valid and effective only if in writing and signed and dated by all parties hereto subsequent to the execution of this Agreement. This Agreement may be executed in any number of counterparts, each of which shall be deemed to be an original as against any party whose signature appears thereon, and all of which shall together constitute one and the same instrument. This Agreement shall become binding when one or more counterparts hereof, individually or taken together, bear the signatures of all of the parties reflected hereon as the signatories. A faxed, PDF or electronic signature shall have the same legally binding effect as an original signature. This Agreement will be binding upon the parties and their successors, affiliates, subsidiaries, assigns, officers, directors, employees, and agents. All continuing covenants, duties and obligations herein shall survive the expiration or earlier termination of this Agreement.

15. Arbitration. All controversies, claims and disputes arising in connection with this Agreement shall be settled by mutual consultation between the parties in good faith as promptly as possible, but failing an amicable settlement shall be settled finally by arbitration in accordance with the provisions of this paragraph. Such arbitration shall be conducted in Los Angeles, California, in accordance with the Commercial Arbitration Rules of the American Arbitration Association ("AAA"). The parties hereto hereby agree that the arbitration procedure provided for herein shall be the sole and exclusive method of resolving any and all of the aforesaid controversies, claims and disputes. The costs and expenses of the arbitration, including without limitation attorneys' fees, shall be borne by the parties in the manner determined by the arbitrator. Legal action for (i) entry of judgment upon any arbitration award or (ii) adjudication of any controversy, claim or dispute arising from a breach or alleged breach of this paragraph may be heard and tried only in the courts of the State of California for the County of Los Angeles or the Federal District Court for the Central California for the County of Los Angeles or the Federal District Court for the Central District of California. Each of the parties hereto hereby irrevocably and unconditionally waives any right(s) to trial by jury in any action or proceeding arising under this Section 15 and each party further waives any defense of lack of in personam jurisdiction of said courts. Each party agrees that service of process in such action may be made upon each of them by mailing it certified or registered mail to the other party at the address provided for in this Agreement. Both parties agree that the prevailing party shall be entitled to recover from the non-prevailing party reasonable expenses, including without limitation, attorneys' fees.

16. No Agency; No Assignment. Both parties acknowledge that they are independent contractors, and nothing contained herein shall be deemed to create an agency, joint venture, franchise, or partnership relation between the parties. Neither party hereto shall have the right, directly or indirectly, to assign, transfer, convey or encumber any of its rights under this Agreement without the prior written consent of the other party. Subject to the foregoing, this Agreement shall be binding upon and inure to the benefit of the respective successors and assigns of the parties.

INTENDING TO BE LEGALLY BOUND HEREBY, the parties affix their respective hands below:

GLENDALE UNIFIED SCHOOL DISTRICT	UNIVERSITY OF SOUTHERN CALIFORNIA, ON BEHALF OF THE USC ROSSIER SCHOOL OF EDUCATION
Print Name: <u>Dr. Darneika Watson</u>	Print Name: _____
Signature: _____	Signature: _____
Dated: _____	Dated: _____

**TEACHING CANDIDATE ADDENDUM
TO THE ROSSIER PLACEMENT AGREEMENT**

This Teaching Candidate Addendum to the School/School District Placement Agreement (“Addendum”) is incorporated into and made a part of that certain School / School District Placement Agreement (the “Agreement”) executed concurrently with this Addendum (or subsequently on the date indicated below), and is effective as of “Term Commencement Date”, as defined in the Agreement. Capitalized terms not otherwise defined in this Addendum shall have the meaning ascribed to them in the Agreement.

1. Controlling Terms. The terms of this Addendum modify and supplement the Agreement. Whenever any inconsistency or conflict exists between the Agreement and this Addendum, the terms of this Addendum control and supersede the Agreement. In all other respects, the terms of the Agreement are ratified and confirmed.

2. Placement Opportunities. USC shall identify prospective Candidates to the School/District for potential placement within the School/District, including assignment to a teacher of record, in the following categories: (i) “Observation Students” (e.g., recess observation, lunchtime interactions, interactions with parents/teachers, etc.); (ii) “Research Students” (e.g., case study, classroom observation with student interaction, lesson delivery as part of fieldwork, etc.); and (iii) “Student Teachers” (i.e., “Guided Practice”, with “Guiding Teachers”, as defined in Section 3 below). USC shall supply the Candidate’s name, relevant program and background clearance information and type of assignment appropriately matching the prospect’s needs. Notwithstanding the foregoing, the School/District shall at all times have discretion over the maximum number of Candidates it shall accept as Observation Students, Research Students and Student Teachers, the length of assignments, and the distribution of assignments.

3. Guiding Teachers.

(a) The School/District shall make recommendations to USC regarding teachers whom it believes are appropriate to serve as Guiding Teachers (defined below). Through the School’s/District’s recommendations, USC’s observations and Student Teacher reference, USC shall identify teachers working within the School/District to supervise and prepare Student Teachers during their student teaching experiences (“Guiding Teacher”).

(b) Both the School/District and USC shall approve the participation of any teacher as a Guiding Teacher, provided that the School/District shall use its best efforts to approve a sufficient quantity of Guiding Teachers necessary to oversee the agreed-upon number of Student Teachers placed within the School/District at any time.

(c) Should any Guiding Teacher become unable to perform or fulfill his or her duties hereunder, the School/District shall assign an alternative Guiding Teacher to the Student Teacher (excluding a substitute teacher that replaces the original Guiding Teacher within the School/District).

4. Credential Seeking Candidates. Any credential seeking USC Student Teacher Candidate shall be required to sit for and pass applicable, state- and subject-specific exams (e.g., CSET, CBEST, etc.) prior to the commencement of his or her assignment as a Student Teacher.

5. Honorarium.

(a) Upon each Student Teacher’s completion of his or her guided learning assignment, USC shall pay, or direct a designated third party to pay, an honorarium of \$350.00 directly to each Guiding Teacher for his or her participation in a Student Teacher’s guided learning assignment. The School/District agrees that USC may require Guiding Teachers to submit reasonable documentation to USC prior to USC making payments hereunder.

(b) USC shall comply with any School/District policy requiring that the School/District, and not third parties, make Guiding Teacher payments to Guiding Teachers. In such event, the School/District may require USC

to make Guiding Teacher payments to the School/District for distribution by the School/District to Guiding Teachers, provided that the School/District shall first invoice USC for any such payment(s). For the avoidance of doubt, in the event that USC makes Guiding Teacher payments to the School/District in accordance with this Section 5(b), Section 5(a) above shall be deemed stricken from the Agreement with respect thereto.

(c) Should any Guiding Teacher fail to complete his or her assignment hereunder (either due to such teacher's own circumstances or due to USC's removal of the teacher as a Guiding Teacher), USC shall pay the corresponding honorarium on a pro rata basis.

(d) USC shall comply with any written School/District policy or procedure contrary to this Section 5, provided that the School/District shall provide any copy/copies thereof upon execution of the Agreement or subsequent adoption thereof.

6. Use of Video. USC utilizes video recording throughout its programs, including as an essential element of its instruction methodology. (By way of example only, the State of California requires USC to administer a Teaching Performance Assessment ("TPA") of its students as part of USC's teacher preparation program, with a component of that TPA being video that USC must obtain from each Student Teacher and maintain on file with the California Commission on Teacher Credentialing.) As such, any Student Teacher may make video recordings as part of his or her program studies throughout his or her assignment at the School/District. USC shall require Student Teachers to be responsible for obtaining appropriate and signed video release/authorization forms (which USC shall provide to Student Teacher) on behalf of recorded individuals, as appropriate, including obtaining parent/guardian signatures on behalf of recorded individuals who are minors (*i.e.*, under the age of legal competence). The School/District may provide reasonable assistance to Student Teachers in obtaining signatures on such forms.

7. Performance Data. Should the School/District hire any teacher Candidate(s), the School/District shall support USC's program evaluation initiatives by sharing student-level performance data for students he or she teaches to measure teacher efficiency relative to other Master of Arts in Teaching graduates and to other new teachers prepared through other pathways. USC shall keep such data confidential and use it only to facilitate analysis of its effectiveness, and will share its findings with the School/District. This paragraph 7 shall survive the expiration or termination of the Agreement for any reason.

INTENDING TO BE LEGALLY BOUND HEREBY, the parties affix their respective hands below:

GLENDALE UNIFIED SCHOOL DISTRICT	UNIVERSITY OF SOUTHERN CALIFORNIA, ON BEHALF OF THE ROSSIER SCHOOL OF EDUCATION
Print Name: <u>Dr. Darneika Watson</u>	Print Name: _____
Signature: _____	Signature: _____
Dated: _____	Dated: _____

**SCHOOL COUNSELING CANDIDATE ADDENDUM
TO THE ROSSIER PLACEMENT AGREEMENT**

This School Counseling Candidate Addendum to the School / School District Placement Agreement (“Addendum”) is incorporated into and made a part of that certain School / School District Placement Agreement (the “Agreement”) executed concurrently with this Addendum (or subsequently on the date indicated below), and is effective as of “Term Commencement Date”, as defined in the Agreement. Capitalized terms not otherwise defined in this Addendum shall have the meaning ascribed to them in the Agreement.

1. Controlling Terms. The terms of this Addendum modify and supplement the Agreement. Whenever any inconsistency or conflict exists between the Agreement and this Addendum, the terms of this Addendum control and supersede the Agreement. In all other respects, the terms of the Agreement are ratified and confirmed.

2. Placement Opportunities. USC shall identify prospective Candidates to the School/District for potential placement within the School/District, including assignment to a school-site supervisor of record. USC shall supply the Candidate’s name, relevant program and background clearance information and type of assignment appropriately matching the prospect’s needs. Notwithstanding the foregoing, the School/District shall at all times have discretion over the maximum number of Candidates it shall accept as School Counselor Students, the length of assignments, and the distribution of assignments.

3. School-site Supervisor.

(a) The School/District shall make recommendations to USC regarding [staff members] whom School/District believes are appropriate to serve as “School-site Supervisors” (defined below). Through the School’s/District’s recommendations, USC’s observations and School/District staff references, USC shall identify counselors and other staff working within the School/District to supervise and prepare School Counselor Candidates during their in-school experiences (“School-site Supervisors”).

(b) Both the School/District and USC shall approve the participation of any staff as a School-site Supervisor, provided that the School/District shall use its best efforts to approve a sufficient quantity of School-site Supervisors necessary to oversee the agreed-upon number of School Counselor Candidates placed within the School/District at any time.

(c) Should any School-site Supervisor become unable to perform or fulfill his or her duties hereunder, the School/District shall assign an alternative School-site Supervisor to the School Counselor Candidate (excluding a substitute teacher that replaces the original School-site Supervisor within the School/District).

4. Credential Seeking Candidates. Any credential seeking USC School Counselor Candidate shall be required to sit for and pass applicable, state-specific exams (*for example, in California, the California Basic Educational Skills Test*), as applicable in the Candidate’s state of residence, prior to the commencement of his or her assignment as a School Counselor Candidate.

5. Use of Video. USC utilizes video recording throughout its programs, including as an essential element of its instruction methodology. As such, any Candidate may make video recordings as part of his or her program studies throughout his or her assignment at the School/District. USC shall require Candidates to be responsible for obtaining appropriate and signed video release/authorization forms (which USC shall provide to Candidate) on behalf of recorded individuals, as appropriate, including obtaining parent/guardian signatures on behalf of recorded individuals who are minors (*i.e.*, under the age of legal competence). The School/District may provide reasonable assistance to Candidates in obtaining signatures on such forms.

6. Performance Data. Should the School/District hire any school counselor Candidate(s), the School/District shall support USC's program evaluation initiatives by sharing student-level performance data for students he or she counsels to measure school counselor efficiency relative to other Master of Education in School Counseling graduates and to other new school counselors prepared through other pathways. USC shall keep such data confidential and use it only to facilitate analysis of its effectiveness, and will share its findings with the School/District. This paragraph 6 shall survive the expiration or termination of the Agreement for any reason.

INTENDING TO BE LEGALLY BOUND HEREBY, the parties affix their respective hands below:

GLENDALE UNIFIED SCHOOL DISTRICT	UNIVERSITY OF SOUTHERN CALIFORNIA, ON BEHALF OF THE ROSSIER SCHOOL OF EDUCATION
Print Name: <u>Dr. Darneika Watson</u>	Print Name: _____
Signature: _____	Signature: _____
Dated: _____	Dated: _____

GLENDALE UNIFIED SCHOOL DISTRICT

November 2, 2020

CONSENT CALENDAR NO. 19

TO: Board of Education
FROM: Dr. Vivian Ekchian, Superintendent
PREPARED BY: Dr. Darneika Watson, Chief Human Resources & Operations Officer
SUBJECT: **Agreement with University of Redlands**

The Superintendent recommends that the Board of Education approve the Educational Fieldwork Agreement with University of Redlands.

This agreement is between the Glendale Unified School District and University of Redlands to provide educational fieldwork experiences to students enrolled in the Professional Educational curriculum and/or the Communicative Disorders curriculum of the University. The term of the Agreement will commence upon full execution through June 30, 2022. There is no fiscal impact to the District.

In accordance with the provisions of Sections 44225 and 44227 of the California Education Code, the Governing Board of any school district is authorized to enter into agreements with the California State Universities and Colleges, the University of California, or any other university or college approved by the Commission on Teacher Credentialing as a teacher education institution to provide teaching experience through practice teaching to students enrolled in teacher education curriculum of such institutions.

TO SUPPORT 2020-2021 BOARD PRIORITY NO. 2: Foster a Positive Culture of Learning – Ensure equitable teaching and learning opportunities led by excellence; support culturally relevant curriculum that emphasizes inclusion; and increase parent and family engagement opportunities.



**EDUCATIONAL FIELDWORK AGREEMENT
2020-2022**

This agreement is entered into by and between **GLENDALE UNIFIED SCHOOL DISTRICT** (hereinafter called the "District"), and the **UNIVERSITY OF REDLANDS** (hereinafter called the "University"). This term of agreement shall be from **1 JULY 2020** until **30 JUNE 2022**.

A. RECITALS

1. The purpose of this Agreement is to provide educational fieldwork experiences to students enrolled in the Professional Educational curriculum and/or the Communicative Disorders curriculum of the University. This Agreement is entered into pursuant to the applicable provisions of the California Educational Code, including, but not limited to, Section 11006.
2. Notwithstanding any other provisions herein, this Agreement shall become operant only pursuant to the provisions of Board Policy/Administrative Regulation of the District.

B. OPERATIVE PROVISIONS

1. The District shall provide educational fieldwork experiences in schools, classes or other appropriate sites of the District, under the direct supervision and instruction of certificated employees of the District, not to exceed 16 semester units of credit per student.
2. The District may, for good cause, refuse to accept for participation, any student of the University assigned to educational fieldwork experiences in the District. The University shall terminate the assignment of any student of the University upon the District's request, which request shall be made only for good cause.
3. In performance of this Agreement, each of the parties hereto agrees that it shall not discriminate against any student on the basis of race, color, religion, ancestry, national origin, physical or mental impairment, sex, or any other basis prohibited by law.
4. That in accordance with PC 11105.3, pre-service teachers and fieldwork candidates will not be placed in fieldwork experiences in the District with unsupervised access to children until a background check by the Department of Justice, including fingerprint clearance, is complete and received by the District. Subsequent arrest records received by the District will be cause for a District review of continued student suitability. The District will be the sole determiner if it is deemed that the student will be removed from the fieldwork assignment.
5. Credential candidates assigned field experiences in #6 that follows, will be provided early educational fieldwork experiences including the appropriate student and school permission

embedded in the California Commission on Teacher Credentialing TPA (Teacher Performance Assessment), a required mandate.

6. Assignment of a student of the University to pre-service fieldwork experiences in schools will be under the following definitions:

“Student Teachers” means persons recommended by the University, possessing a certificate of clearance or other appropriate certificate, who have been approved to engage in unpaid classroom teaching experiences and/or individualized therapy under the supervision of a regularly credentialed employee of the District. An assignment of a student of the University to a student teaching or placement in schools of the District shall be at the discretion of the University, working cooperatively with the District. The assignment shall last for a designated period of time, not to exceed a full semester of 70 days.

“Clinic Teachers” means persons recommended by the University, possessing a certificate of clearance or other appropriate certificate, to engage in limited unpaid classroom teaching experiences under the supervision of a regularly credential employee of the District. Clinic teaching is designed to provide University teacher candidates limited exposure and practice to teaching methods for a designated period (usually 4 to 6 weeks). Arrangements for this experience will be made cooperatively between the University supervisor and the principal of the participating school.

“Student Interns” means person recommended by the University possessing a certificate of clearance or other appropriate certificate, who have been approved to engage in unpaid educational service experiences (counseling, administration, librarianship, etc.) under the supervision of a regularly credentialed employee of the District.

“Teaching Interns” means persons recommended by the University possessing a certificate of clearance and an Internship Credential, who have been approved to engage in paid teaching services under the supervision of a regularly credentialed employee of the District and a University supervisor for a minimum of 90 days. The University reserves the right to issue or deny the preliminary teaching credential at the end of the internship experience. Either the District or the University may remove the teaching intern for unsatisfactory performance.

“Student Observers” means persons recommended by the University who have been approved to engage in observation of classroom teaching or other educational services performed by regularly credentialed employees of the District. Student observers may be permitted to engage in limited educational fieldwork experiences under the direct supervision and in the presence of a regularly credentialed employee of the District.

“Education Administration Fieldwork/Interns” means persons recommended by the University who hold a baccalaureate degree from a regionally accredited institution of higher education (EC 44453) and has completed three years experience (intern) five years experience (Preliminary Administrative Services Program) on a prerequisite credential, received a passing score on the CBEST, and is eligible for an Administrative Internship Credential, who have been approved to engage in paid administrative services, if this does not displace a certificated employee, and shall be under the supervision of a regularly credentialed employee of the District and a University Supervisor for a minimum of 16 weeks. The University authorizes the candidates in an administrative internship program to assume the functions authorized by the regular administrative services credential. The University reserves the right to issue or deny the preliminary administrative credential at the end of the internship experience. Either

the District or the University may remove the administrative intern for unsatisfactory performance.

PASC students are required to complete 60 hours of fieldwork, 10 hours per course under the supervision of an on-site supervisor/coach, holding an Administrative Services Credential and working in an administrative capacity. Students will complete 20 hours of fieldwork at an elementary site, 20 hours at a middle school site, and 20 hours at a high school site under the supervision of a Supervisor/Coach. Supervisor/Coaches will meet 6 times each semester with the PASC student to 1. Plan a prescribed administrative Fieldwork Experience 2. Implement the plan to enhance the on-site experience 3. Evaluate each area implemented to ensure a completed quality experience 4. Provide quality feedback to the candidate. Supervisor/Coaches are invited to attend planned professional development workshops provided by the School of Education.

“School Counseling Fieldwork Candidates” means persons recommended by the University, who possess a valid certificate of clearance, current TB test, have satisfied the Basic Skills requirement, satisfactorily completed pre-requisite courses and practicum hours, and have completed an application for Field Placement approved by the Department of Counseling and Human Services. Candidates are concurrently enrolled in EDUC 677 Supervised Counseling Field Work during their fieldwork experience. Candidates will be under the supervision of a regularly paid Pupil Personnel Service (PPS) credentialed employee of the District (herein referred to as the on-site supervisor) and a University supervisor. One hour of supervision will be provided by the on-site supervisor for each week of fieldwork experience. The on-site supervisor and the school counseling candidate will decide on the number of fieldwork hours to be completed at any given site. This information will be noted in writing prior to beginning the fieldwork experience. A total of 600 clock hours of fieldwork are required to complete the PPS credential. 400 hours must be completed in public K-12 settings, and up to 200 hours can be completed in non-public counseling settings. The 400 hours of public K-12 experience must be completed in two different K-12 levels. The University reserves the right to issue or deny the PPS credential at the end of the field experience. Either the District or the University may remove the counseling candidate for unsatisfactory performance.

“Communicative Disorders Fieldwork/Interns” means persons recommended by the University, possessing a certificate of clearance or other appropriate certificate, who have been approved to engage in unpaid educational service experiences (evaluation, conferencing, therapy, etc.), under the supervision of a state credentialed and ASHA certified speech/language pathologist. An assignment of a student of the University to a placement in the Public School shall be at the discretion of the University, working cooperatively with the Public School. The assignment shall last for a designated period of time, not to exceed a full semester of 15 weeks (usually 10 to 13 weeks).

7. The assignment of a student of the University to pre-service fieldwork experiences in the District shall be deemed to be effective for the purposes of this Agreement as of the date the University presents to the proper authorities of the District a document effecting such assignment or through other procedures established and communicated by the District.
8. The University will be responsible for providing a University supervisor or person designated and employed by the University to direct, supervise, and evaluate the performance of students of the University engaged in pre-service fieldwork experiences. This person(s) will work cooperatively with those individuals in the District responsible for placement and direct supervision.

9. The University is obligated to maintain neutrality in the District's labor disputes, to ensure that all field experiences, including practice teaching, will be educationally valid, and to avoid placing its students in situations in which there is a risk of physical injury.
 - a) In the event of a labor dispute in the District, University students involved in field experiences shall report to the University until the University supervisor and director of fieldwork have assessed the situation.
 - b) During a labor dispute at a District field experience site, University faculty members who supervise students will visit the District's school site on a regular basis to observe, to meet with District personnel, and to determine whether the situation remains educationally valid and physically safe for field experience activity.
 - c) During disputes, if the situation is educationally valid and physically safe and the District teacher is present in his/her regular position, the University supervisor will allow the student the option of continuing to practice teach at that site or of terminating the assignment.

C. FINANCIAL PROVISION

1. It has been determined between the parties hereto that any payments to be made to the District or its employees under this Agreement do not exceed the actual cost to the District of the services rendered by the District.
2. Notwithstanding any other provisions of this Agreement, the University shall not be obligated by this Agreement to pay the District or its employees any amount in excess of the total sum set forth in financial provisions.
3. The University shall tender to the District an honorarium of \$100.00 per seven week period for each full-time student teacher of the University assigned to schools in the District, to be paid at the end of the assignment. The District shall reimburse each supervisory master teacher/employee, at rates specified herein.
4. For Counseling Fieldwork Candidates only, the University shall tender to the District a \$50.00 honorarium for each 100 hours, to be paid at the end of the assignment. The District shall reimburse each district supervisor/employee at the rates specified herein.
5. For Communicative Disorders Fieldwork/Interns only, the University shall tender to the District an honorarium of \$200.00 for each full-time supervisor for each full-time student of the University to be paid at the end of the assignment. The District shall reimburse each master teacher at rates specified herein.

D. ALTERATION DISCLAIMER

No alteration or variation of the terms of this Agreement shall be valid unless made in writing and signed by the parties hereto, and no oral understanding of agreement not incorporated herein shall be binding on any of the parties hereto.

E. MUTUAL HOLD HARMLESS AND INDEMNIFICATION

THE UNIVERSITY OF REDLANDS shall hold harmless, defend and indemnify **GLENDALE UNIFIED SCHOOL DISTRICT** and its officers, employees, and agents from any and all losses, demands, claims, damages (including costs and attorney fees), or causes of action arising from any negligent or willful act of **THE UNIVERSITY OF REDLANDS**, its officers, employees, or student teachers incurred in the performance of this Agreement.

GLENDALE UNIFIED SCHOOL DISTRICT shall hold harmless, defend and indemnify the **UNIVERSITY OF REDLANDS** and its officers, employees, and agents from any and all losses, demands, claims, damages (including costs and attorney fees), or causes of action arising from any negligent or willful act of **GLENDALE UNIFIED SCHOOL DISTRICT** it's officers, employees, or student teachers incurred in the performance of this Agreement.

F. NO EMPLOYER-EMPLOYEE RELATIONSHIP

No relationship of employer and employee is created by this agreement. It is understood that the student shall have no claim under this agreement against the School District for vacation with pay, sick leave, retirement benefits, medical or dental insurance, worker's compensation benefits or social security contributions.

G. OTHER AGREEMENT

This Agreement replaces all previous agreements between the **UNIVERSITY OF REDLANDS** and the **GLENDALE UNIFIED SCHOOL DISTRICT**. This Agreement may be extended or modified for subsequent periods of time with the written agreement of both parties.

This Agreement is executed this day **1 July 2020**.

GLENDALE UNIFIED SCHOOL DISTRICT

By _____ Date _____
Signator _____
Signator's Title _____

UNIVERSITY OF REDLANDS

By _____ Date _____
Kathy Ogren
Provost

GLENDALE UNIFIED SCHOOL DISTRICT

November 2, 2020

CONSENT CALENDAR NO. 20

TO: Board of Education
FROM: Dr. Vivian Ekchian, Superintendent
SUBJECT: **Acceptance of Gifts**

The Superintendent recommends that the following gifts to the District be accepted and that letters of appreciation be written to the donors:

- a. Scholarship America wish to donate to the District \$2,000.00 to purchase equipment to support programs taught by Dominique Evans for use at Clark Magnet High School.
- b. The Gene Haas Foundation wish to donate to the District \$18,000.00 to support scholarships and student competition teams highlighting CNC Manufacturing Programs for use at Clark Magnet High School.
- c. Korean Consulate General - Education Center wish to donate to the District through the Educational Services Department \$13,000.00 to purchase instructional materials and supplies for use at Monte Vista Elementary, Mark Keppel Elementary and Toll Middle Schools.
- d. Foundation for Korean Language and Culture in the USA wish to donate to the District through the Educational Services Department \$15,000.00 to purchase instructional materials and supplies for use at Rosemont Middle and Hoover High Schools.
- e. W.A.V.E. Foundation wish to donate to the District \$142.50 to be used for technology consultant services at Verdugo Woodlands Elementary School.
- f. GENYouth wish to donate to the District through the Nutrition Services Department \$9,000.00 to be used by the Nutrition Services Department.
- g. School Nutrition Foundation wish to donate to the District through the Nutrition Services Department \$1,500.00 to purchase equipment for the Nutrition Services Department.
- h. Frances Elaine Murphy wishes to donate to the District through the Educational Services Department a small fan, shredder and various holiday decorations to be used at various sites.

- i. Frances Elaine Murphy wishes to donate to the District through the Educational Services Department office supplies to be used for the Elementary Music Program.