

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

BOARD OF EDUCATION
AGENDA

March 23, 2021
Meeting No. 20
Regular Meeting

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

BOARD OF EDUCATION MEETING NO. 20
Administration Center

March 23, 2021

“Preparing our students for their future.”

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

Please Note Times	
5:00 P.M. -	Opening, Acknowledgements and Recognitions Presentations Student Board Member Report Public Communication
	Closed Session
7:00 P.M. -	Regular Meeting Superintendent’s Updates 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 – 5:00 P.M.

- 1. Call to Order and Roll Call**
- 2. Pledge of Allegiance led by, Ani Sahakyan a 12th grade student at Clark Magnet High 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. First Female Eagle Scouts

Haneen Shehata an 11th grade student from Clark Magnet High School, along with Adele Kelley, Darcey Kelley and Samantha Hoxsie, become the First Female Eagle Scouts. Eagle Scout is the Scouts BSA program, highest rank, which only 6% of Scouts achieve on average. Community Services projects were completed at Glenoaks Elementary School.

2. 2021 Scholastic Bowl Essay Winners

The Board of Education wishes to recognize Hoover High School as the winning essay team of the District's 2021 High School Scholastic Bowl Essay Competition.

3. 2021 Scholastic Bowl Champions

The Board of Education wishes to recognize Crescenta Valley High School as the winning team of the District's 2021 High School Scholastic Bowl. The annual competition, now in its 31st year, engages teams from Clark Magnet, Crescenta Valley, Glendale, and Hoover High Schools. This year's Scholastic Bowl was held virtually. The Crescenta Valley High School Team answered the most questions correctly from the five content areas: Science, Mathematics, Art, Social Science, and Literature/Language Arts.

C. PRESENTATIONS

1. Cesar Chavez Day

In 2014, President Barack Obama declared March 31 as Cesar Chavez Day, a federal commemorative holiday to promote service to the community in honor of educator, environmentalist, labor organizer, and a civil rights leader Cesar Chavez. Students, staff, and administrators from Glendale Unified Adelante Latinos will share projects to commemorate the day.

2. Holocaust Remembrance Day 2021

David Meyerhof, Holocaust Speaker Coordinator, will speak on the Holocaust and request the GUSD Board of Education recognize April 8, 2021, as Holocaust Remembrance Day. (See Action Report No. 1).

C. PRESENTATIONS - continued

3. Visual and Performing Arts (VAPA) and Career Technical Education (CTE) Shines

Clark Magnet High School's VAPA teachers, Joshua Bishop, Tony Lockhart, Yeranui Paronikyan, Gregory Zamlich, and Joanna Zendejas collaborated to create a "VAPA Shines" presentation. Students at Clark Magnet High School have various opportunities to explore their interests by taking classes in Art, Design, Animation, Photography, and Cinematography. The video celebrates the beautiful and meaningful artwork and expressions created by their students during distance learning.

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.

E. COMMUNICATIONS FROM THE PUBLIC - continued

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 4:30 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/85393974390>
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 4:00 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

2. **Threat to Public Services or Facilities (Government Code Section §54957)**
Consultation with: Dr. Vivian Ekchian, Superintendent

3. **Conference with Legal Counsel-Existing litigations pursuant to Government Code Code Section §54956.9 (d)(1)**
Case No. LA-CO-1800-E
Case No. LA-CE-6596-E

G. RETURN TO REGULAR MEETING – 7:00 P.M.

H. SUPERINTENDENT’S UPDATES

1. **Return to School Update**
2. **Elementary Return to School Plans**
3. **Mental Health Support and Services for Employees**

I. INFORMATION

1. Proposed Board of Education Meeting Schedule 2021-2022 9

A proposed Board of Education meeting schedule for the 2021-22 school year is presented for the Board to review and comment. Board of Education meetings are held at the Administration Center, 223 N. Jackson Street.

2. Board of Education Annual Organization Meeting 10

On April 20, 2021 the annual organization meeting takes place. At this meeting, the Board will select officers for the year, readopt the Board Bylaws (9000 series), and authorize signatures. The Board will also elect one of its members to serve as a representative to the Los Angeles County School Trustees Association and one to serve on the County Committee on School District Organization. Board Policies 9100, 9121, 9123 and 9140.

3. Proposed New Course of Study Outlines for Use in High Schools in the Areas of English and Social Science 17

The proposed course of study outlines (Film as Literature and Ethnic Studies) are submitted for review and discussion by the Board of Education. The course outlines have been reviewed for content and evaluated by the members of the English and Social Science Curriculum Study Committees. The Secondary Education Council has reviewed the information and made a recommendation of approval of the course outlines to the Board of Education.

4. Acknowledgements of Service 30

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.

J. ACTION

1. Approval of Resolution No. 13 - Holocaust Remembrance Day 2021 31

The Superintendent recommends that the Board of Education adopt Resolution No. 13 to recognize April 8, 2021, as Holocaust Remembrance Day in the Glendale Unified School District in honor of the victims and survivors of the Holocaust.

2. Revision of Contract with Hey Tutor, Inc. 34

The Superintendent recommends that the Board of Education approve the increase of a Services Agreement between Glendale Unified School District and Hey Tutor, Inc. by \$100,000 for a total amount not to exceed \$200,000.

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 38**

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

 - a. Regular Meeting No. 19 March 9, 2021
- 2. Certificated Personnel Report No. 13 50**

The certificated report recommends approval of the following:

A maternity leave of absence, a change of maternity leave of absence, a parental leave of absence, health leaves of absence, an extension of health leave of absence, family & medical leaves of absence, a change of family & medical leave of absence, a home responsibility leave of absence, an additional assignment, elections hourly/daily, additional compensation and revision to previous personnel reports.
- 3. Classified Personnel Report No. 13 59**

The classified report recommends approval of the following:

Medical leave of absence; extension of medical leave of absence; parental leave of absence; termination – exhaustion of benefits; additional assignments; change of assignments; revisions to previous board reports; personal services agreement; and transportation authorization
- 4. Warrants 71**

The Superintendent recommends that the Board of Education approve Warrants totaling \$2,501,188.58 for March 5, 2021 through March 16, 2021.
- 5. Appropriation Transfer and Budget Revision Report 72**

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.
- 6. Approval of Memorandum of Understanding Between Arizona State University and Glendale Unified School District to Implement the Verizon Innovative Learning Lab Program at Wilson Middle School 77**

The Superintendent recommends that the Board of Education approve a Memorandum of Understanding between Arizona State University and Glendale Unified School District to implement the Verizon Innovative Learning Lab Program, including a custom-designed lab, at Wilson Middle School.

K. CONSENT - continued

7. Acceptance of Gifts

96

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

March 23, 2021

INFORMATION REPORT NO. 1

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

PREPARED IN: Office of the Superintendent

SUBJECT: Proposed Board of Education Schedule for 2021-2022

A proposed Board of Education meeting schedule for the 2021-22 school year is presented for the Board to review and comment. Board of Education meetings are held at the Administration Center, 223 N. Jackson Street.

2021

July 13

August 10 (*school begins August 18*), **31**

September 21

October 12

November 2, 16

December 14

(*Winter recess: December 20-January 7*)

2022

January 18

February 1, 15

March 8

(*Spring recess: March 14-18*)

April 5, *19 (**reorganization meeting*)

May 3, 17, 24 (**recognitions and info items only*)

June 21

Note: Tuesday, June 7 is election day. Last day of school for students is June 13.

GLENDALE UNIFIED SCHOOL DISTRICT

March 23, 2021

INFORMATION REPORT NO. 2

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

PREPARED IN: Office of the Superintendent

SUBJECT: **Board of Education Annual Organization Meeting**

On Tuesday, April 20, 2021, the annual organization meeting takes place. At this meeting, the Board will select officers for the year, readopt the Board Bylaws (9000 series), and authorize signatures. The Board will also elect one of its members to serve as a representative to the Los Angeles County School Trustees Association and one to serve on the County Committee on School District Organization. Board Policies 9100, 9121, 9123, and 9140 are attached for your reference.

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.

Organization

Each year, the Governing Board shall hold an annual organizational meeting. In non-election years, the Board of Education shall hold its organizational meeting on the 3rd Tuesday in April in the Board Room of the Administration Center. In election years, the Board shall hold its organizational meeting on the third Tuesday in April, subject to the certification of the election results as presented by the Los Angeles County Registrar-Recorder/County Clerk's Office.

At this meeting, the Board shall effect an organization of the Board for the year, readopt the Board Policies, and authorize signatures. The Board will also elect one of its members to serve as a representative to the Los Angeles County School Trustees Association and one to serve on the County Committee on School District Organization.

A. Selection of Officers

1. The selection of officers may be determined by a rotation of seats.
2. The seats on the Board of Education are:
 - Seat 1 - President
 - Seat 2 - Vice President
 - Seat 3 - Clerk
 - Seat 4 - Board Member
 - Seat 5 - Board Member
3. In non-election years and in years when there are no newly-elected Members, the outgoing President may rotate to Seat 5 and other Members may rotate forward.
4. When newly-elected Members join the Board:
 - a. New Member(s) may assume seats 5 (4, 3) in the order of election votes received with the forward seat receiving the most votes.
 - b. The outgoing President may rotate to the seat preceding the new Member(s).

B. Vacancy in Office

1. If a vacancy occurs, Board Members will advance to the next seat in the rotation process.
2. If the vacancy occurs in the first half of the year, the rotation will be considered one rotation. If the rotation occurs in the last half of the year, it will be considered an early rotation for the following year.

3. If the Board Member wishes to forego rotation to the next seat, that Board Member will assume Seat 5 and the other Members will rotate forward.

C. Non Rotation

1. If the Board chooses not to rotate officers, nominations for all offices and seats #4 and #5 will be taken and voted upon in accordance with Robert's Rules of Order.

The election of Board officers shall be conducted during an open session of the annual organizational meeting.

Legal Reference: Education Code ,Sections 35022; 35025; 35034; 35036; 35037; 35039;
35040; 35041.5; 35121; 35143; 35160; 35250
Education Code, Sections 35010-35014

Policy Adopted: 12/04/1956

Policy Amended: 01/18/1977; 03/19/1985; 08/23/1994; 05/18/1999; 04/25/2000;
04/02/2002; 04/01/2003; 06/24/2003; 04/03/2007; 04/20/2009; 02/19/2019

Formerly BP 9130, BP 9140

Duties of Members - President

The Governing Board shall elect a president from among its members to provide leadership on behalf of the governance team and the educational community it serves.

To ensure the Board meetings are conducted in an efficient, transparent and orderly manner, the president shall:

1. Call such meetings of the Board as he/she may deem necessary, giving notice as required by law.
2. Consult with the Superintendent or designee on the preparation of Board meeting agendas.
3. Call the meeting to order at the appointed time and preside over the meeting.
4. Announce the business to come before the Board in its proper order.
5. Enforce the Board's bylaws related to the conduct of meetings and help ensure compliance with applicable requirements of the Brown Act.
6. Recognize persons who desire to speak, and protect the speaker who has the floor from disturbance or interference.
7. Facilitate the Board's effective deliberation, ensuring that each Board member has an opportunity to participate in the deliberation and that the discussion remains focused.
8. Rule on issues of parliamentary procedure.
9. Put motions to a vote, and clearly state the results of the vote.

The president shall have the same rights as other members of the Board, including the right to discuss and vote on all matters before the Board.

The president shall perform other duties in accordance with law and Board policy including, but not limited to:

1. Signing all instruments, acts, orders, and resolutions necessary to comply with legal requirements and carry out the will of the Board.
2. Working with the Superintendent or designee to ensure that Board members have necessary materials and information.

Duties of Members - President

3. Subject to Board approval, appointing and dissolving all committees.
4. In conjunction with the Superintendent or designee, representing the district as the Board's spokesperson in communications with the media.
5. Leading the Board's advocacy efforts to build support within the local community and at the state and national levels.

The president shall participate in the California School Boards Association's Board President's Workshop and other professional development opportunities to enhance his/her leadership skills.

When the president resigns or is absent, the vice president shall perform the president's duties. When both the president and vice president are absent, the clerk shall perform the president's duties.

Legal Reference: Education Code Section 35022, 35143
Government Code 54950-54963 Ralph M. Brown Act

Policy Adopted: 12/04/1956
Policy Amended: 01/18/1977; 03/19/1985; 05/17/1994; 06/24/2003; 12/14/2010; 09/05/2017

Formerly BP 9310, 9320

Clerk

The Governing Board shall elect a clerk from its own membership at the annual organizational meeting. (Education Code 35143)

The duties of the clerk shall be to:

1. Certify or attest to actions taken by the Board when required
2. Maintain such other records or reports as required by law
3. Sign documents on behalf of the district as directed by the Board
4. Serve as presiding officer in the absence of the president and vice president
5. Notify Board members and members-elect of the date and time for the annual organizational meeting
6. Perform any other duties assigned by the Board

Legal Reference: Education Code, Sections 17593; 35038; 35039; 35121; 35143; 35250;
38113
Government Code 54950-54963 Ralph M. Brown Act

Policy Adopted: 12/04/1956

Policy Amended: 01/18/1977; 03/19/1985; 06/24/2003; 11/05/2018

Formerly BP 9330

Board Representatives

The Governing Board recognizes that effective performance of its community leadership responsibilities may require its participation in District or community committees on matters of concern to the District and its students. As needed, the Board may appoint any of its members to serve as its representative on a District committee or on a committee of another public agency or organization of which the Board or District is a member or to which the Board is invited to participate.

When making such appointments, the Board shall clearly specify the authority and responsibilities of the representative(s), including, but not limited to, reporting back to the Board regarding committee activities and/or actions. Board representatives shall not exercise the authority of the Board without prior Board approval.

If a committee discusses a topic on which the Board has taken a position, the Board member shall express the position as a representative of the Board. When contributing his/her own ideas or opinions, the representative shall clearly indicate that he/she is expressing his/her individual idea or opinion.

Board Representative to Elect Members of County Committee on School District Organization

At its annual organizational meeting, the Board shall designate one Board member as its representative to elect members to the county committee on school District organization. The Secretary shall notify the County Superintendent of Schools of the name of the representative selected by the Board.

Legal Reference: Education Code, Sections 4000-4014; 35020-35046; 35160
Government Code 54952.2

Policy Adopted: 03/19/1985

Policy Amended: 05/17/1994; 06/01/1999; 06/24/2003; 12/14/2010; 11/05/2018

Formerly BP 9160

GLENDALE UNIFIED SCHOOL DISTRICT

March 23, 2021

INFORMATION REPORT NO. 3

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

SUBJECT: **Proposed New Course of Study Outlines for Use in High Schools in the Areas of English and Social Science**

The proposed course of study outlines (Film as Literature and Ethnic Studies) are submitted for review and discussion by the Board of Education. The course outlines have been reviewed for content and evaluated by the members of the English and Social Science Curriculum Study Committees. The Secondary Education Council has reviewed the information and made a recommendation of approval of the course outlines to the Board of Education.

HIGH SCHOOLS

Department: English

Course Title: Film as Literature

Grade Level(s): 11-12

School(s)
Course Offered: Clark Magnet High School

UC / CSU Approved
(Y/N, Subject): Yes, "G" College Preparatory Elective

Course Credits: 5

Recommended
Prerequisite: "C" or better in previous English Class or Teacher Recommendation

Recommended
Textbook: N/A

Course Overview: Film as Literature is a course that provides students with the essential tools needed to critique and analyze different aspects of film the way they would novels or other literary texts. Students will use films as a platform to discuss culture, history, philosophy, human nature, and other related topics. Students will delve into concepts such as theme, structure, style, character analysis and much more. One of the major goals of this class will be to development analytical skills, critical thinking skills and listening and speaking skills. Students that choose to take this elective will be asked to activate prior knowledge from their previous English classes as they will be expected to write, discuss, and present their analysis of films.

This class attempts create a community for students who love writing, speaking, discussing, analyzing, and critiquing. It is aimed for students who may not always feel comfortable enough to be speak up, or those that don't consider themselves good writers. Students interested in the Art, Media & Entertainment CTE pathway will also hopefully find value and learning opportunities in this offered elective.

Films will be selected from varying genres to ensure and encourage learning about diversity, culture, and history.

Department: Social Science

Course Title: Ethnic Studies

Grade Level(s): 11-12

School(s)
Course Offered: Clark Magnet High School

UC/CSU Approved
(Y/N, Subject): Yes, Ethnic Studies

Course Credits: 5

Recommended
Prerequisite: None

Recommended
Textbook: None

Course Overview: Ethnic Studies aims to educate students on social justice themes related to ethnicity, identity, and the historical element that is the common denominator, while providing students with a democratic toolkit intended to support student's project-based learning needs. Students will have opportunities to analyze social change over time, learn about varied student populations, while exploring new perspectives in creative, hands-on projects. This class will ultimately build on the district's social justice standards while incorporating the new history social science framework. The class will provide students with multiple opportunities to conduct research on a variety of racial groups, analyze culturally relevant literacy, while exploring the impact of social, cultural, and political forces on American society in greater depth and complexity. Students will explore the multifaceted components of ethnicity that includes race, class, gender, sexual orientation, social stratification, and the intersectionality of these various identity markers which describe the human experience in great detail. This class will establish a solid foundation of social responsibility, build a platform for civic engagement, while encouraging direct community involvement and social activism.

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

High School

Date

(Meeting date will be typed in after Board Approval)

Department: English

Course Title: Film as Literature

Course Code: *(Educational Services will assign course number after Board Approval)*

Grade Level(s): 11-12

School(s)

Course Offered: Clark Magnet High School

UC / CSU Approved

(Y/N, Subject): Yes, "G" College Preparatory Elective

Course Credits: 5

Recommended

Prerequisite: "C" or better in previous English Class or Teacher Recommendation

Recommended

Textbook: N/A

Course Overview: Film as Literature is a course that provides students with the essential tools needed to critique and analyze different aspects of film the way they would novels or other literary texts. Students will use films as a platform to discuss culture, history, philosophy, human nature, and other related topics. Students will delve into concepts such as theme, structure, style, character analysis and much more. One of the major goals of this class will be to development analytical skills, critical thinking skills and listening and speaking skills. Students that choose to take this elective will be asked to activate prior knowledge from their previous English classes as they will be expected to write, discuss, and present their analysis of films.

This class attempts create a community for students who love writing, speaking, discussing, analyzing, and critiquing. It is aimed for students who may not always feel comfortable enough to be speak up, or those that don't consider themselves good writers. Students interested in the Art,

Media & Entertainment CTE pathway will also hopefully find value and learning opportunities in this offered elective.

Films will be selected from varying genres to ensure and encourage learning about diversity, culture, and history.

STANDARDS

Common Core State Standards: College & Career Readiness Anchor Standards [READING] (p.46)

- **Key Ideas & Details** (1) Explicit text vs. inferences
- **Key Ideas & Details** (1) Drawing conclusions from the text
- **Key Ideas & Details** (2) Determine central ideas or themes
- **Craft & Structure** (6) Assess how point of view or purpose shapes the content and style of a text
- **Integration of Knowledge & Ideas** (7) Integrate & evaluate content presented in diverse media formats
- **Integration of Knowledge & Ideas** (9) Analyze and compare themes or topics to build knowledge

College & Career Readiness Anchor Standards [WRITING] (p.55)

- **Text Types & Purposes** (2) Write informative / explanatory texts to examine and convey complex ideas and information clearly and accurately
- **Text Types & Purposes** (4) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- **Production & Distribution of Writing** (6) Use technology, including the internet, to produce and publish writing and to interact and collaborate with others
- **Range of Writing** (10) Write routinely over extended time frames or short time frames

College & Career Readiness Anchor Standards [SPEAKING & LISTENING] (p.65)

- **Comprehension & Collaboration** (1) Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively
- **Comprehension & Collaboration** (2) Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- **Presentation of Knowledge & Ideas** (4) Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

College & Career Readiness Anchor Standards [LANGUAGE] (p.70)

- **Conventions of Standard English** (1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **Conventions of Standard English** (2) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- **Vocabulary Acquisition & Use** (5) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **Vocabulary Acquisition & Use** (6) Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.

*****All films below subject to change. This is a suggested list to be discussed with class cohort, parent, and site administrators.**

Unit 1: **Coming of Age / Identity / Belonging**

(3-4 weeks)

Discussion Questions:

- How is identity shaped?
- What affect does environment have on one's identity / sense of belonging?
- What does it mean to grow up?
- Is identity self-determined?

Writing Task / Discussion

- Identity Exploration Narrative
- Analysis with support from films in this unit regarding sense of belonging and self, as well as what it really means to grow up.

Possible Films for this unit:

1. Sandlot
2. Spirited Away
3. Rise of the Guardians
4. Inside Out

Unit 2: **Triumph of the Common Man**

(3-4 weeks)

Discussion Questions

- How do individuals affect change?
- What is the power of an individual within society?

Writing Task / Discussion

- Presentation on personal goals and aspirations utilizing technology and visual aids
- Comparing non-fictional characters (research) that have affected change with a character from one of the films

Possible Films for this unit:

1. Saving Mr. Banks

2. Forest Gump

Unit 3: **The Complexity of Equality & Prejudice**

(3-4 weeks)

Discussion Questions

- How does prejudice prevent progress?
- What does it take to overcome societal expectations and norms?
- What role does setting play in equality and prejudice?

Writing Task / Discussion

- Interview a family member or friend to do personal research on some of the unit questions

Possible Films for this unit:

1. Tangled
2. Remember the Titans
3. Mulan

Unit 4: **Power / Privacy (Dystopian Society)**

(3-4 weeks)

Discussion Questions

- Is there such a thing as privacy in modern society?
- What is an acceptable amount of privacy to give up in the name of security and safety?
- What is the societal cost of luxury and entertainment?
- Is it possible to reduce the role of governments or corporations in a person's life?

Writing Task / Discussion

- Research Project on Terms & Conditions
- Reflection on use of technology / social media and the role it plays in life

Possible Films for this unit:

1. V for Vendetta
2. The Hunger Games
3. The Truman Show

Unit 5: **Perspective & Choice**

(3-4 weeks)

Discussion Questions

- Can power of suggestion and belief actually impact the outcome of one's life?
- How does a shift in perspective impact the choices made by an individual or society as a whole?
- How willing are people to accept different perspectives than their own?
- What role does truth and ignorance play in making choices and forming perspectives?

Writing Task / Discussion

- Personal narrative on choices they have made and the impact it has had with an theoretical alternative ending caused by a shift in their choices

Possible Films for this unit:

1. The Croods
2. The Pursuit of Happiness

Unit 6: **Shorts**

(3-4 weeks)

- Short stories connected to short films
- Poems connected to short films
- Theme / Character Development
- Storytelling
- Tone / Mood

Possible Films for this unit:

1. Paperman
2. Piper
3. Feast
4. Hair Love
5. Mindenki (Hungarian)
6. Father & Daughter (Dutch)

Film	Year	MPAA Rating	Notes
Mindenki	2016	-	Hungarian Short Film "Sing"
Father and Daughter	2001	-	Dutch Animated Short
Mulan	1998	G	
Paperman	2012	G	
Piper	2016	G	
Feast	2014	G	
Hair Love	2019	G	
The Croods	2013	PG	

Inside Out	2015	PG	
Remember the Titans	2000	PG	
Rise of the Guardians	2012	PG	
Sandlot	1993	PG	
Spirited Away	2001	PG	
Tangled	2010	PG	
The Truman Show	1998	PG	
The Hunger Games	2012	PG-13	https://www.imdb.com/title/tt1392170/parentalguide?ref =tt_stry_pg
Forest Gump	1994	PG-13	https://www.imdb.com/title/tt0109830/parentalguide
The Pursuit of Happiness	2006	PG-13	https://www.imdb.com/title/tt0454921/parentalguide?ref =tt_stry_pg
Saving Mr. Banks	2013	PG-13	https://www.imdb.com/title/tt2140373/parentalguide?ref =tt_stry_pg
The Social Network	2010	PG-13	https://www.imdb.com/title/tt1285016/parentalguide?ref =tt_stry_pg
V for Vendetta	2005	R	https://www.imdb.com/title/tt0434409/parentalguide?ref =tt_stry_pg

****Film list above subject to change.**

***** ALL films rated PG-13 or R will be confirmed with students, parents, and administrators.**

If after reviewing the MPAA detailed information parents are not comfortable with their students viewing these films, alternative films or assignments will be selected for those students. The teacher of the course will provide details on the purpose of those films and how they fit into the unit of study to ensure that families understand that they hold educational value and merit within the context of the classroom. The teacher will also facilitate discussions around citizenship in the classroom to ensure students feel safe and comfortable voicing their thoughts and opinions.

Glendale Unified School District

High School

Date

(Meeting date will be typed in after Board Approval)

Department: Social Science

Course Title: Ethnic Studies

Course Code: *(Educational Services will assign course number after Board Approval)*

Grade Level(s): 11-12

School(s)

Course Offered: Clark Magnet High School

UC/CSU Approved

(Y/N, Subject): Yes, Ethnic Studies

Course Credits: 5

Recommended

Prerequisite: None

Recommended

Textbook: None

Course Overview: Ethnic Studies aims to educate students on social justice themes related to ethnicity, identity, and the historical element that is the common denominator, while providing students with a democratic toolkit intended to support student's project-based learning needs. Students will have opportunities to analyze social change over time, learn about varied student populations, while exploring new perspectives in creative, hands-on projects. This class will ultimately build on the district's social justice standards while incorporating the new history social science framework. The class will provide students with multiple opportunities to conduct research on a variety of racial groups, analyze culturally relevant literacy, while exploring the impact of social, cultural, and political forces on American society in greater depth and complexity. Students will explore the multifaceted components of ethnicity that includes race, class, gender, sexual orientation, social stratification, and the intersectionality of these various identity markers which describe the human experience in

great detail. This class will establish a solid foundation of social responsibility, build a platform for civic engagement, while encouraging direct community involvement and social activism.

Course Content

Identity Unit: (2-3 weeks)

- Respect means getting it right: names and pronouns
- Identity Charts
- Ethnocentrism
- Understanding Intersectionality
- LGBTQ Introduction and historical context

African American Unit: (2-3 weeks)

- John vs. Jamal: Employment discrimination
- From slavery to Jim Crow
- Stereotypes and prejudice: identification and impact
- BLM and police reform
- AAVE and code switching

Native American Unit: (2-3 weeks)

- Trail of Tears: and its impact today
- The importance of image (tattoos, body rituals and Nacirema)
- Cultural appropriation and Native American imagery in the USA (football and film)
- Religious indoctrination on Native communities
- Americanization programs and assimilation
- Navajo Code talkers and the contributions of indigenous people

Latin X and Chicano/a Unit: (2-3 weeks)

- Territorial concerns USA (treaty of Guadalupe Hidalgo)
- Zoot Suit Riots
- Spanish speakers and CA proposition 227 (bilingual education)
- Activism in the Chicano movement (Cesar Chavez and Dolores Huerta – Farmer worker movement)
- Discussion of colorism in Central and South America

Armenian American Unit: (2-3 weeks)

- The psychology of Genocide: intergenerational trauma
- Housing discrimination and the early Armenian Americans
- Shame culture and fitting in
- Whiteness and Armenian Identity

- Self-determination and cultural preservation in the diaspora

Asian American Unit:

(2-3 weeks)

- The model minority myth
- The immigrant experience and overcoming difference
- Asian stigmas and prejudice
- Gender stereotypes and sex-selective abortion (one child policy)
- Exclusion of Asian Americans in cinema and film

Supplemental Texts: Students will analyze a variety of professional articles, TedTalks, poems, documentaries, and academic research that covers the various themes discussed in the class. A few examples of the types of text can be found below with accompanying units.

(Identity) The “F Word” Poem by Firoozeh Dumas

(Identity) TedTalk on Intersectionality by Kimberle Crenshaw

(Identity) Identity Chart project by Facinghistory.org

(African American) National Bureau of Economic Research: Employer’s Response to Racial Names by David R Francis

(African American) The African American Child and the Importance of Code Switching By Robert Cooter and Helen Perkins

(Native American) Navajo Code Talkers article by Upfront Scholastic

(Latin X and Chicano/a) Viva La Causa documentary by Teaching Tolerance

(Armenian American) Housing discrimination in Fresno (primary source articles from the 1920s)

(Asian American) “You Have to Live in Somebody Else’s Country to Understand” poem by Noy Chou (PBS reprint)

Activities: Students will engage in a variety of activities that will allow for thoughtful reflection, in-depth analysis, and meaningful real-world applications.

A thoughtful conversation- In this activity, students will be able to explore a topic in depth while examining a variety of perspectives. This activity will not only strengthen writing skills and teach students how to consider varying viewpoints, but it will also strengthen listening comprehension skills and improve social communication skills. Students will be given a topic that connects with their reading and they will have quiet time to write down their thoughts. After they reflect on the topic, they will discuss with their small groups and chart their ideas. After charting is complete. Students will post their charts around the room and conduct a gallery walk. Students will then engage in a class discussion on the various opinions and ideas they were able to analyze.

Social Media Campaign- In this activity, students will champion a cause and work in groups to create a social media campaign to bring attention to a particular issue. Students will use a variety of appropriate art, audio and video components to spread their message on a platform of their choice. They will use these various outlets in order to increase awareness about their chosen topic while developing and maintaining thoughtful commentary. Students will create slogans and meaningful visuals in spreading their message and will present their campaigns to the class.

Assessment: Assessments will consist of a variety of action research and service-learning opportunities designed to improve the community in which students live in.

GLENDALE UNIFIED SCHOOL DISTRICT

March 23, 2021

INFORMATION REPORT NO. 4

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. Chwierut, Crystal Effective 2/26/21
Multimedia Technology Assistant
Glenoaks Elementary School
2. Diradourian, Searvart Effective 3/10/21
Education Assistant II
Verdugo Woodlands Elementary School
3. Slatius, David Effective 8/02/21
Special Education Teacher
Roosevelt Middle School

Retirements:

1. Waters, Jennifer Sue Effective 6/12/21
English/ELD Teacher
Crescenta Valley High School
30 years, 4 months of service

GLENDALE UNIFIED SCHOOL DISTRICT

March 23, 2021

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 Resolution No. 13 - Holocaust Remembrance Day 2021**

The Superintendent recommends that the Board of Education adopt Resolution No. 13 to recognize April 8, 2021, as Holocaust Remembrance Day in the Glendale Unified School District in honor of the victims and survivors of the Holocaust.

More than 70 years have passed since the Holocaust occurred, in which the dictatorship of Nazi Germany murdered six million Jews as part of a systematic program of genocide known as “The Final Solution of the Jewish Question;” and while Jews were the primary victims, they were not alone. Five million other people were murdered in Nazi concentration camps as part of a carefully orchestrated, state sponsored program of cultural, social, and political annihilation under the Nazi tyranny.

It is important to teach our children, and future generations, that the individual and communal acts of heroism during the Holocaust serve as powerful examples of how our nation and its citizens can, and must, respond to acts of hatred and inhumanity.

Additionally, it is important to make every effort to teach children tolerance so that such crimes are not repeated against any group.

The Holocaust demonstrates one of the greatest lessons about individual responsibility that each of us has the choice to act or not to act, and that there are consequences to our decisions.

Be it resolved, that the Glendale Unified School District Board of Education declares Holocaust Remembrance Day, known as Yom Hashoah, with a moment of silence on Thursday, April 8, 2021, in memory of the victims of the Holocaust Genocides and all human atrocities in honor of survivors as well as the rescuers and liberators, and further

proclaims that we, the Glendale Unified School District community, should work to promote human dignity and confront hate whenever and wherever it occurs.

TO SUPPORT BOARD PRIORITY No. 2: Create a Culture of Learning

“Support student learning with safe schools and programs that emphasize and increase inclusion, build positive relationships, and continue to enhance opportunities for life-long success.”

TO SUPPORT BOARD PRIORITY No. 3: Increase Engagement

“Utilize and increase district capacities to increase engagement, relationships, and support with parents and the community that build public trust and involvement in GUSD schools.”

**Glendale Unified School District
Resolution No. 13
2020-2021**

HOLOCAUST REMEMBRANCE DAY 2021

Whereas, the Holocaust was the state-sponsored, systematic persecution and annihilation of European Jewry by Nazi Germany and its collaborators between 1933 and 1945 - six million were murdered; Roma (Gypsies), people with disabilities, and Poles were also targeted for destruction or decimation for racial, ethnic, or national reasons; and millions more, including LGTBQ people, Jehovah's Witnesses, Soviet prisoners of war, and political dissidents, also suffered grievous oppression and death under Nazi tyranny; and

Whereas, the history of the Holocaust offers an opportunity to reflect on the moral responsibilities of individuals, societies, and governments; and

Whereas, Glendale students should understand and remember the terrible events of the Holocaust and remain vigilant against hatred, persecution, and tyranny; and

Whereas, Glendale Unified School District should actively rededicate ourselves to the principles of individual freedom in a just society; and

Whereas, the Days of Remembrance have been set aside to remember the victims of the Holocaust as well as to reflect on the need for respect of all peoples; and

Whereas, pursuant to an Act of Congress (Public Law 96-388, October 7, 1980), the United States Holocaust Memorial Council designates the Day of Remembrance known as Yom HaShoah, on April 8, 2021; and

Whereas, this year marks the 76th Anniversary of the liberation of Auschwitz by Russian troops and the 76th Anniversary of the liberation of Dachau by American troops.

Now, therefore, be it resolved that the Glendale Unified School District Board of Education does hereby proclaim Tuesday, April 8, 2021, as Holocaust Day of Remembrance and to hold a moment of silence in memory of the victims of the Holocaust Genocides and all human atrocities in honor of survivors as well as the rescuers and liberators, and further proclaims that we, the Glendale Unified School District community, should work to promote human dignity and confront hate whenever and wherever it occurs.

Dated this **23rd** day of **March 2021**.

Dr. Armina Gharpetian, Board President

Shant Sahakian, Board Vice President

Nayiri Nahabedian, Board Clerk

Jennifer Freemon, Board Member

Gregory S. Krikorian, Board Member

GLENDALE UNIFIED SCHOOL DISTRICT

March 23, 2021

ACTION REPORT NO. 2

TO: Board of Education
FROM: Dr. Vivian Ekchian, Superintendent
SUBMITTED BY: Dr. Darneika Watson, Chief Human Resources & Operations Officer
SUBJECT: **Revision of Contract with Hey Tutor, Inc.**

The Superintendent recommends that the Board of Education approve the increase of a Services Agreement between Glendale Unified School District and Hey Tutor, Inc. by \$100,000 for a total amount not to exceed \$200,000.

In order to provide sufficient classroom support for teachers and students returning to in-person instruction, it has been determined that the Services Agreement with Hey Tutor, Inc. amount must be increased. The Glendale Teachers Association has requested additional support in every classroom to create an effective environment for students and teachers to be successful during the transition to hybrid instruction.

Hey Tutor, Inc. will provide educator services and potential Tutors and Proctors to provide services during in-person instruction. The District shall pay the contractor \$55.00 for each hour of Educator Services by each Educator Candidate and \$45.00 for each hour of Tutor and Proctor Service.

The original contract with Hey Tutor, Inc. was for the amount not to exceed \$100,000. The contract will be increased by an additional \$100,000 for a total amount not to exceed \$200,000. These services will provide support for in-person learning through the end of the 2020-2021 school year, as well as the summer school program. The agreement is in effect February 18, 2021 through June 30, 2021.

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.

Glendale Unified School District

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 18th day of February, 2021 by and between the Glendale Unified School District, (“District”) and **HEY TUTOR INC.**, a California corporation, whose place of business is LA [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 Addendum A attached hereto and in the “Scope of Work” attached hereto as Attachment A and made a part thereof.

NOW, THEREFORE, the Parties agree as follows:

1. **Term.** Contractor shall commence providing services under this Agreement on Feb. 18, 2021 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:

- Signed Agreement
- Workers' Compensation Certification
- Fingerprinting/Criminal Background Investigation Certification
- Insurance Certificates and Endorsements
- W-9 Form
- Non-collusion Declaration
- 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 as set forth on Schedule A attached hereto, which includes reimbursable cost listed in item 4.1. The total amount of fees payable to Contractor by District shall not exceed \$1,000,000. District shall pay Contractor according to the following terms and conditions:

\$100,000	DS	PB
\$200,000	DW	RN

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:

Glendale Unified School District

4.1. N/A

GLENDALE UNIFIED SCHOOL DISTRICT

March 23, 2021

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. 19, March 9, 2021

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

BOARD OF EDUCATION MEETING NO. 19
UNADOPTED MINUTES
REGULAR MEETING, March 9, 2021

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 4:30 p.m., on Tuesday, March 9 2021, 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, and Dr. Darneika Watson.

PLEDGE OF ALLEGIANCE

Zora McCoy a 6th grade student at Mountain Avenue Elementary 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 Ms. Nahabedian and seconded by Mrs. Freemon to approve the agenda, as presented. Motion approved unanimously: AYES — Freemon, Krikorian, Nahabedian, Sahakian, and Gharpetian.

RECOGNITIONS

1. PTA Reflections

Approximately 23 students received awards from Glendale Council PTSA to commemorate their outstanding work in this annual District competition, which is part of the state and national Reflections Program. Students competed in six categories: literature, music composition, film/video production, dance, photography, and visual arts.

RECOGNITIONS (Continued)

2. Poetry Out Loud

Jean Doody, a 12th grade student from Glendale High School, was the district winner for the Poetry Out Loud competition. She recited the poems, "La Figlia che Piange" by T.S. Eliot and "Brian Age Seven" by Mark Doty.

3. Model SARB

Representatives from the California Department of Education shared the State recognition that GUSD's attendance program received. GUSD has been recognized as a 2020-2021 Model School Attendance Review Board (SARB) for outstanding strategies to reduce chronic absenteeism and increase student attendance. The state conference recognitions will be held on April 27, 2021.

PRESENTATIONS

1. Citizens' Bond Oversight Committee (CBOC) Year-End Report

The Citizens' Bond Oversight Committee (CBOC) presented to the Board of Education their Year-End Report for Measure S expenses for fiscal year 2019-2020.

2. Women's History Month

Every year, March is designated Women's History Month by Presidential proclamation. The month is set aside to honor women's contributions in American history. The theme for Women's History Month in 2021 captures the spirit of these challenging times. Since many of the women's suffrage centennial celebrations originally scheduled for 2020 were curtailed, the National Women's History Alliance is extending the annual theme for 2021 to "Valiant Women of the Vote: Refusing to be Silenced." The Board of Education recognized the contributions of women to society and to the Glendale Unified School District in particular.

STUDENT BOARD MEMBER REPORT

1. Student Board Member Kayla Rodriguez reported on activities and events happening at the schools around the district. High schools are selling caps and gowns. This Thursday is the High School Scholastic Bowl. Middle schools are doing virtual Spirit Week. Elementary schools are preparing for the return of students. High schools sports are back. For her, soccer is her sport, and she is excited to join her team for athletic conditioning.

PUBLIC COMMUNICATIONS

A motion was made by Mr. Krikorian and seconded by Mr. Sahakian to extend the time to one minute per speaker for the back-to-school public comments. Motion approved unanimously.

PUBLIC COMMUNICATIONS

1. Diana Espiritu, representing CSEA, talked about GUSD classified employees and to ask for the Board's support in meeting their needs. Since the pandemic began, over 1000 classified employees have put their health and safety aside for the good of our students. While they appreciate everything our teachers do for our students, she is here to remind everyone of the unsung heroes behind the scene. She implores all stakeholders to stand up for the safety and wellbeing of all classified employees.
2. Julia Figueira McDonough is opposed to the reopening of schools until all educators are fully vaccinated.
3. Chris Miller, parent, spoke in support of the reopening of schools. His kids are struggling in different ways.
4. Anasheh Babakhanian, parent, is in support of reopening schools. GTA is using the pandemic to further negotiate their contract. She thanked Dr. Ekchian for setting up vaccinations for staff. It is time for GTA to step up and report to work.
5. Armen Darian, parent, thanked the Board and Dr. Ekchian for their efforts to return students to the classrooms. With the latest numbers, we need to get our middle and high school students back to campus. There is no reason to put this off until April as GTA is suggesting.
6. Tanya Juhasz, parent, stands with Glendale educators. Teachers should be fully vaccinated before they return to school. Please give our educators the same protection as district administrators.
7. Nibal Booker, parent, stands with Glendale educators. Our amazing teachers have been working non-stop and going beyond as usual. Shouldn't they be involved in the decision making? On February 18, a parent-led petition expressing their disapproval of the return to school process was sent. No one has responded.
8. David Anthony, parent, said the return to school plans have been so poorly communicated. We did not tell the teachers, nurses, or staff. It feels like the school board is working against us and tearing the community apart. What happen to testing? We should be giving rapid tests to children, if we want to put them back in school.
9. Ruby Aldaco, teacher and parent, supports the Glendale educators. If your goal is to protect the health and safety of employees, why would you want to bring back those who are not vaccinated. We need to be patient and wait until the GTA proposed date, not earlier.
10. Marian Luna said it has been a year since distance learning. Now at the end of the school year in sight, GUSD is pushing to reopen. If you want to help teachers, then give them help. Let us take advantage with the time we have left to come up with a sustainable plan for what comes next. She stands with GTA.

PUBLIC COMMUNICATIONS (Continued)

11. Taline Arsenian, GTA president, stands with Glendale educators. They have spent weeks negotiating with the district in order to secure a safe return. They have proposed a reasonable return date that will allow all educators the opportunity for vaccination with full efficacy. GUSD has held firm on a return date and will not allow full efficacy of the vaccine prior to students return to campus. It will be well worth waiting the short amount of time to ensure maximizing the safety of our school community. It is the right thing to do.
12. Melina Miller, parent, said her daughter is doing well with distance learning. However, she knows this does not apply to all students. She is advocating for an equitable education program. She would like to see a plan in place. She stands with GTA and asked that we support them for a safe return.
13. Laurel McBride, teacher, stands with Glendale educators. She is doing her job well and efficiently by zoom. She is stressed about returning to her worksite. She is fearful of contracting COVID and bringing it home to her family. She is also fearful of losing her job. Her family depends on her. She is angry because she feels unheard. She said the outdated information presented to the community that children are not at risk for transmitting COVID is not true.
14. Tamar Karadolian, parent, said every mother she spoke to has indicated how their child has changed. Many have develop anxiety or depression. Their children have lost a year of education and social interactions. Many have lost their confidence and voices. She hopes the Board will decide to open schools for in-person learning.
15. Seda Melkoni, parent, said the CDC, national medical boards, and others have confirmed that children presents no risk for in-person education and should be returned to school. Teachers also have priority to be vaccinated. Yet, the GTA proposes another delay to negotiations. During one of her child's class, another student was heard and seen on camera experiencing verbal abuse from the parent. Administration got involved. If abuse takes place on camera, she is sure much more happens off camera.
16. Clayton Lee, parent, said we need to stand up against the GTA in preventing schools from reopening. Come election time, he will remember sticking points that are preventing our schools from reopening. He for one will remember how we failed our students.
17. Grace Shin said GUSD should mandate COVID testing for all on campus several times a week. It is time to go above and beyond to keep our community safe.
18. Emily Lanigan, parent, stands with the Glendale educators. She thanked all of the teachers for their hard work. She is disappointed with the Board. Please bargain in good faith with GTA and sign a MOU.
19. Jessica Lander, parent, advocates for reopening schools. She also was disheartened about the entire process. She finds the solution of concurrent teaching to be problematic for both student and teacher.

PUBLIC COMMUNICATIONS (Continued)

20. Ani Toroyan, parent, voiced her support for reopening of schools. The political games that GTA has been playing over the past few weeks at the expense of our children are disappointing. Our children are suffering. GUSD Board needs to realize to act in the best interest of our students or we may lose them to private schools. She is already looking for alternative education for her kids. She urged the Board to make the right decision.
21. Joseph LaRocca, parent, spoke in support of reopening schools. It is imperative for the students' mental health.
22. Jackie Marashlian stands with our Glendale educators. The last Board meeting posed a red flag when board members allowed parents to disparaged teachers and the union. Teachers have gone above and beyond during the pandemic.
23. Charles Moore stands with the teachers as well. We have a vaccine and why can't we wait until everyone is vaccinated. It makes no sense.
24. Deborah Pasachoff, parent, stands with Glendale educators. Why can't we all agree to stand behind our educators? Talk to GTA and sign a MOU.
25. Alex Guthman stands with Glendale educators and students. This Board has allowed Dr. Ekchian unilateral control over the district. Work with GTA in good faith to reopen the schools safely.
26. Braden Barty said California is the last in the world to safely go back to school. Reason and logic is out the door with the GTA. GTA is not following Dr. Fauci, Governor Newsom, and reason and logic. The world is back to school, and we are the last. Let us get back to school right now, GTA.

CLOSED SESSION

The Board recessed to Closed Session at 5:43 p.m. to discuss the following:

1. 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 and California School Employees Association-Glendale Chapter No. 3.
2. Threat to Public Services or Facilities (Government Code Section, §54957)
Consultation with: Dr. Vivian Ekchian, Superintendent
3. Conference with Legal Counsel-Existing litigations pursuant to Government Code §54956.9 (d)(1)
Case No. LA-CO-1800-E
Case No. LA-CE-6596-E

MINUTES: March 9, 2021 – Regular Board Meeting

CALL TO ORDER/RETURN TO REGULAR MEETING

The meeting reconvened at 7:05 p.m. No action was taken during Closed Session.

SUPERINTENDENT'S UPDATE

1. Return to School
2. Expanded Learning Opportunities

INFORMATION

1. Resolution No. 10 - Affirming the Glendale Unified Board of Education's Commitment to the Safety and Wellbeing of our Asian American and Pacific Islander Students, Employees, Families, and Community Members and Denouncing Xenophobia Due to Fears of the Covid-19 Pandemic
2. Proposed Elementary and Secondary Summer School Programs for 2021
3. Second Interim Financial Report and Certification – AB 1200 (Refer to Action Report No. 3)
4. Proposed Board of Education Meeting Schedule 2021-2022
5. Acknowledgements of Service
6. Update on Measure S and Facility Programs

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

ACTION REPORTS

1. Resolution No. 10 - Affirming the Glendale Unified Board of Education's Commitment to the Safety and Wellbeing of our Asian American and Pacific Islander Students, Employees, Families, and Community Members and Denouncing Xenophobia Due to Fears of the Covid-19 Pandemic

It was moved by Mr. Krikorian and seconded by Ms. Nahabedian to cast a vote for Jennifer Freemon and Suzie Abajian. Motion approved by the following vote: AYES— Freemon, Krikorian, Nahabedian, Sahakian, and Gharpetian.

2. Resolution No. 11 - Designating March 2021 as Arts Education in California Month

It was moved by Mr. Krikorian and seconded by Mr. Nahabedian 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. Second Interim Financial Report and Certification – AB 1200

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

4. Resolution No. 12 to Identify the Amount of Budget Reductions Needed in 2021-22 and to Require that a List of Budget Reductions for 2021-22 be Included in the 2020-21 Second Interim Report

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

5. Approval of Credit Change Order No. 1 to Bid No. 171-17/18 with Cybertech Construction Co. for LED Lighting Upgrades at Various School Sites and a Notice of Completion.

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

6. Authorize GUSD to Purchase Network Infrastructure Equipment Using the SPURR Contract and Following E-Rate Rules and Regulations

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

7. Employment Agreement – Assistant Superintendent Educational Services

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

8. Employment Agreement – Chief Business and Financial Officer

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

9. Acceptance of Child Savings Account Grant Program Funds

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

ACTION REPORTS (Continued)

10. Approval of History-Social Science Instructional Material Adoption Recommendation for Grades 6-12

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

11. Approval of Second Amended Agreement for Contract No. CCTR—0093 with the California Department of Education, Child Development Division, for the General Child Care and Development Programs for the 2020-2021 School Year

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

12. Approval of Second Amended Agreement for Contract No. CSPP—0203 with the California Department of Education, Child Development Division, for the State Preschool Program for the 2020-2021 School Year

It was moved by Mrs. Freemon and seconded by Ms. Sahakian to approve Action Report No. 12, as recommended. Motion approved by the following roll-call vote: AYES— Freemon, Krikorian, Nahabedian, Sahakian, and Gharpetian.

13. Approval of Additional Services Agreement Between Glendale Unified School District and JM Speech Therapy and Accent Reduction, APC

It was moved by Mr. Sahakian and seconded by Ms. Nahabedian to approve Action Report No. 13, as recommended. Motion approved by the following roll-call vote: AYES— Freemon, Krikorian, Nahabedian, Sahakian, and Gharpetian.

14. Title 5, Temporary Athletic Team Coach Certification 2020-2021

It was moved by Ms. Nahabedian and seconded by Mrs. Freemon to approve Action Report No. 14, as recommended. Motion approved by the following roll-call vote: AYES— Freemon, Krikorian, Nahabedian, Sahakian, and Gharpetian.

15. Approval of Attendance Calendars for 2021-2022 and 2022-2023

It was moved by Mrs. Freemon and seconded by Ms. Nahabedian to approve Action Report No. 15, as recommended. Motion approved by the following roll-call vote: AYES— Freemon, Krikorian, Nahabedian, Sahakian, and Gharpetian.

16. Ratification of Approval of Services Agreement Between Glendale Unified School District and Hey Tutor, Inc.

It was moved by Mrs. Freemon and seconded by Ms. Nahabedian to approve Action Report No. 16, as recommended. Motion approved by the following roll-call vote: AYES— Freemon, Krikorian, Nahabedian, Sahakian, and Gharpetian.

MINUTES: March 9, 2021 – Regular Board Meeting

ACTION REPORTS (Continued)

17 Adding March 23, 2021 to the Regular Board Meeting Schedule

It was moved by Ms. Krikorian and seconded by Mr. Sahakian to approve Action Report No. 17, 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. 16 February 16 , 2021
 - b. Special Meeting No. 17 February 23, 2021
 - c. Special Meeting No. 18 March 2, 2021
2. Certificated Personnel Report No. 12
3. Classified Personnel Report No. 12
4. Warrants totaling \$18,140,466.36 for February 1, 2021 through March 3, 2021.
5. Purchase Orders totaling \$2,798,813.22 for the period of February 9, 2021 through February 26,2021
6. Appropriation Transfer and Budget Revision Report
7. Agreement with the American Red Cross for Use of District Facilities to Conduct Emergency, Disaster-Related Activities
8. Approval of Notice of Completion for Bid No. 205-20/21 with Trueline Construction & Surfacing for Tennis Courts Refurbish and Resurface Project at Glendale High School
9. Extension of Bid No. P-16-19/20 for Data Cabling Projects, Equipment, and Services with Paragon Systems, Inc.
10. Approval of Basic Textbooks for Use in Middle Schools in the Area of World Languages and Cultures
11. Approval of Supplemental History-Social Science and Social Justice Content with Nearpod
12. Acceptance of Harbor Freight Tools for Schools Grant
13. Approval of Services Agreement between Glendale Unified School District and Simply Support for ECE, LLC
14. Approval of Services Agreement between Glendale Unified School District and Nora Chitilian, M.S. L.M.F.T.

CONSENT CALENDAR (Continued)

15. Approval of Revisions to Board Policies Relating to Personnel
16. Adoption of the Los Angeles County Plan for Expelled Pupils (AB 922)
17. Acceptance of Gifts

It was moved by Mr. Krikorian and seconded by Mrs. Freemon to approve the Consent Calendar, as presented. Motion approved unanimously by the following vote: AYES—Freemon, Krikorian, Nahabedian, Sahakian, and Gharpetian.

REPORTS FROM THE BOARD

Mr. Krikorian thanked everyone. Every parent has a choice of what they want for their child. Please respect each other's opinion.

Mr. Sahakian wished Mr. Krikorian a happy birthday. He acknowledged International Women's Day and gave a special thank you to Board president Gharpetian, Board Member Freemon, Board Member Nahabedian, and Dr. Ekchian. We hope there are more elected bodies like us.

Ms. Nahabedian met with members from the California Student Aid Commission. Last year, all of our first graders received a \$50 savings account from them. This year, first graders will have the same opportunity. She congratulated everyone who received honorary service awards from the Glendale High PTSA. The Glendale Council PTA had its Founders Day celebration as well. She is looking forward to receiving more of our elementary students back.

Mrs. Freemon said the Founders Day events have been fantastic. The creativity of the Zoom presentations and how the various folks have been presenting the awards have been amazing to see. She was so impressed with our district for facilitating vaccines for all employees who wanted the vaccine. She thanked Dr. Ekchian and her team for making it a priority for our employees.

Dr. Gharpetian said it was great participating in various Founders Day events. She congratulated all of our service award recipients. We also celebrated the Reflection winners at the various school sites. She thanked our community for their engagement and dedication. She wanted to reassure the parents that their focus is the safety of our students and staff. She is excited to welcome back our TK-2nd graders on March 29. This Thursday, is the Scholastic Bowl at 7 p.m. She also asked our community members to check out the GUSD website. There are many valuable resources listed on our website.

MINUTES: March 9, 2021 – Regular Board Meeting

REPORT FROM THE SUPERINTENDENT

. Dr. Ekchian congratulated all of the women in our community who make a difference every day and to the employees for their dedication and support of student learning. She looks forward to the next few weeks and welcoming more of our students back on campus. She is happy the Board approved a resolution in affirming GUSD's commitment to the safety of our Asian American community. We are here to serve everyone and will protect each one of our students.

ADJOURNMENT

There being no further business, President Gharpetian adjourned the meeting at 10:37 p.m.

Dr. Armina Gharpetian
President, Board of Education

Nayiri Nahabedian
Clerk, Board of Education

Board of Education Minutes - Regular Meeting, March 9, 2021
Recorded by: Ms. Phyllis F. Ishisaka, Executive Assistant to the Superintendent
Approved by the Board of Education:

GLENDALE UNIFIED SCHOOL DISTRICT

March 23, 2021

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. 13

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.	Kang, Sarah Teacher, Regular 6 th Grade FLAG Monte Vista Elementary	3/22/21 through 12/17/21
<u>Change of Maternity Leave of Absence</u>		
1.	Yarijanyan, Ashkhen Teacher, Regular 1 st Grade R.D. White Elementary	3/26/21 through 6/13/21
<u>Parental Leave of Absence</u>		
1.	Ruiz Zendejas, Maria T. Teacher, Early Education Pacific/Edison Preschool	3/23/21 through 4/06/21
<u>Health Leave of Absence</u>		
1.	Abeleda, Jeanet Teacher, Early Education Muir Elementary	3/15/21 through 4/09/21
2.	Bell Bottomley, Christina Teacher, Regular 2 nd Grade Fremont Elementary	3/22/21 through 4/12/21

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Health Leave of Absence (Cont.)</u>		
3.	Bell Bottomley, Denise Teacher, Regular 4 th Grade Mountain Avenue Elementary	3/22/21 through 4/12/21
4.	Chaldaris, Tanya Teacher, Regular 5 th Grade Muir Elementary	3/23/21 through 7/03/21
5.	Garcia, Rachel Teacher, Special Education College View	3/04/21 through 3/29/21
6.	Pieprzyca, Gyzela Teacher, Regular TK Glenoaks Elementary	3/16/21 through 4/09/21
<u>Extension of Health Leave of Absence</u>		
1.	Stephan, Bryant Teacher, Regular 2 nd Grade Monte Vista Elementary	10/30/20 through 6/11/21
<u>Family & Medical Leave of Absence</u>		
1.	Abeleda, Jeanet Teacher, Early Education Muir Elementary	3/15/21 through 4/09/21
2.	Bell Bottomley, Christina Teacher, Regular 2 nd Grade Fremont Elementary	3/22/21 through 4/12/21
3.	Bell Bottomley, Denise Teacher, Regular 4 th Grade Mountain Avenue Elementary	3/22/21 through 4/12/21
4.	Chaldaris, Tanya Teacher, Regular 5 th Grade Muir Elementary	3/23/21 through 7/03/21

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Family & Medical Leave of Absence (Cont.)</u>		
5.	Garcia, Rachel Teacher, Special Education College View	3/04/21 through 3/29/21
6.	Kang, Sarah Teacher, Regular 6 th Grade FLAG Monte Vista Elementary	3/22/21 through 8/16/21
7.	Pieprzyca, Gyzela Teacher, Regular TK Glenoaks Elementary	3/16/21 through 4/09/21
<u>Change of Family & Medical Leave of Absence</u>		
1.	Yarijanyan, Ashkhen Teacher, Regular 1 st Grade R.D. White Elementary	3/26/21 through 6/13/21
<u>Home Responsibility Leave of Absence</u>		
1.	Park, Jenny Teacher, Regular 4 th /5 th Grade Monte Vista Elementary	4/05/21 through 6/11/21
<u>Additional Assignment</u>		
1.	Curtiss, Alison Teacher, as needed, to attend CCIS 2021 Spring Webinar (Spring Break) Daily High School	3/18/21 \$31.00 per hour Not to exceed 3 hours 01.0 31821.0 11100 10000 1130 0400000
<u>Election Hourly/Daily</u>		
1.	Gieselman, Kevin Mendoza, Andreu Piini, Kelsie	Substitute teachers, as needed 2/16/21 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>		
2.	Akopyan, Armine Ortiz, Gerald	Teachers, as needed, to prepare and present a PD on writing strategies for Wilson staff Wilson Middle School
		2/01/21 through 2/23/21 \$31.00 per hour for planning Not to exceed 3 hours each \$37.00 per hour for training Not to exceed 1 hour each Title I 01.0 30100.0 11100 10000 1130 0800000
3.	Akopyan, Armine Andranian, Armena Antonian, Armineh Avakyan, Armine Aviles, Gilbert Barocio, Danny Barsegyan, Nana Berger, Nancy Briggs, Jessica Casillas, Marie Chambers, Veronica Chaolertyotin, Pearl Curry, Julie DeBruijn, Rens De La Rosa, Anthony Dunham, Gail Elaryan, Anush Faieta, April Fink, Sandra Galfayan, Gagik Gharabighi, Aylin Gharibian, Lilia Giatti, Susan Graziani, Daniel L. Grigori, Virginia Herington, Christina Jackson, Paula Lamoreaux, Robin Lapacka, Heather Lombardi, John D.	Teachers, as needed at Wilson Middle School for Middle School Extended Learning Program
		3/01/21 through 6/10/21 Hourly rate of pay Not to exceed 50 hours per teacher Esser II – MS Extended Learning Program 01.0 32120.0 19010 10000 1130 0000611

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
3.	Ludwig, Hans Markos, Chris Minnig, Timothy Nam, Joan Nersisyan, Karine Okuda, Tae O’Neal, Rebecca Orris, Christina Ortiz, Gerald Panosyan, Tamara Penglase, Ellen Peterson, Scott Regli, Peter Rizzo, Christopher Stanczak, Bozena Stuffel, Linda Sutphin, Valerie Taylor, Gina Thomas, Christina Thompson, Elizabeth Wilson, Morgan Yesayan, Sona	
4.	Demirchyan, Armen Hirdler, Tiffany Grigoryan, Satenik Goss, Audrey Kellogg, Laura Knies, Sheena Mitropoulous, Daphane Sano, Dorothy White, Cathy	Teachers, as needed, to provide Workability transition support SELPA
		3/09/21 through 6/30/21 \$34.00 per hour Not to exceed 40 hours each SELPA – Workability 01.0 65200.0 57600 11100 1130 0000668

		<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>			
5.	Arlington, Alicia (Roosevelt MS) Dekermenjian, Narine (Cerritos Elementary)	Teachers, as needed, to provide support as “Champion Teachers” to the CalFresh Healthy Living Program Grant Nutrition Services	10/01/20 through 6/30/21 \$34.00 per hour Not to exceed 90 hours total CalFresh Living Program 01.0 94033.0 00000 37000 1130 0000662
6.	Cheon, Yunseon Lim, Jessie	Teachers, as needed, to work on the development and evaluation of Version B of the Bilingual Competency Exam in Korean Equity Access & Family Engagement	11/01/20 through 5/31/21 \$31.00 per hour to plan Not to exceed 20 hours each Supplemental 01.0 01000.0 11100 10000 1130 0000673
7.	Browne, Nicole Cassels, Brian Fabanish, Katherine Johnson, Tamara Takhtalian, Anahit	Teachers, as needed, to attend after school meetings to complete PBIS planning and preparation for the 20-21 school year Toll Middle School	1/01/21 through 6/30/21 \$31.00 per hour Not to exceed 12 hours each 01.0 00000.0 00000 21010 1130 0000618
8.		Extra-Curricular Assignments	Second Semester 2020-2021

KEPPEL ELMENTARY

Cannon, Melissa Invention Convention

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Additional Compensation</u>		
1.	All Elementary Teachers All Elementary Teacher Specialists	Elementary teachers and teacher specialists, to prepare for hybrid instruction, including classroom set-up and attending professional development, as needed Human Resources
		3/13/21 through 4/30/21 Hourly rate of pay Not to exceed 30 hours 01.0 32120.0 00000 21400 1130 0000618

Revision to Previous Personnel Report

1.	Revision to Board Report No. 10, February 2, 2021	
	<u>Page 11, Item 19</u>	
	Castaldo, Carmine	Academic Counselor to facilitate and support Youth Mentorship Program for secondary refugee students with same age group English Language Learners at Wilson Middle School
		2/02/21 through 5/31/21 \$250.00 per day Not to exceed \$3,785.00 CALNEW 01.0 78102.0 00000 31100 1232 0000673

Change rate of pay to read:	\$256.00 per day
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Effective Dates
 And Salary Rate

Position

Revision to Previous Personnel Report (Cont.)

2. Revision to Board Report No. 6, November 2, 2020

Page 8, Item 7

Various names

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

Increase the total hours to read:

Not to exceed 40 hours each

3. Revision to Board Report No. 6, November 2, 2020

Page 8, Item 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

Add the following names:

Batra, Monika
 Ghavam, Amir
 Ohanian, Erebuni
 Shahverdian, Estine
 Yahiayan, Hrant A

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Revision to Previous Personnel Report (Cont.)</u>		
4.	Revision to Board Report No. 1, July 14, 2020	
	<u>Page 28, Item 19</u>	
	Various names	7/01/20 through 6/30/21 \$31.00 per hour for training \$34.00 per hour for testing Not to exceed \$100,000.00 total Assessment & Accountability (ELPAC) 01.0 00000.0 11100 10000 1130 0004616
	Teachers, Substitute Teachers and Retirees, as needed, to attend ELPAC trainings and provide Initial & Summative ELPAC testing at various school sites Assessment & Evaluation	
	Add the following names: Black, Jeffrey Ian (Sub)	
5.	Revision to Board Report No. 5, October 6, 2020	
	<u>Page 6, Item 3</u>	
	Various names	9/01/20 through 6/11/21 \$34.00 per hour to teach Not to exceed \$5,000 total Title I 01.0 30100.0 11100 10000 1130 4000000
	Teachers, as needed, to provide after school intervention (ELA & Math) at Muir Elementary School	
	Increase pay limit to read:	Not to exceed \$5,804.00 total

GLENDALE UNIFIED SCHOOL DISTRICT

March 23, 2021

CLASSIFIED PERSONNEL REPORT NO. 13

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. 13

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>Typist Clerk II</u> Haroian, Revlin	Toll	02/01/21 through 04/26/21
<u>Extension of Medical Leave of Absence</u>		
1. <u>Education Assistant I</u> Zakaryan, Mariam	Dunsmore	01/31/21 through 04/18/21
<u>Parental Leave of Absence</u>		
1. <u>Groundswoker</u> Altamirano, Jaime	FASO	03/10/21 through 03/25/21

	Location	Effective Dates, Months/Hours, and Salary Rating_____
<u>Termination – Exhaustion of Benefits</u>		
2021-cl-82316		Effective 02/04/21
2021-cl-82026		Effective 02/09/21
2021-cl-82440		Effective 03/15/21
 <u>Additional Assignment Temporary - At Established Rate of Pay</u>		
1. <u>Administrative Secretary</u>		
Avakyan, Marine	Jefferson	07/01/21 through 06/30/22 Not to exceed 10 days/80 hours total General Fund 01.0 00000.0 00000 27004 2430 3000000
2. <u>Assistant Physically Handicapped</u>		
Arsenyan, Kristine	Special Education	03/11/21
Boyadzhyan, Diana		Not to exceed 2 hours, each
Galustians, Herachik		ESSER Fund
Hall, Charlene		01.0 32100.0 11100 10000 2130 0001615
Leal Gatica, Itzel		
Matar, Amal Abboud		
Minasian, Lida		
Montellano, Michele Renee		
Nazari, Hasmik		
3. <u>Assistant Physically Handicapped - Substitutes</u>		
Dizon, Mario	Special Education	03/11/21
Kazarian, Vardanoush		Not to exceed 2 hours, each
Pesigan, Raquel		ESSER Fund
Quiroz, Sandr		01.0 32100.0 11100 10000 2130 0001615

	Location	Effective Dates, Months/Hours, and Salary Rating_____
<u>Additional Assignment Temporary - At Established Rate of Pay - Continued</u>		
4. <u>Behavior Intervention Assistants</u>		
Aguayo, Margarita	Special Education	03/11/21
Alnasser, Ibrahim		Not to exceed 2 hours, each
Chairoj, Pamela		ESSER Fund
Chavez, Jodie		01.0 32100.0 11100 10000 2130 0001615
Chuchuca, Norma		
Dilanian, Lara		
Estrada, Wendy		
Herrera, Arlene		
Kirkman, Stephen		
Marquardt, Kimberly		
Olmedo, Elizabeth		
Serrano, Sindy		
Shiroyan, Tereza		
Torres Blandon, Ana		
5. <u>Cafeteria Worker I</u>		
Mendizabal, Mario	Various	10/01/20 through 06/30/21
Muradian, Janette		Not to exceed 4 hours per day, each
Nuno, Maria		Calfresh Living Program Grant
Ramos, Cielito		01.0 94033.0 0000 37000 2232 0000662
Rostamians, Armineh		
Ruiz, Eloisa		
Santos, Arlene		
Sarkisyan, Anush		
Sayadyan, Katrin		
Shahverdian, Melina		
Soliman, Sayeda		
Ter-Harutyunyan, Helen		
Wang, Wei		

Effective Dates,
 Months/Hours, and
 Salary Rating_____

Location

Additional Assignment Temporary - At Established Rate of Pay - Continued

5. Cafeteria Worker I - Continued

Abrahimy, Janet	Various	10/01/20 through 06/30/21
Adamyman, Diana		Not to exceed 4 hours per day, each
Avoyan, Selva		Calfresh Living Program Grant
Boghosian, Janet		01.0 94033.0 00000 37000 2232 0000662
Boyadjian, Eliza		
Cardarodi, Lidosh		
Chavira, Bront		
Chilgevorkian, Manik		
Dennis, Laura		
Facundo, Imelda		
Gharapetian, Maryam		
Gonzalez, Veronica		
Grigoryan, Lusik		
Huff, Maria		
Islam, Rashida		
Karamian, Hilda		
Kostanian, Lora		
Lian, Jenny		
Macias, Monica		
Manukyan, Manushak		
Markarian, Fenya		
Martinez, Angela		

6. Cafeteria Worker II

Boghozian, Kristina	Various	10/01/20 through 06/30/21
Nadimyan, Yelena		Not to exceed 1.5 hours per day, each
		Calfresh Living Program Grant
		01.0 94033.0 00000 37000 2232 0000662

	Location	Effective Dates, Months/Hours, and Salary Rating_____
<u>Additional Assignment Temporary - At Established Rate of Pay - Continued</u>		
7. <u>Education Assistant I</u>		
Bagiryan, Diana	CDCC	02/23/21 through 06/30/21
Boghdasarian, Greta		Child Development Activities
Ceballos, Heaven		12.0 61051.0 85000 10000 2160 0000671
Estrada, Alejandra		Child Development Activities
Garcia, Agustin		12.0 61051.0 85000 10000 2130 0000671
Gavaljyan, Maria		Self Supporting Combined
Gegorian, Rebecca		01.0 91500.0 85000 10000 2130 0000671
Kahchaturian, Carmen		
Nazarian, Keloudia		
Ramos, Ma Alexsa		
Sarkisian, Areg		
Sudchaitham, Vandee		
Szabados, Carly		
Villela, Cassandra		
8. <u>Education Assistant II</u>		
Malik, Rohila	Special Education	03/11/21
Tadevosian, Elma		Not to exceed 2 hours, each
Tchakian, Sonia		ESSER Fund
		01.0 32100.0 11100 10000 2130 0001615
9. <u>Education Assistant Intensive Support</u>		
Alvarez, Ashley	Special Education	03/11/21
Cuano, Mildred		Not to exceed 2 hours, each
Hernando, Maribel		ESSER Fund
Khodjasarian, Karmen		01.0 32100.0 11100 10000 2130 0001615
Richardson, Richard		
Rodriguez, Carmen		

	Location	Effective Dates, Months/Hours, and Salary Rating_____
<u>Additional Assignment Temporary - At Established Rate of Pay - Continued</u>		
10. <u>Education Assistant Intensive Support – Substitutes</u>		
Alwan, Zainab	Special Education	03/11/21
Awad, Joyce		Not to exceed 2 hours, each
Babakhanian, Daniel		ESSER Fund
Bekverdyan, Karine		01.0 32100.0 11100 10000 2130 0001615
Garcia Tovar, Janet		
Guevara Solis, Mariah		
Martinez, Ismael		
Martinez, Suzanne		
Ruiz Gomez, Veronica		
Serrano, Beatriz		
Torres, Peter Michael		
11. <u>Multimedia Technology Assistant</u>		
Murphy, Kevin	Valley View	03/22/21
		01.0 32100.0 11100 10000 2960 0001615

<u>Change of Assignment</u>	Location	Effective Dates, Months/Hours, and Salary Rating_____
1. <u>Provisional Assignment</u>		
a. <u>Cafeteria Worker II</u>		
Manukyan, Manushak	Jefferson From Cafeteria Worker I, 1-4	02/09/21 through 02/12/21 02/16/21 through 02/17/21 5.5 hours a day 4-5 13.0 53100.0 00000 37000 2212 0300000
b. <u>Cook/Baker</u>		
Babakhani, Armineh	Rosemont From Cafeteria Worker I, 1-9	03/01/21 through 03/12/21 8 hours a day 9-7 13.0 53100.0 00000 37000 2212 0600000
Boghosian, Janet	Glendale From Cafeteria Worker I, 1-9	02/01/21 through 02/26/21 8 hours a day 9-7 13.0 53100.0 00000 37000 2212 0200000
c. <u>Custodial Supervisor</u>		
Garcia, Joseph	Administration From Custodian I, 11-4	01/04/21 through 06/30/21 (Day) 8 hours a day 25-1 01.0 00000.0 00000 81006 2211 0000613
d. <u>Manager, Cafeteria, Secondary School Non-Transport</u>		
Tarverdians, Laris	Rosemont From Cook/Baker 9-7	03/01/21 through 03/31/21 8 hours a day M4-2 13.0 53100.0 00000 37005 2310 0000662
e. <u>Manager, Cafeteria, Secondary School Transport</u>		
Issagoolian, Berzwik	Crescenta Valley From Cook/Baker 9-9	03/01/21 through 03/31/21 8 hours a day M12-1 13.0 53100.0 00000 37005 2310 0000662

Effective Dates,
 Months/Hours, and
 Salary Rating_____

<u>Change of Assignment</u>	Location	
1. <u>Provisional Assignment</u>		
f. <u>Typist Clerk III</u>		
Friedman, Eva	Glendale From TC II 12-1	04/01/21 through 06/30/21 8 hours a day 16-1 01.0 00000.0 00000 27004 2410 0200000

Revisions to Previous Board Reports

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

Page 24, Item 9

Personal Services Agreement

Olivares lida, Maria Christina	Consultant, as needed to provide virtual assistance and language support for the Spanish Dual Language Program at Franklin 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
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Change account to read:

01.0 00000.0 00000 71001 5811 0007616

Effective Dates,
Months/Hours, and
Salary Rating_____

Location
Revisions to Previous Board Reports - Continued

2. Revision to Board Report #6, November 2, 2020

Page 22, Item 3

Personal Services Agreement

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

Add account to read:

Educational Services
01.0 00000.0 00000 71001 5811 0007616

Effective Dates,
 Months/Hours, and
 Salary Rating_____

Location
Revisions to Previous Board Reports - Continued

3. Revision to Board Report #8, December 15, 2020

Page 19, Item 3

Personal Services Agreement

Yeon Kyung Pyon	Consultant, as needed to provide Korean culture education for students in the Korean FLAG and World Language Programs at Monte Vista and Keppel Elementary Schools, Rosemont and Toll Middle Schools, and Hoover High School, on lessons in the integration of Korean traditional arts and craft in the curriculum.	11/17/20 through 06/11/21 Not to exceed \$5,200.00 total Monte Vista Korean Donation 01.0 94374.0 11100 10000 5811 0000611=\$800.00 Keppel Korean Donation 01.0 94376.0 11100 10000 5811 0000611=\$800.00 Hoover Korean Donation 01.0 94384.0 11100 10000 5811 0000611=\$800.00 Rosemont Korean Donation 01.0 94370.0 11100 10000 5811 0000611=\$2,000.00 Toll Korean Donation 01.0 94382.0 11100 10000 5811 0000611=\$800.00
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Change funding to read:

Monte Vista Korean Donation 01.0 94374.0 11100 10000 5811 0000611=\$2,400.00 Keppel Korean Donation 01.0 94376.0 11100 10000 5811 0000611=\$800.00 Rosemont Korean Donation 01.0 94370.0 11100 10000 5811 0000611=\$2,000.00

<u>Personal Services Agreement</u>	Location	Effective Dates, Months/Hours, and Salary Rating_____
1. Bertelli, Chris	Consultant, as needed to provide safety communications support	03/01/21 through 03/31/21 Not to exceed \$5,000.00 01.0 00000.0 00000 71005 5852 0000610
2. Kobliner, Andrea	Consultant, as needed to write the 2021-2024 Learning Communities for School Success Program, Cohort 5 Grant for GUSD, including consultation with staff on the design and content to meet grant requirements	03/02/21 through 05/30/21 Not to exceed \$15,000.00 total Violence Prevention Account 01.0 00000.0 11309 10000 5811 0002682

Effective Dates,
Months/Hours, and
Salary Rating_____

Location
Transportation Authorization – 2020-21

1. It is recommended that the individuals be authorized to receive transportation expenses at the rate of 57.5¢ per mile, effective July 1, 2020, through June 30, 2021:

Wellness Educator

Cousins, John

Nutrition Services

10/01/20 through 06/30/21: 56.0¢

Calfresh Living Program

01.0 94033.0 00000 37000 5210 0000662

GLENDALE UNIFIED SCHOOL DISTRICT

March 23, 2021

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 March 5, 2021 – March 16, 2021 as shown below totaling \$2,501,188.58, 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
C5H-C	6855670 - 6855707	Certificated	\$ 710,300.44
C5H-N	6855708 - 6855708	Classified	692.25
062-C	6856712 - 6856713	Certificated	329.86
E4P-N	6857579 - 6857680	Classified	1,471,077.99
C3H-N	6861361 - 6861404	Classified	299,231.89
064-C	6860281 - 6860284	Certificated	11,688.06
064-N	6860285 - 6860286	Classified	1,307.85
067-N	6863305 - 6863305	Classified	914.40
068-N		Classified	(1,051.99)
069-N	6863565 - 6863565	Classified	2,932.07
070-N	6864626 - 6864626	Classified	424.79
071-C	6864679 - 6864679	Certificated	3,125.90
071-N	6864680 - 6864680	Classified	215.07
TOTAL			\$ <u>2,501,188.58</u>

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

March 23, 2021

CONSENT CALENDAR NO. 5

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.

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
 March 23, 2021
 CONSENT CALENDAR NO. 5
 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	\$1,803
8910-8999	Transfers In/Contributions	\$0	\$0
TOTAL REVENUES		\$0	\$1,803

APPROPRIATION OBJECT		BUDGET TRANSFERS	BUDGET ADJUSTMENTS
1000	Certificated Salaries	\$0	\$0
2000	Classified Salaries	\$2,130	\$0
3000	Employee Benefits	\$670	\$0
4000	Instructional Supplies	\$12,397	\$3
5000	Contract Services	(\$15,197)	\$1,800
6000	Capital Outlay	\$0	\$0
7000	Other Outgo/Indirect/Transfers Out	\$0	\$0
TOTAL BUDGETED APPROPRIATIONS		\$0	\$1,803

NET INCREASE/DECREASE IN FUND BALANCE	\$0	\$0
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March 23, 2021
 BUDGET TRANSFER AND ADJUSTMENT REPORT
 CONSENT CALENDAR NO. 5
 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:
Jefferson	General Fund	0	2,130	670	(2,800)	0	0	0	0	\$0	Classified Salaries & Benefits
Wilson	General Fund	0	0	0	13,888	(13,888)	0	0	0	\$0	Supplies
Mountain Avenue	General Fund	0	0	0	0	0	0	0	0	\$0	Supplies
Wilson	General Fund	0	0	0	1,309	(1,309)	0	0	0	\$0	Supplies
Cerritos	General Fund	0	0	0	0	0	0	0	0	\$0	Supplies
CVHS	General Fund	0	0	0	0	0	0	0	0	\$0	Supplies
		\$0	\$2,130	\$670	\$12,397	(\$15,197)	\$0	\$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	500	0	0	0	\$500	Cheer Stipend
CVHS	Athletics Support Program	0	0	0	0	1,300	0	0	0	\$1,300	Cheer Stipend
Jefferson	General Fund	0	0	0	3	0	0	0	0	\$3	Textbook fees
		0	0	0	0	0	0	0	0	\$0	
		\$0	\$0	\$0	\$3	\$1,800	\$0	\$0	\$0	\$1,803	

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

March 23, 2021

CONSENT CALENDAR NO. 5

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	\$0
8300-8599	Other State	\$0	\$0
8600-8799	Local	\$0	\$38,130
8910-8999	Transfers In/Contributions	\$0	\$0
TOTAL REVENUES		\$0	\$38,130

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	\$130
6000	Capital Outlay	\$0	\$38,000
7000	Other Outgo/Indirect/Transfers Out	\$0	\$0
TOTAL BUDGETED APPROPRIATIONS		\$0	\$38,130

NET INCREASE/DECREASE IN FUND BALANCE	\$0	\$0
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GLENDALE UNIFIED SCHOOL DISTRICT

March 23, 2021

CONSENT CALENDAR NO. 6

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 Memorandum of Understanding Between Arizona State University and Glendale Unified School District to Implement the Verizon Innovative Learning Lab Program at Wilson Middle School**

The Superintendent recommends that the Board of Education approve a Memorandum of Understanding (MOU) between Arizona State University and Glendale Unified School District to implement the Verizon Innovative Learning Lab Program, including a custom-designed lab, at Wilson Middle School.

Wilson Middle School has been selected to participate in the Verizon Innovative Learning (VIL) Lab Program and will be awarded an Innovation Lab space on campus. The Lab will create a custom-designed, experiential learning space, powered by a next-gen, emerging technology-infused curriculum and Verizon 5G, which would be used by educators for professional learning and by students to learn technology and skills to build the future, leverage technology, social innovation, and design thinking to impact the community.

Verizon has partnered with Heart of America to plan and prepare the space transformation at the school, and with Arizona State University to provide professional development to District educators upon execution of the attached MOU agreement with Arizona State University.

The goal is to begin the space transformation as soon as summer 2021, with a planned activation and launch of the Verizon Innovative Learning Lab curriculum elective in the fall 2022.

The requirements of participating in this program are:

- Successful implementation and adherence to the VIL schools' program, led by Digital Promise.
- Dedicated Lab space for designated design and transformation.
- Two to three elective instructors to lead curriculum implementation and participate in trainings.
- Implementation of elective curriculum track(s) for at least two school years, enrolling at least 30% of the school student population each school year.
- 100% of student population utilizing space and technology.
- Commit to participate in required metrics and impact reporting.
- Commit to branding and messaging of the space by Verizon.
- Commit to Lab Mentor role for two school years during program/curriculum implementation.
- Commit to deploy Verizon 5G, where available, to the designated Lab space.

The school and District leadership will be invited to an initial program onboarding webinar to discuss more about the space transformation logistics by Heart of America and to coordinate the professional development by ASU for GUSD Educators.

TO SUPPORT BOARD PRIORITY No. 1: Maximize Student Achievement

“Analyze and assess student data to strengthen attendance and personalize learning that builds college, career, and life readiness pathways for success.”

TO SUPPORT BOARD PRIORITY No. 2: Create a Culture of Learning

“Support student learning with safe schools and programs that emphasize and increase inclusion, build positive relationships, and continue to enhance opportunities for life-long success.”

TO SUPPORT BOARD PRIORITY No. 3: Increase Engagement

“Utilize and increase district capacities to increase engagement, relationships, and support with parents and the community that build public trust and involvement in GUSD schools.”

TO SUPPORT BOARD PRIORITY No. 4: Maintain District Solvency & Financial Responsibility

“Manage district financial resources and facilities to support optimal learning, healthy working conditions, and strong enrollment to ensure long-term stability.”

Memorandum of Understanding **Verizon Innovative** **Learning Lab Program**

between

Arizona State University

and

Glendale Unified School District

SUMMARY

This Memorandum of Understanding (“Agreement”) is entered into by and between Arizona State University (“ASU”) and Glendale Unified School District, setting forth the terms and understanding by which the parties will implement the Verizon Innovative Learning (“VIL”) Lab program (the “Project”) at the school site(s). If the District does not comply, appropriate action will be taken by ASU. This may include improvement plans, intervention activities, and/or dismissal from the program.

BACKGROUND

The Project is part of a grant given to the Arizona Board of Regents for and on behalf of Arizona State University (ASU) by Verizon having its principal office at One Verizon Way, Basking Ridge, New Jersey 07920. The Verizon Innovative Learning Lab program is a multi-year initiative that combines immersive cutting-edge technology with an innovative project-based curriculum and real-world problem solving in a custom-designed Lab, all within the school building.

This Project is led by three core entities: Verizon, ASU, through J. Orin Edson Entrepreneurship + Innovation Institute, and Heart of America (“HOA”). Verizon is responsible for overall program management including but not limited to: program design, district identification, partner management, program assessment and iteration, and program marketing, branding and public relations.

HOA is a 501(c)3 nonprofit organization, based in the Washington, DC area. HOA transforms educational spaces into modern learning environments, so students and communities can learn and grow. HOA is dedicated to supporting and cultivating opportunities for increased learning and literacy in K-12 schools in under-resourced communities. HOA is responsible for space design and transformation which includes but is not limited to: school space vetting, lab design, space transformation and project management, and core technology procurement. As part of the space transformation process, HOA manages the design plans and contracted services and trades. HOA may also develop and lead a celebratory grand-opening event with community and district stakeholders. A separate agreement may be completed between HOA and the District.

ASU is a public research university ranked by U.S. News and World Report #1 in the U.S. for innovation, dedicated to accessibility and excellence. ASU has developed a model for the New American University, creating an institution that is committed to access, excellence and impact. ASU, through J. Orin Edson Entrepreneurship + Innovation Institute, is responsible for curriculum development and program implementation. ASU J. Orin Edson Entrepreneurship + Innovation Institute develops, facilitates, and manages the elective curriculum, curriculum technology, professional learning, program implementation, and program measurement.

In addition, in markets where Verizon 5G is available, the Project will explore providing the designated School lab space with access to the Verizon 5G network.

PURPOSE

The purpose of this Agreement is to provide an outline of how ASU J. Orin Edson Entrepreneurship + Innovation Institute, the District, and the School will work together to implement the Project. This Agreement sets forth the required commitment from partners to ensure a meaningful and productive program experience for teachers, students, and the School community as a whole. This is a non-funding Agreement and a forthcoming Subaward Agreement will be issued to obligate funding.

ASU J. Orin Edson Entrepreneurship + Innovation Institute COMMITMENT

ASU will provide the following to Glendale Unified School District:

- Technology and/or supplies packages that are aligned to the ASU-provided curriculum and online courses developed by ASU. Technology Kits and content are subject to change.
- Teacher access to the VIL online course hosted on the Canvas learning management system. ASU will pay the per-user-fee for up to 15 teachers per School to access, administer, and manage the course.
- Student access to the VIL online course hosted on the Canvas learning management system. ASU will pay the per-user fee for up to 600 students annually per School to access, use, and complete the course.
- Professional learning for all teachers and staff involved in the Project will be delivered in accordance with Glendale Unified School District guidelines, which could include:
 - Face-to-face professional learning
 - Virtual professional learning
 - Blended professional learning
 - Self-directed professional learning
 - In-class, one on one, and small group coaching
 - Virtual communities of practice
- Ongoing Project planning and implementation support, including for curriculum and Verizon 5G Education Technology applications, as applicable.
- Asynchronous methodology for content and curriculum implementation.

Glendale Unified School District COMMITMENT

The Glendale Unified School District commits to:

- Provide points of contact who will participate in regular meetings with ASU.
- Support the participating School in the facilitation, implementation and management of the Project.
- Assist ASU in documenting the implementation and outcomes of the Project throughout the Term of this Agreement.

- Work with Verizon, ASU and HOA to deploy Verizon 5G, where available, to the designated lab space, through a 5G Node on or near School premises.
- Participate in marketing and publicity efforts in collaboration with ASU and Verizon, in accordance with District policies.

The School commits to:

- Assist ASU and Verizon in securing media releases from participating staff, students, teachers, and community members.
- Provide regular updates and impact information from Project participants.
- Participate in live and virtual events, including site visits and showcases, which may include a media presence.
- Participate in the VIL Lab Mentor Role (details below).
- Provide feedback on the lab space, emerging technologies, curriculum, professional learning and Verizon 5G Educational Technology applications and/or other learning experiences, as applicable.

Verizon Innovative Learning Lab Mentor with Stipend:

The participating School(s) in Glendale Unified School District will provide the Point of Contact for the VIL Lab Mentor Role who will fulfill the below key duties and responsibilities. The VIL Lab Mentor will abide by the expectations of the Project, participate in required elements, and implement with fidelity for the duration of the program. The stipend for the VIL Lab mentor will align with the two academic years.

Implement the elective course for two full academic years (“AY”).

Space Management

- Manage Lab space and all technology/equipment.

Professional Learning

- Schedule Lab use/training sessions.
- Attend monthly check-in meetings with ASU.
- Attend or view monthly VIL Labs trainings with ASU.
- Participate in virtual trainings twice during the school year.
- Support in the design, development and delivery of virtual and in person professional development in collaboration with ASU.
- Help with coordination and scheduling of ASU and/or Verizon school site visits.

School, District and Community Engagement

- Encourage use of Lab space across the school and community, including across multiple content areas and subjects.
- Host at minimum two STEM events per year that are community-facing.
- Help secure ASU and Verizon media releases for students in the program.
- For Subject Matter Teachers, where applicable, **encourage to:**
 - Participate in the in-person/virtual training twice during the school year.
 - Contact Lab Mentor if any issues with application/device.
 - Develop lesson plan using 5G applications based on guidance, where applicable.

- Champion 100% of students studying respective subjects experience 5G applications as part of standard curriculum.
- Provide feedback to Lab Mentor on issues/improvement recommendations for applications.

Impact & Reporting

- Enroll at least 30% of the student population in the elective over the course of two consecutive academic years
- Endeavor to create an environment in which 100% of School student and staff population engages with the VIL Lab each academic year
- Provide student digital media artifacts and/or impact stories to ASU every month
- Provide feedback on the lab space, emerging technologies, curriculum, professional learning and Verizon 5G Educational Technology applications and/or other learning experiences, as applicable.
- Submit progress reports each year (mid-year and end-of-year)
- Submit annual school engagement plan and elective course plan to ASU
- Collaborate with administrator(s) to complete grant and progress reports

Verizon 5G

- Where applicable, thoroughly understand Verizon 5G Educational Technology applications and:
 - Coordinate loading of AR applications onto provided technology with School IT
 - Test AR applications over 5G to ensure they are working properly
 - Understand how 5G applications work within elective, if applicable
 - Understand how 5G applications work within broader curriculum to support subject matter teachers
- Provide school site support for subject matter teachers around usability and functionality of Verizon 5G Educational Technology applications
- Regular communication with Verizon and Verizon 5G Educational Technology solution application developers, as needed
- Contact the appropriate partner for support, if needed
 - Verizon 5G support: Verizon Network Contact
 - Curriculum & 5G solution support: ASU

If there are any issues with the Verizon 5G connectivity or applications, the School is to submit a helpdesk ticket with the support query via email to: helpdesk@vils.freshservice.com.

Tickets can also be created from the [VILS Helpdesk Portal](#). New users will need to sign up first. In the portal, the School can submit tickets, check ticket details and status, and open any tickets previously submitted.

Qualifications and Characteristics

- Strong leadership skills
- Interest in and engagement with educational technology
- Relationship with local community members and organizations
- Motivator and collaborator at the school and district level
- Commit at minimum 8 hours per week

Preferred Qualifications

- Knowledge of Verizon 5G and related applications, where applicable
- Experience with Verizon Innovative Learning programming
- Understanding of grant-funded programs and associated reporting

Compensation

- \$15,000 stipend per academic year for up to two years
- Renewable at the end of the first year if all program requirements are met

If there are changes to the role, the district is responsible for notifying ASU in writing via email within one week of the change. ASU will support the district for orientation of the new employee in their role within the VIL Lab program. If a district/school enters into this Agreement at such a time that does not meet the standard timeline, a contingency plan will be incorporated to help support compliance for program.

Compliance with Applicable Laws, Regulations, Policies, Bargaining Agreements

The parties hereto will comply with all applicable laws, including without limitation Federal, state, and local laws, regulations and District policies governing student privacy. The terms and conditions of employment of Glendale Unified School District educators and other employees are governed by applicable laws, regulations, District policies and collective bargaining agreements.

Media Releases

Glendale Unified School District will assist ASU and Verizon in securing media releases. Parents of students or students who are 18 or older may opt in to image use, thereby agreeing to the release of photographs and video/audio recordings made during School hours, School events, and other similar activities. If students or parents of students have not opted in, then these students’ likenesses and voices may not be used in any photographic or audio storytelling done as part of this Project, and the District will help manage this process.

Escalation Process

Should the District or School not fulfill the expectations of the Project, the escalation process will be followed.

1. District or School will be informed of issue. District will be informed of School-specific issues.
2. District or School will have 30 days to resolve issue and communicate resolution to ASU.
3. Any issues not resolved within 30 days may result in a District or School improvement plan and evaluation process.
4. Failure to meet the expectations of the District or School improvement plan may result in termination from the program.

Districts or Schools terminated from the program may be ineligible to be considered for additional Verizon Innovative Learning opportunities. To determine continued eligibility, Verizon and ASU will collaborate to discussion escalation situation and together determine next steps and/or make a recommendation for improvement. ASU would then initiate and monitor the escalation process with the goal to improve or resolve situation. Examples of issues that may result in escalation include but are not limited to the following:

- Using a learning management system other than Canvas, or using no learning management system, to facilitate the elective courses.
- Lack of demonstrated effort to engage at least 30% of student population in the elective courses each year.



- Routine absences from virtual engagements such as quarterly administrator check-in call, monthly virtual collaboration sessions, etc.
- Inability to secure media releases from participating staff, students, teachers, and community members in a timely manner.
- Frequent lack of communication and responsiveness or significantly delayed communication.
- Failure to adhere to reporting requirements.

Modification; Term of the Agreement

This Agreement is at-will and may be modified by mutual consent of authorized officials from ASU and Glendale Unified School District, via written agreement executed and approved in the same manner as this Agreement. This Agreement shall become effective upon signature by the authorized officials from ASU and the District and will remain in effect until June 2024 (the “Term”), unless modified by mutual consent of the parties as provided for herein, or unless terminated earlier by either or both of the parties as provided for herein.

Contact Information

Arizona State University
 Ji Mi Choi, Vice President leading J. Orin Edson Entrepreneurship + Innovation Institute
 Knowledge Enterprise
 1475 N. Scottsdale Rd.
 Scottsdale, AZ 85257
 (480) 965-7910
 Jimi.Choi@asu.edu

Glendale Unified School District

District Contact _____
 Title _____
 Address _____
 Phone _____
 Email _____
 District Federal EIN _____

(Signature block follows on the next page.)



Party Signatures to the Agreement:

Signature: _____ Date: _____

Ji Mi Choi
Vice President
Leading J. Orin Edson Entrepreneurship + Innovation Institute
Knowledge Enterprise
Arizona State University

Signature: _____ Date: _____

Glendale Unified School District

Contact Name _____

Title _____

Pursuant to Glendale Unified School District, Board of Education approved on _____.*

*If applicable.

Verizon Innovation Learning Lab Program: Innovation Lab

ADDENDUM 1 TO MEMORANDUM OF UNDERSTANDING (MOU)

Between

Glendale Unified School District

Woodrow Wilson Middle School

&

Arizona State University (ASU)

This document constitutes an Addendum to the agreement between Glendale Unified School District and Arizona State University (ASU).

Objective:

The objective of this Addendum is to describe the role and responsibilities of each party relative to the implementation of the Verizon Innovative Learning Lab Mentor position. This is a non-funding Agreement and a forthcoming Subaward Agreement will be issued to obligate funding.

This understanding is entered into by and between Arizona State University ("ASU") and Glendale Unified School District setting forth the terms and understanding by which the parties have implemented the Verizon Innovative Learning ("VIL") Lab program (the "Project") at the school site(s), Woodrow Wilson Middle School. If the District or School does not comply, appropriate action will be taken by ASU. This may include improvement plans, intervention activities, and/or dismissal from the program.

In markets where Verizon 5G is available, the Project will explore providing the designated School lab space with access to the Verizon 5G network to support Verizon 5G Educational Technology applications.

ASU J. Orin Edson Entrepreneurship + Innovation Institute COMMITMENT

ASU will provide the following to Glendale Unified School District:

- Four technology and/or supplies packages that are aligned to the curriculum and online courses developed by ASU. Technology Kits and content are subject to change.
 - Immersive Media (Virtual Reality and Augmented Reality) Kit
 - Smart Solutions (Electronics and Wearables) Kit
 - Artificial Intelligence (Coding) Kit
 - Digital Product Innovations (3D Modeling and Printing) Kit

- Teacher access to the VIL online course hosted on the Canvas learning management system. ASU will pay the per-user-fee for up to 15 teachers per School to access, administer, and manage the course.
- Student access to the VIL online course hosted on the Canvas learning management system. ASU will pay the per-user fee for up to 600 students annually per School to access, use, and complete the course.
- Professional learning for all teachers and staff involved in the Project will be delivered in accordance with Glendale Unified School District guidelines, which could include:
 - Face-to-face professional learning
 - Virtual professional learning
 - Blended professional learning
 - Self-directed professional learning
 - In-class, one on one, and small group coaching
 - Virtual communities of practice
- Ongoing Project planning and implementation support, including for curriculum and Verizon 5G Education Technology applications, as applicable.
- Asynchronous methodology for content and curriculum implementation.

Glendale Unified School District COMMITMENT

The Glendale Unified School District commits to:

- Provide points of contact who will participate in regular meetings with ASU.
- Support the participating School in the facilitation, implementation and management of the Project.
- Assist ASU in documenting the implementation and outcomes of the Project throughout the Term of this Agreement.
- Work with Verizon, ASU and HOA to deploy Verizon 5G, where available, to the designated lab space, through a 5G Node on or near School premises.
- Participate in marketing and publicity efforts in collaboration with ASU and Verizon, in accordance with District policies.

The School commits to:

- Assist ASU and Verizon in securing media releases from participating staff, students, teachers, and community members.
- Provide regular updates and impact information from Project participants.
- Participate in live and virtual events, including site visits and showcases, which may include a media presence.
- Participate in the VIL Lab Mentor Role (details below).
- Provide feedback on the lab space, emerging technologies, curriculum, professional learning and Verizon 5G Educational Technology applications and/or other learning experiences, as applicable.

Verizon Innovative Learning Lab Mentor with Stipend:

The participating School(s) in Glendale Unified School District will provide the Point of Contact for the VIL Lab Mentor Role who will fulfill the below key duties and responsibilities. The VIL Lab Mentor will abide by the expectations of the Project, participate in required elements, and implement with fidelity for the duration of the program. The stipend for the VIL Lab mentor will align with the two academic years outlined below.

Implement the elective course for two full academic years ("AY"):

- AY 1: August/September <2022> through May/June <2023>
- AY 2: August/September <2023> through May/June <2024>

Space Management

- Manage Lab space and all technology/equipment.

Professional Learning

- Schedule Lab use/training sessions.
- Attend monthly check-in meetings with ASU.
- Attend or view monthly VIL Labs trainings with ASU.
- Participate in virtual trainings twice during the school year.
- Support in the design, development and delivery of virtual and in person professional development in collaboration with ASU.
- Help with coordination and scheduling of ASU and/or Verizon school site visits.

School, District and Community Engagement

- Encourage use of Lab space across the school and community, including across multiple content areas and subjects.
- Host at minimum two STEM events per year that are community-facing.
- Help secure ASU and Verizon media releases for students in the program.
- For Subject Matter Teachers, where applicable, **encourage to:**
 - Participate in the in-person/virtual training twice during the school year.
 - Contact Lab Mentor if any issues with application/device.
 - Develop lesson plan using 5G applications based on guidance, where applicable.
 - Champion 100% of students studying respective subjects experience 5G applications as part of standard curriculum.
 - Provide feedback to Lab Mentor on issues/improvement recommendations for applications.

Impact & Reporting

- Enroll at least 30% of the student population in the elective each academic year (AY 2022-23 and AY 2023-24)
- Endeavor to create an environment in which 100% of School student and staff population engages with the VIL Lab each academic year
- Provide student digital media artifacts and/or impact stories to ASU every month
- Provide feedback on the lab space, emerging technologies, curriculum, professional learning and Verizon 5G Educational Technology applications and/or other learning experiences, as applicable.
- Submit progress reports each year (mid-year and end-of-year)
- Submit annual school engagement plan and elective course plan to ASU

- Collaborate with administrator(s) to complete grant and progress reports

Verizon 5G

- Where applicable, thoroughly understand Verizon 5G Educational Technology applications and:
 - Coordinate loading of AR applications onto provided technology with School IT
 - Test AR applications over 5G to ensure they are working properly
 - Understand how 5G applications work within elective, if applicable
 - Understand how 5G applications work within broader curriculum to support subject matter teachers
- Provide school site support for subject matter teachers around usability and functionality of Verizon 5G Educational Technology applications
- Regular communication with Verizon and Verizon 5G Educational Technology solution application developers, as needed
- Contact the appropriate partner for support, if needed
 - Verizon 5G support: Verizon Network Contact
 - Curriculum & 5G solution support: ASU

If there are any issues with the Verizon 5G connectivity or applications, the School is to submit a helpdesk ticket with the support query via email to: helpdesk@vils.freshservice.com.

Tickets can also be created from the [VILS Helpdesk Portal](#). New users will need to sign up first. In the portal, the School can submit tickets, check ticket details and status, and open any tickets previously submitted.

Qualifications and Characteristics

- Strong leadership skills
- Interest in and engagement with educational technology
- Relationship with local community members and organizations
- Motivator and collaborator at the school and district level
- Commit at minimum 8 hours per week

Preferred Qualifications

- Knowledge of Verizon 5G and related applications, where applicable
- Experience with Verizon Innovative Learning programming
- Understanding of grant-funded programs and associated reporting

Compensation

- \$15,000 stipend per academic year for up to two years
- Renewable at the end of the first year if all program requirements are met

If there are changes to the role, the district is responsible for notifying ASU in writing via email within one week of the change. ASU will support the district for orientation of the new employee in their role within the VIL Lab program. If a district/school enters into this Agreement at such a time that does not meet the standard timeline, a contingency plan will be incorporated to help support compliance for program.

DATE	COMMITMENT
Q2 2021> Apr., May, June	<ul style="list-style-type: none"> • Participate in ASU welcome calls.
<Q3 2021> July, Aug., Sept.	<ul style="list-style-type: none"> • Participate in ASU onboarding calls. • Review and approve curriculum technology application and software whitelist.
<Q4 2021> Oct., Nov., Dec.	<ul style="list-style-type: none"> • Participate in ASU onboarding calls. • Work with HOA and ASU to set up technology in VIL Lab.
<Q1 2022> Jan., Feb., Mar.	<ul style="list-style-type: none"> • Participate in ASU onboarding calls. • Collaborate with ASU to create elective plan draft.
<Q2 2022> Apr., May, June	<ul style="list-style-type: none"> • Attend and participate in multi-day VIL Labs Institute.
<Q3 2022> July, Aug., Sept.	<ul style="list-style-type: none"> • Submit final elective plan to ASU. • Submit final School engagement plan to ASU. • Launch elective course in August/September. • Launch School engagement plan in August/September. • Participate in monthly planning calls with ASU. • Attend one virtual collaboration session in August/September. • Attend and participate in Verizon 5G EdTech Summit. • Attend and participate in multi-day VIL Lab engagement and planning sessions. • Submit monthly Digital Media artifacts.
<Q4 2022> Oct., Nov., Dec.	<ul style="list-style-type: none"> • Participate in ASU <AY22/23> School Site Visit #1. • Participate in monthly planning calls with ASU. • Participate in quarterly administrator check-in call. • Attend one virtual collaboration session each month. • Submit monthly Digital Media artifacts. • Complete and submit <AY22/23> Mid-Year Progress Report.

<p><Q1 2023> Jan., Feb., Mar.</p>	<ul style="list-style-type: none"> ● Participate in ASU <AY22/23> School Site Visit #2. ● Participate in monthly planning calls with ASU. ● Participate in quarterly administrator check-in call. ● Attend one virtual collaboration session each month. ● Submit monthly Digital Media artifacts.
<p><Q2 2023> Apr., May, June</p>	<ul style="list-style-type: none"> ● Participate in ASU <AY22/23> School Site Visit #3. ● Host culminating showcase event onsite at VIL Lab. ● Participate in monthly planning calls with ASU. ● Participate in quarterly administrator check-in call. ● Attend one virtual collaboration session each month. ● Submit monthly Digital Media artifacts. ● Complete and submit <AY22/23> Annual Progress Report (APR).
<p><Q3 2023> July, Aug., Sept.</p>	<ul style="list-style-type: none"> ● Submit updated elective plan to ASU. ● Submit updated School engagement plan to ASU. ● Launch elective course in August/September. ● Launch School engagement plan in August/September. ● Participate in monthly planning calls with ASU. ● Participate in quarterly administrator check-in call. ● Attend one virtual collaboration session in August/September. ● Submit monthly Digital Media artifacts.
<p><Q4 2023> Oct., Nov., Dec.</p>	<ul style="list-style-type: none"> ● Participate in ASU <AY23/24> School Site Visit #4. ● Participate in monthly planning calls with ASU. ● Participate in quarterly administrator check-in call. ● Attend one virtual collaboration session each month. ● Submit monthly Digital Media artifacts. ● Complete and submit <AY23/24> Mid-Year Progress Report. ● Provide VIL Lab sustainability plan
<p><Q1 2024> Jan., Feb., Mar</p>	<ul style="list-style-type: none"> ● Participate in ASU <AY23/24> School Site Visit #5. ● Participate in monthly planning calls with ASU. ● Participate in quarterly administrator check-in call. ● Attend one virtual collaboration session each month. ● Submit monthly Digital Media artifacts.
<p><Q2 2024> Apr., May, June</p>	<ul style="list-style-type: none"> ● Participate in ASU <AY23/24> School Site Visit #6. ● Host culminating showcase event onsite at VIL Lab. ● Participate in monthly planning calls with ASU. ● Participate in quarterly administrator check-in call. ● Attend one virtual collaboration session each month. ● Submit monthly Digital Media artifacts. ● Complete and submit <AY23/24> Annual Progress Report (APR).

Compliance with Applicable Laws, Regulations, Policies, Bargaining Agreements

The parties hereto will comply with all applicable laws, including without limitation Federal, state, and local laws, regulations and District policies governing student privacy. The terms and conditions of employment of Glendale Unified School District educators and other employees are governed by applicable laws, regulations, District policies and collective bargaining agreements.

Media Releases

Glendale Unified School District will assist ASU and Verizon in securing media releases. Parents of students or students who are 18 or older may opt in to image use, thereby agreeing to the release of photographs and video/audio recordings made during School hours, School events, and other similar activities. If students or parents of students have not opted in, then these students' likenesses and voices may not be used in any photographic or audio storytelling done as part of this Project, and the District will help manage this process.

Escalation Process

Should the District or School not fulfill the expectations of the Project, the escalation process will be followed.

1. District or School will be informed of issue. District will be informed of School-specific issues.
2. District or School will have 30 days to resolve issue and communicate resolution to ASU.
3. Any issues not resolved within 30 days may result in a District or School improvement plan and evaluation process.
4. Failure to meet the expectations of the District or School improvement plan may result in termination from the program.

Districts or Schools terminated from the program may be ineligible to be considered for additional Verizon Innovative Learning opportunities. To determine continued eligibility, Verizon and ASU will collaborate to discuss escalation situation and together determine next steps and/or make a recommendation for improvement. ASU would then initiate and monitor the escalation process with the goal to improve or resolve situation. Examples of issues that may result in escalation include but are not limited to the following:

- Using a learning management system other than Canvas, or using no learning management system, to facilitate the elective courses.
- Lack of demonstrated effort to engage at least 30% of student population in the elective courses each year.
- Routine absences from virtual engagements such as quarterly administrator check-in call, monthly virtual collaboration sessions, etc.

- Inability to secure media releases from participating staff, students, teachers, and community members in a timely manner.
- Frequent lack of communication and responsiveness or significantly delayed communication.
- Failure to adhere to reporting requirements.

Modification; Term of the Agreement

This Agreement is at-will and may be modified by mutual consent of authorized officials from ASU and Glendale Unified School District, via written agreement executed and approved in the same manner as this Agreement. This Agreement shall become effective upon signature by the authorized officials from ASU and the District and will remain in effect until June 2024 (the “Term”), unless modified by mutual consent of the parties as provided for herein, or unless terminated earlier by either or both of the parties as provided for herein.

Contact Information

Arizona State University
 Ji Mi Choi, Vice President leading J. Orin Edson Entrepreneurship + Innovation Institute
 Knowledge Enterprise
 1475 N. Scottsdale Rd.
 Scottsdale, AZ 85257
 (480) 965-7910
 Jimi.Choi@asu.edu

Glendale Unified School District

District Contact _____
 Title _____
 Address _____
 Phone _____
 Email _____
 District Federal EIN _____

(Signature block follows on the next page.)

Party Signatures to the Agreement:

Signature: _____ Date: _____

Ji Mi Choi
Vice President
Leading J. Orin Edson Entrepreneurship + Innovation Institute
Knowledge Enterprise
Arizona State University

Signature: _____ Date: _____

Glendale Unified School District

Contact Name _____

Title _____

Pursuant to Glendale Unified School District, Board of Education approved on _____.*

*If applicable.

GLENDALE UNIFIED SCHOOL DISTRICT

March 23, 2021

CONSENT CALENDAR NO. 7

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. CVIM Foundation wishes to donate to the District \$38,000.00 to purchase a truck for CVHS music instruments to be used at Crescenta Valley High School.
- b. Vartan and Armina Gharpetian wish to donate to the District through the Equity, Access and Family Engagement Department \$130.00 to pay for scholarships to support the Adelante Latinos ceremony.