

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

BOARD OF EDUCATION
AGENDA

May 3, 2022
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

May 3, 2022

“Preparing our students for their future.”

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

Please Note Times	
5:00 P.M. -	Opening, Acknowledgements and Recognitions Presentation Student Board Member Report Public Communications
	Closed Session
8:00 P.M. -	Regular Meeting Superintendent’s Updates Information, Action, Consent Calendar, Reports

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 Ariana Danielian, an Early Elementary student at College View School.**
- 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. Teacher Appreciation Week

May 2-6, 2022 we celebrate National Teacher Appreciation Week, May 3, 2022 is National Teacher Appreciation Day, and May 11, 2022 is California Day of the Teacher. The Board of Education would like to recognize our outstanding Glendale Unified teachers for their continued commitment to serving students.

2. School Nutrition Employee Week

May 2-6, 2022 we celebrate School Nutrition Employee Week. Glendale Unified Nutrition Services staff work tirelessly to provide our students with nutritious meals, serving over 1 million breakfasts and 2 million lunches a year.

3. School Nurse Day

May 6, 2022 is National Nurses Day and May 11, 2022 is National School Nurse Day, sponsored by the National Association of School Nurses. Nurses play an important role in protecting students and employee health and safety, as well as providing valuable information and resources to staff, families, and the community. They work behind the scenes, but their contributions to the school district are worthy of special recognition.

C. PRESENTATION

1. Asian American/Pacific Islander Heritage Month

In Glendale Unified schools we proudly celebrate the many ethnicities and cultures that make up our diverse district. Asian American and Pacific Islander Heritage Month takes place in May and celebrates the culture, traditions, and history of Asian Americans and Pacific Islanders in the United States.

D. STUDENT BOARD MEMBER REPORT

1. Student Board Member Brandon Doronila will report on activities and events happening at the schools around the District.

E. COMMUNICATIONS FROM THE PUBLIC

1. 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. Individuals wishing to participate in public communication at Board meetings may do so in person or via Zoom. Instructions for public communication are included 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 advance 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.

E. COMMUNICATIONS FROM THE PUBLIC-continued

Instructions for In-Person Communication

1. A visitor log/sign-in sheet and comment cards for public communication will be available outside the District office shortly before the start of the public meeting.
2. All visitors, whether speaking or not, will be required to complete a health screening and sign the visitor log, including their full name, time and date, and an email address and/or phone number where they can be reached should contact tracing be necessary.
3. Face masks must be worn covering the nose and mouth at all times for all visitors, including individuals speaking during public communication.
4. Visitors wishing to speak during public communication should complete a comment card and select if they wish to address the Board regarding a specific agenda item/subject or a non-agenda item.
5. After a speaker completes their public comment or if the time allotted has been reached, the speaker will be asked to return to their seat.
6. Comment cards will be accepted from shortly before the Board meeting begins until the close of the public communication agenda item.

Instructions for Zoom Communication

1. A sign-up form will be posted at www.gusd.net/communication 30 minutes prior to the start of the public meeting.
2. Speakers should fill in their name and select if they wish to address the board regarding a specific agenda item/subject or a non-agenda item.
3. Speakers are asked to attend the board meeting virtually via Zoom link: <https://glendaleusd.zoom.us/j/89803622672>
4. When it is time for a speaker to address the Board, the speaker will be upgraded to a webinar panelist and their name will be called. Speakers must be present in the Zoom meeting when their name is called in order to be given an opportunity to address the Board.
5. Speakers should rename their Zoom profile to their real names to expedite this process.
6. Speakers are requested to turn on their camera and state their name prior to addressing the Board.
7. 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.
8. The speaker sign up form will be closed following the close of the public communication agenda item.

F. CLOSED SESSION

1. **Personnel matters relating to the discipline, dismissal and release of school-based employees pursuant to Government Code §54957**
2. **Conference with Labor Negotiators pursuant to Government Code § 54954.5**

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

3. **Threat to Public Services or Facilities (Government Code Section §54957)
Consultation with: Dr. Vivian Ekchian, Superintendent**
4. **Conference with Legal Counsel - Anticipated Litigation – Initiation of litigation
pursuant to section 54956.9(c): Two potential cases**

G. RETURN TO REGULAR MEETING – 8:00 P.M.

H. SUPERINTENDENT’S UPDATES

- 1. Maximizing Student Achievement**
- 2. Fostering A Positive Culture Of Learning**

I. INFORMATION

- 1. Commencement and Promotion Exercises for 2022** **9**

Each year, the Board of Education is invited to attend the promotion exercises at the middle schools and the graduation ceremonies at the high schools. This report provides the names of board members, GCC board members, and administrators who will be attending the ceremonies on June 10 and 13, 2022.

- 2. Proposed New Course of Study Outline for Use in High Schools in the Area of Career Technical Education** **11**

The proposed new course of study outline (Peer Counseling I) is submitted for review and discussion by the Board of Education. The course outline has been reviewed for content and evaluated by the members of the Career Technical Education Curriculum Study Committee. The Secondary Education Council has reviewed the information and made a recommendation of approval of the course outline to the Board of Education.

- 3. Proposed Revised Course of Study Outlines for Use in High Schools in the Area of English** **17**

The proposed course of study outlines (Modern Poetry and Creative Writing) 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 Curriculum Study Committee. The Secondary Education Council has reviewed the information and made a recommendation of approval of the course outlines to the Board of Education.

- 4. English Language Arts Instructional Material Adoption Recommendation for Grades 6-12** **32**

This report will provide the Board of Education with information and the process followed for the recommendation of new culturally diverse novels for English Language Arts in Grades 6-12.

- 5. Parent Square Communication (Q Communications)** **39**

This report provides information regarding a new parent communication tool that offers greater capabilities than the current system from Blackboard.

- 6. Acknowledgements of Service** **41**

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

J. ACTION

1. Award of Contract for Emergency Repairs to the Elevators at the Administration Office, A Building 43

The Superintendent recommends that the Board of Education approve the award of contract to TK Elevator for emergency repairs to the elevators at the Administration Office, A Building in the amount of \$232,361.22, funded by Routine Restricted Maintenance funds.

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 44

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

- a. Regular Meeting No. 19 April 19, 2022

2. Certificated Personnel Report No. 16 54

The certificated report recommends approval of the following:

A maternity leave of absence, extension of maternity leaves of absence, parental leaves of absence, health leaves of absence, extension of health leaves of absence, family & medical leaves of absence, extension of family & medical leaves of absence, a home responsibility leave of absence, a military leave of absence, a study leave of absence, additional assignments, elections hourly/daily, transportation authorizations, revisions to previous personnel reports and a personal services agreement.

3. Classified Personnel Report No. 16 71

The classified report recommends approval of the following:

Medical leave of absence; extension of medical leave of absence; family & medical leave of absence; maternity leave of absence; child care leave of absence; election from eligibility list; reclassification; termination – discipline; additional assignments; change of assignments; revisions to previous board reports; personal services agreement; and transportation authorization.

4. Warrants 83

The Superintendent recommends that the Board of Education approve Warrants totaling \$1,336,571.72 for April 14, 2022 through April 27, 2022.

5. Purchase Orders 84

The Superintendent recommends that the Board of Education approve Purchase Orders totaling \$1,676,390.01 for the period of April 11, 2022 through April 22, 2022.

K. CONSENT - continued

- 6. Appropriation Transfer and Budget Revision Report 97**
- 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.
- 7. Approval of Amendment to Services Agreement Between Glendale Unified School District and Informed K12 102**
- The Superintendent recommends that the Board of Education approve the amendment to the Services Agreement between Glendale Unified School District and Informed K12 for electronic forms and processes designed for K-12, not to exceed \$62,018 paid from the General Fund.
- 8. Authorization to Dispose of Surplus Property 105**
- The Superintendent recommends that the Board of Education declare a refrigerator located at Muir Elementary School as obsolete and surplus, and authorize disposal in the most cost efficient and environmentally responsible manner.
- 9. Approval of Basic and Supplementary Textbooks for Use in Middle and High Schools in the Area of World Languages and Cultures 106**
- The Superintendent recommends that the Board of Education approve basic and supplementary textbooks (Le Delf junior et scolaire B1; El Nuevo Houdini; Esmeralda, la tortuguita marina; El Raton Pablito; and Las aventuras de don Quijote de la Mancha) for use in middle and high schools in the area of World Languages and Cultures.
- 10. Approval of New Course of Study Outline for Use in High Schools in the Area of Physical Education 108**
- The Superintendent recommends that the Board of Education approve new course of study outline (Yoga) for use in high schools in the area of Physical Education.
- 11. Designation of California Interscholastic Federation Representatives 118**
- The Superintendent recommends that the Board of Education designate the Crescenta Valley High School, Glendale High School, and Hoover High School principals as the voting representatives and a selected assistant principal or athletic director, as an alternate, in all California Interscholastic Federation (CIF) matters for the 2022-2023 school year.
- 12. Acceptance of Career Technical Education Incentive Grant 120**
- The Superintendent recommends that the Board of Education accept \$1,000,000 in funding from the Career Technical Education Incentive Grant for the 2022-2023 school year.
- 13. Acceptance of Gifts 123**
- The Superintendent recommends that gifts to the District be accepted and that letters of appreciation be written to the donors.

M. REPORTS AND CORRESPONDENCE

1. Board

2. Superintendent

N. ADJOURNMENT

GLENDALE UNIFIED SCHOOL DISTRICT

May 3, 2022

INFORMATION REPORT NO. 1

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

PREPARED IN: Office of the Superintendent

SUBJECT: **Commencement and Promotion Exercises for 2022**

Each year, the Board of Education is invited to attend the promotion exercises at the middle schools and the graduation ceremonies at the high schools. This report provides the names of our board members, GCC board members, and administrators who will be attending the ceremonies on June 10 and 13, 2022.

TO SUPPORT 2021-22 BOARD PRIORITY NO. 1: Maximize Student Achievement – Close the digital and equity gap; offer robust in-person and independent study learning programs; and accelerate learning and improve attendance and engagement.

TO SUPPORT 2021-22 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 school connectedness for students, parents, and families.



COMMENCEMENT & PROMOTION EXERCISES FOR 2022

SCHOOL	DATE/TIME/ LOCATION	GUSD BOARD MEMBER	GCC BOARD OF TRUSTEES	DISTRICT ADMINISTRATOR
Clark Magnet High	Monday, June 13, 2022 5:30 p.m. Clark Amphitheater	Gregory Krikorian	Desiree Portillo Rabinov	Dr. Chris Coulter
Crescenta Valley High	Monday, June 13, 2022 5:30 p.m. CV Osborne Field	Jennifer Freemon Dr. Armina Gharpetian	Yvette Vartanian Davis	Dr. Vivian Ekchian
Daily High and Verdugo Academy	Friday, June 10, 2022 5:30 p.m. Glendale Performing Arts Center	Nayiri Nahabedian	Ann Ransford	Dr. Vivian Ekchian
Glendale High	Monday, June 13, 2022 6:00 p.m. Moyses Field	Shant Sahakian	Dr. Armine Hacopian	Dr. Kelly King
Hoover High	Monday, June 13, 2022 6:00 p.m. Hoover Field	Nayiri Nahabedian	Mr. Sevan Benlian	Dr. Darneika Watson
Roosevelt Middle	Monday, June 13, 2022 8:30 p.m. Roosevelt Field	Shant Sahakian		Dr. Kelly King
Rosemont Middle	Monday, June 13, 2022 9:00 a.m. Rosemont Amphitheater	Jennifer Freemon		Dr. Brook Reynolds
Toll Middle	Monday, June 13, 2022 8:30 a.m. Toll Field	Nayiri Nahabedian		David Greco
Wilson Middle	Monday, June 13, 2022 8:30 a.m. Wilson Field	Gregory Krikorian Dr. Armina Gharpetian		Dr. Vivian Ekchian Hagop Kassabian
FACTS	Tuesday, June 14, 2022 1:00 p.m. Glendale Performing Arts Center	Jennifer Freemon Nayiri Nahabedian		Dr. Vivian Ekchian Dr. Deb Rinder

GUSD Board of Education: Nayiri Nahabedian, President; Jennifer Freemon, Vice President;
 Gregory Krikorian, Clerk; Dr. Armina Gharpetian, Member; Shant Sahakian, Member.
 Dr. Vivian Ekchian, Superintendent

GCC Board of Trustees: Dr. Armine Hacopian, President; Ann Ransford, Vice President;
 Sevan Benlian, Clerk; Desiree Portillo Rabinov, Member; Yvette Vartanian Davis, Member.
 Dr. David Viar, President/Superintendent.

GLENDALE UNIFIED SCHOOL DISTRICT

May 3, 2022

INFORMATION REPORT NO. 2

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

PREPARED BY: Dr. Chris Coulter, Director, Teaching and Learning

SUBJECT: **Proposed New Course of Study Outline for Use in High Schools in the Area of Career Technical Education**

The proposed new course of study outline (Peer Counseling I) is submitted for review and discussion by the Board of Education. The course outline has been reviewed for content and evaluated by the members of the Career Technical Education Curriculum Study Committee. The Secondary Education Council has reviewed the information and made a recommendation of approval of the course outline to the Board of Education.

HIGH SCHOOLS

Department: Career Technical Education

Course Title: Peer Counseling I

Grade Level(s): 10-12

School(s)
Course Offered: Crescenta Valley High School

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

Course Credits: 10

Recommended
Prerequisite: None

Recommended

Textbook: Peer Counseling: Skills, Ethics, and Perspectives, D’Andrea, Vincent J., and Peter Salovey, Science and Behavior, Second Edition/1996

Psychology, Minter, Katherine P., and William J. Elmhurst., Pearson, Second Edition/2016

Course Overview: This course will provide students with the essential information and skills necessary to peer counsel and work with students in need. In addition, this course will present students with different counseling theories, legal and ethical issues in counseling, communication skills, anger and conflict management skills, knowledge of when to make a referral to a professional, implicit bias and cross-cultural counseling, and the ability to deal with crisis and change. The overriding theme of the course is helping peer counselors empower others and themselves, with a strong focus on applying the lessons toward self-growth, inclusion, competence, and empathy. Peer Counseling I follows a CTE pathway towards Peer Counseling II- where there will be an opportunity to intern in the WellNest, in preparation for a possible career in the behavioral sciences.

TO SUPPORT 2021-22 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 school connectedness for students, parents, and families.

Glendale Unified School District

High School

Date

(Meeting date will be typed in after Board Approval)

Department: Career Technical Education

Course Title: Peer Counseling I

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

Grade Level(s): 10-12

School(s)
Course Offered: Crescenta Valley High School

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

Course Credits: 10

Recommended
Prerequisite: None

Recommended
Textbook: Peer Counseling: Skills, Ethics, and Perspectives, D'Andrea, Vincent J., and Peter Salovey, Science and Behavior, Second Edition/1996

Psychology, Minter, Katherine P., and William J. Elmhurst., Pearson, Second Edition/2016

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First Semester-Course Content

Unit 1: General Counseling Guidelines and Procedures

(4 weeks)

Unit one covers the overview of what the Peer Counseling classes goals and requirements are. Students are given a Course of Study that summarizes each unit and they go over that with the instructor. Next, students are informed of the ethics, morality and law as they relate to counseling. A special emphasis is placed on confidentiality and reporting. Students are then introduced to school resources, the counseling department, school psychologists, school resource officer, Assistant Principals, Associate Principal and the Principal and made aware of when they would/should contact and use these resources. Following school resources, students are exposed to the School Crisis Plan and given an overview of Crisis Counseling and how to identify those in shock and what to do with them. Once students have shown an understanding of the above topics, they participate in a Needs Assessment to make sure that Peer Counseling will be addressing the needs of the campus for the entire school year.

Unit Assignment(s): Students are asked to graphically depict through a chart or map all of the school resources and each resource team member's role and scope of practice.

Students are asked to demonstrate on a short quiz what situations must include an adult resource team member and what can be handled exclusively by a student counselor.

Unit 2: Communication, Conflict and Caring

(4 weeks)

Unit two focuses on effective communication, resolving conflict in healthy ways and establishing a caring environment. First students learn about effective communication strategies with a focus on creating warmth, empathy and unconditional positive regard. They learn how we send and receive verbal and nonverbal clues and how to use that to aid in healthy communication. The students practice these strategies in a series of dyadic encounters and mock vignettes, critiquing each other to develop healthier communication practices. Next students are exposed to the difference between "I" and "You" statements and how to use those and present the "I Statement" strategy to others.

Unit Assignment(s): Students then pair off and use personal scenarios to practice using "I Statements". Students will help each other identify the effectiveness of "I Statements" over "You Statements" and the effect of each. Students will learn active listening and communication strategies.

Unit 3: Theory and Practice of Counseling

(10 weeks)

Didactic material on four theoretical orientations in counseling will be presented: Psychodynamic, Humanistic, Behavioral, and Post Modern. Each modality will be set in an historical context, presented in terms of its unique underlying principles. Varying counseling techniques from each modality will be presented and practiced. The role of the counselor in each modality will be discussed.

Unit Assignment(s): Students will demonstrate understanding of each modality through short quizzes and experiential learning. Through role play, vignettes will be presented and students will be asked to work within a theoretical model to facilitate effective problem solving.

Second Semester-Course Content

Unit 4: Psychopathology

(4 weeks)

Unit three includes didactic lessons on psychological disorders common in childhood and adolescence. Such common issues as attention disorders, anxiety, depression, eating disorders, and are presented didactically.

Unit Assignment(s): Students are asked to develop a “Specialty” from the covered topics and give a class presentation covering the antecedents, signs and symptoms, and effective counseling treatments for the chosen disorder.

Unit 5: Suicidality

(2 weeks)

Suicide. Students are exposed to the difference between having a case of the blues and people who are suffering with clinical depression. Next, students learn to identify students who are exhibiting signs of suicide and non-suicidal self-injury. Students learn to differentiate between common warning signs and risk factors. They practice directing the conversation to determine if students are exhibiting warning signs for suicide. They revisit confidentiality in the context of self-harm and review when to include school crisis team and other appropriate adults.

Unit Assignment(s): It is essential that students can identify warning signs of the subjects covered in this unit and be able to identify students who must be directed to the appropriate adult. Students are paired off and given scenarios where they must identify if the student's information should remain confidential, or if they need to ask probing questions, or if they need to direct that student to an adult. Students will learn the skills necessary to identify at risk students or students who are in danger.

Unit 6: Grief, Loss, Complicated and Uncomplicated Bereavement

(4 weeks)

Students learn about death, the stages of grief and working with people dealing with loss and how to help them onto the path of recovery. Divorce and its effect on the family, particularly children are the next topic. Divorce is followed by lessons on isolation and loneliness, stress and stress management. In addition, students learn about child abuse and identifying the signs of child abuse

Unit Assignment(s): Students are paired off and given scenarios where they must identify if the student's information should remain confidential, or if they need to ask probing questions, or if they need to direct that student to an adult. Students will learn the skills necessary to identify at risk students or students who are in danger.

Unit 7: Substance Use and Abuse

(4 weeks)

This unit covers the different classifications of substances such as stimulants and depressants. The unit includes legal issues of underaged use. Short term and long-term effects of alcohol, tobacco and drugs are covered. Models of addiction recovery are covered. Concepts such as dependence, co-dependence, enabling, relapse are defined. Referencing back to theoretical modalities taught in Unit 3, substance abuse is viewed through a psychodynamic, behavioral, humanistic, family systems and post-modern lens. The disease model is covered.

Unit Assignment(s): Students are asked to create a personal family genogram that traces compulsive and addictive behaviors in their family of origin or circle of friends.

Unit 8: Special Education

(3 weeks)

Students are taught the various eligibility criteria for inclusion in Special Education. Students are taught the various eligibility criteria for a Section 504 plan. Students are given common techniques for working with people with disabilities such as autism, learning disabilities, students who are deaf or hard of hearing, visual impairment, students with orthopedic disabilities and students with emotional disabilities.

Unit Assignment(s): Students are asked to observe and to work in one of the school's special education classrooms.

Unit 9: Program Review and Evaluation

(4 weeks)

As a group student discuss the semester that they have just completed in a seminar format. Discussions about activities, counseling, self-growth and relationships are encouraged, as well as an opportunity to say goodbye to the group. Students are encouraged to bring up areas of the course they feel were most helpful and memorable and the things that they would like to see changed in the future. Students discuss their growing edges and topics that would be challenging for them when they begin to work with students.

Unit Assignment(s): Students write a 3-5 page journal exploring what they have gotten out of the class and their counseling sessions throughout the year, and how they feel the experiences for future students can be improved.

GLENDALE UNIFIED SCHOOL DISTRICT

May 3, 2022

INFORMATION REPORT NO. 3

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

PREPARED BY: Dr. Chris Coulter, Director, Teaching and Learning

SUBJECT: **Proposed Revised Course of Study Outline for Use in High Schools in the Area of English**

The proposed course of study outlines (Modern Poetry and Creative Writing) 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 Curriculum Study Committee. The Secondary Education Council has reviewed the information and made a recommendation of approval of the course outlines to the Board of Education.

HIGH SCHOOLS

Department: English

Course Title: Creative Writing (Revision)

Course Code: 1361D

Grade Level(s): 11-12

School(s)
Course Offered: Clark Magnet High School

UC/CSU Approved:
(Y/N, Subject): N/A

Course Credits: 5 credits

Recommended
Prerequisite: None

Recommended

Textbook: Writing From the Senses by Laura Deutsch
Shambhala Publications, Inc. First Edition/2014

After the End Teaching and Learning Creative Revision by Barry Lane, Heinemann, a division of Reed Elsevier Inc., 1993.

Course Overview: The major purpose of this standards-aligned semester elective course is to provide opportunities to develop, extend, and refine the craft of writing. This course is designed for the enthusiastic writer. Students will develop their knowledge of the craft of writing by analyzing the characteristics of genres/sub-genres that are used in poetry, prose, novels, short stories, essays, and other genres in order to craft their own writing pieces. Students will engage in interactive reading and writing assignments, many of which include informal writing throughout the process. Students will move from pre-reading activities, through reading and post-reading activities, to formal writing assignments. Activities are geared to help writers develop a habit of writing, learn how to brainstorm ideas for writing, develop vivid and concrete descriptions, explore character and plot development, and experiment with forms of fiction, memoir, and poetry. Students are expected to write and revise a minimum of ten academic compositions within the first semester.

Department: English

Course Title: Modern Poetry (Revision)

Course Code: 1378D

Grade Level(s): 11-12

School(s)

Course Offered: Clark Magnet High School

UC/CSU Approved

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

Course Credits: 5

Recommended
Prerequisite: None

Recommended
Textbook: None

Course Overview: This course will concentrate mostly on reading, writing, and analyzing poetry. Through analysis of poetry, the student will gain an understanding of how this literature relates to identity. In addition, the student will create, evaluate, analyze, and critique famous poems by learning the fundamentals of poetry through literary devices and creative writing. In this course there will be discussion of the historical, political, cultural, economic and religious influences on poetry and poets. The main objective overall is learning an appreciation of poetry as a reading, listening, and writing experience, especially as a form of art and self-expression.

TO SUPPORT 2021-22 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 school connectedness for students, parents, and families.

Glendale Unified School District

High School

Date

(Meeting date will be typed in after Board Approval)

Department: English

Course Title: Modern Poetry (Revision)

Course Code: 1378D

Grade Level(s): 11-12

School(s)

Course Offered: Clark Magnet High School

UC/CSU Approved

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

Course Credits: 5

Recommended

Prerequisite: None

Recommended

Textbook: None

Course Overview: This course will concentrate mostly on reading, writing, and analyzing poetry. Through analysis of poetry, the student will gain an understanding of how this literature relates to identity. In addition, the student will create, evaluate, analyze, and critique famous poems by learning the fundamentals of poetry through literary devices and creative writing. In this course there will be discussion of the historical, political, cultural, economic and religious influences on poetry and poets. The main objective overall is learning an appreciation of poetry as a reading, listening, and writing experience, especially as a form of art and self-expression.

Unit 1: Defining Poetry/The Art of Poetry/Personal Voice

Students will describe the components of poetry and strategies for reading and understanding poetry. Students will identify patterns and literary devices used in poetry as they explore various definitions of this art and its purpose. They will also analyze the development of the author's voice and the use of points of view in poetry. This will be done through the close reading of mentor texts/poems that show poems written about poetry and writing. Poets will include, but are not limited to, Amy Lowell, Archibald MacLeish, Billy Collins, Marge Piercy, Nikki Giovanni, Anne Sexton, and Adrienne Rich. Students will implement this knowledge by writing various types of poetry, starting with a poem about their name as it relates to their lineage/culture. In addition, students will answer the following essential questions and focus on the following enduring understandings:

Essential Questions:

- What is poetry? How does a person read and understand poetry?
- How is poetry divided? What patterns are noted in poetry?
- What are the various devices and stanza types in poetry?
- What literary devices are used to show meaning and purpose?
- What is style, tone, voice, focus, and theme? How are they used by the author in creating poetry and supporting the author's purpose/theme?
- How is poetry a form of art?

Assignments:

1. Develop a personal definition of poetry. Write a poem that fits that definition.
2. Students will read a lengthy teacher-created packet of poems called "The Art of Poetry (Ars Poetica)" poems. They will use these inspirational poems to compose their own poem about poetry as an artform.
3. Students will use color to annotate Amy Lowell's poem called "Patterns" to see the visual experience of poetry and its connections with art and prose.
4. Students will write a poem about their name. This poem will be read as a performance piece in front of the class with another student as they alternate their lines from the name poems.

Unit 2: Writing Various Types of Poetry/Recurring Motifs in Poetry (color usage, seasons, darkness and light)

Students will learn the characteristics of various types of poetry and unique writing approaches. Throughout the unit, students will define, analyze, and evaluate different types of poetry that will be used as mentor texts for writing their own poems. The styles of poetry analyzed in this unit include dramatic, narrative, and lyrical poetry, as well as epic, ballads, elegy, and ode. Poets will include, but are not limited to, Robert Browning, Percy Bysshe Shelley, Pablo Neruda, Emily

Dickinson, Robert Frost, and E. E. Cummings. In addition, students will answer the following essential questions and focus on the following enduring understandings:

Essential Questions:

- What is dramatic poetry? What are its characteristics?
- What is the purpose of narrative poetry? What is lyric poetry?
- What is an epic poem, a ballad, an elegy, and an ode?
- What is a concrete poem? How is an acrostic formed?
- What motifs are used in poetry? What purpose do they serve?

Assignments:

1. Students will choose to write a specific type of poem, whether an ode, elegy, lyrical, or narrative poem.
2. Students will focus on a recurring motif in poetry and write a poem on that motif.
3. Students will look at art, songs, and how color is used to describe and express emotion. Students will write a poem using one color to create meaning.

Unit 3: Poetry of America

Students will distinguish between the different styles of poetry written by famous American poets. They will compare and contrast the styles of poetic writing by authors including, but not limited to, Emily Dickinson, Walt Whitman, Robert Frost, and Langston Hughes. Study of poetic styles will include those common in the Civil War, Harlem Renaissance, and Modern eras of the United States. The major poets and poems of each era will be used as mentor texts for writing. Students will listen to each inaugural speech/poem including Robert Frost, Maya Angelou, Robert Blanco, and Amanda Gorman.

In addition, students will answer the following essential questions and focus on the following enduring understandings:

Essential Questions:

- Who was Walt Whitman, Emily Dickinson, Robert Frost, and Maya Angelou? What are some of their famous poems?
- What influence does history have on poetry?
- What connections can you find between an American poet's personal life and his/her poetry?
- What connections and motifs are notable among the inaugural poets?

Assignments:

1. Students will write a poem based on a photo of a particular moment in history. They need to research the historical aspects of the event and approach the poem paying close attention to a unique point of view.
2. Students will write a poem emulating the themes and style of Emily Dickinson.

Unit 4: Modern/Contemporary Poets and Musical Influences

Students will be introduced to Modern and Contemporary poets including T. S. Eliot, W. H. Auden, Adrienne Rich, e. e. Cummings, Jimmy Santiago Baca, Martin Espada, Ilya Kaminsky, Billy Collins, Nikki Giovanni, and Marge Piercy to name a few. This unit will focus on the themes in the Modernist and Contemporary literary movements as unconventional forms and techniques are highlighted as the innovations of current trends of free verse. Students will bring in a song and a poem of their choice to begin each class as we begin to define songs as poetry. Students will be exposed to slam poetry and alternative creative expressions which originated with the Beat Poets of the late 1940s through the 1950s. Allen Ginsberg and Lawrence Ferlinghetti poems will serve as inspiration for connections between music and poetry.

Essential Questions:

- How are songs and poetry related? What are common devices used in each?
- Who are the Beat Poets and what commonalities can be found among their works?
- How does form influence and support poetic themes?
- How might poems be represented visually through a short film or series of images?

Assignments:

Students will choose from a culminating class project that includes slam poetry, a poem video, or possibly singing/performing a poem from an original poem or based on a famous poem.

Objectives:

By the end of the course, students will be able to:

1. Demonstrate knowledge of poetry of various forms and periods;
2. Recognize and identify different formal rhythmic properties of poems and of language as a whole;
3. Analyze and evaluate the aesthetic impact of individual poems;
4. Recognize and identify poets of various commitments, styles, and periods;
5. Demonstrate understanding of and apply poetic vocabulary essential to the practice of literary criticism;
6. Demonstrate understanding of individual poems and poets in their historical social, economic, cultural, and political contexts; historical writing, historical novels, and historical fiction gives a window into thoughts, feelings, and emotions of those experiencing historical events.

7. Produce and evaluate their creative writing. Poetry, in any form, can convey thoughts, feelings, and emotions in a way that other forms of literature cannot.

Focus Standards Reading Grades 10-12

R1.1. Identify and use the literal and figurative meanings of words, and understand word derivation.

R1.2. Distinguish between the denotative and connotative meanings of words, and interpret the connotative power of words.

R 2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.

R 3.1 Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.

R 3.3 Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.

R 3.4 Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.

Focus Standards Literary Response and Analysis Grades 10-12

3.1. Analyze characteristics of sub-genres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, drama, novel, short story, essay, and other basic genres.

3.2. Analyze how the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claims.

3.3. Analyze how irony, tone, mood, style, and "sound" of language are to achieve specific rhetorical and/or aesthetic purposes.

3.4. Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.

3.5. Analyze recognized works of American literature representing a variety of genres and traditions:

a. Trace the development of American literature from the colonial period forward.

b. Contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period.

c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.

3.6 Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings

(e.g., how the archetypes of banishment from an ideal world may be used to interpret Shakespeare's tragedy *Macbeth*).

3.7 Analyze recognized works of world literature from a variety of authors:

a. Contrast the major literary forms, techniques, and characteristics of the major literary periods (e.g., Homeric Greece, medieval, romantic, neoclassic, modern).

b. Relate literary works and authors to the major themes and issues of their eras.

c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.

Focus Standards Writing Standards Grades 10-12

W1.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.

W1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.

Focus Standards Listening and Speaking Grades 10-12

LS 2.1 Deliver reflective presentations:

- a. Explore the significance of personal experiences, events, conditions, or concerns, using appropriate rhetorical strategies (e.g., narration, description, exposition, persuasion).
- b. Draw comparisons between the specific incident and broader themes that illustrate the speaker's beliefs or generalizations about life.
- c. Maintain a balance between describing the incident and relating it to more general, abstract ideas.

Assessments:

- Culminating Poetry Project, whether a film or live performance
- Journaling/Daily warm-ups
- Various poems and projects
- Oral presentations and class discussions
- Peer Mark editing on www.turnitin.com

District Approved Texts and Instructional Resources - No copies of these texts are available at this time for Clark's students. Teacher is making copies, using online sites, and pulling from personal resources to post assignments/poems to Google Classroom.

1. English, Grades 9-12 and English Literature and Composition, Grades 11 & 12
 - a. *An Introduction to Poetry*, April 21, 1998.
2. AP English Literature, Grade 12, *Fiction, Poetry, and Drama* - Eighth Edition, March 4, 2003.

Other Instructional Resources:

- Reading/Language Arts Framework for California Public Schools.
- Glendale Unified School District's English/Language Arts Instructional Guides, Grades 9-10, 11-12.
- 100 Best-Loved Poems by Philip Smith, Dover Publications, 1995.
- Sound and Sense: An Introduction to Poetry, Laurence Perrine & Thomas R. Arp, Harcourt Brace College publishers, Eighth Edition, 1992.
- Poems American Themes, William C. Bassell, Amsco School Publications, Inc., Second Edition, 1995.

- Modern Poetry, Part I. Online Resource:
<http://www.breathitt.kyschools.us/userfiles/46/Classes/7163/UNIT5649-728.pdf>
- Poetry Foundation and Poets.org websites.

Glendale Unified School District

High School

Date

(Meeting date will be typed in after Board Approval)

Department: English

Course Title: Creative Writing (Revision)

Course Code: 1361D

Grade Level(s): 11-12

School(s)

Course Offered: Clark Magnet High School

UC/CSU Approved: N/A

(Y/N, Subject):

Course Credits: 5 credits

Recommended

Prerequisite: None

Recommended

Textbook: Writing From the Senses by Laura Deutsch
Shambhala Publications, Inc. First Edition/2014

After the End Teaching and Learning Creative Revision by Barry Lane,
Heinemann, a division of Reed Elsevier Inc., 1993.

Course Overview: The major purpose of this standards-aligned semester elective course is to provide opportunities to develop, extend, and refine the craft of writing. This course is designed for the enthusiastic writer. Students will develop their knowledge of the craft of writing by analyzing the characteristics of genres/sub-genres that are used in poetry, prose, novels, short stories, essays, and other genres in order to craft their own writing pieces. Students will engage in interactive reading and writing assignments, many of which include informal writing throughout the process. Students will move from pre-reading activities, through reading and post-reading activities, to formal writing assignments. Activities are geared to help writers develop

a habit of writing, learn how to brainstorm ideas for writing, develop vivid and concrete descriptions, explore character and plot development, and experiment with forms of fiction, memoir, and poetry. Students are expected to write and revise a minimum of ten academic compositions within the first semester.

Unit 1: Learning to Write/Personal Style/Individual Voice

First Quarter/10 Weeks: Students will produce five writing pieces, write a final project proposal, and make progress toward a final first chapter of a book or a complete short story of their chosen genre, which could include mystery, science fiction, memoir, young teen fiction, etc... Students will research their setting and genre in order to build competency. Students will seek mentor texts to guide their writing practice.

Students will complete frequent journaling in order to reflect on daily writing lessons, as they work toward developing skills to complete their culminating writing project. Students will begin to develop and seek to maintain the habit of writing in order to find their own voice/style. Initially, students will review the main elements of fiction (setting, character, conflict, point of view, denouement, and dialogue). Students will then engage in a series of exercises that focus on each of these elements specifically. These exercises will include a model story/mentor text to analyze for the specific element(s), and then an exercise in which the students apply their own knowledge. Students will engage in both individual writing exercises and group exercises.

Some of the writing pieces this quarter include a Thoreauvian personal narrative based on a firsthand experience in Nature/the park, a complaint/rant poem or paragraph, "Item from the Bag" writing activity, response to inspirational poems, and "The First Time" poem or paragraph.

The class will read various poets and essayists to serve as inspiration for the study of the following:

- Building relationships with trusted peers
- Characteristics of good writing
- Dialogue exercises
- Elements of Short Story
- Figurative Language
- Finding writing space and routines
- Humor in storytelling
- Imagery/Sensory Details
- Point of View
- Practice "showing, not telling"
- Punctuation usage as it relates to personal writing style/voice

Mentor Texts:

“Ground Swell” by Mark Jarman

“Memory Lapse” and “Now We Are Five” by David Sedaris

“Poem for Adlai Stevenson and Yellow Jackets” by David Young

Unit 2: Building Plot and Characters/Understanding the Writing Process and Revision

Second Quarter/10 Weeks: Students will produce five writing pieces, including an original first chapter, and outline of a book of their chosen genre, or a complete short story, which could include mystery, science fiction, memoir, young teen fiction, etc... Students will write the first chapter of a book or a short story using a character from a character profiling activity. First, students will choose one of their original characters and then draft a plot diagram of their story, solicit feedback from a peer on the "plot" of their story, then utilize this feedback to revise the plot. Once they have a solid plot structure and story, students will then draft the story incorporating fictional elements (clear exposition, conflict, effective dialogue that furthers the plot and develops character, and clear climax and resolution). Once the draft is finished, students will solicit feedback once again and then submit a final draft. Students will present their work to the class as a final writing project.

Some writing pieces this quarter include “Every Person Has a Story” interview and writing experience, a poem or paragraph on “Masks,” eavesdropping/dialogue activity and dramatization, children’s book activity, and the culminating first chapter or short story.

The class will read various poets and essayists to serve as inspiration for the study of the following:

- Building characters/character sketch
- Dialogue
- Influences of children’s literature
- Plot Style
- Precise language
- Publishing work – layout/design
- Reflective/narrative writing
- Revising and editing
- Setting
- Sharing writing pieces
- Story development
- Word choice/sentence structure

Mentor Texts:

“Adam’s Complaint” by Denise Levertov

“Strawberry Spring” by Stephen King

“The Empty House of my Brokenhearted Father” by Poe Ballantine

“The Tell-Tale Heart” by Edgar Allen Poe

Excerpts from Amy Tan’s *The Joy Luck Club*

Various works by Henry David Thoreau

Children’s Literature:

My Little House by Virginia Burton

Videos:

TED Talk by Andrew Stanton, Creative Director of Pixar - The Art of Storytelling

How to Carve a Bear, an analogy for revision

Focus Standards Reading Grades 10-12

R 2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.

R 3.1 Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.

R 3.3 Analyze the ways in which irony, tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical or aesthetic purposes or both.

R 3.4 Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers’ emotions.

Writing Standards Grades 10/11/12

W1.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.

W1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.

W2.1 Write fictional, autobiographical, or biographical narratives: a. Narrate a sequence of events and communicate their significance to the audience. b. Locate scenes and incidents in specific places. c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters’ feelings. d. Pace the presentation of actions to accommodate temporal, spatial, and dramatic mood changes. e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.

Listening and Speaking Grades 10-12

LS 2.1 Deliver reflective presentations: a. Explore the significance of personal experiences, events, conditions, or concerns, using appropriate rhetorical strategies (e.g., narration, description, exposition, persuasion). b. Draw comparisons between the specific incident and broader themes that illustrate the speaker's beliefs or generalizations about life. c. Maintain a balance between describing the incident and relating it to more general, abstract ideas.

Assessments:

- Character Sketch Project
- Culminating Writing Task Proposal
- Culminating final short story or first chapter of a book
- Journaling/Daily warm-ups and Writing Experiences
- Oral presentations and class discussions
- Peer Mark editing on www.turnitin.com

District Approved Texts and Instructional Resources

Other Instructional Resources:

- Reading/Language Arts Framework for California Public Schools
- Glendale Unified School District's English/Language Arts Instructional Guides, Grades 9-10, 11-12
- *Bird by Bird* by Anne Lamott
- *The Pocket Muse (Ideas and Inspiration for Writing)* by Monica Wood
- *The Pocket Muse 2 (Endless Inspiration for Writers)* by Monica Wood
- *Wild Mind: Living the Writer's Life* by Natalie Goldberg
- *Writing Down the Bones: Freeing the Writer Within* by Natalie Goldberg

GLENDALE UNIFIED SCHOOL DISTRICT

May 3, 2022

INFORMATION REPORT NO. 4

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

PREPARED BY: Dr. Chris Coulter, Director, Teaching and Learning

SUBJECT: **English Language Arts Instructional Material Adoption
Recommendation for Grades 6-12**

This report will provide the Board of Education with information and the process followed for the recommendation of new culturally diverse novels for English Language Arts in Grades 6-12.

The SpringBoard English Language Arts instructional materials adoption in April 2019 included the purchase of three novels per student per school to provide updated literature to support classroom instruction. A novel selection committee was formed to review and assess teacher recommended novels that reflect the diversity of the Glendale Unified School District (GUSD) student population and exposes students to culturally validating experiences of all people. The committee, led by the Teaching and Learning department, included teacher representatives from grades 6-12 and from each school. The committee considered the student reading experience from grades 6-12 and the extent to which all students will have exposure to rich literary texts that reflect their own experiences and foster understanding and appreciation of others. Through multiple meetings and literature evaluations, the Novel Committee selected a range of texts that provide academic rigor as well as opportunities to develop and deepen cultural competency, empathy, and engagement with real-world issues.

Review Process

The process to explore literature began in February 2020 under the leadership of Teaching and Learning specialist, Sandra Espinoza, and completed in March 2022 under the leadership of Teaching and Learning secondary English Language Arts/English Language Development (ELA/ELD) specialist, Laura Gaboudian.

Three graduating seniors from the class of 2021 met with the committee to open the second meeting in the spring of 2021. They shared their experiences with the literature they engaged with during their academic careers in GUSD. They expressed a deep

dissatisfaction with the lack of diverse authors, characters, and themes. They rarely saw themselves or many of their classmates represented in the stories they were assigned to read. Their powerful testimony inspired the committee to complete this work despite the challenges brought by the pandemic.

The Novel Committee included teacher representation from teachers in grades 6-12 and from all middle and high schools. Additionally, teachers from Balboa Elementary School, Fremont Elementary School, and Monte Vista Elementary School represented all sixth grade elementary teachers. The committee used resources and recommendations from the Glendale Library, Arts and Culture staff such as TeachingBooks and Novelist to identify options for appropriate diverse literature that provides grade appropriate rigor, cultural competency, empathy, and engagement with real-world issues.

Committee members selected novels for further exploration and the Teaching & Learning department obtained review copies of novels for committee members and other English teachers to evaluate. The Novel Committee met multiple times to discuss novels, review data, further evaluate and finally select novels. The Novel Committee used the Los Angeles County Office of Education diverse text evaluation tool for each novel in addition to the GUSD book evaluation cards.

The committee met five times over two years to conduct this important work. The chart below summarizes the purpose of these meetings:

Meeting Date	Format	Purpose
February 5, 2020	In Person	Initial meeting
March 2, 2021	Zoom	Student voice and exploration of diverse literature options
October 6, 2021	Zoom	Narrowing of recommendations for further review
March 2, 2022	In Person	Review of recommendations and agreements for grades 6-8
March 3, 2022	In Person	Review of recommendations and agreements for high school

The novel committee created a revised structure for categorizing and prioritizing texts to be used at each grade level and presented the lists to the English Curriculum Study Committee (CSC) for approval. The following three categories of novels were approved

for recommendation by the English CSC:

1. Core Consensus Novel by Grade Level:

- One text per grade level that 100% of ELA teachers at that grade level will teach.
- Not necessarily a novel within a SpringBoard unit.
- Not an optional text.

The following novels were selected by the committee and recommended by the English CSC as Core Consensus:

Grade	Title	Author
6	Walk Two Moons	Sharon Creech
7	Other Words for Home	Jasmine Warga
8	The Giver	Lois Lowry
8 Advanced	Fahrenheit 451	Ray Bradbury
9	My Name is Aram	William Saroyan
9	The House on Mango Street	Sandra Cisneros
10	Born a Crime	Trevor Noah
11	The Great Gatsby	F. Scott Fitzgerald
12	The Joy Luck Club	Amy Tan

2. Grade Level Reserve:

- Each grade level designates up to four novels for use in that grade level only.
- These are all optional texts.
- School grade level teams choose which novels they will use.

The following novels have been selected as Grade Level Reserve:

Grade	Title	Author
6	Freak the Mighty	Rodman Philbrick
6	Like Water on Stone	Dana Walrath
6	Number the Stars	Lois Lowry
6	The Unteachables	Gordon Korman

Grade	Title	Author
7	Brown Girl Dreaming	Jacqueline Woodson
7	Flying Lessons and Other Stories	Edited by Ellen Oh
7	Schooled	Gordon Korman
7	The Outsiders	S.E. Hinton
8	Darius the Great Is Not Okay	Adib Khorram
8	Legend	Marie Lu
8	MAUS	Art Spiegelman
8	Persepolis	Marjane Satrapi
9	Romeo & Juliet	William Shakespeare
9	The Diary of a Part-time Indian	Sherman Alexie
9	To Kill a Mockingbird	Harper Lee
10	A Thousand Splendid Suns	Khaled Hosseini
10	Animal Farm	George Orwell
10	Night	Elie Wiesel
10	Things Fall Apart	Chinua Achebe
11	Into the Wild	Jon Krakauer
11	Just Mercy	Bryan Stevenson
11	The Crucible	Arthur Miller
11	Their Eyes Were Watching God	Zora Neale Hurston
12	1984	George Orwell
12	Kindred	Octavia E. Butler
12	Pygmalion	George Bernard Shaw

3. Supplemental Novels for Any Grade Level:

- A selection of novels that the committee has determined are culturally diverse and appropriate for specific grade bands.
- Not reserved for specific grade levels.
- Teachers can choose to incorporate at any grade level within a school.
- Each school's ELA department must ensure that if a novel from this category is selected for one grade level that it is not also selected for another grade level at

that school.

The following novels have been selected as Supplemental:

Grade	Title	Author
6-8	Piecing Me Together	Renee Watson
6-8	Show Me a Sign	Ann Clare LeZotte
6-8	Tangerine	Edward Bloor
6-8	The Inquisitor's Tale	Adam Gidwitz
6-8	The Road from Home	David Kherdian
9-12	Between the World and Me	Ta-Nehisi Coates
9-12	Black Dog of Fate	Peter Balakian
9-12	House of Purple Cedar	Tim Tingle
9-12	I Am Malala	Malala Yousafzai
9-12	Monster	Walter Dean Myers
9-12	My Mother's Voice	Kay Mouradian
9-12	Of Mice and Men	John Steinbeck
9-12	Still Life with Rice	Helie Lee
9-12	The Curious Incident of the Dog at Nighttime	Mark Haddon
9-12	The Hundred-Year Walk	Dawn Anahid Mackeen

Recommendations

The Novel Committee reached consensus and made a recommendation to the ELA CSC. The ELA CSC approved the recommendation of the adoption and implementation for the instructional materials outlined above in grades 6-12 ELA courses on March 29, 2022. Some of the novels listed above were previously approved for use in GUSD classrooms. The following novels from the lists above are not yet approved and were recommended to the secondary principals for approval:

Grade	Novel Category	Title	Author
6	Reserved for Grade Level	Like Water on Stone	Dana Walrath
6	Reserved for Grade Level	Number the Stars	Lois Lowry
6	Reserved for Grade Level	The Unteachables	Gordon Korman
7	Core Consensus	Other Words for Home	Jasmine Warga
7	Reserved for Grade Level	Brown Girl Dreaming	Jacqueline Woodson
7	Reserved for Grade Level	Flying Lessons and Other Stories	Edited by Ellen Oh
7	Reserved for Grade Level	Schooled	Gordon Korman
8	Reserved for Grade Level	Darius the Great Is Not Okay	Adib Khorram
8	Reserved for Grade Level	Legend	Marie Lu
8	Reserved for Grade Level	Persepolis	Marjane Satrapi
6-8	Supplemental	Piecing Me Together	Renee Watson
6-8	Supplemental	Show Me a Sign	Ann Clare LeZotte
6-8	Supplemental	The Inquisitor's Tale	Adam Gidwitz
6-8	Supplemental	The Road from Home	David Kherdian
10	Core Consensus	Born a Crime	Trevor Noah
10	Reserved for Grade Level	A Thousand Splendid Suns	Khaled Hosseini
11	Reserved for Grade Level	Just Mercy	Bryan Stevenson
9-12	Supplemental	Between the World and Me	Ta-Nehisi Coates
9-12	Supplemental	House of Purple Cedar	Tim Tingle
9-12	Supplemental	I Am Malala	Malala Yousafzai

Parent/Guardian Feedback

Per Administrative Regulation 6141, the novels were posted for public review and comment for a two-week period from April 1 to April 14, 2022, and principals sent informational flyers to families detailing the categories of novels above along with links to more information. Parents/guardians were provided an optional feedback form and asked to rank their overall impression of the lists on a scale of 1 to 3, with 1 meaning “I have concerns about one or more of the novels” and 3 meaning “I fully support these novels.” The survey also included an open-ended response option. Of the 201 responses, 188 (91%) indicated they fully support the novels, and 15 (7%) indicated they had concerns. Four responses (2%) were neutral. The open-ended comments were overwhelmingly supportive. The concerns expressed by a small number of respondents included the perceived political views of authors, general objections to diverse literature, objections that the list was not diverse enough and does not adequately include certain groups, and a specific concern about one passage in one of the books. Many expressed concerns about the optional survey itself because they felt it was undermining the professional expertise of the teachers on the selection committee and allowing the general public the authority to dictate what is or is not taught in GUSD classrooms.

The recommendation from the English CSC and a summary of the parent/guardian feedback was shared with all principals for their review and recommendation on April 20, 2022, for high school principals and April 21, 2022, for middle school principals. All principals approved the recommendation to the Superintendent for approval of the novels.

The recommendation to adopt the novels will be presented as an action item at the May 17, 2022, Board of Education meeting.

TO SUPPORT 2021-22 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 school connectedness for students, parents, and families.

GLENDALE UNIFIED SCHOOL DISTRICT

May 3, 2022

INFORMATION REPORT NO. 5

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

PREPARED BY: Frank Schlueter, Director, Education Technology and Information Services

SUBJECT: ParentSquare Communication (Q Communication)

Public Information (PIO) and Educational Technology & Information Services (ETIS) are recommending the transition from Blackboard to ParentSquare for mass communication services. ParentSquare offers several features that are not available in the Blackboard system such as:

- Ability to message summer school students/families and incoming fall students/families during summer months (Blackboard not being able to do this causes challenges for principals who want to message families about the upcoming fall semester)
- Access ParentSquare directly from within the Q Student Information System
- Two-way messaging between district and families eliminating the need for sites to adopt other solutions such as Remind
- Auto-translation allowing families to communicate in their preferred language
- Ability to create sign-up/signature forms for events & field trips
- Ability to solicit volunteers for events & field trips

These features and improved functionality over Blackboard are resulting in an increasing number of school districts making the transition to ParentSquare. The PIO and ETIS departments organized live and recorded demonstrations of the ParentSquare system for GUSD school and district administrators and received overwhelmingly positive responses.

ParentSquare has partnered with Aequitas, the provider of the Q Student Information System, to have both systems integrated with each other. As a result, the ParentSquare system is accessible directly from within Q and labeled as “Q Communication.”

The cost of Q Communication is \$124,620 annually, plus a \$7,500 implementation cost for the first year. A recommendation to transition from Blackboard to ParentSquare (Q Communication) will be submitted for approval at the May 17, 2022 Board Meeting.

GLENDALE UNIFIED SCHOOL DISTRICT

May 3, 2022

INFORMATION REPORT NO. 5

Page 2

TO SUPPORT 2021-22 BOARD PRIORITY NO. 1: Maximize Student Achievement – Close the digital and equity gap; offer robust in-person and independent study learning programs; and accelerate learning and improve attendance and engagement.

TO SUPPORT 2021-22 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 school connectedness for students, parents, and families.

TO SUPPORT 2021-22 BOARD PRIORITY NO. 3: Ensure the Health and Safety of Students and Employees – Strengthen mental health support and programs; ensure best practices for safe and healthy learning environments; and support physical, social, and emotional wellbeing.

GLENDALE UNIFIED SCHOOL DISTRICT

May 3, 2022

INFORMATION REPORT NO. 6

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. Bekverdyan, Karine Effective 4/22/22
Education Assistant Intensive Support
Special Education Department
2. Gomez Alvarez, Rene Effective 4/08/22
Education Assistant Intensive Support
Special Education Department
3. Gonzalez, Ruth Effective 4/29/22
Cafeteria Worker I
John Muir Elementary School
4. Hasserjian, Rita Effective 4/15/22
Education Assistant I
Pacific Avenue
5. Ishac, Marleine Effective 4/29/22
Behavior Intervention Assistant
Special Education Department
6. Morgan, Katherine Effective 3/26/22
Nutrition Services Driver
Nutrition Services Department

Retirements:

1. Arora, Surinder
Kindergarten Teacher
Muir Elementary
Effective 6/15/22
22 years of service
2. Karanfilian, Virginia A.
4th Grade Teacher
R.D. White Elementary
Effective 6/15/22
32 years of service
3. McGrath, Michael P.
5th Grade Teacher
Dunsmore Elementary
Effective 6/15/22
33 years of service
4. Sato, Akiko Y.
2nd Grade FLAG Teacher
Dunsmore Elementary
Effective 6/15/22
3 years of service
5. Sercomb, Marc B.
3rd Grade Teacher
Muir Elementary
Effective 6/15/22
24 years of service
6. Ward, William
Electrician
FASO
Effective 6/30/22
22 years, 3 months of service
7. Wells, Jana J.
4th/5th Grade Teacher
Dunsmore Elementary
Effective 6/15/22
25 years, 5 months of service

GLENDALE UNIFIED SCHOOL DISTRICT

May 3, 2022

ACTION REPORT NO. 1

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

PREPARED BY: Hagop Kassabian, Administrator: Planning, Development, Innovation & Facilities

SUBJECT: **Award of Contract for Emergency Repairs to the Elevators at the Administration Office, A Building**

The Superintendent recommends that the Board of Education approve the award of the contract to TK Elevator for emergency repairs to the elevators at the Administration Office, A Building in the amount of \$232,361.22, funded by Routine Restricted Maintenance funds.

In the past several months, staff has encountered repeated instances of system malfunctions of the elevators at the GUSD Administration Office, Building A. In response to these malfunctions, staff consulted with GMS Elevator Services to obtain a proposal for this work. On December 14, 2021, the Board awarded a contract to GMS Elevator Services to complete repairs. On March 8, 2022, the Board approved a termination of contract due to delays in receiving the required contract documents from the vendor.

In an effort to ensure fire and life safety, a new proposal was obtained from TK Elevator to modernize the two elevators. The total cost for their services is \$232,361.22. Per CA Public Contract Code No. 22050 (a) (1), in the case of an emergency, pursuant to a four-fifths vote of its governing board, a public agency may repair or replace a public facility, take any directly related and immediate action required by that emergency to procure the necessary equipment, services, and supplies to respond to the emergency, without giving notice for bids to award contracts.

Staff is recommending the award of contract to TK Elevator for emergency repairs to the two (2) elevators at the Administration Office, A Building. This project is funded by Routine Restricted Maintenance funds.

TO SUPPORT 2021-22 BOARD PRIORITY NO. 4: Maintain District Financial Responsibility – Ensure the fiscal health of the District; implement a fiscal plan to preserve the District resources; plan for the District's future educational and facility needs.

GLENDALE UNIFIED SCHOOL DISTRICT

May 3, 2022

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, April 19, 2022

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

BOARD OF EDUCATION MEETING NO. 19
UNADOPTED MINUTES
REGULAR MEETING, April 19, 2022

CALL TO ORDER AND ROLL CALL

The regular meeting of the Glendale Unified School District Board of Education was called to order by Mr. Shant Sahakian, president of the Board of Education, at 5:05 p.m., on Tuesday, April 19, 2022, 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, Dr. Armina Gharpetian, Mr. Greg Krikorian, Ms. Nayiri Nahabedian, and Mr. Shant Sahakian.

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

PLEDGE OF ALLEGIANCE

Aren Zakarian, a 6th grade student at Valley View Elementary School, led the Pledge of Allegiance.

CERTIFICATE OF COMPLIANCE

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

APPROVAL OF AGENDA ORDER

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

PRESENTATION

1. National Bilingual/Multilingual Learner Advocacy Month

In 2016, U.S. Congress House Resolution 690 designated the month of April as "National Bilingual/Multilingual Learner Advocacy Month," recognizing and celebrating educational programs with goals that focus on equity and access. Glendale Unified School District affirms and advocates for language learners for their linguistic assets and the ways they will contribute to our multilingual communities.

STUDENT BOARD MEMBER REPORT

Student Board Member Brandon Doronila reported on activities and events around the district.

PRESIDENT’S CLOSING REMARKS

Mr. Sahakian said it has been an honor to serve as president. He extended his thanks to the Board, Superintendent, staff, parents, community members, and his family. He reflected on his year as president of the Board highlighting our new programs, grant funding, and celebrations. Our students and families have gone through an incredibly challenging time during the pandemic. The Board approved mandating vaccinations for employees, implementing block schedules and 7-period days at the secondary level, redoing our trustees’ area map, and moving forward with terms limits on the June ballot. We also increased our engagement at the state level, and he was honored to be elected to the California School Boards Association Delegate Assembly. He concluded with a quote from Lilian Katz, “Each of us must come to care about everyone else’s children. We must recognize that the welfare of our children and grandchildren is intimately linked to the welfare of all other people’s children. After all, when one of our children needs lifesaving surgery, someone else’s child will perform it. If one of our children is threatened or harmed by violence, someone else’s child will be responsible for the violent act. The good life for our own children can be secured only if a good life is also secured for all other people’s children.”

Nayiri Nahabedian presented a plaque on behalf of the Board to Mr. Sahakian. All board members expressed their appreciation to him for his leadership.

RE-ORGANIZATION OF THE BOARD OF EDUCATION

Rotation of the Officers Consistent with Board Policy 9100

A motion was made by Mr. Krikorian and seconded by Mrs. Freemon to rotate officers consistent with Board Policy 9100 with an amendment.

President: Nayiri Nahabedian
Vice President: Jennifer Freemon
Clerk: Gregory Krikorian
Position 4: Dr. Armina Gharpetian
Position 5: Shant Sahakian

PUBLIC COMMUNICATIONS

1. Lucy Petrosian, on behalf of the ANCA, congratulated Nayiri Nahabedian for being selected as President of the Board. She thanked Mr. Sahakian for his service as well.
2. Rebecca Johnson, president of Glendale Council PTA, thanked Mr. Sahakian for his leadership, dedication, and continuing support to our PTAs. The Glendale Council PTA has taken a position of support for Measure T, term limits for the Board of Education. She congratulated Nayiri Nahabedian.

PUBLIC COMMUNICATIONS (Continued)

3. Marco Lundgren, on behalf of Senator Portantino, congratulated outgoing president Mr. Sahakian. He also congratulated in-coming board president Nayiri Nahabedian.
4. Jennifer Cano, Executive Director of Glendale Educational Foundation, thanked Mr. Sahakian for his service as Board president. They look forward to continued collaboration.
5. Mr. Chris Davis, president of GTA, congratulated Mr. Sahakian and Ms. Nahabedian. He spoke about the safe space stickers, gender expression, and inclusivity. He is thankful that our current students have a more inclusive education.
6. PJ Johnson, Muir HS parent, spoke about the Hoover swim meet incident where her son was called the “n” word and another student was called a “faggot.” Hoover has a history of racial unrest. This could be a teachable moment, and she is asking the Hoover swim team program be suspended.
7. Momasto Johnson spoke about the Hoover incident. The derogatory remark was directed at him. This is just one case of racism. People need to be more accountable for their action.
8. Lupe Leva, parent at Muir HS , said she was present when a racist remark was made towards one of their athletes. It is her hope that we establish training for staff. Be the change the school district needs today.
9. Shamae Smith reiterated what everyone is saying. Training is needed across the board.
10. Tracey Fortich spoke about the Hoover incident on March 23, 2022. The problem is deep seeded. She urged the Board to educate themselves and use tools available. It was shocking that words like these were thrown around. She urged the district to do something for our community.
11. Lorrie Drogin agrees with those joining Mrs. Johnson. This incident requires much reform, not just a student being suspended. We need to make sure that this does not happen again.
12. Marvin Wadlow, Jr., said he is not surprised by the incident that occurred to his nephew because we have done nothing to have conversations. No one knows how to speak to it. He is the co-founder of organization called The Table Setters and is willing to help. The website is thetablesetters.org.
13. Todd Leonard, pastor at Glendale City Church, apologized to Mr. Johnson for how he was treated. Whatever the outcome, it has to hurt. We still have not made peace of welcoming people of color. He hates what we have done to the people of color who live in Glendale.

MINUTES: April 19, 2022 – Regular Board Meeting

PUBLIC COMMUNICATIONS (Continued)

14. Ani Torosyan, parent, spoke about documents regarding gender identity that were circulated on social media. She asked why gender and sexuality are being taught in elementary school. As a parent, she demands an investigation.
15. Anna Keshisyan, parent, also asked for an explanation. She asked what parents could do to prevent incidents in the future on such topics in the elementary schools. She asked that we stick to the subject matter rather than LGBTQ and provide an opt-out option.
16. Aneta Krpetyan, parent, spoke about a third-grade teacher trying to talk about sexual orientation with her students. The level of disrespect to Christian conservative parents is obvious. We do not want these subjects taught to 8-year-olds.
17. Alvina Pilayan, parent, said her child was in the class and the discussion with the principal and administrators did not go anywhere. No one knew it was being taught. The teacher did not have permission to use that video. Give parents a heads up and make sure lessons are age-appropriate.
18. Patrick Davarhanian, member of the GTA equity team and Board of Directors, said he teaches his students to show respect to everyone. He asked that we support educators as they fulfill their professional responsibility and as they prepare age-appropriate curriculum. It is your responsibility to protect the educators. GTA teachers look forward to working with the District for a safe, inclusive environment.
19. Gayane Adamyan, parent, recently sent an email about a 4th grade teacher who allows children to stay at school to play games or do their homework. Her concerns were addressed immediately. To other parents with concerns, she said the district does listen and does care. Regarding teaching sexuality at age 8, she feels it is not appropriate and that parents should be shown the curriculum.
20. John Weimar, parent, said age-appropriate curriculum is important. We should focus on Math, English, and reading in elementary school. Parents should be informed on anything related to sex education.
21. Gail McCann spoke about the Hoover incident. It is important to have anti-racist and anti-homophobic training for coaches and parents as well. Gender education is different from sex education.

CLOSED SESSION

The Board recessed to Closed Session at 7:15 p.m. to discuss the following:

1. Personnel matters relating to the discipline, dismissal and release of school-based employees pursuant to Government Code §54957
2. Conference with Legal Counsel-Existing litigation pursuant to Government Code Section 54956.9(d)(1): Case No. BC 657944, Case No. 19STCV 14040, and Case No. LA-CE-6656-E

CALL TO ORDER/RETURN TO REGULAR MEETING

The meeting reconvened at 9:07 p.m.

REPORTING OUT OF CLOSED SESSION

No action was taken during Closed Session.

SUPERINTENDENT’S UPDATE

1. Maximizing Student Achievement
2. Summer Programming

INFORMATION

1. Proposed New Course of Study Outline for Use in High Schools in the Area of Physical Education
2. Proposed Basic and Supplementary Textbooks for Use in Middle and High Schools in the Area of World Languages and Cultures
3. Update on Measure S and Facility Programs
4. Acknowledgements of Service

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

ACTION REPORTS

1. Resolution No. 21 – Remembering the Armenian Genocide and Reaffirming a Better World

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

2. Resolution No. 22 - Holocaust Remembrance Day 2022

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

3. Appointment of Voting Representative to Elect Members to the County Committee on School District Organization

It was moved by Dr. Gharpetian and seconded by Ms. Ms. Nahabedian to appoint Shant Sahakian to serve on this committee. Motion approved by the following vote: AYES—Freemon, Gharpetian, Krikorian, Sahakian and Nahabedian.

ACTION REPORTS (Continued)

4. Appointment of Board Representative to the Los Angeles County School Trustees Association (LACSTA)

It was moved by Mr. Sahakian and seconded by Mr. Sahakian to appoint Dr. Armina Gharpetian as the board representative to LACSTA. Action Report No. 4. Motion approved by the following vote: AYES—Freemon, Gharpetian, Krikorian, Sahakian, and Nahabedian.

5. Signature Authorizations and Re-Adoption of Board Policies

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

6. Award of Bid No. 233-21/22 for the Fencing Project at Glendale High School

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

7. Award of Bid No. 234-21/22 for the Front Office Remodel at Glendale High School

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

8. Award of Bid No. 235-21/22 for Paint Projects at Balboa Elementary School and Toll Middle School

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

9. Award of Bid No. 236-21/22 for Asphalt Projects at Three District Sites

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

10. Establish a Pool of Additional Architectural/Engineering Firms Based on Request for Qualifications (RFQ) Number P-20-21/22

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

ACTION REPORTS (Continued)

11. Approval of A-G Grant Expenditure Plan for 2022-2026

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

12. Classified Salary Schedule Compliance

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

13. Memorandum of Understanding Addendum with the Glendale Teachers Association Regarding Campus Safety

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

14. Memorandum of Understanding with the Glendale Teachers Association Regarding Employee Child Care

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

15. Daily Rate of Pay for Certificated Substitutes

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

CONSENT CALENDAR

1. Minutes

- a. Regular Meeting No. 18, April 5, 2022

2. Certificated Personnel Report No. 15

3. Classified Personnel Report No. 15

4. Warrants totaling \$33,909,339.62 for March 1, 2022 through April 12, 2022

5. Purchase Orders totaling \$4,022,382.78 for the period of March 21, 2022 through April 8, 2022

6. Appropriation Transfer and Budget Revision Report

MINUTES: April 19, 2022 – Regular Board Meeting

CONSENT CALENDAR (Continued)

7. Authorization to Dispose of Surplus Property
8. Services Agreement with YMCA of Glendale
9. Services Agreement with YMCA of the Foothills
10. Approval of the Services Agreement Between Glendale Unified School District and Optimal Interventions
11. Approval of New Course of Study Outlines for Use in High Schools in the Area of Career Technical Education and Visual and Performing Arts
12. Approval for Renewal of Contract with Panorama Education for Social-Emotional Learning Support in 2022-23
13. Approval of Revisions to Board Policies Relating to Students-Welfare and Instruction
14. Award of RFP Number P-19-21/22 for Security Guard Services at Various Sites
15. Agreement with Point Loma Nazarene University, Revised Term of Agreement

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

REPORTS FROM THE BOARD

Mr. Krikorian congratulated Shant Sahakian. Mental health is going to be a critical issue. Regarding the public comments, lessons taught needs to be age appropriate. As financial stewards of the district, we need to keep our district solvent. He is hopeful with the May Revise that the Governor will properly fund all school districts so we can provide raises for our employees.

Mr. Sahakian thanked the Board for their support. He wished Nayiri Nahabedian continued success as president of the Board. He looks forward to her leadership.

Mrs. Freemon spoke about the public comments today. We do need to talk about racism, the trauma of history, and that we value all families. We need to continue that work. She was disappointed that some parents tried to drag our teacher's name in the mud. That is an agenda of hate. We are here to teach, we are not here to see our teachers maligned. That is not okay. She looks forward to respectful conversation. We will continue to teach our children that everyone is a valued human being.

REPORTS FROM THE BOARD (Continued)

Dr. Gharpetian congratulated our new board president, Ms. Nahabedian and thanked Mr. Sahakian for a job well done. The GEF gala was a beautifully organized event. Today and tomorrow, the USC Armenian Studies Program is conducting its Armenian Oral History project. If you have time, please drop by the district office and share your story. Regarding today's public comments, she said no child should experience racial slurs and inappropriate comments. The Board and Dr. Ekchian take this issue very seriously. She asked that our parents reached out to the Board members and Dr. Ekchian. We have to have open communication to resolve issues.

Ms. Nahabedian thanked those who were at public comment. Social media has not yet solved any social problems. We have a superintendent, staff, and board members who are open to conversation. If something does not seem right to you, go to your teacher and principal as a place to start. Let us find a place to meet and be honest in terms of moving forward to make some positive changes. She thanked everyone for their support.

REPORT FROM THE SUPERINTENDENT

Dr. Ekchian shared a video clip created by the students at Muir elementary describing kindness.

ADJOURNMENT

There being no further business, President Nahabedian adjourned the meeting in memory of Xavier Marchan, retired ETIS customer support technician, at 10:50 p.m.

Nayiri Nahabedian
President, Board of Education

Gregory S. Krikorian
Clerk, Board of Education

Board of Education Minutes - Regular Meeting, April 19, 2022

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

Approved by the Board of Education:

GLENDALE UNIFIED SCHOOL DISTRICT

May 3, 2022

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. 16

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.	Vartanian, Tenee Teacher, Regular 4 th Grade Keppel Elementary	4/29/22 through 7/12/22
<u>Extension of Maternity Leave of Absence</u>		
1.	Asatryan, Arpi Teacher, Regular Armenian Hoover High School	11/29/21 through 5/27/22
2.	Micev, Mary Teacher, Regular 5 th Grade Columbus Elementary	1/29/22 through 6/29/22
3.	Mitropoulos, Daphane Teacher, Special Education Glendale High School	9/07/21 through 4/30/22
<u>Parental Leave of Absence</u>		
1.	Mitropoulos, Daphane Teacher, Special Education Glendale High School	5/01/22 through 6/14/22
2.	Suh, Christopher Teacher, Regular 3 rd Grade Mann Elementary	5/16/22 through 6/03/22

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Health Leave of Absence</u>		
1.	Sam, Melanie Teacher, Special Education Pacific/Edison Preschool	4/08/22 through 6/16/22
2.	Welsh, Janet Teacher, Regular English Rosemont Middle School	5/19/22 through 6/14/22
<u>Extension of Health Leave of Absence</u>		
1.	Alva, Vanessa Teacher, Special Education Crescenta Valley High School	1/11/22 through 5/13/22
2.	Coram, Donella Teacher, Special Education Mountain Avenue Elementary	2/15/22 through 4/22/22
3.	Dall, Jennifer Teacher, Special Education Roosevelt Middle School	1/06/22 through 4/22/22
4.	Dall, Jennifer Teacher, Special Education Roosevelt Middle School	1/06/22 through 4/29/22
5.	Dreyfuss, Kellie Teacher, Regular 1 st Grade Keppel Elementary	1/24/22 through 5/22/22
6.	Makhmuryan, Anahit Teacher, Regular 5 th Grade Marshall Elementary	3/21/22 through 6/13/22
7.	Stewart, Allison Teacher, Regular Photography & Art History Hoover High School	3/10/22 through 6/17/22
8.	Vardanyan, Armine Teacher, Regular History Clark Magnet High School	2/28/22 through 5/20/22

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Family & Medical Leave of Absence</u>		
1.	Sam, Melanie Teacher, Special Education Pacific/Edison Preschool	4/08/22 through 6/16/22
2.	Suh, Christopher Teacher, Regular 3 rd Grade Mann Elementary	5/16/22 through 6/03/22
3.	Vartanian, Tenee Teacher, Regular 4 th Grade Keppel Elementary	4/29/22 through 7/12/22
4.	Welsh, Janet Teacher, Regular English Rosemont Middle School	5/19/22 through 6/14/22
<u>Extension of Family & Medical Leave of Absence</u>		
1.	Dreyfuss, Kellie Teacher, Regular 1 st Grade Keppel Elementary	1/24/22 through 4/26/22
2.	Makhmuryan, Anahit Teacher, Regular 5 th Grade Marshall Elementary	3/21/22 through 6/13/22
3.	Vardanyan, Armine Teacher, Regular History Clark Magnet High School	2/28/22 through 5/20/22
<u>Home Responsibility Leave of Absence</u>		
1.	Alvis, Robin Teacher, Regular 2 nd Grade Balboa Elementary	8/15/22 through 6/08/23
<u>Military Leave of Absence</u>		
1.	Scates, David Teacher, Regular Health/Physical Education Hoover High School	4/25/22 through 5/06/22

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Study Leave of Absence</u>		
1.	Hohensee, Susan Teacher, Regular VAPA Keppel Elementary	8/15/22 through 6/08/23
<u>Additional Assignment</u>		
1.	Grigori, Virginia Teacher, as needed to work as Stage Manager at Wilson Middle School	2/01/22 through 6/30/22 \$31.00/hr. Civic Center 01.0 00000.0 81000 50001 1930 0000640
2.	Oliver, Susan Retired substitute teacher, as needed, to assist with planning and preparation of the gate scholastic bowl. EAFE	2/15/22 through 3/10/22 District initiated special projects rate of pay of \$31.00 per hour for planning Not to exceed 25 hours total Supplemental 01.0 01000.0 11100 10000 1130 0000673

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
	<u>Election Hourly/Daily</u>	
1.	Extra-Curricular Assignments	Second Semester 21-22
	<u>CERRITOS ELEMENTARY</u>	
Avanessian, Karineh	Student Council	
	6 th Grade Camp	
Ayala, Peter	Robotics Advisor	
Ramirez, Christine	Girls on the Run	
	Robotics Advisor	
	<u>COLLEGE VIEW SCHOOL</u>	
Garcia, Rachel	Tech Advisor	
	<u>FRANKLIN ELEMENTARY</u>	
Cota, Pamela	Math Club Advisor (split)	
Hartel Ventura, Antonella	Student Council Advisor	
Mazza, Christina	Math Club Advisor (split)	
Miller, Robert	6 th Grade Camp Advisor	
Pino, Daniela	PBIS Advisor	
	<u>VERDUGO WOODLANDS ELEMENTARY</u>	
Arias, Melissa	Tech Advisor	
Brown, Tracy	Robotics Advisor	
Haug, Lisa	Student Council Advisor	
Moreno, Heidi	Student Council Advisor	
	School Newspaper Advisor	
Ouweleen, Mark	Math Club Advisor	

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily</u>		
<u>(Cont.)</u>		
2.	Bedrousi, Soseh Benkovich, Joseph Carnewal, Taiz Shiroyan, Hasmik	Teachers, as needed, for class coverage for Induction Program at Glendale High School
		1/10/22 through 6/13/22 \$34 per hour Not to exceed 12 hours in total 01.0 07405.0 11100 10000 1160 0000618
3.	Bucur, Mary Cassell, Rebecca Chia, Janet de la Paz, Caroline Derusha, Lisa Dolgin, Elaine Juarez, Eric Lapostol, Diane Mangahis, Carmela Mardirosian, Vahe Meza, Cynthia Naka, Kimberli Quinonez, Yvonne Sarkisyan, Mery Savage, Suzanne Sivaborvorn, Sandra Sepulveda Tarverdians, Christina Tashkesen, Arthur Williams, Teresa Zuniga, Desirae	Teacher, as needed, to support the instructional program at La Crescenta Elementary
		2/25/22 through 6/13/22 \$34.00 per hour Not to exceed \$3,000.00 total Supplemental 01.0 01000.0 11100 10000 1130 3200000

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
4.	Ambarsumyan, Narine Bendgen, Krista Cassley, Lori Dasgupta, Sara Schneider, Ute Stanley, Christopher Trinidad, Ryan	Teachers as needed to attend NNAT3 Training to Coordinate and Administer GATE Testing at various school sites EAFE
		4/07/22 through 6/30/22 2 hours each at regular rate of pay Not to exceed \$1,500.00 Total Title IV 01.0 41270.0 11100 10000 1130 0000673
5.	Arlington, Alicia Emmett, Raeetta Ghazaryan, Laura Gonzales, Elena Pascale-Parra, Jean- Marie Rodriguez, Corina Vargas, Kari	Teachers, as needed, to plan for web student training and orientation at Roosevelt Middle School
		4/25/22 through 5/31/22 \$31 per hour Not to exceed 6 hours each total, 42 hours total Title I 01.0 30100.0 11100 10000 1130 0500000
6.	Bucur, Mary Cassell, Rebecca Chia, Janet de la Paz, Catherine Derusha, Lisa Dolgin, Elaine Juarez, Eric Lapostol, Diane Mangahis, Carmela Mardirosian, Vahe Meza, Cynthia Naka, Kimberli Quinonez, Yvonne Sarkisyan, Mery Savage, Suzanne Sivaborvorn, Sandra Sepulveda Tarverdians, Christina Tashkesen, Arthur Williams, Teresa Zuniga, Desirae	Teacher, as needed, to provide enrichment at La Crescenta Elementary
		2/25/22 through 6/13/22 \$34.00 per hour Not to exceed \$3,000.00 total Supplemental 01.0 01000.0 11100 10000 1130 3200000

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
7.	Ghavam, Amir Mardirosian-Indjeyan, Violet	Teachers, as needed, to plan and review math assessments, at Clark Magnet High School
		2/01/22 through 6/30/22 Planning rate of pay \$31.00 per hour. Not to exceed 20 hours each. 01.0 30100.0 11100 10000 1130 0900000
8.	Arlington, Alicia Emmett, Raeetta Ghazaryan, Laura Gonzales, Elena Pascale-Parra, Jean- Marie Rodriguez, Corina Vargas, Kari	Teachers, as needed, to work with students and student mentors to connect them to the school and each other-web (where everybody belongs)at Theodore Roosevelt Middle School
		7/01/22 through 6/30/23 Categorical projects instruction rate of pay of \$34 per hour Not to exceed 50 hours each teacher Title I 01.0 30100.0 11100 10000 1130 0500000
9.	Arjoyan, Anita	Teacher specialist, as needed, to assist with opening of 2022-23 school year by meeting with ell families, checking ell students schedules, working with teachers to address ell needs, and working with teachers to develop ell lessons at Theodore Roosevelt Middle School
		7/01/22 through 8/12/22 Daily rate of pay Not to exceed 10 days total Title I 01.0 30100.0 11100 10000 1130 0500000
10.	Astor, Elizabeth	Teacher, as needed, to attend professional development for Multi-Tiered Systems of Support (MTSS) and Social Emotional Learning (SEL) Glendale High School
		7/01/22 through 8/12/22 Contractual hourly rate Not to exceed 64 hours Total Title I 01.0 30100.0 11100 10000 1130 0200000

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily</u> <u>(Cont.)</u>		
11.	Barboza Flores, Aurora Teacher, as needed, to attend PCMI Teacher Leadership Training, July 17 -August 6, 2022 Glendale High School	7/01/22 through 8/12/22 Contractual hourly rate of pay Not to exceed 120 hours total Title I 01.0 30100.0 11100 10000 1130 0200000
12.	Curtiss, Alison Teacher as needed to attend NNAT3 Training to Coordinate and Administer GATE Testing EAFE	4/07/22 through 6/30/22 2 hours at regular rate of pay Not to Exceed \$300.00 total Title IV 01.0 41270.0 11100 10000 1130 0000673
13.	DeFelice, Kendra General Education /Special Education Verdugo Academy Home Hospital Teacher, as needed	4/01/22 through 6/14/22 \$34.00/hour. 6 hours a week per home hospital student 01.0 00000.0 19006 10000 1130 0000600
14.	Hakopian, Narineh Teacher Specialist, as needed, to coordinate and supervise with families during Spring Academy. EAFE	4/30/22 through 5/14/22 Extra 3 days at regular daily rate of pay. 01.0 42161.4 11100 10000 1130 0000673
15.	Palmer, Kelly Teacher, as needed, to attend the Advanced Placement Course Training from July 10 - 14, 2022 Glendale High School	7/01/22 through 8/12/22 Contractual Hourly rate of pay Not to exceed 40 hours total Title I 01.0 30100.0 11100 10000 1130 0200000

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
16.	Rose, Phillip Special Education -Verdugo Academy Home Hospital Teacher, as needed	4/01/22 through 6/14/22 \$34.00 per hour 6 hours a week per home hospital student 01.0 00000.0 19006 10000 1130 0000600
17.	Sano, Dorothy Special Education and GenEd -Verdugo Academy Home Hospital Teacher, as needed	2/15/22 through 6/30/22 \$34 per hour. Not to exceed 6 hours per week per home hospital student. 01.0 00000.0 19006 10000 1130 0000600
18.	Sarkes Melkoian, Miganoush Teacher Specialist, as needed, to provide extended school year instruction to students who need additional support in ELA, Math, Armenian Language Arts, Science and Social Studies for the 21-22 school year at Jefferson Elementary School	6/15/22 through 6/30/22 Summer School rate of pay 4 hours daily for 12 days, 8am to 12pm Not to exceed \$3,439 total Title I 01.0 30100.0 11100 10000 1130 3000000
19.	Stafford, D. Electra Teacher as needed to attend professional development and training for development of SEL curriculum and the GHS Wellness Center Glendale High School	7/01/22 through 8/12/22 Contractual hourly rate of pay Not to exceed 160 hours total Title I 01.0 30100.0 11100 10000 1130 0200000

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
20.	Stanczak, Bozena Special Verdugo Education Academy Home Hospital Teacher, as needed	2/15/22 through 6/30/22 \$34 hours per hour, 6 hours a week per home hospital student 01.0 00000.0 19006 10000 1130 0000600
21.	Szabo, Suzannah Substitute teacher, as needed, to plan, collaborate, and shadow lessons in ELA and Math for Spanish FLAG, Kindergarten at John Muir Elementary School	3/10/22 through 3/10/22 Substitute daily rate. Not to exceed one day total Supplemental 01.0 01000.0 11100 10000 1130 4000000
22.	Villegas, Vanessa Teacher, Regular ELD Glendale High School	1/10/22 through 6/13/22 One additional hour assignment at 1/5 daily rate of pay according to placement on regular teacher salary schedule 01.0 00000.0 11303 10000 1110 0200000
23.	Yong, Alma Teacher, as needed, to attend PBIS Rewards Conference, June 13 & 14, 2022 Glendale High School	6/01/22 through 6/30/22 Contractual hourly rate of pay Not to exceed 16 hours total Title I 01.0 30100.0 11100 10000 1130 0200000
24.	Yun, Sandra Substitute teacher, as needed	4/18/22 through 7/15/22 01.0 00000.0 19004 10000 1160 0004615

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Transportation Authorization</u>		
1.	DeFelice, Kendra General Education/ Special Education-Verdugo Academy Home Hospital Teacher, as needed	4/01/22 through 6/14/22 58.5 cents per mile 01.0 00000.0 19006 10000 5210 0000600
2.	Henry-Nicoll, Carol Verdugo Academy Home Hospital Teachers, as needed	2/15/22 through 6/30/22 58.5 cents per mile 01.0 00000.0 19006 10000 5210 0000600
3.	Rose, Phillip Special Education -Verdugo Academy Home Hospital Teacher, as needed	4/01/22 through 6/14/22 58.5 cents per mile 01.0 00000.0 19006 10000 5210 0000600
4.	Sano, Dorothy Special Education and General Education - Verdugo Academy Home Hospital Teacher, as needed	2/15/22 through 6/30/22 Rate of 58.5/per mile 01.0 00000.0 19006 10000 5210 0000600

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Revision to Previous Personnel Report</u>		
1.	Revision to Board Report No. 6, October 12, 2021	
	<u>Page 7, Item 11</u> Silva, Francesca	
	Teacher Specialist, as needed, to open and close the 21-22 school year, preparing and completing required tasks and documents at Glenoaks Elementary School.	8/02/21 through 6/30/22 Daily rate of pay Not to exceed 10 days total Supplemental 01.0 01000.0 11100 10000 1130 2900000
	Change to read:	
	Teacher Specialist, as needed, to work during Spring Break, to work before and after school starts and ends setting up the beginning and ending of the school year at Glenoaks Elementary School.	

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Revision to Previous Personnel Report (Cont.)</u>		
2.	Revision to Board Report No. 2, August 10, 2021	
	<u>Page 37, Item 22</u>	
	Various names	
	Head teachers, teachers, as needed, for Child Development & Child Care (CDCC)	7/01/21 through 6/30/22 Hourly rate of pay Not to exceed 100 hours each Child Development Activities 12.0 50251.0 85000 10000 1130 0000671 Self-Support Combined 01.0 91500.0 85000 10000 1130 0000671 Self-Supporting Daycare 01.0 91400.0 85000 10000 1130 0000671 After School Education & Safety 01.0 60100.0 11100 10000 1130 0000671 California State Preschool 12.0 61052.0 85000 10000 1130 0000671 RAP 01.0 91100.0 85000 10000 1130 0000671 LCAP 01.0 00000.0 11100 10000 1130 00001671 Child Development Activities 12.0 61051.0 85000 10000 0000671 State Preschool 12.0 61050.0 85000 10000 1130 0000671 Self-Support Preschool 01.0 91300.0 85000 10000 1130 0000671

Add the following name:
 Manoukian, Anita

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Revision to Previous Personnel Report (Cont.)</u>		
3.	Revision to Board Report No. 14, April 5, 2022	
	<u>Page 6, Item 2</u>	
	Reyes, Sandra Salinas, Rose	Counselors, as needed, to provide academic counseling and social personal workshops during summer school at Roosevelt Middle School
		6/15/21 through 3/30/22 At daily rate of pay of \$256.00 Not to exceed 10 days total Title I 01.0 30100.0 00000 31100 1232 0500000
	Change dates to read:	6/15/22 through 6/30/22
4.	Revision to Board Report No. 14, April 5, 2022	
	<u>Page 14, Item 9</u>	
	Various names	Teachers, as needed, to participate in training for the new SWUN math program beginning at Columbus Elementary
		1/13/22 through 1/14/22 Not to exceed 2 hours per day or a total of 40 hours for 2 days \$31.00 per hour ELO Grant 01.0 74250.0 11301 10000 1130 2300000

TEACHERS MOU STATES:

Exclusive of Summer-on-your-Own professional development all unit members who attend District-approved training/professional development during non-contractual time shall be compensated at their contractual hourly rate as defined in Article 7, Section 1,c.

Effective Dates
 And Salary Rate

Position

Revision to Previous Personnel Report (Cont.)

5. Revision to Board Report No. 15, April 19, 2022

Page 7, Item 5

Anderson, Patricia	Teacher Specialists as needed to	4/07/22 through 6/30/22
Arjoyan, Anita	attend NNAT3 Training to	2 hours each at regular rate of
Burt, Christina Dionisio,	Coordinate and Administer	pay
Benedict Dreyfus,	GATE Testing at various school	Not to Exceed \$4,200.00
Martha Galvez- Grado,	sites.	Total
Sylvia Hakobyan, Nare	EAFE	Title IV
Hambarsumian, Melineh		01.0 41270.0 11100 10000
Hanes, Sara		1130 0000673
Hirdler, Tiffany Johnson,		
Tamara Keuroghlian,		
Houri O'Rourke, Kathy		
Reinhard, Anne Rios,		
Wendy Francesca, Silva		
Tam, Anamarie Tamez,		
Elizabeth Yahiayan,		
Natalie		

Add the following name:

Alarcon, Jamie

6. Revision to Board Report No. 9, December 14, 2021

Page 4, Item 1

Bishop, Joshua	Teachers, as needed, to	11/01/21 through 6/30/22
Evans-Bye, Dominique	provide after school	Regular rate of pay
Ghoslin, Bryan	enrichment courses in	Not to exceed \$40,000.00 total
Isayan, Sevada	Cyber Security, Robotics,	Extended Learning Opportunities
Kursinski, Eric	Scientific Research	Grant
Zamlich, Greg	Television Production	01.0 74250.0 11303 10000 1130
	and Talent Development,	0900000
	Character Art and	
	Product Design at Clark	
	Magnet High School.	

Add the following name:

Paronikyan, Yeranui

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Personal Services Agreement</u>		
1.	Hongo, Tomomi Teacher, as needed, to provide Japanese Homework Club tutoring. Verdugo Woodlands Elementary	4/01/22 through 6/14/22 \$50/hr. Not to exceed 200 hours 01.0 74250.0 11301 10000 5811 4200000

GLENDALE UNIFIED SCHOOL DISTRICT

May 3, 2022

CLASSIFIED PERSONNEL REPORT NO. 16

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. 16

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>Custodian I</u> Corona, Jocelin	Clark	02/25/22 through 04/03/22
Vidaurre, Francisco	Verdugo Woodlands	01/12/22 through 08/21/22
<u>Extension of Medical Leave of Absence</u>		
1. <u>Assistant Physically Handicapped</u> Adams, Paul	Special Education	03/01/22 through 04/17/22
2. <u>Education Assistant I</u> Gasparyan, Karine	Verdugo Woodlands	09/01/21 through 04/30/22
<u>Family & Medical Leave of Absence</u>		
1. <u>Custodian I</u> Vidaurre, Francisco	Verdugo Woodlands	01/12/22 through 04/08/22

	<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
<u>Maternity Leave of Absence</u>		
1. <u>Behavior Intervention Assistant</u> Lemus, Tania	Special Education	03/29/22 through 06/05/22
Khudoyan, Elizabeth	Special Education	03/08/22 through 06/13/22
<u>Child Care Leave of Absence</u>		
1. <u>Behavior Intervention Assistant</u> Lemus, Tania	Special Education	06/06/22 through 01/07/23
<u>Election from Eligibility List</u>		
1. <u>Custodian I</u> Berumen de Pacheco,	Lincoln	04/25/22; 12/8; 11-1 01.0 00000.0 00000 81006 2211 3300000
Corea, Rosa	FASO	04/25/22; 12/8; 11-1 01.0 00000.0 00000 81006 2211 0000640
Corona, Lirio	FASO	04/25/22; 12/8; 11-1 01.0 00000.0 00000 81006 2211 0000640
Galo, Johnny	FASO	04/25/22; 12/8; 11-1 01.0 00000.0 00000 81006 2211 0000640
Monsalve, Edinson	Hoover	04/25/22; 12/8; 11-1 01.0 00000.0 00000 81006 2211 0300000
Villegas, Jose	Clark	04/25/22; 12/8; 11-1 01.0 00000.0 00000 81006 2211 0900000

		<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
<u>Election from Eligibility List - Continued</u>			
2.	<u>Speech Language Pathology Assistant</u>		
	Figueroa, Belinda	Special Education	05/09/22; 9.25/6; 33-1 01.0 65000.0 57607 11100 2910 0000600
	Kyrdan, Olena	Special Education	05/05/22; 9.25/6; 33-1 01.0 65000.0 57607 11100 2910 0000600
	Solis, Crystal	Special Education	05/05/22; 9.25/6; 33-1 01.0 65000.0 57607 11100 2910 0000600
3.	<u>Typist Clerk III</u>		
	Gonzales, Marissa	Special Education	04/25/22; 12/8; 16-1 01.0 65000.0 50011 21000 2410 0000600

Reclassification

1.	<u>Registrar</u>		
	Adamian, Marina	Toll From TC III 16-9	02/19/22; 12/8; 21-9 01.0 00000.0 00000 31101 2410 0700000
	Antezana, Sonia	Daily From TC III 16-9	02/19/22; 12/8; 21-9 01.0 00000.0 00000 27004 2410 0400000
	Davidian-Zarneh, Armineh	Wilson From Clerk III 16-9	02/19/22; 12/8; 21-9 01.0 00000.0 00000 27004 2410 0800000
	Keil, Donna	Rosemont From Clerk III 16-8	02/19/22; 12/8; 21-8 01.0 00000.0 00000 31101 2410 0600000

	<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
<u>Reclassification</u> - Continued		
1. <u>Registrar</u> - Continued		
Pedrossian, Anahid	Hoover From Clerk III 16-9	02/19/22; 12/8; 21-9 01.0 00000.0 00000 31101 2410 0300000
Rivas Johnson, Oiram	Roosevelt From Clerk III 16-9	02/19/22; 12/8; 21-9 01.0 00000.0 00000 31101 2410 0500000
Sanosyan, Marine	Crescenta Valley From Clerk III 16-9	02/19/22; 12/8; 21-9 01.0 00000.0 00000 27004 2410 0100000
<u>Termination – Discipline</u>		
2022-cl-81105		Effective 05/04/22

	<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
<u>Additional Assignment Temporary - At Established Rate of Pay</u>		
1. <u>Account Clerk III</u> Seyfi, Amy	Crescenta Valley	07/01/22 through 07/31/22 Not to exceed \$900.00, total 01.0 00000.0 15002 42000 2430 0100000
2. <u>Education Assistant II</u> Caballero, Jose Dereghishian, Rubina Dornian, Vartiter Medina, Alberto Vardanyan, Hilda Vidal, Lucia	Glendale	04/01/22 through 06/30/22 Not to exceed 10 hours each 60 hours total Title I 01.0 30100.0 11100 10000 2130 0200000
Karoglanian, Maretta	Toll	07/01/21 through 06/30/22 Not to exceed \$669.00 total Peak Load Funds 01.0 00000.0 00000 31101 2430 0004682
Karoglanian, Maretta	Toll	06/21/22 through 07/25/22 Not to exceed \$1,800.00 Summer School Funds 01.0 02000.0 00000 27001 2430 0006682
3. <u>Health Assistant LVN/RN</u> Karapetyan, Haykanush	Roosevelt	07/01/22 through 07/25/22 Not to exceed 119 hours total Supplemental Program 01.0 01000.0 00000 27000 2430 0500000
4. <u>Multimedia Technology Assistant</u> Sebastian, Marleene	Muir	01.01/22 through 05/31/22 Not to exceed \$400.00 total Supplemental 01.0 01000.0 11100 10000 2930 4000000

	<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
<u>Additional Assignment Temporary - At Established Rate of Pay - Continued</u>		
5. <u>Psychological Services Provider</u>		
Arutiunian, Areck	Student Wellness	06/13/22 through 06/30/22
Cruz, Charlene		Not to exceed 30 hours per week, each
Golestanian, Lilia		Attend/Fster/Homeless/Mental Health
Kaakejian, Knar		01.0 05641.0 00000 21000 2430 0000617
Kalfayan, Tamar		
Medel, Kimberly		
Rab, Syeda		
Zograbyan, Shoushanna		
Arutiunian, Areck	Student Wellness	07/01/22 through 08/05/22
Cruz, Charlene		Not to exceed 30 hours per week, each
Golestanian, Lilia		Attend/Fster/Homeless/Mental Health
Kaakejian, Knar		01.0 05641.0 00000 21000 2430 0000617
Kalfayan, Tamar		
Medel, Kimberly		
Rab, Syeda		
Zograbyan, Shoushanna		
6. <u>Typist Clerk II</u>		
Angulo, Sandra	Roosevelt	07/01/22 through 07/25/22
		Not to exceed \$1,800.00 total
		Summer School Funds
		01.0 02000.0 00000 27001 2430 0006682
Angulo, Sandra	Roosevelt	07/01/22 through 07/31/22
		Not to exceed 55 hours total
		Supplemental Program
		01.0 01000.0 00000 27000 2430 0500000

<u>Change of Assignment</u>	<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
1. <u>Provisional Assignments</u>		
a. <u>Cafeteria Worker II</u>		
Gabriele, Nina	Mann From Cafeteria Worker I, 1-7	04/01/22 through 04/30/22 6.5 hours a day 4-7 13.0 53100.0 00000 37000 2212 0200000
Liang, Jenny	Daily From Cafeteria Worker I, 1-6	04/01/22 through 04/30/22 5 hours a day 4-7 13.0 53100.0 00000 37000 2212 0200000
Rabanes, Edwina	Mountain Avenue From CW I, 1-3	04/01/22 through 04/30/22 6.5 hours a day 4-7 13.0 53100.0 00000 37000 2212 0200000
Tammo, Dalia	Valley View From Cafeteria Worker I, 1-3	04/01/22 through 04/30/22 6.5 hours a day 4-7 13.0 53100.0 00000 37000 2212 0200000
b. <u>Manager, Cafeteria, Secondary School - Transport</u>		
Issagoolian, Berzwik	Crescenta Valley From Cook/Baker 9-8	04/01/22 through 04/30/22 8 hours a day M12-1 13.0 53100.0 00000 37005 2310 0000662

<u>Change of Assignment</u>	<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
1. <u>Provisional Assignments</u>		
c. <u>Manager, Cafeteria, Secondary School – Non Transport</u>		
Ayvazian, Natasha	Wilson From Cook/Baker 9-9	04/01/22 through 04/30/22 8 hours a day M4-3 13.0 53100.0 00000 37005 2310 0000662
Soghomonian, Naira	Toll From Cook/Baker 9-8	04/01/22 through 04/30/22 8 hours a day M4-2 13.0 53100.0 00000 37005 2310 0000662
Tarverdians, Laris	Rosemont From Cook/Baker 9-9	04/01/22 through 04/30/22 8 hours a day M4-3 13.0 53100.0 00000 37005 2310 0000662
d. <u>Registrar</u>		
Farhadian, Aleen	Clark From TC III 16-3	02/19/22 through 06/30/22 8 hours a day 21-3 01.0 00000.0 00000 27004 2410 0900000
Friedman, Eva	Glendale From TC III 16-2	02/19/22 through 06/30/22 8 hours a day 21-2 01.0 00000.0 00000 27004 2410 0200000

Effective Dates,
Months/Hours, and
Salary Rating

Location
Revisions to Previous Board Reports

1. Revision to Board Report #15, April 19, 2022

Page 7, Item 2b

Provisional Assignment

Custodian II

Robles-Corea, Mark

Balboa
From Custodian I
11-1

03/14/22 through 06/30/22
8 hours a day (days)
16-1
01.0 00000.0 00000 81006 2211 20000000

Change date to read:

03/14/22 through 04/26/22

Effective Dates,
 Months/Hours, and
Salary Rating

Location
Revisions to Previous Board Reports - Continued

2. Revision to Board Report #7, November 2, 2021

Page 8, Item 1a

Change of Assignment/Increase in Hours

Education Assistant II

Gaither, Doris

Lincoln
 From Elementary
 Yard Duty Leader
 9.25/6; 6-3

08/16/21; 9.25/6.5; 6-4
 01.0 74260.0 11100 10000 2110 3300000
 01.0 74260.0 11100 10000 2110 0001615

Change salary step to read:

6-6

Tokatlian, Celine

Lincoln
 From Yard Duty
 Assistant, 9.25/3.5
 1-2

08/16/21; 9.25/6; 6-4
 01.0 74260.0 11100 10000 2110 3300000
 01.0 74260.0 11100 10000 2110 0001615

Change salary step to read:

6-6

Effective Dates,
Months/Hours, and
Salary Rating

Location
Revisions to Previous Board Reports - Continued

3. Revision to Board Report #7, November 2, 2021

Page 4, Item 3

Election from Eligibility List

Education Assistant II

Barden, Benjamin Lincoln

01/01/21; 9.25/6; 6-1
01.0 74250.0 11100 10000 2110 3300000
01.0 74260.0 11100 10000 2110 0001615

Change salary step to read:

6-6

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

Page 4, Item 8

Election from Eligibility List

Yard Duty Assistant

Nelson, Deborah Lincoln

12/16/20; 9.25/6; 1-2
01.0 32200.0 11100 10000 2110 0001615

Change salary step to read:

1-4

<u>Personal Services Agreement</u>	<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
1. Smith, Ann Marie	Consultant, as needed to provide after school Art lessons to students at Mark Keppel Elementary School	04/26/22 through 06/13/22 Not to exceed \$740.00 total 01.0 95100.0 11100 10000 5811 3100000

Transportation Authorization – 2021-22

1. It is recommended that the individuals be authorized to receive transportation expenses at the rate of 58.5¢ per mile, effective July 1, 2021, through June 30, 2022:

Career & College Technician

Pakhanyan, Kristine	CTE	01/04/22 through 06/30/22: 58.5¢ CTE 01.0 09635.0 38000 10000 5210 0000684
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Typist Clerk III

Manoukian, Noushig	CTE	01/04/22 through 06/30/22: 58.5¢ CTE 01.0 09635.0 38000 10000 5210 0000684
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GLENDALE UNIFIED SCHOOL DISTRICT

May 3, 2022

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 April 14, 2022 – April 27, 2022, as shown below totaling \$1,336,571.72 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, 40.1 Spec Reserve-Capital Projects Fund, 67.0 Self-Insurance Fund, 67.2 Early Retirement Benefits Fund and 76.0 Warrant Pass-Through Fund.

REGISTERED NUMBER	WARRANT NUMBER	DESCRIPTION	AMOUNT
101-C	728177 - 7281773	Certificated	\$ 2,408.19
101-N	728177 - 7281777	Classified	4,429.07
102-N	728236 - 7282367	Classified	532.89
103-N		Classified	3,179.94
104-C	728482 - 7284823	Certificated	2,849.71
104-N	728482 - 7284828	Classified	14,355.00
105-C	726665 - 7266653	Certificated	(1,366.15)
105-N	728585 - 7285853	Classified	559.86
109-N	728724 - 7287249	Classified	1,458.44
E4S-N	728805 - 7288142	Classified	1,301,850.87
110-C	728916 - 7289165	Certificated	300.22
110-N	728916 - 7289168	Classified	4,033.77
111-N	729203 - 7292033	Classified	1,788.74
115-N	729442 - 7294422	Classified	191.17
TOTAL			\$ 1,336,571.72

To Support 2021-22 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

MAY 3, 2022

CONSENT CALENDAR NO. 5

TO: Board of Education
FROM: Dr. Vivian Ekchian, Superintendent
SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer
SUBJECT: **PURCHASE ORDER LISTING**

The Superintendent recommends that the Board of Education approve Purchase Orders totaling \$1,676,390.01 for the period of April 11, 2022 through April 22, 2022 as listed on the attached.

SUMMARY OF PURCHASE ORDERS ISSUED FROM APRIL 11, 2022 THROUGH APRIL 22, 2022.

Funding Source	Number of Purchase Orders	Amount
UNRESTRICTED RESOURCES	99	241,567.86
FEDERAL RESTRICTED RESOURCES	33	625,862.81
STATE RESTRICTED RESOURCES	24	67,239.23
LOCAL RESTRICTED RESOURCES	31	227,816.08
CHILD DEVELOPMENT FUND	2	400.82
FOOD SERVICES FUND	6	11,004.30
MEASURE S PROJECTS FUND	5	502,498.91
TOTAL	200	\$1,676,390.01

TO SUPPORT 2021-22 BOARD PRIORITY NO. 4: Maintain District Financial Responsibility – Ensure the fiscal health of the District; implement a fiscal plan to preserve the District resources; plan for the District's future educational and facility needs.

UNRESTRICTED RESOURCES

PO NUMBER	VENDOR	AMOUNT
PO1-220000003555	BISHOP COMPANY	52.66
PO1-220000003558	TARGET RIVER, BE INC SERVICE AGREEMENT FOR MARKETING FOR TK & EARLY COLLEGE PROGRAMS - PUBLIC INFORMATION	44,789.50
PO1-220000003560	SCHOLASTIC INC INSTRUCTIONAL MATERIALS & SUPPLIES - LA CRESCENTA ELEMENTARY SCHOOL	1,530.35
PO1-220000003561	FIREPLACE INC. ANNUAL LICENSE - PUBLIC INFORMATION	1,650.00
PO1-220000003562	INNOVATEED, LLC BOOKS - EDUCATIONAL SERVICES	2,560.25
PO1-220000003564	HOLLYWOOD SOUND SYSTEMS SOUND SYSTEM EQUIPMENT RENTAL FOR GRADUATION CEREMONY - CRESCENTA VALLEY HIGH SCHOOL	4,614.40
PO1-220000003565	MIKE BROWN GRANDSTANDS RENTALS FOR GRADUATION CEREMONY - CRESCENTA VALLEY HIGH SCHOOL	21,600.00
PO1-220000003572	OFFICE DEPOT BLANKET PURCHASE ORDER FOR INSTRUCTIONAL MATERIALS & SUPPLIES - MANN ELEMENTARY SCHOOL	4,650.00
PO1-220000003576	OFFICE DEPOT BLANKET PURCHASE ORDER FOR INSTRUCTIONAL MATERIALS & SUPPLIES - RD WHITE ELEMENTARY SCHOOL	24,450.00
PO1-220000003577	AMAZON CAPITAL SERVICES, INC. BLANKET PURCHASE ORDER FOR INSTRUCTIONAL MATERIALS & SUPPLIES - FREMONT ELEMENTARY SCHOOL	6,500.00
PO1-220000003581	BURBANK PRINTING BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES & MATERIALS - CERRITOS ELEMENTARY SCHOOL	1,000.00
PO1-220000003585	OFFICE DEPOT BLANKET PURCHASE ORDER FOR OFFICE SUPPLIES - LA CRESCENTA VALLEY HIGH SCHOOL	1,000.00
PO1-220000003586	AMAZON CAPITAL SERVICES, INC. BLANKET PURCHASE ORDER FOR INSTRUCTIONAL MATERIALS & SUPPLIES - LA CRESCENTA ELEMENTARY SCHOOL	1,395.00

PO NUMBER	UNRESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
PO1-220000003587	AMAZON CAPITAL SERVICES, INC. BLANKET PURCHASER ORDER FOR OFFICE AND INSTRUCTIONAL SUPPLIES - LA CRESCENTA ELEMENTARY SCHOOL	1,000.00
PO1-220000003589	SCHOOL SPECIALTY LLC BLANKET PURCHASE ORDER FOR INSTRUCTIONAL MATERIALS & SUPPLIES - LA CRESCENTA ELEMENTARY SCHOOL	7,000.00
PO1-220000003602	SCHOOL SPECIALTY LLC BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - JEFFERSON ELEMENTARY SCHOOL	1,000.00
PO1-220000003603	LEONIS ADOBE MISSION FIELD TRIP - FREMONT ELEMENTARY SCHOOL	1,020.00
PO1-220000003611	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA METROLINK - BLANKET PURCHASE ORDER FOR METROLINK PASSES - STUDENT WELLNESS SERVICES	1,000.00
PO1-220000003613	JOSTEN'S, INC. HIGH SCHOOL DIPLOMAS - GLENDALE HIGH SCHOOL	2,192.31
PO1-220000003614	UNDERWOOD FAMILY FARMS FIELD TRIP - FREMONT ELEMENTARY SCHOOL	1,272.00
PO1-220000003615	JOSTEN'S, INC.	82.70
PO1-220000003618	JOURNEYED.COM INC	575.00
PO1-220000003624	SKILLS USA CALIFORNIA	75.00
PO1-220000003626	SKILLS USA CALIFORNIA	75.00
PO1-220000003628	PACIFIC PARK AND PLAYGROUND INC.	736.53
PO1-220000003633	SCHOOL SERVICES OF CALIFORNIA	275.00
PO1-220000003636	SCHOOL DATEBOOKS, INC	848.33
PO1-220000003640	LACOE	450.00
PO1-220000003646	OFFICE DEPOT BLANKET PURCHASE ORDER FOR INSTRUCTIONAL MATERIALS AND SUPPLIES - MONTE VISTA ELEMENTARY SCHOOL	2,244.25
PO1-220000003653	VETERAN BUILDING MAINTENANCE, LLC BLANKET PURCHASE ORDER FOR CUSTODIAL SUPPLIES - DISTRICTWIDE - PLANNING, DEVELOPMENT & FACILITIES	6,000.00
PO1-220000003654	FIRST STUDENT	800.00
PO1-220000003657	KAHOOT! AS	360.00

PO NUMBER	UNRESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
PO1-220000003660	ACADEMIC CAP & GOWN HONOR STOLES FOR 8TH GRADE PROMOTION - ROOSEVELT MIDDLE SCHOOL	1,752.99
PO1-220000003663	TIME FOR KIDS	804.10
PO1-220000003666	INFOSEND INC ADVERTISEMENT EXPENSES FOR FLAG PROGRAMS - PUBLIC INFORMATION	3,172.18
PO1-220000003668	NAPA AUTO PARTS	381.35
PO1-220000003669	SWUN MATH, LLC INSTRUCTIONAL MATERIALS AND SUPPLIES - COLUMBUS ELEMENTARY SCHOOL	5,539.84
PO1-220000003671	LANGUAGE TESTING INTERNATIONAL INC	15.00
PO1-220000003672	AWARDS UNLIMITED HOSA UNIFORMS FOR COMPETITION - CRESCENTA VALLEY HIGH SCHOOL	2,486.86
PO1-220000003673	JOSTEN'S, INC.	469.81
PO1-220000003679	GRAINGER BLANKET PURCHASE ORDER FOR CUSTODIAL SUPPLIES - FACILITY AND SUPPORT OPERATIONS	7,000.00
PO1-220000003680	ACCCUT, LLC BLANKET PURCHASE ORDER FOR NSTRUCTIONAL MATERIALS AND SUPPLIES - FREMONT ELEMENTARY SCHOOL	2,500.00
PO1-220000003685	JIM'S MUSICAL INSTRUMENT REPAIR MUSICAL INSTRUMENT REPAIRS - EDUCATIONAL SERVICES	2,672.65
PO3W-220000002174	AMAZON CAPITAL SERVICES, INC.	96.18
PO3W-220000002175	AMAZON CAPITAL SERVICES, INC. AUDIOVISUAL EQUIPMENT - WILSON MIDDLE SCHOOL	2,641.59
PO3W-220000002177	BURBANK PRINTING	37.49
PO3W-220000002178	AMAZON CAPITAL SERVICES, INC.	55.75
PO3W-220000002179	AMAZON CAPITAL SERVICES, INC.	65.49
PO3W-220000002182	AMAZON CAPITAL SERVICES, INC.	692.46
PO3W-220000002183	AMAZON CAPITAL SERVICES, INC.	882.36
PO3W-220000002184	AMAZON CAPITAL SERVICES, INC.	135.66
PO3W-220000002186	AMAZON CAPITAL SERVICES, INC.	597.77
PO3W-220000002190	AMAZON CAPITAL SERVICES, INC.	342.05
PO3W-220000002191	AMAZON CAPITAL SERVICES, INC.	385.82
PO3W-220000002192	AMAZON CAPITAL SERVICES, INC.	131.70

PO NUMBER	UNRESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
PO3W-220000002194	AMAZON CAPITAL SERVICES, INC.	68.13
PO3W-220000002195	AMAZON CAPITAL SERVICES, INC.	54.00
PO3W-220000002197	AMAZON CAPITAL SERVICES, INC.	43.12
PO3W-220000002198	AVIDEX INDUSTRIES, LLC AUDIOVISUAL EQUIPMENT FOR SIX CLASSROOMS - CRESCENTA VALLEY HIGH SCHOOL	10,251.95
PO3W-220000002199	VETERAN BUILDING MAINTENANCE, LLC WAREHOUSE STOCK - PROCUREMENT & CONTRACT SERVICES	9,674.44
PO3W-220000002202	BEAR COMMUNICATIONS INC DBA BEARCOM	937.13
PO3W-220000002203	SCHOOL MATE INSTRUCTIONAL MATERIALS - DUNSMORE ELEMENTARY SCHOOL	1,382.53
PO3W-220000002204	AJAX SIGN GRAPHICS INC	76.74
PO3W-220000002205	LAKESHORE LEARNING	470.27
PO3W-220000002213	FULL COMPASS SYSTEMS	88.34
PO3W-220000002218	AMAZON CAPITAL SERVICES, INC.	96.14
PO3W-220000002219	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - CLARK MAGNET HIGH SCHOOL	1,684.13
PO3W-220000002225	THE HOME DEPOT PRO (SUPPLYWORKS) WAREHOUSE STOCK - PROCUREMENT & CONTRACT SERVICES	16,892.51
PO3W-220000002226	PERFECTION LEARNING CORP	69.05
PO3W-220000002227	SCHOOL DATEBOOKS, INC INSTRUCTIONAL MATERIALS - R.D. WHITE ELEMENTARY SCHOOL	3,080.31
PO3W-220000002229	SCHOOL HEALTH CORP.	473.34
PO3W-220000002231	JOSTEN'S, INC. GRADUATION EXPENSES - DAILY HIGH SCHOOL	1,471.01
PO3W-220000002234	LAKESHORE LEARNING	617.78
PO3W-220000002236	BARNES & NOBLE	374.57
PO3W-220000002242	B & H PHOTO VIDEO	317.70
PO3W-220000002244	DAVID HAUPTMAN CO., INC	617.40
PO3W-220000002245	SCHOOL SPECIALTY LLC	828.50
PO3W-220000002246	MUZEEK WORLD INTL INC	316.60
PO3W-220000002248	AMAZON CAPITAL SERVICES, INC.	247.72
PO3W-220000002249	AMAZON CAPITAL SERVICES, INC.	53.99

UNRESTRICTED RESOURCES (CONTINUATION)		
PO NUMBER	VENDOR	AMOUNT
PO3W-220000002237	MRS. NELSON'S BOOK COMPANY INSTRUCTIONAL MATERIALS FOR VARIOUS SCHOOL SITES - EDUCATIONAL SERVICES	4,443.98
PO3W-220000002256	AMAZON CAPITAL SERVICES, INC.	43.02
PO3W-220000002258	AMAZON CAPITAL SERVICES, INC.	68.29
PO3W-220000002259	OFFICE DEPOT	190.96
PO3W-220000002263	OFFICE DEPOT	338.22
PO3W-220000002264	OFFICE DEPOT INSTRUCTIONAL MATERIALS AND SUPPLIES - CRESCENTA VALLEY HIGH SCHOOL	1,477.64
PO3W-220000002266	AMAZON CAPITAL SERVICES, INC.	213.01
PO3W-220000002269	LAKESHORE LEARNING	523.58
PO3W-220000002270	TAYLOR PROMOTIONAL PRODUCTS, INC	429.13
PO3W-220000002273	OFFICE DEPOT	448.50
PO3W-220000002274	GRAINGER	327.66
PO3W-220000002275	THE HOME DEPOT PRO (SUPPLYWORKS)	747.63
PO3W-220000002276	OFFICE DEPOT	572.11
PO3W-220000002280	OFFICE DEPOT	881.96
PO3W-220000002281	OFFICE DEPOT	425.66
PO3W-220000002282	OFFICE DEPOT CLASSROOM EQUIPMENT - WILSON MIDDLE SCHOOL	2,289.13
PO3W-220000002283	SCHOOL SPECIALTY LLC	933.91
PO3W-220000002285	LEXLAND ENTERTAINMENT	44.04
PO3W-220000002286	HEXAGRAMM BOOKS BOOKS - FRANKLIN ELEMENTARY SCHOOL	1,324.65
	TOTAL	241,567.86

FEDERAL RESTRICTED RESOURCES		
PO NUMBER	VENDOR	AMOUNT
PO1-220000003554	THE MARKERBOARD PEOPLE BLANKET PURCHASE ORDER FOR INSTRUCTIONAL MATERIALS AND SUPPLIES - GLENDALE HIGH SCHOOL	5,560.00
PO1-220000003557	NOREDINK CORP. INSTRUCTIONAL SOFTWARE LICENSE - ROOSEVELT MIDDLE SCHOOL	17,983.00
PO1-220000003559	AMERICAN EXPRESS CPS RUVNA, INC. - SUBSCRIPTION FOR SYMPTOM SCREENING AND WELLNESS CHECK PLATFORM, DISTRICTWIDE - EDUCATIONAL TECHNOLOGY & INFORMATION SERVICES	48,000.00

PO NUMBER	FEDERAL RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
PO1-220000003573	LAKESHORE LEARNING BLANKET PURCHASE ORDER FOR INSTRUCTIONAL MATERIALS AND SUPPLIES - CERRITOS ELEMENTARY SCHOOL	5,000.00
PO1-220000003575	OFFICE DEPOT BLANKET PURCHASE ORDER FOR INSTRUCTIONAL MATERIALS AND SUPPLIES - CERRITOS ELEMENTARY SCHOOL	5,000.00
PO1-220000003578	FOLLETT CONTENT SOLUTIONS, LLC INSTRUCTIONAL BOOKS AND MATERIALS - MANN ELEMENTARY SCHOOL	9,800.00
PO1-220000003579	OFFICE DEPOT BLANKET PURCHASE ORDER FOR INSTRUCTIONAL MATERIALS AND SUPPLIES - R.D. WHITE ELEMENTARY SCHOOL	5,709.00
PO1-220000003582	AMAZON CAPITAL SERVICES, INC. BLANKET PURCHASE ORDER FOR INSTRUCTIONAL MATERIALS AND SUPPLIES - CERRITOS ELEMENTARY SCHOOL	3,000.00
PO1-220000003584	OFFICE DEPOT BLANKET PURCHASE ORDER FOR OFFICE AND OTHER SUPPLIES - CERRITOS ELEMENTARY SCHOOL	2,000.00
PO1-220000003592	AMB GROUP INC. SERVICE AGREEMENT TO INSTALL NEW WIRING FOR DRINKING FOUNTAINS DISTRICTWIDE - PLANNING, DEVELOPMENT & FACILITIES	13,000.00
PO1-220000003594	BELDERIAN ENTERPRISES, LLC AWARD OF BID #232-21/22 - HVAC IMPROVEMENT PROJECT AT WILSON MIDDLE SCHOOL - PLANNING, DEVELOPMENT & FACILITIES	385,000.00
PO1-220000003617	KIKANZA NURI-ROBINS SERVICE AGREEMENT TO PROVIDE BIAS & BELONGING TRAINING FOR GUSD STAF - SPECIAL EDUCATION	45,000.00
PO1-220000003631	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA UNITED AIRLINES - AIRFARE FOR STUDENTS TO ATTEND A COMPETITION IN HOUSTON TEXAS - CLARK MAGNET HIGH SCHOOL	12,111.68

FEDERAL RESTRICTED RESOURCES (CONTINUATION)

PO NUMBER	VENDOR	AMOUNT
PO1-220000003641	SUPERCAPTAINBRAVEMAN LLC	99.98
PO1-220000003651	BURBANK PRINTING BLANKET PURCHASE ORDER FOR PRINTING AND REPRODUCTION MATERIALS - CERRITOS ELEMENTARY SCHOOL	1,000.00
PO1-220000003659	JOHN WICK REIMBURSEMENT OF REGISTRATION FEE FOR COURSES TAKEN AT LOYOLA MARYMOUNT UNIVERSITY - EQUITY, ACCESS & FAMILY ENGAGEMENT	2,049.00
PO1-220000003664	AVIDEX INDUSTRIES, LLC INSTALLATION OF AUDIOVISUAL EQUIPMENT - GLENDALE HIGH SCHOOL	32,371.30
PO1-220000003670	SWUN MATH, LLC	349.27
PO1-220000003674	AP BY THE SEA UNIVERSITY OF SAN DIEGO	795.00
PO1-220000003681	COLLEGE BRIDGE	600.00
PO1-220000003682	MOTIVATING SYSTEMS, LLC	50.00
PO3W-220000002173	OFFICE DEPOT INSTRUCTIONAL MATERIALS AND SUPPLIES - GLENDALE HIGH SCHOOL	1,306.67
PO3W-220000002196	AMAZON CAPITAL SERVICES, INC. OFFICE SUPPLIES - CLARK MAGNET HIGH SCHOOL	1,076.28
PO3W-220000002206	OFFICE DEPOT	753.61
PO3W-220000002222	AMAZON CAPITAL SERVICES, INC.	479.37
PO3W-220000002224	UNITED COMMUNICATION SYSTEMS, INC AUDIOVISUAL EQUIPMENT - EQUITY, ACCESS & FAMILY ENGAGEMENT	14,594.63
PO3W-220000002247	LAKESHORE LEARNING	208.43
PO3W-220000002250	AMAZON CAPITAL SERVICES, INC.	65.94
PO3W-220000002252	OFFICE DEPOT INSTRUCTIONAL MATERIALS AND SUPPLIES - ROOSEVELT MIDDLE SCHOOL	8,004.15
PO3W-220000002253	AMAZON CAPITAL SERVICES, INC.	191.14
PO3W-220000002268	NCES, INC	693.74
PO3W-220000002271	PERMA-BOUND- A DIVISION OF INSTRUCTIONAL MATERIALS AND SUPPLIES - GLENDALE HIGH SCHOOL	1,632.80
PO3W-220000002272	SCHOOL MATE INSTRUCTIONAL MATERIALS AND SUPPLIES - EDISON ELEMENTARY SCHOOL	2,377.82
	TOTAL	625,862.81

PO NUMBER	STATE RESTRICTED RESOURCES VENDOR	AMOUNT
PO1-220000003583	PARKER-ANDERSON LEARNING CENTER SERVICE AGREEMENT TO PROVIDE SPRING CAMP SESSIONS - EQUITY, ACCESS & FAMILY ENGAGEMENT	2,400.00
PO1-220000003599	BAYES ACHIEVEMENT CENTER, INC	32.55
PO1-220000003620	FIRST STUDENT	919.96
PO1-220000003621	FIRST STUDENT	850.32
PO1-220000003630	AMERICAN RED CROSS AMERICAN RED CROSS CERTIFICATIONS ONLINE - CTE	1,840.00
PO1-220000003632	UNIVERSITY AUXILIARY SERVICES, INC. MESA PROGRAM IMPLEMENTATION FOR TOLL MIDDLE SCHOOL - SECONDARY SERVICES	6,050.00
PO1-220000003637	SchoolsFirst Federal Credit Union	500.00
PO1-220000003642	LA LIBRERIA INC. BLANKET PURCHASE ORDER FOR SPANISH LIBRARY BOOKS - MUIR ELEMENTARY SCHOOL	20,400.00
PO1-220000003648	MICHAEL KNOX INC	495.02
PO3W-220000002181	AMAZON CAPITAL SERVICES, INC.	79.74
PO3W-220000002188	AMAZON CAPITAL SERVICES, INC.	179.51
PO3W-220000002189	AMAZON CAPITAL SERVICES, INC.	319.73
PO3W-220000002193	HANNAH HEIMBAUGH	170.88
PO3W-220000002200	VICTORY ATHLETICS ATHLETIC EQUIPMENT - GLENDALE HIGH SCHOOL	8,182.52
PO3W-220000002208	AMERICAN MUSICAL SUPPLY	121.13
PO3W-220000002214	OFFICE DEPOT	971.30
PO3W-220000002235	STAGEDDROPP LLC PORTABLE STAGE FOR OUTDOOR USE - FREMONT ELEMENTARY SCHOOL	15,013.59
PO3W-220000002254	AMAZON CAPITAL SERVICES, INC.	820.19
PO3W-220000002255	AMAZON CAPITAL SERVICES, INC.	57.30
PO3W-220000002261	OFFICE DEPOT INSTRUCTIONAL MATERIALS - CRESCENTA VALLEY HIGH SCHOOL	3,806.71
PO3W-220000002267	AMAZON CAPITAL SERVICES, INC.	47.27
PO3W-220000002277	THE HOME DEPOT PRO (SUPPLYWORKS)	78.55
PO3W-220000002278	MAXI AIDS	29.98
PO3W-220000002287	GOODHEART-WILLCOX CO., INC. INSTRUCTIONAL SUPPLIES - HOOVER HIGH SCHOOL	3,872.98
	TOTAL	67,239.23

PO NUMBER	LOCAL RESTRICTED RESOURCES VENDOR	AMOUNT
PO1-220000003569	CASTERS & INDUSTRIAL SUPPLIES	18.08
PO1-220000003571	SOUTH COAST AIR QUALITY MANAGEMENT DIST. ANNUAL RENEWAL FEE FOR GLENDALE HIGH SCHOOL - PLANNING, DEVELOPMENT & FACILITIES	2,599.41
PO1-220000003591	SOUTH COAST AIR QUALITY MANAGEMENT DIST. ANNUAL RENEWAL FEE FOR HOOVER HIGH SCHOOL - PLANNING, DEVELOPMENT & FACILITIES	1,903.19
PO1-220000003593	TK ELEVATOR CORPORATION ELEVATOR REPAIRS AT ADMINISTRATION BUILDING - PLANNING, DEVELOPMENT & FACILITIES	3,441.13
PO1-220000003600	SCHOLARSHARE INVESTMENT BOARD FUNDS FOR THE HOLDING ACCOUNT OF THE EKC AND CSA GRANTS - STUDENT SUPPORT SERVICES	170,000.00
PO1-220000003601	TECHNICAL AIR CORPORATION HVAC MAINTENANCE SERVICES - PLANNING, DEVELOPMENT & FACILITIES	1,685.00
PO1-220000003612	AMAZON CAPITAL SERVICES, INC. BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - MONTE VISTA ELEMENTARY SCHOOL	3,139.00
PO1-220000003623	CUSTOMINK PARENT, LLC SCHOOL SUPPLIES - FRANKLIN ELEMENTARY SCHOOL	1,054.18
PO1-220000003629	OFFICE DEPOT COMPUTER EQUIPMENT - LINCOLN ELEMENTARY SCHOOL	1,046.99
PO1-220000003634	PLAYPOWER LT FARMINGTON, INC. REPAIR, REPLACE & INSTALL PARTS FOR PLAY STRUCTURE AT DUNSMORE ELEMENTARY SCHOOL - PLANNING, DEVELOPMENT & FACILITIES	5,046.83
PO1-220000003635	SCHOOL CONNECT, LLC SUBSCRIPTION - HOOVER HIGH SCHOOL	2,500.00
PO1-220000003638	BRIAN KENYON ARTS STUDIO, INC SERVICE AGREEMENT TO PROVIDE COAT OF ARMS PAINTING - WILSON MIDDLE SCHOOL	2,895.00
PO1-220000003645	HEXAGRAMM BOOKS	442.65
PO1-220000003649	NORTHERN TOOL & EQUIPMENT CO. EQUIPMENT REPAIR SUPPLIES - PLANNING, DEVELOPMENT & FACILITIES	4,000.00

LOCAL RESTRICTED RESOURCES (CONTINUATION)		
PO NUMBER	VENDOR	AMOUNT
PO1-220000003652	CART MART INC EQUIPMENT REPAIR SUPPLIES - PLANNING, DEVELOPMENT & FACILITIES	4,000.00
PO1-220000003656	FIRST STUDENT BLANKET PURCHASE ORDER FOR TRANSPORTATION SERVICES - KEPPEL ELEMENTARY SCHOOL	1,000.00
PO1-220000003658	HEXAGRAMM BOOKS	544.52
PO1-220000003665	STUMBAUGH & ASSOCIATES, INC. BLANKET PURCHASE ORDER FOR MAINTENANCE SUPPLIES - PLANNING, DEVELOPMENT & FACILITIES	3,000.00
PO1-220000003667	NJP SPORTS INC	275.63
PO1-220000003683	LIGHT ACCESS SCAFFOLDING MAINTENANCE EQUIPMENT FOR ROOSEVELT MIDDLE SCHOOL - FACILITY & SUPPORT OPERATIONS	8,178.85
PO3W-220000002176	PALOS SPORTS INC	386.98
PO3W-220000002180	AMAZON CAPITAL SERVICES, INC.	46.28
PO3W-220000002221	AMAZON CAPITAL SERVICES, INC.	948.45
PO3W-220000002228	MEGA SIGN, INC MARQUEE REPAIR - FACILITY AND SUPPORT OPERATION	1,017.77
PO3W-220000002230	AMAZON CAPITAL SERVICES, INC.	717.87
PO3W-220000002238	PALOS SPORTS INC	463.04
PO3W-220000002240	KYRON C MICHAELSON	78.28
PO3W-220000002243	ULINE SHIPPING SUPPLY TILT TRUCKS - FOOD SERVICES	3,880.80
PO3W-220000002257	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - VERDUGO WOODLANDS ELEMENTARY SCHOOL	2,956.55
PO3W-220000002260	S & S WORLDWIDE	395.80
PO3W-220000002284	SUPER DUPER PUBLICATIONS	153.80
	TOTAL	----- 227,816.08
	CHILD DEVELOPMENT FUND	
PO3W-220000002260	S & S WORLDWIDE	395.80
PO3W-220000002277	THE HOME DEPOT PRO (SUPPLYWORKS)	5.02
	TOTAL	----- 400.82

PO NUMBER	FOOD SERVICES FUND VENDOR	AMOUNT
PO1-220000003563	HOBART CORPORATION DISHWASHER REPAIRS AT FRANKLIN ELEMENTARY SCHOOL - FOOD SERVICES	1,197.75
PO1-220000003647	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA DUKE SERVICE COMPANY - BLANKET PURCHASE ORDER FOR THE REPAIR OF COFFEE BREWER - FOOD SERVICES	400.00
PO1-220000003650	IMAGE ONE RENEWAL OF ONLINE MEAL APPLICATIONS - FOOD SERVICES	3,687.95
PO1-220000003662	SAFESTAFFCALIFORNIA FOOD SAFETY TRAINING	999.00
PO3W-220000002220	ARROW RESTAURANT EQUIPMENT FREEZER REACH-IN 2-SECTION - FOOD SERVICES	4,574.27
PO3W-220000002279	AMAZON CAPITAL SERVICES, INC.	145.33
	TOTAL	----- 11,004.30
	MEASURE S PROJECTS FUND	
PO1-220000003588	CN SCHOOL AND OFFICE SOLUTIONS, INC. SCHOOL FURNITURE FOR NEW CLASSROOMS AT GLENOAKS ELEMENTARY SCHOOL - PLANNING, DEVELOPMENT & FACILITIES	251,846.25
PO1-220000003590	CN SCHOOL AND OFFICE SOLUTIONS, INC. SCHOOL FURNITURE FOR NEW CLASSROOMS AT MONTE VISTA ELEMENTARY SCHOOL - PLANNING, DEVELOPMENT & FACILITIES	214,656.20
PO1-220000003598	CN SCHOOL AND OFFICE SOLUTIONS, INC. SCHOOL FURNITURE FOR NEW CLASSROOMS AT MONTE VISTA ELEMENTARY SCHOOL - PLANNING, DEVELOPMENT & FACILITIES	15,731.20
PO1-220000003661	PARAGON SYSTEMS INC BLANKET PURCHASE ORDER FOR DATA CABLING SERVICES - EDUCATIONAL TECHNOLOGY & INFORMATION SERVICES	20,000.00
PO3W-220000002210	ARC (AMERICAN REPROGRAPHICS COMPANY,LLC)	265.26
	TOTAL	----- 502,498.91

**LIST OF PO CHANGE ORDERS
DURING THE PERIOD OF 4/11/2022 THROUGH 4/22/2022
CONSENT CALENDAR NO. 5 - MAY 3, 2022**

Change Order Date	PO#	Vendor	Reason of Change	Original Amount	Net Increase / Decrease	New Total
4/11/2022	PO1-220000000748	BIG O TIRES GLENDALE	INCREASED PO AMOUNT TO COVER EXPENSES	\$13,000.00	\$10,000.00	\$23,000.00
4/13/2022	PO1-220000000675	AMAZON	INCREASED PO AMOUNT ADDITIONAL PURCHASES	\$1,500.00	\$1,000.00	\$2,500.00
4/14/2022	PO1-220000000438	OFFICE DEPOT	INCREASED PO AMOUNT FOR ADDITIONAL PURCHASES	\$2,000.00	\$1,500.00	\$3,500.00
4/14/2022	PO1-220000002746	SMART & FINAL IRIS CO.	INCREASED PO AMOUNT FOR ADDITIONAL PURCHASES	\$3,500.00	\$800.00	\$4,300.00
4/14/2022	PO1-220000002044	EDUCATION LEADERSHIP INSIGHTS	INCREASED PO FOR ADDITIONAL INVOICES	\$10,000.00	\$5,000.00	\$15,000.00
4/18/2022	PO1-220000000097	ABSOLUTE INTERNATIONAL SECURITY	INCREASED PO AMOUNT FOR ADDITIONAL SERVICES	\$282,000.00	\$13,000.00	\$295,000.00
4/18/2022	PO1-220000000267	OFFICE DEPOT	INCREASED PO AMOUNT FOR ADDITIONAL PURCHASES	\$3,500.00	\$1,000.00	\$4,500.00
4/18/2022	PO1-220000000766	UNITED REFRIGERATION, INC.	INCREASED PO AMOUNT FOR ADDITIONAL PURCHASES	\$20,000.00	\$10,000.00	\$30,000.00
4/18/2022	PO1-220000002130	AMAZON	INCREASED PO AMOUNT FOR ADDITIONAL PURCHASES	\$500.00	\$2,000.00	\$2,500.00
4/18/2022	PO1-220000001847	LAKESHORE LEARNING	INCREASED PO AMOUNT FOR ADDITIONAL PURCHASES	\$2,000.00	\$1,500.00	\$3,500.00
4/18/2022	PO1-220000001058	AMAZON	INCREASED PO AMOUNT FOR ADDITIONAL PURCHASES	\$3,000.00	\$3,000.00	\$6,000.00
4/20/2022	PO1-220000000088	ATKINSON, ANDELSON, LOYA, RUUD& ROMO	INCREASED PO AMOUNT FOR ADDITIONAL PURCHASES	\$10,000.00	\$10,000.00	\$20,000.00
4/20/2022	PO1-220000001288	SCHOOLSFIRST FEDERAL CREDIT UNION	INCREASED PO AMOUNT FOR ADDITIONAL PURCHASES	\$2,500.00	\$2,000.00	\$4,500.00
4/20/2022	PO1-220000001705	THE SERVICE COMPANIES, INC	INCREASED PO AMOUNT FOR NUTRITION SERVICES DRIVER & SCHOOL SITE CUSTODIANS.	\$400,000.00	\$200,000.00	\$600,000.00

GLENDALE UNIFIED SCHOOL DISTRICT

May 3, 2022

CONSENT CALENDAR NO. 6

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

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

TO SUPPORT 2021-22 BOARD PRIORITY NO. 4: Maintain District Financial Responsibility – Ensure the fiscal health of the District; implement a fiscal plan to preserve the District resources; plan for the District's future educational and facility needs.

GLENDAL UNIFIED SCHOOL DISTRICT

May 3, 2022

CONSENT CALENDAR NO. 6

BUDGET TRANSFER AND ADJUSTMENT REPORT

GENERAL FUND RESTRICTED (01.0) Resource Codes 20000.0 thru 99999.0

REVENUES		BUDGET TRANSFERS	BUDGET ADJUSTMENTS
8010-8099	Local Control Funding Formula	\$0	\$0
8100-8299	Federal	\$0	(\$2,900)
8300-8599	Other State	\$0	\$0
8600-8799	Local	\$0	\$54,933
8910-8999	Transfers In/Contributions	\$0	\$0
TOTAL REVENUES		\$0	\$52,033

APPROPRIATION OBJECT		BUDGET TRANSFERS	BUDGET ADJUSTMENTS
1000	Certificated Salaries	\$34,170	\$0
2000	Classified Salaries	\$4,190	\$1,428
3000	Employee Benefits	\$8,740	\$481
4000	Instructional Supplies	(\$47,100)	\$20,820
5000	Contract Services	\$0	\$29,304
6000	Capital Outlay	\$0	\$0
7000	Other Outgo/Indirect/Transfers Out	\$0	\$0
TOTAL BUDGETED APPROPRIATIONS		\$0	\$52,033

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

May 3, 2022

CONSENT CALENDAR NO. 6

BUDGET TRANSFER AND ADJUSTMENT REPORT

GENERAL FUND UNRESTRICTED (01.0) Resource Codes 00000.0 thru 19999.0

REVENUES		BUDGET TRANSFERS	BUDGET ADJUSTMENTS
8010-8099	Local Control Funding Formula	\$0	\$0
8100-8299	Federal	\$0	\$0
8300-8599	Other State	\$0	\$0
8600-8799	Local	\$0	\$6,146
8910-8999	Transfers In/Contributions	\$0	\$0
TOTAL REVENUES		\$0	\$6,146

APPROPRIATION OBJECT		BUDGET TRANSFERS	BUDGET ADJUSTMENTS
1000	Certificated Salaries	\$0	\$0
2000	Classified Salaries	\$0	\$2,900
3000	Employee Benefits	\$0	\$975
4000	Instructional Supplies	\$0	\$95
5000	Contract Services	\$0	\$1,170
6000	Capital Outlay	\$0	\$0
7000	Other Outgo/Indirect/Transfers Out	\$0	\$0
TOTAL BUDGETED APPROPRIATIONS		\$0	\$5,140

NET INCREASE/DECREASE IN FUND BALANCE	\$0	\$1,006
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May 3, 2022
 BUDGET TRANSFER AND ADJUSTMENT REPORT
 CONSENT CALENDAR NO. 6
 BUDGET TRANSFER AND ADJUSTMENT DETAIL REPORT
 GENERAL FUND, UNRESTRICTED (01.0) Resource Codes 00000.0 thru 19999.0

BUDGET TRANSFERS

Dept./School	Program Description	1,000	2,000	3,000	4,000	5,000	6,000	7,000	9,000	Total	Transfer provides funds for:
VARIOUS	Supplemental program	0	0	0	0	0	0	0	0	\$0	Supplies and Services
		\$0	\$0	\$0	\$0	\$0	\$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:
District-Misc. Income	Unrestricted General Fund	0	0	0	0	0	0	0	353	\$353	Recycling
District-Misc. Income	Unrestricted General Fund	0	0	0	0	0	0	0	413	\$413	Recycling
Educational Services	Instrumental Music	0	0	0	95	150	0	0	0	\$245	Supplies and Services
Fremont	General Fund	0	0	0	0	1,020	0	0	0	\$1,020	Services
CVHS	Athletics	0	2,900	975	0	0	0	0	0	\$3,875	Coaching stipend
District	District	0	0	0	0	0	0	0	240	\$240	adjustment
		0	0	0	0	0	0	0	0	\$0	
		\$0	\$2,900	\$975	\$95	\$1,170	\$0	\$0	\$1,006	\$6,146	

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

May 3, 2022

CONSENT CALENDAR NO. 7

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

SUBJECT: **Approval of Amendment to Services Agreement Between
Glendale Unified School District and Informed K12**

The Superintendent recommends that the Board of Education approve the amendment to the Services Agreement between Glendale Unified School District and Informed K12 for electronic forms and processes designed for K-12, not to exceed \$62,018 paid from the General Fund.

Human Resources and Business Services worked together to implement the Informed K12 online platform to manage electronic form submission for GUSD. The initial agreement with Informed K12 was approved in September 2021 with a limited contract which included 10 forms to determine whether this platform was a good fit for our District. We have utilized all 10 available forms for the Independent Study Contract, Time Reports, Substitute Time Report, Personnel Actions, Certificated/Administrator Weekly Absence Reports, Classified Weekly Absence Reports, Certificated Substitute Requests, Approval for Sixth Period Teaching Assignments, Certificated Summer School Applications, and the tenth form is currently in process.

Overall, this platform has worked well for our District. In addition to the forms that have been converted to Informed K12, requests have been made by various departments and schools for other forms to be made available in this format as well.

The current contract, with a limit of 10 forms, is \$36,000 annually and a one-time fee of \$7,000. The new contract which would allow up to 100 forms to be used, would cost \$108,708 annually and a one-time fee of \$37,780. Informed K12 will prorate the difference in cost due to the initial contract still being in effect with a total of \$62,017.98 being due within 30 days of the execution of the new contract.

TO SUPPORT 2021-2022 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.



ORDER FORM FOR: Glendale Unified School District

Software Package

Number of Processes: District License (100 Processes)
This will take the existing 10 process agreement and modify it to 100 processes.

Cost \$ 24,237.00
Prorated to \$36,236 for service through 9/22
Includes credit of \$11,999 for prior contract
Annual amount of \$108,708 - due 9/2022

Expert Workflow Services: Up to 5 processes

Named CSM: Included

Subscription Renewal Date: 09/15/2022

All software packages include:

- Unlimited Signatures interactive form fields, pre-filled data fields, conditional questions, and reusable templates to automatically collect, route, and track responses and approvals
- Unlimited District Staff User Accounts
- Admin Support
- End User Support
- Help Center Access
- Continuous upgrades and extensive browser and device support

Implementation Package

Implementation Package: Medium

Cost \$ 37,780.98

Number of Implemented Processes: Up to 20

Number of Project Teams: Up to 4

Implementation Start Month*: 05/10/2022

Implementation End Month**: 11/10/2022

If implementation start has not been determined, implementation timeframe: The implementation will be for 6 months.

Form Manager Training Sessions: Up to 4

Form Creator Training Seats: 8 seats

All implementation service packages include:

- Named Implementation Manager
- One session of Leadership Training (workflow approvers)
- One session of Secretary Training (workflow facilitators)
- One session of the adoption program (1:1 outreach from Informed K12 support team to district form facilitators and approvers)
- Annual maintenance of Informed K12-implemented processes

Implementation Terms:

District is responsible for completing the kickoff readiness process prior to starting implementation. If required documents are not prepared, Informed K12 may need to reschedule the implementation timeframe in order to serve other clients

Informed K12 may not be able to accommodate extended implementations due to rescheduling or other delays on the district side (ex: providing required documents or training dates). Informed K12 reserves the right to charge additional service fees in the case of extended implementation, equal to \$ 18,890.49.

In the event of a delay to implementation due to Informed K12 processes, District is responsible for escalating concerns about the delay to operations@informedk12.com.

Other Service Packages

Package:

Cost: \$

TOTAL COST DUE: \$ 62,017.98

Sales Tax Due (if applicable): \$

Payment is due within 30 days of the execution of this Order form. For any billing questions, please email operations@informedk12.com

District requests that invoices be submitted to:

Contact Name:

Email:

Terms of Use

1. This Order Form, together with the Informed K12 Terms of Use available at <https://www.informedk12.com/terms-of-use>, and the Agreement for Product and Services executed on 09/15/2021 ("Master Agreement"), governs the access to and use of the Services set forth above. In the event of a conflict between the Order Form, Master Agreement, and Terms of Use, this Order Form shall control.
2. Customer will be invoiced within seven days of the Order Form being executed, and payment is due in full within 30 days of being fully executed by both parties. Informed K12 reserves the right to pause services if payment is not received within 30 days of the full execution of the agreement.
3. The term of this Order Form will begin on 05/10/2022 and will end after 12 months, unless stated otherwise in the service package description. The services renew for successive periods of twelve (12) months each, unless a party gives the other party written notice of non-renewal at least thirty (30) days prior to the expiration of the then-current term. Informed K12 reserves the right to increase fees by up to five percent (5%) upon renewal.
4. In the event of termination of services, Customers is responsible for downloading and storing any data from Informed K12 that needs to be retained within 30 days, or as governed by an additional offboarding agreement. Informed K12 will comply with complete data destruction of Customer form data from the Informed K12 platform after the 30-day data retention window or as governed by an offboarding agreement signed by both parties.
5. The signatures below acknowledge the agreement of each party to be bound by this Order Form. The undersigned representative of Customer represents that he/she has read, understands, and accepts, on behalf of Customer, as a duly authorized representative of Customer, this Order Form (including the Terms and Conditions) in its entirety.

I agree to the terms as described above, including the package description and the total cost and payment terms, and authorize the Informed K12 to initiate the Software and Services package per this Order form.

Authorized Signature: _____

Date Signed: _____

Printed Name: _____

GLENDALE UNIFIED SCHOOL DISTRICT

May 3, 2022

CONSENT CALENDAR NO. 8

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

SUBJECT: **Authorization to Dispose of Surplus Property**

The Superintendent recommends that the Board of Education declare a refrigerator located at Muir Elementary School as obsolete and surplus, and authorize disposal in the most cost efficient and environmentally responsible manner.

TO SUPPORT 2021-22 BOARD PRIORITY NO. 4: Maintain District Financial Responsibility – Ensure the fiscal health of the District; implement a fiscal plan to preserve the District resources; plan for the District's future educational and facility needs.

GLENDALE UNIFIED SCHOOL DISTRICT

May 3, 2022

CONSENT CALENDAR NO. 9

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

PREPARED BY: Dr. Chris Coulter, Director, Teaching and Learning

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

The Superintendent recommends that the Board of Education approve basic and supplementary textbooks (Le Delf junior et scolaire B1; El Nuevo Houdini; Esmeralda, la tortuguita marina; El Raton Pablito; and Las aventuras de don Quijote de la Mancha) for use in middle and high schools in the area of World Languages and Cultures.

The books have been reviewed for content and evaluated by the members of the World Languages and Cultures Curriculum Study Committee. The Secondary Education Council has reviewed the information and made a recommendation of approval of the textbooks to the Board of Education. In accordance with Glendale Unified School District Board Policy 6161.1, the textbooks were available for review by parents and/or members of the community prior to being presented to the Board of Education for their consideration.

MIDDLE SCHOOLS

Department: World Languages and Cultures

FLAG Language and Literature 3-4, Grade 8
Le Delf junior et scolaire - 100% reussite – B1, by Romain Chretien, Emilie Jacament, and Marie Rabin
Published by Didier, 2019

MIDDLE AND HIGH SCHOOLS

Department: World Languages and Cultures

Spanish 1-2, Grades 7-12
El Nuevo Houdini, by Carol Gaab
Published by Fluency Matters, 2010

Spanish 1-2, Grades 7-12
Esmeralda, la tortuguita marina, by Kristy Placido
Published by Fluency Matters, 2020

Spanish 1-2, Grades 7-12
El Raton Pablito, by Craig Klein
Published by Spanish Cuentos, 2016

Spanish 1-2, Grades 7-12
Las aventuras de don Quijote de La Mancha: La historia segun Sancho Panza, by Katherine Lupton
Published by Fluency Matters, 2019

TO SUPPORT 2021-22 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 school connectedness for students, parents, and families.

GLENDALE UNIFIED SCHOOL DISTRICT

May 3, 2022

CONSENT CALENDAR NO. 10

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

PREPARED BY: Dr. Chris Coulter, Director, Teaching & Learning

SUBJECT: **Approval of New Course of Study Outline for Use in High Schools in the Area of Physical Education**

The Superintendent recommends that the Board of Education approve new course of study outline (Yoga) for use in high schools in the area of Physical Education.

The course of study outline is submitted for approval by the Board of Education. The course outline has been reviewed for content and evaluated by members of the Physical Education Curriculum Study Committee. The Secondary Education Council has reviewed the information and made a recommendation of approval of the course outline to the Board of Education.

HIGH SCHOOLS

Department: Physical Education Elective

Course Title: Yoga

Grade Level(s): 11-12

School(s)
Course Offered: Crescenta Valley High School

UC/CSU Approved
(Y/N, Subject): N/A

Course Credits: 10

Recommended
Prerequisite: None

Recommended

Textbook: None

Course Overview: This course provides an overview of yoga exercise experience using a non-competitive approach designed to improve strength and flexibility through mind and body as an integrated study of health. Various styles of Hatha Yoga will be studied and practiced. The practice involves breathing techniques, development of flexibility and strength in the skeletal, muscular, and nervous systems, improve circulation, reduce stress, and increase energy levels. Proper training techniques (asanas) and terminology and an understanding of the basic yoga philosophy will be presented to maintain personal fitness throughout the life span.

TO SUPPORT 2021-22 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 school connectedness for students, parents, and families.

Glendale Unified School District

High School

Date

*(Meeting date will be typed in **after** Board Approval)*

Department: Physical Education Elective

Course Title: Yoga

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

Grade Level(s): 11-12

School(s)

Course Offered: Crescenta Valley High School

UC/CSU Approved

(Y/N, Subject): N/A

Course Credits: 10

Recommended

Prerequisite: None

Recommended

Textbook: None

Course Overview: This course provides an overview of yoga exercise experience using a non-competitive approach designed to improve strength and flexibility through mind and body as an integrated study of health. Various styles of Hatha Yoga will be studied and practiced. The practice involves breathing techniques, development of flexibility and strength in the skeletal, muscular, and nervous systems, improve circulation, reduce stress, and increase energy levels. Proper training techniques (asanas) and terminology and an understanding of the basic yoga philosophy will be presented to maintain personal fitness throughout the life span.

CONTENT STANDARDS:

Students will:

- Demonstrate understanding and competency in using controlled movement to begin, maintain, and end the yoga asanas. (Standard 1)
- Use body awareness and self-visualization to achieve proper position and alignment in the yoga asanas. (Standard 2)
- Demonstrate acceptance and understanding of the etiquette of group yoga practice. (Standard 1)
- Identify specific yoga asanas they can practice for a lifetime. (Standard 3)
- Create and implement an individualized yoga practice and continue to modify it in order to ensure personal benefit. (Standard 3)
- Monitor and modify their independent yoga practice to ensure maximum physical and mental benefit. (Standard 4)
- Select asanas and practice them during leisure time. (Standard 4)
- After sampling and practicing a wide variety of yoga asanas, develop an understanding of which particular ones are best suited to their own physical development and well-being. (Standard 5)
- Develop an appreciation of their individual strengths and limitations in relation to their yoga practice. (Standard 6)
- Become increasingly aware of the benefit they are receiving from yoga practice. (Standard 6)
- Develop an appreciation for the importance of commitment and dedication to their yoga practice. (Standard 6)
- Develop an awareness of the beauty and harmony of their yoga practice. (Standard 7)
- Cultivate respect and appreciation of other students' practice by honoring the community environment of the yoga session. (Standard 8)
- Cultivate respect and appreciation for the achievements and limitations of others. (Standard 8)
- Discuss and consider the history of yoga and its influence in today's culture of physical fitness. (Standard 9)

First Semester

Unit 1: Introduction to Yoga

(20 weeks)

Student will:

- Acquire the basic skills of a yoga practice
- Develop an understanding of yoga etiquette and terminology
- Achieve and maintain a health-enhancing level of physical fitness
- Develop skills, knowledge, and interest to independently maintain a regular yoga practice
- Develop an understanding of individual differences and acquire a non-competitive, positive self-image in regard to their own body and yoga practice
- Experience immediate and long-term benefits of yoga practice

Students will learn basic poses that they will be expanded on once students have achieved proficiency performing the basic poses. Sequential flow of poses start with easier to more challenging sequences. Basic, gentle yoga begins with breathing technique, basic sitting, standing, positions. Sun Salutations A, B, C and beginning Abs and Back, beginning legs, beginning arms and shoulders, beginning relaxation techniques,

Basics of Yoga Practice

(8 weeks)

Breathing: Importance, philosophy, physiology

Yoga Three Part Breath Instruction and daily practice

Relaxation: Importance, philosophy, physiology

Deep relaxation practice (Savasana)

Notebooks: Keep record of all poses learned and instructions

Beginning Yoga Poses: Instruction and guided practice in 10-15

Elementary yoga postures, possibly including the following:

Shoulder shrugs and neck exercises:

- Chest Expansion (Uttanasana)
- Back Stretch (Pascimottanasana)
- Triangle Pose (Trikonasana)
- Cobra Pose (Bhujangasana)
- Warrior Pose (Virabhadrasana)
- Mountain Pose (Tadasana)
- Tree Pose (Vrksasana)
- Child's Pose (Darnikasana)
- Simple Twist (Ardha Matsyendrasana)
- Cat Stretch
- Butterfly Pose (Baddha Konasana)

Physical Education Elective

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- One Leg Seated Forward Bend (Janu Sirasana)
- Down Dog Pose (Adho Mukha Svanasana)
- Extended Foot Pose (Padottanasana)

By the end of class students will be able to use the 3 part breathing technique:
(Abdominals, lower rib cage, lungs)

By the end of class students will be able to demonstrate the following poses:

- Half lotus
- Dharma
- Diamond
- Heart
- Half Forward Fold
- Forward Fold
- Downward facing dog
- Bound angle
- Childs Pose
- Cat
- Plank
- Cobra
- Warrior 1
- Warrior 2
- Triangle Pose

By the end of class, students will be able to flow in a yoga sequence at their own pace.

Unit 2

(5 weeks)

By the end of class students will be able to:
Demonstrate knowledge of different yoga poses.

Warm-Up

Student will demonstrate the knowledge of warm up poses Sequence

Student will demonstrate the knowledge of sequence poses

Student will demonstrate the knowledge of cool down poses

Teach the class the sequence.

Second Semester

Unit 3: Intermediate Yoga

(15 weeks)

Students' progress in the physical practice of Yoga asanas, moving beyond introductory positions and sequences, developing balance in body alignment, flexibility, and strength. The students learn additional asanas (positions) and terminology, and gain greater understanding of yoga philosophy and its application to daily life.

1. Intermediate Yoga Practice
2. Intermediate Yoga Poses: Instruction and guided practice in 8-10 intermediate yoga postures
3. possibly including the following:
4. Sun Salutation (Surya Namaskar)
5. Half Locust/Locust Pose (Salabhasana)
6. Shoulder Stand (Sarvangasana)
7. Plough Pose (Halasana)
8. Fish Pose (Matsyanasana)
9. Extended Side Angle Pose (Uthita Parsvakonasana)
10. Lying Twist (Jathara Parivartanasana)
11. Straddle/Wide Leg Seated Forward Bend (Upavista Konasana)
12. Camel Pose (Ustrasana)
13. Dancer Pose (Natarajasana)
14. Eagle Pose (Garudanasana)
15. Vocabulary: Continued introduction use of Sanskrit terms
16. Why we use Sanskrit terms
17. Individual projects to reinforce Sanskrit terminology
18. Independent Practice
19. Importance and benefits
20. Guidelines for individual practice
21. Notebooks continued

Semester Final Project

(5 weeks)

In small groups each student role-plays as both teacher and evaluator

Assessment/Assignments

Not Proficient: 1

Partial Proficient: 2

Proficient: 3

Advanced Proficient: 4

Assessment of Teaching of an Asana:

Knowledge

Not knowledgeable

- Inaccurate information.
- Does not meet the student's needs.

Somewhat knowledgeable

- Most information is accurate.
- Almost meets the student's needs.

Knowledgeable

- Information is accurate.
- Meets the student's needs.

Extremely Knowledgeable

- Information is complete and accurate.
- Exceeds the student's needs.

Assessment of Teaching an Asana: Organization

Not Organized

- Critical steps omitted
- Order of steps confusing

Poorly Organized

- Some steps omitted
- Order of steps not accurate

Organized

- Includes basic steps
- Has clear start, middle, and end

Well Organized

- Able to go through all steps of instruction

Assessment of Teaching an Asana: Presentation

Not Poised

- Embarrassed
- Not clear
- No demonstration or not helpful

Somewhat Poised

- Mostly comfortable

Physical Education Elective

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- Mostly clear
- Demonstration partially helpful

Poised/Assured

- Comfortable
- Clear
- Demonstration helpful

Extremely Poised

- Joyful
- Very clear
- Demonstration very helpful

Assessment of Peer Evaluation and Group Participation:

Evaluation of Peers

Weak

- Favoritism
- Incomplete consideration of criteria

Fair

- Mostly objective
- Considers most criteria

Good

- Fair evaluation
- Considers almost all criteria

Excellent

- Completely objective
- Considers all criteria

Assessment of Peer Evaluation and Group Participation:

Weak

- No effort
- Behavior is harmful to peer teacher

Fair

- Tries most of the time
- Behavior does not distract peer teacher

Good

- Effort to follow student instruction
- Behavior is helpful to peer teacher

Excellent

- Strong effort to follow student instruction
- Behavior shows good judgement at all times

Suggested Percent of Grade

Movement Skills and Movement Knowledge (Skills and Knowledge Assessments) 25% - 30%

Social Skills: Respect, responsibility, observation of yoga etiquette 25% - 30%

Performance to best of individual ability: sincere effort 25% - 30%

Notebook/Projects/Quizzes 15% - 20%

Unit 4

(5 weeks)

In this unit students will learn the skills of various different yoga techniques. Through this class students will learn more advanced breathing techniques, intermediate yoga poses and sequences, different equipment that can be used, as well as how to create a sequence. By the end of this unit, students will be able to perform their own yoga sequences so they can continue incorporating yoga into their daily life.

Grading:

A class taught sequence will be worth 25 points and required for completion of this class.

Yoga Presentation Guidelines

1. 8-12 poses
2. Introduce 1 or 2 new poses – beginning/intermediate level
3. Hold each pose 3-5 breaths
4. Use of the same grounding pose beginning and end of the sequence
5. Performance show knowledge and adequate skill level
6. Main voice (clear and precise) giving helpful guidelines with instruction
7. Choice of music appropriate use according to selected poses
8. Flow in transitions between poses
9. Group cohesiveness

Additional Recommended Materials - *Must be approved by Board of Education.*

The Heart of Yoga: Developing a Personal Practice; T.K.V. Desikachar

How Yoga Works; Michael Roach and Christie McNally

GLENDALE UNIFIED SCHOOL DISTRICT

May 3, 2022

CONSENT CALENDAR NO. 11

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

PREPARED BY: Mark Rubio, Coordinator III, Athletics and Physical Education

SUBJECT: **Designation of California Interscholastic Federation Representatives**

The Superintendent recommends that the Board of Education designate the Crescenta Valley High School, Glendale High School, and Hoover High School principals as the voting representatives and a selected assistant principal or athletic director, as an alternate, in all California Interscholastic Federation (CIF) matters for the 2022-2023 school year.

California Interscholastic Federation regulations require that Boards of Education of school districts with member schools must annually designate their voting members. As now structured, each member school is able to cast one vote.

Issues addressed by the CIF through a vote of members include, but are not limited to, redistricting, length of seasons, and sanctioned sports. Since high school principals are prepared to address these issues, it is recommended that they be designated as the voting representatives from the Glendale Unified School District, with alternates assigned for each school. The designated voting representatives are listed below:

High School	Designated Voting Representative	Alternates
Crescenta Valley	Christine Benitez, Principal	Miguel Gonzalez, Assistant Principal Peter Kim, Athletic Director Dave Mendoza, Athletic Director
Glendale	Dr. Ben Wolf, Principal	Mark Gang, Assistant Principal Tadeh Mardirosian, Athletic Director Narek Vardanian, Athletic Director
Hoover	Dr. Jennifer Earl, Principal	Mary Mardirosian, Assistant Principal John VanPatten, Athletic Director

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TO SUPPORT 2021-22 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 school connectedness for students, parents, and families.

GLENDALE UNIFIED SCHOOL DISTRICT

May 3, 2022

CONSENT CALENDAR NO. 12

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

SUBJECT: **Acceptance of Career Technical Education Incentive Grant**

The Superintendent recommends that the Board of Education accept \$1,000,000 in funding from the Career Technical Education Incentive Grant.

The Glendale Unified School District has been awarded funds in the amount of \$1,000,000 from the Career Technical Education Incentive Grant (CTEIG). Funds are available through December 31, 2023. The Career Technical Education Incentive Grant (CTEIG) requires a match of two dollars for every one dollar received from the program. The local match from Glendale Unified School District will be from the Local Control and Accountability Plan, California Partnership Academy, and Carl D. Perkins.

The CTEIG was created as a state education, economic, and workforce development initiative with the goal of providing pupils in kindergarten through grade twelve, inclusive, with the knowledge and skills necessary to transition to employment and postsecondary education. The purpose of the program is to encourage and maintain the delivery of Career Technical Education (CTE) programs (Education Code (EC) sections 53070–53076.4).

The focus of the grant program is the delivery and sustainability of high-quality CTE programs. Grantees are expected to implement and maintain a CTE program meeting the elements of a high-quality CTE program pursuant to EC 53070–53076.4:

1. Offers high-quality curriculum and instruction aligned with the California CTE Model Curriculum Standards, including, but not limited to, providing a coherent sequence of CTE courses that enable pupils to transition to postsecondary education programs that lead to a career pathway or attain employment upon graduation from high school.
2. Provides pupils with quality career exploration and guidance.

3. Provides pupil support services, including counseling and leadership development.
4. Provides for system alignment, coherence, and articulation, including ongoing and structural regional or local partnerships with postsecondary educational institutions, with documented formal written agreements.
5. Forms ongoing and meaningful industry and labor partnerships, evidenced by written agreements and through participation on advisory committees and collaboration with business and labor organizations to provide opportunities for pupils to gain access to pre-apprenticeships, internships, industry certifications, and work-based learning (WBL) opportunities for industry to provide input to the CTE programs and curriculum.
6. Provides opportunities for pupils to participate in after school, extended day, and out-of-school internships, competitions, leadership development opportunities, career and technical student organizations (CTSOs), and other WBL opportunities.
7. Reflects regional or local labor market demands, and focuses on current or emerging high-skill, high-wage, or high-demand occupations, and is informed by the regional plan of the local Strong Workforce Program Consortium.
8. Leads to an industry-recognized credential or certificate, or appropriate postsecondary education or training, employment, or a postsecondary degree.
9. Staffed by skilled teachers (CTE credentialed teachers) or faculty, and provide professional development opportunities for those teachers or faculty members.
10. Provides opportunities for pupils who are individuals with exceptional needs to participate in all programs.
11. Reports data to the State Superintendent of Public Instruction, no later than November 1 of each FY to allow for an evaluation of the program. Each applicant will be required to complete the High Quality CTE Program Evaluation for their CTE programs, which addresses the first 10 of the 11 criteria above. Based on the results of the evaluation, applicants will be

asked to submit a year-long plan that is aligned to the areas of need identified within the evaluation.

The Career Technical Education Incentive Grant expenditure plan includes the following:

- Instructional Salaries for CTE credentialed teachers for professional development and training for industry certifications.
- Expenditures related to Career Technical Student Organizations.
- Upgrade and purchase new industry vetted equipment for middle school and high school pathway programs.
- Funding related to Work-Based Learning opportunities: Internship program development and industry field trips.

The terms of the Career Technical Education Incentive Grant are July 1, 2021, through December 31, 2023.

TO SUPPORT 2021-22 BOARD PRIORITY NO. 1: Maximize Student Achievement – Close the digital and equity gap; offer robust in-person and independent study learning programs; and accelerate learning and improve attendance and engagement.

TO SUPPORT 2021-22 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 school connectedness for students, parents, and families.

TO SUPPORT 2021-22 BOARD PRIORITY NO. 3: Ensure the Health and Safety of Students and Employees – Strengthen mental health support and programs; ensure best practices for safe and healthy learning environments; and support physical, social, and emotional wellbeing.

TO SUPPORT 2021-22 BOARD PRIORITY NO. 4: Maintain District Financial Responsibility – Ensure the fiscal health of the District; implement a fiscal plan to preserve the District resources; plan for the District's future educational and facility needs.

GLENDALE UNIFIED SCHOOL DISTRICT

May 3, 2022

CONSENT CALENDAR NO. 13

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. Peter Ayala wishes to donate to the District \$100.00 to purchase library books for use at Cerritos Elementary School.
- b. James and Amelia Friner wish to donate to the District \$500.00 to provide instructional support for Robotics Team 696 at Clark Magnet High School.
- c. Alex Ara Albarian wishes to donate to the District \$1,000.00 to provide instructional support for Robotics Team 696 at Clark Magnet High School.
- d. Bonnie Lee Bryant wishes to donate to the District \$100.00 to provide support for Robotics Team 696 at Clark Magnet High School.
- e. Margaret O'Rourke wishes to donate to the District \$50.00 to provide support for the Robotics Team 696 competition expenses at Clark Magnet High School.
- f. Myers Machining wishes to donate to the District \$500.00 to provide instructional support for Robotics Team 696 at Clark Magnet High School.
- g. American Heart Association wishes to donate to the District \$100.00 to purchase office and other supplies for use at Jefferson Elementary School.
- h. La Crescenta Elementary Foundation wishes to donate to the District \$1,832.05 to purchased desks for classrooms for use at La Crescenta Elementary School.
- i. Mountain Avenue Committed to Kids wishes to donate to the District \$2,500.00 to purchase office supplies for use at Mountain Avenue Elementary School.
- j. Oakmont League of Glendale wishes to donate to the District through the Equity, Access and Family Engagement Department \$1,000.00 to pay for operating services for the Scholastic Bowl.