

September 1, 2020

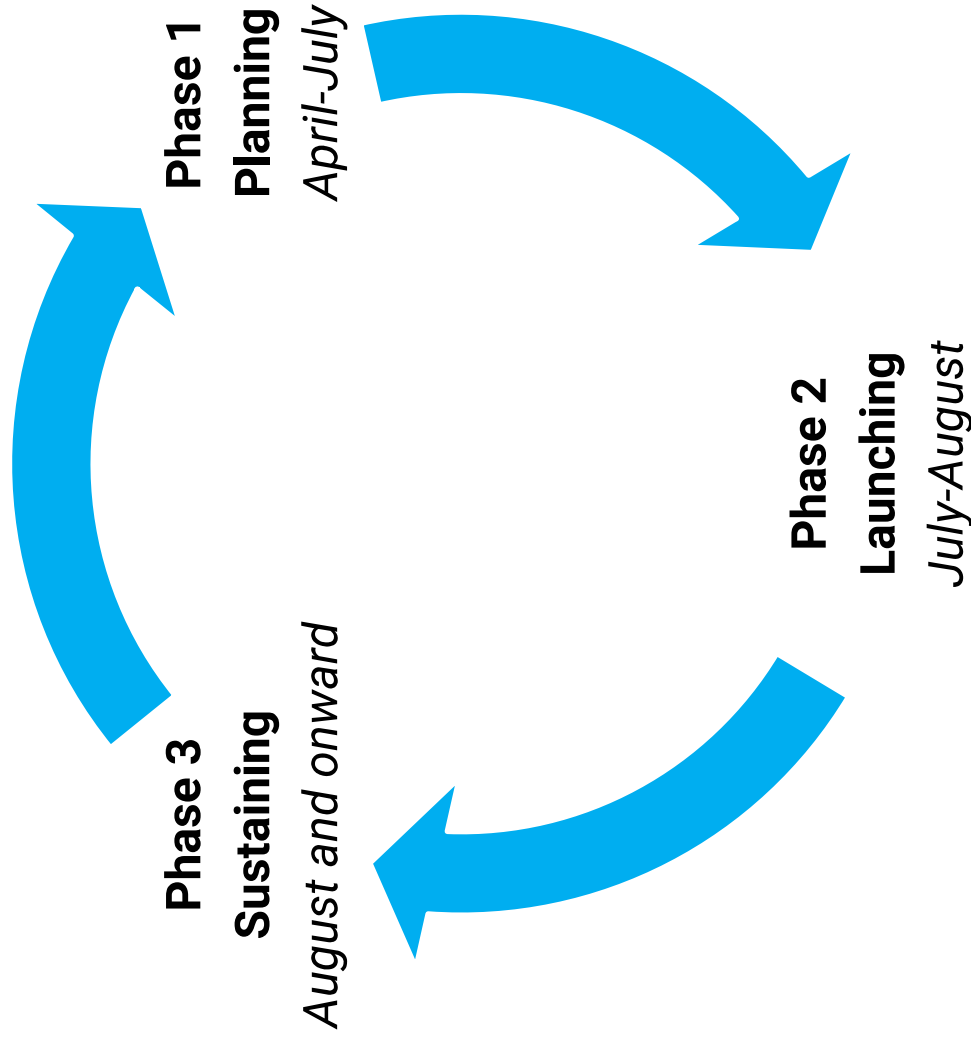
Phase 3 - Sustaining the 2020-21 School Year Return to School Plan

Dr. Vivian Ekchian, Superintendent



Glendale Unified School District
Excelling Together with Endless Pathways for Success!

Organizing for Success while Distance Learning

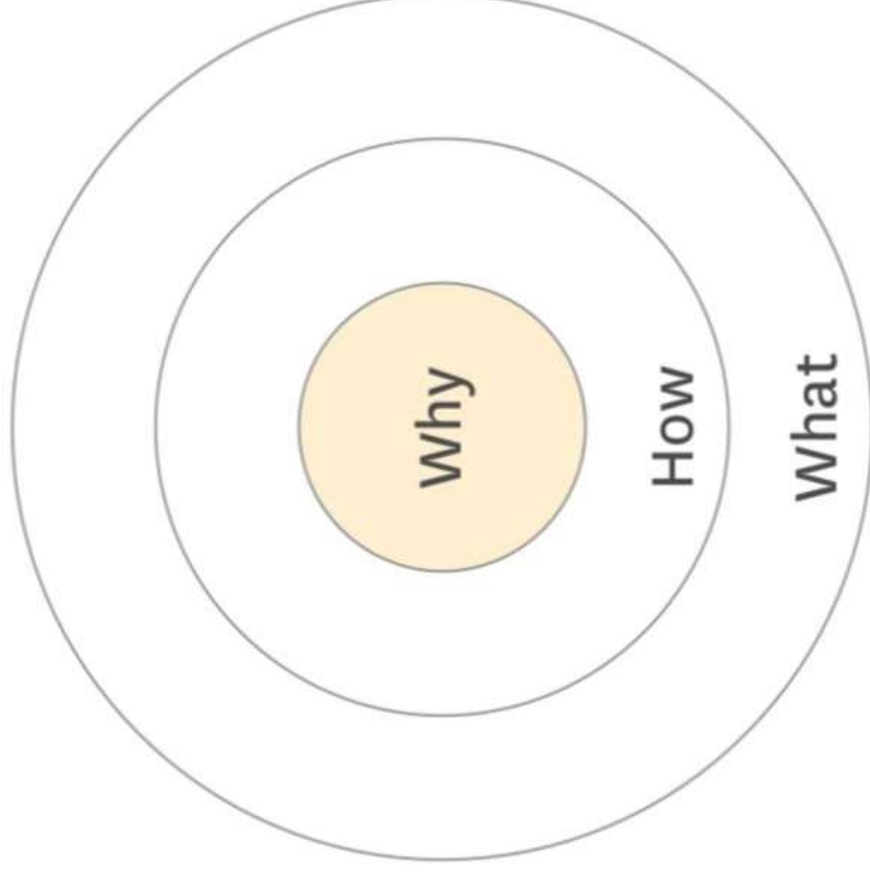


Source: Council of Chief Stat



Start with Why

Simon Sinek



Why - Our Purpose

What is our cause? What do we believe?

How - Our Process

Specific actions taken to realize our purpose.

What - Our Result

What do we do? The result of Why.

Source: "Start with Why" by Simon Sinek



Updates

- Distribution of devices and educational materials
- Meals services
- Safety measures and preparations to reopen schools
- Attendance support
- Social emotional/ mental health support
- Instructional schedules
- Essential components of distance learning lessons
- Special education and differentiated supports
- Technology Learning Pods
- Distance learning expectations and digital citizenship
- Professional development
- Feedback and engagement
- Next steps



Distribution of Chromebooks, Hotspots, Textbooks, and Materials

Ensuring all students and employees have access to technology they need for distributed learning.

Since March 23:



15,447 Chromebooks distributed



1,700 headphones distributed



1,864 hotspots distributed



Nutritional Support for Students

- 20,122 meals served during the week of August 24
- Average of 4,024 meals per day



USDA has extended authorization for free meals for children through December 31, 2020 or until funds run out.



Glendale Unified School District

FREE MEALS FOR CHILDREN

August 19 to October 16, 2020

Monday - Friday

Grab and Go, Walk
and Drive-up Serv

All children, **18 years and under**, can pick up **both Breakfast and Lunch** at any of the following locations. Please pick a location convenient to you.

Meal Service: 7:00 a.m. - 8:00 a.m.

ROOSEVELT

MIDDLE SCHOOL

222 E. Acacia Ave., Glendale, CA 91205

Location: Front of the school on Acacia Ave.

ROSEMONT

MIDDLE SCHOOL

4725 Rosemont Ave., La Crescenta, CA 91214

Location: Front of the school on Rosemont Ave.

WILSON

MIDDLE SCHOOL

1221 Monterey Road, Glendale, CA 91208

Location: Front of the school on Monterey Ave.

CLARK MAGNET

HIGH SCHOOL

4747 New York Avenue, La Crescenta, CA

Location: Front of school on New York

CRESCENTA VALLEY

HIGH SCHOOL

2900 Community Ave., La Crescenta, CA

Location: Side of the school on Prospe

GLENDALE

HIGH SCHOOL

1440 E. Broadway, Glendale, CA 91205

Location: Parking lot off of Verdugo R

HOOVER

HIGH SCHOOL

851 Glenwood Rd., Glendale, CA 91202

Location: Front of the school on Glenw

Meal Service: 12:00 p.m. - 1:00 p.m.

CERRITOS

ELEMENTARY SCHOOL

120 E. Cerritos Ave., Glendale, CA 91205

Location: Front of the school on Cerritos Ave.

COLUMBUS ELEMENTARY

SCHOOL

425 W. Milford St., Glendale, CA 91203

Location: Front of the school on Milford St.

JEFFERSON ELEMENTARY

SCHOOL

1540 Fifth St., Glendale, CA 91201

Location: Front of the school on Fifth S

- No paperwork or sign-up required.
- Meals offered for pick up only. No meals consumed on-site.
- Menu subject to change.

Please contact GUSD Nutrition Services for more information (818) 552-2677.

This institution is an equal opportunity

Safety Measures/Preparations to Reopen Schools

COUNTY OF LOS ANGELES DEPARTMENT OF PUBLIC HEALTH
ORDER OF THE HEALTH OFFICER



Appendix T1: Reopening Protocols for K-12 Schools

These Protocols are based on the expectation that conditions will permit widespread return to in-person K-12 education in Los Angeles County for the 20-21 school year. Districts should supplement planning for implementation of these directives with contingency planning for remote learning, however, in case worsening incidence of COVID-19 or emerging science concerning spread indicates a need for greater caution.

- a) Workplace policies and practices to protect staff (“employees”) and students
- b) Measures to ensure physical distancing by staff, students and visitors
- c) Measures to ensure infection control
- d) Measures that communicate to the campus community and the public
- e) Measures that ensure equitable access to critical services

http://publichealth.lacounty.gov/media/coronavirus/docs/protocols/Reopening_K12Schools.pdf



Attendance Support

School Level Support

- Teachers take attendance daily by period
- Administrators work closely with teachers to identify students who need support based on inconsistent attendance
- Principals, assistant principals, and counselors work directly with students and families to address barriers to student attendance and refer necessary support, as appropriate
- School Site Attendance Review Team (SART) meetings will be held for students demonstrating chronic absenteeism

District Level Support

- GUSD attendance team works closely with school sites to take daily attendance and connect with students who are not engaging in lessons. Wellness checks are conducted and support provided when needed



Attention
Matters

Every student. Every day.

*September
Attendance
Awareness Month*



Social Emotional/ Mental Health Support

www.gusd.net/



Distance Learning Resources



Health & Wellness

Student Wellness Services

Student Wellness Department	>
Foster Youth	>
Homeless Youth	>
Attendance	>
Counseling	>
Intern Academy	>
Student & Parent Intervention Programs	>
Parents & Students Support Groups	+
Mental Health COVID-19 Resources	>
Motivational Videos	>

COVID-19 Resources

Tips for Caregivers, Parents, and Teachers During Infectious Disease

Outbreaks (all age groups)

This tip sheet will help parents, caregivers, and teachers learn some common reactions, respond in a helpful way, and know when to seek support.

Talking to Kids About the Coronavirus (article & video)

- Don't be afraid to discuss the coronavirus.
- Be developmentally appropriate.
- Take your cues from your child.
- Deal with your own anxiety.
- Be reassuring.
- Focus on what you're doing to stay safe.
- Keep talking.

Talking to Children About COVID-19 (Coronavirus): A Parent Resource

[Armenian](#) | [Spanish](#) | [Korean](#)

Resources

- [Mental Health Apps](#)
- [Mental Health Resources](#)
- [Mental Health Apps with Subscription](#)
- [Free Apps For Students](#)



(818) 241-3111, x 1500



Elementary Schedules

Transitional Kindergarten and Kindergarten

Daily Instructional Minutes: 220

Time	Monday, Tuesday, Thursday, Friday	Wednesday
8:20 - 9:45	Live interaction with whole class minimum 20 - 40 minutes: Morning meeting and core content Small group* interactions and designated English language development - Rotating schedule of students working with a teacher in live interaction sessions Students work on independent work when not in a small group	
9:45 - 10:00	Break/Recess	
10:00 - 11:25	Live interaction with whole class minimum 20 - 30 minutes: Core content Small group* interactions - Rotating schedule of students working with a teacher in live interaction sessions Students work on independent work when not in a small group	
11:25 - 11:40	Break	
11:40 - 12:15	P.E., art, or health and wellness/ mindfulness lessons assigned by teacher for students to do on their own (Teacher planning time)	Teachers: Collaboration and Lunch Students: P.E., art, or health and wellness/ mindfulness, lunch
12:15 - 1:00	End of students' school day and lunch	
1:00 - 2:00	Teacher planning time or supporting individual families by appointment	Teachers: Collaboration, meetings, PD, etc. Students: Independent work assigned by teacher
2:00 - 2:30	Teacher office hours - live drop in session to support families	Teacher office hours
2:30 - 3:15	Teacher planning time	

Elementary Schedules

Grades 1 - 6

Daily Instructional Minutes: 255 (1-3), 265 (4-6)

Time	Monday, Tuesday, Thursday, Friday	Wednesday
8:00 - 8:20	Prepare for the day (teacher planning time)	
8:20 - 9:45	Live interaction with whole class minimum 40 minutes: Morning meeting and core content Small group* interactions and designated English language development - Rotating schedule of students working with a teacher in live interaction sessions Students work on independent work when not in a small group	
9:45 - 10:00	Break	
10:00 - 11:25	Live interaction with whole class minimum 30 minutes: Core content Small group* interactions - Rotating schedule of students working with a teacher in live interaction sessions Students work on independent work when not in a small group	
11:25 - 11:40	Break	
11:40 - 12:15	P.E., art, or health and wellness/ mindfulness lessons assigned by teacher for students to do on their own (Teacher planning time)	Teachers: Collaboration and Lunch Students: P.E., art, or health and wellness/ mindfulness, lunch
12:15 - 1:00	Lunch	
Grades 1-3: 1:00 - 1:50	Live interaction with whole class minimum 30 minutes: Core content	Teachers: Collaboration, meetings, PD, etc. Students: Independent work assigned by teacher
Grades 4-6: 1:00 - 2:00	Small group* interactions - Rotating schedule of students working with a teacher in live interaction sessions Students work on independent work when not in a small group	
2:00 - 2:30	Teacher office hours - live drop in session to support families	Teacher office hours
2:30 - 3:15	Teacher planning time	

Middle and High School

Option A: 6 Periods w

Daily Instructional Minutes (Z

Instructional Minutes (Zero and 7th Included): 310

Time	Monday & Thursday	Tuesday & Friday	Health at
8:00 - 8:50 (50 min)	Period 07 Live interaction for a minimum of 20 minutes per student		
9:00 - 10:20 (80 min)	Period 1 Live interaction for a minimum of 30 minutes per student	Period 2 Live interaction for a minimum of 30 minutes per student	
10:30 - 11:50 (80 min)	Period 3 Live interaction for a minimum of 30 minutes per student	Period 4 Live interaction for a minimum of 30 minutes per student	
11:50 - 1:00 (70 min)			Health at
1:00 - 2:20 (80 min)	Period 5 Live interaction for a minimum of 30 minutes per student	Period 6 Live interaction for a minimum of 30 minutes per student	
2:20 - 3:15 (55 min)	Teachers: Collaboration, planning, one day per week for office hours Students: Independent work, projects, clubs connect with counselor or other school support staff		

Instructional schedules for FLAG programs and for Roosevelt/Clark's 7-Period Day are also available online

The following schools submitted proposals for alternative schedules that have been approved:

- Daily High School
- Monte Vista Elementary
- Muir Elementary School



Essential Practices to Engage Students in Distance Learning

- 1) Set clear expectations as to how the teacher will communicate and what learning will take place
- 2) Create a supportive online course community, not just a classroom
- 3) Use a variety of large group, small group, and individual work experiences both synchronous and asynchronous activities
- 4) Ask for informal feedback regularly to understand students' experiences
- 5) Have a good balance of being an active leader and active observer



Differentiated Support - Special Education

- July 30, 2020 - LA County Public Health confirmed that districts can give one-to-one, in person assessments and some direct services
- Must follow all safety and physical distancing guidelines
- GUSD Special Education team is scheduling student assessments that must be completed in order to be valid and defensible
- Identifying designated assessment centers at Cloud, College View, PAEC, and Wilson Middle
- August 25, 2020 - California Department of Public Health published guidance regarding supervision and limited instruction, targeted support services, and facilitation of distance learning in small group environments for a specified subset of children and youth
- Specialized service includes but not limited to:
 - Occupational therapy services, speech and language services, and other medical, behavioral, or educational support services as part of a targeted intervention strategy
- Waiting for LA County guidance and interpretation give local COVID 19 rates



Examples of Other Differentiated Supports

- Tutoring services for lowest-performing elementary and secondary refugee/asylee students
- Tutoring will be one-on-one, online for 2-3 hours per week
- Students will participate in a pre-assessment
- Personalized student lesson plan for English language arts and Math
- Progress reports will be provided to the parents/guardians and district superintendent
- Funded by the Refugee School Impact (RSI) grant



Child Care Technology Learning Pods and Extended Child Care

- 97 Technology Learning Pods opened on August 19, 2020
- Housed at all 20 elementary schools
- 1,005 students enrolled
- 7.8% of total elementary school enrollment is participating in a Technology Learning Pod
- 70 substitute teachers and 198 educational assistants are providing supervision
- Based on available staff, extended hours (until 5:30pm) have been offered to 50 Technology Learning Pods, benefitting 258 students
- On August 27, received new guidance from Public Health to limit cohort size to 14 in a classroom (students and adults)
- Holding on additional enrollment until after Labor Day to stabilize staffing and enrollment based on new Public Health guidance
 - Have capacity for 1,067 students total
 - Approximately 267 students on waiting list



	# of TLPs	Total C
Balboa	6	6
Cerritos	2	2
Columbus	3	3
Dunsmore	5	5
Edison	7	7
Franklin	6	6
Fremont	7	7
Glenoaks	5	5
Jefferson	5	5
Keppel	4	4
La Crescenta	3	3
Lincoln	5	5
Mann	4	4
Marshall	4	4
Monte Vista	3	3
Mountain Ave	5	5
Muir	6	6
Valley View	4	4
V. Woodlands	6	6
RD White	7	7
Totals	97	101

Expectations for Distance Learning and Digital Citizenship

“Netiquette” guidelines for Students and Parents/Guardians

STUDENTS

Be Kind and Appropriate

No Swearing or Signaling

Use a Classroom Voice

Demonstrate Leadership

No Recording or Screenshots

Be Visible, Not Distracting

No Creating Memes

Be Polite and Wait Your Turn

Avoid Typing in ALL CAPITALS

No Music or Distracting Sounds

Wear School Appropriate Attire

Arrive on Time for Lessons

PARENTS/GUARDIANS

Monitor Online Behavior

Be There for Your Child

Support Your Teacher

Set Positive Behavior Expectations

No Recording or Screenshots

Communicate with Your Teacher

Report Alarming Behavior

Give Your Child Feedback

Provide a Quiet Learning Space

Check in with Your Child

Minimize Distractions while Learning

Promote Daily On-Time Attendance



Digital Citizenship Resources



 **Hoaxes and Fakes**
Common Sense Education
Aug 30, 2020 - 10MB

 **Hoaxes and Fakes**
GRADE 9

 We are kind & respectful.



 **What You Send In "That Mom..."**
Common Sense Education
Aug 30, 2020 - 10MB

 **What You Send In "That Mom..."**
GRADE 9

 We are kind & respectful.



 **Protecting Online Reputations**
Common Sense Education
Aug 30, 2020 - 10MB

 **Protecting Online Reputations**
GRADE 9

 We are kind & respectful.



 **My Digital Life Is Like...**
Common Sense Education
Aug 30, 2020 - 10MB

 **My Digital Life Is Like ...**
GRADE 9

 We are kind & respectful.



 **Rewarding Relationships**
Common Sense Education
Aug 30, 2020 - 10MB

 **Rewarding Relationships**
GRADE 10

 We are kind & respectful.



 **Countering Hate Speech Online**
Common Sense Education
Aug 30, 2020 - 10MB

 **Countering Hate Speech Online**
GRADE 10

 We are kind & respectful.



 **Curated Lives**
Common Sense Education
Aug 30, 2020 - 10MB

 **Curated Lives**
GRADE 10

 We are kind & respectful.



 **Social Media and How You Feel**
Common Sense Education
Aug 30, 2020 - 10MB

 **Social Media and How You Feel**
GRADE 10

 We are kind & respectful.



 **Chatting Red Flags**
Common Sense Education
Aug 30, 2020 - 10MB

 **Chatting Red Flags**
GRADE 9

 We are kind & respectful.



Distance Learning Professional Development Opportunities

- **Substitution, Augmentation, Modification, Redefinition (SAMR) Initiative** - an instructional approach at meeting divergent learning needs
- Opportunity for teachers to develop blended learning and instructional technology knowledge and become a **Technology Coach to Enhance Instruction** at their school site
- Content will align to the [International Society for Technology in Education \(ISTE\) standards](#)
- One participant from each school
- Participants will complete six modules and activities scheduled between modules, including computer

Google Certification

	Module 1	Module 2	Module 3	Module 4	Module 5	
Topic	Understanding Blended Learning & Constructivist Approach to Learning	Introducing the SAMR Model and Its Impact on Differentiated Learning	Integrating the SAMR Model in a Blended Classroom Setting To Maximize Learning	Introducing the SAMR Model to Students and Stakeholders	Expanding Rigor by Applying the SAMR Model to Existing Projects	Developing Opportunities

- Sessions are held September-May after school from 3:30-5:30 p.m.
- Participants will be compensated at the extra hourly rate



Distance Learning Professional Development Opportunities

Formative Assessment for English Learner Students in Distance Learning Contexts

- LACOE and the Center for Equity for English Learners at Loyola Marymount University featuring Dr. Myriam Met
- Practical instructional strategies for formative assessments to inform content and language learning in virtual contexts
- Learn ways to apply formative assessment practices for EL students to provide meaningful feedback and extend language and content learning
- Participants will be paid at the extra hourly rate
- Elementary – September 10, 3:00-4:30pm
- Secondary – September 14, 3:00-4:30pm

SESSIONS ADDED - Essential Practices for Distance Learning

- Organized by GUSD Teaching and Learning Department:
- TCI, SeeSaw Q&A, FLAG 101 - Orientation Parts 1 and 2, Kami, Nearpod for FLAG and World Language
- Times vary
- Participants will be paid at the extra hourly rate for sessions held after hours



Los Angeles County
Office of Education
Learning • Advancing • Inspiring • Collaborating
Leading Educators



Loyola Marymount U
Center for Equity
English Learners

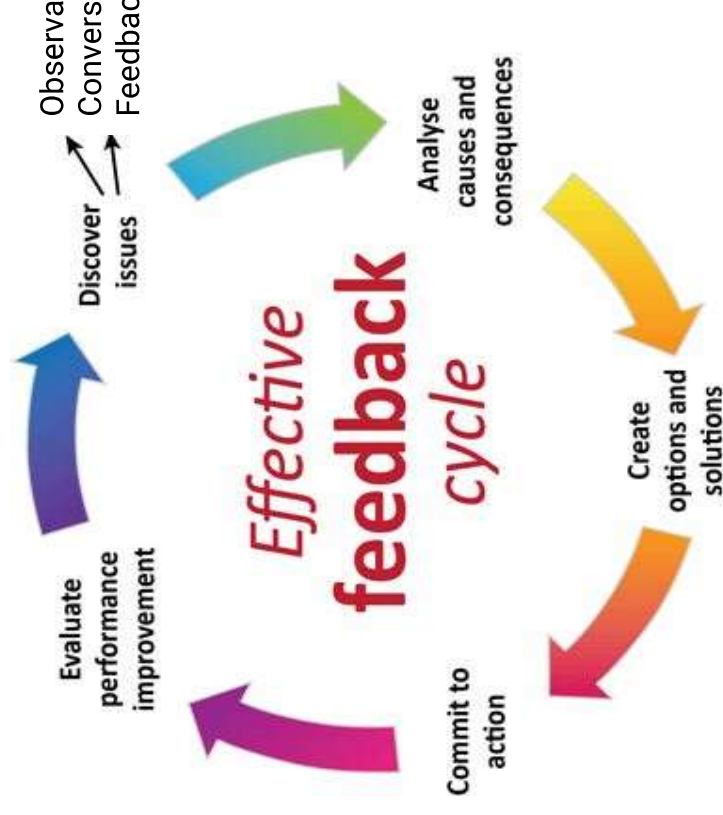
Resident Substitute Support Plan

- One substitute teacher assigned to each elementary school and Daily High
- Up to two substitute teachers assigned to each middle and high school
- Serve as long-term roving substitutes
- Purpose of this assignment will be:
 - Last-minute coverage for teacher absences
 - Supervision of break-out rooms
 - Intervention or enrichment for groups of students
 - IEP coverage
 - Other duties as deemed necessary by the principal



Educator, Student, and Parent/Guardian Engagement and Feedback

- Survey educators, students, and parents/guardians every 3-4 weeks
- Questions will focus on what is working well, what supports are needed, and what challenges they are facing
- Results will assist with on-going Improvement for distance learning



Blueprint for a Safer Economy

New guidelines for reopening, published by California Department of Public Health on August 28, 2020

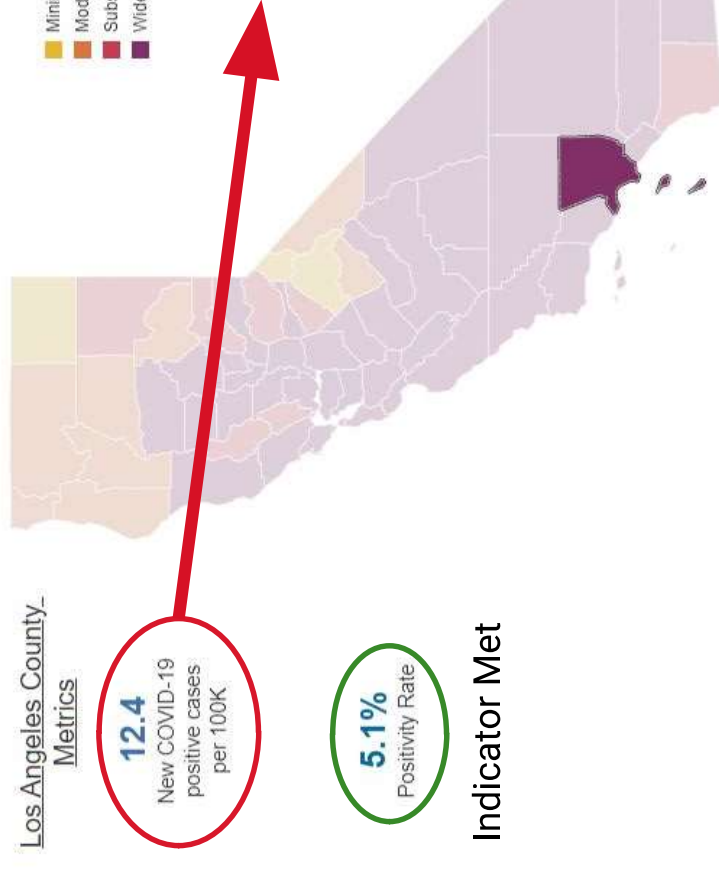
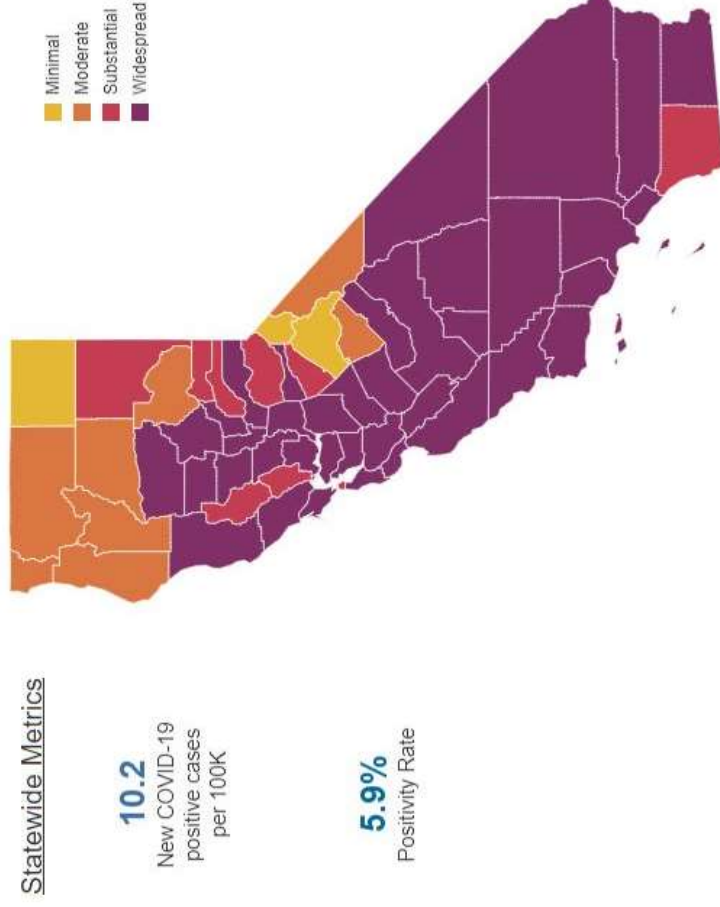
- California Department of Public Health will assess indicators weekly. The first weekly assessment will be on September 8, 2020
- To advance to the next tier, a county must also meet health equity measures such as data collection, access, contact tracing, supportive isolation, and outreach that demonstrate a county’s ability to address the most impacted communities within a county
- Additional measures addressing health outcomes such as case rates, hospitalizations and deaths will be tracked for improvement
- A county may be more restrictive than this framework

Measures*	Higher Risk → Lower Risk of Community Disease Transmission			
	Widespread Tier 1	Substantial Tier 2	Moderate Tier 3	Minimal Tier 4
New cases** /100,000 population per day (7 day average; 7 day lag)	>7	4-7	1-3.9	<1
Testing % Positivity (7 day average; 7 day lag)	> 8%	5-8%	2-4.9%	<2%



Timeline for Phased Return to On-Site Hybrid Instruction with Option for In-Person Learning

- Schools in the Widespread (purple) tier are not permitted to reopen for in-person instruction unless they are in the Substantial (red) tier from their local health department for TK-6 grades
- Schools can reopen for in-person instruction once their county has been in the Substantial (red) tier for 4 weeks



Timeline for Phased Return to On-Site Hybrid Instruction with Option for Learning

October 2
14-day deadline for LA
County to be at least at
the Red Tier - Substantial

October 16
End of first quarter

October 6
Board Meeting
closest in proximity
to decision point



Moving Forward

Continue to use data as an opportunity to deepen relationships, and continuously improve support for students, families, and staff.

- Elevate student voice
- Support educators
- Partner with families and community
- Negotiate with labor unions

Upcoming Dates

- Return to School Task Force
September 9 at 10:00 a.m.
- Athletics workgroup meeting
September 14 at 6:00 p.m.
- Pacific League principals meeting
September 30

Opportunities to engage:

- Back-to-School Nights
- ReturnToSchool@gusd.net
- Return to School Task Force
- Student, Parent, Employee Surveys
- Public communication at Board of Education N

Regular check-ins with key stakeholder gro

- Student Advisory Council
- Superintendent's Parent Advisory Council
- Council PTA
- Special Education Parent Group
- World Language Advisory Committee
- District English Learner Advisory Committee
- Principals and District Leaders
- CSEA/GSMA/GTA

Community leader updates:

- City manager and CV Town Council president
- City and local hospital leadership



Questions?

