

# Superintendent's Update

Board of Education Meeting

October 6, 2020

Meeting No. 7



*Excelling Together with Endless Pathways for Success!*



# School Year Update

# Organizing for Success for the 2020-21 Academic Year: Continuous Improvement Phase

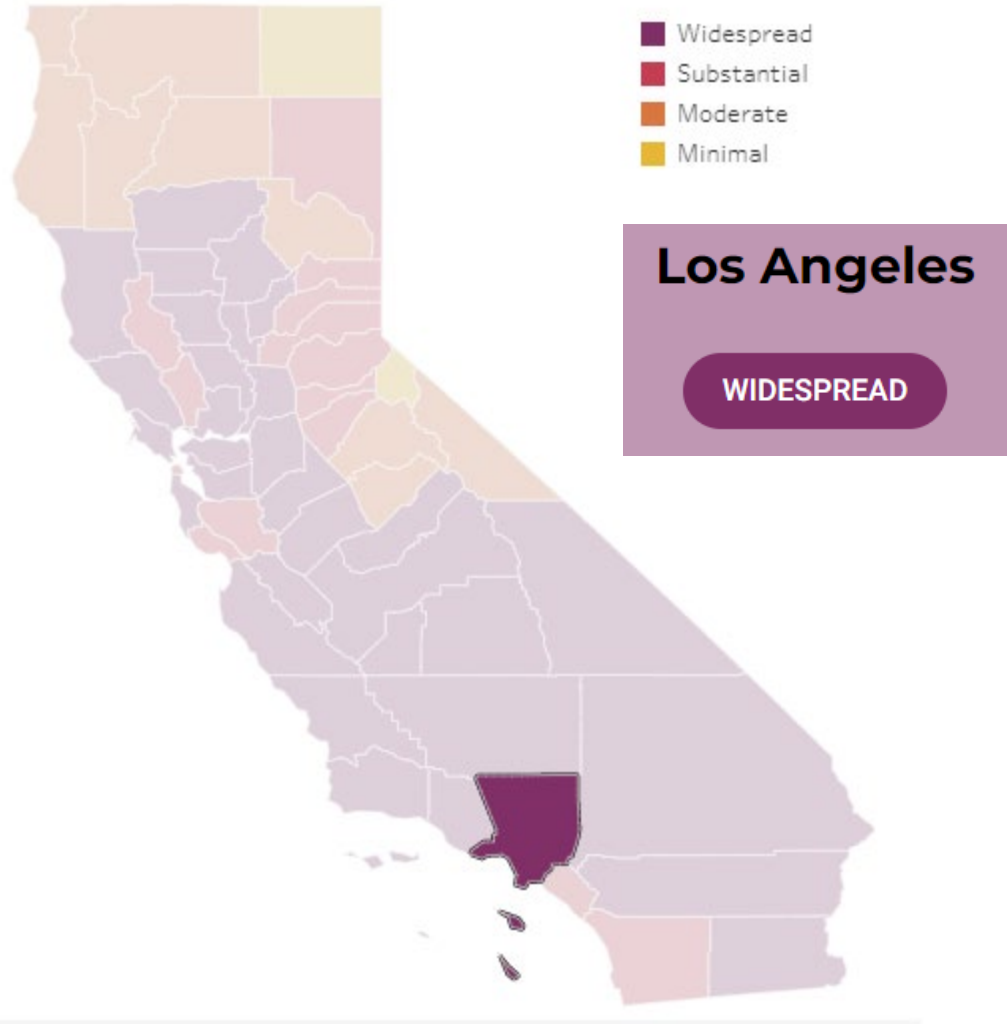




# School Year Update

- Public Health Update
- TK-2 Reopening Waiver Process
- Specialized Services Academies - Special Education
- Facilitated Learning Centers - English Learners
- High School Athletic Conditioning
- Fall 2020 Distance Learning Survey Results
- Next Steps

# Public Health Update



As of September 19

Adjusted case rate per day per 100K population:  
7.3 (down from 8.1)

Testing positivity rate: 2.9% (down from 3.2%)

Need to decrease case rate to 4-7 per 100K population for  
14 days to move into Substantial (Red) Tier.

As of October 5

Schools may not reopen fully for in-person instruction until the county has been in the Substantial (Red) Tier for two weeks. Local school and health officials may decide to conduct in-person instruction for a limited set of students in small cohorts.

Beginning Monday, October 5, school waiver applications for in-person instruction for students in grades TK-2 will be considered. Schools must follow all required school re-opening protocols for infection control, distancing, and cohorting. Students will be in cohorts of no more than 12 children and two supervising adults in each classroom. Every school that re-opens will receive a site visit from Public Health.

# Instructional Updates

## Gradual Return to In-School Services

- TK-2 Reopening Waiver Process
- Special Education
  - 1-to-1 Related Services
  - Specialized Services Academies
- English Learners
  - Facilitated Learning Centers (Secondary)





# TK-2 Reopening Waiver Process

- A waiver to reopen schools may be granted for elementary schools to open for in-person instruction for grades TK-2
- Waiver process approved by LA County Supervisors September 29, 2020
- LA County Office of Public Health began accepting applications October 5, 2020
- A waiver may only be granted if requested by the superintendent in consultation with labor, parent, and community organizations. Letters of support are required
- Local health officers must review local community epidemiological data, consider other public health interventions, and consult with CDPH when considering a waiver request
- LA County will start by approving 30 schools per week, equally divided among the five supervisorial districts



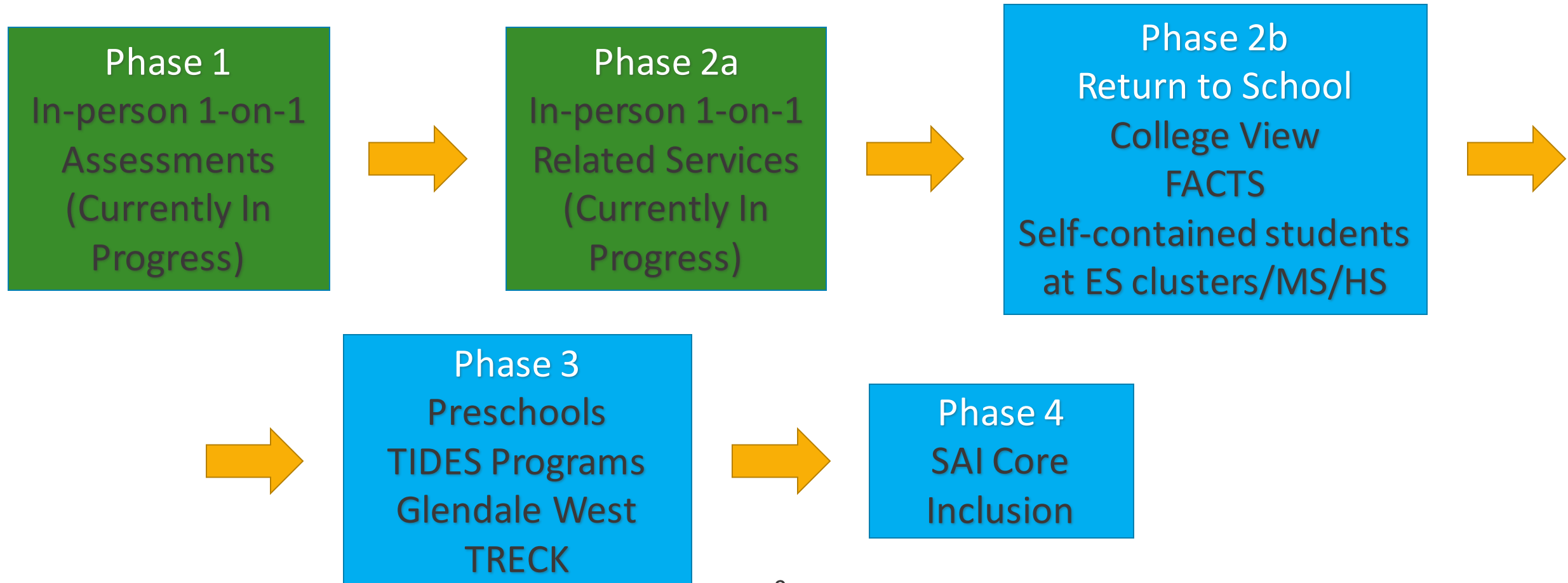
# TK-2 Reopening Waiver Process Continued...

- Schools with higher percentages of students qualified for free/reduced meals are given priority
- Any unclaimed waivers for any given week will be redistributed to reach the cap 30 schools per week irrespective of the supervisorial district
- Schools receiving a waiver must follow all required school re-opening protocols for infection control, distancing, and cohorting
- Students will be in cohorts of no more than 12 children and two supervising adults in each classroom
- This group of students and adults will need to stay together throughout the entire day for all activities
- Every school that re-opens will receive a site visit from Public Health



# Special Education Recommended Gradual Return Phases

\* Phases 2b-4 are pending labor negotiations and public health requirements





# Special Education Enrollment 2020-21

<b>Total Number of Special Education Students</b>	<b>2,774</b>
Total Number of TK-13 Self-Contained Students (does not include College View and FACTS)	<b>378</b>
Total Number of TK-13 Specialized Academic Instruction (SAI) Core Students	1,517
FACTS/TRECK	<b>93</b>
College View (including preschool)	<b>83</b>
Speech Only Students (including preschool)	479
Cloud and Pacific Preschool	72
Non-Public Schools (NPS) including Glendale West	81
Private Schools	71



## Phase 2a: In-Person Related Services

- 1-on-1 in-person services on school sites for students whose parents choose to access them:
  - Adaptive Physical Education
  - Low Incidence Services (Deaf/Hard of Hearing, Visually Impaired & Orientation Mobility)
  - Occupational Therapy
  - Physical Therapy
  - Speech Therapy
  - RS Counseling

## Phase 2b: Return to School for Self-Contained Specialized Services Academies

- College View
- FACTS
- Self- contained at six cluster elementary schools
- Self- contained at four middle schools
- Self- contained at three high schools

# Phasing in the Return of English Learners

- Starting with Emerging English Learner (EL) students in the country for less than 1 year
- Facilitated Learning Centers (FLC) for up to 12 students with 1 substitute teacher and 1 assistant
- Students continue with current schedule with option to participate in FLC or continue with at-home distance learning
- Estimated need of 13 FLCs across secondary schools

Middle School	# Emerging	# FLC		High School	# Emerging	#FLC
Toll	15	2		Daily	2	1
Rosemont	9	1		CVHS	4	1
Roosevelt	27	3		GHS	19	2
Wilson	16	2		HHS	12	1

- If space allows – other EL students could be referred to attend the FLCs



# English Learner Instructional Day


- 8:00 a.m. - 2:30 p.m.
- Instructional Plan = Facilitated Learning Centers
  - Supplement with English 3D Program and supplemental activities
  - ELD Boot Camp and activities to be held during non-instructional periods
- Training for Substitute Teachers/Educational Assistants
  - Health and Safety Protocols
  - Tech Tools (Digital Citizenship, Nearpod, Kami, etc.)
  - ELD Instructional Best Practices
  - English 3D Curriculum



# Athletics Workgroup

- Met on September 14 and October 5, facilitated by Dr. Deb Rinder
- Purpose was to review health updates and athletic guidelines in order to determine next steps and the plan for participation

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



Reopening Protocol for Youth Sports Leagues

**Recent Updates:**  
 8/20/20: Updated to remove collegiate sports from the list of entities that this protocol does not apply to.  
 8/12/20: Updated to allow players to remove face coverings during periods of heavy exertion (changes highlighted in yellow).  
 8/6/20: Updated to clarify that youth may kick or throw a ball back and forth in pairs, but not as a group activity (changes highlighted in yellow).

The County of Los Angeles Department of Public Health is adopting a staged approach, supported by science and public health expertise, to allow certain venues to safely reopen. The requirements below are specific to Youth Sports Programs permitted to be open by the Order of the State Public Health Officer. In addition to the conditions imposed on these specific programs by the Governor, these types of programs must also be in compliance with the conditions laid out in this Checklist for Youth Sports.

Note that this protocol applies to recreational youth sports leagues, club sports, travel sports, and sports sponsored by private and public schools serving students in TK-12 schools. It is not intended for use by adult sports leagues, or amateur adult sports, which must remain closed per the State Health Officer Order. **Until further notice, all youth sports activities must take place outdoors.**

Please note: This document may be updated as additional information and resources become available so be sure to check the LA County website <http://www.ph.lacounty.gov/media/Coronavirus/> regularly for any updates to this document.

This checklist covers:

- (1) Protecting and supporting employee and customer health
- (2) Ensuring appropriate physical distancing
- (3) Ensuring proper infection control
- (4) Communicating with the public
- (5) Ensuring equitable access to services

These five key areas must be addressed as your program develops any reopening protocols.


All Youth Sports Teams must implement all applicable measures listed below and be prepared to explain why any measure that is not implemented is not applicable.

Youth Sports Team/League name: \_\_\_\_\_  
 Coach Name and Facility Address: \_\_\_\_\_

Reopening Protocol for Youth Sports Leagues  
 Revised 8/20/2020 Page 1 of 6

[Los Angeles County Public Health](#)  
[Reopening Protocol for Youth Sports Leagues](#)

[Glendale Unified School District](#)  
[Guidelines for Reopening Athletics](#)



Glendale Unified School District  
 Guidelines for Reopening Athletics

- All sports activities must take place outdoors outside of school instructional hours and allow sufficient time for students to travel to the school safely.
- All coaches must receive training from GUSD Health Services before conditioning may begin.
- Sport teams must equitably share outdoor space with other teams with no physical interaction between teams. School must have an approved schedule for how many team cohorts can be in designated outdoor areas at designated times with sufficient time built in for transitions between teams (no congregating on fields, courts, parking lots, etc.). No more than 50 players with appropriate physical distancing in one outdoor space at one time. The total number must reduce if the space is not sufficient to allow for appropriate physical distancing.
- Physical distancing of six feet between each player and between players and coaches. Eight feet distance during times of heavy physical exertion.
- Activities can include some training, conditioning and skills-building.
- All players and coaches are required to wear appropriate face covering that covers the nose and mouth at all times, except while swimming, eating/drinking, when engaging in solo physical exertion (such as jogging by one's self), or when engaging in heavy physical exertion. Masks with one-way valves may not be used.
- Players must be given a break from exercise if any difficulty breathing is noted.
- Health screenings are conducted before players and coaches may participate. Screening includes a check-in concerning fever, shortness of breath, difficulty breathing and fever or chills, and whether the person has had contact with a person known or suspected to be infected with COVID-19 within the last 14 days. Player and/or coach are immediately sent home for any symptoms/exposure.
- All student athletes must be compliant with vaccination requirements.
- School principal is to be informed immediately if any player or coach fails the health check or becomes sick. Coaches and/or players are expected to stay home when they are sick, but to report the illness to the school principal.
- Players must stay within a stable cohort (same group of students, no interaction with other students). Each cohort should be no more than 10 players and 2 coaches.
- For contact tracing purposes, coaches must maintain a daily attendance log of which players and coaches are present and interacting with each cohort. All individuals who interacted with each cohort must be clearly indicated.
- Each cohort must be supervised by an adult coach. Coaches may not supervise more than one cohort at a time.
- In the case of a coach or player becoming ill or being exposed to COVID-19 or COVID-19 like symptoms, the District COVID-19 Response Team will determine which cohorts of players need to be sent home to self-quarantine and/or be tested for COVID-19.
- Coaches may work with more than one cohort. If this is the case, roving coaches must be indicated of each contact tracing attendance log.
- No sporting events, tournaments, events, or competitions are allowed.
- Practice among players of same team are allowed for non-contact sports only and must maintain physical distancing (singles tennis, golf, some track and field for example).
- Seating has been reconfigured to create space for players and coaches to maintain physical distancing.
- Players cannot share equipment except in limited circumstances (kicking a soccer ball back and forth, throwing a ball to each other) and this can only be done in designated pairs within the cohort.
- Equipment must be disinfected between use by different people.
- No unnecessary physical contact (high-fives, handshakes, fist bumps, etc.).
- Indoor facilities (bathrooms) may only be used for hand hygiene, changing, and utilizing the rest room. Facilities are to be supervised and access staggered to allow for physical distancing. Masks must be worn at all times inside the facilities.
- Players and coaches use hand sanitizer when handwashing is not practicable. Practices should begin with handwashing and/or hand sanitizer and end with handwashing and/or hand sanitizer.
- Players and coaches should bring their own pre-filled water bottles clearly labeled with the player's or coach's name. Water fountains are only to be used to fill water bottles. Players and coaches cannot share or drink from the same beverage container.
- Only district-approved disinfectants can be used.
- All coaches, parents of athletes and athletes must agree to adhere to all health and safety guidelines. Failure to comply will result in the team losing practice rights or the student athlete losing rights to practice with the team.

In addition to this checklist, each coach must complete the LA Department of Public Health "Reopening Protocol for Youth Sports Leagues" and a copy of which needs to be kept by the Head Coach, the Athletic Director(s), and the Principal and the District Office.

Coach Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 District Administrator in Charge of Athletics Signature: \_\_\_\_\_ Date: \_\_\_\_\_



# Guidelines for Reopening Athletics

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- All coaches must receive training from GUSD Health Services before conditioning may begin
- Sports teams must equitably share outdoor space with other teams with no physical interaction between teams
- School must have an approved schedule for how many team cohorts can be in designated outdoor areas at designated times with sufficient time built in for transitions between teams (no congregating on fields, courts, parking lots, etc.)
- No more than 50 players with appropriate physical distancing in one outdoor space at one time. The total number must reduce if the space is not sufficient to allow for appropriate physical distancing
- Players must stay within a stable cohort (same group of students, no interaction with other students). Each cohort should be no more than 10 players and 2 coaches
- All coaches, parents of athletes and athletes must agree to adhere to all health and safety guidelines. Failure to comply will result in the team losing practice rights or the student athlete losing rights to practice with the team



# Fall Sports Calendar for 2020-21

## Fall Sports (December 12 - March 20)

- Boys/Girls Cross-Country
- Football
- Traditional Competitive Cheer
- Boys/Girls Volleyball
- Boys/Girls Water Polo

## Spring Sports (February 27 - June 26)

- Baseball
- Boys/Girls Baseball
- Competitive Sport Cheer
- Boys/Girls Golf
- Boys/Girls Lacrosse
- Boys/Girls Soccer
- Softball
- Boys/Girls Swimming
- Boys/Girls Tennis
- Boys/Girls Track and Field
- Boys/Girls Wrestling



# Fall 2020 Distance Learning Survey

- Respondents:
  - Students (grades 4-12): 1,479
  - Parents/Guardians: 4,097
  - Teachers: 618
- All schools represented

Response Rate by School Type	Elementary Schools	Middle Schools	High Schools
Students	46%	14%	40%
Parents/Guardians	69%	13%	18%
Teachers	74%	12%	14%





# Helpfulness of Resources / Strategies

- Live small group interaction on Zoom / Google Meet

	Not Helpful	Somewhat Helpful	Very Helpful	I Don't Use This
Students	11%	42%	41%	6%
Parents/Guardians	10%	24%	64%	2%
Teachers	5%	33%	56%	6%



# Helpfulness of Resources / Strategies

- Feedback on assigned material

	Not Helpful	Somewhat Helpful	Very Helpful	I Don't Use This
Students	6%	29%	58%	6%
Parents/Guardians	13%	24%	58%	6%
Teachers	5%	38%	54%	3%



# Time Spent on Various Learning Activities

- Interacting with the whole class

	Too Little	Just Right	Too Much	I Don't Know
Students	10%	64%	18%	8%
Parents/Guardians	26%	63%	8%	3%
Teachers	8%	56%	30%	6%

# Time Spent on Various Learning Activities

- Learning independently during school day (asynchronous)

	Too Little	Just Right	Too Much	I Don't Know
Students	19%	58%	12%	11%
Parents/Guardians	13%	68%	15%	3%
Teachers	33%	51%	5%	11%



# Takeaways

- **Live small group interaction on Zoom/Google Meet:** 83-89% range of all three stakeholder groups say somewhat/very helpful
- **Feedback on assigned material:** 82-92% range of all stakeholder three groups say somewhat/very helpful
- **Interacting with the whole class:** 56-64% range of all stakeholder three groups say “Just Right”
  - Too much % varies: 8% Parents/Guardians, 18% Students, 30% Teachers
- **Learning independently during school day (asynchronous):** 51-68% range of all stakeholder three groups say Just Right
  - Too Little % varies: 13% Parents/Guardians, 19% Students, 33% Teachers



Questions?



# Culturally Relevant and Responsive Education

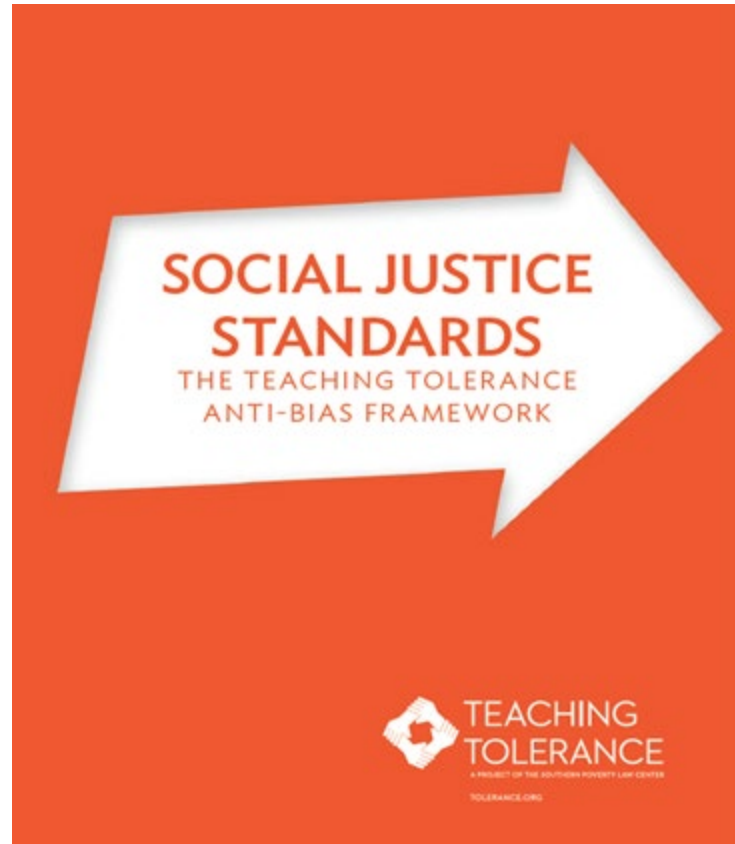




# Culturally Relevant and Responsive Education

- Social Justice Standards and Anti-Bias Curriculum Pilot
- Partnership with the City of Glendale Library Arts & Culture
- California Department of Education “Education to End Hate” initiative - mini-grants for anti-racism training
- Statewide book club for educators (LACOE-sponsored)
- Meeting the culturally relevant and responsive needs of our Armenian students, families, and community

# Teaching Tolerance – Social Justice Standards



[Teaching Tolerance Social Justice Standards](#)

# Anchor Standards and Domains

## IDENTITY

1. Students will develop positive social identities based on their membership in multiple groups in society.
2. Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.
3. Students will recognize that people's multiple identities interact and create unique and complex individuals.
4. Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
5. Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.

## DIVERSITY

6. Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
7. Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
8. Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
9. Students will respond to diversity by building empathy, respect, understanding and connection.
10. Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

## Anchor Standards and Domains

### JUSTICE

11. Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
12. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
13. Students will analyze the harmful impact of bias and injustice on the world, historically and today.
14. Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.
15. Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.

### ACTION

16. Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
17. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.
18. Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.
19. Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.
20. Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.



# Social Justice Standards Approval and Implementation Timeline

September/October

- Review and discussion with Culturally Relevant and Responsive Education Working Group

October & November

- Present to English, Math, Science, and History-Social Science CSCs and Elementary CRC for Discussion/Approval

November

- Principal Review/Discussion/Approval

December

- Request Board Approval

Winter/Spring

- Working Groups of Teachers to Infuse Standards Where Applicable to Content Across Grade Levels and Subject Areas



# Anti-Bias Curriculum for Students Pilot 2020-2021

- Recommendation from the Superintendent's Parent Advisory Council Inclusion Sub-Committee is to pilot classroom lessons from Teaching Tolerance to ensure student curriculum supports anti-bias education
- Lessons are developmentally appropriate in these grade spans: K-2, 3-5, 6-8, and 9-12
- GUSD will be seeking 32 GUSD teachers; eight teachers from each grade span, to pilot lessons and provide feedback
- Participation is voluntary
- Participating teachers will receive additional support from district Restorative Practices coaches, professional development training, and site support
- Projected launch of pilot teacher application - November 2020



# City of Glendale Public Library Partnership

## Student Library Cards

- Program started in 2019 with four schools: Balboa, Edison, Jefferson and Roosevelt
- Instant access to online e-collection, including books, audiobooks, graphic novels, etc.
- *Mango Languages* learning tools and e-materials in FLAG languages and English
- Online tutoring through *Homework Help Now*, available in English and Spanish
- Core grade-level math and language arts skills through *Learning Express*
- Special reading challenges and online programming
- Schools and teachers have a collaborative partnership to share booklists and specialized programming
- Five additional schools launching this October: Cerritos, Keppel, Mann, Marshall, Muir
- Plan to distribute cards to elementary Technology Learning Pod students
- Add remaining schools winter/spring 2021



# City of Glendale Public Library Partnership

- Distribute library cards to teachers and staff
- NoveList K-8 Plus is a database of books for grades K-8 and includes suggested reads, reviews, articles, and reading recommendations
- Be the Change Series (Inclusion, Diversity, Equity & Antiracism) provides speakers to support a collective understanding of systemic racism, elevate the voices and stories of Black, Indigenous and People of Color (BIPOC), and inspire our community to be the change.
- Online programming for children and teens such as: Stand-Alone Stories , LIVE Storytimes, Booktalks





# California Department of Education “Education to End Hate” Initiative

- Mini-Grants for Anti-Racism Training
- Staff submitted a professional development grant request to CDE for \$25,000
- Partnering with USC Race and Equity Center, and Burbank, Monrovia, and Pasadena USD
- Series of eight sessions available to all teachers, staff members and leaders
- Proposed topics include:
  1. Leading Productive Conversations about Race and Racism at School
  2. Understanding the Manifestations and Effects of Anti-Blackness in Schools
  3. Teaching the Truth about Slavery and America’s Racial History
  4. Affirming Students’ Racial Identities and Cultural Histories in Curricula
  5. Understanding and Addressing Implicit Bias
  6. Eliminating Racial Disproportionality in School Discipline
  7. Cultivating Relationships with Families and Communities of Color
  8. Addressing Acts of Explicit Racism in Schools





# Statewide Book Club

- Join California educators to engage in dialogue around issues of race, racism, and antiracism, and how policies are at the root of inequities in society
- Sponsored and Facilitated by the Los Angeles County Office of Education
- At the conclusion of the book club, participants will receive all of the slide decks, handouts, and notes related to each session, so that they can host book clubs in their own regions, if they choose to do so
- **Statewide Book Club**
  - Begins December 4 and runs weekly for 10 weeks (skipping holidays)
  - 8:00 - 9:30 a.m.
  - Register: <http://laco.k12oms.org/1540-193598>
  - The book club is FREE and appropriate for any CA educator!



# Meeting the Culturally Relevant and Responsive Needs of Our Students and Families

- Mental Health Forums - Traumatic Stress and Intergenerational Trauma
  - Presented in English October 7, 5:30 p.m.
  - Presented in Armenian October 12, 6:30 p.m.
  - Watch the presentations live on [Facebook.com/GlendaleUSD](https://www.facebook.com/GlendaleUSD)
- Personal outreach to families
- Resources shared with site administrators, counselors and teachers
- Meet with local and federal officials
- Examples of support - Hoover High School team

**MENTAL HEALTH FORUM**  
**Traumatic Stress and Intergenerational Trauma**

Learn strategies for combating traumatic stress and inter-generational trauma from a panel of mental health experts.

<p><b>English Language Forum</b>  <b>Wednesday, October 7</b>  <b>5:30 p.m.</b></p> <p><i>Presenters</i>          George Gharibian, PH.D  <i>Armenian American Mental Health Association</i>          Charles Pilavian, PSY.D  <i>Armenian American Mental Health Association</i>          Thomas V. Babayan, LMFT  <i>UCLA Health</i></p>	<p><b>Armenian Language Forum</b>  <b>Monday, October 12</b>  <b>6:30 p.m.</b></p> <p><i>Presenter</i>          Marine Petrosyan  <i>Respected clinical psychologist visiting from Armenia</i></p>
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Watch both presentations live at [Facebook.com/GlendaleUSD](https://www.facebook.com/GlendaleUSD)

**Հոգեկան Առողջությանը Սատարող Քննարկում**  
**Տրավմատիկ (Վնասվածքային) Մթրես և Միջսերնդային Տրավմա**

Հոգեբաններից տեղեկացրե՛ք ինչպիսի ռազմավարություն կարելի է որդեգրել տրավմատիկ սթրեսի, միջսերնդային տրավմայի և դրանց հետևանքների դեմ պայքարի գործընթացում:

<p><b>Անգլերեն Քննարկում</b>  <b>Չորեքշաբթի, Հոկտեմբեր 7</b>  <b>Երեկոյան ժամը 5:30-ին</b></p> <p><i>Բանախոսներ</i>          Դոկտոր Ջորջ Դարիբյան  <i>Հայ Ամերիկյան Հոգեբանների Միություն</i>          Հոգեբանական Գիտությունների Դոկտոր Չարլզ Փիլավյան  <i>Հայ Ամերիկյան Հոգեբանների Միություն</i>          Թոմաս Վ. Բաբայան  <i>ՅՈՒՄԻ. ԷՄ. ԷՅ. Համալսարան</i></p>	<p><b>Հայերեն Քննարկում</b>  <b>Երկուշաբթի, Հոկտեմբեր 12</b>  <b>Երեկոյան ժամը 6:30-ին</b></p> <p><i>Բանախոս</i>          Մարինե Պետրոսյան  <i>Հանրաճանաչ Գլխիկական Հոգեբան</i>  <i>Հյուր Հայաստանից</i></p> <p>Լրացուցիչ բանախոսների ցանկը ձևաթղթում ընթացում է</p>
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Երկու քննարկումներին կարող եք հետևել ուղիղ տեսակապի միջոցով [Facebook.com/GlendaleUSD](https://www.facebook.com/GlendaleUSD)



Questions?