

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Glendale Unified School District	Dr. Vivian Ekchian Superintendent	vekchian@gusd.net (818) 241-3111	June 16, 2020

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

1. Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

In the Glendale Unified School District (GUSD), the last day with students on campuses was March 13, the Friday before spring break. In accordance with the Los Angeles County Office of Education, CDC, and Los Angeles County Public Health Department, GUSD extended spring recess for students from one to two weeks and began remote learning on March 30, 2020. GUSD approached remote learning in phases: **Phase 1:** Week of March 23 - over 2,300 administrator, teacher and staff participants engaged in professional development opportunities (many attending multiple sessions), 8,222 chromebooks/225 hotspots were distributed to students and families to close digital gaps, and over 5,500 meals were distributed to families. **Phase 2:** Week of March 30 - non-graded enrichment activities were provided so both teachers and students had an opportunity to orient themselves to remote learning and promote digital citizenship. **Phase 3:** Week of April 6 until the end of the school year, June 10, 2020, remote learning transitioned to new material, state standards and grade level/course expectations. Grading expectations were shared and individualized for elementary, middle, and high school.

GUSD implemented mental health forums (> 2,000 views), mindfulness videos, electronic newsletters developed by school psychologists, communication from the superintendents' office, a Covid-19 Remote Learning hub on the GUSD website, and special education and technology helplines. To support ongoing communication and receive feedback from stakeholders, parent forums were conducted for special education, dual immersion, DELAC, Superintendent's Parent Advisory Council, and weekly District PTA meetings. Schools have continued regular communications, newsletters, virtual coffees, and PTA meetings. Stakeholder surveys for parents/community, staff, and students are being distributed to gather feedback on remote learning and guide future planning. District committees, including labor unions, are examining best practices to inform decisions in developing summer school and return to school plans.

2. Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

GUSD's Teaching & Learning, Categorical, and Student Wellness Services Departments provide service and resources to support the needs of English learners, Foster Youth and low income students and families during remote learning. GUSD has shared an extensive list of online and community resources and information on the website where parents can find information in English, Armenian, Korean and Spanish on COVID-19, instructional resources, information on health and wellness, technology support, where to pick up school meals, etc. School sites are conducting online small group interventions to support students' academic and social-emotional needs. The Categorical Department provides outreach to newcomer English learner students and families to provide support, resources and strengthen home-school connections. Teacher specialists collaborate with teachers and educational assistants to provide differentiated lessons to effectively address learner needs and variability. The Teaching & Learning Department supports teachers on how to provide high quality Integrated and Designated instruction and curriculum online so that English learners continue to acquire English proficiency and master grade level content. Virtual tutoring services through Sylvan Learning Centers supports the lowest performing English learner refugee students in the areas of Math and English-Language Arts.

The Student Wellness Services Department provides mental health counseling and parenting support to students and families. To date, 45 mental health interns and 2 therapists have provided counseling support to 590 students. Additionally, GUSD has 32.6 FTE school psychologists that provide ongoing support to schools, students, and families. Since schools closed on March 16th, GUSD has provided counseling services to 165 students virtually through Telehealth and developed weekly mindfulness videos, which are posted on the GUSD website and lessons that are shared with teachers. Mental health parent forums, weekly parent support groups, and parent helplines in English, Armenian and Spanish provide support to address social and emotional health needs.

3. Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

The Teaching & Learning, Assessment and Accountability, and Educational Technology and Information Services Departments developed a professional development program for staff that included webinars on teaching platforms and programs such as SeeSaw, Clever, Google Classroom, and Zoom. Training has been ongoing. Remote learning guides for elementary and secondary were developed and include sample lesson plans and daily schedules. Ongoing virtual professional development includes technology tips, safety protocols, and best practices for remote instruction.

Support staff participate in virtual faculty meetings and grade level/department meetings to provide individualized and personalized professional development to maximize instructional effectiveness during remote learning. The Assessment and Accountability and Teaching & Learning Departments provide direct support to school sites. The Special Education Department meets weekly with all Special Education teachers, and Teacher Specialists meet regularly with dual immersion teachers to support target language instruction.

Tools have been provided to parents to support remote learning, such as webinars, screencasts, and powerpoint presentations on accessing technology tools, daily schedules and routines, and use of online resources. Additionally 8,222 Chromebooks have now been distributed to families, many who have requested more than one device in the home and 225 internet hotspots. A technology helpline is staffed by technicians and responds to all inquiries within a 24-hour turnaround time. Hard copies of parent resources and a school composition book were distributed to all who came to pick up school meals while practicing safety measures.

Several translated FAQ documents have been prepared for parents on topics such as what to expect during remote instruction and new grading guidelines for the second semester/third trimester. These documents were distributed directly to parents and are posted on the GUSD website.

Edgenuity is offered as an optional, comprehensive TK- 12 learning program to support teachers' instruction to provide meaningful remote learning opportunities.

4. Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

The GUSD Nutrition Services Department has served grab and go breakfast and lunch since schools closed on Monday, March 16. During Spring Break. Nutrition Services served 8 to 56 meals a day at four sites Cerritos ES, Keppel ES, Mann ES, and Pacific Avenue, as these sites had been identified to host childcare/spring camp. Starting March 24, Nutrition Services expanded to serving meals at 12 school sites. Meals are served Monday through Friday from 7:30am to 10:30am at 6 middle and high schools and 10:00am to 1:00pm at 6 elementary schools across the district. All staff have been equipped with masks, gloves, disposable aprons and sanitizer. To minimize staff exposure to COVID-19, personnel were placed on a rotating schedule where half, approximately 50 employees, work at sites, while the other half work from home. Drive-thru and walk-up service models are utilized, with families picking up meals at least 6 feet away from personnel to ensure staff and the public's safety. On the first day of service, Nutrition Services served 3,206 meals a day, approximately 21.37% of the usual daily participation and now served as many as 6,850 meals a day, 45.67% of the usual daily participation. Currently,

the Nutrition Services Department is serving approximately 6,000 meals a day. To date, June 9, 2020, over 315,424 meals have been distributed to students. Additionally, the GUSD Student Wellness Department initiated a district Food Pantry almost 17 years ago. The Food Pantry receives annual donations from the PTA, local charities, and businesses, such as Smart & Final. Approximately, forty families are supported by the GUSD Food Pantry.

5. Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

GUSD's Early Education and Extended Programs (EEELP) services were closed on March 16. A 3-phase plan to open Emergency Childcare Services, as delineated in CDEs management bulletin 20-06, with current social distancing restrictions has been developed with a start date between June 24-July 1. **Phase 1** outlines necessary activities prior to re-opening Emergency Childcare Services. To provide Emergency Childcare Services for essential workers families, EEELP plans to staff the classrooms with teachers, education assistants and, if necessary, long-term substitutes who would not be considered in the at-risk category groups. A comprehensive parent and staff handbook is being prepared with detailed information in regards to ingress/egress to classrooms, provisions for staff breaks while ensuring continued child supervision, daily routines and activities, and other necessary information families and staff will require to ensure the safety and health of both students and staff. A parent survey of currently enrolled families is currently assessing parent/guardian needs for Emergency Childcare during the Stay-at-Home order.

Phases 2 and 3 outline the reopening and expansion of emergency childcare locations as necessary in close proximity to Glendale Memorial, Glendale Adventist and UC Verdugo Hills Hospitals. Cerritos Elementary will serve as the first location for Emergency Childcare. This location is chosen for its close proximity to Glendale Memorial Hospital. For planning purposes, GUSD Emergency Childcare will be provided from 8:00 a.m. to 5:00 p.m. (based on parent surveys) Monday through Friday in multiple classrooms to accommodate preschool, school age (elementary multi grades), and mixed grades (preschool to school age of children who may be related or live in the same household). The Emergency Childcare Plan will have the capacity of up to 60 children, with a maximum of 10 children in stable groups in each classroom. Expansion will be based on family needs.