



SCHOOL BOARD ACTION REPORT

DATE: April 1, 2021
FROM: Denise Juneau, Superintendent
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For Introduction: April 7, 2021
For Action: April 7, 2021

1. TITLE

Approval of an Addendum to the August 2020 Memorandum of Understanding between the Seattle School District No. 1 and Seattle Education Association

2. PURPOSE

This Board Action Report introduces and seeks approval of an Addendum to the current August 2020 Memorandum of Understanding (MOU). The Addendum describes protections and working conditions for Seattle Education Association (SEA) members as the District returns to an in-person (hybrid) instructional model for secondary students.

3. RECOMMENDED MOTION

I move that the School Board approve the Addendum to the August 2020 MOU as attached to this Board Action Report, which will become effective upon ratification by SEA estimated to be on or before April 16, 2021. I further move that the School Board waive the provision of Policy No. 1420 that Board Action Reports and relevant supplementary information will be posted to the District's website at least three days in advance of Board meetings. This action authorizes the Superintendent to take all steps necessary to implement the District responsibilities detailed in the Addendum. Immediate action is in the best interest of the District.

4. BACKGROUND INFORMATION

a. Background.

In Spring 2020, the District moved to a remote instructional model because of the COVID-19 pandemic. In August 2020, SEA and SPS agreed to an MOU that outlined a remote model of instruction for all students, other than those students receiving Special Education services for whom an Individualized Education Plan team had determined that in-person services were necessary. This Addendum outlines a secondary model of remote and hybrid instruction for all students in grades 6-12. All other areas from the previous Addendum for PK-5 and Special Education Intensive Services apply to secondary educators.

This Addendum contains provisions relating to the following areas:

- Secondary Instructional Model

- Workload

b. **Alternatives.**

Once negotiations conclude, failure to execute an agreement would result in a strained relationship between SEA and the District, the potential for mediation, and workplace disagreements or disruptions.

c. **Research.**

While the goals and provisions articulated within this Addendum are consistent with MOUs in surrounding districts, the District's and SEA's values of supporting students of color furthest from educational justice have produced a more robust agreement than has been reached in those districts.

5. FISCAL IMPACT/REVENUE SOURCE

The Finance Office estimates that the total new cost of this agreement for the 2020-2021 School Year is approximately \$250,000, covering the cost of personal protective equipment (PPE) related to specialized secondary courses like band. The revenue sources anticipated to fund this motion are the Elementary and Secondary School Emergency Relief Fund (ESSER) II and III that the District anticipates receiving once students have returned to in-person learning.

Expenditure: One-time Annual Multi-Year N/A

Revenue: One-time Annual Multi-Year N/A

6. COMMUNITY ENGAGEMENT

With guidance from the District's Community Engagement tool, this action was determined to merit the following tier of community engagement:

Not applicable

Tier 1: Inform

Tier 2: Consult/Involve

Tier 3: Collaborate

State law governing collective bargaining requires the District and SEA to conduct good faith bargaining prior to and throughout the negotiations. We sought to center our students and families of color furthest from educational justice as we negotiated and agreed to various proposals.

7. EQUITY ANALYSIS

Both the District and SEA share a commitment to racial equity and supports for students of color furthest from educational justice throughout negotiation of each of the proposals.

The District conducted two different racial equity analyses of our proposals. Throughout negotiations we worked together to create a model that will not have inequities between students who opt in for in-person instruction vs. 100% remote. Students of color who are furthest from educational justice are more likely to choose a remote option this Spring.

8. STUDENT BENEFIT

The focus on racial equity throughout the negotiations resulted in an agreement that supports students of color furthest from educational justice. Students will have more access to social-emotional learning and a guaranteed instructional time for both in-person and remote instruction.

9. WHY BOARD ACTION IS NECESSARY

- Amount of contract initial value or contract amendment exceeds \$250,000 (Policy No. 6220)
- Amount of grant exceeds \$250,000 in a single fiscal year (Policy No. 6114)
- Adopting, amending, or repealing a Board policy
- Formally accepting the completion of a public works project and closing out the contract
- Legal requirement for the School Board to take action on this matter
- Board Policy No. 5020, Collective Bargaining, provides the Board shall approve these items.
- Other: _____

10. POLICY IMPLICATION

Approval of this Agreement complies with Board Policy No. 5020, Collective Bargaining, which states, “any agreements reached by the Chief Negotiator shall not be binding upon the Board until formally approved by the Board.”

11. BOARD COMMITTEE RECOMMENDATION

This Board Action Report was not discussed in committee.

12. TIMELINE FOR IMPLEMENTATION

Implementation will begin immediately. There are three phases for a return to school. Staff return the week before students. The phases for staff are as follows:

Staff start Monday, April 5, 2021

Students start Monday, April 19, 2021:

- 6-12 general education

13. **ATTACHMENTS**

- 2021 Addendum to the August 2020 Memorandum of Agreement between SPS and SEA (for approval)
- April 7, 2021 Regular Board Meeting PowerPoint Presentation (for reference)

Addendum
Memorandum of Understanding (MOU)
Between
SEATTLE SCHOOL DISTRICT No. 1
and
SEATTLE EDUCATION ASSOCIATION
2020-2021 School Year
Secondary Instructional Model

9B. SECONDARY INSTRUCTIONAL MODEL INTRODUCTION

This plan centers the critical opportunity for students to have focused and concentrated intervention supports for their physical, mental, and academic needs.

SPS and SEA are committed to continue access to equitable and quality education for ALL students by acknowledging the importance of providing high quality instruction throughout the day.

Online synchronous instruction in the morning supports students by maintaining their current class schedules.

Opportunities for afternoon in-person and/or remote small group support by content area teachers will be provided for ALL students. Afternoon instruction is for differentiated instruction and individualized interventions.

During afternoon instruction, students engage in learning while supported by their content teacher. Examples may include:

- Small group and one-on-one opportunities for students and educators to receive and give feedback.
- Reintroduce/reteach topics covered during morning synchronous instruction.
- Educators continue to nurture and develop academically and emotionally confident students who advocate for themselves and others, including SEL supports.

This instructional model is subject to the conditions within the Spring 2021 and August 2020-21 school year MOUs unless explicitly stated herein.

- Knowing this transition from Spring 2021 falls in the middle of a cultural holiday, building safety teams will account for student needs for Ramadan and families will be informed of how to submit for cultural excused absences around in-person cohorting.

9B.1 REMOTE AND HYBRID INSTRUCTION (SECONDARY MODEL)

As principals work to balance class loads for both hybrid and remote cohort instruction, a variety of factors will be considered. As a district wide approach these decisions will be informed by site-based data (for both students and staff) to define school cohort groupings (cohorts A, B, C). To address the priority of needs for our students, families and staff, the district will include racial equity as a factor when considering these priorities:

- Maintain the relationship between current teacher and student to the greatest extent possible
- Emotional belonging and interpersonal relationship needs
- Health and safety of students, educators, and staff
- Developmental considerations for socialization
- Academic growth
- Students with IEPs will be included in the general education cohorts to the greatest extent possible, based on IEP team decisions

See section 8 Addendum cohorts, health and safety conditions of the August 2020-21 MOU and Spring Addendum 2021 agreements.

9B.2 HYBRID MODEL WEEKS 1-8

Students interested in in-person instruction will be placed in an A cohort or a B cohort.

In the morning, all students will receive synchronous instruction from their content area teachers. In the afternoon, all students will receive small group support either in-person or remote from their content area teacher. Afternoons are for differentiated instruction and individualized interventions.

Students who are returning for in-person services (hybrid) will be on-site (for in-person instruction) for two (2) half days each week, in the afternoon block.

HYBRID CLASS ASSIGNMENTS (FOR ALL SCHOOLS/PROGRAMS)

- I. Schools will prioritize maintaining student/teacher assignments, whenever possible.
- II. In buildings/programs that are unable to be fully staffed for the hybrid in-person instructional model, the district will:
 - First, recruit and utilize substitutes to fill these needs.
 - Second, request if anyone volunteers to be reassigned within a school for the remainder of the 2020-21 school year.
 - Third, if a substitute cannot be found, other certificated staff throughout the District will be considered.
 - ELL Certificated educators due to their multilinguistic skills will be last to be reassigned.
 - Except, in the event that a teacher has received an accommodation to teach remotely and there are in person students needing supervision during that remote teaching, schools may determine other options to provide that supervision before any of those in the prior four bullets.
- III. All students will continue to be engaged in 4 full days of instruction with educators, synchronously and asynchronously. Wednesdays will follow the schedule as outlined in the August 2020-21 MOU.

9B.3 SECONDARY COHORTS

- I. For middle and high school classrooms, cohorts refer to the process of dividing a school into different groups to ensure that when students attend school in-person they are not in any class that exceeds safety limits. The limits of cohorts will be connected to the physical capacity of a classroom/workspace.
- II. All secondary instructional models, including cohorts will comply with the health and safety guidelines of the CDC and the conditions set within the Spring 2021 and August 2020-21 school year MOUs unless explicitly stated herein.
- III. Health and safety measures taken together to mitigate risks will include, but are not limited to, the following:

- Passing time will be organized to minimize risk.
- Students will be required to wear masks.
- Students will be instructed on how to maintain social distancing. while traveling throughout the building.
- Start times and end times will be organized to minimize risk and to maintain social distancing.
- The district will work to procure reasonable enhanced PPE for specialized classes and will provide this equipment at no cost to the building budget. Distribution of this equipment will be determined using the district's equity tiering.
- Specialized classes will follow athletic/performing arts PHKC/CDC, August 2020-21 MOU and Spring Addendum 2021 health and safety protocols.

IV. Cohort Organization:

All health and safety protocols in the MOU apply to and remain in full effect for all secondary classes and buildings.

- All students who select the Hybrid model will be assigned to a school cohort (Cohort A or B)
- All students who select 100% remote learning will be assigned to a school cohort (Cohort C)
- Each Teacher will remain with cohorts from their assigned morning classes for afternoon small groups.
- Cohort's classroom space will be dependent on HVAC capacity and social distancing limitations for the space. If the scheduled space is not large enough to maintain proper health and safety protocols, large cohort classes will be supported remotely or will be relocated to a larger space as available.
- If classroom space must be relocated Educators will consult with the Building Safety Committee to find a quality alternative learning space. Principals have final decision-making authority.

- All Students in Cohort A will attend school two (2) days per week (first 8 weeks)
- All students in Cohort B will attend school two (2) days per week (first 8 weeks)

V. School Health & Safety Afternoon

- Locker rooms for Physical Education classes are closed during the last 9 weeks of school to help maintain health and safety protocols. Students will not be expected to change/suit up for their PE classes.
- Students will not be assigned or use school issued Lockers. Students will be allowed to carry their backpacks/binders/bags to classrooms to hold their individual sets of educational materials (e.g., laptops, notebooks, pencils/pens).

9B.4 100% REMOTE INSTRUCTIONAL MODEL:

Students will still have the opportunity to participate in a 100% remote model. Instruction will consist of both synchronous and asynchronous instruction.

9B.5 SECONDARY INSTRUCTIONAL MINUTES

- I. School schedules have to meet the same instructional minutes as they are meeting now to meet the basic state requirement for instructional hours per year.
- II. The plan outlined below requires that the last one week of school provide additional in-person instructional minutes to all students who are interested.

All certificated and classified staff will be on-site during in-person cohort hours (PM). Staff will work on campus providing students services. When no students are on-site, staff may work remotely. Educators will support supervision and transition as outlined in the CBA in ARTICLE IX Section A.6.a

9B.6 STUDENT TECHNOLOGY SUPPORTS:

- ALL students should bring their district issued technology into their cohort classrooms to support their learning.
- Technology policies for device use in classrooms will be updated to provide student access for learning.

9B.7 WEEKS 6-12 ILLUSTRATIVE SCHEDULES

In schools where there are not enough students to make up two in-person cohorts (am/pm), (AA/BB) there may be one cohort A for in-person instruction, and another cohort (B) that is 100% remote.

6-12 Illustrative Schedules

Cohort A will engage in synchronous remote learning in the mornings on Monday, Tuesday, Thursday, and Friday and will continue to follow the Wednesday schedule per the August 2020 MOU.

- Cohort A will attend school in-person small groups during the afternoons on Monday and Tuesday each week rotating between classes.

Cohort B will engage in synchronous remote learning in the mornings on Monday, Tuesday, Thursday, and Friday and will continue to follow the Wednesday schedule per the August 2020 MOU.

- Cohort B will attend school in-person small groups during the afternoons on Thursday and Friday each week rotating between classes.

In schools where there are not enough students to make up two in-person cohorts (MT/ThF), there may be one cohort A for in-person instruction, and another cohort (B) that is 100% remote. If a school cannot accommodate in-person learning with only two cohorts, the school will need to submit an alternative plan and seek a waiver.

Non-traditional Schools and Skill Center programs (e.g., Interagency, Middle College, Nova, Cascade Parent Partnership) will work with their building administrator, Building Leadership Team (including parents/caregivers), and Professional Learning Community to implement a schedule that serves the needs of their students and their community and meets the Governor's 3/12 Proclamation.

These schedules should not prevent students from continuing in their current courses (e.g., half-day Skills Center courses).

K-8 Scheduling: SPS K-8 Schools will align with the K-5 bell times for all of their students. Secondary students will follow the secondary instructional model. All K-8s will follow the elementary school schedule as referenced in Article IX, Sections C, D, and E. K-8 schools may request a waiver if offering secondary students in-person during the afternoon as opposed to aligning with K-5 morning in-person schedules.

Students will be placed in an A cohort or a B cohort.

- Students will receive online/synchronous instruction in the AM following their current student schedule.
- Students who are returning for in-person services (hybrid) will be on-site two (2) half days each week for weeks 1-8.

All students (hybrid and 100% remote) maintain their current student schedule at their school to attend online/synchronous instruction in the AM. All secondary schools will move to the model of synchronous instruction in the AM.

The first week of in-person of instruction will be focused on providing students, families, and school staff with a strong start to this transition back to in-person instruction.

6-12 Illustrative Schedules where there are only two in-person cohorts (A and B) and another cohort (C) that is 100% remote.

Schools offering a 7th period, 8th period, and/or advisory, they will need to include those classes within the start and end times as outlined below maintaining the required number of instructional minutes and in-person minutes.

Teacher Illustrative Schedule:

	Monday	Tuesday	Thursday	Friday
9:00-9:40am	Period 1 (synch A/B/C)	Period 4 (synch A/B/C)	Period 1 (synch A/B/C)	Period 4 (synch A/B/C)
9:45-10:25am	Period 2 (synch A/B/C)	Period 5 (synch A/B/C)	Period 2 (synch A/B/C)	Period 5 (synch A/B/C)
10:30-11:10am	Period 3 (synch A/B/C)	Period 6 (synch A/B/C)	Period 3 (synch A/B/C)	Period 6 (synch A/B/C)
11:10-11:40am	Lunch (Duty Free)	Lunch (Duty Free)	Lunch (Duty Free)	Lunch (Duty Free)
11:40-11:55am	Passing Time	Passing Time	Passing Time	Passing Time
11:55am-1:10pm	Period 1 (A in-person / B&C remote small groups /SEL)	Period 4 (A in-person / B&C remote small groups /SEL)	Period 1 (B in-person / A&C remote small groups /SEL)	Period 4 (B in-person / A&C remote small groups /SEL)
1:15-2:30PM	Period 2 (A in-person / B&C remote small groups /SEL)	Period 5 (A in-person / B&C remote small groups /SEL)	Period 2 (B in-person / A&C remote small groups /SEL)	Period 5 (B in-person / A&C remote small groups /SEL)
2:35-3:50pm	Period 3 (A in-person / B&C remote small groups /SEL)	Period 6 (A in-person / B&C remote small groups /SEL)	Period 3 (B in-person / A&C remote small groups /SEL)	Period 6 (B in-person / A&C remote small groups /SEL)

	Educators - Wednesday - All Day
9:00-11:55am	PREP
11:55-12:25pm	Lunch
12:25-2:35pm	Individualized instruction and support
2:35-3:50pm	PD Schedule

Student Illustrative Schedule:

All Students keep their schedule and teachers teach synchronously online in the morning

	Monday Cohort A (in- person)	Tuesday Cohort A (in-person)	Thursday Cohort A (online)	Friday Cohort A (online)
	Monday	Tuesday	Thursday	Friday
9:00-9:40am	Period 1 (synch A/B/C)	Period 4(synch A/B/C)	Period 1 (synch A/B/C)	Period 4(synch A/B/C)
9:45-10:25am	Period 2 (synch A/B/C)	Period 5 (synch A/B/C)	Period 2 (synch A/B/C)	Period 5 (synch A/B/C)
10:30-11:10am	Period 3 (synch A/B/C)	Period 6 (synch A/B/C)	Period 3 (synch A/B/C)	Period 6 (synch A/B/C)
11:10-11:40am	Lunch	Lunch	Lunch	Lunch
11:40-11:55	Passing Time	Passing Time	Passing Time	Passing Time
11:55am-1:10pm-	Period 1 (in-person / small group/SEL check-in)	Period 4 (in-person / small group/SEL check-in)	Period 1 (at home / small group/SEL)	Period 4(at home / small group/SEL)
1:15-2:30PM	Period 2 (in-person / small group/SEL)	Period 5 (in-person / small group/SEL)	Period 2 (at home / small group/SEL)	Period 5 (at home / small group/SEL)
2:35-3:50pm	Period 3 (in-person / small group/SEL)	Period 6 (in-person / small group/SEL)	Period 3 (at home / small group/SEL)	Period 6 (at home / small group/SEL)
	Monday - Cohort B (online)	Tuesday - Cohort B (online)	Thursday - Cohort B (in- person)	Friday - Cohort B (in- person)
	Monday	Tuesday	Thursday	Friday
9:00-9:40am	Period 1 (synch A/B/C)	Period 4(synch A/B/C)	Period 1 (synch A/B/C)	Period 4(synch A/B/C)
9:45-10:25am	Period 2 (synch A/B/C)	Period 5 (synch A/B/C)	Period 2 (synch A/B/C)	Period 5 (synch A/B/C)
10:30-11:10am	Period 3 (synch A/B/C)	Period 6 (synch A/B/C)	Period 3 (synch A/B/C)	Period 6 (synch A/B/C)
11:10-11:40am	Lunch	Lunch	Lunch	Lunch
11:40-11:55	Passing Time	Passing Time	Passing Time	Passing Time
11:55am-1:10pm-	Period 1 (at home / small group/SEL)	Period 4(at home / small group/SEL)	Period 1 (in-person / small group/SEL)	Period 4 (in-person / small group/SEL)
1:15-2:30PM	Period 2 (at home / small group/SEL)	Period 5 (at home / small group/SEL)	Period 2 (in-person / small group/SEL)	Period 5 (in-person / small group/SEL)

2:35-3:50pm	Period 3 (at home / small group/SEL)	Period 6 (at home / small group/SEL)	Period 3 (in-person / small group/SEL)	Period 6 (in-person / small group/SEL)
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100% Remote Students

4 Days a Week (all on-line)	4 Days a Week (all on-line)
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	M/T	Th/F
9:00-9:40am	Period 1 (synch A/B/C)	Period 4(synch A/B/C)
9:45-10:25am	Period 2 (synch A/B/C)	Period 5 (synch A/B/C)
10:30-11:10am	Period 3 (synch A/B/C)	Period 6 (synch A/B/C)
11:10-11:40am	Lunch	Lunch
11:40-11:55	Passing Time	Passing Time
11:55am-1:10pm	Period 1 /4 (at home / small group/SEL)	Period 1 /4 (at home / small group/SEL)
1:15-2:30PM	Period 2 / 5 (at home / small group/SEL)	Period 2 / 5 (at home / small group/SEL)
2:35-3:50pm	Period 3 /6 (at home / small group/SEL)	Period 3 /6 (at home / small group/SEL)

9B.8 WEEK 9 ILLUSTRATIVE SCHEDULE

To meet the 30% threshold of in-person instructional time in the Governor’s 3/12 Proclamation, there needs to be a different model for Week 9. Each school will need to submit a plan to ensure they are reaching the 30% threshold of instructional minutes.

If option 1 and 2 are not possible with the returning number of students, the school will submit an alternative plan and waiver as outlined in the CBA. Based on Student numbers and on-site Staff schools can consider one of the following options or other options meeting the criteria for the final one (1) week of school.

Option 1:

- If a school can support all students who select the hybrid model with one Cohort (A), Students will attend the final one (1) week in person for four (4) days in the afternoon.

Option 2:

- If a school can support all students who select the hybrid model with two small Cohorts (A and B),
- Students will attend the final one (1) week in person for four (4) days in the afternoon in combined cohorts (A and B).

100% Remote:

No changes to schedule for week 9.

Illustrative Schedule for Option 2

Week 9 - Teacher Schedule

Time	MONDAY	TUESDAY	THURSDAY	FRIDAY
Morning 2hrs 10min	<i>Synchronous Remote Teaching</i> Periods 1-3 (and possibly 7) including possible prep	<i>Synchronous Remote Teaching</i> Periods 4-6 (and possibly 8) including possible prep	<i>Synchronous Remote Teaching</i> Periods 1-3 (and possibly 7) including possible prep	<i>Synchronous Remote Teaching</i> Periods 4-6 (and possibly 8) including possible prep
Transition 30min	Educator lunch	Educator lunch	Educator lunch	Educator lunch
Afternoon 4hrs 10min	<i>In-Person Learning Attestation</i>	<i>In-Person Learning Attestation</i>	<i>In-Person Learning Attestation</i>	<i>In-Person Learning Attestation</i>
	<i>In-Person Teaching</i> Attendance/ Community Check in Periods 1-3 (and possibly	<i>In-Person Teaching</i> Attendance/ Community Check in Periods 4-6 (and possibly	<i>In-Person Teaching</i> Attendance/ Community Check in Periods 1-3 (and possibly	<i>In-Person Teaching</i> Attendance/ Community Check in Periods 4-6 (and possibly

Week 9 - Student Cohorts A and B combine for 4-days

Time	MONDAY	TUESDAY	THURSDAY	FRIDAY
Morning 2hrs 10min	<i>Synchronous Remote Teaching</i> Periods 1-3 (and possibly 7) including possible prep	<i>Synchronous Remote Teaching</i> Periods 4-6 (and possibly 8) including possible prep	<i>Synchronous Remote Teaching</i> Periods 1-3 (and possibly 7) including possible prep	<i>Synchronous Remote Teaching</i> Periods 4-6 (and possibly 8) including possible prep
Transition 30min	Student Lunch & Transition (Educator 30 min lunch)	Student Lunch & Transition (Educator 30 min lunch)	Student Lunch & Transition (Educator 30 min lunch)	Student Lunch & Transition (Educator 30 min lunch)
Afternoon 4hours 10min	<i>In-Person Learning Attestation</i>	<i>In-Person Learning Attestation</i>	<i>In-Person Learning Attestation</i>	<i>In-Person Learning Attestation</i>
	<i>In-Person Teaching</i> Attendance/ Community Check in Periods 1-3 (and possibly 7)	<i>In-Person Teaching</i> Attendance/ Community Check in Periods 4-6 (and possibly 7)	<i>In-Person Teaching</i> Attendance/ Community Check in Periods 1-3 (and possibly 7)	<i>In-Person Teaching</i> Attendance/ Community Check in Periods 4-6 (and possibly 7)

9B.9 ADDITIONAL INSTRUCTIONAL MODEL WORKLOAD

I. SAEOP Workload:

The district will provide Secondary Registrars up to 24 hours of overtime to make cohorts. The district will provide K-8 Admin Secretaries up to 8 hours of overtime to make cohorts.

II. Secondary Hybrid and Remote Certificated Classroom Teacher Workload – Afternoon:

- Opportunities for afternoon in-person and/or remote small group support by content area teacher provided for ALL students.
- Afternoons are for differentiated instruction and individualized interventions.

- III. Part-time Certificated Classroom Teachers support their classes per the CBA.
- IV. English Language Secondary educators will conduct classes in alignment with the secondary instructional model (e.g., Period 1 happens remotely in the morning and Period 1 is in person in the afternoon).













Slides for 4/7 Board Meeting – BAR on TA for Secondary Instructional Model

Middle and High School Instructional Model – April 19

- New schedules meet the same instructional minutes we are meeting now and the state requirements for instructional hours per year.
- All students will receive four full days of instruction (M/T/TH/F). Wednesdays will continue to be remote as currently scheduled.
- **All students** will receive remote, live instruction in the mornings with their content teachers, 9 a.m. – 11:10 a.m.
- **Students who select the in-person, hybrid model** will receive two, afternoon half days of instruction either on M/T or TH/F. The other two, afternoon half days will be remote, 11:55 a.m. – 3:50 p.m. for small group and individual instruction. **Students will arrive to campus as early as 11:40 a.m. to confirm daily health screenings, find class, etc.**
- In addition to live, remote instruction four mornings a week **100% remote students** will receive four afternoons of small group and individual supports from their content teachers.
- In week 9, the last week of school, additional in-person instructional minutes will be provided to all in-person students who are interested.

6-12 Access, General Ed, and Resource In-Person

6-12th
Grade Student

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning 9:00am-11:10am					
Lunch/Transition 11:10am-11:55am					
Afternoon 11:55am-3:50pm					

all day
9:00am-2:15pm



--- In-Person Learning



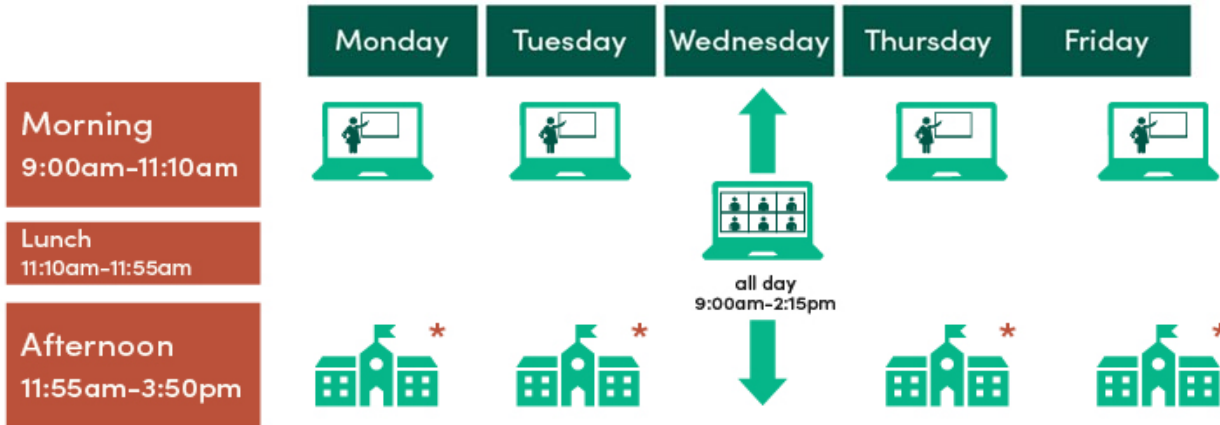
--- Live Remote Learning



--- Remote Learning with small group and individualized support

6-12 Intensive Service Pathways In-Person

6-12th Grade
Students Served in
Special Education
Intensive
Service Pathways



*IEP team may meet to determine if additional in-person services are necessary.



--- In-Person Learning














--- Live Remote Learning














--- Remote Learning with small group and individualized support

100% Remote

6-12th Grade Student

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning 9:00am-11:10am					
Lunch/Transition 11:10am-11:55am					
			all day 9:00am-2:15pm		
Afternoon 11:55am-3:50pm					

6-12th Grade Students Served in Special Education Intensive Service Pathways

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning 9:00am-11:10am					
Lunch 11:10am-11:55am					
			all day 9:00am-2:15pm		
Afternoon 11:55am-3:50pm					

 - - - Live Remote Learning

 - - - Remote Learning with small group and individualized support

Sample Schedule – In-Person (M/T)

Time	MONDAY	TUESDAY	THURSDAY	FRIDAY
9:00-9:40am	Period 1 – Live remote instruction	Period 4 – Live remote instruction	Period 1 – Live remote instruction	Period 4 – Live remote instruction
9:45-10:25am	Period 2 - Live remote instruction	Period 5 - Live remote instruction	Period 2 - Live remote instruction	Period 5 - Live remote instruction
10:30-11:10am	Period 3 - Live remote instruction	Period 6 - Live remote instruction	Period 3 - Live remote instruction	Period 6 - Live remote instruction
11:10-11:40am	Travel to school	Travel to school	Break	Break
11:40-11:55	Passing Time	Passing Time	Passing Time	Passing Time
11:55pm-1:10pm	Period 1 - In-person small group instruction/SEL/Check-in	Period 4 - In-person small group instruction/SEL/Check-in	Period 1 - Remote small group instruction/SEL/Check-in	Period 4 - Remote small group instruction/SEL/Check-in
1:15-2:30pm	Period 2 - In-person small group instruction/SEL	Period 5 - In-person small group instruction/SEL	Period 2 - In-person small group instruction/SEL	Period 5 - Remote small group instruction/SEL
2:35-3:50pm	Period 3 - In-person small group instruction/SEL	Period 6 - In-person small group instruction/SEL	Period 3 - Remote small group instruction/SEL	Period 6 - Remote small group instruction/SEL

Sample Schedule – 100% Remote

Time	MONDAY	TUESDAY	THURSDAY	FRIDAY
9:00-9:40 a.m.	Period 1 – Live remote instruction	Period 4 – Live remote instruction	Period 1 – Live remote instruction	Period 4 – Live remote instruction
9:45-10:25 a.m.	Period 2 - Live remote instruction	Period 5 - Live remote instruction	Period 2 - Live remote instruction	Period 5 - Live remote instruction
10:30-11:10 a.m.	Period 3 - Live remote instruction	Period 6 - Live remote instruction	Period 3 - Live remote instruction	Period 6 - Live remote instruction
11:10-11:40 a.m.	Break	Break	Break	Break
11:40-11:55 a.m.	Passing Time	Passing Time	Passing Time	Passing Time
11:55 a.m.-1:10 p.m.	Period 1 - Remote small group instruction/SEL/Check-in	Period 4 - Remote small group instruction/SEL/Check-in	Period 1 - Remote small group instruction/SEL/Check-in	Period 4 - Remote small group instruction/SEL/Check-in
1:15-2:30 p.m.	Period 2 - In-person small group instruction/SEL	Period 5 - Remote small group instruction/SEL	Period 2 - In-person small group instruction/SEL	Period 5 - Remote small group instruction/SEL
2:35-3:50 p.m.	Period 3 - Remote small group instruction/SEL	Period 6 - Remote small group instruction/SEL	Period 3 - Remote small group instruction/SEL	Period 6 - Remote small group instruction/SEL