

[Type here]

1 Blue- Agreement

2 **Black/Bold/Underline-New SPS language**

3 ~~Strikethrough=SPS does not agree~~

4 ~~Purple move to a guidance document~~

5

6 **SPS Counter Secondary IM 3.24.21 2:14PM**

7

8 ~~Introduction & Rationale:~~

9

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

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

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

17 ~~Opportunities for in-person or remote customized asynchronous instruction supports~~
18 ~~ALL students by providing small community cohorts where students are supported by~~
19 ~~educators with a 9-week academic and SEL success plan using differentiated~~
20 ~~instruction and individualized interventions.~~

21 This instructional model is subject to the conditions within the Spring 2021 and August
22 2020-21 school year MOUs unless **explicitly stated herein** stated otherwise.

23 ~~● Remote synchronous instruction in the morning: ALL students receive direction~~
24 ~~instruction from CURRENT teachers during AM hours.~~

25 ~~○ Physical: This allows the current master schedule to continue without~~
26 ~~changing student schedules or endangering the physical health and safety~~
27 ~~of students.~~

28 ~~○ Mental: This sustains connections and continuity between educators,~~
29 ~~students, and families.~~

30 ~~▪ Retains spaces that reduce referrals~~

31 ~~▪ Lowers in-school disciplinary actions~~

32 ~~▪ Amplifies individualized instruction~~

33 ~~▪ Supports continued growth in executive functions~~

34 ~~▪ Reduces peer-to-peer anxiety~~

35 ~~○ Academic: This sustains continuity of current academic instruction so~~
36 ~~students are provided the opportunity to continue successful engagement~~
37 ~~in educational activities planned for the final 9 weeks of school and under~~
38 ~~the direction of their current educator.~~

39 ~~● In-person Asynchronous Community Cohort Model: ALL students receive support~~
40 ~~for asynchronous lessons (Both in-person and remote).~~

[Type here]

- 41 ○ ~~Physical: This allows the current master schedule to continue without~~
42 ~~changing student schedules or endangering the physical health and safety~~
43 ~~of students.~~
 - 44 ■ ~~Students are assigned to one space and one teacher~~
 - 45 ■ ~~Mitigates community spread to the greatest extent possible~~
 - 46 ■ ~~Simple Contact Tracing for clear communication between staff,~~
47 ~~students, and families~~
 - 48 ■ ~~Initial introduction to shared community spaces and social~~
49 ~~distancing within school spaces~~
 - 50 ■ ~~Opportunity to practice responsible and respectful social~~
51 ~~interactions in small groups~~
- 52 ○ ~~Mental: This sustains connections and continuity between educators,~~
53 ~~students, and families.~~
 - 54 ■ ~~Supports continued growth in self-awareness and self-management~~
55 ~~and increase academic gains~~
 - 56 ■ ~~Centers learning around acquiring and applying the knowledge,~~
57 ~~skills, and attitudes to develop healthy identities~~
 - 58 ■ ~~Opportunity to manage emotions and achieve personal and~~
59 ~~collective goals~~
 - 60 ■ ~~Helps students feel and show empathy for others~~
- 61 ○ ~~Academic: This sustains continuity of current academic instruction so~~
62 ~~students are provided the opportunity to continue successful engagement~~
63 ~~in educational activities planned for the final 9 weeks of school and under~~
64 ~~the direction of their current educator.~~
 - 65 ■ ~~This is a direct intervention space to address incompletes and~~
66 ~~mitigate the learning loss of a current C-~~
 - 67 ■ ~~This offers targeted support for students furthest from educational~~
68 ~~justice~~
 - 69 ■ ~~This provides differentiated support for students using targeted~~
70 ~~universalism~~

71 ~~This model focuses on the centering of community building and specifically responding~~
72 ~~to community concerns about student and family safety. The spirit of the Governor's~~
73 ~~mandate is to increase the option to return to in-person learning at school facilities for all~~
74 ~~K-12 students which will help to prevent or curtail mental and behavioral health issues~~
75 ~~for many students by reducing isolation and improving in-person access to educators,~~
76 ~~school personnel, mentors and peers.~~

77 ~~and the lack of community connection in our current model.~~

78
79

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80 **9B. REMOTE AND HYBRID INSTRUCTION (SECONDARY MODEL)**

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

- 87 ○ Maintain the relationship between current teacher and student to the
88 greatest extent possible.
- 89 ○ Emotional belonging and interpersonal relationship need.
- 90 ○ Health and safety of students, educators, and staff.
- 91 ○ Developmental considerations for socialization.
- 92 ○ Academic growth.
- 93 ○ Students with IEPs will be included in the general education cohorts to the
94 greatest extent possible, based on IEP team decisions.

95 *See section 8 Addendum cohorts, health and safety conditions of the August*
96 *2020-21 MOU and Spring Addendum 2021 agreements.*

97
98

99 **9.1 Hybrid Model**

100 Students interested in in-person instruction will be placed in an A cohort or a B cohort.
101 Students who are returning for in-person services (hybrid) will be on-site (for in-person
102 instruction) for two (2) half days each week, in the afternoon block **for the first six**
103 **weeks**. In the morning, students who are in the hybrid model will be remote and will
104 consist of synchronous instruction. Students interested in staying fully remote will be
105 placed in a third cohort (C cohort) just for the afternoon block.

106
107

HYBRID CLASS ASSIGNMENTS (FOR ALL SCHOOLS/PROGRAMS)

- 108 **I.** Schools will prioritize maintaining student/teacher assignments, whenever
109 possible. ~~To the extent possible, teams will ensure that there is a balance in work~~
110 ~~and caseload across community cohorts while keeping students with one~~
111 ~~currently assigned teacher.~~
- 112 ~~II. Refer to language in section 9 Remote and Hybrid Instruction above, Principals~~
113 ~~will try to schedule cohorts in the following manner:~~
 - 114 ~~a. If a student chooses Hybrid, they will be assigned to one of their current~~
115 ~~teachers for their community cohort in the building.~~
 - 116 ~~b. If a student chooses Remote, they will be assigned to one of their current~~
117 ~~for their community cohort at home to the greatest extent possible.~~
 - 118 ~~c. If a student chooses Hybrid, but none of their currently assigned teachers~~
119 ~~are in the building, they will be reassigned to a hybrid cohort in the~~
120 ~~building to support their academic and SEL needs.~~
 - 121 ~~d. In buildings/programs that are unable to be fully staffed for the hybrid in-~~
122 ~~person instructional model, the district will:~~

[Type here]

- 123 i. **First, request if anyone volunteers to be reassigned within a**
124 **school for the remainder of the 2020-21 school year.**
125 ii. **Second, recruit and utilize substitutes to fill these needs.**
126 iii. Third, if a substitute cannot be found, other certificated staff
127 throughout the District will be considered.
128 iv. ELL Certificated educators due to their multilinguistic skills will be
129 last to be reassigned.
- 130 III. All students will continue to be engaged in 4 full days of instruction with
131 educators, synchronously and asynchronously. Wednesdays will follow the
132 schedule as outlined in the August 2020-21 MOU.

133
134 **9.2 Secondary ~~Cohorting~~ Cohorts**

135 For middle and high school classrooms, ~~cohorting~~ cohorts refers to the process of
136 dividing a school into different groups to ensure that when students attend school in
137 person they are not in any class that exceeds safety limits. The limits of ~~cohorting~~
138 cohorts will be connected to the physical capacity of a classroom/workspace. ~~standard~~
139 ~~25 Cubic Feet per Minute (CFM) per person of outside air capacity, and with 6ft social~~
140 ~~distancing as stated by the Spring 2021 Addendum agreements, and in connection to~~
141 ~~HVAC air quality in a space. All secondary instructional models, including cohorts will~~
142 ~~comply with the health and safety guidelines of the CDC and the conditions set within~~
143 ~~the current standing MOUs.~~

144 ~~Since students will transition to different classes while on campus, Health and safety~~
145 ~~measures taken together to mitigate risks will with having students rotate between~~
146 ~~classes in person and include, but are not limited to the following:~~

- 147 • Passing time will be organized to minimize risk.
148 ~~staggered so that students can make the transition at different times.~~
- 149 • Students will be required to wear masks.
- 150 • Students will be instructed on how to maintain social distancing. ~~while~~
151 ~~traveling throughout the building, between classes.~~
- 152 • ~~Cleaning during transitions – Classroom employees may be expected to~~
153 ~~spray desks, common touch points and common supplies in the classroom~~
154 ~~between cohorts, or class periods. This should take no longer than 10~~
155 ~~minutes. – [Noted in TA 2.14 and 4a]~~
- 156 • Start times and end times ~~will be organized to minimize risk and may be~~
157 ~~adjusted and sequenced staggered to maintain social distancing.~~
- 158 • ~~Mitigation of community spread to the greatest extent possible~~
- 159 • ~~Contact tracing – that will be communicated for clear communication~~
160 ~~between staff, students, and families. [Noted in TA 2.1, 2.2a, 2.7a, 2.10, 2.12,~~
161 ~~8]~~

162
163 Cohort Organization:

[Type here]

- 164 • All students who select the Hybrid model will be assigned to a school cohort
165 (Cohort A or B) for afternoon instruction.
- 166 • All students who select 100% remote learning will be assigned to a school cohort
167 (Cohort C) for afternoon instruction.
- 168 • ~~Each Teacher will be assigned two Community Cohorts.~~
 - 169 ○ ~~Educators instructing Hybrid cohorts will support a from Cohort A and a~~
170 ~~Cohort B (in-person learners).~~
 - 171 ○ ~~Educators instructing remote cohorts will have two groups from Cohort C~~
172 ~~(remote learners).~~
 - 173 ○ ~~Within each Cohort (A, B,C) each Student will be assigned to a~~
174 ~~Community Cohort (~15 students)~~
- 175
- 176 • All Students in Cohort A will attend school two (2) days per week (first 6 weeks)
- 177 • All students in Cohort B will attend school two (2) days per week (first 6 weeks)

178 **9.3 100% Remote Instructional Model:**

179 Students will still have the opportunity to participate in a 100% remote model. Instruction
180 will consist of both synchronous and asynchronous instruction. Schools should assign
181 educators to support Afternoon Asynchronous learning. There will be an equitable
182 distribution of students assigned to remote instruction between educators. will be
183 assigned to an educator.
184

185 **9.4 Secondary Instructional Minutes**

- 186 a. School schedules have to meet the same instructional minutes as they are
187 meeting now to meet the basic state requirement for instructional hours per
188 year.
 - 189 - The plan outlined below requires that the last three weeks of school
190 provide additional in-person instructional minutes to all students who are
191 interested.
- 192 c. ~~In addition, to reach the Governor's order requirement, if a school needs~~
193 ~~to have 3 in-person cohorts, then the schedules below would have to be~~
194 ~~amended to accommodate all students requesting in-person learning based~~
195 ~~on social distancing guidelines. Educators may work off-site for AM~~
196 ~~instruction unless building support is needed for safety transitions. CBA in~~
197 ~~ARTICLE IX Section A.6.a~~
- 198 d. ~~If more students request in-person/hybrid learning then staff working in-~~
199 ~~person in the school building, the district will supply extra staff to the school~~
200 ~~building to accommodate all the students requesting in-person learning. [Note~~
201 ~~in TA]~~

202 **STUDENT TECHNOLOGY SUPPORTS:**

- 203
- 204
- 205
- 206 • ~~ALL students should bring their district issued technology into their community~~
207 ~~cohort classrooms to support their learning.~~

[Type here]

- 208 • ~~Students will have access to headphones/earbuds provided by the district. These~~
209 ~~will not be shared among students.~~
- 210 • ~~Alternative technology used to support their district issued technology can also~~
211 ~~be brought to school: i.e. headphones, earbuds, laptops, cellphones,~~
212 ~~chromebook, ipad, etc.~~
- 213 • ~~All SPS technology agreements apply to any technology brought into the school~~
214 ~~building during school hours.~~

215 ~~TECHNOLOGY NEEDS (FOR ALL MODELS OF INSTRUCTION):~~

- 216 • ~~SPS will continue to provide services and supports as described in the MOU and~~
217 ~~in the CBAs.~~
- 218 • ~~SPS will provide laptops at schools for students that do not bring their device to~~
219 ~~in-person learning.~~

220
221 **9.5 6-12 Illustrative Schedules**

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

225
226 ~~All Schools will divide students who select the Hybrid model into two Cohorts (A and B).~~

227
228 **6-12 Illustrative Schedules**

229
230 ~~Cohort A will engage in synchronous remote learning in the mornings on Monday,~~
231 ~~Tuesday, Thursday, and Friday and on asynchronous instruction on~~
232 ~~Wednesdays. Cohort A will attend school for in-person learning in the afternoons on~~
233 ~~Monday and Tuesday. each week rotating between classes.—~~

234 ~~Cohort B will engage in synchronous remote learning in the mornings on Monday,~~
235 ~~Tuesday, Thursday, and Friday and on asynchronous instruction on~~
236 ~~Wednesdays. Cohort B will attend school for in-person learning in the afternoons on~~
237 ~~Thursday and Friday. each week rotating between classes.—~~

238 ~~In schools where there are not enough students to make up two in-person cohorts~~
239 ~~(MT/ThF), there may be one cohort A for in-person instruction, and another cohort (B)~~
240 ~~that is 100% remote.—~~

241 ~~The district will provide additional supplementary hourly support to schools that need~~
242 ~~help to staff classrooms.~~

243
244
245 ~~Skills-center educators will work with their building administrator, Building Leadership~~
246 ~~Team (including parents/caregivers), and Professional Learning Community to~~
247 ~~implement a schedule that serves the needs of their students and their community.~~

248
249

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

- 251 • Students will receive online/synchronous instruction in the AM following their
- 252 current student schedule.
- 253 • Students who are returning for in-person services (hybrid) will be on-site two (2)
- 254 half days each week for weeks 1-6.
- 255 • The alternative half of the cohort will be remote and will consist of asynchronous
- 256 instruction.

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

260 ~~For students attending a class that is taught by a teacher with an approved~~
261 ~~accommodation during in-person time, schools may need to reserve rooms for these~~
262 ~~students.~~

263
264 The first week of in-person of instruction will be focused on providing students, families,
265 and school staff with a strong start to this transition back to in person instruction.

266
267 **6-12 Illustrative Student Schedules where there are only two in-person**
268 **cohorts (A and B) and another cohort (C) that is 100% remote.**

In-person instruction
Remote; synchronous and asynchronous

269

270 **COHORT A (hybrid) Weeks 1-6**

Time	MONDAY	TUESDAY	THURSDAY	FRIDAY
Morning 3hrs	<i>Synchronous Remote Learning</i> Periods 1-3 (and possibly 7) <i>Begin transition to school</i>	<i>Synchronous Remote Learning</i> Periods 4-6 (and possibly 8) <i>Begin transition to school</i>	<i>Synchronous Remote Learning</i> Periods 1-3 (and possibly 7)	<i>Synchronous Remote Learning</i> Periods 4-6 (and possibly 8)
30 min Transition	Transition & Lunch (Educator 30 min lunch)	Transition & Lunch (Educator 30 min lunch)	Lunch	Lunch

[Type here]

<p>Afternoon <u>3hrs</u> <u>30min</u></p> <p>20 min- 3hrs—</p>	<p><u>In-Person Learning</u> <u>Attestation & Enrichment Time</u></p> <p>Lunch- In-Person Learning Periods 1-3 (and possibly 7) Students <i>rotate</i> to 3-4 classrooms to get support on the activities they started in the morning</p> <p>In-Person Teaching Attendance/Community Check in- Periods 1-3 (and possibly 7) Students remain with Community Cohort A (Single Teacher)</p>	<p><u>In-Person Learning</u> <u>Attestation & Enrichment Time</u></p> <p>Lunch- In-Person Learning Periods 4-6 (and possibly 8) Students <i>rotate</i> to 3-4 classrooms</p> <p>In-Person Teaching Attendance/Community Check in- Periods 1-3 (and possibly 7) Students remain with Community Cohort A (Single Teacher)</p>	<p><u>Asynchronous Learning</u> Periods 1-3 (and possibly 7)</p>	<p><u>Asynchronous Learning</u> Periods 4-6 (and possibly 8)</p>
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271

	<u>Monday</u>	<u>Tuesday</u>	<u>Thursday</u>	<u>Friday</u>
9:00-9:50am	Period 1	Period 4	Period 1	Period 4
9:55-10:45am	Period 2	Period 5	Period 2	Period 5
10:50-11:40am	Period 3	Period 6	Period 3	Period 6
11:45-12:15pm	Lunch	Lunch	Lunch	Lunch
	<u>Monday - Cohort A (in-person)</u>	<u>Tuesday - Cohort A (in-person)</u>	<u>Thursday - Cohort B (in-person)</u>	<u>Friday - Cohort B (in-person)</u>
12:20-12:50pm	In-Person Attestation & Enrichment	In-Person Attestation & Enrichment	In-Person Attestation & Enrichment	In-Person Attestation & Enrichment
12:50-1:35pm	Period 1 Asynch	Period 4 Asynch	Period 1 Asynch	Period 4 Asynch

[Type here]

1:35-1:55pm	SEL Community Learning	SEL Community Learning	SEL-Community Learning	SEL Community Learning
1:55-2:40pm	Period 2 Asynch	Period 5 Asynch	Period 2 Asynch	Period 5 Asynch
2:40-3:00pm	SEL Community Learning	SEL Community Learning	SEL-Community Learning	SEL Community Learning
3:00-3:45pm	Period 3 Asynch	Period 6 Asynch	Period 3 Asynch	Period 6 Asynch
3:45-3:50pm	Dismissal/ End of Day	Dismissal / End of Day	Dismissal / End of Day	Dismissal/ End of Day
Minutes	210	210	210	210

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Cohort A - Hybrid (First 6 4 Weeks)

Time	MONDAY	TUESDAY	THURSDAY	FRIDAY
Morning 3hrs	Synchronous Remote Learning Periods 1-3 (and possibly 7) Begin transition to school	Synchronous Remote Learning Periods 4-6 (and possibly 8) Begin transition to school	Synchronous Remote Learning Periods 1-3 (and possibly 7)	Synchronous Remote Learning Periods 4-6 (and possibly 8)
30 min Transition	Transition (Educator 30 min lunch)	Transition (Educator 30 min lunch)	Lunch	Lunch
Afternoon 20 min	In-Person Learning Attestation/ Lunch	In-Person Learning Attestation/ Lunch	Asynchronous Learning Periods 1-3 (and possibly 7)	Asynchronous Learning Periods 4-6 (and possibly 8)
3hrs <u>10min</u>	<u>In-Person Learning Periods 1-3 (and possibly 7) Students rotate to 3-4 classrooms (e.g., activities include SEL lessons, support for morning lessons)- Students remain with Community Cohort (Single Teacher)</u>	<u>In-Person Learning Periods 4-6 (and possibly 8) Students rotate to 3-4 classrooms (e.g., activities include SEL lessons, support for morning lessons)- Students remain with Community Cohort (Single Teacher)</u>		

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COHORT B (hybrid) Weeks 1-6

Time	MONDAY	TUESDAY	THURSDAY	FRIDAY
Morning 3hrs	Synchronous Remote Learning Periods 1-3 (and possibly 7)	Synchronous Remote Learning Periods 4-6 (and possibly 8)	Synchronous Remote Learning Periods 1-3 (and possibly 7) <i>Begin transition to school</i>	Synchronous Remote Learning Periods 4-6 (and possibly 8) <i>Begin transition to school</i>
30 60 min	Lunch	Lunch	Transition & Lunch (Educator 30 min lunch)–	Transition & Lunch (Educator 30 min lunch)–
Afternoon 3hrs <u>30min</u> 20 min 3hrs	Asynchronous Learning Periods 1-3 (and possibly 7)	Asynchronous Learning Periods 4-6 (and possibly 8)	In-Person Learning Attestation & Enrichment / Lunch In-Person Learning— Periods 1-3 (and possibly 7) Students rotate to 3-4 classrooms In- Person Teaching—Attendance/ Community Check in- Periods 1-3 (and possibly 7) Students remain with Community Cohort B (Single Teacher)	In-Person Learning Attestation & Enrichment / Lunch In-Person Learning— Periods 4-6 (and possibly 8) Students rotate to 3-4 classrooms In- Person Teaching & Attendance/ Community Check in- Periods 1-3 (and possibly 7) Students remain with Community Cohort B (Single Teacher)

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Cohort B – Hybrid (First 6 weeks)

<u>Time</u>	<u>MONDAY</u>	<u>TUESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
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<u>Morning</u> <u>3hrs</u>	<u>Synchronous</u> <u>Remote</u> <u>Learning</u> Periods 1-3 (and possibly 7)	<u>Synchronous</u> <u>Remote</u> <u>Learning</u> Periods 4-6 (and possibly 8)	<u>Synchronous</u> <u>Remote</u> <u>Learning</u> Periods 1-3 (and possibly 7) <u>Begin transition</u> <u>to school</u>	<u>Synchronous</u> <u>Remote</u> <u>Learning</u> Periods 4-6 (and possibly 8) <u>Begin transition</u> <u>to school</u>
<u>30min</u> -	<u>Lunch</u>	<u>Lunch</u>	<u>Transition</u> (Educator 30-min lunch)	<u>Transition</u> (Educator 30-min lunch)
<u>Afternoon</u> <u>20min</u>	<u>Asynchronous</u> <u>Learning</u> Periods 1-3 (and possibly 7)	<u>Asynchronous</u> <u>Learning</u> Periods 4-6 (and possibly 8)	<u>In-Person</u> <u>Learning</u> <u>Attestation/</u> <u>Lunch</u>	<u>In-Person</u> <u>Learning</u> <u>Attestation/</u> <u>Lunch</u>
<u>3hrs</u> <u>10min</u>			<u>In-Person</u> <u>Learning</u> Periods 1-3 (and possibly 7) <u>Students rotate to</u> <u>3-4 classrooms</u> (e.g., activities include SEL lessons, support for morning lessons) <u>Students remain</u> <u>with Community</u> <u>Cohort (Single</u> <u>Teacher)</u>	<u>In-Person</u> <u>Learning</u> Periods 4-6 (and possibly 8) <u>Students rotate to</u> <u>3-4 classrooms</u> (e.g., activities include SEL lessons, support for morning lessons) <u>Students remain</u> <u>with Community</u> <u>Cohort (Single</u> <u>Teacher)</u>

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COHORTS A&B together (hybrid) Weeks 7-9

<u>Time</u>	<u>MONDAY</u>	<u>TUESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
<u>Morning</u> <u>3hrs</u>	<u>Synchronous</u> <u>Remote</u> <u>Learning</u> Periods 1-3 (and possibly 7) <u>Begin transition</u> <u>to school</u>	<u>Synchronous</u> <u>Remote</u> <u>Learning</u> Periods 4-6 (and possibly 8) <u>Begin transition</u> <u>to school</u>	<u>Synchronous</u> <u>Remote</u> <u>Learning</u> Periods 1-3 (and possibly 7) <u>Begin transition</u> <u>to school</u>	<u>Synchronous</u> <u>Remote</u> <u>Learning</u> Periods 4-6 (and possibly 8) <u>Begin transition</u> <u>to school</u>
<u>30min</u>	<u>Transition</u>	<u>Transition</u>	<u>Transition</u>	<u>Transition</u>
<u>Afternoon</u> <u>3hrs</u> <u>30min</u>	<u>In-Person</u> <u>Learning</u> <u>Attestation</u>	<u>In-Person</u> <u>Learning</u> <u>Attestation</u>	<u>In-Person</u> <u>Learning</u> <u>Attestation</u>	<u>In-Person</u> <u>Learning</u> <u>Attestation</u>
<u>20 min</u>	<u>In-Person</u> <u>Learning</u>	<u>In-Person</u> <u>Learning</u>	<u>In-Person</u> <u>Learning</u>	<u>In-Person</u> <u>Learning</u>

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3hrs	Periods 1-3 (and possibly 7) Students rotate to classrooms	Periods 4-6 (and possibly 8) Students rotate to classrooms	Periods 1-3 (and possibly 7) Students rotate to 3-4 classrooms	Periods 4-6 (and possibly 8) Students rotate to classrooms
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COHORT C (fully remote) -ALL Weeks

Time	MONDAY	TUESDAY	THURSDAY	FRIDAY
Morning 3hrs	<i>Synchronous Remote Learning</i> Periods 1-3 (and possibly 7)	<i>Synchronous Remote Learning</i> Periods 4-6 (and possibly 8)	<i>Synchronous Remote Learning</i> Periods 1-3 (and possibly 7)	<i>Synchronous Remote Learning</i> Periods 4-6 (and possibly 8)
30 min transition	Lunch	Lunch	Lunch	Lunch
Afternoon 3hrs 30 20min	<i>Asynchronous Learning</i> Periods 1-3 (and possibly 7)	<i>Asynchronous Learning</i> Periods 4-6 (and possibly 8)	<i>Asynchronous Learning</i> Periods 1-3 (and possibly 7)	<i>Asynchronous Learning</i> Periods 4-6 (and possibly 8)

285

M/T/Th/F

9:00-9:50am	Period 1 /4
9:55-10:45am	Period 2 / 5
10:50-11:40am	Period 3 /6
11:45-12:15pm	Lunch
	4 Days a Week (all on-line)
12:20-12:50pm	30 min: Attendance/ Community Check in
12:50-1:35pm	Period 1 /4 Asynch
1:35-1:55pm	SEL Community Learning
1:55-2:40pm	Period 2/ 5 Asynch
2:40-3:00pm	SEL Community Learning
3:00-3:45pm	Period 3 /6 Asynch

[Type here]

3:45-3:50pm	Dismissal / End of Day
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WEDNESDAY – For All Cohorts

Time	Content Area
8:30am-1:45pm	Remote - Small Group/Individual Synchronous & Asynchronous

289

	<u>Students – Wednesday All Day</u>
9:00-11:55am	Student Small Groups
11:55-12:25pm	Lunch
12:25-2:35pm	Student Asynchronous Assignments

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

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

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7) including possible prep- Students rotate to 3-4 classrooms	8) including possible prep- Students rotate to 3-4 classrooms	7) including possible prep- Students rotate to 3-4 classrooms	8) including possible prep- Students rotate to 3-4 classrooms
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Teachers teaching remotely and hybrid in person - First 6 Weeks, Weeks 1-9 (provided that schools are able to combine Cohorts A and B for Weeks 7-9 and still comply with all health and safety guidelines)

Time	MONDAY	TUESDAY	THURSDAY	FRIDAY
Morning 3hrs	<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
60 30 min transition	Educator lunch	Educator lunch	Educator lunch	Educator lunch
Afternoon 3hrs 30min	<i>In-Person Teaching Attendance/ Community Check in</i> Periods 1-3 (and possibly 7) <u>Students rotate to classrooms</u> <i>In-Person Teaching Attendance/ Community Check in</i> Periods 1-3 (and possibly 7) <u>Students remain with Community Cohort A (Single Teacher)</u>	<i>In-Person Teaching Attendance/ Community Check in</i> Periods 4-6 (and possibly 8) <u>Students rotate to classrooms</u> <i>In-Person Teaching Attendance/ Community Check in</i> Periods 1-3 (and possibly 7) <u>Students remain with Community Cohort A (Single Teacher)</u>	<i>In-Person Teaching Attendance/ Community Check in</i> Periods 1-3 (and possibly 7) <u>Students rotate to classrooms</u> <i>In-Person Teaching Attendance/ Community Check in</i> Periods 1-3 (and possibly 7) <u>Students remain with Community Cohort B (Single Teacher)</u>	<i>In-Person Teaching Attendance/ Community Check in</i> Periods 4-6 (and possibly 8) <u>Students rotate to classrooms</u> <i>In-Person Teaching Attendance/ Community Check in</i> Periods 1-3 (and possibly 7) <u>Students remain with Community Cohort B (Single Teacher)</u>

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304 **Fully remote Teachers - Weeks 1-9 (provided that schools are able to combine**
 305 **Cohorts A and B for Weeks 7-9 and still comply with all health and safety**
 306 **guidelines)**

Time	MONDAY	TUESDAY	THURSDAY	FRIDAY
Morning 2hrs 3hrs 30min	Synchronous Remote Teaching Periods 1-3 (and possibly 7) including possible prep	Synchronous Remote Teaching Periods 4-6 (and possibly 8) including possible prep	Synchronous Remote Teaching Periods 1-3 (and possibly 7) including possible prep	Synchronous Remote Teaching Periods 4-6 (and possibly 8) including possible prep
30 min transition	Educator lunch	Educator lunch	Educator lunch	Educator lunch
Afternoon 3hrs 30min	Synchronous Asynchronous Teaching (for in-person students) Periods 1-3 (and possibly 7) including possible prep	Synchronous Asynchronous Teaching (for in-person students) Periods 4-6 (and possibly 8) including possible prep	Synchronous Asynchronous Teaching (for in-person students) Periods 1-3 (and possibly 7) including possible prep	Synchronous Asynchronous Teaching (for in-person students) Periods 4-6 (and possibly 8) including possible prep

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309 **WEDNESDAY – For All Teachers**

Time	Content Area
8:30am-1:45pm	Remote - Small Group/Individual Synchronous & Asynchronous

310

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

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314 **Weeks 7-9**

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316 **To meet the 30% threshold of in-person instructional time in the Governor’s 3/12**
317 **Proclamation, there needs to be a different model for Weeks 7-9.**

318

319 ~~For the final three weeks of school, cohorts A and B may be combined as allowed by~~
320 ~~up to 18 students. All cohorts must uphold the CDC and PHSKC guidelines, and~~
321 ~~agreements of this MOU. the social distancing will move to 3 feet and All students~~
322 ~~requesting in person instruction will attend hybrid cohort in-person instruction for four~~
323 ~~half-days (Monday, Tuesday, Thursday, Friday) in the afternoon in one cohort. For~~
324 ~~students who are fully remote, there would be no change to their schedule for~~
325 ~~these final three weeks in this scenario.~~

326

327 **If health and safety guidelines do not allow for the combining of cohorts (A and**
328 **B), then all students in Cohorts A and B will have access to two full days of in-**
329 **person instruction, either Mondays and Tuesdays (Cohort A) or Thursdays and**
330 **Fridays (Cohort B). In this scenario, teachers will need to engage with students**
331 **who are fully remote while also providing in-person instruction.**

332

333

334 ~~Students who are returning for in-person services (hybrid) will be on-site four (4) half~~
335 ~~days each week for week 7-9. Based on Student numbers and on-site Staff schools will~~
336 ~~choose from one of the three (3) options for the final five (5) weeks of school.~~

337 ~~Option 1:~~

- 338 ~~● If a school can support all students who select the hybrid model with one Cohort~~
339 ~~(A), Students will attend the final three (3) weeks in person for four (4) days in the~~
340 ~~afternoon.~~

341 ~~Option 2:~~

- 342 ~~● If a school can support all students who select the hybrid model with two small~~
343 ~~Cohorts (A and B), where community cohorts are no larger than 15.~~
- 344 ~~● Students will attend the final three (3) weeks in person for four (4) days in the~~
345 ~~afternoon in combined cohorts (A and B).~~

346 ~~Option 3:~~

- 347 ~~● In a school where the majority of students selected the hybrid learning model and~~
348 ~~Combined cohorts (A and B) would be larger than 30, students will attend the~~
349 ~~final three (3) weeks in person for four (4) days in the afternoon in combined~~
350 ~~cohorts with mitigation from the District.~~
- 351 ~~● Substitutes will be hired to provide interventions and support students from~~
352 ~~cohorts larger than 30 in separate classrooms/spaces during the afternoon.~~

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- Principals will use the same process described in 9.B to make decisions about student reassignment.

100% Remote:

- No changes to schedule for weeks 7-9.

All Options will follow this schedule:

Cohort A and B (last 3 weeks)- Cohorts combine for 4 days

Time	MONDAY	TUESDAY	THURSDAY	FRIDAY
Morning 3hrs	<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 3hours 30min	<i>In-Person Learning Attestation & Enrichment</i>	<i>In-Person Learning Attestation & Enrichment</i>	<i>In-Person Learning Attestation & Enrichment</i>	<i>In-Person Learning Attestation & Enrichment</i>
	<i>In-Person Teaching</i> Attendance/Community Check in	<i>In-Person Teaching</i> Attendance/Community Check in	<i>In-Person Teaching</i> Attendance/Community Check in	<i>In-Person Teaching</i> Attendance/Community Check in

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	Periods 1-3 (and possibly 7) Students remain with Community Cohort A & B (Single Teacher)	Periods 4-6 (and possibly 8) Students remain with Community Cohort A & B (Single Teacher)	Periods 1-3 (and possibly 7) Students remain with Community Cohort A & B (Single Teacher)	Periods 4-6 (and possibly 8) Students remain with Community Cohort A & B (Single Teacher)
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361 Last 3 Weeks – Teacher Schedule

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

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	Support Students remain with Community Cohort A & B	Students remain with Community Cohort A & B	Students remain with Community Cohort A & B	remain with Community Cohort A & B
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SAEOP Workload:

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~~The district will provide Secondary Registrars & K-8 Admin Secretaries will be allocated no less than up to 24 hours of overtime paid by the district (will not come out of building budgets) to make cohorts. A, B, and C and community cohorts for hybrid and remote learning.~~

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

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~~A Secondary Registrar can request to use the overtime to pay a SAEOP Sub to help support them to create the cohorts.~~

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K-8 Scheduling:

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- 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.

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