Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date April 14, 2021

Subject Spring 2021 Educational Program

Ask of the Board Receive information regarding the District's Spring 2021 Educational Program and ask questions as desired

Background District schools first closed because of the COVID-19 pandemic at the end of the day on Friday, March 13, 2020. From Monday, March 16, 2020, through Tuesday, March 30, 2021, the vast majority of OUSD students were in distance learning.

Starting in fall 2020, the District did open learning hubs, although formal instruction was not provided. Additionally, a number of community learning hubs were open that served OUSD students.

On June 24, 2020, the Board of Education ("Board") adopted Resolution No. 1920-0262 - Providing Authorization to the Superintendent in Light of the Covid-19 Pandemic ("Resolution"). The Resolution, among other things, "authorize[d] the Superintendent or designee (i) to take any and all actions necessary to ensure the continuation of public education, and the health and safety of the students and staff of OUSD, and (ii) to determine and direct the reopening—and, if necessary, subsequent closing—of schools in light of the COVID-19 pandemic, Executive Orders, state guidance, SIP orders, and conditions within the District."

The Distance Learning MOU between OUSD and OEA expired on February 12, 2021. (The Distance Learning MOU was agreed to in August 2022 and is not the same as the Reopening MOU.) Starting February 16, 2021, the District's Educational Program initially continued the remote learning structure and schedule, with limited changes, and has made some further adjustments since that time.

Discussion   The District began providing in-person instruction to students in grades PK-2 as well as priority students in all other grades starting on Tuesday, March 30, 2021. However, OUSD was unfortunately unable to offer such in-person instruction to all those students who sought it as an insufficient number of teachers opted-in as permitted by the "Reopening MOU" between OUSD and the Oakland Education Association ("OEA").

Starting April 19, 2021, OUSD will offer in-person instruction for students in grades PK-6 as well as priority students in all other grades and will do so consistent with the applicable conditions in Senate Bill No. 98 and Assembly Bill No. 86, including the condition to "offer in-person instruction to the greatest extent possible." Consistent with the Reopening MOU, all OEA members will need to report in-person on April 14, 2021, and will need to be on site during work hours starting April 14, 2021.

The District has now overhauled its Education Program with the introduction of in-person instruction as well as the Reopening MOU, the changing public health situation, and the associated public health guidance. Given the importance of reopening, the current version of the Education Program is presented as information to and questions from the Board. It is important to note, however, that the Educational Program is not a static document and will likely change over the course of the rest of the school year and certainly before fall 2021.

Fiscal Impact   N/A

Attachment   ● District's Spring 2021 Educational Program

Spring 2021 Educational Program
Updated: April 9, 2021

This document describes the District's educational program for the remainder for the 2020-21 Academic Year in light of the current COVID-19 pandemic. It is not static, but rather one that will be modified or replaced as the District's educational program changes. (In fact, this document has already undergone multiple revisions as conditions have changed.) The program has been designed and created to fulfill and be consistent with all applicable federal and state laws and regulations (e.g., IDEA, SB 98, AB 86) as well as all applicable collective bargaining agreements. It is not intended to and shall not be interpreted or implemented to conflict with any federal or state law or regulation or with any collective bargaining agreement. OUSD will bargain any impacts and effects of the program identified by a collective bargaining unit as required by law.

While this is the official version of the District's COVID-19 Educational Program, staff has created a more formatted version on the District website. To the extent that that information differs from this document, this document shall prevail.

SECTION 1: BASIC ELEMENTS

Health and Safety Protocols
For the latest COVID-19 healthy and safety guidance, the District will follow the latest guidance from the [Alameda County Public Health Department](#) ("ACPHD") and the [California Department of Public Health](#) ("CDPH"), although the District reserves the right to set forth its own guidance beyond what is put forth by ACPHD/CDPH.

Learning Continuity and Attendance Plan
All activities described herein, including but not limited to instruction, shall be provided consistent with the District's Learning and Continuity and Attendance Plan ("LCP").

Documenting Daily Attendance/Participation and Instruction
All classroom teachers (including substitutes) shall continue to provide daily documentation in Aeries of student participation/attendance as required by Senate Bill 98 ("SB 98"), including (but not limited to) the following:
● Document daily participation, as defined, for each student each school day;
● Document a student as "absent" if a student does not participate, as defined, in class for that day, provided that if a student completes asynchronous assignments after hours, the classroom teacher (or substitute) shall amend attendance/participation record the following day; and
● Submit weekly engagement records for each student, which includes (but not limited to) documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments.

For purposes of this section, "participation" may include (but is not limited to) evidence of participation in online activities (e.g., logging into zoom), completion of regular asynchronous assignments, completion of assessments, and/or contacts with students or parents (e.g., email, text, seesaw message).

Daily Interaction
Students must continue to have daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness.

Weekly Office Hours
In addition to any advisory class, classroom teachers shall continue to hold virtual office hours/drop-in hours for students and families at least once a week.

Substitutes
Assignments for teachers out for preparation time per the CBA or applicable MOU, on sick or personal leave will continue per the normal process. Substitute teachers in current special assignments will support distance learning through May 28, 2021.

Instructional Minutes
Certificated staff shall continue to provide and students shall receive instructional minutes in the sample schedules provided in the appendix (plus any asynchronous minutes also assigned), although the actual schedules may vary. To ensure continuity of services to students, instruction and schedules shall include no less than the number of synchronous and asynchronous instructional minutes that have been provided through distance learning.

Certificated staff shall provide additional instructional minutes if it is required by law such as the requirement to provide daily English Language Development and as required by IEPs.

Whatever the total daily instructional minutes and total daily synchronous minutes are for a particular school, they are to be provided by maintaining the existing staff and student schedules that have been in place in the 2020-21 school year with adjustments as directed by site leaders or as needed to comply with legal requirements.

SECTION 2: IN-PERSON LEARNING

In-Person Instruction
The goal of scheduling distance learning and in-person instruction is to provide all students with equitable access to instruction, including in schools where a significant portion of students seek in-person instruction and in schools where a significant portion of students seek to continue distance learning. To that end, the District's schedule for distance learning and in-person instruction was developed based on models provided by the California Collaborative for Excellence in Education, with the goal of preserving access to distance learning and stable scheduling for all students, while also creating regular times each week for students who are choosing in-person instruction.

One exception is for Special Day Classes (SDC), which shall provide special education students full-day in-person instruction for four (4) days a week.

All school schedules shall include full Distance Learning as an option.

Sample schedules are available in the appendix. Please note that actual school schedules may vary slightly from the samples. It is also important to note the following:

- *PreK & Elementary*: Cohort A students will generally meet with their teacher on-campus for in-person instruction on Mondays and Tuesdays, after the end of the distance learning program. Cohort B students will generally meet with their teacher on-campus for in-person instruction on Thursdays and Fridays, after the end of the distance learning program. Schools that have lower opt-in rates can start the majority of their in-person students in Cohort A, and then still have the opportunity to build new cohorts over time in Cohort B. Starting May 10, classes that can safely accommodate all students who opt-in into one cohort need not create a Cohort B and instead can assign all students to Cohort A and create a four-day in-person schedule (Monday, Tuesday, Thursday, Friday). Also, in order to mitigate the possible decrease in the amount of small group time for the distance learning cohort, school sites are encouraged to utilize existing site staff (teacher on special assignment, after-school staff, etc.) to create a rotation for teachers to be able to continue small group instruction with the distance learning cohort of students. Rotations can include acceleration and enrichment activities to compliment in-person instruction. Each school site is encouraged to think about different ways to maximize the in-person learning experience for students and maintain the strides of refining and improving distance learning by providing small group instruction to those students who remain fully in distance learning.
- *Secondary*: To start, in-person instruction may happen either during a 4-hour Wednesday block or two, 2-hour afternoon blocks. In-person instruction at the secondary level will be limited to advisory in order to limit the number of individuals that each student will encounter in-person during the school day and adhere to the guidelines that students may not participate in more than 2-cohorts. In-person instruction at the secondary level is also impacted at particular schools where many students rely on public transit to get to school. (For instance, AC Transit is running all of its normal secondary school lines and those that are running are at ⅓ capacity, allowing only 16 students on their larger buses at one time.) This sample schedule and advisory-focus may change as public health guidance and public transportation options improve.

Nothing in these schedules is intended to limit or prohibit teachers and other certificated staff from offering instruction or specialized supports through small groups and one-on-one opportunities.

The specific scope and sequence support by grade span will continuously be updated on Teacher Central. That is where teachers will find the most up to date information about the

grade-specific plans, support for teachers through professional development, and the educational platforms to support instruction for each grade-level.

Starting March 30, 2021, schools will open for in-person instruction, provided that the necessary instructional staff have opted-in, to students who are either (i) in grades PreK-2 or (ii) in the District's *Priority Group* for grades 3rd-Young Adult Program (YAP).

Starting April 19, 2021, schools will open for in-person instruction to students who are either (i) in grades PreK-6 or (ii) in the District's Priority Group for grades 7th-Young Adult Program (YAP).

Students with the following characteristics are considered part of the District's Priority Group:

- Pupils at risk for abuse, neglect or exploitation;
- Students attending below 60% of the week;
- Students with Individual Education Programs (IEPs) who spend more than 50% of their day in a self-contained setting (i.e., Special Day Class);
- English Language Learners;
- Unhoused Students;
- Foster Youth Students; and
- Students without secure technology and internet access.

<u>Learning Hubs</u>
With approval from the Superintendent or designee, schools shall open learning hubs to support students who are not submitting work or engaging in distance learning or who have experienced significant learning loss during distance learning as determined by site leadership. This determination may be made by a school's Coordination of Services Teams (COST) applying their Multi-Tiered System of Support (MTSS) protocols to identify students via teacher referral, examining students' grades, attendance, and socio-emotional needs to select the students who will be served on campus. Students with special needs, those who are homeless or in foster care, those who have inadequate technology access, and those who are disengaged from distance learning for 60% or more each week will be prioritized for in-person services in the hub.

A primary purpose of learning hubs shall be to provide supervision and access to a facility that provides internet connectivity and electricity. Learning hubs may also provide students with weekly meals through the District's nutrition services program. Additional services, including in-person instruction and supports, may be provided on a case-by-case basis and must be approved, in advance, by the Superintendent or designee.

The schedule for each learning hub need not be the same at every site and may be adjusted based on student need.

<u>Other In-Person Supports</u>
Teachers and site leaders are encouraged to offer instruction or specialized supports through small groups and one-on-one opportunities with adherence to the latest COVID-19 health and safety guidance.

SECTION 3: ONLINE INSTRUCTION

<u>Synchronous Instruction</u>
Synchronous instruction means online live full class instruction and other forms of online live instruction or instructional support, including but not limited to one-on-one, large group, or small group instruction.

Elementary schools shall provide the following types of grade-level/subject area synchronous instruction for all students:
- Daily synchronous morning/midday class/community meetings to cultivate social and emotional learning and connectivity time with peers
- Daily synchronous whole group instruction
- At least twice-weekly synchronous small group instruction
- Additional small group instruction as appropriate based on a combination of assessment data, observations, and in accordance with the Multi-Tiered Systems of Support plan at the school site which is aligned to the District's Learning Continuity and Attendance Plan.

Secondary schools shall generally provide the following types of synchronous instruction for all students:
- Daily synchronous whole group instruction per content area.
- Additional synchronous small group instruction by content area as appropriate based on a combination of assessment data, observations, and in accordance with the Multi-Tiered Systems of Support plan at the school site aligned to the District's Learning Continuity and Attendance Plan.
- Additional check-ins for academic progress monitoring or advisory periods for technical support or to provide social-emotional connectivity.

More specifically, middle schools shall provide the following types of grade-level/subject area synchronous instruction for all students:
- Weekly synchronous small group or one-on-one advisory support (at least 30 minutes each session) prioritizing students who are not submitting work or engaging in distance learning per content area/class.
- Small group instruction as appropriate for students who require Tier 2 academic support in ELA, ELD, and math

More specifically, high schools shall provide the following types of grade-level/subject area synchronous instruction for all 9th and 10th grades students:

- Weekly synchronous small group or one-on-one advisory support (at least 30 minutes each session) prioritizing students who are not engaging in distance learning or on-track to graduate per content area/class.
- Small group instruction as appropriate for students who require Tier 2 academic support in ELA, ELD, and math

More specifically, high schools shall provide the following types of grade-level/subject area synchronous instruction for all 11th and 12th grades students:
- Weekly synchronous small group or one-on-one advisory support (at least 30 minutes each session) prioritizing students who are not engaging in distance learning or on-track to graduate per content area/class.
- Small group instruction as appropriate for students who are not on-track to pass all of their A-G required courses

Site leaders shall direct site staff as necessary to ensure that these types of synchronous instruction is provided. Please refer to https://teachercentral.ousd.org/ for resources to support instruction.

Asynchronous Instruction
Asynchronous Instruction means instruction provided electronically (typically via an online platform) that is provided at a different time than when the student is receiving the instruction. Schools may provide grade-level/subject area asynchronous instruction that includes (but is not limited to) any of the following:
- Pre-recorded lessons
- Assignments to be completed by a student on their own (as long as proper instruction and guidance is provided)

Devices, Educational Platforms and Internet Access
The District will ensure that students are provided with devices (i.e. chromebooks), internet connections, educational platforms specified by grade-level, and other necessary supplies to access all synchronous and asynchronous instruction.

Virtual Classroom Rules and Best Practices
All schools shall adhere to the rules and shall endeavour to follow the best practices found here.

SECTION 4: WORKING ON-SITE & OTHER ON-SITE ACTIVITIES

Working On-Site
Through April 13, 2021, site-based staff may work from classrooms or offices at their sites upon informing their site leaders and as long as they follow the latest COVID-19 health and safety guidance.

All employees assigned to one or more school sites shall report to those sites on or before April 14, 2021, and will need to be on site during work hours starting April 14, 2021. Exceptions can

only be approved by Talent; site leaders are not permitted to make exceptions. The requirement to work on-site during work hours means, among other things, that a classroom teacher will need to be on-site during distance learning. Employees working in a shared space must follow the health and safety guidance of wearing masks and maintaining 6-feet distancing between work spaces.

Although staff will be on-site during work hours, all indoor in-person gatherings (e.g., in-person meetings, gathering for lunch breaks, etc.) at OUSD schools are still prohibited except for in-person instruction and learning hubs and other exceptions listed in this guidance.

Other On-Site Activities
On-site activities not specifically addressed herein are permitted or prohibited consistent with this guidance.

SECTION 5: SPECIAL EDUCATION & ASSESSMENTS

Special Education
Federal law requires that OUSD provide FAPE to each qualified student with a disability who is in the District's jurisdiction, regardless of the nature or severity of the person's disability. Providing FAPE includes, but is not limited to, conducting a full and individual initial evaluation for a student suspected of having a disability and conducting triennial assessment for students already eligible for Special Education. Additionally, federal regulations (e.g., 34 C.F.R. §§ 300.101(b) and 300.124(b)) require that an IEP or individual family service plan ("IFSP") be developed by the third birthday of a child participating in Part C programs (which is the Program for Infants and Toddlers with Disabilities within the Individuals with Disabilities Education Act) and who will participate in Part B preschool-age programs.

All certificated staff shall ensure that the District provides FAPE as required and that, among other things, all IEPs are implemented. This shall include, but is not limited to, the participation of certificated staff such as classroom teachers in IEP meetings. Special education staff should contact their SpEd Coordinator for additional support in implementing programs specifics including space needs.

Assessments
All assessments (e.g., Special Education assessments, ELPAC) shall be done in person except where a determination has been made by the Superintendent or designee that an assessment should be administered remotely (Group C- Distance Only Students). Further guidance will be available from our Research, Assessment and Data (RAD) Department to ensure that we meet CDE Guidelines on administering, recording, and reporting on student progress.

Additionally, the following assessments shall be administered in Spring 2021 instead of the SBAC:
- Grades 3-5: iReady for Math and ELA
- Grades 6-8 and 11: Reading Inventory and Math Inventory.

For Special Education assessments, the District has developed an Equity Framework aligned to the District-wide Framework to guide assessment priorities as follows:

1. Students who have pending initials AND are diagnostic placements, unhoused, foster youth, or N1/N2 newcomers.
2. Students who have pending initials who have been waiting since February 2020 or earlier and who are struggling in multiple academic areas per District data.
3. Students who have pending initials who have been waiting since March through May 2020 and who are struggling in multiple academic areas per district data.
4. Students who have past-due triennial evaluations where a different disability is suspected or there are concerns with the alignment of program/services.
5. Students who have overdue pending initials where there is limited or mild evidence of academic impact.
6. Students who have past-due triennials where there is no suspected additional disability but parent/guardian is not in agreement with a review of records.

Special education staff should contact their SpEd Coordinator for additional support in understanding and implementing assessments consistent with these priorities.

The District will continue to negotiate additional impacts and effects of reopening schools as they are identified by the OEA during these unprecedented times.

Preschool GenEd Part Day

Key
In person Instruction
Synchronous, Distance

MORNING Part Day GenEd: *Option One In-Person cohort (Based on Family Needs)*

	Monday & Tuesday	Wednesday	Thursday & Friday
8:00-9:00	Prep/Break	Prep/Break	Prep/Break
9:00 - 12:00	In Person Instruction **Cohort A**	All Children Virtual Circle & Small Group 9:00 - 11:00	In Person Instruction **Cohort B**
12:00-1:00	Prep/Break	Prep and PD Cleaning	Prep/Break
1:00- 3:00	**Cohort B & C** Virtual Circle & Small Group Family Engagement		**Cohort A & C** Virtual Circle & Small Group Family Engagement

Cohort A: In person 2 days a week/3 days a week of distance learning

Cohort B: In person 2 days a week/3 days a week of distance learning

Cohort C: 5 days a week of distance learning

AFTERNOON Part Day GenEd: *Option Two In-Person cohort (Based on Family Needs)*

	Monday & Tuesday	Wednesday	Thursday & Friday
8:00-9:00	Prep/Break	Prep/Break	Prep/Break
9:00- 11:00	**Cohort B & C** Virtual Circle & Small Group Family Engagement	**All Children** Virtual Circle & Small Group 9:00 - 11:00	**Cohort A & C** Virtual Circle & Small Group Family Engagement
11:00-12:00	Prep/Break	Prep and PD Cleaning	Prep/Break
12:00-3:00	In Person Instruction **Cohort A**		In Person Instruction **Cohort B**

Cohort A: In person 2 days a week/3 days a week of distance learning

Cohort B: In person 2 days a week/3 days a week of distance learning

Cohort C: 5 days a week of distance learning

The District will continue to negotiate additional impacts and effects of reopening schools as they are identified by the OEA during these unprecedented times.

Preschool Full Day GenEd/SPED SDC

Key
In person Instruction
Synchronous, Distance

MORNING Full Day GenEd/ SPED SDC Option One In-Person cohort (Based on Family Needs)

	Monday & Tuesday	Wednesday	Thursday & Friday
8:00-9:00	Prep/Break	Prep/Break	Prep/Break
9:00- 12:00	In Person Instruction	All Children Virtual Circle & Small Group 9:00 - 11:00	In Person Instruction
12:00-1:00	Break	Prep and PD Cleaning 11:00 - 3:00	Break
1:00-3:00	Distance Only Families Virtual Circle & Small Group		Distance Only Families Virtual Circle & Small Group

AFTERNOON Full Day GenEd/ SPED SDC Option Two In-Person cohort (Based on Family Needs)

	Monday & Tuesday	Wednesday	Thursday & Friday
8:00-9:00	Prep/Break	Prep/Break	Prep/Break
9:00 - 11:00	Distance Only Families Virtual Circle & Small Group	All Children Virtual Circle & Small Group 9:00 - 11:00	Distance Only Families Virtual Circle & Small Group
11:00-12:00	Break	Prep and PD Cleaning 11:00 - 3:00	Break
12:00-3:00	In Person Instruction		In Person Instruction

The District will continue to negotiate additional impacts and effects of reopening schools as they are identified by the OEA during these unprecedented times.

Elementary Hybrid Schedule

Key	
In person Instruction	
Synchronous, Distance	

	Monday & Tuesday	**Wednesday**	**Thursday & Friday**
8:30-9:00	Prep/Break	Prep/Break	Prep/Break
9:00 - 11:30	Synchronous instruction via Zoom	Synchronous instruction via Zoom	Synchronous instruction via Zoom
11:30 - 12:30	Prep and Lunch	Prep and PD Cleaning 12:30 - 3:00	Prep and Lunch
12:30 - 3:00	**Group A in person instruction**		**Group B in person instruction**
3:00-3:15	Teacher Prep Time		

The District will continue to negotiate additional impacts and effects of reopening schools as they are identified by the OEA during these unprecedented times.

Elementary Special Education Self-Contained Program (SDC) Schedule

Key
In person Instruction
Synchronous, Distance
Simultaneous in-person and distance (SPED only)

Blue = In-Person w/ Distance Group Facilitated by Support Staff Rotation
Yellow = Virtual Instruction for All

	Monday & Tuesday	Wednesday	Thursday & Friday
8:30-9:00	Flex: Prep, Planning, IEPs	Flex: Prep, Planning, IEPs	Flex: Prep, Planning, IEPs
9:00-11:30	Synchronous Hybrid Instruction: 9:00-9:20 Morning Meeting 9:20-9:50 Math Lesson 9:50-10:00 Move Break 10:00-10:30 ELA Lesson 10:30-11:00 ELA Rotation 1 11:00-11:30 ELA Rotation 2	Synchronous Virtual ONLY Instruction: 9:00-9:20 Morning Meeting 9:20-9:50 Science Lesson 9:50-10:00 Move Break 10:00-10:30 ELA Lesson 10:30-11:00 ELA Rotation 1 11:00-11:30 ELA Rotation 2	Synchronous Hybrid Instruction: 9:00-9:20 Morning Meeting 9:20-9:50 Math Lesson 9:50-10:00 Move Break 10:00-10:30 ELA Lesson 10:30-11:00 ELA Rotation 1 11:00-11:30 ELA Rotation 2
11:30-12:00	Student Lunch Teacher Lunch (30 min)	Student Lunch Teacher Lunch (30 min)	Student Lunch Teacher Lunch (30 min)
12:00-12:30	Prep, Planning, IEPs Movement Break for Students	Prep, Planning, IEPs Movement Break for Students	Prep, Planning, IEPs Movement Break for Students
12:30-2:00	Asynchronous / Rotations -In-person instruction -Virtual groups or check-ins	12:30-1:30pm Asynchronous / Rotations - Virtual groups or check-ins - Closing Meeting online	Asynchronous / Rotations -In-person instruction -Virtual groups or check-ins
2:00-2:30	Closing Meeting and Dismissal	1:30 - 3:15pm Professional Development	Closing Meeting and Dismissal
2:30-3:15	Flex: Prep, Planning, IEPs		Flex: Prep, Planning, IEPs

The District will continue to negotiate additional impacts and effects of reopening schools as they are identified by the OEA during these unprecedented times.

Sample Secondary Schedule

- In-person instruction is offered for all 6th grade students and all priority students in 7th-12th grades.
- The current distance learning schedule for all students remains intact to the extent possible.
- Schedules will vary based on the current distance learning schedules at each site. In-person for 6th grade and priority students may happen during a 4-hour Wednesday block or two 2-hour afternoon blocks. Schools will communicate their in-person schedules with families.

	Monday & Tuesday	Wednesday Green = 6th grade and priority groups; yellow = all other students)		Thursday & Friday
9:00 - 9:30	Advisory, Synchronous for all	Advisory, Synchronous for remote students		Advisory, Synchronous for all
9:30 - 10:30	Period x	Wednesday option for In-person advisory: Community building and study skills	Existing Distance Learning schedule for other students	Period x
10:30 - 10:40	Break			Break
10:40 - 11:40	Period y			Period y
11:40 - 12:10	Lunch	Lunch		Lunch
12:10 - 1:10	Period z	Enrichment or PE		Period z
1:10- 1:15	Break			Break
1:15- 3:15	Afternoon option for in-person advisory: Cohort A	Expanding Learning Options for students (after school, sports conditioning, etc.)		Afternoon option for in-person advisory: Cohort B
3:15 - on	Expanded Learning Options (after school, sports conditioning, etc.)			Expanded Learning Options (after school, sports conditioning, etc.)

![Oakland Unified School District logo] **OAKLAND UNIFIED SCHOOL DISTRICT** Community Schools, Thriving Students

The District will continue to negotiate additional impacts and effects of reopening schools as they are identified by the OEA during these unprecedented times.

Secondary Special Education Self-Contained Program (SDC) Schedules

Key
In person Instruction
Synchronous, Distance
Simultaneous in-person and distance (SPED only)

Blue = In-Person w/ Distance Group Facilitated by Support Staff Rotation
Yellow = Virtual Instruction for All

	Monday & Tuesday	Wednesday	Thursday	Friday
8:30-9	Flex Time: Prep, IEPs	Flex Time: Prep, IEPs	Flex Time: Prep, IEPs	Flex Time: Prep, IEPs
9-11:50	Synchronous Hybrid Instruction: 9:00-9:50: Period 1 9:50-10: Movement 10 - 10:50: Period 2 10:50-11: Movement 11-11:50: Period 3	Synchronous Hybrid Instruction: 9:00-9:50: Period 1 9:50-10: Movement 10 - 10:50: Period 2 10:50-11: Movement 11-11:50: Period 3	Synchronous Hybrid Instruction: 9:00-9:50: Period 1 9:50-10: Movement 10 - 10:50: Period 2 10:50-11: Movement 11-11:50: Period 3	Advisory (60 minutes) *60 minutes is the minimum synchronous instruction required on Fridays. Teachers may provide more synchronous service in accordance with schools' master schedule.*
11:50-12:30	Lunch	Students go home 11:50 - 12:05 Duty Free Lunch 12:05 - 12:35 Prep 12:35 - 1:35 Professional Learning 1:35 - 3:30	Lunch	IEP Case Management, Testing and Meetings, Lunch, Prep [Asynchronous Work for Students, Assisted by Support Staff, Synchronous Work in Alignment with Site Schedules]
12:30-1:15	Synchronous Hybrid Instruction: Small group 1		Synchronous Hybrid Instruction: Small group 1	
1:15-2	Synchronous Hybrid Instruction: Small group 2		Synchronous Hybrid Instruction: Small group 2	
2-2:15	Students go home (buses)		Students go home (buses)	
2:15-3:30	Prep *Support Staff Break Opportunity, then support virtual students with asynchronous work*		Prep *Support Staff Break Opportunity, then support virtual students with asynchronous work*	

The District will continue to negotiate additional impacts and effects of reopening schools as they are identified by the OEA during these unprecedented times.

Sample Schedule: Young Adult Program

Key
In person Instruction
Synchronous, Distance
Simultaneous in-person and distance (SPED only)

Blue = In-Person w/ Distance Group Facilitated by Support Staff Rotation
Yellow = Virtual Instruction for All

Student rotations in the afternoon will focus on community college coursework, continuing education practice, vocational skills development, SEL support and development, travel planning and mobility support, development of recreation and leisure skills, and IEP goal work.

	Monday	Tuesday	Wednesday	Thursday	Friday
830-9	Flex time: Prep, IEPs	Flex time: Prep, IEPs	Flex time: Prep, IEPs	Flex time: Prep, IEPs	Flex Time: Prep, IEPs
9-12p	Morning Meeting Small Student Group Rotations (Three Groups per Class)	Morning Meeting Small Student Group Rotations (Three Groups per Class)	Morning Meeting Small Student Group Rotations (Three Groups per Class) Students Exit 11:50 - 12:00	Morning Meeting Small Student Group Rotations (Three Groups per Class)	Advisory (60 minutes) *60 minutes is the minimum synchronous instruction required on Fridays. Teachers may provide more synchronous service in accordance with schools' master schedule.*
12-1230	Lunch	Lunch	Lunch	Lunch	IEP Case Management, Testing and Meetings, Lunch, Prep [Asynchronous Work for Students, Assisted by Support Staff, Synchronous Work in Alignment with Site Schedules]
1230-2	Community-Based Instruction in Small Student Groups Closing Meeting	Community-Based Instruction in Small Student Groups Closing Meeting	Asynchronous work for students, supported by staff as needed Professional Learning	Community-Based Instruction in Small Student Groups Closing Meeting	
2-215	Students Exit	Students Exit		Students Exit	
215-330	Prep, IEPs	Prep, IEPs	Prep, IEPs	Prep, IEPs	