

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT'S
PROPOSED MEMORANDUM OF UNDERSTANDING**

**Between
Sacramento City Unified School District
&
Sacramento City Teachers Association**

MOU- COVID-19 Instructional Programs—Distance Learning
2020-2021 School Year

August 13, 2020

Background

~~The unprecedented COVID-19 pandemic has affected our community and drastically altered the lives of our students, families, and community. The unexpected closure of our schools in March 2020 has impacted the physical, emotional, social, and educational needs of our students and caused high levels of stress and trauma to them and their families. As we plan to Return Together and reopen our schools on September 3, 2020, we recognize that a strong educational program is the center of restoring some normalcy to our students and employees, regardless of whether that program takes place in the physical or virtual school space. On July 2, 2020, the District shared its proposal on establishing health and safety protocols for our work sites for when employees return to the physical classroom space.~~

~~With this proposal centered on distance learning, we focus on our instructional program, specifically distance learning, and address the negotiable aspects of a return to learning either in a full or partial distance learning model. We know distance learning will be a critical component for instruction in the upcoming school year whether the District is in a full distance learning or a blended learning model. At the center of this proposal is the well-being of *all* of our students and the recognition of the need to “make up lost instructional time” our students may have experienced during the final months of school in spring 2020 and the typical summer slide that we expect to be more pronounced when we return in the fall.~~

~~This proposal is intended to ensure that the District complies with the legal requirements for offering distance learning, specifically, Senate Bill 98, which enacted Education Code sections 45300 to 45311 to govern distance learning for the upcoming school year, and follows the guidance issued by our educational leaders at the California Department of Education and our State Superintendent of Public Instruction Tony Thurmond. Keeping these legal requirements and guidance at the center of our proposal, the District presents a proposal that provides an equitable and intentional distance learning program that will meet the needs of *all* of our Sac City students and work to mitigate the learning loss that none of us could have prepared for, but so many of our students have experienced during this pandemic.~~

Intent

~~In making this proposal, the District intends to offer an instructional program that allows for us to *Return Together* and educate our students in a safe and professional setting, with options available to modify the instructional delivery system depending on the guidance from our Sacramento County Public Health Officer in our community.~~

~~The District's vision in preparing this proposal is to rise above and disrupt the current status quo of systemic inequity to meet the academic, social and emotional needs of all our students, especially our most vulnerable students at each school. We remain committed to offer instructional models during this pandemic that serve our students and abide by county public health orders and keep our students and staff healthy and safe.~~

~~The District has identified and developed plans to overcome the five key challenges to reopening: health and safety; lack of agreement; changing circumstances; time challenges; and public scrutiny. We commit to being agile and innovative, creative, equity focused, driven by stakeholder input, and evaluate and modify throughout the process to ensure student needs are met.~~

~~The District's proposal is driven by the following six guiding principles:~~

- ~~1. Commitment to grade level content and instructional rigor~~
- ~~2. Focus on the depth of instruction, rather than the pace~~
- ~~3. Prioritize content and learning~~
- ~~4. Maintain the inclusion of each and every learner~~
- ~~5. Identify and address gaps in learning through instruction. Monitor students' progress on grade level appropriate assessments and adjust supports based on student results.~~
- ~~6. Focus on the commonalities that students share in this time of crisis, not just on their differences~~

~~With these guiding principles in mind, and as demonstrated throughout this proposal, the District is committed to ensuring every student has access to direct live instruction every day with the option of participating in recorded instruction, later; targeted instructional supports for smaller groups of students who are identified as needing additional support; providing high quality instruction aligned to essential standards even during the challenging time this pandemic presents; assessing each and every student, both through thoughtful and understanding instruction, and through common assessments to identify student strengths and needs; professional learning for all staff on delivering high quality instruction; accountability to meet the needs of our English Learners and students receiving special education supports; weekly teacher communication; and monitoring and reporting with parents on student progress.~~

Proposal

This Memorandum of Understanding (MOU) is between the Sacramento City Unified School District (District) and the Sacramento City Teachers Association (SCTA), collectively "the

Parties,” regarding the distance learning instructional program that will be implemented as the Sac City schools start school for the 2020-2021 School Year.

~~During the 2019-2020 school year, the Parties recognized that there was a need to close schools and move to a distance learning model to allow for physical distancing and accommodate shelter in place orders by public health officials to prevent the spread of illness arising from COVID-19.~~

~~For the 2020-2021 school year, as the State of California and local government officials provide information regarding the mitigation measures needed to reopen schools, the Parties recognize that there are negotiable effects of the plan to reopen District schools for 2020-2021 school year.~~

~~At any time when the District’s schools are in the distance learning model due to recommendations from state and local health officials, whether in (1) full distance learning model, (2) a model that includes both distance learning and in person instruction, or (3) distance learning due to an emergency school closure, the following will apply.~~

A. Distance Learning Defined

~~As defined by the [California Department of Education](#), “distance learning” means instruction in which the student and instructor are in different locations. This may include interacting through the use of computer and communications technology, as well as delivering instruction and check in time with their teacher. Distance learning may include video or audio instruction in which the primary mode of communication between the student and instructor is on line interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology. It may also include the use of print materials incorporating assignments that are the subject of written or oral feedback.~~

Consistent with [Education Code section 43500\(a\)](#) “distance learning” means instruction in which the student and instructor are in different locations and student are under the general supervision of a certificated employee of the District. Distance learning may include, but is not limited to, all of the following:

- (1) Interaction, instruction, and check-ins between teachers and students through the use of a computer or communications technology.
- (2) Video or audio instruction in which the primary mode of communication between the student and [certificated employee](#) is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology.
- (3) The use of print materials incorporating assignments that are the subject of written or oral feedback.

1. Curriculum Content and Evaluation to Address and Mitigate Learning Loss

- a. While engaged in distance learning/teaching, unit members will plan their courses and plan for modifications to ensure the best possible continuity of instruction taking into account the changed access for students and

teachers. During distance learning, classroom teachers will emphasize the essential standards typically taught in that time period. Unit members will use the [Universal Design for Learning](#) and develop innovative activities to support teaching modalities that meet student needs.

- b. Consistent with [Education Code section 43503\(b\)](#), distance learning will include all of the following:
- (1) Confirmation or provision of access for all pupils to connectivity and devices adequate to participate in the educational program and complete assigned work.
 - (2) Content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.
 - (3) Academic and other supports designed to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, pupils with exceptional needs, pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.
 - (4) Special education, related services, and any other services required by a pupil's individualized education program pursuant to Section 56341, including the requirements of subparagraph (A) of paragraph (9) of subdivision (a) of Section 56345, with accommodations necessary to ensure that individualized education program can be executed in a distance learning environment.
 - (5) Designated and integrated instruction in English language development pursuant to Section 11300 of Title 5 of the California Code of Regulations for English learners, including assessment of English language proficiency, support to access curriculum, the ability to reclassify as fully English proficient, and, as applicable, support for dual language learning.
 - (6) Daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness. This interaction may take the form of internet or telephonic communication, or by other means permissible under public health orders. If daily live interaction is not feasible as part of regular instruction, the governing board or body of the local educational agency will develop, with parent and stakeholder input, an alternative plan for frequent live interaction that provides a comparable level of service and school connectedness.
- c. During periods of distance learning, unit members assigned to a classroom teaching position will provide a minimum of 240 minutes of instruction and student support to students per day, which will include both scheduled synchronous and asynchronous instruction to students:

The 240 minutes will be exclusive of designated English Language support; targeted structured support and interventions; planning; office hours; required-professional development; and faculty, department, and

grade level meetings. In providing daily instruction to students, unit members will ensure that they provide synchronous and asynchronous instruction and targeted structured support consistent with the following schedules:

2020-2021 School Schedules for Distance Learning

Grade level	Minimum minutes of SYNCHRONOUS instruction for all students A	Maximum minutes of synchronous TARGETED STRUCTURED SUPPORT based on student need B	Minimum minutes of ASYNCHRONOUS learning C	Total minimum minutes of learning each day A + B + C
TK-3	132	Up to 165	120 subtract B	252
4-6	152	Up to 165	120 subtract B	272
7-8	158	Up to 156	120 subtract B	278
7-8 Thurs	Some for all students	Up to 254	240 subtract B	240
9-12	175	Up to 171	120 subtract B	295
9-12 Thurs	Some for all students	Up to 286	240 subtract B	240

<p>SYNCHRONOUS whole group learning includes:</p> <ul style="list-style-type: none"> • Engagement • Direct instruction • Peer to peer learning 	<p>TARGETED STRUCTURED SUPPORT time includes:</p> <ul style="list-style-type: none"> • Small group instruction/<u>intervention</u> • Individual check ins • Designated ELD • Student supports, and social emotional check ins
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- d. Unit members who provide services to students with disabilities will follow the above instructional minute requirements to the extent such requirements do not conflict with a student’s individualized education plan (“IEP”). In the event there is a conflict with the above instructional minute requirements and a student’s IEP, the unit member will follow the IEP.
- e. Unit members will be responsible for certifying that they provided daily instructional time described above based on the time value of assignments as determined by the employee using the District’s designated form and/or process for certification.

- f. Unit members will utilize Google Classroom as their learning management system. Unit members will utilize other virtual tools or platforms to provide daily synchronous learning to their students consistent with the requirements outlined above.
- g. Classroom teachers continue to be responsible for lesson designing/planning that includes the following components:
 - Learning target/objective
 - Student engagement
 - Direct instruction
 - Student practice and peer to peer learning
 - Demonstration of student learning
 - Use of formative assessment and feedback
- h. In planning and delivering direct instruction, unit members will access and utilize scope and sequence strategies contained in the District’s scope and sequence guidelines attached as Attachment A.
- i. Consistent with Education Code section 43500, unit members will provide video or audio instruction in which the primary mode of communication between the student and employee is online interaction, instructional television, video telecourses, or other instruction that relies on computer or communications technology. Such instruction will be recorded to allow students and families to access the instruction based on family and student need.

2. Assessing Student Learning to Ensure Robust Distance Learning and Mitigate Learning Loss

To implement a meaningful, consistent, and robust assessment process to address student learning loss, the Parties agree to the following:

- a. The District will develop and schedule assessments to identify specific areas where instruction or intervention may be needed to improve student learning.
- b. Certificated unit members will develop and implement a plan to meet the social–emotional needs of their student prior to administering an assessment. Examples include greetings and a warm-up game (with physical distancing) to ease anxiety, prior to asking students to demonstrate learning.
- c. The District will provide interventions for students as necessary, and such interventions may include sessions with an intervention provider or specialist through video conference, scaffolding for specific task

assignments, pre-highlighted texts, more frequent feedback or check-ins, time management supports, or maintaining a daily written agenda.

- d. Certificated unit members will develop formative and progress monitoring assessments throughout their lessons and will provide actionable information about student’s learning status relative to the desired lesson goal. Certificated staff will use data from assessments to adjust their instruction, identify those in need of further intervention and enrichment, and ensure student progress towards learning goals. Formative assessment examples may include collecting exit tickets through Google Classroom at the end of each class session, whether online or in person; using an opener to reinforce skills and check for understanding on concepts recently taught; giving students opportunities to share what is working and what is not working; or continuing to provide ample opportunity for discussion and meaningful content interaction with students through high-order thinking questions.
- e. The District will provide and teachers will engage in professional learning for teachers on assessments.
- f. Unit members will clearly establish learning goals and will explicitly communicate such goals to students. This may include providing students with an essential question or learning goal at the beginning of instruction, and frequently referring back to the question or goal. In the distance learning context, this can include prominently posting the learning goal or essential question on a teacher’s web page, asking students to keep a learning log to track their key learnings throughout a lesson or unit, or weekly check-ins that require students to respond to the essential question using information from the week’s lessons and activities.
- g. ~~Unit members will utilize Google Classroom and provide students with quiz-style assessments that they can complete synchronously or asynchronously.~~
- h. ——— The Parties will utilize the resources and tools outlined in the [California Department of Education’s \(“CDE”\) Guidance of Diagnostic and Formative Assessments](#) when developing policies and procedures for implementing diagnostic assessments, formative assessments, and summative assessments.

4. Collaboration to Improve Student Outcomes

- a. Unit members will collaborate while they are engaged in distance learning using ~~either in person or virtual meetings to the extent allowed under the applicable health orders.~~

- b. Consistent with section 5.11 of the CBA, unit members will collaborate while engaged in the distance learning plan. It is expected any collaboration meetings will be conducted via electronic platforms or in a manner consistent with the then-current directives and our guidance from city, county, or state officials.
- c. Consistent with section 5.10 of the CBA, Directors, principals, or designees will schedule virtual staff meetings for purposes, of including, but not limited to, facilitating and implementing distance learning. The day and time for the staff meeting will remain as stated in the CBA.

4. Professional Development to Enhance Instruction

- a. All unit members will complete the three self-paced modules for Universal Design for Learning (a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn), including: (a) Mindset, (b) Frame, and (c) Lesson Delivery, in Spring 2020, will complete these modules and the corresponding processing guides and submit the processing guides to their principal or supervisor on or August 31, 2020. The time to complete the three (3) modules is approximately one (1) hour per module for a total of three (3) hours.
- b. All unit members will complete the a District-provided self-paced online professional development related to the use of Google Classroom to provide support for ongoing distance learning instruction in Spring 2020, will complete this online professional development and certify completion to their principal on or before August 31, 2020. The expected time for self-paced training is approximately up to six (6) hours, but may vary depending on familiarity with Google Classroom.
- c. The one-professional development day provided for in section 5.2.1 of the CBA will be moved to September 2, 2020 to allow for a full day of professional development on distance learning. In addition, for the 2020-2021 school year only, an additional two days with pay for professional development focused on the delivery of robust instruction to students via distance learning will be added on August 31 and September 1, 2020, to allow for additional professional development prior to reopening District schools.
- d. The District's professional development on delivering instruction in a distance learning environment will focus on the following:
 - i. Providing planning time and infrastructure that will allow unit members to discuss real-time feedback from students.

- ii. Providing planning resources to work together to design and lead changes in the classrooms.
- iii. Development of a framework for what data will be collected as a feedback loop on student's experience to inform planning and how such data will be collected.
- iv. Development of framework for how the District will ensure students with disabilities and other special populations are fully integrated into every aspect of preparation and participation of the instruction model.
- v. Utilization of Universal Design for Learning (UDL) during instructional planning time.
- vi. Discussion on how certificated unit members will engage with the students to determine learning barriers and develop innovative ways to meet their needs.
- vii. Development and provision academic and social-emotional supports or interventions to be provided to students who are struggling with the instructional model.
- viii. Strategies on how to ensure the needs of all students are addressed.

5. Ensuring the Social Emotional Learning of our Students

- a. As students are adapting to the new instructional models, unit members will work to address their social and emotional well-being by:
 - i. Providing students with non-academic focused check-ins.
 - ii. Providing students with age-appropriate lessons on the science behind infection.
 - iii. Continue to address social emotional learning even when students are engaged in distance learning and utilize the list of resources provided by the CDE for supporting students during distance learning found here: <https://www.cde.ca.gov/ci/se/seldistance.asp>.

6. Serving Students with Disabilities During Distance Learning

- a. In addition to the other requirements outlined throughout this agreement, the parties agree to ensure a Free Appropriate Public Education (FAPE) under the Individuals with Disabilities Education Act, and therefore agree to do the following:
 - i. Provide required instructional minutes as set forth above and consistent with each student's IEP.
 - ii. Work with each family and student through the IEP process to determine what FAPE looks like for each student and family during COVID-19, which may require changes to the IEP developed pre- COVID-19.

- iii. Make required changes to each student’s IEP to address the duration and overarching changes to education delivery and contingency plan for pivoting in and out of distance learning.
 - iv. Use the District’s models for all students as the basis for establishing FAPE.
 - v. Ensure children with disabilities are included in all offerings of school education models by using the IEP process to customize educational opportunities and provide supports when necessary.
 - vi. Use annual IEP to plan for traditional school year and while not required, include distance learning plans or addendums, where necessary, to address distance learning needs during immediate or future school site closures.
- b. Special education teachers and case managers will maintain service logs documenting all instruction and upload to SEIS not less than weekly.
- c. Special education teachers/case managers will work collaboratively with core content teachers to accommodate or adapt lessons to meet the needs of students in a distance learning environment and ensure that lessons and activities are appropriate, as documented in the student’s IEP and the recommendations identified by the administration.
- d. Students with disabilities will be offered continuity of learning through a variety of distance learning resources, ~~and in-person learning options,~~ as appropriate.
- e. ~~For students who are placed in a Special Day Class (SDC), the District will provide both a blended learning and a distance learning option. This is due to the small number of students in these classes, which allows for students to maintain safe physical distancing, while still being at a physical school site for instruction. Parents of students enrolled in the District’s SDC programs will also have the option to enroll their child in the District’s distance learning option. However, should they choose to enroll in the distance learning options, there will be changes to the manner and delivery of special education services, as necessary, in an online environment.~~
- f. ~~Related Service Providers (Adapted PE, etc.), will prepare appropriate distance learning activities that can be performed by students at home, as appropriate, to provide students with the opportunity to work on specific skill areas to provide educational benefit, maintain current progress, and prevent regression towards identified goals. All Related Service Providers will maintain service logs and upload them to SEIS no less than weekly.~~

- gf. Virtual tools will be used to hold any necessary IEP meetings and to meet and collaborate on a student's IEP, to the extent allowed by law.
- hg. School Psychologists and mental health counseling staff will provide virtual or telephone appointments to students for social, emotional and/or behavioral needs as deemed necessary by the District in consultation with the psychologists, as well as communicate with families to provide support. Any appointments scheduled may be conducted by telephone or virtual tools, to the extent allowed by law and as appropriate given the student's needs. Service logs will be maintained and uploaded to SEIS not less than weekly.
- ih. Counselors will provide virtual or telephone appointments to students for academic counseling, monitoring, and guidance as well as college/career questions. These appointments or conversations may be conducted via email, telephone, or other virtual tools, as deemed appropriate, to the extent allowed by law and as appropriate given the student's needs. Service logs will be maintained and upload as required.
- ji. Speech and Language Pathologist will provide individual and/or group virtual lessons. These lessons may be conducted via email, by telephone, or other virtual tools, as deemed appropriate, to the extent allowed by law.
- kj. The Parties agree to meet at the request of either party to discuss implementing guidance from the California Department of Education and/or United States Department of Education in order to ensure that the District provides equitable and appropriate education for students with special needs.

7. Monitoring Student Engagement and Attendance

- a. Consistent with [Education Code section 43504](#), unit members will monitor student engagement and attendance as follows:
 - i. Track daily participation for each student on each schoolday for which distance learning is provided using the tracking system determined by the District. Daily participation may include participation in online activities, completion of regular assignments, completion of assessments, and contacts between employees and students or parents.
 - ii. Maintain a weekly engagement record for each student documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participating, and tracking assignments.
 - iii. For students who are not engaged in distance learning, unit members will follow the District's written procedures for tiered

reengagement strategies, including but not limited to verification of current contact information, daily notification to parents/guardians of absences, plan for outreach with the student, and, when feasible, transitioning the student to full time in person instruction.

- b. Unit members will regularly communicate with parents/guardians regarding students' academic progress.

8. Communication with Parents/Guardians and Students

- a. Unit members will check their District email daily during the regular work week and respond to emails from parents and students that require a response during the regular work week and during contracted work hours within 24 hours.
- b. Unit members will not be required to provide personal cell phone numbers or email addresses in communications with parents or students.
- c. Every Monday, or the first workday after if Monday is a holiday, unit members will inform parents/students on a form provided by the District of their instruction schedule, their learning intentions for each day of the week, the unit member's availability to provide support through Targeted Structured Support or other means, and dates on which assignments and curriculum will be disseminated and due to be returned during the week. The teacher's individual schedule and availability will align with the instructional schedule established by the District to meet health and safety protocols as State and county officials.
- d. Unit members will hold a virtual back to school night for parents and guardians to share important updates about their class, expectations for students, critical dates, and student activities.

9. Grading and Feedback to Students During Distance Learning

Unit members will grade students consistent with the District's grading processes as set forth in Education Code and District policies and regulations.

10. Evaluation, Support, and Feedback to Employees During Distance Learning

All of the provisions of the CBA regarding evaluations will continue to apply to certificated bargaining unit members during the 2020-2021 school year and any evaluation-related meetings or observations that are typically conducted in-person will be held virtually while the District is engaged in a full distance learning model.

11. Equipment, Training, and Technical Support for Distance Learning

- a. The District will continue to provide computers and work with unit members, including child development, who have internet connectivity issues so that they can continue to deliver distance learning ~~as was done in Spring 2020~~. Unit members will maintain District equipment in good repair and order but will not be liable for damage to District equipment that occurs for reasons beyond the unit member's control.
- b. Unit members are not authorized to incur additional personal expenses due to distance learning and should use existing District technology and equipment at a school site specified by the District.
- c. The District will provide unit members with online access to District provided technical support. This may include access to technical support personnel, helplines, and other technical support from District vendors and/or staff, as well as instruction on distance learning platforms and instructional materials. Technology/instructional on call support will be available to staff during their regular work hours for any distance learning support needed.
- d. District employees using district-provided technology, whether hardware or software, including district networks, emails, and applications, are included within the parameters of the District's Acceptable Use Policy, previously signed by all unit members; thus, unit members acknowledge that, using their own personal devices (e.g., mobile phone, laptop, etc.) and internet, but using District-provided applications, makes the District's Acceptable Use Policy applicable. Unit members agree to comply with the District's Acceptable Use Policy when working remotely (e.g. using District provided e-mail, logging into district resources (e.g., Google Drive) etc.).

12. Employee Work Hours

- a. While engaged in distance learning, unit members are expected to continue to work their regular work hours (6.5 hours for classroom teachers unless otherwise stated in the CBA and 8.0 hours for nonclassroom educators or prorated portion thereof for part time employees) in which they will provide the required daily instructional minutes to students, and to engage in planning and preparation time, and collaboration time with their colleagues, in addition to responding to student and parent emails, phone calls, and questions, and participating in faculty meetings and professional development.
- b. Unit members will have the ability to access their school site and classroom while the District is using the distance learning model for

purposes of facilitating distance learning and teaching from their classroom, provided they follow any state and federal orders regarding physical distancing and health and safety measures.

- c. All necessary adults who supervise and support, teach, or assist in the classroom such as administrators, prep teachers, RSP teachers, and paraprofessionals should be given access in Google Classroom to allow them to perform their duties and support the classroom teacher.

- 13. **Limited Agreement.** This MOU addresses only the distance learning aspects of reopening schools for the 2020-2021 school year and does not preclude continued discussions between the District and SCTA on other working conditions related to the reopening of schools.
- 14. **Term of Agreement.** This MOU expires on June 30, 2021, unless the Parties mutually agree to extend it.

Attachment A

The updated scope and sequences in math and ELA are as follows:

- o [20-21 Scope and Sequence for ELA](#)
- o [20-21 Scope and Sequence for Math](#)

Attachment B

PRIMARY ELEMENTARY (TK – 3)

Time	Mon	Tues	Wed	Thurs	Fri
66 minutes	Synchronous whole group learning: ELA / ELD	Synchronous whole group learning: ELA / ELD	Synchronous whole group learning: ELA / ELD	Synchronous whole group learning: ELA / ELD	Synchronous whole group learning: ELA / ELD
60 minutes	Targeted structured support	Targeted structured support	Targeted structured support	Targeted structured support	Targeted structured support
45 minutes	Targeted structured support	Prep Period	Targeted structured support	Prep Period	Targeted structured support
40 minutes	Lunch	Lunch	Lunch	Lunch	Lunch
66 minutes	Synchronous whole group learning: Math / Science / Social Science	Synchronous whole group learning: Math / Science / Social Science	Synchronous whole group learning: Math / Science / Social Science	Synchronous whole group learning: Math / Science / Social Science	Synchronous whole group learning: Math / Science / Social Science
60 minutes	Targeted structured support	Targeted structured support	Targeted structured support	Collaborative Time	Targeted structured support

Each day includes a minimum of:

- 132 minutes of synchronous instruction for all students
- 120 minutes of assignments to be completed asynchronously (some students will work on assignments synchronously in targeted structured support)

Whole group synchronous lessons will be recorded and stored in Google classroom, so students who cannot engage in live instruction can engage asynchronously. All students can re-watch lessons as needed.

INTERMEDIATE ELEMENTARY (4 – 6)

Time	Mon	Tues	Wed	Thurs	Fri
76 minutes	Synchronous whole group learning: ELA / ELD	Synchronous whole group learning: ELA / ELD	Synchronous whole group learning: ELA / ELD	Synchronous whole group learning: ELA / ELD	Synchronous whole group learning: ELA / ELD
60 minutes	Targeted structured support	Targeted structured support	Targeted structured support	Targeted structured support	Targeted structured support
45 minutes	Targeted structured support	Prep Period	Targeted structured support	Prep Period	Targeted structured support
40 minutes	Lunch	Lunch	Lunch	Lunch	Lunch
76 minutes	Synchronous whole group learning: Math / Science / Social Science	Synchronous whole group learning: Math / Science / Social Science	Synchronous whole group learning: Math / Science / Social Science	Synchronous whole group learning: Math / Science / Social Science	Synchronous whole group learning: Math / Science / Social Science
60 minutes	Targeted structured support	Targeted structured support	Targeted structured support	Collaborative Time	Targeted structured support

During distance learning, each day includes a minimum of:

- 152 minutes of synchronous instruction for all students
- 120 minutes of assignments to be completed asynchronously (some students will work on assignments synchronously in targeted structured support)

Whole group synchronous lessons will be recorded and stored in Google classroom, so students who cannot engage in live instruction can engage asynchronously. All students can re-watch lessons as needed.

MIDDLE SCHOOL

Depending on prep period, teachers would have 2 preps on the same day, twice a week (4 preps) and one prep on CT Thursday. This is a total of 5 preps every week.

Time	Mon	Tues	Wed	Thurs (Times adjusted for CT)	Fri
54 minutes	Period 1 Synchronous whole group learning:	Period 4 Synchronous whole group learning:	Period 1 Synchronous whole group learning:	Period 1: 44 minutes Synchronous whole group or targeted structured support	Period 4 Synchronous whole group learning:
52 minutes	Period 2 synchronous whole group learning	Period 5 synchronous whole group learning	Period 2 synchronous whole group learning	Period 2: 42 minutes Synchronous whole group or targeted structured support	Period 5 Synchronous whole group learning
52 minutes	Period 3 Synchronous whole group learning	Period 6 Synchronous whole group learning	Period 3 Synchronous whole group learning	Period 3: 42 minutes Synchronous whole group or targeted structured support	Period 6 Synchronous whole group learning
40 minutes	Lunch	Lunch	Lunch	Lunch: 40 minutes	
52 minutes	Period 1 Targeted structured support	Period 4 Targeted structured support	Period 1 Targeted structured support	Period 4: 42 minutes Synchronous whole group or targeted structured support	Period 4 Targeted structured support
52 minutes	Period 2 Targeted	Period 5 Targeted	Period 2 Targeted	Period 5: 42 minutes	Period 5 Targeted

	structured support	structured support	structured support	Synchronous whole group or targeted structured support	structured support
52 minutes	Period 3 Targeted structured support	Period 6 Targeted structured support	Period 3 Targeted structured support	Period 6: 42 minutes Synchronous whole group or targeted structured support	Period 6 Targeted structured support
				Collaborative Time: 60 minutes	

10 minute passing periods to allow for tech access

Mon, Tues, Wed and Fri include a minimum of:

- 158 minutes of synchronous instruction for all students
- 120 minutes of assignments to be completed asynchronously (some students will work on assignments synchronously in targeted structured support) - 40 minutes each for 3 subjects

Thursday includes:

- Some synchronous learning for all students in either whole group or targeted structured support sessions
- A minimum of 240 minutes of assignments to be completed asynchronously, subtract the time students have engaged synchronously - 40 minutes each for 6 subjects

Whole group synchronous lessons will be recorded and stored in Google classroom, so students who cannot engage in live instruction can engage asynchronously. All students can re-watch lessons as needed.

HIGH SCHOOL

Time	Mon	Tues	Wed	Thurs (Times adjusted for CT)	Fri
61 minutes	Period 1 Synchronous whole group learning:	Period 4 Synchronous whole group learning:	Period 1 Synchronous whole group learning:	Period 1: 51 minutes Targeted structured support:	Period 4 Synchronous whole group learning:
57 minutes	Period 2 synchronous whole group learning	Period 5 synchronous whole group learning	Period 2 synchronous whole group learning	Period 2: 47 minutes Targeted structured support:	Period 5 Synchronous whole group learning
57 minutes	Period 3 Synchronous whole group learning	Period 6 Synchronous whole group learning	Period 3 Synchronous whole group learning	Period 3: 47 minutes Targeted structured support:	Period 6 Synchronous whole group learning
40 minutes	Lunch	Lunch	Lunch	Lunch: 40 minutes	Lunch
57 minutes	Period 1 Targeted structured support	Period 4 Targeted structured support	Period 1 Targeted structured support	Period 4: 47 minutes Targeted structured support:	Period 4 Targeted structured support
57 minutes	Period 2 Targeted structured support	Period 5 Targeted structured support	Period 2 Targeted structured support	Period 5: 47 minutes Targeted structured support:	Period 5 Targeted structured support
57 minutes	Period 3 Targeted	Period 6 Targeted	Period 3 Targeted	Period 6: 47 minutes	Period 6 Targeted

	structured support	structured support	structured support	Targeted structured support:	structured support
				Collaborative Time: 60 minutes	

Depending on prep period, teachers would have 2 preps on the same day, twice a week (4 preps) and one prep on CT Thursday. This is a total of 5 preps every week.

Mon, Tues, Wed and Fri include a minimum of:

- 175 minutes of synchronous instruction for all students
- 120 minutes of assignments to be completed asynchronously (some students will work on assignments synchronously in targeted structured support) - 40 minutes each for 3 subjects

Thursday includes:

- Some synchronous learning for all students in either whole group or targeted structured support sessions
- A minimum of 240 minutes of assignments to be completed asynchronously, subtract the time students have engaged synchronously - 40 minutes each for 6 subjects

Whole group synchronous lessons will be recorded and stored in Google classroom, so students who cannot engage in live instruction can engage asynchronously. All students can re-watch lessons as needed.