

**First Addendum  
to  
Memorandum of Understanding, dated October 23, 2020,  
between EGUSD and EGEA for the 2020-2021 School Year,  
regarding Section A, School Closures and Openings  
(In-Person/Concurrent Instructional Model)**

**February 19, 2021**

This is an Addendum Agreement (“Addendum Agreement”) to replace and revise portions of Section A of the Memorandum of Understanding (“October 23, 2020 MOU”) between Elk Grove Unified School District (District) and Elk Grove Education Association (EGEA), dated October 23, 2020, as described in this Addendum Agreement below.

Accordingly, in the interest of complying with California and County Department of Public Health Guidance and the Governor’s Orders regarding the implementation of the In-Person/Concurrent Instructional Model during the 2020-2021 school year and to address the working conditions of EGEA unit members providing instruction, the Parties agree to the following:

The Parties agree to revise and replace Section A of the October 23, 2020 MOU as follows:

1. Section A (1.) The Parties agree that the District shall have the sole and exclusive discretion working in consultation with the State and County Health officials and in compliance with State and County Health orders to determine whether a school is closed, opened under an In-Person/Concurrent Instructional Model, fully reopened to in-person instruction, or reopened after partial or full closure.
2. Section A (2.) The Parties agree that the attached calendars and In-Person/Concurrent Instructional Model grade level schedules shall apply and are subject to adjustment as necessary. Any adjustments to the schedule will be done through the meet and confer process between EGEA and the District.
3. A (3.) County Tier Metrics. The following relevant metrics will be used to guide decision-making, and the District will consult with EGEA prior to announcing school closures and openings.
  - a. Grades Pre-Kindergarten through Sixth (PreK-6). PreK-6, including PreK-6 Self-Contained Special Education classes, shall reopen for In-Person/Concurrent instruction when the State’s adjusted COVID-19 case rate for Sacramento County falls below 25 cases per 100,000 population.

- b. Grades Seventh through Twelfth (Grades 7-12).  
Grades 7-12, including Grades 7-12 Self-Contained Special Education classes, shall reopen for In-Person Concurrent instruction when the State's adjusted COVID-19 case rate for Sacramento County is equal to 7 or less than 7 cases per 100,000 population and is within the Red Tier for 5 consecutive days.

4. A (3.1) Full Distance Learning Model Return.

The District shall comply with California Department of Public Health Guidance regarding any return to full distance learning.

If the State's adjusted COVID-19 case rate for Sacramento County exceeds 25 cases per 100,000 population or greater, all grade levels shall return to the full distance learning model. If State or County guidelines become more restrictive, EGEA and EGUSD will meet and confer.

5. In-Person Concurrent Model Implementation Plan.

- a. If Sacramento County achieves the metrics included in Section A (3.) (a.) and/or A (3.) (b.) above, the District will reopen consistent with the following:
- b. The In-Person/Concurrent Instructional Model shall be consistent with the attached Student Instructional Schedules with adjustments made as needed through the meet and confer process. (See Attached Schedules.)
- c. Once the metrics in Section A (3.) are achieved, the Parties agree that the District will be phasing in the In-Person/Concurrent Instructional Model with students in the following order and dates, and based on the following grade levels:

- i. **For Grades TK-3 on Year Round Tracks B, C, D and all respective Special Education Programs and Services:** March 11 and March 12, 2021 are designated as on-site staff preparation days that will be comprised of 90 minutes of synchronous instruction through distance learning. All students will participate in the required daily instructional minutes, with asynchronous activities making up the difference between the 90 minutes synchronous instruction and the total instructional minutes required by law. Unit members serving this population of students will be required to be on-site commencing March 11, 2021. On March 16 and March 17, 2021, students shall return for In-Person/Concurrent instruction.

For PreK-3 students on the **Traditional Calendar, Jesse Baker School (PreK-grade 12 and through age 22)**, the on-site preparation days for staff will occur on March 23 and March 24, 2021. On March 25 and March 26, 2021, students shall return for In-Person/Concurrent instruction.

**\*\*ALL self-contained Classes PreK-grade 12 and through age 22 on Traditional Calendars** will return according to these same timelines: on-site staff preparation days March 23 and March 24, 2021; students shall return on March 25 and March 26, 2021. Please note that all self-contained Special Education Programs and Services for all grades 7 – 12 and up to and including programs serving students who are age 22 will be included provided that the criteria in Section A(3)(b) of this addendum is met relative to the County Tier Metrics. (ALL self-contained classes grades 4-6 on Traditional Calendars will return according these timelines above.)

For **PreK-3 students on the Modified Traditional Calendar** and ALL self-contained PreK-6 Special Education Programs on the Modified Traditional Calendar, the on-site preparation days for staff will occur on March 30 and March 31, 2021. On April 1 and April 2, 2021, students shall return for In-Person/Concurrent instruction.

ii. **For Grades TK-6 on Year Round Calendar Track A and all respective Special Education Programs and Services:** March 30 and March 31, 2021 are designated as on-site staff preparation days that will be comprised of 90 minutes of synchronous instruction through distance learning. All students will participate in the required daily instructional minutes, with asynchronous activities making up the difference between the 90 minutes synchronous instruction and the total instructional minutes required by law. Unit members serving this population of students will be required to be on-site commencing March 30, 2021. On April 1 and April 2, 2021, students shall return for In-Person/Concurrent instruction.

iii. **For Grades 4-6 on Year Round Calendar Tracks C and D and all respective Special Education Programs and Services.** March 18 and March 19, 2021 are designated as on-site staff preparation days that will be comprised of 90 minutes of synchronous instruction through distance learning. All students will participate in the required daily instructional minutes, with asynchronous activities making up the difference between the 90 minutes synchronous instruction and the total instructional minutes required by law. Unit members serving this population of students will be required to be on-site commencing March 18, 2021. On March 23 and March 24, 2021, students shall return for In-Person/Concurrent instruction.

iv. **For Grades 4-6 on Year Round Calendar Track B and all respective Special Education Programs and Services.** March 23 and March 24, 2021 are designated as on-site staff preparation days that will be comprised of 90 minutes of synchronous instruction through distance learning. All students will participate in the required daily instructional minutes, with asynchronous activities making up the difference between the 90 minutes synchronous instruction and the total instructional minutes required by law. Unit members serving this population of students will be required to be on-site commencing March 23, 2021. On April 28 and April 29, 2021, students shall return for In-Person/Concurrent instruction.

v. **For Grades 4-6 on Traditional Calendar.** March 30 and March 31, 2021 are designated as on-site staff preparation days that will be comprised of 90 minutes of synchronous instruction through distance learning. All students will participate in the required daily instructional minutes, with asynchronous activities making up the difference between the 90 minutes synchronous instruction and the total instructional minutes required by law. Unit members serving this population of students will be required to be on-site commencing March 30, 2021. On April 1 and April 2, 2021 students shall return for In-Person/Concurrent instruction.

vi. **For Grades 4-6 on the Modified Traditional Calendar.** April 6 and April 7, 2021 are designated as on-site staff preparation days that will be comprised of 90 minutes of synchronous instruction through distance learning. All students will participate in the required daily instructional minutes, with asynchronous activities making up the difference between the 90 minutes synchronous instruction and the total instructional minutes required by law. Unit members serving this population of students will be required to be on-site commencing April 6, 2021. On April 8 and April 9, 2021, students shall return for In-Person/Concurrent instruction.

vii. Elementary Education and EGEA will meet and confer regarding a plan for designating a time to train elementary students on the safety and mitigation protocols for in-person learning on the first day of in-person instruction.

viii. **Secondary Grades 7-12.** For Secondary Grades 7-12, March 30, and March 31, 2021 are designated as on-site staff preparation days that will be comprised of a modified class schedule that will be developed through the meet and confer process with EGEA and the District. The March 30 and March 31, 2021 schedule will be comprised of 20 minutes of synchronous instruction for each class in the 4 x 4 block schedule and 30 minutes of synchronous instruction for each class in the 3 x 4 block schedule. The remaining instructional day for students shall be asynchronous through distance learning. All students will participate in the required daily instructional minutes required by law. Unit members serving this population of students will be required to be on-site commencing March 30, 2021. The Parties agree that SB 98 and SB 820 instructional minute requirements shall be satisfied on each of the above instructional days. Unit members serving Secondary Grades 7-12 will be required to be on-site commencing March 30, 2021. On April 1 and April 2, 2021, students shall return for In-Person/Concurrent instruction provided that the criteria in Section A(3)(b) of this addendum is met relative to the County Tier Metrics. Secondary Education will explore orientation events for upcoming seventh and ninth graders. Participation in such orientation events shall be voluntary for unit members.

ix. **Self-Contained Classes Grades 7-12 and Up to Age 22.** The Parties agree to meet and confer to consider ways to provide services and supports for Students with Disabilities in Self Contained Classes, grades 7 through 12 and up to age 22, while still engaged in the full distance learning model.

6. The Parties understand and agree that the Associate Superintendent or designee will communicate decisions regarding changes to working conditions to EGEA. The Parties agree to negotiate any effects of decisions related to COVID-19 with EGEA as soon as practical under the then current circumstances.

7. **Emergency Closure and Reopening.** The Parties agree that during the remainder of 2020-2021 school year that the District may transition from one instructional model to another as a result of any State/County/District order:

a. Student instruction and services through the Distance Learning Model; and

b. Student instruction and services in-person through the partial in-person instructional learning models; and

c. Student instruction and services through the full in-person model.

8. Vaccinations.

The Parties agree that the District will continue to seek opportunities to participate in partnerships with other agencies to provide unit members with opportunities to access vaccines to the greatest degree possible outside of contract work hours. Every attempt will be made to facilitate staff member vaccinations as soon as possible. Unit members will make an effort to schedule vaccination appointments outside of contractual hours. If unit members must make an appointment during the contractual day, they will work with their site administrator on how to accommodate.

9. COVID-19 Testing.

The parties agree that the District will comply with all State orders and directives regarding testing cadences. The District will continue to partner with other agencies to provide unit members with testing opportunities to be tested locally.

10. COVID-19 Accommodations.

The parties agree that once unit members have had the opportunity to be fully vaccinated (two weeks after the second dose), existing accommodation plans shall be reviewed and updated. The District shall continue to honor accommodation plans until the unit member has the opportunity to be fully vaccinated and the accommodation plan has been revisited by the District. Unit members shall be required to submit updated medical verification to the District regarding restrictions and requested reasonable accommodations. EGUSD will continue to work to make reasonable accommodations for those individuals with underlying health conditions and/or those caregiving for individuals with underlying health conditions.

11. Site Checklists.

The Parties agree to work collaboratively towards the creation and implementation of site safety checklists that will be completed by site principals a week before the first day of on-site staff preparation days; these safety checklists will be shared with staff by the site principal.

12. Report Card Schedule for Elementary Calendar: Tracks B and D.

The Parties agree to meet and confer to consider ways to accommodate B and D Track teachers who will be preparing for both the transition to the In-Person/Concurrent instruction model and preparing/completing report cards.

13. Supervision Responsibilities of Secondary Self-Contained Classroom Teachers during Preparation Time Prior to Secondary General Education Students returning to In-Person/Concurrent Instruction. Secondary Education and Special Education Divisions will work collaboratively with EGEA leadership to address any preparation time lost by Self Contained Classroom teachers.

14. The Parties agree that this Addendum Agreement, when read together with the October 23, 2020 MOU, represents the complete agreement between the Parties regarding changes to Section A of the October 23, 2020 MOU regarding School Closures and Openings (In-Person/Concurrent Instructional Model). If there is a conflict between the provisions in this Addendum Agreement and the October 23, 2020 MOU, the provisions of this Addendum Agreement shall apply and take precedence. The Parties agree that there are no other verbal or written understandings in addition to these MOUs that are dated prior to the date of this Addendum Agreement and the October 23, 2020 MOU.

15. The Parties agree that these MOUs shall not create a precedent for any purpose and shall expire on June 30, 2021.

For EGEA

Margaret ELO  
[Signature]  
[Signature]  
Maria Jackson

Dated: 2/22/21

For EGUSD

[Signature]  
[Signature]  
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Dated: 2/22/21

## TK/Kinder: In-Person/Distance Learning (DL) Rotation Schedule for **YR & ModT/T**

Time	Monday		Tuesday/Thursday	Time	Wednesday/ Friday
7:50 - 8:00	Set up	7:45 7:50 - 8:00	Teacher Arrival -Student Arrival/Teacher doors open	7:45 7:50 - 8:00	Teacher Arrival -Student Arrival/ Teacher doors open
8-11:10 (YR)  8-11:00 (MT/T)  Students will have a minimum of 190 min (YR) 180 (ModT/T) daily minutes of instructional engagement throughout the school day; total minutes of student engagement will vary based on instructional need and pace of independent practice.	DL for all students  Synchronous/ Asynchronous instructional period.  Asynchronous not to exceed 70/60 min. in <i>this block period only.</i>	8-10:00 (YR) 8-10:00 (MT/T)  Students will have a minimum of 190 min YR (180 ModT/T) daily minutes of instructional engagement throughout the school day; total minutes of student engagement will vary based on instructional need and pace of independent practice.	Teacher 1: (Cohort A) IN PERSON  Teacher 2: (Cohort A) DISTANCE LEARNING  (Asynchronous activity of 70/60 min. will be assigned <i>in addition to this block period only.</i> )  *In addition to the regular day, a minimum of 15 minutes of asynchronous activities will be assigned and required for all students to make up for breaks  *Grab and go meals available for in person students	8-10:00 (YR) 8-10:00 (MT/T)  Students will have a minimum of 190 min YR (180 ModT/T) daily minutes of instructional engagement throughout the school day; total minutes of student engagement will vary based on instructional need and pace of independent practice.	Teacher 1: (Cohort A) DISTANCE LEARNING  Teacher 2: (Cohort A) IN PERSON  (Asynchronous activity of 70/60 min. will be assigned <i>in addition to this block period only.</i> )  *In addition to the regular day, a minimum of 15 minutes of asynchronous activities will be assigned and required for all students to make up for breaks  *Grab and go meals available for in person students
		10:00 -10:10	Dismissal Duty	10:00 - 10:10	Dismissal Duty
11:10- 12:00 (YR)  11:00- 12:00(MT/T)  (50/60 min)	Professional Learning: Distance Learning (Ed Services)--op tional	10:10- 12:30 (YR) 10:10 - 12:30 (MT/T) (140/140 min)	Lunch Prep Planning	10:10- 12:30 (YR) 10:10 -12:30 (MT/T) (140/140 min)	Lunch Prep Planning
12:00 -12:35 (YR) 12:00 -12:35(MT/T)	Lunch				
12:35 -1:35 (YR) 12:35 - 1:35(MT/T) (60/60min.)	**Collaboration per late start/early out agreement				



<p>1:35 - 2:20 1:35 - 2:20</p>	<p>Prep</p>	<p>12:30 - 2:30 (YR) 12:30 - 2:30 MT/T</p> <p>Students will have a minimum of 190 min YR (180 ModT/T) daily minutes of instructional engagement throughout the school day; total minutes of student engagement will vary based on instructional need and pace of independent practice.</p>	<p>Teacher 1: (Cohort B) DISTANCE LEARNING</p> <p>Teacher 2: (Cohort B) IN PERSON</p> <p><b>(Asynchronous activity of 70/60 min. will be assigned in addition to this block period only.)</b></p> <p>*In addition to the regular day, a minimum of 15 minutes of asynchronous activities will be assigned and required for all students to make up for breaks</p> <p>*Grab and go meals available for in person students</p>	<p>12:30 - 2:30 (YR) 12:30 - 2:30 MT/T</p> <p>Students will have a minimum of 190 min YR (180 ModT/T) daily minutes of instructional engagement throughout the school day; total minutes of student engagement will vary based on instructional need and pace of independent practice.</p>	<p>Teacher 1: (Cohort B) IN PERSON</p> <p>Teacher 2: (Cohort B) DISTANCE LEARNING</p> <p><b>(Asynchronous activity of 70/60 min. will be assigned in addition to this block period only.)</b></p> <p>*In addition to the regular day, a minimum of 15 minutes of asynchronous activities will be assigned and required for all students to make up for breaks</p> <p>*Grab and go meals available for in person students</p>
<p>2:20 - 3:20(YR) 2:20 - 3:20(MT/T) (50/50 min.)</p>	<p>Distance Learning Management, Planning, and Lesson Development</p> <p>Synergy Updates</p> <p>Family communication</p>	<p>2:30- 2:40 2:40 - 3:15(YR) 2:40 - 3:15(MT/T) (35/35 min.)</p>	<p>Dismissal</p> <p>DL Management</p>	<p>2:30- 2:40 2:40 - 3:15(YR) 2:40 - 3:15 (MT/T) (35/35 min.)</p>	<p>Dismissal</p> <p>DL Management</p>

\*Note: Up to 90 minutes of meeting time per week outside of contractual hours for the purposes of...(IEP/504, Staff meetings, PD/PL, etc...)

\*Schedule was developed in support of students having access to technology/devices.

Pre-school schedules are forthcoming.

## 1st Grade: In Person/Distance Learning (DL) Rotation Schedule for YR & ModT/T

Time	Monday		Tuesday/Thursday	Time	Wednesday/ Friday
7:50 - 8:00	Set up	7:45 7:50 - 8:00	-Teacher Arrival -Student Arrival/Teacher doors open	7:45 7:50 - 8:00	-Teacher Arrival -Student Arrival/Teacher doors open
<b>8-11:15 (YR)</b> <b>8-11:00 (MT/T)</b>  Students will have a minimum of <b>240 min (YR) 230 (ModT/T)</b> daily minutes of instructional engagement throughout the school day; total minutes of student engagement will vary based on instructional need and pace of independent practice.	<b>DL for all students</b>  Synchronous/Asynchronous instructional period.  Asynchronous not to exceed <b>45/50 min. in this block period only.</b>	<b>8-10:00 (YR)</b> <b>8-10:00 (MT/T)</b>  <b>10:00-10:30-Dismissal, break, set up</b>  <b>10:30 - 12:30</b>  Students will have a minimum of <b>240 min (YR) 230 (ModT/T)</b> daily minutes of instructional engagement throughout the school day; total minutes of student engagement will vary based on instructional need and pace of independent practice.	<b>IN PERSON (Cohort A)</b> (dismissal managed by yard supervisors/admin)  <hr/> <b>Synchronous DISTANCE LEARNING (Cohort B)</b>  <b>(Asynchronous activity of 80/70 min. will be assigned in addition to this block.)</b>  *In addition to the regular day, a minimum of 15 minutes of asynchronous activities will be assigned and required for all students to make up for breaks  *Grab and go meals available for in person students	<b>8-10:00 (YR)</b> <b>8-10:00 (MT/T)</b>  <b>10:00-10:30-Dismissal, break, set up</b>  <b>10:30 - 12:30</b>  Students will have a minimum of <b>240 min (YR) 230 (ModT/T)</b> daily minutes of instructional engagement throughout the school day; total minutes of student engagement will vary based on instructional need and pace of independent practice.	<b>IN PERSON (Cohort B)</b> (dismissal managed by yard supervisors/admin)  <hr/> <b>Synchronous DISTANCE LEARNING (Cohort A)</b>  <b>(Asynchronous activity of 80/70 min. will be assigned in addition to this block.)</b>  *In addition to the regular day, a minimum of 15 minutes of asynchronous activities will be assigned and required for all students to make up for breaks  *Grab and go meals available for in person students
<b>11:10- 12:00 (YR)</b> <b>11:00 - 11:50 (MT/T)</b> <b>(50/50 min)</b>	Professional Learning: Distance Learning (Ed Services) --optional				
<b>12:00 -12:35 (YR)</b> <b>11:50 -12:25(MT/T)</b>	Lunch	<b>12:30-1:05 (YR)</b> <b>12:30-1:05 (MT/T)</b> <b>(35/35 min)</b>	Lunch	<b>12:30-1:05 (YR)</b> <b>12:30-1:05 (MT/T)</b> <b>(35/35 min)</b>	Lunch
<b>12:35 -1:35 (YR)</b> <b>12:25 - 1:25 (MT/T)</b> <b>(60/60 min.)</b>	**Collaboration per late start/early out agreement	<b>1:05 - 1:45 (YR)</b> <b>1:05 - 1:45 (MT/T)</b> <b>(40/40 minutes)</b>	<b>Full Class Synchronous (DISTANCE LEARNING)</b>  120 synchronous/DL AM + 40 min Synch PM +  80/70 min Asynchronous = 240/230 min	<b>1:05 - 1:45 (YR)</b> <b>1:05 - 1:45 (MT/T)</b> <b>(40/40 minutes)</b>	<b>Full Class Synchronous (DISTANCE LEARNING)</b>  120 synchronous/DL AM + 40 min Synch PM +  80/70 min Asynchronous = 240/230 min

<b>1:35 - 2:20 (YR)</b> <b>1:25 - 2:10 (MT/T)</b> <b>(45/45)</b>	Prep	<b>1:45 - 2:30 (YR)</b> <b>1:45 - 2:30 MT/T</b> <b>(45 min prep)</b>	Teacher prep	<b>1:45 - 2:30 (YR)</b> <b>1:45 - 2:30 MT/T</b> <b>(45 min prep)</b>	Teacher prep
<b>2:20 – 3:20 (YR)</b> <b>2:10 - 3:20 (MT/T)</b> <b>(60/70 min.)</b>	Distance Learning Management, Planning, and Lesson Development  Synergy Updates  Family communication	<b>2:30 – 3:15 (YR)</b> <b>2:30 - 3:15(MT/T)</b> <b>(45/45 min.)</b>	DL Management  Synergy Updates  Family Communication	<b>2:30 – 3:15 (YR)</b> <b>2:30 - 3:15 (MT/T)</b> <b>(45/45 min.)</b>	DL Management  Synergy Updates  Family Communication

**\*Note: Up to 90 minutes of meeting time per week outside of contractual hours for the purposes of...(IEP/504, Staff meetings, PD/PL, etc...)**

**\*Schedule was developed in support of students having access to technology/devices.**

## 2nd- 6th Grade: “Concurrent” Learning Model Schedule for Year Round and ModT/T

Time	Monday	Time	Tuesday- Friday
		7:45 7:50 – 8:00	Teacher Arrival Student Arrival and Teacher Opens door
<p><b>8:00 – 11:15 (YR)</b> <b>8:00 - 11:00 (MT/T)</b></p> <p><i>(includes 20 min. of break time)</i></p> <p>Students will have a minimum <b>255 min. for YR/240 min for ModT/T</b> daily minutes of instructional engagement throughout the school day; total minutes of student engagement will vary based on instructional need and pace of independent practice.</p>	<p><b>DL Day for all students</b></p> <p><b>Student Instructional Engagement:</b></p> <p>Synchronous instruction and assessment to include:</p> <ul style="list-style-type: none"> <li>● Focused instruction</li> <li>● Guided instruction</li> <li>● Collaborative work</li> <li>● Formative and Summative Assessment</li> <li>● Intervention/RSP supports</li> <li>● Designated ELD (30 min.)</li> </ul> <p style="text-align: center;">(Delivered via Zoom or Google Meet)</p> <p>Asynchronous instruction and assessment to include:</p> <ul style="list-style-type: none"> <li>● Independent work</li> <li>● Projects and long-term assignments</li> <li>● Formative and Summative Assessments</li> </ul> <p>(Asynchronous activity not to exceed <b>70/60 min. in this block period only.</b>)</p>	<p><b>8:00 – 12:15 (YR)</b> <b>8:00 - 12:00 (MT/T)</b></p> <p><i>(includes 20 min. of break time)</i></p> <p>Students will have a minimum of <b>255 min. for YR/240 min. for ModT/T</b> daily minutes of instructional engagement throughout the school day; total minutes of student engagement will vary based on instructional need and pace of independent practice.</p>	<p>*Classes split into two cohorts: Cohort 1- attends in person T/TH; DL M/W/F Cohort 2- attends in person W/F; DL M/T/TH</p> <p>Students attend concurrent synchronous and asynchronous programs 8am-12/12:15pm. *</p> <p><b>Student Instructional Engagement:</b></p> <p>Synchronous instruction and assessment to include:</p> <ul style="list-style-type: none"> <li>● Focused instruction</li> <li>● Guided instruction</li> <li>● Collaborative work</li> <li>● Formative and Summative Assessment</li> <li>● Intervention/RSP supports</li> <li>● Designated ELD (30 min.)</li> </ul> <p style="text-align: center;">(Delivered via Zoom or Google Meet)</p> <p>Asynchronous instruction and assessment to include:</p> <ul style="list-style-type: none"> <li>● Independent work</li> <li>● Projects and long-term assignments</li> <li>● Formative and Summative Assessments</li> </ul> <p>(Asynchronous activity not to exceed <b>70/60 min. in this block period only.</b>)</p>
<p><b>11:15 – 12:15 (YR)</b> <b>11:00-12:00(MT/T)</b> <b>(60/60 min)</b></p>	<p>Professional Learning: Distance Learning (Ed Services)--optional</p> <p>Distance Learning Planning, and Lesson Development</p> <p><u>Students:</u> Asynchronous instruction and assessment to include:</p> <ul style="list-style-type: none"> <li>● Independent work</li> <li>● Projects and long-term assignments</li> <li>● Formative and Summative Assessments</li> </ul>	<p><b>12:15 - 12:20 YR</b> <b>12:00 - 12:05 MT/T</b></p>	Dismissal duties
<p><b>12:15 – 12:50(YR)</b> <b>12:00 -12:35(MT/T)</b> <b>(35/35 min.)</b></p>	<b>LUNCH</b>	<p><b>12:20 – 12:55(YR)</b> <b>12:05- 12:40(MT/T)</b> <b>(35/35 min.)</b></p>	<b>LUNCH: Students dismiss and get a grab and go meal(s)</b>

<p><b>12:50 – 1:55(YR)</b>  <b>12:35 - 1:45(MT/T)</b>  <b>(65/70 min.)</b></p> <p>Minimum of 20 minutes of asynchronous activities for all students required.</p>	<p>Collaboration per the Late Start/ Early Out Pilot Agreement**</p> <p>Ed Services training available for Professional Learning Communities and other collaborative groups</p> <p><u>Students:</u>  Asynchronous instruction and assessment to include:</p> <ul style="list-style-type: none"> <li>● Independent work</li> <li>● Projects and long-term assignments</li> <li>● Formative and Summative Assessments</li> </ul>	<p><b>12:55 – 1:40(YR)</b>  <b>12:40 - 1:25(MT/T)</b>  <b>(45/45 min.)</b></p> <p>Minimum of 20 minutes of synchronous and/or asynchronous activities for all students required.</p>	<p>Synchronous intervention:</p> <ul style="list-style-type: none"> <li>● Small group focused and guided instruction as needed</li> <li>● Designated ELD</li> </ul> <p>Asynchronous instruction and assessment:</p> <ul style="list-style-type: none"> <li>● Independent practice</li> <li>● Collaborative work</li> <li>● Formative and Summative Assessment</li> </ul> <p>Family communication</p>
<p><b>1:55 – 2:40(YR)</b>  <b>1:45 - 2:30(MT/T)</b></p>	<p>Prep (45 min.)</p>	<p><b>1:40 – 2:25(YR)</b>  <b>1:25 - 2:10(MT/T)</b></p>	<p>Prep (45 min.)</p>
<p><b>2:40 – 3:20(YR)</b>  <b>2:30 - 3:20(MT/T)</b>  <b>(40/50 min.)</b></p>	<p>-Distance Learning Management, Planning, and Lesson Development  -Family communication  -Synergy updates</p> <p>*Staff will be released as necessary for attendance at IEPs/ 504 Student Support Meetings.</p>	<p><b>2:25 – 3:15(YR)</b>  <b>2:10 - 3:15(MT/T)</b>  <b>(50/65 min.)</b></p>	<p>-Distance Learning Management, Planning, and Lesson Development  -Family communication  -Synergy updates</p> <p>*Staff will be released as necessary for attendance at IEPs/ 504 Student Support Meetings.</p>

**\*Note: Up to 90 minutes of meeting time per week outside of contractual hours including, but not limited to: IEP/504 Student Support meetings, Staff meetings, Professional Development and Learning.**

**\*\*Per the Late Start or Early Out Elementary Collaboration Time Pilot Agreement (6/21/19):**

*2. The parties agree that the purpose of Late Start or Early Out Elementary collaboration is for teachers and certificated staff to plan, adapt, and evaluate curriculum and instructional strategies, and analyze data collaboratively with colleagues.*

The Late Start or Early Out Elementary Collaboration Time Pilot Agreement-Extension is attached.

**Break Schedule: (SAMPLE)**

\*10 Minute restroom/activity breaks facilitated by admin, yard supervisors and PE Teacher (possibly) – 3-4 classes at a time in three different locations using three different pairs of restrooms (MP, E Wing, and G wing) by grade level whenever possible:

1. 9:10-9:20 (+5 at restroom, supervised by teacher)
2. 9:20-9:30 (+5)
3. 9:30-9:40 (+5)
4. 9:40-9:50 (+5)
5. 9:50-10:00 (+5)
6. 10:00-10:10 (+5)
7. 10:10-10:20 (+5)



## 3X4 (Traditional 6-Period Day) SCHEDULE – CONCURRENT MODEL

Monday (Early Dismissal)		Tuesday - Friday	
7:50 a.m.	Teacher arrival	7:50 a.m.	Teacher arrival
8:00 - 9:00	Prep	8:00 - 9:00	<b>Period 1 Class time</b>
<b>Transition</b>		9:00 - 9:20	Period 1 Independent Practice and Support
9:10 - 10:00	<b>Period 1 Class time</b>	<b>Transition</b>	
<b>Transition</b>		9:30 - 10:30	<b>Period 2 Class time</b>
10:10 - 11:00	<b>Period 2 Class time</b>	10:30 - 10:50	Period 2 Independent Practice and Support
<b>Transition</b>		<b>Transition</b>	
11:10 - 12:00	<b>Period 3 Class time</b>	11:00 - 12:00	<b>Period 3 Class time</b>
12:00 - 12:30	Lunch	12:00 - 12:20	Period 3 Independent Practice and Support
12:30 - 1:00	Prep	12:20 - 12:55	<b>Students Grab-n-Go Lunch/Breakfast Teachers Lunch</b>
1:00-2:00	Collaboration time/PLCs for effective distance learning	12:55 - 1:55	<b>Family Communication/DL Support</b>
2:00 - 3:20 p.m.	Rotation of staff meetings, professional learning, department meetings.  Staff will be released as necessary for attendance in IEP/504 Student Support Meetings.	1:55 - 3:20 p.m.	<b>Planning/Prep/Collaboration</b>  (This is purely preparation time for teachers without a prep)

### Monday Class time (50 min.)

- Teacher is live with students to check in, establish the plan and expectations for the week, and deliver synchronous instruction via Zoom or Google Meet.
- In addition to class time, students will also have at least an additional 30 minutes per class of independent practice time assigned to them per class in order to meet the 240-minute minimum requirement as per SB 98.
- Advocacy to be determined site by site.

### Tuesday - Friday Class time (60 min.)

- Teacher has daily live time with students delivering synchronous instruction via Zoom or Google Meet.
- Synchronous instruction includes instructional activities such as focused instruction, guided instruction, collaborative work, and other activities between teachers and students.

### Tuesday – Friday Independent Practice & Support time (20 min.)

- Teacher remains available to students from this class period for support and questions.
- Students may be working independently and some students may be required to be logged into the Zoom/Google Meet for additional support.
- Student learning time 80 minutes per class

### Tuesday - Friday Family Communication and/or DL Support (60 min. Off-Cycle Prep)/(140 min. On-Cycle Prep Teachers)

- Teachers are available to students and families for support.
- In addition, this time may be utilized for intervention and enrichment activities, small group work, and other activities to support student learning.



## 4x4 SCHEDULE – CONCURRENT MODEL

Monday (Early Dismissal)		Tuesday - Friday	
7:50 a.m.	Teacher arrival	7:50 a.m.	Teacher arrival
8:00-9:00	Prep	8:00-8:55	<b>Period 1</b> Class time
Transition		8:55-9:10	Period 1 Independent Practice and Support
9:10-9:50	<b>Period 1</b> Class time	Transition	
Transition		9:20-10:15	<b>Period 2</b> Class time
10:00-10:40	<b>Period 2</b> Class time	10:15-10:30	Period 2 Independent Practice and Support
Transition		Transition	
10:50-11:30	<b>Period 3</b> Class time	10:40-11:35	<b>Period 3</b> Class time
Transition		11:35-11:50	Period 3 Independent Practice and Support
11:40 - 12:20	<b>Period 4</b> Class time	Transition	
12:20 - 12:50	Teacher lunch	12:00-12:55	<b>Period 4</b> Class time
Transition		12:55-1:10	Period 4 Independent Practice and Support
1:00-2:00	Collaboration Time/PLCs for Effective Distance Learning	1:10-1:45	<b>Students Grab-n-Go Breakfast/Lunch Teachers Lunch</b>
2:00-3:20 p.m.	Rotation of Staff Meetings, Professional Learning, Department Meetings.  Staff will be released as necessary for attendance in IEP/504 Student Support Meetings.	1:45-2:40	<b>Family Communication/DL Management</b>
		2:40-3:20	<b>Collaboration/Planning</b>

### Monday Class time (40 min.)

- Teacher is live with students to check in, establish the plan and expectations for the week, and deliver synchronous instruction via Zoom or Google Meet.
- In addition to class time, students will also have at least an additional 20 minutes per class of independent practice time assigned to them per class in order to meet the 240-minute minimum requirement as per SB 98.
- Advocacy to be determined site by site.

### Tuesday - Friday Class time (55 min.)

- Teacher has daily live time with students delivering synchronous instruction via Zoom or Google Meet.
- Synchronous instruction includes instructional activities such as focused instruction, guided instruction, collaborative work, and other activities between teachers and students.

### Tuesday - Friday Independent Practice & Support time (15 min.)

- Teacher remains available to students from this class period for support and questions.
- Students may be working independently and some students and may be required to be logged into the Zoom/Google Meet for additional support.
- Student leaning time is 70 minutes per class.

### Tuesday - Friday Family Communication and/or DL Support (55 min.)

- Teachers are available to students and families for support.
- In addition, this time may be utilized for intervention and enrichment activities, small group work, and other activities to support student learning.

## Pre-K Highly Intensive

Time	Monday(Pre-K does not attend Monday)	Time	Tuesday- Friday
		7:30-3:00 8:35-4:05	AM Teacher PM Teacher
7:30-3:00 AM Teacher  8:35-4:05 PM Teacher	<p><b>Training Day for all Pre-K Staff</b></p> <ul style="list-style-type: none"> <li>● Staff meeting</li> <li>● EBP Training</li> <li>● IEP Training</li> <li>● IEP Writing Support</li> <li>● Level Meetings</li> <li>● Distance Learning planning time</li> <li>● IEP meetings</li> </ul> <p>*All teachers will be provided with a duty free lunch and 45 minute prep within this day</p> <p>*Staff will be released as necessary for attendance at IEPs/ 504 Student Support Meetings.</p>	<p>7:40 - 11:10 (AM Teacher)</p> <p>12:05-3:35 (PM Teacher)</p> <p>(210 min./210 min.)</p> <p>(includes 20 min. of break time)</p>	<p>* Each session split into two cohorts: Cohort 1- attends in person T/TH; DL W/F Cohort 2- attends in person W/F; DL/T/TH</p> <p>Students attend concurrent synchronous and asynchronous instruction for the full session</p> <p><b>Student Instructional Engagement:</b></p> <p>Synchronous instruction and assessment to include:</p> <ul style="list-style-type: none"> <li>● Individual, small group, and whole class instruction on IEP goals and designated curriculum</li> <li>● Social skills instruction</li> <li>● Formative and Summative Assessment</li> </ul> <p>(Delivered via Zoom or Google Meet)</p> <p>Asynchronous instruction and assessment to include:</p> <ul style="list-style-type: none"> <li>● Independent practice of previously taught skills</li> <li>● Generalization of previously learned skills</li> <li>● Functional skills practiced in real-world contexts</li> <li>● Educational computer programs</li> </ul> <p>(Asynchronous activity not to exceed 70 min. <i>in this block period only.</i>)</p> <p>*Gap between AM and PM to allow for cleaning</p>
		11:10 - 11:45 (AM Teacher) (35 min.)  11:20-11:55 (PM Teacher) (35 min.)	LUNCH  LUNCH *(11:55- 12:05 Student Arrival Duty)
		11:45 - 12:30 (AM Teacher) (45 min.)  8:35-9:20 (PM Teacher) (45 min.)	Prep  Prep



		<b>12:30-3:00</b> <b>(AM Teacher)</b>  <b>9:20-11:20 and</b> <b>3:35- 4:05</b> <b>(PM Teacher)</b>	-Distance Learning Management, Planning, and Lesson Development -Family communication -Synergy updates  *Staff will be released as necessary for attendance at IEPs/ 504 Student Support Meetings.
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## Integrated Preschool and Mod/Severe SCC Preschool (Double Session Programs)

Time	Monday	Time	Tuesday- Friday
		<b>7:50 – 8:00</b>	Student Arrival
<b>8:00 - 3:30</b>	<p><b>Training Day for all Pre-K Staff</b></p> <ul style="list-style-type: none"> <li>● Staff meeting</li> <li>● EBP Training</li> <li>● IEP Training</li> <li>● IEP Writing Support</li> <li>● Level Meetings</li> <li>● Distance Learning planning time</li> <li>● IEP meetings</li> </ul> <p>*All teachers will be provided with a duty free lunch and 45 minute prep within this day</p> <p>*Staff will be released as necessary for attendance at IEPs/ 504 Student Support Meetings.</p>	<p><b>8:00 - 10:00 (3 year old class)</b></p> <p><b>11:00 - 1:00 (4 year old class)</b></p> <p><i>(includes 20 min. of break time)</i></p>	<p>*Classes split into two cohorts: Cohort 1- attends in person T/TH; DL W/F Cohort 2- attends in person W/F; DL T/TH</p> <p>Students attend concurrent synchronous and asynchronous programs for the full 2 hour session</p> <p><b>Student Instructional Engagement:</b> Synchronous instruction and assessment to include:</p> <ul style="list-style-type: none"> <li>● Individual, small group, and whole class instruction on IEP goals and designated curriculum</li> <li>● Social skills instruction</li> <li>● Formative and Summative Assessment</li> </ul> <p>(Delivered via Zoom or Google Meet)</p> <p>Asynchronous instruction and assessment to include:</p> <ul style="list-style-type: none"> <li>● Independent practice of previously taught skills</li> <li>● Generalization of previously learned skills</li> <li>● Functional skills practiced in real-world contexts</li> <li>● Educational computer programs</li> </ul> <p>(Asynchronous activity not to exceed <b>60/70</b> min. <i>in this block period only.</i>)</p>
		<b>10:00-11:00</b>	Teacher Prep/Break
		<b>1:00-1:35</b>	<b>LUNCH: Students dismiss and get a grab and go meal(s)</b>
		<b>1:35 - 3:20</b>	<p>-Distance Learning Management, Planning, and Lesson Development</p> <p>-Family communication</p> <p>-Synergy updates</p> <p>*Staff will be released as necessary for attendance at IEPs/ 504 Student Support Meetings.</p>

## PALSS: Intensive and Integrative

Time	Monday	Time	Tuesday- Friday
		<b>7:45</b> <b>7:50 – 8:00</b>	Teacher arrival and duty Student Arrival
<b>7:50-3:20</b>	<b>Training Day for all Pre-K Staff</b> <ul style="list-style-type: none"> <li>● Staff meeting</li> <li>● EBP Training</li> <li>● IEP Training</li> <li>● IEP Writing Support</li> <li>● Level Meetings</li> <li>● Distance Learning Management, Planning, and Lesson Development</li> <li>● Family Communication</li> <li>● Synergy updates</li> <li>● IEP meetings</li> </ul> <p>*All teachers will be provided with a duty free lunch and 45 minute prep within this day</p> <p>*Staff will be released as necessary for attendance at IEPs/504 Student Support Meetings.</p>	<b>8:00 - 12:00</b>  <i>(includes 20 min. of break time)</i>	<p>*Classes split into two cohorts:            Cohort 1- attends in person T/TH; DL W/F            Cohort 2- attends in person W/F; DL T/TH</p> <p>Students attend concurrent synchronous and asynchronous programs 8am-12.</p> <p><b>Student Instructional Engagement:</b>            Synchronous instruction and assessment to include:</p> <ul style="list-style-type: none"> <li>● Individual, small group, and whole class instruction on IEP goals and designated curriculum</li> <li>● Social skills instruction</li> <li>● Formative and Summative Assessment (Delivered via Zoom or Google Meet)</li> </ul> <p>Asynchronous instruction and assessment to include:</p> <ul style="list-style-type: none"> <li>● Independent practice of previously taught skills</li> <li>● -Distance Learning Management, Planning, and Lesson Development</li> <li>● Educational computer programs</li> </ul> <p>(Asynchronous activity not to exceed 60 min. in this block period only.)</p>
		<b>12:00 - 12:10</b>  <b>12:10 - 12:45</b>	<b>Dismissal duty</b>  <b>LUNCH: Students dismiss and get a grab and go meal(s)</b>
		<b>12:45 - 1:45</b>  Minimum of 20 minutes of synchronous and/or asynchronous activities for all students required.	Synchronous intervention: <ul style="list-style-type: none"> <li>● Small group focused and guided instruction as needed</li> </ul> Asynchronous instruction: <ul style="list-style-type: none"> <li>● Independent practice</li> </ul> Family communication
		<b>1:45 – 2:30</b>	Prep

		<b>2:30 - 3:20</b>	<ul style="list-style-type: none"><li>-Distance Learning Management, Planning, and Lesson Development</li><li>-Family communication</li><li>-Synergy updates</li></ul> <p>*Staff will be released as necessary for attendance at IEPs/ 504 Student Support Meetings.</p>
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## K- 6<sup>th</sup> Grades: SCC Concurrent Schedule **Year Round** and **ModT/T** , Baker

Time	Monday	Time	Tuesday- Friday
7:50 – 8:00	Student Arrival	7:50 – 8:00	Student Arrival
<p><b>8:00 – 11:15 (YR)</b>  <b>8:00 - 11:00 (MT/T)</b></p> <p><i>(includes 20 min. of break time)</i></p> <p>Students will have a minimum <b>255 min. for YR/240 min for ModT/T</b> daily minutes of instructional engagement throughout the school day; total minutes of student engagement will vary based on instructional need and pace of independent practice.</p>	<p><b>DL Day for all students</b></p> <p><b>Student Instructional Engagement:</b></p> <p>Synchronous instruction and assessment to include:</p> <ul style="list-style-type: none"> <li>● Individual, small group, and whole class instruction on IEP goals and designated curriculum</li> <li>● Social skills instruction</li> <li>● Formative and Summative Assessment</li> </ul> <p style="text-align: center;">(Delivered via Zoom or Google Meet)</p> <p>Asynchronous instruction and assessment to include:</p> <ul style="list-style-type: none"> <li>● Independent practice of previously taught skills</li> <li>● Functional skills practiced in real-world contexts</li> <li>● Educational computer programs</li> </ul> <p>(Asynchronous activity not to exceed <b>60/70 min. in this block period only.</b>)</p>	<p><b>8:00 – 12:15 (YR)</b>  <b>8:00 - 12:00 (MT/T)</b></p> <p><i>(includes 20 min. of break time)</i></p> <p>Students will have a minimum of <b>255 min. for YR/240 min. for ModT/T</b> daily minutes of instructional engagement throughout the school day; total minutes of student engagement will vary based on instructional need and pace of independent practice.</p>	<p>*Classes split into two cohorts:  Cohort 1- attends in person T/TH; DL M/W/F  Cohort 2- attends in person W/F; DL M/T/TH</p> <p>Students attend concurrent synchronous and asynchronous programs 8am-12/12:15pm. *</p> <p><b>Student Instructional Engagement:</b>  Synchronous instruction and assessment to include:</p> <ul style="list-style-type: none"> <li>● Individual, small group, and whole class instruction on IEP goals and designated curriculum</li> <li>● Social skills instruction</li> <li>● Formative and Summative Assessment (Delivered via Zoom or Google Meet)</li> </ul> <p>Asynchronous instruction and assessment to include:</p> <ul style="list-style-type: none"> <li>● Independent practice of previously taught skills</li> <li>● Functional skills practiced in real-world contexts</li> <li>● Educational computer programs</li> </ul> <p>(Asynchronous activity not to exceed <b>60/70 min. in this block period only.</b>)</p>
<p><b>11:05 – 12:15 (YR)</b>  <b>11:00 -12:00(MT/T)</b></p> <p><b>(70/60 min)</b></p>	<p>Professional Learning: Distance Learning (Ed Services)--optional</p> <p>Distance Learning Planning, and Lesson Development</p> <p><u>Students:</u>  Asynchronous instruction and assessment to include:</p> <ul style="list-style-type: none"> <li>● Independent practice of previously taught skills</li> <li>● Functional skills practiced in real-world contexts</li> <li>● Educational computer programs</li> </ul>		
<p><b>12:15 – 12:50(YR)</b>  <b>12:00 -12:35(MT/T)</b></p> <p><b>(35/35 min.)</b></p>	<p><b>Grab and go LUNCH</b></p>	<p><b>12:15 – 12:50(YR)</b>  <b>12:00 - 12:35(MT/T)</b></p> <p><b>(35/35 min.)</b></p>	<p><b>LUNCH: Students dismiss and get a grab and go meal (possibly breakfast for next day)</b></p>

<p><b>12:50 – 1:55(YR)</b>  <b>12:35 - 1:45(MT/T)</b>  <b>(65/70 min.)</b></p> <p>Minimum of 20 minutes of asynchronous activities for all students required.</p>	<p>Collaboration per the Late Start/ Early Out Pilot Agreement**</p> <p>Ed Services training available for Professional Learning Communities and other collaborative groups</p> <p><u>Students:</u>  Asynchronous instruction and assessment to include:</p> <ul style="list-style-type: none"> <li>● Independent practice of previously taught skills</li> <li>● Functional skills practiced in real-world contexts</li> <li>● Educational computer programs</li> </ul>	<p><b>12:50 – 1:40(YR)</b>  <b>12:35 - 1:25(MT/T)</b>  <b>(50/50 min.)</b></p> <p>Minimum of 20 minutes of synchronous and/or asynchronous activities for all students required.</p>	<p>Synchronous intervention:</p> <ul style="list-style-type: none"> <li>● Individual and small group targeted instruction on IEP goals</li> </ul> <p>Asynchronous instruction and assessment:</p> <ul style="list-style-type: none"> <li>● Independent practice of previously taught skills</li> <li>● Functional skills practiced in real-world contexts</li> <li>● Educational computer programs</li> </ul> <p>Family communication</p> <p>IEP meetings</p>
<p><b>1:55 – 2:40(YR)</b>  <b>1:45 - 2:30(MT/T)</b></p>	<p>Prep (45 min.)</p>	<p><b>1:40 – 2:25(YR)</b>  <b>1:25 - 2:10(MT/T)</b></p>	<p>Prep (45 min.)</p>
<p><b>2:40 – 3:20(YR)</b>  <b>2:30 - 3:20(MT/T)</b>  <b>(40/50 min.)</b></p>	<p>-Distance Learning Management, Planning, and Lesson Development  -Family communication  -Synergy updates</p> <p>*Staff will be released as necessary for attendance at IEPs/ 504 Student Support Meetings.</p>	<p><b>2:25 – 3:20(YR)</b>  <b>2:10 - 3:20(MT/T)</b>  <b>(55/70 min.)</b></p>	<p>-Distance Learning Management, Planning, and Lesson Development  -Family communication  -Synergy updates</p> <p>*Staff will be released as necessary for attendance at IEPs/ 504 Student Support Meetings.</p>