



# INGLEWOOD UNIFIED SCHOOL DISTRICT

401 S. Inglewood Avenue, Inglewood, California 90301 phone: (310) 419-2700

August 14, 2020

**COUNTY ADMINISTRATOR**  
Erika F. Torres, Ed.D., MSW

**BOARD OF EDUCATION**

D' Artagnan Scorza, Ph.D.  
*President, Trustee Area 5*

Dionne Young Faulk, J.D.  
*Vice President, Trustee Area 1*

Carliss R. McGhee, Ph.D.  
*Member, Trustee Area 2*

Alice B. Grigsby, M.P.A.  
*Member, Trustee Area 3*

Margaret Turner-Evans, M.A.  
*Member, Trustee Area 4*

**ADMINISTRATION**

Debi Deal  
*Interim Chief Business Official*

Hedieh Khajavi  
*Chief Human Resources Officer*

Bernadette Lucas, Ed.D.  
*Chief Academic Officer*

Norberto J. Perez  
*Chief Operating Officer*

Dear Inglewood Unified School District Staff,

We are pleased to announce that IUSD and ITA have agreed to a Memorandum of Understanding (MOU) regarding the upcoming 2020/2021 school year. Schools will reopen via a full virtual learning model until the Los Angeles County Department of Public Health determines that we are able to safely open with on-campus programs. The MOU provides protocols for the health and safety of our staff and guidance on the instructional programs for all students. We will review the MOU with you in more detail next week.

Although negotiations between ITA and the district are ongoing, this MOU shows a commitment to ensuring student and staff safety as our highest priority. Preparing for the opening of the school year has been a collaborative effort. We remain committed to ensuring staff and student safety as our highest priority. Additionally, we have worked together to design an instructional model that keeps students' education at the forefront of our work. Our MOU was designed to achieve these two important goals; keeping students and staff safe while providing quality instructional experiences for all students.

The instructional program, as outlined in SB98, allows for a combination of synchronous (live instruction) and asynchronous instruction (independent work) with a minimum number of instructional minutes for each grade level clearly defined. The MOU recognizes that students benefit greatly from ongoing instruction from their teachers and from collaboration with each other. With that in mind, the agreement outlines the daily, regularly scheduled live interaction between students and teachers including whole group, small group, one-to-one instruction and the need for independent practice.

The MOU provides students with:

- A well-defined instructional program that addresses the core curriculum and attention to social and emotional health.
- Daily, live instruction from their teachers via video conferencing.
- Learning experiences based on student needs that include live online whole group, small group and 1:1 instruction (for up to three hours depending on grade level) and independent learning.

Built into the contractual day are regular office hours to provide for individual intervention, parent contacts, student outreach and planning time. In addition, teachers will have a mandatory 90-minute professional learning and collaboration block weekly.

We have spent the summer preparing for our reopening on Monday, August 24, 2020. We feel confident that our campuses are as safe as possible for staff members working there, that our instructional programs are structured to provide clear expectations for students and staff and that we will be prepared to distribute computers, textbooks and other instructional materials to all new and continuing students.

We are excited as we begin a new school year, and we are looking forward to connecting with our families, our students, and each other. Get ready. It's going to be a great year!

#WeAreInglewoodUnified

Sincerely,



Erika F. Torres, Ed.D., MSW  
County Administrator  
Inglewood Unified School District



Aba Ngissah  
President  
Inglewood Teachers Association



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**MEMORANDUM OF UNDERSTANDING  
BETWEEN  
INGLEWOOD UNIFIED SCHOOL DISTRICT  
(DISTRICT)  
AND  
INGLEWOOD TEACHERS ASSOCIATION  
(ASSOCIATION)**

**AUGUST 13, 2020**

## **IMPACTS AND EFFECTS OF SCHOOL REOPENING RELATED TO COVID-19**

Erika F. Torres, Ed.D., MSW  
County Administrator

8/13/20

Date

Aba Ngissah  
President, Inglewood Teachers Association

8/13/2020

Date

Hedieh Khajavi  
Chief Human Resources Officer

8/13/2020

Date

**MEMORANDUM OF UNDERSTANDING  
BETWEEN  
INGLEWOOD UNIFIED SCHOOL DISTRICT  
(DISTRICT)  
AND  
INGLEWOOD TEACHERS ASSOCIATION  
(ASSOCIATION)**

**August 13, 2020**

The Inglewood Unified School District (“District”) and the Inglewood Teachers Association (“Association”), jointly known as the Parties, enter into this Memorandum of Understanding (“MOU”) regarding issues specifically related to the COVID-19 pandemic, distance learning, and worksite safety conditions.

Unless otherwise noted below, the provisions of this MOU shall supersede any provisions of the Collective Bargaining Agreement between the Parties that are in conflict for the duration of this MOU, or until modified by mutual agreement of the District and the Association. The Parties affirm the obligation to comply with all provisions of the Collective Bargaining Agreement (“CBA”) not in conflict with this MOU. Further, the Parties affirm that all provisions of the Educational Employment Relations Act (“EERA”) *California Government Codes 3540 et seq.* apply and remain in effect.

The Parties agree to the following:

1. Bargaining unit members providing service in a total (non-hybrid) distance learning model may work remotely or may access and work from their assigned classroom/office workspace during the normal contractual day as they deem necessary and in consultation with their site administrator.
2. Prior to the return of any bargaining unit member to any worksite, the District shall adhere to all protocols applicable to a total (non-hybrid) distance learning environment contained in the current Los Angeles County Department of Public Health “Reopening Protocols for K-12 Schools” (attached).
  - a. The District and the Association agree to meet in order to determine which measures contained in the “Reopening Protocols for K-12 Schools” are applicable to a total (non-hybrid) distance learning environment by August 7, 2020. All applicable measures shall be attached to this MOU.
  - b. If a unit member chooses to report to a district worksite, they shall be responsible for following all safety and health measures as identified in 2.a.
  - c. The District and the Association agree to meet as soon as possible to negotiate the impact and effects of any revisions or updates to the guidelines in section 2.
3. In the event a bargaining unit member chooses to report to a district worksite prior to the start of the contractual work year in order to participate in voluntary activities limited to the distribution of meals, technology, textbooks, essential school supplies and/or instructional materials to students and families, the District and bargaining unit member shall be responsible for adhering to the following safety and health measures:
  - a. Clear written procedures for no touch distribution of items identified in 3 above.
  - b. Physical distancing of 6 feet to be required at all times.

- c. Requirement of face covering for all people on campus to be worn at all times and provided by the District if/when needed. Gloves will be available upon request.
  - d. Hand sanitizer stations at all high traffic workspaces.
  - e. Restrooms with functioning sinks and properly stocked with soap and towel dispensers shall be accessible and cleaned at least twice per day.
  - f. All workspaces used by bargaining unit members shall be sanitized before and after the period the workspace is used.
  - g. Site administrators or designee (not a unit member) shall be present to monitor and ensure all safety protocols are followed by all people on site.
  - h. District shall have appropriate safety protocol signage posted throughout the campus, including, but not limited to, one-way directional signage for walkways, and signage for entrances and exits.
4. Upon execution of this MOU, the District and the Association agree to continue to meet and negotiate the impacts and effects of the COVID-19 pandemic as it relates to the working conditions of bargaining unit members of the Association that are within the scope of representation.
5. The District and the Association agree to implement the attached IUSD Distance Learning Schedule.

# Inglewood Unified School District Distance Learning Schedule

August 13, 2020

## Classrooms

The TK/K schedule is developed to accommodate a variety of groupings, whole group, cohorts (½ of the whole group) and small groups composed of ¼ of the whole group. The purpose of these configurations is to:

- A. Accommodate for the various entry levels of students in TK and K.
- B. Accommodate the separate instruction expected for TK students.
- C. Provide a more personalized learning experience for students entering first formal instruction being provided virtually.

Staff meetings will remain as contractually agreed upon on Tuesdays.

Some guidelines to consider are:

1. Students enrolled in TK should be grouped together - in small groups and if there are enough, within a cohort. For example, if you have 20 students enrolled in your class and 8 are in TK then Cohort 1 might be 8 TK students subdivided into Group A (4 students) and Group B (4 students). If only 6 students were in TK you might assign them all to one group and have a combined TK/K cohort.
2. RSP services are scheduled throughout the day based on student needs. Teachers should collaborate with the Special Education team to meet the needs of students. Special Day Classes should use flexibility with their schedule to meet student needs.
3. Teachers should use discretion in determining when students may need a screen break. Stamina will be built over time and with experience.
4. Physical activities, music, and arts and crafts should be threaded throughout as well. Students can participate in individual group activities through virtual learning.
5. Indirect live instruction: Teacher is providing small group instruction; other students are offline, but still connected. Teacher can support students and parents as they work in small group structure.
6. Learning time distribution = 180 instructional minutes

Direct live instruction	Indirect live instruction Synchronous/Asynchronous	Asynchronous	Indirect live instruction: Synchronous/Asynchronous Suggested Activities
100 minutes	up to 65 minutes	15 minutes	Examples: <ul style="list-style-type: none"><li>● Independent Activities</li><li>● Journeys Leveled Readers</li><li>● Jamboard</li><li>● Kahoot</li><li>● Flipgrid</li><li>● Screencastify</li><li>● Pre-recorded lessons</li><li>● Discussion/message board</li><li>● Literacy Centers: Word or Letter Study</li><li>● Math games</li></ul>

			<ul style="list-style-type: none"> <li>● Podcasts</li> <li>● Project-based learning</li> <li>● Student audio/video recording of fluency</li> <li>● Student blog/journaling</li> <li>● District provided supplemental program</li> </ul>
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### **TK/K eLearning Daily Plan**

Suggested Time	Total Min	Task	Suggested Activities
7:45 – 8:15	30	Teacher Planning	
8:15 am – 8:45 am	30	English Language Development/ Academic Language Development/Enrichment	<p>English Language Development- small group, targeted instruction, flexible groups, use district curriculum aligned with Journeys.</p> <p>Grouping decisions by site based on need.</p> <p>Academic Language Development</p>
8:45 – 9:00	15	Whole group	<p>Morning check in /Attendance /Social Emotional/ <b>Routines</b> (Themes for discussion and motivation)</p> <p>*video of Choice Board (Must Dos and May Dos to be <b>done during the small group sessions</b>, not during whole group.)</p> <p>*present daily agenda</p>
9:00am - 9:20 am	20	Teacher Directed Instruction: Cohort 1 (Group A and Group B, total ½ class) Cohort 2 is in small group instruction	<p>Robust First Instruction Journeys whole group (M,W, F) MyMath (T, TH)</p> <p>District provided supplemental programs</p> <p>See suggested activities</p>
9:20 - 9:30		Screen Break	If needed
9:30am - 9:50am	20	Teacher Directed Instruction: Cohort 2 (Group C and Group D, total ½ class) Cohort 1 is in small group instruction	<p>Robust First Instruction Journeys whole group (M,W, F) MyMath (T, TH)</p> <p>District provided supplemental programs</p> <p>See suggested activities</p>
9:50am - 10:05am	15	Group A: Live, Face-to-Face Zoom Session ELA or Math Groups B, C, D are in small group independent instruction	Teacher directed: Flexible Groups Reading/Writing

10:05am - 10:20am	15	<b>Group B: Live, Face-to-Face Zoom Session</b> ELA or Math Groups A, C, D are in small group independent instruction	Small group activities as outlined in Journeys/ MyMath or district provided supplemental programs  See suggested activities
10:20am - 10:40am		<b>Break</b>	
10:40am - 10:55am	15	<b>Group C: Live, Face-to-Face Zoom Session</b> ELA or Math Groups A, B, D are in small group independent instruction	Teacher directed: Flexible Groups Reading/Writing  Small group activities as outlined in Journeys/MyMath or district provided supplemental programs  See suggested activities
10:55am - 11:10am	15	<b>Group D: Live, Face-to-Face Zoom Session</b> ELA or Math Groups A, B, C are in small group independent instruction	
11:10am-11:30am	20	<b>Whole group Science and Social Studies</b>	
11:30am - 12:15am		<b>Lunch</b>	
12:15pm - 1:15pm	60	<b>Office Hours</b>	By appointment or Drop-in Hours available For example: 12:45pm-1:15pm by appointment, 1:15pm-1:45pm drop-in RSP Support
1:15pm - 2:30pm	75	<b>Instructional Planning Time</b>	

### **1st - 3rd Grade Classrooms**

The 1s- 3rd grade schedule is developed to accommodate whole and small group instruction. Students will rotate between the whole group teacher directed instruction, small teacher directed instruction, and in-direct self-paced instruction. Staff meetings will remain as contractually agreed upon on Tuesdays.

Some guidelines to consider are:

1. Teachers should use direct instruction time to focus on the priority standards for the subject with a focus on current standards and the previous grade standards (particularly the unfinished standards from the end of the year).
2. RSP services are scheduled throughout the day based on student needs. Teachers should collaborate with the Special Education team to meet the needs of students. Special Day Classes should use flexibility with their schedule to meet student needs.
3. Teachers should use discretion in determining when students may need a screen break. Stamina will be built over time and with experience.
4. Indirect live instruction: Teacher is providing small group instruction; other students are offline, but still connected. Teacher can support students and parents as they work in small group structure.
5. Learning time distribution = 230 instructional minutes

Direct live instruction	In-direct live instruction Synchronous/Asynchronous	Asynchronous	Indirect live instruction: Synchronous/Asynchronous Suggested Activities
115-145 minutes	up to 60 minutes	25-55 minutes	<p>Examples:</p> <ul style="list-style-type: none"> <li>• Independent Activities</li> <li>• Journeys Leveled Readers</li> <li>• Jamboard</li> <li>• Kahoot</li> <li>• Flipgrid</li> <li>• Screencastify</li> <li>• Pre-recorded lessons</li> <li>• Discussion/message board</li> <li>• Literacy Centers: Word or Letter Study</li> <li>• Math games</li> <li>• Podcasts</li> <li>• Project-based learning</li> <li>• Student audio/video recording of fluency</li> <li>• Student blog/journaling</li> <li>• District provided supplemental program</li> </ul>

### **Grades 1-3 eLearning Daily Plan**

Suggested Time	Total Min	Task	Suggested Activities
7:45-8:15	30	Teacher Planning	Teacher planning time
8:15-8:45	30	English Language Development/ Academic Language Development/Enrichment	English Language Development- small group, targeted instruction, flexible grouping decisions by site based on need Academic Language Development
8:45- 9:05	20	Check- In, Warm up, Agenda	Welcome, social emotional check-in, journal prompt , agenda/daily review
9:05 – 9:30	20	ELA Whole Group	<p><b>Whole group</b></p> <ul style="list-style-type: none"> <li>• Robust First Instruction using Journeys</li> </ul>

9:30 – 10:15	45	ELA Synchronous/Asynchronous small groups:  Flexible groups based on student needs	<b>Small group/collaboration</b> <ul style="list-style-type: none"> <li>• Small group activities as outlined in Journeys or district provided supplemental programs</li> <li>• See suggested activities</li> </ul>
10:15 – 10:30		Break	
10:30-10:50	20	Math Whole group	<b>Whole group lesson</b> <ul style="list-style-type: none"> <li>• Robust First Instruction using MyMath</li> </ul>
10:50 – 11:35	45	Math Synchronous/Asynchronous small groups:  Flexible groups based on student needs	<b>Small group/collaboration</b> <ul style="list-style-type: none"> <li>• Small group activities as outlined in MyMath or district provided supplemental programs</li> <li>• See suggested activities</li> </ul>
11:35 12:00	25	Science/Social studies	<b>Whole group/ Small Group</b>
12:00 - 12:45		Lunch	
12:45-1:30	45	Office Hours/Tiered Instruction	Appointments, 1-1 assistance. Phone calls. RSP support, opportunities for tiered support
1:30-2:30	60	<b>Teacher Planning</b>	

#### **4 - 5/6th, 7th, 8th (K-8 campuses ) Grade Classrooms**

The 4 - 5/6th grade schedule is developed to accommodate whole and small group instruction. Students will rotate between the whole group teacher directed instruction, small teacher directed instruction, and in-direct self-paced instruction. Staff meetings will remain as contractually agreed upon on Tuesdays.

Some guidelines to consider are:

1. Teachers should use direct instruction time to focus on the priority standards for the subject with a focus on current standards and the previous grade standards (particularly the unfinished standards from the end of the year).
2. RSP services are scheduled throughout the day based on student needs. Teachers should collaborate with the Special Education team to meet the needs of students. Special Day Classes should use flexibility with their schedule to meet student needs.
3. Teachers should use discretion in determining when students may need a screen break. Stamina will be built over time and with experience.
4. Indirect live instruction: Teacher is providing small group instruction; other students are offline, but still connected. Teachers can support students and parents as they work in small group structure.
5. Learning time distribution + 240 instructional minutes

Direct live instruction	In-direct live instruction Synchronous/Asynchronous	Asynchronous	Indirect live instruction: Synchronous/Asynchronous Suggested Activities
115-145 minutes	up to 60 minutes	35-65 minutes	<p>Examples:</p> <ul style="list-style-type: none"> <li>• Independent Activities</li> <li>• Journeys Leveled Readers and/or novels</li> <li>• Jamboard</li> <li>• Kahoot</li> <li>• Flipgrid</li> <li>• Screencastify</li> <li>• Pre-recorded lessons</li> <li>• Discussion/message board</li> <li>• Literacy Centers: Word or Letter Study</li> <li>• Math games</li> <li>• Podcasts</li> <li>• Project-based learning</li> <li>• Student audio/video recording of fluency</li> <li>• Student blog/journaling</li> <li>• District provided supplemental program</li> </ul>

### **4-5/6th, 7th, 8th (not block schedule) Grade eLearning Daily Plan**

Suggested Time	Total Min	Task	Suggested Activities
7:45-8:15	30	Teacher Planning	Teacher planning time
8:15 - 8:45	30	English Language Development/ Academic Language Development/ Enrichment	English Language Development- small group, targeted instruction, flexible grouping decisions by site based on need Academic Language Development Enrichment
8:45- 9:05	20	Check- In, Warm up, Agenda	Welcome, social emotional check-in, journal prompt , agenda/daily review
9:05 – 9:30	20	ELA Whole Group	<b>Whole group</b> <ul style="list-style-type: none"> <li>• Robust First Instruction using Journeys or Collections</li> </ul>
9:30 – 10:15	45	ELA Synchronous/Asynchronous small groups:	<b>Small group/collaboration</b>

		Flexible groups based on student needs	<ul style="list-style-type: none"> <li>• Small group activities as outlined in Journeys/Collections or district provided supplemental programs</li> <li>• See suggested activities</li> </ul>
10:15 – 10:30		Break	
10:30-10:50	20	Math Whole group	<b>Whole group lesson</b> <ul style="list-style-type: none"> <li>• Robust First Instruction using MyMath or California Math</li> </ul>
10:50 – 11:35	45	Math Synchronous/Asynchronous small groups:  Flexible groups based on student needs	<b>Small group/collaboration</b> <ul style="list-style-type: none"> <li>• Small group activities as outlined in MyMath/California Math or district provided supplemental programs</li> <li>• See suggested activities</li> </ul>
11:35 12:00	25	Science/Social studies	<b>Whole group/ Small Group</b>
12:00 - 12:45		Lunch	
12:45-1:30	45	Office Hours/Tiered Instruction	Appointments, 1-1 assistance. Phone calls. RSP support, opportunities for tiered support
1:30-2:30	60	Teacher Planning	

### **Wednesday eLearning Schedule Grades TK -5/6th, 7th, 8th**

Time	Instructional Minutes	Task	Description
8:15 - 8:45	<b>Schoolwide activities</b> <b>Assemblies, Awards, Announcements, Attendance Recognition, School Spirit, etc.</b> <b>(Principals may need the flexibility to schedule more than one meeting to meet school site needs)</b>		
8:45 am – 9:05 am	20 minutes	<b>Whole Group Instruction</b>  <b>Live</b>	Morning check in /Attendance /Social Emotional/ <b>Routines [2]</b> (Themes for discussion and motivation) *video of Choice Board (Must Dos and May Dos to be <b>done during the small group sessions</b> , not during whole group.) *present agenda

9:05am-10:05 am	60 minutes	Small Group Instruction Live	3 Group rotation Teacher directed – intervention, acceleration	
10:05-10:20	Break			
10:20am – 11:50am	90 minutes	Teacher Professional Development/ Teacher collaboration	<u>Teachers</u> CoPs data analysis, Lesson planning, etc.	<u>Students</u> Independent work, for example, IReady, Achieve 3000, Imagine Learning
11:50am – 12:35pm	45 minutes	Lunch		
12:35pm-1:35pm	60 minutes	Office Hours	<u>Teachers</u> Provide 1:1 support for students, parent contacts, students call in for support	<u>Students</u> Independent work, for example, IReady, Achieve 3000, Imagine Learning
1:35pm-2:30pm	55 minutes	Instructional Planning time	Teachers plan for the upcoming day, grade papers, prepare lessons, collaborate with peers, provide student feedback, etc.	

### **Secondary Schedules- Grades 6-8, 9-12**

The secondary schedules were developed to accommodate a variety of instructional models. Schools that are self-contained may want to follow the schedule identified for 4th and 5th grade. Schools that are teaming, English/Social Studies and Math/Science may want to follow the schedule below. Regardless of schedule, instruction should focus on the combination of the whole group and small collaborative groups so students are not scheduled online for four consecutive hours rotating from one class to another. Staff meetings will remain as contractually agreed upon on Tuesdays.

Some guidelines to consider are:

1. ELearning should be balanced and interdisciplinary. Students should have both off-and on-screen learning activities designed to engage adolescent learners.
2. RSP services are scheduled throughout the day based on student needs. Teachers should collaborate with the Special Education team to meet the needs of students. Special Day Classes should use flexibility with their schedule to meet student needs.
3. Teachers should use direct instruction time to focus on the priority standards for the subject with a focus on current standards and the previous grade standards (particularly the unfinished standards from the end of the year).
4. Teachers should use discretion in determining when students may need a screen break. Stamina will be built over time and with experience.

5. Learning time distribution + 240 instructional minutes

Teacher Facilitated Learning	Applied Learning	Asynchronous	Indirect live instruction: Synchronous/Asynchronous Suggested Activities
160 minutes		80 minutes	Examples: <ul style="list-style-type: none"> <li>● Independent Activities</li> <li>● Content-support materials</li> <li>● Novels</li> <li>● Jamboard</li> <li>● Kahoot</li> <li>● Flipgrid</li> <li>● Screencastify</li> <li>● Pre-recorded</li> <li>● Podcasts</li> <li>● Project-based learning</li> <li>● Student audio/video recording of fluency</li> <li>● Student blog/journaling</li> <li>● District provided supplemental program</li> </ul>

**Grades 7-12 eLearning Daily Plan (90 Minute Block 2x per week)**

Monday Periods 1/3/5	Tuesday Periods 2/4/6	Wednesday	Thursday Periods 1/3/5	Friday Periods 2/4/6
Assignments for the week are shared. Synchronous class and online resources are shared. Introduce projects, outcomes, or essential questions	Content instruction	Periods 1-6 Focus on disciplinary literacy in all content	Content instruction	Content instruction Periods 2/4/6

Suggested Time	Description	
8:00 - 8:15	Announcements	Student leaders or principals provide announcements

M/Th 8:25 - 9:45 T/F 80 Minutes	Periods 1 Periods 2	Virtual instruction using district curriculum. Use of recorded videos. Meet with small groups of students.
9:45 - 10:10	Break	
M/Th 10:10 - 11:30 T/F 80 Minutes	Periods 3 Periods 4	
11:30 - 12:10	Lunch	
M/Th 12:10 - 1:30 T/F 80 minutes	Periods 5 Periods 6	
<b>1:45 - 3:00</b>	Office Hours/Tiered Instruction	

**Virtual Schedule - Block Period (80 minutes)**

Time	Task	Description
15 minutes	Attendance, Warm-Up/Review Journaling, Social-Emotional Learning Time	Morning Check In. Warm up - Check In Question. The teacher will take attendance and explain the daily objective to the students. Activity can be Journaling/Question of the Day/Daily Review/Visual Writing Prompts. Incorporate Social-Emotional Learning activity. Give students learning objective/standard.
30 minutes	Direct Instruction/ Synchronous	Teacher leads students through the lesson using audio/visual components interacting with students throughout the lesson. Check for understanding along the way. Include opportunities for students to collaborate. Use of manipulatives including digital white board (Jamboard), videos, Google Docs, Google Slides, etc.
30 minutes	Small Group/instruction	Teacher release students to work independently or in small groups. Teacher holds <b>break-out sessions/ small groups</b> ,
5 minutes	Closure	Exit Ticket, Short-Write, Formative Assessment, Assign/Review Homework

**Non-Block Period (55 minutes): Virtual Model**

Time	Task	Description

10 minutes	Attendance, Warm-Up/Review Journaling, Social-Emotional Learning Time	Morning Check In. Warm up - Check In Question. The teacher will take attendance and explain the daily objective to the students. Activity can be Journaling/Question of the Day/Daily Review/Visual Writing Prompts. Incorporate Social-Emotional Learning activity. Give students learning objective/standard.
20 minutes	Direct Instruction/ Synchronous	Teacher leads students through the lesson using audio/visual components interacting with students throughout the lesson. Check for understanding along the way. Include opportunities for students to collaborate. Use of manipulatives including digital white board (JamBoard), videos, Google Docs, Google Slides, etc.
15 minutes	Independent Practice (Asynchronous)	Teacher release students to work independently or in small groups while the teacher holds <b>break-out sessions/ small groups</b> .
10 minutes	Closure	Exit Ticket, Short-Write, Formative Assessment, Assign/Review Homework

### **Wednesday eLearning Schedule Grades 7-12**

Time	Instructional Minutes	Task	Description
8:00 - 8:30	<b>Schoolwide activities</b> <b>Assemblies, Awards, Announcements, Attendance Recognition, School Spirit, etc.</b> <b>(Principals may need the flexibility to schedule more than one meeting to meet school site needs)</b>		
8:30 am – 8:50 am	20 minutes	<b>Period 1 Whole Group Instruction Live</b>	Check in /Attendance /Social Emotional/ Content literacy/Tiered Support/ Disciplinary Literacy  All content teachers teach literacy through the content-read, write, language, speaking Could be Achieve 3000 or iReady, AVID Strategies
8:50am-9:10am	20 minutes	<b>Period 2 Whole Group Instruction Live</b>	

9:10 am – 9:20am	20 minutes	Period 3 Whole Group Instruction Live	
9:20 - 10:45	85 minutes	Professional Learning/ Collaborative time	<i>Teachers</i> Collaborative time, Communities of Practices, data analysis, lesson planning, etc.
10:45 - 11:00	Break		
11:05- 11:25	20 minutes	Period 4 Whole Group Instruction Live	Check in /Attendance /Social Emotional/ Content literacy/Tiered Support/ Disciplinary Literacy
11:30 - 11:50	20 minutes	Period 5 Whole Group Instruction Live	All content teachers teach literacy through the content-read, write, language, speaking Could be Achieve 3000 or iReady, AVID Strategies
11:55 - 12:15	20 minutes	Period 6 Whole Group Instruction Live	
12:15 – 12:45	Lunch		
12:45pm – 1:45pm	60 minutes	Office Hours	<i>Teachers</i> Provide 1:1 support for students, parent contacts, students call in for support
1:45pm – 3:00pm	60 minutes	Instructional Planning	Teachers plan for the upcoming day, grade papers, prepare lessons, collaborate with peers, provide student feedback, etc.