

MEMORANDUM OF UNDERSTANDING

between the

BELLEVUE EDUCATION ASSOCIATION

and the

BELLEVUE SCHOOL DISTRICT

Regarding Impact of the Pandemic of Coronavirus for Spring 2021 and
the Remainder of the School Year

Philosophy Statement:

On Monday, March 15, 2021 Governor Inslee issued Emergency Proclamation 21-05 on the “Children and Youth Mental Health Crisis” in Washington State. In it, he issued guidance aimed at addressing the priorities arising from the fact that “a State of Emergency exists in all counties of Washington State due to the current status of the mental and behavioral health of many of Washington’s children and youth”. The BEA and BSD recognize the critical importance of structuring the expansion of in-person instruction to best support the mental health and emotional needs of our students, staff, and, in particular, those members of our community that are disproportionately impacted by the ongoing COVID-19 pandemic.

At this time, the priority of all plans and programs within our district must focus on providing students and staff with stability and consistency for the remainder of the school year. This includes ensuring that we maintain consistent expectations and plans for all staff and programs, including those for Special Education, Multi-Lingual Learners, as well as for general education from Pre-K through our Transitions programs.

At the heart of this consistent approach is the imperative that we design our solutions with compassion, grace, and understanding of the traumas that all have been sharing for the last year. In response, the following provisions are intended to prioritize student and staff mental health and well-being for the remainder of the year in the most inclusive, consistent, and equitable manner possible at this time.

1. Return to In-Person Instruction for PreK-12 and Transitions classes

In accordance with the Governor’s proclamation of March 15, 2021 the BEA and the BSD agree to the following guidelines regarding workload, schedules, and pace of return for in-person instruction for the remainder of the 2020-2021 school year.

a. Workload Relief

- i. Elementary report cards for the 2020-2021 school year will follow the end of year simplified reporting model from 2019-2020.
- ii. Testing and curricular requirements for classes will allow for educator discretion in a greater focus on student mental health and socio-emotional instruction. Educators are encouraged to use their professional discretion in daily content selection for giving priority to the continued growth in these areas. In addition, schools with their BLTs should explore other areas to

- address workload impacts as we return to broader in-person instruction in school buildings.
- iii. Additional GSA coverage and paid hours necessary for implementation of COVID-19 related adjustments to procedures and student supervision will be considered on a building by building basis. Plans for additional hired hour needs will be developed and reviewed by the Building Safety and Health Conditions Review Team as well as by the Building Leadership Team.
- b. Elementary Return to In-Person
 - i. PreK – 5th grade will maintain the current operating four (4) day in-person A/B instructional model for the remainder of the 2020-2021 school year.
 - ii. All students up through 5th grade will continue their building-decided pace of return, with a scheduled return for all Pre-K – 5th grade classes of April 5, 2021.
 - iii. As identified in the “Regarding Impact of the Pandemic of Coronavirus for the Remainder of the 2020-2021 School Year” MOU, the week after spring break, April 19-23, 2021, will be remote for all students, PreK-12 through Transitions.
 - c. Secondary Return to In-Person
 - i. Consistent with practice previously agreed to in the November Memorandum of Understanding, all hybrid and hybrid/virtual secondary teachers will return to working in-person in school buildings for two days to prepare for in person learning on April 5-6, 2021.
 - ii. Students will have asynchronous time -- no live instruction -- during these two transition days, April 5-6. For students in the virtual model, teachers may continue to provide synchronous learning if they choose.
 - iii. Wednesday April 7, 2021 will remain a virtual day according to the existing schedule.
 - iv. Students will return to school buildings for their first ½ day of in-person classes with Group A returning April 8, 2021 and Group B returning April 9, 2021. These days will be a modified schedule as described in Appendix A.
 - v. Fully virtual students enrolled in hybrid sections will either join their classes for concurrent virtual participation or have asynchronous work.
 - vi. Virtual classes will follow the hybrid schedule from Appendix A for this day, with educators providing synchronous or asynchronous learning for students at their discretion.
 - vii. As identified in the “Regarding Impact of the Pandemic of Coronavirus for the Remainder of the 2020-2021 School Year” MOU, the week after spring break, April 19-23, 2021, will be remote for all students, PreK-12 through Transitions.
 - d. Secondary Schedules
 - i. Beginning on Monday April 26, 2021 and lasting for the remainder of the 2020-2021 school year, all secondary classes, virtual and hybrid in-person, shall operate on a half-day in-person model, five (5) days a week in accordance with the following sample schedule.

Sample Schedule

Time	Monday	Tuesday	Wednesday				Thursday	Friday
	House A in Person		Alternate House A and B in person and virtual concurrent				House B in Person	
	House B and Virtual Concurrent						House A and Virtual Concurrent	
8:00-8:55	Period 1	Period 5	8:00-8:40	Period 1/5	Period 1/5		Period 1	Period 5
9:00-9:55	Period 2	Period 6	8:45-9:25	Period 2/6	Period 2/6		Period 2	Period 6
10:00-10:55	Period 3	Period 7	9:30-10:10	Period 3/7	Period 3/7		Period 3	Period 7
11:00-11:55	Period 4	<u>Community</u>	10:15-10:55	Period 4		Period 4	Period 4	<u>Community</u>
			11:00-12:00					
1:15-1:45	Period 1	Period 5					Period 1	Period 5
1:50-2:20	Period 2	Period 6					Period 2	Period 6
2:25-2:55	Period 3	Period 7					Period 3	Period 7
3:00-3:30	Period 4						Period 4	

Educators provide scheduled intervention for any students with D/F, extensions for any students individually and in small-groups, and/or whole class instruction.

Wednesday in-person student attendance will rotate on a two (2) week AA/BB model.

2. Community Time

Community time as seen on the schedule above will be dedicated Socio-Emotional Learning time for students and staff. This Community time will be scheduled for the remainder of the 2020-2021 school year on Tuesdays and Fridays according to the schedule in Appendix A. The content and nature of this time is entirely left up to individual educator discretion but is NOT intended as time for additional instruction in traditional content.

For interested educators, pre-developed SEL lessons focused on mental health will be provided for use as they see fit.

3. Concurrent Learning

Concurrent Learning means that learning is designed to be inclusive of real-time opportunities between in-person and remote students in a whole-class and/or small group format. The content of lessons, activities, transitions, preferred use of technology, and the duration of the live-concurrent portion of the class are at the

professional discretion of the educator to best meet the needs of their students. At least some portion of daily instruction will occur concurrently, and educators will ensure clear communication with their students about their expectations for this time.

4. Lunch

In order to maintain health and safety conditions at school sites and avoid students removing their masks in order to eat while in buildings, lunch will be served to students on a grab-and-go basis for the remainder of the 2020-2021 school year. Students will not eat lunch within school buildings with the exception of those participating in special services on campus that include lunch.

5. Student Schedule Changes Due to Movement from September Program of Enrollment

- a. In accordance with the Governor's proclamation that any student be offered the opportunity to attend in-person classes, students and families have been given the choice to either remain in the program they enrolled in at the beginning of the 2020-2021 school year (Virtual or Hybrid In-Person), or to switch programs to the other choice.
- b. Due to the significant challenges this poses for interruption to educator and student relationships, class dynamics, scheduling, difficulties in maintaining adequate physical distancing in classrooms, and other issues, the following guidance will apply for any schedule changes arising from students switching their program of enrollment.
 - i. First priority will be given to minimally disrupting student and educator schedules and minimally impacting changes in class enrollment numbers while maintaining class balances.
 - ii. In order to maintain physical distancing requirements described in this agreement, some students moving from Virtual instruction to Hybrid In-Person instruction may not be able to have their entire schedule provided through Hybrid In-Person classes. In such cases, these students will remain enrolled in their virtual class sections for the remainder of the year and attend them in a designated space on the school campus.
- c. Any additional work hours required for certificated staff in re-scheduling students because of these changes in program will be tracked by the employee and paid at per-diem rate up to a maximum total of twenty-four (24) hours.

6. Physical Distancing Guidelines

In order to minimize additional needs for shifting educators and students from assigned learning spaces and other disruptions to the learning environment, district practices for meeting physical distancing requirements will adhere to the following minimum guidelines for the remainder of the 2020-2021 school year, regardless of any loosening of physical distancing requirements by relevant health authorities:

- a. Existing classroom layouts calculating for 6 ft of physical distancing between any students or adults within the learning space/classroom will be utilized as the baseline capacity for assigning students, support staff, and educators to a particular space.
- b. A maximum of two (2) additional seats for students and/or educational support staff may be added to this original capacity in order to provide flexibility for student and staff scheduling.

- c. Should a classroom educator have a class that would require the addition of seats beyond the parameters set out in item “a” of this section due to new student enrollment or transfers, building administration will work in consultation with that educator to find a resolution that may include exchanging classroom spaces with another educator, gaining the educator’s permission for the addition of seats to their current space, or the educator declining to have additional students added to their classroom.
- d. Any added seats must continue to adhere to a minimum distance of three (3) ft from others and will be arranged at the educator’s discretion.
- e. Wherever possible, classroom assignment priority will be given first to those classes that include students who are unable to wear a mask due to medical/health restrictions in order to meet 6ft physical distancing.
- f. No educator will face any reprisal for their decision in addressing any of their concerns related to physical distancing, including declining to add students beyond the guidelines describe in this section. To do so is a prohibited personnel practice.
- g. After the first week of return to in-person instruction, Pre-K – 5th grade classroom educators may choose to rearrange their classroom seating to suit their educational needs for students to a minimum distance of three (3) ft of physical distancing.

7. Additional Health and Safety Related Duties

In recognition of the continuing health and safety conditions existing at schools during the resumption of in-person services, the following guidance is offered:

- a. All in-person certificated staff should refer to and familiarize themselves with the health and safety guidelines provided in the Back to Buildings Educator Handbook 2021 for procedures such as cleaning of spaces, temperature checks, monitoring of entrances and exits, movement throughout the building, etc.
- b. All in-person certificated staff are encouraged to provide as much best practice health and safety support possible for students in conjunction with other staff members such as:
 - i. Allowing five (5) minutes for students to complete attestations using school laptops in the first in-person instructional period of the day.
 - ii. Reminding students to make frequent use of hand-washing and hand-sanitizing stations throughout the day.
 - iii. Helping to monitor hallway spaces during transitions between classes and encouraging students to efficiently reach their next class and avoid gathering or blocking of the halls.
 - iv. Establishing clear desk and seat sanitizing expectations for students during the first or last five minutes of the period.
 - v. Limit student movement outside of the classroom space for bathroom and other personal reasons to the extent possible.
 - vi. Monitor hallways and help encourage students to leave campus in an orderly and safe physically distanced manner after the last instructional period of the day.

8. Plans for Targeted In-Person Services in Schools:

The primary educational goal of such services remains to advance the agency of disenfranchised students and to support their educational and/or mental health needs. These services will be in addition to existing in-person services provided at this time.

Proposals for new Targeted In-Person Services or expansion of existing Targeted In-Person Services (by adding more students or increasing the time/days of the service) are approved by the Building Leadership and Racial Equity and Inclusion Teams. In addition to the process outlined in Section 12 of the MOU Regarding Conditions Necessary for Broader Re-Opening of In-Person Instruction and Services, the proposal must also be submitted to the BSHCRT to consider site-based health and safety data and factors and resolve them prior to the administrator submitting the proposal to the district Executive Team.

9. Special Education

Any non-specified sections of MOUs remain relevant, but this section is specifically relevant to special educators. All provisions to existing MOUs apply to everyone, not just to general educators.

In-Person Instruction and Services Expansion Guidelines for Special Education

- a. This section provides current guidelines for the expansion of in-person services for the remainder of the 2020-21 school year. The process for expansions is based on past and current practices of expansion of in-person services, and upon the recommendations from the implementation team for in-person services as cited below, and follow guidance from OSPI and Public Health Seattle and King County.
- b. The primary educational goal of such services is to advance the agency of disenfranchised students and to support their educational and/or mental health needs. These services will be in addition to existing in-person services provided at this time.
- c. Proposals for new Targeted In-Person Services or expansion of existing Targeted In-Person Services (by adding more students or increasing the time/days of the service) are ensured for integrity by the Building Leadership and Racial Equity and Inclusion Teams. In addition to the process outlined in Section 12 of the MOU Regarding Conditions Necessary for Broader Re-Opening of In-Person Instruction and Services, the proposal must also be submitted to the BSHCRT to consider site-based health and safety data and factors and resolve them prior to the administrator submitting the proposal to the district Executive Team.
- d. The BEA and BSD will conduct optional joint information sessions for administrators and certificated staff to explain in-person service expansion for special education for the remainder of the 2020-2021 school year.
- e. For the remainder of the 2020-21 school year, expansion of in person services for students receiving special education services will no longer be implemented as waves but will now follow the same processes outlined for implementing targeted in person services to align with the distributed leadership model with school buildings outlined in the “Regarding Conditions Necessary for Broader Re-Opening of In-Person Instruction and Services” MOU, the “Regarding Impact of the Pandemic of Coronavirus for the Remainder of the 2020-2021 School Year” MOU and as described below.
 - i. Interested and impacted educators (e.g. special education teachers,

- general education teachers, ESAs, paraeducators, building administrators) discuss student selection for planning
- ii. Selection criteria will follow the questions under the “Regarding Conditions Necessary for Broader Re-Opening of In-Person Instruction and Services” MOU section 12(b)i-vii
 - iii. The interested and impacted educators and building administrators should bring forward their proposal as an implementation check to ensure integrity of proposal to (1) the Building Leadership Team for site implementation considerations, and (2) the Building Safety and Health Conditions Review Team to review potential health and safety impacts that cannot be addressed in a 24-hour period. Final review will be conducted by Executive Team. This final approval of all school-based plans for the extending of in-person services by the BSD’s Executive Team is designed as another implementation check to ensure integrity of application of the Operational Checklist for In Person Activities, not to approve or deny targeted in-person services.
 - iv. Expansion of students should follow the timeline outlined in the “Regarding Conditions Necessary for Broader Re-Opening of In-Person Instruction and Services” MOU, section 1; This [MOU Checklist](#) is a helpful resource
 - v. Building Safety and Health Conditions Review Team should complete the [Operational Checklist for In-Person Services Checklist](#)
 - vi. The building administrator should secure the signoffs from operational partners as outlined in the “Regarding Conditions Necessary for Broader Re-Opening of In-Person Instruction and Services” MOU, Section 12, steps f-j (i.e. health, transportation, nutrition, custodial, HR).
 - f. The Student Support Services Leadership Teams (SSSLT) will be informed at each meeting of any known plans for further expansion of in-person special education services by the Director III of Special Education and/or Executive Director. Any impact to in-person special education support and services as a result of schedule changes for secondary will be reviewed by SSSLT in consultation with impacted educators.
 - g. Three weeks after the initial commencement of any Targeted In-Person program at a school site, all affected staff will convene to conduct a programmatic review including assessment of conditions, effectiveness, successes, and challenges of the program. Should additional health and safety concerns exist with a specific facility, building administration, BLT, and BSHCRT will work together to address any site-specific issues. The safety reporting procedures outlined in the “Regarding Impact of the Pandemic of Coronavirus for the Remainder of the 2020-2021 School Year” MOU Section 26 apply.

10. Resources for Special Educators and ESAs

The following resources are for Special Education Staff and should be considered supplementals to this MOU:

- Occupational Therapist, Physical Therapist, and Speech Language Pathologist Work Expectations
- [SLP Teletherapy and Implementation](#)
- [SLP In Person Services](#)
- OTs and PTs continue process of collaborating with Motor team supervisor as adjustments are needed.

11. Recovery Services

BSD continues to learn about recovery services expectations through OSPI procedural feedback via due process hearings and citizen complaints, regional collaboration, and other sources.

BSD will create two BSD and BEA feedback groups to include educator voice for finalizing the recovery services process and delivery as follows:

- a. Data feedback group to consult on creating a dynamic data dashboard to serve as a tool to assist educators in collecting data for recovery services and for reporting recovery services eligibility and completion so that there can be centralized, systemic oversight for support and program implementation
- b. Program feedback group to support creating a suite of recovery services programs to offer for recovery services
- c. If recovery services are agreed upon by the IEP team to be conducted during the school year, certificated staff may volunteer and will receive per diem pay for their hours of participation.

12. Secondary Building Safety and Health Conditions Review Team

In order to avoid disrupting current systems and workgroups, the BEA and BSD recognize that many secondary sites have already formed working Safety Teams for their schools. These teams shall continue their work as the Building Safety and Health Conditions Review Teams for secondary schools and will operate as well as add necessary and interested team members according to guidance below.

Existing safety teams from each site including, but not limited to, the Verification Lead, Screening Lead, Infection Control Lead, Isolation Coordinator, and COVID-19 coordinator will continue to meet and review individual school safety and health data and make appropriate recommendations. While the BSHCRT will not be voting on expansion of services, this team may make recommendations such as requesting/recommending additional building specific supports, student movement

within the building (passing periods) and entrance/exit plans as well as other health and safety related decisions.

This group shall meet weekly and will review all relevant data including, but not limited to, safety protocol reports, school infection and contact tracing data, and King County DOH COVID-19 dashboard data for their attendance area. In addition to the Verification Lead, Screening Lead, Infection Control Lead, Isolation Coordinator, and COVID-19 coordinator, the composition of this group should include volunteer participation from:

- The school nurse
- One ESA providing services at the school, selected by the ESAs
- One Special Education teacher, selected by the Special Education educators
- A Counselor, selected by the counselors
- A building administrator
- Two or more representatives from the certificated staff
- Interested representative(s) from the classified staff

If the Verification Lead, Screening Lead, Infection Control Lead, Isolation Coordinator, or COVID-19 coordinator position is already filled by one of the individuals mentioned above, that person can serve more than one representation role if the team desires.

Questions to ask while forming the BSHCRT:

- i. Does the team reflect the diverse make-up of the staff?
- ii. Are there any voices or perspectives that are clearly missing?
- iii. Are there any certificated in-person job roles that are missing?
- iv. Does the team include perspectives from other labor groups/staff?
- v. Do any members of the team provide unique perspectives that are important to consider such as:
 - i. Educators who are also parents?
 - ii. Educators living with higher-risk family?
 - iii. Educators living with their parents or other elderly family members?
 - iv. Educators from the BIPOC community?
 - v. Educators from communities known to be disproportionately impacted by COVID-19?
 - vi. Educators with family moving between multiple homes?
 - vii. Educators who live within the community/Bellevue?

This initial team is then in charge of determining how and when to add any additional voices to the team based on considerations like the questions listed above.

If the building has an existing decision-making or voting structure, they would like to use for expanding team membership they are free to do so. If they do not, they may consider

choosing to use a 2/3 majority vote for expanding the team, similar to the mechanism they will use for deciding to expand services or not.

13. Vaccine Verification

On March 2, 2021, all Pre-K – Transitions educators became eligible to receive the COVID-19 vaccine. The Bellevue School District is not requiring staff to vaccinate but will require proof of vaccination for those who choose to do so. This practice is aligned with Board Policy 6512 regarding vaccination reporting. In the event of an outbreak of a vaccine-preventable disease in school, the local health officer has the authority to exclude a susceptible staff member in efforts to protect the educator.

The Bellevue School District will use a confidential database for staff to safely report their vaccination information. A limited number of district staff will have access to this confidential information and may only disclose limited information of how many educators are vaccinated within the Bellevue School District to an affiliated company who is assisting in providing vaccine clinics. Personal information and collective percentages of staff vaccination rates will not be shared in staff or community emails, on social media, or in any other manner other than as described above.

14. Modifications of Substitute Coverage Related to Transition to Broader In-Person Services

Each school shall have a substitute coverage plan that is based upon the specific provisions as delineated in Article 17, Leaves. Substitute coverage for elementary schools is outlined in the “Regarding Impact of the Pandemic of Coronavirus for the Remainder of the 2020-2021 School Year” MOU, Article 17 and remains in place. Types of leaves specifically addressed in this section focus on those which require a certificated substitute for secondary schools. Positions that work directly with students and have regularly scheduled classes or caseload shall be considered the top priority for substitute coverage.

Each school shall have a written substitute coverage plan submitted to BSD executive leadership no later than April 19, 2021 that identifies the following:

- Names of subs regularly assigned for filling in-person absences (hybrid). For each secondary school this includes any substitutes that have been identified as a site-based substitute.
- A list of classroom certificated staff who volunteer to be available for class coverage in the event that an emergency arises, and no substitute is available.
- A list of other staff such as school and district administrators and centrally assigned certificated positions and that may be utilized for class coverage in the event that an emergency arises, and no substitute is available.

Under emergency circumstances where an employee is directed to provide coverage by their supervisor, no individual educator will be required to provide coverage for more than two (2) class periods within a one-week period.

When assigning emergency coverage, every effort will be made to prioritize continuing uninterrupted service to those students who are in greatest need of support, as determined by the Building Leadership Team.

15. Compensation for Class Coverage

The provisions for compensating a certificated staff member for class coverage shall continue to follow the provisions of Article 22, Compensation, Section 9, Pay for Class Coverage as delineated on p. 126 in the Collective Bargaining Agreement.

16. Precedence

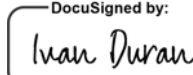
This MOU shall be in effect for the rest of the 2020-2021 school year, terminating July 31, 2021 unless expressly extended by mutual agreement of both parties. Unless expressly identified in this MOU, all other provisions of the CBA shall remain in full effect. This MOU is non-precedence setting and is intended to address the specific and unprecedented circumstances presented by the response to the COVID-19 epidemic during the 2020-2021 school year.

17. Monitoring and Oversight

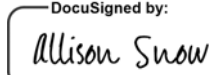
The parties agree to monitor the provisions of this MOU and related components of the Collective Bargaining Agreement to ensure the health and safety of staff, the consistency and efficacy of the work and educational environment, and the adherence to and interpretation of these provisions. Oversight shall be through the regularly scheduled Meet and Confer meetings throughout the 2020-2021 school year.

Date: March 26, 2021

For the District:

DocuSigned by:

C63FD7B9AF40434...
Dr. Ivan Duran
Superintendent
Bellevue School District

For the Association:

DocuSigned by:

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Allison Snow
President
Bellevue Education Association

Appendix A

Bellevue School District Secondary (grades 6 – 12) Schedule**Spring 2021**

7:45 Start Time:	Tillicum, Highland and Chinook
8:00 Start Time:	Bellevue, Interlake, Newport, Sammamish, Big Picture, International
8:30 Start Time:	Odle, Tyee

Sample Schedule

Sample Schedule									
Time	Monday	Tuesday	Wednesday					Thursday	Friday
	House A in Person		Alternate House A and B in person and virtual concurrent					House B in Person	
	House B and Virtual Concurrent							House A and Virtual Concurrent	
8:00-8:55	Period 1	Period 5	8:00-8:40	Period 1/5		Period 1/5		Period 1	Period 5
9:00-9:55	Period 2	Period 6	8:45-9:25	Period 2/6		Period 2/6		Period 2	Period 6
10:00-10:55	Period 3	Period 7	9:30-10:10	Period 3/7		Period 3/7		Period 3	Period 7
11:00-11:55	Period 4	<u>Community</u>	10:15-10:55	Period 4		Period 4		Period 4	<u>Community</u>
			11:00-12:00						
1:15-1:45	Period 1	Period 5						Period 1	Period 5
1:50-2:20	Period 2	Period 6						Period 2	Period 6
2:25-2:55	Period 3	Period 7						Period 3	Period 7
3:00-3:30	Period 4							Period 4	

Last 5 minutes of class are dedicated to cleaning.

April 5 and 6 are Async Days for Students and Educator Training Days for in person Learning

April 8 is House A in person and House B/Virtual concurrent

April 9 is House B in person and House A/Virtual concurrent

Sample Schedule

April 8 and 9 Bell Schedule	
Period 1	8:00-8:30
Period 2	8:35-9:05
Period 3	9:10-9:40
Period 4	9:45-10:15
Period 5	10:20-10:50
Period 6	10:55-11:25
Period 7	11:30-12:00

30-minute classes with 5 minutes of passing. Last 5 minutes of class dedicated to cleaning.

Period 8 is replaced by Community and is a rotation of all periods for SEL work. An educator would need to plan 1 lesson for a 7-week period, repeating the lesson for each group of in-person lessons. Virtual options will be provided for virtual only students.

Week of April 5 through 9

- **Monday, April 5 and Tuesday, April 6:** Async days for all students and acclimation/training for educators,
 - In-person educators teaching the hybrid model will provide for asynchronous learning for students
 - Fully virtual educators can do synchronous at their discretion.
- **Wednesday, April 7:** Regular Weds. schedule for all students taught synchronously remote.
- **Thursday, April 8:** In-person for all secondary students assigned to **House A** in the hybrid model, grades 6 – 12
 - Modified schedule, students will attend all class periods 1 – 7
 - 30 Minute Class Periods with 5 Minute Passing Periods
 - All students in Hybrid and Virtual programs will follow the same schedule
 - Virtual students will attend all class periods if teacher is remote
 - Virtual students may attend class if their teacher is in-person for that class period, or the teacher may assign an asynchronous lesson for that class period.
 - Hybrid students in **House B** may attend class remotely, or the teacher may assign an asynchronous lesson for that class period.
- **Friday, April 9:** In-person for all secondary students assigned to **House B** in the hybrid model, grades 6 – 12
 - Modified schedule, students will attend all class periods 1 – 7
 - 30 Minute Class Periods with 5 Minute Passing Periods
 - All students in Hybrid and Virtual programs will follow the same schedule
 - Virtual students will attend all class periods if teacher is remote

- Virtual students may attend class if their teacher is in-person for that class period, or the teacher may assign an asynchronous lesson for that class period.
- Hybrid students in **House A** may attend class remotely, or the teacher may assign an asynchronous lesson for that class period.

Week of April 12 – 16

Spring Break – No School

Week of April 19 – 23

Last week of current secondary schedule

No In-Person Services provided

Week of April 26 – 30

Beginning of In-Person hybrid schedule (Virtual classes follow the same bell schedule)

- **Monday, April 26:** In-person for all secondary students assigned to **House A**
 - Periods 1, 2, 3 and 4 (3 hours, 55 minutes)
 - **House B** and virtual students concurrent
 - **All students virtual** afternoon time for periods 1, 2, 3, 4, for intervention and enrichment
- **Tuesday, April 27:** In-person for all secondary students assigned to **House A**
 - Periods 5, 6, 7 and Community (former 8)* (3 hours, 55 minutes)
 - **House B** and virtual students concurrent
 - **All students virtual** afternoon time for periods 5, 6, 7, for intervention and enrichment
- **Wednesday, April 28:** In-person for all secondary students assigned to **House A**
 - Periods 1, 2, 3 and 4 (2 hours, 55 minutes)
 - **House B** and virtual students concurrent
 - **All students virtual** afternoon time for periods 1, 2, 3, 4, for intervention and enrichment
- **Thursday, April 29:** : In-person for all secondary students assigned to **House B**
 - Periods 1, 2, 3 and 4 (3 hours, 55 minutes)
 - **House A** and virtual students concurrent
 - **All students virtual** afternoon time for periods 1, 2, 3, 4, for intervention and enrichment
- **Friday, April 30:** In-person for all secondary students assigned to **House B**
 - Periods 5, 6, 7 and Community (former 8)* (3 hours, 55 minutes)
 - **House A** and virtual students concurrent
 - **All students virtual** afternoon time for periods 5, 6, 7, for intervention and enrichment

*Community – Focus on Social Emotional Learning (SEL) and support for Period 1

Week of May 3 - 7

- **Monday, May 3:** In-person for all secondary students assigned to **House A**
 - Periods 1, 2, 3 and 4 (3 hours, 55 minutes)
 - **House B** and virtual students concurrent
 - **All students virtual** afternoon time for periods 1, 2, 3, 4, for intervention and enrichment
- **Tuesday, May 4:** In-person for all secondary students assigned to **House A**
 - Periods 5, 6, 7 and Community (former 8)* (3 hours, 55 minutes)
 - **House B** and virtual students concurrent
 - **All students virtual** afternoon time for periods 5, 6, 7, for intervention and enrichment
- **Wednesday, May 5:** In-person for all secondary students assigned to **House A**
 - Periods 5, 6 and 7 (2 hours, 10 minutes)
 - **House B** and virtual students concurrent
 - **All students virtual** afternoon time for periods 5, 6, 7, for intervention and enrichment
- **Thursday, May 6:** In-person for all secondary students assigned to **House B**
 - Periods 1, 2, 3 and 4 (3 hours, 55 minutes)
 - **House A** and virtual students concurrent
 - **All students virtual** afternoon time for periods 1, 2, 3, 4, for intervention and enrichment
- **Friday, May 7:** In-person for all secondary students assigned to **House B**
 - Periods 5, 6, 7 and 8* (3 hours, 55 minutes)
 - **House A** and virtual students concurrent
 - **All students virtual** afternoon time for periods 5, 6, 7, for intervention and enrichment

***Community** – Focus on Social Emotional Learning (SEL) and support for Period 2

Week of May 10 – 14

- **Monday, May 10:** In-person for all secondary students assigned to **House A**
 - Periods 1, 2, 3 and 4 (3 hours, 55 minutes)
 - **House B** and virtual students concurrent
 - **All students virtual** afternoon time for periods 1, 2, 3, 4, for intervention and enrichment
- **Tuesday, May 11:** In-person for all secondary students assigned to **House A**
 - Periods 5, 6, 7 and Community (former 8)* (3 hours, 55 minutes)
 - **House B** and virtual students concurrent
 - **All students virtual** afternoon time for periods 5, 6, 7, for intervention and enrichment
- **Wednesday, May 12:** In-person for all secondary students assigned to **House B**
 - Periods 1, 2, 3 and 4 (2 hours, 55 minutes)
 - **House A** and virtual students concurrent

- **All students virtual** afternoon time for periods 1, 2, 3, 4, for intervention and enrichment
- **Thursday, May 13:** In-person for all secondary students assigned to **House B**
 - Periods 1, 2, 3 and 4 (3 hours, 55 minutes)
 - **House A** and virtual students concurrent
 - **All students virtual** afternoon time for periods 1, 2, 3, 4, for intervention and enrichment
- **Friday, May 14:** In-person for all secondary students assigned to **House B**
 - Periods 5, 6, 7 and Community (former 8)* (3 hours, 55 minutes)
 - **House A** and virtual students concurrent
 - **All students virtual** afternoon time for periods 5, 6, 7, for intervention and enrichment

*Community – Focus on Social Emotional Learning (SEL) and support for Period 3

Week of May 17 – 21

- **Monday, May 17:** In-person for all secondary students assigned to **House A**
 - Periods 1, 2, 3 and 4 (3 hours, 55 minutes)
 - **House B** and virtual students concurrent
 - **All students virtual** afternoon time for periods 1, 2, 3, 4, for intervention and enrichment
- **Tuesday, May 18:** In-person for all secondary students assigned to **House A**
 - Periods 5, 6, 7 and Community (former 8)* (3 hours, 55 minutes)
 - **House B** and virtual students concurrent
 - **All students virtual** afternoon time for periods 5, 6, 7, for intervention and enrichment
- **Wednesday, May 19:** In-person for all secondary students assigned to **House B**
 - Periods 5, 6 and 7 (2 hours, 10 minutes)
 - **House B** and virtual students concurrent
 - **All students virtual** afternoon time for periods 5, 6, 7, for intervention and enrichment
- **Thursday, May 20:** In-person for all secondary students assigned to **House B**
 - Periods 1, 2, 3 and 4 (3 hours, 55 minutes)
 - **House A** and virtual students concurrent
 - **All students virtual** afternoon time for periods 1, 2, 3, 4, for intervention and enrichment
- **Friday, May 21:** In-person for all secondary students assigned to **House B**
 - Periods 5, 6, 7 and Community (former 8)* (3 hours, 55 minutes)
 - **House A** and virtual students concurrent
 - **All students virtual** afternoon time for periods 5, 6, 7, for intervention and enrichment

*Community – Focus on Social Emotional Learning (SEL) and support for Period 4

Week by Week Schedule

April 5, 2021	April 6, 2021	April 7, 2021	April 8, 2021	April 9, 2021
Async/Transition Days		Periods 1-4	House A in person	House B in person
April 12, 2021	April 13, 2021	April 14, 2021	April 15, 2021	April 16, 2021
Spring Break				
April 19, 2021	April 20, 2021	April 21, 2021	April 22, 2021	April 23, 2021
Quarantine Virtual Week				
		Period 5-7		
April 26, 2021	April 27, 2021	April 28, 2021	April 29, 2021	April 30, 2021
	<u>Community</u> Period 1 A	Periods 1-4 House A		<u>Community</u> Period 1 B
May 3, 2021	May 4, 2021	May 5, 2021	May 6, 2021	May 7, 2021
	<u>Community</u> Period 2 A	Periods 5-7 House A		<u>Community</u> Period 2 B
May 10, 2021	May 11, 2021	May 12, 2021	May 13, 2021	May 14, 2021
	<u>Community</u> Period 3 A	Periods 1-4 House B		<u>Community</u> Period 3 B
May 17, 2021	May 18, 2021	May 19, 2021	May 20, 2021	May 21, 2021
	<u>Community</u> Period 4 A	Periods 5-7 House B		<u>Community</u> Period 4 B
May 24, 2021	May 25, 2021	May 26, 2021	May 27, 2021	May 28, 2021
	<u>Community</u> Period 5 A	Periods 1-4 House A		<u>Community</u> Period 5 B
May 31, 2021	June 1, 2021	June 2, 2021	June 3, 2021	June 4, 2021
Memorial Day	<u>Community</u> Period 6 A	Periods 5-7 House A		<u>Community</u> Period 6 B
June 7, 2021	June 8, 2021	June 9, 2021	June 10, 2021	June 11, 2021
	<u>Community</u> Period 7 A	Periods 1-4 House B		<u>Community</u> Period 7 B
June 14, 2021	June 15, 2021	June 16, 2021	June 17, 2021	June 18, 2021
	<u>Community</u> Period 1 A	Period 5-7 House B		<u>Community</u> Period 1 B
June 21, 2021	June 22, 2021			
<u>TBD</u>	<u>TBD</u>			