

**INTER-OFFICE CORRESPONDENCE  
LOS ANGELES UNIFIED SCHOOL DISTRICT**

**TO:** \*See Distribution

**DATE:** August 7, 2020

**FROM:** Anthony DiGrazia, Director  
Office of Labor Relations

**SUBJECT: SUMMARY OF THE LAUSD-UTLA 2020-2021 DISTANCE LEARNING  
SIDELETTER (PENDING BOARD ADOPTION)**

The purpose of this memorandum is to call to your attention to provisions of the pending 2020-2021 Distance Learning Sideletter between the Los Angeles Unified School District and United Teachers Los Angeles. The following is a summary of the changes and actions required by administrators to facilitate the implementation:

**Term of Sideletter:** August 3, 2020 through December 31, 2020

**Distance Learning**

This section defines the specific components of Distance Learning and the requirements for both Synchronous and Asynchronous Instruction. Administrators should inform instructional staff and ensure that all instructional guidance and procedures are in alignment with the requirements listed below.

1. Distance Learning shall include synchronous and asynchronous instruction in adherence to the requirements as listed in #1 of the sideletter.
2. Examples of Synchronous Instruction include: whole- or small-group instruction through a web-conferencing platform (e.g. Zoom, Microsoft Teams, or Schoology Conferences), breakout rooms using a web-conferencing platform, direct instruction and subsequently providing students time for highly structured and guided practice, with feedback. The minimum number of synchronous minutes guaranteed for every student are listed on page 1 of Attachment A; however, minutes for tiered, small-group instruction and designated English Language Development or Mainstream English Language Development are over and above the minimum.
3. Examples of Asynchronous Instruction include: homework, pre-recorded lessons without the teacher present to guide, learning done on the student's own time or schedule, learning done without the teacher or other certificated staff present, self-guided instructional modules, or feedback given to the student (not in real time). The approximate number of asynchronous minutes are listed on page 1 of Attachment A. It is possible for students accumulate more than the minimum number of synchronous and asynchronous minutes, but regardless, administrators must ensure that each student receives the minimum amount of instruction (synchronous and asynchronous as listed in SB 98)

4. In collaboration with Human Resources and taking into account available school-based staff, site administrators should plan to utilize substitute educators centrally-assigned to school sites and out-of-classroom certificated staff to assist teachers with breakout instruction or other student support services. Substitute coverage will be funded out of a central allocation; schools will receive the code in a separate correspondence.
5. Inform classroom teachers of the instructional minute minimums and requirements for synchronous/asynchronous instruction as outlined in Attachment A and the expectation to work 360 minutes per day on average. The time of the work outside of the 9:00 AM-2:15 PM school day including but not limited to planning and preparation shall be at the discretion of the teacher. Additional duties are to be performed outside of the regular instructional day (9:00 AM-2:15 PM).

The schedules shown shall be followed unless a waiver is requested as described in #12 below. For secondary schools, please review *Revisions to the Secondary Master Schedules - Adding Two Homeroom Advisory Sections* from the Division of Instruction for more information.

6. Inform classroom teachers of the requirement to regularly communicate with parents to facilitate their understanding when students will be engaging in synchronous instruction. Strategies can include posting schedules to Schoology and emailing parents to inform them of the synchronous time for the week.
7. Inform non-classroom teachers of the need to provide students and parents with consistency and to avoid scheduling conflicts. Unit members who are not classroom teachers are to create, share and follow a regular weekly schedule of services and office hours each week. Non-classroom teachers should also provide advance notification to students, parents, and supervisors if a change to the schedule becomes necessary.
8. All Schoology courses are searchable with read-only access within a building using the "Principal" role (job aid: <https://bit.ly/LMSViewOnly>). School site principals are automatically issued the Schoology 'Principal' role. Additional administrators, such as Assistant Principals, will need to request the 'Principal' role through <https://oneaccess.lausd.net> and have the role approved by the site administrator.

Alternatively, school administrators shall be granted "Course Administrator" access to specific Schoology courses requested with a five-minute notice by the teacher if access to the gradebook or roster is needed. When teachers set up their Zoom course, school administrators or designee (e.g. the School coordinator, School Administrative Assistant) shall be named an "Alternate Host" or "Co-Host" to all Zoom sessions, in case of an emergency. School administrators shall be granted access by the Zoom session owner (teacher) to courses and web-conferencing sessions upon prior notice to the educator. Recommended prior notice may be approximately 5 minutes.

9. Do not require the recording of live instruction by UTLA members without prior notice and consent and the appropriate approvals required by District policy.

10. In collaboration with Human Resources, make all reasonable efforts to utilize substitutes and pool teachers to avoid general education combination classes in the elementary schools. If and when it occurs, administrators should consult with their Staff Relations Field Director to obtain a form that can be used to provide written rationale to affected teachers as to why a combination class is necessary.
11. Alternative School Administrators may create an alternate schedule on a site-by-site basis. These schedules shall be comparable with the workload and school day for other TK-12 teachers and students, but allow for greater flexibility to address individual student needs.
12. With the approval of the Local School Leadership Council (LSLC), schools may make the following changes to the instructional schedule without requesting a waiver:
  - Schools that wish to move their Instructional Support Day to a day other than Monday.
  - Elementary schools may move or align break/lunchtime while retaining the same number of instructional minutes.
  - Secondary schools may change the order of schedule items (e.g., professional development or lunch) without altering the number or length of instructional periods.
  - “Secondary schools wishing to change the order (but not frequency) of class periods within a given schedule (e.g., instead of “odd” and “even” days, having Periods 1-3 one day and Periods 4-6 the next day)

For schools that previously submitted banked-time and common planning time waivers for the 2020-2021 school year, these waivers shall be held in abeyance until schools return to regular on-site instruction and follow the regular school schedules submitted in the original waiver. Staff selection and council reconfiguration waivers shall be processed.

Waivers to the provisions of this Sideletter beyond the scope of the items listed above will need to be processed through the waiver process outlined in Memorandum 6680.4. Schools that wish to develop alternative schedules may go through the waiver process, as outlined in the LAUSD/UTLA 2019-2022 Collective Bargaining Agreement. Schools shall have until September 15, 2020 to submit waivers for schedule changes. School administrators are to consult with their Community of School Administrator before seeking a waiver. Requirements under the approved Elect-to-Work Agreement for Pilot Schools remain in effect.

13. UTLA members will be required to participate in one grade-level meeting, department meeting, or professional development meeting per week for a maximum of one hour during the Instructional Support Day. Additionally, the principal may require UTLA members to attend no more than two faculty meetings per month outside of the workday.

### **Smart Start**

1. School begins on August 18, 2020, with a reverse minimum day. Teachers will have PD in the morning and students will have a schoolwide orientation and device, textbook and instructional material distribution in the afternoon. On August 19th, there will be another reverse minimum day with PD in the morning for teachers. Teachers will meet their students in the afternoon for a student orientation. In secondary schools, it is recommended that teachers welcome their advisory period only school-wide, so that every student has a live interaction with at least one teacher. Inform teachers and other applicable UTLA members that Smart Start for students and the regular instructional schedule (9:00 AM-2:15 PM) will continue for the first week of school, ending on Friday, August 28, 2020. Teachers are to build into their instructional program and ensure that all teachers, students, and families have built positive rapport, practiced routines and procedures for logging into and using the district's learning management system, Schoology, and other district-approved applications, and have developed instructional routines as a strong foundation for instruction.
2. Inform UTLA members that they are required to attend ten hours of professional development as follows: three hours on the pupil-free day on August 17th, three and one half hours on August 18th, and three and one half hours on August 19th. Approximately five of the ten hours will be required professional development, while the other five hours will be at the discretion of the local district, community of school administrator, or school. The Division of Instruction will publish a menu of available professional development for local use and choice.
3. Inform UTLA members that the afternoons of August 17th-18th shall be used for planning and preparation for the beginning of the Academic Year. The afternoon of August 19th shall be used to make initial contact with students and families to make introductions and to explain procedures for logging in to class the following morning. Teachers should ensure that students have their schedules and report any concerns to an administrator. Each school shall establish a system so that teachers can report concerns, including but not limited to, students who do not have a device, connectivity, or who do not attend the student orientation.

### **Compensation, Evaluation, Benefits and Leaves**

1. It is optional for UTLA members to physically return to work with prior notice at an LAUSD building or facility until schools are physically reopened for all students or as bargained in a separate document upon agreement by the parties. If staff elect to come in, please ensure they are following all guidelines including notifying an administrator in advance, wearing a face covering and practicing physically distancing and hygiene guidelines. School sites should have received an initial provision of personal protective equipment. Any additional personal protective equipment will need to be ordered by a site administrator.

2. For the 2020-2021 school year, plan to evaluate only non-permanent employees (provisional and probationary). Employees being evaluated may submit a video of their lesson to their evaluator in lieu of a formal evaluation observation while assigned to do full remote instruction. Further guidance will be issued regarding procedures that teachers are to follow when videotaping lessons, as the recording becomes a student record and is subject to FERPA regulations. Please consult with your Staff Relations Field Director if you have performance concerns with other employees.
3. Recognize that many members have children and family circumstances that may result in occasional unexpected interruptions to online instruction and should not be disciplined for such occasional interruptions. Consult with the Office of Staff Relations for further clarification.
4. UTLA members shall be eligible for their regular base pay. Employees who are ill or on leave will use their benefit time to be compensated to ensure they receive their regular base pay. All contractual differentials shall continue to be paid for the 2020 - 2021 school year and UTLA employees should continue to perform the duties remotely. Consult with your time reporter or Payroll Services Division if you have questions.
5. Follow District policy regarding Auxiliary pay (as defined in Article XIV of the UTLA-LAUSD Agreement) based on teachers performing duties virtually or otherwise.
6. The provisions of Article XIV, Section 37.0 shall continue to apply for National Board Certified Teachers (NBCTs) during the 2020-2021 school year. Allow NBCTs who did not attain the total ninety-two (92) hours of additional work required during the 2019-2020 school year to earn the full 15% compensation differential to perform appropriate work to make up the difference in the 2020-2021 school year. Consult with Human Resources if you have questions regarding this provision.
7. All current pool teachers shall be assigned and reassigned to a school(s) for the 2020-2021 school year based on student need. Contact your Human Resource Specialist if you have questions.
8. The Division of Human Resources shall assign substitutes to a school for a specified number of days, based on student needs and a survey of their availability. The District shall attempt to assign substitute unit members to a school within their current calling area in teams. All substitutes assigned shall be encouraged and invited to participate in the "Smart Start" professional development from August 17-19, 2020 at their hourly rate of pay.
9. For those substitutes who have made themselves available to work in accordance with the substitute survey, the District shall waive the 1 day of work per month threshold for maintenance of healthcare for the following month for those substitute unit members that have qualified for healthcare in 2020-2021. Contact the Health Benefits Office if there are questions.
10. Provide substitutes with access to available technology support necessary for their

school-based assignments as determined by the District. If you need additional support with technology, please contact your Local District's IT Liaison or other person designated by your Local District leaders.

11. In addition to the ten hours of "Smart Start" professional development, substitute educators will have access to an additional ten hours of professional development on Distance Learning to be paid at the District Training Rate.

### **Technology Support**

1. Provide UTLA members who do not have equipment (e.g. laptop) that can be used for distance learning or contacting parents and students available equipment upon request. Schools should use their current inventory to provide devices to faculty and staff as needed. If they need to purchase devices, they should use their school funding to purchase equipment from Arey Jones or Apple.

### **Special Education**

1. Following the District's guidelines for scheduling and conducting IEP meetings, provide substitute coverage for Special Education teachers for IEP meetings scheduled during instructional time. (MEM-072901.0)
2. In addition to the substitute coverage provided in Article XXII, Section 14.0, Special Education teachers may request substitute coverage from their site administrator to complete federally mandated assessments. Special Education teachers required to conduct assessments shall be granted substitute coverage for this purpose.
3. Facilitate the participation of Special Education teachers and related service provider's ability to utilize the "Smart Start" afternoons of August 17-18 to coordinate with their general education peers on co-teaching models, push-in, small group instruction, lesson planning, and review of goals and objectives with guardians and/or students. Please note that the Inclusion Sideletter is in effect and should be referred to as necessary.
4. The District shall provide continued professional development for virtual delivery of services (example: Tele-Service).
5. Ensure that Special Day Classes schedules are comparable with the workday for other TK-12 teachers and students, while addressing individual student and program needs as required by the IEP to the best extent feasible.

### **Non-Classroom Educators (Coordinators, Coaches, Secondary Counselors, PSW, PSA, DIS Service Providers, etc.)**

1. Allow non-classroom educators to develop a flexible work schedule for their contractual work hours outside of the 9:00 AM to 2:15 PM school day and submit it for administrative review and approval.
2. Provide assistance as needed to Psychiatric Social Workers, Pupil Services Attendance Counselors, School Psychologists, Secondary Counselors and

Designated Instructional Services (DIS) providers in providing a combination of collaboration, consultation, and virtual services for students and families consistent with identified student needs, as applicable in identified in their IEP to the best extent feasible with the privacy and safety guidelines of the District.

3. Facilitate all itinerant educators, counselors, and Student Health and Human Services (SHHS) staff in collaborating with colleagues, teachers, parents, and other stakeholders to develop flexible and innovative approaches in providing services.
4. The District and UTLA shall meet at the request of either party to address methods and strategies for providing equitable and appropriate education for English Learners (ELs) and Deaf and Hard of Hearing (DHH) students.
5. Provide assistance when needed to employees providing special education related services in a virtual format, psychologists and therapists (SLP, OT/PT, APE, etc.) when grouping students based on similar goals and needs as identified in each student's IEP, from various school sites, as appropriate.
6. Provide assistance when needed to SHHS support providers in prioritizing necessary direct services to students in a virtual/video format. If expected to participate in virtual video IEPs, 504s, SSPT, coaching, conferencing, and other related meetings that may exceed 5 hours of screen time in a day, they may utilize alternative methods to participate in these meetings.
7. Ensure that any home visits or visits made to care centers made by unit members during the period of school closure are done on a voluntary basis and consistent with Los Angeles County Department of Public Health guidelines.
8. For high school students, while Individualized Graduation Plan (IGP) deadlines still apply, IGP may be modified during the second semester based on student need when necessary. In the COVID-19 environment, it is even more crucial to attend to the IGP timelines as communicated annually by the Division of Instruction. Class of 2021 must have their IGP within the first ten weeks of school.
9. Appropriate supervisors are to review requests for optional and voluntary flexible working hours to accommodate working with parents, crisis hotline hours, Saturday clinic, etc.

### **Early Learners (EEC, CSPP, ETK)**

1. While adhering to the Education Code requirement for 180 minutes of daily instruction for students enrolled in EEC and CSPP, ensure that maximum synchronous instruction for children in EEC, CSPP and Special Education Programs under 4 years of age not exceed 45 minutes at a given sitting.
2. Where applicable, facilitate Early Childhood educators' ability to utilize the "Smart Start" to:
  - a. Meet with parents and students online
  - b. Hold parent and student workshops

- c. Discuss and review expectations of remote learning
  - d. Establish best modes of communication
  - e. Develop an outreach and engagement program
3. Ensure that any EEC unit member requests for a flexible work schedule meet the needs of students prior to being approved by their supervisor.
  4. The District shall provide all EEC and CSPP unit members with a one-time \$500 payment for instructional materials and resources to supplement remote instruction for Early Education and CSPP students. If the agreement is adopted by the Board and ratified by UTLA, this amount will be paid individually to employees in the month of September.
  5. Facilitate appropriate PD for Early Childhood educators.

### **Adult Education and CTE**

1. Ensure that all Individualized Instruction Labs (II Labs) shall be conducted both synchronously and asynchronously.

### **Professional Development**

1. The District shall endeavor to have future online or video professional development created by central office include captioning and ASL interpretation embedded in the video as required by law for those employees needing such accommodations.
2. Facilitate continued professional development shall be provided by the District for virtual delivery of instruction and transformative SEL (Social Emotional Learning). This training will be sponsored by the Division of Instruction and Student Health and Human Services, in collaboration with school, community of school, and local district leaders.

**Distance Learning/Student & Community Health Workgroup-** The parties agree to establish workgroups on these two topics.

A copy of the full Side letter is attached for your information.

Contact the Human Resources Division for questions regarding staffing, norms, substitutes and other personnel related matters.

Contact the Office of Staff Relations for questions regarding the contractual implementation of the Agreement at school sites and administrative offices.

Contact the Division of Instruction for questions regarding instructional minutes, support for professional development and Smart Start.

Contact the Division of Adult and Career Education (DACE) for questions on II Labs.

Contact the Early Childhood Education Division (ECED) for questions regarding Early Education Centers (EECs), California State Preschool Programs (CSPPs) and Expanded

Transitional Kindergarten (ETK) implementation.

Contact the Division of Special Education for questions on substitute coverage, virtual delivery of services, itinerant services and IEP implementation.

Contact the Division of Student Health and Human Services (SHHS) with questions on virtual delivery of services.

Contact the Instructional Technology Division for questions regarding technology and Internet.

Please contact me or the Office of Labor Relations if you have questions regarding the Sideletter.

Attachment: LAUSD-UTLA 2020-2021 DISTANCE LEARNING SIDELETTER

\*Distribution:

Austin Beutner, Superintendent  
Executive Staff  
Local District Superintendents  
Administrators of Instruction  
Administrators of Operations  
Community of Schools Administrators  
Staff Relations Field Directors

**ATTACHMENT A**  
**DISTANCE LEARNING SCHEDULES FOR THE 2020/21 SCHOOL YEAR**

<b>Grade Level/ Schedule</b>	<b>State Minimum for Daily Instructional Minutes</b>	<b>Minimum Number of Synchronous Minutes Student Receives:</b>	<b>Approximate Number of Asynchronous Minutes for Students:</b>
ETK/TK/K	180 min.	60 min. on Monday 90 min. on Tuesday-Friday	90-120 minutes
1-3	230 min.	90 min. on Monday 110 min. on Tuesday-Friday	120-150 minutes
4-5 (6)	240 min.	90 min. on Monday 120 min. on Tuesday-Friday	120-150 minutes
6 periods	240 min.	90 min. on Monday 150 min. on Tuesday-Friday	90-150 minutes
7 periods	240 min.	100 min. on Monday 170 min. on Tuesday-Friday	70-140 minutes
8 periods	240 min.	100 min. on Monday 150 min. on Tuesday-Friday	90-140 minutes
4x4	240 min.	90 min. on Monday 150 min. on Tuesday-Friday	90-150 minutes

**ELEMENTARY SCHOOL – EXPANDED TK / TRANSITIONAL KINDERGARTEN / KINDERGARTEN**

<b>Grade Level</b>	<b>State Minimum for Daily Instructional Minutes</b>	<b>Minimum Number of Synchronous Minutes Student Receives:</b>	<b>Approximate Number of Asynchronous Minutes for Students:</b>
ETK/TK/K	180 min.	60 min. on Monday 90 min. on Tuesday-Friday	90-120 minutes

**MONDAY: INSTRUCTIONAL SUPPORT DAY**

9:00 - 9:20	Weekly Assembly
9:20 - 9:25	Break
9:25 - 9:55	Synchronous Whole-group learning: Integrated SEL/HSS/Science, Arts, SEL
10:00 - 10:30	Synchronous Small-group Group 1 (ELA/MATH)
10:30 - 10:40	Break
10:40 - 11:10	Synchronous Small-group Group 2 (ELA/MATH)
11:10 - 11:40	Lunch
11:40 - 12:10	Synchronous Small-group Group 3 (ELA/MATH)
12:15 - 1:15	Tiered support (ELD/MELD) Synchronous and Asynchronous
1:15 - 2:15	Grade-level meetings/Planning time/Professional development

**TUESDAY–FRIDAY: REGULAR INSTRUCTIONAL DAY**

9:00 - 9:45	Synchronous Whole-group learning: Integrated SEL/HSS/Science, Arts, SEL
9:45 - 9:55	Break
9:55 - 10:40	Synchronous Small-group Group 1 (ELA/MATH)
10:40 - 10:50	Break
10:50 - 11:35	Synchronous Small-group Group 2 (ELA/MATH)
11:35 - 12:05	Lunch
12:05 - 12:50	Synchronous Small-group Group 3 (ELA/MATH)
12:55 - 1:25	Tiered support (ELD/MELD/Small-group) Synchronous and Asynchronous
1:25 - 2:15	Office hours by appointment and planning time

**ELEMENTARY SCHOOL – GRADES 1-3**

<b>Grade Level</b>	<b>State Minimum for Daily Instructional Minutes</b>	<b>Minimum Number of Synchronous Minutes Student Receives:</b>	<b>Approximate Number of Asynchronous Minutes for Students:</b>
1-3	230 min.	90 min. on Monday 110 min. on Tuesday-Friday	120-150 minutes

**MONDAY: INSTRUCTIONAL SUPPORT DAY**

9:00 - 9:20	Weekly Assembly
9:30 - 10:15	Core Subject 1 (ELA or Math) Synchronous and Asynchronous
10:15 - 10:25	Break
10:25 - 11:10	Core Subject 2 (ELA or Math) Synchronous and Asynchronous
11:10 - 11:20	Break
11:20 - 12:05	CORE Subject 3 Arts/ Science/ Social Science/ Health/ PE Synchronous and Asynchronous
12:05 - 12:35	Lunch
12:35 - 1:20	Tiered support (ELD/MELD/Small-group) Synchronous and Asynchronous
1:20 - 2:15	Grade-Level Meetings/Planning Time/Professional Development

**TUESDAY–FRIDAY: REGULAR INSTRUCTIONAL DAY**

9:00 - 9:20	Synchronous Inclusion Activity (SEL)
9:20 - 10:05	Core Subject 1 (ELA or Math) Synchronous and Asynchronous
10:05 - 10:15	Break
10:15 - 11:00	Core Subject 2 (ELA or Math) Synchronous and Asynchronous
11:00 - 11:10	Break
11:10 - 11:55	CORE Subject 3 Arts / Science/Social Science/ Health/ PE Synchronous and Asynchronous
11:55 - 12:25	Lunch
12:25 - 1:10	Tiered support (ELD/MELD/Small-group) Synchronous and Asynchronous
1:10 - 1:40	Tiered support (Small-group) Synchronous and/or Asynchronous
1:40 - 2:15	Office hours by appointment and planning time

**ELEMENTARY SCHOOL – GRADES 4-5/6**

<b>Grade Level</b>	<b>State Minimum for Daily Instructional Minutes</b>	<b>Minimum Number of Synchronous Minutes Student Receives:</b>	<b>Approximate Number of Asynchronous Minutes for Students:</b>
4-5 (6)	240 min.	90 min. on Monday 120 min. on Tuesday-Friday	120-150 minutes

**MONDAY: INSTRUCTIONAL SUPPORT DAY**

9:00 - 9:20	Weekly Assembly
9:30 - 10:15	Core Subject 1 (ELA or Math) Synchronous and Asynchronous
10:15 - 10:25	Break
10:25 - 11:10	Core Subject 2 (ELA or Math) Synchronous and Asynchronous
11:10 - 11:20	Break
11:20 - 12:05	CORE Subject 3 Arts / Science/ Social Science/ Health/ PE Synchronous and Asynchronous
12:05 - 12:35	Lunch
12:35 - 1:15	Tiered support (ELD/MELD/Small-group) Synchronous and Asynchronous
1:15 - 2:15	Grade-Level Meetings/Planning Time/Professional Development

**TUESDAY–FRIDAY: REGULAR INSTRUCTIONAL DAY**

9:00 - 9:30	Synchronous Inclusion Activity (SEL)
9:30 - 10:15	Core Subject 1 (ELA or Math) Synchronous and Asynchronous
10:15 - 10:25	Break
10:25 - 11:10	Core Subject 2 (ELA or Math) Synchronous and Asynchronous
11:10 - 11:20	Break
11:20 - 12:05	CORE Subject 3 Arts/ Science/ Social Science/ Health/ PE Synchronous and Asynchronous
12:05 - 12:35	Lunch
12:35 - 1:20	Tiered support (ELD/MELD/Small-group) Synchronous and Asynchronous
1:20 - 1:50	Tiered support Synchronous and/or Asynchronous
1:50 - 2:15	Office hours by appointment and planning time

**SECONDARY 6-PERIOD DAY**

State Minimum for Daily Instructional Minutes	Minimum Number of Synchronous Minutes Student Receives:	Approximate Number of Asynchronous Minutes for Students:
240 min.	90 min. on Monday 150 min. on Tuesday-Friday	90-150 minutes

**MONDAY: INSTRUCTIONAL SUPPORT DAY**

\*Even and odd periods alternate weeks

9:00 - 10:00	Period 1/2 Additional Support/Intervention (Synchronous and Asynchronous)
10:05 - 11:05	Period 3/4 Additional Support/Intervention (Synchronous and Asynchronous)
11:10 - 12:10	Period 5/6 Additional Support/Intervention (Synchronous and Asynchronous)
12:10 - 12:40	Lunch
12:40 - 1:15	Parent outreach time/Office hours
1:15 - 2:15	Planning Time/Professional Development

**TUESDAY – FRIDAY: REGULAR INSTRUCTIONAL DAY**

9:00 - 10:10	Period 1/2 (Synchronous and Asynchronous)
10:15 - 11:25	Period 3/4 (Synchronous and Asynchronous)
11:30 - 12:00	Student Support Advisory 1 (Synchronous)
12:00 - 12:30	Lunch
12:30 - 1:00	Student Support Advisory 2 (Synchronous)
1:05 - 2:15	Period 5/6 (Synchronous and Asynchronous)

**SECONDARY 7-PERIOD DAY**

State Minimum for Daily Instructional Minutes	Minimum Number of Synchronous Minutes Student Receives:	Approximate Number of Asynchronous Minutes for Students:
240 min.	100 min. on Monday 170 min. on Tuesday-Friday	70-140 minutes

**MONDAY: INSTRUCTIONAL SUPPORT DAY**

\*Even and odd periods alternate weeks

9:00 - 9:45	Period 1/2 Additional Support/Intervention (Synchronous and Asynchronous)
9:50 - 10:35	Period 3/4 Additional Support/Intervention (Synchronous and Asynchronous)
10:40 - 11:25	Period 5/6 Additional Support/Intervention (Synchronous and Asynchronous)
11:25 - 11:55	Lunch
11:55 - 12:40	Period 7 Additional Support/Intervention (Synchronous and Asynchronous)/ Advisory (synchronous)
12:40 - 1:15	Parent outreach time/Office hours
1:15 - 2:15	Planning Time/Professional Development

**TUESDAY – FRIDAY: REGULAR INSTRUCTIONAL DAY**

9:00 - 10:05	Period 1 (Synchronous and Asynchronous)	9:00 - 10:05	Period 2 (Synchronous and Asynchronous)
10:10 - 11:15	Period 3 (Synchronous and Asynchronous)	10:10 - 11:15	Period 4 (Synchronous and Asynchronous)
11:20 - 12:25	Period 5 (Synchronous and Asynchronous)	11:20 - 12:25	Period 6 (Synchronous and Asynchronous)
12:25 - 12:55	Lunch	12:25 - 12:55	Lunch
12:55 - 2:00	Period 7 (Synchronous and Asynchronous)	12:55 - 1:25	Student Support Advisory 1 (Synchronous)
		1:30 - 2:00	Student Support Advisory 2 (Synchronous)
2:00 - 2:15	Office hours	2:00 – 2:15	Office hours

**SECONDARY 8-PERIOD DAY (OPTION 1)**

State Minimum for Daily Instructional Minutes	Minimum Number of Synchronous Minutes Student Receives:	Approximate Number of Asynchronous Minutes for Students:
240 min.	100 min. on Monday 150 min. on Tuesday-Friday	90-140 minutes

**MONDAY: INSTRUCTIONAL SUPPORT DAY**

\*Even and odd periods alternate weeks

9:00 - 9:45	Period 1/2 Additional Support/Intervention (Synchronous and Asynchronous)
9:50 - 10:35	Period 3/4 Additional Support/Intervention (Synchronous and Asynchronous)
10:40 - 11:25	Period 5/6 Additional Support/Intervention (Synchronous and Asynchronous)
11:25 - 11:55	Lunch
11:55 - 12:40	Period 7/8 Additional Support/Intervention (Synchronous and Asynchronous)
12:40 - 1:15	Parent outreach time/Office hours
1:15 - 2:15	Planning Time/Professional Development

**TUESDAY – FRIDAY: REGULAR INSTRUCTIONAL DAY**

9:00 - 9:50	Period 1/2 (Synchronous and Asynchronous)
9:55 - 10:45	Period 3/4 (Synchronous and Asynchronous)
10:55 - 11:45	Period 5/6 (Synchronous and Asynchronous)
11:50 - 12:20	Student Support Advisory 1 (Synchronous)
12:20 - 12:50	Lunch
12:50 - 1:20	Student Support Advisory 2 (Synchronous)
1:25 - 2:15	Period 7/8 (Synchronous and Asynchronous)

## 8 PERIOD SCHEDULE (OPTION 2)

State Minimum for Daily Instructional Minutes	Minimum Number of Synchronous Minutes Student Receives:	Approximate Number of Asynchronous Minutes for Students:
240 min.	100 min. on Monday 150 min. on Tuesday-Friday	90-140 minutes

### MONDAY: INSTRUCTIONAL SUPPORT DAY

\*Even and odd periods alternate weeks

9:00 - 9:45	Period 1/2 Additional Support/Intervention (Synchronous and Asynchronous)
9:50 - 10:35	Period 3/4 Additional Support/Intervention (Synchronous and Asynchronous)
10:40 - 11:25	Period 5/6 Additional Support/Intervention (Synchronous and Asynchronous)
11:25 - 11:55	Lunch
11:55 - 12:40	Period 7/8 Additional Support/Intervention (Synchronous and Asynchronous)
12:40 - 1:15	Parent outreach time/Office hours
1:15 - 2:15	Planning Time/Professional Development

### TUESDAY – FRIDAY: REGULAR INSTRUCTIONAL DAY

Time	Tuesday	Wednesday	Thursday	Friday
9:00 - 10:45	Period 1 (Synchronous and Asynchronous)	Period 3 (Synchronous and Asynchronous)	Period 5 (Synchronous and Asynchronous)	Period 7 (Synchronous and Asynchronous)
10:50 - 11:20	Student Support Advisory 1 (Synchronous)	Student Support Advisory 1 (Synchronous)	Student Support Advisory 1 (Synchronous)	Student Support Advisory 1 (Synchronous)
11:20 - 11:50	Lunch	Lunch	Lunch	Lunch
11:50 - 12:20	Student Support Advisory 2 (Synchronous)	Student Support Advisory 2 (Synchronous)	Student Support Advisory 2 (Synchronous)	Student Support Advisory 2 (Synchronous)
12:30 - 2:15	Period 2 (Synchronous and Asynchronous)	Period 4 (Synchronous and Asynchronous)	Period 6 (Synchronous and Asynchronous)	Period 8 (Synchronous and Asynchronous)

<b>SECONDARY COPERNICAN 4x4 SCHEDULE</b>
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State Minimum for Daily Instructional Minutes	Minimum Number of Synchronous Minutes Student Receives:	Approximate Number of Asynchronous Minutes for Students:
240 min.	90 min. on Monday 150 min. on Tuesday-Friday	90-150 minutes

**MONDAY: INSTRUCTIONAL SUPPORT DAY**

\*Even and odd periods alternate weeks

9:00 - 9:50	Period 1/2 Additional Support/Intervention (Synchronous and Asynchronous)
9:55 - 10:45	Period 3/4 Additional Support/Intervention (Synchronous and Asynchronous)
10:50 - 11:20	Student Support Advisory 1 (Synchronous)
11:20 - 11:50	Lunch
11:50 - 12:20	Student Support Advisory 2 (Synchronous)
12:20 - 1:15	Parent outreach time/Office hours
1:15 - 2:15	Planning Time/Professional Development

**TUESDAY – FRIDAY: REGULAR INSTRUCTIONAL DAY**

9:00 - 10:45	Period 1/2 (Synchronous and Asynchronous)
10:50 - 11:20	Student Support Advisory 1 (Synchronous)
11:20 - 11:50	Lunch
11:50 - 12:20	Student Support Advisory 2 (Synchronous)
12:30 - 2:15	Period 3/4 (Synchronous and Asynchronous)