



Preparing every student to thrive in a global society.

## East Side Union High School District Initial Planning for Instruction for Fall 2020

As we prepare and plan for the opening of the 2020-2021 school year during the COVID 19 pandemic, East Side is committed to ensuring equitable access to a quality education for all students. We recognize that there will continue to be changes as the situation with COVID 19 evolves and **we will respond as needed given guidelines and restrictions issued.**

Our vision as a district continues to be focused on **building equitable communities** where:

- **ALL** learners are **welcomed** as they are
- **strengths** and areas of **growth for all learners are known and supported**
- adults **positively respond** to the social-emotional, wellness, and academic needs of all learners
- **ALL** learners engage with **tasks** that develop the strategic thinking skills for **FULL** participation in their local communities and the global society

Options/Approaches	Examples
AM/PM Cohorts - Block Schedule, reduced day	Students are divided into cohorts and attend school daily on a reduced block schedule Cohort A: M-F 8am - 12:40pm Cohort B: M-F 1pm - 5:40pm
Hybrid - cohorts or non-cohorts	Non-cohorts: Students report to school 3 days a week Distance Learning 2 days a week  Cohorts:

	<p>Cohort A: report to school 3 days a week, 2 days of distance learning</p> <p>Cohort B: report to school 2 days a week, 3 days of distance learning</p> <p>Cohort A and cohort B switch each week</p>
Hybrid: Cohort by period, reduced class size per period,	<p>Teachers teaches each period twice with class size split into 2 daily (3 days on campus, 2 days of Distance Learning)</p> <p>AM:</p> <p>Cohort A: attend period 1</p> <p>Cohort B: attend period 2</p> <p>PM:</p> <p>Cohort A: attend period 2</p> <p>Cohort B: attend period 1</p>
Distance Learning for all	<p>All students participate in DL</p> <p>-common assurances</p> <p>-common platforms</p>
Other Program Considerations	
SPED: Mod/Severe	<p>For mod/severe - schedule can be daily or hybrid</p> <p>-transportation considerations</p>
Cohorts: 3 groups	Add a third rotation to some of the plans above
SBNs & Foothill	Approach may have to be different

**Key elements to consider:**

- contractual items: teacher workday, class assignment and load, grading
- appropriate devices and access for all students
  - for specialized courses: Art, Multimedia, Computer Science
  - internet, bandwidth

- meal distribution
- how to split students into cohorts
- on campus every day or not
- working on site - working at home (what does this look like, parameters)
- instructional minutes - ADA
- master schedule
- bell schedules
- transportation
- SPED related services
- accountability
- breaks, lunches - group gatherings
- 7 Period day for students
- cleaning of classroom - CSEA workload
- masks for students and staff
- attendance accounting (CSEA workload, tracking with cohorts within one class)
- moving students on and off campus
- planning for student/parent choice of not “sending” students to school
- provision of services to students and parents: mental health, academic counseling, library, etc.
- staff family needs

### Next Steps

- Survey stakeholders on fall opening to gather input: Parents, Students, Staff
- Collaborate with bargaining units
- Seek out guidance from California Department of Education

### Advocacy

- Flexibility in Minimum instructional minutes
- Waive ADA requirement
- Permanently fund schools based on enrollment (Community College model)
- Fund Technology Infrastructure

