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

<table>
<thead>
<tr>
<th>Options/Approaches</th>
<th>Examples</th>
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| 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: |
| Cohort A: report to school 3 days a week, 2 days of distance learning  
Cohort B: report to school 2 days a week, 3 days of distance learning  
Cohort A and cohort B switch each week | Hybrid: Cohort by period, reduced class size per period,  
Teachers teaches each period twice with class size split into 2 daily (3 days on campus, 2 days of Distance Learning)  
AM:  
Cohort A: attend period 1  
Cohort B: attend period 2  
PM:  
Cohort A: attend period 2  
Cohort B: attend period 1 |
|---|---|
| Distance Learning for all | All students participate in DL  
-common assurances  
-common platforms |

Other Program Considerations

| SPED: Mod/Severe | For mod/severe - schedule can be daily or hybrid  
-transportation considerations |
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<tbody>
<tr>
<td>Cohorts: 3 groups</td>
<td>Add a third rotation to some of the plans above</td>
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<tr>
<td>SBNs &amp; Foothill</td>
<td>Approach may have to be different</td>
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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