

**ADDENDUM TO THE
MEMORANDUM OF UNDERSTANDING
BETWEEN
GREEN DOT PUBLIC SCHOOLS
CALIFORNIA
&
ASOCIACIÓN DE MAESTROS UNIDOS

REGARDING NECESSARY CHANGES TO
NEGOTIABLE WORKING CONDITIONS
FOR UNIT MEMBERS
DURING A COVID-19 IMPACTED
WORKING/EDUCATIONAL ENVIRONMENT**

March 23, 2021

This Addendum to the Memorandum of Understanding (“Addendum”) between Green Dot Public Schools California (“GDPSCA”) and Association de Maestros Unidos (“AMU”) is to memorialize the parties’ revised agreement regarding necessary changes to negotiable working conditions for unit members for the remainder of the 2020-2021 school year in order to ensure that GDPSCA achieves its core mission and continues to meet related critical imperatives despite any changes to the regular manner of instruction during a COVID-19 impacted working/educational environment.

R E C I T A L S

WHEREAS, on July 30, 2020 the parties entered a Memorandum of Understanding (“MOU”) to memorialize the parties’ agreement regarding necessary changes to negotiable working conditions for unit members for the 2020-2021 school year;

WHEREAS, the parties now seek to update the agreement described in the MOU to memorialize the parties’ revised agreement regarding necessary changes to negotiable working conditions for unit members for the 2020-2021 school year;

WHEREAS, schools have been cleared to open for in-person instruction for stable groups of students. LA County is currently in the Red Tier and likely to move to the Orange Tier soon. We have implemented safety protocols and facilities upgrades that exceed the requirements from the LA County Department of Public Health and the Centers for Disease Control to ensure the safety of all school communities. We also partnered with several organizations to ensure every staff member who wanted a vaccine was able to get one; and

WHEREAS, we have always intended to begin the slow reopening of schools once Local and State Public Health officials cleared us to reopen. The MOU negotiated in July 2020, outlines the process for reopening once health officials have cleared us to do so, including 14 days of notice for schools to reopen in a hybrid model.

NOW THEREFORE, GDPSCA and AMU agree as follows:

AGREEMENT

I. CONTINUED APPLICABILITY OF MOU

The MOU between the parties continues to apply in full force and effect, except as modified by this Addendum, which is effective through June 30, 2021.

II. SELECTING A MODEL

a. Grade Levels to be Served and Models to be Used

- i. Middle schools will offer in-person support to their entire 6th grade class and high schools will offer in-person support to their entire 9th grade class.
- ii. While an entire grade level is invited to come back in person, schools may cap the number of students who will come to campus in order to ensure the school can follow all safety protocols.
- iii. Schools will be able to choose between two different models when preparing to serve students in the 6th/9th grade in person. The two models are: (1) The Hybrid Model, and (2) The Afternoon Support Model.
- iv. Schools who choose the Hybrid Model for 6th/9th may choose to add a second grade level using the Afternoon Support Model.
 1. The second grade level will only be served in the Afternoon Support Model and can only be chosen if the Hybrid Model is picked for 6th or 9th grade.
 2. If teachers volunteer to support small groups of students, in addition to the Hybrid Model, schools can also use the Afternoon Support Model. Principal approval is required to move forward with this option.
- v. Any additional models that do not start the week of April 26 will require two weeks' notice to impacted staff and students prior to starting.

1. Examples:

- a. School A starts the Hybrid Model for 6th graders and the Afternoon Support Model for 8th graders the week of April 26. Notice will be provided no later than April 12th.
- b. School B starts with the Hybrid Model for 6th graders on April 26. Notice to the 6th grade teachers will be provided no later than April 12th. The school later decides to add the Afternoon Support Model for 8th graders. Two weeks' notice is required prior to beginning Afternoon Support.

vi. Span School Exception

- 1. Every teacher at Animo Compton teaches multiple grade levels.
- 2. Due to the overall size of the school, they need to bring back two grade levels or more.
 - a. Two grade levels can be served in person in the Hybrid Model. Any additional grade levels can be served in person through the Afternoon Support Model. At least one of those grade levels will be 6th or 9th grades.

vii. Turnaround Schools (Locke & Legacy)

- 1. Both cores or houses for a grade level should return in either the 4-day Hybrid Model, cohort Hybrid Model or in the Afternoon Support Model.

b. **How to Determine Which Model Will Be Used**

- i. Whether a school decides to use the Hybrid Model or the Afternoon Support Model will primarily depend on the following factors:
 - 1. The number of students in 6th/9th grade that show interest in returning in person.
 - 2. Needs of 6th/9th grade students based on data, including absenteeism, assignment turn-in rate, and Ds/Fs.
- ii. Additional Supports for Subgroups

1. In addition to the models for entire grade levels, a school can choose from three models to support the targeted needs of Students with disabilities (“SWD”) and Newcomer English language learners (“EL”) at Locke
 - a. SWD/EL Hybrid Model for Specialized Instruction
 - b. SWD/EL Afternoon Support
 - c. SWD/Resource Specialist Program (“RSP”) students Distance Learning Pods
 - i. Staffed by a GDPSCA RSP teacher who volunteers to run a pod.

III. **HYBRID MODEL**

a. **Teaching Model**

- i. Teachers will teach live instruction to no more than 14 students in the classroom. The default classroom setup is to have ZOOM projected on the wall to engage with students in Distance Learning. See Appendix A: Classroom Setup.
 1. If the default classroom setup does not work for students in a particular classroom, the teacher should collaborate with their administrator on a setup that better meets student needs.
- ii. When staffing permits, a second adult will be assigned to a Hybrid classroom in person or virtually for additional support.
 1. With principal approval, a teacher can turn down the use of a second adult for assistance with hybrid instruction.

b. **Rationale for Model:**

- i. Preserves relationship with current teacher as much as possible.
- ii. Maintains the same bell schedule for students in Distance Learning and students on campus.

c. **Schedule**

- i. A school will have two options for their hybrid schedule:
 1. 4 days per week for all students.

2. 2 days per week for cohorts of students.
 - a. Cohort 1: Monday/Tuesday
 - b. Cohort 2: Thursday/Friday
- ii. See Appendix B: Hybrid Model Schedules
- iii. Asynchronous days:
 1. On asynchronous days, there will be a synchronous Advisory with students from 8:00 a.m.-8:30 a.m.
 - a. Attendance will be taken during Advisory only.
 - b. On asynchronous days at least one assignment will be assigned for each course.
 - c. These assignments must be recorded in the Power Teacher Grade Book with the date of the asynchronous day and must be graded within 2 weeks. These assignments will be entered into the Power Teacher Grade Book as academic prep.
 - d. Assignments from each class should take a student 35 minutes to complete.
- d. **6th & 9th Grade Students Will be First to Return to Hybrid Learning.**
 - i. Parents / students will have the option to “opt in” to the Hybrid Model or remain in Distance Learning.
 - ii. A grade level meeting will be held the week of April 12 for parents/students about the Hybrid Model to inform them of the expectations for students on campus.
 - iii. A school may need to make limited master schedule changes to balance classes to ensure no more than 10-14 students per class.
 - iv. Per [LA County Health Guidelines](#), students on campus will be considered a “stable group” and will be able to rotate to classrooms with typical passing periods.
- e. **Hybrid Model: Staffing**
 - i. Identify all teachers with at least one section of 6th/9th grade.

- ii. All teachers with two or more sections of 6th/9th grade are required to return to campus.
- iii. If a teacher in the returning grade level qualifies for a leave and is unable to return in person but can remain in distance learning, the school will have two options:
 - 1. Students on campus participate in the impacted classes via their Chromebook under the supervision of an on-campus adult.
 - a. Sample Scenario:
 - i. The 6th grade teaching team includes seven teachers.
 - ii. Four teachers qualify for leaves but choose to remain in Distance Learning.
 - iii. Three teachers come back to campus.
 - iv. Students return to Hybrid Learning on campus.
 - v. Students receive in-person instruction from the teachers on campus.
 - vi. Students receive Distance Learning instruction in a classroom from the teachers who were required to remain at home.
 - vii. The school will provide a classroom supervisor (counselor, sub, administrator) for the Distance Learning classes.
 - b. Sample Student Schedule:

Monday periods 1/ 2/ 3

- Period 1 ELA (hybrid) - teacher on campus
- Period 2 Math - DL from campus
- Period 3 Elective (hybrid) - teacher on campus

Tuesday periods 4/ 5 /6

- Period 4 - Science (hybrid) - teacher on campus
- Period 5 - History - DL from campus
- Period 6 - Elective - DL from campus

Note: There may be students on campus who take classes that are not part of their grade level. These students will need to join these classes via their Chromebook.

- 2. Utilize the Assignment Change Process to trade assignments between teachers outlined below:

- a. Meet with the impacted department and ask for a volunteer to switch to the 6th or 9th grade assignment and teach in the Hybrid Model on campus.
- b. If there are no volunteers, the department will be ranked using the Reduction in Force (“RIF”) criteria from Article 28.4 of the CBA **in reverse order to select who will be chosen for the assignment change.**
- c. The teacher with the highest ranking will be required to return to campus. (This is the reverse of the RIF ranking process.)

iv. Hybrid Model: Role of Counselor

1. If there is one counselor at the school, the counselor needs to be on campus at least two days a week, including when students are on campus four days per week.
2. If there is more than one counselor at the school:
 - a. There must be a counselor present all four days when students are on campus.
 - b. If a counselor is assigned to the grade level returning to campus, they should return with their grade level and be on campus 4 days per week. The principal or designee may convene the counseling department to discuss the possibility of having the counseling department share the four days of the week.
3. If a school elects to run both a Hybrid Model and the Afternoon Support Model, administrators will assess the needs of each program, and counselors will be assigned to either the Hybrid Model OR the Afternoon Support Model.
4. If needed, a counselor can provide supervision of no more than 8 classes in a week and will be paid \$35 an hour for coverage.

v. Hybrid Model: SWD and Newcomer ELs at Locke

1. Given the small class sizes that already exist and the targeted needs of our special populations, there will be an option for Specialized Instruction in the Hybrid Model for the following programs:

Intellectual Disabilities (“ID”), Autism (“AUT”), and Special Day Class (“SDC”), as well as Newcomer ELs at Locke.

2. Hybrid Model for Specialized Instruction (8:00 a.m. -12:40 p.m.)
 - a. Administrators will collaborate with departments to use data (Parent Survey, Chronic Absenteeism, Grades, Assignment Completion) to identify courses/grade levels to return to campus.
 - b. A school could elect to continue to serve students in Distance Learning and/or offer the Afternoon Support Model if they do not choose to do Hybrid.
- vi. Hybrid Model: Stipends
 1. Stipends are for Spring only.
 2. Stipends are being given due to:
 - a. Limited preparation time for transition
 - b. Additional planning for new model
 3. See Appendix C: Hybrid Model: Stipends.

IV. AFTERNOON SUPPORT MODEL

a. Teaching Model and Schedule

- i. Teachers will teach Distance Learning from a classroom at their school from 8:00 a.m. - 12:40 p.m.
- ii. If a teacher is able to commute from home to school in time to arrive on campus by 1:15 p.m., they do not need to teach their Distance Learning classes from school.
- iii. From 1:30 p.m. – 3:00 p.m. three days per week, teachers will offer Afternoon Support on campus to the students who arrive after completing Distance Learning at home.
- iv. On asynchronous days, there will be a synchronous Advisory with students from 8:00 a.m. - 8:30 a.m.
 1. Attendance will be taken during Advisory only.
 2. On asynchronous days at least one assignment will be given for each course.

3. These assignments must be recorded in the Power Teacher Grade Book with the date of the asynchronous day and graded within 2 weeks.
 4. Assignments from each class should take a student 35 minutes to complete.
- v. See Appendix D: Afternoon Support Model: Schedules.
- b. **Rationale for Model**
- i. Maintains current bell schedule for students in Distance Learning and provides afternoon in-person supports.
 - ii. Maintains grade level relationships with students from Distance Learning classes who choose to come to campus in the afternoon.
- c. **6th & 9th Grade Students Will Be the First to Return for the Afternoon Support Model.**
- i. Parents / students will have the option to “opt in” to the Afternoon Support Model or remain in Distance Learning.
 - ii. A grade level meeting will be held the week of April 12 for parents / students about the Afternoon Support Model to inform them of the expectations for students on campus.
 - iii. Per [LA County Health Guidelines](#), students on campus will be considered a “stable group” and will be able to rotate to classrooms to multiple teachers if part the school’s schedule for the afternoon.
- d. **Afternoon Support Model: Staffing**
- i. Identify all teachers with at least one section of 6th/9th grade.
 - ii. Teachers with two or more sections of the returning grade level are required to return to campus.
 - iii. If a teacher in the returning grade level qualifies for a leave and is unable to return in person but can remain in distance learning, the school will have two options:
 1. Limit the number of students attending Afternoon Support.

2. Utilize the following process to staff the Afternoon Support: .

- i. If a school chooses Afternoon Supports to serve 6th or 9th grade in lieu of Hybrid Instruction, the principal, or designee, may meet with the impacted department and ask for a volunteer to switch to the 6th or 9th grade assignment and support in the afternoons on campus.
- ii. If a school adds Afternoon Supports in addition to Hybrid Instruction, the principal, or designee, may open up staffing for Afternoon Supports on a voluntary basis to all teachers regardless of department or grade level.
- iii. If there are no volunteers, the department will be ranked using the RIF criteria from Article 28.4 of the CBA.
- iv. The teacher with the highest ranking will be required to return to campus. (This is the reverse of the RIF ranking process.)

e. **Afternoon Support Model: Role of Counselor**

- i. If there is one counselor at the school, the counselor needs to be on campus at least two days a week, even once Afternoon Support is 3 days per week.
- ii. If there is more than one counselor at the school:
 1. There must be a counselor present all 3 days when students are on campus.
 2. If a counselor is assigned to the grade level returning to campus, they should return with their grade level and be on campus 3 days per week. The principal or designee may convene the counseling department to discuss the possibility of having the counseling department share the 3 days of the week.
- iii. If a school elects to run both a Hybrid Model and the Afternoon Support Model, administrators will assess the needs of each program, and counselors will be assigned to either Hybrid OR the Afternoon Support Model.
- iv. If needed, a counselor can provide supervision of no more than 8 classes in a week and will be paid \$35 an hour for coverage.

f. **Afternoon Support Model: SWD and Newcomer ELs at Locke**

- i. Given the small class sizes that already exist and the targeted needs of our special populations, there will be an option for Specialized Instruction in the Afternoon Support Model for the following programs: ID, AUT and SDC classes, as well as Newcomer ELs at Locke.
- ii. Afternoon Support Model for Specialized Instruction (1:30 p.m. - 3:00 p.m.)
 1. Administrators will collaborate with departments to use data (Parent Survey, Chronic Absenteeism, Grades, Assignment Completion) to identify courses/grade levels to return to campus.
 2. A school could elect to continue to serve students in the Afternoon Support Model in lieu of or in addition to the Hybrid Model.

g. **Afternoon Support Model: Teacher Opt- In**

- i. A teacher can “opt-in” to provide Afternoon Support to a select group of students. For example: Yearbook, Extended Semester, 8th Grade/Senior Activities.
- ii. These additional Afternoon Support need to be scheduled in advance with the Principal’s approval.
- iii. Teachers who voluntarily opt in will be eligible for the stipend offered for the Afternoon Support Model.
- iv. If a school elects to run both a Hybrid Model and the Afternoon Support Model, a teacher/counselor may volunteer to stay for the whole day, Hybrid AND Afternoon Support.
- v. No teacher will be required to serve students in person in both Hybrid and Afternoon Supports. However, if a teacher/counselor volunteers to support students the entire day with their principal’s approval, they will be eligible for both the Hybrid and Afternoon Support stipends as outlined in Appendix C and Appendix E.

h. **Afternoon Support Model: Stipends**

- i. Stipends are for Spring only.

- ii. Stipends are being given due to:
 - 1. Limited preparation time for transition; and
 - 2. Additional planning for new model
- iii. See Appendix E: Afternoon Support Model: Stipends.

V. **DISTANCE LEARNING PODS**

a. **Current Distance Learning Pods**

- i. A school can elect to keep their current Distance Learning Pods throughout the end of the school year.
- ii. These pods are currently staffed by a substitute teacher.

b. **SWD Distance Learning Pods (RSP students only)**

- i. These pods can be staffed by a GDPSCA RSP teacher who volunteers to do so.
- ii. Teachers who volunteer and are approved by their principal will be eligible for the Afternoon Support Model stipend.
- iii. Students will need to opt in to join the pod and attend their Distance Learning classes on campus with support from their RSP teacher.
- iv. These pods take place from 8:00 a.m. – 12:40 p.m. on the same days that Hybrid Instruction is occurring.

VI. **STAFF TRAINING**

a. **Planning Days for Returning Staff**

- i. To support the reopening of schools, teachers will be provided with asynchronous days for virtual and on-site training, planning and preparation.
 - 1. Hybrid Model: 4 days of preparation
 - a. April 20, April 21, April 22, and April 23

- b. Includes a minimum of 3 hours of independent prep time/classroom set-up on 2 of the days (3 hours x 2 days).

2. Afternoon Support Model: 2 days of preparation

- a. April 22 and April 23

- b. Includes 3 hours total of independent prep time /classroom setup over 2 days.

b. **Asynchronous Days for Overcoming Racism Follow- Up**

- i. The March 25th / March 26th Asynchronous Days were originally planned to debrief the Overcoming Racism survey and audit.
- ii. Given the need to prepare to reopen schools, these debrief sessions will be rescheduled. The March 25th / March 26th Asynchronous Days will be used to provide teachers with a planning day and schools with time to review the reopening plan before Spring Break.
- iii. We are tentatively planning for Asynchronous Days on June 4 and June 7 to review the information from the Overcoming Racism survey and audit.

VII. **ADDITIONAL CONSIDERATIONS**

a. **Any Teacher Who Would Like to Teach Distance Learning from a Classroom on Campus Needs to get Principal Approval.**

- i. Principals can approve the request to work from school beginning the week of April 19th.
 - 1. If there are not enough available classrooms because of the in-person support offerings and because some classrooms are currently being used to store surplus furniture, principals can approve teachers to work onsite on a first-come, first-served basis.
 - 2. Teachers who travel out of California during Spring Break, need to quarantine for 10 days, per LACDPH and CDC guidelines, and cannot come to campus until their quarantine days are completed.
 - 3. Teachers will likely not be able to teach from their classroom due to the selection of classrooms available for Hybrid and Afternoon Support.

b. **Guidelines for Students Opting In and Out of Instructional Models.**

i. Hybrid Model:

1. Students will not be able to opt in after April 26.
2. Students who start on April 26 can opt out at any time.

ii. Afternoon Support Model:

1. Students will not be able to opt in after April 26 if a school starts Afternoon Support on this day.
2. Students who start on April 26 can opt out at any time.

iii. Pods or Afternoon Support Models that begin after April 26:

1. Students can opt in up until the deadline given by the school but can opt out at any time.
2. Students will not be able to opt in after the deadline given by the school.

c. **Leaves of Absence**

i. The following leave provisions are provided in addition to all rights to leaves of absence as enumerated in the CBA.

1. GDPSC will provide COVID-19 supplemental paid sick leave to unit members pursuant to Senate Bill 95, approved by the Governor on March 19, 2021, which provides up to 80 hours of COVID-19 supplemental paid sick leave for covered employees.
2. Through June 30, 2021, GDPSC will also provide full-time unit members with up to five weeks of COVID-19 related childcare leave ("COVID-19 Leave"). Part-time unit members will be provided a proportional equivalent of COVID-19 Leave based on their typical weekly work schedule.
 - a. This COVID-19 Leave is available if the unit member is unable to work, including unable to work remotely, because the unit member is caring for their child whose school or place of child care is closed (or childcare provider is unavailable) due to COVID-19 related precautions.
 - b. Unit members on COVID-19 Leave will receive up to 2/3 salary, capped at \$200 per day, with a total benefit of up to \$5,000.

- c. Unit members seeking a COVID-19 Leave should reach out to GDPSC HR at hr@greendot.org to initiate the leave request process. Unit members who need to utilize a COVID-19 Leave are encouraged to contact HR as soon as practicable to allow schools to plan for staffing coverage.

VIII. **NO PRECEDENT**

This Addendum shall not serve as a precedent in any manner, and shall lapse unless extended in writing by the parties.

AGREED:

Subject to Final Ratification of the Parties



AMU Representative

3/25/2021

Date



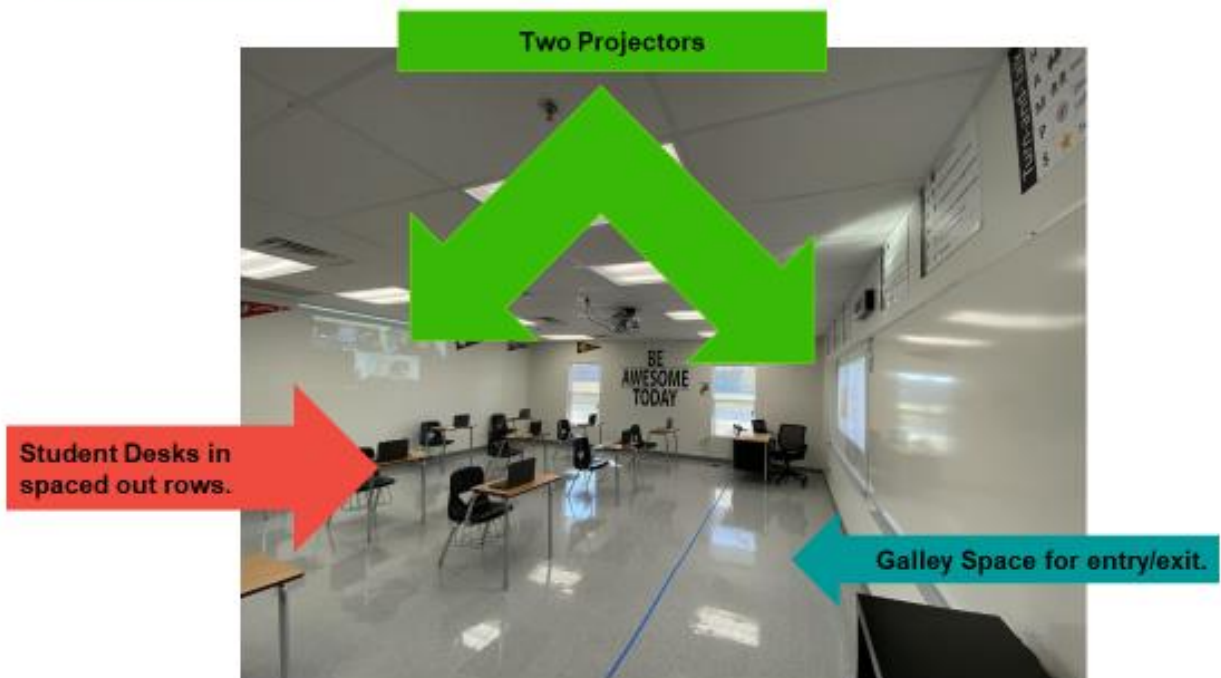
GDPSC Representative

3/25/2021

Date

APPENDIX A: DEFAULT CLASSROOM SETUP

Hybrid Model: What will my classroom look like?



APPENDIX B: HYBRID MODEL SCHEDULES

Hybrid Model: Bell Schedule



The Hybrid Schedule will align with the current bell schedule.

- Breakfast on Campus (7:30- 8:00)
- Teachers in Classroom (7:45)
- Instruction (8:00 - 12:40)
- Grab & Go Lunch (12:40)

Note: There is no need to rotate weeks and "snake" classes week to week.

Academic Prep assignments are no longer needed on Fridays now that Fridays have 240 minutes of instruction.

Wednesday is an asynchronous day for **all students and staff.**

	Monday Thursday	Tuesday Friday
8:00- 8:30 (30)	Advisory	
8:30 - 8:40 (10)	Break & Movement	
8:40- 9:50 (70)	Period 1	Period 5
9:50- 10:10 (20)	Nutrition	
10:10 – 11:20 (70)	Period 2	Period 6
11:20- 11:30 (10)	Break & Movement	
11:30 - 12:40 (70)	Period 3	Period 7
12:40- 1:15 (35)	LUNCH	
1:15- 2:25(70)	Period 4 Academic Outreach	Period 4 Academic Outreach
2:30- 3:00	Office Hours/ Advisory	Office Hours/ Advisory

23

Hybrid Model: Weekly Schedule (4 days)



Week at a Glance				
Monday Periods 1, 2, & 3	Tuesday Periods 5, 6, & 7	Wednesday Periods 1- 8	Thursday Periods 1, 2, & 3	Friday Periods 5, 6, & 7
Hybrid	Hybrid	Asynchronous Day	Hybrid	Hybrid
		<ul style="list-style-type: none"> • Live Advisory • Synchronous Support Block • Planning Time <p style="text-align: center;">PD</p>		Collaboration

Professional Development will be on Wednesday for all schools (2:00 - 3:30)

Collaboration will be on Fridays for all schools (2:30 - 3:30)

Hybrid Model: Weekly Schedule (Cohort Model)



Week at a Glance				
Monday Periods 1, 2, & 3 Cohort 1	Tuesday Periods 5, 6, & 7 Cohort 1	Wednesday Periods 1- 8	Thursday Periods 1, 2, & 3 Cohort 2	Friday Periods 5, 6, & 7 Cohort 2
Hybrid	Hybrid	Asynchronous Day <ul style="list-style-type: none"> Live Advisory Synchronous Support Block Planning Time PD	Hybrid	Hybrid Collaboration

Professional Development will be on Wednesday for all schools (2:00 - 3:30)
 Collaboration will be on Fridays for all schools (2:30 - 3:30)

Hybrid Model: Wednesday Asynchronous Day



Wednesday: Asynchronous Days	
8:00- 8:30	Advisory: Live/ Synchronous
8:30 - 8:40	Break
8:40- 9:50	English & Social Studies Classes & Related Electives <i>Students can log in to Zoom to get synchronous support</i>
9:50- 10:10	Nutrition
10:10 – 11:20	- Math & Science Classes & Related Electives <i>Students can log into Zoom to get synchronous support</i>
11:20- 11:30	Break
11:30 - 12:40	PE, Spanish, College Readiness, Art, Music <i>Students can log into Zoom to get synchronous support</i>
12:40- 1:15	LUNCH
1:15- 2:00	Teacher Prep
2:00 - 3:30	Professional Development

Hybrid Model: Weekly Schedule



	Monday	Tuesday	Wednesday Asynchronous Day	Thursday	Friday
8:00- 8:30 (30)	Advisory		Advisory	Advisory	
8:30 - 8:40 (10)	Break & Movement		Break & Movement	Break & Movement	
8:40- 9:50 (70)	Period 1	Period 5	English & Social Studies Classes & Related Electives Students can log into Zoom to get synchronous support to complete their assignments	Period 1	Period 5
9:50- 10:10 (20)	Nutrition			Nutrition	
10:10 – 11:20 (70)	Period 2	Period 6	Math & Science Classes & Related Electives Students can log into Zoom to get synchronous support to complete their assignments	Period 2	Period 6
11:20- 11:30 (10)	Break & Movement			Break & Movement	
11:30 - 12:40 (70)	Period 3	Period 7	PE, Spanish, College Readiness, Art, Music Classes & Related Electives Students can log into Zoom to get synchronous support to complete their assignments	Period 3	Period 7
12:40- 1:15 (35)	LUNCH			LUNCH	
1:15- 2:25(70)	Period 4 Academic Outreach	Period 4 Teacher Prep	Teacher Prep (1:15 - 2:00)	Period 4 Teacher Prep	Period 4 Teacher Prep
2:30- 3:00	Office Hours/ Advisory	Office Hours/ Advisory	Professional Development (2:00 - 3:30)	Office Hours/ Advisory	Collaboration (2:30 - 3:30)
3:00 - 3:30					

Hybrid Model: Phase-in approach (4 days)



Week of	Monday	Tuesday	Wednesday	Thursday	Friday
4/26	Distance Learning Only	Distance Learning Only	Asynchronous Day <ul style="list-style-type: none"> Live Advisory Synchronous Support Block Planning Time PD	Hybrid	Hybrid Collaboration
5/3	Distance Learning Only	Distance Learning Only	Asynchronous Day <ul style="list-style-type: none"> Live Advisory Synchronous Support Block Planning Time PD	Hybrid	Hybrid Collaboration
5/10	Hybrid	Hybrid	Asynchronous Day <ul style="list-style-type: none"> Live Advisory Synchronous Support Block Planning Time PD	Hybrid	Hybrid Collaboration

Wednesdays: Campus is closed for students and adults for deep cleaning.
 4/26 and 5/3 are sample weeks - a school could choose to start on Monday of those two weeks, for example.

Hybrid Model: Phase-in approach (Cohort Model)



Week of	Monday	Tuesday	Wednesday	Thursday	Friday
4/26	Hybrid Cohort 1	Hybrid Cohort 1	Asynchronous Day <ul style="list-style-type: none"> Live Advisory Synchronous Support Block Planning Time PD	Distance Learning Only	Distance Learning Only Collaboration
5/3	Distance Learning Only	Distance Learning Only	Asynchronous Day <ul style="list-style-type: none"> Live Advisory Synchronous Support Block Planning Time PD	Hybrid Cohort 2	Hybrid Cohort 2 Collaboration
5/10	Hybrid Cohort 1	Hybrid Cohort 1	Asynchronous Day <ul style="list-style-type: none"> Live Advisory Synchronous Support Block Planning Time PD	Hybrid Cohort 2	Hybrid Cohort 2 Collaboration

Wednesdays: Campus is closed for students for deep cleaning.

APPENDIX C: HYBRID MODEL: STIPENDS

Hybrid Model: Stipends



Teacher w/ aide	\$850
Teacher w/o aide *Teacher who gets principal approval to turn down the use of an aide is eligible for this stipend as are teachers for whom an aide/2nd adult is not available.	\$1200
Counselor (4 days a week)	\$700 + 35/hr for period coverage
Counselor (3 days a week)	\$525 + 35/hr for period coverage
Counselor (2 days a week)	\$350 + 35/hr for period coverage
Counselor (1 day a week)	\$250 + 35/hr for period coverage
Teacher who switches grade level assignments to teach in person	\$750 (this is in addition to the hybrid stipend)
Teacher who switches grade level assignments and stays in Distance Learning	\$750

Stipends are for Spring only.
Stipends are being given due to:

- Limited preparation time for transition
- Additional planning for new model

Appendix D: Afternoon Support Model: Schedules

Afternoon Supports Model: Schedule



1:30-2:30:
Academic Consultancy, Curriculum extension, Enrichment activities and Community building

- *Site flexibility on what happens on each day.*

2:30-3:00:
Asynchronous work time with support and **office hours** for students who are at home.

Note:
Teachers offering Afternoon Supports no longer need to log Academic Outreach, as they are on campus during this time.

Academic Prep assignments are no longer needed on Fridays now that Fridays have 240 minutes of instruction.

The Ed Team will provide some resources to support planning for curriculum extension and enrichment activities.

	Monday	Tuesday	Thursday
8:00- 8:30 (90)	Advisory		
8:30 - 8:40 (10)	Break & Movement		
8:40- 9:50 (70)	Period 1	Period 5	Period 1
9:50- 10:10 (20)	Nutrition		
10:10 - 11:20 (70)	Period 2	Period 6	Period 2
11:20- 11:30 (10)	Break & Movement		
11:30 - 12:40 (70)	Period 3	Period 7	Period 6
12:40- 1:15 (35)	LUNCH		
1:30 - 3:00 (90)	Afternoon Supports		
3:00 - 3:30	Teacher Preparation		

Afternoon Supports: Weekly Schedule (3 days)



Week at a Glance				
Monday Periods 1, 2, & 3	Tuesday Periods 5, 6, & 7	Wednesday Periods 1- 8	Thursday Periods 1, 2, & 3	Friday Periods 5, 6, & 7
Distance Learning Afternoon Supports	Distance Learning Afternoon Supports	Asynchronous Day <ul style="list-style-type: none"> • Live Advisory • Synchronous Support Block • Planning Time PD	Distance Learning Afternoon Supports	Distance Learning Collaboration

Professional Development will be on Wednesday for all schools (2:00 - 3:30)

Collaboration will be on Fridays for all schools (2:30 - 3:30)

Afternoon Supports Model: Wednesday Asynchronous



Day	Wednesday: Asynchronous Days
8:00- 8:30	Advisory: Live/ Synchronous
8:30 - 8:40	Break
8:40- 9:50	English & Social Studies Classes & Related Electives <i>Students can log in to Zoom to get synchronous support</i>
9:50- 10:10	Nutrition
10:10 – 11:20	- Math & Science Classes & Related Electives <i>Students can log into Zoom to get synchronous support</i>
11:20- 11:30	Break
11:30 - 12:40	PE, Spanish, College Readiness, Art, Music <i>Students can log into Zoom to get synchronous support</i>
12:40- 1:15	LUNCH
1:15- 2:00	Teacher Prep
2:00 - 3:30	Professional Development

Afternoon Supports Model: Weekly Schedule



	Monday	Tuesday	Wednesday Asynchronous Day	Thursday	Friday
8:00- 8:30 (30)	Advisory		Advisory	Advisory	Advisory
8:30 - 8:40 (10)	Break & Movement	Break & Movement	Break & Movement	Break & Movement	Break & Movement
8:40- 9:50 (70)	Period 1	Period 5	English & Social Studies Classes & Related Electives Students can log into Zoom to get synchronous support to complete their assignments	Period 1	Period 5
9:50- 10:10 (20)	Nutrition	Nutrition		Nutrition	Nutrition
10:10 – 11:20 (70)	Period 2	Period 6	Math & Science Classes & Related Electives Students can log into Zoom to get synchronous support to complete their assignments	Period 2	Period 6
11:20- 11:30 (10)	Break & Movement	Break & Movement		Break & Movement	Break & Movement
11:30 - 12:40 (70)	Period 3	Period 7	PE, Spanish, College Readiness, Art, Music Classes & Related Electives Students can log into Zoom to get synchronous support to complete their assignments	Period 3	Period 7
12:40- 1:15 (35)	LUNCH	LUNCH		LUNCH	LUNCH
1:30 - 3:00 (90)	Afternoon Supports		Teacher Prep (1:15 - 2:00) Professional Development (2:00 - 3:30)	Afternoon Supports	Period 4 Teacher Prep Collaboration (2:30 - 3:30)
3:00 - 3:30	Teacher Prep	Teacher Prep		Teacher Prep	

Afternoon Support Model: Phase-in approach (3 days)



Week of	Monday	Tuesday	Wednesday	Thursday	Friday
4/26	Distance Learning Only	Distance Learning Only Afternoon Supports	Asynchronous Day <ul style="list-style-type: none"> • Live Advisory • Synchronous Support Block • Planning Time PD	Distance Learning Afternoon Supports	Distance Learning Collaboration
5/3	Distance Learning Only	Distance Learning Only Afternoon Supports	Asynchronous Day <ul style="list-style-type: none"> • Live Advisory • Synchronous Support Block • Planning Time PD	Distance Learning Afternoon Supports	Distance Learning Collaboration
5/10	Distance Learning Afternoon Supports	Distance Learning Afternoon Supports	Asynchronous Day <ul style="list-style-type: none"> • Live Advisory • Synchronous Support Block • Planning Time PD	Distance Learning Afternoon Supports	Distance Learning Collaboration

Wednesdays: Campus is closed for students and adults for deep cleaning.
 If a school starts Afternoon Supports after 4/26 as a supplement to the in-person models already being offered, they do not need to phase in the number of days per week. The school can start with 3 days.

APPENDIX E: AFTERNOON SUPPORT MODEL: STIPENDS

Afternoon Support Model: Stipends



7 weeks (starting 4/26)	\$700
6 weeks (starting 5/3)	\$600
5 weeks (starting 5/10)	\$500
4 weeks (starting 5/17)	\$400
3 weeks (starting 5/24)	\$300
2 weeks (starting 6/1)	\$200
1 week (starting 6/7)	\$100
A teacher/counselor who gets principal approval to support Hybrid and Afternoon Supports	Receives the Afternoon Support Model stipend and the Hybrid Model stipend

Stipends are for Spring only.
Stipends are being given due to:

- Limited preparation time for transition
- Additional planning for new model

Afternoon Support Model: Stipends

(Prorated stipends for counselors based on days per week)



7 weeks (starting 4/26)	\$700 (3 days), \$450 (2 days), \$250 (1 day)
6 weeks (starting 5/3)	\$600 (3 days), \$400 (2 days), \$200 (1 day)
5 weeks (starting 5/10)	\$500 (3 days), \$350 (2 days), \$175 (1 day)
4 weeks (starting 5/17)	\$400 (3 days), \$275 (2 days), \$150 (1 day)
3 weeks (starting 5/24)	\$300 (3 days), \$200 (2 days), \$100 (1 day)
2 weeks (starting 6/1)	\$200 (3 days), \$125 (2 days), \$75 (1 day)
1 week (starting 6/7)	\$100 (3 days), \$75 (2 days), \$25 (1 day)
A teacher/counselor who gets principal approval to support Hybrid and Afternoon Supports	Receives the Afternoon Support Model stipend and the Hybrid Model stipend

Stipends are for Spring only.
Stipends are being given due to:

- Limited preparation time for transition
- Additional planning for new model