

**Draft 1.0.1**

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>In Person</b>	<b>In Person A</b>	<b>In Person B</b>	<b>In Person A</b>	<b>In Person B</b>	<b>DL</b>
<b>8:00-9:00</b>	<b>Prep</b>	<b>Prep</b>	<b>Prep</b>	<b>Prep</b>	<b>Prep</b>
<b>9:00-10:00</b>	<b>Period 1</b>	<b>Period 1</b>	<b>Period 4</b>	<b>Period 4</b>	<b>Zoom Period 1</b>
					<b>Zoom Period 2</b>
<b>10:05-11:05</b>	<b>Period 2</b>	<b>Period 2</b>	<b>Period 5</b>	<b>Period 5</b>	<b>Zoom Period 3</b>
					<b>Zoom Period 4</b>
<b>11:05-11:15</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>
<b>11:15-12:15</b>	<b>Period 3</b>	<b>Period 3</b>	<b>Period 6</b>	<b>Period 6</b>	<b>Zoom Period 5</b>
					<b>Zoom Period 6</b>
<b>12:15-12:45 Grab and Go</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>
<b>12:45-3:30</b>	<b>Office hours, Interventions and Enrichment</b>	<b>Office hours, Interventions and Enrichment</b>	<b>Office hours, Interventions and Enrichment</b>	<b>Office hours, Interventions and Enrichment</b>	<b>PLCs</b>

## Draft 1.0.2

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>In Person</b>	<b>In Person A</b>	<b>In Person B</b>	<b>In Person A</b>	<b>In Person B</b>	<b>DL</b>
<b>8:00-9:00</b>	<b>Prep</b>	<b>Prep</b>	<b>Prep</b>	<b>Prep</b>	<b>Prep</b>
<b>9:00-10:00</b>	<b>Period 1</b>	<b>Period 1</b>	<b>Period 1</b>	<b>Period 1</b>	<b>Zoom Period 1</b>
<b>10:10-11:10</b>	<b>Period 2</b>	<b>Period 2</b>	<b>Period 2</b>	<b>Period 2</b>	<b>Zoom Period 2</b>
<b>11:20-12:20</b>	<b>Period 3</b>	<b>Period 3</b>	<b>Period 3</b>	<b>Period 3</b>	<b>Zoom Period 3</b>
<b>12:20-12:50 Grab and Go</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>
<b>12:50-3:30</b>	<b>Office hours, Interventions and Enrichment</b>	<b>Office hours, Interventions and Enrichment</b>	<b>Office hours, Interventions and Enrichment</b>	<b>Office hours, Interventions and Enrichment</b>	<b>PLCs</b>

- After consulting with stakeholders, and after reflecting on the feedback regarding the contacts as well as the meaningful teacher time with students, it was suggested to consider a 9 week block of half the classes.
- Concerns: Math, Special education services, music/dance/performance arts, consistent afternoon supports for students
- Benefits: reducing number of total contacts by half
- More meaningful time with teachers
- Office hours/afternoon enrichment/intervention preserved

**Draft 3.0**

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
8:00-9:00	<b>Prep</b>				
9:00-9:50	Zoom Period 1	ZoomPeriod 4	Zoom Period 1	Zoom Period 4	Zoom Periods 1 & 2
10:00-10:50	Zoom Period 2	ZoomPeriod 5	Zoom Period 2	Zoom Period 5	Zoom Periods 3 & 4
11:00-11:50	ZoomPeriod 3	ZoomPeriod 6	Zoom Period 3	Zoom Period 6	Zoom Periods 5 & 6
11:50-12:30	<b>Lunch</b>				
12:30-1:45	In-Person: Period 1 A	In-Person:Period 1 B	In-Person:Period 1 A	In-Person:Period 1 B	PLCs
2:00-3:15	In-Person: Period 2 A	In-Person: Period 2 B	In-Person: Period 2 A	In-Person: Period 2 B	PLCs
3:15-3:30	Attendance	Attendance	Attendance	Attendance	Attendance

**Notes:**

- All morning classes will be held via Zoom, just like first semester
  - We could have small groups in the morning classrooms as well if need be for homeless, foster youth, students with IEPs and 504s, etc.
- The two in-person 75 minute periods in the afternoon are for re-engagement, small group work, social emotional learning, etc. They would rotate every two weeks. Periods 1 and 2, then 3 and 4, then 5 and 6 (six week full rotation). Required.
- Duty Day alters slightly.
- Maintains the routine; families are not disrupted and DL learners can still remain with their teachers and their supports.