

ELEMENTARY	Fully Remote	Fully Implemented Hybrid	Fully in Session
<p>Astor-Gr K-2 LC-Gr 3-5</p> <p><i>* Self-contained special education classrooms are in session every day in all scenarios except remote.</i></p>	<p>All K-5 Students Learning Remotely</p> <ul style="list-style-type: none"> • Fall remote learning model will not look like the remote learning model last spring. • Goal is to engage and advance learning for all students. There will be provided with a clear schedule, an increased focus on student learning, improved clarity around work completion, and around grading. • The District is in the process of purchasing an online learning platform for all K-12 students, where students and parents will be able to easily access lessons and assignments in all subjects, in a clear and easy-to-use format. • All remote learning will include the opportunity for students to receive live instruction and support from teachers multiple times per week • The Remote Learning program will be aligned to the year-long grade-level curriculum and standards. 	<p>All K-5 Students Attending 4 Days a Week 1 Remote Day Used For Remote, Teacher Collaboration, Supplemental Services, and Cleaning</p> <ul style="list-style-type: none"> • All students attend 4 days a week, with 1 additional day for remote planning, teacher collaboration, underserved support services. • Adequate classroom space available with few modifications • Staff available to cover all grade levels • Space to add two 3rd Grade classes, if needed. • Consortium/SpEducation Class space available • Adequate isolation spaces available • May need staggered start/end times dues to bussing. • Supports assigned by cohort/floor with additional instructional day/supports for students who need additional support. • Common prep time provided before or after school. • All staff report on site each day • Minimal/modified delivery of specials. • Deep cleaning done during the week. 	<p>All K-5 Students Attending School On-Site Each Day 5 Days a Week</p> <ul style="list-style-type: none"> • Adequate classroom space available with few modifications • Staff available to cover all grade levels • Space to add two 3rd Grade classes, if needed. • Consortium/SpEducation Class space available • Adequate isolation spaces available • May need staggered start/end times dues to bussing. • Supports assigned by cohort/floor. • Common preptime provided before or after school. • All staff report on site each day • Requires us to create additional supports to adequately serve all special populations.(after school) • Minimal/modified delivery of specials. • Deep cleaning done on the weekend.

MIDDLE SCHOOL	Fully Remote	Fully Implemented Hybrid	Fully in Session
<p>Grades 6-8</p> <p><i>* Self-contained special education classrooms are in session every day in all scenarios except remote.</i></p>	<p>All 6-8 Students Learning Remotely</p> <ul style="list-style-type: none"> ● Fall remote learning model will not look like the remote learning model last spring. ● Goal is to engage and advance learning for all students. There will be provided with a clear schedule, an increased focus on student learning, improved clarity around work completion, and around grading. ● The District is in the process of purchasing an online learning platform for all K-12 students, where students and parents will be able to easily access lessons and assignments in all subjects, in a clear and easy-to-use format. ● All remote learning will include the opportunity for students to receive live instruction and support from teachers multiple times per week ● The Remote Learning program will be aligned to the year-long grade-level curriculum and standards. 	<p>6th Grade Students Attending 4 Days a Week Alternating A/B Schedule for Grades 7 & 8</p> <ul style="list-style-type: none"> ● Students on campus fully 5 days a week or 4 Full Days with 1 additional day for remote planning, teacher collaboration, underserved support services. ● Support services will be offered during the off days classes. ● Can accommodate additional 5th Grade classes, if needed. ● One teacher assigned to one small group of students (22) (self-contained or flip/flop with a partner teacher) ● Consortium/SpEducation Class space available ● Adequate isolation spaces available ● Chrome devices will need to be provided for remote days. ● May need staggered start/end times dues to bussing. ● Supports assigned by cohort/floor, with additional instructional day/supports for students who need additional support on 5th day ● Common preptime provided before or after school. ● All staff report on site each day ● Reduced/modified delivery of specials/electives. ● Deep cleaning done during the week. 	<p>All 6-8 Students Attending School On-Site Each Day 5 Days a Week</p> <ul style="list-style-type: none"> ● Adequate classroom space available with use of common space modifications to create additional classrooms. ● One teacher assigned to one small group of students (22) (self-contained or flip/flop with a partner teacher) ● Consortium class space maintained. Other supports delivered push-in support or in alternative space. ● Adequate isolation spaces available ● May need staggered start/end times dues to bussing. ● Supports assigned by cohort/floor/wing. ● Due to floor plan and available restroom facilities would require the creation/exposure to additional cohorts. ● Common preptime provided before or after school. ● All staff report on site each day ● Minimal/modified delivery of specials/electives. ● Deep cleaning done on the weekend.

HIGH SCHOOL	Fully Remote	Fully Implemented Hybrid	Fully in Session
<p>Grades 9-12</p> <p><i>* Self-contained special education classrooms are in session every day in all scenarios except remote.</i></p>	<p>All 9-12 Students Learning Remotely</p> <ul style="list-style-type: none"> ● Fall remote learning model will not look like the remote learning model last spring. ● Goal is to engage and advance learning for all students. There will be provided with a clear schedule, an increased focus on student learning, improved clarity around work completion, and around grading. ● The District is in the process of purchasing an online learning platform for all K-12 students, where students and parents will be able to easily access lessons and assignments in all subjects, in a clear and easy-to-use format. ● All remote learning will include the opportunity for students to receive live instruction and support from teachers multiple times per week ● The Remote Learning program will be aligned to the year-long grade-level curriculum and standards. 	<p>All Grades: Alternating A/B On-Site/Remote Schedule Rotation</p> <ul style="list-style-type: none"> ● Students on campus fully 5 days a week or 4 Full Days with 1 additional day for remote planning, teacher collaboration, underserved support services. ● On-Site instruction focused on CORE academics and SEL instruction; selective/elective classes delivered remotely. ● Reduces the number of students on campus on any given day-allows additional supports to be provided on-site. ● Consortium/SpEducation Class space available ● Adequate isolation spaces available ● Chrome devices will need to be provided for remote days. ● May need staggered start/end times dues to bussing. ● Supports assigned by cohort/floor, with additional instructional day/supports for students who need additional ● On-Site staff available to support remote learning. ● Common preptime provided before or after school. ● All staff report on site each day ● Minimal/modified delivery of specials. ● Deep cleaning done during the week or weekend (5 day week). 	<p>All 9-12 Students Attending School On-Site Each Day 5 Days a Week</p> <ul style="list-style-type: none"> ● Adequate classroom space available with use of common space modifications to create additional classrooms. ● Students have exposure to 5 teachers/day and 2 academic and 2 elective cohorts each day; Staff potentially exposed to a large number of students within multiple cohorts. ● Staffing adequate but will require staff to teach outside teaching expertise. ● Consortium class space maintained. Other supports delivered push-in support or in provided space. ● Adequate isolation spaces available ● May need staggered start/end times dues to bussing. ● Supports assigned by cohort. ● Common preptime provided before or after school. ● All staff report on site each day ● Minimal/modified delivery of specials/electives. ● Deep cleaning done on the weekend.