
Reopening of Secondary Schools for In-Person Learning

Laguna Beach Unified School District
Board of Education Meeting
October 22, 2020



Background

- Board approved reopening plans at July 27, 2020 meeting
 - Approved distance learning (Phase I) through the end of first trimester
- Board approved reopening elementary school hybrid model for in-person instruction in a staggered format on October 5
 - October 5 - Grades TK-2 and Students with Disabilities in Self-Contained Programs returned
 - October 7 - Grades 3-5 returned
- Revisit secondary schedules and updates to the reopening plans for Board approval



Current Secondary Schedules for Phase II



Current Thurston Phase II Hybrid Schedule *(not yet implemented)*

| MONDAY & WEDNESDAY | | TUESDAY & THURSDAY | | FRIDAY |
|---|---|---|--------------------------------------|---|
| Cohort A On-Campus | Cohort B Distance Learning | Cohort A Distance Learning | Cohort B On-Campus | Cohort A Cohort B |
| Student Arrival and Screening | | | Student Arrival and Screening | |
| Course 1 In-Person Instruction | Course 1 Asynchronous distance learning | Course 1 Asynchronous distance learning | Course 1 In-Person Instruction | Course 1 9 - 10 a.m. Synchronous distance learning |
| Advisory Period | Break | Break | Advisory Period | Course 2 10 - 11 a.m. Synchronous distance learning |
| Lunch | | | | |
| Course 2 In-Person Instruction | Course 2 Asynchronous distance learning | Course 2 Asynchronous distance learning | Course 2 In-Person Instruction | |
| Asynchronous distance learning and Independent Practice (HW) | | | | Asynchronous distance learning and Independent Practice (HW) |
| <p style="text-align: center;">Course 3 (optional) Yearlong Courses -- Students May Select ONE</p> <ul style="list-style-type: none"> • Elective • Directed Studies • Math • World Language | | | | |



Current LBHS Phase II Hybrid Schedule *(not yet implemented)*

| MONDAY & WEDNESDAY | | TUESDAY & THURSDAY | | FRIDAY |
|--|---|---|--------------------------------------|---|
| Cohort A On-Campus | Cohort B Distance Learning | Cohort A Distance Learning | Cohort B On-Campus | Cohort A Cohort B |
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| Course 1 In-Person Instruction | Course 1 Asynchronous distance learning | Course 1 Asynchronous distance learning | Course 1 In-Person Instruction | Course 1 9 - 10 a.m. Synchronous distance learning |
| | | | | Course 2 10 - 11 a.m. Synchronous distance learning |
| Break | | | | |
| Course 2 In-Person Instruction | Course 2 Asynchronous distance learning | Course 2 Asynchronous distance learning | Course 2 In-Person Instruction | Asynchronous distance learning and Independent Practice (HW) |
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| <p style="text-align: center;">Course 3 (optional) Yearlong Courses - Students May Select ONE</p> <ul style="list-style-type: none"> • Elective • Directed Studies • Math • World Language | | | | |



Transition from Phase I to Phase II

- Phase I distance learning model provides 20 hours of live instruction with the teacher with full classes
- Current Phase II hybrid model provides about four hours of in-person instruction twice weekly at half class sizes, plus an hour of live synchronous instruction with the teacher and all cohorts



Proposed Changes to Phase II Secondary Schedules



Goals for Schedule Changes

- Increase teacher-directed time in Phase II schedule
- Identify technology to support simultaneous in-person and distance learning where appropriate for instructional content and lesson design
- Develop time for individual and/or small group intervention and assessment



Proposed Thurston Phase II Hybrid Schedule In-Person

Opportunities
for small group
intervention and
support

| TIME | MONDAY & WEDNESDAY | | TUESDAY & THURSDAY | | FRIDAY |
|-------------------------|--|---|---|--|---|
| | Cohort A On-Campus | Cohort B Distance Learning | Cohort A Distance Learning | Cohort B On-Campus | Cohort A Cohort B Distance Learning |
| 8:15 a.m. | Student Arrival and Screening | | | Student Arrival and Screening | |
| 8:30 a.m. - 10:30 a.m. | Course 1 In-Person Instruction | Course 1 Synchronous and asynchronous distance learning | Course 1 Synchronous and asynchronous distance learning | Course 1 In-Person Instruction | Course 1 Synchronous distance learning |
| 10:30 a.m. - 11:00 a.m. | Lunch | | | | |
| 11:00 a.m. - 1:00 p.m. | Course 2 In-Person Instruction | Course 2 Synchronous and asynchronous distance learning | Course 2 Synchronous and asynchronous distance learning | Course 2 In-Person Instruction | Course 2 Synchronous distance learning |
| 1:00 p.m. to 1:15 p.m. | Student Dismissal | Break | Break | Student Dismissal | |
| 1:45 p.m. to 2:15 p.m. | Course 1 Synchronous small groups, support, assessment | Course 1 Synchronous small groups, support, assessment | Course 2 Synchronous small groups, support, assessment | Course 2 Synchronous small groups, support, assessment | Homework, projects, and independent practice |
| 2:15 p.m. - 3:15 p.m. | <p>Course 3 (optional) Yearlong Courses - <u>Students May Select ONE</u></p> <ul style="list-style-type: none"> • Elective • Directed Studies • Math • World Language | | | | |

Two hour instructional blocks for each course daily



Proposed Phase II Schedule for Thurston Trimester Model 100% Distance Learning

| TIME | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|-------------------------|--|---|---|---|--|
| 8:30 a.m. - 10:30 a.m. | Course 1 Synchronous and asynchronous distance learning | Course 1 Synchronous and asynchronous distance learning | Course 1 Synchronous and asynchronous distance learning | Course 1 Synchronous and asynchronous distance learning | Course 1 Synchronous distance learning |
| 10:30 a.m. - 11:00 a.m. | Lunch | | | | |
| 11:00 a.m. - 1:00 p.m. | Course 2 Synchronous and asynchronous distance learning | Course 2 Synchronous and asynchronous distance learning | Course 2 Synchronous and asynchronous distance learning | Course 2 Synchronous and asynchronous distance learning | Course 2 Synchronous distance learning |
| 1:00 p.m. - 1:45 p.m. | Break | Break | Break | Break | |
| 1:45 p.m. - 2:15 p.m. | Course 1 Synchronous small groups, support, assessment | Course 1 Synchronous small groups, support, assessment | Course 2 Synchronous small groups, support, assessment | Course 2 Synchronous small groups, support, assessment | Homework, projects, and independent practice |
| 2:15 p.m. - 3:15 p.m. | <p style="text-align: center;">Course 3 (optional) Yearlong Courses - - <u>Students May Select ONE</u></p> <ul style="list-style-type: none"> • Elective • Directed Studies • Math • World Language | | | | |

Two hour instructional blocks for each course daily

Opportunities for small group intervention and support



Proposed LBHS Phase II Hybrid Schedule In-Person

Opportunities
for small group
intervention and
support

| TIME | MONDAY & WEDNESDAY | TUESDAY & THURSDAY | FRIDAY |
|-------------------------|---|---|--|
| | Cohort A On-Campus | Cohort B Distance Learning | Cohort A Distance Learning Cohort B On-Campus |
| 8:30 a.m. | Student Arrival and Screening | | Student Arrival and Screening |
| 9 a.m. - 11:00 a.m. | Course 1 In-Person Instruction | Course 1 Synchronous and asynchronous distance learning | Course 1 Synchronous and asynchronous distance learning |
| 11:00 a.m. - 11:30 a.m. | Lunch | | |
| 11:30 a.m. - 1:30 p.m. | Course 2 In-Person Instruction | Course 2 Synchronous and asynchronous distance learning | Course 2 Synchronous and asynchronous distance learning |
| 1:30 p.m. to 1:45 p.m. | Student Dismissal | Break | Break |
| 2:15 p.m. to 2:45 p.m. | Course 1 Synchronous small groups, support, assessment | Course 1 Synchronous small groups, support, assessment | Course 2 Synchronous small groups, support, assessment |
| 2:45 p.m. - 3:45 p.m. | <p>Course 3 (optional) Yearlong Courses - <u>Students May Select ONE</u></p> <ul style="list-style-type: none"> • Elective • Directed Studies • Math • World Language | | Homework, projects, and independent practice |

Two hour instructional blocks for each course daily



Proposed Phase II Schedule for LBHS Trimester Model

100% Distance Learning

| TIME | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|------------------------|---|---|---|---|--|
| 9 a.m. - 11 a.m. | Course 1 Synchronous and asynchronous distance learning | Course 1 Synchronous and asynchronous distance learning | Course 1 Synchronous and asynchronous distance learning | Course 1 Synchronous and asynchronous distance learning | Course 1 Synchronous distance learning |
| 11 a.m. - 11:30 a.m. | Lunch | | | | |
| 11:30 a.m. - 1:30 p.m. | Course 2 Synchronous and asynchronous distance learning | Course 2 Synchronous and asynchronous distance learning | Course 2 Synchronous and asynchronous distance learning | Course 2 Synchronous and asynchronous distance learning | Course 2 Synchronous distance learning |
| 1:30 p.m. to 2:15 p.m. | Break | Break | Break | Break | |
| 2:15 p.m. to 2:45 p.m. | Course 1 Synchronous small groups, support, assessment | Course 1 Synchronous small groups, support, assessment | Course 2 Synchronous small groups, support, assessment | Course 2 Synchronous small groups, support, assessment | Homework, projects, and independent practice |
| 2:45 p.m. - 3:45 p.m. | <p style="text-align: center;">Course 3 (optional) Yearlong Courses - <u>Students May Select ONE</u></p> <ul style="list-style-type: none"> • Elective • Directed Studies • Math • World Language | | | | |

← Two hour instructional blocks for each course daily

→ Opportunities for small group intervention and support



Proposed Schedule Change Implications

- Increases amount of direct teacher instructional time to greatest extent possible
- Requires new technology to implement effectively
- Requires teacher training on:
 - Use of technology solution
 - Classroom management of virtual and in-person groups
 - Instructional strategies for use with virtual and in-person groups
- Some content or lessons will not be conducive to a live, direct instruction format
 - Alternatives developed that may include a check-in with instructions for asynchronous activity



Technology Tools

Hybrid Learning Camera Solution

Setup & Application Examples:



Click the QR Code to See Quick Demo Video



IPEVO

HDMI/USB Dual Mode
8MP Document Camera



Benefit of using IPEVO Document Camera

- Easy Setup with single USB cord to operate
- Multiple Application Available
- Easy to switch between document camera to web camera
- Least amount of learning curve for instructors/teachers
- Cost-effective solution

Bundled Accessories



USB 2.0 Extension Cable
Active Type A Male to Female 15ft



4-Port USB 2.0 Hub

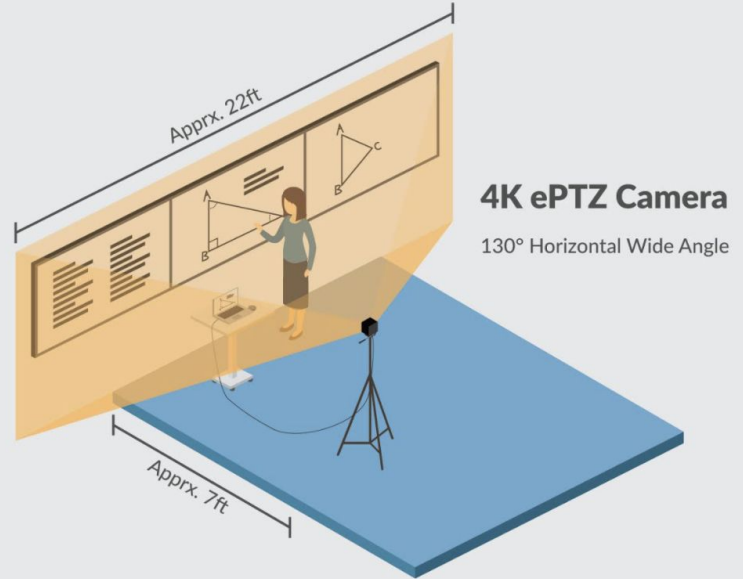


USB Microphone
w/ Advanced Noise-Canceling

or



Wireless Bluetooth
Microphone/Speaker
w/ Advanced Noise-Canceling



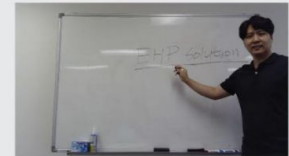
4K ePTZ Camera

130° Horizontal Wide Angle



4K ePTZ ultra-wide-angle Camera

VS.



Regular Camera

Professional Learning Plan for Teachers

- This week:
 - Development of lesson scenarios for use with technology equipment
 - Equipment arrival
- Next week:
 - Demonstrations and classroom configurations
- Following weeks:
 - Teacher practice and implementation
 - Instructional strategies
 - Ongoing support



Learning Center Support for Students with Disabilities and English Learners



Current Status

- **Students with disabilities and English Learners in grades TK-5** are able to attend school and receive services in-person.
- **Students with disabilities in grades 6-12** whose IEP provides for a self-contained program are able to attend school and receive services in-person.
- **Students with disabilities not in a self-contained program and English Learners in grades 6-12** are provided support via distance learning through the first trimester.



Additional Recommendations for Supporting Students with Disabilities and English Learners

- Identified students would participate in a full day learning center at secondary school sites
 - 7-10 students at Thurston
 - 10-15 students at LBHS
 - IEP Teams may recommend a small number of additional students to participate
- Purpose of this Learning Center is to address the needs of students with disabilities and English Learners who are earning low grades and who are also exhibiting skill deficits and/or attending weaknesses



How Students are Identified

- D or F Grade in one or more class
- Work completion issues
- Skill deficits
- Engagement and/or attendance issues
- Teacher(s) concerned about lack of student progress



School Site Preparations

“Day in the Life” Documents for Staff and Students

Staff orientations

Student orientations/video

Optional student COVID-19 testing



Recommendation

- Approve secondary school schedule revisions to trimester hybrid and distance learning models as presented and allow for in-person learning center support for identified students with disabilities and English Learners.

