

**MEMORANDUM OF UNDERSTANDING (MOU) BETWEEN
THE RIALTO EDUCATION ASSOCIATION
AND
THE RIALTO UNIFIED SCHOOL DISTRICT**

2020-2021 MOU regarding the Novel Coronavirus (COVID-19) Pandemic

The Rialto Unified School District (“District”) and the Rialto Education Association (“Association”) enter into this Memorandum of Understanding (“MOU”) regarding returning to work for the 2020-2021 school year as related to Novel Coronavirus (COVID-19) pandemic.

The District and REA recognize that schools are critical to daily life and that collaboration between local public health and education officials is the best means of determining and balancing competing concerns surrounding decisions for returning to work for the 2020 - 2021 school year. The District and REA agree that returning to work/school will be based upon agreed models that phase towards a traditional school schedule.

The District and REA agree as follows:

Compensation and Benefits

1. Certificated bargaining unit members receiving approved stipends per the Collective Bargaining Agreement (CBA) and extended day compensation will be based on a list of available stipends due to the modified instructional modules (*See Exhibit I*).
2. High school sports stipends will be paid at the end of the season based upon the revised CIF schedule.
3. Certificated Extra Duty tutoring and support for students after the school day shall be on a voluntary basis and paid at the hourly rate per the CBA.

Evaluations

1. Certificated staff evaluation processes and timelines will be honored as outlined in the CBA for the 2020-21 school year. The Pre-Evaluation Agreement will be mutually agreed upon by the evaluator and the evaluatee based on the modified school schedules for the 2020-2021 school year.

Instruction

In the event that the Board of Education or the Superintendent closes schools, the following virtual learning protocols shall be implemented (*See Exhibits II, III, IV and V*).

The District and REA recognize the importance of maintaining safe learning opportunities for the benefit of the students and communities served by the District and its certificated staff.

The two non-traditional learning models are established for the 2020-21 school year. At the discretion of District leadership, these models may be offered to students. The two non-traditional models are - distance learning and hybrid model. Per California Senate Bill 98 (SB98), at minimum, all models will adhere to the following instructional minutes: Grade K- 180 minutes; Grades 1-3 - 230 minutes; Grades 4-12 - 240 Minutes. All students will be provided at least 180 days of instruction (on-line and/or in-person) during the 2020-21 school year. All unit members will work according to the current schedules.

Defining Distance Learning - Students will work directly with a designated certificated teacher(s). Instruction is delivered via an online platform which includes daily live interaction and independent academic activities, provided at a level of quality and intellectual challenge that mirrors that of a traditional setting. Students will receive the required instructional minutes designated per grade level.

Defining Hybrid Model - A hybrid schedule provides in-person instructional time and learning opportunities for students at school and at home. It will also provide the opportunity to seamlessly pivot to a *traditional model* or a complete *distance learning model* if necessary. All schools at all grade levels will adhere to a modified schedule.

Bargaining unit members ("staff") will receive time to prepare lessons and resources in order to align with the schedules (*See Exhibits III, IV and V*).

1. The District shall provide REA members with the requisite hardware and connectivity to deliver instruction via the distance learning model, if requested. This provision shall apply also to the delivery of remote services by non-teaching unit members. REA members shall request these items as soon as possible if needed, and the District will arrange for device pickup and provide remote technical assistance for set up and use. Delivery will be provided to those with documented medical needs on a case-by-case basis. For damaged hardware concerns, contact the District's Information Technology Helpdesk. The Parties

recognize an internet connection will be required at each unit member's residence in order to facilitate Distance Learning or service delivery.

To ensure this, the District shall:

- a. Furnish the member with a mobile "hotspot" device that does not have home connectivity upon request.
 - b. REA members shall be held harmless for any inadvertent errors, technical faults, or misuse/abuse of the distance learning platform by students, and are expected to report any instances of student misuse/abuse to the parent and site administrator as needed (*See Exhibit VI*).
2. All grade levels will transition to a distance learning model in the case of mandated school closures.
 3. For those who are following a distance learning model or secondary hybrid model, no later than Friday afternoon of each week during the closure, staff will be required to post a weekly agenda of content and required resources for the upcoming week on Google Classroom or in a Google document. Staff may additionally inform students and parents through other existing RUSD approved educational platforms (with which the member is familiar), via email or telephone, their availability to provide support and clarification.

Distance Learning and Hybrid Learning Model Guidance for Teachers

Guidance for teachers shall be in alignment with SB 98. Specific guidelines include:

1. Confirm that all students have access to a computer and internet at home in order to participate in distance learning.
2. Provide daily live instruction with students for the purpose of lesson delivery, progress monitoring, and maintaining school connectedness.
3. Provide quality standards-aligned content and instruction.
4. Maintain communication with parents about student progress.
5. Implement procedures to re-engage students who are absent for more than 60% (equaling no more than three days) of instructional time per week.
6. Continue special education services in accordance with the students' IEP.

7. Provide academic support for English learners, students with disabilities, foster youth, homeless students, and students that have fallen behind in their academic progress.
8. Teachers will provide and maintain one week of emergency lessons that are appropriate to the currently used learning models and provide all necessary documents and resources to support the lessons.

Certificated Bargaining Unit Members

1. ***Counselors*** will continue to address the three domains - academic, career, and social/emotional development. Counselors may provide virtual appointments to students for academic counseling, monitoring, and guidance from any one of the domains. Appointments or conversations may be conducted via face-to-face (with proper safety measures in place), email, telephone, or Google Meet. Counselors will continue to log parent/student communication in Synergy.
2. ***Speech and Language Pathologist*** may provide individual and/or group lessons via face-to-face (with proper safety measures in place), Google Meet, Google Classroom or other existing RUSD approved educational platforms with which the member is familiar that will meet the needs of their students.
3. ***Nurses*** will perform their regular job functions based on the learning model implemented and student needs.
4. ***Elementary Strategists, Secondary Coaches (ELA and Math), Secondary Strategists (EL), and District Academic TOSAs*** will provide training to certificated staff and provide academic support to students. In addition, they will follow job duties as outlined by categorical funding sources.
5. ***Home Hospital*** teachers will provide instruction through Google Classroom as the primary source of student instruction. In addition, they may use District approved platforms to support this instruction.
6. ***Activity Directors*** will work on all essential ASB related functions that need to occur during the 2020 - 2021 modified school schedules as directed by administration. ASB directors will follow what was agreed upon for certificated staff as it pertains to class instruction.
7. ***Athletic Directors*** will work on all essential athletic related functions that need to occur during the 2020 - 2021 modified school schedules as directed by administration.

8. ***The District Librarian*** will work on all essential library/textbook related functions that need to occur during 2020-2021 modified school schedules as directed by his/her supervisor.
9. ***Special Education Teachers-*** The parties agree to meet at the request of either party to address implementing guidance from the California Department of Education and or the Federal Department of Education. In order to provide equitable and appropriate education for our students with special needs, Special education teachers will work collaboratively with core content teachers face-to-face and and/or via Google Classroom. Special education teachers will provide instruction through face-to-face and/or Google Classroom or other existing RUSD approved educational platforms, with which the member is familiar that will meet the needs of the students. Accommodations and modifications will be provided to meet the needs of student's IEPs in a digital and/or face-to-face learning environment. Special Education teachers of students with moderate to severe disabilities will provide continuity of learning through a variety of Distance Learning resources and/or face-to-face as appropriate so that special education students have access to the same learning opportunities as other students.
 - If there is a need for extra time to catch up with IEPs, a teacher may request a substitute. The request will be reviewed by site administration, and approved accordingly.
10. ***Adapted PE and other support providers*** will prepare and communicate Distance Learning and/or face-to-face activities that can be completed at home or school.
11. ***Extended Day Teacher*** schedules are based on 50 hours of instruction for students needing credit recovery intervention. Schedules will vary based on the student's needs at each individual school site. Teachers instructing Extended Day may remain on campus until the completion of their instructional day.

Leaves

1. During the time of the modified schedules due to COVID-19, qualifying certificated bargaining unit members shall be entitled to use all leave provisions in the CBA and any additional paid leave mandated by the State or Federal government, including HR 6201 - Families First Coronavirus Response Act
2. Certificated bargaining unit members who are high risk and do not have limitations that preclude Distance Learning/teaching, per a note from his or her doctor, shall be given consideration to do online/virtual teaching and assignments, as positions are available.

Distance Learning instruction may be provided from the unit member's classroom or home as determined by Personnel Services and/or Risk Management or medical restrictions through the interactive process. It is understood that if school resumes as a Hybrid and/or Traditional model that there is no guarantee that Distance Learning will still be available to bargaining unit members.

Miscellaneous/Other Provisions

Personal Protective Equipment (PPE)

1. PPE (masks or other mandated PPEs) must be worn by staff, students, and visitors on campus at all times.
2. If an employee is working alone in a classroom/workspace, mask use is optional. The moment another person enters the space the masks and/or face shield must be worn.
3. One (1) disposable mask and one (1) reusable mask will be provided to every staff member and student on the first day of school. Additional masks will be provided as needed.
4. Clear face shields shall be provided upon request.

Temperature Checks/Screening Assessment

1. Temperature checks will occur daily upon arrival to the school site. There will be designated entry point(s) at each school site. The entry point(s) will be supervised by staff assigned to administer the temperature checks. If a teacher/student on campus has a temperature higher than 100.4 the individual will be escorted by staff to the Isolation Room.
2. Staff and students must arrive and depart campus during the designated site schedule window and adhere to the site entry and exit plan.
3. Teachers and staff will be responsible to take a daily digital screening assessment of symptoms.

Meetings and Mass Gatherings

1. In person meetings will be allowed only if it is determined to be necessary that they be in person and if space permits social distancing of 6 feet apart for each participant.
2. Elections for councils, committees, etc. that require elections may take place electronically.
3. When sharing a workspace, unit members must follow current San Bernardino County Public Health Department guidelines.
4. Parent/teacher conferences will be held through teleconferencing or Google Meet.

Visitors on Campus

1. Visitors will not be allowed on campus, except with limited access to the front office for business needs or for meetings that are determined necessary to be held in person.
2. Staff are not allowed to bring their own children and/or spouse/significant other/family members into the classroom or on the school campus.
3. Each site shall have posted opening and closing times of the campus that shall be adhered to by all staff and visitors. School sites will be open no earlier than 45 minutes prior to the school start time and no later than one (1) hour after the work day based on the teacher schedule.
4. Vendors will be notified of safety expectations when they visit school campuses and district buildings.

Disinfecting

1. Teachers with students in attendance will disinfect classroom desks and chairs after the AM session (elementary) and after each period (secondary) using district approved and supplied disinfecting spray and towels.
2. Custodians will disinfect high traffic/use areas based on the new daily COVID-19 cleaning schedule. The cleaning schedule shall be posted at each site.
3. Nightly disinfecting shall be a part of the COVID-19 cleaning schedule.

Miscellaneous Essentials

1. Sneeze guards will be provided to the front office staff and to Special Education support staff as needed and defined by Risk Management and approved by site administration. A sneeze guard request may be made to the site administrator and/or Risk Management.
2. Notifications of health & safety expectations shall be posted at all entry areas to school campuses and district buildings.
3. Hand sanitizing stations will be available at entry areas to school campuses and district buildings.
4. Hand washing stations shall be made available to elementary classrooms that do not have sinks. For middle and high schools, hand-washing stations will be strategically placed throughout the campuses.
5. Restroom schedules and restroom protocols for student's use and cleaning shall be created by school site administrators.
6. Staff bathrooms shall be equipped with personal size disinfecting supplies.
7. Disposable gloves shall be provided to members upon request.
8. All filters in classrooms and work spaces shall be MERV 13 filters for HVAC units in the District.

Communication

1. The District shall notify REA, as soon as practical, and in compliance with applicable law, should it learn of a confirmed COVID-19 infection of District employees or students. To comply with HIPAA and the CMIA, the District will not disclose the identity of any student or employee who has been exposed to, has suspected exposure to, or who has been confirmed as contracting COVID-19.
2. The District will work with the Public Health Department related to a confirmed COVID-19 infection to determine possible school closure based on the risk level as determined by the Public Health Department. In the event schools are closed by the District, this will not impact members' leave.
3. Association bargaining unit members shall inform the District when they have been exposed to an individual who has tested positive for COVID-19 and shall

follow the CDC guidelines to self-quarantine and to self-monitor for any potential symptoms such as fever, cough, and difficulty breathing.

4. Under the hybrid or traditional instructional models, if a teacher or students in a given class test positive for COVID-19, the class will be sent home to self-quarantine and will be placed in a distance learning model.
5. The District shall provide up to date and thorough communication to all certificated bargaining unit members regarding COVID - 19 and the pandemic during the 2020 - 2021 school year. Such forms of communication shall include, but not be limited to, the following: District webpage, Blackboard, telephone calls, emails, etc.
6. The closure of a school site or the District will be based on current California Department of Public Health Guidelines (CDPH) and/or local department of health guidelines.
7. In the event the State of California deems alternative requirements for schools in response to COVID-19, the parties agree to immediately initiate negotiations on the impacts.

All components of the current Collective Bargaining Agreement between the Rialto Education Association and the Rialto Unified School District not addressed by the terms of this agreement shall remain in full effect. This agreement is non-precedent setting.

The District and/or Association reserve the right to negotiate the impact and/or additional school closures in the 2020 -2021school year.


The parties agree that nothing herein limits the District's authority to exercise its emergency powers as established by law, Board Policies, and Administrative Regulations.

It is agreed and understood this MOU is subject to REA review and agreement between the Association and the District.

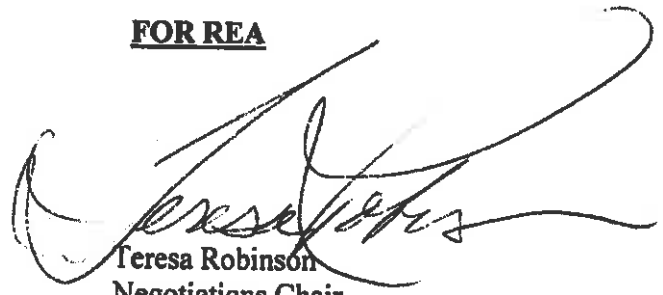
This MOU shall expire on June 30, 2021 or when both parties agree the health concerns created by the Coronavirus (COVID-19) pandemic have passed and/or there is no need for modified school models for the 2020 - 2021 school year.

Date: July 20, 2020

FOR THE DISTRICT


Rhea McIver Gibbs, Ed.D.
Lead Personnel Agent
Rialto Unified School District

FOR REA


Teresa Robinson
Negotiations Chair
Rialto Education Association

2020/2021 MODIFIED EXTRA DUTY COMPENSATION

Exhibit I

<u>HIGH SCHOOL SPORTS</u>	% of Index Base	<u>TOTAL</u>	<u>HIGH SCHOOL SPORTS</u>	<u>2020-21*</u>	<u>TOTAL</u>
FOOTBALL			TENNIS (Boys/Girls)		
Varsity	11.4	\$5,305	Varsity	7.4	3,443
Varsity Asst. (3)	8.6	4,002	GOLF (Boys/Girls)		
JV Head	9.0	4,188	Varsity	7.0	\$3,257
Frosh Head	9.0	4,188	SOCCER (Boys/Girls)		
JV Asst. (2)	8.0	3,723	Varsity	8.6	4,002
Frosh Asst. (3)	8.0	3,723	Varsity Asst.	6.3	2,932
BASKETBALL (Boys/Girls)			JV Head	7.0	3,257
Varsity	9.7	4,514	Frosh Head	7.0	3,257
Varsity Asst.	6.8	3,164	Frosh Asst.	6.1	2,838
JV Head	7.8	3,630	WATER POLO (Boys/Girls)		
Frosh Head	7.8	3,630	Varsity	7.8	3,630
Frosh Asst.	6.1	2,838	Varsity Asst.	6.4	2,978
WRESTLING (Boys/Girls)			VOLLEYBALL (Boys/Girls)		
Varsity	9.7	4,514	Varsity	7.8	3,630
JV Head	7.8	3,630	JV Head	6.4	2,978
Frosh Head	7.8	3,630	Frosh Head	6.4	2,978
BASEBALL			SOFTBALL		
Varsity	9.1	4,234	Varsity	9.1	4,234
Varsity Asst.	6.8	3,164	Varsity Asst.	6.8	3,164
JV Head	7.3	3,397	JV Head	7.3	3,397
Frosh Head	7.3	3,397	Frosh Head	7.3	3,397
Frosh Asst.	6.1	2,838	Frosh Asst.	6.1	2,838
TRACK (Boys/Girls)			BADMINTON	7.4	3,443
Varsity	9.1	4,234	CONTINUATION HIGH SCHOOL SPORTS PROGRAM		
Varsity Asst.	6.8	3,164	Basketball	2.5	1,163
JV Head	7.3	3,397	Soccer	2.5	1,163
Frosh Head	7.3	3,397	Softball	2.5	1,163
Frosh Asst.	6.1	2,838	Volleyball	2.5	1,163
SWIMMING (Boys/Girls)			CHEERLEADING ***		
Varsity	7.8	3,630	Varsity	7.5	3,490
Varsity Asst.	6.4	2,978	Varsity Asst.	6.8	3,164
CROSS COUNTRY (Boys/Girls)					
Varsity	7.4	3,443			
Varsity Asst.	6.4	2,978			

*** An additional 5% of the stipend for performances at each post season (CIF) football and/or basketball play-off game.

* Index Base: (\$46,532)

** An additional fifteen percent (15%) of the specified monetary stipend for making the playoffs inclusive of the initial week of said playoffs.

*** An additional ten percent (10%) of the specified monetary stipend for each week of playoffs beyond the initial week of said playoffs.

	% of Index Base	TOTAL		% of Index Base	TOTAL
<u>HIGH SCHOOL</u>			<u>DISTRICT</u>		
Academic Decathlon	7.4	\$3,443	Behavior Specialist (16 additional days) Requires BCBA	24.0	11,168
Assistant Band Director*	5.0	2,327	Counselors - per diem of daily rate		
Athletic Director	10.0	4,653	Elementary Music Specialist	9.4	4,374
AVID Coordinator	4.0	1,861	Group Leaders (4 extra days)	4.0	1,861
Band (Only)	10.0	4,653	Hourly rate = \$45.04 (.000968 of Index Base)		
Choir	7.4	3,443	Librarians - per diem of daily rate		
Drama	7.4	3,443	Link Crew	2.5	1,163
Head Counselor	5.5	2,559	Substitute Teacher Daily Rate (while off track) \$150 a day		
Journalism	5.0	2,327	Summer School = \$45.04 (.000968 of Index Base)		
MESA	7.4	3,443	WEB (Where Everybody Belongs)		
Mock Trial	7.4	3,443	Advisor	2.5	1,163
PBIS Coach (Internal)	2.5	1,163	Teacher Leader/Bilingual		
ROTC Drill Team	7.0	3,257	Elementary	2.8	1,303
Asst. ROTC Drill Team**	5.0	2,327	Middle School	4.0	1,861
Speech/Debate	7.4	3,443	High School	4.0	1,861
Student Activities	10.0	4,653	GATE Program Organizer		
Yearbook	5.6	2,606	Elementary	2.8	1,303
<u>CONTINUATION HIGH SCHOOL</u>			Middle School	4.0	1,861
Activities Advisor	6.4	2,978	High School	4.0	1,861
PBIS Coach (Internal)	2.5	1,163	Elementary Grade Level Lead (7)	1.5	698
<u>MIDDLE SCHOOL</u>			Elementary Teacher Leader/ Summer School	1.487	692
Academic Coaching	5.6	2,606	Department Chairpersons		
Activities Advisor	6.4	2,978	19 sections or less (4 extra days)	4.0	1,861
AVID Coordinator	4.0	1,861	20 - 45 sections (5 extra days)	5.0	2,327
Band	5.0	2,327	46 - 69 sections (5 extra days)	7.0	3,257
Chorus	3.8	1,768	70 - 95 sections (5 extra days)	9.0	4,188
Drama	3.8	1,768	96 - 121 sections (5 extra days)	11.0	5,119
Newspaper	2.6	1,210	122 - 147 sections (5 extra days)	13.0	6,049
PBIS Coach (Internal)	2.5	1,163	148 sections & over (5 extra days)	15.0	6,980
Yearbook	2.6	1,210			
<u>ELEMENTARY SCHOOL</u>					
Academic Coaching	3.8	1,768			
AVID Coordinator	2.8	1,303			
PBIS Coach (Internal)	2.5	1,163			

Each co-chairperson shall receive the full stipend for the total (combined) number of sections assigned at or above 110 sections. Each co-chairperson shall receive one-half of the full stipend for the total (combined) number of sections assigned below 110 sections.

**For teams of 35 or more students

Teacher/Bilingual
BCC (BCLAD)

** Teaching in two languages in Math, Science, or Social Science;
to receive 5 times per diem or 1/5 for each period taught.

Exhibit II

Reopening School Plan

Overview

In an effort to support all students with continuous learning, RUSD is providing various models based on grade levels, students' needs and current pandemic limitations.

Grading and Assessment

1. Standard grading practices will be maintained.
2. Unit members shall ensure that a weekly engagement record is completed for each pupil documenting instruction for each day, verifying daily participation and tracking assignments. The development of a weekly engagement record will be a collaborative effort between stakeholders.

Teacher Guidelines and Expectations

1. Recording Live Lessons - Any lesson presented "live" should be recorded and shared with all students in the class, so that students and families can review the lesson at a later time.
2. Teachers may not create lessons that require students/families to purchase extra supplies or materials.

Non-Classroom Certificated Staff

1. *Counselor Duties* - Will check-in with students, analyze transcripts, schedule students, clean-up master schedules, write letters of recommendation, answer college application questions, provide social and emotional resources, and communicate with teachers.
 - *High School Counselors* - Priority and focus will be given to the tracking, scheduling, and monitoring of graduation and A-G requirements for high school seniors.
2. *Elementary Music and VAPA Teachers* - Will create weekly Google Classroom links for each grade level taught.

3. *VAPA Teachers* - Will create lesson plan links by grade levels (1st – 5th) that can be used to support the required instructional minutes beyond the one (1) hour live interaction on Mondays and additional instructional minutes on Tuesdays-Fridays. Kindergarten teachers may access 1st grade VAPA lessons for use with kindergarten students.
4. *PBIS/Social-Emotional Counselors* - Will work with an identified caseload per administration to support high-needs students.
5. *Teachers on Special Assignment* - Will collaborate with administration to determine work based on their specialty area according to their job description.
6. *Resource Specialist* - Will collaborate with classroom teachers to schedule and provide required services to students
7. *Secondary Intervention Teachers* - Will create differentiated supports for students and monitor student progress.
 - a. APEX program, teachers serve as a facilitator of learning. APEX teachers will provide support for credit recovery and A-G recovery. APEX credit recovery teachers will not need to grade work but simply move through modules. A-G staff will grade work and provide instruction.
 - b. The APEX Coordinator will serve as the initial liaison between teacher, parent, and student to communicate the expectations of APEX course enrollment. The Coordinator will verify teachers' hours as entered on time cards (if applicable, based on individual site format). The coordinator will also monitor overall student progress.
 - a) Once students have completed their APEX course, the APEX coordinators will verify the completion and email the counselor, registrar, and administrators the student summary page.
 - b) APEX teachers will continue to unlock modules, pre-tests, and unit exams so students can complete each assigned APEX course.
 - c) APEX teachers must create an office hours schedule to review student progress, communicate with students in email, and to stay abreast of any potential changes to the program.

Instructional Model Delivery

1. Unit members will not be required to teach distance learning and the hybrid model simultaneously during the same class period.
2. The District and the Association agree to collaborate on how the phases will be rolled out. Any schedule will be agreed to prior to students starting to return to school sites.

Exhibit III**INSTRUCTIONAL MODELS - ELEMENTARY**

The 2020-2021 school year may present as many challenges for students and staff as the spring of 2020. Students and teachers will return to begin the school year in a non-traditional setting and format under safety conditions established to prevent the spread of COVID-19. These settings, structures, and conditions require teachers to deliver instruction in different ways, and students to learn without physically attending class every day, or in the case of full distance learning, not at all. As such, everyone is learning to function and succeed anew. This section will outline scheduling models, recommendations for instruction, expectations of students and teachers in regards to professional and instructional engagement and responsibilities.

Instructional Models: Elementary

Overview Virtual Bridge Academy (Distance Learning) (Instructional minutes per day: **K- 180, 1st-3rd- 230, and 4th-5th- 240**)

1. All teachers will physically report to work for two days of preparation on August 6th and 7th. Staff meetings and professional development will be held virtually during the preparation days. The first day of distance learning will be on August 10, 2020, and will be delivered from home.
2. All members will work from home on Mondays. Members will have the option of working from home or their work site during the distance learning model on Tuesdays-Fridays between the hours of 7:30 a.m. -2:30 p.m. All members who report to campus must check-in daily and complete health check protocols.
3. Each Monday, 8am-12pm, Teachers will be responsible for one hour live interaction/progress monitoring, teacher preparation, collaboration, professional development, and staff meetings. This time shall include having a Google Meet for progress monitoring and academic support with students who are not performing at grade level or in other areas.
4. Monday, 12:00 pm - 3:30 pm, shall be prep time for unit members. This time shall be used at the unit member's discretion on campus or at home.
5. Monday-Friday students will receive live Bridge Academy (*Distance Learning*) instruction and be assigned additional required instructional activities.

Monday Schedule (Distance Learning)

8:15 am - 9:15 am	Live Interaction/Progress Monitoring Instruction (1 hour) <i>*Note: Students are assigned learning assignments for the remainder of the instructional day.</i>
9:15 am - 12:00 pm	Teacher Preparation, Professional Development, Collaboration, and Staff Meetings (per schedule)
12:00 pm - 3:00 pm	Member lunch and prep time at home

Tuesday - Friday Schedule (Distance Learning):

8:15 am - 12:15 pm	<i>Synchronous</i> Instruction: <ul style="list-style-type: none"> ● <i>K-1st = 45 mins</i> ● <i>2nd - 3rd = 60 mins</i> ● <i>4th - 5th = 90 mins</i>
12:15 pm - 1:00 pm	Teacher Lunch
1:00 pm - 2:30 pm	<i>Synchronous</i> Instruction: <ul style="list-style-type: none"> ● <i>K-1st = 45 mins</i> ● <i>2nd - 3rd = 60 mins</i> ● <i>4th - 5th = 90 mins</i>
	NOTE: Students are assigned learning assignments for the remainder of the instructional day as needed

*At the teacher's discretion, breaks will be provided to students based on their learning styles and attention spans.

Overview of the Hybrid Model

1. Students will be assigned a 4 day a week AM or a PM schedule or parents may choose the Virtual Bridge Academy (distance learning).
2. Tuesday-Friday AM/PM Model to provide in-school instruction
3. Elementary Strategists provide daily reading and math support to our most needy pupils not performing at grade level, English learners, and pupils of foster care or homelessness.
4. Student enrollment in a Hybrid AM or a PM schedule or Virtual Bridge Academy (Distance Learning) shall be at the request of the parent/guardian.
5. Preschool hybrid and distance learning model (*See Exhibit V*).

Instructional Model: Hybrid (Instructional minutes per day: K- 180, 1st-3rd- 230, and 4th-5th- 240)

1. Teachers report to work Monday-Friday.
2. Monday 8am-12pm will be for one hour of live interaction, teacher preparation, collaboration, professional development and to prepare student work. This time shall include having the Google Meet for progress monitoring and academic support with students who are not performing at grade level or in other areas.
3. Two Monday mornings shall be for professional development/staff meetings and two Monday mornings shall be for teacher prep/collaboration.
 - 8:15a.m. - 9:15 a.m. - (each Monday) Google Meet is open for progress monitoring and academic support.
 - VAPA teachers will create lesson plan links, by grade level, that can be used to support the required instructional minutes beyond the 1 hour live interaction on Mondays.
 - 9:15 a.m. - 9:30 a.m. - break
 - 9:30 a.m. - 12:00 p.m. - Staff meetings and/or professional development. (*Staff meetings not to exceed 60 mins; Professional Development not to exceed 150 mins.*) The second and fourth Mondays shall be reserved for staff meetings and professional development. The first and third Mondays shall be reserved for teacher prep/collaboration. The “floating” 5th Monday in August shall be for professional development.
 - Monday 12:00 pm - 3:30 pm shall be prep time for unit members. This time shall be used for teacher preparation on campus or at home.
 - On Mondays students receive required independent assignments to meet the minimal instructional minutes.

Special Populations

Special Education and Related Services: Grades Pre-K-5th

1. Parents of students in the SDC Mild/Moderate and Moderate/Severe programs will have the option to enroll their student(s) in a hybrid (when available) or distance learning model.
2. Students in the SDC Mild/Moderate and Moderate/Severe programs will attend school based on their grade spans in the hybrid model.
3. Students in the SDC Mild/Moderate and Moderate/Severe programs will be divided into two groups based on AM/PM sessions in a hybrid model.

ELD Instructional Model

1. Twenty (20) minutes of Designated ELD per day. Teachers use the Wonders ELD components and other district approved supplemental resources, focusing on the oral and listening aspects of the lesson, leaving the workbook and other independent resources for use at home. There is a specific focus on the ELD standards during this instructional time.
2. Integrated ELD must take place in all subject areas. This includes preview of the subject matter with specific vocabulary instruction in context, a focus on oral language and listening within each subject area, clear instructions with modeling of tasks/assignments to be completed, comprehensible instruction, visuals – online examples of finished products for students to use as models. The ELD standards are interwoven within the content standards.

Staff Conditions

1. When it is safe to do so and schools transition into a Hybrid Model, members will be required to report to work and teach from school site. All members must check in daily and complete health check protocols.
2. Certificated bargaining unit members who are high risk and do not have limitations that preclude distance learning/teaching, per a note from his or her doctor, shall be given consideration to do online/virtual teaching and assignments, as positions are available. Distance learning instruction may be provided from the unit member's classroom or home as determined by Personnel Services and/or Risk Management or medical restrictions through the interactive process. It is understood that if school resumes as a hybrid and/or traditional model that there is no guarantee that distance learning will still be available to bargaining unit members.

Monday Schedule (Hybrid Model):

7:30 am - 8:00 am	Staff are administered screening questions and temperature checks
8:00 am - 8:15 am	Teacher preparation for live interaction.
8:15 am - 9:15 am	Live Interaction/Progress Monitoring
9:15 am - 12:00 pm	Teacher Preparation, Professional Development, Collaboration and Staff Meetings (Per Schedule)
12:00 pm - 3:00 pm	Member lunch and prep time at home or at the school site

Tuesday - Friday AM/PM Schedule (Hybrid Model):

7: 30 am - 7: 40 am	Arrival and temperature checks and screening questions for employees
7:50 am - 8:00 am	AM students arrive at school and buses arrive and temperature checks
8:00 am - 8:15 am	Breakfast in the classroom
8:15 am - 10:45 am	AM Instruction (165 min)
10:45 am - 10:55 am	Grab & Go lunch for AM students. Teachers will escort students to dismissal location. Support Staff will assist with dismissal
10:55 am	Buses depart with AM students
	<p>*Administrators and TOSAs shall provide restroom breaks as needed.</p> <p>1st - 5th grade AM Students to take home distance learning assignments per required instructional minutes to complement above: Kindergarten 15 min. 1st- 3rd grade additional 65 min 4th-5th grade additional 75 min All grade levels provide Monday work per instructional minutes by grade level; VAPA lessons can be used to support instructional minutes</p>
10:55 am- 11:55 am	Teacher lunch and sanitization classrooms.

11:55 am - 12:05 pm	PM students arrive at school and buses arrive and temperature checks
11:55 am - 12:15 pm	Student lunch in the classrooms.
11:55 pm- 2:40 pm	PM Instruction (165 mins)
2:40 pm - 2:55 pm	Grab & Go breakfast for the next day for PM students. Teachers will escort students to the dismissal location. Support staff will assist with dismissal.
2:55 pm	Buses depart with PM students.
	<p>*Administrators and TOSAs shall provide restroom breaks as needed.</p> <p>1st - 5th grade AM Students to take home distance learning assignments per required instructional minutes to complement above:</p> <p>Kindergarten 15 min. 1st- 3rd grade additional 65 min 4th-5th grade additional 75 min All grade levels provide Monday work per instructional minutes by grade level; VAPA lessons can be used to support instructional minutes</p>

Exhibit IV**Instructional Models - Secondary****Overview of the Virtual Bridge Academy (Distance Learning)**

1. All teachers will physically report to work for two days of preparation on August 6th and 7th. Staff meetings and professional development will be held virtually. The first day of distance learning will be on August 10, 2020, and will be delivered from home.
2. All members will work from home on Mondays. Members will have the option of working from home or their work site during the distance learning model on Tuesdays-Fridays between the hours of 7:30 a.m. -3:30 p.m. All members who report to campus must check-in daily and complete health check protocols.
3. All Students will be enrolled in either the Bridge Academy or the Hybrid Model based on parent request once students begin to transition back-to-school (face-to face).

Special Populations**SDC- Moderate/ Severe Specialized Programs, RSP or Mild/Moderate Services, EL Students**

1. The parties agree that REA and Special Education leadership will meet as a committee prior to July 31, 2020, to further determine needs and requirements for supporting teachers in maintaining compliance with policies.
2. Students in the SDC Moderate/Severe, Mild/Moderate, and EL students (levels 1-3) will have the option to be enrolled in the Bridge Academy (distance learning) or the hybrid model based on parent request.
3. Related services will be provided at school via hybrid model or via Bridge Academy (distance learning).
4. Students who receive RSP and or Mild/Moderate services will receive instruction via Bridge Academy (distance learning) or the hybrid model. Students can receive additional individualized tutoring/support by the teaching staff Tuesday-Friday from 1:10 pm - 2:30 pm.
5. The teaching schedule for students who receive special education services will vary based on the needs of the students.

6. EL students (levels 1-3) will be clustered into all core classes with no more than 16 students per class and assigned EL support classes. Students will receive additional, individual support from their teacher Tuesday-Friday from 1:10 pm - 2:30 pm.

Secondary Schedule for Bridge Academy (Distance Learning)

Monday	Time	Tuesday	Wednesday	Thursday	Friday
7:30 - 8:30 Collaboration	7:55 - 8:40	Teacher Prep Time			
8:45 - 10:00 Virtual Professional Development/Staff Meetings	8:40 - 9:55	P1	P2	P1	P2
	10:00 - 11:15	P3	P4	P3	P4
Live interaction/Progress monitoring - All students	11:20 - 12:35	P5	P6	P5	P6
	12:40 - 1:10	Teacher Lunch			
P1: 10:05 - 10:30 P2: 10:35 - 11:00 P3: 11:05 - 11:30 Teacher Lunch 11:30 - 12:00 P4: 12:00 - 12:25 P5: 12:30 - 12:55 P6: 1:00 - 1:25	1:10 - 2:30	Student Support: Individual Instruction, Tutoring, Labs, AP Teacher Prep, IEPs, RTI			
In addition to the 25 minutes of virtual monitoring per subject, students will be required to complete 15 minutes of Distance Independent Learning for each period	2:35 - 3:05	Teacher Prep Time			
1:25 - 3:05 Office Hours					

- Students will receive 15 mins of additional independent work per week per subject on Monday and 25 minutes of live progress monitoring per subject.
- Additional, individual support provided by teachers will be provided Tuesday-Friday from 1:10 pm - 2:30 pm

Overview of Hybrid Model

1. The *hybrid model* is a schedule which provides in-person instructional time and learning opportunities for students at school and at home. This will allow the District to comply with social distancing requirements. It will also provide the District the opportunity to seamlessly pivot between a *hybrid model* and a complete *Bridge Academy model (distance learning)* if necessary.
2. Students will be enrolled into two groups by alpha order based on the student's last name. One group will physically report to school on Tuesdays and Wednesdays while the other group will physically report to school on Thursdays and Fridays. The school day will begin at 8:40 am and end at 12:35 pm. When the first group of students has live in-school instruction the second group will have online blended instruction in the afternoon. This process will alternate between the two groups. This model will provide all students with 240 minutes of daily instruction. The passing periods have been condensed and school meals will be a grab-and-go format for the purpose of providing additional social distancing. Class sizes will be reduced in half to provide six feet of distance between students in the classrooms.
3. Students will not physically attend school on Mondays. Students will participate in 25 minutes of virtual progress monitoring per subject matter.
4. When it is safe to do so and schools transition into a Hybrid Model, members will be required to report and teach from school site. All members must check in daily and complete health check protocols.
5. Certificated bargaining unit members who are high risk and do not have limitations that preclude distance learning/teaching, per a note from his or her doctor, shall be given consideration to do online/virtual teaching and assignments, as positions are available. Distance learning instruction may be provided from the unit member's classroom or home as determined by Personnel Services and/or Risk Management or medical restrictions through the interactive process. It is understood that if school resumes as a hybrid and/or traditional model that there is no guarantee that distance learning will still be available to bargaining unit members.

Hybrid Model Schedule-Secondary

Monday	Time	Tuesday	Wednesday	Thursday	Friday
	8:25 am - 8:40 am Temperature checks and Grab & Go breakfast	8:25 - 8:40 Temperature checks and Grab & Go breakfast	8:25 - 8:40 Temperature checks and Grab & Go breakfast	8:25 - 8:40 Temperature checks and Grab & Go breakfast	8:25 - 8:40 Temperature checks and Grab & Go breakfast
7:30- 8:30 PLC 8:45- 10:00 Professional Develop. Staff meetings	8:40 am - 9:55 am Live at school site 75mins + 5 pass=80 mins	P.1 M-Z	P.2 M-Z	P.1 A-L	P.2 A-L
Live interaction/Progress monitoring via Google Meets for all students P1. 10:05- 10:30 P2. 10:35 – 11:00 P3. 11:05 – 11:30 Lunch 11:30 – 12:00 P.4 12:00 – 12:25 P.5 12:30 – 12:55 P.6 1:00 - 1:25	10:00 am- 11:15 a m Live at school site 75mins + 5 pass=80 mins	P.3 M-Z	P.4 M-Z	P.3 A-L	P.4 A-L
	11:20 am- 12:35 am Live at school site 75mins + 5 pass=80 mins	P.5 M-Z	P.6 M-Z	P.5 A-L	P.6 A-L
	12:40 pm - 1:10 pm	Grab & Go lunch for AM students and dismissal	Grab & Go lunch for AM students and dismissal	Grab & Go lunch for AM students and dismissal	Grab & Go lunch for AM students and dismissal
	1:15 pm- 1:45 pm Online 30 mins 50 mins independent work	P.2 A-L	P.1 A-L	P.2 M-Z	P.1 M-Z
<i>In addition to the 25 mins of virtual progress monitoring per subject, students will be required to complete 15 minutes of independent work</i>	1:50 pm- 2:20 pm Online 30 mins 50 mins independent work	P.4 A-L	P.3 A-L	P.4 M-Z	P.3 M-Z
Office Hours 1:25 – 3:05 Open	2:25- 2:55 Online 30 mins 50 mins independent work	P.6 A-L	P.5 A-L	P.6 M-Z	P.5 M-Z

*Administrators and TOSAs shall provide restroom breaks as needed

Exhibit V

**Early Education Bridge Academy
(Includes State, RUSD and SDC Programs)
AM/PM sessions**

7:30-11:00 AM Distance Learning Tuesday- Friday

Each Monday, 8am-12pm, Teachers will be responsible for one-hour live interaction/progress monitoring, teacher preparation, collaboration, professional development, and staff meetings. This time shall include having a Google Meet for progress monitoring and academic support with students who are not performing at grade level or in other areas. 1 to 1 time with those who were not performing up to level.

Monday, 12:00 pm - 3:30 pm, shall be prep time, teacher can choose either on campus or at home.

8:30-9:00 Synchronous: Greeting/Attendance and Large group activities**7:30-11:00 Asynchronous (Google Classroom upload)**

Teacher Daily Lessons will include:

(As outlined in Preschool Foundations, Preschool Frameworks and DRDP)

- Approaches to Learning Self-Regulation
- Social and Emotional Development
- Language and Literacy Development
- English Language Development (if applicable)
- Cognition, including Math and Science
- Physical Development-Health
- Parent and Family Engagement
- IEP goals as applicable

-The teaching schedule for students who receive special education services will vary based on the needs of the students

Students will also be assigned activities from the following programs:

- Scholastic Book Flix
- Scholastic FIRST Early Literacy Program

Teacher will provide office hours based off the needs of the child and parent.

At least one hour of activities will be posted in Google Classroom

Teacher and Instructional Staff will check in with families weekly and complete:

- Family Needs Assessment
- Address Attendance Survey
- Address DRDP Measures

11:00-11:30 LUNCH**11:30-2:30 PM Distance Learning Tuesday-Friday**

Each Monday, 8am-12pm, Teachers will be responsible for one-hour live interaction/progress monitoring, teacher preparation, collaboration, professional development, and staff meetings. This time shall include having a Google Meet for progress monitoring and academic support with students who are

not performing at grade level or in other areas. 1 to 1 time with those who were not performing up to level.

Monday, 12:00 pm - 3:30 pm, shall be prep time, teacher can choose either on campus or at home.

12:00-1:00 Synchronous: Greeting/Attendance and Large group activities

11:30-2:30 Asynchronous (Google Classroom upload)

Teacher Daily Lessons will include:

(As outlined in Preschool Foundations, Preschool Frameworks and DRDP)

- Approaches to Learning Self-Regulation
- Social and Emotional Development
- Language and Literacy Development
- English Language Development (if applicable)
- Cognition, including Math and Science
- Physical Development-Health
- Parent and Family Engagement
- IEP goals as applicable

-The teaching schedule for students who receive special education services will vary based on the needs of the students

Students will also be assigned activities from the following programs:

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Teacher will provide office hours based off the needs of the child and parent.

At least one hour of activities will be posted in Google Classroom

Teacher and Instructional Staff will check in with families weekly and complete:

- Family Needs Assessment
- Address Attendance Survey
- Address DRDP Measures

Teachers	7:30-2:30	7 hours with 30 min lunch
Instructional Assistant AM	7:30-11:00	3.5
Instructional Assistant PM	11:15-2:45	3.5
Apprentice AM	7:45-10:45	3.0
Apprentice PM	11:30-2:30	3.0

**Early Education Hybrid
(State, RUSD and SDC Programs)
AM/PM sessions
Teacher: In Person
Tuesday- Friday
Monday-Prep Day (refer to DL schedule)**

7:30- 7:45

- Arrival and temperature checks and screening questions for employees
- Set up classroom/playground

7:45-8:00 Temperature check of students and breakfast in the classroom

7:45-10:45

AM Instruction (includes same components as DL instruction)

Small Group/Centers: 1 hour

Clean up and Sanitize

Circle Time

Outdoor time: 30 Minutes

Practice good hygiene

10:45-11:00 Grab & Go lunch

11:00-11:30 Teacher lunch

11:15-11:30 (Instructional Assistant arrives at 11:15)

- Temperature checks and screening questions for employees
- IA Sanitizes
- IA sets up lunch

11:30-11:45 Temperature check of students and lunch in the classroom

11:30-2:30

PM Instruction (includes same components as DL instruction)

Small Group/Centers: 1 hour

Clean up and Sanitize

Circle Time

Outdoor time: 30 Minutes

Practice good hygiene

2:30-2:45 Grab & Go Breakfast/Sanitizing

Teachers	7:30-2:30	7 hours with 30 min lunch
Instructional Assistant	7:30-11:00	3.5
Instructional Assistant	11:15-2:45	3.5
Apprentice AM	7:45-10:45	3.0
Apprentice PM	11:30-2:30	3.0

Exhibit VI

**DISTANCE LEARNING – EXPECTATIONS
 RIALTO UNIFIED SCHOOL DISTRICT
 FALL 2020**

Digital Citizenship Agreements/Acceptable Use Policies

If and when a student displays behaviors that disrupt the environment of online learning, the following process should be followed:

1st violation – student given a warning and incident is documented in Teacher Notes. Remind student of Acceptable Use Policy and PBIS expectations.

2nd violation – parent is contacted by the teacher and notified of the disruption; incident and contact is documented in Teacher Notes. Remind parent of Acceptable Use Policy and PBIS Expectations.

3rd violation – parent is contacted by the teacher and notified of the disruption; student will not be permitted to communicate in writing and/or by video for 24 hours; student can continue to submit assignments. Incident, contact and communication suspension is documented in Synergy in Teacher Notes. Site administrator is notified.

4th violation – teacher communicates incident to a site administrator. Parent is contacted and notified of the disruption by administrator. Student will not be permitted to communicate in writing and/or by video for 48 hours; student can continue to submit assignments. Incident, contact and communication suspension is documented in Synergy.

5th violation – teacher communicates incident to a site administrator. Parent is contacted and notified of the disruption by administrator. Student is no longer allowed to communicate in any capacity online; student will only be allowed to submit assignments. Teacher may permit video communication with parent present. Incident, contact and consequence are documented in Synergy. From this point further, communication will only be conducted by the teacher to the parent (if necessary).

*Communication suspensions need to be the result of 48900 violations, such as disruption (48900K), vulgarity/repeated profanity (48900I), harassment/threats (48900.4) etc.

**Depending on the incident, the severity may require acceleration of the consequences that are given to the student, including deactivating the student's account.

Revised 7.22.2020