

**MEMORANDUM OF UNDERSTANDING**

**BETWEEN ROCKLIN UNIFIED SCHOOL DISTRICT  
AND  
ROCKLIN TEACHERS PROFESSIONAL ASSOCIATION/CTA/NEA**

**Safe Reopening of Schools with Social Distancing Education Program Related to  
Coronavirus-19**

The Rocklin Unified School District ("District") and Rocklin Teachers Professional Association ("Association") enter this Memorandum of Understanding regarding COVID-19 ("MOU") regarding the modified reopening of schools during the COVID-19 crisis. As of the date of this MOU, the Parties recognize that the COVID-19 pandemic necessitates significant modifications to the operation of schools to minimize the health risks associated with COVID-19 infection for all students, staff, and their families while also providing equitable access to education for students. This agreement only applies to the temporary effects due to COVID-19 and shall not be precedent setting for future contract negotiations. This Memorandum of Understanding will replace the Memorandum of Understanding dated March 16, 2020, and the addendum on April 2, 2020.

This agreement outlines the various school models that may be implemented during this crisis. This MOU also outlines the formation of the Rocklin Virtual Campus. The Rocklin Virtual Campus is an online educational alternative that provides video-based instruction facilitated by Rocklin Unified School District teachers. This MOU also further outlines the legal requirements for Distance Learning as outlined in Senate Bill 98 and the modification of past practice in the area of Distance Learning.

**General Considerations :** The following elements (paragraphs 1 through 14) apply to all school models utilized during the Coronavirus-19/COVID-19 crisis.

- 1. Local Conditions :** RTPA and the District agree the provisions of this MOU shall be followed for the periods of time during which county-wide health and safety orders require social distancing measures in order to keep school sites open or should county-wide health and safety orders require that school sites be closed. The choice of which of the below instructional models to implement will be based on published public health metrics for safely reopening the California economy (such as case numbers and hospitalizations for COVID-19 in our surrounding counties) set by the Governor and the California Department of Public Health through the California COVID-19 Roadmap (<https://covid19.ca.gov/roadmap/>). Using publicly posted metrics found at (<https://covid19.ca.gov/roadmap-counties/#top>) as a guide, the Rocklin Unified School District Board of Trustees will make the final decision on the instructional model that will be implemented. It is the intent that RUSD will determine the model to adopt with advanced notice for unit members before it is set to begin. Movement to a more and/or

less restrictive instructional model could happen at any time based on local public health officials' guidance. Should the Rocklin Unified School District Board of Trustees make the decision to reopen schools in a less restrictive model than mandated by the Governor, or recommended by the California Department of Public Health or other state and/or local health guidelines, RTPA reserves the right, per the Educational Employment Relations Act, to negotiate the impacts of Board's decision to reopen schools against local and state recommended guidelines prior to reopening.

- 2. Health and Safety :** The District shall follow the COVID-19 guidelines, considerations and orders issued by the California Department of Public Health (“CDPH”), and the Placer County Health Department. Where there is a conflict between the various guidelines, considerations, or orders, the District shall make decisions to minimize potential health and safety risks for all unit members, students, and their families within the context of the guidelines, considerations, and orders.
  - a. **Provided PPE:** The District shall provide appropriate PPE to all unit members. “Appropriate” PPE may include, but is not limited to, face shields, face coverings, and gloves. Unit members may bring their own PPE so long as the PPE complies with public health guidelines and provides equivalent protection to the PPE provided by the District. Unit members shall not be required to bring their own PPE and no unit member shall be disciplined or evaluated negatively for not bringing their own PPE. In no cases shall a unit member be required to work without appropriate PPE. If the District or Administration directs a unit member to work without appropriate PPE, that member may refuse that assignment with no loss of wages, benefits or leave balances. Additionally, the member shall not be disciplined or evaluated negatively as a result of the refusal of that assignment.
  - b. **Passive Screening:** parents/guardians and staff will be instructed to screen students/themselves before leaving for school each day (check temperature to ensure temperatures below 100.4 degrees Fahrenheit, observe for symptoms such as fever, chills, shortness of breath, difficulty breathing, sore throat, etc.) Parents/guardians will be instructed to keep students at home if they have symptoms consistent with COVID-19 or if they have had close contact with a person diagnosed with COVID-19. Staff will also be instructed to stay home if they have symptoms consistent with COVID-19. These instructions shall be communicated to families and staff prior to the start of the school year.
  - c. **Active Screening:** Teachers, administrators and school staff shall monitor staff and students throughout the day for signs of illness. The District shall implement screening and other procedures for all staff and students entering the facility. School staff shall conduct visual wellness checks of all students or establish procedures for parents to monitor at home. If checking temperatures, appropriately trained staff shall use a no-touch thermometer. These screening protocols are per the Governors

Pandemic Plan for Learning and Safe Schools dated July 17, 2020 and as referenced in the Governor's Plan, the California Department of Public Health (CDPH) plan titled: *COVID-19 Industry Guidance: Schools and School-Based Programs*. (COVID-19 Industry Guidance: Schools and School-Based Programs) School personnel will assess other symptoms and make a determination about whether students or staff need to be sent home. If a student is exhibiting symptoms of COVID-19, appropriate staff should communicate with the parent/caregiver and refer to the student's health history form and/or emergency card. Administration shall send home students and staff with a fever of 100.4 degrees or higher, cough or other symptoms related to COVID listed below:

- i. Symptoms Related to COVID:
  1. Fever
  2. Cough
  3. Shortness of breath or difficulty breathing
  4. Chills
  5. Repeated shaking with chills
  6. Fatigue
  7. Muscle pain
  8. Headache
  9. Sore Throat
  10. Congestion or runny nose
  11. Nausea or vomiting
  12. Diarrhea
  13. New loss of taste or smell
- ii. Each site will identify a specific isolation area for students and/or staff who are exhibiting symptoms related to a possible COVID-19 illness.
- iii. If any student exhibits the aforementioned symptoms, staff shall refer the student to the health office for screening and examination.
- iv. Testing and Tracing:
  1. The District shall follow the California Public Health guidelines and the recommendations of the Placer County Public Health regarding testing and contact tracing regarding exposure and/or confirmed positive test(s) for COVID-19. (See *California Department of Public Health COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year, published on July 17, 2020*).
- v. District and Site Administration shall, in a timely manner, inform the Association and all unit members at the site should it learn of a confirmed COVID-19 infection or exposure of district employees, students, or community members utilizing district facilities.

- vi. In the event a school/classroom requires closure based upon County Public Health recommendation and/or a confirmed COVID-19 infection or exposure has occurred, the District will await County Public Health guidance regarding cleaning/sanitization procedure. However, at a minimum, the District will perform a deep cleaning, as per District protocols.
- vii. Unit members will communicate classroom expectations for physical distancing with students.
- viii. The use of locker room facilities shall be limited. Students will not be required to dress-out daily, nor receive a grade deduction for not dressing out for Physical Education classes. A plan for the utilization of the locker rooms will be created in conjunction with Department Leads and Site Administration at each Secondary Site. At a minimum, these facilities will be sanitized daily.
- ix. Ingress and Egress : Since students, parents/guardians, and staff tend to congregate in large groups at access points before and after school:
  - x. School sites shall identify multiple access points to be used for student and parent ingress and egress before and after school as practicable.
  - xi. Where possible, staff, students, and parents/guardians will be assigned an ingress and egress point for use when coming to school for in-person learning.
  - xii. Unit members shall not be assigned to monitor ingress and egress locations unless physical distancing can be followed. Unit members are expected to take steps to ensure that physical distancing is followed by themselves and by students.
- d. Before School/After School/Recess/Student Break Times (TK-8) : School site administrators, in consultation with unit members, shall create plans and schedules that provide recess and break times for both students and unit members consistent with the following:
  - i. All recess and break times shall be designed to maintain physical distance guidelines and to maintain cohort stability, as practicable.
  - ii. All recess and break times shall be staggered to minimize the number of different people with whom staff and students interact.
  - iii. Unit members shall not be assigned to student supervision duties unless physical distancing can be followed. Unit members are expected to take steps to ensure that physical distancing is followed by themselves and by students.
- e. Cleaning and Sanitizing :

- i. The District shall ensure that all classroom spaces, restrooms, common spaces, and workspaces are cleaned and disinfected daily, including but not limited to desks, doorknobs, light switches, faucets, copy machines and other high touch fixtures, using the safest and most effective disinfectant necessary, as recommended by federal, state, and/or local health officials. A log of restroom cleaning times will be posted in each restroom.
  - ii. In the event a school/classroom requires closure based upon County Public Health recommendation and/or a confirmed COVID-19 infection or exposure has occurred, the District will await County Public Health guidance regarding cleaning/sanitization procedure. However, at a minimum, the District will perform a deep cleaning, as per District protocols.
  - iii. Daily cleaning and disinfecting shall be done by trained custodial personnel.
  - iv. Cleaning and sanitization supplies will be made available in the event a teacher desires to perform additional classroom cleaning/sanitization.
  - v. The District shall ensure proper ventilation in all classrooms and work areas, including during times of cleaning and disinfecting. Introduce fresh outdoor air as much as possible, for example, by opening windows where practicable. When cleaning, air out the space before children arrive; plan to do thorough cleaning when children are not present. If using air conditioning, use the setting that brings in the most outside air. Replace and check air filters and filtration systems to ensure optimal air quality per the District maintenance schedule and as manufacturer, Cal OSHA, and Public Health guidance suggests (3 times a year). The replacement of and checking of air filters and filtration systems will be made public when it occurs during the 2020-2021 school year.
    - 1. If opening windows poses a safety or health risk (e.g., by allowing pollen in or exacerbating asthma symptoms) to persons using the facility, maximize central air filtration for HVAC systems (targeted filter rating of at least MERV 13).
- f. Hygiene Practices :
- i. The Parties recognize that frequent hand washing for a minimum of 20 seconds minimizes the spread of COVID-19.
  - ii. Soap, water, and paper towels will be available in each TK-6 classroom. Soap and paper towels will be available in all restrooms. TK-12 schools shall have hand sanitizer available in all classrooms and lunchrooms and throughout the school. Sanitizer will be refilled regularly.

- iii. All individuals shall be encouraged to wash their hands or use medically effective hand sanitizer upon entering district sites and every time a classroom is entered.
  - iv. Resources, virtual or otherwise, will be made available to share with families and students that outline the appropriate methodology for appropriate COVID-19 hand washing.
- g. **Face Coverings :** Face coverings are required to be worn properly at all times by all individuals on a school campus indoors. Face coverings are required to be worn properly at all times by all individuals outdoors when physical distancing is not feasible. This applies to all staff, all students in grades 3-12, all administrators, and any visitors on campus. Students in grades TK-2 are recommended to wear masks if possible. The District shall develop and share with staff a plan to deal with students and others who are not in compliance with the face covering requirements.
- i. All staff must use face coverings in accordance with CDPH guidelines unless Cal/OSHA standards require respiratory protection.
  - ii. In limited situations where a face covering cannot be used for pedagogical or developmental reasons, (i.e. communicating or assisting young children or those with special needs) a face shield can be used instead of a cloth face covering while in the classroom as long as the wearer maintains physical distance from others, to the extent practicable. Staff must return to wearing a face covering outside of the classroom when physical distancing is not feasible.
  - iii. Face coverings shall not be required for students or staff if there is a medical or behavioral contraindication verified in writing from a medical professional or behavioral specialist. The exemption of a specific student shall be communicated with appropriate staff.
  - iv. For unit members and students who cannot wear a mask, face shields with neck drapes tucked into the shirt shall be used. Masks and face shields may not be required for students with medical apparatus which prevents or obstructs the use of the apparatus.
- h. **Staff Safety :**
- i. The District and site administration will communicate expectations and specific protocols with staff and parents/guardians.
  - ii. Administration shall ensure that at least six (6) feet of physical distancing is provided between staff and students, and between all staff.
  - iii. Administration shall ensure that all staff use face coverings in accordance with CDPH guidelines and Cal/OSHA standards.

- iv. Administration shall provide for, implement, and communicate procedures that minimize the use of and congregation of adults in staff rooms, break rooms, and other settings.
- i. Physical Distancing:
  - i. The District shall ensure minimum physical distancing of six (6) feet between all student workspaces if practicable. The District shall ensure minimum physical distancing of six (6) feet between all educator and student workspaces, and between all employee workspaces.
  - ii. In rare situations in a classroom where the minimum physical distancing requirement is insufficient to provide necessary academic instruction or assessments as mutually agreed to by the unit member and the site administrator, alternative and effective safety devices shall be used such as plexiglass barriers or face shields with neck drapes for staff. No unit member shall be required to work in proximity of less than six (6) feet between individuals for more than 10 minutes daily.
  - iii. Administration and staff shall develop instructions for maximizing spacing and ways to minimize movement in both indoor and outdoor spaces that are easy for students to understand and are developmentally appropriate.
  - iv. Administration and staff shall minimize congregate movement through hallways as much as practicable. For example, establish more ways to enter and exit a campus, create staggered passing times when necessary or when students cannot stay in one room and create guidelines on the floor that students can follow to enable physical distancing while passing.
  - v. The use of locker room facilities shall be limited. Students will not be required to dress-out daily, nor receive a grade deduction for not dressing out for Physical Education classes. A plan for the utilization of the locker rooms will be created in conjunction with Department Leads and Site Administration at each Secondary Site. At a minimum, these facilities will be sanitized daily.
- j. Limit Sharing :
  - i. Administration shall ensure adequate supplies to minimize sharing of high-touch materials (art supplies, equipment, etc.) to the extent practicable or limit use of supplies and equipment to one group of children at a time and unit members may clean and disinfect between uses.
  - ii. Administration and staff shall establish protocols that avoid sharing electronic devices, clothing, toys, books and other games or learning aids as much as practicable. Where sharing occurs, unit members may clean and disinfect between uses.
- k. Ventilation and Filtration :

- i. The Parties affirm that public health officials indicate that proper ventilation is necessary to minimize the transmission and infection from COVID-19 especially for individuals in a closed space for extended periods of time by reducing the airborne concentration of the virus and thus the risk of transmission and infection of COVID-19 through the air. All locations with functioning windows shall keep them open depending on weather, temperature, and/or air quality conditions.
- ii. The District shall maintain that all HVAC systems ~~to~~ operate on the mode which delivers at least six (6) fresh air changes per hour, including disabling demand-controlled ventilation, and open outdoor air dampers to 100% as indoor and outdoor conditions safely permit.
  1. All HVAC equipment shall be equipped with MERV13 filters and changed at the recommended intervals.

### **3. Salary and Benefits**

- a. Unit members' compensation and benefits shall not be reduced as a result of alternative work assignments as a result of the COVID-19 crisis.

### **4. Work Hours and Location**

- a. Unit members shall not be required to work beyond their total contractual hours in a given day (7.5 hours). Should a unit member agree to work beyond their total contract hours in a given day at the specific request of the District, that member shall be compensated at their per diem hourly rate.
- b. Unit members who are providing instruction through Online Learning (RVC) shall work remotely.
- c. Unit members who are providing instruction through the Distance Learning model of instruction shall have the option to work remotely or on campus. Unit members who choose to work from their home shall be responsible for the following:
  - i. Sufficient technology and space to teach effectively and in compliance with both the [Elementary Distance Learning Expectations](#) and [Secondary Distance Learning Expectations](#) as listed in paragraph 17.
  - ii. A workspace that allows the unit member to fulfill the responsibilities of their job and the requirements outlined in Senate Bill 98.
  - iii. Maintain work hours that are consistent with their site/contract schedule/hours.
  - iv. Unit members may bring their own school-aged children to the site. They will be required to sign a waiver to do so.



- v. Unit members who choose to work at their site shall coordinate with their site administrator to comply with safety and cleaning protocols and requirements.

**5. Pre-service Schedule** For the 2020-21 school year, RUSD will re-purpose the two staff development days (October 19, 2020 and April 5, 2021) to allow for five (5) pre-service days. The five (5) pre-service days in August of 2020 shall be allocated as follows:

- a. There will be no District Learning Fest.
- b. August 5, 2020, shall be reserved for site-based professional development, staff introductions, and review of COVID 19 practices and site protocols.
- c. August 6, 2020, shall be reserved for grade level, departmental, or course level PLCs to identify the essential standards that will be taught as a result of the compression of instructional days due to the Social Distancing instructional model.
- d. August 7, 10, and 11, 2020, shall be utilized for Distance Learning curriculum preparation, additional collaboration with PLC's, additional District/Site-based training as needed and other necessary preparation for the launch of Distance Learning. The intent is that time shall be at the direction of the unit member unless otherwise dedicated to District and/or Site-based training. If site based events have been previously scheduled, sites will have the flexibility to modify days with the expectation of still providing the designated times agreed upon in this MOU or paid via timesheet for the time needed outside of contracted hours.
- e. It is the understanding of both parties that the decision to repurpose two staff development days occurred late during the summer. It may be difficult for some unit members to accommodate attendance due to summer plans. Those unit members will be required to take necessary leave or work with their administrator to accommodate effective utilization of those days at another date and/or time.
- f. If the 2020-2021 School Year starts in a Distance Learning model, all meetings will be performed in a virtual environment. If the 2020-2021 school year starts in a Social Distancing (Hybrid) model and a site can accommodate the aforementioned physical distancing requirements, meetings may be held in-person.

**6. Special Events**

- a. Meet the Teacher day shall be implemented virtually.
- b. Back to School Nights shall be implemented virtually.
- c. Dates for the above-mentioned events may be adjusted to accommodate virtual implementation.

## **7. Leaves**

- a. The leave provisions of the parties' CBA will be in full effect for the 2020/2021 school year. Additionally, all unit members are entitled to the leave benefits provided by the Families First Coronavirus Response Act ("FFCRA") for COVID related leaves. Unit members who have identified risk factors and have provided documented medical verification, will engage with the District in the interactive process to determine if reasonable accommodations exist to carry out the essential functions of their position. In the event the District is unable to reasonably accommodate the employee, the employee would stay off from work and utilize the leaves available under the law. For the duration of this MOU, the District will also allow unit members to utilize current and accumulated sick leave to care for immediate family members for COVID-19 related illnesses.
- b. For unit members in an in-person teaching model during the 2020-2021 school year, the District shall provide 10 days of paid sick leave in the case of a documented COVID-19 health-related absence and/or required quarantine if the unit member is unable to be reasonably accommodated through the interactive process and unable to perform their assigned duties. These days will be available after the unit member has exhausted their FFCRA allotted leave as well as Workers' Compensation. If an absence is not COVID-19 health-related, accrued leave will be deducted.
- c. For the duration of this agreement the District and RTPA agree to modify portions of Article IX: Leaves. The District and RTPA agree to reopen the Catastrophic Leave bank at the beginning of the school year for unit members to contribute two days. The intent is not to solicit additional days from current participants but, rather to solicit unit members who are not currently participating. The District and RTPA also agree to modify unit member access to Catastrophic Leave. In the case of a documented COVID-19 health-related absence and/or required quarantine and if the unit member is unable to be reasonably accommodated through the interactive process and unable to perform their assigned duties they may access this leave. These days will be available after the unit member has exhausted their FFCRA allotted leave, Workers' Compensation and the District provided ten (10) days in the previous paragraph. If an absence is not COVID-19 health-related, this paragraph shall not apply and accrued leave will be deducted.
- d. The Catastrophic Leave Committee shall have the responsibility of maintaining the records of the Bank, receiving withdrawal requests, verifying the validity of requests, approving or denying the requests, determining that a recipient or applicant is no longer eligible and communicating its decisions, in writing, to the participants. Applications shall be reviewed and decisions of the Committee reported to the applicant, in writing, within ten (10) working days of receipt of the

application. Withdrawals from the bank shall be granted in units of no more than thirty (30) working days. Participants may submit requests for extension of withdrawals as their prior grants expire. The unit member may not access more than ninety (90) total days of Catastrophic Leave. The remaining provisions of the Catastrophic Leave section in Article IX shall not apply.

## **8. Grading and Assessment**

- a. The District shall return to its regular grading practices in place pre-COVID-19 to the degree possible given the instructional model in place and the assessment tools and resources provided by the District.
- b. Students will be assessed both formally and informally as they would in a traditional year. Instructors will be expected to conduct normal and necessary informal and formal assessments to address learning loss (if applicable), guide instruction, and contribute to an overall grade at the end of the grading period.

## **9. Administrative Support**

- a. Administrators will ensure that all students have appropriate access to essential distance learning materials, and teachers have access and training for essential distance learning platforms, tools, materials, and resources; be available to support teachers and families throughout the school day; be available and/or arrange virtual 'meetings' (office hours) for staff throughout the week who may have specific questions; ensure support staff and paraprofessionals can work as co-teachers in Google Classroom and that they have the ability to meet through a Google Hangout to provide tutorial support if possible. Unit members shall receive professional development on the use of technology and the delivery of instruction via Distance learning as requested by the bargaining unit members throughout the implementation of online learning.
- b. The District shall provide unit members access to District provided technical support via virtual tools. This may include access to technical support personnel, helplines, and other technical support from District vendors and/or staff, as well as instruction on Distance learning platforms and instructional materials. On a case by case basis, the District may provide technical hardware support (hotspots, etc.), when available, for teachers who require increased internet speed to support online Distance Learning. Unit members shall not be required to provide personal cell phone numbers or email addresses in communications with parents/guardians or students.

## **10. Defense and Indemnification:**

- a. The parties agree and recognize that all unit members who perform their duties with reasonable care and implement social distancing measures while at work to the best of their abilities will be held harmless by the District for any COVID related injuries or illness to students or staff related to their school attendance. Under Government Code section 825 all unit members will be entitled to defense and indemnification in any claim or action against him/her arising from a COVID-related injury or illness to students caused by any act or omission of the unit member acting within the scope of his/her employment as long as the unit member reasonably cooperates in good faith in the defense of the claim or action.

### **11. Technology Support**

- a. The District and RTPA agree that students are expected to engage and access materials online via the LMS used by the school. Students will be expected to bring to school any chromebook or laptops they may own for educational purposes. For any students who do not have adequate access to online learning, students and their families will be encouraged to contact the District to make special arrangements. Teachers will notify a designated school staff member who will contact any student/family whose student has not connected with them online to check in about the circumstances for that student that are preventing him/her from accessing or engaging in the learning. It is the understanding of both the District and RTPA that unit members will be the first individual to respond in the event that the student is not engaging. On a case by case basis, the District may provide technical hardware support (hotspots, etc.) when available, for teachers who require increased internet speed to support Online Learning or Distance Learning.

### **12. Evaluations**

- a. Evaluations as outlined in the Parties' Collective Bargaining Agreement will resume for all unit members teaching in the Distance Learning and the Social Distancing (Hybrid) learning models. For unit members teaching in the Online Learning (RVC) platform, only probationary unit members and those permanent unit members whose summary score on their last evaluation was "needs improvement" or "unsatisfactory" will be evaluated.
- b. Administrators will monitor the work of all unit members to maintain that content, instruction, accommodations, participation, engagement, and attendance accounting are in compliance with Senate Bill 98. Work performed by unit members during the COVID-19 crisis shall not become part of a future evaluation.
- c. Since Distance Learning is new to all unit members, consideration shall be given to the fact that unit members will be learning new modalities of instructional

- services. The intent of evaluation is to improve instruction: with that in mind administrators will provide the time and support necessary for appropriate growth.
- d. Administrators will be provided with professional development aimed at conducting evaluations in a virtual environment.

### **13. Site Meetings/District Committees/Professional Development**

- a. The District shall provide unit members access to District provided technical support via virtual tools. This may include access to technical support personnel, helplines, and other technical support from District vendors and/or staff.
- b. Unit members engaged in Online Learning (RVC) shall participate virtually in Rocklin Virtual Campus PLC meetings with their assigned grade level, course level, or departmental PLC. They shall also participate in Rocklin Virtual Campus staff meetings. Rocklin Virtual Campus (RVC) teachers may also have the option to attend staff meetings at their previously assigned site.
- c. All staff and District committee meetings shall remain on the regular rotation as defined in the RTPA Collectively Bargained Agreement.
- d. In-person meetings shall be eliminated during the pandemic when in-person instruction is not being offered (including but not limited to: staff meetings, professional development, committee meetings, district meetings, staff gatherings, parent meetings, and parent-teacher conferences). All meetings shall be held virtually and shall be scheduled during non-instructional time.
- e. When in-person instruction is not being offered, 504, IEP, and SST meetings will be held virtually when practicable.
- f. Once local conditions permit, in-person meetings shall conform with health guidelines as described in paragraph 2 above to the extent feasible. Where appropriate, team members may request to their administrator the option of attending meetings virtually.
- g. Monday Articulation PLC Focus
  - i. The focus of Monday articulation days will be to provide teachers with collaboration/staff development opportunities. The PLC structure and content will return to the pre-COVID 19 model. Additional Monday activities may include, but are not limited to: PLCs, District Professional Learning, Site-based Professional Learning, Preparation time (if applicable). Teams will also have the opportunity for vertical articulation so that essential standards selection and instructional focus is defined in a way that facilitates student progression from grade level to grade level and minimizes learning loss. One Monday a month will be reserved for Site/District professional development listed above. The remaining Monday PLC agendas shall be developed by the unit members in the PLC.

#### **14. Adjunct Duties and Site Committees**

- a. Adjunct duties, Site Committees, and District Committees which have been mutually agreed upon at the site level by RTPA site representatives and site administration shall be equitably assigned on a prorated basis. The proration of duties assigned shall be based on the school model in place. The portion of normal activities that will be allowed under the limitations required due to social distancing guidelines and the normal number of hours of duties assigned at each level (elementary/middle/high) as defined in Article VII, Sections 3 and 4 of the 2018-20 Collectively Bargained Agreement. If in a Distance Learning model, some activities may be held virtually. Committee meetings shall be conducted using a virtual platform when in a Distance Learning model.
- b. Unit members assigned to Online Learning (RVC) may be assigned adjunct duties, site committees, or district committees if held virtually.
- c. In place of Article VII, Section 3, paragraph (d) of the current Contract Agreement, on or before August 31, 2020, the site administrator and RTPA site representative(s) shall jointly create a new comprehensive list of site adjunct duties and site committees and the corresponding time required for each duty and committee annually. Due to the Covid-19 crisis, these lists shall be completely regenerated to reflect the different needs and demands in regards to Adjunct Duties and Site Committees. The site administrator shall meet and confer with all RTPA site representative(s) at the site concerning the composition of the list of site adjunct duties, site committees, and the corresponding required time for each duty and/or committee annually. The site administrator shall send a copy to the Associate Superintendent of Human Resources at the District Office for both the RTPA President and the District to review and approve prior to the implementation of the site adjunct duties and site committees. The approved 2020-21 RTPA/RUSD Approved Adjunct Duty, Site Committee, and Site Stipend List shall be posted on the RUSD website and shall be emailed to the RTPA President no later than September 25, 2020.

**School Models:** The following paragraphs outline language specific to each school model. It is the intent of this language to adhere to the requirements outlined in SB 98.

#### **15. Social Distancing Learning Model (Hybrid)**

**Program Structure: Schedules for all levels**

[Secondary Distance Learning Expectations](#)

[Elementary Distance Learning Expectations, Schedules](#)

- Transitional Kindergarten/Kindergarten/1<sup>st</sup> grade
  - TK/K/1st will attend school on an AM/PM schedule Mon-Friday; maintain Monday articulation - see link above
    - There are currently three (3) 1<sup>st</sup> grade/2<sup>nd</sup> grade combo classes across the district. Based upon enrollment numbers we will attempt to reduce these classes. In the event that a combo class can't be reduced it will remain an AM/PM class.
- Elementary (Grades 2-6)
  - Grades 2-6 will attend school on an A/B schedule Mon-Friday; maintain Monday articulation - see link above
  - Monday schedule will alternate-see link above
- Middle School (Grades 7-8)
  - Grades 7 -8 will attend school on an A/B schedule Mon-Friday; maintain Monday articulation - see link above
  - Monday schedule will alternate-see link above
- Comprehensive High School: Semester 4x4 Block. Each semester will be of equal length for the 2020-2021 school year pending Calendar Committee recommendation and Board approval.
  - A/B alternating daily. Courses will be semester long courses, maintain Monday articulation - see link above
  - Monday schedule will alternate-see link above
- Special Education
  - Moderate/Severe- will attend for a full school day Mon-Friday; maintain Monday articulation
    - ILS
    - TASEL
    - STP
  - Mild/Moderate SDC- will attend for a full school day Monday-Friday; maintain Monday articulation
- Other considerations:
  - RSP and ELD will align with the regular high school schedule; maintain Monday articulation
    - Related Services (SLP, OT, PT, APE, etc.)
      - Services will be provided as documented in an Individualized Education Plan (IEP)
  - English Learners will receive targeted support from their ELD teacher/Instructional Aide up to five (5) days a week to address language acquisition needs and work with a general-ed teacher and/or ELD support provider to address learning gaps. The District will shift paraprofessional

support to schools with high numbers to support learning in small groups on those days.

- Subject to class size limits due to the Social Distancing (Hybrid) Model, foster/homeless students will have the opportunity to attend five (5) days a week to address severe learning gaps.
- Victory High School, at the conclusion of the Distance learning instructional model, will maintain the pre-COVID, regular schedule due to the small class sizes.

#### **16. Online Learning: Rocklin Virtual Campus (RVC)**

- a. The Rocklin Virtual Campus is an online educational alternative that provides video-based instruction facilitated by Rocklin Unified School District teachers. The District has purchased the learning management platform called *Edgenuity*. The content of these courses are aligned with state and district standards. Elementary students will be enrolled in four core courses and two elective courses. There will also be workbooks for students to practice the skills they have learned through the video-based instruction. Virtual synchronous instruction, daily/weekly check-ins, and management of students' progress will be facilitated by RUSD teachers. For middle and high school students, they will be enrolled in the courses students selected during the previous spring to best ability based upon course offerings. Rocklin Virtual Campus teachers will be placed on a waiver which enables them to facilitate video-based courses outside of their credential area. Training on the *Edgenuity* platform will be provided by the district prior to the start of the school year. Online learning teachers will be required to follow the distance learning requirements as outlined in Senate Bill 98.
- b. Selection Criteria and Process
  - i. Selection practice: Unit members over age 65 or with a documented health or medical condition, or whose immediate family member has a documented health or medical condition, which increases their risk of COVID, will be considered for the opportunity to be assigned to an online position. Required medical documentation shall not reveal the underlying health or medical conditions, only that such health or medical condition exists. In addition, teachers with specified, school-aged child care needs will also be given consideration for placement in Rocklin Virtual Campus. Unit members must notify the District of their desire to work remotely on or before July 27, 2020. The District will then determine the number of online teachers needed. Selections to these positions, if interest exceeds the positions available, shall be made as follows:



1. Credential(s) {Multiple Subject, Single Subject}
2. Seniority
3. Lottery

ii. Unit members who have identified risk factors and have provided documented medical verification who are not selected for online learning positions, will engage with the District in the interactive process to determine if reasonable accommodations exist to carry out the essential functions of their position. In the event the District is unable to reasonably accommodate the employee, the employee may utilize the leave provisions outlined in paragraph 7 of this agreement. Qualifying reasons for Leave related to COVID -19 are employees who are:

1. Subject to Federal, State, and local quarantine or isolation order related to COVID-19;
2. Advised by a health care provider to self-quarantine related to COVID -19;
3. Experiencing COVID-19 symptoms and are seeking a medical diagnosis;
4. Caring for an individual subject to an order described in (1) or self-quarantine as described in (2);
5. Caring for his or her child whose school or place of care is closed (or child care provider is unavailable) due to COVID-19 related reasons; or
6. Experiencing any other substantially - similar condition specified by the U.S Department of Health and Human Services.
7. Required medical documentation shall not reveal the underlying health or medical condition, only that such health or medical condition exists.

c. Daily attendance

i. Daily participation must be documented for each student on each school day.

1. If a student does not participate in the Online Learning for that day, then the student must be marked absent.
  - a. Participation includes, but is not limited to: evidence of participation in online activities, completion of regular assignments, completion of assessments, and contact with an employee of the site and the student or parent/guardian of the student.

- b. Teachers must complete a weekly engagement record for each student participating in distance learning.
- d. Teachers shall provide daily live interaction with students.
  - i. Senate Bill 98 provides that “daily live interaction” may take the form of internet or telephonic instruction, or by other means permissible under public health orders.
  - ii. This daily live interaction may be in the form of live direct instruction, live instructional support, live class meetings or check-ins, or other live whole class or small group interactions that occur as part of that day’s lesson plan.
- e. The District and RTPA agree that students are expected to engage with Online Learning. For any students who do not have adequate access to online learning, students and their families will be encouraged to contact the District to make special arrangements. Teachers will notify a designated school staff member who will contact any student/family whose student has not connected with them online to check in about the circumstances for that student that are preventing him/her from accessing or engaging in the learning. It is the understanding of both the District and RTPA that unit members will be the first individual to respond in the event that the student is not engaging.
- f. Administrators will ensure that all students have appropriate access to essential Online Learning materials, and teachers have access and training for essential Online learning platforms, tools, materials, and resources; be available to support teachers and families throughout the school day; be available and/or arrange Google Hangouts/Meet (office hours) for staff throughout the week who may have specific questions; ensure support staff and paraprofessionals can work as co-teachers in Google Classroom and that they have the ability to meet through a Google Hangout/Meet to provide tutorial support if possible.
- g. Unit members shall receive professional development on the use of technology and the delivery of instruction via *Edgenuity* as requested by the bargaining unit members throughout the implementation of online learning.
- h. The District shall provide unit members access to District provided technical support via virtual tools. This may include access to technical support personnel, helplines, and other technical support from District vendors and/or staff, as well as instruction on *Edgenuity* and instructional materials. On a case by case basis, the District may provide technical hardware support (hotspots, etc.), when available, for teachers who require increased internet speed to support Online Learning.
- i. Unit members shall not be required to provide personal cell phone numbers or email addresses in communications with parents/guardians or students.
- j. For Online Learning, the attached documents [\(Elementary Expectations/Sample](#)

[Schedule, Secondary Expectations/Sample Schedule](#)) shall serve as working guidelines for the Online learning model.

- k. The parties recognize that Online Learning is a model that requires flexibility in scheduling. The parties also agree that at times, employees will need to complete Online Learning work using a flexible schedule.
- l. Unit members engaged in Online Learning shall participate virtually in Rocklin Virtual Campus PLC meetings with their assigned grade level, course level, or departmental PLC. They shall also participate in Rocklin Virtual Campus staff meetings. All staff and district committee meetings shall remain on the regular rotation as defined in the RTPA Collective Bargaining Agreement but will include the availability of virtual attendance while this MOU is in effect. Unit member preparation time will be provided in accordance with Article VIII: Preparation Time in the Collectively Bargained Agreement. Rocklin Virtual Campus (RVC) teachers may also have the option to attend staff meetings at their previously assigned site.
- m. Rocklin Virtual Campus teachers will be placed on a waiver with the California Teaching Commission (CTC) which enables them to facilitate video-based courses outside of their credential area.
- n. Training will be required for the learning platforms that are purchased for the District.
- o. Class sizes may exceed those of the regular grade levels taking into consideration teachers will be facilitating in an online setting which provides video-based instruction. Class sizes shall not exceed forty (40) students.
- p. The Rocklin Virtual Campus Special Education workgroup will continue to establish practices and protocols during the 2020-2021 school year.
- q. Special Education caseloads will not exceed what was agreed upon in Article XXIV: Special Education of the Collectively Bargained Agreement.
- r. Teachers may be required to meet virtually with students for specific instructional support purposes and/or embedded additional content if the teacher desires to align content/instruction/assessment to traditional classroom structure if the teacher is appropriately credentialed for the subject area. These meetings will not exceed contractual hours.
- s. The instructional calendar for staff teaching in the online learning environment will mirror the calendar of teachers teaching in the social distancing model.
- t. If student numbers necessitate the need for additional teachers, the District will then solicit volunteers from remaining unit members.
- u. If student numbers necessitate the need for additional teachers, or if a site's staffing numbers are decreased due to interest in online learning, it may be necessary to involuntarily transfer teacher(s) from a site to facilitate instruction in the Rocklin Virtual Campus. The District and RTPA agree to follow Article XI:

Transfers of the Collectively Bargained Agreement to determine transfer and placement in the Rocklin Virtual Campus program.

- v. Unit members teaching in the Rocklin Virtual Campus will be returned to their previous position and site at the conclusion of this MOU. In the event that a unit member must be transferred to a different site or grade level than previously assigned, the district agrees to follow Article XI: Transfers of the Collectively Bargained Agreement to determine transfer and placement.
- w. In the event that Rocklin Virtual Campus enrollment numbers increase and/or decrease throughout the 2020-2021 school year, it may be necessary to transfer unit members into the Rocklin Virtual Campus or back to their previous position. The district agrees to follow Article XI: Transfers of the Collectively Bargained Agreement to determine transfer and placement.

## **17. Distance Learning**

- a. The District and RTPA agree that students are expected to engage with online/distance learning. For any students who do not have adequate access to online learning, students and their families will be encouraged to contact the District to make special arrangements. Teachers will notify a designated school staff member who will contact any student/family whose student has not connected online to check regarding the circumstances for that student which may be preventing him/her from accessing or engaging in the learning. It is the understanding of both the District and RTPA that unit members will be the first individual to respond in the event that the student is not engaging.
- b. For Distance Learning, the attached documents ([Elementary Distance Learning Expectations](#), [Secondary Distance Learning/Hybrid Expectations](#)) shall serve as working guidelines for the distance learning model. It is the expectation that teachers provide on a daily basis both synchronous and asynchronous daily instruction during scheduled times based upon the attached documents. ([Sample Elementary Schedules for Distance Learning](#)) The parties recognize that distance learning is a model that requires flexibility in scheduling. In most cases, Employees shall be expected to complete their distance learning responsibilities during the hours defined in the RUSD Elementary and Secondary Online Distance Learning Expectations (attached). In the event that a teacher needs to adjust their schedule for the day, the teacher shall notify and receive approval from their site administrator of the times and reasons for the adjustment.
- c. Teachers shall provide daily live interaction with students and their peers.
  - i. Senate Bill 98 provides that “daily live interaction” may take the form of internet or telephonic instruction, or by other means permissible under public health orders.

- ii. This daily live interaction may be in the form of live direct instruction, live instructional support, live class meetings or check-ins, or other live whole class or small group interactions that occur as part of that day's lesson plan.
- d. Teachers shall document daily participation for each student on each school day.
  - 1. If a student does not participate in Distance Learning activities or assignments for that day, then the student must be marked absent.
    - a. Participation includes, but is not limited to, "evidence of participation in online activities, completion of regular assignments, completion of assessments, and contact with an employee of the site and the student or parent/guardian of the student. Records of this participation in the gradebook shall satisfy the documentation requirement.
- e. Elementary VAPA, PE, Music and ELD teachers shall curate, develop, and provide synchronous and asynchronous instruction, distance learning tools/resources for their assigned students, and provide feedback and grades to students for assignments, as necessary for students.
- f. In order to provide equitable access to the educational program, special education and other related services, for pupils with an individualized education plan (IEP), the District shall ensure that all IEPs can be executed in a distance learning environment. If it is determined by the IEP team that a student should remain in an in-person learning environment for up to five (5) days per week, the District shall offer in-person learning so long as the student is part of a stable classroom cohort for five days while maintaining all other provisions of this MOU. In the event that in-person time is scheduled, physical distancing and safety guidelines will be followed
- g. For other student groups (ELD, homeless, foster youth), additional virtual and/or in-person instruction may be necessary to meet the specific student(s) educational and/or social/emotional needs and time will be provided in the daily schedule to meet the needs of these targeted student groups. In the event that in-person time is scheduled, physical distancing and safety guidelines will be followed.
- h. Unit members engaged in Distance Learning shall participate virtually in Monday PLC meetings with their assigned grade level, course level, or departmental PLC. They shall also participate in site staff meetings for the site they are assigned to.

All staff and district committee meetings shall remain on the regular rotation as defined in the RTPA Collectively Bargained Agreement but will include the availability of virtual attendance while this MOU is in effect.

**18. School Model Transition:**

- a. It is anticipated that RUSD may experience as many as five (5) distinctly different school models this year. The Rocklin Unified School District Board of Trustees will determine the model to adopt. It is the intent that RUSD will determine the model to adopt with advance notice for unit members. However, movement to a more and/or less restrictive instructional model could happen at any time based on local public health official's guidance. Those models are:
  - i. Distance Learning - School sites closed and no in-person instruction.
  - ii. Social Distancing(Hybrid) - School sites open with social distancing practices in place and limited numbers of students on campus and limited days with in-person instruction.
  - iii. Online Learning - Rocklin Virtual Campus (RVC)
  - iv. Fully open with Social Distancing: All students on campus five (5) days a week with Social Distancing practices in place during specific situations throughout the day. Both parties agree that if this model becomes a viable option, the negotiation teams will reconvene to further outline the structure of this model and negotiate the impacts of implementation prior to implementing the model.
  - v. Fully open with no restrictions.
  
- b. If a site or sites are required to transition from one model to another, transition time shall be provided as follows:
  - i. Distance Learning to Social Distancing (Hybrid) - Unit members will be informed of the transition date from Distance Learning to Social Distancing (Hybrid) with two (2) weeks' notice based on State or County Public Health guidelines for the first time the District transitions. After the first time the District will provide at least three (3) teacher work days' notice based upon State and County Public Health guidelines and/or recommendations.
  - ii. During the first transition from Distance Learning to Social Distancing (Hybrid), the Distance Learning work schedule for unit members shall be adjusted to the Monday articulation schedule for a full week prior to, including any Monday within that period. The Monday prior to the transition week shall include up to one (1) hour for administration to

review safety protocols and procedures necessary for Social Distancing (Hybrid) model with their staff. PLC time on those days is intended to be teacher-driven and shall be dedicated to adjusting standards and assignments to accommodate the change to on-campus instruction.

- iii. Social Distancing (Hybrid) to Distance Learning - On the first day of the transition from Social Distancing (Hybrid) to Distance Learning teachers will be required to check-in with their students virtually, take attendance, and provide them with independent work for the school day. Teachers may take the remainder of the day to prepare to facilitate standard adjustments and migrate instructional materials to the online platforms.
- iv. Distance Learning/Social Distancing(Hybrid) to Fully open - Unit members will be informed of the transition date from Social Distancing (Hybrid) Model to Fully Open with two (2) weeks' notice based on County Public Health guidelines.

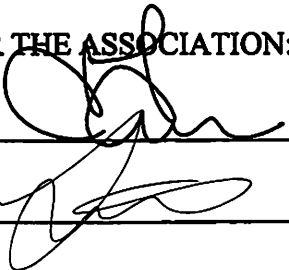
This memorandum of understanding is subject to the parties' grievance process.

All components of the Parties' current Collectively Bargained Agreement not addressed by the terms of this agreement shall remain in full effect. This agreement is a non-precedent setting agreement.

This MOU resolves the negotiable effects of reopening schools due to COVID-19. The District and/or Association reserve the right to negotiate any additional impacts related to COVID-19 and/or additional school closures and/or reopening in the 2020-21 school year.

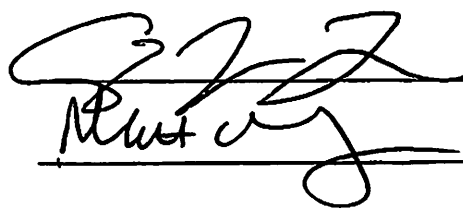
This MOU shall remain in full force and effect through the end of the 2020-21 school year, or the end of the COVID-19 emergency crisis, whichever is first. The parties may mutually agree to extend or modify the provisions of this MOU in writing.

FOR THE ASSOCIATION:

  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8/6/20

FOR THE DISTRICT:

  
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\_\_\_\_\_

8/6/20

## Rocklin Virtual Campus

### Proposed Elementary Teacher Expectations/Responsibilities and Sample Schedule

Responsibility	Time	Frequency	Expectations
Whole Group Meetings/Check In	30	5x week	Daily Google Meet check-in for attendance, check-in, SEL lessons, etc.
Half Class/Small Group Instruction	20-30	5x week	Synchronous Lesson (Math or ELA) either whole or small group (Goal - Elementary students receive 2 synchronous lessons with RUSD teacher p/ week - 1 ELA, 1 Math)
Review of Completed Work/Student Dashboard	30	Daily	View Dashboard of each student, determine if falling behind or going too fast. Next steps, see below*
Office Hours	60	Daily	Open office hours for students 4x per week and 1 regularly scheduled parent information meeting per week
Review of Formative Assessments	60	1x week	Review assessments to determine if 1:1 session is necessary to remediate
Individual Meetings with Students/Parents*	15-30 per Student	Daily	See below.
Prep/Asynchronous PD	140	Weekly	Online PD for Edgenuity/planning for small group/intervention
PLC/Staff Meeting	60	Weekly/Monthly	Meet with remote teachers 30-60 minutes weekly; Meet for RVC staff meeting 60 minutes 2x month
Synchronous PD	60	1x week	Online PD for Edgenuity w/ colleagues
Small Group/1:1 Instruction for Intervention	30	2x week	Google Meet for Students requiring Tier II/III intervention after trying Pathblazer Intervention
ELD Check-in	30	1x week	Support EL students/families and/or check-in with EL Staff
Summative Assessment Open Session	60	1x week	Google Meet for Students taking assessment
Before School/After School	60	Daily	Prepare for Day, Attendance Check - sign off on attendance, respond to email, set-up 1:1 Parent/Student Meetings, etc.

<b>*Criteria for remediation/intervention</b>		
Type of Concern	How Long	Remediation Expectation
Falling Behind	1 week	Schedule a meeting with student and parent to establish a work plan
Working too fast, making many errors	1 week	Schedule a meeting with student, meet 1:1 up to 15 minutes per subject area.



**SAMPLE SCHEDULE (intended to provide guidance only - days/times of expectations are flexible)**

<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
7:30-8					
8:00-8:30	Review Work/ Student Dashboard	Review Work/ Student Dashboard	Review Work/ Student Dashboard	Review Work/ Student Dashboard	Review Work/ Student Dashboard
8:30-9	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
9-10	Office Hours	Office Hours	Ind. Stu. Meetings	Ind. Stu. Meetings	Ind. Stu. Meetings
10-10:15	Break	Break	Break	Break	Break
10:15-10:45	Syn. Math	Syn. Math	Syn. ELA	Syn. ELA	Syn. ELA
10:45-11:45	Ind. Stu. Meetings	Ind. Stu. Meetings	Office Hours	Office Hours	Office Hours/ Parent Meeting
11:45-12:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:30-1	EL Check-in				Summative Assessment Open Session
1-1:30	Prep	Review Formative Assessments	Prep Synchronous lessons/ Asynchronous PD	Synchronous Weekly PD	Prep Synchronous lessons/ Asynchronous PD
1:30-2	PLC				
2-2:45		Tier II/III	Ind. Stu. Meetings	Tier II/III	
2:45-3:15					
3:15-4:15	Off	Off	Staff Meeting (2x monthly)	Off	Off

## Rocklin Virtual Campus

### Proposed Secondary Teacher Expectations/Responsibilities and Sample Schedule

<b>Responsibility</b>	<b>Time</b>	<b>Frequency</b>	<b>Expectations</b>
Whole Group Meetings/Check In	30	5x week	Daily Google Meet check-in for attendance, check-in, SEL lessons, study skills lesson, etc.
Office Hours	90	Daily	Open office hours for students 5x per week and 1 regularly scheduled parent information meeting per week (30 min.)
Review of Formative Assessments	60	1x week	Review assessments to and assigned MyPath reteaching/practice
Individual Meetings with Students*	15-45 min per Student	Daily	See below.
Prep (Review Work/Student Dashboard & Asynchronous PD)	270	Weekly	Online PD for Edgenuity/planning for small group/intervention. View Dashboard of each student, determine if falling behind or going too fast. Next steps, see below*
PLC/Staff Meeting	60	Weekly/Monthly	Meet with remote teachers 30-60 minutes weekly; Meet for RVC staff meeting 60 minutes 2x month
Synchronous PD	60	1x week	Online PD for Edgenuity w/ colleagues
Small Group/1:1 Instruction for Intervention/MyPath Support	45	2x week	Google Meet for students needing support with MyPath Intervention
ELD Check-in	45	1x week	Support EL students/families and/or check-in with EL Staff
Summative Assessment Open Session	60	2x week	Google Meet for Students taking assessment
Before School/After School	60	Daily	Prepare for Day, Attendance Check - sign off on attendance, respond to email, etc., set-up 1:1 Parent/Student Meetings

<b>*Criteria for remediation/intervention</b>		
<b>Type of Concern</b>	<b>How Long</b>	<b>Remediation Expectation</b>
Falling Behind	1 week	Schedule a meeting with student and parent to establish a work plan
Working too fast, making many errors	1 week	Schedule a meeting with student, meet 1:1 up to 15 minutes per subject area.

**SAMPLE SCHEDULE** (intended to provide guidance only - days/times of expectations are flexible)

<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
7:30-8					
8:00-8:30	Prep - Review Work/Student Dashboard	Prep - Review Work/Student Dashboard	Prep - Review Work/Student Dashboard	Prep - Review Work/Student Dashboard	Prep - Review Work/Student Dashboard
8:30-9	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
9-10	Office Hours	Office Hours	Ind. Stu. Meetings	Ind. Stu. Meetings	Ind. Stu. Meetings
10-10:15	Break	Break	Break	Break	Break
10:15-10:45	Summative Assessment Open Session	Review Work	Review Work	Review Work	Office Hours/ Parent Meeting
10:45-11:45		Ind. Stu. Meetings	Office Hours	Office Hours	Office Hours
11:45-12:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:30-1	Office Hours	Office Hours	Office Hours	Office Hours	Summative Assessment Open Session
1-1:30	Ind. Stu. Meetings	Review Formative Assessments	Prep/ Asynchronous PD	Synchronous Weekly PD	
1:30-2	PLC				MyPath Support
2-2:45					
2:30-3:00					
3:00-4:00	Off	Off	Staff Meeting (2x monthly)	Off	Off

# RUSD Distance Learning 3.0 Schedule

## Guidance

Senate Bill 98 modifies the total instructional minute requirements. This may be a combination of synchronous and asynchronous instruction. There will be meaningful synchronous instruction daily. SB 98 minimum instructional minutes by grade level range from 180 minutes for kindergarten, 230 minutes for grades one through three, and 240 minutes for grades four through six, with variances specified under the law.

Instructional Area	Time (2-6 Grades)	Frequency	Notes
Prep Time	60 min.	Monday-Friday	To be determined by the teacher (with the exception of times designated by the school administrator for staff meetings or PLC).
Morning Meeting	30 min.	5x Weekly (M-F)	Check In - Embedded SEL activities.
Reading (ELA)*	45 min.	5x Weekly (M-F)	Daily minutes are to be determined by the teacher. Subjects might not take exactly 45 minutes each. Time can be "flexed" depending on subject need. The time indicates facilitated instruction (see below).
Writing (ELA)*	45 min.	5x Weekly (M-F)	
Mathematics*	45 min.	5x Weekly (M-F)	
Science & Social Studies	45 min.	4x Weekly (M-F)	Science and Social Studies should be alternated or blocked to provide a rich learning experience for students in this area.
Intervention	30 min.	4x Weekly (M-F)	Small Group Instruction with targeted groups.
P.E./VAPA	30 min.	2x Weekly Each (T-F)	PE & VAPA teachers will provide these synchronous or asynchronous activities.
Office Hours	60 min.	Daily (T-F)	Be available to monitor and support student progress and answer parent questions throughout the school day (e.g. email, phone, video/office hours) Tuesday-Friday.

\*For TK - 1st grade teachers, the minimum expectation for reading, writing, mathematics, science and/or social studies is 30 (thirty) minutes each day (120 total minutes out of 180) on Monday-Friday.

*MM  
AZ*

# Possible TK-K Minimum of 180 Instructional Minutes → Allotted: 180+

Teacher		
8:00	30 m	Office Hours
8:30	30 m	<b>Morning Meeting</b> (synchronous) Possibly including: <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Attendance</li> <li>• Read Aloud, Calendar, Etc</li> </ul>
9:00	60 m	ELA - Reading/Writing
10:00	30 m	BREAK (K)  *TK Option for Facilitated Play (for example: provide a choice menu of physical activities for students)
10:30	30 m	Math
11:00	30 m	Prep (K Only)  Facilitate Music & Movement (TK)
11:30	45 m	Lunch
12:15	30 m	Science / Social Studies (K)  Prep (TK)- Science and Social Studies integrated in ELA.
12:45	30 m	ELA Small Groups, Intervention, Enrichment, ELD *  *TK Option to include these minutes in ELA and exclude IF conducting Facilitated Play at 10:00
1:15	30 m	Office Hours *
1:45	30 m	Prep

Student		
8:00		Teacher office hours (as needed)
8:30	30 m	Morning Meeting
9:00	60 m	English-Language Arts
10:00	30 m	BREAK (K)  TK Option for Facilitated Play (for example: provide a choice menu of physical activities for students)
10:30	30 m	Mathematics
11:00	30 m	PE/VAPA (K)  Facilitated Music & Movement (TK)
11:30	45 m	Lunch
12:15	30 m	Science / Social Studies (K)  Independent Practice (TK)
12:45	30 m	Small group instruction as needed (including ELD *)
1:15	30 m	Teacher office hours (as needed)*
		Flexibility provided during this time for students needing additional time to complete asynchronous learning activities

\* ELD Teachers will be responsible for supporting Level 1 & 2 EL students through targeted small group instruction twice a week during a designated grade level block (shared amongst various sites).

# Possible 1st-3rd Minimum of 230 Instructional Minutes → Allotted: 230

Teacher		
8:00	30 m	Office Hours
8:30	30 m	Morning Meeting
9:00	90 m	<b>ELA - Reading &amp; Writing</b> May include whole group or small group instruction. May be synchronous or asynchronous.
10:30	15 m	Break/Prep
10:45	60 m	<b>Math</b> May include whole group or small group instruction. May be synchronous or asynchronous.
11:45	45 m	Lunch
12:30	30 m	Social Studies & Science
1:00	30 m	Prep (non-student contact time)
	30 m	Intervention, Enrichment, & ELD
2:00	35 m	Office Hours
2:30+	30 m	Prep (non-student contact time) Possible instructional needs: <ul style="list-style-type: none"> <li>● ELA Video</li> <li>● Math Video</li> </ul>

Student		
8:00	30 m	Teacher office hours (as needed)
8:30	30 m	Morning Meeting
9:00	65 m	<b>ELA - Reading &amp; Writing</b> May include whole group or small group instruction. May be synchronous or asynchronous.
10:30	15 m	BREAK
10:45	45 m	<b>Math</b> May include whole group or small group instruction. May be synchronous or asynchronous.
11:45	45 m	Lunch
12:30	30 m	Social Studies & Science
1:00	30 m	PE/VAPA
	30 m	Intervention, Enrichment, & ELD
2:00	35 m	Teacher office hours (as needed)
		Flexibility provided during this time for students needing additional time to complete asynchronous learning activities

\* ELD Teachers will be responsible for supporting Level 1 & 2 EL students through targeted small group instruction twice a week during a designated grade level block (shared amongst various sites).

*MM*  
*AC*

# Possible 4th-6th Minimum of 240 Instructional Minutes → Allotted: 240 minutes

Teacher		
8:00	30 m	Office Hours
8:30	30 m	Morning Meeting <small>(synchronous)</small>
9:00	90 m	<b>ELA - Reading &amp; Writing</b> May include whole group or small group instruction. May be synchronous or asynchronous.
10:30	15 m	BREAK
10:45	60 m	<b>Math</b> May include whole group or small group instruction. May be synchronous or asynchronous.
11:45	45 m	Lunch
12:30	30 m	Social Studies & Science
1:00	30 m	Prep (non-student contact time)
	30 m	Intervention, Enrichment, & ELD
2:00	30 m	Office Hours
2:30+	30 m	Prep (non-student contact time) Possible instructional needs: <ul style="list-style-type: none"> <li>● ELA Video</li> <li>● Math Video</li> </ul>

Student		
8:00	30 m	Teacher office hours (as needed)
8:30	30 m	Morning Meeting <small>(synchronous)</small>
9:00	75 m	<b>ELA - Reading &amp; Writing</b> May include whole group or small group instruction. May be synchronous or asynchronous.
10:30	15 m	BREAK
10:45	45 m	<b>Math</b> May include whole group or small group instruction. May be synchronous or asynchronous.
11:45	45 m	Lunch
12:30	30 m	Social Studies & Science
1:00	30 m	PE/VAPA
	30 m	Intervention, Enrichment, & ELD
2:00	30 m	Teacher office hours (as needed)
		Flexibility provided during this time for students needing additional time to complete asynchronous learning activities (i.e. reading, independent practice, project work).

\* ELD Teachers will be responsible for supporting Level 1 & 2 EL students through targeted small group instruction twice a week during a designated grade level block (shared amongst various sites).

MUM  


# Elementary Hybrid Learning Schedules/Expectations

## TK-1st Grade Schedules

Transitional Kindergarten (Vertical)			
(M-F) - Early Start		(M-F) - Late Start	
7:50-10:05 a.m.	AM Group (1/2 Class)	8:25-10:40 a.m.	AM Group (1/2 Class)
10:05-11:05 a.m.	Transition/Cleaning	10:40-11:40 a.m.	Transition/Cleaning
11:05-1:20 p.m.	PM Group (1/2 Class)	11:40-1:55 p.m.	PM Group (1/2 Class)
Monday PLC		Monday PLC	

Kindergarten-1st Grade (Vertical) - Monday			
(M) - Early Start		(M) - Late Start	
7:50-10:05 a.m.	AM Group (1/2 Class)	8:25-10:40 a.m.	AM Group (1/2 Class)
10:05-11:05 a.m.	Transition/Cleaning	10:40-11:40 a.m.	Transition/Cleaning
11:05-1:20 p.m.	PM Group (1/2 Class)	11:40-1:55 p.m.	PM Group (1/2 Class)
Monday PLC		Monday PLC	

Kindergarten-1st Grade (Vertical) - Tuesday-Friday			
(M-F) - Early Start		(M-F) - Late Start	
7:50-10:35 a.m.	AM Group (1/2 Class)	8:25-11:10 a.m.	AM Group (1/2 Class)
10:35-11:35 p.m.	Transition/Cleaning	11:10-12:10 p.m.	Transition/Cleaning
11:35-2:20 p.m.	PM Group (1/2 Class)	12:10-2:55 p.m.	PM Group (1/2 Class)

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## 2nd-6th Grade Schedule

2nd-6th Grade (Horizontal) - Alternating A/B Mondays				
Monday	Tuesday	Wednesday	Thursday	Friday
Group A	Group A	Group B	Group A	Group B
<b>Early Start</b> 7:50-1:20 p.m.  <b>Late Start</b> 8:25-1:55 p.m.  <b>PLC</b>	<b>Early Start</b> 7:50-2:20 p.m.  <b>Late Start</b> 8:25-2:55 p.m.	<b>Early Start</b> 7:50-2:20 p.m.  <b>Late Start</b> 8:25-2:55 p.m.	<b>Early Start</b> 7:50-2:20 p.m.  <b>Late Start</b> 8:25-2:55 p.m.	<b>Early Start</b> 7:50-2:20 p.m.  <b>Late Start</b> 8:25-2:55 p.m.
Group B	Group A	Group B	Group A	Group B
<b>Early Start</b> 7:50-1:20 p.m.  <b>Late Start</b> 8:25-1:55 p.m.  <b>PLC</b>	<b>Early Start</b> 7:50-2:20 p.m.  <b>Late Start</b> 8:25-2:55 p.m.	<b>Early Start</b> 7:50-2:20 p.m.  <b>Late Start</b> 8:25-2:55 p.m.	<b>Early Start</b> 7:50-2:20 p.m.  <b>Late Start</b> 8:25-2:55 p.m.	<b>Early Start</b> 7:50-2:20 p.m.  <b>Late Start</b> 8:25-2:55 p.m.

## Special Education - SDC Classes

Special Education (SDC Classes) - Regular Schedule				
Monday	Tuesday	Wednesday	Thursday	Friday
<b>Early Start</b> 7:50-2:20 p.m. <b>Late Start</b> 8:25-2:55 p.m.  <b>PLC</b>	<b>Early Start</b> 7:50-2:20 p.m. <b>Late Start</b> 8:25-2:55 p.m.	<b>Early Start</b> 7:50-2:20 p.m. <b>Late Start</b> 8:25-2:55 p.m.	<b>Early Start</b> 7:50-2:20 p.m. <b>Late Start</b> 8:25-2:55 p.m.	<b>Early Start</b> 7:50-2:20 p.m. <b>Late Start</b> 8:25-2:55 p.m.

## General Guidelines/Expectations TK-6th Grade

Senate Bill 98 outlined the following Distance Learning requirements:

- A quality, challenging content aligned to grade level standards equivalent to in-person instruction.
- Daily live interaction between certificated employees and students. This may take the form of internet or telephonic instruction, or by other means permissible under public health orders.
- Daily participation/attendance must be documented for each student on each school day.
  - If a student does not participate in distance learning, then the student must be marked absent.

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- Participation includes, but is not limited to, “evidence of participation in online activities, completion of regular assignments, completion of assessments and contact with an employee of the site and the student or parent/guardian of the student.
- Teachers must complete a weekly engagement record for each student participating in distance learning.
- IEP’s must include a description of an “Emergency Plan” that includes:
  - Special education and related services
  - Supplementary aids and services
  - Transition Services
  - ESY services
- Designated and integrated instruction in English language development.
- For other student groups (ELD, homeless, foster youth), additional virtual and/or in-person instruction may be necessary to meet the specific student(s) education and/or social/emotional needs.

Students will be assessed both formally and informally as they would in a traditional year. Instructors will be expected to conduct normal and necessary pre and post assessments to address learning loss (if applicable), guide instruction, and contribute to an overall grade at the end of the grading period.

Senate Bill 98 modifies the instructional minute requirements, imposing minimum instructional minutes by grade level ranging from 180 minutes for kindergarten, 230 minutes for grades one through three, and 240 minutes for grades four through six, with variances specified under the law.

### Instructional Expectations for TK/K-1st Grade Horizontal Schedule


In School Hours (AM/PM)	Virtual/Home Hours (AM/PM)
<p>Due to limited in school time, teachers will focus in person instructional time on:</p> <p>Rules and routines to promote health and safety.</p> <p>ELA (phonics, reading, writing, vocabulary development).</p> <p>Mathematics.</p> <p>Science (1st Grade).</p> <p>PE/VAPA.</p> <p>Socio-emotional learning and support.</p> <p>Assessment of student abilities.</p> <p>Teaching of online platforms/protocols.</p> <p>Small group instruction for EL, Foster, Homeless, and other students needing additional academic support.</p>	<p>Independent practice of skills taught during In School Hours</p> <ul style="list-style-type: none"> <li>● Practice/ application of knowledge/skills taught during In School Hours including curricular based projects.</li> </ul> <p>Asynchronous</p> <ul style="list-style-type: none"> <li>● Science/Social Studies</li> <li>● Music</li> </ul> <p>Synchronous</p> <ul style="list-style-type: none"> <li>● Designated ELD support for English Learners.</li> <li>● Small group instruction for Foster, Homeless, and other students needing additional academic support.</li> </ul>

## Instructional Expectations for 2-6th Grade Horizontal Schedule

In School Days (A/B)	Virtual/Home Days
<p>Due to limited in school time, teachers will focus in person instructional time on:</p> <p>Rules and routines to promote health and safety.</p> <p>ELA (phonics, reading, writing, vocabulary development).</p> <p>Mathematics.</p> <p>Science.</p> <p>PE/VAPA.</p> <p>Assessment of student abilities and learning loss.</p> <p>Socio-emotional learning and support.</p> <p>Teaching of online platforms/protocols.</p> <p>Small group instruction for EL, Foster, Homeless, and other students needing additional academic support.</p>	<p>Asynchronous/Synchronous learning will take place for a minimum of 230 minutes (2-3) and 240 minutes (4-6) including, but not limited to:</p> <p>Live Morning Meeting/Attendance (30 minutes).</p> <p>Independent practice of skills taught during In School Hours</p> <ul style="list-style-type: none"> <li>● Practice/ application of knowledge/skills taught during In School Hours including curricular based projects.</li> </ul> <p>Asynchronous</p> <ul style="list-style-type: none"> <li>● Science/Social Studies</li> <li>● Music</li> </ul> <p>Synchronous</p> <ul style="list-style-type: none"> <li>● Designated ELD support for English Learners.</li> <li>● Small group instruction for Foster, Homeless, and other students needing additional academic support.</li> </ul>

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The following Distance Learning expectations and resources have been established to provide guidelines for secondary teachers to build a consistent standard of practice across all secondary sites that can be communicated to RUSD families.

<b>RUSD Secondary Distance Learning/Hybrid Expectations</b>	
Students	<ul style="list-style-type: none"> <li>● Students will follow their class schedules for a regular school day when in the distance learning model.</li> <li>● Daily attendance will be required.</li> <li>● Hybrid Model Attendance:               <ul style="list-style-type: none"> <li>○ Due to the SB 98 requirement for daily live interaction, students not on campus will be required to participate in a virtual check-in. This check-in time will be site specific and will be clearly communicated to students and parents.</li> </ul> </li> <li>● Students are expected to log into Schoology everyday including days they are not receiving on site, face to face instruction when in Hybrid model</li> <li>● Complete and submit lessons and assignments as assigned</li> <li>● Students who are off-campus in a hybrid model are required to participate in 240 minutes of check in/instruction/independent work per day when at home (SB98).</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>● Teachers will follow their regular teaching schedule during distance and hybrid models and be required to take attendance each period. Attendance for students who are not on campus will only be taken during the daily check in.</li> <li>● During distance learning teachers will be expected to provide a lesson similar to what would be provided during in person instruction. This will be a combination of synchronous and asynchronous instruction with at least half the class period dedicated to synchronous learning. Synchronous instruction may include, but is not limited to, direct instruction, whole/small group discussion, and live facilitation of student activities. Recommendations for Content Delivery can be found in the Distance Learning Resource Guide.</li> <li>● The District will return to its regular grading practices in place pre-COVID.</li> <li>● Students will be assessed both formally and informally as they would in a traditional year. Instructors will be expected to conduct normal and necessary pre and post assessments to address learning loss (if applicable), guide instruction, and contribute to an overall grade at the end of the grading period.</li> <li>● Focus on Essentials Skill/Concepts/Questions (Work with your department PLC to review and agree upon common Essentials to the best extent possible)</li> <li>● Use the Secondary Distance Learning Resource Guide as a model for the expectations of distance learning. (<a href="#">7-12 Distance Learning Best Practices Guide</a>)</li> <li>● Distance Learning Resource Guide provides recommendations in:               <ul style="list-style-type: none"> <li>○ Assessment</li> <li>○ Content Delivery (Synchronous/Asynchronous, Engagement)</li> <li>○ Schoology organization and scheduling (consistency)</li> <li>○ Student Practice and Feedback</li> <li>○ Building Culture and Community</li> </ul> </li> </ul>
Special Education	<ul style="list-style-type: none"> <li>● <u>In a Hybrid Model:</u> <ul style="list-style-type: none"> <li>○ Moderate/Severe- will attend for a full school day Monday-Friday; maintain articulation Mondays                   <ul style="list-style-type: none"> <li>■ ILS</li> <li>■ TASEL</li> <li>■ STP</li> </ul> </li> </ul> </li> </ul> <div style="text-align: right; margin-top: 20px;">  </div>

	<ul style="list-style-type: none"> <li>○ Mild/Moderate SDC- will attend for a full school day Monday-Friday; maintain articulation Mondays</li> <li>○ RSP and ELD will align with the regular school schedule; maintain articulation Mondays</li> <li>○ Related Services (SLP, OT, PT, APE, etc) <ul style="list-style-type: none"> <li>■ Use push-in service model when appropriate to address goal areas</li> </ul> </li> </ul>
Other considerations:	<ul style="list-style-type: none"> <li>○ English Learners will be able to receive targeted support from their ELD teacher/Instructional Aide up to 5 days a week to address language acquisition needs and work with a general-ed teacher and/or ELD support provider to address learning gaps. The District will shift paraprofessional support to schools with high numbers to support learning in small groups on those days.</li> <li>○ Foster/homeless students will have the opportunity to attend 5 days a week to address severe learning gaps.</li> </ul>

Instructional Expectations for 7 - 12 Grade Hybrid Schedule	
In School Days	Home Days
<p>Due to limited in school time, teachers will focus in person instructional time on:</p> <ul style="list-style-type: none"> <li>● Building a relationship with new students</li> <li>● Socio-emotional learning and support.</li> <li>● Ensure student understanding of online platforms/protocols.</li> <li>● Remediate to close the COVID gap where necessary (math, foreign language)</li> <li>● Formative and Summative assessments of essential skill/concepts/questions</li> </ul>	<p>While at home, students will:</p> <ul style="list-style-type: none"> <li>● Participate in daily check in per SB98</li> <li>● Complete Independent practice of skills as assigned by teachers.</li> <li>● Meet the requirements of SB98 by participating in a minimum of 240 minutes. <ul style="list-style-type: none"> <li>○ Participation includes, but is not limited to, “evidence of participation in online activities, completion of regular assignments, completion of assessments and contact with an employee of the site and the student or parent/guardian of the student.</li> </ul> </li> </ul>

Summary of SB98	<p><b>Requirements if Distance Learning is Offered</b></p> <p>Distance learning must ensure the following:</p> <ul style="list-style-type: none"> <li>• Student access to internet connectivity and devices to participate in the educational program.</li> <li>• Quality, challenging content aligned to grade level standards equivalent to in-person instruction.</li> <li>• Supports to address the needs of students.</li> <li>• Special education, related services, and accommodations required by an individualized education program.</li> <li>• Designated and integrated instruction in English language development.</li> <li>• Daily live interaction with certificated employees and peers.</li> </ul> <p>SB 98 provides that “daily live interaction” may take the form of internet or</p>
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telephonic instruction, or by other means permissible under public health orders. If “daily live interaction” is not “feasible” as part of regular instruction, the governing board of the LEA shall develop an alternative plan for frequent live interaction that provides a comparable level of service and school connectedness.

**Middle School Hybrid Schedule**

Alternating A/B schedule. Students/Classes will be divided into two groups, an A group and a B group and will attend school every other day in a hybrid schedule. Teachers and students will follow the regular bell schedule, following the typical start/end times. On days students are not on campus they will be required to check in during a specific time of the day. (SB98)

<b>Monday</b> 8:30-1:56	<b>Tuesday</b> 8:30 - 3:10	<b>Wednesday</b> 8:30 - 3:10	<b>Thursday</b> 8:30 - 3:10	<b>Friday</b> 8:30 - 3:10
A day	B day	A day	B day	A day
B day	A day	B day	A day	B day

**High School Hybrid Alternating A/B Schedule**

Traditional 4x4 schedule with alternating A/B student groups. In the first semester, Students will be assigned four (4) classes and will earn a full year worth of credit (10 credits). Students will be assigned a different set of four (4) classes during the second semester. Students/Classes will be divided into two (2) groups, an A group and a B group and will attend school every other day in a hybrid schedule following the typical start/end times. On days students are not on campus they will be required to participate in a virtual check-in during a specific time of the day. (SB98)

<b>Monday</b> 7:45 - 1:00	<b>Tuesday</b> 7:45-2:40	<b>Wednesday</b> 7:45-2:40	<b>Thursday</b> 7:45-2:40	<b>Friday</b> 7:45-2:40
A day	B day	A day	B day	A day
B day	A day	B day	A day	B day