

Joint Communiqué #6
From the RCTA and RUSD Interest-Based Bargaining (IBB) Team
2020-2021
September 24, 25 and 29, 2020

COVID 19 Return to In-Person Instruction Phases 2-5 MOU

The IBB team finalized the details of the COVID 19 Return to In-Person Phases 2-5 MOU. The details of the MOU will be shared with RCTA members via Zoom meetings to provide employees with more specific details and the opportunity to ask questions. The MOU will be sent out to vote to RCTA members via electronic voting. Please see the attached MOU and addendums for specific details.

Future IBB Sessions

The next regularly scheduled dates for negotiations will be October 22 and 23, 2020.

IBB RUSD/RCTA Negotiation Team:

Neil Bodine (Facilitator)	Teresa Clark
Michelle Cortés	Renée Day
Mays Kakish	Fernando Hurtado
John McCombs	Laurie Irvin
Jeanette Prescott	Christine Pollitt
Lindsey Rosa	Ivan Campos
Lawanna Stewart-Barnes	Sarah Vigrass
Kyley Ybarra	Laura Boling (Guest)
Bridgette Bodine (Co-Facilitator)	

MOU COVID-19 Return to In-Person Instruction RCTA

September 29, 2020

Updated October 5, 2020

The Riverside Unified School District (“District”) and Riverside City Teachers Association (“Association”) enter this Memorandum of Understanding (“MOU”) regarding the reopening of schools related to COVID-19. This MOU applies to Phases 2 -5 of the Hybrid In-Person Distance Learning Model regarding the COVID-19 return to school for the 2020-2021 school year. The provisions within this MOU are in accordance with SB98 guidelines.

The Parties recognize there is a need to address the learning environment and instructional model of schools in the COVID-19 environment. It is determined that due to the fiscal restraints and safety guidelines, a move to Hybrid In-Person Distance Learning models is necessary at this time. It is the mutual interest of both parties to address the recommendations of public health officials in order to prevent the spread of illness arising from the COVID-19.

This MOU applies to **Phases 2-5 of the Hybrid In-Person Distance Learning Instructional Models** and other Phases 2-5 impacts for Virtual and Home Based for the 2020-2021 school year. The provisions within this MOU are in accordance with SB98 guidelines.

The District and RCTA agree to the following:

I. Timeline

A. **Elementary School**

1. Elementary school sites will return to in-person instruction on November 9th following the Phase 2 schedule (attached). Elementary school sites will move to the Phase 3 schedule provided COVID-19 metrics in Riverside County make it safe to do so on November 30th.

B. **High and Middle School**

1. High School **and Middle School** sites will remain in Distance Learning during Phase 2 and will return to in-person instruction on November 30th following the Phase 3 schedule (attached).

II. Workspace Set-Up

A. **Elementary Staff**

1. Hybrid In-Person Model Elementary Parent/Guardian-Teacher conferences will be suspended for the year to allow staff time to prepare their classrooms on November 5th and 6th. For any student who is “At Risk for Retention”, in the In-Person model, the teacher will contact the student’s parent(s)/guardian(s) and set up a virtual meeting between September 28th and November 6th to discuss the student’s progress.

B. **Middle School and High School Staff**

1. Hybrid In-Person Model Middle School and High School staff will be able to submit a timecard for up to 10 hours at the Other Extra Duty rate of pay (\$37.44) to set up their classroom/workspace between November 2 through 20, 2020 in preparation for students to return to in-person instruction on November 30, 2020.

C. Middle School and High School Special Education Moderate to Severe Staff

1. Hybrid In-Person Model Special Education SDC Moderate Severe staff will be able to submit a timecard for up to 10 hours at the Other Extra Duty rate of pay (\$37.44) to set up their classroom/workspace between October 5 through November 6, 2020 in preparation for students to return to in-person instruction on November 9, 2020.

III. Phases 2-5 of the In-Person Hybrid Instructional Model

The RUSD In-Person Hybrid Instructional model will provide students the opportunity to attend school in a phased approach, beginning with Distance Learning (Phase 1). When health and safety conditions are appropriate, students will transition back to school campuses starting with a one (1) day per week schedule (Phase 2), phasing into a 2 day per week schedule (Phase 3), then a 5 day per week schedule with health and safety precautions and social distancing (Phase 4). The end of the transitioning will occur when health and safety conditions allow for a return to “typical” school operation (Phase 5).

This MOU covers schedules for Phases 2 and 3. The District agrees to meet with RCTA to provide input and negotiate effects of schedules for Phases 4 and 5 by December 31, 2020. The District will reconvene an Action Team to provide input regarding the schedules.

- A. Elementary will be returning November 9th in Phase 2.
- B. **Middle School** and High School will remain in Distance Learning during Phase 2.
- C. Elementary, Middle School, and High School will **begin Phase 3 on** November 30th.
- D. In lieu of daily conference periods for Secondary teachers during the block schedule model, they will be provided an extended conference period every other day. Additional time has been built into the end of each workday as well as time on Wednesdays.
- E. Daily Schedules for Hybrid Distance Learning Instructional Program.
In-Person Model Schedules Phases 2-3 MOU 9.27.20

IV. Non-classroom certificated staff

- A. Intervention Teachers: Work with administration to determine work based on specialty area.
- B. Teachers on Assignment: Work with administration to determine work based on specialty area.
- C. Itinerant Band Teachers: In-person elementary music teachers will provide both in-person and virtual instruction according to the phases of in-person instruction. In-person instruction will adhere to adopted health and safety protocols. Instructional minutes will be calculated based on the time value of assignments consisting of both

daily live interaction with peers and independently completed assignments as determined by the teacher of record.

- D. Synchronous offerings will occur during the regularly scheduled time for that class according to the Distance Learning plan.

V. Elementary Lunch and Recess

A. Elementary Lunch In-Person Model

- 1. During Hybrid Learning Phases 2 and 3, elementary lunch will be adjusted to a 35-minute duty free lunch, including on days with inclement weather. In the event students are required to remain in their classroom during lunch, an alternative lounge location(s) will be made available to staff. Following health and safety precautions lounges may possibly have a mini fridge.

B. Elementary Recess In-Person Model

- 1. During Hybrid Learning Phases 2 and 3, Elementary Teachers will rotate through recess duty. Each site administrator will make the recess duty schedule. When a teacher is on recess duty rotation they will only be responsible for their own class. Noon duty aides or campus supervisors will watch the other classes so the teacher(s) not on duty can take their 15 minute break.

VI. Elementary Combination Class Workgroup

- A. By October 9th a workgroup will be formed consisting of elementary teachers who currently have a combination class, staff developers, TOSAs, RCTA representatives, PGS support providers and administrators. This group will develop a plan of how to best support teachers in a combination class during hybrid learning phases.

VII. Instructional Support

- A. The Curriculum and Instruction team will work with Department Chairs and Course Leads to address concerns and develop supports/ideas as to how to effectively teach separate cohorts including looking at flexible pacing and assessment schedules. The team will develop support for employees to access best practices on how to teach in a block and provide structures.
- B. The Curriculum and Instruction Team will work with employees to provide successful examples and ideas with teachers - an example would be to provide a video vignette library for teachers to access on their own.
- C. Teachers who chose to do so may invite their at home cohort to join them on Google meets while they are simultaneously teaching the in-person group. This decision is left to the autonomy of the teacher. Teaching to both groups simultaneously is not mandated and it is not to replace the morning distance learning blocks.
- D. Teachers have the option to record their live lessons and then assign them for viewing to the at home group at home that day.

VIII. Employee Work Location and Certificated Work Day

- A. Employees assigned to the Virtual or Home Based models may choose to work from home, or from their classroom/office.
- B. All Employees assigned to the In-Person model will be expected to work from their assigned site on days students are on campus.
- C. Worksites will be available during the hours of 7:00 a.m entry time to 4:30 p.m. exit time. Site administration will provide employees with a check in/check out procedure to ensure safety on campus.
- D. Employees will be able to leave campus after dismissing their students and work remotely for the remainder of the contractual day. This can not impact or interfere with their ability to attend virtual meetings such as but not limited to IEPs, Staff, Department, etc. Employees must be accessible to parents, administration and able to fulfill their duties during their work day.
- E. Employees who have their own children attending the **site** they work at will be allowed to have their child/children in their classroom with them during the employees portion of the Distance Learning morning portion on the days of their student's **cohort attendance**. The employee's child/children may also stay in the classroom after school until the end of their contracted day.

IX. Health and Safety Considerations

All employees on site during Phases 2-4 will follow the safety conditions listed below.

** More detailed health and safety information can be found in the attached document titled COVID-19 Return to In-Person Instruction RCTA Health and Safety Addendum.

A. Face Coverings

1. Face coverings are required to be worn by all students and staff unless there is a medical or behavioral contraindication verified in writing from a licensed medical professional. Face coverings must be worn while on all District properties when in common areas including restrooms.
2. At minimum, the District will provide a washable face covering to each unit member and/or appropriate PPE for Nurses and special education staff as needed for everyday use. Unit members are expected to bring their district-issued PPE with them to the worksite daily. In the event a unit member fails to remember their district-issued face covering, an alternative face covering will be provided.
3. In-lieu of using the District provided face mask/shield, unit members may bring their own face mask/shield so long as the facial covering complies with public health guidelines and provides equivalent protection as the PPE provided by the District.
4. The District shall require the use of face coverings in accordance with state and local mandates currently in effect. Individuals who cannot wear a mask because of a documented health issue may use an appropriate self provided face shield that meets CDPH guidelines. Masks and face shields may not be required for students with a medical apparatus which prevents or obstructs the use of the

apparatus. Face coverings are required to be worn properly (covering mouth and nose) while on campus. This applies to all staff, all administrators, all students and any visitors on campus over two years of age.

B. Protective Shielding

1. The District will provide each Certificated Unit Member with a rolling plexiglas barrier in their classrooms.
2. All students will have plexiglas desk partitions (sneeze guards).

C. Cleaning and Sanitizing

1. The District shall ensure that classroom spaces, restrooms, and common spaces are cleaned and disinfected daily, including but not limited to doorknobs, lights switches, faucets, and other high touch fixtures, using the safest and most effective disinfectant, as recommended by federal, state, and/or local health officials.
2. Disinfecting products and medically effective hand sanitizer that meet CDPH guidelines will be provided and regularly restocked in each classroom/workspace.
3. Hand sanitizer stations will be provided at various locations on school campuses.

D. Class Size

During phases 2 & 3 classes will be divided in half as closely as possible to limit the number of students on campus and in classrooms.

E. Visitors

No visitors will be allowed on campus unless pre-approved

F. Maintain 6 foot social distance

1. Signage and floor markers for social distancing must be followed
2. Maximize space between seating and/or desks. Distance teacher and other staff desks at least six feet away from student desks.

G. Employee Self Assessment

1. Prior to reporting to their work location, employees will complete a self assessment to determine if they are experiencing signs and/or symptoms related to COVID-19.
2. Employees will be requested to take their temperature before coming to the work location; they will be advised not to come to the work location if the temperature is 100.4 or higher.
3. All employees must wash hands prior to arriving to site and should sanitize hands periodically

H. Employee COVID-19 TESTING

Per California Department of Public Health In-Person Learning Framework for K-12 Schools in California, 2021-2021 School Year (July 17, 2020) 25% of district employees (regardless of program) working at a district facility must be tested for COVID-19 every

60 days. The frequency includes testing all staff over 2 months, where 25% of staff are tested on a rotated testing calendar of all staff over time.

The District will develop specific procedures for how employees will be tested. This will continue until December 31, 2020 at which point it will be reevaluated by the District based on regulations.

I. Positive Test Results

All Employees must inform the District if they have tested positive, or have been exposed to an individual who has tested positive for COVID 19, and will follow the Centers for Disease Control and County Health Department guidelines to self quarantine and self monitor for any potential symptoms.

J. Employee Leaves

1. The Parties agree that if an employee is unavailable or unable to perform assigned work for personal or medical reasons, the employee will follow Article XVI of the Collective Bargaining Agreement and Federal and State guidelines for additional paid leave. Teachers will utilize Aesop to report an absence on days when they will not be providing instruction. Any employee absent from duty under quarantine or due to illness arising out of the COVID-19 Pandemic must notify the District when they have tested positive for COVID-19 and will follow the CDC, State and County guidelines for care.
2. Employees that meet the requirements and qualifying reasons outlined in the Department of Labor's "Families First Coronavirus Response Act" will be entitled to up to a total of ten (10) days of H.R. 6201 paid sick leave from April 1, 2020, through December 31, 2020. Employees are responsible for completing the appropriate forms. The COVID-19 Leave Chart will assist employees to better understand the Families First Coronavirus Response Act (FFCRA), also referred to as H.R. 6201, language regarding paid leaves available to you during this time. For your reference, we also have attached informational material that outlines FFCRA Employee Rights to leave flexibility related to COVID-19 and the Employee Request for Emergency Sick Leave and Emergency Family and Medical Leave Form.
3. Employees must inform the District if they have tested positive, or have been exposed to an individual who has tested positive for COVID-19, and must follow the Centers for Disease Control (CDC) and County Health Department guidelines to self-quarantine and to self-monitor for any potential symptoms such as fever, cough, and difficulty breathing. In that event the unit member cannot perform their duties due to COVID-19 symptoms, they may utilize H.R. 6201 leave and/or other available leaves.
4. Employees will work directly with HR to determine which leaves they may be eligible for under H.R. 6201 and/or if they will use accumulated sick leaves or other applicable leaves, in the event they are unable to perform their duties.
5. To determine the appropriate leave if exposed to COVID-19 the attached chart will be followed based on contact tracing findings. COVID-19 Employee Exposure Chart
6. If it is determined through contract tracing with the county that an employee was exposed at work and needs to quarantine and be tested, the Personnel Department, in consultation with the County Department of Public Health and

the District Lead Nurse, will determine the leaves available for the employee one which could be, but is not limited to, Paid Administrative Leave and would not impact the employees sick leave.

X. Special Education Schedules for SDC Moderate Severe - Non Categorical, Medically Fragile and Autism

The following groups: Moderate Severe - Non Categorical, Medically Fragile and Autism, will be returning under a different timeline and schedule due to the unique learning needs with regards to accessing curriculum and instruction following guidance set forth based on language from Special Cohorts set by the state. This group of students falls under the category of the vulnerable loss/regression population.

Elementary, Middle School, and High School SDC Moderate Severe - Non Categorical, Medically Fragile and Autism will all return November 9th in Phase 2 and move to Phase 3 on November 30th.

See attached: Special Education In Person SDC Non Categorical Moderate Severe Medically Fragile and Autism Schedules

XI. Project Team Schedules

See attached: Project Team Schedules

XII. Special Education Virtual Assessments

- A. Special Education Teachers who need to complete the mandatory professional development training for digital assessments will be paid up to ten (10) additional hours on a time card at the Other Extra Duty rate of pay (\$37.44).
- B. Service providers will have the autonomy to make the professional determination of which assessments will be utilized.
- C. For more specific details regarding special education assessments, refer to the attached document entitled "Virtual Assessment Procedures and Protocols".
- D. ECAT Team, the first session will be virtual and if the team feels that they have enough information from that virtual assessment a second one may not be needed. If they DO NOT feel they have enough info, the second may be done virtually or may need to be in person if the virtual is not successful. Please refer to the Virtual Assessment Procedures and Protocols document.

XIII. Special Education Workgroup to Address Overdue Assessments

A workgroup consisting of Special Education Teachers, SLPs, Psychologists, Student Advisors, Administrators and RCTA representatives will be assembled and begin meeting prior to October 15th to develop a plan of how to best address the number of overdue assessments.

XIV. PreSchool

A workgroup consisting of the District administration, Preschool teachers, and RCTA representatives will be assembled and begin meeting prior to October 15th to develop a plan to bring PreSchool students back based on Health and Safety criteria and legal parameters for Preschool.

XV. Unit Member Administrative Support

During Phases 2-4 all staff and departmental meetings will continue in the virtual setting as defined in the MOU COVID-19 RETURN TO SCHOOL dated July 30, 2020.

XVI. Counselors

Counselors will continue to address the three domains Academic, Career, and Social/Emotional development. Counselors may provide virtual and/or in-person appointments to students for academic counseling, monitoring, and guidance from any one of the domains. Counselors will be expected to continue to follow the outlined Roles and Expectations from the MOU COVID-19 RETURN TO SCHOOL dated July 30, 2020.

XVII. Nurses

Develop and provide contact information and instructions on accessing virtual support along with In-Person for those students in the Hybrid option. Nurses will be expected to continue to follow the outlined Roles and Expectations from the MOU COVID-19 RETURN TO SCHOOL dated July 30, 2020.

XVIII. Virtual Instruction Model

Virtual Instructional Model teachers will be expected to continue to follow the outlined Roles and Expectations from the MOU COVID-19 RETURN TO SCHOOL dated July 30, 2020.

XIX. Home Based Instruction Model

Home Based Instructional Model Teachers will be expected to continue to follow the outlined Roles and Expectations from the MOU COVID-19 RETURN TO SCHOOL dated July 30, 2020.

XX. Terms of Agreement

The Terms of this agreement shall sunset May 26, 2021 or until the end of Phase 4, whichever comes first.

The parties understand the COVID-19 pandemic situation is very fluid and mutually agree to bargain the provisions of the MOU, within 10 days of any County, State, and/or Federal requirement changes.

The District and/or Association reserve the right to negotiate any additional impacts of this MOU and/or return to the table to negotiate areas defined in this MOU.

All components of the current Collective Bargaining Agreement between RCTA and District not addressed by the terms of this agreement shall remain in full effect.

This Memorandum of Understanding shall not be precedent setting nor form any basis for a past practice.

It is understood this Agreement is subject to RCTA review and the approval of the Board of Education.

For RUSD:

For RCTA:

Kyley Ybarra
Assistant Superintendent Personnel








Laura Boling
President

Date










Date

Hybrid Model In Person Schedules Elementary, Middle, and High School
[In-Person Model Schedules Phase 2-3 MOU 9.29.20](#)

Elementary Phase 2

Elementary Week at a Glance - Phase 2				
Monday	Tuesday	Wednesday	Thursday	Friday
7:45am - 3:45pm	7:45am - 3:45pm	7:45am - 3:45pm	7:45am - 3:45pm	7:45am - 3:45pm
 All Students Synchronous & Asynchronous	 Group A  Group B Asynchronous +40 min live interaction	 Live Interaction & Small group Group A/B Asynchronous	 Group B  Group A Asynchronous +40 min live interaction	 All Students Synchronous & Asynchronous

Elementary Phase 3

Elementary Week at a Glance - Phase 3				
Monday	Tuesday	Wednesday	Thursday	Friday
7:45am - 3:45pm	7:45am - 3:45pm	7:45am - 3:45pm	7:45am - 3:45pm	7:45am - 3:45pm
 Group A  Group B Asynchronous +40 min live interaction	 Group A  Group B Asynchronous +40 min live interaction	 Live Interaction & Small group Group A/B Asynchronous	 Group B  Group A Asynchronous +40 min live interaction	 Group B  Group A Asynchronous +40 min live interaction

Elementary (TK-6) Hybrid Schedule (Distance Learning Schedule)

PHASE 2

Tuesday (Group A) / Thursday (Group B)

PHASE 3

Monday & Tuesday (Group A) / Thursday & Friday (Group B)

Possible Times^	Teacher Day	In Person - Student Day Tues: Group A Thurs: Group B 9:00-2:00	Distance Learning Tues: Group B Thurs: Group A 8:00-2:00
7:45-8:00	Teacher Arrival		
8:00-8:40	Live w/Distance Learning Group		Daily Live Interaction
8:40-8:50	Teacher Break		
8:50-9:15	Welcome Students to Classroom	Student Arrival to School	Indep. Activity / ELD (Asynch.)
9:15-9:45			
9:45-10:15			
10:15-10:45	Bell schedules for recesses and lunch will vary by school and by grade	Bell schedules for recesses and lunch will vary by school and by grade	Independent Activity
10:45-11:15			
11:15-11:45			
11:45-12:15			
12:15-12:45	Teacher to determine instructional schedule (including ELD)	Student In-Person Day as Determined by Teacher	Suggested Lunch
12:45-1:15			Independent Activity
1:15-1:45			
1:45-2:15			
2:15-2:30	Dismissal	Dismissal	Dismissal
2:30-3:45	Teacher Prep		

Elementary (TK-6) Hybrid Schedule (Distance Learning Schedule)

PHASE 2

Monday and Friday (ALL Students)

Times	TK/K	1	2	3	4	5	6
8:00 - 8:30am	Opening, Social-Emotional Check In Optional M/F						
8:30 - 9:00am	Small Group / Indep. Activity	Small Group / Indep. Activity	Live/ELD	Live/ELD	Small Group / Indep. Activity	Small Group / Indep. Activity	Small Group / Indep. Activity
9:00 - 9:30am					Live/ELD	Live/ELD	Live/ELD
9:30 - 10:00am							
10:00 - 10:30am	Break	Break	Break	Break	Break	Break	Break
10:30 - 11:00am	Live/ELD	Live/ELD	Small Group / Indep. Activity	Small Group / Indep. Activity			
11:00 - 11:30am			Small Group / Indep. Activity	Small Group / Indep. Activity	Small Group / Indep. Activity		
11:30 - 12:00pm	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
12:00 - 12:30pm							
12:30 - 1:00pm	Live/ELD	Live/ELD	Small Group / Indep. Activity	Small Group / Indep. Activity	Lunch	Lunch	Lunch
1:00 - 1:30pm							
1:30 - 2:00pm	Parent/St udent Consult time	Live/ELD	Live/ELD	Live/ELD	Live/ELD	Live/ELD	Live/ELD

**Elementary (TK-6) Hybrid Schedule (Distance Learning Schedule)
 PHASE 2 and PHASE 3
 Wednesday (ALL Students)**

Times	All Grades
8:00 - 8:30am	Live Class Opening, Social-Emotional Check In Required on Wednesday
8:30 - 9:00am	English Language Development (ELD)
9:00 - 10:00am	Small Group Instruction (Reteach/Enrichment)
10:00 - 10:30am	Independent Activity
10:30 - 11:00am	
11:00 - 11:30am	
11:30 - 12:00pm	
12:00 - 12:30pm	Lunch
12:30 - 1:00pm	Independent Activity
1:00 - 1:30pm	

Middle School Phase 2

Middle School Week at a Glance - Phase 2 (Week 1)

WEEK 1 Group A	Monday Group A Periods 1 3 5	Tuesday Group A Periods 2 4 6	Wednesday Group A Periods 1-6	Thursday Group A Periods 2, 4 6	Friday Group A Periods 1 3 5
Periods 1/2					
Periods 3/4					
Periods 5/6	Group A/B Synchronous + Asynchronous	Group A	Synchronous + Asynchronous	Live interaction 7:45-8:55 Periods 2, 4, 6	Group A/B Synchronous + Asynchronous

WEEK 1 Group B	Monday Group B Periods 1 3 5	Tuesday Group B Periods 2 4 6	Wednesday Group B Periods 1-6	Thursday Group B Periods 2, 4 6	Friday Group B Periods 1 3 5
Periods 1/2					
Periods 3/4					
Periods 5/6	Group A/B Synchronous + Asynchronous	Live interaction 7:45-8:55 Periods 2, 4, 5	Synchronous + Asynchronous	Group B	Group A/B Synchronous + Asynchronous











Middle School Week at a Glance - Phase 2 (Week 2)

WEEK 2 Group A	Monday Group A Periods 2, 4 6	Tuesday Group A Periods 1 3 5	Wednesday Group A Periods 1-6	Thursday Group A Periods 1, 3 5	Friday Group A Periods 2 4 6
Periods 1/2					
Periods 3/4					
Periods 5/6	Group A/B Synchronous + Asynchronous	Group A	Synchronous + Asynchronous	Live interaction 7:45-8:55 Periods 1, 3, 5	Group A/B Synchronous + Asynchronous

WEEK 2 Group B	Monday Group B Periods 2, 4 6	Tuesday Group B Periods 1 3 5	Wednesday Group B Periods 1-6	Thursday Group B Periods 1, 3 5	Friday Group B Periods 2 4 6
Periods 1/2					
Periods 3/4					
Periods 5/6	Group A/B Synchronous + Asynchronous	Live interaction 7:45-8:55 Periods 1, 3, 5	Synchronous + Asynchronous	Group B	Group A/B Synchronous + Asynchronous

Middle School Phase 3

Middle School Week at a Glance (Phase 3)

Group A	Monday Group A Periods 1, 3, 5	Tuesday Group A Periods 2, 4, 6	Wednesday Group A Periods 1-6	Thursday Group A Periods 1, 3, 5	Friday Group A Periods 2, 4, 6
Periods 1/2	 At School 9:40-2:05	 At School 9:40-2:05	 Synchronous Asynchronous	 Live interaction 7:45-8:55 Periods 1, 3, 5	 Live interaction 7:45-8:55 Periods 2, 4, 6
Periods 3/4					
Periods 5/6					
Group B	Monday Group B Periods 1, 3, 5	Tuesday Group B Periods 2, 4, 6	Wednesday Group B Periods 1-6	Thursday Group B Periods 1, 3, 5	Friday Group B Periods 2, 4, 6
Periods 1/2	 Live interaction 7:45-8:55 Periods 1, 3, 5	 Live interaction 7:45-8:55 Periods 2, 4, 6	 Synchronous Asynchronous	 At School 9:40-2:05	 At School 9:40-2:05
Periods 3/4					
Periods 5/6					

Middle School Hybrid Schedule (Distance Learning Schedule)

PHASE 2

Tuesday (Group A) / Thursday (Group B)

PHASE 3

Monday & Tuesday (Group A) / Thursday & Friday (Group B)

Possible Times	Teacher Day	In Person - Student Day		Distance Learning	
		Tues: Group A	Thurs: Group B	Tues: Group B	Thurs: Group A
		Week 1 - 2/4/6.....2/4/6	Week 1 - 2/4/6.....2/4/6	Week 1 - 2/4/6.....2/4/6	Week 1 - 2/4/6.....2/4/6
		Week 2 - 1/3/5.....1/3/5	Week 2 - 1/3/5.....1/3/5	Week 2 - 1/3/5.....1/3/5	Week 2 - 1/3/5.....1/3/5
7:30-7:45	Teacher Arrival				
7:45-8:05	DL Group Block 1			DL Group Block 1	
8:05-8:10	Passing Period			Passing Period	
8:10-8:30	DL Group Block 2			DL Group Block 2	
8:30-8:35	Passing Period			Passing Period	
8:35-8:55	DL Group Block 3			DL Group Block 3	
8:55 - 9:10	Teacher Break				
9:10-9:40	Welcome Students to Classroom		Student Arrival to School		
9:40-10:50	Block 1 - 70 Min		Block 1 - 70 Min		Independent - 195 Min
10:50-11:00	Passing Period		Passing Period		
11:00-12:10	Block 2 - 70 Min		Block 2 - 70 Min		
12:10-12:45	Lunch		Lunch		Suggested Lunch
12:45-12:55	Passing Period		Passing Period		Independent - 95 Min 12:55 - 2:30
12:55-2:05	Block 3 - 70 Min		Block 3 - 70 Min		
2:05-2:25	Dismissal 2:20 Teacher Prep		Dismissal		
2:40-3:30			**Independent - 50 Min		

**2:05-2:40 - Dismissal and student transition

Middle School Hybrid Schedule (Distance Learning Schedule)

PHASE 2

Monday & Friday (All Students)

Time/ Length	Times	Content/Lesson	Independent/ Live Online Session
50 min.	8:00 - 8:50 am	Period 1/2*	Live Online Interaction Session
10 min.	8:50 - 9:00 am	Transition Time	
55 min.	9:00 - 9:55 am	Period 1/2 * Small Groups/ Independent Activity ELD/Social Emotional/Interventions	Independent & Possible Live Online Session
20 min.	9:55 - 10:15 am	Break	
50 min.	10:15 - 11:05 am	Period 3/4 *	Live Online Interaction Session
10 min.	11:05 - 11:15 am	Transition Time	
55 min	11:15 am - 12:10 pm	Period 3/4 * Small Groups/ Independent Activity ELD/Social Emotional/Interventions	Independent & Possible Live Online Session
45 min.	12:10 - 12:55 pm	Lunch & Transition Time	
50 min.	12:55 - 1:45 pm	Period 5/6 *	Live Online Interaction Session
10 min.	1:45 - 1:55 pm	Transition Time	
55 min.	1:55 - 2:50 pm	Period 5/6 * Small Groups/ Independent Activity ELD/Social Emotional/Interventions	Independent & Possible Live Online Session











* Periods alternate by day

Middle School Hybrid Schedule (Distance Learning Schedule)
PHASE 2 and PHASE 3
Wednesday (ALL Students)

Time/ Length	Times	Content/Lesson	Independent/ Live Online Session
20 min	8:00 - 8:20am	Period 1	Live Online Session
10 min	8:20 - 8:30am	Transition Time	
20 min	8:30 - 8:50am	Period 2	Live Online Session
10 min	8:50 - 9:00am	Transition Time	
20 min	9:00 - 9:20am	Period 3	Live Online Session
20 min	9:20 - 9:40am	Break	
20 min	9:40 - 10:00am	Period 4	Live Online Session
10 min	10:00 - 10:10am	Transition Time	
20 min	10:10 - 10:30am	Period 5	Live Online Session
10 min	10:30 - 10:40am	Transition Time	
20 min	10:40 - 11:00am	Period 6	Live Online Session
60 min	11:00 - 12:00pm	Independent Work*	Independent
35 min	12:00 - 12:35pm	Lunch	
115 min	12:35 - 2:30pm	Independent Work*	Independent

High School Phase 3

Secondary Week at a Glance (Phase 3)

Group A	Monday Group A Periods 1, 3, 5	Tuesday Group A Periods 2, 4, 6	Wednesday Group A Periods 1-6	Thursday Group A Periods 1, 3, 5	Friday Group A Periods 2, 4, 6
Periods 1/2	 <i>At School</i> 9:25-2:20	 <i>At School</i> 9:25-2:20	 Synchronous Asynchronous	 <i>Live interaction</i> 7:45-8:55 Periods 1, 3, 5	 <i>Live interaction</i> 7:45-8:55 Periods 2, 4, 6
Periods 3/4					
Periods 5/6					
Group B	Monday Group B Periods 1, 3, 5	Tuesday Group B Periods 2, 4, 6	Wednesday Group B Periods 1-6	Thursday Group B Periods 1, 3, 5	Friday Group B Periods 2, 4, 6
Periods 1/2	 <i>Live interaction</i> 7:45-8:55 Periods 1, 3, 5	 <i>Live interaction</i> 7:45-8:55 Periods 2, 4, 6	 Synchronous Asynchronous	 <i>At School</i> 9:25-2:20	 <i>At School</i> 9:25-2:20
Periods 3/4					
Periods 5/6					

High School (9-12) Hybrid Schedule (Distance Learning Schedule)

PHASE 3

Monday & Tuesday (Group A) / Thursday & Friday (Group B)

Possible Times	Teacher Day	In Person - Student Day Mon & Tues: Group A Thurs & Friday : Group B	Distance Learning Mon & Tues: Group B Thurs & Friday : Group A
7:30-7:45	Teacher Arrival		
7:45-8:05	DL Group Block 1	Independent* - 60 Min 7:45-8:45	DL Group Block 1
8:05-8:10	Passing Period		Passing Period
8:10-8:30	DL Group Block 2		DL Group Block 2
8:30-8:35	Passing Period		Passing Period
8:35-8:55	DL Group Block 3		DL Group Block 3
8:55-9:05	Teacher Break		Student Arrival to School
9:05-9:25	Welcome Students to Classroom		
9:25-10:45	Block 1 - 80Min	Block 1 - 80 Min	
10:45-10:55	Passing Period	Passing Period	
10:55-12:15	Block 2 - 80Min	Block 2 - 80 Min	
12:15-12:50	Lunch	Lunch	Suggested Lunch
12:50-1:00	Passing Period	Passing Period	Independent* - 100 Min 12:50 - 2:30
1:00-2:20	Block 3 - 80 Min	Block 3 - 80 Min	
2:20-2:40	Dismissal 2:20 Teacher Prep	Dismissal	
2:40-3:30		Independent* - 50 Min	*100 min per period + DL time

*Independent time for In-Person group = 37 min per block

High School (9-12) Hybrid Schedule (Distance Learning Schedule)

PHASE 3

Wednesday (ALL Students)

Time/ Length	Times	Content/Lesson	Independent/ Live Online Session
20 min	8:00 - 8:20am	Period 1	Live Online Session
10 min	8:20 - 8:30am	Transition Time	
20 min	8:30 - 8:50am	Period 2	Live Online Session
10 min	8:50 - 9:00am	Transition Time	
20 min	9:00 - 9:20am	Period 3	Live Online Session
20 min	9:20 - 9:40am	Break	
20 min	9:40 - 10:00am	Period 4	Live Online Session
10 min	10:00 - 10:10am	Transition Time	
20 min	10:10 - 10:30am	Period 5	Live Online Session
10 min	10:30 - 10:40am	Transition Time	
20 min	10:40 - 11:00am	Period 6	Live Online Session
60 min	11:00 - 12:00pm	Independent Work*	Independent
35 min	12:00 - 12:35pm	Lunch	
115 min	12:35 - 2:30pm	Independent Work*	Independent

*Independent time = 29 min per period

Health and Safety Addendum

COVID-19 Return to In-Person Instruction RCTA

Preparing Staff for the Return of Students (Not for parent booklet)

- Each school site administrator will complete a School Site Safety Plan COVID-19 with the schedules and maps for their sites.
- **Professional Development and Staff Meetings:** Conduct all staff meetings, professional development training and education, and other activities involving staff virtually.
- **Ensure Staff Safety:** To ensure staff safety at all times, ensure staff use face coverings (in accordance with CDPH guidelines and Cal/OSHA standards) and maintain physical distancing from each other.
- **Provide Health and Safety Training:** Train all site personnel on how COVID-19 is spread and on health and safety policies, including health screenings, daily symptom monitoring, the use of face coverings, handwashing, physical distancing, and mandatory self-quarantining prior to the return to school sites and on a regular basis (recommend monthly).
- **Plan for Certificated Substitutes**
 - RUSD has a roster of trained back-up staff where available to ensure continuity of operations.
 - The list of eligible substitutes continues to be expanded to assure there are enough eligible substitutes in case of increased demand.
 - Substitute may only be assigned to one cohort of students each day.

FACE MASK - Information

- **Teach and Reinforce Face Covering:** Staff will teach and reinforce use of face coverings including, in limited instances, face shields. Teachers will provide lessons the week prior to return to in-person instruction on school sites.
 - [Resources: Practitioner Toolkit Building a "Mask Culture"](#)
- **Face Covering for Staff:** All staff will use face coverings in accordance with CDPH guidelines unless Cal/OSHA standards require respiratory protection.
- **When Staff Can Use Face Shields:** In limited situations when face coverings cannot be used for pedagogical or developmental reasons (e.g., communicating with or assisting young children or those with special needs), a face shield can be used 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.
- **Face Covering Exemptions:** Persons younger than two years old, anyone who has trouble breathing, anyone who is unconscious or incapacitated, and anyone who is otherwise unable to remove the face covering without assistance are exempt from wearing a face covering.

- **When to Remove Face Coverings:** A face covering or face shield should be removed for meals, snacks, outdoor recreation, or when it needs to be replaced.
- **Refusal to Wear Face Coverings:** Schools must exclude students from campus if they are not exempt from wearing a face covering under CDPH guidelines and refuse to wear one. Schools must offer alternative educational opportunities for students who are excluded from campus such as distance/virtual learning.
- **Stock Extra Face Coverings:** To prevent unnecessary exclusions, schools will be provided additional face coverings and provide them to students who inadvertently fail to bring a face covering to school.

*Implementing Social Distancing and Enhanced Hygiene Practices
On campus and in the classroom*

Handwashing: Students and staff should wash their hands frequently throughout the day, including before and after eating; after coughing or sneezing; and before and after using the restroom.

- **Best Practices:** Teach and reinforce washing hands and avoiding contact with one's eyes, nose, and mouth. Lessons will be taught the week prior to returning to in-person instruction at the school site.
- **Hand Wash for 20 Seconds:** Students and staff should wash their hands for 20 seconds with soap, rubbing thoroughly after application.
- **Staff Set the Example:** Staff will teach, model, and practice handwashing.
- **Develop Routines:** School site administrators and teachers will develop routines enabling staff and students to regularly wash their hands at staggered intervals.
- **Supplies:** Sites will be provided adequate supplies to support healthy hygiene behaviors, including soap, tissues, no-touch trash cans, face coverings, and fragrance-free hand sanitizers with at least 60 percent ethyl alcohol for staff and children who can safely use hand sanitizer.
 - Replacement products are stocked in the warehouse for requisition by the site. No need for refilling, fresh product will be ordered as needed by the site.
- **Portable Stations:** Portable hand sanitizing stations will be placed throughout the sites at locations determined by the site administration (each entry and exit points, bathroom entries and common areas such as quads, playgrounds). Minimize movement and congregation in bathrooms to the extent practicable.

Materials and Equipment: To reduce the spread of COVID-19, limit use and sharing of objects and equipment such as toys, books, electronic devices, clothing, games, art supplies and playground equipment to the extent practicable. When shared use is allowed, clean and disinfect between uses.

- **Separate Belongings:** Keep each child's belongings separated and in individually labeled storage containers, cubbies, or areas. Ensure belongings are taken home each day to be cleaned.
- **Manage Supplies:** To minimize sharing of high-touch materials, school sites will ensure adequate supplies (pencils, crayons, pens, scissors, etc.) to the extent practicable.

- **Group Supplies:** Limit use of supplies and equipment to one group of children at a time, if possible.
- **Clean Frequently:** Supplies and equipment should be cleaned and disinfected between uses.
- **Extra Face Coverings, Soap, and Sanitizer:** Keep extra face coverings for students who may not have, forget, misplace, or ruin their face covering. Each classroom should also have extra supplies of soap and hand sanitizers to help avoid interruptions.
- **Drinking Fountains and Other Shared Amenities:** Sites will suspend use of drinking fountains and provide each student a reusable water bottle.

Classroom/Site Space

- **Maximize Spacing:** 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.
- **Leverage Non-Classroom Space:** In order to allow physical distancing of 6 feet to the greatest extent possible, sites should use non-classroom space for instruction, including regular use of outdoor space, weather permitting.
- **Rearrange Classroom Spaces:**
 - Consider rearranging furniture and play spaces to maintain separation.
 - Creatively organize space, use new tools for collaboration and communication, and foster deeper relationships that help bridge physical distance.
- **Create Physical Separation in the Classroom:**
 - The week before students return begin teaching lessons regarding social distancing.
 - Maximize space between seating and/or desks. Distance teacher and other staff desks at least six feet away from student desks.
 - Use partitions between desks, markings on classroom floors to promote distancing, and arrange desks facing forward to minimize face-to-face contact.
- **Minimize Contact in the Classroom:** Rearrange materials for easy access.
- **Streamline Foot Traffic:**
 - Establish more ways to enter and exit a campus to increase physical distancing.
 - Minimize congregated movement through hallways as much as practicable.
 - Site administration will create a path of travel guides on the floor/ground that students can follow to enable physical distancing while passing.
- **Limiting Access to Schools:** Restrict nonessential visitors, volunteers, and activities involving other groups at the same time to reduce the risk of exposure. Continue the use of barriers between staff and the public. Parents/Guardians should remain at the counter or outside. Students leaving early should meet their parents at the front counter or be escorted outside. Continue to use Raptor to track parent/guardian arrivals on campus and verify identification.
- **Minimize Staff Room Use:** Minimize the use of and congregation of adults in staff rooms, break rooms, and other settings, as physical distancing is a critical factor in reducing transmission between adults.

Other Safety Considerations

Additional PPE Supplies

PPE Care Packages: The PPE Care Package were distributed to school sites Wednesday, July 29, 2020, and contains hand sanitizers, gloves (nitrile), disposable face coverings, face shields, thermometers (non contact) and one (1) wipe bucket with 180 wipes. Clerical desktop sneeze guards were distributed through MOT in mid-August.

Sites will be receiving additional items.

- (2) 10 foot by 10 foot, commercial grade EZ Up shade structures. They will have the RUSD Logo.
- 20 oz. reusable water bottles to be distributed to each student and staff member
- Sneeze shields for every classroom
- Student sneeze shields for Elementary Schools will be kept in the classrooms and will be disinfected nightly and cleaned weekly by RUSD Custodial Staff.
- Student sneeze shields will be installed and remain in the classrooms at Middle and High Schools. Students will be tasked to wipe down their desk and shield using a cleaner provided by the District at both the start and end of each period. Secondary student shields will be disinfected nightly and cleaned weekly by RUSD Custodial Staff.
- All teachers will be supplied a rolling sneeze shield. They will be kept in the classroom and will be disinfected nightly and cleaned weekly by RUSD Custodial Staff.

Facilities Cleaning and Sanitation Protocols

- **Cleaning Frequency:** Cleaning and disinfecting schedules have been established in order to avoid both under- and over-use of cleaning products. Classrooms will be cleaned and sanitized daily.
 - All bathrooms will be cleaned and sanitized daily by night custodial staff. Daytime custodial staff are scheduled to service and spot clean restrooms twice a day.
- **Frequently Touched Surfaces:** All spaces will be cleaned daily by custodial staff and high touch areas will be sanitized up to 3 times per day. Electrostatic disinfection technology will be used for daily sanitization of classrooms. Extra attention will be given to high-touch surfaces. High-touch surfaces in the school include, but are not limited to:
 - Door handles
 - Light switches
 - Sink handles

- Bathroom surfaces
- Tables
- Student desks
- Chairs
- **Cleaning and Disinfecting Products:** Use those approved for use against COVID-19 on the Environmental Protection Agency (EPA)- approved list "N" and follow product instructions when choosing disinfecting products.

Ventilation

- **Fresh Air:** Introduce fresh outdoor air as much as possible by opening windows where practicable. If opening windows poses a safety or health risk (e.g., by allowing in pollen or exacerbating asthma symptoms) to persons using the facility, consider alternatives.
- **HVAC and Outside Air:** Maximize the amount of fresh air brought in by the HVAC systems (minimum of 3 air exchanges per hour) and ensure ventilation is running at least 30 minutes prior to building occupancy.
- **Door Overrides:** The District will disable the door override to allow the air conditioning to stay on during student hours.
- **Systems Maintenance:** Regular preventive maintenance is performed that includes cleaning of both condensing and evaporator coils. Replace and check air filters and filtration systems to ensure optimal air quality quarterly.
- **Ventilation While Cleaning and Disinfecting:** Ensure proper ventilation during cleaning and disinfecting to reduce the risk of infection. When cleaning, air out the space before children arrive.

EMPLOYEE IS UNABLE TO WORK OR TELEWORK	Employee Tested COVID-19 Positive (w/ Doctor's Note)	Employee Medically Quarantined (w/ Doctor's Note)
Emergency Paid Sick Leave	YES	YES
District Sick Leave (if available)	YES	YES
Personal Necessity (if available)	YES	YES
Extended Sick Leave (Differential Pay)	YES	YES
Emergency FMLA (Family Medical Leave Act)	YES, if employee meets eligibility requirements.	YES, if employee meets eligibility requirements.
Vacation (if available) AND Approved by Supervisor	YES	YES
Compensatory Time (if available) AND Approved by Supervisor	YES	YES
Subject to Reasonable Accommodations/Interactive Process	NO	NO

Questions?

*All doctor's notes should go to the Personnel Department

*Point-of-contact for leaves of absence, emergency paid sick leave, and emergency (ext. 80127)

* Leaves as defined in the CBA are still in place this chart is to define the additional

Employee Self-Quarantined Due to Potential Exposure; No Symptoms (w/o Doctor's Note)	Employee Self-Quarantined; No Symptoms; Medically Vulnerable Immediate Family Member (w/o Doctor's Note)	Employee Medically Vulnerable - including chronic health conditions (w/o Doctor's Note)
NO Doctor's Note is Required	NO Doctor's Note is Required	NO Doctor's Note is Required
YES , Doctor's Note Required (to return to work)	YES , Doctor's Note Required (to return to work)	YES , Doctor's Note Required (to return to work)
YES	YES	YES
NO Doctor's Note is Required	NO Doctor's Note is Required	NO Doctor's Note is Required
MAYBE , if employee meets eligibility requirements. (Must submit a doctor's note to be eligible)	NO	NO
YES	YES	YES
YES	YES	YES
NO	NO	NO

ny FMLA - Brittany Manyika, Human Resources Technician (bmanyika@riversideunified.o
 al leave related to COVID-19 leaves

Employee Caring for COVID-19 Positive Immediate Family Member	Employee Unable to Work Due to Child's School/Childcare Facility Closure Because of COVID-19	Employee Feels Unsafe Returning to Work (w/o Doctor's Note) and Wants to Telework
YES, if Doctor's Note Provided	YES, if Declaration Provided	NO
YES	NO	NO
YES	YES	NO
NO	NO	NO
YES, if employee meets eligibility requirements.	YES	MAYBE, if employee meets eligibility requirements. Subject to Interactive Process.
YES	YES	NO
YES	YES	NO
NO	NO	YES

rg or (951) 788-7135

BOARD OF EDUCATION

Mrs. Kathy Y. Allavie
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Vice President
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Riverside Unified School District

ADMINISTRATION BUILDING
3380 14TH STREET - P. O. BOX 2800
RIVERSIDE, CALIFORNIA 92516

DEPARTMENT OF PERSONNEL - LEADERSHIP & DEVELOPMENT
(951) 788-7135
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DAVID C. HANSEN, Ed.D.
District Superintendent

EMPLOYEE REQUEST FOR EMERGENCY SICK LEAVE & EMERGENCY FAMILY AND MEDICAL LEAVE

Employees requesting Emergency FMLA (EFMLA) pursuant to the Families First Coronavirus Response Act (FFCRA) must complete this form. You must provide as much advance notice as is reasonably practicable. Upon completion of this form, submit it to the Personnel Department for processing.

Employee Name: _____	Employee #: _____
Employee Home Address: _____ _____	E-mail: _____
Home Phone Number: _____	Cell Phone Number: _____
This is a (choose one): <input type="checkbox"/> NEW Leave Request <input type="checkbox"/> REVISED Leave Request <input type="checkbox"/> EXTENSION of Leave Request	
Anticipated Begin Date of Leave: _____	Expected Return to Work Date: _____
Type of Time Off Requested:	
<input type="checkbox"/> Emergency Paid Sick Leave (up to 2 weeks) <input type="checkbox"/> Emergency Family Medical Leave (up to 12 weeks)	
I am applying for emergency paid sick leave/emergency family medical leave for the following reason:	
<input type="checkbox"/> (1) Subject to a Federal, State or local quarantine or isolation order related to COVID-19; <input type="checkbox"/> (2) Advised by a healthcare provider to self-quarantine due to concerns related to COVID-19; <input type="checkbox"/> (3) Experiencing symptoms of COVID-19 and seeking medical diagnosis; <input type="checkbox"/> (4) Caring for an individual who is subject to an order as described in Reason #1 or has been advised as described in Reason #2; <input type="checkbox"/> (5) Caring for a son or daughter whose school or childcare is closed or unavailable due to COVID-19 precautions; or <input type="checkbox"/> (6) "Substantially similar condition" specified by the Secretary of Health and Human Services, in consultation with the Secretaries of Labor and Treasury.	
<i>If you are applying for reason #1 or #6, please provide the name of the government entity that issued the order. In addition, please provide any written documentation in support of your paid sick leave.</i>	
Name of Government Entity: _____	
<i>If you are applying for reasons #2 or #4, please provide the name of the health care provider who gave advice. In addition, please provide any written documentation in support of your paid sick leave.</i>	
Name of Health Care Provider: _____	
<i>If you are applying for reasons #3, please provide any written documentation in support of your paid sick leave.</i>	

If you are applying for reason #5, please complete this section and provide correspondence from the referenced school/daycare provider regarding its closure. I, the undersigned, am unable to work due to a need to care for my son or daughter (under 18 years of age) because a COVID-19 related public health emergency has closed the child's school or daycare or rendered the child's usual childcare provider unavailable. No other person will be providing care for my child during the period for which I am receiving emergency family medical leave. {only one name is required for more than one child.}

Child's Name: _____ Child's Date of Birth (MM/DD/YYYY): _____

Child's School/Daycare Facility Name: _____

Daycare Facility Number: _____

I will need (choose one): Continuous Leave Intermittent Leave


If your need for leave is intermittent, please describe the nature of your intermittent leave:

I acknowledge that the information I have provided herein is accurate and truthful to the best of my knowledge.

Employee Signature: _____

Date: _____

COVID-19 EMPLOYEE EXPOSURE PROTOCOL & PROCESS CHART

		SEPARATE	ISOLATE	TEST	TRACE	NOTIFY	SANITIZE	CLEAR	RETURN
CONFIRMED POSITIVE DIAGNOSTIC TEST	Employees with a confirmed positive COVID-19 diagnostic test.	YES (required)	YES (required)	NOT APPLICABLE	YES (required)	YES (required for any person suspected to be in close contact with a person with a positive COVID-19 diagnostic test in last 14 days)	YES (required)	YES (required)	YES (required)
SUSPECTED EXPOSURE	Employees with suspected *close contact/exposure to a person (employee or non-employee) who has a confirmed positive COVID-19 diagnostic test within the last 14 days.	YES (required)	YES (required)	YES (required if symptoms develop)	YES (required)	MAYBE (required for any person who the Public Health Department, Personnel Department, or Health Services Department has been in close contact with a person who has a positive COVID-19 diagnostic test within the last 14 days)	MAYBE (not required unless a person becomes COVID-19 symptomatic or tests positive)	MAYBE (required if employee was symptomatic and/or underwent a COVID-19 diagnostic test)	MAYBE (required if employee was symptomatic and/or underwent a COVID-19 diagnostic test)
POTENTIAL EXPOSURE	Employees with potential close contact/exposure to a person with a confirmed positive COVID-19 diagnostic test within the last 14 days.	YES (recommended)	MAYBE (Employee may choose to continue to work, distance and proper PPE or voluntarily isolate at home and get tested)	MAYBE (required if symptoms develop; however, employee may voluntarily be tested without being symptomatic)	MAYBE (required if suspected contact with a person who displays COVID-19 symptoms or tests positive)	MAYBE (required for any person who the Public Health Department, Personnel Department, or Health Services Department suspect has been in close contact with a person who has a positive COVID-19 diagnostic test within the last 14 days)	MAYBE (not required unless a person becomes COVID-19 symptomatic or tests positive)	MAYBE (required if employee was symptomatic and/or underwent a COVID-19 diagnostic test)	MAYBE (required if employee was symptomatic and/or underwent a COVID-19 diagnostic test)

*Close contact is being about six (6) feet from a COVID-19 positive person for a prolonged period (15+ minutes) while not wearing recommended personal protective equipment (PPE). Close contact **DOES** also include instances where there was direct contact with infectious secretions (like being coughed on), or if an employee touched a surface or object that may have been contaminated with the virus (shared door handles or tables for instance) without proper PPE. Close contact generally does **NOT** include brief interactions, such as walking past a person.

**Employee may be placed on Paid Administrative Leave by the Personnel Department or required to use leave accruals (e.g., sick leave), Emergency Paid Sick Leave or Emergency Family Medical Leave via the Families First Coronavirus Response Act (FFCRA), or unpaid leave to account for time not at work. The number of days in isolation can only be assessed by a medical professional or government agency (such as the Health Department).

***Personal Department will make the determination when a "maybe" becomes a "yes" or "no."



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 Marcus Rofley - Assistant Director, Classified Personnel
 Brihany Maryska - Human Resources Technician

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EMPLOYEE RIGHTS

PAID SICK LEAVE AND EXPANDED FAMILY AND MEDICAL LEAVE UNDER THE FAMILIES FIRST CORONAVIRUS RESPONSE ACT

The Families First Coronavirus Response Act (FFCRA or Act) requires certain employers to provide their employees with paid sick leave and expanded family and medical leave for specified reasons related to COVID-19. These provisions will apply from April 1, 2020 through December 31, 2020.

▶ PAID LEAVE ENTITLEMENTS

Generally, employers covered under the Act must provide employees:

Up to two weeks (80 hours, or a part-time employee's two-week equivalent) of paid sick leave based on the higher of their regular rate of pay, or the applicable state or Federal minimum wage, paid at:

- 100% for qualifying reasons #1-3 below, up to \$511 daily and \$5,110 total;
- ⅔ for qualifying reasons #4 and 6 below, up to \$200 daily and \$2,000 total; and
- Up to 12 weeks of paid sick leave and expanded family and medical leave paid at ⅓ for qualifying reason #5 below for up to \$200 daily and \$12,000 total.

A part-time employee is eligible for leave for the number of hours that the employee is normally scheduled to work over that period.

▶ ELIGIBLE EMPLOYEES

In general, employees of private sector employers with fewer than 500 employees, and certain public sector employers, are eligible for up to two weeks of fully or partially paid sick leave for COVID-19 related reasons (see below). *Employees who have been employed for at least 30 days prior to their leave request may be eligible for up to an additional 10 weeks of partially paid expanded family and medical leave for reason #5 below.*

▶ QUALIFYING REASONS FOR LEAVE RELATED TO COVID-19

An employee is entitled to take leave related to COVID-19 if the employee is unable to work, including unable to telework, because the employee:

- | | |
|---|---|
| <ol style="list-style-type: none">1. is subject to a Federal, State, or local quarantine or isolation order related to COVID-19;2. has been advised by a health care provider to self-quarantine related to COVID-19;3. is experiencing COVID-19 symptoms and is seeking a medical diagnosis;4. is caring for an individual subject to an order described in (1) or self-quarantine as described in (2); | <ol style="list-style-type: none">5. is 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; or6. is experiencing any other substantially-similar condition specified by the U.S. Department of Health and Human Services. |
|---|---|

▶ ENFORCEMENT

The U.S. Department of Labor's Wage and Hour Division (WHD) has the authority to investigate and enforce compliance with the FFCRA. Employers may not discharge, discipline, or otherwise discriminate against any employee who lawfully takes paid sick leave or expanded family and medical leave under the FFCRA, files a complaint, or institutes a proceeding under or related to this Act. Employers in violation of the provisions of the FFCRA will be subject to penalties and enforcement by WHD.



WAGE AND HOUR DIVISION
UNITED STATES DEPARTMENT OF LABOR

For additional information
or to file a complaint:
1-866-487-9243
TTY: 1-877-889-5627
dol.gov/agencies/whd



Elementary (TK-6) SPECIAL EDUCATION Special Day Class (SDC)
Moderate Severe Non Categorical
Moderate Severe Medically Fragile
Moderate Severe Autism

Hybrid Schedule - In-Person Schedule
PHASE 2

Monday/Tuesday & Thursday/Friday at School (am)

Possible Times^	Teacher Day	In Person - Student Day Mon/Tues & Thurs/Fri 8:30-2:30
7:45-8:00	Teacher Arrival	
8:00-8:30	Teacher Prep	
8:30-8:45	Welcome Students to Classroom	Student Arrival to School
8:45-11:15	Instruction 15 min Break (Schedule w/Site Admin)	Instruction 15 min Recess/Break
11:15-11:30	Get Lunches and Load the Busses	Get Meals and Load the Busses
11:30-12:15	Teacher Lunch	Students Transported Home
12:15-12:45	Consultations/Teacher Prep	Student Lunch
12:45-2:30	Small Group/Independent Activity	Small Group/Independent Activity
2:30-3:45	Teacher Prep	

Elementary (TK-6) SPECIAL EDUCATION Special Day Class (SDC)
Moderate Severe Non Categorical
Moderate Severe Medically Fragile
Moderate Severe Autism

Hybrid Schedule - In-Person Schedule
PHASE 3

Monday/Tuesday & Thursday/Friday at School

Possible Times^	Teacher Day	<u>In Person - Student Day</u> Mon/Tues & Thurs/Fri 8:30-2:00
7:45-8:00	Teacher Arrival	
8:00-8:30	Teacher Prep	
8:30-8:45	Welcome Students to Classroom	Student Arrival to School
8:45-9:45	Bell schedules for recesses and lunch will vary by school and by grade Student In-Person Day as Determined by Teacher	Bell schedules for recesses and lunch will vary by school and by grade Student In-Person Day as Determined by Teacher
9:45-10:15		
10:15-10:45		
10:45-11:15		
11:45-12:15		
12:15-12:45		
12:45-1:15		
1:15-2:00	Dismissal	Dismissal

Elementary (TK-6) SPECIAL EDUCATION Special Day Class (SDC)
Moderate Severe Non Categorical
Moderate Severe Medically Fragile
Moderate Severe Autism

Hybrid Schedule - In-Person Schedule
PHASE 2 and PHASE 3
Wednesday

Times	All Grades
8:00 - 8:30am	Optional Small Group
8:30 - 9:00am	Daily Live Interaction Social-Emotional Check In Required on Wednesday
9:00 - 9:30am	
9:30 - 10:00am	
10:00 - 10:30am	Office Hours (teacher)/Independent Activity (student)
10:30 - 11:00am	
11:00 - 11:30am	
11:30 - 12:00pm	
12:00 - 12:30pm	Suggested Lunch
12:30 - 1:00pm	Independent Activity
1:00 - 1:30pm	

Middle School (7-8) SPECIAL EDUCATION Special Day Class (SDC)
Moderate Severe Non Categorical
Moderate Severe Medically Fragile
Moderate Severe Autism

Hybrid Schedule - In-Person Schedule
PHASE 2
Monday & Tuesday at School

Possible Times	Teacher Day	Mon & Tues Student Day
7:30-7:45	Teacher Arrival	
7:45-8:05	Teacher Prep	
8:05-8:10		
8:10-8:30		
8:30-8:35		
8:35-8:55		
8:55 - 9:10		
9:10-9:40	Small Group/Independent Activities /Social Emotional	Small Group/Independent Activities /Social Emotional
9:40-10:50	Block 1 - 70 Min	Block 1 - 70 Min
10:50-11:00	Passing Period	Passing Period
11:00-12:10	Block 2 - 70 Min	Block 2 - 70 Min
12:10-12:45	Lunch	Lunch
12:45-12:55	Passing Period	Passing Period
12:55-2:05	Block 3 - 70 Min	Block 3 - 70 Min
2:05-2:25	Dismissal	Dismissal
2:25-3:30	Teacher Prep	

Middle School (7-8) SPECIAL EDUCATION Special Day Class (SDC)
Moderate Severe Non Categorical
Moderate Severe Medically Fragile
Moderate Severe Autism

Hybrid Schedule - In-Person Schedule
PHASE 2
Thursday & Friday - Distance Learning

Time/ Length	Times	Content/Lesson	Independent/ Live Online Session
50 min	8:00 - 8:50am	Period 1/2*	Live Online Interaction Session
10 min	8:50 - 9:00am	Transition Time	
55 min	9:00 - 9:55am	Period 1/2 * Small Groups/ Independent Activity ELD/Social Emotional/Interventions	Independent & Possible Live Online Session
20 min	9:55 - 10:15am	Break	
50 min	10:15 - 11:05am	Period 3/4 *	Live Online Interaction Session
10 min	11:05 - 11:15am	Transition Time	
55 min	11:15 - 12:10pm	Period 3/4 * Small Groups/ Independent Activity ELD/Social Emotional/Interventions	Independent & Possible Live Online Session
45 min	12:10 - 12:55pm	Lunch & Transition Time **	
50 min	12:55 - 1:45pm	Period 5/6 *	Live Online Interaction Session
10 min	1:45 - 1:55pm	Transition Time	
55 min	1:55 - 2:50pm	Period 5/6 * Small Groups/ Independent Activity ELD/Social Emotional/Interventions	Independent & Possible Live Online Session

* Periods alternate by day

Middle School (7-8) SPECIAL EDUCATION Special Day Class (SDC)
Moderate Severe Non Categorical
Moderate Severe Medically Fragile
Moderate Severe Autism

Hybrid Schedule - In-Person Schedule
PHASE 2 & PHASE 3
Wednesday

Time/ Length	Times	Content/Lesson	Independent/ Live Online Session
20 min	8:00 - 8:20am	Period 1	Live Online Session
10 min	8:20 - 8:30am	Transition Time	
20 min	8:30 - 8:50am	Period 2	Live Online Session
10 min	8:50 - 9:00am	Transition Time	
20 min	9:00 - 9:20am	Period 3	Live Online Session
20 min	9:20 - 9:40am	Break	
20 min	9:40 - 10:00am	Period 4	Live Online Session
10 min	10:00 - 10:10am	Transition Time	
20 min	10:10 - 10:30am	Period 5	Live Online Session
10 min	10:30 - 10:40am	Transition Time	
20 min	10:40 - 11:00am	Period 6	Live Online Session
60 min	11:00 - 12:00pm	Independent Work	Independent
35 min	12:00 - 12:35pm	Lunch	
115 min	12:35 - 2:30pm	Independent Work	Independent
11:00-4:00 Teacher Prep			

Middle School (7-8) SPECIAL EDUCATION Special Day Class (SDC)
Moderate Severe Non Categorical
Moderate Severe Medically Fragile
Moderate Severe Autism

Hybrid Schedule - In-Person Schedule
PHASE 3

Monday/Tuesday & Thursday/Friday at School

Possible Times	Teacher Day	Mon/Tues & Thurs/Fri Student Day
7:30-7:45	Teacher Arrival	
7:45-8:05	Teacher Prep	
8:05-8:10		
8:10-8:30		
8:30-8:35		
8:35-8:55		
8:55 - 9:10	Welcome Students to Classroom	Student Arrival to School
9:10-9:40	Small Group/Independent Activities /Social Emotional	Small Group/Independent Activities /Social Emotional
9:40-10:50	Block 1 - 70 Min	Block 1 - 70 Min
10:50-11:00	Passing Period	Passing Period
11:00-12:10	Block 2 - 70 Min	Block 2 - 70 Min
12:10-12:45	Lunch	Lunch
12:45-12:55	Passing Period	Passing Period
12:55-2:05	Block 3 - 70 Min	Block 3 - 70 Min
2:05-2:25	Dismissal	Dismissal
2:25-3:30	Teacher Prep	

**High School (9-12) SPECIAL EDUCATION Special Day Class (SDC)
 Moderate Severe Non Categorical
 Moderate Severe Medically Fragile
 Moderate Severe Autism**

**Hybrid Schedule - In-Person Schedule
 Phase 2 (November 9th)
 Monday & Tuesday at School**

Possible Times	Teacher Day	Mon & Tues Student Day
7:30-7:45	Teacher Arrival	
7:45-8:05	Teacher Prep	
8:05-8:10		
8:10-8:30		
8:30-8:35		
8:35-8:55		
8:55 - 9:10	Welcome Students to Classroom	Student Arrival to School
9:10-9:25	Small Group/Independent Activities /Social Emotional	Small Group/Independent Activities /Social Emotional
9:25-10:45	Block 1 - 80 Min	Block 1 - 80 Min
10:45-10:55	Passing Period	Passing Period
10:55-12:15	Block 2 - 80 Min	Block 2 - 80 Min
12:15-12:50	Lunch	Lunch
12:50-1:00	Passing Period	Passing Period
1:00-2:20	Block 3 - 80 Min	Block 3 - 80 Min
2:20-2:40	Dismissal	Dismissal
2:40-3:30	Teacher Prep	

High School (9-12) SPECIAL EDUCATION Special Day Class (SDC)
Moderate Severe Non Categorical
Moderate Severe Medically Fragile
Moderate Severe Autism

Hybrid Schedule - In-Person Schedule
Phase 2 (November 9th)
Thursday & Friday - Distance Learning

Time/ Length	Times	Content/Lesson	Independent/ Live Online Session
50 min	8:00 - 8:50am	Period 1/2*	Live Online Interaction Session
70 min	8:50 - 10:00am	Period 1/2 * Small Groups/ Independent Activity ELD/Social Emotional/Interventions	Independent & Possible Live Online Session
5 min	10:00 - 10:05	Break	
50 min	10:05 - 10:55am	Period 3/4 *	Live Online Interaction Session
70 min	10:55 - 12:05pm	Period 3/4 * Small Groups/ Independent Activity ELD/Social Emotional/Interventions	Independent & Possible Live Online Session
45 min	12:05 - 12:50pm	Lunch	
50 min	12:50 - 1:40pm	Period 5/6 *	Live Online Interaction Session
70 min	1:40 - 2:50pm	Period 5/6 * Small Groups/ Independent Activity ELD/Social Emotional/Interventions	Independent & Possible Live Online Session

* Periods alternate by day

High School (9-12) SPECIAL EDUCATION Special Day Class (SDC)
Moderate Severe Non Categorical
Moderate Severe Medically Fragile
Moderate Severe Autism

Hybrid Schedule - In-Person Schedule
PHASE 3
Monday/Tuesday & Thursday/Friday at School

Possible Times	Teacher Day	Mon/Tues & Thurs/Fri Student Day
7:30-7:45	Teacher Arrival	
7:45-8:05	Teacher Prep	
8:05-8:10		
8:10-8:30		
8:30-8:35		
8:35-8:55		
8:55 - 9:10	Welcome Students to Classroom	Student Arrival to School
9:10-9:25	Small Group/Independent Activities /Social Emotional	Small Group/Independent Activities /Social Emotional
9:25-10:45	Block 1 - 80 Min	Block 1 - 80 Min
10:45-10:55	Passing Period	Passing Period
10:55-12:15	Block 2 - 80 Min	Block 2 - 80 Min
12:15-12:50	Lunch	Lunch
12:50-1:00	Passing Period	Passing Period
1:00-2:20	Block 3 - 80 Min	Block 3 - 80 Min
2:20-2:40	Dismissal	Dismissal
2:40-3:30	Teacher Prep	

High School (9-12) SPECIAL EDUCATION Special Day Class (SDC)
Moderate Severe Non Categorical
Moderate Severe Medically Fragile
Moderate Severe Autism

Hybrid Schedule - In-Person Schedule
PHASE 2 and PHASE 3
Wednesday

Time/ Length	Times	Content/Lesson	Independent/ Live Online Session
20 min	8:00 - 8:20am	Period 1	Live Online Session
10 min	8:20 - 8:30am	Transition Time	
20 min	8:30 - 8:50am	Period 2	Live Online Session
10 min	8:50 - 9:00am	Transition Time	
20 min	9:00 - 9:20am	Period 3	Live Online Session
20 min	9:20 - 9:40am	Break	
20 min	9:40 - 10:00am	Period 4	Live Online Session
10 min	10:00 - 10:10am	Transition Time	
20 min	10:10 - 10:30am	Period 5	Live Online Session
10 min	10:30 - 10:40am	Transition Time	
20 min	10:40 - 11:00am	Period 6	Live Online Session
60 min	11:00 - 12:00pm	Independent Work	Independent
35 min	12:00 - 12:35pm	Lunch	
115 min	12:35 - 2:30pm	Independent Work	Independent
11:00-4:00 Teacher Prep			

Project Team Schedules

Possible Times		Teacher Day	M/T & Th/F
PHASE 3 November 30th (Option A) Project TEAM In-Person Hybrid Schedule (Distance Learning Schedule) <i>Monday / Tuesday & Thursday / Friday @ Site</i> Live Instruction 7:45-11:15			
7:15-7:30	Teacher Arrival		
7:30 - 7:45	Welcome Students to Classroom	Student Arrival to School	
7:45-8:45	Instruction 15 min Break	Student In-Person Day as Determined by Teacher	
8:45-9:00			
9:00-10:00			
10:00-10:15			
10:15-11:15			
11:15-11:45	Get Meals and Load Bus	Get Meals and Load Bus	
11:45-12:30	Lunch	Transportation	
12:30 - 1:15	Independent Work	Independent Work	
1:15-1:30	Break	Break	
1:30-2:15	Independent Work	Independent Work	

**Project TEAM
Distance Learning Schedule
Wednesday**

Time/ Length	Times	Teacher Day	Student Day
90 min	8:30-10:00	Period 1	Live Online Session
10 min	10:00-10:10	Transition Time	Transition Time
60 min	10:10-11:10	Period 2	Live Online Session
50 min	11:10-12:10	Office Hours	Independent Work
30 min	12:10-12:40	Lunch	Lunch
50 min	12:40-1:30	Independent Work	Independent Work
10 min	1:30-1:40	Break	Break/Transition Time
50 min	1:40-2:30	Independent Work	Independent Work