

**MEMORANDUM OF UNDERSTANDING BETWEEN  
HEMET TEACHERS ASSOCIATION  
AND  
HEMET UNIFIED SCHOOL DISTRICT  
Supplement to Novel Coronavirus (COVID-19) MOU Dated July 28, 2020  
Hybrid Instruction**

December 1, 2020

On July 28, 2020, the Hemet Unified School District ("District") and the Hemet Teachers Association ("Association") entered into a Memorandum of Understanding ("COVID MOU") regarding the school closure, and school reopening, related to Novel Coronavirus (COVID-19).

Due to the fluid environment concerning COVID-19, the Parties Agreed to return to the table and negotiate any needed changes to the COVID MOU. Article 15 of the COVID MOU states, "the parties understand the Coronavirus (COVID-19) pandemic situation is very fluid and mutually agree to review the provisions of the MOU, as necessary."

On October 21, 2020, the District and Association reached agreement on a Supplemental MOU concerning small cohort instruction.

In anticipation of the District being permitted to transition to a hybrid model of instruction, the District and Association Agree to the following Supplemental MOU:

1. Attached as Appendix A are the agreed upon impacts and effects concerning the Districts decision to move to a Hybrid Model of Instruction.
2. Attached as Appendix A.1 and A.1.1 are secondary hybrid schedules.
3. Attached Appendix A.2 are elementary hybrid schedules..
4. Terms of Agreement:

4.1 This agreement shall expire when the District determines to discontinue the Hybrid Instruction model, or to incorporate it into a different model. In any event, this MOU shall expire no later than June 30, 2021. This Memorandum of Understanding shall not be precedent setting nor form any basis for a past practice.

4.2 All components of the current CBA between the Association and the District, as well as the COVID MOU not addressed by the terms of this agreement shall remain in full effect.

**Hemet Teachers Association**



12/8/2020

Tamara Jaimez  
HTA Lead Negotiator

Date

**Hemet Unified School District**



12/8/2020

Derek Jindra, Ed.D.  
Assistant Superintendent of HR

Date



## Appendix A

### Return to Hybrid during COVID-19 Pandemic 2020-2021

Key: Elementary = Gray, Secondary = White, General = Blue

Topic	Planning Details
Secondary Bell Schedule	<ul style="list-style-type: none"> <li>Site Decision: <ul style="list-style-type: none"> <li>Number of lunches</li> </ul> </li> <li>Zero period- Is virtual (not in person) during hybrid. Instruction shall be provided from the site.</li> <li>7th period classes: Is in-person for assigned cohort and virtual for remaining students (follows hybrid schedule).</li> <li>Single Lunch <a href="#">Secondary 25% and 50% Hybrid</a> (Attached as Appendix A.1)</li> <li>Two Lunch <a href="#">Secondary 25% and 50% Hybrid</a> (Attached as Appendix A.1.1)</li> <li>The Wednesday collaboration instructional day shall be virtual and staff may choose to work from home in accordance with the July 28 MOU.</li> <li>K-8, Hamilton High, and Alessandro- These sites will adopt a 50% hybrid model, due to their class size, the class size are comparable to the other secondary's sites 25% hybrid model class size.</li> <li>AOI shall adopt their own Hybrid model.</li> </ul>
Secondary	<ul style="list-style-type: none"> <li>In-Seat Model: <ul style="list-style-type: none"> <li>Students attend in-person one day per week during their designated cohort day and virtually remainder of the week. On Wednesdays during Daily Live Interaction, teachers shall provide instruction to students according to the definition below.</li> </ul> </li> <li>Virtual Students Model: <ul style="list-style-type: none"> <li>Students attend online for five (5) days per week to receive instruction. On Wednesdays during the Daily Live Interaction, teachers shall interact virtually with these students for the entire duration of respective class periods.</li> </ul> </li> <li>Definition: <ul style="list-style-type: none"> <li>Daily Live Interaction occurs for in-person and virtual students at the beginning of each period to include attendance and instructions to complete assignment for the period. The remainder of the period shall be dedicated to supporting all students rostered to the teacher. Teachers shall utilize professional judgement to provide instruction synchronously, asynchronously, or simultaneously to ensure desired student outcomes.</li> <li>Resources: Secondary Classrooms will be configured to support simultaneous instruction including Teacher Dock, Monitor, Screenbeam and Voice Lift.</li> </ul> </li> </ul>
Elementary Bell Schedule	<a href="#">Elementary-Bell Schedule</a> (Attached as Appendix A.2)



## Appendix A

### Return to Hybrid during COVID-19 Pandemic 2020-2021

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	<ul style="list-style-type: none"> <li>Office Hours Definition: A set time, outside of instructional minutes, where teachers are available virtually via Google Classroom, to meet with parents and/or students to provide support.</li> <li>The Wednesday collaboration instructional day shall be virtual and staff may choose to work from home in accordance with the July 28 MOU.</li> </ul>
<p><b>Elementary At-Home Students - Instructional Model</b></p>	<ul style="list-style-type: none"> <li>It is a priority to ensure students stay at their assigned schools in either a Full Distance Learning Model (100% virtual) or in a hybrid model. As such, if families choose to remain 100% virtual, then a school within a school model is to be created at the site. Regionalized classes may be created to match District resources to student need.             <ul style="list-style-type: none"> <li>Teacher Selection for Full Distance Learning Model during Hybrid:                 <ul style="list-style-type: none"> <li>Assign teacher(s) to teach online classes based on grade level need                     <ul style="list-style-type: none"> <li>Volunteers per grade level according to the following ordered criteria:                         <ul style="list-style-type: none"> <li>Personal medical need</li> <li>Immediate family medical need</li> <li>Child care need</li> <li>Personal desire</li> </ul> </li> <li>If all priority criteria are equal, the District may determine the assignment based on an interview process. The remaining volunteer(s) may be considered for regionalized classes that include their school.</li> <li>If there are no volunteers, the District shall follow the language in Article 10 of the CBA                             <ul style="list-style-type: none"> <li>Online Teachers will follow current Distance Learning Schedule.</li> <li>Online Teachers shall be given the option to work from home in accordance with the July 28 MOU previously negotiated. All other certificated staff shall report to the site for duty.</li> <li>Combination classes may be created as needed for 100% online classes (including K-1). All 100% online combination class teachers shall be eligible for \$750 combination stipend (representing a prorated amount of the existing \$1500 stipend).</li> <li>K-1 combination teachers shall receive 1.5 hours of Aide support and 2 days of release time for testing (representing a prorated amount of the 4 days found in the CBA).</li> </ul> </li> </ul> </li> </ul> </li> </ul> </li> </ul>
<p><b>SB98 Expectations</b></p>	<ul style="list-style-type: none"> <li>Each Bargaining Unit Member shall act in accordance with professional expectations outlined in SB 98. With</li> </ul>





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	<p>regard to weekly engagement records, employees shall use the District approved Time Value Certification forms weekly.</p>
<p><b>Safety/ Hygiene Expectations</b></p>	<ul style="list-style-type: none"> <li>● Maintain 6' social distancing.</li> <li>● Face coverings required, except with medical exemptions, for all students grades TK/kindergarten &amp; up and staff.</li> <li>● For students grades TK-2, disciplinary action for failing to wear a mask will not include removal from the classroom.</li> <li>● Regularly wash/sanitize hands, at minimum when transitioning from one location to another around campus</li> <li>● Hand sanitizer pump in every classroom.</li> <li>● Protocols from M &amp; O - Classified employees (lunch duty supervisors) will assist with sanitizing tables between lunches. Students will not be able to assist with cleaning tables.</li> <li>● District will develop student mask protocol (storage and exemption).</li> <li>● The site will provide masks. If students refuse to wear one, they would need a doctor's exemption (see above regarding students in grades TK-2). (Same process as exemption from immunizations).</li> <li>● In the classroom: Students and staff maintain 6' social distancing Student desks arranged 6' apart, Plastic barriers utilized on all student desks.</li> <li>● Zones for breakfast and lunch for secondary. Elementary to eat breakfast inside the classroom and lunch outside.</li> <li>● Staff to utilize active screening process (no-contact temperature check and answering screening questions) - For contact tracing purposes staff shall enter positive answers from the screening form into Frontline tracking app and report to supervisor).</li> </ul> <p><b>Refer to Article 9 on Safety in the July 28, 2020 MOU Concerning Coronavirus.</b></p>
<p><b>Transportation</b></p>	<ul style="list-style-type: none"> <li>● Multiple loading zones to space students for loading/unloading students Spacing on busing for social distancing (excluding specialized seating).</li> <li>● Siblings/Household seated together (excluding specialized seating).</li> <li>● Social distancing markings at loading zones.</li> <li>● Parent and Student-Information Campaign.</li> <li>● Extra Masks for students on the bus.</li> <li>● Driver will wipe down bus after every run.</li> <li>● Contact Tracing on Bus- scan card.</li> <li>● Health screening before students enter buses-screening questions posted, non-contact temperature taken</li> <li>● Students with elevated temperatures (and no parent/guardian present) shall be transported to the school site. These students shall be separated to a designated area with social distancing.</li> </ul>



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Key: Elementary = Gray, Secondary = White, General = Blue

Student Screening	<ul style="list-style-type: none"> <li>Take student temperatures (no-contact) upon entry and post-screening questions as students enter through designated entry points. TK-2 grade teachers shall ask screening questions at their classroom doors; upper grade teachers may also screen at their doors. Staff without students rostered to them are to help with student entry to campus. Families must do home screening.</li> <li>District to develop clear communication and protocols for screening that are built into daily routines at home and school.</li> </ul>
Secondary Arrival	<ul style="list-style-type: none"> <li>District to draft communication to parents/students- video- from the student point of view to instruct kids on how to stay safe-extend to parents and community.</li> <li>District to create screening questions to display at all entry points, campus driveways, and marquee.</li> <li>District to provide signage of what 6 ft. looks like to display (English/Spanish).</li> <li>Floor markers on ground to maintain social distancing while students are waiting to enter school.</li> <li>Administration and classified staff shall monitor the check-in process. In the event additional staffing is needed, secondary staff without students rostered to them are to be available as needed for student screening at entry points.</li> <li>Students enter campus- students eat in a specific zone (students pick a zone and will eat breakfast and lunch in that zone).</li> <li>Certificated staff shall supervise and usher students toward their respective first period classes for 4 minutes before the start of the period.</li> </ul>
Secondary Dismissal Routines	<ul style="list-style-type: none"> <li>Site shall determine areas for pick-up/buses and utilize multiple exits.</li> <li>Students must proceed directly off campus; gates to be closed immediately after campus is cleared after dismissal except to sanctioned activities.</li> <li>Certificated staff shall utilize 4 minutes after the ending of 6th/7th period to support student exit (e.g. escort students off campus).</li> <li>Site/District shall create an athletic entrance and exit protocols.</li> <li>After school programs: students shall leave campus and participate virtually.</li> </ul>
Elementary Arrival/ Dismissal Routines (including screening routines)	<ul style="list-style-type: none"> <li>The District/Site shall provide specific information to be communicated to parents regarding arrival and dismissal procedures.</li> <li>District/Site shall provide signage (arrows, dot or X'S) to be placed on the ground that is visible at entry/exits.</li> <li>The District shall make hand sanitizer available to students when entering campus.</li> <li>Students will arrive/depart on campus through various entry/exit points to limit exposure.</li> <li>Site administration shall communicate with parents when campus is open for the arrival of students. Those</li> </ul>





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	<ul style="list-style-type: none"> <li>who arrive early will be socially distanced on campus until school is open for all.</li> <li>Gates will be open 20 min. before instruction begins.</li> <li>Teachers will open their doors 20 minutes prior to the beginning of the instructional day to students for the purposes of screening (see Student Screening above) and limiting exposure.</li> <li>Once gates open for the day, Administration, Staff without students rostered to them, Counselor, Support Teachers and campus staff will direct students directly to classrooms upon entry to campus.</li> <li>Dismissal times will be staggered for TK/K from grades 1-5 to ensure proper social distancing.</li> <li>Teachers shall walk their students out at dismissal and wait with their students at a designated pickup site.</li> </ul>
Secondary Breakfast/ Lunch Routines - Students at School	<ul style="list-style-type: none"> <li>Markers to promote social distancing shall be on the floor to indicate where to stand in lunch lines.</li> <li>Breakfast shall be provided 30 minutes before school day begins. Breakfast and lunch shall be eaten outside.</li> <li>During inclement weather the site shall utilize large indoor spaces, properly spaced tables, ability to use classrooms (if needed), supervision provided by administration and classified staff--to include clean up (students will be asked to clean up after themselves and wipe down their lunch area with special consideration to classrooms).</li> <li>No salad bars or share stations; all pre-packaged and/or portioned lunches will be provided.</li> <li>Students pick a zone for breakfast and lunch and stay in zone for remainder of hybrid model.</li> </ul>
Elementary Breakfast/ Lunch Routines - Students at School	<ul style="list-style-type: none"> <li>All sites to develop protocols to provide to the teachers who shall to teach site specific lunch protocols including arrival to lunch, during lunch and release back to the classroom.</li> <li>All sites to develop a hand sanitizing process in classroom prior to arriving to lunch.</li> <li>Breakfast will be served in the classrooms.</li> <li>Breakfast trash to be collected in a provided bag (delivered daily) and set outside the classroom for pick up.</li> <li>Encourage eating lunch outside for ventilation, plan for 6-feet apart at tables.</li> <li>Assigned classrooms to tables with a sign.</li> <li>During inclement weather the site shall utilize large indoor spaces, properly spaced tables, ability to use classrooms (if needed), supervision provided by administration and classified staff--to include clean up (students will be asked to clean up after themselves and wipe down their lunch area with special consideration to classrooms).</li> <li>All meals to be pre-packaged and/or portioned.</li> <li>Classified staff will facilitate cleaning between each student group.</li> <li>Markers to promote physical distancing will be on the floor to indicate where to stand in lunch.</li> </ul>
Meal Distribution -	<ul style="list-style-type: none"> <li>Meal distribution to take place on a day/or a time that does not conflict with instruction.</li> </ul>



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Students at Home	
Secondary Passing Period Routines	<ul style="list-style-type: none"> <li>One way direction in hallways, when possible.</li> <li>Certificated staff to wipe down high contact areas.</li> <li>Teachers at door when possible.</li> </ul>
Elementary Recess/ Routines	<ul style="list-style-type: none"> <li>Classrooms shall be provided a set of outdoor activity equipment.</li> <li>Equipment stays with classroom groups and sanitized by students after each use with teacher supervision.</li> <li>Site, with staff input, shall create playground procedures to communicate to staff and families.</li> <li>Use water bottle refill stations to refill water bottles.</li> <li>Teachers shall supervise their own students during recess and coordinate the use of space on the playground.</li> </ul>
Secondary Restroom Routines	<ul style="list-style-type: none"> <li>The District shall provide signage in the restroom promoting hygiene routines; bathroom capacity.</li> <li>Sites shall place Social Distance markers in the restroom.</li> <li>Sites shall place markers outside restroom for social distancing.</li> <li>Classified staff monitor restroom.</li> <li>The site shall provide hall passes that are one-time use and disposable.</li> <li>Restroom checks to be done according to district sanitization schedules determined by M&amp;O.</li> <li>The District shall provide hand sanitizing stations outside restrooms or on campus.</li> </ul>
Elementary -Restroom Routines	<ul style="list-style-type: none"> <li>The site shall place marks on ground for social distancing.</li> <li>The site shall provide lessons to teachers to teach restroom procedures to students and frequently revisit.</li> <li>Increase staff (certificated and classified) presence for monitoring during recess.</li> <li>Restroom checks to be done according to district sanitization schedules determined by M&amp;O.</li> <li>The District shall provide hand sanitizing stations outside restrooms or on campus.</li> <li>Sites will develop a detailed restroom plan (including restroom logs in each classroom).</li> <li>Sites will place signage in the restroom promoting hygiene routines; bathroom capacity.</li> </ul>
Secondary and Elementary Contact Tracing	<p>Per Health Department guidelines</p> <ul style="list-style-type: none"> <li>Contact Tracing managed by Health Services and Risk Management.             <ul style="list-style-type: none"> <li>Schools are required to do our own contact tracing using the Frontline module (case manager) that links to AERIES which will open a case and tells us who may have been exposed and trace to other students and staff. Frontline will generate notification letters.</li> </ul> </li> </ul>





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	<ul style="list-style-type: none"> <li>• Training shall be provided to those assisting in this process (internal or external).</li> <li>• Communication and awareness provided to all involved in contract tracing.</li> <li>• Beginning January 1, 2021 AB 685 shall be in effect (notification to all stakeholders regarding a positive COVID case).</li> </ul>
Routine in case of ill student or exposure	<ul style="list-style-type: none"> <li>• The District shall set up isolation room locations at all sites for students who are exhibiting symptoms.</li> <li>• Student shall be sent to an isolation room until the parents can pick up their child.</li> <li>• Additional staff to be provided at sites with one Health Tech, as necessary. This could include additional health techs, HIA's, or District Nurses (provided the medical needs of caseloads are met).</li> </ul>
Sanitizing Routines	<ul style="list-style-type: none"> <li>• Staff Responsibilities:             <ul style="list-style-type: none"> <li>○ Restroom: This is not required by certificated staff, but frequent cleaning by classified staff is recommended. At a minimum, bathrooms should be cleaned thoroughly daily per RCDPH guidelines.</li> <li>○ Recess (elementary): Recess equipment must be sanitized between use.</li> <li>○ Lunch process                 <ul style="list-style-type: none"> <li>■ Lunch tables and benches wiped down with sanitizing water between lunches by classified staff.</li> </ul> </li> <li>○ Classroom:                 <ul style="list-style-type: none"> <li>■ Student seating shall be arranged 6' apart, where practicable (a conversation with HTA is to be held in the event this is not possible for an agreed upon solution).</li> <li>■ Plastic barriers shall be utilized on all student desks.</li> <li>■ Staff shall clean frequently touched areas (District shall provide District approved cleaning supplies).</li> <li>■ Staff shall minimize what students touch.</li> <li>■ Social Distancing markers shall be placed outside of classrooms, where practicable (a conversation with HTA is to be held in the event this is not possible for an agreed upon solution).</li> <li>■ Scheduling shall occur to assure deep cleaning between student groups (deep cleaning is subject to change but is currently scheduled to take place on Wednesdays).</li> </ul> </li> </ul> </li> <li>• Student Responsibilities:             <ul style="list-style-type: none"> <li>○ Between Periods- Students shall wipe down their work area at the start and end of the period.</li> <li>○ Classroom- Students and staff shall maintain 6' social distancing, where practicable (a conversation with HTA is to be held in the event this is not possible for an agreed upon solution).</li> </ul> </li> </ul>





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School/Classroom/Grouping Assignments when Returning to Hybrid	<ul style="list-style-type: none"> <li>School/Classroom/Grouping assignments will be done at the District Office and communicated to the school sites.</li> <li>The Academy of Innovation shall create and adopt their unique Hybrid model.</li> </ul>
Secondary-PE/Music	<ul style="list-style-type: none"> <li>PE               <ul style="list-style-type: none"> <li>Follow athletic guidance: Locker rooms and weight rooms will be closed until permitted to open, no dressing out.</li> <li>Additional guidance regarding gyms and athletic facilities must be followed. Information on this topic shall be provided once a transition to hybrid is made.</li> </ul> </li> <li>Music               <ul style="list-style-type: none"> <li>Adhere to state/county guidelines. Information on this topic shall be provided once a transition to hybrid is made.</li> </ul> </li> </ul>
Elementary Only - PE, Music, LLI, KIA's Routines	<ul style="list-style-type: none"> <li>PE - Students shall be provided PE during regular classroom asynchronous time.</li> <li>Music- Students who participate in music shall be provided music during regular classroom asynchronous time.</li> <li>LLI - Continues synchronous online instruction.</li> </ul>
Other Staff who provide services outside of a classroom teacher (examples-Speech, OT, APE, Counseling, MHP, etc.)	<ul style="list-style-type: none"> <li>Services shall be provided from the site to students both in person and virtually.</li> <li>Sites to work with service providers including contracted service providers to properly schedule students to avoid on campus students from missing multiple periods.</li> <li>Desk shields provided as needed for itinerant/non-classroom staff.</li> <li>Hand sanitizer shall be provided to staff who do not have students rostered to them.</li> <li>1:1 and groups- consider room size for meetings and utilizing virtual options where appropriate.</li> <li>All itinerant staff including school counselors to document in AERIES intervention to enable contact tracing-document that meeting occurred and whether virtual or not.</li> <li>Staff working with student(s) who are deaf/hard of hearing shall wear a face shield with a neck gaiter/drape.</li> <li>IEPs are encouraged to remain virtual. Make every effort to schedule IEP's during non-seat times.</li> </ul>
Secondary School Supplies	<ul style="list-style-type: none"> <li>Students shall be provided with their own supplies.</li> <li>Items that can be cleaned between uses can be used if cleaned per RCDPH guidelines.</li> <li>Students will utilize their own school supplies and keep their belongings separate or in their backpack throughout the day.</li> <li>Students are encouraged to bring a bottle to school that can be refilled from one of our water filling stations on campus.</li> </ul>



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	<ul style="list-style-type: none"> <li>Students shall bring and take home their respective Chromebook and charger each day to class.</li> <li>Up to two additional chargers shall be provided to classroom teachers for classroom use.</li> <li>Teachers shall utilize professional discretion on what hands-on activities can be provided given social distancing expectations and safety protocols (virtual or in-person) in accordance with RCDPH guidelines.</li> </ul>
Elementary School Supplies	<ul style="list-style-type: none"> <li>Students shall keep their current supplies at home.</li> <li>Sites shall provide individual storage for student supplies (e.g. pencil box or plastic baggies).</li> <li>Students shall bring and take home their respective Chromebook and charger each day to class.</li> <li>Up to two additional chargers shall be provided to classroom teachers for classroom use.</li> <li>Students will need to bring their core curriculum back to the site.</li> <li>District shall create a video instructing students to use their own supplies and not share materials. Teachers shall show this video during class.</li> </ul>
Library/Media Procedures	<ul style="list-style-type: none"> <li>Students can check out books through Destiny (online card catalog). Delivery and/or pick-up options to be determined by individual sites.             <ul style="list-style-type: none"> <li>TK-2: Library Media Tech will deliver books via cart.</li> </ul> </li> <li>When students return books to the library, books shall remain in a return box for at least 24 hours before re-shelving them. (Refer to RCDPH guidelines).</li> </ul>
Substitute Teacher	<ul style="list-style-type: none"> <li>The site shall ensure that substitutes are set up in Google Classroom to provide optimal access to run the class.</li> <li>Emergency Sub Plans shall maintained according to Article 10.2 of the July 28, 2020 Reopening MOU.</li> <li>Bargaining Unit Members shall provide lesson plans to substitutes for day-to-day absences.</li> <li>Both the District and Bargaining Unit Member shall make every effort to schedule the same sub for consecutive day absences.</li> <li>Substitutes are allowed to “rove” in different classes in the same day.</li> <li>In the event a Bargaining Unit Member is able to provide service from home due to COVID-19 exposure or diagnosis, a substitute will be assigned to the classroom even though the teacher will be providing remote instruction (in this case the bargaining unit member will not be charged sick leave).</li> </ul>
Volunteers/Visitors	<ul style="list-style-type: none"> <li>Refer to HTA MOU Section 9.16</li> <li>Front office visitors:             <ul style="list-style-type: none"> <li>No non-essential deliveries to students (including food deliveries)</li> <li>Encourage appointments</li> <li>Contained to front office</li> </ul> </li> </ul>





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	<ul style="list-style-type: none"> <li>Visitors on Campus             <ul style="list-style-type: none"> <li>No non-essential visitors on campus:                 <ul style="list-style-type: none"> <li>including family members of staff visiting classroom</li> <li>including volunteers</li> </ul> </li> <li>Essential Visitors:                 <ul style="list-style-type: none"> <li>Required service providers for students with disabilities,, when possible contain to the front office</li> </ul> </li> </ul> </li> </ul>
Screening for Adults	<ul style="list-style-type: none"> <li>District will implement Mandatory COVID Testing in accordance with CDPH/Riverside County guidelines (currently every two months):             <ul style="list-style-type: none"> <li>No out of pocket cost to employees for the test.</li> <li>Testing will occur during the employee's work day.</li> <li>If applicable, employees being tested in accordance with the District program will be paid mileage at the IRS rate for travel to the testing location.</li> </ul> </li> <li>District to provide a method to report that employee was tested. Employee to report any positive test results to the District.</li> <li>All staff to do daily self screening at home:             <ul style="list-style-type: none"> <li>Refer to HTA MOU (see Appendix C - Employee's Health Responsibilities and Awareness Form).</li> <li>Active screening shall occur upon entering any district facility, which shall include a no-contact temperature check.</li> <li>If an employee responds affirmatively to any of the screening questions, or displays an elevated temperature, they shall enter their absence into the Frontline system. These entries will be kept confidential.</li> </ul> </li> </ul>
Secondary Intervention	<ul style="list-style-type: none"> <li>All secondary Bargaining Unit Members shall conduct targeted intervention, acceleration, and support of all rostered students, at minimum, during the intervention time outlined on the secondary hybrid schedule.</li> <li>Supplementary attendance in AERIES shall be utilized to capture attendance for this effort.</li> <li>Teachers and site administration shall collaborate on how best to organize Small Group Intervention to maximize student achievement.</li> </ul>
Transition from Small Cohort to Hybrid Model	<ul style="list-style-type: none"> <li>Upon transition to hybrid, Special Education small cohort classes will maintain the same number of in seat school days.             <ul style="list-style-type: none"> <li>The daily schedule will align with the hybrid schedule.</li> </ul> </li> </ul>

**Appendix A.1 - Secondary 25% Hybrid Model (50% would combine Cohorts A&B as one cohort and Cohorts C&D as a cohort)**

**Each Class Period Must Include a Portion of Synchronous Instruction for Virtual Students (M, T, TH, and F)**

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
5 minute transitions					
Period 0 48 minutes	Cohort A (100% Virtual)	Cohort B (100% Virtual)	Virtual (Daily Live Interaction)	Cohort C (100% Virtual)	Cohort D (100% Virtual)
40 minutes	Planning Time/Communication	Planning Time/Communication	Collaboration (60 minutes)	Planning Time/Communication	Planning Time/Communication
40 minutes (Grab & Go Breakfast for 25% in person 30 minutes before school)	Small Group Virtual Intervention (75%)	Small Group Virtual Intervention (75%)		Small Group Virtual Intervention (75%)	Small Group Virtual Intervention (75%)
<b>Supervision 4 Minutes Before</b> Period 1 (or prep) 48 minutes	Cohort A (25% in seat) (75% Virtual)	Cohort B (25% in seat) (75% Virtual)	Virtual (Daily Live Interaction)	Cohort C (25% in seat) (75% Virtual)	Cohort D (25% in seat) (75% Virtual)
Period 2 (or prep) 48 minutes	Cohort A (25% in seat) (75% Virtual)	Cohort B (25% in seat) (75% Virtual)	Virtual (Daily Live Interaction)	Cohort C (25% in seat) (75% Virtual)	Cohort D (25% in seat) (75% Virtual)
Period 3 (or prep) 48 minutes	Cohort A (25% in seat) (75% Virtual)	Cohort B (25% in seat) (75% Virtual)	Virtual (Daily Live Interaction)	Cohort C (25% in seat) (75% Virtual)	Cohort D (25% in seat) (75% Virtual)
Period 4 (or prep) 48 minutes	Cohort A (25% in seat) (75% Virtual)	Cohort B (25% in seat) (75% Virtual)	Virtual (Daily Live Interaction)	Cohort C (25% in seat) (75% Virtual)	Cohort D (25% in seat) (75% Virtual)
<b>Lunch</b>			<b>(Grab &amp; Go Outside)</b>		
Period 5 (or prep) 48 minutes	Cohort A (25% in seat) (75% Virtual)	Cohort B (25% in seat) (75% Virtual)	Virtual (Daily Live Interaction)	Cohort C (25% in seat) (75% Virtual)	Cohort D (25% in seat) (75% Virtual)
Period 6 (or prep) 48 minutes <b>Supervision 4 Minutes After</b>	Cohort A (25% in seat) (75% Virtual)	Cohort B (25% in seat) (75% Virtual)	Virtual (Daily Live Interaction)	Cohort C (25% in seat) (75% Virtual)	Cohort D (25% in seat) (75% Virtual)
Period 7 48 minutes <b>Supervision 4 Minutes After</b>	Cohort A (25% in seat) (75% Virtual)	Cohort B (25% in seat) (75% Virtual)	Virtual (Daily Live Interaction)	Cohort C (25% in seat) (75% Virtual)	Cohort D (25% in seat) (75% Virtual)

**Note: AOl and Western Center will develop schedules unique to program needs.**



Outlying & AHS 50% Hybrid Model

Each Class Period Must Include a Portion of Synchronous Instruction for Virtual Students (M, T, TH, and F)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
5 minute transitions					
Period 0 48 minutes	Cohort A (100% Virtual)	Cohort A (100% Virtual)	Virtual (Daily Live Interaction)	Cohort B (100% Virtual)	Cohort B (100% Virtual)
40 minutes	Planning Time/Communication	Planning Time/Communication	Collaboration (80 minutes)	Planning Time/Communication	Planning Time/Communication
40 minutes (Grab & Go Breakfast for 25% in person 30 minutes before school)	Small Group Virtual Intervention (75%)	Small Group Virtual Intervention (75%)		Small Group Virtual Intervention (75%)	Small Group Virtual Intervention (75%)
<b>Supervision 4 Minutes Before</b> Period 1 (or prep) 48 minutes	Cohort A (50% in seat) (50% Virtual )	Cohort A (50% in seat) (50% Virtual )	Virtual ( Daily Live Interaction)	Cohort B (50% in seat) (50% Virtual)	Cohort B (50% in seat) (50% Virtual)
Period 2 (or prep) 48 minutes	Cohort A (50% in seat) (50% Virtual )	Cohort A (50% in seat) (50% Virtual )	Virtual ( Daily Live Interaction)	Cohort B (50% in seat) (50% Virtual)	Cohort B (50% in seat) (50% Virtual)
Period 3 (or prep) 48 minutes	Cohort A (50% in seat) (50% Virtual )	Cohort A (50% in seat) (50% Virtual )	Virtual ( Daily Live Interaction)	Cohort B (50% in seat) (50% Virtual)	Cohort B (50% in seat) (50% Virtual)
Period 4 (or prep) 48 minutes	Cohort A (50% in seat) (50% Virtual )	Cohort A (50% in seat) (50% Virtual )	Virtual (Daily Live Interaction)	Cohort B (50% in seat) (50% Virtual)	Cohort B (50% in seat) (50% Virtual)
Lunch			(Grab & Go Outside)		
Period 5 (or prep) 48 minutes	Cohort A (50% in seat) (50% Virtual )	Cohort A (50% in seat) (50% Virtual )	Virtual (Daily Live Interaction)	Cohort B (50% in seat) (50% Virtual)	Cohort B (50% in seat) (50% Virtual)
Period 6 (or prep) 48 minutes	Cohort A (50% in seat) (50% Virtual )	Cohort A (50% in seat) (50% Virtual )	Virtual (Daily Live Interaction)	Cohort B (50% in seat) (50% Virtual)	Cohort B (50% in seat) (50% Virtual)
<b>Supervision 4 Minutes After</b>					
Period 7 48 minutes <b>Supervision 4 Minutes After</b>	Cohort A (50% in seat) (50% Virtual )	Cohort A (50% in seat) (50% Virtual )	Virtual (Daily Live Interaction)	Cohort B (50% in seat) (50% Virtual)	Cohort B (50% in seat) (50% Virtual)

Note: AOI and Western Center will develop schedules unique to program needs.



**Appendix A.1.1 - Secondary 25% Hybrid Model (50% would combine Cohorts A&B as one cohort and Cohorts C&D as a cohort)**

**Each Class Period Must Include a Portion of Synchronous Instruction for Virtual Students (M, T, TH, and F)**

	MONDAY	TUESDAY	WEDNESDAY *	THURSDAY	FRIDAY
5 minute transitions					
Period 0 48 minutes	Cohort A (100% Virtual)	Cohort B (100% Virtual--Synchronous)	Virtual (Daily Live Interaction)	Cohort C (100% Virtual--Synchronous)	Cohort D (100% Virtual--Synchronous)
40 minutes	Planning Time/Communication	Planning Time/Communication	Collaboration (80 minutes)	Planning Time/Communication	Planning Time/Communication
40 minutes <small>(Grab &amp; Go Breakfast for 25% in person 30 minutes before school)</small>	Small Group Virtual Intervention (75%)	Small Group Virtual Intervention (75%)		Small Group Virtual Intervention (75%)	Small Group Virtual Intervention (75%)
<b>Supervision 4 Minutes Before</b> Period 1 (or prep) 48 minutes	Cohort A (25% in seat) (75% Virtual)	Cohort B (25% in seat) (75% Virtual)	Virtual (Daily Live Interaction)	Cohort C (25% in seat) (75% Virtual)	Cohort D (25% in seat) (75% Virtual)
Period 2 (or prep) 48 minutes	Cohort A (25% in seat) (75% Virtual)	Cohort B (25% in seat) (75% Virtual)	Virtual (Daily Live Interaction)	Cohort C (25% in seat) (75% Virtual)	Cohort D (25% in seat) (75% Virtual)
Period 3 (or prep) 48 minutes	Cohort A (25% in seat) (75% Virtual)	Cohort B (25% in seat) (75% Virtual)	Virtual (Daily Live Interaction)	Cohort C (25% in seat) (75% Virtual)	Cohort D (25% in seat) (75% Virtual)
<b>Lunch A</b>			<b>(Grab &amp; Go Outside)</b>		
Period 4 B (or prep) 48 minutes	Cohort A (25% in seat) (75% Virtual)	Cohort B (25% in seat) (75% Virtual)	Virtual (Daily Live Interaction)	Cohort C (25% in seat) (75% Virtual)	Cohort D (25% in seat) (75% Virtual)
<b>Lunch B</b>			<b>(Grab &amp; Go Outside)</b>		
Period 4 A (or prep) 48 minutes	Cohort A (25% in seat) (75% Virtual)	Cohort B (25% in seat) (75% Virtual)	Virtual (Daily Live Interaction)	Cohort C (25% in seat) (75% Virtual)	Cohort D (25% in seat) (75% Virtual)
Period 5 (or prep) 48 minutes	Cohort A (25% in seat) (75% Virtual)	Cohort B (25% in seat) (75% Virtual)	Virtual (Daily Live Interaction)	Cohort C (25% in seat) (75% Virtual)	Cohort D (25% in seat) (75% Virtual)
Period 6 (or prep) 48 minutes <b>Supervision 4 Minutes After</b>	Cohort A (25% in seat) (75% Virtual)	Cohort B (25% in seat) (75% Virtual)	Virtual (Daily Live Interaction)	Cohort C (25% in seat) (75% Virtual)	Cohort D (25% in seat) (75% Virtual)
<b>Supervision 4 Minutes After</b> Period 7 48 minutes	Cohort A (25% in seat) (75% Virtual)	Cohort B (25% in seat) (75% Virtual)	Virtual (Daily Live Interaction)	Cohort C (25% in seat) (75% Virtual)	Cohort D (25% in seat) (75% Virtual)

AOI and Western Center will develop schedules unique to program needs.



## Appendix A.2

### ELEMENTARY HYBRID LEARNING SCHEDULE

#### Grades 1-5 Hybrid Schedule

Actual Start Times are Unique to Each School

Cohort A: In-person instruction on M & T and online W, Th, and F

Cohort B: In-person instruction on Th & F and online on M, T and W

	TIME	Core Instruction	Supplemental Instruction (PE/Music/SAI/LLI/Counselor)
<b>Contract Time</b> (401 mins)  <b>Bell Schedule</b>  <b>M, T, Th, F</b> <b>7:33 - 12:33</b> 300 mins (270 inst. minutes) 30 min lunch  <b>Cohort Schedule</b> <b>(In-Person)</b>  <b>A: Mon, Tues</b>  <b>B: Thurs, Fri</b>  <b>Minimum Instr. Minutes</b> TK/K: 180 1-3: 230 4-5: 240	7:03-7:13 (10 minutes)	Teacher Planning Time	
	7:13- 7:33 (20 minutes)	Open classroom for students	PE/Music: Support arrival procedures  SAI: Same as Gen. Ed. Teachers
	7:33 - 8:03 (30 inst. mins)	30 Minute Morning Meeting/Attendance/ Whole class check-in (in-person and at-home cohorts combined)	LLI: Support arrival procedures  Counselor: Support arrival procedures
	8:03 - 8:18 (15 inst. minutes)	Breakfast in class, cleanup	
	8:18 - 12:33 (255 minutes- 225 inst. Minutes, 30 min lunch)	In-Person Core Instruction OR Asynchronous Instruction (depending on Cohort schedule)  <i>Instruction must include 20 mins. minimum synchronous/asynchronous designated ELD</i>	PE/Music: Teaching Synchronous/asynchronous for at-home cohort  SAI: Teaching face to face and/or synchronous/asynchronous for the at-home cohort  LLI: Teaching Synchronously for at-home cohort and conduct assessments face to face 1:1  Counselor: Teaching face to face 1:1 and/or synchronous/asynchronous support for at-home cohort  Sites will develop a recess schedule adhering to health guidelines and SB98 mandates.
	12:33 - 12:45 (12 minutes)	Dismissal & Supervision	PE/Music: Support with Dismissal, then Prep/planning, communication and paperwork
	12:45 - 1:15 (30 minutes)	Office Hours <i>Teachers available virtually via Google Meet for meeting with parents/students to provide intervention and support.</i>	SAI: Same as Gen. Ed. Teachers  LLI: Support with Dismissal, then Prep/planning, communication and paperwork  Counselor: Support with Dismissal, then Prep/planning, communication and paperwork
	1:15 - 1:55 (40 minutes)	Prep	
	1:55-2:14 (19 minutes)	Planning, communication, and paperwork	

## ELEMENTARY HYBRID LEARNING SCHEDULE

### Grades 1-5 ASYNCHRONOUS Cohort Schedule

Actual Start Times are Unique to Each School

**(WEDNESDAY) Both Cohorts**

<b>Contract Time</b> (401 mins)  7:13 - 2:24 30 min lunch  <b>Bell Schedule</b>  <b>Weds.</b> <b>7:33-11:54</b> 261 mins:  <b>Cohort Schedule</b>  <b>A: Mon, Tues</b>  <b>B: Thurs, Fri</b>  <b>Minimum Instr. Minutes</b> TK/K: 180 1-3: 230 4-5: 240	TIME	Core Instruction	Supplemental Instruction (PE/Music/SAI/LLI/Counselor)
	7:13- 7:33 (20 minutes)	Planning and Communication	
	7:33 - 8:03 (30 minutes)	30 Minute Morning Meeting/ Attendance Synchronous Whole Class (Cohort A & B)	<u>PE/Music</u> : Work on asynchronous instruction <u>SAI</u> : IEP work and/or same as gen. Ed. teachers <u>LLI</u> : Work on asynchronous instruction Counselor - Work on asynchronous instruction
	8:03 - 11:54 (231 minutes)	Synchronous/Asynchronous Instruction  <b>ELA</b> Whole Group and Small Group ELA (sync & async) <b>Math</b> Whole Group and Small Group Math (sync & async)  <i>EL students need to be supported on Imagine Learning on Wednesdays by their regular teacher for 20 mins.</i>	<u>PE/Music</u> : Teaching synchronous/asynchronous  <u>SAI</u> : Teaching synchronous/asynchronous  <u>LLI</u> : Teaching Synchronously  <u>Counselor</u> : Teaching synchronous/asynchronous
	11:54 - 12:24 (30 minute)	Lunch	
	12:24 - 1:44 (80 minutes)	Collaboration	
	1:44 - 2:24 (40 minutes)	Teacher Prep	



## ELEMENTARY HYBRID LEARNING SCHEDULE

### TK/Kinder Cohort Schedule

Actual Start Times are Unique to Each School

(M, T, Th F)

Cohort A: In person instruction on M & T and online W, Th, F

Cohort B: Online on M, T & W, and in person on Th & F

<b>Contract Time</b> (401 mins)  7:03 - 2:14 30 min lunch  <b>Bell Schedule</b> <b>M,T,Th,F</b> <b>7:33 - 12:18</b> 285 mins (255 inst. min 30 min lunch)  <b>Cohort Schedule</b>  <b>A:</b> Mon, Tues  <b>B:</b> Thurs, Fri  <b>Minimum Instr. Minutes</b> TK/K: 180 1-3: 230 4-5: 240	TIME	Core Instruction
	7:03-7:13 (10 minutes)	Teacher Planning Time
	7:13- 7:33 (20 mins)	Open classroom for students
	7:33 - 8:03 (30 mins)	30 Minute Morning Meeting/Attendance/ Whole class check-in (in-person and at-home cohorts combined)
	8:03- 8:18 (15 mins)	Breakfast in class, cleanup
	8:18 - 12:18 (240 minutes: 210 instruct. mins 30 min lunch)	In-Person Instruction OR Asynchronous Instruction (depending on Cohort schedule)  <i>Instruction must include 20 mins minimum synchronous/asynchronous designated ELD</i>
	12:18-12:30 (12 mins)	Dismissal & Supervision
	12:30-1:00 (30 mins)	Office Hours <i>Teachers available virtually via Google Meet for meeting with parents/students to provide intervention and support.</i>
	1:00-1:55 (55 mins)	Kinder Prep
	1:55 - 2:14 (19 mins)	Planning, communication, and paperwork

## ELEMENTARY HYBRID LEARNING SCHEDULE

### TK/Kinder Cohort Schedule

Actual Start Times are Unique to Each School

**(WEDNESDAY) Both Cohorts**

	TIME	Core Instruction
<b>Contract Time</b> (401 mins)  7:13 - 2:24 30 min lunch  <b>Bell Schedule</b>  <b>Wed.</b> <b>7:33-11:04</b> 211 mins  <b>Cohort Schedule</b>  A: Mon, Tues  B: Thurs, Fri  <b>Minimum Instr. Minutes</b> TK/K: 180 1-3: 230 4-5: 240	7:13- 7:33 (20 minutes)	Planning and Communication
	7:33 - 8:03 (30 minutes)	30 Minute Morning Meeting/Attendance/ Whole class check-in (Cohort A & B)
	8:03 - 11:04 (181 minutes)	Synchronous/Asynchronous Instruction  <b>ELA</b> Whole Group and Small Group ELA (sync & async) <b>Math</b> Whole Group and Small Group Math (sync & async)  <i>EL students need to be supported on Imagine Learning on Wednesdays by their regular teacher for 20 mins.</i>
	11:04 - 11:54 (50 minutes)	Kinder Prep
	11:54 - 12:24 ( 30 minute)	Lunch
	12:24 - 1:44 (80 minutes)	Collaboration
	1:44 - 2:24 (40 minutes)	5 min Kinder Prep cont'd.. 35 minutes Planning and Communication