

MEMORANDUM OF UNDERSTANDING BETWEEN THE HEMET TEACHERS ASSOCIATION
AND
HEMET UNIFIED SCHOOL DISTRICT
Novel Coronavirus (COVID-19)

For the period of July 1, 2020 through June 30, 2021

The Hemet Unified School District ("District") and Hemet Teachers Association ("Association") enter this Memorandum of Understanding ("MOU") regarding the school closure, and school reopening, related to Novel Coronavirus (COVID-19).

The Parties recognize there is a need to address the learning environment and instructional model of schools during the Novel Coronavirus pandemic. It is determined that due to the fiscal restraints and safety guidelines, a move to provide all students optional learning programs is necessary at this time. It is the mutual interest of both parties to address the recommendations of California Department of Education (CDE), Riverside County Office of Education (RCOE), Center for Disease Control (CDC), California Department of Public Health (CDPH), Riverside County Department of Public Health (RCDPH) public health officials in order to prevent the spread of illness arising from COVID-19.

In response to the changing landscape presented by the Novel Coronavirus (COVID-19) pandemic and to Senate Bill 98 (SB-98), the District and the Association agree that the impacts on schools must be addressed. The District and the Association recognize that schools are critical to daily life and that collaboration between local public health, education officials and educators is the best means of determining and balancing competing concerns surrounding school closure decisions.

The District and the Association agree to the following:

1. Timeline: New Teacher Orientation shall take place virtually on August 10, 2020. All Certificated staff shall report on their regularly scheduled first day. The first day of school shall be August 17, 2020. Teachers shall work 186 days inclusive of 180 days of instruction (on-line and/or in-person).
2. Status of Unit Members: The District and the Association agree that there shall be no change to employee base compensation outlined in the current Collective Bargaining Agreement (CBA) and salary schedules without negotiation unless a particular leave is paid at less than the employee's full salary (e.g., differential leave). If approved extra-curricular/extra-duty/sixth-period assignments are performed, either in-person or virtually bargaining unit members shall receive the agreed upon stipend/payment. In the event extra-curricular/ extra-duty/sixth-period assignments cannot be performed in their entirety or are removed, prorated pay shall be provided.
3. Professional Development and Support
 - 3.1. The District shall provide professional development with a focus on the use of technology to support teachers in synchronous and asynchronous instruction and on the best practices of online teaching.
 - 3.2. Training shall occur prior to the first day of school during the designated professional development days:
 - 3.2.1. August 11th shall be teacher-led virtual professional development ("TechFest") focusing on the tools teachers need to teach online.
 - 3.2.2. August 12th shall be designated a teacher preparation day.

- 3.2.3. August 13th shall be a site-based Professional Development day. Two (2) hours shall be dedicated to required Keenan online training.
- 3.2.4. August 14th shall be a site staff meeting day. Two (2) hours shall be dedicated to required Keenan online training.
- 3.2.5. Additional opportunities for training, planning, and preparation shall occur prior to staff reporting and throughout the school year. These trainings shall be voluntary; however, teachers shall be compensated for time outside of their normal work year/workday at the R&D rate.
- 3.3. The District shall provide programs and software to support the three instructional learning models. The District shall maintain a list of programs and software available on the PowerSchool website.
- 4. Instructional Learning Models
 - 4.1. Definitions:
 - 4.1.1. Asynchronous Instruction: Teachers provide materials, lectures, tests, and assignments that can be accessed independent of the teacher.
 - 4.1.2. Synchronous Instruction: Takes place in real time with individual learners or groups of learners, interacting with the teacher and course content. Classes require the teacher and student to be present at the same time, students must be present to participate. This can be done in person or online.
 - 4.2. Three learning models have been established through joint contingency teams for the 2020-2021 school year. At the discretion of district leadership, with input from the Association, these models may be offered or phased in to students during the 2020-2021 school year. The three models include Traditional (In-Person), Hybrid, and Online (Distance Learning). Per SB-98 (See Appendix A), at minimum, all models shall adhere to the following daily instructional minutes:
 - Grade TK/K 180 minutes
 - Grades 1-3 230 minutes
 - Grades 4-8 240 minutes
 - Grades 9-12 240 minutes
 - Continuation HS 180 minutes
 - 4.3. Hours of employment as outlined in Article 7 in the CBA and any current Collaboration MOU(s) shall continue to apply.
 - 4.4. Traditional school-day start and end times shall be observed.
 - 4.5. At the secondary level, the traditional 6-period day shall be observed.
- 5. Instructional Learning Models Defined (Appendix B outlines the different models). These models may be implemented in full or in part separately or in conjunction with one another depending on student need and state/health mandates.
 - 5.1. Online Learning Model: Guidance for teachers shall be in alignment with SB-98. Specific guidelines include:

- 5.1.1. The first week of school shall be structured to allow teachers and students to meet synchronously to onboard students, set up routines and procedures, take live attendance, etc.
- 5.1.2. Unit Members shall provide grade level standards-aligned content and instruction substantially equivalent to the quality and rigor of classroom-based instruction.
- 5.1.3. Unit Members shall confirm that all students have access to the internet at home in order to participate in Online Learning. Alternative options shall be provided by the teacher for students who do not have internet access.
- 5.1.4. The Unit Member shall determine the daily lesson plans, classroom assessments, and instructional methodologies that shall be utilized.
- 5.1.5. Daily live interaction shall occur and may take the form of internet or telephonic communication, or by other means permissible under public health orders. This interaction is for purposes of instruction, progress monitoring, and maintaining school connectedness.
- 5.1.6. Some portion of designated synchronous time must include live whole-class interaction as outlined in the student schedules (Appendix B).
- 5.1.7. Unit Members shall provide academic supports for English learners, students with disabilities, foster youth, homeless students and students who have fallen behind in their academic progress.
- 5.1.8. Unit Members shall continue special education and 504 services.
- 5.1.9. Unit Members shall maintain regular communication with parents regarding student progress, attendance, and behavior.
- 5.2. Hybrid Learning Model: Guidance for teachers shall be in alignment with SB-98.
 - 5.2.1. The district shall provide two hybrid learning models as outlined below and in Appendix B.
 - 5.2.1.1. Four cohorts: Students shall attend 1 day in-person and shall have 4 days a week online.
 - 5.2.1.2. Two cohorts: Students shall attend 2 consecutive days a week in person and shall have 3 days a week online.
 - 5.2.2. Students shall participate in online learning on Wednesdays.
 - 5.2.3. All teachers shall have a scheduled prep period in accordance with the CBA.
 - 5.2.4. On Campus safety enhancements shall be in place in accordance with mandatory protocols referenced in the "Safety" section of this document.
- 5.3. Traditional Model: Unit Members shall report to their school site/work location five (5) days a week with safety enhancements in accordance with current mandatory protocols as referenced in the "Safety" section of this document.
- 5.4. Full-Time Online Teacher Selection for the Online Learning Model:
 - 5.4.1. If there is a need to implement the Online Learning Model in conjunction with another model listed in Section 5, the selection of teachers for full time Online learning shall follow the process as outlined:

- 5.4.1.1. The District shall determine the number of online learning positions available after determining the “in seat” needs at each site.
- 5.4.1.2. If District online needs can be fulfilled by utilizing staff at the Academy of Innovation, no further action is needed.
- 5.4.1.3. Priority for online learning shall first be given to employees at a site with a medically verified condition that renders them uniquely susceptible to the Novel CoronaVirus outlined by the CDC.
- 5.5. If enrollment at any site creates the need to transfer Unit Members, the current CBA Article 10 shall be followed.
- 5.6. At the beginning of the 2021-2022 school year, Unit Members shall return to their position prior to the conclusion of the 2019 - 2020 school year (per Article 10 of the CBA).
- 5.7. All open positions, including those at The Academy of Innovation, for the 2021-2022 school year, shall be posted and filled per Article 10 of the CBA.
- 5.8. Any time the District goes to a full Distance Learning Model, Bargaining Unit Members are encouraged to fulfill their professional duties from their respective worksites. However, Unit Members may fulfill their professional duties from their home provided the following conditions are met:
 - 5.8.1. Unit Members shall maintain appropriate internet access to support all the necessary functions of Distance Learning (Online) and/or report to the site in the event of an outage after notifying their respective administrator. Suggested internet speed is 75 mbps.
 - 5.8.2. Unit Members shall maintain professional dress.
 - 5.8.3. Unit Members shall create and maintain a professional learning environment conducive to a teacher/student relationship.
 - 5.8.4. Unit Members shall provide Administration access to their virtual learning platform.
 - 5.8.5. Unit Members shall communicate and return phone calls to/with families, and colleagues, during the designated communication time or within 24 hours.
 - 5.8.6. If applicable, Unit Members shall maintain professional, consistent contact with support staff.
 - 5.8.7. Unit Members shall remain within the county of residence or county of employment during the workday with the ability to report to the site within two (2) hours.
 - 5.8.8. In the event any one of the above is not maintained, Administration may direct the employee to fulfill their professional duties from their school site.

6. Attendance

- 6.1. Per SB-98, Unit Members shall maintain requirements for daily attendance and participation.-Unit members shall only be responsible for taking attendance of students assigned to their roster except as outlined in section 10.12.
 - 6.1.1. Unit Members shall establish procedures to re-engage students who are absent from instruction.
 - 6.1.2. If the established procedure to re-engage a student is unsuccessful, the Unit Member shall report non-participation, for students who are absent from instruction for more

than three days in a week, to designated staff for additional outreach and follow-up, as communicated by the site re-engagement plan.

- 6.1.2.1. Site administration shall communicate to Unit Members the initial site re-engagement plan prior to August 17th for students absent from distance learning for more than three school days or 60 percent of the instructional days in a week.

7. Assessment and Grading

7.1. Unit Members shall ensure that a weekly engagement record is completed for each pupil documenting synchronous and asynchronous instruction for each whole or partial day of Distance Learning, verifying daily participation, and tracking assignments.

7.1.1. Unit Members shall determine the time value of student work.

7.1.2. Unit Members shall follow procedures that allow district staff to certify and audit requirements for student engagement, participation monitoring, and attendance.

7.2. Unit Members shall facilitate and administer all district and state testing/assessments to identify and address learning loss while adhering to all Federal, ROCE, CDC, CDPH, and RCDPH safety mandates.

7.3. Secondary Unit Members shall assess, evaluate, and provide feedback on student work and maintain information on student progress using the District Student Information System (AERIES) gradebook. Elementary unit members may also use the AERIES gradebook.

7.4. All assessments that require one-on-one, in-person testing (ie. Special Education, CTE, ELPAC) shall follow Federal, State and/or County mandates.

7.5. Virtual, telephonic, and records reviews shall be used to the extent possible. Assessments that are conducted at the school site shall be by appointment. Additional PPE equipment, such as clear plastic dividers, shall be provided when conducting in person assessments.

7.6. Unit members shall use regular grading marks and follow grading timelines.

8. Special Education (All “in person” interactions are pending State/Local approval)

8.1. The parties agree that the JSEC meetings previously outlined in the current Special Education MOU shall continue to meet on-line to further discuss supports and needs to ensure Special Education compliance.

8.2. Unit Members shall complete/conduct and/or participate in IEP meetings in-person or via virtual platform depending on State and/or County mandates. In-person IEP meetings shall comply with Federal, CDC, RCOE and/or RCDPH mandates. Any time the district goes to a full distance learning model, all IEP meetings shall be held telephonically and/or virtually.

8.3. A Special Education Unit Member may request a substitute in order to complete IEPs, subject to approval by site administration and/or the Special Education Director or designee.

8.4. Special Education Unit Members shall work collaboratively with core-content Unit Members in-person and/or via an online platform to adapt lessons to meet the needs of students in a classroom and/or digital learning environment and ensure that lessons and

activities are appropriate and consistent with District adopted core curriculum, as documented in the student's IEP.

- 8.4.1. Service providers (SAI Instructor, Nurse, Psychologist, Speech, Adapted PE, etc.) shall consult with parents and/or students, and prepare appropriate in-person and/or distance learning activities for individual and/or group lessons/appointments/sessions (to include teletherapy and tele-interventions), as documented in the student's IEP.
- 8.4.2. Special Education service providers shall create their own Google Classroom and/or be assigned as a co-teacher to support/collaborate with the general education teacher and related service providers.
 - 8.4.2.1. Special Education service providers shall provide modifications, accommodations, and/or specialized instruction as documented in the student's IEP.
 - 8.4.2.2. Federal, state, and district assessments shall be administered.
 - 8.4.2.2.1. Other forms of assessment may include informal observations, progress on goals, records review, norm referenced standardized assessments.
- 8.4.3. Special Education Unit Members shall schedule a direct assessment with the student at a district location and shall comply with safety mandates as established by Federal, RCOE, CDC, and/or RCDPH. Any assessments that can be validly administered via an online platform may be conducted remotely.
- 8.5. No Special Education Unit Member shall be required to do home visits while the District is on a full distance learning model.

9. Safety: At all District facilities, all safety mandates issued by the state of California, California Department of Public Health, Riverside County Office of Education (RCOE), Centers for Disease Control (CDC) and the Riverside County Department of Public Health (RCDPH) shall be followed.

- 9.1. All staff, students, and visitors/volunteers/vendors shall be required to wear a face covering at all times while on any campus/site and/or district property until RCOE, CDC, CDPH, and/or RCDPH provide(s) additional guidance regarding the use of face coverings.
 - 9.1.1. Exceptions include staff and students who are excluded as listed in the RCOE, CDC CDPH, CDE, and/or RCDPH guidelines.
- 9.2. Personal Protective Equipment (PPE) shall be provided by the District in adherence to state and local mandates as required.
- 9.3. Gloves, face shields and other PPE shall be provided as required for all Special Education Unit members who have direct contact with students who require feeding, changing and/or help with personal hygiene needs, and direct assistance for academic support.
- 9.4. Each site shall be provided clear plastic dividers as available for direct service providers (SLPs, Psychologists, and SPED Teachers) when in-person services or assessments are required. If clear plastic is not available, then another suitable material may be substituted.
- 9.5. Sites shall be provided with disposable table paper and disinfectant spray for the Health Office and SPED changing table(s).

- 9.6. Sites shall be provided disposable gowns for SPED Unit Members when diapering, toileting, and/or for hygiene purposes.
- 9.7. Unit Members shall clean/disinfect high touch areas during the workday when possible.
- 9.7.1. Every classroom shall be supplied with approved and appropriate cleaning products, as available.
- 9.8. The district shall provide and maintain hand washing and/or hand sanitizing stations at each site.
- 9.9. All students and staff are to regularly wash hands thoroughly, as appropriate, when on site/campus.
- 9.10. All students and staff must strive to maintain 6-feet of distance from others at all times where possible.
- 9.10.1. Classroom configurations shall be made to maximize distance between all occupants.
- 9.11. 6-foot distancing markers shall be placed in areas such as main offices, cafeteria lines, and campus libraries to the extent practicable .
- 9.12. The District shall ensure ventilation systems and fans operate properly and increase air circulation to maximize central air filtration for heating ventilation and air conditioning.
- 9.13. The District shall change the air filters for HVAC systems two (2) times during the school year.
- 9.14. Any staff who test positive, have an exposure to a confirmed positive, or is symptomatic for COVID-19 are required to immediately notify their administrator and follow up with appropriate medical documentation if they test positive.
- 9.14.1. The District shall follow State, RCOE, CDC and/or RUHS-PH protocols for incidents of positive, exposure to a confirmed positive, or is symptomatic for COVID-19.
- 9.14.2. The District shall inform the Union as soon as practicable, ensuring privacy rights under HIPAA, FERPA, and Confidentiality of Medical Information Act (CMIA), should it learn of a confirmed COVID-19 infection or direct exposure of District Employees or students, or community members utilizing District facilities.
- 9.15. All classroom procedures shall adhere to RCOE, CDC, CDPH and/or RCDPH safety mandates.
- 9.16. No visitors shall be allowed on campus beyond the front office, unless they have approval by site administration or designee.
- 9.17. Multi-use and shared spaces such as, but not limited to: the school media center, locker rooms, gymnasiums, library, cafeteria, MPR, playground, makerspaces, labs, etc. shall adhere to RCOE, CDC, CDPH, and/or RCDPH safety mandates.
- 9.18. All Unit Members are required to conduct daily home self-checks prior to coming to work and shall not report for duty if they present symptoms (not related to common medical conditions or allergies) and/or a temperature of 100.4 degrees or higher. Unit Members shall contact their supervisor immediately if they present with symptoms.
- 9.18.1. Upon reporting to the school site for the first time, each Unit Member shall complete and submit a Employees Health Responsibilities and Awareness form (Appendix C).

9.19. All staff meetings/trainings shall follow all RCOE, CDC, CDPH and/or RCDPH safety mandates.

9.19.1. All staff meetings and trainings may be held in person, virtually, or a combination thereof. If the district is all online, all staff meetings shall be held virtually.

9.19.2. If the District is all online, Teacher/Parent meetings, conferences, and events outlined in the CBA shall be held virtually.

9.19.3. Student/family gatherings such as assemblies, pep rallies, field trips, dances, fall festivals, evening parent events etc. shall not take place in person (but shall take place virtually) unless mandates from the State and/or County change.

9.20. On or before the first day students return to campus, all teachers shall deliver pre-created lessons (e.g. Keenan videos, CDC videos) to students regarding proper hygiene procedures.

9.21. Site Administration shall designate a space at each site for students who show signs of COVID-19 symptoms. These spaces shall adhere to state, RCOE, CDC and/or RUHS-PH safety mandates. District nurses may be called upon to provide assistance and input into protocols.

9.22. Collaboration and Planning for a Safe Return to Campus: The District and the Association recognize that a safe, effective reopening of schools will require collaboration between the District and the Association. To that end, the parties agree to meet in a collaborative manner to discuss the safe reopening of the school and transition between instructional models.

10. Expectations for Unit Members

10.1. All Unit Members shall physically report to their worksite in accordance with Article 7 of the CBA or work from home in accordance with Section 5.8 of this MOU unless otherwise documented through Human Resources.

10.2. Teachers shall provide ten (10) days of emergency lesson plans by August 31st.

10.3. Teachers shall develop and post a syllabus/written communication with information on accessing virtual curriculum, teacher contact information and grading policy, that shall be shared prior to Back to School night.

10.4. Teachers shall provide standards-based and/or content appropriate instruction, utilizing district/SBE adopted digital components and materials (such as textbooks).

10.5. Unit Members shall create a Google classroom as the district-wide learning management system (LMS). The Academy of Innovation may use PowerSchool, OTUS, and/or Google Classroom as their Learning Management System (LMS).

10.6. Unit Members shall provide monitoring access for their Google Classroom/digital learning platform to their site level administration.

10.7. Unit Members shall provide interaction with students for the purposes of instruction, progress monitoring, and maintaining school connectedness.

10.8. Teachers shall monitor work completion and participation on a daily basis to provide feedback to students and families in accordance with SB-98. Certificated Unit

Members that do not have students rostered to them, shall act in a supportive role, including serving as a substitute teacher when one is not available.

10.9. Counselors shall address the three domains of Academic, Career, and Social/Emotional development. Counselors shall provide in-person and/or virtual appointments to students for academic counseling, re-engagement, monitoring, and guidance from any one of the domains. These counseling sessions shall be conducted in-person, via email, or when appropriate via tools such as Google Meet and/or other virtual tools, maintaining American School Counselor Association (ASCA), CDPH, RCOE, CDC and/or RCDPH safety guidelines.

10.9.1. Counseling sessions shall be provided in alignment with IEPs, 504s, or related court orders. If there is a counseling component in an IEP or 504 plan, such services will be provided.

10.10. TK-8 Unit Members shall support student health by supervising and directing breakfast in the classroom. Minutes associated with breakfast in the classroom shall be a part of the instructional day.

10.11. In addition to their regular duties, nurses shall participate in student re-engagement activities, implement protocols as established by CDPH, RCOE, CDC, and/or RCDPH, and assist with contact tracing and recording/reporting procedures related to COVID-19.

10.12. Certificated Unit Members that do not have students rostered to them shall fulfill the essential duties of their position, as much as possible, given the instructional model in place. In addition, they shall work with their site administration to determine how best to meet the needs of their school, including serving as a substitute teacher when one is not available and assisting with student re-engagement.

11. Leaves

11.1. A Unit Member may utilize the Families First Coronavirus Relief Act (FFCRA expires December 31, 2020) (Appendix D). If this leave is amended or modified, the new provisions will automatically be adopted into this MOU.

11.2. A unit member may use any leaves provided in Article 12 of the CBA to which he/she is entitled.

11.3. Industrial Accident Leave/Workers' Compensation: All provisions of Article 12 of the CBA pertaining to Industrial Accident Leave and/or Worker's Compensation remain in effect.

12. Class Size/Caseload

12.1. All Classes/caseload shall remain consistent with current class-size/caseload caps, as bargained in the CBA Article 14.

12.2. Each site shall have a plan established prior to the start of school to address classes that do not get a substitute to maintain social distancing under the hybrid model to the greatest extent possible.

13. Evaluations

13.1. Current timelines and procedures in the CBA will be followed per Article 15, except that formal observations will not begin prior to October 1, 2020 to provide Bargaining Unit members the opportunity to adjust.

13.2. Probationary Unit Members shall be evaluated on the virtual platform should the entire District follow Online Learning through December 2020. Site administration shall conduct frequent observations with concrete feedback and engage in dialogue. The District shall ensure support is available to Probationary Unit Members.

13.3. Any Bargaining Unit Member who has permanent status and who has been employed for at least ten (10) years with HUSD and whose previous evaluation rated the employee as meeting standards shall not be evaluated during the 2020-2021 school year.

13.4. The District recognizes the challenge of transitioning between Online, Hybrid, and Traditional learning models, and shall provide additional support to Unit Members as needed.

14. Alternative Sites, Charter and Dual Enrollment

14.1. Alternative sites and the Western Center Academy will have flexibility in their day to day scheduling and instructional platform but must at all times adhere to Article 7, Hours of Employment.

14.1.1. Alessandro High School will be required to follow the instructional model being implemented by the District at any given time. In accordance with SB 98, it will provide instruction to students five (5) days a week for 180 days.

14.1.1.1. Both parties agree to meet prior to April 1, 2021 to negotiate the Alessandro High School MOU for the 2021-2022 school year.

14.1.2. Dual Enrollment teachers will operate under the guidance and direction of MSJC.

15. Agreement to Meet and Negotiate

15.1. The parties understand the Coronavirus (COVID-19) pandemic situation is very fluid and mutually agree to review the provisions of the MOU, as necessary.

15.2. At any time during this agreement, the parties agree to examine the implementation of this agreement and to meet again in the event that one, or both parties, believe it is necessary.

15.3. The parties agree to meet within ten (10) calendar days, unless otherwise mutually agreed upon, to negotiate any mandates from the California Department of Education, the Federal Department of Education, and/or any Federal, State, or local elected official directives that impact matters within the scope of representation.

16. Terms of Agreement:

16.1. This agreement shall expire June 30, 2021. The provisions of this agreement shall not be modified and/or changed unless both parties mutually agree. This Memorandum of Understanding shall not be precedent setting nor form any basis for a past practice.

16.2. All components of the current CBA between the Association and the District not addressed by the terms of this agreement shall remain in full effect.

16.3. This agreement is subject to ratification by the Association and the HUSD Board of Education.

APPENDIX A - Links to resources

Senate Bill 98

https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200SB98

Riverside County Office of Education

<https://www.rcoe.us/reopening-guide/>

Centers for Disease Control

<https://www.cdc.gov/coronavirus/2019-ncov/community/reopening-guidance.html>

Riverside University Health System- Public Health

<https://www.rivcoph.org/coronavirus>

APPENDIX B -Sample Schedules of Models

Start and End Times are dependent on individual school site bell schedules

Sample Elementary Model (Online):

ONLINE SCHEDULE

Time	Core Synchronous Instruction	Possible Synchronous PE/Music/SAI/LLI/Counseling/ELD /Instructional Aides	
7:18-7:38 (20 minutes)	Planning/Communication		
7:38 - 8:08 (30 minutes)	Whole Group Instruction/ Synchronous		
8:08 - 11:59 (231 mins)	Whole Group/Small group Synchronous Teacher meets with small groups for direct instruction Asynchronous Those students not involved in direct instruction are working asynchronous	Students meet with PE, or Music, or.... During this hour. To allow for more small group	
11:59-12:29 (30 mins)	LUNCH		
M, T, Th, F		Wednesday	
12:29-1:19 (50 mins)	Differentiation Time: Synchronous learning: Communicate with individuals or groups of students to check-in on their work and provide support as needed. This can be done via Google Classroom, Phone, or email. Teacher has the option to use this time to do some whole-group activities. ELD / Enrichment/ Intervention / SEL activities with Counselor	12:29 - 2:29 (120 mins)	Collaboration (80 minutes) Prep (40 minutes)
1:19 - 2:29 (70 mins)	Prep (40 min) Planning/Communication (30 min)		

Sample Elementary Hybrid Schedule (50% of Students on Campus)

	Monday & Tuesday	Wednesday	Thursday & Friday
School Hours <i>(bell schedule)</i> 7:38 - 2:19	Cohort A In-Person Instruction Cohort B Online asynchronously	30 Minute Synchronous Whole class check-in The remainder of day all students work asynchronously & support staff can meet & support students <u>Virtual by invitation</u> Intervention Enrichment Daily Interaction Related Services Staff Meeting / Collaboration (80 min) Prep (50 min)	Cohort B In-Person Instruction Cohort A Online asynchronously
	Lunch 30 mins		Lunch 30 mins
	Cohort A In-Person Instruction Cohort B Online asynchronously		Cohort B In-Person Instruction Cohort A Online asynchronously
	2:19-2:39 Planning/Communication/ Check-In with Cohort B		Planning/Communication/ Check-In with Cohort A
Elementary Student Schedule 50% of students on campus (Cohort A or Cohort B) Student group not on campus is engaged in Online Learning Asynchronously Elementary Prep will follow CBA Breakfast will be served in class			

Sample Elementary Hybrid Schedule (25% of Students on Campus)

	Monday	Tuesday	Wednesday	Thursday	Friday
School Hours <i>(bell schedule)</i> 7:38 - 2:19	Cohort A In-Person Instruction	Cohort B In-Person Instruction	30 Minute Synchronous All student check-in	Cohort C In-Person Instruction	Cohort D In-Person Instruction
	Cohorts B, C, D Online asynchronously	Cohorts A, C, D Online asynchronously	The remainder of day all students work asynchronously & support staff can meet & support students	Cohorts A, B, D Online asynchronously	Cohorts A, B, C Online asynchronously
	Lunch	Lunch		Lunch	Lunch
	Cohort A In-Person Instruction	Cohort B In-Person Instruction	Virtual by invitation Intervention Enrichment Daily Interaction Related Services Staff Meeting / Collaboration (80 min)	Cohort C In-Person Instruction	Cohort D In-Person Instruction
	Cohorts B, C, D Online asynchronously	Cohorts A, C, D Online asynchronously	Prep (50 min)	Cohorts A, B, D Online asynchronously	Cohorts A, B, C Online asynchronously
2:19-2:39	Planning/Communication/Check-In with Cohorts not on Campus			Planning/Communication/Check-In with Cohorts not on Campus	
Elementary Student Schedule 25% of students on campus (Cohort A or Cohort B) Student groups not on campus are engaged in Online Learning Asynchronously Elementary Prep will follow CBA Breakfast will be served in class					

Teachers arrive @ 7:18, Bell rings at 7:38

Sample Secondary Model (Online):

100% Distance Learning Sample Daily Teacher Schedule Monday/Thursday		
Time	Minutes	Activity
7:55-8:35	40	Planning Time
8:35-9:15	40	Small group intervention
9:15-10:00	45	Period 1(or prep) Direct Learning/Synchronous
10:00-10:05	5	Transition
10:05-10:50	45	Period 2(or prep) Online Learning/ Asynchronous
10:50-10:55	5	Transition
10:55-11:40	45	Period 3(or prep) Direct Learning/Synchronous
11:40-11:45	5	Transition
11:45-12:30	45	Period 4(or prep) Online Learning/ Asynchronous
12:30-1:00		Lunch (30 minutes duty free lunch)
1:00-1:45	45	Period 5(or prep) Direct Learning/Synchronous
1:45-1:50	5	Transition
1:50-2:35	45	Period 6 (or prep) Online Learning/ Asynchronous
2:35-3:06	31	Communication
	401	

100% Distance Learning Sample Daily Teacher Schedule Tuesday/Friday

Time	Minutes	Activity
7:55-8:35	40	Planning Time
8:35-9:15	40	Small group intervention
9:15-10:00	45	Period 1(or prep) Online Learning/ Asynchronous
10:00-10:05	5	Transition
10:05-10:50	45	<i>Period 2(or prep) Direct Learning/Synchronous</i>
10:50-10:55	5	Transition
10:55-11:40	45	Period 3(or prep) Online Learning/ Asynchronous
11:40-11:45	5	Transition
11:45-12:30	45	<i>Period 4(or prep) Direct Learning/Synchronous</i>
12:30-1:00		Lunch (30 minutes duty free lunch)
1:00-1:45	45	Period 5(or prep) Online Learning/ Asynchronous
1:45-1:50	5	Transition
1:50-2:35	45	<i>Period 6 (or prep) Direct Learning/Synchronous</i>
2:35-3:06	31	Communication
	401	

**Sample Secondary Model (Hybrid-25%): For One Teacher
(Traditional Bell Schedule)**

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	Group A In-Person	Group B In-Person	Wednesday Online/Hybrid Schedule A/B Found Later in This Document	Group C In-Person	Group D In-Person
Period 2	Group A In-Person	Group B In-Person		Group C In-Person	Group D In-Person
Period 3	Group A In-Person	Group B In-Person		Group C In-Person	Group D In-Person
Lunch					
Period 4	Group A In-Person	Group B In-Person		Group C In-Person	Group D In-Person
Period 5	Group A In-Person	Group B In-Person		Group C In-Person	Group D In-Person
Period 6	Group A In-Person	Group B In-Person		Group C In-Person	Group D In-Person
Student groups not on campus are learning virtually at home					

**Sample Secondary Model (Hybrid-50%): For One Teacher
(Traditional Bell Schedule)**

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	Group A/B In-Person	Group A/B In-Person	Wednesday Online/Hybrid Schedule A/B Found Later in This Document	Group C/D In-Person	Group C/D In-Person
Period 2	Group A/B In-Person	Group A/B In-Person		Group C/D In-Person	Group C/D In-Person
Period 3	Group A/B In-Person	Group A/B In-Person		Group C/D In-Person	Group C/D In-Person
Lunch					
Period 4	Group A/B In-Person	Group A/B In-Person		Group C/D In-Person	Group C/D In-Person
Period 5	Group A/B In-Person	Group A/B In-Person		Group C/D In-Person	Group C/D In-Person
Period 6	Group A/B In-Person	Group A/B In-Person		Group C/D In-Person	Group C/D In-Person
*50% of students on campus Student groups not on campus are learning virtually at home					

Sample Secondary Model Wednesday Collaboration (Online / Hybrid-25% & 50%): For One Teacher

100% Sample Daily Teacher Schedule Wednesday A		
Time	Minutes	Activity
7:55-9:15	80	Collaboration
9:15-10:00	45	Period 1(or prep) <i>Direct Learning/Synchronous</i>
10:00-10:05	5	Transition
10:05-10:50	45	Period 2(or prep) Online Learning/ Asynchronous
10:50-10:55	5	Transition
10:55-11:40	45	Period 3(or prep) <i>Direct Learning/Synchronous</i>
11:40-11:45	5	Transition
11:45-12:30	45	Period 4(or prep) Online Learning/ Asynchronous
12:30-1:00		Lunch (30 minutes duty free lunch)
1:00-1:45	45	Period 5(or prep) <i>Direct Learning/Synchronous</i>
1:45-1:50	5	Transition
1:50-2:35	45	Period 6 (or prep) Online Learning/ Asynchronous
2:35-3:06	31	Communication
	401	

100% Sample Daily Teacher Schedule Wednesday B		
Time	Minutes	Activity
7:55-9:15	80	Collaboration
9:15-10:00	45	Period 1(or prep) Online Learning/ Asynchronous
10:00-10:05	5	Transition
10:05-10:50	45	<i>Period 2(or prep) Direct Learning/Synchronous</i>
10:50-10:55	5	Transition
10:55-11:40	45	Period 3(or prep) Online Learning/ Asynchronous
11:40-11:45	5	Transition
11:45-12:30	45	<i>Period 4(or prep) Direct Learning/Synchronous</i>
12:30-1:00		Lunch (30 minutes duty free lunch)
1:00-1:45	45	Period 5(or prep) Online Learning/ Asynchronous
1:45-1:50	5	Transition
1:50-2:35	45	<i>Period 6 (or prep) Direct Learning/Synchronous</i>
2:35-3:06	31	Communication
	401	

The Traditional (In-Person) Learning Model will be determined at a later date

Appendix C
Employee's Health Responsibilities and Awareness Form

HEMET UNIFIED SCHOOL DISTRICT
Employee's Health Responsibilities and Awareness Form

Date: _____

Last Name (Print): _____

First Name (Print): _____

Job Title: _____

School/Site Department: _____

All employees are required to conduct self monitoring on a daily basis, by using the questions below, and prior to reporting to work. Acknowledging this assessment document confirms that you understand the importance of staying home when ill and making the appropriate notifications to your supervisor immediately.

Do you have a fever? A fever is defined as a temperature of 100.4 degrees Fahrenheit or higher.

_____ Yes

_____ No

Are you experiencing other unexplained symptoms, such as: chills, cough, shortness of breath, respiratory illness, sore throat, or new loss of taste/smell?

_____ Yes

_____ No

Have you recently been requested to self-quarantine by a physician?

_____ Yes

_____ No

Have you recently been around someone who has tested positive for Covid-19?

_____ Yes

_____ No

Please choose the applicable statement below:

_____ If I have answered NO to all the questions above and I am safe to work today.

_____ If I certify that I have answered YES to one or more questions above, I shall not report for work today and I shall contact my supervisor immediately.

By signing this form, you certify that you understand the self monitoring requirements and protocols.

Signature

Telephone Number

Appendix D

Families First Coronavirus Response Act (FFCRA)

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



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