

**MEMORANDUM OF UNDERSTANDING BETWEEN
REDONDO BEACH UNIFIED SCHOOL DISTRICT
AND
REDONDO BEACH TEACHERS ASSOCIATION
2020-2021
REOPENING SCHOOLS IN A COVID-19 ENVIRONMENT
November 12, 2020**

This Memorandum of Understanding (MOU) between the Redondo Beach Unified School District ("District") and the Redondo Beach Teachers Association ("RBTA") sets forth the parties' agreed upon negotiated effects of District decisions regarding the 2020-2021 academic year in a COVID-19 environment.

This MOU expires on June 30, 2021, but may be extended by mutual written agreement. Upon expiration of this MOU and/or if schools are reopened in a pre-COVID-19 traditional model, all terms and conditions in the collective bargaining agreement ("CBA") shall be returned to the 2020-2021 status, prior to the enactment of this agreement, unless otherwise agreed to by the parties. This is a non-precedent setting agreement.

INTRODUCTION

The Parties have a shared commitment in providing an educational program that supports the continuity of learning while mitigating the spread of COVID-19 by following the guidelines established by both state and county health departments.

Continued education of our students during the 2020-2021 year will require flexibility given the impact of COVID-19 and the possible need to fluctuate between a Hybrid Learning Model of instruction (at-school learning blended with distance learning) and a 100% Distance Learning Model. To support this, a Hybrid instructional delivery model has been developed with input gathered from a Re-opening Think Tank, which includes members from the association, educators, administrators, board members, parents, and community members. The instructional model put into practice at individual sites and district-wide shall be triggered based on direction and guidance from the State of California, Los Angeles County Department of Health, the Los Angeles County Office of Education, and the RBUSD Board of Education.

Adherence to Health Guidelines:

The District shall adhere to the COVID-19 guidelines issued by the Centers for Disease Control and Prevention ("CDC"), California Department of Public Health ("CDPH"), California Department of Education ("CDE"), the California Department of Industrial Relations Division of Occupational Safety and Health ("Cal/OSHA"), the Los Angeles County Department of Public Health (LACDPH), and the Los Angeles County Office of Education (LACOE). The parties agree to meet as soon as possible to negotiate the impact and effects of any revisions or updates to those guidelines.

The Board of Education will determine how the 2020-2021 school year shall be reopened, either a 100% Distance Learning Model or the Hybrid Learning Model, attached as Exhibit A. A 100% Online Learning option for any family who requests will be available prior to the school year beginning. The Board of Education shall determine the learning model based on direction and guidance from the State of California, Los Angeles County Department of Public Health, and the Los Angeles County Office of Education. The decision to shift between learning models shall be under the direction of the Board of Education, and will be triggered by guidance and direction from the State of California, LACDPH, and LACOE. When the Board of Education decides to transition a group of students to the hybrid model, affected bargaining unit members will receive two (2) full asynchronous learning days with no morning check in or any other live/virtual contact with students, in order to prepare their classrooms for the students' return. Attendance will be determined by the submission of assignment(s).

Hybrid Learning Model (Blended)

This model consists of blending in-person and at-home learning. Students are divided into two groups, Cohort A and Cohort B, divided by alphabet to keep siblings together. In the case of combination classes, cohorts may be made to reflect grade levels rather than alphabet. Like the Distance Learning model, in which all schools began the 2020-21 school year, all students are "attending" school Monday-Friday, either in person or at home. Students will have the option to physically attend school in-person 2-3 days per week on their assigned cohort day. This includes students who need to remain home on their designated cohort day. Students will engage in learning, either in-person or remotely (synchronously and/or asynchronously) five days a week. If a student needs to remain home, he or she will have access to the lesson synchronously, or the teacher will provide the student access to material from the lesson or an equivalent version of the lesson. Students may not attend class in person on their non-cohort day. Students may come on campus on their non-cohort day when receiving designated services, special education services, athletics, or pre-scheduled meeting(s).

Students participating in a Special Day Class program and special education co-teach classes will physically attend school in person 5 days per week, with an AM group and a PM group. The five-day workweek (Monday through Friday) for teachers under this Model shall include five (5) days of instruction at the work site.

Elementary (K-5)

The minimum daily instructional minutes, per state guidelines, are as follows:

- 180 instructional minutes in kindergarten
- 230 instructional minutes in grades 1 to 3, inclusive
- 240 instructional minutes in grades 4 and 5, inclusive

For the cohort receiving in-person instruction: Teachers will provide five days of in-person instruction a week. Cohort A will attend school on Tuesdays and Thursdays and Cohort B will attend school on Wednesdays and Fridays. Cohort A and B will alternate attending school every

other Monday. Kinder teachers may be assigned up to 40 minutes per day (which includes transition time) of intervention with a small group of students in grades K-5.

For the cohort participating in at-home learning:

Elementary teachers will conduct a morning meeting, live and via video conferencing, at the start of each day for a minimum of 20 minutes for attendance taking. Additional morning meeting activities may include: monitoring social/emotional health, learning objectives, and goal setting. Additionally, elementary teachers will be required to provide a minimum of four (4) live or pre-recorded standards-aligned lessons developed by a teacher (within the grade level or department) per week for students at home (2x ELA and 2x math). In lieu of pre-recorded lessons, teachers are encouraged to include students participating in at-home learning in their in-person instructional activities simultaneously during the instructional blocks. If a teacher does not include students at home in synchronous learning, they will provide an equivalent asynchronous version of the lesson.

Secondary (6-12)

The minimum daily instructional minutes, per state guidelines, are as follows:

- 240 instructional minutes in grades 6-12, inclusive
- 180 instructional minutes for students enrolled in a continuation high school

For the cohort receiving in-person instruction: All secondary schools will follow a block schedule. Teachers will provide four days of in-person instruction a week, meeting with each period in person once per week. Cohort A will attend school on Tuesdays and Thursdays and Cohort B will attend school on Wednesdays and Fridays. On Monday, teachers will provide live instruction virtually via Webex, Google Meet, and/or Zoom for a minimum of 30 minutes for each periods 0/1 – 6/7.

For the cohort participating in at-home learning:

Students who are unable to attend school on their designated cohort day will participate in at-home learning. Secondary teachers will be required to provide a minimum of two (2) per period of live or pre-recorded lessons per week for students at home, which may include the Monday lesson. Secondary teachers will conduct a 15-20 minute check in live and via video conferencing at the start of each period for attendance taking, learning objectives, goal setting and/or monitoring social emotional health. Teachers are encouraged to include students participating in at-home learning in their in-person instructional activities simultaneously during the instructional blocks. If a teacher does not include students at home in synchronous learning, they will provide a related asynchronous learning activity tied to the standard or lesson being taught.

For the return of middle school students (6-7/8th):

Effective, Thursday March 11, Adams and Parras Middle Schools will follow the alternate blended schedule described below with 6th grade students attending class for in-person instruction only. 7th and 8th grade students will remain in distance learning until direction from the Board of Education, based on guidance from the LACDPH. This schedule will remain in place

for grades 6-8 until all secondary grade levels have returned to in-person learning. (In-person learning, for the purpose of this model, is defined as the hybrid model with student period-by-period rotations, as outlined in the most recent MOU dated 1/6/2021). Students will be assigned to a cohort (A or B), and will attend school on Tuesday and Thursday (Cohort A) or Wednesday and Friday (Cohort B).

- The middle school “at-home” bell schedule will be modified to move Tutorials after periods 1 and 2. The Tutorial period will remain 60 minutes. All instructional periods will remain 80 minutes.
- Cohort A students will attend their period 2 class in person and remain on campus with their period 2 teacher through Tutorial.
- Cohort B students will attend their period 1 class in person and remain on campus with their period 1 teacher through Tutorial.
- During Tutorial, students will be provided with a 20-30-minute social emotional lesson/check-in 1x/week/cohort. Students may work on asynchronous assignments or log into a class tutorial or intervention
- Period 1 or 2 band and vocal music students will be assigned to the cohort that does not include band/vocal music as one of their first two periods. For example, if a student has period 1 band or vocal music, he or she will be assigned to Cohort A, and the student can participate in band or vocal music at home during period 1. A parent may opt to have his/her student attend on alternative cohort day and participate in band/vocal music remotely with no use of instrument or singing.
- Students will leave campus after Tutorial and engage in distance learning for the remainder of their periods, which includes period 7.
- Until all grade levels 6-8th return to hybrid learning, period 0 (Adams only) will continue at home with distance learning.
- Monday, March 15, all classes will be asynchronous for the purposes of parent-teacher conferences at the middle schools.
- Teachers will provide a minimum of 60 minutes for daily, 4x/week, online/live tutorial to support students in the classes that meet on that particular day. A 20-30 minute social emotional lesson/check-in will take place in person for each cohort 1x/week during tutorial. Teachers will be provided these lessons or may choose to use their lessons they have developed to engage with students.

Teachers in grades 6-12 will be given a 2 week (10 work day) notification before a switch occurs to the in-person hybrid model (period-by-period rotation).

Specialists and service providers who work with students in the affected grade levels will be entitled to 2 asynchronous days in order to prepare for the transition to a hybrid model. These days may or may not be consecutive. Service minutes must still be provided per students’ IEPs.

Elementary and Secondary

Teachers will be available each school day to meet the assigned students in the cohort and periods of that day, either in person or virtually, via the district approved video conferencing systems. The District’s expectation is that teachers will provide live direct instruction or pre-

recorded instruction when new content is being taught to students receiving instruction at home. New instruction will include materials or information that meet adopted standards and/or objective of the subject/course that has not been previously taught. New instruction can be shared by department or teachers as they are collaborating around identifying essential standards. Instruction may also include the use of district-purchased digital curriculum.

Learning Center Teachers

Learning Center teachers shall provide live direct services or interventions for the service minutes stated in the students' IEPs. In an attempt to maximize the interaction between students and teachers, a majority of the service minute time will be live interaction. Services for students with IEPs can be provided from 1:15 to 3:15 p.m. as well as on distance learning days at teacher's discretion.

100% Distance Learning Model – When School Campuses Are Closed to Students

The District shall immediately notify the Association if a closure is recommended by the local public health department. The District and Association shall immediately transition to an At-Home Learning Model, referred to as the 100% Distance Learning Model.

Work location: Unit members may work remotely or may access and work from their assigned classroom/workspace during regular school hours; however, it is the District's preference that unit members work from their assigned classroom/office when possible.

The Board and District administration **trust** teachers will deliver instruction and meet the individual needs of **all** students at the most optimal level possible. The District is committed to providing the necessary support to ensure teachers deliver engaging lessons via a virtual platform. To this end, teachers are **strongly** encouraged to deliver lessons from the classroom setting, in order to gain access to all materials and resources, as well as have the opportunity to safely collaborate with colleagues and obtain support on a real-time basis. School campuses, offices, and classrooms will be open and available to teachers on all instructional days, five days a week from 7 a.m. – 7 p.m.

Unit members understand the required minimum expectations for live virtual contact with students, as well as the required minimum instructional minutes and lessons, regardless of the work setting, and will be held accountable for the failure to comply with the minimum expectations outlined in this MOU. Administration will seek to support unit members in meeting the terms outlined in the MOU, such as instructional support and guidance, particularly with regard to distance learning and technology, prior to and throughout the school year. If it is determined (through informal observations, analysis of lesson plans, validated student/parent complaints) after several attempts to support a unit member that the minimum expectations for delivering instruction are not being met, a unit member may be directed to engage in professional development, training, and coaching to support their instructional practices. Site administrators may discuss work site locations and supports prior to disciplinary consequences. They may also engage in progressive discipline and intermediate discipline, per Article 14.1 of the CBA.

Unit members **will** be available to district and site administration, students, parents, and their colleagues during their contractual hours. Unit members shall not engage in work for hire in any other capacity **during their contractual hours**, including but not limited to teaching a “learning pod,” tutoring, or providing childcare/babysitting. Unit members who engage in work for hire will be subject to disciplinary action, as outlined in Article 14.1 of the CBA.

Unit members understand they will be required to work from the school and classroom setting five days a week, for the entire instructional day, once the District moves to in-person learning through the Hybrid Model. Unit members understand requests for an extended leave due to non-medical, personal, and/or child care related reasons, once in-person learning resumes, will only be granted if and when a highly qualified candidate is hired and there is little to no disruption to the students’ learning and best interest.

In-person instruction: In person instruction will occur when deemed safe by the LA County Department of Public Health, for vulnerable populations of students (defined by guidance from the LACDPH and approval from the Board of Education), or when a TK-2 waiver is received. The District will open all eight elementary schools simultaneously, dependent upon approval from the LACDPH, if the approval of all eight schools occurs within two weeks of each other. Should the TK-2 waiver be approved, the District will not reopen to grades 1 & 2 prior to January 6, 2021, and will allow at least 10 work days between the Board’s decision and the physical return to schools.

Special Day Classes (AM/PM model) as well as students with disabilities may receive services in person, following the LACDPH safety guidelines. All preschool employees fall under the Los Angeles Department of Public Health (LADPH) guidance for early child care and education providers’ protocols and not the LADPH K-12 re-opening protocols. Therefore, preschool employees will be required to work on site five days a week, as the pre-school program will be open for children of RBUSD staff who were enrolled during the 2019-20 school year.

Additional Teaching Resources: K-12 teachers may use the digital curriculum for supporting standards-based skills such as (grammar, phonics, procedural fluency) and may supplement standards-based assessments as needed using the digital curriculum provided by the District, SchoolsPLP.

Elementary (K-5)

The minimum daily instructional minutes, per state guidelines, will remain the same:

- 180 instructional minutes in kindergarten
- 230 instructional minutes in grades 1 to 3, inclusive of live/virtual and independent work
- 240 instructional minutes in grades 4 and 5, inclusive of live/virtual and independent work

At-home learning:

- All students will engage in learning from their home via online interactions five days a week

- There may not be a designated “asynchronous day” where students are given pre-recorded and asynchronous lessons and the teacher has no live contact with students (small group or whole group), unless it is a designated ILL/PN day.
- Elementary teachers will follow the scheduled learning blocks, but have the discretion to change the subject-matter or course content taught within the scheduled learning block. For example, from 9:00 – 10:30 a.m. students are engaged in learning; however, teachers may teach math/science or ELA/social science.
- Morning Meeting: Elementary teachers will go live with students at the start of each day for 30 minutes for attendance taking, social emotional lesson, progress monitoring, maintaining school connectedness, and goal setting.
- ELA/SS (75 min block daily):
 - Teachers are required to provide daily live or teacher pre-recorded lessons for students at home (minimum of 20 - 30 minutes per lesson); a minimum of 3 lessons per week shall be live.
 - Small group instruction may take place to augment teachers’ live or pre-recorded lessons when deemed necessary by the teacher
 - Teachers shall be available throughout the regularly scheduled block for questions, support, or supervision of assessments via Webex, Google Meet, or Zoom and/or real-time feedback. Teachers shall remind students they are available for assistance when a lesson is delivered asynchronously.
- Math/Science (75 min block daily):
 - Teachers are required to provide daily live or teacher pre-recorded lessons for students at home (minimum of 20-30 minutes per lesson); a minimum of 3 lessons per week shall be live.
 - Small group instruction may take place to augment teachers’ live or pre-recorded lessons when deemed necessary by the teacher
 - Teachers shall be available throughout the regularly scheduled block for questions, support, or supervision of assessments via live or real-time, Webex, Google Meet, or Zoom and/or real-time feedback. Teachers shall remind students they are available for assistance when a lesson is delivered asynchronously.
- Additional instructional minutes, 50 minutes (grades 1-3), 60 minutes (grades 4-5), may include independent work assigned by the teacher, utilizing district-approved digital curriculums and programs.
- Elementary teachers will utilize 60 minutes per day for online/live small group, targeted intervention – 4 times per week (Tier 2 intervention groups, ELD groups, SAI/DIS services, etc.). Site administration may request the names of students participating in the live targeted intervention or identify students who will participate in the small group intervention. The small group intervention time may be used to support in-person services to students in a vulnerable population (i.e. students with IEPs, EL students, homeless and foster youth) in lieu of providing intervention services to students on the class roster.

- All IEP, 504, SST meetings to be held virtually, via WebEx or Zoom, and every effort will be made for meetings to not be scheduled during instructional blocks

See Appendix for Elementary Schedules

Secondary (6-12)

The minimum daily instructional minutes, per state guidelines, will remain the same:

- 240 instructional minutes daily in grades 6-12, inclusive of live and independent work
- 180 instructional minutes daily for students enrolled in a continuation high school

At-home learning:

Effective February 2, 2021 (the start of the 2nd semester), the secondary 100% Distance Learning schedule will be modified by switching the assigned periods on Wednesday and Thursday. Thus, the distance learning schedule is as follows:

- Mondays periods 1-6
- Tuesdays and Thursdays periods 2,4,6
- Wednesdays and Fridays periods 1,3,5
- Periods 0 and 7 will meet as scheduled Tuesday - Friday

Teachers and student learning will follow the hybrid model block schedule, in order to aid the transition back to hybrid learning when permissible by county health offices.

- Mondays, teachers will go live with students at the start of each period for attendance taking, monitoring social emotional health, learning objectives, and goal setting. (Minimum of 30 minutes)
- Tuesday – Fridays, secondary teachers will be required to go live at the start of each period for attendance taking and will provide a minimum of two (2) live or pre-recorded instructional activities per week for students per course– one for each block period. (Minimum of 30 minutes of instruction per block). All weekly instructional activities may not solely be pre-recorded.
- For the additional time in period block, teachers will be available for questions, support, or supervision of assessments live and/or in real-time. Teachers will engage in small group instruction as necessary to support students' needs and ensure lesson mastery.
- Teachers shall remind students they are available for assistance when lessons are delivered pre-recorded or asynchronously.
- Teachers will provide a minimum of 60 minutes for daily, 4x/week, online/live tutorial to support students in the classes that meet on that particular day, and/or meet or contact parents. Site administration may request the names of students participating in the live tutorial or identify students who will participate in the small group intervention. The small group intervention time may be used to support in-person services to students in a vulnerable population (i.e. students with IEPs, EL students, homeless and foster youth) in lieu of providing intervention services to students on the class roster.
- All IEP, 504, SST meetings will be held virtually via Webex or Zoom. Every effort will be made to not schedule meetings during instructional blocks.

See Appendix for Secondary Schedules

Attendance and Monitoring Student Engagement

Secondary teachers will go live via video conferencing with students to take attendance at the start of each period each day. A pupil who does not participate in online learning, when assigned to do so, shall be documented as absent by the teacher. The teacher is responsible for reporting student absences in PowerSchool, as well as student disengagement to school counselor and/or administration in a timely manner (as determined at the school site).

Elementary and Secondary

Teachers will be available each school day virtually, via Webex, Google Meet, and/or Zoom. The District's expectation is that teachers will provide live or pre-recorded lessons for new instruction for students receiving instruction at home; however, all weekly instructional activities may not solely be pre-recorded. Students must have the opportunity to engage in learning live with their teacher(s) on a weekly basis. New instruction will include materials or information that meet adopted standards and/or objectives of the subject/course that has not been previously taught. New instruction can be developed collaboratively by department or grade-level teachers. Instruction may also include the use of District-purchased digital curriculum.

100% Fulltime Online Learning – For Students Who Do Not Return Under the Hybrid Model

This model consists of 100% online learning. For purposes of this MOU, independent study will remain unchanged.

This online learning model is 100% virtual. Online learners have the ability to move to the hybrid model of instruction at the end of a trimester or semester, if classroom space is available.

Online learning students shall have access to SchoolsPLP learning platform.

A pupil who does not participate in online learning when assigned to do so shall be documented as absent by the teacher.

Elementary (K-5)

Elementary students will take 5-6 classes per year.

The elementary online learning teachers will engage all students at the start of the day via Webex, Google Meet, and/or Zoom for a minimum of 20-30 minutes per day for attendance taking, check-in, and goal setting. In addition, all students will receive daily live interaction, via video conferencing, for 30-45 minutes per day with the online learning teacher (and peers if applicable) for purposes of progress monitoring, supplemental lessons, intervention, and maintaining school connectedness. In addition, the online learning teachers will provide a minimum of 60 minutes for daily office hours to support students and meet or contact parents. In addition, elementary teachers will provide 30 minutes per day 5 times a week for ELA (2x) and Math (3x) supplemental mini lessons. Online learning teachers shall check in with each student, via video conferencing or in person, at least once per week. If the student fails to make the

scheduled meeting time, the teacher shall attempt other means of communication via internet or telephonic communication.

Secondary (6-12)

Secondary students will enroll in 3 courses per quarter, for a total of 6 courses per semester. The secondary online learning teachers will engage all students at the start of the day via Webex, Google Meet, and/or Zoom for a minimum of 20-30 minutes per day for attendance taking, check-in, and goal setting. In addition, all students will receive daily live interaction, via video conferencing, for 30-45 minutes per day with the online learning teacher (and peers if applicable) for purposes of progress monitoring, supplemental lessons, intervention, and maintaining school connectedness.

Online learning teachers shall check in with each student at least once per week, and may do so in a small group format. Forms of individual interaction may take the form of internet, telephonic communication, in person (per the discretion of the teacher), or by other means permissible under public health orders and consistent with this MOU. Secondary teachers will hold 60-minute office hours per day/5xweek for troubleshooting, progress monitoring, support to students, and parent contact. In addition, teachers will hold small group meetings 4 times per week (total teacher time not to be less than 60 minutes total), providing each student a minimum of 1 small group meeting per week.

Collective Bargaining Modifications

The Parties recognize that the learning model options for families may have negotiable impacts. As such, the Parties agree, that due to the COVID-19 pandemic and physical distancing guidelines, it is necessary to temporarily make the following modifications to the current contract during this time. All other current Collective Bargaining Agreement language remains applicable to employees absent modification below.

Employee Workday: Teachers will work five (5) days a week on-site for in-person or online instruction. When the District shifts to in-person instruction, bargaining unit members will report daily to their school/work site. The contractual hours outlined in Article 4.1 of the CBA will remain the same. While this MOU is in effect, Article 4.1(2) will not apply.

The District anticipates that counselors, psychologists, DIS service providers (speech, DHH, APE), itinerant teachers, and nurses shall be available within their contractual hours at the school/location of assignment or remotely during distance learning. However, student assessments are required to be done in person per IDEA requirements, which have not been waived. Plexiglass screens are provided for the assessment sessions with students.

Teachers with a 0 and 7th period class may have their schedule modified so that their 90-minute teacher prep hours or office hours are scheduled following or before their last period of teaching.

Teacher Preparation Time

The Parties agree that “Teacher Prep Hours” will consist of office hours, as well as department meetings, grade-level meetings, and professional development. Additionally, prep hours may be used for, but not limited to, additional time for IEP's, SST's, 504's, parent meetings, grading, providing student feedback, and lesson planning. This is in addition to the teacher's assigned preparation period at the secondary level only. The District may require up to 90 minutes a week of professional development on Mondays for secondary staff and Wednesdays for elementary staff during the teacher prep time. For 2020-21, there will be no professional development on November 2, February 1 (secondary semester break), and March 19 (elementary trimester break). The Association acknowledges that the scheduled preparation time each week, exclusive of the 90-minute/week required professional development, amounts to more than the preparation time allocated in the regular bell schedule (pre-COVID). In-person professional development meetings may be held so long as the District can ensure a minimum of six (6) feet of physical distancing between all employees, or guidelines given by LACDPH. Professional Development will be provided by the Educational Services Department, TOSAs, and will incorporate a train-the-trainer model. The District acknowledges additional teacher prep hours are necessary for teachers to develop effective lessons that will be delivered both virtually and in person. Every effort will be made to schedule meetings during non-instructional time.

Staff Meetings: Staff meetings may be held after contractual hours no more than one-hour meetings twice per month via Webex or Zoom, and the principal will make every effort to provide an agenda in advance. Given the probability of schools fluctuating between the hybrid and 100% distance learning models, staff meetings will likely provide topics that are informational and logistical in nature. In-person staff meetings may be held so long as the District can ensure a minimum of six (6) feet of physical distance between all employees for the duration of the meeting, or guidelines given by LACDPH.

IEP/504/SST Meetings: IEP, 504, and SST meetings will be scheduled during the workday, unless upon mutual agreement. Teachers shall be paid for time outside of their contractual day. Every effort will be made to schedule meetings during non-instructional time. However, if a meeting is scheduled during the instructional block, a substitute will be provided. Learning Center teachers, psychologists, counselors, and DIS service providers may utilize the small group intervention time to provide IEP services to students in person.

Conferences: If a parent requests a conference, conferences may be held virtually via an acceptable District platform or via a phone call. Fulltime Online Learning Teachers must conduct parent conferences virtually. Fall and spring parent conferences held in elementary and middle schools shall be conducted virtually or phone during contractual hours. No staff meetings or professional development will be held during the week of parent conferences.

Class Size/Student Contacts: Class size of each in-person cohort for the Hybrid Model shall be based on room space and ability to provide required physical distancing or other safety precautions, as directed by the LACDPH, not to exceed the contractual limits.

Caseload size for each Online Learning Teacher shall not exceed: 35 for grades K-3, 45 for grades 4 and 5, and 180 for grades 6-12.

Speech and Language Pathologist

Speech and language pathologists shall have designated prep time from 8 a.m. to 9 a.m. every morning. Speech and Language Pathologists shall provide all services outlined in students' IEPs on their caseload either in-person (within the Hybrid Model) or via live video conferencing. Maximizing in-person services during the hybrid model will be a priority and can occur between the 1:15 p.m. and 3:15 p.m. block, excluding Mondays for secondary PD and Wednesdays for elementary PD.

Counselors

In addition to the daily social, emotional, and academic support that counselors provide to students virtually during distance learning, they will also be available for limited in-person services and support on school campuses beginning January 19, 2021. Each full-time (100%) FTE counselor (elementary and secondary) will work a minimum of one (1) scheduled day per week from a school site to support students in person. Counselors whose contract is less than 100% (part-time) will work a likewise proportion of the full FTE work day/contractual hours. Upon mutual agreement with the counselor and site administrator(s), the one (1) day may be split over multiple days, i.e. 50% on Tuesday, 50% on Thursday, as needed to best support students and/or manage assignments at multiple work sites. Site administrators and the counseling team will work together to create a mutually agreed upon schedule. This may involve coordination amongst multiple sites and counseling/administrative teams.

Before counselors begin in-person services, district and site administration will ensure that each counselor has access to an office or designated work space with access to adequate ventilation as recommended by the Los Angeles County Department of Public Health (LACDPH), that permits at least 6 feet of physical distance between counselor and student, and that maintains privacy and allows for confidentiality.

Except in the case of emergencies, all in-person counseling services must be arranged via appointment at least 24 hours in advance for those students who are not attending school in person. Group sessions and classroom counseling sessions will continue to occur virtually until such time that LACDPH modifies cohorting requirements. To better deal with emergency situations involving students in distress, site administrators will develop a crisis protocol for both 100% distance learning and the hybrid model that encompasses the school counselor, school psychologist, office staff and administrators. These plans shall be shared with all staff no later than January 15, 2021.

All students entering campuses for pre-arranged counseling services will receive either active or passive screening for COVID-19 symptoms. In order to comply with LA County Department of Public Health cohorting requirements, no counselor may meet in-person with more than 12 students per day.

Upon the return of 3rd graders, all elementary counselors will return to a school site three (3) days per week; the return of 4th grade will increase the on-site return to four (4) days per week; the return of 5th grade will resume their regular pre-COVID schedule.

Once secondary schools reach 20% capacity for instruction or in-person services, all secondary counselors will resume their regular pre-COVID schedule. At Patricia Dreizler HS, a counselor will be on campus 5 days a week when students are present from 10:55 a.m. to 12:35 p.m.

Except where otherwise indicated, all terms of the above referenced MOU shall remain in effect.

Procedural Guidelines for the Evaluation of Unit Members: In order to support the purpose of the evaluation process to continually improve instruction and/or performance of members and thereby improve the quality of education for children, youth, and adults, as well as compliance with the Education Code, evaluations will continue during the 2020-21 school year. Upon the administrator's request, unit members shall give site administration access to Webex, Google Meet, and/or Zoom lessons. During the 100% Distance Learning Model, administrators may request access to a virtual lesson and observe it informally on the same day. Formal observations may be conducted at a mutually agreed upon time and day. Unit members who postponed their 2019-20 final evaluation shall complete their final evaluation no later than October 30, 2020. Those members who qualify for a deferral shall have up to an additional 30 work days from October 30, 2020, to submit the Request for Deferral Form.

Vacancies, Reassignments, and Transfers: The Parties recognize the need for possible transfers or reassignments due to parent election of the offered online learning model for their student(s) during this unprecedented time given individual circumstances. To support this, an involuntary transfer or reassignment may be initiated by the District to accommodate staffing needs during this MOU, and will last no longer than the MOU's duration. Any involuntary transfer or reassignment will be made as outlined in Article 11 of the CBA. If an involuntary transfer or reassignment becomes necessary, the site administrator or the District will first request volunteers to meet the need(s) for involuntary transfer(s) or reassignment(s).

For the 2020-21 school year only, moving a unit member to the 100% Fulltime Online Learning position shall be considered a transfer. If the District decides to discontinue its 100% Fulltime Online Learning option, unit members shall have the right to return to the school site and grade level or department in which they were previously assigned. The Association acknowledges that grade-level displacement/bumping may occur due to possible student attrition.

Miscellaneous Provisions

Pay/Benefits: While working under either of the learning models, bargaining unit members shall continue to receive their full compensation and benefits. If extracurricular duties can and are performed, bargaining unit members shall continue to receive stipends and/or additional pay, as provided for under the CBA.

Stipends/Extra Duty Pay Schedule: Given the limited interactions available during a virtual and blended learning environment, certain groups and/or activities will not be held during this time and staff will not be placed in certain stipend positions or extra duty pay assignments, at the discretion of the District.

Leaves of Absence: Unit members who are exposed or test positive for COVID-19 and are required to quarantine shall take advantage of state and federal leave rights, as well as leave rights set forth in the CBA. Unit members may also request an unpaid leave for the 2020-21 school year by Friday, August 7.

Moving

Bargaining unit members who need to move to a new classroom or work site shall be compensated as stated in Article 11.4 of the collective bargaining agreement. The District shall adhere to Article 5.2 when requiring a teacher to move classrooms.

COVID Contact Notification

Should the LACPDH direct the District to close one or more schools due to COVID case(s), the District shall notify bargaining unit members at the impacted locations immediately. The District shall immediately notify bargaining unit members who may have been exposed to COVID-19 at work. Each school site shall have communication and safety protocols in case of a positive test by a student or staff member. These plans shall be shared with all bargaining unit members no later than November 20, 2020. Should members need testing location information, they may contact Human Resources for COVID-19 guidance. The District shall provide 80 hours (prorated for less than full-time employees) of paid sick leave pursuant to the Families First Coronavirus Response Act (HR 6201) if a unit member needs to be tested for COVID-19, contracts COVID-19, or is unable to perform his/her duties. Per FFCRA, documentation is required for certain reasons for leave approval. The District will follow all applicable leave laws related to COVID-19 and leaves made available in the Collective Bargaining Agreement, Article 10.

Substitutes

Substitutes will continue to be made available through the Frontline system for unit members who need a day-to-day substitute. In the Hybrid Learning Model, substitutes will be required when the teacher takes an ILL or PN day. In the 100% Distance Learning Model, the teacher may provide pre-recorded lessons, SchoolsPLP lessons, and other course content remotely in lieu of hiring a substitute for no more than two consecutive days in which the class meets, and the ILL and PN day will be deducted from his/her accrued leave. Unit members will be compensated for period substitution as outlined in Article 4.8.1.

Substitutes for In-Person Hybrid Model

Unit members who have returned to campus for the in-person Hybrid Model, who are directed to take a COVID-19 test and quarantine, upon mutual agreement shall teach/work from home and be entitled to paid work days, not to exceed a total of three (3) days, in lieu of taking accrued ILL leave. If medically necessary and with approval from the site supervisor, the three (3) day paid leave may be extended. If students are still attending school in person, a substitute teacher will be assigned to assist in the classroom.

Unit members who have returned to campus for the in-person Hybrid Model that receive a red screen, resulting in the inability to teach/work on campus, and need to take a COVID-19 test and quarantine unrelated to work, upon mutual agreement may teach from home in lieu of taking accrued ILL leave for no more than two (2) consecutive days total. A substitute will be assigned to the classroom.

Upon receipt of documentation verifying a COVID-test was taken by the employee, the quarantine days shall be documented as a paid leave (as defined above), which does not reduce or eliminate the employee's accrued leave days afforded by the Collective Bargaining Agreement.

Daily Cleaning and Disinfecting: The District shall ensure that all classrooms, restrooms, and workspaces are cleaned and disinfected prior to the start of each school day, including but not limited to desks, doorknobs, light switches, faucets, and other high touch fixtures, using the safest and most effective disinfectant necessary, as recommended by federal, state, and/or local health officials. The District will also provide sanitizing materials in staff restrooms, faculty lounges, and other common areas for staff use.

Unit members shall assist with sanitizing their classroom, office, or work location after each class, break, and/or staff or student visitor. Sanitizing is defined as spraying District approved and supplied disinfectant without wiping, on classroom surfaces, such as desks, tables, chairs, shared materials and supplies between student groups, and leaving to dry for no less than 10 minutes. For the SDC classes, custodial staff will disinfect classrooms between the AM and PM cohorts.

Safety

Due to the COVID-19 outbreak, the following protocols will be in place until a time when the Los Angeles County Department of Public Health (LACDPH) deems them to be no longer necessary:

Unit members shall not be required to move desks, tables, filing cabinets, or shelves either into or out of a classroom to accommodate physical distancing requirements.

The District will ensure sufficient access to handwashing and sanitizer supplies. All classroom and bathroom sinks shall be stocked with soap and paper towels. All other supplies needed to sanitize classrooms shall be provided by the District. It shall not be bargaining members' responsibility to purchase or provide any materials necessary for handwashing or sanitizing.

All staff and students shall wear face coverings, as per the LACDPH guidelines, which includes exceptions. Any student, other than those who have a valid exception, who refuses to wear a mask shall be denied entry to the school campus. The District shall provide disposable masks if a staff member or student does not have a face covering. The District will also provide other protective equipment, as outlined by the LACDPH, for work assignments, such as nurses, SDC teachers, and other service providers, which may include gloves, eye protection, and disposable gowns. If unit members need personal protective equipment for use in their classroom, in addition to the face covering, they may request it from their site administrator.

The District shall follow the LACDPH physical distancing guidelines. This requirement may be altered only in accordance with LA County Department of Public Health guidelines.

The District will implement and share a plan for daily disinfecting of high touch surfaces such as desks, chairs, tables, door handles, handrails, drinking fountains, sink handles, restroom surfaces, toys, games, art supplies, instructional materials, and playground equipment.

During school hours and in accordance with guidance from the LACDPH, entrance to all RBUSD campuses shall be restricted to students, employees, and authorized personnel.

Screening (During Distance Learning and Hybrid Model)

Daily, unit members shall self-screen at home prior to 7:30 a.m. (30 minutes prior to zero period): 1) check temperature to ensure it's below 100.4 degrees Fahrenheit and 2) check for symptoms outlined by public health officials. Unit members shall stay home if they have symptoms consistent with COVID-19, or if they have had close contact with a person diagnosed with COVID-19. Unit members shall answer a brief screener survey daily on a District approved app, which will indicate whether or not the employee is clear to come to work. Absence verification as outlined in Article 10 shall remain in effect.

If the app gives a notification to stay home (red screen), the unit member shall adhere to the following steps: 1) notify immediately the supervisor or designee, 2) request a substitute on Frontline, 3) email sub plans to the site supervisor or designee.

The District will ensure that all students, staff, employees, or outside contractors who enter an RBUSD campus will participate in active or passive screening daily.

Instructional Program: Google Classroom and Schoology are the approved learning management system (LMS) for teachers. Webex, Google Meet, or Zoom are the approved platforms for synchronous instruction. Webex or Zoom may be used for breakout rooms. SchoolsPLP and/or APEX will be the instructional platforms for the Fulltime 100% Online Learning Program. District scope and sequence for essential standards should be adhered to utilizing district adopted materials. Unit members shall not be recorded, nor shall recordings be used without the unit member's expressed written permission.

Grades: In addition to in-person grading, students should be provided with credit for participation in the independent or asynchronous instruction. Students may not be denied credit for inability to complete independent work due to lack of internet access and technology accessibility. Students may request accommodations from their teachers due to lack of internet access in the home. Grades will be assigned based on teacher discretion pursuant to the education code, board policies, school, grade-level, and department policies. Students will be provided timely feedback on assignments, and at the secondary level grades will be recorded in the PowerSchool gradebook no less than every two weeks.

Professional Responsibilities: Remain consistent with current contract language, applicable job descriptions/duties, legal requirements and case law, and professional standards.

Attendance: Attendance shall be taken daily of students who are virtually and physically present in class at the start of each period, and shall be recorded in PowerSchool no later than the end of the first hour of the period. It is expected students will log on for attendance taking and check-in purposes during the first 20-30 minutes of the period.

Parent/Guardian Communication: Teachers and service providers shall regularly communicate with parents and guardians regarding a pupil's academic progress and not utilize the report card or student management system as the primary means for communicating a student's regression, lack of participation, or disengagement. Teachers shall also notify counselors and administrators of consistently disengaged students. Certificated staff shall respond to emails within 48-hours and within their contractual hours.

In the event the State of California deems it necessary to have alternative requirements for schools in response to COVID-19, the Parties agree to immediately initiate negotiations on the impacts. The Parties understand the COVID-19 pandemic situation is very fluid and mutually agree to review the provisions of this MOU, as necessary.

TRADITIONAL LEARNING MODEL

This model consists of the District's traditional instructional model of education that existed pre-COVID-19. This model is triggered when the Los Angeles County Office of Education, the Los Angeles County Department of Public Health, and California Department of Education, determine that students may return to in-person instruction with no or minimal restrictions. Once this determination is made, both parties shall meet immediately to discuss and plan the transition and the terms of this MOU will cease.

FOR THE DISTRICT

FOR RBTA

Nicole Wesley

Mar 2, 2021

Nicole Wesley, Ed.D.
Assistant Superintendent
Redondo Beach
Unified School District

Monica Joyce

Monica Joyce (Mar 3, 2021 07:54 PST)

Mar 3, 2021

Monica Joyce
President
Redondo Beach Teachers Association

EXHIBIT A

100% Distance Learning Schedules (Part of Hybrid Model) Elementary **Teacher** Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
8:00 – 8:30 Prep	8:00 – 8:30 Prep	8:00 – 8:30 Prep	8:00 – 8:30 Prep	8:00 – 8:30 Prep
8:30 – 9:00 Morning Meeting (SEL) and attendance	8:30 – 9:00 Morning Meeting (SEL) and attendance	8:30 – 9:00 Morning Meeting (SEL) and attendance	8:30 – 9:00 Morning Meeting (SEL) and attendance	8:30 – 9:00 Morning Meeting (SEL) and attendance
9:00 – 10:15 ELA/SS Instruction (75 min)	9:00 – 10:15 ELA/SS Instruction (75 min)	9:00 – 10:15 ELA/SS Instruction (75 min)	9:00 – 10:15 ELA/SS Instruction (75 min)	9:00 – 10:15 ELA/SS Instruction (75 min)
10:15 – 10:45 Break (30 min)	10:15 – 10:45 Break (30 min)	10:15 – 10:45 Break (30 min)	10:15 – 10:45 Break (30 min)	10:15 – 10:45 Break (30 min)
10:45 – 12:00 Math/Sci Instruction (75 min)	10:45 – 12:00 Math/Sci Instruction (75 min)	10:45 – 12:00 Math/Sci Instruction (75 min)	10:45 – 12:00 Math/Sci Instruction (75 min)	10:45 – 12:00 Math/Sci Instruction (75 min)
12 – 12:30 Lunch	12 – 12:30 Lunch	12 – 12:30 Lunch	12 – 12:30 Lunch	12 – 12:30 Lunch
12:30 – 1:30 Small Group Intervention (60 minutes) or IEP services	12:30 – 1:30 Small Group Intervention (60 minutes) or IEP services	12:30-3:15 Professional Development or Teacher Prep Time, grade level collaboration	12:30 – 1:30 Small Group Intervention (60 minutes) or IEP services	12:30 – 1:30 Small Group Intervention (60 minutes) or IEP services
1:30 – 3:15 Teacher Prep Time, grade level collaboration	1:30 – 3:15 Teacher Prep Time, grade level collaboration		1:30 – 3:15 Teacher Prep Time, grade level collaboration	1:30 – 3:15 Teacher Prep Time, grade level collaboration

*The time blocks may not change, but the curriculum taught may change.

** Teachers shall be available throughout the regularly scheduled block for questions, support, or supervision of assessments via Webex, Google Meet, or Zoom

Elementary **Student** Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
8:00 – 8:30 Prepare your learning space, eat, morning exercises, log-onto learning platform	8:00 – 8:30 Prepare your learning space, eat, morning exercises, log-onto learning platform	8:00 – 8:30 Prepare your learning space, eat, morning exercises, log-onto learning platform	8:00 – 8:30 Prepare your learning space, eat, morning exercises, log-onto learning platform	8:00 – 8:30 Prepare your learning space, eat, morning exercises, log-onto learning platform
8:30 – 9:00 Morning Meeting, SEL Connectedness and attendance	8:30 – 9:00 Morning Meeting, SEL Connectedness and attendance	8:30 – 9:00 Morning Meeting, SEL Connectedness and attendance	8:30 – 9:00 Morning Meeting, SEL Connectedness and attendance	8:30 – 9:00 Morning Meeting, SEL Connectedness and attendance
*9:00 – 10:15 ELA/SS Instruction – direct, small group instruction, & independent work	*9:00 – 10:15 ELA/SS Instruction – direct, small group instruction, & independent work	*9:00 – 10:15 ELA/SS Instruction – direct, small group instruction, & independent work	*9:00 – 10:15 ELA/SS Instruction – direct, small group instruction, & independent work	*9:00 – 10:15 ELA/SS Instruction – direct, small group instruction, & independent work
10:15 – 10:45 Movement & Snack Break (30 min)	10:15 – 10:45 Movement & Snack Break (30 min)	10:15 – 10:45 Movement & Snack Break (30 min)	10:15 – 10:45 Movement & Snack Break (30 min)	10:15 – 10:45 Movement & Snack Break (30 min)
*10:45 – 12:00 Math/Sci – direct, small group instruction & independent work	*10:45 – 12:00 Math/Sci – direct, small group instruction & independent work	*10:45 – 12:00 Math/Sci – direct, small group instruction & independent work	*10:45 – 12:00 Math/Sci – direct, small group instruction & independent work	*10:45 – 12:00 Math/Sci – direct, small group instruction & independent work
12:00 – 12:30 Lunch	12:00 – 12:30 Lunch	12:00 – 12:30 Lunch	12:00 – 12:30 Lunch	12:00 – 12:30 Lunch
12:30 – 1:30 Independent Reading or teacher meeting as assigned	12:30 – 1:30 Independent Reading or teacher meeting as assigned	12:30 – 1:30 Independent Reading or teacher meeting as assigned	12:30 – 1:30 Independent Reading or teacher meeting as assigned	12:30 – 1:30 Independent Reading or teacher meeting as assigned
1:30 – 2:00 Continue independent work	1:30 – 2:00 Continue independent work	1:30 Wednesday Early Out	1:30 – 2:00 Continue independent work	1:30 – 2:00 Continue independent work
**2 – 3 pm Music	**2 – 3 pm Art		**2 – 3 pm Counseling Lesson	**2 – 3 pm PE

* Additional instructional minutes, 50 minutes (grades 1-3), 60 minutes (grades 4-5), may include independent work assigned by the teacher, utilizing district-approved digital curriculums and programs

**Virtual lessons provided by RBUSD staff other than assigned classroom teacher

100% Distance Learning Model (Part of Hybrid Model) Secondary **Teacher** Schedule

Assuming a teacher is assigned 5 sections, the period in which the teacher is not assigned a section will be a prep period.

Monday	Tuesday	Wednesday	Thursday	Friday
No Period 0 (Monday only)	Period 0 6:50 – 7:40	Period 0 6:50 – 7:40	Period 0 6:50 – 7:40	Period 0 6:50 – 7:40
Per 1 7:55 – 8:30	Period 2 7:55 – 9:15	Period <u>1</u> 7:55 – 9:15	Period <u>2</u> 7:55 – 9:15	Period 1 7:55 – 9:15
Per 2 8:40 – 9:15				
Per 3 9:25 – 10:00	Period 4 9:35 – 10:55	Period <u>3</u> 9:35 – 10:55	Period <u>4</u> 9:35 – 10:55	Period 3 9:35 – 10:55
Break 10 – 10:30				
Per 4 10:30 – 11:05				
Per 5 11:15 – 11:50	Period 6 11:15 – 12:35 pm	Period <u>5</u> 11:15 – 12:35 pm	Period <u>6</u> 11:15 – 12:35 pm	Period 5 11:15 – 12:35 pm
Per 6 12:00 – 12:35				
Lunch 12:35 – 1:10	Lunch 12:35 – 1:10	Lunch 12:35 – 1:10	Lunch 12:35 – 1:10	Lunch 12:35 – 1:10
No period 7 (Monday only)	Period 7 1:10 – 2:00	Period 7 1:10 – 2:00	Period 7 1:10 – 2:00	Period 7 1:10 – 2:00
1:10 – 3 pm Professional Development or Teacher Prep Time, grade level collaboration	1:10 – 2:10 pm Tutorial	1:10 – 2:10 pm Tutorial	1:10 – 2:10 pm Tutorial	1:10 – 2:10 pm Tutorial
	2:10 – 3 pm Teacher Prep/Department Collaboration	2:10 – 3 pm Teacher Prep/Department Collaboration	2:10 – 3 pm Teacher Prep/Department Collaboration	2:10 – 3 pm Teacher Prep/Department Collaboration

* Mondays, teachers will go live with students at the start of each period for attendance taking, monitoring social emotional health, learning objectives, and goal setting. (Minimum of 30 minutes)

**Tuesday - Fridays, secondary teachers will be required to go live at the start of each period for attendance taking and will provide a minimum of two (2) live or pre-recorded synchronous instructional activities per week for students per course- one for each block period. (Minimum of 30 minutes of instruction per block for all students – allows for small group instruction). All weekly instructional activities may not solely be pre-recorded.

*** For the additional time in period block, teachers will be available for questions, support, or supervision of assessments live and/or in real-time (Webex, Google Meets, or Zoom).

Secondary **Student** Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
6:50 – 7:40	Prepare your learning space, eat, log-onto learning platform	Prepare your learning space, eat, log-onto learning platform	Prepare your learning space, eat, log-onto learning platform	Prepare your learning space, eat, log-onto learning platform
No Period 0 (Monday only)	Period 0 6:50 – 7:40	Period 0 6:50 – 7:40	Period 0 6:50 – 7:40	Period 0 6:50 – 7:40
Per 1 7:55 – 8:30	Period 2 7:55 – 9:15	Period <u>1</u> 7:55 – 9:15	Period <u>2</u> 7:55 – 9:15	Period 1 7:55 – 9:15
Per 2 8:40 – 9:15				
Per 3 9:25 – 10:00	Period 4 9:35 – 10:55	Period <u>3</u> 9:35 – 10:55	Period <u>4</u> 9:35 – 10:55	Period 3 9:35 – 10:55
Break 10 – 10:30				
Per 4 10:30 – 11:05				
Per 5 11:15 – 11:50	Period 6 11:15 – 12:35 pm	Period <u>5</u> 11:15 – 12:35 pm	Period <u>6</u> 11:15 – 12:35 pm	Period 5 11:15 – 12:35 pm
Per 6 12:00 – 12:35				
Lunch 12:35 – 1:10	Lunch 12:35 – 1:10	Lunch 12:35 – 1:10	Lunch 12:35 – 1:10	Lunch 12:35 – 1:10
No Period 7 (Monday only)	Period 7 1:10 – 2:00	Period 7 1:10 – 2:00	Period 7 1:10 – 2:00	Period 7 1:10 – 2:00
1:30 Early Out Monday (M.S. Only) Independent Reading & Work Completion	1:10 – 2:10 pm Independent reading/tutorial	1:10 – 2:10 pm Independent reading/tutorial	1:10 – 2:10 pm Independent reading/tutorial	1:10 – 2:10 pm Independent reading/tutorial
	2:10 – 3 pm Independent Work Completion	2:10 – 3 pm Independent Work Completion	2:10 – 3 pm Independent Work Completion	2:10 – 3 pm Independent Work Completion

Elementary SDC Weekly Schedule 2020-21 DISTANCE LEARNING (Part of Hybrid)					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-8:30	Wake up, eat breakfast, prepare the work space, complete morning exercises (found online)				
8:30-8:50 Morning Meeting/Attendance	Circle time, Letter sounds song Introduce weekend report flipgrid	Circle time, Regular songs	Circle time, Letter sounds song	Circle time, Regular songs	Circle time, Letter sounds song Introduce me/show and tell flipgrid
8:50-9:15	Morning Binder/Schedule (Independent work) Students will complete visual schedule with parent assistance and complete their morning binders Complete Flipgrid if its assigned				
9:15-9:30	STUDENT BREAK				
9:30-10:15 ELA	ELA Writing, IEP center, reading	ELA	ELA	ELA	ELA
10:15-10:40	Snack/Recess Physical movement				
10:40-11:20 Math/SS/Science (whole group lesson)	SS/Science (whole group lesson)	Math	Math	Math	Math
11:20-11:30	BREAK				
11:30-12:00	N2Y	N2Y	N2Y	N2Y	N2Y
12:00-12:45	LUNCH				
12:45-2:00	Services/Social/Play Skills	Services/Social/Play Skills	Services/Social/Play Skills	Services/Social/Play Skills	Services/Social/Play Skills
2-3:00	RBUSD provided lessons PE, music, art, garden, nutrition, counseling				

*Secondary SDC will follow the secondary 100% Distance Learning schedule

Hybrid On-Site Learning Schedules

Elementary Schedule – Grades 1-5

	Mon	Tue	Wed	Thur	Fri
*Bell Schedule 8:00 AM to 8:25 AM Arrival window 8 – 8:15 – 4 th & 5 th 8:15 – 8:25 – 1 st – 3 rd	Cohort A/B Alternating Mondays	Cohort A	Cohort B	Cohort A	Cohort B
8:25 AM – 10:25 AM (120 min)	Cohort A (Week 5, 7, 9) Cohort B (Week 4, 8, 10) SPED (Week 1, 2, 4, 5)	Cohort A	Cohort B	Cohort A	Cohort B
**10:25 – 10:55 AM (30 min)	Clean/ Snack Break	Clean/ Snack Break	Clean/ Snack Break	Clean/ Snack Break	Clean/ Snack Break
10:55 – 12:55 PM (120 min)		Cohort A	Cohort B	Cohort A	Cohort B
12:55 PM – 1:10 PM	Student Dismissal/Grab & Go Lunch	Student Dismissal/Grab & Go Lunch	Student Dismissal/Grab & Go Lunch	Student Dismissal/Grab & Go Lunch	Student Dismissal/Grab & Go Lunch
1:10 PM – 1:55 PM (45 min)	Staff Duty Free Lunch	Staff Duty Free Lunch	Staff Duty Free Lunch	Staff Duty Free Lunch	Staff Duty Free Lunch
1:55 PM – 3:15 PM	Teacher planning, prep, grade-level/dept collab, 504 Plan & IEP mtgs, and/or student distance learning or small grp instruction		Professional Development if scheduled	Teacher planning, prep, grade-level/dept collab, 504 Plan & IEP mtgs, and/or student distance learning or small grp instruction	

*Each elementary school will have staggered arrival and dismissal times.

**Recess breaks will be staggered and play areas will be assigned.

Hybrid On-Site Learning Schedules

Secondary Schedule

Mon	Tues-Fri	Tue	Wed	Thur	Fri
Stack Distance Learning Day	Bell Schedule	Cohort A 2, 4, 6	Cohort B 2, 4, 6	Cohort A 1,3,5	Cohort B 1,3,5
0 A & B 7:05 – 7:40	6:50 AM – 7:40 AM (50 min)	0A	0B	0A	0B
Per 1 7:55 – 8:30	7:40 AM – 7:55 AM (15 min)	Clean/Break	Clean/Break	Clean/Break	Clean/Break
Per 2 8:40 – 9:15	7:55 AM – 9:15 AM (80 min)	2A	2B	1A	1B
Per 3 9:25 – 10:00	9:15 AM – 9:35 AM (20 min)	Clean/ Snack Break	Clean/ Snack Break	Clean/ Snack Break	Clean/ Snack Break
BREAK 10 – 10:15	9:35 AM – 10:55 AM (80 min)	4A	4B	3A	3B
Per 4 10:25 – 11:00	10:55 AM – 11:15 AM (20 min)	Clean/ Snack Break	Clean/ Snack Break	Clean/ Snack Break	Clean/ Snack Break
Per 5 11:10 – 11:45	11:15 AM – 12:35 PM (80 min)	6A	6B	5A	5B
Per 6 11:55 – 12:30	12:35 PM – 12:55 PM (20 min)	Student Dismissal/Grab & Go Lunch	Student Dismissal/Grab & Go Lunch	Student Dismissal/Grab & Go Lunch	Student Dismissal/Grab & Go Lunch
12:30 – 1:05 Staff Duty Free Lunch	12:55 PM – 1:30 PM (35 min)	Staff Duty Free Lunch	Staff Duty Free Lunch	Staff Duty Free Lunch	Staff Duty Free Lunch
1:15 – 3:00 Professional Development if scheduled	1:30 PM – 3:00 PM	Teacher planning, prep, grade-level/dept collab, 504 Plans & IEP mtgs Student distance learning or small grp instruction			

Period 7 will occur from 1:10 – 1:45 p.m. on Monday and 1:10 – 2:00 p.m. on the assigned cohort day Tues – Friday.

Students will remain on campus for lunch and then report to their 7th period.

100% Distance Learning & Hybrid On-Site Learning Schedule

Kindergarten Elementary Teacher Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
*8:00-8:30 Arrival Window	*8:00-8:30 Arrival Window	*8:00-8:30 Arrival Window	*8:00-8:30 Arrival Window	*8:00-8:30 Arrival Window
8:30-9:00 Morning Meeting (SEL) and attendance	8:30-9:00 Morning Meeting (SEL) and attendance	8:30-9:00 Morning Meeting (SEL) and attendance	8:30-9:00 Morning Meeting (SEL) and attendance	8:30-9:00 Morning Meeting (SEL) and attendance
9:00-10:00 ELA/SS Instruction (60 min)	9:00-10:00 ELA/SS Instruction (60 min)	9:00-10:00 ELA/SS Instruction (60 min)	9:00-10:00 ELA/SS Instruction (60 min)	9:00-10:00 ELA/SS Instruction (60 min)
**10:00-10:30 Movement snack break, and sanitize (30 min)	**10:00-10:30 Movement snack break, and sanitize (30 min)	**10:00-10:30 Movement snack break, and sanitize (30 min)	**10:00-10:30 Movement snack break, and sanitize (30 min)	**10:00-10:30 Movement snack break, and sanitize (30 min)
10:30-11:30 Math/Sci Instruction (60 min)	10:30-11:30 Math/Sci Instruction (60 min)	10:30-11:30 Math/Sci Instruction (60 min)	10:30-11:30 Math/Sci Instruction (60 min)	10:30-11:30 Math/Sci Instruction (60 min)
11:45 – 12:05 Dismissal	11:45 – 12:05 Dismissal	11:45 – 12:05 Dismissal	11:45 – 12:05 Dismissal	11:45 – 12:05 Dismissal
12:05 – 12:45 Intervention Support	12:05 – 12:45 Intervention Support	12:05 – 12:45 Intervention Support	12:05 – 12:45 Intervention Support	12:05 – 12:45 Intervention Support
12:45-1:30 lunch	12:45-1:30 lunch	12:45-1:30 lunch	12:45-1:30 lunch	12:45-1:30 lunch
1:30 – 3:15 PM Teacher planning, prep, grade-level/dept collab, 504 Plan & IEP mtgs, and/or student distance learning or small grp instruction	1:30 – 3:15 PM Teacher planning, prep, grade-level/dept collab, 504 Plan & IEP mtgs, and/or student distance learning or small grp instruction	Professional Development if scheduled	1:30 – 3:15 PM Teacher planning, prep, grade-level/dept collab, 504 Plan & IEP mtgs, and/or student distance learning or small grp instruction	1:30 – 3:15 PM Teacher planning, prep, grade-level/dept collab, 504 Plan & IEP mtgs, and/or student distance learning or small grp instruction

Teachers will provide 30 minutes of work daily, such as reading, practice, educational games, and review, for students to complete at home to reach the 180 minimum instructional minutes.

*Each elementary school will have staggered arrival and dismissal times.

**Recess breaks will be staggered and play areas will be assigned.

Middle School Reopening Model

Monday Distance Learning Periods 1-6	Tues – Fri Time	Tuesday Periods 2/4/6	Wednesday Periods 1/3/5	Thursday Periods 2/4/6	Friday Periods 1/3/5
Per 1 7:55- 8:30	Per 1/2 7:55- 9:15	PERIOD 2 COHORT A - in person COHORT B - Distance learning at home	PERIOD 1 COHORT B - in person COHORT A - Distance learning at home	PERIOD 2 COHORT A - in person COHORT B - Distance learning at home	PERIOD 1 COHORT B - in person COHORT A - Distance learning at home
Per 2 8:40-9:15	Break 9:15-9:35	Break			
Per 3 9:25-10:00	Tutorial 9:35-10:35	Tutorial in same Per 1 or Per 2			
Per 4 10:30-11:05	Break 10:35-11:20	Break & Travel for Students Break & planning for Teachers			
Per 5 11:15-11:50	Per 3/4 11:20-12:40	Distance Learning for period 4	Distance Learning for period 3	Distance Learning for period 4	Distance Learning for period 3
Per 6 12:00-12:35	Lunch 12:40-1:15	LUNCH			
No Period 7 on Mondays	Per 5/6 1:15-2:35	Distance Learning for period 6	Distance Learning for period 5	Distance Learning for period 6	Distance Learning for period 5
1:10-3:00 PD, Prep, collab	Asynch/Per 7 2:35-3:00	Independent Work Completion or 7th Period DL			

Students on campus from 7:55 – 10:35 a.m. with time to get home for last two periods and 7th period - DL

Period 0 is distance learning (Adams only)

Effective March 11 for 6th grade return to campus; 7th & 8th continue DL and follow bell schedule – see MOU language page 3-4



RBUSD Reopen MOU 3.2.21 (FINAL)

Final Audit Report

2021-03-03

Created:	2021-03-03
By:	Jennifer Melgar (jmelgar@rbusd.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAvPdG3gbVH_bNFhISAqIQdW_VSDxQ340d

"RBUSD Reopen MOU 3.2.21 (FINAL)" History

-  Document created by Jennifer Melgar (jmelgar@rbusd.org)
2021-03-03 - 3:40:14 AM GMT- IP address: 76.170.186.119
-  Document emailed to Nicole Wesley (nwesley@rbusd.org) for signature
2021-03-03 - 3:44:13 AM GMT
-  Email viewed by Nicole Wesley (nwesley@rbusd.org)
2021-03-03 - 3:44:27 AM GMT- IP address: 156.3.54.202
-  Document e-signed by Nicole Wesley (nwesley@rbusd.org)
Signature Date: 2021-03-03 - 3:44:46 AM GMT - Time Source: server- IP address: 156.3.54.202
-  Agreement completed.
2021-03-03 - 3:44:46 AM GMT




RBUSD Reopen MOU 3.2.21 (FINAL) - signed

Final Audit Report

2021-03-03

Created:	2021-03-03
By:	Jennifer Melgar (jmelgar@rbusd.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAXnpZnwj3j9zqgsyA6LrNn6Gvij3n0P-__

"RBUSD Reopen MOU 3.2.21 (FINAL) - signed" History

-  Document created by Jennifer Melgar (jmelgar@rbusd.org)
2021-03-03 - 3:46:41 AM GMT- IP address: 76.170.186.119
-  Document emailed to Monica Joyce (mjoyce@rbusd.org) for signature
2021-03-03 - 3:52:56 AM GMT
-  Email viewed by Monica Joyce (mjoyce@rbusd.org)
2021-03-03 - 3:52:10 PM GMT- IP address: 156.3.54.202
-  Document e-signed by Monica Joyce (mjoyce@rbusd.org)
Signature Date: 2021-03-03 - 3:54:33 PM GMT - Time Source: server- IP address: 156.3.54.202
-  Agreement completed.
2021-03-03 - 3:54:33 PM GMT