

**Memorandum of Understanding Between
Bishop Unified School District
And the
Bishop Teachers Association
Regarding**

**SCHOOL REOPENING INSTRUCTION GUIDELINES AND SAFETY GUIDELINES
August 12, 2020 (Revised October 2, 2020)**

TERMS AND CONDITIONS: The Bishop Unified School District (hereinafter, "District") and the Bishop Teachers Association (hereinafter, "Association") collectively (hereinafter, "the Parties") agree as follows:

BACKGROUND: The BUSD and BTA enter into this Memorandum of Understanding (MOU) regarding the 2020-2021 School Reopening Instruction and Safety Guidelines.

INSTRUCTIONAL MODELS Based on Public Health guidance, the BUSD Board of Education in conjunction with BTA will decide to start the year with one of three different Instructional Models for each school site:

- Students on campus 4 days a week including the am/pm model (<5% positivity rate)
- 100% DISTANCE LEARNING (See attached document for structure, >8% positivity rate, placed on the California County Monitoring List, or as advised by the Inyo County Public Health and Prevention Division)
- A BLENDED MODEL - A/B model including block scheduling (See attached document for structure)

SALARY AND BENEFITS While working under the current distance learning model, 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 collective bargaining agreement.

EMPLOYEE EXPECTATIONS

Bargaining unit members shall determine the means and method for providing distance learning based on appropriate standards-based instruction, their resources, and their students' ability to access the curriculum. Under the current distance learning model, bargaining unit members shall be responsible for planning appropriate standards-based instruction, responding to parents and students in a timely manner

(attempt within one regular contract day), supporting diverse learners, building rapport and connections with students, regularly monitoring student work completion and participation, follow regular grading procedures and timelines, providing students feedback, and reporting non-participation to the site administrator for additional outreach and follow up.

ATTENDANCE REPORTING

6-12 homeroom teachers will meet with their Distance Learning students via Google Meet every school day for 10-20 minutes between 8:00 - 8:30am, which meets the requirement for students' daily live interaction. In the distance learning model, K-5 teachers will meet with their students via Google Meet or Zoom between 8:00 - 9:00 a.m.

Maintaining and reporting accurate attendance will be in accordance with ADA state requirements under SB 98, on any day that a class is scheduled on the site calendar, teachers shall enter attendance for each student. Attendance shall be taken by the end of the day/instructional period. Homeroom teachers will take attendance via their daily live interaction each day.

When operating in a full time distance learning model, teachers may provide an in-class assignment such as a warm up activity or exit ticket that students submit each period to account for their participation and engagement for the class. This may also be used to account for each student's period attendance. These assignments or live interaction meet SB98 requirements.

Student Participation and Engagement

A Distance Learning student can be determined to be participating when engaged in activities like those listed below:

1. Participation in online instruction
2. Online activities
3. Completion of regular assignments
4. Completion of assessments
5. Contact between unit members and pupils or parents or guardians

MEMBER WORKLOAD

The District shall make every effort to avoid increases to unit member workload. Any change to the instructional schedule that increases a unit member's workload shall be compensated at the unit member's hourly rate of pay should it exceed what should be done during the regular contract day.

DISTANCE LEARNING AND BLENDED MODEL CONSIDERATIONS

Professional Learning Communities times will be held on the district's designated

Distance Learning Day, every Friday. All meetings will be held virtually unless 6 feet of social distance can be guaranteed. Virtual attendance will always be an option to participate in meetings. If an additional staff meeting is needed due to COVID related issues, the BTA President will be notified in advance.

Parent/Teacher Conferences normally held in the Fall will be held virtually as needed for the 2020-2021 school year. BUSD and BTA will collaborate if a change in schedule is required to hold parent/teacher conferences. Spring conferences are TBD.

BUHS first semester Finals' schedule will be determined for the 2020-2021 school year.

Blended Learning Schedules (TK-12)

Established blended learning schedules will be used at each respective school site according to what dates each grade level is being reintroduced onto campus:

- Grades TK -2 October 5, 2020
- Grades 3 - 5 October 12, 2020
- Grades 9 - 12 October 12, 2020
- Grades 6 - 8 October 19, 2020

Bishop Elementary Blended Learning Schedule (Grades TK - 5)

*The following schedule is for teaching am/pm groups in-seat. Designated Distance Learning Teachers have been identified to teach full-time DL classes for: TK/K, 1st gd, 2nd gd, 3rd gd, and 4th/5th based on the number of families that opted for full time DL. Fridays are dedicated to DL for all students.

Times	Monday - Thursday
8:00 - 10:30	A.M. Group (1/2 of the class)
10:30 - 11:15	DL / Asynchronous Learning
11:15 - 12:00	Lunch
12:00 - 2:30	P.M. Group (1/2 of the class)
2:30 - 3:15	Prep

Home Street & Bishop High Blended Learning Schedule (Grades 6 - 12)

*The following schedule is for teaching A/B groups in-seat in a block schedule format. Distance Learning periods are shown in purple and in-seat periods are green. All teachers are scheduled to work from 8:05am - 3:15pm Monday - Thursday and 8:05am - 2:15pm on Fridays.

Times	Minutes	Monday - Thursday	Friday	
8:05 - 8:35 AM	30	Homeroom / Daily Check-In for all (A / B / DL)	Homeroom / Daily Check-In for all (A / B / DL)	
8:35 - 8:45 AM	10	Break (Mask Break / Screen Break)	Screen Break	
8:45 - 9:45 AM	60	Period 1 or 2	Office Hours / 1:1 or Small Group Support	
9:45 - 10:00 AM	15	Break (Mask Break / Screen Break)	Asynchronous Learning in Google Classroom (Students complete assignments for all periods)	
10:00 - 11:00 AM	60	Period 3 or 4		
11:00 - 11:10 AM	10	Break (Mask Break / Screen Break)		
11:10 - 12:10 PM	60	Period 7 or 6	Asynchronous Learning in Google Classroom (Students complete assignments for all periods)	
12:10 - 12:50 PM	40	Lunch		Lunch
12:50 - 1:20 PM	30	DL Period 1 or 2 (virtual, not on site)		Asynchronous Learning in Google Classroom (Students complete assignments for all periods)
1:20 - 1:25 PM	5	Screen Break		
1:25 - 1:55 PM	30	DL Period 3 or 4 (virtual, not on site)		
1:55 - 2:00 PM	5	Screen Break		
2:00 - 2:30 PM	30	DL Period 7 or 6 (virtual, not on site)	Early dismissal (2:15)	
2:30 - 3:15 PM	45	Prep		

"A" Group - In Seat Mondays & Tuesdays

Green periods are in seat Purple periods are virtual

Times	Minutes	Monday	Tuesday	Wednesday	Thursday	Friday
8:05 - 8:35 AM	30	Homeroom / Daily Check-In for all (A / B / DL)		Homeroom / Daily Check-In for all (A / B / DL)		Homeroom / Daily Check-In for all
8:35 - 8:45 AM	10	Mask Break		Screen Break		Screen Break
8:45 - 9:45 AM	60	Period 1	Period 2	Period 1 Live or Recorded Lesson	Period 2 Live or Recorded Lesson	Office Hours / 1:1 or Small Group Support
9:45 - 10:00 AM	15	Mask Break		Screen Break		Asynchronous Learning in Google Classroom (Students complete assignments for all periods)
10:00 - 11:00 AM	60	Period 3	Period 4	Period 3 Live or Recorded Lesson	Period 4 Live or Recorded Lesson	
11:00 - 11:10 AM	10	Mask Break		Screen Break		
11:10 - 12:10 PM	60	Period 7	Period 6	Period 7 Live or Recorded Lesson	Period 6 Live or Recorded Lesson	
12:10 - 12:50 PM	40	Lunch "to go"		Lunch Break		Lunch Break
12:50 - 1:20 PM	30	Asynchronous DL Period 1	Asynchronous DL Period 2	Period 1 For Group A & DLs	Period 2 For Group A & DLs	Asynchronous Learning in Google Classroom (Students complete assignments for all periods)
1:20 - 1:25 PM	5	Screen Break		Screen Break		
1:25 - 1:55 PM	30	Asynchronous DL Period 3	Asynchronous DL Period 4	Period 3 For Group A & DLs	Period 4 For Group A & DLs	
1:55 - 2:00 PM	5	Screen Break		Screen Break		
2:00 - 2:30 PM	30	Asynchronous DL Period 7	Asynchronous DL Period 6	Period 7 For Group A & DLs	Period 6 For Group A & DLs	
2:30 - 3:15 PM	45	Prep		Prep		Early dismissal (2:15)

"B" Group - In Seat Wednesdays & Thursdays

Green periods are in seat Purple periods are virtual

Times	Minutes	Monday	Tuesday	Wednesday	Thursday	Friday
8:05 - 8:35 AM	30	Homeroom / Daily Check-In for all (A / B / DL)		Homeroom / Daily Check-In for all (A / B / DL)		Homeroom / Daily Check-In for all
8:35 - 8:45 AM	10	Screen Break		Mask Break		Screen Break
8:45 - 9:45 AM	60	Period 1 <small>Live or Recorded Lesson</small>	Period 2 <small>Live or Recorded Lesson</small>	Period 1	Period 2	Office Hours / 1:1 or Small Group Support
9:45 - 10:00 AM	15	Screen Break		Mask Break		Asynchronous Learning in Google Classroom (Complete assignments for all periods)
10:00 - 11:00 AM	60	Period 3 <small>Live or Recorded Lesson</small>	Period 4 <small>Live or Recorded Lesson</small>	Period 3	Period 4	
11:00 - 11:10 AM	10	Screen Break		Mask Break		
11:10 - 12:10 PM	60	Period 7 <small>Live or Recorded Lesson</small>	Period 6 <small>Live or Recorded Lesson</small>	Period 7	Period 6	
12:10 - 12:50 PM	40	Lunch Break		Lunch "to go"		Lunch Break
12:50 - 1:20 PM	30	Period 1 <small>For Group B & DLs</small>	Period 2 <small>For Group B & DLs</small>	Asynchronous DL Period 1	Asynchronous DL Period 2	Asynchronous Learning in Google Classroom (Students complete assignments for all periods)
1:20 - 1:25 PM	5	Screen Break		Screen Break		
1:25 - 1:55 PM	30	Period 3 <small>For Group B & DLs</small>	Period 4 <small>For Group B & DLs</small>	Asynchronous DL Period 3	Asynchronous DL Period 4	
1:55 - 2:00 PM	5	Screen Break		Screen Break		
2:00 - 2:30 PM	30	Period 7 <small>For Group B & DLs</small>	Period 6 <small>For Group B & DLs</small>	Asynchronous DL Period 7	Asynchronous DL Period 6	
2:30 - 3:15 PM	45	Prep		Prep		Early dismissal (2:15)

"DL" Group - Full Time Distance Learning

All periods are virtual

Times	Minutes	Monday	Tuesday	Wednesday	Thursday	Friday
8:05 - 8:35 AM	30	Homeroom / Daily Check-In for all (A / B / DL)		Homeroom / Daily Check-In for all (A / B / DL)		Homeroom / Daily Check-In for all
8:35 - 8:45 AM	10	Screen Break		Screen Break		Screen Break
8:45 - 9:45 AM	60	Period 1 Live or Recorded Lesson	Period 2 Live or Recorded Lesson	Period 1 Live or Recorded Lesson	Period 2 Live or Recorded Lesson	Office Hours / 1:1 or Small Group Support
9:45 - 10:00 AM	15	Screen Break		Screen Break		Asynchronous Learning in Google Classroom (Students complete assignments for all periods)
10:00 - 11:00 AM	60	Period 3 Live or Recorded Lesson	Period 4 Live or Recorded Lesson	Period 3 Live or Recorded Lesson	Period 4 Live or Recorded Lesson	
11:00 - 11:10 AM	10	Screen Break		Screen Break		
11:10 - 12:10 PM	60	Period 7 Live or Recorded Lesson	Period 6 Live or Recorded Lesson	Period 7 Live or Recorded Lesson	Period 6 Live or Recorded Lesson	
12:10 - 12:50 PM	40	Lunch Break		Lunch Break		Lunch Break
12:50 - 1:20 PM	30	Period 1 For Group B & DLs	Period 2 For Group B & DLs	Period 1 For Group A & DLs	Period 2 For Group A & DLs	Asynchronous Learning in Google Classroom (Students complete assignments for all periods)
1:20 - 1:25 PM	5	Screen Break		Screen Break		
1:25 - 1:55 PM	30	Period 3 For Group B & DLs	Period 4 For Group B & DLs	Period 3 For Group A & DLs	Period 4 For Group A & DLs	
1:55 - 2:00 PM	5	Screen Break		Screen Break		
2:00 - 2:30 PM	30	Period 7 For Group B & DLs	Period 6 For Group B & DLs	Period 7 For Group A & DLs	Period 6 For Group A & DLs	
2:30 - 3:15 PM	45	Prep		Prep		Early dismissal (2:15)

The District and BTA value teacher choice in how to best provide equitable instruction to in-seat, off-campus, and distance learners. There are 6 different ways that middle and high school teachers can provide instruction to students not in-seat each morning. All 6-12 students not in seat (including full time DLs) each day are required to attend p.m. DL sessions for that day. Teachers may choose from the following options:

1. Record the a.m. lesson live and provide it to off-campus/DL students to view prior to the p.m. class session.
2. Pre-record and post the same lesson for DL/off-campus students to watch prior to the p.m. class session.
3. Teach the same or essential elements of the a.m. lesson to the p.m. students live in the afternoon session.
4. Live stream the a.m. lesson to both off-campus and DL students while teaching in-seat students, but not requiring attendance. The live stream session would be recorded and then posted on Google Classroom to view prior to the p.m. session.
5. Live stream the a.m. lesson to both off-campus and DL students while teaching in-seat students and REQUIRING attendance of all groups. The p.m. session could be structured as office hours, small group, or tutoring sessions based on teacher discretion, but **all** off-campus and DL students would be required to attend p.m. sessions.
6. Live stream the a.m. lesson to both off-campus and in-seat students while teaching in-seat students REQUIRING attendance of off-campus. With DL receiving instruction in the PM

Instructional Minutes

CDE and SB98 require a minimum amount of instructional time to every student based on student grade level. Students must receive some "daily live interaction" every day with their teacher and peers which we ensure occurs, at minimum, in Homeroom for all students daily. Additionally, direct instruction, class time, group/partner work, and time value of assignments contribute to overall instructional minutes for every school day, Monday - Friday.

- 180 minutes for kindergarten (3 hours)
- 230 minutes for grades 1-3 (3 hours, 50 minutes)
- 240 minutes for grades 4-5 (4 hours)
- 240 minutes for grades 6-12 (4 hours)
- 180 minutes for continuation school students (PGHS) (3 hours)

TEACHER MOVEMENT

Unit members who are required to rotate between classrooms shall be provided lockable rolling storage cabinets. The District shall structure the class schedule to minimize as much as possible the number of total contacts, the distance unit members must travel between classes, and assist those who have physical barriers to such

movement.

JOB OPENINGS AND TRANSFER PROCESS

The District recognizes the possible need for a full time distance learning teacher for the 2020-2021 School Year given the District can offer a Blended Model with students on campus. The criteria for transfers to remote teaching positions will be prioritized as follows:

1. Medical Accommodations
2. High Risk Household
3. Childcare due to COVID-19 school or facility closure

Selection criteria will then be based on Current Credential Held and Experience/ Seniority. After the identified prioritized conditions have been accommodated, remaining positions will be available for unit member transfers following the contractual procedures.

WORKING REMOTELY (Under a Blended Model)

Bargaining unit members shall report to the district in person while working on the district's designated distance learning day (Friday). Teachers who may need to work remotely will complete a request to do so which will be provided to the site administrator for approval. Teachers will be supplied with proper technology such as a laptop to work remotely. Teachers working remotely agree to work during the hours of the regular contract day and not participate in unrelated work activities.

FULL-TIME DISTANCE LEARNING CONSIDERATIONS

Per the 8/10/20 school board decision, teachers will be expected to work on site while the District is operating under a Full Time Distance Learning model. A request form and process will be in place for teachers who have valid reasons to work from home. All requests will be reviewed by site administration and the superintendent for approval to work remotely. (Refer to ATTACHMENT A - Request to Regularly Work Off Site.)

"Teachers should prepare an emergency sub plan in the event that someone may need to cover their distance learning responsibilities in their absence. Teachers will be paid their per diem rate or equivalent comp time for covering another teacher's class for 15 minutes at the beginning of their prep (or otherwise open) period. Teachers should not teach their own class and cover someone else's class at the same time, unless there is no other option. Under these conditions, teachers are responsible for checking in students and directing assignments. The total time of in-house coverage is expected to be about 15 minutes per period, or one hour a day total, under the distance learning

model. Time beyond the 15 minutes (up to the 80 minute period) should be documented on the timesheet. Substitute teachers will be scheduled via AESOP like "normal" if in-house coverage is not possible or warranted, or if duties would exceed one hour. Between now and December, the District will hold a Distance Learning training for our regular substitute teachers.

SPECIAL CONSIDERATIONS

For unit members who work with students in grades TK,K, 1 or for those with CDS, SDC, Resource, and/or Speech students: job duties and schedules will be mutually agreed upon with unit member and site administration for possible on-site instruction, subject to county health approval. The Keith Bright Juvenile Court School (KBS) staff and administration will collaborate to mutually agree upon scheduling structures for court school students.

SHARING OR PUBLISHING LESSON PLANS AND/OR RECORDED LESSONS.

Employees and the District are respectively required to obtain permission prior to publishing or selling any online content or lesson plans created during and in the scope of their employment and intended for Teacher/District use. Teachers may reuse their own lessons/materials at any time and may choose to share their own lessons/materials with others.

DISTANCE LEARNING TEACHING SCHEDULES

Sites are collaborating to determine weekly schedules. Teachers will be provided a prep period each day and designated time for PLC meetings on Fridays. Schedules can be revisited by BTA or the District if there is a need to make adjustments. (Refer to ATTACHMENT B: General Distance Learning schedules for BES, HSMS, BUHS, and PGHS.)

ACCESS TO SCHOOL SITES ON SCHEDULED OFF-SITE DAYS

Due to cleaning and disinfecting schedules, employees will first check with site admin to the availability of site visits on days when the employee is scheduled to be off-site.

SYLLABUS/CLASSROOM GUIDELINES

Bargaining unit members shall develop and post a syllabus/classroom guidelines with information on accessing curriculum via the Seesaw or Google Classroom online platform, contact information, grading policy, daily schedule, and office hours. Teachers in grades 2-12 will use Google Classroom as the platform for students to access their weekly curriculum and TK-1 teachers will use Seesaw as their common online platform, per the District Wide Google Classroom and Seesaw Expectations (ATTACHMENT C).

WORK YEAR

BTA members will continue to work their same contractual days as stated in the contract. Pre inservice days will include safety procedures, virtual teaching, and the blended model.

SCHOOL CLOSURES AND MODEL TRANSITIONS

The District shall immediately notify the Association if the Board determines there will be a change in the instructional model. The District shall contact the Association with recommendations from the local public health department to determine if schools and worksites should be closed. If closure is recommended by the local public health department, the District and Association shall immediately bargain the impact and effects of the closure. Before transitioning to in-person learning at any site, the District and BTA reach consensus.

There will be at least a 14 day notice prior to implementing a blended on-campus model. BTA and the District recognize a need for consistency for students and staff and want to limit the potential of moving back and forth in between instructional models. To this end, instructional models will be revisited every 6 weeks and/or as needed upon the request of the District or BTA.

According to the criteria laid out by the state, Bishop Schools are allowed to reopen once Inyo County is in the state's Tier II stage for at least 2 weeks. The CDPH has outlined the following criteria to determine a subsequent school closure:

What are the criteria for closing a school?

Individual school closure is recommended based on the number of cases, the percentage of the teacher/students/staff that are positive for COVID-19, and following consultation with the Local Health Officer.

Individual school closure may be appropriate when there are multiple cases in multiple cohorts at a school or when at least 5 percent of the total number of teacher/student/staff are cases within a 14-day period, depending on the size and physical layout of the school.

The Local Health Officer may also determine school closure is warranted for other reasons, including results from public health investigation or other local epidemiological data.

If a school is closed for in-person learning, when may it reopen?

Schools may typically reopen after 14 days and the following have occurred:

- Cleaning and disinfection
- Public health investigation
- Consultation with the local public health department

What are the criteria for closing a school district?

A superintendent should close a school district if 25% or more of schools in a district have closed due to COVID-19 within 14 days, and in consultation with the local public health department.

If a school district is closed, when may it reopen?

Districts may typically reopen after 14 days, in consultation with the local public health department.

Closing School Due to Wildfire Smoke

The District will use the air quality readings from the Great Basin Unified Air Pollution Control District (GBUAPCD) to determine whether or not to close school or limit school activity due to smoke or otherwise hazardous air quality.

(<https://www.gbuapcd.org/AirMonitoringData/CurrentConditions/>) Current guidance recommends that schools "consider closing school" when air quality is in the Level 5: Very Unhealthy range with an AQI reading of 201 or higher. Inyo County Public Health, as of early October 2020, is looking into the implications COVID-19 mitigation has on AQI recommendations.

EVALUATION

Blended or student on campus model – The regular contract language for evaluations will be followed. No teacher will be solely evaluated upon their distance learning performance.

Distance Learning Model- The regular contract language for evaluations will be followed except classroom observations will be conducted virtually.

In the event the state provides waivers for permanent employees, probationary and temporary teachers will be evaluated following the regular contract language to the extent possible.

Any evaluation process not completed last school year will be completed this year. Only the requirements not completed last year will need to be completed in the 2020-2021 school year.

SAFETY

ADHERENCE TO HEALTH GUIDELINES

The District shall adhere to the COVID guidelines issued by the California Department of Public Health ("CDPH"), California Department of Education ("CDE"), and most current Governor guidelines issued for returning members. The parties agree to meet as soon as possible to negotiate the impact and effects of any revisions or updates to those guidelines.

PHYSICAL DISTANCING

The District will adhere to the recommended guidelines of the CDPH, CDE, and Governor proposals as it regards to physical distancing between Staff/Student and Staff/Staff. The District will take into consideration the specific needs at each school site. Consistent and visible signage will be made available for staff and students to support physical distancing.

STUDENT LUNCH

BUSD and BTA both agree that teachers should not be supervising students during their duty-free lunch. If the District finds the need to ask teachers to supervise during lunch, it will be at the teacher's discretion. They will be compensated at their hourly rate. In the event lunch needs to be served in the classroom, the District and BTA will meet to discuss the effects.

BLENDED MODEL PHYSICAL CONSIDERATIONS

ONE-WAY DIRECTIONAL MOVEMENT

Ensuring that movement through buildings is unidirectional and/or minimizes cohort mixing and maximizes physical distancing. Directional markers as well as physical distancing signs shall be in place as needed before the beginning of the school year whenever possible.

MULTIPLE AND ASSIGNED ENTRY POINTS AND TEMPERATURE CHECKING

All staff and visitors will complete a daily symptom screening at home including a temperature check prior to entry at all schools and district facilities. Teachers will check student temperatures within the first few minutes of the school day. Individuals that have a temperature at or above 100.4 degrees or are displaying other symptoms related to COVID-19 will be further screened before being allowed to remain on campus. The district will follow CDC and CDPH guidelines re: symptom screening and recommendations for when and how long individuals need to go/stay home.

IN-PERSON STAFF MEETINGS

The District shall not require in-person staff meetings or professional development if the District cannot ensure appropriate PPE and a minimum of six (6) feet of physical distance between all employees for the duration of the meeting and for entering/leaving the meeting. A virtual option will always be available for members to participate.

Staff meetings, professional development, and teacher collaboration times will mirror the contractual time schedule designated. Any additional non-emergency meetings will be first approved by the BTA president.

MASKS AND GLOVES

The District shall require the use of facial coverings ("masks") in accordance with state guidelines currently in effect. Individuals shall be required to wear a mask.

Masks may not be required for children age two and under or for students with medical apparatus which prevents or obstructs the use of the apparatus. Each employee will be provided with:

- Mask(s) that are washable and meet safety standards of essential workers.
- District will have an appropriate number of masks for all employees and will have additional masks on hand when needed. Cloth masks have been provided to all school employees and disposable surgical masks are also provided on site to use as needed.
- Employees can wear their own, but need to have their face covered.
- Gloves will be readily made available.
- Students will follow appropriate guidelines.
- Unit members with additional medical PPE needs should communicate directly with administration to ensure that they will have them provided.

HAND SANITIZER AND SOAP

The District shall comply with the following hand washing logistical requirements:

- a) every room with a sink shall be stocked with soap, hand sanitizer, and paper towels
- b) every classroom shall be provided with hand sanitizer
- c) non-classroom workspaces shall be provided hand sanitizer;
- d) hand sanitizer or portable hand washing stations shall be provided at various ingress and egress points on campuses;
- e) all hand washing/hand sanitizing supplies noted above or otherwise provided shall be checked and restocked immediately as needed and prior to the beginning of each day.

DAILY CLEANING AND DISINFECTING

The District shall ensure that all classrooms, restrooms, and workspaces are cleaned and disinfected daily according to the most current guidelines of the CDE and CDPH. A daily cleaning checklist list will be provided to all members identifying the nightly cleaning procedures. All teachers will be provided with supplies to clean high touch surfaces such as desks and door handles in between classes/cohorts if they choose. (This is optional.)

HVAC

Prior to the start of the school year, the District will schedule an HVAC professional to inspect all sites' cooling and heating systems to ensure that all rooms have appropriate air flow and filtration. The District shall ensure all HVAC systems operate on the mode which delivers the most fresh air changes per hour, allow staff to adjust

their temperature settings, and open windows and doors to promote cross ventilation as conditions safely permit.

Air filters shall be the manufacturer's recommended level filters and changed as frequently as the manufacturer's and HVAC professional's recommended intervals. Air filters will continue to be changed biannually.

SICK LEAVE FOR BTA MEMBERS

Any Non-Covid related sick leave requests will follow the BTA contract guidelines.

All COVID related sick leave requests must be accompanied by a doctor's note. If there is no doctor's note, the sick leave request will fall under the BTA contractual guidelines (see attached chart).

If a doctor's note or district letter is provided the **Emergency Paid Sick Leave Act (EPSLA)** guidelines will be followed. The current EPSLA requires employers to provide a total of up to **10 days** of paid sick leave to employees who are unable to work for five reasons having to do with COVID-19 where the employee:

- (1) is subject to a Federal, State, or local quarantine or isolation order related to COVID-19; {How will the employee get documentation for this situation?}
- (2) has been advised by a health care provider to self-quarantine due to concerns related to COVID-19;
- (3) is experiencing symptoms of COVID-19 and is seeking a medical diagnosis;
- (4) is **identified as the primary caregiver** caring for an individual who is subject to an order as described in (1), or who has been advised as described in (2); or
- (5) is experiencing any other substantially similar condition specified by the Secretary of Health and Human Services in consultation with the Secretary of the Treasury and the Secretary of Labor.

If under conditions #1-5, while an employee is waiting for quarantine orders to end and/or for a medical diagnosis but is healthy enough to offer distance learning to their class quarantined under conditions #1-3, they shall be allowed to offer distance learning without using sick leave. They must meet the requirements under "Employee Expectations" as well as provide a doctor's note.

Agreement to Meet and Negotiate

The parties agree to meet digitally within ten (10) calendar days, unless otherwise mutually agreed upon, to negotiate any guidance from the California Department of Education, the Federal Department of Education, and/or any federal, state, or county directives that impact matters within the scope of representation. In the event the State of California alters requirements for schools in response to COVID-19, the parties agree within ten (10) calendar days, unless otherwise mutually agreed upon, to negotiate the

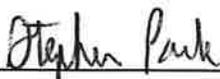
impacts. All components of the current Collective Bargaining Agreement between BTA and the Bishop Unified School District not addressed by the terms of this agreement shall remain in full effect. This agreement is non-precedent setting. The parties understand the coronavirus (COVID-19) pandemic situation is very fluid and mutually agree to review the provisions of the MOU, as necessary. This MOU addresses the negotiable effects of the coronavirus (COVID-19). The District and/or Association reserve the right to negotiate any additional impacts and/or additional school effects in the 2020-2021 school year.

Terms of Agreement

The Terms of this agreement shall sunset June 30, 2021.

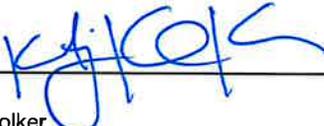
~~Dated this 12th day of August, 2020.~~ Updated and Signed on October 15, 2020.

Association:



Steve Park
BTA President

District:



Katie Kolker
BUSD Superintendent

Request To Regularly Work Off Site While Providing Distance Learning Instruction

Full-Time Request Partial Day/Week Request Short-term Request

Name: _____ Date: _____

Expectations for BUSD Teachers working off site

- **Maintain regular daily work hours** (i.e. 7:45am - 3:15pm)
 - Prep periods should be used for school/job related duties such as grading and lesson preparation
 - Staff members should not engage in any unrelated school activities during the regular school day (i.e. shopping, laundry, driving out of town, etc.)
- **Maintain a dedicated work space in a distraction free environment**
 - Limit background noise so dogs, lawn mowers, etc. aren't heard
 - Use a virtual background if you can't be in a professional office or classroom type setting
 - Ensure you have functioning and reliable internet and phone access
 - Remote work sites need to be located within the general area of the school/home unless pre-approved by administration
- **Participate in all scheduled school activities and commitments** including:
 - Daily Live Interaction meetings with students
 - Providing direct instruction during scheduled class periods
 - Providing ongoing support and timely feedback to students and parents via Google Classroom, Google Meet/Zoom, email, phone, etc.
 - Daily Office hours
 - Weekly PLC meetings & Monthly Staff meetings
 - Student meetings as scheduled such as IEPs, 504s, SSTs
- **Dress professionally** as students will be participating virtually every day

***Not meeting these expectations will result in staff being asked to return to campus for the regular scheduled workday.**

Briefly describe the reasons why you are requesting to work remotely while BUSD is operating under a full time distance learning program:

Please check the following considerations if they apply to you:

- Over Age 65 Immunocompromised (self, child, or other household member)
 Medical Necessity (provide documentation) Child Care Concerns*

**The district does intend to provide childcare for school aged children on campuses*

Signature: _____

Date received by admin: _____ Admin Signature: _____

Approval: YES NO Reason(s): _____

ATTACHMENT B

Distance Learning School Schedules (updated 8/12/20)



Provided for you here are general schedules that each site has developed for students. **All students must check in with their teacher daily** (via Google Meet or Zoom), first thing in the morning, to be counted as “present” for the day. Throughout the school day, instruction and activities will be provided in manageable chunks to allow for frequent opportunities for direct student-teacher interaction as well as regular screen time breaks. School counselors will be available throughout the school day to provide ongoing social emotional, academic, and/or behavioral support for students.

Bishop Elementary (Grades TK-5) **This is a sample, actual schedule will vary by grade level*

Times	Monday - Thursday	Friday
8:00 – 9:00 AM	Daily Check-In / Morning Meeting	Daily Check-In/ Morning Meeting
9:00 – 10:30 AM	Direct Instruction	Asynchronous Learning Support/Office Hours/Break
10:30 – 11:00 AM	Break	
11:00 – 12:00 PM	Small Groups	PLC
12:00 – 12:45 PM	Lunch	Lunch
12:45 – 3:00 PM	Teacher Office Hours / Individual Student Support PE, Art, Social Emotional Learning / Teacher PREP	Other Meetings/Prep Early Release (2:10pm)

Fall 2020 Distance Learning Schedule for Grades 6-12 (HSMS & BUHS)

Times	Minutes	Monday (odd)	Tuesday (even)	Wednesday (odd)	Thursday (even)	Friday
8:00 - 8:20 AM	20	Homeroom / DL Check-In				
8:30 - 9:50 AM	80	Period 1	Period 2	Period 1	Period 2	Office hours/ Asynchronous Learning Support
9:50 - 10:00 AM	10	Break	Break	Break	Break	
10:00 – 11:20 AM	80	Period 3	Period 4	Period 3	Period 4	DL / Google Classroom Duties PLCs & Other Meetings
11:20 - 11:30 AM	10	Break	Break	Break	Break	
11:30 - 12:50 PM	80	Period 7	Period 6	Period 7	Period 6	
12:50 - 1:25 PM	35	Lunch	Lunch	Lunch	Lunch	Lunch
1:30- 2:15 PM	45	Office hours/ Asynchronous Learning support	Office hours/ Asynchronous Learning support	Office hours/ Asynchronous Learning support	Office hours/ Asynchronous Learning support	Prep
2:15 - 3:15 PM	60	Prep	Prep	Prep	Prep	Early Release Day

Palisade Glacier High School (Continuation School)

Times	Minutes	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 AM – 9:00 AM	60	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
9:00 AM – 10:00 AM	60	Prep	Prep	Prep	Prep	Prep
10:00 AM – 10:30 AM	30	DL Check-In	DL Check-In	DL Check-In	DL Check-In	DL Check-In
10:30 AM – 11:30 AM	60	Period 1	Period 1	Period 1	Period 1	Period 1
11:30 AM – 12:30 PM	60	Period 2	Period 2	Period 2	Period 2	Period 2
12:30 PM – 1:30 PM	60	Period 3	Period 3	Period 3	Period 3	Period 3
1:20 PM – 2:00 PM	40	Lunch	Lunch	Lunch	Lunch	Lunch
2:00 PM – 3:00 PM	60	Office hours/ Asynchronous Learning support	Office hours/ Asynchronous Learning support	Admissions Interviews/ IEPs etc.	Office hours/ Asynchronous Learning support	Office hours/ Asynchronous Learning support

Unit members have professional flexibility within blocks to teach standards based content through synchronous and asynchronous instructional minutes. Daily live interaction during homeroom each morning will occur for the purpose of progress monitoring and school connectedness. **District expectation is 10-20 minutes (grades TK-5) or 20-30 minutes (grades 6-12) of direct instruction at the beginning of each class period** (pre-recorded or live) in addition to the activities/assignments provided for each class. Assignments for each class may be completed synchronously or asynchronously.

Distance Learning Instructional Minutes

Bishop Elementary (grades TK-5)

- **Daily “live” interaction** with teacher and peers between 8:00 - 9:00am.
- **Daily participation** minutes (includes online instruction as well as “time value” of daily assignments):
 - 180 minutes for kindergarten (3 hours)
 - 230 minutes for grades 1-3 (3 hours, 50 minutes)
 - 240 minutes for grades 4-5 (4 hours)

Home Street, Bishop High, and Palisade Glacier (grades 6-12)

- **Daily “live” interaction** with homeroom teacher and peers for about 20 minutes between 8:00-8:30am
- **Daily participation** minutes (includes online instruction as well as “time value” of daily assignments):
 - 240 minutes for grades 6-12 (4 hours)
 - 180 minutes for continuation school students (PGHS) (3 hours)

Re: Screen Time Ranges

Keep in mind the # of minutes expected for each grade level includes instructional/screen time AND “time value” of assignments. Teachers should plan for students to have time to participate in both of these activities during the day and still stay within the expected number of instructional minutes for their class. (i.e. An 80 minute period can be broken up into 25 minutes of direct instruction and 55 minutes of collaborative, guided, or independent work time to complete assignments.)



Seesaw

Distance Learning Platform for BUSD Grades TK-1

1. All TK - 1st grade teachers will **attend a training** on how to set up and use Seesaw. The training will take place during the week of August 10th (more information to come).
2. Teachers are expected to **watch the following [video](#) on how to set up distance learning** in Seesaw.
3. Teachers will **email and post to Seesaw their “Daily Distance Learning Plan”** (Monday-Friday lesson plan) for students **by 8:00am on Monday for the week**. A “Daily Distance Learning Plan” will encompass the following:

Week _ of Distance Learning:

	Monday	Tuesday	Wednesday	Thursday	Friday
ELA					
Math					
Social Studies/ Science					
PE and SEL					
WOW (Website Of the Week)					

4. **Post your office hours**, which will occur at the same time each day on Google Meet. Please notify parents/students that you will also be available via the message feature on Seesaw or via email.
5. Start creating activities to share with your students. Find out [HOW TO HERE](#). You can also use other people’s activities. Activities come in both **English and Spanish**.



Google Classroom

Distance Learning Platform for BUSD Grades 2-12

1. All 2nd - 12th grade teachers will **attend a training** on how to set up and use Google Classroom. The training will take place on August 11th and 12th.
2. **Aeries will be used solely as a grade reporting tool.** Assignments should not be pushed out through Aeries.
3. E-mail will be used solely as a communication tool. **All assignments will be provided and collected through Google Classroom.**
4. Download the [Microsoft Immersive Reader Chrome Extension](#), which will read and translate any text to any language.
5. **Assignments/lessons should be posted in Google Classroom by 8:00am on Monday** for the following week. Any necessary hard copies, *if needed*, will need to be copied and prepared in time for distribution to DL students on the following Monday.
6. **For consideration later on this year, our plan is for links to distance learning assignment calendars to be displayed on school websites** in one-week blocks. The calendar will be completed weekly by all teaching staff by 8:00am each Monday. (Refer

Calendar of Classwork/Homework

	History (Batcheller/ Hernandez)	Science (Ginter/ Usher)	ELA (Batcheller/ Hernandez)	Math (Ginter/ Usher)	Honors Math (Popp)	PE (Alexander)	Art (Connor)	Math Support (Kuhl)	Reading Intervention (Tyerman)	Band (Daugherty)	Technology (Kuhl)	PE (Martinez)
5/11- 5/21 No School 5/22	Weekly Check-in 5/11-5/15 Forms Of ancient Greek Government Slideshow/Brochure The Battle Of Thermopylae UDL Project Weekly Check-in 5/18-6/21 All work is in google classroom	Introduction To water quality (5/11-5/14) Fish in troubled waters (5/18-5/21) Available on Google Classroom	Weekly check-in 5/11 Letter to Future 6th grader Weekly Check-in 5/18 "Siray" Slideshow All work is in google classroom	Copy notes into your notebook Khan Academy lessons and Demos OR worksheets and workbook Order of Operations project Available on Google Classroom	See Google Classroom for HRW assignments and your Google Docs	<i>For the week of May 18th May 21st please document the type of exercise and the amount of time you exercised for each day</i>	Scholastic Art Magazine: Dale Chihuly Glass Art Log in to your own magazine following directions from Google Classroom	Khan Academy- Multiplication See Google classroom for more details.	-	Intervals Please check for an email with more directions	Khan Academy- Mouse interaction plus 2 challenges. See Google classroom for more details.	5/11 - 5/22 = Creative Physical Education Assignments 1 st Assignment - PPT with videos, student response. 2 nd Assignment - Creative Movement Project
4/27 - 5/8	Weekly Check-in 4/27-5/1 Read Chapter 9 Ancient Greece pages 226-245 Ancient Greece Slideshow Weekly Check-in 5/4-5/8 All work is in google classroom	The Active river (packet or on Google Classroom) Rivers of the world (Packet or Google Classroom)	WEEK 1: 4/27- 5/1 Weekly Check- in 4/27 google classroom SWBS and writing response Read the Emily Blair article and answer the questions	Copy notes into your notebook Paper packet or Khan Lessons (See Google Classroom) Quizzes	Demos-Percents Percent Revisited Google Doc Challenge Problem Google Doc HRW's listed in Google Classroom Percent Game and Expressions Game in Google Classroom		Food art (See Google Classroom for more details) Continue to work on any missing work	please email me if you need help with you Core Math class. *Addition and subtraction: Unit test 10 questions Unit test 10 questions Introduction to multiplication Video 3 minutes	WEEK ONE (4/27- 5/1) ▪ Weekly Check in for 4/27- 5/1 ▪ Read Along to chapter 10, 11 & 12 of "Drop of Honey"	Circle of 5ths		

to the example above.) Please make sure that all assignment names match. For example, Mrs. Usher's "Introduction to Water Quality" assignment would have the same title on the grade level calendar, in her Google Classroom and in Aeries.

7. **Office hours will be held by each teacher at the same time each day via Google Meet or Zoom for 45 minutes and on Fridays for 1.5 hours.** Please post your office hours with the link on your Google Classrooms. Also, let parents/students know how they can reach you via email. Consider creating a 24-7 office hour question log in Google Classroom using Flipgrid or consider creating a "[Back Channel](#)" in Google Classroom each week for a single place for students to ask questions or leave comments. During the work week, please attempt to **respond to all questions and comments from parents and students within 24 hours.**
8. Consider [adding emojis](#) for bullets or subjects to make the agenda more "aesthetically appealing." ☺ 📌
9. For 6 - 12 teachers, **a separate Google Classroom will be created for each period** taught including Homeroom.
10. Administrators will be invited to all Google Classrooms by subject. **Administrators should be invited as a "student."** An option for the teacher is to put all administrators and PLC team members in a separate "dummy" class so they are not included in assignments that have not been turned in throughout multiple classes. For example, a math teacher might have: Sixth Grade Math Period 2 Mr. Smith, Sixth Grade Math Period 3 Mr. Smith and Sixth Grade Math Mr. Smith for Admin. ([Here's a brief ScreenCast](#) on how to turn off email notifications from Google Classroom.)
11. At the teacher's discretion, work can be graded and feedback given on Google Classroom, but **grades for all assignments must still be entered into Aeries.** Alt Ed teachers are not set up to enter grades for individual assignments into Aeries and so are just responsible for entering final grades at the end of each grading period.
12. Organization of Google Classrooms:
 - A. **Teachers will not use "Stream" to post classwork.** To disconnect the Stream in each Google Classroom, please do the following:
 - On the top header click "Stream"
 - Go to the gear
 - Go to general and move down to "Classwork on the stream"
 - Go to "hide notifications" so work isn't posted in the stream*This will allow all posted work to be listed under "Classwork." Teachers can reorder assignments by dragging and dropping. Teachers can also delete assignments.
 - B. **Create and use tabs to organize your curriculum** such as a "One Week Tab" that is dated and organized by subject matter. This can be done by going to "Classwork" on the header, then "Create" and then "Topic." Once your "Topic" is created then you can make your assignment. When creating the assignment you can select which topic to place it under. Remember, you can assign to multiple classes at one time.

- C. The “Instructions” portion will be marked as “optional,” but needs to be completed by the teacher in detail for each posted assignment.** Google Classroom will automatically email these instructions to any parent that has signed-up for guardian summaries. (Teachers should not turn off guardian summaries.) Please make sure that your title for each assignment matches the title that was used on the grade level calendar and in Aeries.
- D. Assignments should be mentioned by name** so that parents know what is due. Assignments names should be consistent across platforms (Names of Google Classroom assignments are the same as what is entered into Aeries.) For example, “Complete #1 - 5 in exercise 6.2.” A link for this assignment can then be placed in Google Classroom. Please do not refer to other websites for instructions. All assignments and their directions must be provided in Google Classroom.
- E. The difference between “Assignments” and “Materials”:**
- **“Materials”** are things that do not have to be turned back into the teacher. For example, notes, videos or directions. Using Materials is equivalent to things that would be handed out in class.
 - **“Assignments”** are items that need to be returned to the teacher. Due dates should be provided for all assignments because this will organize the work under the “to do” tab and the assignment due dates will be emailed to parents.

2020 - 2021 Professional Development Opportunity

****Become a Google Certified Educator****



Successful completion of Educator [Level 1](#) - \$250 stipend

Successful completion of Educator [Level 2](#) - \$400 stipend

**Certification(s) must be completed by November 2020 to be eligible to receive the stipend(s)*