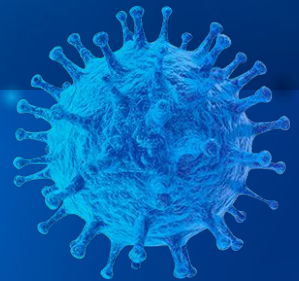


Berkeley Unified School District
March 25, 2020

Coronavirus Update to the Board of Education

Brent Stephens, Superintendent
Natasha Beery, Director of Community Relations





Confirmed Cases
March 11 > 19 > 25, 2020



2 > 3 > **11 Berkeley Cases**

3 > 35 > **124 Alameda County Cases**

0 > 0 > **2** deaths



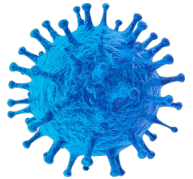
157 > 952 > **2,660 California Cases**

4 > 16 > **58** deaths



938 > 9300 > **60,115 US Cases**

30 > 150 > **827** deaths





Alameda County Office of Education

L. Karen Monroe Superintendent of Schools

For Immediate Release

March 25, 2020

Bay Area School Closures and Student Dismissals From Regular School Attendance To Be Extended Through May 1, 2020

San Jose, CA – Seven Bay Area county health officers, in collaboration with their county superintendents have made a unified, regional decision to extend school closures and student dismissals from regular school attendance through May 1, 2020 to slow the spread of novel coronavirus (COVID-19) to the maximum extent. The safety and wellness of students, school personnel, and the community are the highest priorities of all schools and districts in these six counties.

Building on the regional coordination the Bay Area jurisdictions took on March 16, 2020 in issuing Health Officer orders requiring all residents to shelter in place, the following Bay Area County Offices of Education have been working together over the last several weeks to align strategies and practices during this unprecedented time for public education: Alameda, Contra Costa, Marin, San Francisco, San Mateo and Santa Clara.

In the First Week

- BUSD published a list of free available online educational resources on Monday, March 16; these are available on the homepage of berkeleyschools.net
- BUSD and BFT administered a survey to over 600 teachers to understand teachers' individual circumstances, needs, and ideas about distance learning
- Analysis of daily updates from USDOE, CDE, ACOE, ACPHD, as well as professional and legal organizations

Berkeley Unified School District

Distance Learning Plan

March 26, 2020



Elements of this Distance Learning Plan

1. **Feedback** from Educators
2. **Technology** Access for Students and Families
3. **Elements** of BUSD's Distance Learning Supports
4. **Monitoring** Student Participation in Distance Learning
5. **Grading, Course Credit, and Graduation**
6. **Professional Development** for Teachers
7. **Roles** for Teachers, Teacher Leaders, School Administrators and Central Office

Feedback from Educators

- In the first week of the school closure, about 60% of teachers report that they have limited or no access to planning materials from home.
- 40% of teachers report that they are now in a caregiving situation that will limit their ability to provide distance learning experiences to their students
- When viewed as a whole, K-12 teachers seem to favor regularly receiving resources from the district that they can distribute to families by Google Classroom, coupled with weekly email check-ins and some ongoing, guided use by students of the free online resources available through the BUSD website.

○

Technology Access

Chromebooks can be requested by families in one of the following ways:

1. Email chromebook@berkeley.net
2. Leave a message at (510) 644-8931
3. Fill out an e-form at berkeleyschools.net/connecting

High School (BHS, BTA, BIS)

March 16 - March 27

Middle School

March 23 - March 27

Elementary School

April 6 - April 17

Teachers can either let their Principal know that they need a Chromebook to be able to instruct from home, or can submit a ticket to Instructional Technology at helpdesk.berkeley.net

Elements of this Distance Learning Plan

1. Weekly Distance Learning Activity Sets

BUSD will offer stipends to small teams of Distance Learning Teacher Leaders to “curate” weekly sets of grade-level educational activities for Pre-K, elementary students; and course-specific content for students in Grades 6-12.

1. Weekly Distance Learning Activity Sets

At the Pre-K and elementary level, weekly Distance Learning Activity Sets may include:

- Key learning objectives that are accessible to students and caregivers
- Recommendations about a weekly schedule for Distance Learning
- Suggestions to students and parents about online learning activities available at berkeleyschools.net
- Specific lessons in Math, Language Arts, History/Social Studies, and Science - with reading and writing materials
- Activities that may be possible at home, like simple experiments using common household products, cooking and measuring, observing springtime growth in your neighborhood, and moderate physical exercise

1. Weekly Distance Learning Activity Sets

At the Pre-K and elementary level, weekly Distance Learning Activity Sets may include:

These weekly Distance Learning Activity Sets will consist of approximately:

- 4-6 hour per week for students in PK and TK
- 10 hours per week for students in K-1
- 12-15 hours per week for students in Grades 2-3
- 15 hours per week for students in Grades 4-5

1. Weekly Distance Learning Activity Sets

At the secondary level, weekly activity sets may include:

- Lessons for each of four subject areas: Math, English Language Arts, History/Social Studies, and Science
- Specific recommended assignments, with supporting materials
- Additional assignments for courses like World Languages, Physical Education, and the arts
- Projects to be completed individually or with other students via phone, Zoom, or Hangout

1. Weekly Distance Learning Activity Sets

At the secondary level, weekly activity sets may include:

These weekly Distance Learning Activity Sets will consist of approximately:

- About 3-4 hours per week per class

At the secondary level, workload may vary depending on an individual student's course schedule.

Elements of this Distance Learning Plan

2. Weekly Assignments from Each Student's Teacher(s)

Each week's Distance Learning Activity Set will be sent by Lead Teacher Teams to teachers across the district, and will then be sent by each teacher(s) to their students using email or Google Classroom.

- Additional supplemental recommendations for reading, writing, or projects
- The teacher's own recorded videos or screencasts with tips, suggestions, and encouragement
- Feedback to the class, to small groups, or to individuals
- Live streamed Whole Class Meetings or Lessons
- Facilitated approaches to encouraging virtual student interaction through Chats on Classroom or via Zoom
- TWI teachers at Sylvia Méndez and Longfellow may also supplement these weekly curated resources with additional materials in Spanish to support students ongoing development in Spanish.

Elements of this Distance Learning Plan

3. Two 90-minute “Office Hours” on Zoom per Week

In addition, each teacher will offer two 90-minute office hours per week to their students for the purpose of supporting student learning and maintaining some level of class camaraderie.

Activities during these “office hours” will be determined by the teacher, and may consist of updates from the teacher, questions from students about the course content, online group activities designed by the teacher, individual or group student support, reflections or stories from the week, and other topics at the teacher's discretion.

Elements of this Distance Learning Plan

1. Weekly Distance Learning Activity Sets

BUSD will offer stipends to small teams of Distance Learning Teacher Leaders to “curate” weekly sets of grade-level educational activities for Pre-K, elementary students; and course-specific content for students in Grades 6-12.

Elements of this Distance Learning Plan

Supplemental Distance Learning Supports

English Language Development

In addition to the three elements listed above (weekly Distance Learning Activity Sets, weekly assignments from the teacher, and two 90-minute “office hours” per week), ELD teachers at all three levels will attempt to continue English Language Development classes through either live online teaching to small groups, or by recommending online resources to students to support their ongoing growth in English. ELD teachers will be responsible for maintaining ongoing contact with their caseload of EL students, and will maintain an electronic log of their interactions with students.

Elements of this Distance Learning Plan

Supplemental Distance Learning Supports

Special Education

Similarly, Special Education teachers will attempt to provide supplemental support to students on their caseloads, in keeping with the goals described in each student's Individualized Education Plan (IEP).

Elements of this Distance Learning Plan

Supplemental Distance Learning Supports

The Role of Special Education Teachers

Special Education teachers should provide supplemental support to students on their caseloads. This may consist of the following:

- Additional support through Google Classroom
- Electronic chats with individual students or small groups through Google Hangout
- Emails or phone calls to parents or guardians with ideas for supporting student learning
- Live online instruction through Zoom or Google Meet
- Other instructional strategies determined to be supportive of student learning in these circumstances

Elements of this Distance Learning Plan

Supplemental Distance Learning Supports

Reading Intervention

In some cases, RTI teachers may be able to provide additional supplemental instruction through an online delivery model. Examples of tasks that RTI teachers can complete during the school closure period include:

- Create small group assignments through digital platforms that are differentiated for learners and levels, using programs such as Khan Academy and Freckle.
- Use Fast Track phonics resources to push out materials and lessons to students
- With the help of guardians, set up Zoom appointments for small groups of students
- Use electronic apps to conduct ongoing assessments of student progress
- Provide additional guidance to families about how to access level-appropriate resources that are available online.

Elements of this Distance Learning Plan

Supplemental Distance Learning Supports

Office of Family Engagement and Equity (OFEE)

Family liaisons from OFEE will provide additional support to families who qualify under the McKinney-Vento Act for additional support, as well as focal students and their families who may require additional support during this period. Families in this group are experiencing housing instability or homelessness. This supplemental support will be managed centrally on a case management basis by OFEE Supervisor Ann Callegari. OFEE will maintain contact with school principals to provide support for families and students who are experiencing difficulty with any aspect of distance learning.

Elements of this Distance Learning Plan

Supplemental Distance Learning Supports

Academic and Intervention Counseling

The primary role of counselors during the school closure is to reach out to all of our students, to ensure student participation during the school closure period, and to be available for student support in whatever form it is needed. The easiest way to reach students at this time may be through email, and counselors should work with their site administrator to encourage all students to check their school email frequently. Counselors may also text and call some of our students. Counselors should also respond to student questions, share information about community resources, and provide remote emotional well-being counseling.

Elements of this Distance Learning Plan

Monitoring Student Participation

As of this writing, the state of California has not specified that districts must take attendance. During the period of school closure, BUSD will track student participation in learning activities as a matter of equity.

Teachers will use Illuminate to mark participation in office hours (twice per week) check-ins and on distance learning assignments, through a data entry log created by the BREA Department.

Elements of this Distance Learning Plan

Ongoing Feedback from Educators

During the first two weeks of the distance learning plan, the BREa department will work with BFT to collect feedback from teachers on distance learning and student participation monitoring tools.

Elements of this Distance Learning Plan

Grading, For-Credit Assignments, and Graduation

Third Quarter Grading

For students in grades 6-12, we are adjusting our 3rd quarter grading period as follows:

	Old Date	New Date
End of Q3	3/27, Friday	4/10, Friday

At this time, we understand that additional guidance from the California State Department of Education may offer recommendations about grading. BUSD is considering that the fourth quarter, and perhaps the second semester, may be marked as “Pass/No Pass”, so that students may continue to earn credit during the period of school closure.

Elements of this Distance Learning Plan

Graduation

BUSD continues to wait for guidance from the state of California and institutes of higher education such as the University of California about graduation requirements for seniors. BUSD is committed to ensuring that all students are able to continue with their post-graduation plans and are not adversely affected by the school closures.

Elements of this Distance Learning Plan

Professional Development for Teachers

Teachers' ongoing professional learning is a critical element to the success of any instructional program. During the school closure crisis, teachers will be offered a variety of online professional development opportunities, and can seek small group or individual support from BUSD's Educational Services team. Educational Services offers the following menu of options

1. Webinar: Overview of Distance Learning
2. Resources for Educators
3. Technology Office Hours
4. Technology Coaching from the BUSD Digitech Team

We Are Committed to Feedback and Ongoing Improvement

We offer a special acknowledgement to our BUSD students and families, whose lives have been upended as a result of the national response to COVID-19.

BUSD will do everything in our power to support our community!