



Fall 2020 Planning Update



Berkeley Unified School District
July 1, 2020

Brent Stephens, Superintendent

Natasha Beery, Director of BSEP and Community Relations

TOPICS

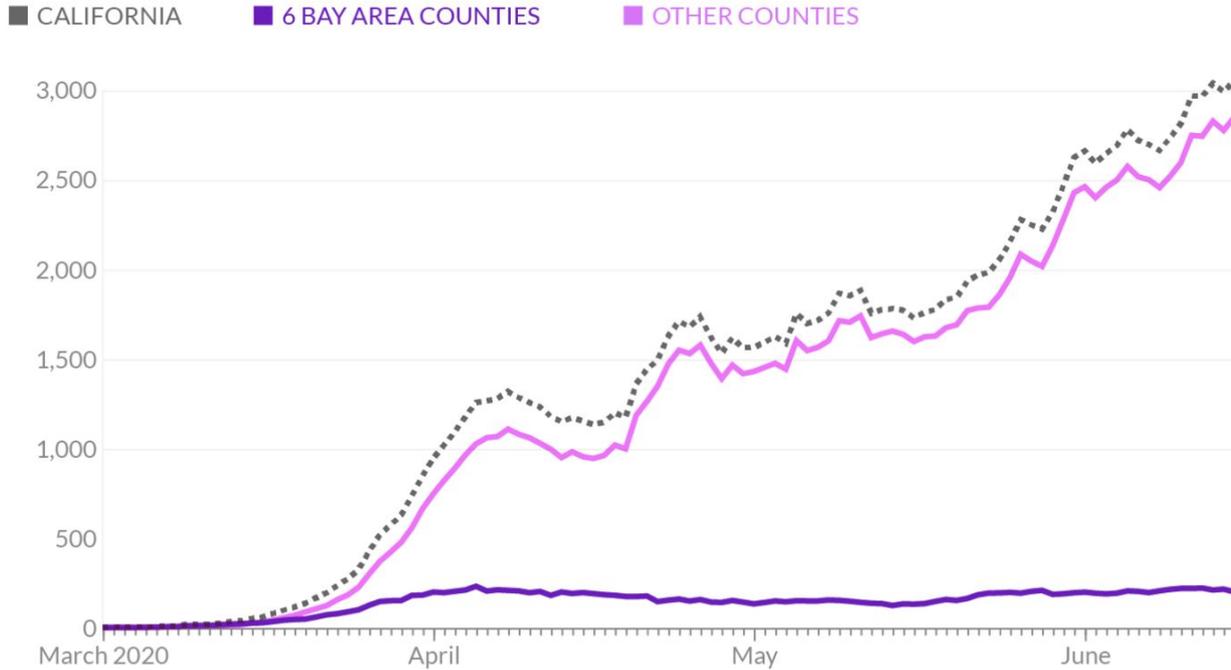
1. Updates
 - a. COVID-19 and CoB Plans Reopening
 - b. June 22, 2020: Assembly Bill 77 (SB98)
 - c. American Association of Pediatrics Statement on School Reopening
 - d. Alameda County Reopening Guidance and Public Health Update
2. BUSD Return to School Health Practices
3. Update on Draft Instructional Models
4. Next Steps
5. Discussion

At the June 24, 2020 Board Meeting:

1. Staff Accommodations and Leaves
2. Distance Learning Only Options
3. Child Care Options

California

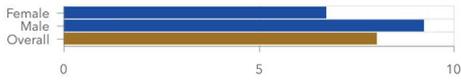
7-day moving average of new cases



Cases in California are growing at a rate far exceeding the Bay Area rate

Note: The six Bay Area counties were Alameda, Contra Costa, Marin, San Francisco, San Mateo, and Santa Clara.
Source: New York Times COVID-19 data
Credit: Soo Oh and Gabriel Hongdsut/Reveal

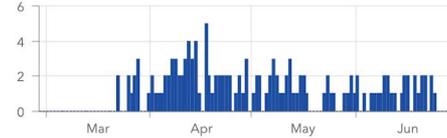
Alameda County Total Death Rate per 100,000 by Gender



Reported transgender, other, and unknown gender identities are each less than ten and so are suppressed

Deaths | **Death Rates**

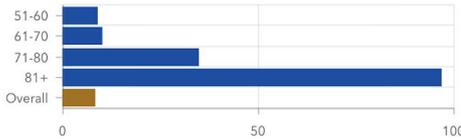
Alameda County Total Daily Deaths



Cumulative | **Daily**

Alameda County rates are on the rise, although Berkeley has lower rates. With increased testing, % positive trends down

Alameda County Total Death Rate per 100,000 by Age Group



Each of the other age groups have counts less than ten and are suppressed.

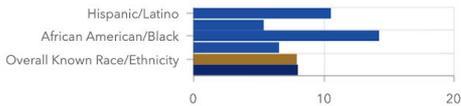
Deaths | **Death Rates**

Alameda County Total Rolling 7-Day % Positive Tests



Number of Tests | **% Positive Tests**

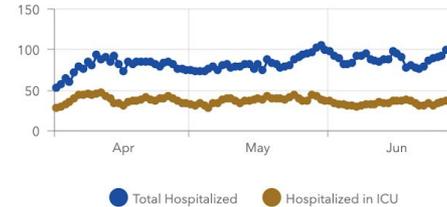
Alameda County Total Death Rate per 100,000 by Race/Ethnicity



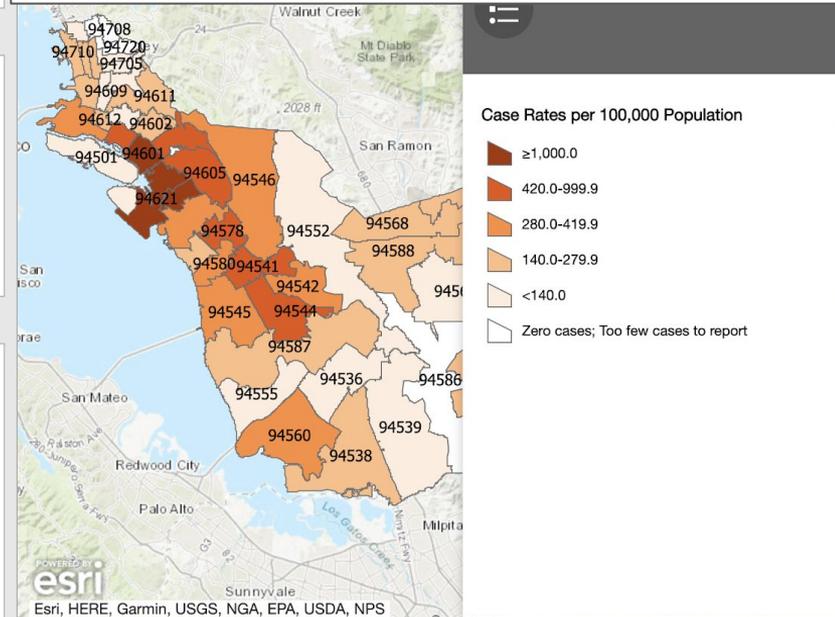
The proper comparison for each race/ethnicity is to Overall Known Race/Ethnicity. Each of the other race/ethnic groups have counts less than ten and are suppressed.

Deaths | **Death Rates**

Alameda County Total COVID-19 Hospitalizations

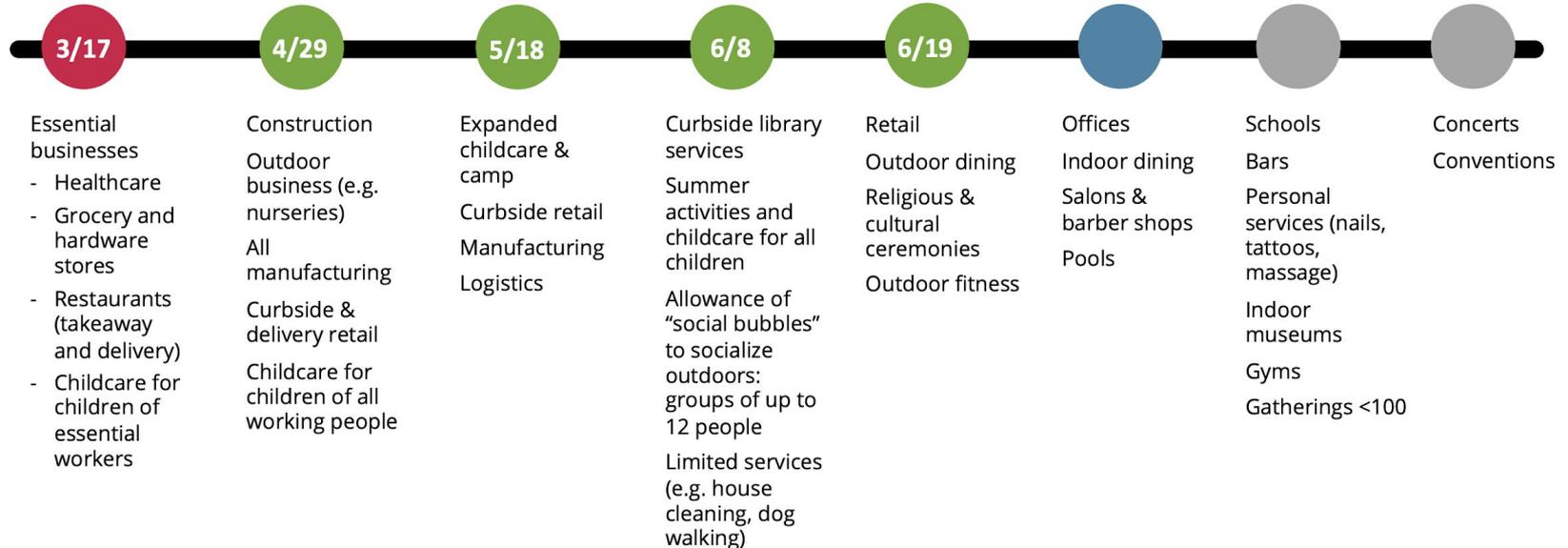


● Total Hospitalized ● Hospitalized in ICU



City of Berkeley reopening roadmap

Movement from stage to stage is contingent upon local COVID-19 indicators.



Last updated June 19, 2020

June 22, 2020: Assembly Bill 77 (SB98)

Instructional Year and Instructional Minutes

The minimum year will remain 180 days for traditional school districts and 175 days for charter schools. But they will have flexibility in calculating daily instructional time, with a minimum 4 hours per day for most grades for in-person instruction or a combination of in-person instruction and distance learning (see section 43501 of trailer bill AB 77)

Sections 43502, AB 77, Additional Requirements

- Confirming that students have computer and internet access
- Documenting daily student participation in a weekly log and creating a system to track non-participating students
- Setting procedures for re-engaging students who are absent for more than 60% of instruction per week
- Communicating with parents about learning progress
- Ensuring teachers interact live daily to instruct, monitor progress and maintain connections
- Providing academic supports for English learners and students behind academically

Assembly Bill 77, Distance Learning

43502. (a) For purposes of calculating apportionments for the 2020–21 fiscal year, a local educational agency shall offer in-person instruction, and may offer distance learning, pursuant to the requirements of this part.

43503. (a) (1) For the 2020–21 school year, a local educational agency that offers distance learning shall comply with the requirements of subdivision (b).

(2) Distance learning may be offered under either of the following circumstances:

(A) On a local educational agency or school-wide level as a result of an order or guidance from a state public health officer or a local public health officer.

(B) For pupils who are medically fragile or would be put at risk by in-person instruction, or who are self-quarantining because of exposure to COVID-19.

Teaching & Learning

Minimum Instructional Minutes

Grade Level / Program	OLD Minimum # of Minutes		NEW Minimum # of Minutes Per Day
	Minutes Per Year	Minutes Per Day (Approx.)	
Kindergarten	36,000	200	180
Grades 1 - 3	50,400	280	230
Grades 4 - 8	54,000	300	240
Grades 9 - 12	64,800	360	240
Students in Grades 11 & 12 who are enrolled part-time in CSU/UC classes	N/A	N/A	180
Any students who are enrolled part-time in a community college	N/A	N/A	180
Students enrolled in a continuation HS	N/A	N/A	180

Teaching & Learning

Determining Instructional Minutes for...

In-person Instruction

Based on **time scheduled under the immediate physical supervision** and control of an employee of the LEA who possesses a valid certification document, registered as required by law

EC 43502(e)(1)

Distance Learning

Based on the **time value of assignments as determined, and certified to, by an employee** of the LEA who possesses a valid **certification** document, registered as required by law

EC 43502(e)(2)

Day that combines BOTH in-person & DL

Time scheduled under the immediate supervision of an employee of the LEA who possesses a valid certification document can be **combined with assignments made under the general supervision** of an employee of the LEA who possesses a valid certification

EC 43502(e)(3)

Supplemental Guidance on AB77 (SB98)



OFFICE OF THE GOVERNOR

JUN 29 2020

To the Members of the California State Senate:

I am signing Senate Bill 98, which provides schools with the resources and flexibilities necessary to provide quality public education during the COVID-19 pandemic. Among other things, this bill protects school funding from uncertainties caused by COVID-19, including for schools that offer distance learning to accommodate public health and safety conditions.

The fiscal protections offered to schools by this measure are predicated on new standards for distance learning that prioritize quality instruction for all students. The preferred method of instruction will always be in-person; students gain the most from the relationships developed through in-person interactions. However, it is the expectation of the state that if a school offers hybrid or mixed-delivery instructional models, it will do so through a framework of maximum teacher-student engagement, with plans in place to ensure that no child falls through the cracks. This balance of flexibility for schools and instructional accountability is essential to navigate the COVID-19 pandemic while minimizing the impact of educational disruption on student learning.

While maintaining school funding at current levels allows for stability in the public education system, it does not take into account schools that had planned expansions. By not funding those expansions, families enrolled in those schools may be displaced, with impacts exacerbated by the uncertainties caused by COVID-19. I urge members of the Legislature to pursue targeted solutions to these potential disruptions, and will work with you in the coming weeks to enact them.

Sincerely,

Gavin Newsom

GOVERNOR GAVIN NEWSOM • SACRAMENTO, CA 95814 • (916) 445-2841



California State Senate

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COMMITTEES
HEALTH
INSURANCE
LABOR
PUBLIC SAFETY

June 26, 2020

Legislative Intent—Senate Bill No. 98

Frika Contreras
Secretary of the Senate
State Capitol, Suite 1173
Sacramento, CA 95814

Dear Ms. Contreras:

I submit this letter to the Senate Journal for the purpose of clarifying the intent SB 98, which was introduced to enact statutes relating to the 2020 Budget Act. Specifically, Section 34 of the bill addresses the ability of Local Educational Agencies (LEAs) to offer distance learning in the 2020-21 school year.

Section 34 of SB 98 intends to provide LEAs with flexibility in the manner in which K-12 instruction is provided to meet the needs of students, families, and the community during the COVID-19 pandemic. While it is the intent of the Legislature that LEAs offer in-person instruction in 2020-21 to the greatest extent possible, Section 43503 of this bill allows LEAs to offer distance learning under either of the following circumstances:

"(A) On a local educational agency or schoolwide level as a result of an order or guidance from a state public health officer or a local public health officer.

"(B) For pupils who are medically fragile or would be put at risk by in-person instruction, or who are self-quarantining because of exposure to COVID-19."

Section 43503 subparagraph (2) of subdivision (a) refers to the need for LEAs to consult and collaborate with state or local public health officials in determining whether to offer distance learning for a particular site or LEA-wide, and to follow any related public health orders. This section is not intended to require an LEA to seek out or receive approval from a state or local public health officer prior to adopting a distance learning model. This section is also not intended to prevent an LEA from adopting a distance learning, hybrid, or mixed-delivery instructional model to ensure safety. Instead this section is intended to grant flexibility to an LEA to determine what instructional model the LEA will adopt during the COVID-19 Pandemic, taking into account the needs of their students and staff,



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Assembly California Legislature

ASSEMBLY COMMITTEE ON BUDGET

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GENIEVEVE MORELOS

June 26, 2020

Ms. Sue Parker
Chief Clerk of the Assembly
State Capitol, Room 3196
Sacramento, CA 95814

RE: Legislative Intent—Senate Bill No. 98

Dear Ms. Parker,

I submit this letter to the Senate Journal for the purpose of clarifying the intent SB 98, which was introduced to enact statutes relating to the 2020 Budget Act. Specifically, Section 34 of the bill addresses the ability of Local Educational Agencies (LEAs) to offer distance learning in the 2020-21 school year.

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American Association of Pediatrics Statement on School Reopening

- The AAP strongly advocates that all policy considerations for the coming school year should start with a goal of having students physically present in school.
- It is critical to reflect on the differential impact SARS-CoV-2 and the associated school closures have had on different races, ethnic and vulnerable populations.
- No child or adolescents should be excluded from school unless required in order to adhere to local public health mandates or because of unique medical needs. Pediatricians, families, and schools should partner together to collaboratively identify and develop accommodations, when needed.



American Association of Pediatrics Statement on School Reopening

- School policies should be guided by supporting the overall health and well-being of all children, adolescents, their families, and their communities.
- These policies should be consistently communicated in languages other than English, if needed, based on the languages spoken in the community, to avoid marginalization of parents/guardians who are of limited English proficiency or do not speak English at all.



COVID-19 School Guidance



Alameda County School Reopening Plans



Compiled by the
Alameda County Superintendent of Schools
and
Alameda County Health Officer

Alameda County Guidance

Both of the state guidance documents refer a number of decisions to the local public health officer. The charts in the following pages outline the local Alameda County Health Officer decision in key areas where the CDPH and CDE guidance require it, including:



Alameda County Guidance
v1 published June 25, 2020

Berkeley Public Health is expected to align
with this guidance in most respects

Finding the Right Balance

BUSD Return to School, Health Practices, 2020-2021

Information about COVID testing	Yes. BUSD will provide staff with updated information about where and how to get COVID testing and work toward expanded access wherever possible
Daily Screening Procedures	Students/families and staff are required to self-screen at home or before entering the building. If self-screening is not completed, school staff should conduct on-site visual and temperature screenings. To assist with logistics, separate entrances for students and staff who have completed self-screenings and those who will be screened on-site may be used, but is not required.
Temporary Isolation Spaces	Schools have identified and set up a temporary isolation location, so that symptomatic individuals can be quarantined prior to going home.
School Exclusion Criteria	Students and staff should self-check for symptoms throughout the day. Those who develop signs and symptoms of COVID-19 will be sent home.
Essential Protective Equipment	All students age 12 and above are required to wear face coverings. Students ages 3-11 are strongly encouraged to wear face coverings. Staff will be issued face coverings, with face shields as optional augmentation. Hand sanitizer, cleaning supplies and gloves are readily available for optional classroom use.

BUSD Return to School, Health Practices

Competitive Sports	We are still waiting on guidance from CIF, which is expected in July. Practices and conditioning may take place consistent with current county and city orders. Pools are closed until further notice.
Assemblies and Other Large Gatherings	None until further notice
Field Trips	None until further notice
School and Classroom Visitors and Volunteers	None, with the exception of office and daily screening volunteers
Facilities Cleaning	Routine daily cleaning, including common and high-touch spaces in the school, is performed by custodians. (CDC)
Facilities Cleaning Supplies	In keeping with EPA guidelines, cleaning supplies will be provided to custodians, office staff, teachers, and light classroom cleaning can be performed by teachers and students.
Personal Hygiene Practices	Personal hygiene practices like handwashing are clearly defined, and elementary classroom schedules prioritize these practices.

BUSD Return to School, Health Practices

Handwashing Stations	Portable handwashing stations will be installed by the start of the school year.
HVAC*	All filters were upgraded to MERV-13 in the Fall of 2019, and will be maintained. This does not apply to classrooms with hydronic heating systems.
Playgrounds	Playgrounds should be closed for use until further notice.

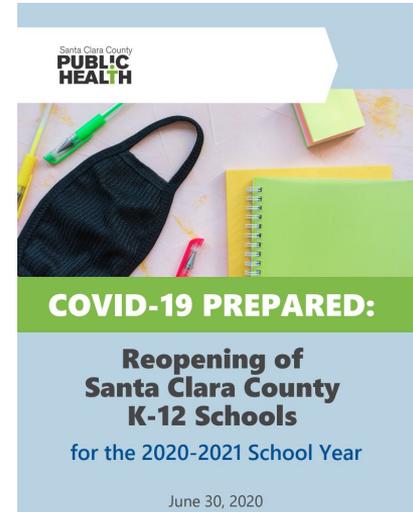
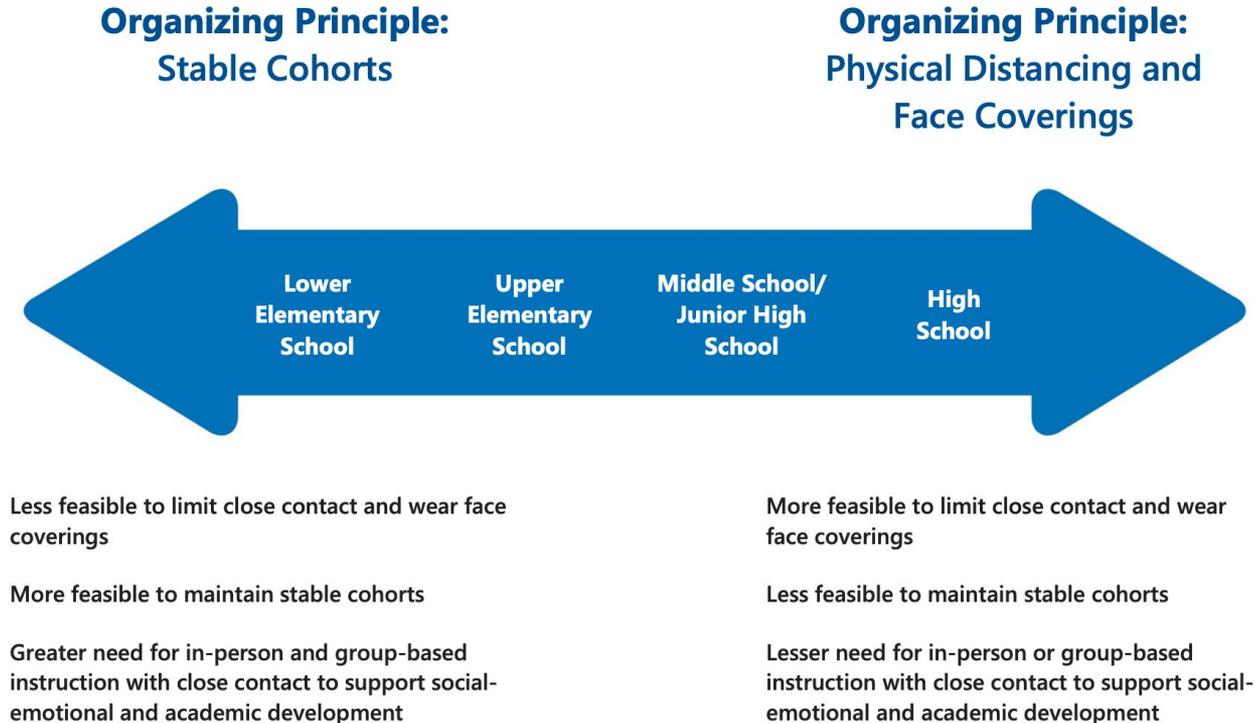
**Air filtration should not be relied on for controlling the spread of COVID-19; air filtration guidelines are primarily for reducing indoor concentrations of wildfire smoke. (CDC)*

BUSD Return to School, Health Practices

<p>Social Distancing</p>	<p>Relax social distancing requirements if staying in cohorts.</p> <p>Space student desks four (4) to six (6) feet apart or more to promote physical distancing where practicable.</p>
<p>Number of Bubble Groups per Student</p>	<p>For elementary children, keeping a physical distance from other students will be difficult, which is one reason the more stable bubble in the younger grades is more important to implement.</p>
<p>Number of Bubble Groups per Staff Member</p>	<p>Teachers will be able to teach different cohorts of children as long as they are practicing physical distancing protocols (remaining six feet apart from students and wearing a cloth face covering).</p>

Santa Clara County Office of Education, June 30, 2020

Figure 1. Organizing Principles for Preventing COVID-19 Transmission by Age Group



At the Pre-K level, additional health practices will include:

- Class Size Reduction, from 24 to 12
- Reduced hours of operation to permit small, stable cohorts (instead of permitting students to move between classes)
- Increase custodial support so that 3 x 0.5 FTE 6:00 pm to 9:30 pm) is supplemented by a 1.0 FTE day custodian
- Isolation Rooms for symptomatic students

- NOTE: The composition of Special Education Integrated Classrooms may be impacted by smaller group size

In addition...

- BUSD is replacing all elementary classroom sinks with touchless faucets
- BUSD will seek approval of the Board of Education and the Division of State Architects for the installation of permanent handwashing/bottle filling stations as replacements for many of the existing drinking fountains and sinks on all campuses. The approximate installation date for this construction is November-December, 2020. The initial study has already been approved by the Board of Education.
- We are investigating Portable Air Filters for classrooms without windows
- We have learned that portable handwashing stations are not feasible

BUSD Planning: Status Report

	On-Campus Learning Model	Distance Learning Model
Elementary	In Progress	To Be Developed
Secondary	To Be Developed	In Progress

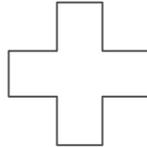
Fall 2020 Planning has involved a number of structures

School Board	Provide overall guidance to the Superintendent and staff; react to the developing draft plan; and approve overall Fall 2020 Reopening Plan.
Superintendent's Cabinet	Overall management of the Fall 2020 planning process; develop planning documents for distribution to schools through school principals
School Principals	Review Fall 2020 planning materials, generate feedback, and consider implications for your own school; Lead meetings at each school with School Leadership Teams
School Leadership Teams	Review Fall 2020 planning materials, generate feedback, and consider implications for your own school during once per week meetings with the principal.
Advisory Committees	Serve as a sounding board to the development of BUSD Fall 2020 Reopening Plan in meetings that take place twice per month
Labor Partners	Meet regularly to share information and issues, identify contractual issues, propose possible solutions, and reach agreements.

DRAFT: BUSD Elementary On-Campus Schedule

Group A

ELEMENTARY SAMPLE SCHEDULE				
	K-1	2-3	4-5	
8:00				
8:15	Online Check in with Group B Students			Child Care: Staff may bring the children to their own classroom
8:30				
8:45	Screening			Parents with K-1 Only
9:00		Screening		Multiple Entry Points
9:15			Screening	Trained Parent Volunteers
9:30				6-foot distance in line
9:45				Temperature Check and Questions
10:00				
10:15	Recess			
10:30		Recess		Each class assigned to a yard location
10:45			Recess	Playground closed
11:00				
11:15	Lunch			Grab and Go Meals delivered to class
11:30	Recess			Teacher eats with class
11:45		Lunch		Students eat outside as much as possible
12:00		Recess		
12:15			Lunch	
12:30			Recess	Students should be outside as much as possible
12:45				Windows open if possible
1:00				
1:15	Dismissal			
1:30		Dismissal		
1:45			Dismissal	
2:00				
2:15		Teacher Prep Time		
2:30				After-School care in same bubbles
2:45				
3:00				
3:15		After-School Care		



Group B

ELEMENTARY INTERVENTION SCHEDULE				
	ELD	RTI	Special Ed	Ed Camp
8:00				
8:15	Online Check in with Group B Students			Child Care: Staff may bring the children to their own classroom
8:30				
8:45				
9:00	Screening			
9:15		Screening		
9:30			Screening	Screening
9:45				
10:00				Students may be assigned to only one bubble group when attending intervention
10:15	Recess			
10:30		Recess		
10:45			Recess	Recess
11:00				
11:15	Lunch			Students should be outside as much as possible
11:30	Recess			
11:45		Lunch		Windows open if possible
12:00		Recess		
12:15			Lunch	Lunch
12:30			Recess	Recess
12:45				
1:00				
1:15	Dismissal			
1:30		Dismissal		
1:45				Dismissal
2:00				Students may attend after school care and may be part of a second bubble
2:15				
2:30				
2:45				
3:00				
3:15		After-School Care		

SECONDARY SAMPLE SCHEDULE: First Quarter						
	Monday	Tuesday	Wednesday	Thursday	Friday	
8:00						
8:15						
8:30						
8:45						
9:00	Period 1	Period 1		Period 1	Period 1	All instruction takes place on line Grades, A-F
9:15						Attendance taken in all classes
9:30						
9:45						
10:00						
10:15	Period 2	Period 2		Period 2	Period 2	<u>Teacher Preparation</u> 8:00 - 9:00
10:30						11:15 - 12:00
10:45						2:00 - 3:15
11:00						
11:15						
11:30						<u>Wednesday</u> Small Group Instruction
11:45						Prep Time
12:00						Collaboration
12:15						Faculty and Dept Meetings
12:30	Period 3	Period 3			Period 3	Period 3
12:45						
1:00						
1:15						
1:30						
1:45						
2:00		Faculty and Dept Meetings				Clubs, Advisory, Athletics, CTE
3:00						One bubble group per student
4:00						
5:00						
6:00						

DRAFT Secondary Schedule Distance Learning

*An BUSD In-Person Model for high school is still in development

Example of high school schedule recently approved by AUSD

Flexible Secondary Semester Classes: 3 classes taken per semester

Class is 4 days per week. As there are only three classes, this would be on a rotation: Example*

August 17 - 21: Monday Period 1, Tuesday Period 2, Thursday Period 3, Friday Period 1

August 24 - 28: Monday Period 2, Tuesday Period 3, Thursday Period 1, Friday Period 2

Aug. 31 - Sept 4: Monday Period 3, Tuesday Period 1, Thursday Period 2, Friday Period 3

- It may be easier for teachers to turn their one-year course into an 18-week course than a 12-week course
- Longer term provides more time for mastery
- 1-2-3-1 rotation not affected by holidays
- Only three classes for students to focus on at any time
- When students are not on campus they are doing asynchronous work

Week	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Period 1 Group A On campus	Period 2 Group A On campus	Virtual homeroom check in Asynchronous time	Period 3 Group A On campus	Period 1 Group A On campus
	Small Group A Time (can be done with classroom teacher or ed specialist)			Small Group A Time (can be done with classroom teacher or ed specialist)	
Afternoon	Period 1 Group B On campus	Period 2 Group B On campus		Period 3 Group B On campus	Period 1 Group B On campus
	Small Group B Time (can be done with classroom teacher or ed specialist)			Small Group B Time (can be done with classroom teacher or ed specialist)	

DRAFT

PENDING Labor & SLUSD Board Approval

SAN LEANDRO HIGH SCHOOL

3 COURSES PER QUARTER

	Quarter 1 and 3				
	Monday	Tuesday	Wednesday	Thursday	Friday
	Group A	Group B		Group A	Group B
7:00 - 7:15	Zero Period Arrival	Zero Period Arrival		Zero Period Arrival	Zero Period Arrival
7:15-8:10	Zero period	Zero period		Zero Period	Zero Period
8:00 - 8:20	enter school	enter school	Teacher Work Day	enter school	enter school
8:20 - 9:50	Period 1	Period 1	Deep Cleaning	Period 1	Period 1
10:00 -11:30am	Period 3	Period 3	Distance Learning	Period 3	Period 3
11:30-12:00pm	Lunch	Lunch	for Students	Lunch	Lunch
12:10-1:40pm	Period 5	Period 5		Period 5	Period 5
1:40	dismissal - students leave campus	dismissal - students leave campus		dismissal - students leave campus	dismissal - students leave campus
1:40 - 3:10pm	Teacher Check in with Group B / Prep	Teacher Check in with Group A / Prep		Teacher Check in with Group B / Prep	Teacher Check in with Group A / Prep

These plans offer guidance and provide latitude to school districts

San Joaquin and West Contra Costa COE: Sample Schedules

West Contra Costa COE: Transportation

Traditional Schedule with Safeguards to Minimize Risk

Students may return to school campuses five days a week according to their district's traditional school schedule. Districts will follow California Department of Public Health guidance and promote healthy hygiene practices and physical distancing where practicable. Parents concerned about sending their child back to school with a traditional reopening for the 2020-2021 school year should work with their school district to develop distance or alternative learning plans.

Half-Day Schedule

Offer double sessions where half the students attend class in the morning, and the other half of the students attend in the afternoon.

Block Schedule

Secondary Schools: Implement a block schedule to reduce passing periods and points of contact in each classroom.

Smaller Cohorts/Student Groups

Divide classes into smaller cohorts/student groups (e.g., one group may come to school on Monday and Wednesday, the other on Tuesday and Thursday, or any combination of two days per group. The fifth day could be flexible based on district/school site plans.)

Stagger and Modify Schedule

Stagger start and end times within a day; modify recess schedules and lunch periods, and stagger breakfast/lunch schedules or breakfast/lunch in-classroom options.

Transportation

What safety measures will need to be in place for bus drivers and students?

To lower the risk of exposure, districts may implement the following:

- Staff should wear face coverings at all times.
- See page 6 for face covering requirements.
- When possible, space students out on buses with at least four to six feet of physical distance.
- Windows may be open for better ventilation.
- Families will be encouraged to sit together.
- Physical distancing when getting on/off the bus will be required.

Target Dates

Return to School Health Practices, Communication to Community	July 3
Employee Accommodations Form	July 6
Policy Subcommittees (Telework, A-F Grading, Student Exclusion)	July 9
Family Enrollment Form for Distance Learning Only Option	July 13
Transportation Request Forms (Special Education will be prioritized)	July 13
Board Approvals <ul style="list-style-type: none">● Policies on Telework, A-F Grading, Student Exclusion)● In-Person and Distance Learning Instructional Models	July 15
Management Team Orientation	July 30
Tentative DO Opening (pending adjustment of Shelter-in-Place Order)	August 1
Early Childhood Education Opening	TBD

June

Analysis of Survey Data

Synthesis of School-Based Planning

BUSD Planning

July

Bargaining on Contractual Issues

Board Approval

August

Communication with the BUSD Staff
& Community

Staff Training

Start of the School Year

State Funding

Local health
conditions permit a
re-opening

City of Berkeley
guidance on school
reopening

DISCUSSION

Updates

Return to School Health Practices

Draft Program Models

Next Steps

Appendix Slides

From June 24, 2020
Board of Education Update

Even with the implementation of all of the aforementioned risk reduction practices, there are still some challenging decisions to make:

Staff Accommodations

Distance Learning Only Students

Secondary Students' Course Load

Child Care for Employees

Staff Accommodations & Leave

The current Shelter-in-Place order in Berkeley only allows for essential workers to be at in-person work locations.

Once the order is lifted, on the basis of the work they perform, all BUSD employees will be expected to work at their assigned work locations, unless prohibited again by a new local Shelter-in-Place order.

BUSD is developing a three-step process for accommodating employees who are in a high-risk category, or who care for a high-risk individual.

Staff Accommodations

Three Step Process

1. Employees are asked to self-identify if they are in a high risk category, or if they are a direct caregiver to an individual in a high risk category
2. Employees who self-identify are asked to provide documentation that they are at-risk or that they are a caregiver for an at-risk person
3. Employee engages in the interactive process as it defined by the ADA to determine reasonable accommodations including but not limited to telework

Staff Leave

BUSD Procedures for Telework Accommodations: DRAFT

1. Employees are asked to self-identify if they are in a high risk category, or if they are a direct caregiver to an individual in a high risk category
2. Employees who self-identify are asked to provide documentation that they are at-risk or that they are a caregiver for an at-risk person
3. Employee engages in the interactive process as it defined by the ADA to determine reasonable accommodations including but not limited to telework

Staff Leave

When leave is necessary:

1. Families First Coronavirus Relief Act

- Two weeks (up to 80 hours) of paid sick leave at the employee's regular rate of pay where the employee is unable to work because the employee is quarantined and/or experiencing COVID-19 symptoms and seeking a medical diagnosis
- Two weeks (up to 80 hours) of paid sick leave at two-thirds the employee's regular rate of pay because the employee is unable to work because of a bona fide need to care for an individual subject to quarantine
- Once the first two weeks is used an additional ten weeks of paid leave at two-thirds the employees regular rate of pay is available

2. Extended Illness Leave

- After all accrued sick leave has been used an employee can use up to 100 additional days of extended illness leave at either 50% of their salary or the difference between their pay and that of a sub (if one is hired) based on the union contract language

Distance Learning Only Students

Staff and Family Surveys

June 2-8, 2020

35-38% of families are “probably not comfortable” or definitely not comfortable” sending their children back to school in the fall

	English	Spanish
(N)	3772	106
1) For the return to school in August, if public health officials allow students to have in-person instruction, how comfortable would you be with having your child(ren) return to the school campus?		
Definitely comfortable	28.4%	12.3%
Probably comfortable, with minimal concerns	6.2%	13.2%
Possibly comfortable, with some concerns	27.4%	39.6%
Probably not comfortable, with many concerns	27.6%	17.9%
Definitely not comfortable	10.4%	17.0%

Staff and Family Surveys

June 2-8, 2020

43% of certificated staff are “probably not comfortable” or “definitely not comfortable” with working in person

	Certificated	Classified
(N)	579	318
2) If public health officials allow schools and offices to re-open in the fall, how comfortable would you be with returning to work in person?		
Definitely comfortable	13.0%	20.1%
Probably comfortable, with minimal concerns	14.2%	9.1%
Possibly comfortable, with some concerns	30.1%	39.0%
Probably not comfortable, with many concerns	18.7%	18.6%
Definitely not comfortable	24.2%	13.2%

Three Possible Options for “Distance Learning” Students and Staff

Distance Learning Academy

1. All DL students are assigned to a staff member who is also working exclusively from home
2. All learning activities are conducted remotely
3. Distance Learning is scheduled four days per week

Hybrid Model

1. DL students are assigned to their classroom teacher, who may be teaching in person
2. Distance Learning assignments are given by the classroom teacher
3. DL teachers provide supplemental instruction

Independent Study

1. DL students enroll in Berkeley Independent Studies program

Secondary Students' Course Load

Secondary Instruction: Classes Per Term

Six Classes Per Quarter

Quarter 1	Quarter 2	Quarter 3	Quarter 4

Three Classes Per Quarter

Child Care

Options for Child Care

Option One:

Staff may bring their school age child or children to work in the event that their child's school is closed. Child care arrangements can also be made informally with colleague teachers.

Option Two:

If the district is able to open an "Ed Camp" program, staff can place their children in this program, after F/R L students are placed.

Option Three:

The district tries to open a separate, stand-alone child care program.

Should the district attempt to make a child care program free for staff?

What criteria would we use if we cannot accommodate all of the need among staff members for child care?