

Returning to In-Person Learning

BUSD Board of Education

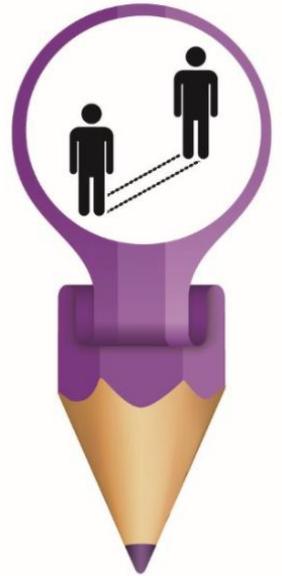
November 18, 2020

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This Evening's Meeting

1. Background Information
2. Update on Local COVID-19 Health Conditions
3. Timeline for Phased Reopening
4. Planning for a Hybrid Learning Model
 - a. Planning Assumptions
 - b. Hybrid Learning Models

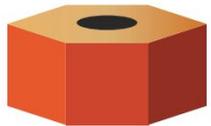
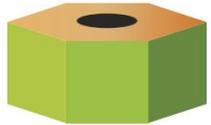
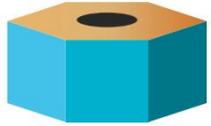


Guiding Values

- Health of students, families and staff
- Social-emotional well-being
- Equity of opportunity and support
- Quality education
- Communication and consultation with families and staff

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PRE-K & ELEMENTARY SCHOOL

CAMPUS SAFETY PLAN
2020-2021 SCHOOL YEAR

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VERSION 1, OCTOBER 23, 2020

Website Resources for BUSD Families

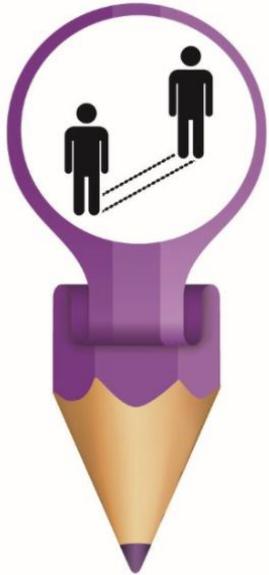
ELEMENTARY SCHOOL REOPENING READINESS

BUSD COVID-19 RISK REDUCTION DASHBOARD

UPDATED: OCTOBER 5, 2020

COVID-19 CASE DASHBOARD

Background Information



The BUSD Board of Education voted to begin the district's phased reopening by focusing first on small cohort support, starting on November 9.

The Board approved January 13 as a target reopening date for Pre-K and TK-2.

January 20 is the target date for reopening Grades 3-5.

No target date has been established yet for middle and high schools.



California's Tier system

County data determines restrictions on activities such as school openings

City of Berkeley's Health Officer provides additional guidance



Daily New Cases/100K

Testing Positivity

WIDESPREAD

Most non-essential indoor business operations are closed.

More than 7

Daily new cases (per 100k)

More than 8%

Positive tests

SUBSTANTIAL

Some non-essential indoor business operations are closed.

4-7

Daily new cases (per 100k)

5-8%

Positive tests

MODERATE

Some business operations are open with modifications.

1-3.9

Daily new cases (per 100k)

2-4.9%

Positive tests

MINIMAL

Most business operations are open with modifications.

Less than 1

Daily new cases (per 100k)

Less than 2%

Positive tests

Summer - and now again Nov 16

Limited childcare and camps;
Waiver process

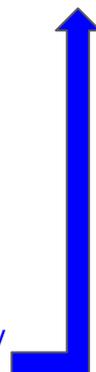


Late September:

Additional guidance for Cohorts /
Small Groups



October: Elementary schools may
re-open after October 13, Middle
schools in November, subject to
multiple requirements.



What does the County's new Purple (Widespread) status mean for schools?

- Cohort-based programs are still permitted
- Schools and districts that have not opened must remain closed
- Schools and districts that have opened may remain open, with modifications
- Schools and districts with elementary waivers may open*

** Alameda County has not granted waivers and so this exception does not apply to any school or district in our area.*

What does the County's new Purple (Widespread) status mean for BUSD's planning timeline?

If County or City health conditions remain at the Purple (Widespread) level, we will not be permitted to reopen schools.

We simply do not know what public health conditions will look leading up to January 13, although holiday travel and activity is generally expected to lead to increased COVID transmission.

This change in status is a reminder that we are planning for a very dynamic public health environment.

Week of	Key Activities
November 2	Educator Work Group Recruitment
November 9	Start of Educator Surveys
November 16	November 19, Town Hall for Elementary Families in English (6:00) and Spanish (7:15)
November 23	Thanksgiving Break
November 30	Expansion of Phase 1 Cohort Program from 8 students per cohort to 12 students Town Hall Meetings for Middle School Families, and High School Families High School Student Feedback Session
December 7	
December 14	Goal: Prior to Winter Break, share details of BUSD's Hybrid Learning Plan with families
December 21	Winter Break
January 4	Goal: Town Hall Meetings to describe Hybrid Learning program
January 11	January 13 Launch of Hybrid Learning in Pre-K, Transitional Kindergarten, and Grades 1-2
January 18	January 20 Launch of Hybrid Learning in Grades 3-5
TBD	Hybrid Learning Launch for Middle and High Schools

DRAFT TIMELINE:

Planning for Hybrid Learning

Quarter Ending Dates

December 18, 2020
March 15, 2021

Phase 1 Enrollment

	Number of Seats	Number of Offers	Number of Families Who Declined	Percentage Declined
Rosa Parks	16	25	9	36%
Malcolm X	32	42	10	23%
Jefferson	24	26	2	8%

Hybrid Learning

- Planning Assumptions
- Model for Hybrid Learning

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BUSD's Updated Hybrid Learning Planning Assumptions

Please rate each assumption on a scale of 1-5

1. In the most recent survey of elementary families, with about 2500 responses, 43% of families indicated they would choose at this point to remain in distance learning. A Hybrid Model should be designed to minimize disruptions to the current Distance Learning program.
2. Local public health conditions may deteriorate, which could require the return to distance learning for individual students, classes, schools, or the district'. A Hybrid Model should permit students and teachers to move as easily as possible back into Distance Learning.
3. Families and students value their current relationships with their teacher(s). A Hybrid Learning model should maintain current teachers, classes, and student groups as much as possible.

For Feedback: BUSD's Updated Hybrid Learning Planning Assumptions

4. Families want detailed information about a hybrid learning model, prior to making a selection for the child or children. We should present a Hybrid Learning plan to the community prior to asking about an enrollment decision.

5. Families would prefer not to be bound for a long period of time to a single decision about enrolling in distance learning or hybrid learning. A Hybrid Learning model should permit ongoing decisions by families, if possible.

6. Many families report that social and emotional support is a critical need for their children at this time. A Hybrid Learning model should account for this need, and should feature increased time for recreation and community.

Hybrid Learning

- Planning Assumptions
- Model for Hybrid Learning

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Hybrid Learning Model 1:

“Distance Learning in
the Morning;
Optional In-Person
Learning in the
Afternoon”

Overview for Mon/Tue/Thu/Fri	
<u>AM</u> Distance Learning As Is	9:00 - 11:45 AM
Lunch, Transition to School, Screening, & Teacher Prep	11:45 - 1:15 PM
<u>PM</u> Group A or B at School	1:15 - 3:15 PM
After School Program	3:15 - 6:00 PM

“Distance Learning in the Morning; Optional In-Person Learning in the Afternoon”

Advantages	Disadvantages
Flexibility - This model can be adjusted with changing public health conditions	Distance Learning - This model leaves distance learning intact in the morning, which some students already dislike.
Staffing - Lessens the impact of employees who will work remotely because of underlying health conditions	Substitute Staffing - We will be required to identify staff to cover the afternoon on-campus portion of the school day.
Consistency - Maintains current Distance Learning model for the roughly 40% families who may choose not to return in in-person learning	Small Group and Parent Outreach - These elements of the current Distance Learning Plan may not be possible because of other time demands on teachers.
Cohorting - This model can support “cohorting” students for the purpose of minimizing contact between student groups	Mid-Day Transportation - Although limited transportation will be available, a mid-day start of on-campus time may challenge some families.

Other Elementary Models We Considered

“Two Days Per Week On-Campus”

“Morning and Afternoon Groups”

<u>Monday & Tuesday</u> Group A: In-Person	
<u>Wednesday</u> All Students Virtual	9:00 AM - 3:15 PM
<u>Thursday & Friday</u> Group B: In-Person	
After School Program	3:15 - 6:00 PM

Other TK-5 Models We Considered

Advantages	Disadvantages
<p>Time on Campus - These models could provide as much as 10 hours per week on campus, but would require larger amounts of independent assignments from teachers.</p>	<p>Substitute Staffing - We will struggle to find an adequate number of substitute teachers to replace the staff who work remotely because of personal health issues.</p>
	<p>No Cohorting - In these models, teachers work with at least two groups of students per day/week, and specialist teacher must work with multiple groups per day.</p>
	<p>Difficult to Adapt - In the event of another surge in COVID transmission, these models are relatively rigid.</p>
	<p>Regrouping - It could be challenging to maintain current class lists in these models.</p>
	<p>Increased Independent Work - In these models, students may experience an increase in the number of hours of asynchronous work per week.</p>

About Middle and High Schools

Because of the difficulty of finding substitute staff at this level, Model 1 is likely the only viable option for on-campus learning.

Overview for Mon/Tue/Thu/Fri	
<u>AM</u> Distance Learning As Is	9:00 - 11:45 AM
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After School Program	3:15 - 6:00 PM

Parent Guardian Town Halls

Goals:

Comment on BUSD planning assumptions

Comment on a variety of hybrid learning models, including BUSD's current draft

Parent/Guardian Meetings	Meeting Dates	Zoom Link
Elementary Schools	Thursday, November 19, 6:00-7:00 pm	Webinar Link
Spanish Language Meeting	Thursday, November 19, 7:15 - 8:15 pm	Webinar Link
Middle Schools	Tuesday, December 1, 6:00 pm	Webinar Link
High School Students	Thursday, December 3, 3:00 pm	Webinar Link
High Schools	Thursday, December 3, 6:00 pm	Webinar Link

Discussion

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