

Update on BUSD's School Reopening Plan

June 2, 2021

DONDE SEA QUE APRENDAS
APRENDEMOS JUNTOS

Berkeley Unified School District



WHEREVER YOU LEARN
WE LEARN TOGETHER

Berkeley Unified School District



This Evening's Meeting

1. Fall Reopening
2. Independent Study in 21-22
3. High School Bell Schedule in 21-22

Fall: Full School Reopening

During this final week of school, BUSD families should plan for a full return to in-person school. This means five days a week of instruction, with the same daily start and end times as before the pandemic.

Independent Study 2021-2022



Independent Study: Overview of Current Regulations



**An alternative
to classroom
instruction**
Not an alternative
curriculum



Alternative



Course-
Based

Two types of programs:

**Alternative
Education:**
Designed to teach
the knowledge
and skills of
the core
curriculum

Course-Based:
Individualized study in
a particular area of
interest or in a subject
not currently available
in the regular school
curriculum



**Available to
students K-12**
However,
LEAs are not
required to
offer independent
study



**Voluntary
enrollment**
LEAs cannot
require students
to enroll in
independent
study



**Special Needs
Students* cannot
participate in
independent study**
Unless the IEP
specifically allows for
such participation

**As defined by
[Ed. Code 56026](#)*

Proposed Changes from the Trailer Bill

Major Proposed Changes



Can be offered to students whose health would be put at-risk by in-person instruction
Upon the request of a parent/guardian



New requirements for district independent study policies
Similar to Distance Learning Ed. Code



New requirements for documenting daily participation and weekly engagement
Similar to Distance Learning attendance-taking requirements

Reference: [May 2021 K-12 Omnibus Trailer Bill](#), pp. 68-71

Proposed Changes from the Trailer Bill

A Deeper Look: How the Trailer Bill would amend Education Code

Health is specified as a reason for participating in I.S.

Additional conditions must be part of district I.S. policies

Updates to the I.S. Written Agreement

New Requirements for Documenting Participation

Ed. Code 51745(c)(6)

Ed. Code 51747(c-f)

Ed. Code 51747(g)

Ed. Code 51747.5(b-e)

I.S. can be offered to students whose health would be put at-risk by in-person instruction, upon determination of a parent/guardian

- Must be as rigorous as in-person
- Tiered reengagement procedures
- Live interaction and synchronous instruction 1x per week
- Plan to transition students who wish to return to in-person

- Plan for communication with parent/guardian
- Providing connectivity and devices to student
- Academic and other supports to be provided

- Document daily participation for each student, each school day
- Weekly engagement record for each student, documenting synch/asynch instruction
- Must verify daily participation and track assignments

Reference: [May 2021 K-12 Omnibus Trailer Bill](#), pp. 68-71

Fall, 2021: Berkeley Independent Study

Features of the current BIS model:

K-8: In each meeting, the BIS teacher and home teacher collaborate together on assignments that will best support the student's progress. The main role of the BIS teacher/coach is to provide the curriculum to support the home teacher (parent/guardian) to teach and supervise instruction. The BIS teacher assesses student progress weekly. The parent is a home teacher and has to have approximately 25 hours per week available to participate in this program.

9-12: Students meet with their teacher once-twice a week for 90 minutes for each class. Students take 3 classes a quarter. Students take home 30 hours of homework each week (10 hours /class).

Model 1: K-8 BIS Assisted Home School

Program As Is. "Personal reason" on survey

20-21, 40 families enrolled. We added 0.7 FTE this year.
Could add 1.0 FTE next year for 20 students

1 meeting per week for 90 minutes to create learning goals and assignments

Parent is the main home teacher

Home teacher expectations for 25 hours/week

Use K-5 and 6-8 curricula

- Art and gardening is lead by a BIS teacher
- Grade 4-5 instrumental VAPA instruction does take place

Current BIS Placement Process:

1. Referred to BIS from Admissions Office. BIS is a voluntary program
2. Families come to a BIS Orientation, do an application, schedule classes with a counselor, sign a contract agreement
3. Students are accepted, first come, first serve, until each program is full.
4. When families leave BIS, the original school placement is not guaranteed.
5. Students with IEPs must have an IEP team meeting before transferring. The IEP team determines if BIS is an appropriate program for the student to participate in.

Model 2: BIS Virtual Academy

“Documented Medical Reason” - can't be vaccinated; or are at higher risk even after vaccination

Instructional Schedule: Same as current Distance Learning schedule

Combination grade level classes

- K-1, 23
- 2-3, 23
- 4-5, 26

Model 2: BIS Virtual Academy

Maintain some seats in case of ongoing transfers

Students who apply and who qualify for BIS Virtual Academy will be assigned exclusively to this program.

BUSD cannot reserve a seat in the student's 20-21 school assignment.

Students who leave BIS Virtual Academy will be placed on the BUSD transfer list, and might not be assigned to their original school.

Model 2: BIS Virtual Academy

For students who have a qualifying medical condition and receive Special Education services, the IEP team will convene to consider services during the student's registration before transfer to the BIS Virtual Academy.

New Requirements in Ed Code:

Weekly documentation of asynchronous and synchronous learning

Possible Challenges:

- TWI
- EL students
- Special Education
- Enrichment: BUSD will not be able to provide a full set of online enrichment and elective courses because all teachers will be required to teach full-time on campus.

Next Steps

1. Communicate further with families about BIS, including opportunities for live informational sessions and interactions with families and staff
2. Consider Administrative Support
3. Updates to the Ed Code about Independent Study are expected on June 14th, 2021

Berkeley High School

Modified Block Bell Schedule
2021-2022

PREVIEW

Berkeley High School

Modified Block Bell Schedule Preview 2021-2022

Return to full-day schedule, five days per week

AND

Maintain positive developments from the 20-21 school year and address student needs coming out of pandemic:

- Longer class periods
- Fewer classes at a time
- Greater support and flexibility than the traditional bell schedule
- Academic & emotional student support embedded in the school day

Berkeley High School

Modified Block Bell Schedule Preview 2021-2022

Process Overview

1. In late-April, Principal Raygoza solicited representatives from Small Learning Communities and Departments to form a Bell Schedule Working Group
 - a. Group met to create staff survey and analyze data
2. Working Group met to develop two kinds of models based on staff feedback
 - a. Term/quarter system
 - b. Block system (6 periods all year long but not all on same day)
3. Principal Raygoza brought models to Teacher Leaders for feedback
 - a. Models then went to staff for ranked choice voting and to students in fishbowl
4. Principal Raygoza reviewed all feedback, and challenges with models, and is now bringing Model Block with Flex to Dr. Stephens and BOE.



Berkeley High School

Modified Block Bell Schedule Preview 2021-2022

Over the Spring, we collected course enrollment information from students for six year-long courses

This modified block schedule maintains a six-course schedule for all students, and maintains the current full-day bell schedule.

Student Focus Group

Reflection Questions: What are some of your favorite parts of the school day?

1. What makes the school day challenging?
2. What are some aspects of being at school in person that you enjoy the most?
3. What do you hope will change about school as we transition out of the pandemic?

Takeaways:

1. Students with IEPs mentioned that classes feel rushed in shorter periods
2. Students love the idea of Flex and want it in the middle of the day to help them get some support so they feel less stressed by the end of the day
3. Lunch is really stressful for our students and they would appreciate slightly longer passing periods

Proposed BHS Bell Schedule, 21-22

Mon/Tues/Thurs/Fri Alternating Red
and Gold Days
10 min passing periods

1 or 2	8:30-10:10	(100 min)
Flex	10:20 -11:10	(50 min)
Lunch	11:10-11:50	(40 min)
3 or 4	12-1:40	(100 min)
5 or 6	1:50-3:30	(100 min)

Wednesdays
6 min passing periods

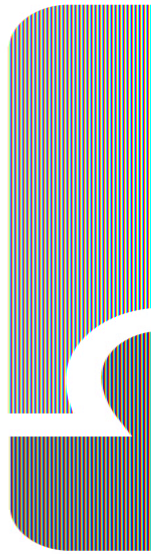
1	8:30 – 9:11	(41 min)
2	9:17 – 10:18	(41 min)
3	10:14 – 10:57	(41 min)
4	11:03 -11:46	(41 min)
Lunch	11:46-12:26pm	(40 min)
5	12:32 – 1:15	(41 min)
6	1:21 - 2:04pm	(41 min)
PD	2:10-3:30pm	

Next Steps

1. Confirm compliance with all state requirements
2. Communication with BHS students and families
 - a. Surveys forthcoming
3. Continue problem solving some small but important challenges
4. Explore and develop goals for a Flex period, and additional forms of support for teachers, such as a Flex curriculum

WHEREVER YOU LEARN WE LEARN TOGETHER

Berkeley Unified School District



As many students return to their school campus for in-person learning, others will remain in distance learning for the remainder of the school year. We want to assure all students, families, and staff that wherever you learn (or teach), we are one community with shared values and goals for our students. We learn together.