

# Updates for the Start of the 2021-2022 School Year

August 11, 2021

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# This Evening's Presentation

1. BUSD is Ready
2. Current Public Health Guidelines for Schools in California
3. Support for Students and Families

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# BUSD Is Ready

## Academic Programming

- Music, Arts, and Enrichment Programs
- Athletics
- Assessments

Consistent Staffing and Leadership

Options for In-Person and Remote Learning

After-School Staffing

Transportation - Full Schedule of Bus Routes

Nutrition Services - Free Meals for All Students

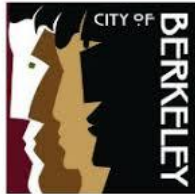
# BUSD COVID-19 Safety Plan - Fall 2021

Now available on the BUSD website



*"The foundational principle of this guidance is that all students must have access to safe and full in-person instruction and to as much instructional time as possible."*

[COVID-19 Public Health Guidance for K-12 Schools in California, 2021-22](#)



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# Masking

*Regardless of Vaccination Status*

- Inside all Schools (over age 2)
- Outdoors while at school
- On all BUSD Buses
- Awaiting guidance athletics/music

*Masks can be removed  
when eating and drinking.*





# Updated Youth Vaccinations in Berkeley

Age	At Least One Dose	Fully Vaccinated
12-15	99%	80%
16-17	>99%	91%

Location	Date(s)	Hours
Longfellow Middle School 1500 Derby Street	Friday, August 6 Friday, August 13	11:00-6:30
Ann Chandler Clinic 830 University Avenue	Monday, August 9 Monday, August 16 Monday, August 23 Monday, August 30	10:00-1:00
City Hall 2180 Milvia Street	Monday, August 9 Tuesday, August 10 Wednesday, August 11 Thursday, August 12	8:30-4:00

# COVID Testing at School

BUSD is finalizing plans for two types of COVID testing:

- Surveillance Testing (every two weeks)
- Modified Quarantine Testing

Please be on the lookout for information about signing up for testing.

Insurance is not required

No costs to any family

Gentle nasal swab

Administered by trained staff

# Case Response and Contact Tracing

**Close Contact:** within 6 feet for a cumulative 15 minutes or more over a 24-hour period.

**Isolation** separates sick people with a contagious disease from people who are not sick.

**Quarantine** separates and restricts the movement of people who were exposed to a contagious disease to see if they become sick.

**Fully Vaccinated:** 2 weeks after their second dose (Pfizer or Moderna) or 2 weeks after a single-dose vaccine.


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# Quarantine Protocols after a Close Contact

Vaccinated and asymptomatic = no quarantine

If a student is unvaccinated and both the case and the contact were masked and indoors during the close contact, the close contact qualifies for a **Modified Quarantine** and can attend school if:



Unvaccinated Students

- They are asymptomatic
- Continue to mask at school
- Undergo twice-weekly testing during the quarantine period
- Quarantine for all extracurricular activities including sports, as well as community activities

# Quarantine after a Close Contact



Unvaccinated Students

Unvaccinated close contacts where either the positive individual and/or the close contact was not masked when they came into contact in an indoor classroom setting may discontinue self-quarantine under the following conditions:

- Quarantine can end after Day 10 from the date of last exposure without testing; or
- Quarantine can end after Day 7 if a diagnostic specimen is collected after Day 5 from the date of last exposure and tests negative.

# Isolation

## Return to School/Work:

- Negative COVID test or health care provider documents symptoms are due to something else
- OR 10 days after onset of symptoms, AND
  - No fever for 24 hours without fever-reducing medication, AND
  - Other symptoms have improved





# Many Other Risk Mitigation Layers

- Home screener (no app/form)
- Social distancing (when possible)
- Maximize distance (eating/drinking)
- Ventilation systems
- Plexiglass barriers in offices
- Safety signage
- Hand washing
- Cleaning and disinfection
- Limit mixing groups when possible





The following school activity recommendations are based on consultation with health researchers and several important principles drawn from recent studies.

Activity	Air Quality Level				
	<b>LEVEL 1</b> <b>AQI 0-50</b> PM <sub>2.5</sub> 0-12 µg/m <sup>3</sup>	<b>LEVEL 2</b> <b>AQI 51-100</b> PM <sub>2.5</sub> 13-35 µg/m <sup>3</sup>	<b>LEVEL 3</b> <b>AQI 101-150</b> PM <sub>2.5</sub> 36-55 µg/m <sup>3</sup>	<b>LEVEL 4</b> <b>AQI 151-200</b> PM <sub>2.5</sub> 56-150 µg/m <sup>3</sup>	<b>LEVEL 5</b> <b>AQI 201 or higher</b> PM <sub>2.5</sub> 151-500 µg/m <sup>3</sup> <i>School districts may consider closures based on site-by-site concerns.</i>
<b>Recess (15min)</b>	No restrictions	Ensure that sensitive individuals are medically managing their condition.*	Sensitive individuals should exercise indoors or avoid vigorous outdoor activities.*	Exercise indoors or avoid vigorous outdoor activities. Sensitive individuals should remain indoors.*	No outdoor activity. All activities should be moved indoors.
<b>P.E. (1hr)</b>	No restrictions	Ensure that sensitive individuals are medically managing their condition.*	Sensitive individuals should exercise indoors or avoid vigorous outdoor activities.*	Exercise indoors or limit vigorous outdoor activities to a maximum of 15 minutes. Sensitive individuals should remain indoors.*	No outdoor activity. All activities should be moved indoors.
<b>Athletic Practice &amp; Training (2-4hrs)</b>	No restrictions	Ensure that sensitive individuals are medically managing their condition.*	Reduce vigorous exercise to 30 minutes per hour of practice time with increased rest breaks and substitutions. Ensure that sensitive individuals are medically managing their condition.*	Exercise indoors or reduce vigorous exercise to 30 minutes of practice time with increased rest breaks and substitutions. Sensitive individuals should remain indoors.*	No outdoor activity. All activities should be moved indoors.
<b>Scheduled Sporting Events</b>	No restrictions	Ensure that sensitive individuals are medically managing their condition.*	Increase rest breaks and substitutions per CIF guidelines for extreme heat.** Ensure that sensitive individuals are medically managing their condition.*	Increase rest breaks and substitutions per CIF guidelines for extreme heat.** Ensure that sensitive individuals are medically managing their condition.*	Event should be rescheduled or relocated.

\* Sensitive Individuals include all those with asthma or other heart/lung conditions    \*\* California Interscholastic Federation

# Support for Students and Families 2021-2022



**Traumatic experiences** exceed your ability to cope, and your ability to integrate emotions involved with the experience.

Any situation that leaves you feeling overwhelmed and frightened can be traumatic, even if it doesn't involve physical harm. It's not the objective facts that determine whether an event is traumatic, but rather your subjective emotional experience of the event.

## **Safety and Stabilization**

Regaining a sense of safety may take days to weeks with acutely traumatized individuals or months to years with individuals who have experienced ongoing/chronic abuse. Figuring out what areas of life need to be stabilized and how that will be accomplished will be helpful in moving toward recovery.

## **Remembrance and Mourning**

This task shifts to processing the trauma, putting words and emotions to it and making meaning of it.

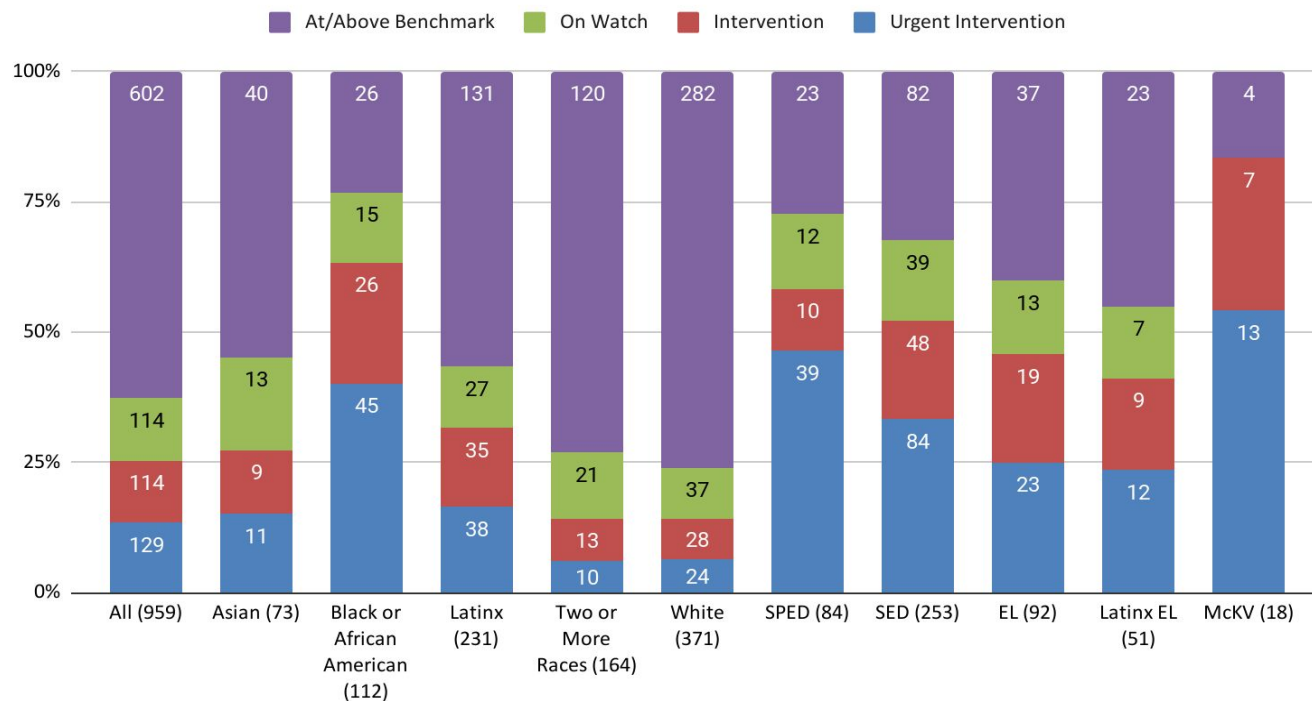
## **Reconnection and Integration**

In this phase there must now be a creation a new sense of self and a new future. This final task involves redefining oneself in the context of meaningful relationships. Through this process, the trauma no longer is a defining and organizing principle is someone's life. The trauma becomes integrated into their life story but is not the only story that defines them.

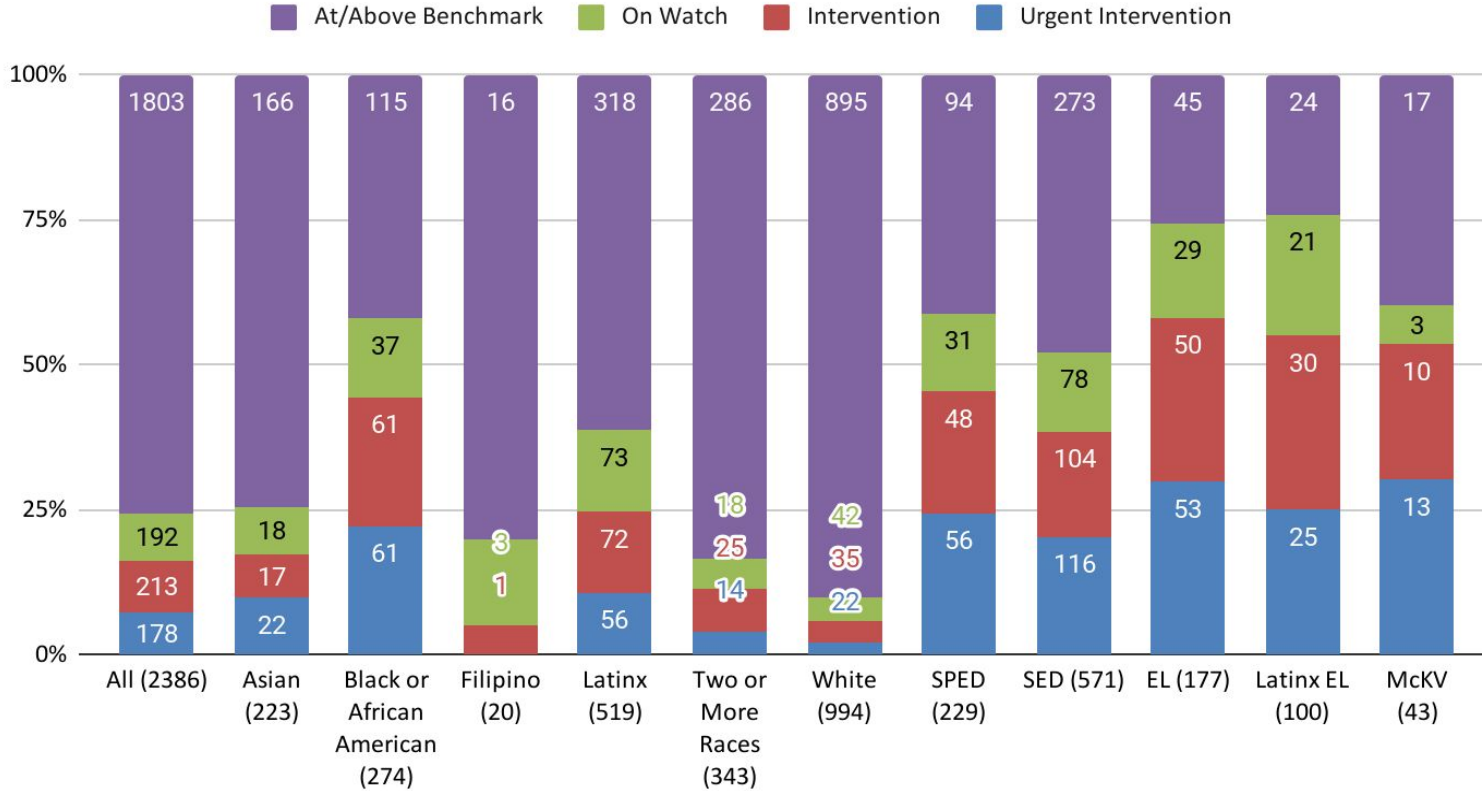


# Starting the school year, here is what we know

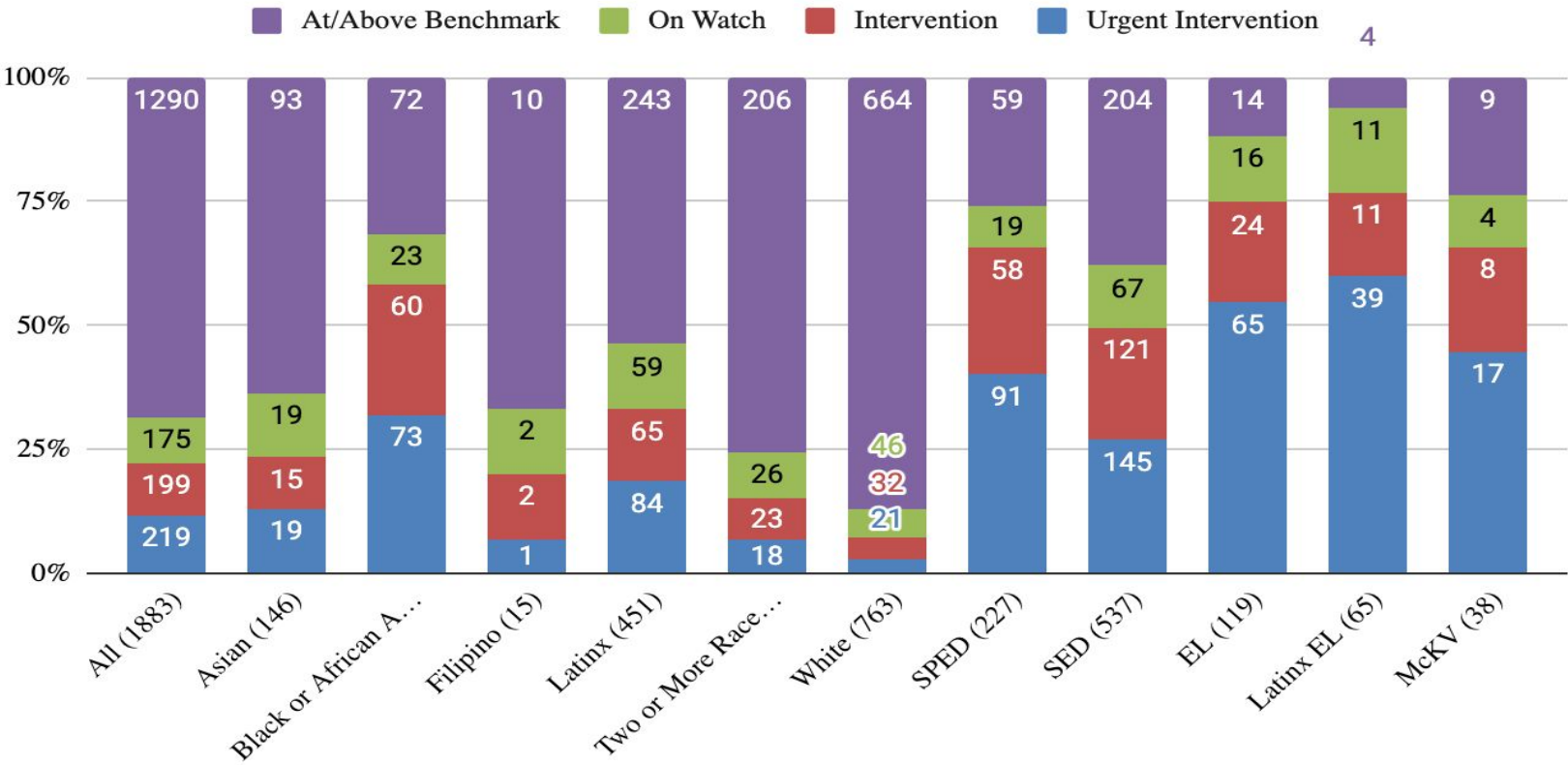
District-Wide STAR Early Literacy (English and Spanish) Spring K-1



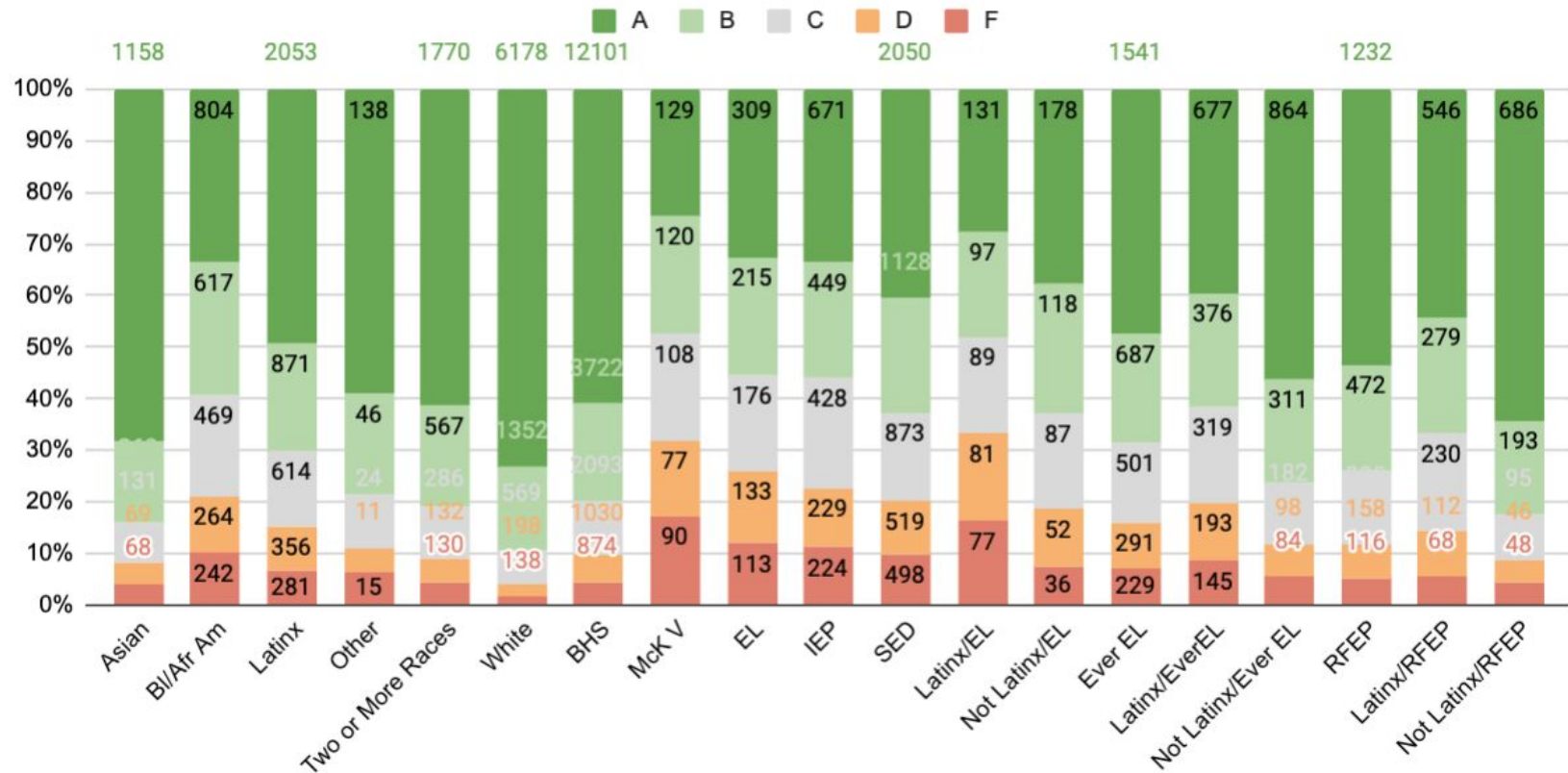
## District-Wide STAR Spring Reading (English and Spanish) 2nd-5th



# District-Wide STAR Spring Reading (English and Spanish) 6th-8th



## BHS First Semester Distance Learning Grade Counts





# BUSD's 2021-2024 Local Control Accountability Plan

Goal One	<i>Provide high quality classroom instruction and curriculum that... are culturally and linguistically responsive to student needs</i>
Goal Two	<i>Provide necessary and timely academic interventions to eliminate barriers to student success.</i>
Goal Three	<i>Ensure all school sites have safe, welcoming, and inclusive climates for all students and their families, so that all students are in their classes ready to learn.</i>
Goal Four	<i>Use local and state measures to assess student progress resulting from district programs in order to evaluate and improve planned actions and services.</i>

# 2021-2022: BUSD Expanded Support Programs

Classrooms	Continuing Targeted Support Programs	Expanded Targeted Support Programs
DIBELS K-2 Assessment	<ul style="list-style-type: none"><li>• Math Support Classes and small groups of intervention</li></ul>	<ul style="list-style-type: none"><li>• Ten new Special Education positions</li><li>• 1000 new Chromebooks ready for distribution</li></ul>
Literacy Action Plan	<ul style="list-style-type: none"><li>• Reading support classes and small group intervention (Read 180, LLI)</li></ul>	<ul style="list-style-type: none"><li>• New Affinity-Based Partnerships</li><li>• Restorative Restart Grants to Schools</li></ul>
Ethnic Studies	<ul style="list-style-type: none"><li>• Mental health services for social emotional needs</li></ul>	<ul style="list-style-type: none"><li>• Additional School Psychologists</li><li>• Mental Health Supports</li></ul>
Blas Awareness Training	<ul style="list-style-type: none"><li>• English Language Development Supports</li><li>• LEAP</li><li>• Intervention Counseling</li><li>• Ed Hub at Berkeley Adult School</li><li>• MS Math Support Classes</li></ul>	<ul style="list-style-type: none"><li>• CCEIS Vision Schools</li><li>• Expanded BRIDGE cohort and counseling</li><li>• Four new OFEE Liaisons and Director</li><li>• Chemistry Support Class</li><li>• Additional EL Support (BHS and TSA)</li><li>• Black Studies Dept Leadership Support</li><li>• Consent Education at BHS</li></ul>

# Affinity-Based Partnerships

Young Gifted and Black	August 11, 2021	ESSER
STEM Steps After-School Enrichment	August 11, 2021	ESSER
African American Success Framework	August 11, 2021	ESSER
Principals' Learning Circles	August 11, 2021	Schools Fund
California Association for Bilingual Education (CABE) - EL Master Plan & Parent Learning	August 11, 2021	ESSER
UC Berkeley - PLI - Administrative Coaching and Leaders of Color Networks	August 11, 2021	Ed Services

# Affinity-Based Partnerships

Edutainment for Equity (Cultural Mindfulness Institute)	Pending	ESSER
PUENTE @ Longfellow and BHS	Pending	BSEP
Parent Institute for Quality Education (PIQE)	Exploring	ESSER
Latino Literacy	Exploring	ESSER
College Bound	Exploring	ESSER



# Restorative Restart Grant Highlights

*Restart Grant Funding is for 2021-2022 made available through \$2M in apportionments from state and federal COVID funds.*

## How Allocations were Distributed:

- \$150 for each student
- \$150 for each English Learner, student who qualifies for Free and Reduced Lunch, and for students who qualify as homeless or receiving foster care
- Site allocations were based on 2020-2021 CalPads data

## Most Common Uses

- Salaries for staff providing in-person instruction services
- Social and mental health supports
- Professional Development
- Extending Instructional Learning time beyond the school day
- Additional academic services for students
- Integrated pupil supports

# Mental Health and Socio-Emotional Learning

## Continued Supports

- Bay Area Community Resources (BACR)
- Child Therapy Institute
- Lifelong Medical Care
- District counselors and mental health counseling interns at Middle Schools
- Health Center on the Berkeley High School Campus & Intervention Counselors

## Expanded Support, 2021-2022:

- Bay Area Community Resources (BACR), 5 FTE
- Dynamic Mindfulness by Niroga Institute
- Climate and Culture TSA provides resources and ongoing training for administration and staff

# Comprehensive Coordinated Early Intervention Support

## 5 Vision Schools

- Individual Learning Plans for ~160 Vision School Scholars (African American/Black/Latinx)
- Classroom Walkthrough Tool
- Family Workshop series on topics related to empowering families as equal status partners with educators
- Black/African American Advisory Committees at School Sites in Development
- Implicit bias professional development to Vision School Principals, Site Equity Leaders and special education and general education teachers and other staff.
- District Task Force to further develop a Culturally Responsive Positive Behavior Matrix

The background of the slide is a photograph of Jefferson Elementary School, a modern building with large glass windows and a prominent staircase. The text "JEFFERSON ELEMENTARY SCHOOL" is visible on the building's facade.

# Welcome Back Students, Families, and Staff!

**Stronger Together.**

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