

2020-2021 Early Childhood Campus Re-Entry Planning



Early Childhood Campus: Summer Session Details

On June 15, the TBS administration will determine whether we can offer a five-week, on-campus, modified summer session to be held Monday, July 13 through Friday, August 14, with staggered morning hours:

8:15-12:45p, 8:30-1:00p, 8:45-1:15p, 9:00-1:30p

Families will need to commit to the entire five weeks. This pilot program will have 2 classes of 10 children and we will use Magnolia, Cedar, and the outdoor space.

We will have stable groupings of 10 students, and staff each class with the same 2 teachers and one substitute; the adults will remain the same for the entire session to comply with current public health regulations.



Summer Registration

In preparation for a decision to conduct a summer session, **registration will open June 1** for returning families.

TBS would give first priority to children of essential workers, followed by children with one parenting adult whose eligibility for childcare is not limited by public health orders in place when the session begins ([Alameda County Public Health SIP Order](#)). If there is space after that, we will accept registrations from other returning families **through June 8**, and decisions will be made as equitably as possible.

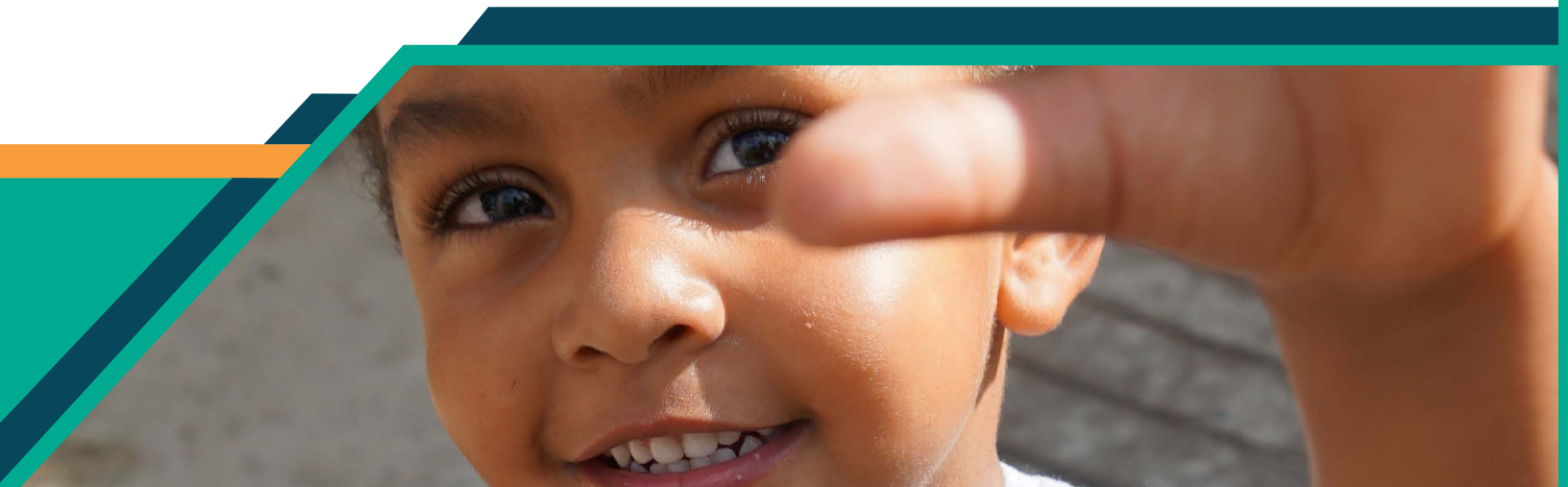


Returning Students Only

We know that acclimating students to a new environment is challenging under any circumstances, and these are especially so.

With that in mind, only returning early childhood students will attend the on-campus pilot summer session.

Younger siblings who are new to TBS will also need to wait for the fall session.



Health Protocols Required by CA Department of Social Services (CDSS)



Each morning you will drop off your child at the gate, their temperature will be taken, and you will answer several health related questions.



Teachers will wear masks, but children do not have to. We are looking for volunteers to make masks that have clear panels to see facial expressions.



Drop off and pick up will be staggered to ensure social distancing between families.



Parenting adults will not be allowed on campus.



Tubs of soapy and clean water will be maintained and dispersed throughout campus and each child will wash hands frequently, at least once an hour.



A sick room will be available in the event that any child or adult becomes symptomatic. We are required to send home any child or adult with a fever and/or respiratory infection symptoms.



An extra change of clothes will be needed for any accidents. Children need to be independent when changing their clothes.



We will provide a healthy snack using protocols outlined by the CDSS. Students will need to bring a simple, paper bag lunch that is easy for children to eat independently.



We will rotate a stable, single group of 5 children inside and outside so all children will have the benefit of both learning and play environments. We will rotate children through different areas of the yard as a group and spend as much time as we can outside.



Out of an abundance of caution, we will also arrange for weekly COVID-19 testing of all staff.

If a child in the on-campus program shows signs of respiratory illness and/or fever, the child will transition to a home-based learning program until medical clearance to return can be provided. If the on-campus program is closed due to an outbreak on campus or a shelter in place order, all students will transition to a home-based learning program. In either case, we would be unable to provide tuition reimbursements, since we need to be able to pay our teachers for those weeks.

Early Childhood Campus: Fall Session Plans

We are **planning** to open our Early Childhood Campus for the start of the 2020-21 school year in September.



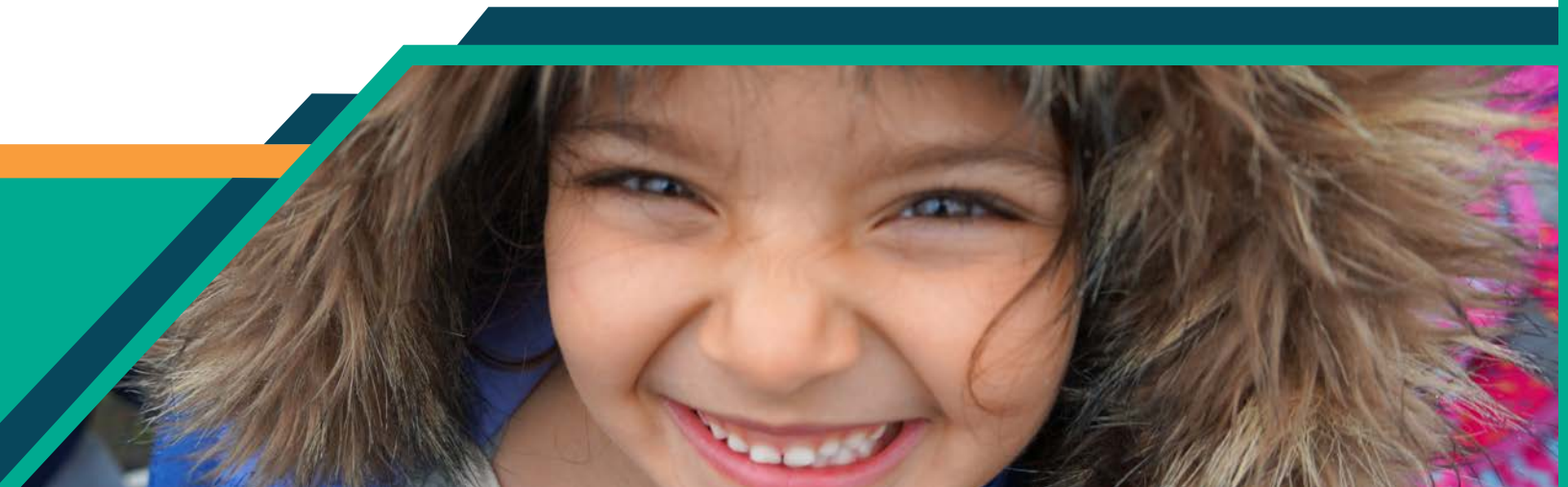
We are closely following recommendations from state and local agencies and will be aligning with best practices learned from our own and other early childhood programs.

New children and their families will be able to come to visit a teacher on the campus one family at a time during the summer, to help with their introduction to school.

We will continue to follow our practice of making financial adjustments that align with any changes to our program as we have done in this 2019-20 school year. If you have questions or concerns about your child's enrollment contract, please contact [Amy Coty](#), Director of Finance & Operations, to have a conversation.

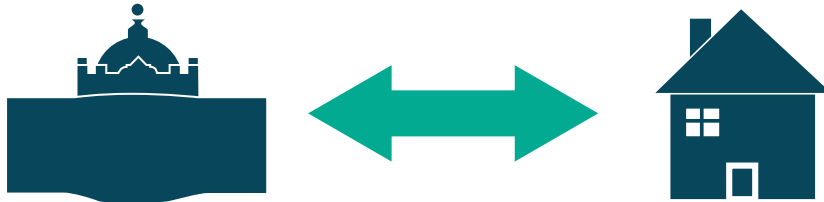


At The Berkeley School, we have been busy planning for summer and fall sessions. Your child's health and safety, as well as our teachers, are very important to us. And we still want to ensure we can provide a program that is developmentally appropriate for young children given the current constraints.



Preparing for Transitions

Based on forecasting and scenario planning, The Berkeley School expects that until a COVID-19 vaccination is developed, there will likely be students who **transition from campus-based to home-based learning and back over the course of the year.**



Our blended learning program will support these transitions effectively and ensure instructional continuity for all students.

There may also be occasions when the entire student body is required to transition to home-based learning.

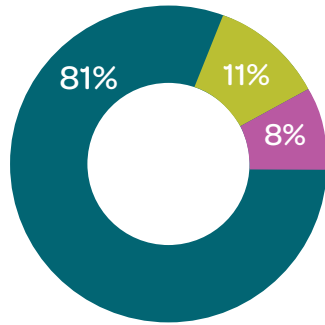
In such cases, we will make decisions to ensure that additional, campus-based fees are adjusted appropriately, as we have done for the 2019-20 year. Our investment in the people delivering the TBS program and working to see and support students and families remains the major expense in the yearly TBS operating budget, no matter the mode of blended learning in which we operate.



TBS 2019-20 Operating Costs

Faculty and Staff - Salaries & Benefits

81%



Facilities, Depreciation, Debt Service, and Capital Expenses

11%

Program and Administrative Expenses and Professional Development

8%

TBS 2019-20 Operating Income

Tuition and Extended Day program

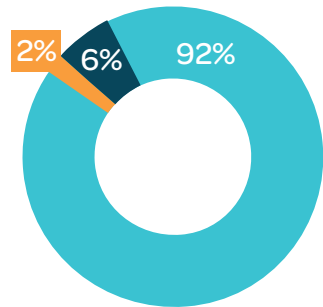
92%

Fundraising to resource our students and teachers, and fuel our vision

6%

Interest and Other Income

2%



We believe that young students learn best when

- Play is a foundational component of the program.
- Early childhood teachers and staff members are well qualified for their positions, and adult staffing ratios are appropriate.
- The program addresses the cognitive, social, emotional, and physical needs of the child.
- Teachers engage with children in ways that promote trust and demonstrate their care.
- The indoor and outdoor environments reflect the developmental needs of each age group.
- The education and inclusion of parenting adults is an important part of the program.
- The faculty and administration share information with families regarding their children's progress and growth on a regular and ongoing basis.

Digital Platforms

Tools we use to provide blended learning include



Google Classroom (4th-8th)

A tool we have used for many years in the 4th-8th grades. Students and teachers manage assignments, work in google docs and other google apps, and engage in discussions through this platform. All class assignments, videos, and announcements live here, along with google calendar links to online classes.



Seesaw (ECC-3rd)

An online platform for students in our Early Childhood classrooms and kindergarten through 3rd grades. Students can see personalized assignments, view video lessons, and upload evidence of their learning in many ways, including pictures, writing, videos, and audio, and teachers can provide feedback.



Classroom Blogs (ECC)

Used in our Early Childhood program. Again, this is a familiar tool for sharing student learning and photos, but now also houses videos, links to learning activities, and links to live lessons.



Zoom (ECC-8th)

A video conferencing platform used Early Childhood through 8th grade for live (synchronous) lessons, classroom meetings, learning support, clubs and assemblies.



DreamBox (K-5)

An adaptive, interactive math tool used in grades K-5th for exploration of mathematics. It personalizes instruction from intervention through enrichment and mixes instruction with assessment to meet students where they are.



Flipgrid (MS)

A social learning platform used in our middle school. Students share short videos in response to a prompt like a photo or video. This tool allows students to asynchronously share their thoughts and learning with classmates and teachers, even when they are at a distance.

Physical Campus

Specific decisions and plans will be finalized over the next several months as more information and updated public health guidelines are issued.

Strategies are being developed in areas including



Requirements for health monitoring and reporting for students, faculty, staff, and families.



Limited campus access for visitors and parenting adults.



Appropriately stable, small groupings of students, with the same set of teachers.



Face coverings for teachers. **We are looking for volunteers to make masks that have clear panels to see facial expressions.**



Use of distance learning and communication platforms (Seesaw, Zoom, blog, and 1-1 meetings) when necessary.



Sanitizing and cleaning processes that meet best practice standards and current regulatory requirements.

Leadership

We encourage you to contact our team if you have any questions or concerns about our re-entry plan: seeing and supporting each member of The Berkeley School community is our highest priority. Civic engagement begins with ourselves and each other, and TBS is here to provide learning continuity for your child(ren) and a strong and safe community for your entire family.



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