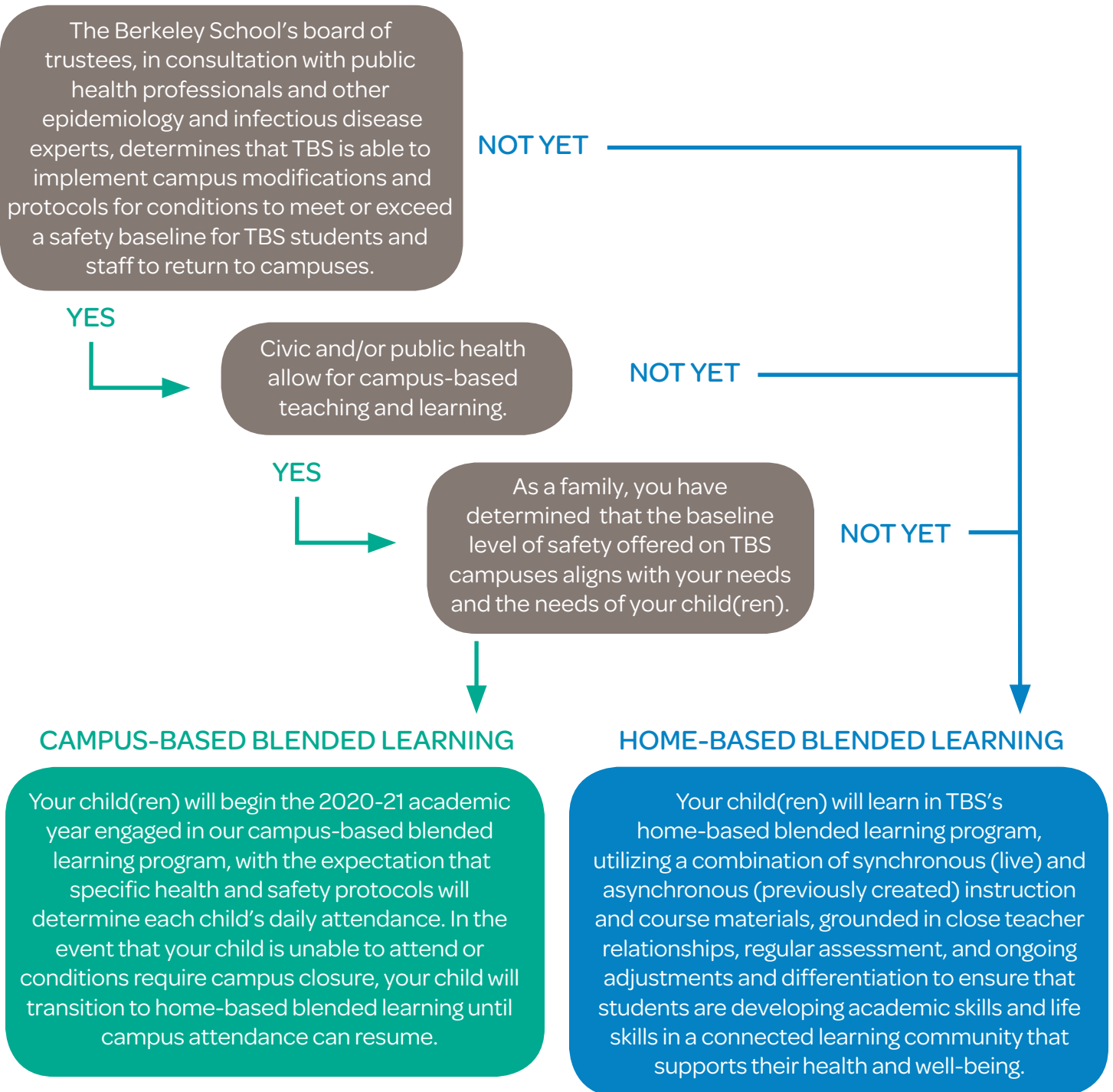


2020-2021 Re-Entry Planning



Our Decision-Making Process

The Berkeley School's COVID-19 Response Team is working daily to develop scenarios, establish a baseline level of safety, and plan a responsive re-entry strategy that prioritizes the health and safety of our community while leveraging our school's agility. We are preparing for both on-campus and home-based learning in September 2020 and expect that all students and staff will spend more time off-campus than in previous school years. We know that some families may need their children to spend most or all of their time off-campus until public health conditions stabilize. With these realities in mind, we're building a comprehensive blended learning program that will ensure instructional continuity for all students over the course of the 2020-21 school year, whether they are on- or off-campus.



Blended Learning

Blended Learning is carefully constructed to sustain our commitment to civic engagement and to our school's mission: **ignite curious minds, awaken generous hearts and engage a changing world.**

It's a combination of **on-campus learning** with **online distance learning**, where students have choices about when and how they learn and how best to demonstrate their understanding and growth.



The Berkeley School's Blended Learning model pairs **daily synchronous (live) instruction** with **asynchronous (accessible anytime)** instruction.

Our schedule ensures that students will have ample opportunities to learn and recharge, serving the needs of the whole child and **balancing school and life.**

We will continue to prioritize **student wellness** through morning circles and advisory, health classes, mindfulness, and both **academic and social emotional** support from specialists on our Student Engagement Team.



Campus-Based Blended Learning

The Berkeley School's leadership team is working to implement campus modifications and protocols that would generate conditions meeting or exceeding the baseline level of safety needed for TBS students and staff to return to campuses, and we are targeting September 2020 for that return. The school community will follow specific health and safety precautions determined by local, state and federal requirements as well as those recommended by TBS public health and medical consultants. Specific decisions and plans will continue to be finalized over the next three months: however, current assumptions and considerations can be found within this re-entry plan.



Standard arrival and departure times will likely be staggered.

Arrival and dismissal will likely be conducted at grade- and classroom-specific times, utilizing multiple entry and exit points. Parenting adults will likely remain off-campus when dropping off or picking up students.



Instruction will utilize all areas of our campuses.

We will capitalize on the open-air layout of our University Avenue Campus and adjacent community spaces. Weather permitting, students will likely spend more time outside than inside, and learning activities will be designed in alignment with best health and safety practices.



Students will likely learn in stable groupings with the same teachers.

We are planning initial instructional scenarios that will define specific student cohorts and teachers in order to maximize time together on campus.



Lunch will still be available, although likely served in a different format.

Students will likely eat lunch in cohort groups.



Extended day programming will likely be offered for all students, in both campus-based and home-based formats.

Groupings and formats will be guided by our campus practices and protocols.



The school calendar will likely remain the same.

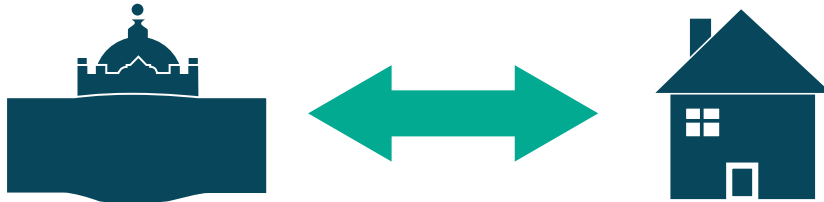
If opportunities arise to align elements of the calendar with emerging public health developments and guidance, we will consider them carefully and communicate any changes with as much advance notice as possible.

Home-Based Blended Learning

Your child(ren) will learn in TBS's home-based blended learning program, utilizing a combination of synchronous (live) and asynchronous (accessible any time) instruction and course materials, grounded in close teacher relationships, regular assessment, and ongoing adjustments and differentiation to ensure that students are developing **academic skills** and **life skills** in a **connected learning community** that supports their **health and well-being**.

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.

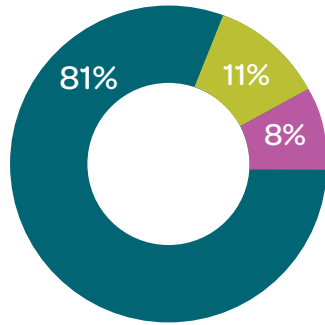
In such cases, we will make decisions to ensure that additional, campus-based fees are adjusted appropriately, as we have done for the 2019-20 year. Our investment in the people delivering the TBS program and working to see and support students and families remains the major expense in the yearly TBS 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

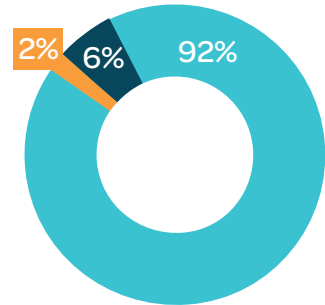
92%

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

6%

Interest and Other Income

2%



We believe that students learn best when they

- Collaborate and co-construct understanding through experiential learning in a community of learners.
- Feel seen and supported for their multiple identities, and these identities are reflected in relevant curriculum and in their relationships.
- Know that their unique learning styles are honored with multiple entry points and modalities, and they are building awareness of themselves as learners.
- Meet the high expectations teachers set for them by being supported with differentiated instruction.
- Find joy and purpose in their learning and have a sense of responsibility and agency in their classroom, the school, their community, and the world.

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.



Face coverings in classes and other group gathering spaces.



Capacity limits to preserve social distancing in all campus spaces.



Modification of programs and events to comply with limits on group sizes, location, distribution, and event duration.



Ongoing use of remote education and communication platforms combined with in-person services to keep in-person contact at safer levels.



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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Director of Finance and Operations

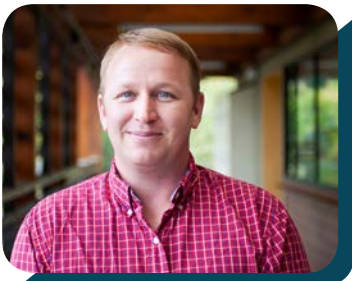
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