

# Campus Reopening

Updated September 8, 2020







At The Berkeley School, our teaching focuses on three mission-aligned outcomes: igniting curious minds, awakening generous hearts, and preparing our graduates to engage a changing world. And we know that students are most likely to achieve those outcomes if they feel seen and supported – as human beings, as community members, and as academic learners.

Seeing and supporting our learning community – students, teachers, and families – has never been more important to us than it is in September 2020. Our children’s well-being depends on our ability to engage the present, interdependent moment skillfully and to continue to provide an exceptional school experience that fulfills our school’s mission, aligns with our civic engagement vision, and reflects our core values. As our kindergarten teachers say, “this is big work!”

Big work requires energy and commitment. We draw ours from re-engaging with children both on- and off-campus, from reconnecting with families around the challenges and opportunities of parenting during a global pandemic, and from witnessing our community’s tenacious, persistent compassion in support of every TBS student. We’ve never been clearer that school isn’t where we are: it’s who we are – and how we are with each other, every day.

Creating and sustaining a culture of safety through action is imperative to the learning and well-being of our students. Our youngest preschoolers come to the Early Childhood Campus every morning wearing masks so that their teachers and classmates will be safer, and when our K-8 students return to the University Avenue Campus, they’ll do the same. Expert consultants have guided us in implementing risk mitigation measures that include increased time outside, upgraded ventilation systems, physical distancing, stable student cohorts, handwashing, symptom monitoring, testing, contact tracing, and any emerging additional measures that help us be, and stay, together.

As a “civic engagement school” we focus our entire community on progress towards a better future while helping our students understand two vital truths: we are interdependent, and what we do matters to others. And while no one at TBS wishes for such a teaching opportunity, no one will waste it.

We frequently remind ourselves that the way we begin 2020-21 is not the way we will end it: pandemics don’t last forever, and this is not the end of the story. We do know that the story of the year will be written in relationships among students, teachers, and families, and the way our time together strengthens and deepens our connection to ourselves and each other. You can do it. We can each do it. And at TBS, we’ll do it together.

A handwritten signature in black ink that reads "Mita" followed by a horizontal line.

This plan for a safe return to campuses is a living document and evolves with the guidance of local and national agencies and others, with the scientific input of epidemiologists, infectious disease experts, medical professionals, and environmental engineers on the TBS Pandemic Advisory Group, and with the support and decision-making of the TBS Board of Trustees.

## **We believe that young students learn best when:**

- teachers collaborate and co-construct understanding through experiential teaching in a community of learners.
- students feel seen and supported for their multiple identities, and these identities are reflected in relevant curriculum and in their relationships.
- the academic program addresses the cognitive, social, emotional, and physical needs of the child.
- education and inclusion of parenting adults is an important part of the program.
- faculty and administration share information with families regarding their children's progress and growth on a regular and ongoing basis.

This summer, our Program Planning Teams, including teacher representatives from all divisions – Early Childhood, Elementary, and Middle School – worked together to develop a plan to ensure readiness for students, faculty, and staff. The plan is flexible and responsive in order to minimize risk and maximize student learning in this emergent public health climate. It includes three modes of program operation.



While the world has changed dramatically, children's needs have not, and teachers at TBS know what children need as we engage this changing world.

Since last spring's shelter-in-place distance learning plan, our school has planned for 2020-21 with a blended learning approach reflective of the TBS mindset: making meaning of a difficult experience together, moving forward while proactively gathering feedback from community members to assess, determine changes and grow, and planning for each individual student to be seen and supported in the TBS program – no matter where teaching and learning is taking place.

## Mode 3: 100% Home-Based Learning

- **100% offsite: all learning is home-based.** We will utilize a combination of synchronous (live faculty instruction) and asynchronous (instruction content accessible anytime) instruction and course materials, grounded in close teacher relationships, rigorous academics, regular assessment, ongoing adjustments, and differentiation. This will ensure that students are developing academic skills and life skills in a connected learning community that supports their

## Mode 2: Blended Learning

- Instruction both onsite and offsite: on-campus instruction takes place for students who are able to attend onsite, with COVID-19 risk mitigation modifications as determined by staff and reviewed by TBS Board C19 Committee.

## Mode 1: On-Campus Instruction

- On-campus instruction with no need for COVID-19 modifications.





### **Our K-8 Program is currently operating in Mode 3.**

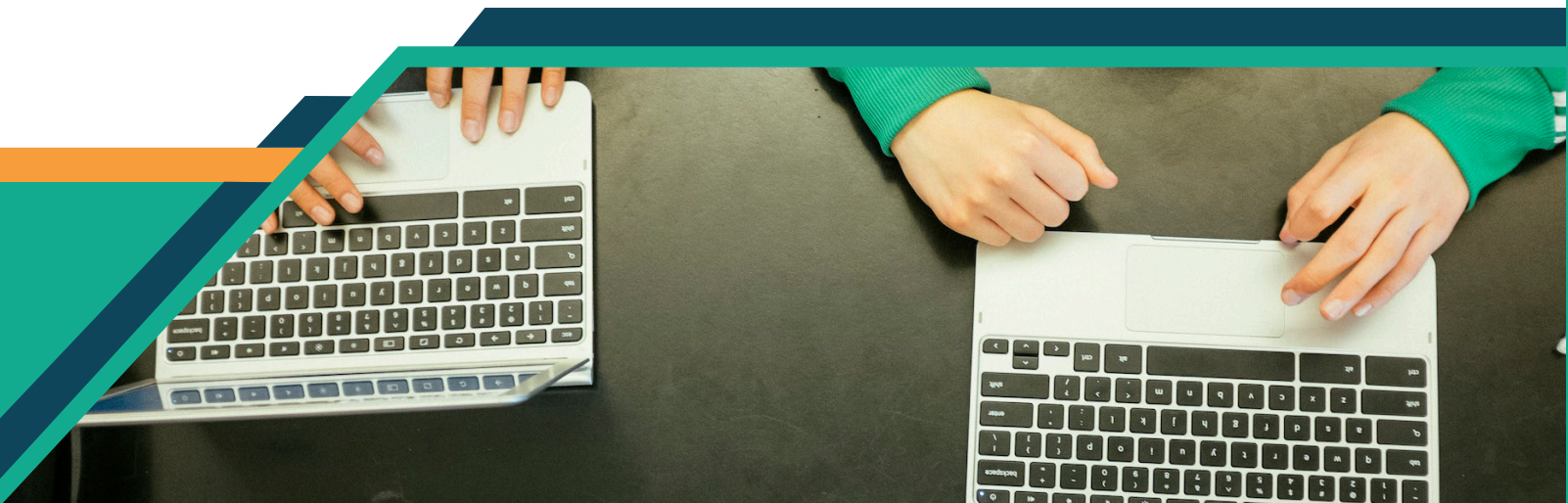
California school campuses were closed for in-person instruction since mid-March 2020 due to the COVID-19 pandemic: 2020-21 state and local guidelines require campuses to remain closed until public health conditions are met or a county waiver is granted. Accordingly, the TBS Board of Trustees made the decision that all K-8 students would begin the 2020-2021 school year in home-based learning. TBS is in the process of applying for a waiver for on-campus instruction.

TBS has been preparing an excellent home-based program since we launched our first distance learning plan in March 2020. In TBS's home-based blended learning program, your children will learn utilizing a combination of synchronous (live faculty instruction) and asynchronous (instruction content accessible anytime) instruction and course materials, grounded in close teacher relationships, rigorous academics, regular assessment, ongoing adjustments, and differentiation. This will ensure that students are developing academic skills and life skills in a connected learning community that supports their health and well-being.

This summer, faculty engaged with intensive, professional home-based and blended learning course design. This work has equipped them to design, re-think, and build engaging courses that can be delivered online or on campus. We have created a schedule that includes flexibility to support varying student learning styles and needs, and also gives our teachers concentrated planning blocks so that they can further develop excellent home-based learning while continuing regular communication with families.

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See sample home-based learning schedules on pages 8-12.



### **Our Early Childhood Program is currently operating in Mode 2.**

Mode 2 is a blended learning model combining on-campus learning with home-based learning. Students and families have choices about when and how they learn, and how best to demonstrate their understanding and growth – both on campus and home-based. Current public health guidelines and the size of our classroom spaces mean that we can support on-campus learning for a maximum of 56 students: we look forward to returning to our typical enrollment of 96 students.



When we are ready to move into Mode 2 and begin on-campus instruction on our K-8 campus, families can anticipate and plan for:

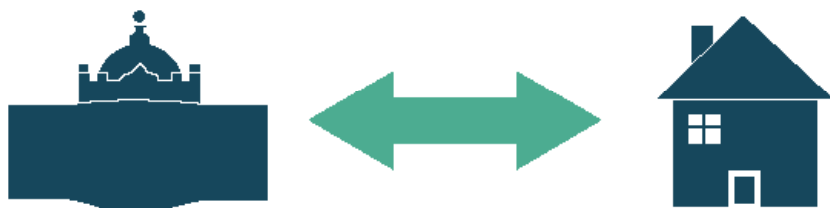
- Elementary: 4 days per week on-campus instruction
- Middle School: 5 out of 10 days on-campus instruction (for example, M/W and every other Friday or T/Th and every other Friday). Friday is a half day for all middle school students.

We plan to offer Extended Day on both campuses in Mode 2.



Based on forecasting and scenario planning, The Berkeley School expects that until a COVID-19 treatment is available, there will likely be students who transition from Mode 2 (campus-based and home-based learning) to Mode 3 (100% 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.

### Preparing for Transitions



There may also be occasions when the entire student body is required to transition from Mode 1 or Mode 2 to Mode 3 (100% home-based learning).

In such cases, we will make decisions to ensure that additional, campus-based fees are adjusted appropriately, as we did 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 instructional mode in which we operate.**

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See TBS Financials on page 15.





# Home-Based

## Sample Preschool Schedule

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The American Academy of Pediatrics recommends that parenting adults “limit screen use to no more than 1 hour or less per day of high-quality programming. Co-view or co-play with your children, and find other activities for to do together that are healthy for the body and mind (e.g., reading, teaching, talking, and playing together).”

At TBS, we believe preschool-aged children are best served by limited time online, and most lessons we provide are designed to be done away from screens, with loved ones, materials in the kits we provide every few weeks, and things found around the home.

Our home-based schedule mirrors our campus-based schedules with an afternoon focus on naptime and play time.

MON/TUES/THURS/FRI	WEDNESDAY
9:15A MORNING CIRCLE	Seesaw lessons are posted every morning at 9:00a and designed to be done asynchronously with children at whatever time works best for the family.
<i>As always, the day will begin each morning with circle time to build connection and celebrate our community.</i>	
9:30A SMALL GROUP TIME	
11:00A 1:1 STUDENT: TEACHER TIME	
11:45P LUNCH	



# Home-Based Sample K-2 Schedule

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The goals of our Home-Based Learning schedules are to:

- provide a consistent weekly schedule to build routine and reliability.
- balance the needs for intellectual engagement and physical activity, connection and downtime, group collaboration, and independent reflection.
- include time for regular communication between teachers and families.
- provide additional time for teachers to plan, prepare, and respond to student work through the use of appropriate technology.
- be able to easily shift from mode 3 to mode 2 to mode 1, and prioritize teacher and student health in each mode.

## MONDAY- THURSDAY

## FRIDAY

8:30A  
MORNING MEETING

8:30A  
MORNING MEETING

*As always, the day will begin with a community meeting to build connection, establish a supportive culture, and set a provocation for the day. Teachers will also lead a class exercise during this block since we know that getting kids moving in the morning helps exercise brains as well as bodies!*

9:00A  
SYNCHRONOUS LESSON

9:00A  
ASYNCHRONOUS WORK

*This is an optional period for students to work on the week's assignments or in individualized programs: Dreambox, Raz-Kids, or Lexia.*

9:30A  
ASYNCHRONOUS LESSON

*Half of the group will start their Zoom lesson at 9:00a. The other half will start with asynchronous work and begin their Zoom lesson at 9:30a. These morning half classes will focus on mini-lessons, skill-building, and supervised practice.*

10:00A  
SCREEN BREAK

10:00A  
SCREEN BREAK

*Young students need a healthy balance between intellectual engagement and refueling. At home, families can support by setting up a snack routine that students can expect and/or access independently.*

10:30A  
FULL GROUP  
SYNCHRONOUS LESSON

10:30A  
FLEX TIME

*Full group lesson may include subject specific material or an integrated project. It will typically be shorter at the beginning of the year and increase as children show stamina. The additional time also allows for mindfulness practice to start or end the lesson.*

11:15A  
RECESS/CLUBS

11:15A  
RECESS/CLUBS

*Students will have the opportunity to socialize in a low-structured, supervised environment or participate in various interest clubs or affinity groups.*

11:45A  
LUNCH

11:45A  
LUNCH

12:45P  
CORE ARTS CLASS

*Students will enjoy classes in Art, Spanish, Health and PE designed for online learning.*

12:45P  
FLEX TIME

1:30P  
ASYNCHRONOUS WORK

*Using the Seesaw platform, teachers will introduce independent work that corresponds to daily lessons. Children will be asked to respond and show their understanding by choosing a preferred modality.*

*Families can expect regular, brief contact with teachers during this block every 1- 2 weeks, to support children and adults alike with questions and progress.*

2:30P  
ALL SCHOOL ASSEMBLY

# Home-Based

## Sample 3rd/4th Schedule

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### MONDAY- THURSDAY

### FRIDAY

8:30A  
MORNING MEETING

8:30A  
MORNING MEETING

As always, the day will begin each morning with a community meeting to build connection, establish a supportive culture, and set a provocation for the day. Teachers will also lead a class exercise during this block since we know that getting kids moving in the morning helps exercise brains as well as bodies!

9:00A  
SYNCHRONOUS LESSON

9:00A  
ASYNCHRONOUS WORK

This is an optional period for students to work on the week's assignments or in individualized programs: Dreambox, Raz-Kids, or Lexia.

9:30A  
ASYNCHRONOUS LESSON

Half of the group will start their synchronous lesson at 9:00a. The other half will start at 9:30a. Morning half classes will focus on mini-lessons, skill-building, and supervised practice.

10:00A  
SCREEN BREAK

10:00A  
SCREEN BREAK

Young students need a healthy balance between intellectual engagement and refueling. At home, parents can support by setting up a snack routine that students can expect and/or access independently.

10:20A  
STUDY HALL  
REQUIRED

10:30A  
FLEX TIME

Students work independently while on a Zoom meeting with video on or off. A teacher is available throughout the period to guide questions.

11:15A  
RECESS/CLUBS

11:15A  
RECESS/CLUBS

Students will have the opportunity to socialize in a low-structured, supervised environment or participate in various interest clubs or affinity groups.

11:45A  
LUNCH

11:45A  
LUNCH

12:45P  
SYNCHRONOUS LESSON

12:45P  
FLEX TIME

This full group lesson will concentrate on Science, Cultural Studies, or Social-Emotional

1:30P  
CORE ARTS LESSON

Students will enjoy classes in Art, Spanish, Health and PE designed for online learning.

**NOTE:** During this 1:30-2:15p block families can expect regular, brief contact with teachers during this block every 1 - 2 weeks, to support children and adults alike with questions and progress.

2:20P  
ASYNCHRONOUS WORK

2:30P  
ALL SCHOOL ASSEMBLY

Using the Seesaw platform (3rd grade) and Google Classroom platform (4th grade), teachers will assign independent work that corresponds to daily lessons.



# Home-Based Sample 5th Schedule

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## MONDAY- THURSDAY

## FRIDAY

8:30A  
MORNING MEETING

8:30A  
MORNING MEETING

*As always, the day will begin each morning with a community meeting to build connection, establish a supportive culture, and set a provocation for the day. Teachers will also lead a class exercise during this block since we know that getting kids moving in the morning helps exercise brains as well as bodies!*

9:00A  
SYNCHRONOUS LESSON

9:00A  
ASYNCHRONOUS WORK

*This is an optional period for students to work on the week's assignments or in individualized programs: Dreambox, Razkids or Lexia.*

9:30A  
ASYNCHRONOUS LESSON

*Half of the group will start their synchronous lesson at 9:00a. The other half group will start at 9:30a. Morning half classes will focus on mini-lessons, skill-building, and supervised practice.*

10:00A  
SCREEN BREAK

10:00A  
SCREEN BREAK

*Young students need a healthy balance between intellectual engagement and refueling. At home, parents can support by setting up a snack routine that students can expect and/or access independently.*

10:20A  
STUDY HALL  
REQUIRED

10:30A  
FLEX TIME

*Students work independently while on a Zoom meeting with video on or off. A teacher is available throughout the period to guide questions.*

11:15A  
RECESS/CLUBS

11:15A  
RECESS/CLUBS

*Students will have the opportunity to socialize in a low-structured, supervised environment or participate in various interest clubs or affinity groups.*

11:45A  
LUNCH

11:45A  
LUNCH

12:45P  
SYNCHRONOUS LESSON

12:45P  
FLEX TIME

*This full group lesson will concentrate on Science, Cultural Studies, or Social-Emotional*

1:30P  
ASYNCHRONOUS WORK

*Using the Google Classroom platform, teachers will assign independent work that corresponds to daily lessons.*

**NOTE:** During this 1:30-2:15p block families can expect regular, brief contact with teachers during this block every 1 - 2 weeks, to support children and adults alike with questions and progress.

2:20P  
CORE ARTS LESSON

2:30P  
ALL SCHOOL ASSEMBLY

*Students will enjoy classes in Art, Spanish, Health and PE designed for online learning.*

# Home-Based

## Sample 6th-8th Schedule

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### MONDAY - THURSDAY

8:30A  
DAILY PREP

*Students check Google Classroom for class agendas.*

9:00A  
CORE CLASS  
(HUMANITIES, SCIENCE, OR MATH)

SCREEN BREAK

10:15A  
CORE CLASS  
(HUMANITIES, SCIENCE, OR MATH)  
PE WILL HAPPEN HERE ONCE A WEEK

SCREEN BREAK

11:30A  
INTENSIVE CLASS  
(ART, SPANISH, HEALTH)

*Each cohort will have one of these Intensives for 13 weeks.*

*We are taking advantage of our home-based start, which allows for Exploratory classes to meet in multi-grade groups as in years past.*

LUNCH  
& RECESS

*Each day we will offer connection opportunities in the form of clubs, interest groups, and race-based affinity groups.*

1:15P  
CORE CLASS  
(HUMANITIES, SCIENCE, OR MATH)

*Cross-divisional activities may include civic engagement, buddy activities, Ashoka leadership meetings, and all-school assemblies. These will be scheduled week to week.*

SCREEN BREAK

2:30P  
ADVISORY (TWICE M-TH)  
COMMUNITY MTG (ONCE M-TH)  
INDEPENDENT LEARNING TIME (ONCE M-TH)

### FRIDAY

8:30A  
DAILY PREP

9:00A  
CORE CLASS  
(HUMANITIES, SCIENCE, OR MATH)

SCREEN BREAK

10:15A  
INDEPENDENT LEARNING TIME  
(ASYNCHRONOUS)

SCREEN BREAK

11:30A  
EXPLORATORY

LUNCH  
& RECESS

1:15P  
CROSS-DIVISIONAL  
ACTIVITIES

SCREEN BREAK

2:30P  
INDEPENDENT LEARNING TIME  
(ASYNCHRONOUS)



# Health Protocols

## Early Childhood Program (On-campus Learning)

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



All teachers and students will wear masks, and some will add face shields for singing or care for a sick student.



Drop off and pick up will be staggered to ensure physical distance between families.



Parenting adults and visitors 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.



We will rotate each stable, single group of up to 14 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 outdoor classroom, yard, and gardens as a group and **spend as much time as we can outside.**



We will provide a healthy snack using protocols outlined by the California Department of Social Services. Students will bring a simple, paper bag lunch that is easy for children to eat independently.



The school's janitorial company sanitizes every indoor on-campus space each night, following CDC, and Alameda County health guidelines. The company will also provide additional maintenance staff to clean and disinfect common surfaces (door handles, light switches, water fountains/bottle fillers, outdoor tables, etc.) over the course of the day.

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 our home-based learning program (Acorn class.) In either case, we would be unable to provide tuition reimbursements, in order to pay our teachers for those weeks.



## **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.



## **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.



## **Nearpod (MS)**

Nearpod is a student engagement platform built to make teaching with technology easy. It's designed to work with any classroom technology, from iPads and iPhones to Macs and Chromebooks. With Nearpod you can control what your students see and get feedback in real-time.





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

Visitors and parenting adults will not be allowed on campus other than emergencies.



Face coverings except when eating and drinking while distanced.

Capacity limits to preserve social distancing in all campus spaces.



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

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

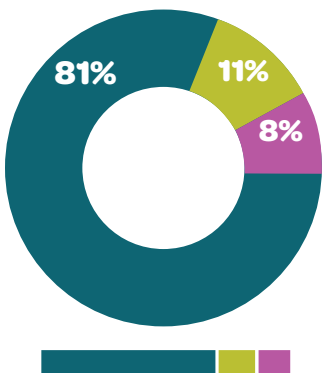


Sanitizing and cleaning processes that meet best practice standards and current regulatory requirements.



# 2019-20 Operating Costs

Faculty and Staff - Salaries & Benefits  
**81%**



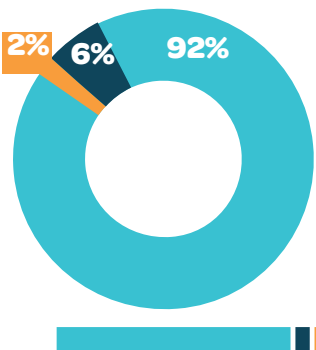
Facilities, Depreciation, Debt Service, and Capital Expenses  
**11%**

Program and Administrative Expenses and Professional Development  
**8%**

Tuition and Extended Day program  
**92%**

Fundraising to resource our students and teachers, and fuel our vision  
**6%**

Interest and Other Income  
**2%**



# 2019-20 Operating Income

