DATE: September 9, 2020

TO: Board of Education

FROM: Luke Meinert, Assistant Superintendent

SUBJECT: Second Quarter Secondary Recommendation

Middle School

Our recommendation is to bring back students in cohorts (A/B) made up of 50% of the student body. Students will have access to the school two or three times a week based on a rotating Friday. This model meets the recommendations of Alaska’s Smart Start 2020 guidance by keeping cohorts small, limits the mixing of groups, and does not utilize cafeterias. The estimated close contacts, as defined by the CDC, a student would be in contact with is 35-40 individuals.

*Each individual middle school bell schedule will be slightly different
Teacher day is from 9 a.m. - 4:30pm  
Student day is from 9:30a.m. - 3:00pm

High School

Because of the complexities related to scheduling and co-horting at the high school level, we are presenting two options, with the administration and high school principals recommending option 2.

- **Option 1:** Students will attend school in-person one day per week and learn remotely on the other four days.
- **Option 2:** Most students will continue learning fully online with in-person accommodations being made for students with the greatest needs.

**Option 1**

Students will attend school in-person one day per week and learn remotely on the other four days. This makes up approximately 25% of the student body. Our original A/B cohorts as planned this summer will not work given the large number of student contacts that would occur on a daily basis. This proposal splits the cohorts into A1, A2, B1, B2 with students physically entering the school building once per week. A1 students would have the opportunity to come on Mondays, A2 on Tuesdays, B1 on Thursdays, and B2 on Fridays. Students that were phased in may continue to come to school on non-cohorted days if deemed necessary by the school, special education, and student support services teams. Option one meets recommendations of [Alaska’s Smart Start 2020](#) guidance by keeping cohorts small, limits the mixing of groups, and does not utilize cafeterias. The estimated close contacts, as defined by the CDC, a student would be in contact with is 35-40 individuals.

There are advantages and disadvantages of bringing students back in cohorted groups, and these are listed below:

**Advantages**
- Gives every student an opportunity to be in school one day per week
- Provides regular face-to-face instruction opportunities for all students
- Provides opportunities for social interaction among students
- On the day the student is in physical attendance, they can access school supports, including nutrition services, tutors, etc.

**Disadvantages**
- Only 1 day of contact for all students each week
- Larger cohorts and mixing make contact tracing more complicated
- Learning Model requires teachers to instruct students in-person and remotely at the same time (divided attention
● Reduction in the amount of teacher time devoted to the entire class
● Less time in the schedule to support students learning remotely (no afternoon tutoring time for all students)

<table>
<thead>
<tr>
<th>Times</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A1 (Yellow)</td>
<td>A2 (Green)</td>
<td>All students</td>
<td>B1 (Red)</td>
<td>B2 (Purple)</td>
</tr>
<tr>
<td>7:45-8:45</td>
<td>Teacher Prep</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>8:45 - 9:15</td>
<td>Student Check in Time / Breakfast</td>
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<td></td>
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<tr>
<td>9:15 - 10:30</td>
<td>1st Period</td>
<td>1st Period</td>
<td>The Instructional Support Day is designed to allow students independent time to complete assignments and allow teachers to work with individual and small groups of students to meet individualized instructional needs. Teachers will communicate with families when your student is scheduled to work with the teacher.</td>
<td>1st Period</td>
<td>1st Period</td>
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<td></td>
<td>2nd Period</td>
<td>2nd Period</td>
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<td>12:10-1:15</td>
<td>Lunch &amp; SSP Rotating Dimissal</td>
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<td>1:30-2:45</td>
<td>3rd Period</td>
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<td>2:45 - 3:15</td>
<td>Teacher Planning, Etc.</td>
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Teacher day 7:45 a.m. - 3:15 p.m.
Student day 9:15 a.m. - 2:45 p.m.

Option 2
Stay fully online and remote for most students. Students needing access to the school buildings will be identified through Student Support Services, Sped, & school teams. It will also be possible to begin allowing access to schools for specific elective courses (i.e. building trades, AP ceramics, symphonic orchestra, etc.). This model ensures that students who have the most critical needs for accessing our buildings are able to do so on a consistent basis.

Advantages
● Consistency for students, staff, parents: our stakeholders will not have to navigate sudden shut-downs.
● Quality online interactions with peers and teachers every day
  ○ Teachers will not have to teach students in class as well as students via Zoom/Google Meet at the same time.
  ○ Greater amount of “live” synchronous instructional time allows for more personalized and effective support
● No mixing of groups
• Students can make appointments to meet with their teachers in person on Wednesdays if they are in need of side-by-side support that honors all of our safety protocols
• Easier contact tracing when there are positive cases
• Safest option for students and staff

**Disadvantages**
• Limited student access to the building (not all students come each week)
• No universal in person social interactions for students and staff

Ben Eielson Jr/Sr High

**Option 1**

BEHS administration has requested this option given the uniqueness of their school servicing both junior high and high school students. Students will attend school in-person one day per week and learn remotely on the other four days. This makes up approximately 25% of the student body. Our original A/B cohorts as planned this summer will not work given the large number of student contacts that would occur on a daily basis. This proposal splits the cohorts into A1, A2, B1, B2 with students physically entering the school building once per week. A1 students would have the opportunity to come on Mondays, A2 on Tuesdays, B1 on Thursdays, and B2 on Fridays. Ben Eielson is hoping to increase to 50% cohorts sometime during the 2nd quarter pending successful mitigation efforts. Students that were phased in may continue to come to school on non-cohorted days if deemed necessary by the school, special education, and student support services teams. Option one meets recommendations of Alaska’s Smart Start 2020 guidance by keeping cohorts small, limits the mixing of groups, and does not utilize cafeterias. The estimated close contacts, as defined by the CDC, a student would be in contact with is 28 individuals.