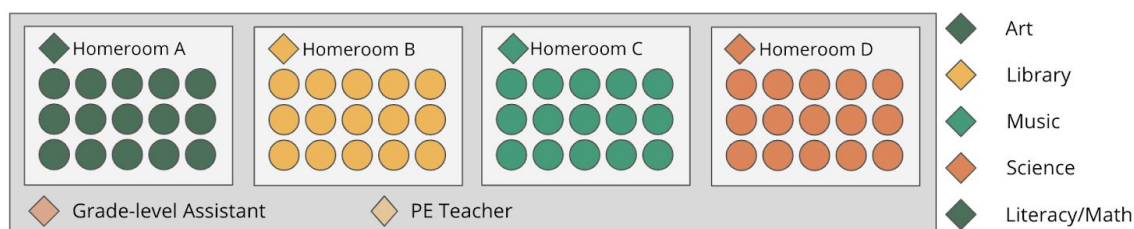


Appendix I: Clusters

What are Clusters and how are they structured?

In our communications, we have emphasized the importance of clusters because we believe — informed by the experts with whom we have worked — that they are the foundation of health and safety. **Clusters allow us to isolate and track students and faculty and are a critical requirement for effective contact tracing should the need arise.** Here's how the clusters work:

Grades 1-4



As this representation of the Grade 1 - Grade 4 clusters illustrates, Lower Division students spend their time entirely with their homeroom cluster, overseen by a single lead teacher. A Grade-Assistant and a PE teacher, each assigned to a single grade level, only interact face to face with students within a given grade level supercluster (e.g, Grade 2). Other teachers (represented outside the box at right) meet students exclusively via remote access -- either in the classroom or on All Remote Wednesdays at home. We can confidently protect the integrity of each cluster based on this model. (Note: PreK, K, and Grade 5 clusters will work similarly to Grades 1-4, with minimal cluster crossover of teachers and no student cluster crossover.)

In the Upper Division, the academic schedule introduces more crossover points that affect cluster integrity. For example, instead of working with a single lead teacher, Grade 6 - Grade 8 students have five different grade-specific teachers (Science, Math, PE, English, & Social Studies), in a program further enhanced by at least five teachers (World Language, Art, Drama, Music, & Library) who teach online across grade levels on remote teaching days.

Grades 6 - 8

