

Board Parent Engagement Committee Meeting
By Video Conference
November 24, 2020
5:30-7:00 p.m.

AGENDA

Zoom Meeting Information:

<https://us02web.zoom.us/j/86485715638>

Or by phone: +1 346 248 7799, +1 408 638 0968, +1 669 900 6833, +1 253 215 8782, +1 646 876 9923,
+1 301 715 8592, +1 312 626 6799, 888 788 0099 (Toll Free), 877 853 5247 (Toll Free), Webinar ID: 864 8571 5638

1. Call to Order & Land Acknowledgement Statement: As a committee of the school board, we would like to take this moment to respectfully acknowledge we are residing on the traditional land of the Dena (pronounced dunNAY) people.
2. OUR MISSION is to provide an excellent, equitable education in a safe, supportive environment so all students will succeed and contribute to a diverse and changing society.
3. Roll Call
 - Jennifer Luke- Committee Chair
 - Yumi McCulloch – Administrator Support
 - Deb Bennett - FEA
 - Sarah Dimmick – FEA
 - Zachary Vehmeier- ESSA
 - Alicia Lewis – Elementary Principal
 - Carla Marquand – Secondary Principal
 - Karen Blackburn – Parent Candice
 - Duncan – Parent
 - Katy Hardman- Parent
 - Meagen Sassman – Parent
 - Lauren Franzen- Parent
 - Chelsey Ayen- Parent
 - Student- TO BE DETERMINED
 - ESSA- VACANCY
 - Parent- VACANCY
4. Adoption of the Agenda
 - Move to adopt the agenda
5. Informational Item
 - Meeting notes from September 23, 2020
6. COVID-19 Feedback
 - Student Learning
 - Staff Wellness
 - School Communications
7. Third Quarter Options
 - Presenters: Kate LaPlaunt & Luke Meinert, assistant superintendents
8. Committee Announcements
9. Adjournment

**Fairbanks North Star Borough School District
Parent Engagement Committee Notes
September 23, 2020**

Call to Order

Tim Doran called the committee meeting to order at 5:44 p.m. (note: wrong meeting link was sent to committee, hence the late start)

Present

Tim Doran, Chair
Yumi McCulloch, Administrator Support
Sarah Dimmick, FEA
Deb Bennett, FEA
Alicia Lewis, Elementary Principal
Carla Marquand, Secondary Principal
Meagen Sassman, Parent
Katy Hardman, Parent
Lauren Franzen, Parent
Karen Blackburn, Parent

Absent

Candice Duncan, Parent
Chelsey Ayen, Parent

AGENDA [1:31]

DIMMICK MOVED, LEWIS SECONDED, TO ADOPT THE AGENDA AS PRESENTED.
NO OBJECTIONS, MOTION CARRIED

PUBLIC COMMENT

NONE

SCHEDULE OF 2020-21 PEC TOPICS [0:02:10-6:21]

Discussion around upcoming topics and scheduling options.

COVID-19 FEEDBACK [6:21-1:24]

- General feedback is parents are struggling and more communication from district needs to occur. Families need consistency. There's understanding that covid requires pivoting, but some sense of consistency needs to happen. Parents feel a sense of "wondering" what's going to happen next. Direction needs to be made in advance to help ease the minds of families.
- Parents share that kids need to be back in schools. Safety protocols are in place that will allow for this.
- Parents are struggling "being the teacher"- kids are falling behind.
- Wifi issues/hot spots

COMMITTEE ANNOUNCEMENTS

None

ADJOURNMENT [1:31]

BENNETT MOVED, DIMMICK SECONDED, TO ADJOURN THE MEETING. NO OBJECTIONS, MOTION CARRIED.

The meeting adjourned at 7:02 p.m.

Submitted by Erin Poland, executive assistant to the superintendent

FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT

MEMORANDUM

DATE: November 11, 2020

TO: Dr. Karen Gaborik, Superintendent

FROM: Kate LaPlaunt, Assistant Superintendent

SUBJECT: Elementary 3rd Quarter Increased Red Zone Phase-In Proposal

Introduction

The elementary school leadership team, with input from each of the District's unions, have responded to the call for a proposal to increase student access to elementary schools should the Fairbanks North Star Borough remain in a Red Operational Zone 3rd Quarter. Our top priority is to the safety of students and staff by continuing to follow the Alaska Smart Start guidelines which are foundationally based on the CDC Guidelines.

Specific to operating school in a High Risk zone, the Alaska Smart Start guidance directs schools to:

- Implement distance learning until minimal community spread and local health officials recommend school re-opening.
- District may decide that even in a high risk environment, select vulnerable students may need in-person education in very small cohorted groups

Our current Red Zone Phase In Plan followed this guidance closely. This Increased Phase In Plan builds upon the original plan, by taking into account this additional guidance from the Alaska Smart Start guidance, specifically around small cohorts of students without mixing between groups:

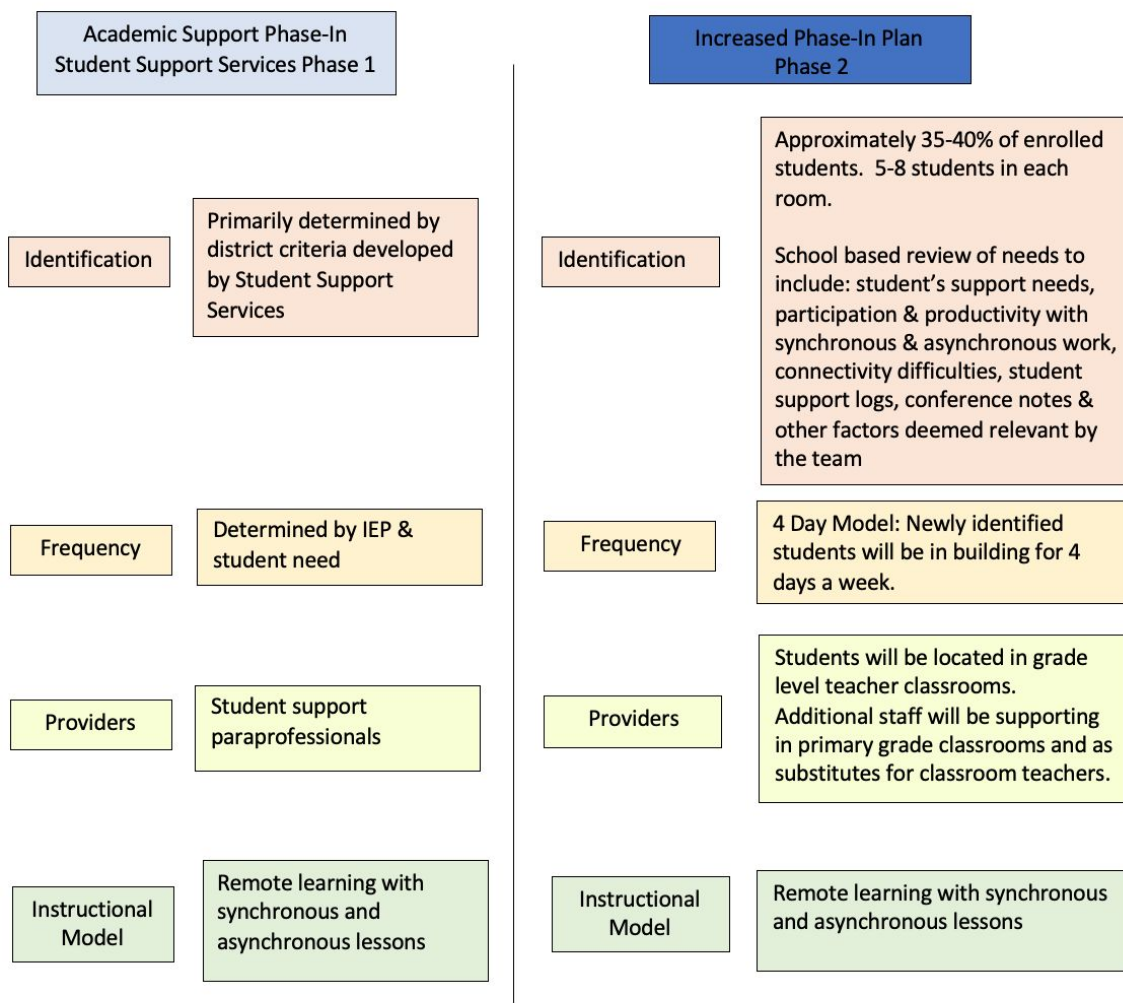
General principles of reducing the spread of COVID-19 in schools:

1. Maintain physical distancing by minimizing close contact (<6 feet) with other people. This is especially important in older children. In younger children, (<10) education should focus on minimizing physical interaction and washing hands with soap and water or hand sanitizer frequently.

2. Have all activities in small groups (for example, fewer than 6 students) that remain together over time without mixing.
3. Use personal protective equipment (PPE) – this includes face coverings/masks for everyone in the school over the age of 2 who can safely wear a face covering per CDC guidance.
4. Regularly clean and disinfect high-touch surfaces.

The Alaska Smart Start urges schools to create plans that offer stability for students and provide continuity for learning. Our proposed Increased Phase In Plan is an extension of our current **Academic Support Phase-In Student Support Services Phase 1** while moving us incrementally closer to our Yellow Zone plan, which is waiting hopefully in the wings. The goal is to provide additional Remote Learning Support to more students without disrupting or diminishing what is being offered to everyone.

Elementary Plans for Red Operational Zone



*Note: Students qualifying for return under the Special Education & SSS Phase 1 plan will continue to return to the building based on individual need and building capacity.

Increased In Person Attendance

The Increased Phase In Plan will allow more students to access Remote Learning Support with their own teacher. School teams will review student progress data and identify additional students based on a student's:

- support needs
- current participation
- productivity
- connectivity issues
- student support logs
- conference notes

Remote Learning Support Schedule

Identified students will attend school 4-days a week, for 4 hours each day. Each teacher would host between 5 to 8 of their own students in their room while they continue to teach remotely. The instructional model would not change, as all students would be learning remotely, accessing their assignments and the instruction online. Schools will have the discretion to continue with the current cohorting schedules for students who have already been phased in through the SSS or for Special Education supports, although transportation limitations may require they shift to a 4 hour day.

SAMPLE Schedule - Remote Learning Support:

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-8:00AM	Teachers Arrive - 30 Min. Duty Free Prep before students arrive				
8:00-8:10AM	Students Arrive - staff assist with arrival, greet bus, curb drop off.				Some SSS and SpEd classes & students Continue
8:10AM - 12:10PM 4 hours of Instruction per day	Approximately 35 - 40% of enrolled students attend In Person for their remote instruction. Small, stable cohorts of about 5 - 8 students per class, same students each day without mixing.				Small group support, remote 1:1 assessments office hours, etc.
	Remainder of students participate from home for their remote instruction				Teacher Prep
12:10-12:30PM	Students Depart - Staff assist with dismissal to buses and pick up line				
12:30-1:00PM	Teacher 30 Min. Duty Free Lunch	Teacher 30 Min. Duty Free Lunch	Teacher 30 Min. Duty Free Lunch	Teacher 30 Min. Duty Free Lunch	Teacher 30 Min. Duty Free Lunch
1:00-3:00PM	Teacher Prep	Teacher Prep	Teacher Prep	Teacher Prep	Teacher Prep
Afternoon Work and Prep Time	Teacher Prep	Planning Time	Staff Meeting	IEP/SST Mtgs.	Teacher Pre

- Teacher day is from 7:30 a.m. - 3:00pm (7.5 hours)
- Student day is from 8:10a.m. - 12:10pm (4 hours)

School Start and End Times

In order to keep student classes stable without any mixing groups or introducing more staff in the Red Operational Zone, specials will remain remote and student lunch will be supervised by the teacher in the classroom. Teacher prep and lunch will happen after the student contact day is over, accomplished by shortening the student contact day by one hour. This will also allow teachers additional time for prep, planning, conferencing and office hours for students and parents, and time for work related meetings.

START - END Time	SCHOOLS	
8:10AM-12:10PM	Anne Wien Denali Joy K-8 Ticasuk Brown Two Rivers K-8 Salcha	North Pole Elementary Midnight Sun University Park Pearl Creek Weller Woodriver
8:55AM-12:55PM	Anderson	
9:05AM - 1:05PM	Crawford	
9:30AM-1:30PM	Arctic Light K-8 Ladd K-8	Hunter Nordale

Four Day Schedule

A four day schedule is put in place to assist teachers with the increased planning and preparation that goes into creating robust on line lessons, asynchronous videos, tutorials, work packets, and synchronous lessons through on GoogleMeets. Currently teachers capture time to work on these in between their synchronous GoogleMeets sessions in addition to their before and after school prep time. As more students return to the building these “in between” moments will be spent providing Remote Learning Support, tutoring, coaching, providing feedback and problem solving for the students in the room. A portion of each teacher's afternoon time may be dedicated to providing support for the students at home and giving feedback on assignments and maintaining office hours for parents and students. It will be essential then, to have Friday as a day for teachers to prepare for the next week and focus on instructional practices such as 1:1 assessments that can not be done while supervising a group.

Approximate Numbers

In the Increased Phase In Plan, approximately 35-40% of each schools' In Person/Blended enrollment would be able to attend Remote Learning Support 4 days a week for 4 hours per day. Based on a recent district survey, we know that some (about 30%) parents will not be comfortable sending their child(ren) to school while our community is in a high risk zone. However, there are families who indicated that ***if we can successfully follow CDC guidelines***, then they would be comfortable sending their child(ren) to school. We are confident that we can adhere to CDC guidelines if we limit the number of students per class to about 5 to 8 students and restrict any mixing between groups.

Table 1 gives an example of how an average size elementary school could bring back between 5 to 8 students per teacher for a total average of about 40% of the school's enrollment. Very small schools such as Salcha and Two Rivers may be able to bring back a higher percentage of their students by following these same guidelines. It is important to know that the same students would attend all four days, and the cohort would remain stable all week.

Table 1

Increased Phase In Plan - 35-40% of students, 4-Days a week, 4 hours per day*					
Grade	Enrollment	# of Teachers	x6	Mon/Tue/Wed/Thur	% of Grade
Kindergarten	38	2	6	12	31.6%
1st Grade	41	3	6	18	43.9%
2nd Grade	27	2	6	12	44.4%
3rd Grade	31	2	6	12	38.7%
4th Grade	27	2	6	12	44.4%
5th Grade	28	2	6	12	42.9%
6th Grade	40	3	6	18	45.0%
Primary ER	6	1	6	6	100.0%
Intermediate ER	6	1	6	6	100.0%
Total	244	18		108	44.3%

*TABLE BASED ON CURRENT AVERAGE SIZE ELEMENTARY SCHOOL

Staffing Considerations

Among the many reasons to keep class sizes small is the known difficulty of maintaining a guaranteed work force while local COVID-19 transmission is on the rise. Recent experience demonstrates that between quarantine of close contacts, staff awaiting testing results or isolation for illness, in addition to all the normal issues that cause staff to be out, the

percentage of staff that are out on any given day can quickly rise to 30%. Even at lower percentages the impact on the school can be significant. While subs are available, they are not as readily available as in the past, and positions are going unfilled. It would be irresponsible to put forward a plan that falls apart at the slightest upset. A reliable plan requires built in backup, which means that there must be adequate staff on hand to cover when a teacher is unavailable.

Unlike the current version of the Phase In approach, this Increased Phase In will rely on every teacher being back in the building and every teacher hosting students in their room. Support staff will be needed to support primary grade teachers with Kindergarten, 1st and 2nd grade students. Younger students will need more adult supervision to remain 6 feet apart, engage in their remote learning and follow classroom and school hygiene practices. Each principal may direct support staff and specialists to assist teachers as they deem necessary, taking into consideration the levels of academic, social, emotional and behavioral support needed by individual students. Specialists will teach remotely to students and be available to fill in as substitute teachers.

Daily Considerations

There will be no mixing of students between classrooms. All groups should remain stable and follow these practices during the day;

- **Before school student health screening**
 - Consider developing a PowerSchool COVID Awareness Tutorial for parents
 - Parents must follow the Student Health Screening protocol before sending their child to school
 - A student who displays any symptoms that may be associated with COVID-19 will have parents notified and should be picked up immediately.
- **Arrival and Departure**
 - Students must wear a mask while on the bus
 - Masks must be worn while arriving and departing school
 - Practice 6 feet social distancing while entering and exiting the building
- **Breakfast and Lunch**
 - Students will eat in classrooms, practicing hygiene, cleaning, and social distancing.
 - Teach hygiene practices and routines for breakfast and lunch
 - Teachers and staff will be advised to wear a face mask AND a plastic face shield while supervising students at lunch. OR to remain at their desk behind a plexiglass guard.
- **Core instruction to be delivered by a teacher**
 - Core instruction includes: Math, Language Arts, Science, Social Studies, and Social-Emotional Learning (SEL)
 - Additional independent or asynchronous work may be provided

- Schools and grade level teams may work together to provide remote instruction between shared students.
- **Required Services and Support**
 - Special attention will be given to not mix between classes.
 - Students may participate in small group work with peers from the same class.
- **Outside physical activity learning breaks**
 - managed at a school level , but No mixing of classes
 - Masks and 6 or more feet between students
 - Teachers must take their own students outside and provide supervision
- **Music, Physical Education, Library, Art, Band and Orchestra** will remain remote.

Alternative Red Zone Cohort Model

A Red Zone Cohort Model is an alternative that is possible but not recommended. This model would allow students to attend school only two-days a week, for 4 hours each day, in 50% cohorts. It *significantly decreases* the overall instruction time for each student. Students go from interacting with their teacher 4 or 5 days a week, to just two days a week. The days they are in person they would receive instruction and work to do independently on the other days. The days they are not at school there would be no remote instruction proved. This model seems more appropriate for older students who are more prepared to work independently. This cohort model reduces support for all students in order to give the same level of access to everyone.

Two Days a Week Red Zone Cohort Model

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-8:00AM	Teachers arrive - 30 Min. duty free prep before students arrive.				
8:00-8:10AM	M/T Cohort Students Arrive Teachers assist with bus and curb		W/Th Cohort Students Arrive teachers assist with bus and curb		Some SSS and SpEd Classes /Students Continue
8:10AM - 12:10PM	In person instruction for M/T Cohort, (40-50%) Provide work to be done at home and asynchronous the rest of the week.		In person instruction for W/Th Cohort, (40-50%) Provide work to be done at home and asynchronous the rest of the week		1:1 support, Assessments, small group supports, etc.
12:10-12:30	Students Dismissed - staff help with bus and Curb duty		Students dismissed - staff help with bus and curb duty		Teacher Prep
12:30-1:00PM	Teacher Lunch	Teacher Lunch	Teacher Lunch	Teacher Lunch	Teacher Lunch
1:00-3:00PM	Teacher Prep	Teacher Prep	Teacher Prep	Teacher Prep	Teacher Prep
	Teacher Prep	Planning Time	Staff Meeting	IEP/SST	Teacher Prep



School Parameters for Safely Opening

Risk School Environment

<p>High Risk</p>	<ul style="list-style-type: none"> • Establish and maintain communication with local and state authorities to determine current mitigation levels in your community. • Implement multiple social distancing strategies with EXTENDED SCHOOL DISMISSALS, closing school buildings to students. • Cancel all field trips, inter-group events, sports events and extracurricular activities. • Implement distance learning until minimal community spread and local health officials recommend school re-opening. • District may decide that even in a high risk environment, select vulnerable students may need in-person education in very small cohorted groups. • Follow guidelines from local and state health authorities on school re-opening.
<p>Medium Risk</p>	<ul style="list-style-type: none"> • Ensure physical distancing can be maintained for any gatherings, classrooms, and movement through school buildings. • Limit the number of students per class and attendees per gathering to maintain six feet social distancing. Minimize all possible mixing between groups. • Consider elementary school in-person and middle and high school via distance learning. • Alter schedules to reduce mixing of students (ex: stagger recess, entry/dismissal times). • If feasible, conduct daily health checks (e.g. temperature screening and/or symptoms checking) of staff and students safely, respectfully, as well as in accordance with any applicable privacy laws or regulations. Confidentiality should be maintained. • Consider distance learning in some settings or with vulnerable students and staff. • Intensify cleaning and disinfection plan. • Implement social distancing strategies on buses and other transportation of students. • Have a plan to protect vulnerable students and staff, those with chronic conditions, special health care needs or disabilities.
<p>Low Risk</p>	<ul style="list-style-type: none"> • Consider ways to accommodate needs of children and families at high risk, including supports for at-home learning. • Follow cleaning and disinfection plan, as well as physical distancing, hygiene, and face covering plan. • Follow local community health guidelines for guidance on distancing and group size for classrooms based on community spread. Cohort students to prevent large school closures and community spread with a few cases. • Educate parents on performing daily health checks, including temperature and symptom screening at home before sending their child to school.
<p>ALL Schools</p>	<ul style="list-style-type: none"> • Coordinate with local health officials and monitor changes in community spread. • Teach and reinforce healthy hygiene. Ensure hand hygiene supplies are readily available in school buildings. • Create mechanism to screen all students and staff each day before school to ensure no one ill is entering the building. • Designate a staff person to be responsible for responding to COVID-19 concerns. • Monitor health clinic traffic. School nurses and other healthcare providers play an important role in monitoring health clinic traffic and the types of illnesses and symptoms among students. • Establish and implement a cleaning and disinfection plan following CDC guidance. • Train all teachers and staff in the above safety actions. Consider conducting the training virtually, or, if in-person, ensure that social distancing is maintained.

NEW! General principles of reducing the spread of COVID-19 in schools:

1. Maintain physical distancing by minimizing close contact (<6 feet) with other people. This is especially important in older children. In younger children, (<10) education should focus on minimizing physical interaction and washing hands with soap and water or hand sanitizer frequently.
2. Have all activities in small groups (for example, fewer than 6 students) that remain together over time without mixing.
3. Use personal protective equipment (PPE) – this includes face coverings/masks for everyone in the school over the age of 2 who can safely wear a face covering per CDC guidance.
4. Regularly clean and disinfect high-touch surfaces.
5. Daily screen of all students and staff for signs of infection or exposure to COVID-19. No one

last revised July 27, 2020 – revised language noted in red

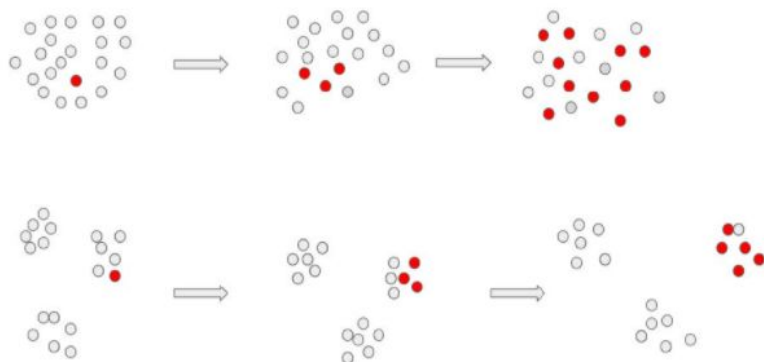


6. Students with active COVID-19 or who has been asked to quarantine because of a close contact should not be in the school building.
7. Isolate sick people and quarantine exposed people.
8. Identify anyone who may have been a close contact of an infected person through contact tracing.
9. Ventilation matters. While indoors, good ventilation should be prioritized. Outdoor activities are safer than indoor activities.
10. Follow clear protocols for communicating information.

What is a cohort or a pod?

The answer is deceptively simple: Basically, a cohort or pod is another name for a small social bubble, advised by health experts since the beginning of the COVID-19 pandemic as a mechanism to keep interactions with others low. The idea is that when you do have contact with others, it's with a small and consistent group of people, all of whom are also being careful to limit interactions with others.

In this illustration, one student with COVID-19 results in exposure of the entire classroom in the non-cohorted class. In the lower cohorted class, the cohort that included the student with COVID-19 must be quarantined but the rest of the class may continue in-person learning. Cleaning and wiping surfaces must be maintained between multiple student uses, even in the same cohort. Staff who interact with multiple stable cohorts are strongly encouraged by the CDC to wash/sanitize their hands between different cohorts and wear face coverings.



Ideally, all contacts outside your immediate household bubble would still include keeping 6 feet from others and wearing a mask when closer, but because this is difficult to maintain all of the time, especially with children, a cohort or pod can allow people to learn and socialize together while minimizing risks.

FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT

MEMORANDUM

DATE: November 11, 2020

TO: Dr. Karen Gaborik, Superintendent

FROM: Luke Meinert, Assistant Superintendent

SUBJECT: Secondary 3rd Quarter Increased Red Zone Phase-In Proposal

Narrative

Presented below is an additional option for board consideration during the third quarter for our middle and high schools, should the Fairbanks North Star Borough remain in a high-risk environment. The plan was created by the districtwide design team composed of teachers, support staff, administrators, and district unions. It meets CDC and Smart Start guidance with the exception of guidance that states districts should "implement distance learning until minimal community spread and local health officials recommend school re-opening."

This additional option shifts the focus from a targeted support plan for our most vulnerable students to a plan that offers a higher-level access to the building for all students. The tradeoff being, most phased in vulnerable students will have a reduction in time they have access to our schools. This reduction in time is due to needing our support staff, who are currently supervising the phased in students, to help support students that would now be in classrooms throughout the school.

It's the administration's recommendation to continue forward with our current red zone plan as it's providing targeted support and interventions for our most vulnerable students and meets all CDC and Smart Start guidelines.

Middle School Red Zone - Additional Option

Structure

While in the red zone, all district middle schools will offer one day of site-based learning to each student not to exceed 25% of the overall student enrollment on a given day.

Three days a week students will have synchronous (live) remote classes and one day with asynchronous (independent) work to complete. The time students spend in building (1x/week) is for the purpose of conducting applied learning through action-based interactive lessons, simulations, debates, science labs, cooking labs, constructing models and using the content specific tools and materials required to engage with the content. In addition, students requiring tutoring, specialized instruction, and support will have more access to these services due to their proximity in the building. Learning pods will remain in a single classroom as a stable cohort to participate in instruction and consume lunch.

Learning pod size and mixing of groups

- Approximately 13-19

Example Schedules

Sample Schedule by Cohort & Learning Pods

Learning Pods	Monday	Tuesday	Wednesday	Thursday	Friday
1A,2A,3A,4A,5A	Remote	In Building	Independent Learning	Remote	Remote
1B,2B,3B,4B,5B		Independent Learning	In Building		
6A,7A,8A,9A,10A	Remote	Remote	Remote	In Building	Independent Learning
6B,7B,8B,9B,10B				Independent Learning	In Building

Sample Individual Student Schedule

INDIVIDUAL STUDENT SCHEDULE - John Doe is in learning pod 4A

	Monday	Tuesday	Wednesday	Thursday	Friday
	John Doe	John Doe	John Doe	John Doe	John Doe
Period 1	Kershner - Sci Remote	Kershner - Sci Rm 208	Independent Learning	Kershner - Sci Remote	Kershner - Sci Remote
Period 2	White Eng 7 Remote	White Eng 7 Rm 208	Independent Learning	White Eng 7 Remote	White Eng 7 Remote
Period 3	Thiele - Mth 7 Remote	Thiele - Mth 7 Rm 208	Independent Learning	Thiele - Mth 7 Remote	Thiele - Mth 7 Remote
LUNCH	Lunch break	Lunch Rm 208	Lunch Break	Lunch break	Lunch break
Period 4	Simon - PE Remote	Simon - PE Gym	Independent Learning	Simon - PE Remote	Simon - PE Remote
Period 5	Boyarsky - Soc 7 Remote	Boyarsky - Soc 7 Rm 208	Independent Learning	Boyarsky - Soc 7 Remote	Boyarsky - Soc 7 Remote
ADVISORY		Kershner - Adv. Rm 208	Independent Learning		

*Schedules may vary at each location due to how each building has structured pods

High School Red Zone Option - Additional Option

Structure

Students will have the option to 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. This proposal splits the cohorts into A1, A2, B1, B2 with students able to physically enter 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 do travel from classroom to classroom in this model, with lunches taking place in classrooms.

Direct Instructional Minutes:

- 40 minutes In-Person / 120 minutes Remote
- Total: 160 minutes per week

Cohort size and mixing of groups:

- 30 known contacts
- 50 students in lunch 'line' at a time

	Monday	Tuesday	Wednesday	Thursday	Friday
Times	A1 (Yellow)	A2 (Green)	Instructional Support Day	B1 (Red)	B2 (Purple)
7:45-8:45	Teacher Prep				
8:45 - 9:15	Student Check in Time / Breakfast				
9:15 - 10:35	1st Period 9:15-9:55 (40 min) Synchronous In-Person 9:55-10:35 (40 min) Synchronous Remote	1st Period 9:15-9:55 (40 min) Synchronous In-Person 9:55-10:35 (40 min) Synchronous Remote	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.	1st Period 9:15-9:55 (40 min) Synchronous In-Person 9:55-10:35 (40 min) Synchronous Remote	1st Period 9:15-9:55 (40 min) Synchronous In-Person 9:55-10:35 (40 min) Synchronous Remote
10:45 - 12:05	2nd Period 10:45-11:25 (40 min) Synchronous In-Person 11:25-12:05 (40 min) Synchronous Remote	2nd Period 10:45-11:25 (40 min) Synchronous In-Person 11:25-12:05 (40 min) Synchronous Remote		2nd Period 10:45-11:25 (40 min) Synchronous In-Person 11:25-12:05 (40 min) Synchronous Remote	2nd Period 10:45-11:25 (40 min) Synchronous In-Person 11:25-12:05 (40 min) Synchronous Remote
12:10-1:15	Lunch / SSP			Lunch / SSP	
	Zone 1 LUNCH 12:10-12:40	Zone 2 SSP 12:10-12:40		Zone 1 LUNCH 12:10-12:40	Zone 2 SSP 12:10-12:40
	SSP 12:45-1:15	LUNCH 12:45-1:15		SSP 12:45-1:15	LUNCH 12:45-1:15
1:25-2:45	3rd Period 1:25-2:05 (40 min) Synchronous In-Person 2:05-2:45 (40 min) Synchronous Remote	3rd Period 1:25-2:05 (40 min) Synchronous In-Person 2:05-2:45 (40 min) Synchronous Remote	3rd Period 1:25-2:05 (40 min) Synchronous In-Person 2:05-2:45 (40 min) Synchronous Remote	3rd Period 1:25-2:05 (40 min) Synchronous In-Person 2:05-2:45 (40 min) Synchronous Remote	
2:45 - 3:15	Teacher Planning, Etc.				
Passing times and lunch may vary based on school size and site					

Advantages and Disadvantages

Advantages

- Provides families with options. Families have the opportunity to send their student to school for one day a week or students can stay fully remote with their current classes and teacher.
- Gives every student an opportunity to be in classrooms with their teachers at least one day per week.
- Provides regular face-to-face instruction for all students.
- Opportunities for social interaction among students.
- On the day the student is in physical attendance, they can access school supports, counseling services, and specialized equipment or physical spaces for learning.
- Continuity of instruction for students who may be required to remain at home due to illness or exposure.
- Schedule would remain consistent in the event of a full school closure and remote learning.

Disadvantages

- Does not follow smart start guidance of opening schools to a larger group of students in a high-risk environment.
 - The Alaska Smart Start guidance states, "Implement distance learning until minimal community spread and local health officials recommend school re-opening."
- Phased in students may see a reduction in time they are able to access school buildings.
- The learning Model requires teachers to instruct students in-person and remotely.
- Staffing continues to be a concern for any in-person model while in the red operational zone