

Elementary Face-to-Face Cohort Plan

Definition

A group of students assigned to one primary teacher (homeroom). These students remain as static as possible throughout the day. Specials staff will rotate into the primary classroom of the cohort, unless a classroom or learning space is deemed safe for use (ie. outdoor learning space, multi-purpose room, gymnasium)

Purpose

Cohorting reduces the contacts a group of students have with the larger school population throughout the day, which allows building and District administrators to contact trace in a more effective manner. A building cohort will be a child's designated homeroom of approximately 18-24 elementary students.

Instructional Model

- Literacy (Reading, Writing, Word Study, etc), Math, Science, Social Studies, and PIE (Practice, Intervention, and Extension) will be taught within each cohort by one instructor (homeroom teacher)
- Teachers will continue to follow District curriculum scope and sequence plans (where available) so that instructional goals are not compromised as a result of mitigation efforts
- All grading and assessment practices will reflect traditional, face-to-face expectations
- All cohorts will continue to have scheduled lunch and recess times, yet will stay within their cohorts during these times
- All cohorts will continue to participate in specials classes (Art, Music, PE, STEM), yet those teachers may provide that instruction within the cohort's homeroom, rather than in the designated art, music, or PE classroom. Principals continue to work on creative scheduling options, so that cohorts can at least participate in classes within those designated specials spaces on a rotating basis within mitigation protocol
- Cohort/homeroom teachers will maintain a consistent learning management system (SeeSaw or Google Classroom) so that if students need to participate virtually, they will be able to consistently view work assignments through the learning management system.

Elementary Cohort Strategies

Student Cohorts within the Homeroom

Classroom Routines

- Individual Supplies
- Limit gathering at the rug to less than 15 minutes and distanced when possible.
- Assigned seating spots on carpet and designated spaces for students
- Designated workspaces
- Individual Classroom Libraries; book shopping

Specials

- Specials delivered in cohort homerooms or outdoors whenever possible.
- A calendar will be developed outlining specific units/lessons (example: clay, volleyball) that require facilitation in the special rooms (Art Room, Gym, etc.) Comprehensive cleaning will take place after use of a common special's space prior to use by a different cohort.

Arrival/Dismissal

- Bus drop-offs will be staggered, and multiple supervised entrances will be considered to reduce the amount of close contact at the start and end of the day.
- Students would have assigned seats on the bus. Students would be seated near family members and cohort members when possible.
- Family and community drop-offs/pick-ups would be staggered to reduce the number of students exiting and waiting to enter school.
- Families will be encouraged to pick-up via the car line when possible.
- Non school personnel wait outside.

Food Service

- Hand Hygiene Routines
- 5 different lunch periods - 1 for each grade level to allow for room for the cohorts to spread out.
- Cohorts will have assigned seats/sections within the lunch room.
- Tables between cohorts will be spaced out.
- Allergy tables (potential for students from multiple cohorts to combine) will be spread out between several tables to allow for social distancing.
- Visuals on lunchline floor - 6 feet apart
- Structured dismissal process

Recess

- Recess will be restructured to maintain cohorts.
 - No more than 1 grade level out at a time.
 - Zone assignment for each cohort.
 - Exits and entrances onto the playground will be consistent, and planned to maintain cohorts
 - Hand Hygiene practices when returning back from recess

Restroom

- High touch surfaces will be disinfected throughout the day.
- Scheduled bathroom use - Set times/assigned bathrooms etc. when appropriate.
- Routines modeled, practiced, and posted.

Cubbies/Lockers

- Grouped by cohort and space provided between cohorts when possible
- Students will 'Grab and go' their belongings when possible

Traffic Patterns within Buildings

- Tight to the right when traveling together in cohorts
- Social distancing markers/routines/visuals on floor (lane marking)

Healthroom

- Health room reserved for non-symptomatic concerns, injuries, daily meds, etc.

Isolation Room:

- Used for symptomatic concerns (fever, cough, etc.)

Combining Students from Cohorts

- When it is necessary to combine students from cohorts to provide interventions or specially designed instruction then significant mitigation measures will be in place.
 - Plexiglass between each student
 - Students seated 6ft apart
 - Plexiglass between staff and students

Continuity of Learning

If a student needs to remain at home due to illness or quarantine for a period longer than 3 days, the cohort/homeroom teacher will provide the following continuity of learning:

- The cohort instructor will contact the family of the student via phone on the first day of their extended absence
 - The instructor will ensure the family (and student) knows how to access work tasks associated with literacy and math instructional goals, using the classroom learning management system. If physical work tasks are required, the family will be able to pick those up from the child's main office
 - The student will be expected to login to the learning management system and/or complete the physical work assignments provided by the instructor daily
 - The instructor will provide a phone call mid-way through the extended absence to check on the student's progress and see if he/she can support in any manner. If the student requires additional help, the family should contact the instructor for additional assistance
 - The instructor will call the family (and the student) a day prior to the student's re-entry to the in-person classroom (cohort) to discuss an instructional transition plan.

Master Schedule

The elementary cohort schedule will occur five-days per week, following the OASD 2020-2021 District Calendar

- 8:40-3:40 (Bell Schedule)
- Students should be dropped off between 8:20-8:30, as the first bell rings at 8:30 to allow students to enter their cohorts