

Overview of Comeback Models

To help leaders develop locally relevant school models for 2020-21, we have developed a series of COVID Comeback Models to highlight the types of design decisions and tradeoffs that leaders are facing. Our starting place for all Comeback Models is that physical distancing will remain in place for some portion of the school year. Therefore, each model incorporates a **hybrid** approach – where individual students attend school both in-person and remotely – and/or a **mixed** approach – where some students attend school full-time in an in-person, hybrid or remote model, and others attend full-time in a different model.

School	All-in-person	All-remote	Hybrid
Elementary Model 1	All grade K-3 students. Students with disabilities served in a self-contained setting.	All grade 4-5 students.	None.

Elementary Model 1 - K-3 In-Person, 4-5 Remote

Model Overview

- In-person: Standard class sizes are halved, where students receive Math and ELA instruction for half the day from their homeroom teacher and Science, Social Studies, and Specials from other educators. Students rotate teachers once a day, such that class sizes of 13 students see two teachers per day.
- Remote: 4-5th grades are pooled and departmentalized, such that class sizes of 25 students see four teachers every other day.
- Schedule is constant Mon-Fri for K-3 but is 40 minutes shorter on Wednesday for 4-5th graders
- Schedule is fully staffed by school's allocated FTE (i.e. does not require additional FTE from other sources).

School Profile

Grade Span	K - 5th
Enrollment	620 students
Students from Low-income Families	100%
Students with Special Needs	12% (inclusion model)
Students Learning English	22%
Certified Instructional Staff	40.2 FTE
Non-Certified Instructional Staff	18.0 FTE
Avg Length of In-Person Student Day	6 hours*
Avg Length of Remote Student Day (Face-to-Face Teacher Time)	6.7 hours (3 hours)
Avg Length of Teacher Day	7.5 hours

*This school typically has a 7 hour instructional day for students, but due to the increased time required for arrival and dismissal and teacher planning outside the school day, the student day is shortened to 6 hours

	Position	FTE
Certified	Principal / AP	2.0
	Counselor	1.0
	Instructional Coach	1.0
	Homeroom Teachers	24.0
	Intervention Teacher	1.0
	Specials Teachers (Art, Music, 2 PE)	4.0
	Librarian	1.0
	Special Ed Push-in Teachers	2.0
	ELD Push-in Teachers	2.0
	Special Ed Self-Contained Teachers	2.0
	School Psychologist	0.2
Total Certified	40.2	
Non-Cert	Gen Ed Teaching Assistants	8.0
	Special Ed Teaching Assistants	3.0
	Nurse	1.0
	Clerical Staff	2.0
	Custodians	3.0
	Building Monitor	1.0
	Total Non-Certified	18.0

- School sizes, grade configurations and student profiles in Comeback Models are based on ERS' national comparison database, including thousands of schools from more than fifty ERS partner school districts serving low-income communities across the country.
- While it is unlikely that any single model will perfectly describe your school, the choices and tradeoffs represented in this model are built to support leaders as they work through a newly complex set of school design decisions this summer.

Elementary Model 1 organized around the following strategies to support students and teachers

Social-Emotional Support Strategies

Daily Community Circle: Beginning each day with a 20-minute Community Circle creates space for students to process what is going on in their lives as teachers reinforce social-emotional competencies.

Care Team: This team helps students students who have been most adversely impacted by COVID-19 cope with grief, stress, and anxiety, and connect their families to community resources as needed. Each team member has a caseload of 10 students to check in with one-on-one each week. The Counselor and AP manage referrals to outside organizations. The Care Team meets for 60 minutes each week to collectively problem solve.

Shared-Student Team Check-ins: At the end of each day, teachers and support staff at each grade band meet to identify students who may be struggling socially or emotionally. During this time, staff :

- Communicate vital information to the adults who will support a student the following day
- Keep track of warning signs for specific students
- Make referrals to the Care Team as needed

Academic Support Strategies

Learning Acceleration: Students with the most unfinished learning spend Flex Time with an interventionist teacher supporting Math and ELA learning in small group settings. During this time, teachers reteach pre-requisite content from prior grades to fill in gaps “just in time,” pre-teach material for the upcoming week, and review new material from the past week.

Teacher Leader Roles: Three highly effective teachers were selected into teacher leader roles, serving as instructional leaders along with the Assistant Principal and Principal. In addition to teaching their grade level content, these teachers lead vertical planning meetings on Wednesday for their grade bands.

Content Team Meetings: Each Wednesday afternoon, teachers meet for 90 minutes as grade level teams to analyze student work, determine student groupings, adapt curricula for student and teacher needs, and build content knowledge. Teacher Leaders support the team in identifying materials from the previous grade’s content to fill in learning gaps, while ensuring student access to grade-level content.

Elementary Model 1 can serve ~70% of Gen Ed & Inclusion students in person daily by using both certified and non-certified staff for instruction

The number of students a school can serve in-person depends on:

- Total enrollment
- Instructional staffing level
- Target group size for in-person instruction that enables safe physical distancing
- Target student/teacher ratio for remote instruction
- Availability of physical space for all in-person groups
- Availability of non-instructional staff to provide lunch coverage for in-person teachers

Percent of Gen ED & inclusion students that can attend in-person based on 39.0 instructional staff				
		Max in-person group size		
		10	13	15
Target remote student / teacher ratio	25	41.7% 2.5 grade levels	67.7% 4.1 grade levels	93.8% 5.6 grade levels
	28	45.6% 2.7 grade levels	71.1% 4.3 grade levels	94.6% 5.7 grade levels
	30	47.5% 2.9 grade levels	72.6% 4.4 grade levels	95.0% 5.7 grade levels

	Gen Ed Instructional Staff	FTE
Certified	Homeroom Teachers	24.0
	Intervention Teachers	2.0
	Specials Teachers	4.0
	Librarian	1.0
	<i>Total Certified</i>	31.0
Non-Cert	Teaching Assistants	8.0
	<i>Total Non-Certified</i>	8.0
	Total Gen Ed Instructional Staff	39.0



Elementary Model 1 deploys the majority of instructional staff to grades K-3 to enable safe group sizes for in-person learning

In Person

Inclusion Classrooms			
Total Students		Staffing	Group Size
K	100	4 Homeroom Teachers 4 Other Staff (2 TAs, 1 PE Teacher, Interventionist)	13
1	100	4 Homeroom Teachers 4 Other Staff (2 TAs, Librarian, Art Teacher)	13
2	100	4 Homeroom Teachers 4 Other Staff (2 TA, 1 PE Teacher, Instructional Coach)	13
3	100	4 Homeroom Teachers 4 Other Staff (2 TAs, Music Teacher, 1 4th Grade Teacher)	13
Self-Contained Classrooms			
K-2 SWD	10	1 Teacher, 1 Para	10
3-5 SWD	10	1 Teacher, 1 Para	10

Remote

		Math, ELA, Science/SS	Specials		
Total Students		Staffing	Group Size	Staffing	Group Size
4	100	3 Homeroom Teachers	25	1 Homeroom Teacher	25
5	100	3 Homeroom Teachers	25		

- Grades K-3: Students spend half of their day in small groups with their homeroom teacher and the other half with another educator. One 4th grade teacher moves down to 3rd grade.
- Self-Contained Special Needs Classrooms: All students can be supported in-person.
- Grades 4-5: Six teachers are departmentalized across Math, ELA, and Science/Social Studies, and one teacher rotates across all groups to provide specials instruction

Jordan uses all available space as classrooms for in-person students

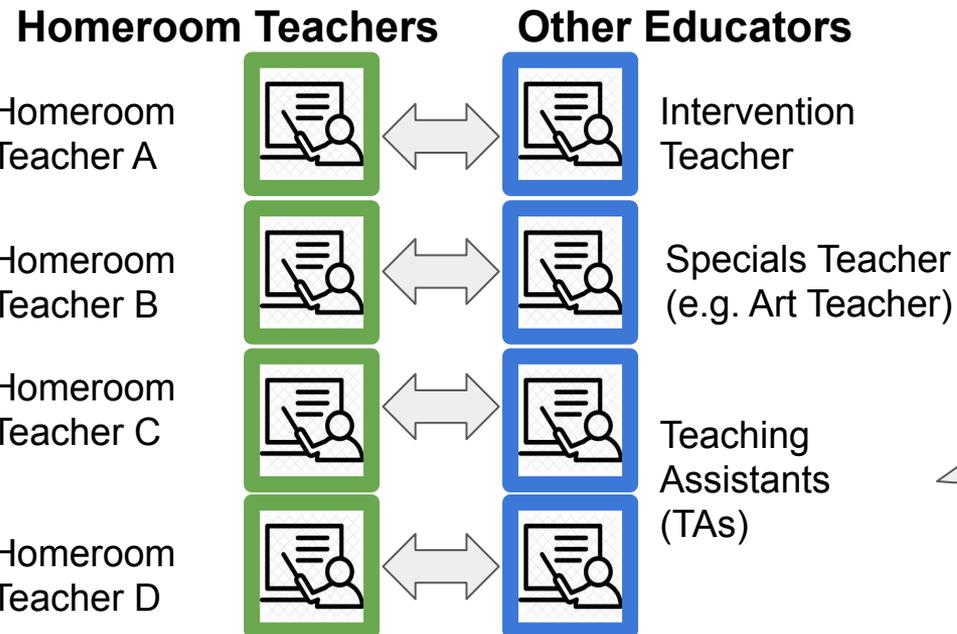
- Jordan has 24 general education classrooms, four per grade level
- With K-3 students in-person, Jordan now needs 32 general education classrooms (four grades with eight sections each)
- This means Jordan needs 8 additional rooms
 - Music room
 - Art room
 - Intervention or resource room
 - Library
 - Gym: divide into 2 classrooms
 - Cafeteria: divide into 2 classrooms

Note: There is no change to the two self-contained special education classrooms, which each serve 10 students with 1 teacher and 1 paraprofessional.

K-3 Students rotate between two educators every day

Students remain in static cohorts all day but rotate between two teachers: their homeroom teacher where they receive Math and ELA instruction, and another other educator where they review Math and ELA instruction, and learn specials, social studies, and science.

Each grade level has two certified and two non-certified staff serving as remote facilitators. To ensure equitable student-teacher assignments, consider pairing highest need students with either of the two certified staff in the remote environment.



Specials Teachers (Art, Music, PE) are spread across grade levels and have three responsibilities:

- Create, disseminate, and deliver Specials curricula for all other non-core instructors to provide
- Deliver Social Studies and Science curricula
- Support SWD and ELL students during independent work. Special populations are paired with a Specials teacher to minimize the number of classroom rotations for SWD and ELD Teachers

TAs have three responsibilities:

- Deliver Specials curricula provided by Specials Teachers
- Deliver Social Studies and Science curricula
- Support students during independent work



K-3 Homeroom Teachers and Other Educators repeat their lessons across two student groups

Mins	K - Student Group 1	Homeroom Teacher	Other Educator
20	Student Arrival & Breakfast		
20	Community Circle Homeroom	Community Circle Group 1	Community Circle Group 2
40	ELA Homeroom	ELA Group 1	Flex Time Group 2
40			Specials Group 2
20	Recess	Recess	Recess
50	Math Homeroom	Math Group 1	Science/SS Group 2
40	Lunch	Duty Free Lunch	Duty Free Lunch
40	Flex Time Other Educator	ELA Group 2	Flex Time Group 1
40	Specials Other Educator		Specials Group 1
20	Recess	Recess	Recess
50	Science/SS Other Educator	Math Group 2	Science/SS Group 1
20	Dismissal	Dismissal	Dismissal
35	Shared-student team meeting 2x / week		

*** Orange highlighting shows when student is with teacher ***

- (A)** All students begin the day with a Community Circle to practice and reflect on SEL competencies: stress-management, communication and listening skills, and collaboration.
- (B)** Homeroom Teachers alternate between providing whole group instruction and pulling small groups for just-in-time instruction foundational skills practice during ELA and Math blocks.
- (C)** The Other Educator uses Flex Time to provide differentiated support for students and/or supervising students work on online programs such as Zearn.
- (D)** Specials teachers plan projects/activities for their grade level so that all instructors can facilitate lessons for their students
- (E)** Other educators rotate units of science and social studies

Note: Some students will have the reverse of this schedule: ELA and Math in the afternoon, and Specials and Science in the morning

All staff have roles to directly support students or teachers throughout the day

Mins	K - Student Group 1	Homeroom Teacher	Other Educator
20	A Student Arrival & Breakfast		
20	Community Circle Homeroom	Community Circle Group 1	Community Circle Group 2
40	ELA Homeroom	ELA Group 1	Flex Time Group 2
40			Specials Group 2
20	Recess	Recess	Recess
50	Math Homeroom	Math Group 1	Science/SS Group 2
40	Lunch	B Duty Free Lunch	Duty Free Lunch
40	Flex Time Other Educator	ELA Group 2	Flex Time Group 1
40	Specials Other Educator		Specials Group 1
20	Recess	Recess	Recess
50	Science/SS Other Educator	Math Group 2	Science/SS Group 1
20	Dismissal	Dismissal	Dismissal
35	C Shared-student team meeting 2x / week		

*** Orange highlighting shows when student is with teacher ***

- A** Students report directly to their classrooms in the morning, rather than gathering in the cafeteria or lining up on the yard. Each grade band has a designated entrance to minimize group interaction. Administrators and non-teaching staff are posted at each entrance to ensure students quickly make their way to their classrooms.
- B** To ensure homeroom teachers get a lunch break, non non-instructional staff and remote teachers provide coverage to in-classroom during four lunch periods.
- C** Teachers have four 35 min planning blocks: two are used for shared student team time, where homeroom teacher and other educator pairs share lessons and discuss strategies to meet student needs - identifying students to refer to Care team. Two other blocks are used for individual planning. Finally, every Wednesday teachers have extended 90 minute planning block to meet with content teams.

Note: Some students will have the reverse of this schedule: ELA and Math in the afternoon, and Specials and Science in the morning

Students in grades 4 and 5 are fully remote

Mins	4th Grade Student: Cohort A	4th Grade Math Teacher	4th Grade ELA Teacher	4th Grade Science Teacher	4/5th Grade Specials Teacher
20	Community Circle	Community Circle	Community Circle	Community Circle	Community Circle
40	Specials	Individual Plan	Cohort 4C	Cohort 4B	Cohort 4A
40	Math	Cohort 4A		Individual Plan	Cohort 4B
40			Individual Plan	Cohort 4B	Cohort 4C
20	Break	Break			
40	ELA	Cohort 4B	Cohort 4A	Cohort 4C	Cohort 5A
40					Cohort 5B
40	Lunch	Duty-Free Lunch	Duty-Free Lunch	Lunch Duty	Lunch Duty
40		Lunch Duty	Lunch Duty	Duty-Free Lunch	Duty-Free Lunch
40	Science	Cohort 4C	Cohort 4B	Cohort 4A	Individual Plan
40					Cohort 5C
35		Shared-Student Team Meeting			

*** Orange highlighting shows when student is with teacher ***

- Students have three 80 minute core blocks each day - Math, ELA, and Science. Students also have a 40 minute specials block.
- Teachers in grades 4-5 are departmentalized so that there is one teacher in each grade for Math, ELA, and Science.
- The specials teacher rotates across all 4th and 5th grade sections, creating an independent planning period for teachers.
- There are 33 students in each section; however, teachers may work with students in small groups over the course of the 80 minute period.
- Four days per week, teachers have a 35 minute shared-student team meeting at the end of the day. Remote teachers have two additional student team meetings because they have more students shared across the team.

There are 32 student groups that need lunch coverage

- Lunch periods are staggered so that other staff can release K-3 classroom teachers: ELD & Special Ed Teachers, Counselor, Principal & AP, School Monitor, Remote 4-5th Grade Teachers
- Students in self-contained Special Education classrooms are supervised by their assigned Special Ed Paraprofessional.
- Lunch is held either in classrooms or outside, weather permitting, to prevent large groups of students gathering in one space

Grade Levels	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8
K	AP	Principal	3-5 ELD Teacher	K-2 ELD Teacher	Special Ed Push-in Teacher	Special Ed Push-in Teacher	Building Monitor	Counselor
1st	3-5 ELD Teacher	K-2 ELD Teacher	Special Ed Push-in Teacher	Special Ed Push-in Teacher	Building Monitor	Grade 4-5 Teacher	Grade 4-5 Teacher	Grade 4-5 Teacher
2nd	AP	Principal	Special Ed Push-in Teacher	Building Monitor	Counselor	Grade 4-5 Teacher	Grade 4-5 Teacher	Grade 4-5 Teacher
3rd	AP	Principal	3-5 ELD Teacher	K-2 ELD Teacher	Special Ed Push-in Teacher	Special Ed Push-in Teacher	School Monitor	Counselor

**** Blue highlighting indicates teachers on the remote team ****

Teacher time is “banked” over the course of the week to enable teachers to have a 90-minute Content Team Meeting each Wednesday

Grade K-3 Teacher Schedule		
Mins	4x / week	1x / week
20	Student Arrival and Breakfast	
360	Instructional Day	
20	Dismissal	
35	Shared Student Team	Content Team Planning
60		

Grade 4-5 Teacher Schedule		
Mins	4x / week	1x / week
400	Instructional Day	
35	Shared Student Team	Content Team Planning
60		

Four days per week, the teacher work day is shortened from 7 hours 30 minutes, to 7 hours 15 minutes. Those banked 60 minutes are added to the teacher work day one day per week so that teachers have can have a 90-minute Content Team Meeting. As a result, the teacher work day is 8 hours 15 minutes on Content Team days.

Daily student schedules are not impacted by this change.

Although positions and total FTE remain the same, roles adapt in the following ways

- *Principal and AP* - Facilitate content planning team time. Participate in Care Team
- *Counselor* - Provides 1:1 and small group counseling for students needing Tier 2 & 3 support. Facilitates Care Team meetings and coordinates referrals to community partners.
- *Intervention Teachers, Instructional Coach, and Librarian* - Collaborate with Grade 4-5 teachers to create remote learning plans on google classroom. Provide small group intervention.
- *Specials Teachers (K-3)* - create and disseminate curriculum to Other Educators
- *Teaching Assistants* - Facilitate K-3 Science/SS and Specials lessons per lesson plans provided by content teacher teams and/or district. Supervise student during independent work time.
- *ELD & Special Education Push-in Teachers* - Facilitate in-person and remote small group instruction for students on caseload

	Position	FTE
Certified	<i>Principal / AP</i>	2.0
	<i>Counselor</i>	1.0
	<i>Instructional Coach</i>	1.0
	<i>Homeroom Teachers</i>	24.0
	<i>Intervention Teacher</i>	1.0
	<i>Specials Teachers (Art, Music, 2 PE)</i>	4.0
	<i>Librarian</i>	1.0
	<i>Special Ed Push-in Teachers</i>	2.0
	<i>ELD Push-in Teachers</i>	2.0
	Special Ed Self-Contained Teachers	2.0
School Psychologist	0.2	
	Total Certified	40.2
Non-Cert	Gen Ed Teaching Assistants	8.0
	Special Ed Teaching Assistants	3.0
	Nurse	1.0
	Clerical Staff	2.0
	Custodians	3.0
	Building Monitor	1.0
	Total Non-Certified	18.0

Teachers participate in two distinct types of collaboration each week

Weekly Content Team Collaboration

- *Length/Frequency:* 90 minutes, once per week
- *Purpose:* Analyze student work, adapt curricula for student and teacher needs, and build content knowledge. Identify materials from the previous grade's content to fill in learning gaps while ensuring student access to grade-level content.
- *Roles:* Each team is facilitated by a teacher leader or administrator with deep content expertise. If additional release time cannot be scheduled, consider providing teacher leaders with stipends for these additional responsibilities. Special Education and English Language push-in teachers rotate across grade levels weekly.

Shared-Student Team Meetings

- *Length/Frequency:* 35 minutes, 2 times per week (K-3) and 4 times per week (Grades 4-5)
- *Purpose:* Identify students who may be struggling socially or emotionally and coordinate support.
- *Roles:* K-3 Homeroom teacher leads time with their paired educator; Grade 4-5 teachers meet in trios (Math, ELA, and Science teacher) with the Specials teacher rotating between the two Grade 4-5 teams.

Grade	Content Team Facilitator	Participants
K	Teacher Leader	Grade K Teachers, 2 TAs, PE Teacher, Interventionist
1	Teacher Leader	1st Grade Teachers, 2 TAs, Librarian, Art Teacher
2	Instructional Coach	2nd Grade Teachers, 2 TA, PE Teacher
3	Assistant Principal	3rd Grade Teachers, 2 TAs, Music Teacher
4-5	Principal	4-5th Grade Teachers



How will we transition back to **fully remote learning** if necessary?

Why it matters:

Ensures a plan is in place if community experiences an increase in COVID-19 spread, or students and/or staff in your building are exposed

Option	Works well when ...	Limitations
A: Maintain current schedule and shift what would have been in-person instruction online	<ul style="list-style-type: none"> Provides the most consistency from the hybrid model Doesn't require teachers to adjust their scope and sequence 	<ul style="list-style-type: none"> Students have to log onto classes multiple times a day and interact with multiple adults during these times
B: Shift all students to homeroom teachers and have intervention teachers, specials teachers, and TAs support small groups	<ul style="list-style-type: none"> Enables all students to get consistent core instruction 	<ul style="list-style-type: none"> Requires shifts to the scope and sequence to move from half day instruction to full day instruction



How long is the **student and teacher day**?

Why it matters:

Informs decisions about use of time, including the ability to schedule teacher collaboration outside the student day.

What it looks like in this model:

- Previously, this school had a 7 hour student day and 7.5 hour teacher day.
- Student arrival is staggered over a 20 minute period and dismissal is staggered over a 20 minute period, requiring teachers to be on duty in their classrooms for 50 minutes each day.
- Because homeroom teachers and Specials teachers rotate between two static cohorts, they are unable to create time for teacher planning during the student day.
- As a result, they have reduced the student day from 7 hours to 6 hours, to accommodate both the additional time for arrival/dismissal, and provide teachers with planning time after students are dismissed.

Alternative Considerations:

- In order to preserve instructional minutes for students and ensure that teachers have sufficient planning time, a school could invest in either:
 - An extended teacher workday.
 - Part-time classroom monitors to supervise arrival and dismissal.



Who should lead instruction in-person, remotely and in hybrid classrooms?

Why it matters:

Affects what content and structures are created for in-person, remote and hybrid contexts.

What it looks like in this model:

- The majority of instructional staff are used for K-3 in-person instruction to enable sufficiently small in-person group sizes (13 students)
 - Students spend half of their day in small groups with their homeroom teacher and the other half with another educator (TA, specials teacher, instructional coach)
 - One 4th grade teacher moves down to 3rd grade
- Homeroom teachers are used for grades 4-5 remote instruction, where group sizes can be larger (25 students)

Alternative Considerations:

- This model requires scheduling some K-3 students with non-certified instructional staff (e.g., TAs). Avoiding this would require either drastically increasing remote class sizes or acquiring additional FTE.

↔ Where are students during remote school?

Why it matters:

Informs use of space and adults to supervise students who may need to be away from home on their remote learning days.

What it looks like in this model:

- In this example, all students in grades 4-5 continue remote instruction from home.

Alternative Considerations:

- A school may be able to create a remote working space in the building to accommodate students for whom remote learning at home is not possible. In this example, that option is limited due to staffing choices. In order to have all K-3 students attend school in person, teaching assistants, specials teachers and intervention teachers are deployed to those grades to enable small group sizes. As a result, few staff remain (e.g. Building Monitor) to supervise remote working spaces.
- To make remote working spaces available to more students, a school could coordinate with a community partners to provide additional space and supervision for remote learning.



In what contexts will we **departmentalize instruction**?

Why it matters:

Informs student and teacher assignment, especially in a remote context.

What it looks like in this model:

- Grades 4 and 5 are pooled and departmentalized, such that class sizes of 25 students see four teachers every other day.
- Grades K-3 are not departmentalized; students receive Math and ELA instruction for half the day from their homeroom teacher and Science, Social Studies, and Specials from other educators.

Alternative Considerations:

- Because students in grades 4 and 5 learn from more teachers, this reduces time for them to form strong relationships with teachers. Other structures such as Community Circle can help with this.
 - Grades K-3 are in-person so they cannot be departmentalized without students rotating through four different teachers each day.



How will we organize **teaching teams** to balance and distribute expertise?

Why it matters:

Informs assignment of teachers to specific in-person and remote roles.

What it looks like in this model:

- Three highly effective teachers are selected into teacher leader roles, serving as instructional leaders along with the Assistant Principal and Principal.
- The departmentalization of 4-5th grades requires this school to determine which teachers will be assigned to which subjects, and which teacher will drop down to K-3 instruction.

Alternative Considerations:

- Schools could increase or decrease the number of teacher leaders depending on the distribution of teacher expertise and the availability of other staff to serve as instructional leaders (e.g., Instructional Coach).



How much time do we want to provide for teacher **collaborative planning**?

Why it matters:

Affects the extent to which other staff will need to provide coverage.

What it looks like in this model:

- Remote teachers have 35 minutes, 4 days / week and in-person teachers have 35 minutes, 2 days / week of shared student team time. Teachers identify students who may be struggling socially or emotionally. Remaining planning times are used for individual planning.
- Teachers have an extended 90-minute planning block every Wednesday to meet with content teams.

Alternative Considerations:

- In order to provide coverage for teacher planning during the school day, other options include:
 - Utilize special education push-in teachers, ELD push-in teachers, and 1 special education paraprofessional to release teachers for planning time, but limit the number of student groups they see on a given day. This likely requires staggering planning time for different teachers over the course of the week.



How will we cover **lunch** time?

Why it matters:

Affects the extent to which other staff will need to provide coverage.

What it looks like in this model:

- Each student group eats lunch in their classroom (or outside, weather permitting), as opposed to gathering in the cafeteria in a large group with 2-3 adults.
- Non-instructional and remote teaching staff supervise students in their classroom and lunch periods are staggered to release K-3 homeroom teachers for a duty-free lunch. Students in self-contained special education classrooms are supervised by their assigned Special Ed Paraprofessional.
- In this example, all 4-5th grade teachers report on-site each day so that they are available to support with lunch duties.

Alternative Considerations:

- This school could reduce the number of remote teachers needed on-site for lunch coverage in two ways:
 - Assign more lunch coverage duties to non-instructional staff.
 - Hire community members as part-time lunch monitors.

System Implications - Academics

Teachers will need:

- Curriculum maps / scope & sequence for grades K-3 to guide non-core instructors in their delivery of specials, social studies, and science curricula and ensure all instructors are aligned in their delivery and support of core instruction.
- Curated remote learning materials aligned to core curriculum for grades 4-5 to strategically use asynchronous and synchronous learning time between teachers and students.
- Subject- and grade-specific guidance on pulling in prior grade curricular materials to fill in learning gaps.

Instructional time implications:

- In this example, the student day is shortened to 6 hours to give teachers time to plan outside of the school day and to accommodate staggered student arrival / dismissal with all teachers on duty in their classrooms. Because specials teachers support daily instruction in Grades K-3 they are not available to provide coverage to in-person homeroom teachers for daily planning time.

System Implications - Talent

If your system requires more time for duty-free lunch or self-directed planning, you will need to either seek flexibility from those requirements (for example through an MOU to the Collective Bargaining Agreement) or decrease time for other instructional or non-instructional activities. This example includes the following duty-free and self-directed time for teachers:

- 40 minute duty-free lunch
- 90 minutes of weekly collaborative planning time (every Wednesday)
- Remote teachers: 200 total minutes of weekly individual planning time - 40 minutes five times per week
- In-person teachers: 70 total minutes of weekly individual planning time - 35 minutes two times per week

Teacher leaders will require additional compensation for their content team facilitation responsibilities. If additional release time cannot be scheduled, consider providing teacher leaders with stipends.

In this example, there are 32 teachers and TAs with in-person student groups who will each need a lunch break. Therefore, we've shown the majority of remote staff actually reporting on-site so they can provide lunch coverage. If you have more teachers who need remote working accommodations, you may need to

- Rely on more administrators and office staff to provide coverage, taking time away from other aspects of their role
- Hire part-time lunch monitors to supervise
- Combine student groups during lunch, which increases risk for viral spread

System Implications - Operations

Technology

- This model requires all grade 4-5 students to have their own device and internet access for remote learning.

Transportation

- While only $\frac{2}{3}$ of students will require buses (grades K-3), more buses will be needed to run buses at lower capacity to achieve safe physical distancing, unless some families are able to provide their own transportation.

Facilities

- This model assumes that classrooms and additional rooms (e.g. music room, art room, resource room, etc.) can safely accommodate ~14 students and a teacher with 6 feet of physical distancing, plus entry and exit pathways (a minimum of roughly 700 square feet). Smaller classroom spaces would require lower student group sizes, which would in turn require either more adults to supervise those groups, or some students to be on a fully remote schedule.
- The [CDC recommends](#) cleaning and disinfecting frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains) within the school and on school buses at least daily or between use as much as possible. This level of cleaning may require additional custodial staff than typically assigned to a school of this size.