

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.

How many students are All-in-person	How many students are Hybrid	How many students are all-remote
Students with disabilities served in a self-contained setting	A/B day for all gen ed and inclusion students in all grades	<i>None</i>
Students who opt into attending school every day but participate in remote learning from a separate location in the building on their remote days.		

Elementary Model 3 - A/B Day

Model Overview

- Students attend school in person two days each week, some on Monday and Tuesday, some on Thursday and Friday, in order to limit the number of students in a classroom to 13 or fewer.
- A subset of students are unable to stay home on their remote day because their families have returned to work. Elementary Model 3 creates Study Halls for those students in the gym, cafeteria, and library supervised by teaching assistants on what would be their remote day.
- On Wednesdays, teachers provide a half-day of remote instruction for students and have the rest of the day for planning and collaboration.

School Profile

Grade Span	K - 5th
Enrollment	500 students
Students from Low-income Families	100%
Students with Special Needs	13% (4% self-contained, 9% inclusion)
Students Learning English	25%
Certified Staff	33.2 FTE
Non-Certified Staff	10.0 FTE
Length of Student Day	6 hours*
Length of Teacher day	7 hours 30 minutes

*This school typically has a 7 hour instructional day for students, but due to the increased time required for arrival and dismissal and teacher² planning outside the school day, the student day is shortened to 6 hours

Elementary Model 3 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 attend a half-day of intensive, small group support in Math and ELA each week. 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. Students may cycle in and out of this intervention over the course of the year.

Teacher Leader Roles: Two highly effective teachers were selected into teacher leader roles, one for grades K-1, one for grades 2-3. In addition to teaching their grade level content, these teachers lead vertical planning meetings on Friday 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.

	Position	FTE
Certified	Principal / AP	2.0
	Counselor	1.0
	Instructional Coach	1.0
	Homeroom Teachers	18.0
	Intervention Teachers	2.0
	Specials Teachers (Art, Music, PE)	3.0
	Librarian	1.0
	Special Ed Push-in Teacher	1.0
	ELD Push-in Teacher	2.0
	Special Ed Self-Contained Teacher	2.0
	School Psychologist	0.2
Total Certified	33.2	
Non-Cert	Gen Ed Teaching Assistants	4.0
	Special Ed Teaching Assistants	2.0
	Nurse	1.0
	Clerical Staff	2.0
	Custodian	2.0
	Building Monitor	1.0
	Total Non-Certified	12.0

- 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.

This school can serve 60% of Gen Ed & Inclusion students in person on any given day 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

FTE Required for 480 Students, 60% in person on any given day				
<i>Green Shaded Cells are Possible with Current Staffing</i>				
		Max In-person Group Size		
		12	14	16
Max Student-Staff Ratio for Remote	30	32	29	26
	40	30	27	24
	50	29	26	23
	60	28	25	22

		Gen Ed Instructional Staff	FTE
Certified	Homeroom Teachers		18.0
	Intervention Teachers		2.0
	Specials Teachers		3.0
	Librarian		1.0
		<i>Total Certified</i>	24.0
Non-Cert	Teaching Assistants		4.0
			<i>Total Non-Certified</i>
		Total Gen Ed Instructional Staff	28.0



All instructional staff are assigned to a dedicated groups of students

- Students attend school in person on a **rotating schedule**, either Monday & Tuesday, or Thursday and Friday.
- On their **in-person day**, students are in groups of 13, led by their homeroom teacher.
- On their **remote day**, students participate in small group rotations with the two teachers assigned to their grade band.
- There are two **self-contained classrooms for students with disabilities** who always attend school in person.

				In-Person Day		Remote Day	
		Total Students		Staffing	Group Size	Staffing	Ratio*
General Education	K	80	3 Teachers	14	Intervention Teacher & Art Teacher	1:40	
	1	80	3 Teachers	14			
	2	80	3 Teachers	14	Intervention Teacher & Music Teacher	1:40	
	3	80	3 Teachers	14			
	4	80	3 Teachers	14	Librarian & PE Teacher	1:40	
	5	80	3 Teachers	14			
Special Education	K-2 SWD	10	1 Teacher, 1 Para	10	NA	NA	
	3-5 SWD	10	1 Teacher, 1 Para	10	NA	NA	

* Although remote teachers are responsible for 80 different students over the course of the day, they work with students in small group rotations 6

Bridges creates a daily “Study Hall” that a subset of students can attend on their remote learning day

- Students for whom remote learning at home is not possible report to school on their remote days for supervised **Study Hall**
- **4 Teaching Assistants supervise** groups of 13 students during their remote learning days.
- These students log into their device from school, and **participate in remote instruction** with their peers.
- On any given day, an additional 52 students are in-person, 104 students weekly. **~20% of Gen Ed & Inclusion students report to school every day.**

		In-Person Day		Remote Day		In-Person Study Hall	
Total Students		Staffing	Group Size	Staffing	Ratio*	Staffing	Group Size
K	80	3 Teachers	14	Intervention Teacher & Art Teacher	1:40	TA	13
1	80	3 Teachers	14			TA	13
2	80	3 Teachers	14	Intervention Teacher & Music Teacher	1:40	TA	13
3	80	3 Teachers	14			TA	13
4	80	3 Teachers	14	Librarian & PE Teacher	1:40		
5	80	3 Teachers	14				
K-2 SWD	10	1 Teacher, 1 Para	10				
3-5 SWD	10	1 Teacher, 1 Para	10				

* Note that although remote teachers are responsible for 80 students over the course of the day, they work with students in small group rotations

Homeroom teachers lead core instruction with students in person

Mins	2nd Grade Student	2nd Grade Teacher
30	(A) Arrival / Breakfast	Arrival / Breakfast
30	(B) Community Circle	Community Circle
90	ELA	ELA
30	Recess (outside)	Recess Duty
45	Science / Social Studies	Science / Social Studies
30	(C) Lunch (in classroom)	Duty-free lunch
90	Math	Math
45	Small Group Instruction	Small Group Instruction
30	Closing / Dismissal	Closing / Dismissal
30	(D) Shared-student Team	

- (A) Arrival & Dismissal:**
- 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/exit. Non-instructional staff and on-site Remote Teaching staff are posted at each entrance/exit to ensure students quickly make their way to and from their classrooms.
- (B)** All students begin the day with a **Community Circle** to create a safe space where students feel a sense of belonging. The teacher reinforces social-emotional competencies as students process what is going on in their lives.
- (C)** On-site remote teachers, plus other non-instructional staff (Principal, AP, Counselor, etc.) cover in-class **lunch periods**. Homeroom teachers supervise additional recess time for their students staggered throughout the day.
- (D)** At the end of each day, teachers and support staff at each grade band meet for a 30 minute **shared student team meeting** to identify students who may be struggling socially or emotionally and coordinate support.

During remote days, students rotate through small group instruction and independent work time

Mins	Grade K Student	Art Teacher	Intervention Teacher	English Language Teacher
30	Arrival Duty for On-site Teachers			
30	Community Circle	Community Circle	Community Circle	Community Circle
90	ELA Block	Grade K ELA	Grade 1 Math	Support Grade 2 ELA
				Support Grade K ELA
30	English Language Development	Grade K Office Hours	Grade 1 Office Hours	English Language Small Group
30	Lunch	Lunch Duty	D Care Team Check-ins	Lunch Duty
30			Duty-Free Lunch	
30	Optional Enrichment Activity	Duty-Free Lunch	Care Team Check-ins	English Language Small Group
90	Math Block	Grade 1 ELA	Grade K Math	Duty-Free Lunch
				Support Grade 1 ELA
30	Independent Work Time	Grade 1 Office Hours	Grade K Office Hours	English Language Small Group
30	Dismissal Duty for On-site Teachers			
30	Shared-Student Team Meeting			

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

- A** Students begin remote days with a 30 minute **Community Circle**, just as when they are in person.
- B** **Core ELA and Math blocks:** During remote days the student day is divided into two 90-minute synchronous learning blocks for math and ELA.
 - o These blocks are focused on foundational skills practice and building background knowledge for upcoming in-person lessons. The student in this example has ELA in the morning with the Art Teacher, and math in the afternoon with the Intervention Teacher.
 - o All students log in at the beginning of the block, but teachers may pull students into small group breakouts.
- C** **Students learning English and students with IEPs** receive additional small group instruction with an English Language Teacher and/or a Special Education Teacher.
 - o In this example, an English Language Teacher joins the remote ELA blocks for grades K-2 and provides additional scaffolds so that students learning English can access grade level content.
 - o The English Language Teacher leads additional 30 minute small groups focused on building language proficiency.
- D** In this example, the Intervention Teacher is a member of the Care Team, and has dedicated time for 1:1 check-ins with students who may be struggling socially or emotionally.



Non-teaching staff and remote teachers share lunch supervision duties

Lunch Period	Grade Levels	Group 1	Group 2	Group 3	Study Hall
Period A	K	Building Monitor	Special Ed Push-in Teacher	Art Teacher	K-2 ELD Teacher
	2nd	Instructional Coach	Counselor	PE Teacher	3-5 ELD Teacher
	4th	Principal	AP	Music Teacher	
	K-2 SWD	Special Education TA			
Period B	1st	Building Monitor	Special Ed Push-in Teacher	Art Teacher	K-2 ELD Teacher
	3rd	Instructional Coach	Counselor	PE Teacher	3-5 ELD Teacher
	5th	Principal	AP	Music Teacher	
	3-5 SWD	Special Education TA			

- Lunch is held either in classrooms or outside, weather permitting, to prevent large groups of students gathering in one space.
- There are 24 separate classrooms that each need an adult to supervise lunch.
- Teachers working with remote students have up to 1 hour of lunch duty each day. If these teachers are unable to report to the building, non-instructional staff (Building Monitor, AP, etc.) would need to spend more time on lunch duties.

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



On Wednesdays, 50% of students attend school for a half day of learning acceleration, while other students continue remote learning

	Student	Teacher
30	Arrival / Breakfast	Arrival / Breakfast
30	Community Circle	Community Circle
90	ELA Acceleration Block	ELA Acceleration Block
90	ELA Acceleration Block	ELA Acceleration Block
30	Lunch Distribution / Dismissal	Lunch Distribution / Dismissal
30		Duty-free lunch
90		Content Team Meeting
90		Independent Planning

- **In-person acceleration** is led by *core teachers* as well as *interventionists, special ed teachers, ELD teacher, and librarian*. There will be 4 teachers per grade for **groups of 10 students each**.
- **Remote learning** is led by *TAs and specials teachers*, with a similar schedule as other remote learning days.
- **Students may cycle in and out of remote and in-person Friday lessons** based on student performance data and family circumstance. Educators will re-evaluate bi-weekly during Friday collaborative planning time.
- Students have an early dismissal, and teachers spend the second half of the day in **content-focused collaboration** and independent planning.

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

- *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 and Librarian* - Collaborate with grade level teachers to create remote learning plans on google classroom for students remote learning days. Provide small group intervention.
- *Specials Teachers* - Lead remote instruction in ELA or math. Serve as members of Care Team.
- *Teaching Assistants* - Supervise study hall working spaces for students who report to school on their “remote day.” Ensure students are able to log in to and participate in their remote small groups and support students during individual work time.
- *ELD & Special Education Push-in Teachers* - Facilitate remote small group instruction for students on caseload.

	Position	FTE
Certified	Principal / AP	2.0
	Counselor	1.0
	Instructional Coach	1.0
	Homeroom Teachers	18.0
	Intervention Teachers	2.0
	Specials Teachers (Art, Music, PE)	3.0
	Librarian	1.0
	Special Ed Push-in Teacher	1.0
	ELD Push-in Teacher	2.0
	Special Ed Self-Contained Teacher	2.0
	School Psychologist	0.2
	Total Certified	33.2
Non-Cert	Gen Ed Teaching Assistants	4.0
	Special Ed Teaching Assistants	2.0
	Nurse	1.0
	Clerical Staff	2.0
	Custodian	2.0
	Building Monitor	1.0
		Total Non-Certified

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

Shared-Student Team Meetings

- *Length/Frequency:* 30 minutes, 4 times per week
- *Purpose:* Identify students who may be struggling socially or emotionally and coordinate support.
- *Roles:* Teachers rotate facilitation responsibilities weekly. Counselor and Assistant Principal push into these meetings on a rotating schedule as leaders of the Care Team.

Grade	Content Team Facilitator	Participants	
K	Instructional Coach	Grade K Teachers	K-1 Intervention Teacher (Math) & Art Teacher (ELA)
1	Teacher Leader	1st Grade Teachers	
2	Principal	2nd Grade Teachers	2-3 Intervention Teacher (Math) & Music Teacher (ELA)
3	Teacher Leader	3rd Grade Teachers	
4	Assistant Principal	4th Grade Teachers	Librarian (ELA) & PE Teacher (Math)
5	Teacher Leader	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 A/B day schedule and shift what would have been in-person instruction online	<ul style="list-style-type: none"> You are trying to maintain the most consistency from the hybrid model Doesn't require teachers to adjust their scope and sequence 	<ul style="list-style-type: none"> Students rotate through different schedules from day to day
B: Shift all students to the A day schedule and homeroom structure and have intervention teachers and specials teachers support small groups	<ul style="list-style-type: none"> You expect remote learning to last long-term (e.g. months) 	<ul style="list-style-type: none"> Requires shifts to the scope and sequence to move from 2 day/week core instruction to 5 day/ week core instruction Requires a shift in roles



What are our **optimal uses of time** for both in-person and remote settings?

Why it matters:

Determines how student and teacher time will be organized, and what responsibilities staff will have in in-person and remote modalities

What it looks like in this model:

- In-person learning focuses on grade-level core instruction. (e.g. conceptual math, discussions of complex text)
- During remote instruction, students receive targeted intervention in foundational skills and work independently.

Alternative Considerations:

- Many students' richest engagement in school starts with art and music. Offering these subjects in person would require that either:
 - Homeroom teachers lead enrichment instruction, adding to their content prep load, or
 - Specials teachers rotate across multiple in-person student groups, increasing risk of virus transmission.

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:

- Grade level homeroom teachers lead in-person instruction, as they are best prepared to teach the core curriculum.
- Teachers who typically support students across multiple classrooms/grade levels lead remote instruction to minimize in-person rotations of students and adults:
 - Intervention teachers and the librarian lead small group intervention
 - Specials Teachers facilitate enrichment activities and 1:1 Care Team check-ins

Alternative Considerations:

- Many students' richest engagement in school starts with art and music. Offering these subjects in person would require that either:
 - Homeroom teachers lead enrichment instruction, adding to their content prep load, or
 - Specials teachers rotate across multiple in-person student groups, increasing risk of virus transmission.

↩️ 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:

- Students for whom remote learning at home is not possible report to school on their remote days for supervised **Study Hall**
- **4 Teaching Assistants supervise** groups of 13 students during their remote learning days.
- These students log into their device from school, and **participate in remote instruction** with their peers.
- On any given day, an additional 52 students are in-person, 104 students weekly. **~20% of Gen Ed & Inclusion students report to school every day.**

Alternative Considerations:

- To make Study Hall available to more students, Bridges could coordinate with a community partners to provide additional space and supervision for remote learning.



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, Elementary Model 3 had a 7 hour student day and 7.5 hour teacher day.
- Student arrival and dismissal is staggered over a 30 minute period, requiring teachers to be on duty in their classrooms for 1 hour each day.
- Because Bridges has decided that specials teachers will not rotate across multiple in-person student groups, 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 4 days/week, to accommodate both the additional time for arrival/dismissal, and provide teachers with planning time after students dismiss.

Alternative Considerations:

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

 How will we organize **rotating in-person attendance** for students?*Why it matters:*

Impacts instructional time for students over the course of the week.

What it looks like in this model:

- Students attend school either Monday-Tuesday, or Thursday-Friday.
 - Having students attend school two days in a row enables teachers to introduce and reinforce new content over each two day cycle.
 - This attendance structure enables more time for deep cleaning between student groups and limits the number of student groups teachers are exposed to over a three day period.
- Students with the most unfinished learning attend a half day of learning acceleration once per week, in this case Wednesday. Other students continue remote learning.

Alternative Considerations:

- Attending in-person two days in a row rather than every other day means students are out of school for 5 days in a row. This challenge reinforces the role of remote teachers and Care Team in checking in on students and maintaining their engagement in learning.
- Rather than prioritize specific students for attendance on Wednesday, such as those needing learning acceleration, other options include:
 - Students attend every other Wednesday
 - All students continue remote learning on Wednesday



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

Why it matters:

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

What it looks like in this model:

- Teachers have 30 minutes, 4 days / week to collaborate as a shared student team. Remote and in-person teachers meet to identify students who may be struggling socially or emotionally.
- Teachers have a half day of planning and collaboration every week, after students dismiss from learning acceleration. 90 minutes of this time is dedicated to content-focused collaboration with grade level teams. Another 90 minutes is allocated towards independent planning time.

Alternative Considerations:

- In order to provide coverage for teacher planning during the school day, other options include
 - Utilize specials teachers and teaching assistants 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, as opposed to gathering in the cafeteria in a large groups with 2-3 adults.
- Non-instructional and remote teaching staff supervise students in their classroom to release homeroom teachers for a duty-free lunch.
- In this example, 6 of 9 remote teachers report on-site each day so that they are available to support with lunch duties.

Alternative Considerations:

- Elementary Model 3 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 each grade and content area adapted to ensure the major work of the grade can be taught on the alternating day schedule
- Subject- and grade-specific guidance on pulling in prior grade curricular materials to fill in learning gaps
- Curated content for remote learning days aligned to core curriculum

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. Because specials teachers focus on remote instruction, 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 than shown in this model, 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:

- 30 minute duty-free lunch
- 230 total minutes of weekly individual planning time - 35 minutes four times per week, and 90 minutes one day per week

In this example, there are 22 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 students to have their own device for remote learning and at least 80% have internet access at home.

Transportation

- Staggering student attendance potentially reduces the number of transportation routes needed, because fewer students report to school on any given day. However, any efficiencies obtained from decreased in-person attendance may be offset by the need to run buses at lower capacity to achieve safe physical distancing.

Facilities

- This model assumes that classrooms 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.

Previous Draft Slides

Alternative option to push Specials to in-person day

- Specials teachers rotate across three in person groups each day, one set of groups on Monday-Tuesday, and a different set of groups on Thursday

	Mon / Tues	Thurs/Fri
Week 1	K1-A K2-A K3-A	K1-B K2-B K3-B
Week 2	1.1-A 1.2-A 1.3-A	1.1-B 1.2-B 1.3-B

		In-Person Day			Remote Day	
Total Students		Core	Specials	Group Size	Staffing	Ratio
K	80	3 Teachers	Art Teacher	14	Intervention Teacher & TA	1:40
	1	80		3 Teachers		
2	80	3 Teachers	PE Teacher	14	Intervention Teacher & TA	1:40
	3	80		3 Teachers		
4	80	3 Teachers	Music Teacher	14	Librarian & TA	1:40
	5	80		3 Teachers		
K-2 SWD	10	1 Teacher, 1 Para		10		
3-5 SWD	10	1 Teacher, 1 Para		10		

* Note that although remote teachers are responsible for 80 students over the course of the day, they work with students in small group rotations

Non-teaching staff and remote teachers share lunch supervision duties

Grade Levels	Group 1	Group 2	Group 3
K	Building Monitor	TA 1	Art Teacher
1st	Building Monitor	TA 1	ELD Teacher
2nd	AP	TA 2	PE Teacher
3rd	AP	TA 2	SWD Push-in
4th	Principal	TA 3	Music Teacher
5th	Principal	TA 3	SWD Push-in
K-2 SWD	Special Education TA		
3-5 SWD	Special Education TA		

- Lunch is held either in classrooms or outside, weather permitting, to prevent large groups of students gathering in one space.
- There are 18 classrooms that need an adult to supervise lunch.
- Teachers working with remote students have up to 1 hour of lunch duty each day. If these teachers are unable to report to the building, non-instructional staff (Building Monitor, AP, etc.) would need to spend more time on lunch duties.

Potential Adaptations

Need to solve for...	Potential Adaptation	Link to example
We need to accommodate more students for in-person learning	<ul style="list-style-type: none"> - Utilize a Community Partnership to provide additional space and supervision to students on their “remote days” - Choose a hybrid approach in which all elementary students are in school and older students work remotely 	
Students need more time for Acceleration	<ul style="list-style-type: none"> - Establish an Acceleration Academy over school vacations - Invest in high-dosage tutoring, by stipending teachers or contracting with an external provider 	

5th Day Schedule

In-person Acceleration						
Morning Circle & Bfast w/ Core teacher 30 mins						
ELA w/ Core teacher or Interventionist 90 mins	<table border="1"> <thead> <tr> <th>Student that needs extra support in Math and SEL but is strong in ELA</th> </tr> </thead> <tbody> <tr> <td>Independent math practice - 30 mins</td> </tr> <tr> <td>ELA check-in with teacher - 15 mins</td> </tr> <tr> <td>Independent ELA work - 15 mins</td> </tr> <tr> <td>Meeting with counselor - 30 mins</td> </tr> </tbody> </table>	Student that needs extra support in Math and SEL but is strong in ELA	Independent math practice - 30 mins	ELA check-in with teacher - 15 mins	Independent ELA work - 15 mins	Meeting with counselor - 30 mins
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Independent math practice - 30 mins						
ELA check-in with teacher - 15 mins						
Independent ELA work - 15 mins						
Meeting with counselor - 30 mins						
Math w/ Core teacher or Interventionist 90 mins	<table border="1"> <thead> <tr> <th>Student that needs extra support in both ELA and Math</th> </tr> </thead> <tbody> <tr> <td>Small group ELA instruction - 30 mins</td> </tr> <tr> <td>Independent ELA work - 15 mins</td> </tr> <tr> <td>Small group ELA instruction - 30 mins</td> </tr> <tr> <td>Independent ELA work - 15 mins</td> </tr> </tbody> </table>	Student that needs extra support in both ELA and Math	Small group ELA instruction - 30 mins	Independent ELA work - 15 mins	Small group ELA instruction - 30 mins	Independent ELA work - 15 mins
Student that needs extra support in both ELA and Math						
Small group ELA instruction - 30 mins						
Independent ELA work - 15 mins						
Small group ELA instruction - 30 mins						
Independent ELA work - 15 mins						
Lunch distribution and Dismissal 30 minutes						
Duty-free lunch 30 minutes						
Vertical Team Planning (includes TAs) 90 minutes						
Independent Planning 90 mins						

- Assumes 50% of grade level, or 40 students, will need in-person acceleration. There will be 4 teachers per grade for **groups of 10 students each**.
- **In-person acceleration** is led by *core teachers* as well as *interventionists, special ed teachers, ELD teacher, and librarian*. **Remote learning** is led by *TAs and specials teachers*, with a similar schedule as other remote learning days.
- Within each ELA or Math block, students will meet with teachers in small groups and complete independent work in one or both subjects, with the time targeted based on individual student needs.
- **Students may cycle in and out of remote and in-person Friday lessons** based on student performance data and family circumstance. Educators will re-evaluate bi-weekly during Friday collaborative planning time.

Alternatively, Wednesdays could be fully remote

	Student	Teacher	Lead Planner
30	Morning Circle		
	ELA w/ Core teacher or Interventionist <i>90 mins</i>	Teach remote students	Planning time
	Math w/ Core teacher or Interventionist <i>90 mins</i>		
		Duty-free lunch <i>30 minutes</i>	Duty-free lunch <i>30 minutes</i>
		Grade-level Content Team Planning (includes TAs) <i>90 minutes</i>	
		Independent Planning <i>90 mins</i>	Independent Planning <i>90 mins</i>

Decision Point 4: Determine who provides preps and who supports remote learning

Will preps be provided through specials teachers teaching their specialty or by TAs or other staff monitoring activities? Therefore, who is supporting remote learning?

Option A: Specials teachers rotate through in-person sections, teaching their specialty, while TAs mainly support remote learning

- *Specials teachers teach their specialty*

- *Remote learning support likely provided by non-certified TAs*

Option B: TAs or other staff rotate through in-person sections, most likely monitoring computer-based activities, while specialists mainly support remote learning

- *Certified specials teachers available for remote learning support*

- *Specials teachers either do not teach their specialty or teach it remotely*
- *Likely additional screen time*