

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
Secondary Model 1	<p>9th Grade students.</p> <p>Students with disabilities served in a self-contained setting.</p> <p>Students who opt into attending school every day but participate in remote learning from a separate location in the building on their remote days.</p>	All other students.	None.

Marshall High School

9th In-Person, 10-12th Remote

Model Overview

- In-person: 9th grade students rotate through a six-block departmentalized schedule in class sizes of ~13 students, seeing three teachers per day. 10-12th grade CTE students and SWD SC students attend in-person as well.
- Remote: 10-12th grade students rotate through a six-block virtual schedule in class sizes of ~33 students.
- Schedule is constant Mon-Fri and is fully staffed by school's allocated FTE (i.e. does not require additional FTE from other sources)

School Profile

Grade Span	9-12
Enrollment	1,340 students
Students from Low-income Families	100%
Students with Special Needs	12% (inclusion model)
Students Learning English	10%
Certified Instructional Staff	105.0 FTE
Non-Certified Instructional Staff	37.0 FTE
Length of In-Person Student Day	~6.4 hours*
Length of Remote Student Day (Face-to-Face Teacher Time)	6.75 hours (~3.7 hours)
Length of Teacher Day	~7.7 hours

*This school typically has a 7 hour instructional day for students, but due to the increased time required for arrival and dismissal, the student day is shortened to 6.4 hours

Marshall High organized around the following strategies to support students and teachers

Social-Emotional Support Strategies

Advisory: All students - in-person and remote - start their day an Advisory block to strengthen their sense of belonging among teachers, staff, and peers. During this time, adults reinforce social-emotional competencies as students process what is going on in their lives. Advisory teachers have the opportunity for 1:1 mentoring check-ins during Flex Time.

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: Three times a week during Faculty Meeting time, teachers and support staff in each student team 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

Flex Time: Teachers can use this time flexibly to meet student needs. Students can work independently (e.g. online learning programs), complete enrichment activities, have 1:1 mentor check-ins with their Advisor, complete additional coursework (e.g. credit recovery, asynchronous classes), and/or participate in Learning Acceleration Time.

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: Four 9th grade and four 10-12th grade highly effective core teachers (one per subject) were selected into teacher leader roles. These teacher leaders have additional planning time during the day and serve as instructional leaders to guide content teams and align on best teaching practices in either the in-person or remote environments.

Content Team Meetings: Subject and grade-level teams share 90 minutes of weekly planning time. 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	4.0
	Counselor	5.0
	Instructional Coach	4.0
	Gen Ed Teachers	64.0
	Librarian	1.0
	Special Ed Push-in Teacher	15.0
	ELD Push-in Teacher	5.0
	Special Ed Self-Contained Teacher	4.0
	School Psychologist	1.0
	Social Worker	1.0
	Speech Therapist	1.0
	Total Certified	105.0
Non-Cert	Gen Ed Teaching Assistants	7.0
	Special Ed Teaching Assistants	10.0
	Nurse	1.0
	Clerical Staff	7.0
	Custodian	9.0
	Building Monitor	3.0
	Total Non-Certified	37.0

- 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.

Marshall High can serve all 9th graders in person daily, while still having capacity to serve a portion of 10-12th grade students in person as well

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 64.0 instructional staff				
		Max in-person group size		
		10	13	15
Target remote student / teacher ratio	28	21.0% <i>0.8 grade levels</i>	32.8% <i>1.3 grade levels</i>	43.7% <i>1.7 grade levels</i>
	30	23.8% <i>1.0 grade levels</i>	36.5% <i>1.5 grade levels</i>	47.7% <i>1.9 grade levels</i>
	33	27.2% <i>1.1 grade levels</i>	40.6% <i>1.6 grade levels</i>	52.1% <i>2.1 grade levels</i>

Marshall High serves 40 Self-Contained Special Education students in person

Grade	Number of Students	Certified Teachers	Paras
9	10	1.0	1.0
10	10	1.0	1.0
11	10	1.0	1.0
12	10	1.0	1.0
Total	40	4.0	4.0

The 9th grade academy serves 325 students in person daily

- The in-person school day is organized as A/B block schedule with six 90 minute periods. Students take 4 core classes and two electives. Teachers teach 5 of 6 periods and have 1 daily planning and collaboration period.
- Students are grouped into cohorts of 13 that remain together through each period.
- Teachers are teamed into 5 pods each serving cohorts 5 each (65 students). Each pod comprises 6 teachers - 4 core, 2 electives - for a total of 30 9th grade teachers.

	Total Students	Grade 9 In-Person FTE					
		ELA	Math	Science	Social Studies	Electives	Total FTE
Pod A <i>Cohorts 1-5</i>	65	1.0	1.0	1.0	1.0	2.0	6.0
Pod B <i>Cohorts 6-10</i>	65	1.0	1.0	1.0	1.0	2.0	6.0
Pod C <i>Cohorts 11-15</i>	65	1.0	1.0	1.0	1.0	2.0	6.0
Pod D <i>Cohorts 16-20</i>	65	1.0	1.0	1.0	1.0	2.0	6.0
Pod E <i>Cohorts 21-25</i>	65	1.0	1.0	1.0	1.0	2.0	6.0
Total	325	5.0	5.0	5.0	5.0	10.0	30.0

Remote 10-12th grade students also rotate through a six block schedule with four core and two non-core courses

- The remote school day for students in grades 10-12 is also organized as A/B block schedule with six 90 minute periods. Teachers teach 5 of 6 periods and have 1 daily planning and collaboration period.
- At each grade level, there are 2.0 FTE in each core content area, and 4.0 electives teachers.
- Average class size is 33 students, and each teacher has a student load of 163 students.
- Marshall has 64 Gen Ed FTE: 30 FTE in 9th grade academy and 36 FTE in grades 10-12, means 2 additional FTE (e.g. Librarian and Instructional Coach) are needed to cover instructional roles.

		Grades 10-12 Remote FTE					
	Total Students	ELA	Math	Science	Social Studies	Electives	Total FTE
Grade 10	325	2.0	2.0	2.0	2.0	4.0	12.0
Grade 11	325	2.0	2.0	2.0	2.0	4.0	12.0
Grade 12	325	2.0	2.0	2.0	2.0	4.0	12.0
Total	975	6.0	6.0	6.0	6.0	12.0	36.0

The 9th grade in-person day is organized as a 6 period block schedule, with periods 1-3 on one day and periods 4-6 on the other

In-person Student Schedule 9th Grade Cohort 1	
Mins	Periods 1-3 A Periods 4-6
20	Student Arrival & Breakfast
25	B Advisory
90	Science Elective B
45	Lunch
45	C Flex Time
45	ELA Math
45	
90	Elective A Social Studies
20	Dismissal

- A** The school day is organized into a **block schedule** with 6 90-minute periods. Students attend 3 blocks each day, alternating between periods 1-3 and periods 4-6.
- B** All students begin the day with **Advisory** to practice and reflect on SEL competencies: stress-management, communication and listening skills, and collaboration. See page 3 for more on the purpose and use of this time.
- C** Students have daily **Flex Time** that can be used flexibly by teachers to meet student needs. Students with the most unfinished learning spend this time with an interventionist teacher or Gen Ed teacher supporting Math and ELA learning in small group settings. Additionally, Flex Time can be used for independent work time, or tutoring. For more on the purpose and use of flex time, see page 4. See page X for more details on Marshall High's tutoring program

9th grade students rotate **in-person** between 3-4 adults daily

Student Schedule: 9th Grade Cohort 1		9th Grade Teacher Schedule: Periods 1-3					
Mins	Periods 1-3	Math	ELA	Science	Social Studies	Elective A	Elective B
35		Ⓐ Shared-Student Team Time / Faculty Meeting					
20	Arrival & Breakfast	Student Arrival & Breakfast					
25	Advisory	Planning	Cohort 3	Cohort 1	Cohort 5	Cohort 4	Cohort 2
90	Science	Cohort 5	Cohort 3	Cohort 1	Planning	Cohort 4	Cohort 2
45	Lunch	Duty Free Lunch	Duty Free Lunch	Cohort 2	Duty Free Lunch	Duty Free Lunch	Cohort 4
45	Flex Time	Planning	Cohort 1		Cohort 3	Cohort 5	
45	ELA	Ⓑ Planning	Cohort 1	Cohort 2	Cohort 3	Cohort 5	Cohort 4
45				Duty Free Lunch			Duty Free Lunch
90	Elective A	Cohort 4	Cohort 2	Cohort 3	Cohort 5	Cohort 1	Planning
20	Dismissal	Dismissal					

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

- Ⓐ Three times per week, teachers in each pod meet for **shared-student team time** (see page 3) to identify students who may be struggling and coordinate support. Twice a week, all teachers connect before the start of the school day for a **faculty check-in**.
- Ⓑ Teachers have 90 minute planning periods every other day.

Teachers of the same content area share planning blocks, such that once a week teachers meet for **Content focused Collaborative Planning Time**. Other planning blocks are used for independent planning. One teacher in each content area is a teacher leader with 70 minutes of additional planning time, relieved of Flex Time and Advisory coverage, used to plan content team meeting facilitation. See page 16 for more detail on how this time is used.
- Ⓒ By varying student lunch times, 11 staff supervise lunch periods to provide in-person teachers with a **duty free lunch**.

The **remote schedule** for grades 10-12 has a similar 6 period structure to facilitate scheduling for elective teachers that instruct across all grades

	Student Schedule: Remote Cohort 1	10-12th Grade Remote Teacher Schedule: Periods 1-3					
Mins	Periods 1-3	Math	ELA	Science	Social Studies	Elective A	Elective B
35		Shared-Student Team Time / Faculty Meeting					
45	A Advisory	Cohort 1	Cohort 2	B Teacher Planning	Cohort 3	Cohort 4	Cohort 5
20	C Flex Time	Flex Time	Flex Time		Flex Time	Flex Time	Flex Time
90	Math	Cohort 1	Cohort 2	Cohort 3	Planning	Cohort 4	Cohort 5
90	Science	Cohort 2	Cohort 3	Cohort 1	Cohort 5	Planning	Cohort 4
45	C Lunch and Flex Time	Lunch	Flex Time	Lunch	Flex Time	Lunch	Cohort 3
45		Flex Time	Lunch	Flex Time	Lunch	Flex Time	Flex Time
90	Social Studies	Cohort 3	Cohort 4	Planning	Cohort 1	Cohort 5	Cohort 2

A All certified staff lead a 10-12th grade **advisory** classes to reduce class sizes to 26 students. Advisors continue 1:1 check-ins with students during **Flex Time** throughout the week to build meaningful connections and have honest discussions about struggles and successes with students.

B One teacher leader per subject area serves as content lead facilitator and has 65 min of additional **planning time** by not leading Advisory or Flex Time.

C Teachers can use morning **Flex Time** to answer quick student questions and provide targeted student feedback. Teachers can make appointments with students during afternoon Flex time to provide targeted interventions or feedback on classwork. Students can flexibly use their 90 minute lunch to attend Flex Time with different teachers, who have intentionally staggered availabilities.

Marshall High can provide daily high dosage tutoring during Flex Time to both in-person and remote students

- **10 instructional staff** (7 TAs and 3 Instructional Coaches) can be used to provide high dosage tutoring.
- With **6:1 student to tutor ratios**, Marshall can serve 234 students every day for the entire year during students' **Flex Time**. Marshall can reduce ratios and serve equal numbers of students less frequently; conversely, by reducing frequency Marshall can tutor more students (e.g. by tutoring every other day Marshall tutors 468 students).
- Marshall can partner with a contractor to provide additional tutoring to students during the day or stipend teachers to tutor after school.

What is high quality tutoring?

High-dosage tutoring is instruction in very small groups (no more than six students) multiple times a week. Tutoring focuses on specific skill gaps and rapid remediation and acceleration in alignment with the on-standard course content

Who provides the tutoring?

Tutors (i.e. Instructional Coaches and TAs) specialize in grade levels and content areas. They work closely with core teachers, attending content team planning, providing just-in-time support to students and ensuring support is aligned to class content.

Marshall creates systems for virtual professional learning for tutors, including observations and coaching.

How is tutoring delivered?

All tutoring occurs remotely to allow for physical distancing, flexibility with staffing.

Marshall trains tutors in technology skills and tools, adapts curriculum and instructional materials for the virtual environment (e.g., math manipulatives), and creates systems and processes to track and monitor student engagement and progress

In-Person lunch is covered completely by non-instructional staff

- Lunch is held either in classrooms or outside, weather permitting, to prevent large groups of students gathering in one space
- SWD self-contained students are supervised by their assigned Special Ed Paraprofessional
- All Assistant Principals, Counselors, and Building Monitors provide lunch duty. Alternatively, remote teachers (10-12th grade) can serve lunch duty; these teachers would not be able to hold Flex Time for their students.

Block	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8	Group 9	Group 10	Group 11
First Half Lunch	AP 1	AP 2	AP 3	Building Monitor 1	School Monitor 2	Building Monitor 3	Counselor 1	Counselor 2	Counselor 3	Counselor 4	Counselor 5
Second Half Lunch	AP 1	AP 2	AP 3	Building Monitor 1	Building Monitor 2	Building Monitor 3	Counselor 1	Counselor 2	Counselor 3	Counselor 4	Counselor 5



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

- *Counselor and Social Worker*- Provides 1:1 and small group counseling for students needing Tier 2 & 3 support. Facilitates Care Team meetings and coordinates referrals to community partners.
- *Gen Ed Teachers* - The six block schedule combined with smaller class sizes for 9th grade academy requires more core teachers. Other certified staff, such as coaches and interventionists, may have to take on teaching loads.
- *Teaching Assistants and Librarian* - Supervise remote 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	4.0
	<i>Counselor</i>	5.0
	Instructional Coach	4.0
	<i>Gen Ed Teachers</i>	64.0
	<i>Librarian</i>	1.0
	<i>Special Ed Push-in Teacher</i>	15.0
	<i>ELD Push-in Teacher</i>	5.0
	Special Ed Self-Contained Teacher	4.0
	School Psychologist	1.0
	<i>Social Worker</i>	1.0
	Speech Therapist	1.0
	Total Certified	105.0
Non-Cert	<i>Gen Ed Teaching Assistants</i>	7.0
	Special Ed Teaching Assistants	10.0
	Nurse	1.0
	Clerical Staff	7.0
	Custodian	9.0
	Building Monitor	3.0
		Total Non-Certified

Teachers use their planning time to meet in content and student teams and to plan individually

Teachers have 90 minutes of planning every other day - 5 planning blocks every two weeks. Every Content Team has a Teacher Leader who facilitates the meeting and helps vertically align curricula to meet student needs. Teacher Leaders have additional 65 min of planning time every day to compensate for additional facilitation responsibilities.

Content Teams in Grades 10-12 will only have two teachers.

Sample 9th Grade ELA Teacher 1

	Content Team	Student Team	Individual
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.	Identify students who may be struggling socially or emotionally and coordinate support.	Provide feedback on student work and lesson plan.
Participants	ELA Teachers 1-5 Instructional Coach or TA that provide tutoring	Math Teacher 1 ELA Teacher 1 Science Teacher 1 SS Teacher 1 Elective Teacher A 1 Elective Teacher B 1	ELA Teacher 1
Length & Frequency	90 minutes, 2x every two weeks	35 minutes, 3x every week	90 minutes, 3x every two weeks

↪ 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"> You expect remote learning to last short-term (e.g. weeks) You are trying to maintain the most consistency from the hybrid model 	<ul style="list-style-type: none"> Students rotate through different schedules from day to day
B: Maintain current schedule but regroup students	<ul style="list-style-type: none"> You expect remote learning to last long-term (e.g. months) 	<ul style="list-style-type: none"> Students and teachers must build new relationships
C: Create an alternate remote learning schedule	<ul style="list-style-type: none"> You expect remote learning to last long-term (e.g. months) <i>and</i> you are at a transition point in the school year where a change in schedule will not be disruptive 	<ul style="list-style-type: none"> May require changes to both student-teacher groupings and teacher assignment by subject



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.
- To accommodate time for both shared-student team meetings before school (35 minutes) and teacher duties during an elongated arrival and dismissal (40 minutes) reduced the student day from 7 hours to 6 hours 25 minutes.

Alternative Considerations:

- In order to preserve instructional minutes for students and ensure that teachers have sufficient planning time, this 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:

- In order to serve all 9th grade students in person, this school reorganizes teachers across grade levels to limit 9th grade group sizes to 13 students.
 - 30 teachers are assigned to in-person instruction for 9th grade, resulting in a student-teacher ratio of 11:1.
 - 36 teachers are assigned to remote instruction for grades 10-12, resulting in a student-teacher ratio of 27:1.

Alternative Considerations:

- While all students receive instruction from certified staff, rearranging roles due to a 6-block schedule may leave students with inequitable access to experienced core teachers (e.g. a STEM elective teachers may now teach Algebra I). Consider staffing high need students to teachers highly effective teachers.

↔ 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 10-12 continue remote instruction.

Alternative Considerations:

- Schools may be able to create remote working spaces in the building to accommodate students for whom remote learning at home is not possible. In this example, rather than utilize teaching assistants for high dosage tutoring, these staff members could supervise remote working spaces. Students would participate in their remote courses as normal but report to the school building.
- Alternatively, Marshall could coordinate with a community partners to provide additional space and supervision for remote learning.



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:

- Highly effective content experts at each grade level are selected into teacher leader roles, serving as instructional leaders.
- The 6-block schedule increases the need for core teachers, requiring Marshall High to determine how to assign teachers to subjects (e.g. STEM elective teachers may need to transition to be math teachers).

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, Assistant Principal).



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:

- The schedule is organized into 6 90-minute periods. It is a block schedule, with periods 1-3 and periods 4-6 occurring on alternating days. Each teacher teaches 5 of 6 periods and therefore has 1 90-minute planning period every other day. That planning time is used in the following ways over the course of two weeks:
 - Two planning blocks are used for content team planning
 - Three planning blocks are used for independent planning
- Teachers meet for 35 minutes before students arrive, three times a week for shared-student team planning.

Alternative Considerations:

- The 6 period block schedule creates a significant amount of planning time for teachers. It also limits the number of different student cohorts each teacher sees during the week to minimize opportunities for viral transmission.
- An 8 period block schedule in which teachers teach 7 periods would require fewer teachers to implement, but it would reduce teacher planning time from 90 minutes every other day to 70 minutes every other day.



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.
- In-person lunch times are staggered to reduce the number of lunches that need to be covered at any given time. Non-instructional staff supervise students in their classroom and lunch periods. SWD self-contained students are supervised by their assigned Special Ed Paraprofessional.

Alternative Considerations:

- Marshall High could reduce the number of counselors and administration covering lunch in two ways:
 - Have some remote teachers report on-site each day or on a rotational basis to support with lunch duties.
 - Further stagger lunch times to reduce the number of lunches occurring at any given time.

System Implications - Academics

Teachers will need:

- Curated remote learning materials aligned to core curriculum for each content area in grades 9-12
- Subject- and grade-specific guidance on pulling in prior grade curricular materials to fill in learning gaps
- The Instructional Coaches and Teaching Assistants who are providing tutoring will need curriculum maps / scope & sequence to ensure services are aligned in their delivery and support of core instruction

Instructional time implications:

- In this example, the student day is shortened to 6.4 hours (in-person) and 6.7 hours (remote) to give teachers time to accommodate staggered student arrival / dismissal with all teachers on duty in their classrooms

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:

- 45 minute duty-free lunch
- 90 minutes of bi-weekly individual planning time

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 30 teachers with in-person student groups who will each need a lunch break. Therefore, we've shown non-instructional staff reporting on-site so they can provide lunch coverage. While remote teachers can report in-person to also provide lunch duty, 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 that the 975 students who are on the remote learning schedule have their own device and internet access

Transportation

- Given that only 25% of students attend school in-person, this school may be able to reduce the number of bus routes. However, buses will need to run lower capacity to achieve safe physical distancing

Facilities

- This model assumes that classrooms can safely accommodate ~13 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

Archived Slides

Marshall High can serve all 9th graders in person daily, while still having capacity to serve a portion of 10-12th grade students in person as well

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

Gen Ed Instructional Staff	FTE
Certified Teachers	57.0
Non-certified Teaching Assistants	7.0
Total Gen Ed Instructional Staff	64.0

Percent of Gen ED & inclusion students that can attend in-person based on 64.0 instructional staff				
		Max in-person group size		
		10	13	15
Target remote student / teacher ratio	28	21.0% <i>0.8 grade levels</i>	32.8% <i>1.3 grade levels</i>	43.7% <i>1.7 grade levels</i>
	30	23.8% <i>1.0 grade levels</i>	36.5% <i>1.5 grade levels</i>	47.7% <i>1.9 grade levels</i>
	33	27.2% <i>1.1 grade levels</i>	40.6% <i>1.6 grade levels</i>	52.1% <i>2.1 grade levels</i>

A subset of students in Grades 10-12 can attend school in-person along with all 9th grade students

- All students have a 6 block A/B day schedule, 3 courses per day; teachers teach 5 of 6 blocks and therefore have 1 planning block every other day.
- 9th grade students take 4 core classes and two non-core classes.
- All 10-12th grade students enrolled in CTE attend school in-person. When these students are not in CTE, they are supervised in Study Hall.
- 7 TAs and the Librarian supervise Study Hall, where students enrolled in CTE log into their device from school, and participate in remote instruction with their peers.
- 4 Special Education Self-Contained staff and 10 Special Education Paraprofessionals serve self-contained students of all grades in-person.

In Person					
Inclusion Classrooms					
Grade	Total Students	Subject	FTE	Blocks/Teacher	Group Size
9	325	Math	5	5	13
		ELA	5	5	13
		Science	5	5	13
		SS	5	5	13
		Elective 1	5	5	13
		Elective 2	5	5	13
10-12	156	CTE	3	4	13
Self-Contained Classrooms					
9-12 SWD	40	N/A	14	N/A	N/A

A subset of students in Grades 10-12 can attend school in-person along with all 9th grade students

6 block A/B day schedule, 3 courses
 each 5 of 6 blocks and therefore have 1
 / other day.
 take 4 core classes and two non-core

students enrolled in CTE attend school
 these students are not in CTE, they are
 Hall.

ian supervise Study Hall, where
 CTE log into their device from school,
 remote instruction with their peers.

Self-Contained staff and 10 Special
 professionals serve self-contained students
 on.

In Person

Inclusion Classrooms					
Grade	Total Students	Subject	Max Group Size	FTE / Teaching Team	Student Groups / Team
9	325	Math	13	5	5
		ELA	13	5	5
		Science	13	5	5
		SS	13	5	5
		Elective 1	13	5	5
		Elective 2	13	5	5

Remote 10-12th grade students also rotate through a six block schedule with four core and two non-core courses

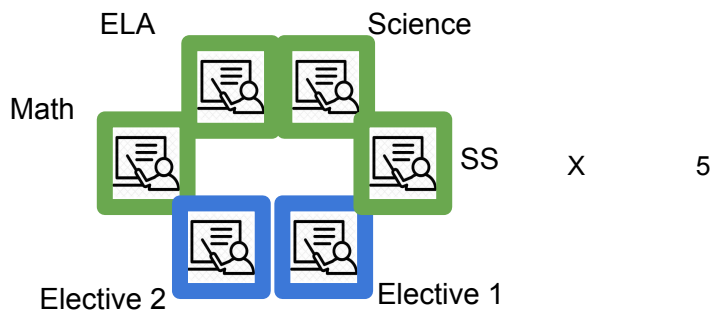
- All students have a 6 block A/B day schedule, 3 courses per day; teachers teach 5 of 6 blocks and therefore have 1 planning block every other day..
- 10-12th grade students take 4 core classes and select between two of four non-core classes (including CTE shown in previous slide).
- Schools may choose to semesterize their electives to increase student access to multiple electives or to provide credit recovery opportunities for students.
- Two core teachers per subject are assigned to each grade level (e.g. 2 Math teachers in 10th grade, 2 Science teachers in 10th grade, etc.)
- Class sizes of ~33 are reduced in practice through small group instruction during each class block, achieving student-teacher ratios of 11 to 15.

Remote					
Grade	Total Students	Subject	FTE	Blocks/Teacher	Students/Block
10-12	975	Math	6	5	33
		ELA	6	5	33
		Science	6	5	33
		SS	6	5	33
		Elective 1*	3	5	33
		Elective 2*	2	5	33
		Elective 3*	2	5	33

*Note: Decreased enrollment in electives shown are compensated by students enrolled in CTE courses in-person.

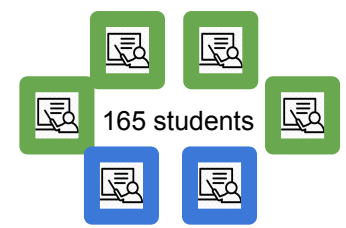
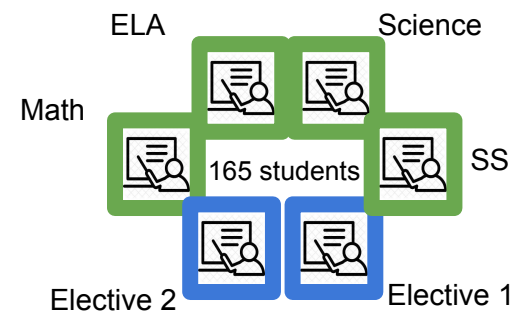
Students are grouped such that each section of students shares the same schedule and sections of students share the same six teachers

9th grade has 5 student teams. Each student team has six teachers, each of whom share the same 5 sections of students. Each section has 13 students for a total of 325 students.



65 students

10th, 11th, and 12th grade each has two student teams. Each student team has 6 teachers, each of whom share the same 5 sections of students. Each section has ~33 students for a total of 325 students per grade.



Marshall High School can serve 9th grade in person 100% of the time, based on enrollment, staffing, and safe in-person group sizes

Type	Subject	FTE		
		9th Grade	10-12th Grade	Total
Core	Math	5	6	11
	ELA	5	6	11
	Science	5	6	11
	Social Studies	5	6	11
Non-Core	Electives	10	7	17
	CTE	0	3	3
Instructional Support	Instructional Coach	2	2	4
	ELD Push-in	1	4	5
	Librarian	0	1	1
	Teaching Assistant	0	7	7
Special Education	Special Ed Push-in Teacher	4	11	15
	Sp. Ed Self-Contained Teacher	4		4
	Special Ed Paraprofessionals	10		10
Total				

Non-Core Subjects

- CTE FTE is denoted separate from other electives because all CTE students receive instruction in-person.
- Elective teacher allocations may vary by school. Marshall High has the following allocations for electives:
 - Students in 9th grade receive semesterized Fine Arts (3 FTE), PE (4 FTE), and Foreign Language (3 FTE) - meaning students changes electives halfway through the year..
 - Students in 10-12th grade select between Fine Arts (3 FTE), Foreign Language (2 FTE), Psychology (1 FTE), and Econ (1 FTE).

In Person

Grade	Total Students	Subject	FTE	Blocks/Teacher	Students/Block
9	310	Math	4	5	~16
		ELA	4	5	~16
		Science	4	5	~16
		SS	4	5	~16
		Elective 1	2	5	~16
		Elective 2	2	5	~16
		CTE	1	5	~16
10-12	80	TA Supervision	7		
10-12	110				

Remote

Grade	Total Students	Subject	FTE	Blocks/Teacher	Students/Block
10-12	885	Math	6	5	30
		ELA	6	5	30
		Science	6	5	30
		SS	6	5	30
		Elective 1	4	5	30
		Elective 2	4	5	30
		Elective 3	3	5	30
		Elective 4	3	5	30

Teacher Leaders

Grade	Total Students	Subject	FTE	Blocks/Teacher
9	16	Math	1	
10-12	90			
9	16	ELA	1	
10-12	90			
9	16	Science	1	
10-12	90			
9	16	SS	1	
10-12	90			
9	16	Elective 1	1	
10-12	90			
9	16	Elective 2	1	
10-12	90			

- Remote: 6 FTE broken up to 2 per grade.
- Electives: 20 FTE here, need to add 3 more to next slide (also align which electives are which)

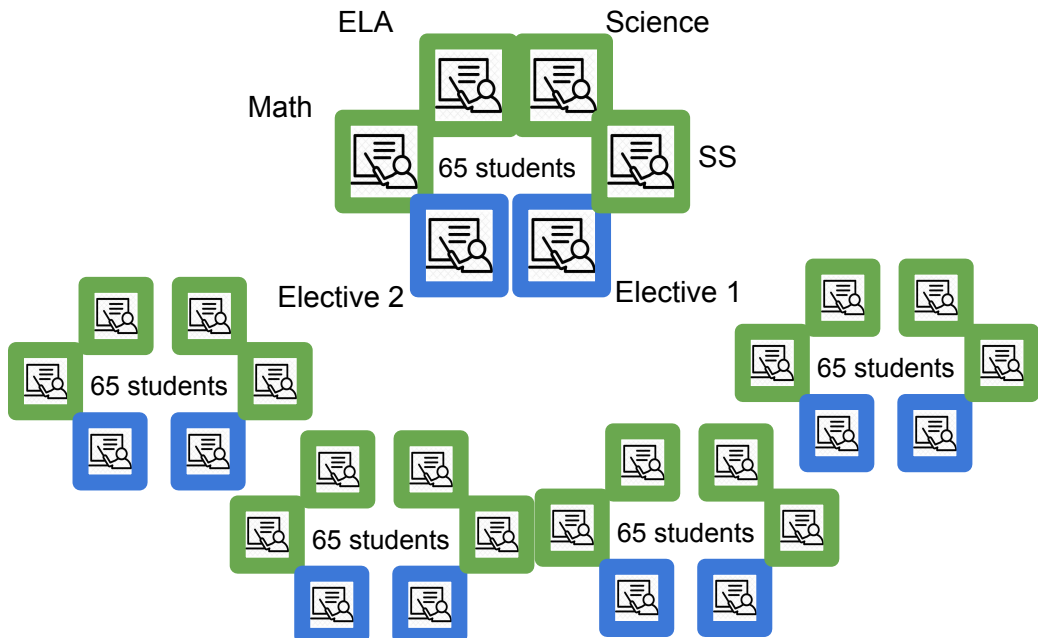
A subset of students in Grades 10-12 can attend school in-person along with all 9th grade students

- All students have a 6 block A/B day schedule, 3 courses per day; teachers teach 5 of 6 blocks.
- 9th grade students take 4 core classes and two non-core classes.
- Students for whom remote learning at home is not possible report to school on their remote days for supervised Study Hall. These students log into their device from school, and participate in remote instruction with their peers.
- 7 TAs and the Librarian supervise Study Hall.
- All 10-12th grade students enrolled in CTE attend school in-person. When these students are not in CTE, they are supervised in Study Hall.
- Self-contained students

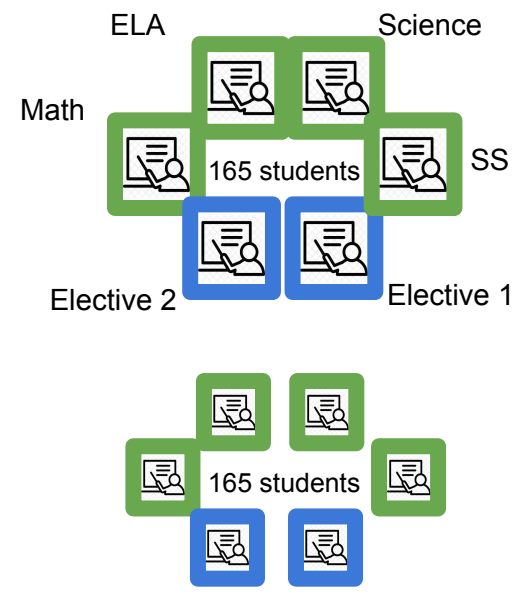
In Person					
Inclusion Classrooms					
Grade	Total Students	Subject	FTE	Blocks/Teacher	Students/Block
9	325	Math	5	5	13
		ELA	5	5	13
		Science	5	5	13
		SS	5	5	13
		Elective 1	5	5	13
		Elective 2	5	5	13
10-12	195	CTE	3	5	13
10-12	104	Study Hall	8	1	13
Self-Contained Classrooms					
9-10					
11-12					

Students are grouped such that each section of students shares the same schedule and sections of students share the same six teachers

9th grade has 5 student teams. Each student team has six teachers, each of whom share the same 5 sections of students. Each section has 13 students for a total of 325 students.



10th, 11th, and 12th grade each has two student teams. Each student team has 6 teachers, each of whom share the same 5 sections of students. Each section has ~33 students for a total of 325 students per grade.





9th graders rotate between 3 instructional blocks every day with additional academic and SEL support time

Three times a week, Faculty Meeting time is used as a school-wide meeting and staff socio-emotional check-in; the other two days this time is used for shared student team time.

Time (min)	Student Schedule: Group 9A		9th Grade Teacher Schedule: A Day					
	A day	B day	9th Grade Math	9th Grade ELA	9th Grade Science	9th Grade SS	9th Grade Elective A	9th Grade Elective B
35			Faculty Meeting					
20	Student Arrival & Breakfast		Student Arrival & Breakfast					
25	Advisory		Planning	9C	9B	9E	9D	9A
90	Elective B	Science	9E	9C	9B	Teacher Planning	9D	9A
45	Lunch	Lunch	Lunch	Lunch	9D	Lunch	Lunch	9B
45	Flex Time	Flex Time	Planning	9A		9C	9E	
45	ELA	Math	Teacher Planning	9A	9D	9C	9E	9B
45					Lunch			Lunch
90	Elective A	SS	9D	9B	Teacher Planning	9E	9A	9C
20	Dismissal		Dismissal					

All students begin the day with Advisory to practice and reflect on SEL competencies: stress-management, communication and listening skills, and collaboration.

By varying student lunch times, 11 staff supervise lunch periods to provide in-person teachers with a duty free lunch.

Students have daily Flex Time that can be used for independent student work time, tutoring, and/or student intervention.

To minimize student/teacher rotations, Flex Time is supervised by students' third block teacher.

The remote schedule is designed similarly to 9th grade to facilitate scheduling for elective teachers that instruct across all grades and to allow for easier transition to in-person learning

Time (min)	Student Schedule: Group 10A		10-12th Grade Teacher Schedule: A Day					
	A day	B day	Math	ELA	Science	SS	Elective A	Elective B
35			Faculty Meeting					
45	Advisory		10 A	10B	Teacher Planning	10C	10D	10E
20	Office Hours		Office Hours	Office Hours		Office Hours	Office Hours	Office Hours
90	Math	ELA	10A	10B	10C	Teacher Planning	10D	10E
90	Science	Elective A	10B	10C	10A	10E	Teacher Planning	10D
45	Lunch and Learn		Lunch	Office Hours	Lunch	Office Hours	Lunch	10C
45			Office Hours	Lunch	Office Hours	Lunch	Office Hours	Office Hours
90	SS	Elective B	10C	10D	Teacher Planning	10A	10E	10B

All certified staff lead a 10-12th grade advisory classes to reduce class sizes to 26 students. The advisor spends the last 20 min of advisory in 1:1 check-ins with students to build a deep connection and foundation of trust, having honest discussions about struggles and successes with students.

One teacher leader per subject area serves as content lead facilitator and has 65 min of additional planning time by not teaching Advisory or Office Hours.

Teachers use morning Office Hours to answer quick student questions and provide targeted student feedback. During afternoon Office Hours, teachers make appointments with students to provide targeted interventions or feedback on classwork.



9th graders rotate between 3 teachers daily, receiving six blocks of instruction every other day

Time (min)	Student Schedule: Group 9A		9th Grade Teacher Schedule: A Day					
	A day	B day	9th Grade Math	9th Grade ELA	9th Grade Science	9th Grade SS	9th Grade Elective 1	9th Grade Elective 2
35			Faculty Meeting					
20	Student Arrival & Breakfast		Student Arrival & Breakfast					
25	Advisory		9A	9C	9B	9E	9D	Planning
90	Math	Science	9A	9C	9B	Teacher Planning	9D	9E
45	Lunch	Lunch	9B	Lunch	9D	Lunch	Lunch	Lunch
45	Flex Time	Flex Time		9A		9C	9E	Planning
45	ELA	Elective 2	9B	9A	9D	9C	9E	Teacher Planning
45			Lunch		Lunch			
90	Elective 1	SS	9C	9B	Teacher Planning	9E	9A	9D
20	Dismissal		Dismissal					

Three times a week, Faculty Meeting time is used as a school-wide meeting and staff socio-emotional check-in; the other two days this time is used for shared student team time.

Students have the same advisory teacher each day.

By varying student lunch times, 11 staff supervise lunch periods to provide in-person teachers with a duty free lunch.

To minimize student/teacher rotations, Flex Time is supervised by students' third block teacher.

Teachers use Flex Time as a Response to Intervention strategy

9th graders rotate between 3 teachers daily, receiving six blocks of instruction every other day

Four groups of six teachers share students, allowing for coordination in advisories and Care Team responses.

Time (min)	Student Schedule: Group 9A		9th Grade Teacher Schedule: A Day					
	A day	B day	9th Grade Math	9th Grade ELA	9th Grade Science	9th Grade SS	9th Grade Elective 1	9th Grade Elective 2
35			Faculty Meeting					
20	Student Arrival & Breakfast		Student Arrival & Breakfast					
25	Advisory		9A	9C	9B	9X	9D	9E
90	Math	Science	9A	9C	9B	Teacher Planning	9D	9E
45	Lunch	Lunch	9B	Lunch	9D	Lunch	Lunch	Lunch
45	Flex Time	Flex Time		9A		9C	9E	9X
45	ELA	Elective 2	9B	9A	9D	9C	9E	Teacher Planning
45			Lunch		Lunch			
90	Elective 1	SS	9C	9B	Teacher Planning	9E	9A	9D
20	Dismissal		Dismissal					

Daily Faculty Meetings provide socio-emotional support to teachers and staff (alternate between shared student team time and faculty check ins)

To minimize student/teacher rotations, students will have two Advisory teachers: the first block teacher of A and B days.

11 FTE supervise lunch periods to provide teachers with duty free lunch.

To minimize student/teacher rotations, Flex Time is supervised by students' third block teacher.

Teachers instruct 5 of 6 periods of the block schedule, alternating between teaching 2 and 3 blocks every day, allowing for 90 minute planning periods every other day.

Teachers of the same content area share planning blocks, such that once a week teachers meet in their content teams to analyze student work, adapt curricula for student and teacher needs, and build content knowledge.

9th graders rotate between 3 teachers daily, receiving six blocks of instruction every other day

Two groups of six teachers share students for each remote grade level, allowing for coordination in Care Team responses.

Time (min)	Student Schedule: Group 10A		10-12th Grade Teacher Schedule: A Day					
	A day	B day	Math	ELA	Science	SS	Elective 1	Elective 2
35			Faculty Meeting					
25	Advisory		Office Hours					
20	Office Hours		Care Team					
90	Math	ELA	10A	10B	10C	Teacher Planning	10D	10E
90	Science	Elective 1	10B	10C	10A	10E	Teacher Planning	10D
45	Lunch and Office Hours		Lunch	OH	Lunch	OH	Lunch	10C
45			OH	Lunch	OH	Lunch	OH	OH
90	SS	Elective 2	10C	10D	Teacher Planning	10A	10E	10B
20			Dismissal					

Core Block Time		
Min	Teacher	Student
15	Whole group intro	Whole group intro
15	Small group	Independent Work
15	Small group	Small group
15	Small group	Independent work
15	Small group	Small group
15	Small group	Independent work

Things to call out

- Maintaining similar structure to 9th grade b) allows for ease in person when necessary c) allows for some transition easily between remote and in person (CTE)
- Total face to face time is ~3.5 hours
- Same planning situation as 9th grade
- Students can use Lunch/OH flexibly and rotate out of teachers who have staggered OH (to make appts with target students here)
- Some remote teachers assist with dismissal
- BOD OH to answer quick questions/make a students/provide targeted feedback

Teacher Leaders teach one less block and across all grade levels, facilitating grade-level content planning team time

One section of students at each grade level is taught by a teacher leader. Teacher leaders (TL) add 0.2 FTE to each grade level and use the remaining 0.2 FTE in their schedule to lead content team planning times. Teaching across all grade levels provides TLs with vision to align vertical planning across content team to ensure just-in-time instruction for students across all grade levels. .

TLs teach four of six periods of the block schedule. With one individual planning period, the remaining block is aligned with their respective content team, where they lead the session.

Sample Teacher Leader Schedule		10-12th Grade Teacher Schedule: A Day						
Time (min)	A day	B day	Math	ELA	Science	SS	Elective 1	Elective 2
35			Faculty Meeting					
20	Office Hours		Office Hours					
25	Care Team		Care Team					
90	9-12 Grade	9-12 Grade	Individual Prep	10	12	11	Individual Prep	9
90	9-12 Grade	Individual Prep	10	Individual Prep	11	12	9	Individual Prep
45	Lunch & Office Hours		Lunch & Office Hours					
90	Team Prep	9-12 Grade	11	12	Team Prep	9	10	Team Prep
20			Dismissal					

Teacher Teaming

Every Wednesday, teachers meet in content grade teams to analyze student work, adapt curricula for student and teacher needs, and build content knowledge. Two Teacher Leaders plus the Assistant Principal support their teams in identifying materials from the previous grade's content to fill in learning gaps, while ensuring student access to grade-level content. The Special Education and ELD push-in teachers rotate across each content grade team weekly.

Specials teachers use part of this time to plan and disseminate their curriculum to the other K-3 educators (i.e. TAs).

	K Team	1st Grade Team	2nd Grade Team	3rd Grade Team	4-5th Team
<i>Facilitator</i>	Ms. A (1st Grade Teacher)		Mr. T (3rd Grade Teacher)		Assistant Principal
<i>Full-Time Participants</i>	K Teachers	1st Grade Teachers	2nd Grade Teachers	3rd Grade Teachers	4th-5th Teachers
	Interventionist	Librarian	Instructional Coach		
	Special Education and ELD Teachers				
<i>Part-Time Participants</i>	PE Teacher	Art Teacher	PE Teacher	Music Teacher	
	2 TAs	2 TAs	2 TAs	2 TAs	

Alternatively, Marshall can create a daily “Study Hall” that a subset of students can attend on their remote learning day

- Of its 81 instructional FTE, 10 FTE (7 TAs and 3 Instructional Coaches) are not used as instructional positions and instead are used either as tutors or as Study Hall supervisors
- Study Hall supervision maintains 13:1 student-to-staff to ratios and tutoring has 6:1 student-to-teacher ratios for 45 minutes every day.
- Tutoring additional students will require partnering with a 3rd party contractor. ERS calculates that, on average, every additional student tutored costs \$5,400.*
- Tutors meet weekly with content area teams by grade-level to align on just-in-time support.

Percent of students that receive high quality tutoring vs. can attend study hall based on 10.0 FTE			
# Tutoring Staff	# Study Hall Staff	% of Students Tutored	% of Students in Study Hall
0	10	0%	10%
1	9	2%	9%
2	8	4%	8%
3	7	6%	7%
4	6	7%	6%
5	5	9%	5%
6	4	11%	4%
7	3	13%	3%
8	2	15%	2%
9	1	17%	1%
10	0	18%	0%

* Note: Assumes \$40/hr, tutoring for 45 min for 180 days out of the year

Alternatively, Marshall can create 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**
- **7 Teaching Assistants and 3 Instructional Coaches 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.

In-Person Study Hall	
Staffing	Group Size
Instructional Coach	13
Instructional Coach	13
Instructional Coach	13
TA	13
TA	13
TA	13
TA	13
TA	13
TA	13
TA	13
TA	13
Total	130