

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. Each model incorporates a hybrid approach – where students attend school both in-person and remotely on a predictable schedule – and/or a mix of approaches in-person, hybrid and remote approaches. School sizes, grade configurations and student profiles are based on ERS’ national comparative database.

How many students are all-in-person?	How many students are in a hybrid setting?	How many students are all-remote?
Students with disabilities served in a self-contained setting.	All grade K-3 students.	All grade 4-5 students.

Elementary Model 4 - K-3 A/B Multi-Modal, 4-5 Remote

Model Overview

- K-3 students attend school in person two to three days each week, some on Monday and Tuesday, some on Thursday and Friday, in order to limit the number of students in a classroom. A student will attend in-person every other Wednesday, such the A/B schedule alternates between AAA/BB and AA/BBB weeks.
- 4-5th grades are pooled and departmentalized. Class sizes of 25 students see four teachers every other day.

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 Staff	40.2 FTE
Non-Certified Staff	18.0 FTE
Avg Length of In-Person Student Day	6.5 hours*
Avg Length of Remote Student Day (Face-to-Face Teacher Time)	6.5 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 teacher² planning outside the school day, the student day is shortened to 6.5 hours*

Elementary Model 4 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 50 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 at each grade level receive targeted support during Flex Time with an Intervention Teacher. 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: Three highly effective teachers serve as Grade Level Leads. They are responsible for a substantial portion of the planning for their grade level team, and they facilitate the weekly Content Team meeting.

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. Grade Level Leads 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	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.

This school can serve up to ~70% of Gen Ed & Inclusion students in person 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
Max Student- Staff Ratio for Remote	25	41.7%	67.7%	93.8%
	28	45.6%	71.1% <i>4.3 grade levels</i>	94.6%
	30	47.5%	72.6%	95.0%

		Gen Ed Instructional Staff	FTE
Certified	Homeroom Teachers		24.0
	Intervention Teachers		1.0
	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 4 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		13
		4 Remote Facilitators (2 TAs, 1 PE Teacher, Interventionist)		
1	100	4 Homeroom Teachers		13
		4 Remote Facilitators (2 TAs, Librarian, Art Teacher)		
2	100	4 Homeroom Teachers		13
		4 Remote Facilitators (2 TA, 1 PE Teacher, Instructional Coach)		
3	100	4 Homeroom Teachers		13
		4 Remote Facilitators (2 TAs, Music Teacher, 1 4th Grade Teacher)		
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		33	1 Homeroom Teacher	33
		3 Homeroom Teachers				
5	100	3 Homeroom Teachers		33		

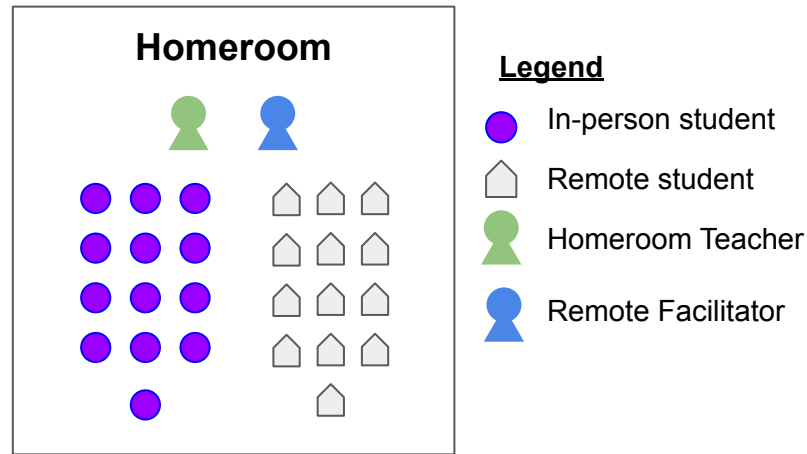
- **Grades K-3:** Each homeroom has a group of students in-person, and a group of students participating in the same instruction remotely. Each homeroom is staffed by a homeroom teacher and a remote facilitator (e.g. Teaching Assistant, Intervention Teacher, Specials Teacher). One 4th grade teacher moves to third grade.
- **Self-Contained Special Needs Classrooms:** All students are supported in-person 100% of the time.
- **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

Students in grades K-3 rotate between in-person and remote learning but participate in the same instruction in both modalities

Groups of ~13 students rotate on a A/B schedule between in-person and remote learning. The homeroom teacher leads instruction for all students, and a remote facilitator ensures that remote students are able to participate in the lesson and pulls small groups of remote students.

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.

Students receive targeted support from their instructors during small group time in core blocks and also during Flex Time.



Homeroom Teachers in grades K-3 lead instruction for both in-person and remote students, while remote facilitators ensure that remote students are able to participate

(A)

(B)

(C)

Mins	K - Student In-Person	K - Student Remote	Homeroom Teacher	Remote Facilitator
20	Student Arrival		Student Arrival	Care Team Check-ins
30	Community Circle	Community Circle	Community Circle	Community Circle
90	ELA	ELA	ELA	ELA
20	Recess	Break	Recess	Care Team Check-ins
60	Math	Math	Math	Math
40	Lunch	Lunch	Duty Free Lunch	Duty Free Lunch
40	Science	Science	Science	Science
40	Specials		Release Time	Specials
40	Flex Time			Flex Time
20	Dismissal		Dismissal	Care Team Check-ins
50			Shared-Student Team / Care Team Check-ins	

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

- (A) 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.
- (B) While the The Homeroom Teacher leads core instruction in ELA, math, and science for all students, the **Remote Facilitator** monitors remote students and helps them ask questions. The Remote Facilitator also works with remote students in small groups.
- (C) Remote students log off for the day after science, and in-person students participate in **Specials and Flex Time**. During, students may work independently or on online learning programs, while teachers support students in small groups.

Teachers are on duty for student arrival and dismissal and have planning time after school

Mins	K - Student In-Person	K - Student Remote	Homeroom Teacher	Remote Facilitator
A 20	Student Arrival		Student Arrival	Care Team Check-ins
30	Community Circle	Community Circle	Community Circle	Community Circle
90	ELA	ELA	ELA	ELA
20	Recess	Break	Recess	Care Team Check-ins
60	Math	Math	Math	Math
B 40	Lunch	Lunch	Duty Free Lunch	Duty Free Lunch
40	Science	Science	Science	Science
40	Specials		C Release Time	Specials
40	Flex Time			Flex Time
20	Dismissal		Dismissal	Care Team Check-ins
50			D Shared-Student Team / Care Team Check-ins	

*** 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. Administrators and non-teaching staff are posted at each entrance to ensure students quickly make their way to their classrooms. Homeroom Teachers are on duty in classrooms during arrival and dismissal, and Remote Facilitators use that time for 1:1 **Care Team** check-ins with students.
- B** Non-instructional staff and grade 4-5 remote teachers provide coverage for in-person teachers to take a **duty-free lunch**.
- C** In this example, the Homeroom Teacher is also the **Grade Level Lead** for Kindergarten and has 80 minutes of release time twice per week to plan core content lessons for the grade level team and prepare to facilitate the weekly Content Team Meeting. On those days, the Remote Facilitator leads Specials and Flex Time independently for in-person students.
- D** Homeroom Teachers and Remote Facilitators meet for Shared-Student Team planning at the end of the day to coordinate support for students who may be struggling socially or emotionally.

Students in grades 4 and 5 are fully remote

Mins	Student	4th Grade Math Teacher	4th Grade ELA Teacher	4th Grade Science Teacher	4/5th Grade Specials Teacher
30	Community Circle	Community Circle	Community Circle	Community Circle	Community Circle
40	Specials	Individual Plan	4C	4B	4A
40	Math	4A		Individual Plan	4B
40			Individual Plan	4B	4C
20	Break	Break			
40	ELA	4B	4A	4C	5A
40					5B
30	Lunch	Duty-Free Lunch	Duty-Free Lunch	Lunch Duty	Lunch Duty
30		Lunch Duty	Lunch Duty	Duty-Free Lunch	Duty-Free Lunch
40	Science	4C	4B	4A	Plan
40					5C
50		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. They 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 50 minute shared-student team meeting at the end of the day.

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
50		

Grade 4-5 Teacher Schedule		
Mins	4x / week	1x / week
390	Instructional Day	
45	Shared Student Team	Content Team Planning
45		

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 can have a 90-minute Content Team Meeting. As a result, the teacher work day is 8 hours on Content Team days.

Daily student schedules are not impacted by this change.

There are 16 in-person student groups that need lunch coverage

Grade Levels	Group 1	Group 2	Group 3	Group 4
K	Assistant Principal	Principal	Building Monitor	Grade 4-5 Teacher
1st	Assistant Principal	Counselor	Building Monitor	Grade 4-5 Teacher
2nd	Special Ed Push-in Teacher	Special Ed Push-in Teacher	Building Monitor	Grade 4-5 Teacher
3rd	3-5 ELD Teacher	K-2 ELD Teacher	Building Monitor	Grade 4-5 Teacher
<i>** Blue highlighting indicates teachers on the remote team **</i>				

- 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 alternate lunch duty.
- 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.

Staff 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.
- *Homeroom Teachers* - Two teachers take on lead planning responsibility for their grade level team. They also facilitate the weekly Content Team meeting for their grade level.
- *Intervention Teachers, Librarian, Specials Teachers, Teaching Assistants* - Each of these staff move into Remote Facilitator roles and are paired with a Homeroom Teacher, though their exact responsibilities are differentiated. For example, Teaching Assistants will require more scripted materials to lead small groups, while Intervention Teachers can do more co-planning with homeroom teachers
- *Specials Teachers (K-3)* - plan and disseminate enrichment activities for other Remote Facilitators on the Grade Level Team to implement.

	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

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

Shared-Student Team Meetings

- *Length/Frequency*: 50 minutes, 2 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	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
<p>A: Student-teacher groups and rotations in Grades K-3 remain constant but now operate in a remote environment.</p> <p>No change to Grades 4-5</p>	<p>Remote instruction is expected to last a few weeks (i.e. short term)</p>	<ul style="list-style-type: none"> • Maintains uneven staffing ratios between grades K-3 and 4-5, despite all students being remote
<p>B: Grades K-3 homeroom teachers transition to self-contained remote classrooms. All other instructional staff provide push-in small group support across all grade levels.</p>	<p>Remote instruction is expected to last for months (i.e. long term)</p>	<ul style="list-style-type: none"> • Requires scheduling changes • Creates equal staffing ratios between grades K-3 and Grades 4-5

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 instruction for both in-person and remote students, as they are best prepared to teach the core curriculum.
- Other educators serve as remote facilitators to ensures that remote students are able to participate in the lesson. They also pull small groups of remote students.
- Teachers who typically support students across multiple classrooms/grade levels (e.g. specials teachers and intervention teachers) serve as remote facilitators to ensures that remote students are able to participate in the lesson.

Alternative Considerations:

- Simultaneously teaching in-person and remote students will require a high degree of instructional skill on the part of teachers. It will also require an investment in technology, such as microphones and webcams in the classroom, to ensure that remote students are able to engage fully in the lesson.
- Alternatively, a school could design a separate remote schedule and assign instructional staff who support students in that environment.



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:

- This model assumes students are able to engage in remote learning from home and have a device and high-speed internet connection.

Alternative Considerations:

- If space and staff are available on-site, schools can create study hall spaces for students who face the highest barriers to remote learning. Students would log into their device from the school building and participate in instruction with their peers.
- 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, this school had a 7 hour student day and 7.5 hour teacher day.
- Student arrival and dismissal is staggered over a 20 minute period, requiring teachers to be on duty in their classrooms for 40 minutes each 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, a school 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:

- 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 6.5 hours to give teachers time to plan outside of the school day. Because specials teachers support daily instruction (in K-3) or provide daily remote instruction (in grades 4-5), 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)
- 100 total minutes of weekly individual planning time - 50 minutes two times per week

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.