

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.

School	All-in-person	All-remote	Hybrid
Secondary Model 2	All students with disabilities. Other highest-need students.	All other students	None.

Middle School model- Prioritized seats for students with disabilities

Model Overview

- Students with Disabilities served in-person, general education students served in-person or remotely based on remaining in-person seats (given school capacity with physical distancing)
- Students served on a block schedule, teachers departmentalized by grade level
- In-person class sizes halved to ensure adequate physical distancing
- Remote class sizes are larger than normal in-person levels, but reduced through small group instruction and use of synchronous and asynchronous strategies

School Profile	
Grade Span	6-8
Enrollment	800 students
Students from Low-income Families	60%
Students with Special Needs	12%
Students Learning English	11%
Certified Instructional Staff (GenEd / SPED)	44.0 / 10.0 FTE
Non-Certified Instructional Staff (GenEd / SPED)	5.0 / 6.0 FTE
Length of In-Person Student Day	6.33 hours
Length of Remote Student Day (Face-to-Face Teacher Time, excludes lunch break)	6.33 hours (~5.6 hours)
Length of Teacher Day	7.5 hours

This school example is 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, and/or participate in Learning Acceleration Time.

Learning Acceleration: Students with the most unfinished learning spend Flex Time with an interventionist or core 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. To balance both the need to meet changing student needs and the desire to minimize changes in student groupings, students may cycle in and out of this intervention on a quarterly basis.

Content Team Meetings: 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 in their content teams to analyze student work, adapt curricula for student and teacher needs, and build content knowledge.

	Position	FTE
Certified	Principal / AP	3.0
	Counselor	2.0
	Gen Ed Teachers	41.0
	Interventionist Teachers	2.0
	Librarian	1.0
	Special Ed Push-in Teacher	8.0
	Special Ed Self-Contained Teacher	2.0
	School Psychologist	1.0
	Social Worker	1.0
	Speech Therapist	1.0
	Occupational / Physical Therapist	0.5
	Total Certified	62.5
Non-Certified	Gen Ed Teaching Assistants	5.0
	Special Ed Teaching Assistants	6.0
	Nurse / Nurse Aide	2.0
	Clerical Staff	4.0
	Custodian	5.0
	Building Monitor	2.0
	Total Non-Certified	24.0

- 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 ~40% of students in person daily by using certified general education staff for instruction

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

- Total enrollment
- Instructional staffing level
- Percent teaching time for instructional staff
- 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

Certified Gen Ed Instructional Staff	FTE
Homeroom Teachers	29.0
Intervention Teachers	2.0
Specials Teachers	12.0
Librarian	1.0
Total	44.0

- This school has decided to save non-certified instructional staff (5.0 Teaching Assistants) to use flexibly in serving students
- In order to leave adequate space for related services and teacher work space, **this school has decided to cap in-person seats at 40% of students**

Percent of students that can attend in-person based on 44.0 certified general education instructional staff, who each teach 5 of 6 periods				
		Max in-person group size		
		10	13	15
Target remote student / teacher ratio	35	26%	38%	48%
	40	29%	42%	53%
	45	32%	45%	56%

This school serves 20 Special Education students across 2 self-contained classrooms

Self-Contained Group	Students	Staffing
A	10	1 SPED Self-Contained Teacher 1 SPED Teaching Assistant
B	10	1 SPED Self-Contained Teacher 1 SPED Teaching Assistant

Remaining in-person students are grouped by grade-level such that each group of students shares the same schedule and student teams share the same teachers

- Students are grouped into cohorts of 12-13 that remain together through each period
- The school day is organized into a block schedule with 6 90-minute periods. Teachers teach 5 of 6 periods over the course of two days and therefore have 1 planning and collaboration period every other day
- Teachers are teamed into pods each serving 4 cohorts each. Each pod comprises 6 teachers - 4 core, 2 electives - for a total of 36 total teachers out of the 44 total available certified general education instructional staff

		In-Person FTE						
		Total Students	ELA	Math	Science	Social Studies	Electives	Total FTE
Grade 6	Pod A <i>Cohorts 1-4</i>	50	1.0	1.0	1.0	1.0	2.0	6.0
	Pod B <i>Cohorts 5-8</i>	50	1.0	1.0	1.0	1.0	2.0	6.0
Grade 7	Pod A <i>Cohorts 1-4</i>	50	1.0	1.0	1.0	1.0	2.0	6.0
	Pod B <i>Cohorts 5-8</i>	50	1.0	1.0	1.0	1.0	2.0	6.0
Grade 8	Pod A <i>Cohorts 1-4</i>	50	1.0	1.0	1.0	1.0	2.0	6.0
	Pod B <i>Cohorts 5-8</i>	50	1.0	1.0	1.0	1.0	2.0	6.0
Total		300	6.0	6.0	6.0	6.0	12.0	36.0

And resource/inclusion students are placed strategically within these cohorts and pods based on disability types

- Students with like disability types are grouped within the same pod so that the teachers can develop expertise in the necessary accommodations
- To the extent possible, students of the same disability type are placed in the same group so that push-in support - particularly related services - can happen within groups
- This is done while maintaining ratios between special education and general education students necessary for a true inclusion model
- The 8.0 SPED Push-in Teachers and 4.0 SPED Teaching Assistants (remaining after 2.0 assigned to self-contained groups) are distributed evenly across pods to provide push-in support for 2 cohorts each

		Total Students	Resource / Inclusion SPED Students	Gen Ed Students
Grade 6	Pod A <i>Cohorts 1-4</i>	50	15	35
	Pod B <i>Cohorts 5-8</i>	50	16	34
Grade 7	Pod A <i>Cohorts 1-4</i>	50	17	33
	Pod B <i>Cohorts 5-8</i>	50	13	37
Grade 8	Pod A <i>Cohorts 1-4</i>	50	15	35
	Pod B <i>Cohorts 5-8</i>	50	16	34
Total		300	92	208

This school uses related service providers for both related-service push-in / pull-out and for content-focused special education push-in support

Related Service Provider	Size of Caseload	Service Delivery Model	Remaining Time Used Flexibly to provide other special education push-in support ¹
1.0 Speech Language Pathologist	21 students	<ul style="list-style-type: none"> Students split across 5 cohorts SLP pushes into each cohort twice a week Students are broken into groups of 2-3 each receiving 30 minutes of support 	~15 hours per week
0.5 Occupational / Physical Therapist	15 students	<ul style="list-style-type: none"> Pulls students out of their classrooms once a week for 30 minutes each To the extent possible, pulls students out of Elective courses rather than core instruction 	~5 hours per week

1. Assumes related service providers spend 70% of their time directly supporting students; remaining 30% of time spent performing evaluations and consulting other teachers regarding appropriate the accommodations to meet students' needs

Since in-person teachers only cover four in-person cohorts each, teachers have 1 available period to cover a remote cohort

Grade 6 Teachers	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
Math 1	Planning	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Remote
Math 2		Cohort 5	Cohort 6	Cohort 7	Cohort 8	Remote
ELA 1	Remote	Planning	Cohort 1	Cohort 2	Cohort 3	Cohort 4
ELA 2			Cohort 5	Cohort 6	Cohort 7	Cohort 8
Science 1	Cohort 4	Remote	Planning	Cohort 1	Cohort 2	Cohort 3
Science 2	Cohort 8			Cohort 5	Cohort 6	Cohort 7
Social Studies 1	Cohort 3	Cohort 4	Remote	Planning	Cohort 1	Cohort 2
Social Studies 2	Cohort 7	Cohort 8			Cohort 5	Cohort 6
Electives A 1	Cohort 2	Cohort 3	Cohort 4	Remote	Planning	Cohort 1
Electives A 2	Cohort 6	Cohort 7	Cohort 8			Cohort 5
Electives B 1	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Remote	Planning
Electives B 2	Cohort 5	Cohort 6	Cohort 7	Cohort 8		

A Each in-person teacher covers 1 remote period within their grade-level and content area, resulting in 12 total remote periods covered for each grade-level, 6 for each content area.

Remote students are also grouped by grade-level, but teachers are shared across grade-levels

- Remote students are are grouped into 4 cohorts of 40 for each grade-level
- In-person teachers cover 50% of remote student periods, leaving 36 periods for remote teacher to cover
- **Since each teacher teaches 5 periods, 7.2 remote FTE are required**

						Remote FTE
	Total Students	Groups (Group Size)	Required Periods	Periods covered by in-person FTE	Periods Remaining	Total
Grade 6	160	4 (40)	24	12	12	7.2 Total Remote FTE
Grade 7	160	4 (40)	24	12	12	
Grade 8	160	4 (40)	24	12	12	
	480	12 (40)	72	36	36	

7 certified general education instructional staff and a fractional non-instructional FTE cover remote students

Fully Remote Teacher	Math	ELA	Science	Social Studies	Elective 1	Elective 2
Remote Blocks Required	6	6	6	6	6	6
A Remote Math 1	3				2	
Remote Math 2	3				2	
Remote Science 1			3			2
Remote Science 2			3			2
Remote ELA		5				
Remote Social Studies				5		
B Librarian		1		1	2	1
C Electives* (0.2 FTE)						1

- A** Once Math & Science blocks have been covered, Math & Science teachers lead Electives that contain elements from their core content (e.g., Math teacher teaching Robotics)
- B** In addition to Electives, the Librarian leads an ELA and Social Studies lesson for select groups of students. Their planning period aligns with the ELA teacher’s planning period so that they can collaborate.
- C** One elective period remains to be covered by a 0.2 FTE. This school chooses to use one of their Assistant Principals to teach one elective course so that the remaining Intervention Teacher can fully commit to providing push-in support.

The student day is organized on a block rotation where students attend periods 1-3 on one day and periods 4-6 on the other

In-person Student Schedule 6th Grade Cohort 4	
Mins	Periods 1-3 A Periods 4-6
20	Arrival & Breakfast
20	B Advisory
90	Science Elective 2
90	Social Studies Math
45	C Flex Time
45	Lunch
90	Elective 1 ELA
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 create a safe space where students feel a sense of belonging. 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. For more on the purpose and use of flex time, see page 4.

Students rotate between 3-4 adults daily receiving six blocks of instruction every two days

Mins	Student 6th Grade Cohort 4	6th Grade Teacher: Periods 1-3					
	Periods 1-3	Math	ELA	Science	Social Studies	Elective 1	Elective 2
30		Ⓐ Shared-Student Team Meeting / Faculty Check-in					
20	Arrival & Breakfast	Student Arrival & Breakfast					
20	Advisory	Remote	Remote	Cohort 4	Cohort 3	Cohort 2	Cohort 1
90	Science	Ⓑ Planning	Remote	Cohort 4	Cohort 3	Cohort 2	Cohort 1
90	Social Studies	Cohort 1	Planning	Remote	Cohort 4	Cohort 3	Cohort 2
45	Flex	Cohort 1 Flex	Cohort 2 Flex	Cohort 3 Flex	Cohort 4 Flex	Duty Free Lunch	Duty Free Lunch
45	Lunch	Duty Free Lunch	Duty Free Lunch	Duty Free Lunch	Duty Free Lunch	Ⓒ Cohort 4 Lunch	Cohort 1 Lunch
90	Elective 1	Cohort 2	Cohort 1	Planning	Remote	Cohort 4	Cohort 3
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. See page 19 for more detail on how this time is used.

Ⓒ Teachers within pods stagger their **duty-free lunch** so that they can cover lunch duty for 2 of 4 cohorts.

The remote student schedule is identical to the in-person schedule in hopes of maintaining a similar student experience

	Student: Remote Cohort 1	Remote Teacher: Periods 1-3
Mins	Periods 1-3	Science
30		Shared-Student Team Meeting
20		A Care Team
20	Advisory	Remote Cohort 1
90	Science	Remote Cohort 1
90	Social Studies	Remote Cohort 2
45	Flex	B Remote Cohort 2 Flex
45	Lunch	Duty Free Lunch
90	Elective 1	C Planning
20		Care Team

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

A Because remote students and teachers have no arrival and dismissal, all remote instructional staff have an additional 40 minutes daily to serve as members of the **Care Team**. See page 3 for more details on the Care Team.

This time could also be used to assist with in-person student arrival and dismissal if needed.

B Gen Ed TAs push-in during remote and in-person Flex Time on a rotating basis so that the certified teachers can work with small groups as appropriate (Interventionist teacher used in-person). For more detail on this **Learning Acceleration Time**, see page 4.

C Like in-person teachers, remote teachers have 90 minute planning periods every other day.

Remote core teachers share planning blocks with in-person core teachers such that once a week teachers across both modalities meet for **Content focused Collaborative Planning Time**.

In-person lunch is covered partially by classroom teachers and partially by non-instructional staff

- Grade-levels stagger lunch, with each cohort within a grade-level having lunch at the same time
- Teachers within student teams stagger their lunches so that they can cover 2 lunch periods per student team. The remaining student team lunch periods are covered by non-instructional staff
- Other adults providing lunch coverage:
 - 2 Assistant Principals
 - 2 Counselors
- SWD self-contained students are supervised by their assigned Special Ed Paraprofessional

6th Grade Lunch Coverage

Teacher	P1/Advisory	Lunch	Flex
Math 1	Planning	Duty Free	Cohort 1
Math 2		Duty Free	Cohort 5
ELA 1	Remote	Duty Free	Cohort 3
ELA 2	Remote	Duty Free	Cohort 7
Science 1	Cohort 4	Cohort 4	Duty Free
Science 2	Cohort 8	Cohort 8	Duty Free
Social Studies 1	Cohort 3	Duty Free	Cohort 4
Social Studies 2	Cohort 7	Duty Free	Cohort 8
Electives A 1	Cohort 2	Cohort 2	Duty Free
Electives A 2	Cohort 6	Cohort 6	Duty Free
Electives B 1	Cohort 1	Duty Free	Cohort 2
Electives B 2	Cohort 5	Duty Free	Cohort 6

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

- *APs* - Both serve as members of Care Team and provide lunch coverage. One instructs one remote Elective period every other day
- *Counselors* - Facilitate Care Team meetings and coordinates referrals to community partners. Provide lunch coverage
- *Librarian* - leads remote instruction across several content areas, including ELA, Social Studies, and Electives
- *Interventionist* - one leads core instruction, either in-person or remotely depending on placement. Other meets with small groups of students during Flex Time for Learning Acceleration
- *Remote Gen Ed Teachers* - Serve as members of the Care Team
- *Teaching Assistants* - Push-in to provide coverage during Flex Time for core teachers to meet with small groups of students

	Position	FTE
Certified	Principal / AP	3.0
	Counselor	2.0
	Gen Ed Teachers	41.0
	Interventionist Teachers	2.0
	Librarian	1.0
	Special Ed Push-in Teacher	8.0
	Special Ed Self-Contained Teacher	2.0
	School Psychologist	1.0
	Social Worker	1.0
	Speech Therapist	1.0
	Occupational / Physical Therapist	0.5
	Total Certified	62.5
Non-Certified	Gen Ed Teaching Assistants	5.0
	Special Ed Teaching Assistants	6.0
	Nurse / Nurse Aide	2.0
	Clerical Staff	4.0
	Custodian	5.0
	Building Monitor	2.0
		Total Non-Certified

Teachers use their planning time to meet with their content team and to plan individually; separate time is allocated to meet with their shared student team,

Teachers have 90 minutes of planning every other day - 5 planning blocks every two weeks, used either for individual planning time or Content focused Collaborative Planning Time. Every Content Team has a stipended Teacher Leader who facilitates the meeting and helps vertically align curricula to meet student needs.

Three times per week, teachers in each pod meet for shared-student team time.

Sample 6th Grade ELA Teacher 1

	Individual	Content Team	Shared Student Team
Purpose	Provide feedback on student work and lesson plan.	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.
Participants	ELA Teacher 1	In-person ELA Teachers 1-6 Remote ELA Teacher	Math Teacher 1 ELA Teacher 1 Science Teacher 1 SS Teacher 1 Elective Teacher A 1 Elective Teacher B 1
Length & Frequency	90 minutes, 3x every two weeks	90 minutes, 2x every two weeks	30 minutes, 3x every week

↩️ 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 student-teacher groupings	<ul style="list-style-type: none"> Expectation is that fully remote learning will last just a few weeks 	<ul style="list-style-type: none"> Current in-person cohort sizes are significantly smaller than the current remote cohort sizes
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 now have to build new relationships
C: Create an alternate fully 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"> Most disruptive option for students and teachers

 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.
- For the in-person school, student arrival and dismissal is staggered over a 20 minute periods, requiring teachers to be on duty in their classrooms for 40 minutes each day.
- Time is also reserved for shared student meetings and faculty meetings before school.
- As a result, this school has reduced the student day from 7 hours to 6 hours and 20 minutes, to accommodate the additional time for arrival/dismissal for the in-person school and provide teachers with time to meet before the school day.

Alternative Considerations:

- In order to preserve instructional minutes for students and ensure that teachers have sufficient time to meet for shared student teams and faculty meetings, This school could invest in either:
 - An extended teacher workday.
 - Additional TAs to assist with small group support.

Who should lead instruction in-person vs. remotely?

Why it matters:

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

What it looks like in this model:

- Staff are divided between the in-person and remote schools in order to create class sizes of 13 students for in-person and 40 students for remote
- Only certified staff leading instruction

Alternative Considerations:

- Student need can and should be considered in staff distribution across in-person and remote modalities (however, teaching quality or effectiveness measured in a traditional in-person environment may not translate to remote teaching)
- If regulations change, non-certified staff may be able to lead instruction to reduce group sizes



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:

- The distinct division between the remote and in-person requires this school to determine which teachers will be assigned to each depending on both personal situations (e.g., inability to teach in-person) and expertise
- Content teams are still organized across modalities - content team teacher leaders are compensated with a stipend

Alternative Considerations:

- Other staff can provide release time for teacher leaders to have additional planning time during the school day
- If teachers are not qualified to serve as leaders, or the adult culture is not strong enough to allow for peer leadership, content team leadership responsibilities may need to be limited to non-instructional staff (Principal, AP, Instructional Coach, etc.)



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

Why it matters:

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

What it looks like in this model:

- To reduce complexity for teachers, we departmentalized instruction
- While this will increase teachers' student load, it will enable shared lesson planning and increased content specialization for teachers.
- The block schedules limits the number of rotations in each day

Alternative Considerations:

- Not departmentalizing will increase time for students to form strong relationships with teachers and reduce the risk when in-person students are rotating through numerous adults

↩️ 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:

- All teachers teach 5 of 6 periods over the course of two days and therefore have 1 90-minute planning and collaboration period every other day
- This time is used either for individual planning time or Content focused Collaborative Planning Time
- Teachers have shared student time outside of the student day

Alternative Considerations:

- A school with tighter staffing may not have enough staff to allow for teachers to have planning periods during the student day. If this is the case, other options include:
 - Create planning time outside of the student day
 - Increase class sizes for remote learning to reduce the strain on staffing

 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:

- For in-person school, 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
- Teachers within student teams stagger their lunches so that they can cover lunch for 2 cohorts within their pod
- Other staff (Assistant Principals and Counselors) supervise lunch for the remaining cohorts

Alternative Considerations:

- To prevent lunch from needing to be staggered, this school could utilize more staff to cover lunch (e.g., Clerical Staff, School Monitor, etc.), but then this would take away time from their other duties.

System Implications - Academics

Teachers will need:

- Curated remote learning materials aligned to core curriculum for each content area in grades 6-8
- Subject- and grade-specific guidance on pulling in prior grade curricular materials to fill in learning gaps
- The Librarian and Interventionist who are now leading instruction will need curriculum maps / scope & sequence to ensure all instructors are aligned in their delivery and support of core instruction

Instructional time implications:

- In this example, the student day is shortened from 7 hours to 6 hours 20 minutes to create time for frequent shared-student team meetings and 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.

- 45 minute duty-free lunch each day
- 135 average minutes of self-directed planning time per week (Two 90 minute periods during A weeks of the block schedule, one 90 min period during B weeks)
- 90 minutes of weekly collaborative planning time in content teams
- 150 minutes of shared-student team meeting (30 minutes daily)

System Implications - Operations

Technology

- This model requires that the 480 students who are on the remote learning schedule have their own device and internet access

Transportation

- Given that only 40% 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