

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
Elementary Model 2	Students who opt in	Students who opt in	None

District-wide Remote School

Model Overview

- Families choose for children to spend 100% of time in-person or 100% remote, committing to one model for a set period of time
- The district pools students who opt in to remote learning into one Remote school for each grade level (i.e., all Elementary students who opt into remote learning attend one Remote ES)
- District pools resources proportionally from the traditional (in-person) schools to staff the Remote school

ES School Profile	
Grade Span	K - 5th
Avg. Enrollment	350 students
Students from Low-income Families	60%
Students with Disabilities	12% (inclusion model)
Students Learning English	18%
Avg. Certified Instructional Staff	20.0 FTE
Avg. Non-Certified Instructional Staff	4.0 FTE
Length of In-person Student Day*	6.5 hours
Length of Remote Student Day	6.5 hours
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, the student² day is shortened to 6.5 hours

Schools organize around the following strategies to support students and teachers

Social-Emotional Support Strategies

Daily Community Circle: Beginning each day with a 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 5-10 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.

Grade-level Student SEL Check-ins: Four times a week, teachers and support staff at each grade band meet to identify students who may be struggling socially or emotionally and discuss strategies to support. 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

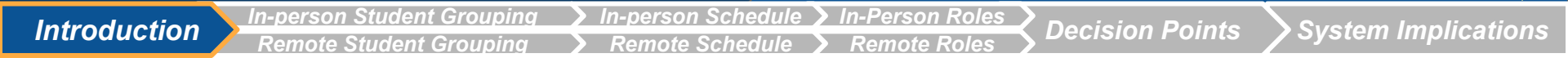
Academic Support Strategies

Learning Acceleration: Students spend 30-45 minutes daily in small group setting to support 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.

Content Team Meetings: Once a week, 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. The Instructional Coach and Assistant Principal support grade-level teams in identifying materials from the previous grade’s content to fill in learning gaps, while ensuring student access to grade-level content.

		Position at each pooled elementary school	FTE
Certified		Principal / AP	2.0
		Counselor	1.0
		Homeroom Teachers	17.0
		Specials Teachers (Art, Music, PE)	3.0
		Instructional Coach	1.0
		Special Ed Push-in Teacher	4.0
		Total Certified	28.0
Non-Cert		Gen Ed Teaching Assistants	2.0
		Special Ed Teaching Assistants	3.0
		Nurse / Nurse Aide	2.0
		Clerical Staff	2.0
		Custodian	2.0
		Building Monitor	1.0
		Total Non-Certified	12.0

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



Staff take on the following leadership roles in this model

Role	In-Person School	Remote School	Responsibilities
Content Lead (Grade-level)	Instructional Coach	Teacher Leaders <i>50 min release time 2x/week</i>	<ul style="list-style-type: none"> ● Create master lesson plans for all teachers in the grade level /course using curriculum and Priority Instructional Content from previous grade to inform plans for scaffolding learning. ● Facilitate weekly Content Team Meetings
Grade-level Remote Learning Lead		Specials Teachers	<ul style="list-style-type: none"> ● Work closely with Content Lead to adapt curricular materials for remote instruction. ● Support teachers in creating and maintaining student learning plans on learning management system.
School-level Remote Learning Lead		Principal	<ul style="list-style-type: none"> ● Lead and monitor remote learning across the school (e.g., choosing remote learning tools)
Care Team Leader	Counselor	Principal	<ul style="list-style-type: none"> ● Facilitate Care Team meetings and coordinate referrals to community-based organizations ● Lead professional learning on trauma-informed practices
Care Team - Grade-level Representative	Teacher Representatives	Teacher Representatives	<ul style="list-style-type: none"> ● Provide 1:1 support for students who need help coping with grief, stress, and anxiety; regularly communicate with families. ● Collaborate with the Care Team Leader to connect families to community resources as needed.
Family and Community Liaison	Principal	Assistant Principal	<ul style="list-style-type: none"> ● Engage families in decision-making (e.g., feedback surveys) and proactively communicate and respond to questions ● Coordinate with community partners to provide enrichment opportunities and/or space for remote learning
Technology Operations Lead			<ul style="list-style-type: none"> ● Manage inventory and distribution ● Provide training and support on access and use ● Oversee ongoing technical support and maintenance

The viability of the remote school depends on a number of factors and decisions, including number of families who choose to opt in to the fully remote model

The number of students who must opt into the remote school for it to be a feasible model 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	17.0
Specials Teachers	3.0
Instructional Coach	1.0
<i>Total</i>	21.0

Minimum Percentage of Students Opting into Fully Remote Model (based on 21.0 available instructional staff)				
		Max in-person group size		
		10	13	15
Target remote student / teacher ratio	25	67%	46%	25%
	28	62%	41%	32%
	30	60%	39%	20%

E.g., given 21.0 instructional staff, to achieve in-person group sizes of 13 and remote student/teacher ratio of 30 at least 39% of students must opt into the fully remote school

Note: assumes FTE can be split across in-person and remote modalities

For the sake of this illustration, we have assumed that 60% of students’ families opt in to a fully remote model and that the district decides to pool students and resources across four schools

Size of Remote School / Remaining Students In-person at each Traditional School

		Size of Remote school (pending # of schools pooling students and resources)				Remaining students In-person at each school
		1	2	3	4	
% of students’ families opting in to fully remote model	30%	105	210	315	420	245
	40%	140	280	420	560	210
	50%	175	350	525	700	175
	60%	210	420	630	840	140

Each school contributes instructional, school leadership, and clerical staff to support the remote school

	Position	FTE per school	Transitioning to Remote School	Remaining In-person	Total Remote FTE (pooled across 4 schools)
Certified	Principal / AP	2.0	0.5	1.5	2.0
	Counselor	1.0	0.5	0.5	2.0
	Homeroom Teachers	17.0	5.0	12.0	20.0
	Specials Teachers (Art, Music, PE)	3.0	1.0	2.0	4.0
	Instructional Coach	1.0	0.5	0.5	2.0
	Special Ed Push-in Teacher	4.0	1.0	3.0	4.0
	Total Certified	28.0	7.5	20.5	34.0
Non-Cert	Gen Ed Teaching Assistants	2.0	-	2.0	-
	Special Ed Teaching Assistants	3.0	1.0	2.0	4.0
	Nurse / Nurse Aide	2.0	-	2.0	-
	Clerical Staff	2.0	0.5	1.5	2.0
	Custodian	2.0	-	2.0	-
	Building Monitor	1.0	-	1.0	-
	Total Non-Certified	12.0	1.5	10.5	8.0

To keep the student to instructional adult ratio below 35:1, the remote school requires at least 24 total gen ed instructional FTE (20 homeroom teachers & 4 Specials Teachers). With four schools pooling resources this implies 5 homeroom teachers and 1 specials teacher from each school

Remaining in-person instructional staff are assigned to a dedicated groups of students

- In order to keep group sizes to 13 or fewer, the in-person school requires 2 homeroom teachers per grade level, for a total of 12
- Specials Teachers & TAs pair up to cover specials for 3 grade-levels each

		Core		Specials
Total Students		Staffing	Group Size	Staffing
K	26	2 Homeroom Teachers	13	1 Specials Teacher 1 Teaching Assistant
1	26	2 Homeroom Teachers	13	
2	24	2 Homeroom Teachers	12	
3	24	2 Homeroom Teachers	12	1 Specials Teacher 1 Teaching Assistant
4	20	2 Homeroom Teachers	10	
5	20	2 Homeroom Teachers	10	

Students in-person receive both core and Specials instruction daily, with longer blocks for ELA

Mins	1st Grade Student	1st Grade Teacher
30	(A) Arrival / Breakfast	Arrival / Breakfast
30	(B) Community Circle	Community Circle
90	ELA	ELA
45	Specials	(C) Grade-level Planning
45	ELA / Math Small Group or Independent Time	ELA / Math Small Group
30	Lunch (in the classroom)	(D) Duty-free lunch
75	Math	Math
45	Science / Social Studies	Science / Social Studies
30	Recess (outside)	Recess duty
30	Closing / Dismissal	Closing / Dismissal

- (A) Students report directly to their classrooms in the morning, rather than gathering in the cafeteria or lining up on the yard. Each grade band has a designated entrance to minimize group interaction. Administrators and other non-instructional staff are posted at each entrance to ensure students quickly make their way to their classrooms.
- (B) All students begin the day with a **Community Circle** to practice and reflect on SEL competencies.
- (C) Other instructional staff deliver Specials content to give teachers 45 minutes of daily **Grade-level Student SEL Check-in Time**. Homeroom teachers use this time to talk about student wellbeing and strategies for social and emotional support, identifying students to refer to the Care Team as needed. See page 3 for more details.
- (D) To ensure homeroom teachers get a lunch break other instructional and non-instructional staff (Specials Teachers, Teaching Assistants, School Monitor, etc.) cover in-class lunch periods.

Specials Teachers, Teaching Assistants, & the Instructional Coach are used to provide coverage for collaborative planning and push-in support

Team A - Art Teacher & TA - Grades K-2					
Mins	Monday	Tuesday	Wednesday	Thursday	Friday
30 mins	Student Arrival				
30 mins	Community	Community	Community	Community	Community
45 mins	Ⓐ K Specials	Planning time	Planning time	Planning time	Planning time
45 mins		K Specials	K Specials	K Specials	K Specials
45 mins	1st Specials	1st Specials	1st Specials	1st Specials	1st Specials
45 mins	Planning time	Ⓑ 1st Push-in		1st Push-in	1st Push-in
30 mins	Lunch Duty	Lunch Duty	Lunch Duty	Lunch Duty	Lunch Duty
30 mins	Lunch Duty	Lunch Duty	Lunch Duty	Lunch Duty	Lunch Duty
30 mins	Duty Free lunch	Duty Free lunch	Duty Free lunch	Duty Free lunch	Duty Free lunch
45 mins	2nd Specials	2nd Specials	2nd Specials	2nd Specials	2nd Specials
45 mins	Planning time	2nd Push-in	2nd Push-in	2nd Push-in	
30 mins	Dismissal				

Ⓐ Specials Teachers & Teaching Assistants deliver Specials content to give teachers daily Planning time. Specials Teachers & TAs pair up to cover grade levels.

Once a week Specials are double blocked to create 90 minutes of **Content Planning Time** for homeroom teachers. In these extended sessions, teachers analyze student work, adapt curricula for student and teacher needs, and build content knowledge, led by an instructional expert (Instructional Coach or AP). For more details, see page 13.

Ⓑ The same Specials Teachers & TA combinations provide push-in support for each grade-level three times a week. The Instructional Coach covers push-in support for grades K & 3, in addition to **Care Team** and Content Team responsibilities

Specials Teachers, Teaching Assistants, & the Instructional Coach also provide lunch coverage, in addition to the School Monitor

Grade Levels	Group 1	Group 2
K	Teaching Assistant A	Art Teacher
1st	Teaching Assistant A	Art Teacher
2nd	School Monitor	Instructional Coach
3rd	School Monitor	Instructional Coach
4th	Music Teacher	Teaching Assistant B
5th	Music Teacher	Teaching Assistant B

- Lunch is held either in classrooms or outside, weather permitting, to prevent large groups of students gathering in one space
- Lunch periods are staggered so that other instructional and non-instructional staff can release homeroom teachers:
 - Art Teacher
 - Music Teacher
 - 2 Teaching Assistants
 - School Monitor
 - Instructional Coach
- To minimize contact risks, each adult covers lunch duty for just two groups

In-person staff roles adapt in the following ways

	Position	In-person FTE
Certified	Principal / AP	1.5
	Counselor	1.0
	Homeroom Teachers	12.0
	Specials Teachers (Art, Music, PE)	2.0
	Instructional Coach	1.0
	Special Ed Push-in Teacher	3.0
	Total Certified	20.5
Non-Cert	Gen Ed Teaching Assistants	2.0
	Special Ed Teaching Assistants	2.0
	Nurse / Nurse Aide	2.0
	Clerical Staff	1.5
	Custodian	2.0
	Building Monitor	1.0
	Total Non-Certified	10.5

- *Principal* - serves as a member of the Care Team
- *AP* - serves as a member of the Care Team and supports 3-5 teachers as the instructional expert during their weekly 90-minute planning block
- *Counselor* - Provides 1:1 and small group counseling for students needing Tier 2 & 3 support, *both in-person and remotely*. Facilitates Care Team meetings and coordinates referrals to community partners.
- *Specials Teachers & Teaching Assistants* - Lead specials time, provides lunch coverage, and provides push-in support for Math/ELA Small Group blocks.
- *Instructional Coach* - provides lunch coverage and serves as a member of the Care Team. Also supports K-2 teachers as the instructional expert during their weekly 90-minute planning block
- *School Monitor* - provides lunch coverage

In-person 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 either the Instructional Coach or Assistant Principal.

Grade-level Student SEL Check-ins

- *Length/Frequency:* 45 minutes, 4 times per week
- *Purpose:* Identify students who may be struggling socially or emotionally and coordinate support. Although teachers don’t share students, they discuss SEL strategies together and share best practices.
- *Roles:* Teachers rotate facilitation responsibilities weekly. The Counselor pushes into these meetings on a rotating schedule as leader of the Care Team.

Grade	When	Content Team Facilitator	Participants	
K	Monday	Instructional Coach	Grade K Teachers	1 Specials Teacher 1 Teaching Assistant
1	Wednesday	Instructional Coach	1st Grade Teachers	
2	Friday	Instructional Coach	2nd Grade Teachers	
3	Monday	AP	3rd Grade Teachers	1 Specials Teacher 1 Teaching Assistant
4	Wednesday	AP	4th Grade Teachers	
5	Friday	AP	5th Grade Teachers	

The remote school is organized using staff from each traditional in-person elementary school

- The four traditional in-person schools each contribute gen ed instructional staff, special ed instructional staff, school leadership, and clerical staff
- Like in the in-person school, gen ed instructional staff are aligned by grade-level, in the remote school
- The role of Specials teachers shift such that they serve as additional homeroom teachers

Total Students		Staffing	Group Size
K	156	4.0 Homeroom Teachers 1.0 Specials Teacher	31
1	156	4.0 Homeroom Teachers 1.0 Specials Teacher	31
2	144	3.0 Homeroom Teachers 1.0 Specials Teacher	36
3	144	3.0 Homeroom Teachers 1.0 Specials Teacher	36
4	120	3.0 Homeroom Teachers	40
5	120	3.0 Homeroom Teachers	40

Position/	Pooled from Each School	Total Remote FTE
Homeroom Teachers	5.0	20.0
Specials Teachers	1.0	4.0
Special Ed Push-in Teacher	1.0	4.0
Special Ed Teaching Assistants	1.0	4.0
Principal / AP	0.5	2.0
Clerical Staff	0.5	2.0

Remote students receive whole group and small group instruction throughout the day

Mins	Remote Student
30 (A)	Community Circle
90 (B)	ELA Block
30	Science / Social Studies
30 (C)	Office Hours
30	Lunch
90	Math Block
30	Office Hours
30 (D)	Enrichment Activity / Independent work

- (A)** Students have the same schedule Monday - Friday. Each day includes a Community Circle, 90 minute ELA and math blocks, a 30 minute science or social studies block.
- (B)** Each 90 minute instructional block can include a mix of whole group and small group instruction, and independent practice. However, all students log in at the beginning of the period.
 - ELA blocks include time for independent reading and responding to text and phonics practice.
 - Math blocks include time for fluency practice and independent problem solving.
- (C)** Teachers hold Office Hours after each morning and afternoon core block so that students have the opportunity to ask questions or get individual support on the content they just learned. These blocks are optional for students, and can alternatively be used as independent work time or a break.
- (D)** Each afternoon, students can complete an optional enrichment activity provided by their teacher or continue other asynchronous learning. Teachers use this time to reach out to students for 1:1 check-ins.

Remote teachers stay with the same group of students throughout the entire day, and use time after the student day for planning

Mins	Remote Student	Teacher
30	Community Circle	Community Circle
90	ELA Block	ELA Block
30	Science / Social Studies	Science / Social Studies
30	Office Hours	Office Hours
30	Lunch	Lunch
90	Math Block Recess	Math Block
30	Office Hours	Office Hours
30	Enrichment Activity / Independent work	1:1 student check-ins
50		Grade-level Planning 2x/week Content Lead release time / Care Team 2x/week
40		Individual Planning

A

Students are paired with adults in Community Circles from their home school. It may be necessary to regroup students for this time in order to keep home school connection.

B

Teachers hold Office Hours after morning and afternoon core block 3x per week so that students have the opportunity to ask questions or get individual support on the content they just learned.

C

Each afternoon, students can complete an optional enrichment activity provided by their teacher or continue other asynchronous learning. Teachers use this time to reach out to students for 1:1 Care Team check-ins.

D

Teachers have planning and collaboration time each afternoon.

- 2 days per week, teachers meet in grade level teams to discuss students social-emotional health and well being, discuss support strategies, and make referrals to the Care Team as needed.
- 2 days per week, Content Leads have release time to prepare for the Content Team meeting and Care Team representatives meet to coordinate support.
- 1 day per week, teachers have a 90 minute Content Team meeting.

School leaders and clerical staff supporting the remote school are aligned by grade-level

Total Students		Staffing
K-2	456	1 Principal 1 Clerical
3-5	384	1 Principal 1 Clerical

- Each in-person school contributes 0.5 FTE Principal and 0.5 FTE clerical staff to support the remote school
- The Principal serves as an integral member of the Care Team covering students from their building as well as leading Care Team meetings
- Other roles of the Principal include:
 - Supporting the weekly 90-minute teacher collaboration as the instructional experts
 - Performing teacher evaluations (if applicable, see System Implications page)
- The Clerical Staff supports administrative responsibilities, including attendance

Remote staff roles adapt in the following ways

	Position	Remote School FTE
Certified	Principal / AP	2.0
	Counselor	-
	Homeroom Teachers	20.0
	Specials Teachers (Art, Music, PE)	4.0
	Instructional Coach	-
	Special Ed Push-in Teacher	4.0
	Total Certified	30.0
Non-Cert	Gen Ed Teaching Assistants	-
	Special Ed Teaching Assistants	4.0
	Nurse / Nurse Aide	-
	Clerical Staff	2.0
	Custodian	-
	Building Monitor	-
	Total Non-Certified	6.0

- *Principals* - serve as members of the Care Team. Two principals support teachers as the instructional expert during their weekly 90-minute planning block and the other two lead the Care Team
- *Counselor* - Counselors from the in-person schools continue to provide 1:1 and small group counseling for students from their home school needing Tier 2 & 3 support as needed
- *Specials Teachers* - serve as homeroom teachers, leading instruction across all content areas for a group of students

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 the Principal or Teacher Leader.

Grade-level Student SEL Check-ins

- *Length/Frequency:* 50 minutes, 2 times per week
- *Purpose:* Identify students who may be struggling socially or emotionally and coordinate support. Although teachers don’t share students, they discuss SEL strategies together and share best practices.
- *Roles:* Teachers rotate facilitation responsibilities weekly. Principals push into these meetings on a rotating schedule as leaders of the Care Team.

Grade	Content Team Facilitator	Participants
K	Principal A	Grade K Teachers
1	Content Lead	1st Grade Teachers
2	Content Lead	2nd Grade Teachers
3	Principal B	3rd Grade Teachers
4	Content Lead	4th Grade Teachers
5	Content Lead	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: Maintain in-person schedule and shift what would have been in-person instruction online; keep remote school the same</p>	<ul style="list-style-type: none"> You are trying to maintain the most consistency from the current model 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
<p>B: Shift previously in-person students and teachers to a fully remote learning schedule; keep remote school the same</p>	<ul style="list-style-type: none"> You expect remote learning to last long-term (e.g. months) 	<ul style="list-style-type: none"> Requires a shift in roles and responsibilities
<p>C: Return remote school students to their home remote school and regroup students</p>	<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 - not recommended

 How long is the **student and teacher day**?*Why it matters:*

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

What it looks like in this model:

- Previously, Elementary Model 2 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 30 minute period, requiring teachers to be on duty in their classrooms for 1 hour each day.
- For the remote school, teachers are unable to have planning during the student day.
- As a result, this school has reduced the student day from 7 hours to 6.5 hours, to accommodate the additional time for arrival/dismissal for the in-person school and provide teachers with planning time after students are dismissed for the remote school.

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.
 - 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 35 students for remote
- Only certified staff leading instruction
- The majority of teachers moving to the remote school are homeroom teachers, with only 1 of 6 being a specials teacher

Alternative Considerations:

- With this model having an opt-in component, and students either being 100% in-person or 100% remote, 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 school and in-person school requires Elementary Model 2 to determine which teachers will be assigned to each depending on both personal situations (e.g., inability to teach in-person) and expertise.
- For the remote school, the Principal and Teacher Leaders support the weekly 90-minute teacher collaboration as the instructional experts.

Alternative Considerations:

- 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:

- Neither the in-person or school are departmentalized; students receive Math, ELA, and Science / Social Studies instruction from their homeroom teacher
- In-person, specials teachers provide specials instruction.
- In the remote school, specials teachers serve as homeroom teachers, so all homeroom teachers provide Math, ELA, Science / Social Studies, and Specials.

Alternative Considerations:

- While departmentalizing will increase teachers' student load, it will enable shared lesson planning and increased content specialization for teachers (though reduces time for students to form strong relationships with teachers and becomes a 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:

- In-person teachers have 45 minutes, 4 days / week of planning time *during the school day* while students are in Specials taught by Specials teachers and TAs, then an extended 90-minute planning block one day each week when Specials are double blocked.
- Remote teachers have 50 minutes, 4 days / week of planning time *at the end of the day*, after students have been dismissed. This results in a 7 hour, 20 minute day for teachers, with the 10 minutes missing from each day added to the teacher day once per week (Wednesdays) so that teachers can have 90 minutes of Planning Time.

Alternative Considerations:

- In order to provide coverage for teacher planning for remote teachers during the school day, other options include:
 - Reduce teacher time for office hours and small group support, with more time for student independent work supported by TAs and other staff
 - Increase class sizes for remote learning

 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.
- Other staff (Specials Teachers, Instructional Coach, TAs, School Monitor) supervise students in their classroom and lunch periods are staggered to release homeroom teachers for a duty-free lunch. To minimize contact risks, each adult covers lunch duty for just two groups.

Alternative Considerations:

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

System Implications - Academics

Teachers will need:

- Subject- and grade-specific guidance on pulling in prior grade curricular materials to fill in learning gaps
- Curated content for remote learning aligned to core curriculum

Instructional time implications:

- In this example, although both in-person and remote students have a 6.5 hour student day, remote students are only face-to-face with adults for 5 hours of this student day, using the other 1.5 hours of the day for independent work time. Students will need engaging independent work materials to ensure learning is still taking place

System Implications - Talent

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

- 30 minute duty-free lunch
- 270 total minutes of weekly individual planning time - 45 minutes four times per week, and 90 minutes one day per week

Teacher Evaluations and Professional Development

- Teachers being pulled from their home school to support the remote school will have implications on teacher evaluations and professional development opportunities. Some systems have chosen to suspend spring teacher evaluations for all teachers. If you decide to continue teacher evaluations, ensure remote school teachers are accounted for. In this model, with each school providing a 0.5 FTE Principal, we have created the space for Principals to conduct teacher evaluations for remote teachers from their home school.

System Implications - Operations

Technology

- This model requires students opting into the remote school to have their own device for remote learning and internet access at home.

Transportation

- With 60% of students opting into a remote school, the number of transportation routes needed will be significantly reduced. However, any efficiencies obtained from decreased in-person attendance may be offset by the need to run buses at lower capacity to achieve safe physical distancing.

Facilities

- This model assumes that classrooms can safely accommodate ~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 moved to the 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.