

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
Hybrid A/B day	Students with disabilities served in a self-contained setting.	Students who opt out of attending in-person for health reasons	All students (homeroom model)

Middle School Model: *Hybrid A/B Day with homeroom model*

Model Overview

- Students attend school in person two days each week, some on Monday and Tuesday, some on Thursday and Friday, in order to limit the number of students in a classroom to 13 or fewer. Some students select to be remote 100% of the time
- On their remote days, students participate in the same live instruction that is occurring in person, led by the homeroom teacher but supported by a remote facilitator. Therefore, homeroom teachers lead instruction simultaneously engaging in-person and remote students.
- On Wednesdays, all students are remote

School Profile

Grade Span	6 - 8th
Enrollment	800 students
Students from Low-income Families	60%
Students with Special Needs	12%
Students Learning English	11%
Certified Staff	44.0 FTE
Non-Certified Staff	5.0 FTE
Length of Student Day	6.5 hours
Length of Teacher day	7.5 hours

This high school model 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: Teachers and support staff in each student team meet for 40 minutes each week to identify students who may be struggling socially or emotionally. During this time, staff:

- Communicate vital information to the other adults working with a student
- Keep track of warning signs for specific students
- Make referrals to the Care Team as needed
- Engage in professional learning on trauma-informed practices.

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.

Content Team Meetings: Subject and grade-level teams share 90 minutes of weekly planning time. Department 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	3.0
	Counselor	1.0
	Instructional Coach	2.0
	Gen Ed Teachers	40.0
	Intervention 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

- 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	Staff	Responsibilities
Content Lead (Department-level)	1 teacher leader at each grade level / content area (e.g. 6th grade ELA)	<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
Technology Operations Lead	Librarian	<ul style="list-style-type: none"> ● Manage inventory and distribution ● Provide training and support on access and use ● Oversee ongoing technical support and maintenance
Remote Facilitator	Teaching Assistants, Novice Teachers	<ul style="list-style-type: none"> ● Provide instructional support for a small group of remote students to participate in homeroom-based instruction with in-person peers. ● Ensure that remote students can engage fully in the lesson led by an in-person teacher. ● Provide small-group instruction.
Family and Community Liaison	Counselor	<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
Care Team Leader	Social Worker	<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	1 teacher per grade	<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.

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

All instructional staff are assigned to a dedicated groups of students

Students are organized into cohorts of 43 students. Each cohort includes three groups of students:

- Group A - 13 students: attends school in-person on Monday & Tuesday and participates remotely on Thursday & Friday
- Group B - 13 students: attends school in-person on Thursday & Friday and participates remotely on Monday & Tuesday
- Group C - 17 students: participate remotely Monday-Friday

This school has 40.0 General Education Teachers, 2.0 Academic Intervention Teachers, 1.0 Librarian, and 5.0 Teaching Assistants for a total of 48.0 Gen Ed Instructional FTE. All teachers work in pairs as a Lead Teacher and Remote Facilitator. Teaching Assistants are always staffed as Remote Facilitators. On other teams, teachers may divide up lead teaching and remote facilitating roles.

			In-person Lead Teachers					Remote Facilitators	Total	
	Total Students	Cohorts (Cohort Size)	ELA	Math	Science	Social Studies	Electives	Total FTE	FTE	FTE
Grade 6	260	6 (43)	2.0	2.0	1.0	1.0	2.0	8.0	8.0	16.0
Grade 7	260	6 (43)	2.0	2.0	1.0	1.0	2.0	8.0	8.0	16.0
Grade 8	255	6 (42)	2.0	2.0	1.0	1.0	2.0	8.0	8.0	16.0
Total	775	18 (43)	6.0	6.0	3.0	3.0	6.0	24.0	24.0	48.0

The schedule is organized into four periods

Teachers	Period 1	Period 2	Period 3	Period 4
Math Pair 1 Ⓐ	Cohort 1	Cohort 2	Cohort 3	Planning
Math Pair 2	Cohort 4	Cohort 5	Cohort 6	
ELA Pair 1	Cohort 3	Ⓑ Planning	Cohort 1	Cohort 2
ELA Pair 2	Cohort 6		Cohort 4	Cohort 5
Science Pair Ⓒ	Planning	Cohort 1	Cohort 2	Cohort 3
Social Studies Pair		Cohort 4	Cohort 5	Cohort 6
Art Pair 1	Cohort 2	Cohort 3	Planning	Cohort 1
PE Pair 2	Cohort 5	Cohort 6		Cohort 4

- Ⓐ Because each cohort contains both in-person and remote students, teachers pair for instruction. One serves as the Lead Teacher, instructing in-person, while the other serves as the Remote Facilitator.
- Ⓑ Teachers teach three of four periods each day. Teachers of the same content area share planning blocks and devote one period per week to a Content Team meeting. Other planning blocks are used for independent planning
- Ⓒ Every 6 weeks, students rotate between science / social studies and art / PE. In this example, students in cohorts 1-3 take science and art, while students in cohorts 4-6 take social studies and PE. Those cohorts will swap for the next 6 week unit.

On Monday, Tuesday, Thursday, and Friday the student schedule is organized into 4 75 minute periods

Mins	Monday / Tuesday <i>in-person</i>	Thursday / Friday <i>remote</i>
20	Arrival / Breakfast A	Arrival / Breakfast
20	Advisory B	Advisory
75	Math	Math
75	Science C	Science
30	Lunch	Lunch
30	Flex D	Flex
75	ELA	ELA
75	Art	Art
20	Closing / Dismissal	

A Students within cohorts alternate in-person days - 13 students are in-person on Mondays and Tuesdays and another 13 are in-person Thursdays and Fridays. This ensures that each in-person student experiences one full rotation through the block schedule in-person and one full rotation remote. 18 students in each cohort must be fully remote.

All students are remote on Wednesdays. See page 11 for Wednesday schedule and details.

B All students begin the day with **Advisory** to create a safe space where students feel a sense of belonging. Advisory is not multi-modal, students are either with their period 1 in-person teacher or period 1 remote facilitator. See page 3 for more on the purpose and use of this time.

C Students attend 70 minute core instructional blocks each day. They take ELA and Math year round, and rotate between science / social studies and art / PE every 6 weeks (unit by unit).

D Students have daily **Flex Time** that that can be used flexibly by teachers to meet student needs. For more on the purpose and use of flex time, see page 4.

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

The teacher schedule includes time for faculty check-ins and collaborative planning time

Mins	Student Schedule	Math Pair 1	Math Pair 2	ELA Pair 1	ELA Pair 2	Science Pair	Social Studies Pair	Art Pair	PE Pair
20		(A) Shared-Student Team Meeting							
20	Arrival	(B) Student Arrival / Care Team Check-ins							
30	Advisory	Cohort 1	Cohort 4	Cohort 3	Cohort 6			Cohort 2	Cohort 5
75	Math	Cohort 1	Cohort 4	Cohort 3	Cohort 6	Planning	Planning	Cohort 2	Cohort 5
75	Science	Cohort 2	Cohort 5	(C) Planning	Planning	Cohort 1	Cohort 4	Cohort 3	Cohort 6
30	Lunch	Duty Free	Duty Free	Duty Free	Duty Free	Duty Free	Duty Free	Cohort 3	Cohort 6
30	Flex	Cohort 3	Cohort 6	Cohort 1	Cohort 4	Cohort 2	Cohort 5	(D) Duty Free	Duty Free
75	ELA	Cohort 3	Cohort 6	Cohort 1	Cohort 4	Cohort 2	Cohort 5	Planning	Planning
75	Art	Planning	Planning	Cohort 2	Cohort 5	Cohort 3	Cohort 6	Cohort 1	Cohort 4
20	Dismissal	Closing / Dismissal							
** Orange highlighting shows when student is with teacher **									

(A) Every morning, teachers in each pod meet for **shared-student team time** (see page 3) to identify students who may be struggling and coordinate support.

(B) Teachers have 70-minute planning periods every day.

Once a week this time is used for a **Content Team Meeting**. Other planning blocks are used for independent planning

(C) Teachers within grade-levels stagger their **duty-free lunch** so that they can cover lunch duty for 2 of 6 cohorts.

Within each teaching pair, one teacher serves as the *Lead Teacher*, while the other teacher supports as the *Remote Facilitator*

	Student	Math Teaching Pair 1 - Monday Schedule	
Mins	Monday	Teacher A	Teacher B
20		Shared-Student Team Meeting	
20	Arrival / Breakfast	Arrival / Breakfast	Care Team
30	Advisory	Cohort 1 - In-person (A)	Cohort 2 - Remote
75	Math	Cohort 1 - Lead Teacher	Cohort 1 - Remote Facilitator
75	Science	Cohort 2 - Lead Teacher	Cohort 2 - Remote Facilitator
30	Lunch	Lunch	
30	Flex	Cohort 3 - In-person students	Cohort 3 - Remote Students
75	ELA	Cohort 3 - Remote Facilitator	Cohort 3 - Lead Teacher
75	Elective 1	Planning	
20	Closing / Dismissal	Closing / Dismissal	(B) Care Team

(A) Each section of students is team-taught by a Lead Teacher and a Remote Facilitator who supports remote students to engage fully in the lesson. In this example, Teacher B serves as remote facilitator during the first two periods, and as Lead Teacher during period 3. This could be a particularly helpful structure in supporting novice teachers. Alternatively, one teacher in the pair may take on all lead teaching responsibilities while the other teacher always serves as Remote Facilitator. This setup may be more appropriate in cases where a non-certified staff member is the Remote Facilitators.

(B) One teacher in each teaching pair does not have arrival or dismissal duty, and instead use this time for 1:1 student check-ins as members of the **Care Team**. See page 3 for more details on the Care Team.

All students are remote on Wednesdays and are given the opportunity for either small group instruction or Office Hours in all subjects

Mins	Student	Math Teacher
20	Advisory	Advisory
60	A Math Rotations	Math Rotations
60	B Science / Social Studies Office Hours	Math Rotations
30	Lunch	Lunch
60	ELA Rotations	Math Rotations
60	Elective Office Hours	Math Rotations
90	C	Content Team Meeting

A On Wednesdays, Math & ELA teachers instruct small group rotations. Both instructors (“Lead Teacher” and “Remote Facilitator”) work with small groups of students on a rotating basis. While teachers are working with small groups, students not in those small groups are doing independent work.

B Science, Social Studies, and Elective teachers hold Office Hours. Students are given the opportunity to do independent work while subject teachers are available for live questions.

Students are given independent work in both subjects, but are able to use their discretion for how they want to use the Office Hours time (to do either Science or Social Studies work, or Elective 1 or Elective 2 work depending on the period). The remaining independent work is homework.

C Because Wednesdays are fully-remote, teachers do not have arrival or dismissal duty. The Wednesday schedule also omits Flex Time. As a result, teachers have a full 90 minutes after the student day for Content Team planning.

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

- Electives teachers provide lunch coverage for four of six student cohorts. They then take a duty-free lunch while core content teachers lead Flex Time.
- The remaining two cohorts' lunch periods are covered by non-instructional staff, such as Assistant Principals and Counselors
- Students with disabilities in self-contained classrooms are supervised by their assigned Special Ed Paraprofessional during lunch

6th Grade In-person Lunch Coverage

Student Cohort	Lunch
Cohort 1	Electives Pair 1 - Teacher A
Cohort 2	Electives Pair 1 - Teacher B
Cohort 3	Assistant Principal
Cohort 4	Counselor
Cohort 5	Electives Pair 2 - Teacher A
Cohort 6	Electives Pair 2 - Teacher B

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

- *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.
- *Intervention Teachers and Librarian* - Teamed up with a General Education Teacher to provide core content. May serve as either a Lead Teacher or Remote Facilitator depending on the needs of the teaching team
- *Librarian* - Manage technology inventory and distribution. Provide training and support on access and use. Oversee ongoing technical support and maintenance.
- *Teaching Assistants* - Support as Remote Facilitators to support for remote students to participate in homeroom-based instruction with in-person peers. Ensure that remote students can engage fully in the lesson led by an in-person teacher and provide small-group instruction.

	Position	FTE
Certified	Principal / AP	3.0
	Counselor	1.0
	Social Worker	1.0
	Instructional Coach	2.0
	Gen Ed Teachers	40.0
	Intervention Teachers	2.0
	Librarian	1.0
	Special Ed Push-in Teacher	8.0
	Special Ed Self-Contained Teacher	2.0
	School Psychologist	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	

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,

Sample 6th Grade ELA Teacher A

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 Content Lead 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.

	Purpose	Participants	Length & Frequency
Content Team	Analyze student work, adapt curricula for student and teacher needs, and build content knowledge. Identify materials from the previous grade/course content to fill in learning gaps while ensuring student access to grade-level content.	4 ELA Lead Teachers & 4 Remote Facilitators	90 minutes, 1x per week
Shared-Student Team	Identify students who may be struggling socially or emotionally and coordinate support.	<ul style="list-style-type: none"> ● Math Teaching Pair A ● ELA Teaching Pair A ● Science Teaching Pair A ● Art Teaching Pair A 	20 minutes, daily

↪ 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 with teaching pairs assigned to groups of 44 students	<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 in staff roles from the hybrid schedule 	
B: Create an alternate fully-remote schedule with 1 teacher assigned to a group of 22 students	<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 period structure that includes more teaching time (e.g. a 6 period day in which teachers teach 5 periods) in order for group sizes to be possible with certified teaching staff only.



Who should lead instruction in-person, remotely and in hybrid classrooms?

Why it matters:

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

What it looks like in this model:

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

Alternative Considerations:

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

Where are students during remote school?

Why it matters:

Informs use of space and adults to supervise students who may need to be away from home on their remote learning days.

What it looks like in this model:

- In this example, there are no on-site accommodations for remote students.

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, a school 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.
- In addition, teachers have a 20-minute shared-student team meeting before school. This type of collaboration is not possible during the school day, because it requires all teachers who work with the same groups of students to be available.
- As a result, they have reduced the student day from 7 hours to 6.5 hours to accommodate both the additional time for arrival/dismissal, and create collaboration time before the student day.

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.

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 continue remote learning on Wednesday, other options include:
 - Students attend every other Wednesday
 - Providing in-person time for students with the most unfinished learning.



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 20 minutes, 5 days / week to collaborate as a shared-student team. Teachers meet to identify students who may be struggling socially or emotionally.
- Teachers have a 75-minute planning period with in their teaching pairs each day.
- Teachers have a 90-minute Content Team meeting 1x / week.

Alternative Considerations:

- The 4 period 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 75 minutes daily to 75 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, as opposed to gathering in the cafeteria in a large groups with 2-3 adults.
- Electives teachers provide lunch coverage for four of six student cohorts. They then take a duty-free lunch while core content teachers lead Flex Time.
- The remaining two cohorts' lunch periods are covered by non-instructional staff, such as Assistant Principals and Counselors
- Students with disabilities in self-contained classrooms are supervised by their assigned Special Ed Paraprofessional during lunch

Alternative Considerations:

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

Instructional time implications:

- In this example, the student day is shortened to 6.5 hours to accommodate time for arrival/dismissal duty and create time for shared-student team meetings outside of the school day.

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
- 75-minute self-directed planning period daily

In this example, there are 22 teachers and TAs with in-person student groups who will each need a lunch break. Therefore, we've shown the majority of remote staff actually reporting on-site so they can provide lunch coverage. If you have more teachers who need remote working accommodations, you may need to

- Rely on more administrators and office staff to provide coverage, taking time away from other aspects of their role
- Hire part-time lunch monitors to supervise
- Combine student groups during lunch, which increases risk for viral spread

System Implications - Operations

Technology

- This model requires all students to have their own device for remote learning and internet access at home.

Transportation

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

Facilities

- This model assumes that classrooms can safely accommodate ~14 students and a teacher with 6 feet of physical distancing, plus entry and exit pathways (a minimum of roughly 700 square feet). Smaller classroom spaces would require lower student group sizes, which would in turn require either more adults to supervise those groups, or some students to be on a fully remote schedule.
- The [CDC recommends](#) cleaning and disinfecting frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains) within the school and on school buses at least daily or between use as much as possible. This level of cleaning may require additional custodial staff than typically assigned to a school of this size.