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.

Model	All-in-person	All-remote	Hybrid
Transition Grade in-person	9th Grade students. Students with disabilities served in a self-contained setting.	All other students.	None.

9th Grade Academy Model
Grade 9 In-person, Grades 10-12 Remote

Model Overview

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

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

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

Position	FTE
Certified	
Principal / AP	4.0
Counselor	5.0
Instructional Coach	4.0
Gen Ed Teachers	64.0
Librarian	1.0
Special Ed Push-in Teacher	15.0
ELD Push-in Teacher	5.0
Special Ed Self-Contained Teacher	4.0
School Psychologist	1.0
Social Worker	1.0
Speech Therapist	1.0
Total Certified	*105.0*
Non-Cert	
Gen Ed Teaching Assistants	7.0
Special Ed Teaching Assistants	10.0
Nurse	1.0
Clerical Staff	7.0
Custodian	9.0
Building Monitor	3.0
Total Non-Certified	*37.0*

● School sizes, grade configurations and student profiles in Comeback Models are based on ERS' national comparison database, including thousands of schools from more than fifty ERS partner school districts serving low-income communities across the country.

● While it is unlikely that any single model will perfectly describe your school, the choices and tradeoffs represented in this model are built to support leaders as they work through a newly complex set of school design decisions this summer.

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

Learning Acceleration: Students with the most unfinished learning spend Flex Time with an interventionist teacher supporting Math and ELA learning in small group settings. During this time, teachers reteach pre-requisite content from prior grades to fill in gaps "just in time," pre-teach material for the upcoming week, and review new material from the past week.

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

Content Team Meetings: Subject and grade-level teams share 90 minutes of weekly planning time. Teacher Leaders support the team in identifying materials from the previous grade's content to fill in learning gaps, while ensuring student access to grade-level content.

For more guidance on planning for Social-Emotional Learning support, see this guide from CASEL.org, and on planning for Learning Acceleration, see this guide from TNTP

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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. 9th grade ELA) *70 mins release time*	● **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	1 teacher per grade in grades 10-12	● 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	Instructional Coach	● Lead and **monitor remote learning across the school** (e.g., choosing remote learning tools)
Family and Community Liaison	Counselor	● **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	● **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	● **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.
Technology Operations Lead	Assistant Principal	● Manage inventory and distribution ● Provide training and support on access and use ● Oversee ongoing technical support and maintenance

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This high school serves all 9th graders in person daily by increasing group sizes for remote students in grades 10-12

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

- Total enrollment
- Instructional staffing level
- Target group size for in-person instruction that enables safe physical distancing
- Target student/teacher ratio for remote instruction
- Availability of physical space for all in-person groups
- Availability of non-instructional staff to provide lunch coverage for in-person teachers

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

40 students with disabilities in self-contained classrooms attend school in person daily

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

The 9th grade academy serves 325 students in person daily on a six block schedule

- The in-person school day is organized as A/B block schedule with six 90 minute periods. Students take 4 core classes and two electives. Teachers teach 5 of 6 periods and have 1 daily planning and collaboration period.

- Students are grouped into cohorts of 13 that remain together through each period.

- Teachers are teamed into 5 pods each serving cohorts 5 each (65 students). Each pod comprises 6 teachers - 4 core, 2 electives - for a total of 30 9th grade teachers.

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

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

- The remote school day for students in grades 10-12 is also organized as A/B block schedule with six 90 minute periods. Teachers teach 5 of 6 periods and have 1 daily planning and collaboration period.

- At each grade level, there are 2.0 FTE in each core content area, and 4.0 electives teachers.

- Average class size is 33 students, and each teacher has a student load of 163 students.

- This school has 64 Gen Ed FTE: 30 FTE in 9th grade academy and 36 FTE in grades 10-12, means 2 additional FTE (e.g. Librarian and Instructional Coach) are needed to cover instructional roles.

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

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

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

(A) The school day is organized into a **block schedule** with 6 90-minute periods. Students attend 3 blocks each day, alternating between periods 1-3 and periods 4-6.

(B) All students begin the day with **Advisory** to practice and reflect on SEL competencies: stress-management, communication and listening skills, and collaboration. See page 3 for more on the purpose and use of this time.

(C) Students have daily **Flex Time** that can be used flexibly by teachers to meet student needs. Students with the most unfinished learning spend this time with an interventionist teacher or Gen Ed teacher supporting Math and ELA learning in small group settings. Additionally, Flex Time can be used for independent work time, or tutoring. For more on the purpose and use of flex time, see page 4. See page 14 for more details on this school's tutoring program

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

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

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

(A) 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.**

(B) Teachers have 90 minute planning periods every other day.

Teachers of the same content area share planning blocks, such that once a week teachers meet for **Content focused Collaborative Planning Time**. Other planning blocks are used for independent planning. One teacher in each content area is a teacher leader with 70 minutes of additional planning time, relieved of Flex Time and Advisory coverage, used to plan content team meeting facilitation. See page 16 for more detail on how this time is used.

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

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

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

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

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

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

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

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

What is high quality tutoring?	Who provides the tutoring?	How is tutoring delivered?
High-dosage tutoring is instruction in very small groups (no more than six students) multiple times a week. Tutoring focuses on specific skill gaps and rapid remediation and acceleration in alignment with the on-standard course content	Tutors (i.e. Instructional Coaches and TAs) specialize in grade levels and content areas. They work closely with core teachers, attending content team planning, providing just-in-time support to students and ensuring support is aligned to class content. Tutors receive virtual professional learning, including observations and coaching.	All tutoring occurs remotely to allow for physical distancing, flexibility with staffing. Instructional Coaches train tutors in technology skills and tools, adapts curriculum and instructional materials for the virtual environment (e.g., math manipulatives), and creates systems and processes to track and monitor student engagement and progress

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

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

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

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

- *Counselor and Social Worker*- Provides 1:1 and small group counseling for students needing Tier 2 & 3 support. Facilitates Care Team meetings and coordinates referrals to community partners.

- *Gen Ed Teachers* - The six block schedule combined with smaller class sizes for 9th grade academy requires more core teachers. Other certified staff, such as coaches and interventionists, may have to take on teaching loads.

- *Teaching Assistants and Librarian* - Supervise remote working spaces for students who report to school on their "remote day." Ensure students are able to log in to and participate in their remote small groups and support students during individual work time.

- *ELD & Special Education Push-in Teachers* - Facilitate remote small group instruction for students on caseload.

	Position	FTE
Certified	Principal / AP	4.0
	Counselor	5.0
	Instructional Coach	4.0
	Gen Ed Teachers	64.0
	Librarian	1.0
	Special Ed Push-in Teacher	15.0
	ELD Push-in Teacher	5.0
	Special Ed Self-Contained Teacher	4.0
	School Psychologist	1.0
	Social Worker	1.0
	Speech Therapist	1.0
	Total Certified	*105.0*
Non- Cert	*Gen Ed Teaching Assistants*	7.0
	Special Ed Teaching Assistants	10.0
	Nurse	1.0
	Clerical Staff	7.0
	Custodian	9.0
	Building Monitor	3.0
	Total Non-Certified	*37.0*

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

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

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

Sample 9th Grade ELA Teacher 1

	Content Team	Student Team	Individual
Purpose	Analyze student work, adapt curricula for student and teacher needs, and build content knowledge. Identify materials from the previous grade's content to fill in learning gaps while ensuring student access to grade-level content.	Identify students who may be struggling socially or emotionally and coordinate support.	Provide feedback on student work and lesson plan.
Participants	ELA Teachers 1-5 Instructional Coach or TA that provide tutoring	Math Teacher 1 ELA Teacher 1 Science Teacher 1 SS Teacher 1 Elective Teacher A 1 Elective Teacher B 1	ELA Teacher 1
Length & Frequency	90 minutes, 2x every two weeks	35 minutes, 3x every week	90 minutes, 3x every two weeks

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How will we transition back to **fully remote learning** if necessary?

Why it matters:

Ensures a plan is in place if community experiences an increase in COVID-19 spread, or students and/or staff in your building are exposed

Option	Works well when …	Limitations
A: Maintain current schedule and shift what would have been in-person instruction online	● You expect remote learning to last short-term (e.g. weeks) ● You are trying to maintain the most consistency from the hybrid model	● Students rotate through different schedules from day to day
B: Maintain current schedule but regroup students	● You expect remote learning to last long-term (e.g. months)	● Students and teachers must build new relationships
C: Create an alternate remote learning schedule	● You expect remote learning to last long-term (e.g. months) *and* you are at a transition point in the school year where a change in schedule will not be disruptive	● May require changes to both student-teacher groupings and teacher assignment by subject

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How long is the **student and teacher day**?

Why it matters:

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

What it looks like in this model:

- Previously, this school had a 7 hour student day and 7.5 hour teacher day.

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

Alternative Considerations:

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

  - An extended teacher workday.

  - Part-time classroom monitors to supervise arrival and dismissal.

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

Why it matters:

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

What it looks like in this model:

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

Alternative Considerations:

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

Where are students during remote school?

Why it matters:

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

What it looks like in this model:

- In this example, all students in grades 10-12 continue remote instruction.

Alternative Considerations:

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

- Alternatively, a school could coordinate with a community partners to provide additional space and supervision for remote learning.

How will we organize **teaching teams** to balance and distribute expertise?

Why it matters:

   Informs assignment of teachers to specific in-person and remote roles.

What it looks like in this model:

- Highly effective content experts at each grade level are selected into teacher leader roles, serving as instructional leaders.

- The 6-block schedule increases the need for core teachers, requiring this school to determine how to assign teachers to subjects (e.g. STEM elective teachers may need to transition to be math teachers).

Alternative Considerations:

- Schools could increase or decrease the number of teacher leaders depending on the distribution of teacher expertise and the availability of other staff to serve as instructional leaders (e.g., Instructional Coach, Assistant Principal).

How much time do we want to provide for teacher **collaborative planning**?

Why it matters:

Affects the extent to which other staff will need to provide coverage.

What it looks like in this model:

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

Alternative Considerations:

- The 6 period block schedule creates a significant amount of planning time for teachers. It also limits the number of different student cohorts each teacher sees during the week to minimize opportunities for viral transmission.

- An 8 period block schedule in which teachers teach 7 periods would require fewer teachers to implement, but it would reduce teacher planning time from 90 minutes every other day to 70 minutes every other day.

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How will we cover **lunch** time?

Why it matters:

Affects the extent to which other staff will need to provide coverage.

What it looks like in this model:

- Each student group eats lunch in their classroom (or outside, weather permitting), as opposed to gathering in the cafeteria in a large group with 2-3 adults.

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

Alternative Considerations:

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

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System Implications - Academics

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

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

System Implications - Talent

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

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

Teacher leaders will require additional compensation for their content team facilitation responsibilities. If additional release time cannot be scheduled, consider providing teacher leaders with stipends.

In this example, there are 30 teachers with in-person student groups who will each need a lunch break. Therefore, we've shown non-instructional staff reporting on-site so they can provide lunch coverage. While remote teachers can report in-person to also provide lunch duty, you may need to:

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

System Implications - Operations

Technology
- This model requires that the 975 students who are on the remote learning schedule have their own device and internet access

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

Facilities
- This model assumes that classrooms can safely accommodate ~13 students and a teacher with 6 feet of physical distancing, plus entry and exit pathways (a minimum of roughly 700 square feet). Smaller classroom spaces would require lower student group sizes, which would in turn require either more adults to supervise those groups, or some students to be on a fully remote schedule
- The CDC recommends cleaning and disinfecting frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains) within the school and on school buses at least daily or between use as much as possible. This level of cleaning may require additional custodial staff than typically assigned to a school of this size