Overview of Comeback Models

To help leaders develop locally relevant school models for 2020-21, we have developed a series of COVID Comeback Models to highlight the types of design decisions and tradeoffs that leaders are facing. Our starting place for all Comeback Models is that physical distancing will remain in place for some portion of the school year. Each model incorporates a hybrid approach – where students attend school both in-person and remotely on a predictable schedule – and/or a mix of approaches in-person, hybrid and remote approaches. School sizes, grade configurations and student profiles are based on ERS' national comparative database.

School	All-in-person	All-remote	Hybrid
Secondary Model 3	Students with disabilities served in a self-contained setting. Students who opt into attending school every day but participate in remote learning from a separate location in the building on their remote days.	None.	All other students.

Hybrid High School Model - A week / B week for all students

Model Overview

- Students attend school in person at least 2 days each week, some on Monday and Tuesday, some on Thursday and Friday. Students remain in cohorts of 13-14 students and courses are taught on a semester basis, in order to minimize group size and the number of different students teachers are exposed to.

- Secondary Model 3 creates in-person "Study Halls" for a subset of students to attend on their remote day. Those students are supervised by teaching assistants in the gym, cafeteria, and library.

- Students with disabilities in self-contained classrooms attend school fully in-person

School Profile	
Grade Span	9-12
Enrollment	1,340 students
Students from Low-income Families	100%
Students with Special Needs	13% (3% self-contained, 10% inclusion)
Students Learning English	10%
Certified Instructional Staff	102.0 FTE
Non-Certified Instructional Staff	37.0 FTE
Length of Student Day	6.5 hours*
Length of Teacher Day	8 hours

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*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 6.5 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 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.

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

	Position	FTE
Certified	Principal / AP	4.0
	Counselor	5.0
	Instructional Coach	4.0
	Interventionist	3.0
	Gen Ed Teachers	66.0
	Librarian	1.0
	Special Ed Push-in Teacher	7.0
	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	*102.0*
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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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)	• **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 school can serve at least 50% of students in person on a given day by using all certified general education staff for instruction

The number of students a school can serve in-person depends on:
- Total enrollment
- Instructional staffing level
- Target group size for in-person instruction that enables safe physical distancing
- Target student/teacher ratio for remote instruction
- Availability of physical space for all in-person groups
- Availability of non-instructional staff to provide lunch coverage for in-person teachers

Certified Gen Ed Instructional Staff	FTE
Instructional Coach	4.0
Intervention Teachers	3.0
Gen Ed Teachers	66.0
Librarian	1.0
Total Certified	74.0

Percent of Gen ED & inclusion students that can attend in-person based on 74.0 instructional staff					
Green shaded cells show scenarios that enable at least 50% of students in-person on a given day					
		Max in-person group size			
		12	13	14	15
Target remote student / teacher ratio	25	39.05%	45.83%	53.85%	63.46%
	28	44.54%	51.47%	59.38%	68.52%
	30	47.18%	54.12%	61.92%	70.77%
	33	50.20%	57.10%	64.73%	73.21%

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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**

All other students rotate weekly between in-person and remote attendance

- **Students take four courses each semester.** Math and ELA are year-long courses taught in single periods. All other courses are semester-long, taught in double periods.

- Students are grouped into **cohorts of 13-14** that remain together through each period.

- **Teachers are teamed into 6 pods each serving 4 student cohorts** (with 54 students per cohort). Each pod includes 3 teachers - 0.5 each of Math and ELA, and 1.0 each of World Language & Science or History & Electives.

- The schedule **minimizes in-person exposures** between students and teachers each week. Math and ELA teachers see 55 different students in-person each week, roughly one-third of a typical high school teacher load.

- Each grade level requires 18.0 teaching FTE, for a total of 72.0 FTE across the school. This will require **reassigning staff** such as intervention teachers and instructional coaches into teaching roles.

	Grade 9 - Semester 1 Staffing							
	Total Students	Math	ELA	World Language	Science	History	Elective	Total FTE
Pod A *Cohorts 1-4*	54	0.5	0.5	1.0	1.0	*Course Taken in Semester 2*		3.0
Pod B *Cohorts 5-8*	54	0.5	0.5	1.0	1.0			3.0
Pod C *Cohorts 9-12*	54	0.5	0.5	1.0	1.0			3.0
Pod D *Cohorts 13-16*	54	0.5	0.5	*Course Taken in Semester 2*		1.0	1.0	3.0
Pod E *Cohorts 17-20*	54	0.5	0.5			1.0	1.0	3.0
Pod F *Cohorts 21-24*	55	0.5	0.5			1.0	1.0	3.0
Total	**325**	**3.0**	**3.0**	**3.0**	**3.0**	**3.0**	**3.0**	**18.0**

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Students attend the same courses on their in-person and remote days

(A) 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.

(B) The school day is organized into eight 45-minute instructional periods. Students take the **same courses on in-person and remote weeks;** however, cohorts are paired on remote weeks. Year-long courses are taught in single periods (ELA and Math in this example), and semester-long courses are taught in double periods (Science and World Language in this example).

(C) Students have 45 minutes of **Flex Time** on their in-person days. During this time, they may 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 receive targeted intervention.

Student Schedule - 9th Grade Cohort 1			
Per	**Mins**	**In-person Week**	**Remote Week**
	20	Arrival & Breakfast	
A **(A)**	30	Advisory *(with cohort 2)*	
1	45	World Language	Math *(with cohort 3)*
2	45	World Language	ELA *(with cohort 3)*
3	45	Math **(B)**	Science *(with cohort 3)*
4	45	ELA	Science *(with cohort 3)*
5	45	Lunch	
6 **(C)**	45	Flex Time	Independent Work Time
7	45	Science	World Language *(with cohort 3)*
8	45	Science	World Language *(with cohort 3)*
	20	Dismissal	
*** Courses highlighted in blue are **year-long** ***			
*** Courses highlighted in green are **semester-long** ***			

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Teachers teach a mix of in-person sections and remote sections each day

Per	Mins	In-person	Math	ELA	World Language	Science
		9th Grade Cohort 1 Student		**9th Grade Teacher Schedule - A Week**		
	20	Arrival (A)	Student Arrival & Breakfast			*Release Time*
A	30	Advisory	Cohort 7/8	Cohorts 3/4	Cohorts 1/2	
1	45	World Language (B)	Cohort 7	Cohort 3	Cohort 1	*Cohorts 2/4*
2	45		Cohort 3	Cohort 7		
3	45	Science	*Cohorts 2/4*	*Cohorts 6/8*	Cohort 3	Cohort 1
4	45		*Cohorts 6/8*	*Cohorts 2/4*		
5	45	Lunch	Duty Free	Duty Free	Lunch Duty	Duty Free
6	45	Flex Time	Cohort 5	Cohort 1	Duty Free	Cohort 3
7	45	ELA	Cohort 5	Cohort 1	*Cohorts 2/4*	Cohort 3
8	45	Math	Cohort 1	Cohort 5		
	20	Dismissal	Dismissal			
	40	(D)	Shared-Student Team / Faculty Meeting			

** Orange highlighting shows when student is with teacher **
** Purple shading shows cohorts that are on a remote rotation **

(A) Students report directly to their classrooms in the morning, rather than gathering in the cafeteria or gym. Teachers are on duty in classrooms during arrival and dismissal. One teacher in each teaching pod is the **Department Lead** for their grade level. They are released from arrival duty and Advisory and use that time to create lesson plans to share with their colleagues and prepare to facilitate the weekly 90-minute **content team meeting**.

(B) Each teacher teaches 4 45-minute periods of in-person students, and 2 45-minute periods of remote students. **Student cohorts are paired during remote learning.** As a result, remote periods contain 26-28 students, compared to 13-14 students in in-person periods.

(C) Only three of four teachers in each pod teach Flex Time, leaving 1 teacher available to cover **lunch duty**. Non-instructional staff supervise the lunch periods for the 3 remaining in-person cohorts so that all teachers receive a duty-free lunch.

(D) Teachers have a 40 minute planning/collaboration period each morning before students arrive. Once per week, this time is used for **shared-student meetings** to identify students who may be struggling and coordinate support. Once a week, **faculty meeting.** Two times per week, teachers use this time for **independent planning**.

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Teacher time is "banked" over the course of the week to enable teachers to have a weekly 90-minute Content Team Collaboration meeting

Teacher Schedule				
Mins	**1x / week**	**1x / week**	**2x / week**	**1x / week**
20	Student Arrival and Breakfast			
390	Instructional Day			
20	Dismissal			
40	**Shared-Student Team**	**Faculty Meeting**	**Independent Planning**	**Content Team Collaboration** *90 minutes*
10	*Banked Time*			

- Four days per week, the teacher work day is shortened by 10 minutes from 8 hours, to 7 hours 50 minutes.

- Those "banked" 40 minutes are added to the teacher work day 1x/week so that teachers can have their 90 minute content team collaboration. As a result, the teacher day is 8 hours, 40 minutes on these days.

- During the other four days of the week, teachers have 40 minutes after student dismissal:
  - Shared-student team meeting 1x/week
  - Faculty Meeting* 1x/week
  - Independent planning 2x/week

- Daily student schedules are not impacted by this change.

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Lunch supervision duties are split between teachers and non-instructional staff

- Lunch is held either in classrooms or outside, weather permitting, to prevent large groups of students gathering in one space.

- **Grade-levels stagger lunch**, with each cohort within a grade-level having lunch at the same time.

- One teacher from each teaching pod takes on a lunch duty in lieu of facilitating Flex Time, which covers 6 of 12 in-person cohorts. The remaining 6 student cohorts are covered by **non-instructional staff**, including:
    - Building Monitors
    - Assistant Principals
    - Counselors

- Students with disabilities in self-contained classrooms are supervised by their assigned Special Ed Paraprofessional.

Period	Grade Level
2A	11th Grade
2B	12th Grade
3A	9th Grade
3B	10th Grade

Grade 9 Cohort	Lunch Supervisor
Cohort 1	Building Monitor A
Cohort 3	World Language Teacher A
Cohort 5	Building Monitor B
Cohort 7	World Language Teacher B
Cohort 9	Building Monitor C
Cohort 11	Science Teacher C
Cohort 13	9th Grade AP
Cohort 15	Elective Teacher A
Cohort 17	9th Grade Counselor
Cohort 19	Elective Teacher B
Cohort 21	10th Grade AP
Cohort 23	History Teacher C
Special Ed	Special Ed Para

*** Yellow highlighting indicates non-instructional staff ***

Instructional Coaches and Interventionists transition to full-time teaching roles

Content Area	FTE in SY19-20	FTE needed for Fall 2020	Positions Reassigned
Math	11.0	12.0	Math Coach
ELA	11.0	12.0	Intervention Teacher
Science	11.0	12.0	Science Coach
History	11.0	12.0	Humanities Coach
World Language & Electives	22.0	24.0	Intervention Teacher
			Librarian
Total FTE	*66.0*	*72.0*	*6.0*

Positions in SY19-21	FTE
Principal / AP	4.0
Counselor	5.0
Instructional Coach	4.0
Interventionist	3.0
Gen Ed Teachers	66.0
Librarian	1.0
Special Ed Push-in Teacher	7.0
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	*102.0*
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*

- Reducing class sizes from 28 to 14 for in-person learning requires an additional 72.0 FTE, and additional 6.0 from this school's staffing in SY19-20.

- To achieve these class sizes without hiring additional staff, 3 instructional coaches, 2 intervention teachers, and the librarian each take on a full course load in the content area they are most qualified to teach.

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Teachers participate in two distinct types of collaboration each week

- Once per week, teachers meet in **Content Teams** with teachers who teach the same subjects/courses. Content teams are **facilitated by a Department Lead** who takes on the bulk of lesson planning for the team and has 50 minutes of release time each morning to Each content team is facilitates the meeting and helps vertically align curricula to meet student needs.

- Teachers in each teaching pod meet as a **Shared-student team** for 40 minutes each week. The composition of these teams changes by semester, Student Teams will change each semester as student coursework changes. In Semester 2, ELA Teacher A will share a pod of students with Math Teacher A, History Teacher A, and Elective Teacher A.

Sample 9th Grade Science Teacher A- Semester 1

	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.	9th Grade Science Teachers A-C *Science Teacher A facilitates*	90 minutes, 1x every week
Shared-Student Team	Identify students who may be struggling socially or emotionally and coordinate support.	• Math Teacher A • ELA Teacher A • World Language Teacher A • Science Teacher A	40 minutes, 1x every week

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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 schedule	● Students rotate through different schedules from day to day
B: Create new remote learning schedule, with new student/teacher groupings	● 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

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 an 8 hour teacher day.

- To accommodate time for both teacher planning after student dismissal and teacher duties during an elongated arrival and dismissal (40 minutes), this school reduced the student day from 7 hours to 6.5 hours.

- In order to create time for all teachers to participate in 90 minutes of Content Team time weekly, Four days per week, the teacher work day is shortened by 10 minutes from 8 hours, to 7 hours 50 minutes. Those "banked" 40 minutes are added to the teacher work day 1x/week. As a result, the teacher day is 8 hours, 40 minutes on the days when teachers have their content team meetings.

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.

- The priorities this schedule solves for are 1) small in-person student group sizes (14 max), and 2) minimal rotations between students and different adults. Those priorities required reassigning staff into teaching roles. Changing the period structure to give teachers a planning period during the student day would require additional FTE.

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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 in person every other week. When they are not in school, students attend their classes remotely. Students take the same courses and work with the same teachers remotely as when they are in person. However, they are in larger groups during remote learning (26-28 students per class when remote, compared to 13-14 when in person).

- Each teacher in this example teaches a mix of in-person and remote sections each day, which enables continuity for students between remote and in-person learning.

Alternative Considerations:

- This schedule could also work on an A/B day rotation rather than an A/B week rotation. There are two benefits to rotating weekly rather than daily:
  - Teachers are exposed to fewer students in-person over the course of a week, which could make contact tracing easier in the event a member of the school community is exposed to COVID 19
  - An A/B day rotation would require a plan for the 5th day of the week. That day could be completely remote, allowing more time for deep cleaning, or each student group could attend in-person 3 days every other week.

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Where are students during remote school?

Why it matters:

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

What it looks like in this model:

- This school creates remote working spaces in the building to accommodate students for whom remote learning at home is not possible. In this example, teaching assistants supervise remote working spaces. Students participate in their remote courses as normal but report to the school building.

Alternative Considerations:

- A school could coordinate with 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:

- Reducing class sizes from 28 to 14 for in-person learning requires 9 additional classroom teachers in this example. In order to achieve those ratios without hiring additional staff, this school assigns instructional coaches, intervention teachers, and the librarian to a full teaching load.

- Each content area has a **Department Lead** who have release time each day to plan lessons to share with teachers on their content team. Instructional Coaches who have been assigned to teaching positions take on this role for their teams. Other Department Leads are effective teachers who have demonstrated a high level of expertise in the content standards and curricula for thir courses.

Alternative Considerations:

- An alternative to reassigning coaches and intervention teachers to full-time teaching roles would be to increase group size for remote learning.

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:

- High performing systems dedicate at least [90 minutes weekly](#) to content-focused, expert led collaboration. This school creates weekly **Content Team** time by "banking" time from the teacher work day over the course of the week. Four days per week, the teacher work day is shortened by 10 minutes from 8 hours, to 7 hours 50 minutes. Those "banked" 40 minutes are added to the teacher work day 1x/week, to create a 90 minute block.

- During the other four days of the week, teachers have 40 minutes after student dismissal:
    - Shared-student team meeting 1x/week
    - Faculty Meeting 1x/week
    - Independent planning 2x/week

Alternative Considerations:

- An 8 period schedule in which teachers teach 6 or 7 periods would create planning time during the student day; however, reducing teaching time without increasing class sizes would require adding additional teaching staff.

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:

- Lunch is held either in classrooms or outside, weather permitting, to prevent large groups of students gathering in one space.

- **Grade-levels stagger lunch**, with each cohort within a grade-level having lunch at the same time.

- One teacher from each teaching pod takes on a lunch duty in lieu of facilitating Flex Time, which covers 6 of 12 in-person cohorts. The remaining 6 student cohorts are covered by **non-instructional staff** such as APs and counselors.

- Students with disabilities in self-contained classrooms are supervised by their assigned Special Ed Paraprofessional.

Alternative Considerations:

- This school could reduce the number of counselors and administration covering lunch in two ways:
    - Spread students from multiple cohorts in the cafeteria with one adult supervising.
    - Hire community members as part-time lunch monitors.

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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

Instructional time implications:
- In this example, the student day is shortened to 6.5 hours 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
- 80 minutes each week of individual planning time

Department Leads need significant time to plan lessons for their team and prepare to facilitate content team meetings. In this example, they have 50 minutes of release time each day for those responsibilities. In addition, systems may consider paying these leaders a stipend, particularly if the schedule will not accommodate release time.

In this example, there are 48 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 all students have their own device and at home internet access in order to participate in remote learning every other week.

Transportation
- Given that only 50% of students attend school in-person on a given day, this school may be able to reduce the number of bus routes. However, buses will also 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.