

Model #1: ***split schedule for secondary schools***

- Students attend for “approximately” 3 ½ hours each day– in the morning or the afternoon.
- Class size is cut in half, enabling social distancing.
- Teachers’ workday is maintained.
- Four subjects are taken on **A** day and four subjects on **B** day.
- Each period is 45-50 minutes in length, depending on the district’s contract.
- Elective offerings will have to be somewhat limited.
- This plan borrows a page from “block scheduling.”
- Bottom line: smaller classes... slightly longer periods

Model #2: ***alternate day schedule***

- Students attend ALL day-- but on ALTERNATE days.
- The bell schedule is the same as the conventional one.
- However, the major difference is that classes are half the size.
- While there will be fewer contact minutes, the smaller class size provides for more individualized instruction.
- “Zoom” lessons could *conceivably* be provided on days off: discussion, drills, enrichment, etc.

Model #3: Small Learning Community

- This plan is the most radical of the three.
- A large school is broken down into several smaller units, depending on the original size.
- A group of teachers representing the five core areas is assigned to each. Elective teachers “rotate” to further reduce class size.
- The teachers “design” a master schedule for their community.
- The make-up of each would have to reflect special populations: Advanced Placement, ENL, Special Education, etc.
- However, SLC’s offer the fringe benefit of being far more personal; fewer students fall through the cracks.

Model #4: Middle School Teams

This model is similar to the SLC in that breaks a large school down into smaller units.

Again, core teachers are assigned to a cohort of students.

For example: 5 teachers working with 100 students.

They can build their own period-by-period schedule, keeping class sizes small.

Elective teachers are pushed in; students take a “wheel” of electives, sampling the traditional middle school classes.

A sample schedule appears on the next slide.

Model #5: Elementary School Teams

This model is similar to what already exists in many elementary schools.

It also borrows from the high school and middle school models.

All the teachers— core and specials-- in the school are assigned to a grade or team.

They, in turn, divide the students into small groups, thereby reducing class size.

A departmental master schedule is developed.

One alternative is a staggered schedule with students starting and stopping at different times with teachers there all the time.

The objective is to have a limited number of students in classroom spaces at any one time.

Special attention will have to be paid to primary grades... Special Ed... ENL... and Phys. Ed.— simply because of close contact among students.