Instructional Delivery Model Worksheet

**Toolkit Section**: Gather information and form operating assumptions

In order to make an informed decision on an instructional delivery model, planning teams should develop projections in each of the following areas. The information available will vary by area and each LEA should use its best judgment when making projections.

LEAs are encouraged to answer these questions in free-form and then complete the graphic organizer to think through implications and visualize the whole story.

1. **Projected classroom capacity** – Determine average classroom capacity for each school building based on given health and safety requirements for 2020-21.
2. **Projected capacity for each building** – Determine the estimated 2020-21 capacity for each school building based on the average classroom capacity, the number of usable classrooms, excluding specialized spaces (e.g., music room, cafeteria, severe and profound special education classrooms, gym).
3. **Projected enrollment by grade level** – Develop a projection of initial 2020-21 student enrollment for each grade level based on historical enrollment trends, surveys/focus groups with families, information on new enrollments/transfers, and analysis of local health conditions.
4. **Projected parent-requested remote enrollment** – Based on surveys/focus groups with families, project the number of enrolled students whose parents will not permit them to enter the school building at the start of the school year for each grade level. These students will require 100 percent remote learning and will not require space in school buildings for the start of school. LEAs should ensure equitable access to surveys/focus groups by providing translation and interpretation services for participants whose preferred language is not English, as well as participants who are visually impaired or deaf and hard of hearing – as necessary.

1. **Projected number of teachers who will only provide remote instruction** – Based on requests from teachers, project the number of active teachers who will not be available to provide in-person instruction.
2. **Projected teacher absence rate** – Based on the LEA’s typical teacher absence rate and assumptions regarding pandemic-related illnesses, project the percentage of teacher days that will be missed because of absences.
3. **Projected limitations of student transportation** – Based on public health physical distancing guidance, determine whether and how the LEA’s student transportation system will be impacted. This should include analysis of both capacity and projected driver absences.
4. **Projected changes to staff roles and responsibilities and schedule** – In collaboration with bargaining units, determine the extent to which the roles and responsibilities of staff can be adjusted to address pandemic-related needs. This includes determining class sizes for remote instruction, teachers and staff dedicated to providing individual or small group support and tutoring, adjustments to daily and weekly schedules, use of teacher time, etc.
5. **Projected time for collaborative planning among teachers** – Regular collaborative planning time for teachers is important to improving teacher effectiveness and accelerating student learning. In collaboration with collective bargaining units, determine how weekly schedules can be designed to provide time for teachers to collaboratively assess, analyze, and plan for instruction to ensure all students’ learning needs are met. Be sure to schedule collaborative planning time in a manner that allows special education teachers, English as a Second Language teachers and related staff can join grade/content teachers to ensure effective instructional planning and support for students with disabilities and English Learners. When collaborative planning cannot be safely implemented in person, teachers may need training and support focused on strategies for effective virtual collaborative planning.
6. **Projected ability to hire and train new staff** – Based on historic and potential sources for new staff members, determine to what extent the LEA will be able to fill staff openings created by new roles or the reassignment of existing staff.

1. **Projected cost of meeting building health and safety requirements** – Maximizing student and staff health and safety may require modifications to buildings and classrooms (e.g. installing Plexiglas shields) and additional supplies (e.g. facial coverings and sanitizers). It also may require reassigning or adding to school staff to meet new needs (e.g. bathroom monitors). The LEA needs to project these new costs.

# What are our operating assumptions telling us?

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| Area | Projections | Notes | Implications for Instructional Delivery Model |
| **A.** Projected classroom capacity |  |  |  |
| **B.** Projected capacity for each building |  |  |  |
| **C.** Projected enrollment by grade level |  |  |  |
| **D.** Parent requested remote enrollment |  |  |  |
| **E.** Projected number of active teachers who will only provide remote instruction |  |  |  |
| **F.** Projected teacher absence rate |  |  |  |
| **G.** Projected limitations of student transportation |  |  |  |
| **H.** Projected changes to staff roles and responsibilities and schedule |  |  |  |
| **I.** Projected time for collaborativeplanning among teachers |  |  |  |
| **J.** Projected ability to hire and train new staff |  |  |  |
| **K.** Projected cost of meeting building health and safety requirements |  |  |  |