Instructional Delivery Model Example

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

Below is a list of sample responses to each of the ten decision drivers, as well as a completed graphic organizer.

1. **Projected classroom capacity** – Determine average classroom capacity for each school building based on health and safety requirements for 2020-21.

*Example: The federal Centers for Disease Control and Prevention and the* [*Pennsylvania Department of Health Public Health Guidance for Reopening Pre-K to 12 Schools*](https://www.education.pa.gov/Schools/safeschools/emergencyplanning/COVID-19/SchoolReopeningGuidance/ReopeningPreKto12/PublicHealthGuidance/Pages/default.aspx) *recommends six feet between students, which will require 36 sq. ft. per student. Based on an average classroom size of 600 sq. ft. the average elementary/middle school classroom will accommodate 16 students. Using the same formula, the average high school classroom will accommodate 15 students. Note: if there are substantial differences in classroom sizes in a building, it will be necessary to determine classroom capacity for each classroom.) The LEA decided that it would not consider student absences when calculating classroom capacity. In 2019-2020, the average class size was 28 in elementary/middle and 22 in high school.*

1. **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).

*Example: An elementary school has 12 regular classrooms, a music room, a gymnasium, and a cafeteria with an average capacity given distancing requirements of 16. Therefore, the building capacity is 192. Based on projections for every building, overall LEA capacity will be 30 percent below the 2019-20 enrollment (90 percent of schools will need to reduce enrollment from 25 percent to 35 percent; 10 percent of schools could serve 2019-2020 enrollment.)*

1. **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.

*Example: Last year’s total LEA enrollment was 12,500 with approximately 1,000 students enrolled in each grade level. Survey data, focus groups with families, information from the mayor’s office, and requests for transfers indicate that enrollment will probably decline by approximately 500 students to 12,000, with a majority of the loss in grades K-5. For planning purposes, the team projects a loss of 75 students in grade levels K through 5 and of 15 students in grades 6 through 8. High school enrollment is projected to be stable.*

1. **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.

*Example: The LEA surveyed all families about their plans for 2020-21 with a 60 percent response rate. The survey was made available in English and preferred home languages of families for whom English is not their preferred language.**The responses varied widely by grade level: K-5: 20% of families completed a survey; 6-8: 10% of families completed a survey; 9-12: 2% of families completed a survey*

*Following the survey, the LEA conducted focus groups with parents which confirmed that a small group of parents would be unwilling to have their students in school buildings and would require 100% remote learning. Based on that information, the LEA is projecting that 20% of students in grades K-5; 10% of students in grades 6-8; and 5% of students in grades 9-12 will require 100% remote learning.*

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.

*Example: The LEA will allow any teacher who provides evidence of a medical condition to provide remote instruction (i.e., instruct using live remote instruction through Zoom or its equivalent, or individual or small group instruction to students enrolled at any school in the LEA) rather than teach in-person. As of now, 15% of teachers have submitted documentation requesting a remote assignment. Based on a focus group with teachers and discussions with the union, the LEA projects that 20% of teachers will be on remote assignment.*

1. **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.

*Example: The LEA’s average teacher absence rate is 5% (or 9 days per teacher) each school year. The LEA assumes that the general absence rate will double because of increased stress and family needs. This results in a projected overall absence rate of 12%.*

1. **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.

*Example: The LEA decides to reduce school bus capacity from 60 to 30 students – a reduction of 50% capacity. The LEA’s transportation system was operating at 90% capacity in SY 2019-20 utilizing a schedule with each bus making two runs in the morning and two runs in the afternoon. While the projected decline in transported students will help some, either the number of buses will need to increase, the number of students transported will need to decrease, or the number of routes/runs will need to increase. The LEA also assumes the same 12% absence rate for drivers as was used for teachers. There is no capacity to get more buses.*

1. **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.

*Example: The LEA convenes a meeting with the teacher and support staff unions, describes the challenges of delivering high quality instruction for 2020-21, solicits solutions, and reaches agreement on allowing teachers to volunteer for new roles as exclusive remote teacher or student support teacher. After talking with its members, the union assures the LEA that there will be sufficient volunteers for both roles if there is effective training. They also agree that the school schedule can be changed to meet the needs of a new instructional delivery model. The LEA also agrees that the unions will be included in determining the instructional delivery model for 2020-21.*

1. **Projected time for teacher collaborative planning** – 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.

*Example: The LEA convenes a meeting with the teachers and staff, gathers feedback on collaborative planning needs, and reaches agreement on scheduling weekly collaborative planning time for grade/content teachers that will include special education and ESL teachers, as needed.*

1. **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.

*Example: The LEA determines that three of the six third grade teachers do not feel comfortable returning to the building in the fall, and there is no internal swapping of positions that can be completed to fill the gaps. The LEA needs to hire three more classroom teachers for the fall in order to be able to provide in-person learning for all third-grade students. The LEA determines it will only be able to hire and train one third grade teacher for the fall, so the LEA will reorganize classroom space to accommodate more students per classroom.*

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 school staff to meet new needs (e.g. bathroom monitors). The LEA needs to project these new costs.

*Example: Based on the* [*Pennsylvania Department of Health Public Health Guidance for Reopening Pre-K to 12 Schools*](https://www.education.pa.gov/Schools/safeschools/emergencyplanning/COVID-19/SchoolReopeningGuidance/ReopeningPreKto12/PublicHealthGuidance/Pages/default.aspx) *and guidance from the CDC, the LEA operations team determines that each building will require Plexiglas shields in the office, social distancing stickers on the floors throughout the building, and additional signage at a total cost of $15,000 for each elementary/middle school and $25,000 for each high school. They also determine that providing one mask each day to every student and staff member, and placing sanitizer stations in every classroom will cost $20,000 for each elementary/middle school and $40,000 for each high school. In order to ensure healthy use of bathrooms, they determine that existing hourly security staff can be assigned to monitor bathrooms at an additional 5% cost in each school.*

# What are our operating assumptions telling us?

| Area | Projections | Notes | Implications for Instructional Delivery Model |
| --- | --- | --- | --- |
| A. Projected classroom capacity | 16 in elementary and middle; 15 in high school; down from 28 and 22, respectively | 3 older schools with oddly shaped classrooms may need some additional analysis | Without remote instruction, lower enrollment in classrooms will require additional teachers; need to consider larger “remote classrooms” |
| B. Projected capacity for each building | In nearly all buildings enrollment capacity will need to decrease by approximately 30% | Overall LEA capacity will be 30% below 2019-2020 enrollment (90% of schools will need to reduce enrollment from 25% to 35%; 10% of schools could serve 2019-20 enrollment) | Can only accommodate 70% of last year’s student body in buildings  ~30% of students need to be remote at any time unless other spaces are utilized  Similar capacity reductions across all buildings |
| C. Projected enrollment by grade level | Overall enrollment drop resulting from moves and transfers of 500 students--from 12,500 to 12,000 | Loss of 75 students in grade levels K through 5 and loss of 15 students in grades 6 through 8; high school enrollment is projected to be stable | Lower numbers of early grade students could make it possible to have larger percentages of early grade students in buildings |
| D. Parent requested remote enrollment | Parent requests for remote learning highest in lower grades | 20% of K-5 students; 10% of 6-8 students; and 5% of 9-12 students will require 100% remote learning | Could one teacher in each elementary grade provide instruction to all remote students with other remote teachers providing support and individualized tutoring?  May not be enough remote “volunteers” at high school level |
| E. Projected number of active teachers who will only provide remote instruction | 20% with remote teaching assignments | 15% of teachers have submitted documentation requesting a remote assignment  Based on a focus group with teachers and discussions with the union, the LEA projects that 20% of teachers will be on remote assignment | Overall, pretty good match between percentage of voluntary remote students and teachers except at third grade |
| F. Projected teacher absence rate | 12%; 2.5 times last year’s rate of 5% | Based on increased absences due to stress, family responsibilities, and extended teacher COVID illness | Without a change in staffing model, increased absences will require additional substitute teacher resources |
| G. Projected limitations of student transportation | 50% reduction in bus capacity; 12% driver absences up from 5% | System was running at 90% capacity with two runs each morning and each afternoon | Transportation limitations requires substantial number of students to be remote  Split day with two rounds of transportation may be another option |
| H. Projected changes to staff roles and responsibilities and schedule | Should be sufficient volunteers for exclusive remote teacher and student support teacher roles  School schedule can be changed to meet the needs of a new instructional delivery model | Need to determine number of remote and support teachers asap  Consider training requirements | Should have sufficient volunteer teachers to staff remote instruction for 30-40% of students  Unions will be included in determining the instructional delivery model for 2020-21  Developing training for remote instruction needs to be a priority |
| I. Projected time for teacher collaborative planning | Teachers will require ~120 minutes weekly to collaboratively plan | Scheduling weekly collaborative planning time will need to ensure special education and ESL teachers are available to join grade/content teachers, as needed | Will need to work with teachers’ union to develop schedules informed by the collective bargaining agreement  Will need to ensure collaborative planning time can be effectively implemented virtually to accommodate teachers who cannot participate in-person or when meeting space does not allow for 6 feet of social distancing between teachers |
| J. Projected ability to hire and train new staff | Will be able to hire and train sufficient number of teachers for secondary roles  Expected to be unable to hire/train enough elementary teachers in grades 3-5 | Need to post positions immediately and consider possible incentives to recruit upper elementary teachers | Will need to consider how to assign students to classes in grades 3-5 with some remote learning; consider possible Montessori-style approach with students joining other grade levels a portion of the time |
| K. Projected cost of meeting building health and safety requirements | Building modifications will cost $15,000 in each elementary and middle school and $25,000 in each high school  PPE costs of $20,000 for each elementary school and $40,00 for each high school  Existing hourly security staff to monitor bathrooms at an additional 5% cost in each school. | Schedule for completing building modifications is critical  Procuring PPE is essential  Budget will need to be modified | Assuming funds are available, this should not impact the choice of an instructional delivery model. |