Instructional Delivery Model Mock-Up Worksheet

**Toolkit Section**: Choose instructional delivery model(s)

The table below is one way to organize decisions, and it can be modified by each LEA (e.g. changing the grade bands or creating a row for each grade level). LEAs should consider the impact of instructional delivery model decisions on historically underserved populations and ways to mitigate potential impact from the model (see special considerations for students with disabilities and English Learners on page 2 of this document). LEAs should reference Section V as they complete this work (specifically the portion on school and building calendars), as well as the considerations for scheduling included at the end of this document.

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| --- |
| How will students receive instruction? |
|  | How many, and which, students will receive all instruction at school? | How many, and which, students will receive all instruction remotely? | How many, and which, students will receive all instruction in a hybrid model? Will that model be grade based or classroom based? What is it? |
| **K-5** |  |  |  |
| **6-8** |  |  |  |
| **9-12** |  |  |  |

Once the above table is completed, LEAs should create an instructional delivery model mock-up.

**\_\_\_\_% Return In-Person**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Location | Monday | Tuesday | Wednesday | Thursday | Friday |
| In-Person |  |  |  |  |  |
| Remote |  |  |  |  |  |

**Schedule Considerations**

The following is a list of some scheduling options LEAs should consider as they decide on an instructional delivery model:

* Block schedule (courses cover only one semester)
* Modified block schedule with A and B days (fewer classes each day for longer periods)
* Intensive block schedule (only one or two classes at a time for less than half a year)
* Weekly or bi-weekly alternating schedules (where students take different classes during A and B weeks)
* Non-rotating schedules (helps with food distribution and building routines)

**Specific Considerations for Students with Disabilities**

When making decisions as to who attends school for in person instruction, consider the following variables for students with disabilities.

* Students who have the greatest barriers to accessing instruction from the remote environment.
* Students with the greatest areas of need which require in-person collaborative services for progress.
* Students who require consistency of learning to ensure progress and reduction of regression of skills.

 **Specific Considerations for English Learners**

For ELs, attention should be paid to the specific language needs and what digital resources exist for their native language. Additionally, if ELs would receive direct English Language Development (ELD) instruction (e.g., ESL class), then an equivalent amount of direct ELD instruction must be provided, in addition to all language supports provided for content instruction.