

Anchor Schedules for Hybrid + 100% Distance Learning



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Current Schedule Design Considerations

	Elementary	Secondary
Hybrid	Schedule A (Hybrid)	Schedule C (Hybrid)
Virtual	Schedule B (Virtual)	Schedule D (Virtual)

- **Days attending?**
 - Number of days in person attending (eg. 2 days a week in-person, 3 days a week virtual)
 - Consecutive days vs alternating days (eg. AB Schedule/AABB Schedule)
 - Students attending the entire SY vs. certain weeks
- **Who attends?**
 - Most students vs all students (eg. extra instruction for specific groups)
 - Entire grades vs some grades? Which students attend on which days? Do some students attend more than others? What do our students need?
- **Synchronous (In person and virtual)**
 - What is prioritized during in-person time?
 - What are the expectations for synchronous and asynchronous time by: grade level, subject
 - Will we adjust what courses are offered such as electives and specials?
- **Asynchronous Guidance (virtual)**
 - What is prioritized during asynchronous time?
 - What is not happening during asynchronous time?
- **Teacher Considerations**
 - Looping with students?
 - Is there a day that no students will be in the building (i.e. teacher planning day)?
 - What teacher hours/contracts should we keep in mind when planning?

Elementary School Examples

Hybrid Models:

- Arlington
- Fairfax
- Montgomery County
- Loudoun
- Charlottesville
- *EdWeek (general guidance)*
- *Success Academies (NY)*

100% Distance Learning Models:

- Fairfax
- Montgomery County
- Loudoun
- Arlington

ES → Hybrid Model



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Arlington → Hybrid Scheduling

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
TEACHER PLANNING SMALL GROUP INTERVENTIONS DISTANCE LEARNING	GROUP 1 IN-PERSON	GROUP 1 IN-PERSON	GROUP 2 IN-PERSON	GROUP 2 IN-PERSON
	GROUP 2 Distance Learning	GROUP 2 Distance Learning	GROUP 1 Distance Learning	GROUP 1 Distance Learning

At a glance:

- Days in school → 2 consecutive days
- Who attends → All students for 2 days, with additional time as possible for specific groups
- Teacher considerations → Planning time on Mondays

Fairfax → Hybrid Scheduling

Sample Schedule for In-Person Instruction with Social Distancing

50 Percent In Person Model (Elementary and Secondary):

Half of a school's students attend in-person Tuesdays/Thursdays and half attend in-person Wednesdays/Fridays*

Monday	Tuesday	Wednesday	Thursday	Friday
Intervention Block for Selected Students - AM	Group 1 - In School	Group 1 - Online/Async	Group 1 - In School	Group 1 - Online/Async
Teacher Planning - PM	Group 2 - Online/Async	Group 2 - In School	Group 2 - Online/Async	Group 2 - In School

* Middle and high school attend 8 periods daily.

At a glance:

- Days in school → 2 non-consecutive days
- Who attends → all students for 2 days, with additional time for live learning for specific groups
- Teacher considerations → Planning time on Mondays

Montgomery County → Hybrid Scheduling Guidance to 100% in person for all students

At a glance:

- Phased approach to bringing students back 100% in person
- Assumption is that school year begins in 100% virtual environment

Implementation Schedule

- MCPS anticipates starting the school year in a virtual-only instructional model given the current public health conditions, to plan for the needs of our families and to provide sufficient training for staff and students on new COVID-19 protocols.
- Phases will last 2-4 weeks depending on school level and grade/age.
- Phases may be adjusted based on changing public health conditions and implementation experience.
- Details and dates will follow.

Sequencing

Students in specific special education programs and students new to a school level (Prekindergarten, Kindergarten, 6th and 9th) are the first returning to school.

Elementary School

Phase 1	Prekindergarten, Kindergarten and students in specific Special Education Programs
Phase 2	Grade 1 and Grade 2
Phase 3	Grade 3 through Grade 5

Middle School

Phase 1	Grade 6 and students in specific Special Education Programs
Phase 2	Grade 7
Phase 3	Grade 8

High School

Phase 1	Grade 9 and students in specific Special Education Programs
Phase 2	Grade 10
Phase 3	Grade 11 and Grade 12

Loudoun → Hybrid Scheduling

Sample Elementary Student Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Morning Meeting <i>In-person or Synchronous</i>				
20 minutes synchronous small groups as needed 60-90 minutes of independent work over the course of the day	Reading/Language Arts	60-90 minutes of asynchronous work time over the course of the day	Reading/Language Arts	60-90 minutes of asynchronous work time over the course of the day
	Recess		Recess	
	Reading		Reading	
	Specials		Specials	
	Recess and Lunch		Recess and Lunch	
	Math		Math	
	Science, Social Science, Interdisciplinary Activities		Science, Social Science, Interdisciplinary Activities	

At a glance:

- Days in school → 2 days in person, non-consecutive
- Who attends → all students on split schedule
- Teacher considerations → Monday planning days

Charlottesville → Hybrid Scheduling



Charlottesville City Schools Return to Learning Plan
Reopening Options for 2020-21

DRAFT

Our Mission: Every Learner. Every Day. Everyone.

Grade Level	Options		Monday	Tuesday	Wednesday	Thursday	Friday
K-6th	Option 1 4 days Face-to-Face (F2F)		F2F 	F2F 	F2F 	F2F 	At home/online
	Option 2 Online only		At home/online 	At home/online 	At home/online 	At home/online 	At home/online
7th-12th	Option 1 Hybrid	Cohort A (50%) 	F2F 	Online 	F2F 	Online 	Online
		Cohort B (50%) 	Online 	F2F 	Online 	F2F 	Online
	Option 2 Online Only		Online 	Online 	Online 	Online 	Online

At a glance:

- Days in school → 4 days in person or 2 days in person
- Who attends → 4 days=k-6, 2 days=7-12
- Teacher considerations → Friday planning day

Success Academies → Hybrid Scheduling

At a glance:

- Days in school → 3 consecutive days or 2 consecutive days
- Who attends → 3 days=k-2, 2 days=3-5
- Teacher considerations → planning built into day

Representative Weekly and Daily Schedules for Grades K-4

Elementary school scholars will have a consistent weekly schedule of at least two consecutive days on campus and two days of remote learning. During on-campus learning, teachers will rotate into the classrooms rather than scholars transitioning between rooms.

Grade	Monday	Tuesday	Wednesday (Half Day)	Thursday	Friday
K	On Campus	On Campus	On Campus	Remote	Remote
1	On Campus	On Campus	On Campus	Remote	Remote
2	On Campus	On Campus	On Campus	Remote	Remote
3	Remote	Remote	Remote*	On Campus	On Campus
4	Remote	Remote	Remote*	On Campus	On Campus

*Grade 3-4 scholars requiring additional academic support/intervention will be on campus for Wednesday half days.

On Campus Day of Learning

7:15–7:45am	Arrival
7:45–8:00am	Morning Meeting
8:00–9:30am	Literacy
9:30–10:15am	Science
10:15–10:30am	Snack
10:30am–12:00pm	Math
12:00–12:50pm	Lunch / Recess
12:50–1:40pm	Specials / Electives
1:45–2:35pm	Read Aloud
2:35–3:15pm	Number Stories
3:15–3:45pm	Dismissal
3:45–5:00pm	After School Programs

Remote Day of Learning

9:15–9:30am	Morning Meeting VC with Homeroom Teacher
9:30–11:00am	Literacy Independent Work - Independent Reading - Writing - Targeted Reading - Instruction with Teacher
11:00–11:30am	Literacy VC
11:30am–12:00pm	Break
12:00–12:20pm	Math Launch VC
12:20–1:00pm	Math
1:00–2:00pm	Lunch Break
2:00–2:30pm	Science
2:30–3:00pm	Math Review VC
3:00–3:30pm	Typing and Reading

ES → 100% Distance Model



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Fairfax → 100% Distance Learning Scheduling

Sample Schedule for Full-Time Online Instruction

Full-Time Online Model (Elementary and Secondary):

Online teacher-directed instruction 4 days per week

Monday	Tuesday	Wednesday	Thursday	Friday
Intervention Block for Selected Students - AM Teacher Planning - PM	Online/Synchronous Students follow daily schedule established by base school.*			

** Middle and high school attend 8 periods daily.*

At a glance:

- Days in school → 4 days synchronous
- Who attends → all students either not enrolled in hybrid or all students if in Phase I or II
- Teacher considerations → Planning time on Mondays

Montgomery County → 100% Distance Learning Scheduling

At a glance:

- Days in school → 4 days synchronous
- Who attends → all students either not enrolled in hybrid or all students if in Phase I or II
- Teacher considerations → Planning time on Wednesdays

Time	Monday and Tuesday	Wednesday	Thursday and Friday
A.M.	Class Meeting	<ul style="list-style-type: none"> • Student Asynchronous Learning • Individualized Student Support • Individual and Collaborative Planning • Grading • Professional Development 	Class Meeting
	Mathematics		Mathematics
	English/Language Arts		English/Language Arts
	Lunch		Lunch
P.M.	Social Emotional Lessons, Small Groups, Interventions or Supports		Social Emotional Lessons, Small Groups, Interventions or Supports
	Science or Social Studies		Science or Social Studies
	Art, Music or P.E.		Art, Music or P.E.

* Students will receive live instruction during a portion of the instructional blocks. Students will also be engaged through small group instruction, discussion groups and asynchronous instruction.

* This is only a sample schedule. Times and class sequence will be adjusted at the school level.

* ESOL and Special Education Services will be scheduled throughout the day.

Loudoun → 100% Distance Learning Scheduling

At a glance:

- Days of live instruction → 4 days synchronous
- Who attends → all students either not enrolled in hybrid or all students if in Phase I or II
- Teacher considerations → Planning time on Mondays

Elementary 100% Distance Learning Sample Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	Morning Meeting <i>Synchronous</i>				
8:45-9:30	Students: 20 minutes synchronous small groups as needed	Teacher-Directed Instruction <i>Synchronous</i>			
9:45-10:15		Specials <i>Asynchronous or Synchronous</i>			
10:30-11:30		(3 20-minute sessions) Small Group Instruction (EL, SPED, remediation, Extension) <i>Synchronous</i>			
11:30-12:30	Teachers: Synchronous small group instruction as needed. Planning, collaborative learning team meetings, professional development, and staff meetings	Lunch and Recess			
12:30-1:15		Teacher-Directed Instruction <i>Synchronous</i>			
1:30-2:30		Independent Playlist or Choice Activity <i>Asynchronous</i> (Teacher planning)			
2:30-3:00	Office Hours for parents/guardians				

Arlington → Hybrid or 100% Distance

ELEMENTARY SCHOOL

At a glance:

- Days in school → 4 days synchronous, with additional intervention time for specific groups
- Who attends → all students either not enrolled in hybrid or all students if in Phase I or II
- Teacher considerations → Planning time on Mondays

Elementary students in the hybrid and full-time distance learning models will receive instruction in literacy, numeracy, science, social studies and specials (art, music and PE) Tuesday-Friday. On Mondays, teachers in both models will engage in collaborative planning and will provide small-group interventions, when needed.

WEEKLY SUMMARY

All	Hybrid Model				Full-time Distance Model
MONDAYS	In-School		Distance Learning		4 days
	In-School Day 1	In-School Day 2	Distance Learning Day 1	Distance Learning Day 2	Tues-Friday
2.5 hours asynchronous instruction +Additional synchronous small group instruction sessions for <i>some</i> students	6 hours and 41 minutes	6 hours and 41 minutes	2.5 hours asynchronous instruction +Additional synchronous small group instruction sessions for <i>some</i> students	2.5 hours asynchronous instruction +Additional synchronous small group instruction sessions for <i>some</i> students	4 hours 35 minutes per day synchronous AND asynchronous +Additional synchronous small group instruction sessions for <i>some</i> students

Secondary Examples

Hybrid Models:

- Loudoun
- Falls Church
- *Success Academies (NY)*
- *Empower HS (CO)*

100% Distance Learning Models:

- Arlington
- Loudoun MS
- Loudoun HS

Secondary → Hybrid Model



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Fairfax → Hybrid Scheduling

Sample Schedule for In-Person Instruction with Social Distancing

50 Percent In Person Model (Elementary and Secondary):

Half of a school's students attend in-person Tuesdays/Thursdays and half attend in-person Wednesdays/Fridays*

Monday	Tuesday	Wednesday	Thursday	Friday
Intervention Block for Selected Students - AM	Group 1 - In School	Group 1 - Online/Async	Group 1 - In School	Group 1 - Online/Async
Teacher Planning - PM	Group 2 - Online/Async	Group 2 - In School	Group 2 - Online/Async	Group 2 - In School

* Middle and high school attend 8 periods daily.

At a glance:

- Days in school → 2 non-consecutive days
- Who attends → all students, split across two groups
- Teacher considerations → Monday is a planning day

Falls Church → K-12 Hybrid Scheduling

Monday (A and B day)	Tuesday (A day)	Wednesday (B day)	Thursday (A day)	Friday (B day)
<i>A and B Day Students</i>	<i>A Day Student - In School All Day</i>	<i>B Day Student - In School All Day</i>	<i>A Day Student - In School All Day</i>	<i>B Day Student - In School All Day</i>
Online/Async - all students complete teacher assigned work, projects, etc.	(MS/HS Blocks 1-4)	(MS/HS Blocks 1-4)	(MS/HS Blocks 5-8)	(MS/HS Blocks 5-8)
Intervention blocks in the morning for selected students	<i>B Day Student - Online/Async - students complete teacher assigned work, projects, etc.</i>	<i>A Day Student - Online/Async - students complete teacher assigned work, projects, etc.</i>	<i>B Day Student - Online/Async - students complete teacher assigned work, projects, etc.</i>	<i>A Day Student - Online/Async - students complete teacher assigned work, projects, etc.</i>
Afternoon Teacher/School Planning				

At a glance:

- Days in school → 2 non-consecutive days
- Who attends → all students, split across two groups
- Teacher considerations → Monday is a planning day

Loudoun → MS/HS Hybrid Scheduling

Sample Middle/High School Student Schedule				
Monday	Tuesday	Wednesday	Thursday	Friday
Advisory/Homeroom/PBIS lessons <i>Synchronous and In-person</i>				
Asynchronous Learning For Students	Block 1 <i>In-person learning</i>	Block 1 <i>Asynchronous</i>	Block 5 <i>In-person learning</i>	Block 5 <i>Asynchronous</i>
	Block 2 <i>In-person learning</i>	Block 2 <i>Asynchronous</i>	Block 6 <i>In-person learning</i>	Block 6 <i>Asynchronous</i>
Teacher Planning	Block 3 <i>In-person learning</i>	Block 3 <i>Asynchronous</i>	Block 7 <i>In-person learning</i>	Block 7 <i>Asynchronous</i>
Synchronous Check-in @ 15 minutes per block <i>(not including study hall)</i>	Lunch Break			
	Block 4 <i>In-person learning</i>	Block 4 <i>Asynchronous</i>	Block 8 <i>In-person learning</i>	Block 8 <i>Asynchronous</i>
Student Support	Asynchronous learning, extracurricular activities, collaboration with peers, and office hours with teachers as needed			

At a glance:

- Days in school → 2 non-consecutive days
- Who attends → all students, split across two groups
- Teacher considerations → Monday is a planning day

Success Academies → MS/HS Hybrid Scheduling

Representative Weekly and Daily Schedules for Grades 5-8

Middle school scholars will also have consistent weekly schedules of at least two consecutive days on campus and two days of remote learning. During on-campus learning, teachers will rotate into the classrooms rather than scholars transitioning between rooms, and scholars will spend 60 minutes a day in each core academic class.

Grade	Monday	Tuesday	Wednesday (Half Day)	Thursday	Friday
5	On Campus	On Campus	On Campus*	Remote	Remote
6	Remote	Remote	On Campus*	On Campus	On Campus
7	Remote	Remote	On Campus*	On Campus	On Campus
8	On Campus	On Campus	On Campus*	Remote	Remote

*Only scholars requiring additional academic support will be on campus on Wednesday half days.

Our middle school scholars will start every morning with Advisory. With our community living with the impact of a global pandemic, the Advisory block is a critical support for scholars. In addition to addressing lifelong habits in time management, goal setting, and independent learning, Advisory is a dedicated time for scholars to discuss challenges and develop close relationships with their Advisors. Advisory provides an opportunity for Advisors to assess and address the social and emotional wellbeing of our scholars. Advisors

also bridge the gap between a scholar's home and school life, serving as families' point of contact throughout the year and regularly contacting parents about their child's progress.

During on-campus days, scholar talent programming is well integrated within the day, with our middle school scholars having 60 minutes of elective programming; on Wednesdays, they will participate in clubs remotely.

On Campus Day of Learning

7:45-8:45am	Talent Club Practice
8:15-8:30am	Arrival
8:30-8:45am	Advisory
8:45-8:50am	Break
8:50-9:50am	Math
9:50-9:55am	Break
9:55-10:55am	Science
10:55-11:00am	Break
11:00am-12:00pm	History
12:00-12:40pm	Lunch/Recess
12:40-1:40pm	Literature / Electives (Split Grade)
1:40-1:45pm	Break
1:45-2:45pm	Literature / Electives (Split Grade)
2:45-2:50pm	Break

Remote Day of Learning

9:00-9:15am	Advisory
9:15-9:30am	Break
9:30-10:30am	Math
10:30-10:40am	Break
10:40-11:40am	Science
11:40am-12:50pm	Lunch
12:50-1:50pm	ELA
1:50-2:00pm	Break
2:00-3:00pm	History
3:00-3:15pm	Break
3:15-4:00pm	Independent Reading

Representative Weekly and Daily Schedule for Grades 9-12

For our high school scholars, minimizing transitions and movement is more challenging because of the number of different courses offered and the student composition of each class. Fortunately, our older scholars will be better able to independently practice social distancing. Scholars will have A and B week schedules that will look slightly different depending on the week. Listed below is a sample schedule for an A week. More specific information will come regarding your scholar's schedule.

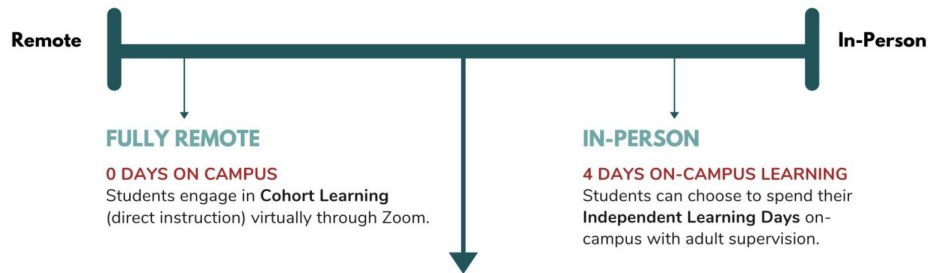
Grade	Monday	Tuesday	Wednesday	Thursday	Friday
9	On Campus	On Campus	On Campus	Remote	Remote
10	On Campus	On Campus	On Campus	Remote	Remote
11	Remote	Remote	Remote	On Campus	On Campus
12	Remote	Remote	Remote	On Campus	On Campus

At a glance:

- Days in school → 3 days in person
- Who attends → all students, split by grade level
- Teacher considerations → Planning embedded

Empower HS → MS/HS Hybrid Scheduling

Fall 2020 Schedule Choices



COHORT LEARNING

2 days/week - On-Campus

- Hands-on, highly collaborative learning
- Direct instruction from highly qualified teachers

INDEPENDENT LEARNING

2 days/week - Remote

- Independent practice with skills and knowledge learned during in-person instruction
- FREE virtual tutoring available on-demand between 8-3pm

INDEPENDENT MASTERY

1 day/week - Remote

- Weekly quiz/assessment for each core class due by 12pm



A Week in the Life

Please note: Depending on the student's schedule, cohort learning will occur Monday & Wednesday or Tuesday & Thursday.

M	T	W	Th	F
COHORT LEARNING	INDEPENDENT LEARNING	COHORT LEARNING	INDEPENDENT LEARNING	INDEPENDENT MASTERY
8am-12pm 4 core classes (60 min class periods)	8am-12pm Independent Practice	8am-12pm 4 core classes (60 min class periods)	8am-12pm Independent Practice	8am-12pm Weekly assessments (max of one per core content course)
12-12:40pm Lunch	1-2pm Virtual World Language Course	12-12:40pm Lunch	1-2pm Virtual World Language Course	12-1pm Virtual Community Meeting (live trivia, guest speaker series, and more.
12:45-1:30pm FAMILY (advisement)	2-3pm The Hustle Collective	12:45-1:30pm FAMILY (advisement)	2-3pm The Hustle Collective	1-3pm Teachers score assessments, post grades, and make plans for the following week.
1:30-3pm Project Based Elective		1:30-3pm Project Based Elective		

Project Based Electives

Empower will continue to offer hands-on project-based elective courses taught by community partner organizations like Youth Broadcast Empowerment Organization and FLORA!



FAMILY

Students will meet with their FAMILY (advisory) twice a week. FAMILY curriculum is focused on **social emotional learning, wellness, leadership**



The Hustle Collective

On independent learning days, the elective offered is The Hustle Collective: a student-led elective. Students will be equipped with the resources and support they need to teach themselves a skill they have always wanted to learn. Self-driven learning will be supported by weekly, one-on-one Zoom coaching

At a glance:

- Days in school → 2 non-consecutive days
- Who attends → all students, split across smaller groups
- Teacher considerations → Planning time embedded

Secondary → 100% Distance Model



EVERY STUDENT SUCCEEDS

Fairfax 100% Distance Learning Scheduling

[MS]

At a glance:

- Days of live instruction → 4 days synchronous
- Who attends → all students either not enrolled in hybrid or all students if in Phase I or II
- Teacher considerations → Planning time on Mondays

ALL	Hybrid Model				Full-Time Distance Model
Mondays	6th Grade In-person	7th or 8th Grade In-person	7th or 8th Grade In-person	Hybrid Distance Learning Asynchronous (All Grades)	Full-Time Distance Learning Synchronous & Asynchronous (All Grades)
Asynchronous Distance Learning activities	Arrival (30 min) Flexibility during rolling arrival (+ health screening/hand washing/sanitizing)	Arrival (30 min) Flexibility during rolling arrival (+ health screening/hand washing/sanitizing)	Arrival (30 min) Flexibility during rolling arrival (+ health screening/hand washing/sanitizing)	No structured schedule for independent learning	Early Morning check-in or office hours if needed (30 min)
	1st/2nd period (93 min)	1st/2nd period (94 min)	1st/2nd period (94 min)	Distance learning activities, assigned by the teacher, may include:	1st/2nd period (90 minutes total/ 50 min synchronous)
	passing time (8 min)	passing time (8 min)	passing time (8 min)	• Small group work	Break (8 min)
	3rd period (daily anchor) (42 min)	3rd period (daily anchor) (42 min)	3rd/4th period (84 min)	• Video introduction of new content	3rd period (anchor period) (40 minutes total/ 30 min synchronous)
	Teacher Advisory (TA) SEL (30 min) Extra 5 minutes for TA d for transition support from elementary school to middle school	4th period – Lunch (35 min)	Passing time (8 min)	• Independent practice	Teacher Advisory SEL (15 min)
+Additional synchronous small group instruction sessions for some students			• Assessment of proficiency		
			• Continued purposeful interaction with peers		
			• Thoughtful engagement with curriculum		
			• Access help during		

Teacher Planning	Passing Time (8 min)	Passing time (4 min)	Teacher Advisory (25 min) SEL	intervention period	Break (8 min)
	4th period – Lunch (35 min)	Teacher Advisory (25 min) SEL	Passing time (4 min)	• Engagement in teacher-supported extensions	5th/6th period (84 minutes total/ 45 min synchronous)
	Passing time (8 min)	Passing time (6 min)	5th period – Lunch (35 min)	• Opportunities to review previously taught material to remediate or strengthen understanding/skills	4th period – Lunch (35 min)
	5th/6th period (83 min)	5th/6th period (85 min)	6th period (daily anchor) (42 min)		7th/8th period (94 min total/ 45 min synchronous)
	Passing (8 min)	Passing time (8 min)	Passing time (8 min)		
	7th/8th period (87 min) Allows for staggered dismissal	7th/8th period (87 min) Allows for staggered dismissal	7th/8th period (86 min) Allows for staggered dismissal		

Montgomery County → 100% Distance Learning Scheduling (MS/HS)

At a glance:

- Days in school → 4 days synchronous, with 4 blocks on AB/AB schedule
- Who attends → all students either not enrolled in hybrid or all students if in Phase I or II
- Teacher considerations → Planning time on Wednesdays

Middle and High School Virtual Only Sample Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Periods 1 - 4	Periods 5 - 8 (Period 5 is Lunch)	<ul style="list-style-type: none"> • Student Asynchronous Learning • Individualized Student Support • Individual and Collaborative Planning • Grading • Professional Development 	Periods 1 - 4	Periods 5 - 8 (Period 5 is Lunch)
A.M. <i>Period 1</i>	A.M. <i>Period 6</i>		A.M. <i>Period 1</i>	A.M. <i>Period 6</i>
A.M. <i>Period 2</i>	A.M. <i>Period 7</i>		A.M. <i>Period 2</i>	A.M. <i>Period 7</i>
Lunch	Lunch		Lunch	Lunch
P.M. <i>Period 3</i>	P.M. <i>Period 8</i>		P.M. <i>Period 3</i>	P.M. <i>Period 8</i>
P.M. <i>Period 4</i>	P.M. <i>Home Room</i>	P.M. <i>Period 4</i>	P.M. <i>Homeroom/ Support Period</i>	

- * Students will receive live instruction during a portion of the instructional blocks. Students will also be engaged through small group instruction, discussion groups and asynchronous instruction.
- * This is only a sample schedule. Times and class sequence will be adjusted at the school level.
- * ESOL and Special Education services will be scheduled throughout the day.

Loudoun → 100% Distance Learning Scheduling [MS]

At a glance:

- Days of live instruction → 4 days synchronous
- Who attends → all students either not enrolled in hybrid or all students if in Phase I or II
- Teacher considerations → Planning time on Mondays

Middle 100% Distance Learning Sample Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-8:50	Advisory Period/SEL lessons				
9:00-9:45	Teacher Planning, Collaborative Learning Team Meetings, and Office Hours	Block 1A Synchronous Learning	Block 1B Synchronous Learning	Block 1A Synchronous Learning	Block 1B Synchronous Learning
10:00-10:45		Block 2A Synchronous Learning	Block 2B Synchronous Learning	Block 2A Synchronous Learning	Block 2B Synchronous Learning
11:00-11:45		Block 3A Synchronous Learning	Block 3B Synchronous Learning	Block 3A Synchronous Learning	Block 3B Synchronous Learning
12:00-12:30	Students work asynchronously (independently or with peers)	Lunch Break			
12:45-1:30		Block 4A Synchronous Learning	Block 4B Synchronous Learning	Block 4A Synchronous Learning	Block 4B Synchronous Learning
1:30-3:30	Students: Asynchronous learning activities, extracurricular activities, conference with teachers by appointment, work				

Loudoun → 100% Distance Learning Scheduling [HS]

High 100% Distance Learning Sample Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:20	Advisory Period/SEL lessons				
9:30-10:30	Teacher Planning, Collaborative Learning Team Meetings, and Office Hours	Block 1A Synchronous Learning	Block 1B Synchronous Learning	Block 1A Synchronous Learning	Block 1B Synchronous Learning
10:45-11:45		Block 2A Synchronous Learning	Block 2B Synchronous Learning	Block 2A Synchronous Learning	Block 2B Synchronous Learning
12:00-12:30	Students work asynchronously (independently or with peers)	Lunch Break			
12:45-1:45		Block 3A Synchronous Learning	Block 3B Synchronous Learning	Block 3A Synchronous Learning	Block 3B Synchronous Learning
2:00-3:00		Block 4A Synchronous Learning	Block 4B Synchronous Learning	Block 4A Synchronous Learning	Block 4B Synchronous Learning
3:15-4:15	Students: Asynchronous learning activities, Extracurricular activities, Conference with teachers by appointment, Work independently or with peers Teachers: Planning, School Meetings, Conferences, Communication				

At a glance:

- Days of live instruction → 4 days synchronous
- Who attends → all students either not enrolled in hybrid or all students if in Phase I or II
- Teacher considerations → Planning time on Mondays

Additional Resources

EdWeek → Hybrid Scheduling

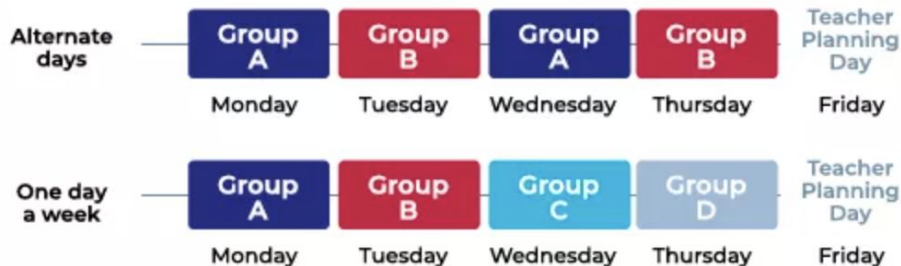
Hybrid Scheduling Options

At a glance: (see more detail [here](#))

- Days in school:
 - ___# of Half Days across the week
 - 2 days for AB/AB or AA/BB schedule
 - 1 day a week for ABCD schedules
- Who Attends:
 - All students (in staggered smaller groups)
 - Special Populations ONLY
 - ES in-person, MS/HS remote ONLY



SHIFT SCHEDULING



LCPS Summary

Grade Levels	Phase III	Phases I and II (for most students) and Phase III (for those whose parents/guardians choose this option)
	Hybrid of 2 days in-person learning, 3 days distance learning for most students <i>(more than 2 days in-person learning for some students with disabilities and English learners)</i>	100% Distance Learning
K - 3	2 days in-person learning 3 days distance learning	0 days in-person learning 5 days distance learning
	TUESDAY-FRIDAY - Synchronous 30 minutes per day - Asynchronous 60 minutes per day	TUESDAY-FRIDAY - Synchronous 120 minutes per day - Asynchronous 60 minutes per day
4 - 5	2 days in-person learning 3 days distance learning	0 days in-person learning 5 days distance learning
	TUESDAY-FRIDAY - Synchronous 30 minutes per day - Asynchronous 90 minutes per day	TUESDAY-FRIDAY - Synchronous 120-140 minutes per day - Asynchronous 90 minutes per day
6 - 8	2 days in-person learning 3 days distance learning	0 days in-person learning 5 days distance learning
	TUESDAY-FRIDAY - 20 minutes Advisory each day - 45 minutes asynchronous per class over the course of the week	TUESDAY-FRIDAY - 20 minutes Advisory each day - 180 minutes synchronous learning per day (45 minutes per class, 4 periods per day) - 45 minutes asynchronous per class over the course of the week
9-12	2 days in-person learning 3 days distance learning	0 days in-person learning 5 days distance learning
	TUESDAY-FRIDAY - 20 minutes Advisory each day - Asynchronous 60 minutes per class over the course of the week	TUESDAY-FRIDAY - 20 minutes Advisory each day - Synchronous 240 minutes per day (60 minutes per class, 4 periods per day) - Asynchronous 60 minutes per class over the course of the week

Additional Resources

TNTP [example schedules](#) for distance learning