

SAMPLE PLAN

Instructional Model SHORT DAY

Grade Span

Digital

Print

Hybrid

K-5

6-12

OVERVIEW

Teachers (4-hour work day):

- 60-90 minutes of live interaction with students daily, including:
 - Lead daily 15-30 min morning meeting or check in
 - Lead one 30-minute mini-lesson, alternating between ELA and Math; students without tech option can call in via conference line
 - Facilitate two 30-minute small group sessions online; students without tech option can call in via conference line
- 60 minutes Virtual office hours and phone check-ins (either small group or one-on-one)
- 90-120 minutes planning, reviewing student work, providing feedback, and preparing assignments

Students who are online:

- 60-90 minutes of live interaction with teachers daily, including:
 - Daily morning wellness check-in (via digital survey, video, or text message)
 - Daily 30-minute class, alternating between ELA and Math video video platform
 - Twice-weekly 30-minute small group sessions via video platform
- 60-90 minutes of independent work daily including:
 - 30 minutes of reading
 - 30-60 minutes of independent work, submitting assignments online
- At least 30 minutes of movement and exercise daily
- Ability to reach teacher virtually or via phone during office hours
- Additional intervention support provided by aide or specialist based on individual need

Students who are only available via phone:

- 30-60 minutes of live interaction with teachers daily, including:
 - Daily morning wellness check-in (via video call or via text message photos of students' daily journal reflections)
 - Optional: join 30-minute class, alternating between ELA and Math, via conference line
 - Twice-weekly 20-minute small group or one-on-one phone call with teacher
 - 90-120 minutes of independent work daily, including:
 - 30 minutes of reading
 - 60-90 minutes of independent work (to be mailed, dropped off, or submitted as a photo via text message)
 - At least 30 minutes of movement and exercise daily
 - Ability to reach teacher via phone during office hours as needed (at least twice weekly)
 - Additional intervention support provided by aide or specialist based on individual need
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SAMPLE SCHEDULES

Teacher Daily Schedule

8:00-8:45	Prep for morning meetings, log into technology, check urgent communication, ensure that all students are online or on phone conference line
8:45-9:00	Lead morning meetings via video and conference call <ul style="list-style-type: none">● - Provide social connection● - Check work completion● - Provide an overview of the day and what to expect
9:00-9:30	Lead ELA/Math instruction for students virtually, with conference line for non-digital students
9:30-10:30	Lead 2 small groups (two groups for 30 min. each) or check in with students one-on-one, either via video platform or via phone
10:30 - 11:30	Virtual office hours via video platform, electronic chat function (e.g., Google Chat), or phone call
11:30 - 12:00	Prep period <ul style="list-style-type: none">● Review student work and give feedback (via online learning platform, text, or phone)● Plan for tomorrow's lesson● Check student progress on assignments (from online software or as assigned)
12:30 - 1:30	Lunch

Student Daily Schedule

8:30 - 8:45	Prepare your learning space, eat, stretch, and get ready
8:45 - 9:00	Morning check-in with your teachers and peers, either via video or texting a picture of daily journal reflection to your teacher
9:00 - 9:30	Attend ELA or Math class virtually
9:30 - 10:30	Complete independent work <i>or</i> read for at least 30 minutes <i>or</i> get some exercise OR Attend a small group
10:30 - 11:30	Complete independent work <i>or</i> check in with your teacher <i>or</i> get some exercise
11:30 - 12:00	Lunch
12:00 - afternoon	Complete independent work, help with chores, play, get some exercise

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Sample Student Week at a Glance Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:45-9am	Morning mtg.				
9-9:30am	ELA class	Math class	ELA class	Math class	ELA class
9:30-10am	Reading	Reading	Reading	Small group	Reading
10-10:30am	Small group	Ind. work	Ind. work	Ind. work	Ind. work
12:30pm - afternoon	Ind. work, chores, play, etc	1:1 check-in	Ind. work, chores, play, etc	Ind. work, chores, play, etc	Ind. work, chores, play, etc
11:30-12pm	Lunch	Lunch	Lunch	Lunch	Lunch
12-12:30pm	Movement	Movement	Movement	Movement	Movement
12:30pm - afternoon	Ind. work, chores, play, etc				

Notes:

- Green = Live “synchronous” work
- Blue = Independent work
- Grey = Breaks, lunch, movement, choice time, play
- Additional intervention support can be provided during independent study blocks or in the afternoon

ALSO READ:

- [Priority Checklist: Key Components of a Distance Learning School Day](#)
- Instruction Partners Resource Hub:
 - [Instructional Management, Structures, and Routines](#), including K-5 Content-Specific Guidance aligned to the Hybrid Model

WEEK-BY-WEEK GOALS:

	Before Week 1	Week 1	Goal by Week 3 and beyond
District will:	<ul style="list-style-type: none">● Provide all families with health and connectivity information (see sample letter)● Survey families about connectivity needs	<ul style="list-style-type: none">● Develop hybrid learning expectations for students and parents, if they do not yet exist● Troubleshoot common technical hurdles● Collect resources in central location and coordinate	<ul style="list-style-type: none">● Survey families about what is working● Adapt PD offerings based on teacher needs

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	<ul style="list-style-type: none"> Assess teachers' tech experience and comfort levels Design distance learning plan including high-level expectations for teachers, involving EL specialists in the plan design Provide sample schedules to schools Plan and provide PD options for staff Develop special education plans and provide necessary training 	resources across school sites	
School will:	<ul style="list-style-type: none"> Determine technology tools that will support instructional strategy Work with instructional team, including EL coordinators, to set schedule Provide families with detailed plan and expectations for distance learning Organize grade-level teams for planning and coordination Coordinate intervention supports for EL and SPED students 	<ul style="list-style-type: none"> Check in with teachers Troubleshoot any issues with instructional delivery, capacity, or unmet student needs Check in with families and see what they need; fill in tech access gaps Compile list of students that have been unresponsive for prioritized outreach 	<ul style="list-style-type: none"> Support school culture, offer enrichment opportunities beyond the school day (e.g., bedtime stories), organize social groups or lunch groups Adapt family communication as needed based on feedback, exploring channels like WhatsApp and Facebook Leverage mental health staff for child welfare checks
Teacher will:	<ul style="list-style-type: none"> Reach out to families to explain the plan and provide instructions for tech access Answer questions from families via voice message or video message; ensure every child has heard their teacher's voice or seen their face (via voicemail, video recording, Facebook Live, YouTube video, video chat, or voice memo) 	<ul style="list-style-type: none"> Launch live sessions with students Connect with every student via live classes or small group Facilitate discussion and engagement with students Assign work that is focused on review of past material Build a plan to track and record student completion and mastery using either a paper gradebook, an electronic gradebook, or a student information system 	<ul style="list-style-type: none"> Begin to introduce new content through lessons and assignments Explore new approaches, including place-based science Connect 1:1 with each student and a primary caregiver Begin using props and offer fun ways to bring school spirit online (PJ days, college sweater days, spoken-word nights, etc.) Identify and refer children and families in crisis to school leadership Use data on completion and mastery to adapt practice work to both students' learning levels and grade levels

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Students and Families will:	<ul style="list-style-type: none">• Set up a learning space that is free of distractions• Inform school of any difficulties accessing	<ul style="list-style-type: none">• Know and be able to articulate the tech-enabled and other tools they will use to connect with their teacher and submit their work• Begin daily interactions (serving both social and academic purposes) with peers online• Complete daily independent work• Read and move daily for at least 30 minutes each	<ul style="list-style-type: none">• Submit assignments for teacher feedback• Engage in productive and on-task discussion in online classes• Practice new skills independently and in small groups using various modalities (learning app, manipulatives, making videos, etc.)• Have daily contact with at least one adult from school• Learn new content independently, with teacher in large group, in small group, through curated content online, and through discovery
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