

Stonington Public Schools Hybrid and Distance Learning Plan

Goals:

- To provide instruction to students during the COVID-19 pandemic
- To ensure continuity between in-school and at-home learning (**Both will follow the school schedule**)
- To continue instruction using many existing programs for students in partnership with families

Classroom Platforms:

- Kindergarten - Grade 2: SeeSaw
- Grade 3 - Grade 12: Google Classroom

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Definitions: There are two models for teaching and learning:

- Synchronous: Students and teachers working together and interacting in a digital space concurrently.
- Asynchronous: Teachers post direct instruction videos and learning materials online. Students engage with class materials and complete work independently.

School Roles and Responsibilities

Administration	<ul style="list-style-type: none"> ● Create and distribute the Hybrid and Distance Learning Plan ● Support faculty and students/families in a hybrid learning environment ● Help teachers implement Hybrid and Distance Learning ● Facilitate communication between teachers, students, and families ● All district updates will be delivered through the superintendent
Technology Department	<ul style="list-style-type: none"> ● Provide at least one device per household as requested and possible ● Support faculty in a hybrid and distance learning environment ● Provide written/video support to assist faculty using district identified resources ● Provide maintenance and/or replacement for broken devices
Curriculum Team	<ul style="list-style-type: none"> ● Create templates and guidelines for Hybrid and Distance Learning plans ● Hold regular online meetings with all teachers ● Support faculty during the transition and implementation of the Hybrid and Distance Learning
Teachers	<ul style="list-style-type: none"> ● Collaborate with members of your team or department to meaningful instruction ● Use district curriculum and resources to communicate and deliver content ● Add your administrator, coordinator, and co-teacher to your Google Classroom ● Upload weekly agendas to Google Classroom Monday morning ● Follow the school's Hybrid and Distance Learning schedule ● Be available for synchronous and asynchronous teaching and support for every scheduled period ● Differentiate lessons to meet all students' needs ● Collaborate with special education staff (co-teacher or case manager) as necessary ● Make sure parents are aware which online resources your students will access. ● Communicate with and provide timely feedback ● Assess student work and record/post grades and progress. ● Record attendance in PowerSchool ● Reach out to parents with concerns about attendance/participation, work completion, and any other behavioral/social-emotional concerns. Include counselors and case managers when applicable ● Communicate with parents, as necessary (ex. email, Class Dojo, Instagram, etc) ● Be available online for each class during the scheduled class time ● Communicate with the technology department over any tech issues that arise (Help Desk) ● Virtually attend meetings with Team/Curriculum/Admin as scheduled
Special Education	<ul style="list-style-type: none"> ● Communicate regularly with the subject or classroom teachers who teach the students on your caseload. ● Communicate regularly with students on your caseload and/or their parents ● Provide virtual support opportunities for students on your caseload ● Complete a Daily Service Log for every student on your caseload ● Provide a virtual resource blocks and direct instructional blocks, as scheduled
Interventionists & SLPs	<ul style="list-style-type: none"> ● Communicate regularly with the subject/classroom teachers who teach the students on your caseload ● Provide updated data in the RtI or IEP plan ● Provide virtual support opportunities for students on your caseload/virtual service delivery ● Complete a Daily Service Log for every student on your caseload ● Provide a virtual resource block, as appropriate
Counselors Social Workers School Psychologists	<ul style="list-style-type: none"> ● Serve as a liaison for communication with students/families in crisis ● Provide resources for students and families to support them while they are away from school ● Provide college and career readiness lessons through Naviance (HS) ● Plan course selection ● Provide virtual support to students as needed in collaboration with families ● Contact students who are not engaging in Hybrid and Distance Learning

Teacher Guidelines for Hybrid and Distance Learning

Schedule	<ul style="list-style-type: none"> ● Hybrid and Distance Learning will follow the school schedule ● Be available throughout the whole class period to meet with students and provide synchronous instruction and/or support ● Attend meetings with Team/Curriculum/Admin ● Check email a minimum of three times a day
Absences	<ul style="list-style-type: none"> ● Record your absence in Aesop/Frontline (sub required) ● Set the “out of office” settings on your email ● Put a message on your Google Classroom/Seesaw ● Upload lessons into your Google Classroom/Seesaw ● Attendance will still be taken in each class (Method TBD) <p>Emergency Plans</p> <ul style="list-style-type: none"> ● If you have a colleague(s) teaching the same class, have them upload the assignments to your Google Classroom/Seesaw <ul style="list-style-type: none"> ○ Add this colleague as a co-teacher for your class(es) ● If you are the only one teaching a specific class, have 2 days of emergency plans that can be uploaded <ul style="list-style-type: none"> ○ Classroom codes should be listed on these plans ○ An administrator/coordinator should be a co-teacher so they can upload the plan
Feedback	<ul style="list-style-type: none"> ● Provide timely feedback, as it is essential to student learning ● Actively respond to questions and communications from students/families ● Update PowerSchool in a timely manner
Instruction	<ul style="list-style-type: none"> ● Use district approved curriculum and resources to deliver instruction ● Complete a Unit Planning Template for each quarter of Hybrid and Distance Learning ● Post Weekly Agendas on Monday morning to inform students of all assignments/tasks (Gr. 3-12); Post daily agendas/checklists on Seesaw (Gr. K-2) ● Follow the guidelines for time and schedule based on your grade level and subject area ● Provide synchronous learning for approximately 50% of the class period ● Ensure that differentiation is provided to meet all students’ needs (IEP/504/RtI/Tier II) ● Provide students ample time to complete assignments ● Consider how to use gradual release of responsibility to enhance learning for students ● Make sure that all directions and due dates for tasks are clear and detailed ● Collaborate with your grade level colleagues, interdisciplinary coordinators, and curriculum specialists regularly to plan instruction ● Common courses will implement similar content and the same summative assessments
Offline Work	<ul style="list-style-type: none"> ● Avoid requiring printing. All tasks should be completed on a device or uploaded as a picture ● Consider including offline activities in your lessons such as reading, engaging in discussions with a family member or friend remotely, writing in a journal, taking pictures and/or making a video ● Arrangement for quarterly distribution of materials (books, supplies, kits, packets) will be determined at each school, if necessary
Online Learning	<ul style="list-style-type: none"> ● Use district supported platforms such as Google Classroom, SeeSaw, online textbooks, Google Drive, etc. ● Create situations for students to interact with you and one another <ul style="list-style-type: none"> ○ Google Meet, responses in Google Classroom, Shared Google Docs, SeeSaw (K-2) ● Provide a combination of synchronous and asynchronous learning opportunities as detailed by the district based on your grade level and subject area ● Students should be reminded of proper video conferencing guidelines and etiquette

Navigating the Online Classroom Guidelines for Teachers

<p>The Online Classroom Environment</p>	<ul style="list-style-type: none"> ● Your connection with students is critical, make time to reconnect with them ● Develop class routines and expectations for both in person and at-home learning ● Begin every class with a community building and/or SEL activity ● Maintain the ratio of genuine praise to correction as a target of 5:1 ● Remember your audience may include viewers beyond your students, even though it should not! ● Review online tutorials with students at the beginning of the year and when appropriate ● Take time to review with students how to interact in the virtual environment <ul style="list-style-type: none"> ○ using the chat feature ○ using the mute button ○ actively listening to their classmates ○ exiting the meeting immediately when it is finished ● Parents should be invited as guardians, not as students on Google Classroom ● Protect student privacy especially identifying any special services ● Carefully plan core and supplemental learning sessions to protect the identity of students with 504s and IEPs ● Remember Tier II and Tier III instruction is part of the general education program and not special education, but parents may be sensitive about the visibility of their child receiving “extra help”-those sessions can be by small group google invitation ● As a mandated reporter, if you see/hear something in the background, it must be reported ● Do not record any meetings involving students ● Be the last one to exit a Google Meet session and delete the session code when the meeting is finished
<p>The Online Content</p>	<ul style="list-style-type: none"> ● For younger students new to Seesaw or Google Classroom, plan an activity such as a scavenger hunt, for them to demonstrate their ability to navigate within the platform ● Be explicit with students about the “why” of what they are learning. Give them examples of when they will draw upon this learning. ● Consider Universal Design in planning your lessons to provide access for all students. IEP/504 modifications and accommodations remain in place. Program managers will maintain an active role in planning ● Provide opportunities for your students to respond just-in-time ● Plan reciprocal learning experiences (e.g., students respond to a video clip they watched, a reading assignment they read, a question you posed to assess prior knowledge.) ● Provide “chunked” assignments, checklists, timetables for students ● Include clearly descriptive directions that outline the specific learning target for the lesson
<p>Assessing Student Learning</p>	<ul style="list-style-type: none"> ● Build in some time up front to assess prior knowledge ● Allow for student choice in their demonstration of understanding-this is not only motivational for all learners, but builds in differentiation ● Design learning opportunities and assessments centered around student interest ● Provide opportunities for ungraded practice and feedback before assigning graded tasks

	<ul style="list-style-type: none">● Provide feedback and time for editing written work with deadlines for each benchmark of the assignment● Consider and assign extended due dates to allow for flexibility● Use multiple online resources to support student learning● Include clearly descriptive directions that outline the specific learning target for the assessment
Managing Your Time	<ul style="list-style-type: none">● Work with your IC, Coach, or Coordinator if you need any support with content, lesson planning, or resources● If you're feeling stressed, overwhelmed, or just need to talk, reach out to a colleague, mental health staff, or administrator● Stay healthy and schedule time to talk a walk or run, play a game with your family, or take a drive along the coastline

Student Roles and Responsibilities

Actively engage in Hybrid and Distance Learning by:

- Reading and signing the Hybrid and Distance Learning Plan Acknowledgement Contract
- Reviewing all Google Classroom/ SeeSaw agendas every Monday morning
- **Checking in to each scheduled class on time**
- Reviewing technology tutorials for proper procedures
- Establishing daily routines for engaging in the learning experiences
- Identifying a space in your home where you can work effectively and successfully
- Being responsible for independent learning and maintaining a positive growth mindset
- Engaging in all learning with academic honesty
- Being an advocate and communicating with your teachers if you cannot meet deadlines or require additional support
- Complying with School Internet Safety policies including expectations for online etiquette
- Completing assignments by the posted deadlines

For questions about...	Contact
a course, assignment, or resource	the relevant teacher
help with research or how to use online resources	the relevant teacher or library media specialist
a technology related problem or issue related to a lesson or assignment	the relevant teacher
a technology related problem or issue with the device/hardware (examples: broken microphone or camera, cracked screen, lost charger, etc)	the District Office at 860-572-0506 ext. 2154 (a parent/guardian should be the one doing the contacting)
a personal, academic or social-emotional concern	your assigned counselor/mental health staff
special education/504 programs and support	special education/504 case manager

Online Etiquette for Distance Learning:

- Charge your device or have it plugged in
- Use earbuds or headphones
- Follow School Dress Code
- Join each class on time
- Sit at a table/counter with minimal distractions in the background
- Stay muted until it is your turn to talk
- Leave the meeting when it is concluded
- School and classroom behavior rules apply to online meetings

Links for Schools' Technology Guidelines, Dress Codes, and Academic Integrity Guidelines:

[DMS Handbook](#)
 [WVS Handbook](#)
 [SMS Handbook](#)
 [SHS Agenda](#)
 [Academic Integrity](#)

Parent Roles and Responsibilities

Provide support for your children by:

- Reading and signing the Hybrid and Distance Learning Plan Acknowledgement Contract
- Establishing routines and expectations
- Defining the physical space for your child to study
- Monitoring and/or engaging in communications from your child’s teachers
- Reviewing technology tutorials
- Beginning and ending each day with a check-in
- Taking an active role in helping your child process his/her learning
- Establishing times for quiet and reflection
- Encouraging physical activity and/or exercise
- Remaining mindful of your child’s stress or worry
- Keeping your child social, but set rules around their social media interactions

For questions about...	Contact
a course, assignment, or resource	the relevant teacher
a technology related problem or issue related to a lesson or assignment	the relevant teacher
a technology related problem or issue with the device/hardware (examples: broken microphone or camera, cracked screen, lost charger, etc)	the District Office at 860-572-0506 ext. 2154 (a parent/guardian should be the one doing the contacting)
a personal, academic or social-emotional concern	your child’s assigned counselor/mental health staff
other issues related to at-home learning	the school principal or assistant principal
special education/504 programs and support	special education/504 case manager

Elementary

Priorities:

- Learning will be focused around prioritized curriculum content that will be outlined in Planning and Triage Templates
- Hybrid and Distance Learning planning agenda templates will be completed by 3:00pm each Friday. Collaboration with grade level teachers providing in-school instruction to coordinate and maintain similar pace and instructional content.
- For teachers in grades K-2, daily checklists will be sent to students through the inbox feature of Seesaw
- For teachers in grades 3-5, the weekly agenda/checklist will be posted to Google Classroom by 8:00am Monday. It will also be emailed to parents.
- Attendance will be taken during the beginning of the first live session of the day and will be recorded in PowerSchool
- Students in grades K-5 will have a minimum of 3 synchronous learning sessions a day. Teachers will have at least 1 whole group live session per day. Other sessions may be whole group instruction or small group instruction depending on the topic and age of students.
- Social Emotional learning will take place at least twice a week (Mondays and Fridays) in a whole group setting.
- All students will receive WIN/YOU Block instruction at least twice a week for 15- 30 minutes each session. During this time, teachers will provide targeted instruction or activities for intervention or extension.
- Students will have both online and off-line learning activities during distance learning days.
- The primary tools for communication between teachers and families will be SeeSaw or Google Classroom and parent provided email addresses.
- Parents can request change from hybrid option to distance learning option (vice versa) but must give school 1 week to accommodate their request.
- Families wishing to change from the distance learning option to hybrid option should understand the following:
 - Your child may be assigned a NEW teacher when switching to hybrid model
 - Class placement will be based on availability in the classroom and cohort will also be assigned based on availability (not based on last name). Parents will NOT get to pick which cohort their child is assigned. ***Please note we have strict class sizes in order to maintain 6' physical distance for students.**
- In the distance learning option, synchronous and asynchronous instruction will occur on all 5 days. Small group instruction will be provided for all distance learning students throughout each week.

Examples of synchronous and asynchronous learning scenarios:

All classes will have at least one mask and movement break	
ELA Example	Math Example 2
<p>15 min: Attendance/ Morning Meeting/Community Building/Social-Emotional Learning (S)</p> <p>15-25 min: Whole Group ELA (S)</p> <p>40-60 min:Independent work and/or small group instruction/support (A)</p> <p>15-30 min: Intervention Block (You/Win) (A) *SS 1 time a week</p>	<p>15 min: Attendance/ Morning Meeting/Community Building/Social-Emotional Learning (S)</p> <p>15-25 min: Whole Group Math (S)</p> <p>40-60 min:Independent work and/or small group instruction/support (A)</p> <p>15-30 min: Intervention Block (You/Win) (A) *Science 1 time a week</p>
<p>Synchronous learning will occur for 30-45 minutes of the 110 minute block.</p> <p>*Students receiving Tier 2 & 3 instruction will have additional synchronous learning time.</p>	<p>Synchronous learning will occur for 30-45 minutes of the 110 minute block.</p> <p>*Students receiving Tier 2 & 3 instruction will have additional synchronous learning time.</p>

Teacher/Student Day Hybrid Option- Sample Schedule

[SPS Elementary Hybrid Option Sample Schedule](#)

The purpose of the schedule linked is to serve as a sample of what your day would look like based on the instructional guidelines. Please note this schedule will be modified by grade level and could be adjusted at any time.

Teacher/Student Day Distance Learning Option- Sample Schedule

[SPS Elementary Distance Learning Option Sample Schedule](#)

**The distance learning option schedule is based on having a distance learning teacher, not assigning students to a teacher already assigned to the hybrid model. This will be revisited and adjusted once the final survey results are evaluated.*

Templates: Elementary School Planning and Triage Unit Template

Grade:	Subject:	Unit:	Projected # of days:
Learning Targets	Essential Question(s)	Lesson Sequence	Adjustments/Additions to the lesson sequence

General Education Elementary Core

Week of:	Grade/Content:	
Learning Target for the week:		
	Brief description of the learning activities (include differentiation)	What's Due? Assessment
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

General Education Elementary Specials

Week of:	Grade/Content:	
Learning Target for the week:		
	Brief description of the learning activities	What's Due? Assessment
Kindergarten		
Grade 1		
Grade 2		
Grade 3		
Grade 4		
Grade 5		

Middle School

Priorities:

- Learning will be focused around prioritized curriculum content that will be outlined in quarterly Planning and Triage Templates
- Hybrid and Distance Learning planning agenda templates will be completed by 3:00pm each Friday and will be posted to Google Classroom by 8:00am Monday
- **Hybrid and Distance Learning will follow the same schedule**
- Teachers will be available throughout the whole class period to meet with students and provide synchronous instruction and/or support
- Attendance will be taken during the beginning of each class period and will be recorded in PowerSchool
- Students will join every class at the beginning of each period
- Teachers will determine grading and late policies for their classes
- Synchronous learning will occur for approximately 50% of each period
- Tier II instruction, progress monitoring, and data collection will occur during the class period
- Advisory will be held 3 times a week
- Every class period will begin with a community building and/or SEL activity
- Students will have both online and off-line learning activities
- The primary tools for communication between teachers and families will be Google Classroom, student email addresses, and Parent Square

Examples of synchronous and asynchronous learning for an 80 minute period: [\(Content Examples\)](#)

All classes will have at least one mask and movement break			
Example 1	Example 2	Example 3	Example 4
<p>~10 min: Attendance/Community Building/SEL (S)</p> <p>20 min: Launch (S)</p> <p>30 min: Explore-Independent work and/or small group instruction/support (A)</p> <p>20 min: Summarize/Discussion (S)</p>	<p>~10 min: Attendance/Community Building/SEL (S)</p> <p>40 min: Direct instruction (S)</p> <p>30 min: Independent work and/or small group instruction/support (A)</p>	<p>~10 min: Attendance/Community Building/SEL (S)</p> <p>5 min: Directions (S)</p> <p>35 min: Students work on posted assignment and/or small group instruction/support (A)</p> <p>30 min: Discussion of assignment (S)</p>	<p>~10 min: Attendance/Community Building/SEL (S)</p> <p>70 min: Direct instruction/Exploration/ Discussion (S)</p>

Synchronous learning will occur for approximately 50% of the class period

Templates:

Middle School Planning and Triage Quarterly Template

Quarter: 1 2 3 4

Course Name			
Teacher(s):		Unit(s):	
Standard code and/or key learning target measured by the activity	List the major learning activities and summative assessments for the quarter (in order) with a brief description. <ul style="list-style-type: none"> These can include significant tasks from the curriculum and/or other activities/assessments you know you will give. Include materials and resources. 	Can students complete this activity as is with at-home learning? ✓ = yes If not, how will you modify?	Time duration (# of classes)

Weekly Agenda Template


Completed by 3:00pm Friday and posted to Google Classroom at 8:00am Monday

Google Classroom Code:

Week of:	Grade/Content:	
Major Learning Target for the week:		
	Brief description of the learning activities (include differentiation)	What's Due? Assessment
Monday		
Tuesday		
Wednesday		
Thursday		

Friday		
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Middle School Schedule:

 2020/2021 Hybrid and Distance Learning Middle School Schedule Monday, Tuesday, Thursday, Friday										
<ul style="list-style-type: none"> Two Cohorts: <ul style="list-style-type: none"> A - In School- Monday/Tuesday B - In School- Thursday/Friday ELA, Math, Science, & Social Studies classes meet for two periods (80 minutes) <ul style="list-style-type: none"> These classes will meet 4 times a week (one course dropped per day) Art, Music, PE/Health, & Tech meet on alternating days for one period (40 minutes) 										
8:00	8:10	Home Room								
8:12	8:51	PERIOD 1								
8:53	9:32	PERIOD 2								
9:34	10:13	PERIOD 3								
10:15	10:54	PERIOD 4								
10:55	11:20	Lunch 1		10:55	11:34	PERIOD 5		10:55	11:34	PERIOD 5
11:21	12:00	PERIOD 5		11:35	12:00	Lunch 2		11:35	12:14	PERIOD 6
12:01	12:40	PERIOD 6		12:01	12:40	PERIOD 6		12:15	12:40	Lunch 3
12:42	13:20	ELT/ADVISORY								
13:22	14:01	PERIOD 7								
14:01	14:40	PERIOD 8								

Wednesday's Schedule (All At-Home Learning)									
start	end		8 Gold	8 Blue	7 Gold	7 Blue	6 Gold	6 Blue	
8:12	8:51	BLOCK 1	Class A	Class A	Class A	Class A	Class A	Class A	
8:53	9:32	BLOCK 2	Class B	Class B	B/C/PE		WL/A-T		
9:34	10:13	BLOCK 3	B/C/PE		WL/A-T		Class B	Class B	
10:15	10:54	BLOCK 4	Class C	Class C	Class B	Class B	Class C	Class C	
10:54	11:20	Lunch							
11:21	12:00	BLOCK 5	Class D	Class D	Class C	Class C	Class D	Class D	
12:01	12:40	BLOCK 6	WL/A-T		Class D	Class D	B/C/PE		

12:42	13:20	ADVISORY (2ND STEP)
13:22	13:40	Teacher Office Hours

Daily Rotation:

TWO WEEK Daily Rotation				
MON	TUES	WEDS	THUR	FRI
DAY 1	DAY 2	DAY 5	DAY 3	DAY 4
DAY 3	DAY 4	DAY 5	DAY 1	DAY 2
Lunch Rotation				
	Day 1	Day 2	Day 3	Day 4
Lunch 1	Grade 6	Grade 7	Grade 6	Grade 6
Lunch 2	Grade 8	Grade 8	Grade 7	Grade 7
Lunch 3	Grade 7	Grade 6	Grade 8	Grade 8

Class Rotation:

PERIOD	DAY1	DAY 2	DAY 3	DAY 4
1	A	C	E	G
2	B	D	F	H
3	C	E	G	A
4	D	F	H	B
5	E	G	A	C
6	F	H	B	D
7	G	A	C	E
8	H	B	D	F

High School

Priorities:

- Learning will be focused around prioritized curriculum content that will be outlined in quarterly Planning and Triage Templates
- Hybrid and Distance Learning Agenda Templates will be completed and posted to Google Classroom by 7:30am Monday
- **The Hybrid and Distance Learning schedule will be the same**
- Students will join every class at the beginning of each period
- Attendance will be taken at the beginning of each class period and will be recorded in PowerSchool
- Synchronous learning will occur for ~50% of the class period
- Teachers will be available throughout the whole class period to meet with students and provide synchronous instruction and/or support
- Teachers will determine grading and late policies
- Grades will be scored as Total Points in PowerSchool
- TASC Block will meet everyday except Wednesday. Advisory will be held 1 day each week
- Every class period will begin with a community building and/or SEL activity
- Students will have both online and off-line learning activities
- The primary tools for communication between teachers and families will be Google Classroom, student email addresses, Parent Square and parent provided email addresses

Examples of synchronous and asynchronous learning scenarios for a 75 period: ([Content Examples](#))

Example 1	Example 2	Example 3
All classes will have at least one mask and movement break		
(LES model) 15 min: Attendance/ Community Building/ SEL/ Launch (S) 50 min: Explore- Independent work and/or small group instruction/support (A) 10 min: Whole group for the summarize (S)	20 min: Attendance/ Community Building/ SEL /Direct instruction/Discussions (S) 55 min: Independent work and/or small group instruction/support (A)	10 min: Attendance/ Community Building/SEL/ Directions 30 min: Independent work and/or small group instruction/support (A) 35 min: Discussion of assignment (S)
Synchronous learning will occur for ~50% of the class period		

Templates:

High School Planning and Triage Quarterly Template

Quarter: 1 2 3 4

Course Name			
Teacher(s):		Unit(s):	
Standard code and/or key learning target measured by the activity	List the major learning activities and summative assessments for the quarter (in order) with a brief description. <ul style="list-style-type: none"> • These can include significant tasks from the curriculum and/or other activities/assessments you know you will give. • Include materials and resources. 	Can students complete this activity as is with at-home learning? ✓ = yes If not, how will you modify?	Time duration (# of classes)


Weekly Agenda Template

(Teachers can use a format that works best for their class
Agendas will be posted to Google Classroom by 7:30 am)

Google Classroom Code:

Course:	Dates:	
Weekly Learning Target		
	Lesson Sequence (include differentiation & recorded lesson)	Assignments Due and/or Assessments
Class Session 1		
Class Session 2		
Class Session 3		

High School Schedule:



2020/2021 Hybrid and Distance Learning High School Schedule

- Two Cohorts:
 - A - Last names beginning with A-K Monday/Tuesday.
 - B - Last names beginning with L-Z Thursday/Friday.
- There will be some students that may switch due to scheduling requirements.
- Monday and Thursday are A days. Thursday and Friday are B days. Wednesdays will alternate A then B.

Week 1	BlockTime	Monday	Tuesday	Wednesday	Thursday	Friday
	7:30-8:45 (75)	A 1A	A 1B	1A 7:30-8:30	B 1A	B 1B
	8:50-9:30 (40)	A/TASC	A/TASC	2A 8:40-9:40	B/TASC	B/TASC
	9:35-10:45 (75)	A 2A	A 2B	3A 9:50-10:50	B 2A	B 2B
	10:50-12:35 (~75)	A 3A	A 3B	4A 11-12	B 3A	B 3B
	12:40-1:53 (73)	A 4A	A 4B	Office/Hrs 12:30-2	B 4A	B 4B
Week 2	BlockTime	Monday	Tuesday	Wednesday	Thursday	Friday
	7:30-8:45 (75)	A 1A	A 1B	1B 7:30-8:30	B 1A	B 1B
	8:50-9:30 (40)	A/TASC	A/TASC	2B 8:40-9:40	B/TASC	B/TASC
	9:35-10:45 (75)	A 2A	A 2B	3B 9:50-10:50	B 2A	B 2B
	10:50-12:35 (~75)	A 3A	A 3B	4B 11-12	B 3A	B 3B
	12:40-1:53 (73)	A 4A	A 4B	Office/Hrs 12:30-2	B 4A	B 4B

Lunch Waves 1st lunch 10:50-11:15 Class 11:20-12:35 (75)
 2nd lunch 11:25-11:50 Class 10:50-11:22 and 11:53-12:35 (73)
 3rd lunch 12:10-12:35 Class 10:50-12:05 (75)

In School and Distance Learning Cohort Schedule				
Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A (In School) Cohort B (Home Learning) A Blocks 1A,2A,3A 4A	Cohort A (In School) Cohort B (Home Learning) B Blocks 1B,2B,3B 4B	Cohort A (Home Learning) Cohort B (Home Learning) Rotate Blocks Every other week A Block or B Block	Cohort A (Home Learning) Cohort B (In School) A Blocks 1A,2A,3A 4A	Cohort A (Home Learning) Cohort B (In School) B Blocks 1B,2B,3B 4B
Both the In School and Home Learning will follow this same schedule.				