



FRANKLIN PUBLIC SCHOOLS

Remote Learning Framework -- Phase II

March 31, 2020

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I. FRANKLIN PUBLIC SCHOOLS REMOTE LEARNING PLAN DURING LONG TERM CLOSURE

On March 17, the Franklin Public Schools established an initial framework for connection among students and staff and for enrichment opportunities during the first weeks of school closure. With an extended closure to May 4 having been announced by Governor Baker, FPS has updated its remote learning into this Remote Learning Framework, consistent with updated [Department of Elementary and Secondary Education guidance \(3/26/2020\)](#) and [US Department of Education \(3/21/2020\)](#) guidance.

This plan continues to reinforce our belief and value that attending to the safety, social-emotional needs, and support of our students is paramount at this critical time of disruption, stress, and worry. Therefore, connecting with our students is our priority. Within this plan, we expand learning experiences in order to keep students connected to their academics in a productive, albeit new, routine. We are all doing something we have never done before and we must rely on communication, patience, and flexibility.

We will be monitoring and evaluating the experiences of students, families, and faculty/staff in order to adjust within this very new context. Should closure extend longer than May 4, 2020, FPS will continue to implement a Remote Learning Plan, consistent with DESE guidance, in order to meet students' needs.

The Definition and Purpose of Remote Learning

Remote learning will never replicate the learning experience of children within their school setting -- in relationships, content, delivery, and in structure. The Franklin Public Schools, however, stands by its vision to “foster within its students the knowledge and skills to find and achieve satisfaction in life as productive global citizens” and is pursuing a Remote Learning Framework in order to provide instruction and services, as feasible, that students need at a critical time.

The purpose of remote learning is two-fold. First, engaging students through remote learning during a time of school closure provides important continuity of social-emotional connections to school through ongoing connections among students and faculty/staff. FPS educators believe that relationships and social-emotional connections are critical for all children during this difficult time of disruption and stress. Maintaining routines, to the extent possible, and structure also provides a measure of comfort. Second, remote learning serves to continue learning by providing students with remote opportunities to deepen, enrich, and reinforce their academics.

Remote learning involves both technological tools as well as low-tech options. FPS believes that both are important, particularly in light of research about children and screen time. Some ideas of low tech opportunities have been provided by DESE and include: exploration of the natural world, engagement in a community-oriented project (from a safe social distance), hands-on projects including creativity and art in the pursuit of a passion, physical activity, and reading a book. FPS educators will explore other ideas as well. DESE also guides districts about technologically-based opportunities, which can include large-group video or audio conference calls, 1:1 phone or video calls, email, work packets, projects, reading lists, online learning platforms, and other resources to effectively engage with students.

These tools could be used to deliver lessons, provide individual student support, provide resources (including instructional material and student assignments), connect students to each other and their teacher, and provide feedback on student work.

Fundamental Principles of Remote Learning

Remote learning will not be able to mirror the school day to which students, faculty, and families have become accustomed. Some of the principles we ask our families, students, and faculty/staff to keep in mind include:

- Students will be participating in self-directed learning with less structure and with many other events happening in their lives. They are doing so amidst the worrisome distraction of the Coronavirus pandemic. In many homes, there may be multiple family members competing for the same device use.
- Parents/guardians can not be expected to take the place of educators as instructors. For a multitude of reasons, there will be differences among homes with respect to the amount of familial support for learning including family work schedules and care for younger children.
- Faculty/staff members are, like many parents/guardians, similarly juggling the demands of working from home while their children are out of school.
- Unfortunately, with the rapid escalation of positive COVID-19 cases across the state, it would be reasonable to think (although we certainly do not wish) that we may have students and/or their family members and staff and/or family members becoming ill, which will impact their ability to participate in remote learning.
- We are all dealing with the worry, stress, and disruption that the Coronavirus pandemic and stay-at-home advisory has meant to our lives.

As such, we ask that families and faculty/staff exhibit flexibility and patience with each other at this most difficult time. Additionally, open and on-going

communication between families and faculty/staff will be important.

As a result:

- Structured learning time will be shorter than a typical school day, however children can expect to have independent and collaborative assignments to work on, which can be scheduled flexibly depending on the family's schedule. DESE guidance suggests that the school day approximates half as much time as students typically experience. Some suggested schedules are shared in the [Appendix](#) section of this document.
 - Educators will work together in teams to be mindful of the structured learning opportunities and the quantity of work being assigned to students.
 - The instructional focus will be on deepening, enriching, and reinforcing the learning. We encourage educators to think differently, explore projects, engage children in pursuing passions, and providing choice and voice. In some areas, particularly at the high school level, faculty/staff may advance the learning to new curriculum topics, but the material will not be "covered" at the same rate and pace as typically experienced. Educators must be mindful about providing equitable access and opportunities for remote learning.
 - Remote learning will not be perfect. All of us are engaging in this for the first time under a situation involving much stress.
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II. REMOTE LEARNING EXPECTATIONS

For Faculty and Staff

1. Faculty and staff will engage in deeper planning through April 3. Educators will continue to connect with students and provide enrichment.
2. On April 3, we will conduct a "soft launch" of the Remote Learning Framework where educators who have not yet participated in a synchronous hangout during the week of March 30 will do so through a Google Meet with students in their class(es). Educators will share invitations with students and families in advance. This can be done as individual classes or in larger groups such as grade levels or teams.
3. Beginning on April 6, educators will begin implementing the Remote Learning Framework.
4. As initiated on March 17, learning activities can support enrichment and reinforcement of previously taught curriculum, and may also include activities that deepen the learning. Activities may also extend the learning with new assignments, especially at the high school, however educators must be mindful of DESE guidance related to equitable access.
5. Staff should also be sure to assign learning activities that are low tech, in order to be mindful of those with limited device access as well as the importance of managing screen time.
6. Activities should engage the *independent* learning level of a student and students should be able to work on those activities with minimal support from parents and caregivers.
7. Assignments/assessments that are administered should be formative in nature. No summative assessments should be administered. Parents/guardians should only be expected to provide the same level of support they would provide for homework and no more. Work does not always need to be graded; feedback can and should be given for student work. If graded, it will be done on a complete/incomplete (K-8) or pass/fail (grades 9-12) basis. If a student is unable to complete any assignment, educators must consider equity reasons as to why before assigning or withholding a complete/passing grade.

8. While this could be a good time for independent projects and project-based learning, elaborate projects or materials (including devices, printers, apps, etc.) should not be required. Teachers should provide choice, where possible, to students on how to demonstrate their learning.
9. Assignments/activities should be given on a regular and predictable schedule, but new assignments do not need to be given every day. Some examples include:
 - a. Staff could post assignments every Monday morning with the expectation that students work on them a little bit every day that week, including explicit suggestions for how students can break large tasks into manageable daily chunks.
 - b. Staff could give students a menu of options of possible activities and suggest they complete a certain number of tasks each week.

For Administrators

1. Administrators will support the work of educators, providing coordination and facilitation among teams of educators. They will provide opportunities for ongoing learning around best practices related to remote learning.
2. Administrators will communicate with families on a regular and predictable basis during the closure, keeping in mind the volume of communication families are receiving.
3. Administrators will be available to answer questions and address concerns from families and students that can not be addressed by the faculty or staff member.
4. Administrators will provide students with opportunities to connect in a remote fashion, in order to mimic whole school meetings, assemblies and other regular forms of communication that exist to build a school-wide culture.

For Students

1. Student participation in remote learning is expected. We ask all students to try their best.
2. If a student is having trouble engaging in remote learning, the student and/or their family should communicate issues and concerns to the classroom teacher and/or a school administrator.
3. Students should abide by the physical distancing practices that are being recommended by health professionals.

For Families

1. Families should foster a conducive environment and schedule at home in order to foster student participation.
 2. Families of elementary students may need to support their child in accessing and using remote learning technology. PreK families are encouraged to participate in the enrichment activities provided by ECDC faculty and staff.
 3. Families should communicate questions or concerns. A helpful contact sheet is contained in the [Communication](#) section of this document.
 4. Families should assist in enforcing the physical distancing practices that are being recommended by health professionals.
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III. GETTING STARTED

Preparation March 30-April 3

Faculty and staff will be planning and preparing to implement the Remote Learning Framework during this time. Educators will continue to connect with students and provide enrichment and reinforcement opportunities. Faculty and staff will have professional learning and planning time and access to school buildings to obtain additional materials.

On April 3, we will conduct a “soft launch” of the Remote Learning Framework where educators who have not yet participated in a synchronous hangout during the week of March 30 will do so through a Google Meet with students in their class(es). Educators will share invitations with students and families in advance. This can be done as individual classes or in larger groups such as grade levels or teams.

Remote Learning Begins April 6

Remote learning will begin Monday, April 6, which is consistent with DESE expectations of early April. Consistent with our school calendar, Friday, April 10 will not be a remote learning day, as it is the Religious Holiday of Good Friday, which is typically a non-school day in the FPS calendar.

Length of Remote Learning Day and Length of the School Year

The Remote Learning Day will consist of teacher-directed instructional time and student-directed independent work time). The nature of the instructional block will be that general education and special education faculty/staff are available to interact with students during real time. These interactions will be in the form of Google Meet or Office Hours via e-mail or another school approved method (e.g. Google Classroom, Chat, phone, Seesaw, Kahoot, Flipgrid, etc.). Students will be expected to use additional time during the day to complete assignments and activities. Additionally, ABA tutors and interventionists as well as related service providers (speech and language pathologists, counselors, occupational and physical therapists, nurses) will be reaching out to set up individual appointments for students to participate in support services.

These remote learning days will contribute toward the 180 school days required of students in Massachusetts. Franklin Public Schools will be required to make up 5 total days of school closure (which includes one day of closure in December 2019 due to snow). Therefore, the last day of school is anticipated to be Wednesday, June 24, 2020.

Considering that these days “count”, Franklin Public Schools will follow the typical promotion policy and practices of students proceeding to the next grade level. That policy can be found within our online School Committee policy manual: [IKE - Promotion and Retention of Students](#).

Grades and Report Cards

As referenced in the March 17 memos to families and faculty/staff, third quarter grades (high school) and second trimester (middle school) will reflect work completed as of March 12, 2020.

As mentioned previously, student participation and work achievement, when graded, will be based on grades of complete/incomplete (K-8) or pass/fail (grades 9-12), which is consistent with DESE guidance. These grades will inform fourth quarter grades at the high school level and third trimester grades at the middle school level.

Elementary second trimester grades will be reported to families in the future, depending on the duration of the closure. Third trimester report cards at the elementary level are under consideration; more information will be shared with families in a future communication.

More information about how this informs high school GPA will be forthcoming in a future communication to high school families.

IV. STUDENT SUPPORT SERVICES

Students with Disabilities

Under these unusual circumstances, special education services will be provided, but will necessarily look different than when school is open. Many modifications and services can be provided remotely; communication with families will be critical.

Our goal is to provide supports and resources to students. Students will be provided with strategies, assignments, projects, and virtual packets. General education materials will be provided with accommodations and materials will come directly from special education service providers. Communication with families will be important in order to check in on special education supports and services, to prioritize learning needs, to problem solve learning and behavioral issues at home, to customize daily schedules for students, and to overcome obstacles in accessing materials and resources.

Direct service will be provided to students which may include whole class, small group, and individualized formats. Our special education faculty and staff will use video and/or telephonic instruction and therapies as well as video and/or telephonic parent-based consultation during the closure. Notice will be provided to families for services temporarily provided to their children while students are out of school. You can expect to receive communication from your child's special education team mid to late next week.

We will continually assess and review our practices, seeking opportunities for improvement, for the duration of the closure.

English Language Education

English Language (EL) teachers have been reaching out to students and families and will continue to do so in order to provide ongoing English language development instruction and enrichment. These educators are also collaborating with classroom teachers in order to support Remote Learning. The EL teachers have created a website resource for families, which can be accessed here:

https://docs.google.com/document/d/10c9BCuUQGx82XCp_SjRDmkEMgnENV9W6trka9a3nzkQ/edit?usp=sharing

Please let us know if we can assist in any way by sending an email to the Director of ESL Michelle Kingsland Smith (mks@franklinps.net) or to your child's ESL teacher.

School Health Supports

School nurses will hold remote open clinic hours in order to support the health needs of students and families.

V. TECHNOLOGY

Device Borrowing

Over 500 Chromebooks have been loaned to students in grades K-8 in order to facilitate connection and enrichment during the first phase of closure. Families will be able to obtain a Chromebook, if the need was communicated by March 30, 2020. If the request is received after that date, we can not guarantee that a Chromebook can be made available. Chromebooks can be picked up from your child's school on a date and time to be communicated by that school.

Please be assured that our Chromebooks will have been disinfected before pick up using an EPA registered disinfectant. A staff member will distribute the Chromebook through a curbside pickup procedure.

Internet Access

The following link provides details on how you can access open XFINITY WiFi, should you need Internet access. <https://www.xfinity.com/support/articles/open-xfinity-wifi-hotspots>

Digital Tools

For several years, Franklin educators have been using the Google (G) Suite of online tools and will be relying on these for Remote Learning. Because these tools are regularly used with students, many educators will likely use Google Classroom and other G Suite tools that are familiar. Educators may also be using Google Sites for classroom websites. Google has also enabled its advanced feature, Meet, at no charge to districts, as a platform for up to 250 people to meet virtually.

For many educators, using some of these tools is very new and they have been adapting during this period of transition. The District is providing support to educators but we do ask for patience among families as the entire system adjusts to a very different way of operating.

Educators will also likely be sharing and using other online tools. Some of these may be familiar and some of these may be new. Please reach out to your child's teacher should you need assistance with these tools.

We encourage faculty and staff to use the district-approved G Suite of online tools whenever possible. We recognize, however, that phone calls may sometimes be needed. We recommend, for privacy reasons, that faculty and staff block their phone number by dialing *67 prior to placing a phone call. Families should be aware that staff members may be calling and the number will appear private or blocked. Please be aware that it could be an educator looking to connect with you and your family during the closure.

Privacy and Safety

We understand families are seeing and hearing a lot of information about digital tools that are being used in other districts, and perhaps with friends or relatives. While we encourage the use of digital tools in remote learning, we need to take into account student safety and student data privacy. FPS will be using its processes for approving software and apps and how to request the use of those software/apps through our Technology Department and through the Office of Teaching and Learning. The District will no longer support Zoom as a platform, after several reports from other school districts of privacy concerns.

The following disclaimer is being shared with families in advance of the use of video communication, in order to protect the privacy of all participants:

“We are now going to begin a remote learning opportunity through the use of video communication. It is important that we continue to respect the privacy and intellectual property rights of our school community – our teachers and our students. By participating in remote learning today, you agree that you may not save, record, share, or post this session or any photos from this session. I also agree that I will not save, record, share or post this session or any photos from this session. The rules in school apply to this remote classroom experience. Students must treat each other with respect during our time together and must obey school rules. If you or your parents do not agree to these rules, please disconnect from this session and contact me to receive an alternative learning opportunity.”

All users are reminded about the School Committee’s Acceptable Use Form in school handbooks and [Social Media Policy](#).

Remote Tech Support for Devices

Our team of IT technicians are doing a great job in developing and supporting our new, virtual work and learning environment. They are available to assist with remote technical support. If you need technical assistance for a device, please complete this form: <https://forms.gle/3vZKj3gNo5L8i5Ey8>

The support link is also available on the [Technology Department's webpage](#). The link is located in the left side bar.

VI. FAMILY SUPPORTS

This is a difficult time for families. There are community based supports to assist you. We would like to remind you of the following resources that are available to you:

- William James College Project Interface Counseling Referral Service: <https://interface.williamjames.edu/community/franklin>
 - Franklin Food Pantry: <https://www.franklinfoodpantry.org/>
 - Mass 211, A state resource to assist with critical health and human services: <https://mass211.org>
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VII. ADDITIONAL INFORMATION

High School Seniors at Risk of Not Graduating

We are concerned about high school seniors who may be at risk of not graduating. As of Friday, March 27, 2020 , legislation was pending to provide relief to seniors related to the Competency Determination requirement for MCAS. We plan to use the pass/fail grading system for quarter 4 assignments during the school closure and develop ways for high school seniors in danger of not passing to make up any failing grades.

Standardized Testing

MCAS

- It is very likely that state assessments will be waived for the 2019-2020 school year. As of Friday, March 27, 2020, legislation was currently pending to waive MCAS assessments for the current school year.

College Board Exams: AP, SATs and SAT 2s (Subject Matter Exams)

- There has been a great deal of uncertainty regarding standardized testing including the Advanced Placement (AP) exams (typically administered the first two weeks of May) and the Scholastic Aptitude Tests (SATs and SAT 2s).

The College Board provided the following updates about AP exams:

- “Traditional face-to-face exam administrations will not take place. Students will take a 45-minute online free-response exam at home.
- Some students may want to take the exam sooner rather than later, while the content is still fresh. Other students may want more time to practice. For each AP subject, there will be 2 different testing dates. As of today, the College Board has not released the dates.
- AP curricula are locally developed and we defer to local decisions on how best to help students complete coursework. To be fair to all students, some of whom have lost more instructional time than others, the exam will only include topics and skills most AP teachers and students have already covered in class by early March.
- The College Board will allow any student already registered for an exam to cancel.”

Franklin High School AP instructors have been and will continue to offer study sessions to their students in preparation for this exam.

For more information, here is the link for AP updates for schools, related to the Coronavirus pandemic and school closures:

<https://apcentral.collegeboard.org/about-ap/news-changes/coronavirus-update>

The College Board has made the following announcement related to SATs:

- The College Board announced that the May 2 administration of the test is cancelled.
- The College Board has not cancelled the June 6 administration and “will continue to assess its status”.

Franklin Public Schools has been unable to reschedule the administration of the March 14 exam, which was cancelled due to Coronavirus. We are remaining informed of updates from the College Board about rescheduling spring testing opportunities and will communicate more to students and families, when known.

For more information, here is the link for SAT updates for schools, related to the Coronavirus pandemic and school closures:

<https://pages.collegeboard.org/natural-disasters>

Town of Franklin COVID-19 Information

Both Franklin Public Schools and the Town of Franklin have established reliable information portals for you to access information about Coronavirus pandemic as well as local information related to its impact on the town. Please bookmark the following sites:

Franklin Public Schools Coronavirus Portal:

<https://www.franklinps.net/district/urgent-alerts/updates-fps-covid-19-closure-information-portal>

Town of Franklin Coronavirus Portal:

<https://www.franklinma.gov/home/urgent-alerts/coronavirus-information-portal-updates-here>

VIII. COMMUNICATION

Predictable Communication from District and Schools

Families can expect multiple communications from the district and from schools each week. In general, you can expect two updates from the district and one update from your child's school each week, along with daily opportunities for connection with educators. More frequent communications may be made if there is urgent information that ought to be communicated. In general, our updates will be issued by e-mail using the Regroup communication system using both text and PDF. Both English versions and translated PDFs of the District-wide communications will be posted and archived to our website.

Family Contact Information

Given the increased reliance on email and other forms of communication, now would be a good time to make sure that your family's contact information is accurate and up to date in our system. If you need to update your contact information, please contact the secretary at your child's school who can make those changes in our student management system, Aspen.

Questions?

Again, communication is critical during this difficult time. It is important to us that we know what is going on for our Franklin students and we invite your continued communication.

The district has developed this helpful graphic for your reference about questions you may have:

https://www.franklinps.net/sites/franklinmaps/files/uploads/quick_contact_list_1.pdf

We acknowledge and recognize that this is a worrisome and difficult time for all. We believe that together, we will get through this. The best interest, safety, and well-being of our students are first and foremost in our minds.

IX. APPENDIX

Suggested Schedules *Elementary Schools (K-5)*

The following schedule is a suggestion. More specific information about schedules will come from the schools. ECDC schedules (PreK) will be shared with families by the classroom teacher.

It is suggested that educators be available for synchronous connections with students within the rotating block; educators will also be completing tasks asynchronously. There may be a need to flex the schedule under some individual circumstances.

Students will be expected to complete assignments and activities during daytime hours other than those outlined in the instructional block. Families will be able to schedule this flexibly during their day.

Day of Week	Monday	Tuesday	Wednesday	Thursday	Friday
Elementary	Instructional Learning block/Office Hours 9-11 AM PM Specials Teletherapies and interventions by appointment (2 hours and scheduled by staff member) PM: Students work independently on assignments (flexible) PM: Faculty planning (flexible)	Instructional Learning block/Office Hours 9-11 AM PM Specials Teletherapies and interventions by appointment (2 hours and scheduled by staff member) PM: Students work independently on assignments PM: Faculty planning	Instructional Learning block/Office Hours 9-11 AM PM Specials Teletherapies and interventions by appointment (2 hours and scheduled by staff member) PM: Students work independently on assignments PM: Faculty planning	Instructional Learning block/Office Hours 9-11 AM PM Specials Teletherapies and interventions by appointment (2 hours and scheduled by staff member) PM: Students work independently on assignments PM: Faculty planning	Instructional Learning block/Office Hours 9-11 AM PM Specials Teletherapies and interventions by appointment (2 hours and scheduled by staff member) PM: Students work independently on assignments PM: Faculty planning

Middle Schools

It is suggested that educators be available for synchronous connections with students within the rotating block; educators will also be completing tasks asynchronously. There may be a need to flex the schedule under some individual circumstances.

Students will be expected to complete assignments and activities during daytime hours other than those outlined in the instructional block. Families will be able to schedule this flexibly during their day.

Annie Sullivan Middle School

Horace Mann Middle School

Remington Middle School

Day of Week	Monday	Tuesday	Wednesday	Thursday	Friday
Middle	Music 8-10 Instructional Learning block/Office Hours 10-12 Teletherapies, and interventions by appointment (Scheduled by staff member) PM: Students work independently on assignments (flexible) PM: Faculty planning (flexible)	Music 8-10 Instructional Learning block/Office Hours 10-12 Teletherapies, and interventions by appointment (Scheduled by staff member) PM: Students work independently on assignments PM: Faculty planning	Music 8-10 Instructional Learning block/Office Hours 10-12 Teletherapies, and interventions by appointment (Scheduled by staff member) PM: Students work independently on assignments PM: Faculty planning	Music 8-10 Instructional Learning block/Office Hours 10-12 Teletherapies, and interventions by appointment (Scheduled by staff member) PM: Students work independently on assignments PM: Faculty planning	Music 8-10 Instructional Learning block/Office Hours 10-12 Teletherapies, and interventions by appointment (Scheduled by staff member) PM: Students work independently on assignments PM: Faculty planning

Franklin High School

It is suggested that educators be available for synchronous connections with students within the rotating block; educators will also be completing tasks asynchronously. There may be a need to flex the schedule under some individual circumstances.

Students will be expected to complete assignments and activities during daytime hours other than those outlined in the instructional block. Families will be able to schedule this flexibly during their day.

Day of Week	Monday	Tuesday	Wednesday	Thursday	Friday
High School	Teletherapies by appointment (Scheduled by staff member)	Teletherapies by appointment (Scheduled by staff member)	Teletherapies by appointment (Scheduled by staff member)	Teletherapies by appointment (Scheduled by staff member)	Teletherapies by appointment (Scheduled by staff member)
	Instructional Learning block 10-12 PM 30 minutes each	Instructional Learning block 10-12 PM 30 minutes each	Instructional Learning block 10-12:30 PM 30 minutes each	Instructional Learning block 10-12 PM 30 minutes each	Instructional Learning block 10-12 PM 30 minutes each
	A B C D	E F G A	B C D E F	G A B C	D E F G
	12-1 PM Clubs and Activities*	12-1 PM Clubs and Activities		12-1 PM Clubs and Activities	12-1 PM Clubs and Activities
	PM: Students work independently on assignments (flexible)	PM: Students work independently on assignments	PM: Students work independently on assignments	PM: Students work independently on assignments	PM: Students work independently on assignments
	PM: Faculty planning (flexible)	PM: Faculty planning	PM: Faculty planning	PM: Faculty planning	PM: Faculty planning

Clubs and activities TBD*