

HIGH SCHOOL BELL SCHEDULE (SY20-21)

PURPOSE

The purpose of the common high school bell schedule is to align all high schools on a schedule of daily instruction. Given the interconnected nature of the work of high schools in some key areas, it will be necessary for schools to stay on the same page from a scheduling perspective during this time.

FRAMEWORK

The virtual learning bell schedule will consist of Social Emotional Learning (SEL)/Advisory time, four class periods, breaks, lunch and Community Time.

SEL/Advisory is a 20 minute period occurring every day with an advisory focus on social emotional wellness and making connections.

Class Periods (75 minutes) may include whole and small group instruction as well as teacher assigned collaborative and independent work. Class periods will have a “hard start” meaning students must be present at the beginning of the class period or they will be marked tardy.

Students will be provided two daily 10 minute **Brain Breaks** after 1st and 3rd class periods in order to refresh and transition to their next classes on time. A daily 40 minutes is dedicated for **Lunch** after the 2nd class period. (Meetings and activities with students are discouraged during lunch time.)

Community Time is a 70 minute period occurring every day during which all faculty, staff and students have no scheduled classes. Students might choose to meet with a teacher or counselor, engage in independent practice/study, on-on-one academic assistance, tutorials, club meetings, etc. Additionally, schools may use this time for faculty meetings, PLCs, data meetings, and professional learning as needed.

DAILY EXPECTATIONS

1. Students are expected to participate in live, virtual instruction according to the school's established schedule.
2. Attendance must be taken for each period to note whether students are present, absent, or tardy.
3. Each instructional day should consist of the elements noted above. Additionally, it should be noted that students should be prepared to complete all learning tasks with the understanding that the time required to do so may exceed the minutes noted in the bell schedule. This is no different from learning that happens in a traditional setting.
4. Where common planning may need to occur, this should be scheduled at the conclusion of the 4th block. Schools are encouraged to use more than one day as needed for this very important component of quality instruction.
5. Minutes have been allocated in accordance with the District Standards of Service. Schools are expected to adhere to these requirements.
6. Teachers should collaborate on assigning homework so that each student's time required to complete tasks is fair.

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MAYNARD H. JACKSON HIGH SCHOOL DAILY BELL SCHEDULE MONDAY THROUGH FRIDAY			TOTAL TIME
<i>For MJJ Staff: Preparation/Planning/IEP Meetings</i>	8:00	8:30	30 min
IG Announcements/SEL Activities/Class Meetings	8:30	8:50	20 min
1st Period	8:50	10:05	75 min
<i>BREAK</i>	10:05	10:15	10 min
2nd Period	10:15	11:30	75 min
<i>LUNCH</i>	11:30	12:10	40 min
3rd Period	12:10	1:25	75 min
<i>BREAK</i>	1:25	1:35	10 min
4th Period	1:35	2:50	75 min
For Students: Independent Practice/Pre-Arranged Tutorial	2:50	4:00*	70 min
<i>For Teachers: PLCs/Cadre/Faculty Meetings/Office Hours</i>	2:50	3:45**	
<i>Beyond the Day Tutorial</i>		See Table Below	
TUTORIAL DAYS			
Content	Day	Time	
Math	Monday	3:45 to 4:45	
ELA	Tuesday		
World Languages	Tuesday		
Science	Wednesday		
Social Studies	Thursday		
Arts/CTAE/JROTC/Health/PE	Thursday		

*For students, it should be noted that students should be prepared to complete all learning tasks with the understanding that the time required to do so may exceed the minutes noted in the bell schedule, such as with homework. This is no different from learning that happens in a traditional setting.

** Per Board Policy, teachers are also required to remain after school at least two days per week: one for the weekly faculty meeting and one for student tutorial and parent/guardian conferences. While at least one day per week of tutorial is expected, we will attempt to reduce the number of faculty meetings in order to provide teachers that time for grading, communication, and preparation.