

**Perry County Schools**

**2020-21 Continuous Learning Plan**

Mr. Eric Lomax, Director of Schools

*Perry County Schools will keep the health and safety of students and staff at the forefront of providing high quality education to all students.*

The goal of Perry County Schools is to return for school on August 4, 2020 with all schools providing in-person instruction. This decision is conditional based upon current information related to COVID 19 received from the Perry County Health Department as well as other local and state agencies. If conditions related to the COVID 19 worsen, the district will first transition to a hybrid model in which students will engage in a mix of in-person and virtual instruction. If the local numbers of positive COVID 19 cases continue to increase to an alarming level as determined by local officials, a fully remote model of learning will be implemented for all students. All decisions to transition between different learning environments will be informed by discussions with local and state health officials. This document contains procedures to mitigate risks associated with COVID 19 with the understanding there is no way to eliminate all risks.

In addition to offering in-person instruction, the district expanded its virtual school, which opened in the 2019-20 school year, to serve grades K-12. Students had the opportunity to apply at the beginning of the year to enroll in the Perry County Virtual School instead of the student’s traditional brick-and-mortar school.

Perry County Schools expanded its offering for virtual instruction in order to offer school choice options for families with students in a wider range of grades. This is in response to family survey results indicating that a significant proportion did not feel comfortable sending their students back to school for in-person instruction at the beginning of the 2020-21 school year.

Families and students who wished to apply for students to attend the Perry County Virtual School were able to apply beginning July 10th and will receive notification by July 24 as to whether or not they were accepted. In addition, teachers were tasked with contacting all of the students scheduled to be in their homeroom for the 2020-21 school year to collect data during the week of July 13th to better understand families’ plans. Teachers collected information regarding whether families were expecting to send their children to school for in-person instruction in August, if the students would be riding the bus and eating in the cafeteria, and to collect concerns that families had regarding the reopening of the school. The district intends to use this information to guide final details regarding in-person instruction and virtual instruction and to ensure that the district is being responsive to family concerns.

***Transitions to Hybrid or Remote Learning Models***

In the case that conditions worsen, students will transition to a hybrid model or a remote learning model of instruction per the guidance below.

* *If a student or teacher in a specific school tests positive for the COVID 19…*While keeping confidentiality in mind as we balance the desire to release information to families, Perry County Schools will inform parents in specific grade levels that they may choose to quarantine their student based on a possible exposure to COVID 19. The district will not release specific name information or if a positive test result has occurred. This communication will take place using all-call or email notifications. These students will be provided instruction during their time of absence by the regular classroom teacher using Google Classroom and McGraw Hill online curriculum resources.
* *If a family member of a student or teacher tests positive for the COVID 19…*In the event the system is notified that an immediate family member of a student or teacher has tested positive, we will ask for that student or staff member to quarantine at home for 14 days. There will not be a district statement issued to parents for this instance. These students will be provided instruction during their time of absence by the regular classroom teacher using Google Classroom and McGraw Hill online curriculum resources.
* *If cases in the district increase…*The Director of Schools will work closely with state and local officials to determine if there is increasing concern with a rise in positive COVID cases within the county. If so the district will move into the Hybrid Model of the Reopening Plan. This will allow the number of students in the building on a single day to be cut in half to allow for more distancing while limiting contact with others. Teachers will report to school on Monday to plan for the week. Students in grades K,2,4,6,8,10 & 12 will report on Tuesday & Thursday. Students in grades 1,3,5,7,9 & 11 will report to school on Wednesday & Friday. Students with access to the internet will be able to engage with teachers using Google classroom on days they are not present at school. For students that do not have access to adequate internet connectivity, teachers will provide assignment packets for students to complete at home on days they do not attend school. Students will be expected to submit assignments completed from home for grading.
* *If cases in the district continue to increase*… In the event that positive COVID cases surge dramatically within the county, Perry County Schools will move to the Remote Learning Model which calls for all remote learning. Teachers will report to school daily in order to communicate with and provide instruction to students each day. Teacher will use Google Classroom, email, phone or social media to stay in close contact with students and provide daily support. Students with internet access at home will be provided Chromebooks. Teachers can assign work through our McGraw Hill curriculum online resources to continue to provide assignments aligned with district selected textbooks. Teachers have also participated in professional development to facilitate online instruction. Each teacher will be responsible for instruction and assignments delivered online. For students that do not have internet access at home, packets will be prepared by teachers for distribution. Students will be encouraged to ask questions or seek additional help from their teachers when their teachers connect with them each day.

Perry County Schools will not move daily from one model to another. If a decision is made to change from one model to another, it is anticipated that families will be given a minimum of one weeks’ notice.

**Section 2: Programmatic Model**

**TRADITIONAL LEARNING MODEL**

The Traditional Model opens school for all students with an option for enrollment in the district’s Virtual School for those that are not comfortable returning physically to school. All Perry County Schools will open in the Traditional Model on August 4th and follow the regular district calendar. Families choosing enrollment in the Virtual School will be required to provide adequate internet access and a device to complete instruction online. Daily attendance is taken for students attending the Virtual School.

In order to help reduce the risk of exposure to COVID-19 for students engaged in in-person instruction, the following protocols have been put in place in all schools.

*District Protocols for All Schools*:

* *Signs & communication* – Schools will place signs in highly visible locations to remind students each day of healthy practices and protective measures to stop the spread of germs. These include frequent hand washing, wearing masks, and maintaining social distancing. Schools will also use morning announcements as a time to frequently remind students of practices to keep all safe and healthy.
* *Cleaning & disinfecting* – School staff will be responsible for cleaning and disinfecting frequently touched surfaces within the schools and on buses. All staff will be provided with necessary supplies to clean areas within school buses, classrooms, cafeterias, and bathrooms. Custodial staff will ensure are bathrooms are equipped with adequate supplies of handwashing soap and paper towels multiple times a day. Sprayers will be utilized to quickly disinfect large areas that students and staff frequently use.
* *Face coverings* – Face coverings may be worn by all staff and students; however, they will not be required for all day wear. Since the nature of the schedule of Perry County High School does not allow for students to remain contained in one area, students will be required to wear masks during hallway time between classes. Schools will have a supply of free face coverings on hand for any student or staff that wishes to wear one.
* *Field trips and classroom visitors* – For the first semester, field trips or outside visitors to classrooms deemed non-essential will not be allowed. An exception to this is the transporting dual enrollment students to post-secondary institutions. The field trip and classroom visitor policy will be revisited in January. Sporting events will be held in adherence to the strict procedures set forth by TSSAA.
* *Shared Supplies & Materials* – Schools will work to identify supplies and materials that are commonly shared by students to mitigate this type of usage. Staff will diligently work to keep supplies separated while also being encouraged to disinfect if it necessary to share supplies or materials.
* *Students or staff who appear ill at school* – Each school nurse will identify an area to isolate students or staff who exhibit symptoms of illness while at school. If a student or staff member is tested for COVID 19 after displaying symptoms, he/she will be expected to remain at home until results are provided. If the individual is found to be negative for COVID 19 they will be allowed to return to school when this result is shared with school officials.
* *Breakfast & Lunch* – The school year will begin with all schools serving breakfast and lunch as a Grab-n-Go meal. Each school will determine how to safely separate students based upon available space and staff.
* *Bus Transportation* – Students will be highly encouraged to wear a mask while on the bus. Students will be temperature checked upon entering the school.
* *Before School* – Students will have their temperature taken by staff prior to entering the building. Any student found to have a temperature of 100.40 or higher will be placed in an isolation area until a parent/guardian can be contacted for pick up. Students that enter the building will go to breakfast, the gym, or another designated area until teachers arrive.
* *Classroom Arrangement* – Teachers will arrange classroom seating to provide as much space between students as possible. Students will not be grouped together in close proximity. Individual supplies will be appropriately labeled and stored to mitigate shared use. Disinfecting surfaces will take place often by staff.
* *Hallways & Class Changes* – Staff will work to limit contact between students to the greatest extent possible. It will not be possible to completely limit all contact in hallways; however, each school has developed a plan for hallways and class changes to lessen contact as much as possible. PCHS will require students to wear a mask for class changes in the hallway. LES, LOB and LMS will keep students in their classrooms and have teachers to rotate to limit crowds in the hallways.

**HYBRID LEARNING MODEL**

The Hybrid Learning Model will be implemented if current information related to COVID 19 received from the Perry County Health Department as well as other local and state agencies indicates an alarming rise in the number of positive cases. If conditions related to the COVID 19 worsen, the district will first transition to a hybrid model in which students will engage in a mix of in-person and virtual instruction. The Hybrid Learning Model will allow the number of students in the building on a single day to be cut in half to allow for more distancing while limiting contact with others. Teachers will report to school on Monday to plan for the week. Students in grades K, 2, 4, 6, 8, 10, and 12 will report on Tuesday & Thursday. Students in grades 1, 3, 5, 7, 9, & 11 will report to school on Wednesday & Friday. Students with access to the internet will be able to engage with teachers using Google classroom and access resources using the McGraw Hill, Pearson, and HMH online curriculum on days they are not present at school. The district will continue to follow all of the *District Protocols for All Schools* listed under the Traditional Learning Model above for days that students attend school in-person. Students will follow the traditional school day schedule on days of in-person attendance and follow the distance learning schedule for days students are engaged in remote learning as described in the Standards-Based Instruction section of this document.

**REMOTE LEARNING MODEL**

Should the district move into the Remote Learning Model the schedules and instructional resources described in the Hybrid Learning Model will continue to be used with the exception of the days per week moving from 3 days to 5 days per week. These are described further in the Standards-Based Instruction section of this document.

**Section 3: Standards-Based Instruction**

**INSTRUCTIONAL MATERIALS**

If the district transitions to hybrid or remote learning, teachers and students will continue to use instructional materials adopted by the district for in-person instruction. This will help support continuity of instruction as students transition, if needed, between different learning environment. Furthermore, the district has purchased the digital content for the state-approved curriculums that the district has adopted. All teachers will be provided access to the curriculum’s online content in all subjects. Teachers can then link the content from the online curriculum platforms into their Google Classroom page for students. Google Meets will also be utilized in the Google platform as a way to provide live, interactive instruction. Teachers and students will be able to have group discussion and pose questions to one another using Google Meets.

In addition, middle and elementary school students can continue to use Accelerated Reader as evidence of independent reading. Students will be given a designated amount of Accelerated Reader points to reach each quarter. For students that do not have access to adequate internet connectivity, teachers will provide assignment packets for students to complete at home on days they do not attend school.

The instructional materials that will be used for each grade band and subject are described further in the table below. During hybrid or remote learning, the district will also provide print instructional packets for students who are unable to access the internet that will be designed to keep students engaged in tasks and learning for the same amount of time as if they were engaging in online instruction as described in the tables on the following pages.

**Instructional Resources, Time on Task, Student & Teacher Schedules**

|  |  |  |
| --- | --- | --- |
| ***Grade Band*** | ***Subject*** | ***Instructional Materials*** |
| *K-12* | *ELA* | *The district has purchased the digital content with McGraw Hill & Pearson online curriculum. All teachers will have online access to the entire state adopted curriculum resources they typically use in the classroom. Teachers will use this access along with the TDOE Online Academic Tool and Moby Max to provide instruction using the Google Classroom platform. Special Education students can access My Reading Coach for skills based intervention. CTE Teachers can use PMI, Reality Works & Illinois Dept of Ed Online lessons for online resources. Teachers will pull from their traditional paper resources to copy packets of work & send home textbooks for students to use who do not have internet access. The print packets will match the work assigned online. Teachers will copy the same instructional materials, whenever possible, and send home textbooks.* |
| *K-2* | *Foundations* | *The digital content access of the McGraw Hill & Pearson online curriculum contains the early literacy & early math content for foundational skills. Teachers will use the TDOE Online Academic Tool and will post teacher made resources and skills practice. K-2 teachers will provide Synchronous instruction for 2 ½ hours each day in reading and math. Moby Max will also be used as an online skill building activity. Students that do not have internet will interact with teachers and other staff by daily phone calls. Textbooks or printed copies of resources will be sent home for students without internet access.*  |
| *K-12* | *Math* | *The district has purchased the digital content with Pearson online curriculum. All teachers will have online access to the entire Pearson curriculum they typically use in the classroom. Teachers will use this access along with the TDOE Online Academic Tool and Moby Max to provide instruction using the Google Classroom platform. Teachers will pull paper resources to copy packets of work & send home textbooks for students to use who do not have internet access.* |
| *K-12* | *Science* | *The district has purchased the digital content with HMH online curriculum. All teachers will have online access to the entire HMH curriculum they typically use in the classroom. Teachers will use this access along with Moby Max to provide instruction using the Google Classroom platform. Teachers will pull paper resources to copy packets of work & send home textbooks for students to use who do not have internet access.* |
| *K-12* | *Social Studies* | *The district has purchased the digital content with McGraw Hill online curriculum. All teachers will have online access to the entire McGraw Hill curriculum they typically use in the classroom. Teachers will use this access along with Moby Max to provide instruction using the Google Classroom platform. Teachers will pull paper resources to copy packets of work & send home textbooks for students to use who do not have internet access.* |

**STUDENT SCHEDULES**

When students attend school in-person, students will follow the traditional schedule for each grade level. The student schedules below include information on student schedules for days when students are not physically present at school and instead engaging in remote learning through online instruction or print packets.

***Hybrid and Remote Learning Student Time on Task***

*Kindergarten*

|  |  |  |  |
| --- | --- | --- | --- |
| ***Content Area*** | ***Average Days per Week*** | ***Minutes per Session*** | ***Delivery (Synchronous vs Asynchronous, Virtual vs. Other, Teacher-led vs. Program)*** |
| Early Literacy | 3 day/week during the hybrid learning model5 days/week during the remote learning model | 90 | Combination of Synchronous and Asynchronous using Google Classroom, Google Meets, McGraw Hill, Pearson & HMH online resources and TDOE Online Academic Tool or teacher created packet.  |
| Early Math | 3 day/week during the hybrid learning model5 days/week during the remote learning model | 60 | Combination of Synchronous and Asynchronous using Google Classroom, Google Meets, McGraw Hill, Pearson & HMH online resources and TDOE Online Academic Tool or teacher created packet.  |
| Physical Activity | 3 day/week during the hybrid learning model5 days/week during the remote learning model | 45 | Combination of Synchronous and Asynchronous using Google Classroom, Google Meets, McGraw Hill, Pearson & HMH online resources and TDOE Online Academic Tool or teacher created packet.  |
| Intervention | 3 day/week during the hybrid learning model5 days/week during the remote learning model | 45 | *Moby Max online skills based intervention or teacher provided packet* |

*Grades 1-5*

|  |  |  |  |
| --- | --- | --- | --- |
| ***Content Area*** | ***Average Days per Week*** | ***Minutes per Session*** | ***Delivery (Synchronous vs Asynchronous, Virtual vs. Other, Teacher-led vs. Program)*** |
| *ELA* | 3 day/week during the hybrid learning model5 days/week during the remote learning model | 120 | Combination of Synchronous and Asynchronous using Google Classroom, Google Meets, McGraw Hill, Pearson & HMH online resources, TDOE Online Academic Tool, Accelerated Reader or teacher created packet. |
| *Math* | 3 day/week during the hybrid learning model5 days/week during the remote learning model | 60 | Combination of Synchronous and Asynchronous using Google Classroom, Google Meets, McGraw Hill, Pearson & HMH online resources, TDOE Online Academic Tool, Accelerated Reader or teacher created packet. |
| *Science* | 3 day/week during the hybrid learning model5 days/week during the remote learning model | 45 of combined science & social studies | Combination of Synchronous and Asynchronous using Google Classroom, Google Meets, McGraw Hill, Pearson & HMH online resources, TDOE Online Academic Tool, Accelerated Reader or teacher created packet. |
| *Social Studies* | 3 day/week during the hybrid learning model5 days/week during the remote learning model | 45 of combined science and social studies | Combination of Synchronous and Asynchronous using Google Classroom, Google Meets, McGraw Hill, Pearson & HMH online resources, TDOE Online Academic Tool, Accelerated Reader or teacher created packet. |
| *Intervention* | 3 day/week during the hybrid learning model5 days/week during the remote learning model | 45 | *Moby Max online skills based intervention or teacher provided packet* |
| Physical Activity | 3 day/week during the hybrid learning model5 days/week during the remote learning model | 45 | *Go Noodle Online or teacher provided activity.* |

*Grades 6-8*

|  |  |  |  |
| --- | --- | --- | --- |
| ***Content Area*** | ***Average Days per Week*** | ***Minutes per Session*** | ***Delivery (Synchronous vs Asynchronous, Virtual vs. Other, Teacher-led vs. Program)*** |
| *ELA* | 3 day/week during the hybrid learning model5 days/week during the remote learning model |  *120* | Combination of Synchronous and Asynchronous using Google Classroom, Google Meets, McGraw Hill, Pearson & HMH online resources, TDOE Online Academic Tool, Accelerated Reader or teacher created packet. |
| *Math* | 3 day/week during the hybrid learning model5 days/week during the remote learning model |  *75* | Combination of Synchronous and Asynchronous using Google Classroom, Google Meets, McGraw Hill, Pearson & HMH online resources, TDOE Online Academic Tool, Accelerated Reader or teacher created packet. |
| *Science* | 3 day/week during the hybrid learning model5 days/week during the remote learning model |  *45 of combined science and social studies* | Combination of Synchronous and Asynchronous using Google Classroom, Google Meets, McGraw Hill, Pearson & HMH online resources, TDOE Online Academic Tool, Accelerated Reader or teacher created packet. |
| *Social Studies* | 3 day/week during the hybrid learning model5 days/week during the remote learning model |  *45 of combined science and social studies* | Combination of Synchronous and Asynchronous using Google Classroom, Google Meets, McGraw Hill, Pearson & HMH online resources, TDOE Online Academic Tool, Accelerated Reader or teacher created packet. |
| *Physical Activity* | 3 day/week during the hybrid learning model5 days/week during the remote learning model |  *60* | Go Noodle Online or teacher provided activity. |
| *Intervention* | 3 day/week during the hybrid learning model5 days/week during the remote learning model |  *45* |  Moby Max online skills based intervention or teacher provided packet |

*High School Plan*

|  |  |  |  |
| --- | --- | --- | --- |
| **Content Area** | **Average Days per Week** | **Minutes per Session**]  | ***Delivery (Synchronous vs Asynchronous, Virtual vs. Other, Teacher-led vs. Program)*** |
| Block 1 | 3 day/week during the hybrid learning model5 days/week during the remote learning model |  80 | Teachers of ELA, Math, Science and Social Studies can access McGraw Hill, Pearson & HMH Online to continue to provide instructional resources. All teachers will use Google Classroom or Google Meets to post activities and interact with students. CTE will access PMI & Reality Works to continue instruction at home. Also, the Illinois Dept of Ed has posted CTE online lessons that teachers can use as a resource. Packets will be made available for those without internet. |
| Block 3(skinny)Intervention for students that require it | 3 day/week during the hybrid learning model5 days/week during the remote learning model |  40 | For those not involved in intervention, teachers of ELA, Math, Science and Social Studies can access McGraw Hill, Pearson & HMH Online to continue to provide instructional resources. All teachers will use Google Classroom or Google Meets to post activities and interact with students. CTE will access PMI & Reality Works to continue instruction at home. Also, the Illinois Dept of Ed has posted CTE online lessons that teachers can use as a resource. Packets will be made available for those without internet.For students needing skills based intervention Moby Max online or teacher provided packet. |
| Block 4 |  3 day/week during the hybrid learning model5 days/week during the remote learning model |  80 | Teachers of ELA, Math, Science and Social Studies can access McGraw Hill, Pearson & HMH Online to continue to provide instructional resources. All teachers will use Google Classroom or Google Meets to post activities and interact with students. CTE will access PMI & Reality Works to continue instruction at home. Also, the Illinois Dept of Ed has posted CTE online lessons that teachers can use as a resource. Packets will be made available for those without internet. |
| Block 5 | 3 day/week during the hybrid learning model5 days/week during the remote learning model |  80 | Teachers of ELA, Math, Science and Social Studies can access McGraw Hill, Pearson & HMH Online to continue to provide instructional resources. All teachers will use Google Classroom or Google Meets to post activities and interact with students. CTE will access PMI & Reality Works to continue instruction at home. Also, the Illinois Dept of Ed has posted CTE online lessons that teachers can use as a resource. Packets will be made available for those without internet. |
| Block 6 | 3 day/week during the hybrid learning model5 days/week during the remote learning model | 80 | Teachers of ELA, Math, Science and Social Studies can access McGraw Hill, Pearson & HMH Online to continue to provide instructional resources. All teachers will use Google Classroom or Google Meets to post activities and interact with students. CTE will access PMI & Reality Works to continue instruction at home. Also, the Illinois Dept of Ed has posted CTE online lessons that teachers can use as a resource. Packets will be made available for those without internet. |

**STUDENT SCHEDULES**

*Kindergarten student schedule for days at home*

|  |  |
| --- | --- |
| **Time** | **Activity** |
| 8:00-8:30 | Synchronous morning announcements/post questions/story time |
| 8:30-9:00 | Synchronous instruction in early literacy foundational skill activities |
| 9:00-9:15 | Break |
| 10:00-10:30 | Google Classroom posted instruction & activities in early literacy |
| 10:30-11:00 | Synchronous instruction in early math foundational skill activities |
| 11:00-11:30 | Physical Education Activity – teacher provided or Go Noodle |
| 11:30-12:00 | Lunch Break |
| 12:00-12:30 | Synchronous instruction & activity in early math |
| 12:45-1:00 | Break with Google Classroom posted Go Noodle activity |
| 1:00-1:45 | Intervention or skills building time using Moby Max |
| 1:45-2:15 | Synchronous wrap up/questions/upload activities/teacher help |

*Grades 1-5 student schedule for days at home*

|  |  |
| --- | --- |
| **Time** | **Activity** |
| 7:45-8:30 | Morning announcements, post questions, independent reading/teacher help |
| 8:30-9:00 | Google Classroom posted ELA instruction & activities |
| 9:00-9:30 | Synchronous instruction in ELA & activity |
| 9:30-10:00 | Physical Education Activity-teacher provided or GoNoodle |
| 10:00-10:30 | Google Classroom posted math instruction & activity |
| 10:30-11:00 | Synchronous instruction in math & activity |
| 11:00-11:30 | Lunch Break |
| 11:30-12:00 | Google Classroom posted literacy activity |
| 12:00-12:45 | Synchronous instruction in science & social studies |
| 12:45-1:00 | Break with Google Classroom posted Go Noodle |
| 1:00-1:45 | Intervention or skill building time with Moby Max |
| 1:45-2:30 | Synchronous instruction in ELA with social studies/science content imbedded |
| 2:30-2:45 | Post questions/wrap up/teacher help/Accelerated Reader Testing |

*Grades 6-8 student schedule for days at home*

|  |  |
| --- | --- |
| **Time** | **Activity** |
| 7:45-8:30 | Morning announcements/post questions/ independent reading/teacher help |
| 8:30-9:30 | Google Classroom posted ELA instruction & activities  |
| 9:30-10:00 | Synchronous instruction provided in ELA & activities |
| 10:00-10:15 | Break with Go Noodle |
| 10:15-11:00 | Google Classroom posted math instruction & activities |
| 11:00-11:30 | Lunch Break |
| 11:30-12:00 | Synchronous instruction provided in math & activities |
| 12:00-12:30 | Google Classroom posted Social Studies & Science activities |
| 12:30-1:00 | Physical Education Activity – teacher provided or Go Noodle  |
| 1:00-1:30 | Synchronous instruction provided in ELA with sci/ss imbedded |
| 1:30-2:15 | Synchronous instruction provided in Science & Social Studies |
| 2:15-2:45 | Post questions/wrap up/teacher help/Accelerated Reader Testing |

*Grades 9-12 student schedule for days at home*

|  |  |
| --- | --- |
| **Time** | **Activity** |
| 7:45-9:06 | Block 1– teacher will deliver at least 20 min synchronous instruction |
| 9:06-9:25 | Break time – Go Noodle Activity provided |
| 9:25-10:15 | Block 3-teacher will deliver at least 20 min synchronous instruction |
| 10:15-12:05 | Block 4-teacher will deliver at least 20 min synchronous instruction |
| 12:05-1:25 (lunch included) | Block 5-teacher will deliver at least 20 min synchronous instruction |
| 1:25-2:45 | Block 6-teacher will deliver at least 20 min synchronous instruction |

**TEACHER SCHEDULES**

*Kindergarten Teacher Schedule*

|  |  |
| --- | --- |
| **Time** | **Activity** |
| 7:30-8:00 | Address questions, feedback from previous day, communicate directly with parents or students with concerns |
| 8:00-9:00 | Provide synchronous instruction literacy |
| 9:00-10:00 | Phone calls to check in with offline students/answer questions/concerns |
| 10:00-10:30 | Provide synchronous instruction math |
| 10:30-11:30 | Check ins with online & offline students. Submit any concerns for attendance or progress to school administrators |
| 11:30-12:00 | Lunch |
| 12:00-12:30  | Provide synchronous instruction math |
| 12:30-1:45 | Collaborate & plan with Special Education & ELL Staff  |
| 1:45-2:15 | Synchronous wrap up/questions/feedback |
| 2:15-3:00 | Checks in with offline students, provide feedback, answer questions, upload next day instructional resources and activities |

***Grades 1-5 Teacher Schedule***

|  |  |
| --- | --- |
| **Time** | **Activity** |
| 7:30-9:00 | Address questions, provide feedback from previous day, communicate directly with parents or students with concerns.  |
| 9:00-9:30 | Synchronous instruction provided in literacy |
| 9:30-10:30 | Phone calls to check in with offline students/answer questions/concerns |
| 10:30-11:00 | Synchronous instruction provided in math |
| 11:00-11:30 | Lunch |
| 11:30-12:00 | Collaborate & plan with Special Education & ELL staff |
| 12:00-12:45 | Synchronous instruction provided in Science & Social Studies |
| 12:45-1:45 | Check ins with offline students/provide support  |
| 1:45-2:30 | Synchronous instruction provided in literacy |
| 2:30-3:00 | Submit any concerns for attendance or progress to school administrators. Provide feedback, answer questions, upload next day instructional resources and activities  |

***Grades 6-8 Teacher Schedule***

|  |  |
| --- | --- |
| **Time** | **Activity** |
| 7:30-9:30 | Address questions, provide feedback from previous day, communicate directly with parents or students with concerns. Phone calls to offline students. |
| 9:30-10:00 | Synchronous instruction provided ELA |
| 10:00-11:00 | Collaborate & plan with Special Education & ELL staff |
| 11:00-11:30 | Lunch |
| 11:30-12:00 | Synchronous instruction provided in Math |
| 12:00-1:00 | Submit any concerns for attendance or progress to school administrators |
| 1:00-1:30 | Synchronous instruction provided in ELA |
| 1:30-2:15 | Synchronous instruction provided in Science & Social Studies |
| 1:00-3:00 | Check ins, questions, feedback, communicate with parent & students with concerns, upload next day instructional resources and activities |

***Grades 9-12 Teacher Schedule***

The district’s high school schedule contains 5 academic blocks with one block being a planning time. High School teachers will provide at least 20 minutes of synchronous instruction in each of their 4 blocks of instruction. Each academic block at the high school is 80 min in length. The teacher will spend the remainder of their time during each academic block checking in on offline students, providing feedback, answering questions, etc. High school teacher planning times will be used to plan, collaborate with Special education & ELL staff, and to submit concerns for attendance or progress to school administrators.

**SPECIAL POPULATIONS AND VULNERABLE STUDENT SUPPORTS**

*Traditional Learning Model*

During traditional in-person instruction, all students receiving services through IEP, 504, or ILP will continue to receive the services detailed in their individual plans. Teachers will try to maintain distancing and clean surfaces between sessions.

*Hybrid Learning Model*

Teachers and staff will connect with students on days the student is not in school to provide instruction and support and ensure work is being completed. The following bullets detail additional support that the district is planning for students in vulnerable groups.

* *Offline Students (Students without a device or internet access)* – In the Hybrid Learning Model, teachers will plan for the week’s learning on Mondays. This will allow time for packet organization and printing for students who are unable to access online instruction. Teacher assistants will be utilized to help in the copying and organizing student packets for offline students. Bus drivers will drive their usual bus routes on Tuesday to deliver packets. This will also be the opportunity for students to send back the previous week’s packet for grading. Special education students will also be sent home with activity kits as appropriate to meet IEP goals. Teachers will be expected to contact offline students every day to provide instructional support and feedback.
* *Special Populations* - Special education staff will develop Continuous Learning Individualized Plans to ensure families understand the services that continue to be available to them. A remote IEP meeting will be called to develop the CLIP for families and staff to agree upon the services and delivery provided to students. Therapies and academic intervention sessions that can take place via Google Meets or Zoom will be held to comply with IEPs. Special education staff will collaborate daily with general education staff to ensure IEP accommodations, goals and services are being met.
* *Vulnerable Students* - School staff such as counselors and instructional coaches will check in with vulnerable students at least two times per week to ensure their safety and progress in instruction. This is in addition to the regular contact a teacher or teacher assistant would make. If a vulnerable student cannot be reached by phone, the SRO will visit their last address to visit with the student.

*Remote Learning Model*

Teachers and staff will connect with students on days the student is not in school to provide instruction and support and ensure work is being completed. The following bullets detail additional support that the district is planning for students in vulnerable groups.

* *Offline Students (Students without a device or internet access)* – Offline students will particularly need increased support in the event the district moves to a full Remote Learning Model. Teacher assistants will not only be utilized in the creation and distribution of packets, but will also contact offline students each day. This will provide another individual and another time to provide support to offline students. All offline students should be contacted by their teacher and a principal designated teacher assistant every day during the Remote Learning Model.
* *Special Populations* – Special education staff will develop Continuous Learning Individualized Plans to ensure families and staff are in agreement on the services and delivery provided to students. Therapies and academic intervention sessions that can take place via Google Meets or Zoom will be held to comply with IEPs. ELL staff will hold ILP meetings to discuss what services can be delivered while on remote learning. Daily collaborations with general education staff will continue to be held with both special education and ELL staff.
* *Vulnerable Students* - School staff such as counselors and instructional coaches will check in with vulnerable students 2 times weekly to ensure their safety and progress in instruction. This is in addition to the regular contact a teacher or teacher assistant would make. If a vulnerable student cannot be reached by phone, the SRO will visit their last address to visit with the student.

**GRADING AND FEEDBACK**

During traditional in-person instruction, students will submit assignments and receive grades per the district’s grading policy, which is included in the appendix. This grading policy will also be in place during hybrid and remote learning.

During hybrid and remote learning, all assignments completed at home whether virtually or on paper will be submitted for grading to the teacher following the board adopted grading policy. Teachers have time in their schedules, as shown above, to provide feedback and supports to students. Teachers will have daily contact with students and will provide both informal and formal feedback on student assignments.

**Section 4: Attendance**

**TRADITIONAL LEARNING MODEL**

The district will continue to use the district’s attendance policy included in the Appendix. Daily attendance will be taken in the traditional way as long as students are regularly attending in-person instruction. If a student has been advised to quarantine because of a COVID 19 exposure the school will ask for documentation from the parent or a medical provider. These days will be excused unless an excessive number of days are taken by a student. If school or district administrators feel that a family is abusing the attendance policy by missing an unwarranted number of days, the approved steps for truancy intervention will be put into place. Any student that tests positive for COVID 19 will be excused when documentation is presented to school.

**HYBRID AND REMOTE LEARNING MODELS**

During hybrid or remote learning, students that do not login to Google Classroom and complete an assignment or engage in phone conversation with their teacher prior to the lunch time break will be considered absent for the day. Students that do login to engage in instruction but have missed either the morning or afternoon sessions will be documented as tardy. Offline students will also be considered absent if assigned work is not submitted as scheduled. Once a student has been absent for 3 days, teachers will submit the *Student Attendance Form* (located in the Appendix) to their principal. The principal or his designee will follow the truancy intervention protocols for the district.

**Section 5: Instructional Technology**

**TRADITIONAL LEARNING MODEL**

Each school will ensure teachers spend time in August instructing students in using Google Classroom and the McGraw Hill, Pearson & HMH online curriculum resources. Teachers will be expected to embed Google Classroom and the adopted online curriculum resources into their traditional classroom instruction to prepare students for remote learning in the event of a school closure.

**HYBRID AND REMOTE LEARNING MODEL**

Through the experience with remote learning in the district in the spring and survey responses collected over the summer, Perry County Schools has identified access to devices and limited internet connectivity as key challenges for remote instruction. In order to address these challenges, the district has taken steps to support students in accessing instruction if the district needs to shift to hybrid or remote instruction. The district has ordered 600 laptops that students will be able to borrow. This supply of devices should help ensure at least one device in each household. In addition, the district will upgrade the internet at multiple schools to provide opportunities for students to use the school internet to access instruction from the parking lot. Parents who have contacted school administrators with concerns regarding internet connectivity have also been reminded that within both city limits and public libraries free, public WIFI is available.

Charging storage carts have been purchased by the district to safely house the devices at school. The district has relayed expectations that all teachers should be using Google Classroom starting at the beginning of the school year and to have students to login and use the platform as well during in-person instruction. This will allow for a smoother transition as all students will be trained in using the devices and Google Classroom should the district move to Hybrid or Remote Learning.

The district purchased a content filter to be preloaded onto all the devices. This will prevent families from accessing any content that is not appropriate for school use.

The district has developed a *Device Loan Agreement* that all families will sign in order to receive a device from the district. In the event of moving from Traditional to Hybrid or Remote Learning the district will provide a weeks’ notice to families. During this time families can drive up to the school to check out a device and sign the agreement. Each school principal will designate staff within their building to handle device check out. Devices will be inventoried and marked with district inventory numbers prior to being put into service. The inventory number will be documented with the student’s name that borrows the device.

If a family is unable to drive to school to check out a device, the district will deliver devices. The district’s bus drivers will be utilized to deliver devices to families that do not have a device. Guidance on contacting the school or district office to receive your device will be posted on the district website, Facebook page, and sent out on the district’s all-call system.

**Section 6: Professional Development**

All staff participated in summer training by completing the Trevecca Online Learning Course. This training focused on preparing teachers to deliver instruction remotely.

In addition, the district will provide professional development in using Google Classroom and Google Meets. Teachers were strongly encouraged by the receiving of a bonus to complete Google Classroom certification over the summer. Teachers will also receive bonus pay for completing the Google Classroom online training even if they are not certified by Google. Four Google certified teachers within the district will provide professional development during August teacher in-service. Teachers will be required to use Google Classroom and provide instruction to their students in the online learning tool at the beginning of the school year in order to prepare teachers and students for a possible move to the Hybrid or Remote Learning Model. Principals and Assistant Principals will monitor this through the observation process and lesson plan checks.

In September, the district calendar contains an Inservice Day. This day will be utilized to focus on the monitoring of online instruction. An instructional technology specialist will provide a professional development session on monitoring the success of student progress in online instruction. The district has entered into the **T**ennessee **R**ural **A**cceleration and **I**nnovation **N**etwork (TRAIN). As part of this network, the district will be offering professional learning for teachers and leaders aligned to needs identified throughout the year. Based on identified needs, these trainings may focus on student engagement, classroom climate, student supports, and addressing learning loss in in-person and/or virtual learning environments.

Throughout the year, Google Classroom certified teachers will serve as mentors to offer support for teachers with delivering remote learning. Daily collaboration among teachers is scheduled into each day. The district will provide further professional development opportunities for teachers by providing support sessions after school hours. These will be provided by the Google certified teachers that serve as mentors. These individual will be paid a stipend by the district to act in this role.

**Section 7: Implementation Monitoring**

**TRADITIONAL LEARNING MODEL**

School level principals and assistant principals will be monitoring all teachers for compliance with the instructional expectations as done in previous years. This monitoring will include classroom observations, evaluations, and tracking student progress.

**HYBRID AND REMOTE LEARNING MODEL**

School level principals and assistant principals will continue to monitor all teachers for compliance with the instructional expectations if the district transitions to the hybrid or remote learning model. Observations will be completed during synchronous instructional times and Google Classroom pages will be monitored by school administrators. Principals and Assistant Principals in each school will be monitoring teacher lesson plans, Google Classroom pages, and packet creation to ensure meaningful and rigorous academic experiences are being presented to all students. Monitoring documents, including documentation of student attendance concerns, parent communication logs, grading & feedback, and principal monitoring of teachers can be found in the appendix.

**Section 8: Communications**

The district has and will continue to utilize multiple methods of communication to reach families and students, especially those who may not have high speed internet access. The district will share any updates on the district’s website and through social media. In addition, district leaders will continue to work with the local radio station to broadcast information regarding the district’s plan for the 2020-21 school year and any updates throughout the year Communications will also be available at the central office during normal business hours. In addition, the local county newspaper is utilized to share information to families.

Beginning over the summer, teachers reached out to each student assigned to their homeroom for the 2020-21 school year to understand families’ plans for the school year and to understand any concerns related to returning to school. Teachers will be tasked with reaching out to students on a daily basis during hybrid and virtual instruction through Google Meets for students with internet access and devices and by phone for students without access or devices. The district also plans to purchase an all-call service this year to quickly inform families of updates from schools. The technology department will be handling the communications provided by district staff regarding social media, website, and all-calls. The central office staff will continue to share information via the local newspaper and radio.

If a student or staff member has tested positive for COVID 19 the district will send out an all-call to the children in the same classroom to indicate a possible exposure has occurred. Parents will be advised to follow recommendations of the local health department as far as quarantining. Any family wishing to quarantine as a precaution after an exposure will be excused and the teacher will work with the family to make up missed assignments. This will not trigger a change to online learning, but rather a traditional excused absence with make up being provided. Families will be encouraged to communicate directly with school administrators if absences due to COVID 19 should occur.

During hybrid or remote learning, school staff such as teaching assistants and counselors, will check in with parents with weekly phone calls or emails to ensure parents are staying connected with their student’s educational progress and goals. Any student that is not attending sessions, communicating with their teacher, or not submitting assignments will be reported to the school principal. The principal will then assign staff to communicate with parents to hopefully increase participation. Issues of continued non-compliance will be directed to the principal or appropriate district staff.

**Appendix**

Student Attendance

Parent Communication

Vulnerable Student

Principal Monitoring

Student Check-ins for Offline Students in Remote Learning

Technology Device Usage Agreement

Board Policy on Grading

Board Policy on Attendance

**STUDENT ATTENDANCE REPORT FORM**

**HYBRID OR REMOTE LEARNING MODE**

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Number of days student absent from online learning: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Describe the steps you or other school staff have taken to reach out to student or family: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Has the student submitted work regularly? How would you rate the quality of the student’s work? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Any extenuating circumstances you are aware of or other comments you wish to share with school administrators? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\*Email to School Principal

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**PARENT BI-WEEKLY UPDATE**

**HYBRID OR REMOTE LEARNING MODELS**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Have you been able to access your child’s Google Classroom page to receive updates & communications from teachers? If not, would you like to have school staff to contact you?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please look at your child’s progress report in the Synergy Parent Portal. Are you satisfied with your student’s progress in his/her online learning?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Do you have any concerns or questions you would like to share with school staff regarding your child’s online learning?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **\*Can be completed by emailing to parents or conducting interview by phone**

**VULNERABLE STUDENT CHECK IN**

To be completed 2 times weekly for student that is identified as vulnerable. Speak directly by phone or video chat with student. If you are unable to establish contact with student after 2 attempts notify your school SRO to conduct a home visit.

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Week of: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Staff member completing check in interview: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1st Check in

1. How are doing since school has been out? Do you have the physical things you need to take of yourself such as food and a safe place to stay?
2. Tell me how you have been completing your school assignments? Do you need any extra help?
3. Do you feel that you are happy and well cared for? Is there anything we can do to help?

2nd Check in

1. How are doing since school has been out? Do you have the physical things you need to take of yourself such as food and a safe place to stay?
2. Tell me how you have been completing your school assignments? Do you need any extra help?
3. Do you feel that you are happy and well cared for? Is there anything we can do to help?

**SCHOOL ADMINISTRATOR MONITORING OF ONLINE LEARNING**

**HYBRID OR REMOTE LEARNING MODELS**

Principals or Assistant Principals should complete this form bi-weekly for all certificated staff.

Teacher :\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Is appropriate planning taking place to ensure rigorous instructional resources and activities are being presented to students? Describe evidence.
2. Is the teacher’s Google Classroom page being appropriately maintained to provide necessary instructional tools to families? Are instructional resources & activities aligned to state standards? Describe evidence.
3. Are the synchronous lessons being presented by the teacher in engaging, meaningful ways & are aligned to state standards? Describe evidence.
4. What documentation does the teacher have to prove daily contact is made with all students? What is daily attendance %?
5. After viewing submitted student assignments, can you see evidence of high quality instruction and objective mastery by students?

Describe any concerns you have regarding the online instruction of this staff member & share with appropriate district level staff.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Student Check-ins for Offline Students**

**Remote Learning Model**

Offline Students will need increased support during times of Remote Learning. Teachers and a Principal assigned Teacher Assistant will both be in daily contact with Offline Students to provide additional instructional support and feedback. This document requires teachers & teacher assistants to document those contacts. The teacher will be in possession of the document and will submit to the Principal at the end of the 2 week period.

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher Assistant: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dates of 2 week period:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Time Staff Initials Description of Contact\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\*Email to principal at end of 2 week window