



# Harvey Public School District 152 Fall 2020-2021 Reopening Plan Phase I - Remote Learning



**Harvey School District 152 is committed to providing our students with high-quality learning experiences during the COVID-19 pandemic. We will make every effort to support the needs of students and staff and ensure all students continue to grow academically, socially and emotionally.**

**[July 31, 2020](#)**



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#### INTRODUCTION

On June 23, 2020, Governor JB Pritzker released Part Three of the Transition Joint Guidance, which provides guidelines for starting the 2020-2021 school year. Local school districts were given the option to provide in-person instruction, remote instruction or a hybrid model of both in-person and remote instruction. Harvey School District 152 convened several planning teams consisting of district leadership, school administrators, teachers, and support staff to assess each of these methods. The planning teams reviewed data on instructional effectiveness, student attendance and engagement, student academic performance, and survey data collected from staff and parents. This information was used to strengthen our e-learning plan and determine the most appropriate method for returning to school.

#### REOPENING PHASES

##### ***Phase I - Remote Learning (September 8, 2020 - January 29, 2021)***

Harvey School District 152 will utilize the district's e-learning plan to implement remote learning for the first semester of the school year. This approach will provide students with a minimum of five hours of daily online instruction and/or coursework for five days a week. Students are expected to participate in ***ALL*** of their instructional activities daily. Parents will be provided with their child's schedule of online classes during the required parent orientation dates (see "*Training & Support*" section below for dates).

The e-learning plan (***see appendix***) provides specific guidance for staff, students, and parents on the daily expectations and responsibilities for remote learning. The e-learning plan also includes guidance on student attendance, class schedules, grades, assessments, and instructional support for Special Education, EL and MTSS students. A copy of the district's approved e-learning plan is attached to this document and may be retrieved from the district's website @ [www.harvey152.org](http://www.harvey152.org).

##### ***Phase II - In-person Instruction (February 1, 2021 - June 10, 2021)***

The district will tentatively transition to in-person instruction at the start of the third quarter on February 1, 2021. Please note that these dates are subject to change pursuant to public health conditions. Staff and parents will be surveyed prior to the end of the 1st quarter to determine if an earlier start to in-person instruction is possible. In the event we are unable to return to in-person instruction, remote learning will continue



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until it is deemed safe to return to school. Staff and parents should remain alert for any updates and date changes.

Prior to returning to in-person instruction, staff and parents will be provided with a **“Phase 2 - In Person Instruction Reopening Plan”** that includes guidance on student transportation, health and safety protocols and instructional recommendations.

### CALENDAR ADJUSTMENTS

In an effort to acquire proper technology tools and equipment, and provide staff and parents with adequate training for remote learning, the 2020-2021 school calendar will be adjusted to the following:

August 26, 2020	New Teacher Orientation
August 27, 2020	Teacher Institute Day - District Level Planning
August 28, 2020	Teacher Institute Day - District Level Planning
August 31, 2020	Remote Learning Planning Day #1 - District Level Planning
September 1, 2020	Remote Learning Planning Day #2 - School Level Planning
September 2, 2020	Remote Learning Planning Day #3 - Required Parent Orientation
September 3, 2020	Remote Learning Planning Day #4 - Required Parent Orientation
September 4, 2020	Remote Learning Planning Day #5 - Required Parent Orientation
<b>September 8, 2020</b>	<b>First Day of School</b>
November 6, 2020	End of 1st Quarter
January 29, 2021	End of 2nd Quarter
April 1, 2021	End of 3rd Quarter
<b>June 10, 2021</b>	<b>Last Day of School</b>

### COMMUNICATION

District and school communication will remain clear and consistent throughout the school year. The standard methods of communication will include postings on the district’s website and social media, robocalls, emails, phone calls and messages via the Remind App. It is imperative that parents provide their child’s school with a valid email address and current telephone number.

### STUDENT REGISTRATION

Parents of returning students are encouraged to register their child(ren) online via the district’s website. Please may contact the District Office if assistance is needed with



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completing the registration process and/or acquiring a snap code. You may also email the registrar at [registration@harvey152.org](mailto:registration@harvey152.org) for a snap code. In-person registration options are available for returning and new students on the following dates:

<b><u>Dates</u></b>	<b><u>Time</u></b>	<b><u>Location</u></b>
August 4, 2020	1:00pm - 6:00pm	Brooks Middle School
August 6, 2020	1:00pm - 6:00pm	Brooks Middle School
August 10, 2020	9:00am - 2:00pm	All Schools
August 11, 2020	9:00am - 2:00pm	All Schools
August 12, 2020	9:00am - 2:00pm	All Schools
August 13, 2020	9:00am - 2:00pm	All Schools
August 14, 2020	9:00am - 2:00pm	All Schools
August 15, 2020	9:00am - 2:00pm	Brooks Middle School

### **STAFF ATTENDANCE**

Staff members, except those listed below, will be provided flexibility to work remotely or from their school building. Staff members choosing to work remotely must have proper resources to work from home. If a staff member does not have adequate resources to work from home, they must report to work.

The following staff members are required to report to work daily according to their designated schedules.

- Central office staff
- School administrators
- School secretaries
- Nurses and health staff
- Parent Coordinators
- Lab assistants
- Custodians
- Food service staff
- Hall monitors and security staff

Staff members in the categories listed above with at risk health conditions will be given the opportunity to apply to work home. All staff members entering the building must sign-in and out and follow the safety protocols listed below.



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#### HEALTH & SAFETY PROTOCOLS

The health and safety of students and staff is our top priority. The district will implement a variety of measures to keep everyone safe. Prior to returning to the buildings, all staff members will receive training on health and safety protocols to help mitigate the prevention and transmission of COVID-19. All schools will be required to follow the Illinois Department of Health Guidelines of the Restore Illinois Plan. These guidelines include the following:

- *Require use of appropriate personal protective equipment (PPE), including face coverings;*
- *Prohibit more than 50 individuals from gathering in one space;*
- *Require social distancing be observed, as much as possible;*
- *Require that schools conduct symptom screenings and temperature checks or require that individuals self-certify that they are free of symptoms before entering school buildings; and,*
- *Require an increase in schoolwide cleaning and disinfection.*

#### **SCREENINGS & SELF-CERTIFICATION**

Self certification will be required for all staff prior to entering the building. Temperature and symptom screenings will be required for all individuals upon entering the building. Individuals with temperatures greater than 100.4 and/or symptoms of COVID-19 will be isolated immediately and sent home as soon as possible. Per CDC guidance, individuals should not return until they are fever free for 72 hours without medication and 10 days since COVID-19 symptoms appeared. The district will implement protocols to determine how staff absences will be categorized and if COVID-19 testing and/or quarantining is required.

#### **PERSONAL PROTECTIVE EQUIPMENT**

All staff must wear face coverings while inside of the school buildings. Disposable and non disposable masks will be made available at all schools for staff as needed. Masks should be worn properly, covering both the nose and mouth. Face shields will also be available; however, per the IDPH guidelines, they must be used in conjunction with a face mask. Plexiglass barriers will be installed in the main offices and other high traffic common areas. Hands should be washed often with soap and water for at least 20 seconds, or treated with a minimum of 60% alcohol sanitizer.



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#### ***SOCIAL DISTANCING***

Staff members will be encouraged to remain in their designated classrooms/work area throughout the day. The number of individuals in the common areas should be limited and a distance of 6ft should be maintained. There should be no more than 50 individuals gathering or half of the room capacity whichever is less, at a time. Restrooms should be limited to no more than two occupants at a time.

#### ***CLEANING & SANITATION***

All buildings will be cleaned and sanitized daily. A routine cleaning schedule will be established and closely monitored by the building Principal and Director of Buildings and Grounds. Cleaning shall be performed at minimum, before daily opening, every hour in common spaces, and after building is closed for the day. Daily cleaning regimens will include sanitization of:

- Restrooms and wash basins per CDC guidelines.
- Touch point surfaces (door knobs/handles, rails, lights, etc.)
- Water fountains, lockers and handles
- Hard surfaces and high traffic areas

#### ***SCHOOL CLOSURE***

The district will contact the Cook County Health Department upon learning of a positive COVID-19 case in the schools. Decisions on school closure will be made in consultation with the Cook County Health Department as part of contact tracing and case investigation.

#### ***FACILITIES USAGE***

The buildings will be open for staff from 8:00 am to 3:00 pm. All usage of school facilities for non-district staff will be suspended until further notice. Students are only permitted to enter the school buildings for screenings, assessments and evaluations.

#### ***STUDENT ACTIVITIES***

Extra curricular activities may only convene online during Phase 1 of this plan. During Phase 2, the number of individuals in one space is limited to 50, or half of the room's capacity, whichever is less. All participants are required to wear face coverings and adhere to social distancing guidelines. The district will follow the Illinois Elementary School Association (IESA) guidelines for hosting student activities. Staff members must receive administrator approval before convening any extra curricular activities.



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#### FOOD SERVICES

Grab and go breakfast and lunch options will be available for pick-up daily at each of the district schools from 9:00 am – 12:00 pm. One bus will be stationed at each school building to distribute food. Parents are encouraged to pick up their child’s food prior to the start of class.

#### TRAINING & SUPPORT

Training will be provided to all instructional staff on utilizing Google Classroom and digital curriculum resources. Five remote learning & planning days have been added to the school calendar to prepare staff and parents for remote learning. Three of these days will be utilized to conduct “Remote Learning Parent Orientations” in each of the schools. The following activities will be conducted during the parent orientation:

- Review logistics for starting school
- Review the district’s approved e-learning plan
- Provide students with schedules for online learning
- Provide students with instructional materials to use at home
- Provide log-in credentials for students to access their district email and instructional accounts.
- Distribute devices for use at home

Parent orientations will be scheduled by grade level according to the following schedule:

#### Wednesday, September 2, 2020

Grade Levels	Schools	Time
Pre-Kindergarten	Riley	Session 1 - 8:30 - 9:45 Session 2 - 10:15 -11:30
Kindergarten	Angelou, Bryant, Holmes, Whittier	
6th Grade - Maroon Pod	Brooks	
1st Grade	Angelou, Bryant, Holmes, Whittier	Session 3 - 12:00 - 1:15 Session 4 - 1:45 - 3:00
6th Grade - Gold Pod	Brooks	





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#### Thursday, September 3, 2020

Grade Levels	Schools	Time
Pre-Kindergarten	Riley	Session 1 - 8:30 - 9:45 Session 2 - 10:15 - 11:30
2nd Grade	Angelou, Bryant, Holmes, Whittier	
7th Grade - Maroon Pod	Brooks	
3rd Grade	Angelou, Bryant, Holmes, Whittier	Session 3 - 12:00 - 1:15 Session 4 - 1:45 - 3:00
7th Grade - Gold Pod	Brooks	

#### Friday, September 4, 2020

Grade Levels	Schools	Time
Pre-Kindergarten	Riley	Session 1 - 8:30 - 9:45 Session 2 - 10:15 - 11:30
4th Grade	Angelou, Bryant, Holmes, Whittier	
8th Grade - Maroon Pod	Brooks	
5th Grade	Angelou, Bryant, Holmes, Whittier	Session 3 - 12:00 - 1:15 Session 4 - 1:45 - 3:00
8th Grade - Gold Pod	Brooks	



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## Harvey Public School District 152 E-Learning Plan

*Approved July 20, 2020*



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## I. Overview

The following is Harvey School District 152's E-Learning Plan will be implemented in the event of either short-term or long-term closures. This plan consists of a *General Information* section, including grades, attendance, assessments, students with special needs, and training for staff. It also outlines specific procedures for each of the following:

- a. *General Information*
- b. *Students*
- c. *Parents*
- d. *Teachers & Certified Staff*
- e. *Other Staff (Administrators, Student Support Services, Library and Lab Assistants, Parent Coordinators)*

The procedures for teachers and students are broken into two distinct branches with procedures for **students with access** and **students with no access**. During e-learning days, all students must be provided instruction and learning opportunities in all content areas that equate to **five (5) instructional hours**. Students will receive grades and attendance based upon submission of this work.

## II. General Information

### Attendance

- a. When a remote learning day is declared, parents or students must "check in" for the day using the school-specific links posted on the District website by 9:30 AM.
- b. The student check-in data will be monitored by the parent/attendance coordinators and recorded in PowerSchool by 3:10 each day.
- c. Parents will also have the option to leave a voicemail message at their child's school to check in. These messages will be monitored by the school secretary and recorded in PowerSchool by 3:10 each day.
- d. Attendance will be recorded as one of the following:
  - i. Present
  - ii. Unexcused Absence
  - iii. Excused Absence\*
- e. Teachers may edit student attendance for the day based upon a student's engagement during the e-learning day at their discretion.
- f. \*Excused absences may only be recorded if the parent contacts the teacher in advance to inform them of their child's absence.



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#### **Grading**

- a. Teachers will provide students with regular feedback on their digital assignments.
- b. Teachers are required to enter a minimum of two grades per week in PowerTeacher Pro.
- c. Traditional grades (A-F) will be assigned for all students during e-learning.
- d. Students earning a grade of 'D' or 'F' will be required to participate in additional learning activities.

#### **Assessments**

- a. The iReady assessment will be the only approved benchmark assessment for extended remote learning.
- b. Further instructions will be provided by the Department of Teaching & Learning in the event that the iReady assessment is to be administered remotely.
- c. Teachers may continue to administer all other class assessments remotely.

#### **Special Education**

All evaluations, reviews (triennial, annual, domain), and other IEP and 504 meetings will continue to adhere to the timelines set forth by the Individual with Disabilities Act (2004). All students being tested for Special Education or that currently has an Individual Educational Plan will be assessed in-person. Most IEP meetings will be held remotely to minimize the number of people visiting our campus and to maintain proper social distancing requirements. Facilitating meaningful participation by parents/guardians in these meetings continue to be a top priority for our district.

#### **Communication**

It is imperative that communication remains clear and consistent between students, staff and families during e-learning. The standard methods of communication will include postings on the district's website and social media, robocalls, emails and phone calls and via the Remind App. Teachers may also communicate with families via Class Dojo. Teachers are expected to determine the most effective means of communication to utilize with their students and families. Communication will be disseminated in the student's home language to the greatest extent possible. The following protocols will be implemented in an effort to maintain ongoing, effective communication during e-learning:

- a. All staff will be issued a district Chromebook to perform work related responsibilities.
- b. All staff and students are expected to utilize their district email account for school - related communications.



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- c. The district will make an effort to provide staff with Remind phone services. Until this effort is fully realized, staff are encouraged to utilize phone settings and web-based applications to mask their phone numbers when communicating with students and parents from their personal phones.
- d. All students will be issued a district Chromebook to use at home upon request.
- e. To the extent possible, the district will support families with acquiring internet access via district controlled hotspot devices upon request.
- f. All teachers with Google Classrooms are required to provide parents/guardians with access to the "Guardian Summary" in Google Classroom.
- g. All parents should provide their child's school and teacher with a valid email address and current telephone number.

### Training

- a. The district will provide training to all instructional staff on utilizing Google Classroom and digital curriculum resources.
- b. The Department of Teaching & Learning will provide principal with training on the plan during the beginning of the retreat/orientation meetings.
- c. Principals are expected to provide their staff with training on the district's E-Learning Plan during the Fall Teacher Institute Day.
- d. Principals should also review the plan with parents and families during school Open House events.
- e. Teachers are expected to review the plan with their students.

### Tech Support

All students in grades Prek-8 will be assigned a district device that may be checked-out for home use upon request. District staff will be available to provide technical support on district-issued devices only. An attempt to rectify a technical issue through remote support (email or phone) is the first step of support. Teachers are the first point of contact for obtaining student login information and should provide basic support recommendations, including:

- i. Shut down and restart computer (this should be done daily)
- ii. Close unused tabs
- iii. Check that the computer is connected to the internet

If a teacher is unable to rectify a technical issue, they may elevate a student tech support issue by directing the student/parent to their building-assigned lab assistant. Lab assistants may be contacted via the email addressed listed below. ***Please make certain to only contact the lab assistant at your child's school.***



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Brooks	brookstech@harvey152.org
Angelou	angeloutech@harvey152.org
Bryant	bryanttech@harvey152.org
Holmes	holmestech@harvey152.org
Riley	rileytech@harvey152.org
Whittier	whittiertech@harvey152.org

The lab assistants may elevate tech issues to the Technology Coach or Technology Department. If the issue is unable to be resolved through remote support, the technology coach will contact the administrator for the child's school and arrange for the parent to exchange their Chromebook for a loaner device while their Chromebook is repaired. The parent will need to return the loaner device and pick up the Chromebook assigned to their child upon completion of the repair.

### III. Procedures for Students

#### Students with internet access

##### PreK-1st

Seesaw is the learning management system for grades Pre-K through 1st grade. Students will use Seesaw as a hub for all online instructional activities, including lessons, instructions for completing assignments, daily communications from teachers, and grades/feedback on assignments. The following are the steps to be taken by students with access to a computer and a home WiFi network in the event of an e-learning day:

- a. Students will be required to login to their class Seesaw portal and attend their scheduled Google Meet session each morning of an e-learning day. Housekeeping and announcements for the day assignments and activities will be provided during this morning meeting.
- b. All students will receive instructions on accessing Seesaw, and [Clever SSO](#) from home. Teachers have a list of their students' login information. If a student has misplaced their login card, they will need to contact their teacher to retrieve this information. Forgotten login information will not be accepted as an excuse for non-attendance.



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- c. Students will complete all assignments posted in Seesaw on e-learning days. This work is to be completed on the date it is assigned to receive credit and attendance for the e-learning day.
- d. Students can communicate with their teachers via Seesaw and/or video conference on e-learning days.

### Grades 2-8

Google Classroom is the district's official learning management system for grades 2-8. Students will use Google Classroom as a hub for all online instructional activities, including lessons, instructions for completing assignments, daily communications from teachers, and grades/feedback on assignments. The following are the steps to be taken by students with access to a computer and a home WiFi network in the event of an e-learning day:

- e. Students will be required to login to their homeroom Google Classroom and attend their scheduled Google Meet session on the morning of an e-learning day. Housekeeping and announcements for the day assignments and activities will be provided during this morning meeting.
- f. All students have received instruction on how to access [Google Classroom](#), and [Clever SSO](#) from home. Teachers have a list of their students' login information. If a student has misplaced their login card, they will need to contact their teacher to retrieve this information. Forgotten login information will not be accepted as an excuse for non-attendance.
- g. Students will complete all assignments posted in Google Classroom on e-learning days. This work is to be completed on the date it is assigned to receive credit and attendance for the e-learning day.
- h. Students can communicate with their teachers via email, Google Chat, Google Classroom, and/or video conference on e-learning days.

### Daily Schedule (Students with access)

<b>9:00-9:30</b>	Eat breakfast and get dressed before the morning meeting
<b>9:30</b>	Students are logged into their Google Classroom account
<b>9:30-12:00</b>	Attend the AM Google Meet Session as scheduled. Work on assigned tasks and contacting teacher(s) with questions and assistance.
<b>12:00-12:30</b>	Lunch
<b>12:30-3:00</b>	Attend the PM Google Meet Session as scheduled. Work on assigned tasks and contacting teacher(s) with questions and assistance.



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#### Behavior Expectations

- a. Students are expected to be signed into all scheduled video meetings at the designated time.
- b. Students must have their camera activated
- c. Students must mute their microphones unless instructed to do otherwise.
- d. Students may not use the chat feature in Google Meet, unless instructed to do so by their teacher.
- e. To the extent that it is possible, students are expected to work from an at-home location that is conducive to learning.
- f. All devices logged in under a district account are monitored using the district's device monitoring software
- g. Students are expected to be engaged in the activity designated by the teacher. No other tabs should be active.
- h. Students should not eat during any virtual class meetings. Students are expected to eat breakfast before their AM virtual meeting and lunch before their PM virtual meeting.

#### Behavior Consequences

- a. Student-teacher conference
- b. Parent-teacher conference.
- c. Loss of privileges and/or participation in classroom activities
- d. Referral to Principal
- e. Second notification to parent and possible suspension from virtual sessions

#### **Students without internet access**

Students will be informed of an e-learning day by official district communication. All students have received instruction on the expectations for completing non-electronic work on e-learning days. The following are the steps to be taken by students without access to a computer and the a home WiFi network in the event of an e-learning day:

- a. **In the event of a short-term closure**, anticipated closure, teachers will distribute non-electronic work packets to be completed on the date(s) of the school closure(s). This work is due upon the students return to school.
- b. In the event of a short-term, unexpected closure, teachers will distribute non-electronic work packets to students without access upon their return to school. This work is to be returned within one (1) week of distribution.
- c. **In the event of a long-term closure**, teachers will create weekly non-electronic packets. These packets will be made available at the student's school and a pickup date will be communicated to parents by robocall and email. This work is to be completed and returned to the school by Thursday at 12:00 PM of the following week. If the school





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closures remain in place, parents will drop off the packet of completed work and pick up their child's assignment packet for the following week at the same time. This weekly cycle of packet drop-off and pick-up will continue for as long as the school closure remains in effect.

- d. All non-electronic assignments will have a clear title and date for completion at the top of the page. Each assignment will be identified by its title on the corresponding date for completion in the Weekly Planner Template.
- e. The weekly planner template will be attached to the top of every student packet.
- f. Parents will review which assignments should be completed by their child each morning, provide assistance, and check that the work is completed each afternoon. The parent should contact the teacher with any questions regarding their child's assignments.

#### Daily Schedule (Students with no access)

<b>9:00-9:30</b>	Eat breakfast and get dressed before starting your school day.
<b>9:30-10:00</b>	Review morning tasks/activities with a parent/guardian.
<b>10:00-12:00</b>	Working on assigned tasks & contacting teacher(s) with questions & assistance.
<b>12:00-12:30</b>	Lunch
<b>12:30-1:00</b>	Review afternoon tasks/activities with a parent/guardian.
<b>1:00-3:00</b>	Working on assigned tasks & contacting teacher(s) with questions & assistance.

#### Return to In-Person Instruction

- a. Failure to complete e-learning assignments will lead to required participation in additional e-learning activities, after-school tutoring, and/or summer school upon return to in-person learning.
- b. Students are expected to return any district-issued devices to their child's school upon return to in-person learning. Parents will be responsible for device replacement or the replacement cost of any device that is not returned or returned damaged.
- c. Upon return after a long-term closure, students will be subjected to safety protocols for in-person instruction.

#### IV. Procedures for Parents/Guardians

Parents are accountable for the following during e-learning days:

- a. Check-in your child for attendance via the District website each day by 9:30 AM.



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- b. Ensure that your child(ren) is/are awake, logged into their District Google account, prepared for their AM meeting, and logged into Google Classroom by 9:30 AM.
- c. It is the responsibility of each parent/guardian to ensure that the school/teacher has an accurate and up-to-date phone number and email address for their family.
- d. Communicate with your child's teacher once per week at a minimum.
- e. Download the "Remind App" to ensure you remain abreast of the most up to date information from your child's school and the district.
- f. Ensure your child is working in an area free from distractions.
- g. Ensure that you have a copy of your child's Google login information.
- h. Ensure that you know how to access the "Parent Support for Remote Learning" webpage.
- i. Ensure that each of your child's teachers have your personal email address and that you are signed up to receive Guardian Summaries of your child's Google Classroom assignments from each of their teachers if your child is completing work electronically.
- j. Check your email daily for communication from your child's teacher/school.
- k. Monitor your child's activity and ensure they are actively engaged in learning activities from 9:30 AM-12:00 PM and 12:30 PM-3:00 PM.
- l. Familiarize yourself with and discuss the [behavior expectations](#) with your child.
- m. If your child has an absence from school, ensure that they make up the work for the missed day.
- n. If your child does not have internet access, it is the parent's responsibility to pick up hard-copy packets for each child at their respective school each Thursday for the following week. Parents will drop off the completed packets for the previous week at this time.

Parents/guardians of students in grades K-1 will be able to access their child's class activities via the "Seesaw Journal." Parents/guardians of students in grades 2-8 will receive a "Guardian Summary" to their email with their child's Google Classroom activities to monitor their child's instructional activities. This requires a parent providing their current email address to their child's teacher.

## V. Expectations for Instructional Staff

During e-learning days, students must be provided instruction and learning opportunities in several content areas that equate to **five (5) instructional hours**. Students will receive grades and attendance based upon their participation in each day's learning activities and submission of their work.



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#### **Determine access**

Each teacher is responsible for determining individual student access to a computer and a home WiFi network. The Student Access Letter [\[Appendix, Section I\]](#) is to be sent home to all parents/guardians. Teachers must gather this data for every student in their homeroom and contact parents if this form is not returned. Teachers will enter the data into the "[Student Access Data](#)" spreadsheet for their school. This data will be available to all teachers within the building.

\*\*Please note that access must be determined for each individual student. If a family has one computer and three children in the district, they have access for one child, not three. A phone hotspot does not qualify as a home WiFi network.

#### **Students with access**

##### **PreK-1st**

- a. Teachers will utilize Google Meet to conduct their live sessions and Seesaw to assign their daily lesson materials/assignments. Assignments may be submitted via Seesaw or within the program through which it was assigned.
- b. Each teacher must conduct a minimum of 120 minutes of online instruction each day according to the schedule that is designed between the teacher and building administrator.
- c. Daily assignments, materials, and activities must be posted in Seesaw by 9:30 AM.

##### **Grades 2-8**

- a. Teachers will utilize Google Meet to conduct their live sessions and Google Classroom to assign their daily lesson materials/assignments. Assignments may be submitted via Google Classroom or within the program through which it was assigned.
- b. Each teacher must conduct a minimum of 120 minutes of online instruction each day according to the schedule that is designed between the teacher and building administrator.
- c. Daily assignments, materials, and activities must be posted in Google Classroom by 9:30 AM.
- d. During 'Office Hours,' teachers will be available via email, Google Chat, or Google Meet to answer student questions and provide individual assistance as needed.
- e. Teachers are required to utilize the digital curriculum for their content area for their e-learning lessons.



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- f. Teachers are free to supplement their curriculum with the variety of instructional resources that are available within the District. These resources are available on the District's [E-Learning Resources page](#).
- g. [Student engagement logs](#) must be completed each afternoon. These are used to monitor student participation and teacher engagement. Logs will be checked daily by your building administrator.
- h. All teachers will be provided with a list of student Google login information for their grade level. Students and parents will be advised to contact their child's teacher if they need their Google login information.
- i. See the "[Tech Support](#)" section for more detailed information regarding Tech Support.

#### **Students with no access**

- a. All teachers will create five (5) days of remote learning packets at the start of the academic year. Upon activation of the e-learning plan, teachers will create an additional five (5) days of non-electronic lessons each week. Teachers may plan more than the minimum of five (5) days if they prefer. All teachers must:
  - i. Use the [Weekly Planner Template](#) when creating non-electronic packets.
  - ii. Homeroom teachers must share the document with their team (including Related Arts, EL/SPED teachers) so that each student receives only one (1) planner that contains all assignments.
  - iii. Each individual assignment must have a clear title and date for completion at the top and the assignment must be identified by its title on the corresponding date in the Weekly Planner Template.
  - iv. Each packet must have the weekly planner attached to the top.
  - v. This packet must be available for parent pickup by Thursday at 12:00 PM for the following week. The packet should be submitted to the Principal by the close of the school day on Wednesday.
  - vi. The work from the previous week will be dropped off by the parent at the same time they pick up the work for the following week.
  - vii. If an e-learning day is imminent for the following day, the building principal will communicate to staff that they should send e-learning materials home with students without access.
  - viii. In the event of a short-term emergency school closure, students are expected to complete all assignments during the e-learning day. This work is to be submitted on the day students return to school in order to receive credit.
- b. If your electronic and non-electronic assignments are not identical, be sure that they target the same standard and are equitable in terms of time required to complete.



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#### **Schedules**

Teachers and building administrators will work together to design individual schedules based upon the parameters below. That schedule will be coordinated with Related Arts, EL, SPED & Interventionist teachers. All schedules must be approved by the building principal. Schedules should be distributed to students and parents and posted in Google Classroom.

#### Daily Schedule Parameters (Teachers)

<b>8:15</b>	All staff must check using the daily staff check in form on the <a href="#">District E-Learning Page</a> , located under “Staff check-in”
<b>8:15-9:30</b>	Lesson preparation/planning
<b>9:30-12:00</b>	<b><u>AM Instructional Block</u></b> Morning Google Meet Session I - provide a minimum of 60 minutes of online, live instruction in whole group or small group format as needed during the morning session. Instruction may be provided in a continuous or noncontinuous format. Maintain an active presence in Google Chat, Gmail, Google Classroom, and Meet to respond to student questions and requests for assistance.
<b>12:00-12:30</b>	Lunch
<b>12:30-3:00</b>	<b><u>PM Instructional Block</u></b> Afternoon Google Meet Session II - provide a minimum of 60 minutes of online, live instruction in whole group or small group format as needed during the afternoon session. Instruction may be provided in a continuous or noncontinuous format. Instruction may be provided in a continuous or noncontinuous format. Complete engagement logs. Maintain an active presence in Google Chat, Gmail, Google Classroom, and Meet to respond to student questions and requests for assistance. Update student attendance, based upon student participation at teacher discretion.

#### **Sample Schedule**

[Click here for a copy of the teacher instructional block schedule template.](#)

#### **Co-Teachers and Instructional Specialists**

Co-teachers should have access to the general education teacher’s Google Classroom to monitor lessons and provide appropriate accommodations and support. EL/SPED Resource and



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Inclusion teachers and Interventionists will develop their own unique schedules to supplement the homeroom teacher's schedules to provide small group and individualized virtual instruction to the students on their caseload. These schedules should be coordinated with the general education teacher and approved by the building principal.

#### **English Language Learner Teachers**

- a. EL Resource teachers will collaborate with homeroom teachers to discuss lesson planning and be included in google classroom to support students during lesson.
- b. All EL Resources teachers will create a schedule for breakout sessions with clear expectations to strategically work with EL students for each grade level.
- c. All E-Learning assignments/activities during breakout sessions should align to what students are learning in homeroom class, as well as taking into consideration students' level of language proficiency.
- d. ELs should be provided with opportunities to utilize their home language whenever possible.
- e. EL Resource teachers will communicate with students and parents whenever possible and encourage parents/guardians in their role as an at home support to their students' learning.

#### **Interventionists**

- a. Verify academic engagement of Tier 2 and Tier 3 students daily.
- b. Collaborate with homeroom teachers and provide resources to support the instructional needs of Tier 2 and Tier 3 students.
- c. Develop schedule and provide individualized or small group virtual instructional sessions to all Tier 3 students.
- d. Communicate with Tier 3 students per service days in the district's MTSS Plan (i.e.... If students receive service 3 days per week, the teacher needs to communicate with the student 3 days per week).
- e. Log communication with students on caseload on Student Engagement Log.
  - a. in live instruction sessions.
  - b. Provide resources to support e-learning assignments and ensure modifications and/or accommodations are provided, per a student's IEP.
  - c. Develop a schedule and provide additional individualized or small group virtual instructional sessions and activities that meet students IEP goal areas.
  - d. Communicate with students per service days in the IEP (i.e... If students receive service 3 days per week, the teacher needs to communicate with the student 3 days per week).
  - e. Log communication with students on caseload on Student Engagement Log.



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## VI. Expectations for Non-Instructional Staff

### Daily Schedules

<b>8:15</b>	All staff must check using the daily staff check in form on the <a href="#">District E-Learning Page</a> , located under “Staff check-in”
<b>8:15-12:00</b>	AM Block Perform duties as specified in the table below according to your position.
<b>12:00-12:30</b>	Lunch
<b>12:30-3:00</b>	PM Block Perform duties as specified in the table below according to your position.

### Responsibilities

Position	Responsibilities
<i>Administrators</i>	<ol style="list-style-type: none"> <li>Monitor gradebooks to ensure that electronic assignments are collected and scored by the end of the week.</li> <li>Monitor gradebooks to ensure that non-electronic assignments are collected and scored within one week of receipt.</li> <li>Assign attendance monitoring duties to the parent coordinator and verify that attendance records are up-to-date. Follow up on any issues or discrepancies that arise with the appropriate teacher.</li> <li>Assign and monitor special assignments to library/media and lab assistants.</li> <li>Monitor the “<a href="#">Student Engagement Logs</a>” and ensure they are completed each afternoon.</li> <li>Assist teachers in contacting the parents of students who are not participating in daily e-learning activities.</li> <li>Monitor the “Student Access Data” spreadsheet for your building and work with parents to determine if access is possible. (E.g. Do they have WiFi, but not enough devices? Are they aware of options that exist for obtaining home WiFi?)</li> <li>Manage the distribution of packet pick up &amp; drop off for students with no access.</li> <li>Utilize <a href="#">Little SIS for Classroom</a> to monitor Google Classrooms and support teachers.</li> </ol>



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	<ul style="list-style-type: none"> <li>j. When notified by the District Technology Coach, issue replacement devices from loaner inventory to parents that have checked out a Chromebook that requires repair.</li> <li>k. Administrators are available by email and/or phone to support teachers throughout the day.</li> </ul>
<i>Parent/Attendance Monitor</i>	→ The student check-in data will be monitored by the parent/attendance coordinators and recorded in PowerSchool by 3:10 each day.
<i>Secretaries</i>	<ul style="list-style-type: none"> <li>→ Serve as remote receptionists. School phone calls will be forwarded to the secretaries' district cell phones.</li> <li>→ Parents will also have the option to leave a voicemail message at their child's school to check in. These messages will be monitored by the school secretary and recorded in PowerSchool by 3:10 each day.</li> </ul>
<i>Lab Assistants</i>	<ul style="list-style-type: none"> <li>→ Monitor the "Student Access Data" spreadsheet for your building and work with parents to determine if access is possible. (E.g. Do they have WiFi, but not enough devices? Are they aware of options that exist for obtaining home WiFi?)</li> <li>→ Provide basic technology support.</li> </ul>
<i>Paraprofessional &amp; One to One Assistants</i>	<ul style="list-style-type: none"> <li>→ Participate in virtual lessons via Google Meet with classroom teacher</li> <li>→ Monitor the "<a href="#">Student Engagement Logs</a>" and ensure students on caseload are actively participating in e-learning.</li> <li>→ Communicate with students and parents who are not participating in daily e-learning activities.</li> <li>→ Complete daily "<a href="#">Checklist for Paraprofessionals during E-Learning</a>" to log student participation and parent communication.</li> </ul>
<i>Speech Pathologist, Occupational Therapist &amp; Physical Therapist</i>	<ul style="list-style-type: none"> <li>→ Conducts evaluations for students with speech and language disorder.</li> <li>→ Collaborate and work with staff during MDT/IEP/Annual meetings.</li> <li>→ Develop a schedule to provide speech and language services to students using Google Meet or Theraplatform. Provide homeroom teachers with a copy of the schedule.</li> <li>→ Service minutes should be provided per the student's IEP. Provide homeroom teacher with schedule</li> <li>→ Log minutes in I-Tames</li> </ul>
<i>Social Workers</i> <i>Recreational Therapist</i>	<ul style="list-style-type: none"> <li>→ Provide personal and/or one-to-one counseling for students</li> <li>→ Act as a liaison with other schools and community agencies</li> <li>→ Act as a link for at-risk students for home and school</li> <li>→ Collaborate and works with staff during MDT/IEP/Annual team meetings</li> </ul>
<i>Case Manager</i>	<ul style="list-style-type: none"> <li>→ Organize Intake/Domain/MDT/IEP/Annual meetings</li> <li>→ Maintain compliance with all legal responsibilities</li> </ul>





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	<ul style="list-style-type: none"> <li>→Monitor IEP's, create and distribute case loads to service providers</li> <li>→Collaborate and communicate with building principals</li> </ul>
<i>Psychologists</i>	<ul style="list-style-type: none"> <li>→ Implement testing for diagnosing for academic, psychological, or mental health problems.</li> <li>→ Collaborate and works with staff during MDT/IEP/Annual team meetings</li> <li>→Log minutes in I-Tames</li> </ul>
<i>Library/Media Staff</i>	<ul style="list-style-type: none"> <li>→ Promote and monitor the use of the Accelerated Reader program.</li> <li>→ Support students with completing AR quizzes remotely.</li> <li>→ Respond to the research needs of teachers and students</li> <li>→ Provide support and access to electronic books and resource materials.</li> <li>→ Provide admin, teachers, parents and students with weekly AR user reports.</li> <li>→ Develop schoolwide reading challenges to promote literacy</li> <li>→ Collaborate with classroom teachers to provide book talks and live read aloud via Google Meet</li> </ul>
Health Coordinator	<ul style="list-style-type: none"> <li>→Maintain health records</li> <li>→Notifies parent of required immunizations</li> <li>→Collaborate and works with staff during MDT/IEP/Annual team meetings</li> </ul>
Health Assistant	<ul style="list-style-type: none"> <li>→Maintains health records</li> <li>→Notifies parent of required immunizations</li> <li>→Check on medically fragile students</li> </ul>
Bus & Van Drivers and Aides	<ul style="list-style-type: none"> <li>→Drive students that need assessments to and from school</li> <li>→Deliver technology, meals or school supplies</li> </ul>
Instructional Coaches	<ul style="list-style-type: none"> <li>→Provide staff with ongoing professional development opportunities aligned to instructional goals</li> <li>→Assist staff with developing remote learning lessons aligned to the district's curriculum</li> <li>→Conduct virtual district-wide grade level meetings</li> <li>→Identify target standards and facilitate local and grade level assessments</li> <li>→Provide individualized staff support as needed with lesson development, data analysis and instructional resources.</li> <li>→Utilize <a href="#">Little SIS for Classroom</a> to monitor Google Classrooms of teachers on caseload.</li> <li>→Closely monitor classrooms where long-term substitute teachers are staffed.</li> </ul>

## VII. Appendix

[\[Section I\]](#) - Determine Access Form --(Parent Letter)

[\[Section II\]](#) - Sample Student Schedule



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### Phase I - Remote Learning

#### Determine Student Access Form

Dear Parent(s)/Guardian(s),

In compliance with HSD 152's E-Learning Plan, it is essential that we know which students have access to a computer and a home WiFi network to participate in digital e-learning activities. Students that do not have access to a computer and a home WiFi network will be provided with weekly non-electronic packets **that must be picked up and returned by the parent each week.** Each student will be required to engage in five hours of school work during an e-learning day. Grades will be assigned for student work and student attendance will be recorded. Students participation in the assigned e-learning activities is mandatory to be counted as present for the day. If the work is not submitted, your child will not receive credit for it.

It is extremely important that we know which students will have daily access to a computer and a home WiFi network and which students will need physical packets to be picked up and returned each week by the parent. Please indicate which option applies to your child below and return this form to school.

- Access must be determined for each individual student. If your family has one computer and three children in the district, this counts as access for only one child. You must check "No" for the other children.
- Phones and tablets do not qualify as e-learning devices.
- A phone hotspot does not qualify as a home WiFi network.

**We have a home WiFi network**

Yes

No

**My child has access to a computer for 5 hours each day.**

Yes

No

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

Parent/Guardian Signature: \_\_\_\_\_



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## Preparación de Aprendizaje Electrónico (E-Learning)

### Determinar el acceso del estudiante

Estimados padres / tutores:

En cumplimiento con el Plan de E-Learning de HSD 152, es esencial que sepamos qué estudiantes tienen acceso a una computadora y una red WiFi doméstica para participar en actividades digitales de e-learning. Los estudiantes que no tienen acceso a una computadora y una red WiFi doméstica recibirán paquetes semanales no electrónicos que los padres deben recoger y devolver cada semana. Se requerirá que cada estudiante participe en cinco horas de trabajo escolar durante un día de aprendizaje electrónico. Se asignarán calificaciones para el trabajo del alumno y se registrará la asistencia del alumno. La participación de los estudiantes en las actividades de aprendizaje electrónico asignadas es obligatoria para que se cuente como presente durante el día. Si el trabajo no se presenta, su hijo no recibirá crédito por ello.

Es extremadamente importante que sepamos qué estudiantes tendrán acceso diario a una computadora y una red WiFi doméstica y qué estudiantes necesitarán que los padres recojan y devuelvan los paquetes físicos cada semana. Indique a continuación qué opción se aplica a su hijo y devuelva este formulario a la escuela.

- El acceso debe determinarse para cada estudiante individual. Si su familia tiene una computadora y tres niños en el distrito, esto cuenta como acceso para un solo niño. Debe marcar "No" para los otros niños.
- Los teléfonos y tabletas no califican como dispositivos de aprendizaje electrónico.
- Un punto de acceso telefónico no califica como una red WiFi doméstica.

**Nosotras tenemos una red wifi doméstica**

**Si**

**No**

**Mi hijo tiene acceso a una computadora durante 5 horas cada día**

**Si**

**No**

Nombre de estudiante: \_\_\_\_\_

Firma de padre/tutor: \_\_\_\_\_



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**Teacher(s):** Dr. Sample Schedule **School:** Where Students Excel **Elementary Grade Level:** 3

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>AM Instructional Block</b>					
<b>9:30 - 10:30</b>	<b>Reading</b> 9:30-9:55 (Whole Group Live Instruction)  10:00-10:30 (Student Independent Work Time/ Individual & Small Group Instruction)	<b>Reading</b> 9:30-9:55 (Whole Group Live Instruction)  10:00-10:30 (Student Independent Work Time/ Individual & Small Group Instruction)	<b>Reading</b> 9:30-9:55 (Whole Group Live Instruction)  10:00-10:30 (Student Independent Work Time/ Individual & Small Group Instruction)	<b>Reading</b> 9:30-9:55 (Whole Group Live Instruction)  10:00-10:30 (Student Independent Work Time/ Individual & Small Group Instruction)	<b>Reading</b> 9:30-9:55 (Whole Group Live Instruction)  10:00-10:30 (Student Independent Work Time/ Individual & Small Group Instruction)
<b>10:30 - 10:45</b>	<b>Brain Break Activity</b>	<b>Brain Break Activity</b>	<b>Brain Break Activity</b>	<b>Brain Break Activity</b>	<b>Brain Break Activity</b>
<b>10:45 - 11:15</b>	<b>STEM</b> <i>(Teacher Planning)</i>	<b>PE</b> <i>(Teacher Planning)</i>	<b>ART</b> <i>(Teacher Planning)</i>	<b>PE</b> <i>(Teacher Planning)</i>	<b>MUSIC</b> <i>(Teacher Planning)</i>
<b>11:15 - 12:00</b>	<b>Science</b> (Whole Group Live Instruction)	<b>Social Studies</b> (Whole Group Live Instruction)	<b>Science</b> (Student Independent Work Time/Individual & Small Group Instruction)	<b>Social Studies</b> (Student Independent Work Time/Individual & Small Group Instruction)	<b>Science</b> (Whole Group Live Instruction)
<b>PM Instructional Block</b>					
<b>12:30-1:30</b>	<b>Math</b> 12:30-1:00 (Whole Group Live Instruction)  1:00-1:35 (Student Independent Work Time/ Individual & Small Group Instruction)	<b>Math</b> 12:30-1:00 (Whole Group Live Instruction)  1:00-1:35 (Student Independent Work Time/ Individual & Small Group Instruction)	<b>Math</b> 12:30-1:00 (Whole Group Live Instruction)  1:00-1:35 (Student Independent Work Time/ Individual & Small Group Instruction)	<b>Math</b> 12:30-1:00 (Whole Group Live Instruction)  1:00-1:35 (Student Independent Work Time/ Individual & Small Group Instruction)	<b>Math</b> 12:30-1:00 (Whole Group Live Instruction)  1:00-1:35 (Student Independent Work Time/ Individual & Small Group Instruction)
<b>1:30-1:45</b>	<b>Brain Break</b>	<b>SEL Activity</b>	<b>Brain Break</b>	<b>SEL Activity</b>	<b>Brain Break</b>
<b>1:45 - 3:00</b> <b>Office Hours</b>	<b>Student Independent Work</b>	<b>Student Independent Work</b>	<b>Student Independent Work</b>	<b>Student Independent Work</b>	<b>Student Independent Work</b>



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**Teacher(s):** Dr. Sample Schedule    **School:** Where Students Excel Middle School

**Grade Level:** 7th

	ELA	MATH	SCIENCE	SOC STUDIES
<b>AM Instructional Block</b>				
<b>Homeroom</b> 9:30 - 9:40	Housekeeping/ SEL	Housekeeping/ SEL	Housekeeping/ SEL	Housekeeping/ SEL
<b>Period 1</b> 9:45 - 10:15	<b>7A</b> (Whole Group Live Instruction)	<b>7D</b> (Whole Group Live Instruction)	<b>7C</b> (Whole Group Live Instruction)	<b>7B</b> (Whole Group Live Instruction)
<b>Period 2</b> 10:20 - 10:50	<b>7B</b> (Whole Group Live Instruction)	<b>7A</b> (Whole Group Live Instruction)	<b>7D</b> (Whole Group Live Instruction)	<b>7C</b> (Whole Group Live Instruction)
<b>Period 3</b> 10:55 - 11:25	<b>Specials Quarter 1 - STEM</b> (Teacher Planning)	<b>PE</b> (Teacher Planning)	<b>Specials Quarter 1 - STEM</b> (Teacher Planning)	<b>PE</b> (Teacher Planning)
<b>Period 4</b> 11:30-12:00	<b>Office Hours</b> <i>Student Independent Work Time</i>	<b>Office Hours</b> <i>Student Independent Work Time</i>	<b>Office Hours</b> <i>Student Independent Work Time</i>	<b>Office Hours</b> <i>Student Independent Work Time</i>
<b>PM Instructional Block</b>				
<b>Period 5</b> 12:30-1:00	<b>7C</b> (Whole Group Live Instruction)	<b>7B</b> (Whole Group Live Instruction)	<b>7A</b> (Whole Group Live Instruction)	<b>7D</b> (Whole Group Live Instruction)
<b>Period 6</b> 1:05-1:35	<b>7D</b> (Whole Group Live Instruction)	<b>7C</b> (Whole Group Live Instruction)	<b>7B</b> (Whole Group Live Instruction)	<b>7A</b> (Whole Group Live Instruction)
<b>Period 7</b> 1:40 - 2:10	<b>Tier 2 Instructional Support</b> (Whole Group Live Instruction)	<b>Tier 2 Instructional Support</b> (Student Independent Work Time & Small Group Instruction)	<b>Tier 2 Instructional Support</b> (Whole Group Live Instruction)	<b>Tier 2 Instructional Support</b> (Student Independent Work Time & Small Group Instruction)
<b>Period 8</b> 2:15 - 2:45	<b>Office Hours</b> <i>Student Independent Work</i>	<b>Office Hours</b> <i>Student Independent Work</i>	<b>Office Hours</b> <i>Student Independent Work</i>	<b>Office Hours</b> <i>Student Independent Work</i>