This Week

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Students must write their first and last name on each week above the "This Week" rectangle at the top of each Monday-Wednesday page. This assists in planner evaluation and communication in order to ensure the planner is returned to its rightful owner.

4 Monday 5 Tuesday 6 Wednesday

If a class's daily box is circled by the teacher, it means the student did not turn in their work to the teacher. Students will lose three points out of 50 points that can be earned each week for their planner performance.

If a student is absent, they must indicate their absence by writing, "ABSENT" above each day they are absent. Following an absence, the student is required to obtain the correct information to be written in each box

If a class's daily box has been outlined by the teacher with a rectangle, it means the student failed to write ALL the information correctly in that space. Students must accurately write the exact planner information each teacher provides. If the teacher doesn't provide planner information to be written that day, the student is to write, "No Homework."

Blank, incomplete, or incorrect information will cause the student to lose one point out of 50 points that can be earned each week for

If a teacher has drawn a rectangle outline AND has circled a class's daily box that indicates the student didn't turn in their work AND information in the box wasn't there or was inaccurate.

Parent Signature

To To To

The line below the "AFTER SCHOOL" label and above the small clock icons, located at the bottom of the page, is where the parent is supposed to provide a complete signature in pen. It would be helpful if one parent could always sign, but if that's a hardship then more than one parent can sign the planner. The parent signature component of the planner is worth 20 points out of 50 weekly points possible. If a teacher writes a note to the parent OR the student writes a note to the parent, the parent MUST provide a signature for that specific day to be shown to the teacher the following school day.

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