

FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



Spring 2021 Education Plan and Assurances

[Hernando]

Due: December 15, 2020

Submit to ReopeningPlan@fldoe.org

Spring 2021 Education Plan and Assurances

Purpose

The purpose of this document is to guide districts to plan for the continued implementation of the 2020-21 District Reopening Plan through an updated Spring 2021 Education Plan and to capture an updated agreement of assurances. The flexibility provided for in DOE Order No. 2020-EO-07 is necessary to respond to and mitigate the impact of the emergency and to promote the health, safety and welfare of persons connected with Florida's educational system. Overall, this document focuses on accomplishing the following four goals:

1. Building on the successful reopening of all public schools to in-person instruction;
2. Promoting parental choice while ensuring that every student is making adequate academic progress;
3. Providing financial continuity to enable each school district to maintain the full panoply of services for the benefit of Florida students and families, including students from vulnerable populations such as low-income families, migrant families, the homeless, English Language Learners (ELLs), students in foster care and students with disabilities; and
4. Empowering every district to maintain high-quality school choices for Florida students and families with a focus on eliminating achievement gaps, which have been exacerbated by the crisis.

Directions

Districts shall complete this form and email to ReopeningPlan@fldoe.org no later than December 15, 2020. The subject line of the email must include district name and Spring 2021 Education Plan and Assurances. The district shall complete the plan, agree to all assurances and faithfully implement the plan to receive the statutory flexibilities and financial supports that are offered in DOE Order No. 2020-EO-07. Approval of this plan will be predicated on the ability to deliver the needed resources for intervention programs to address any learning loss or lack of progress for students not on grade level, especially those students who are returning from options other than the traditional brick and mortar setting.

District Education Plan Assurances

The district must agree to **ALL** of the assurances by checking the corresponding boxes.

- Assurance 1: All schools will remain open. *The district agrees to the conditions set forth in section II.a. of DOE Order No. 2020-EO-07.*** The district will continue to assure that all brick and mortar schools must continue to be open at least five days per week for all students, subject to advice and orders of the Florida Department of Health, local departments of health and subsequent executive orders.
- Assurance 2: Continue the full panoply of services. *The district agrees to the conditions set forth in sections II.b. and II.e. of DOE Order No. 2020-EO-07.*** The district agrees to continue to provide the full array of services that are required by law so that families who wish to educate their children in a brick and mortar school full time will continue to have the opportunity to do so. The district agrees to provide students with Individual Educational Plans (IEPs) the services necessary to ensure that they receive a free and appropriate education. The district agrees to identify students who may have regressed during school closures or during the fall term. School districts must ensure that IEP teams are

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appropriately determining needed services, including compensatory services. If an ELL's reading, writing, listening or speaking skills have regressed during school closures, school districts agree to convene an ELL committee meeting with appropriate staff and parents to determine if additional or supplemental English for Speakers of Other Languages services are needed.

☒ **Assurance 3: Continue progress monitoring and interventions.** *The district agrees to the conditions set forth in sections II.c. and II.d. of DOE Order No. 2020-EO-07.* The district agrees to continue to provide robust progress monitoring and requisite interventions to all students, with tiered support for students not making adequate progress. Students who are receiving instruction through innovative learning modalities must transition to another learning modality if they fail to make adequate progress. The district agrees to provide monthly progress monitoring reports to parents/guardians for students identified as performing below grade level and/or demonstrating decline on the district's progress monitoring system. The district agrees to provide the department with a detailed report, in a format prescribed by the Florida Department of Education, based on progress monitoring data that delineates the interventions provided to students and the effectiveness of each intervention at the end of the spring semester. The purpose of this report is to identify and differentiate between effective and ineffective intervention strategies provided to students not making adequate progress. The district agrees to continue to provide supplemental services (afterschool, weekend and summer) for any student who, based upon progress monitoring or other data, has not achieved grade-level mastery or who is not on track to achieve a minimum of one year of academic growth during the 2020-21 school year. The district agrees to identify these students and provide written notice of the need and availability of these services to parents/guardians.

☒ **Assurance 4: Continue charter school flexibility.** *The district agrees to the conditions set forth in section II.f. of DOE Order No. 2020-EO-07.* The district agrees to continue to extend the same flexibility in instructional methods and funding to every charter school that submits a Spring 2021 Education Plan.

☒ **Assurance 5: Innovative learning modality.** *The district agrees to the conditions set forth in sections II.g. and II.h. of DOE Order No. 2020-EO-07.* The district agrees that if a student receiving instruction through the innovative learning modality is failing to make adequate progress, the parents/guardian must be contacted and the student must be transitioned to face-to-face instruction. The district agrees that a student who is not making adequate progress will only be allowed to remain in the innovative learning modality if the district or charter school: 1) provides written notice to the parent or guardian that the child is not making adequate progress and any associated education risks; and 2) obtains written acknowledgement from the parent or guardian verifying the receipt of this information and the intent to remain in the innovative learning modality. The district agrees that students transitioned out of the innovative learning modality must be given additional interventions and supports. School districts and charter schools must not unreasonably restrict the decision of a parent or guardian to alter the learning modality (in-person, innovative, virtual) that best suits their child's needs. Restricting when changes can be made to a certain time of the semester or requiring more than a week's notice prior to changing a student's learning modality are presumptively unreasonable.

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Assurance 6: Truancy/Attendance of students. *The district agrees to the conditions set forth in section II.i. of DOE Order No. 2020-EO-07.* The district agrees to continue to provide enhanced outreach to parents/guardians to ensure maximum in-person student enrollment and participation in public schools.

Assurance 7: Continue professional development. *The district agrees to the conditions set forth in section II.j. of DOE Order No. 2020-EO-07.* The district agrees to continue to provide professional development to teachers and leaders to become proficient in the delivery of grade-level standards within all learning modalities, as well as the utilization of progress monitoring for remediation and intervention.

District Spring 2021 Education Plan

Directions: The district must address each of the following areas and their sub-components in the corresponding text box below. Please remember to clearly label the required information you are providing below accordingly, e.g., 1.a., 2.b., 4.c., etc. Additionally, please check to make sure you have **thoroughly and clearly answered each required area and sub-component below prior to submission.**

1. **Spring Intervention Plan.** The district shall explain in detail a proposed 2021 Spring Intervention Plan with the following three components:
 - a. A focus on closing achievement gaps, particularly those that have been exacerbated during the pandemic. Include the district's plan for additional instructional time including after school, weekends and/or summer programs, and an explanation of how lost instruction time has been or will be made up.
 - b. Targeted outreach for students who are demonstrating a decline on the district's progress monitoring system for reading and mathematics, by grade level and by learning modality.
 - c. Specify additional interventions and supports that will be provided to students who are transitioned out of the innovative learning model.

1a. To ensure that Hernando County School District is focused on closing achievement gaps, particularly those that have been exacerbated during the pandemic, funds were provided to each school site administrator under the CARES Act (ESSER) to meet the unique needs of each school. Schools developed program implementation plans for the provision of additional instructional time (either before school, after school, or on the weekends), and/or additional time during the school day for students to receive intensive supports in core academic areas. Student data is progress monitored for effectiveness of each program, and instructional adjustments are made as the data indicates. Specific subgroups below the Federal Index, and students with multiple Early Warning indicators, are given priority. These additional hours may also be used for credit recovery in the secondary schools, assessment boot camps, and tiered instructional activities to close the widened achievement gaps. Each school also developed an equity team, which works in conjunction with a District Achievement Gap Committee, to address equity in education and ensure that students for whom the gap has widened have specific supports both in school and at home. The equity teams have developed an Achievement Gap plan that closely aligns with their School Improvement Plan. The Achievement Gap Plan has quarterly goals for each underperforming subgroup. Quarterly principal data chats with District staff, and mid-point data chats at School Based Leadership Team meetings, include time to address modifications to each plan as necessary. Additionally,

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the CARES Act (ESSER) grant includes funds for a summer literacy recovery program for elementary grades to recoup lost instructional time. (EO-07 I b)

To address achievement gaps for our Students with Disabilities, the district will continue to work with and support the school based IEP teams to ensure that students who have regressed during school closure and/or who are not performing at grade level are properly identified and that the appropriate services, including compensatory services are in place. Additionally, teachers will have access to use the tools for scaffolding comprehension available in iReady for grades K-5. This tool allows teachers access to lessons in order to address unfinished learning for ELA. (EO-07 II e, 1)

To address achievement gaps with our English Language Learners, the ELL Committee will meet with the appropriate staff and parents to determine if additional supports and/or services are necessary. Additionally, ELL students have access to Imagine Learning, which provides systematic, targeted, language acquisition instruction for students to acquire the language and literacy skills necessary to close gaps in learning. (EEO-07 II e, 2).

The DJJ facility, Center for Success and Independence, is served by the Hernando County School District and is following this plan, as well.

1b. Teachers, social workers, guidance counselors, school administrators, and attendance assistants have been calling students/parents weekly, as well as holding parent conferences, conducting home visits, and offering attendance incentives. For those students who have not appeared in school to date, schools are making every attempt to exhaust all contact numbers found in the students' file as well as utilizing the attendance assistants. The district Academic Services Team has tiered schools based on AP1 progress monitoring data and have scheduled both formal and informal walk-throughs for Reading, Math, and ESE to look for high leverage practices in instruction. High schools have had the addition of the use of PMRN to obtain additional data for Reading intervention. Additionally, we are using APM for 7th grade Math, 5th grade Reading, 3rd grade Reading, and 9th & 10th grade Reading. In addition to analyzing progress monitoring data, schools were directed to analyze their first quarter grade data to identify those students who were not being successful and at risk of failing. (EO-07 I b)

1c. To address achievement gaps for those students transitioning out of the innovative learning model, teachers and students will utilize resources available in iReady, including utilizing standards mastery to accurately assess grade level readiness, the use of Edgenuity for grade repair and credit recovery, and the use of the Souday System, a multi-sensory, small group, reading intervention for grades K-2. (EO-07 I b)

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2. **Innovative Learning Modality.** The district shall explain in detail its plan to:
- a. Offer the innovative learning modality only to students who are making adequate academic progress.
 - b. Provide written notice to the parent/guardian that the child is not making adequate progress and describe the associated education risks. The district must obtain a written acknowledgement from the parent or guardian verifying the receipt of this information and their intent to have their child remain in the innovative learning modality. The district must submit a copy of the written acknowledgement form that they will provide to parents/guardians.

2a. Hernando County School District will continue to offer the Digital Home Learning option (our innovative learning model) to all students who are making academic progress. As of December 1, 2020, approximately 80% of our students are enrolled in on-campus learning. Additionally, approximately 1,361 of our students are currently enrolled in our full-time virtual program, Hernando eSchool. District leaders reviewed student grades at progress report time as well as at the end of the 1st quarter and determined that more than 50% of our digital home learning students had earned a D or F grade at the end of the 1st 9 weeks of school. To start the 2nd quarter, we included more explicit language in our Digital Home Learning Acknowledgement that is signed by both the parent and student. The language was taken directly from our original Safe Return to School Plan that was implemented in August 2020. A copy of the letter is attached (Appendix A). In addition, our virtual school, Hernando eSchool, monitored their students to ensure adequate progress. Those students who were not showing adequate progress in course completion and success were counseled to transition back to on campus learning. The Academic Services Team held data chats with school administrators throughout the month of November to review not only course grades, but also progress monitoring data. The purpose was to ensure that each school had clearly identified those students who were not making adequate progress and that there was a plan in place to address the achievement gap. A second round of school data chats will take place in February. (EO-07, 2g.)

2b. Teachers, guidance counselors, school administrators, social workers, and attendance assistants have worked tirelessly to address those students not making adequate progress, and continue to do so on a daily basis. This includes phone calls, emails, parent conferences, and home visits to ensure that students are accounted for and successful.

Hernando County School District also established a Device Hardship Application for those families who chose the digital home learning option but were unable to financially provide a compatible device to participate in this learning option. To date, we have approved over 200 device hardship applications.

District leaders reviewed student grades at progress report time as well as at the end of the 1st quarter and determined that more than 50% of our digital home learning students had earned a D or F grade at the end of the 1st 9 weeks of school. To start the 2nd quarter, we included more explicit language in our Digital Home Learning Acknowledgement that is signed by both the parent and student. The language was taken directly from our original Safe Return to School Plan that was implemented in August 2020. A copy of the letter is attached (Appendix A). In addition, our virtual school, Hernando eSchool, monitored their students to ensure adequate progress. Those students who were not showing adequate progress in course completion and success were counseled to transition back to on campus learning.

The Academic Services Team held data chats with school administrators throughout the month of November to review not only course grades, but progress monitoring data. The purpose was to ensure that each school had clearly identified those students who were not making adequate progress and that there was a plan in place to address the achievement gap. A second round of school data chats will take place in February.

Immediately following the new Emergency Order, a process was put in place (Appendix B), to provide written notice to parents if their child is not making adequate progress (Appendix C). The notification warns of possible retention and/or the risk of not meeting graduation requirements. If the parent refuses to return to on campus learning, we have created a separate acknowledgement that must be signed stating that they understand the educational risks (Appendix D).

As soon as students transition back to on campus learning, they will be given opportunities to recover failing grades/courses through modified course schedules and/or enrollment in Edgenuity for credit recovery. (EO-07, 2g.)

3. **Enhanced Outreach - Truancy/Attendance of Students.** The district shall list strategies they are implementing to:
- a. Identify vulnerable students who have had limited or no contact with the district and transition them to the appropriate learning modality, including students who have yet to appear or enroll for the 2020-21 school year.
 - b. Identify VPK- and kindergarten-eligible students with the goal of engaging students to maximize kindergarten readiness to support long-term achievement.

3a. One of our biggest challenges this year has been the attendance for students who have been enrolled in our digital home learning option. More specifically, those students who have not and will not participate virtually in all or some of their scheduled classes.

Teachers, social workers, guidance counselors, school administrators, and attendance assistants have been calling students/parents weekly, as well as holding parent conferences, conducting home visits, and offering attendance incentives. For those students who have not appeared in school to date, schools are making every attempt to exhaust all contact numbers found in the students' file as well as utilizing the attendance assistants to locate families whom are unable to be found at their last known address.

As a district, we have followed our Student Handbook and Pupil Progression Plan on all of our policies, including grades and attendance. We are treating the attendance of our digital home learners the same as our on campus learners. Schools are monitoring attendance based on our policy and communicating with families. Those students who meet truancy criteria are invited to a Child Study Team meeting with the school administration, social worker, teacher, and guidance counselor. When applicable, doctor's notes are required for all future absences and parents are encouraged to send their child back to on campus learning. In accordance with our attendance policy, when attendance does not improve, the student is referred to the district Truancy Case Staffing (TCS) team. The TCS team is comprised of district, school,

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and community leaders who determine if additional services need to be put in place in an effort to improve attendance, or if the parent needs to be referred to the local court system for parental prosecution for not sending their child to school. (EO-07, 2i)

3b. In an effort to identify VPK and kindergarten eligible students, representatives from the Academic Services Team work with the Early Learning Coalition to identify students who were expected to enroll in kindergarten for the 2020-2021 school year and have yet to enroll in our district. When students are identified, district staff reach out to those families in an effort to enroll the student in our schools. (EO-07, 2i)

4. **Professional Development.** The district shall list professional development opportunities provided and planned to support teachers and leaders in implementing the Spring 2021 Education Plan, including:
- Innovative and virtual learning modalities;
 - Interventions to support students in various learning modalities; and
 - Technology needs (especially new learning management systems).

4a. On-going & customized TEAMS training for the provision of virtual learning. To date, approximately 1,500 teachers have been trained to utilize MicroSoft TEAMS for virtual learning. This training included the following courses: Fostering a Dynamic Remote Learning Environment with Student Centered Tools; Getting Started with Class Teams; Using OneNote Class Notebooks; Creating Assignments with Teams and Forms; and Delivering Remote Learning with MicroSoft TEAMS. Our Professional Development Department also offers scheduled help sessions for individual teachers or are available to provide 1:1 support at the school sites. Additional TEAMS training will be offered throughout the remainder of the year and will include Creating Assignments to Meet Multiple Needs; Using Forms & Assessments; Integrations with 3rd Party Vendors: Nearpod, Flipgrid, etc.; and Using the Immersive Reader. Additionally, we have already offered an introductory TEAMS training to our classroom paraprofessionals and will continue to include them in any future TEAMS training in an effort to support our students and their learning needs. Site-based administrators have also received this training. (EO-07, 2j)

4b. LETRS Training: Language Essentials for Teachers of Reading and Spelling, LETRS, “provides teachers with the skills they need to master the fundamentals of reading instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language”. All K-3 teachers as well as ESE teachers are in the process of this training. The training is intended to “strengthen teachers’ knowledge of language structure, the development of the reading brain, and how to nurture the development of foundational literacy skills such as decoding and language comprehension. Teachers will help connect that knowledge with their understanding of language development to enable them to more effectively select and implement a high quality literacy curriculum”.
Sunday System Training: The Sunday System offers “structured, systematic, multisensory reading

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intervention for readers at the beginning stages of reading through the end of the 2nd-grade reading level. Each lesson plan uses proven Orton-Gillingham methods to provide effective intervention” in small-group settings.

iReady Training:

K-5 and ESE teachers will participate in additional iReady training. This training will review new features that are available in iReady to include:

Tools for Scaffolding Comprehension – provides scaffolds to grade level standards in comprehension by having teacher’s access lessons to address unfinished learning for ELA. Instead of using lessons designed for students one or two years younger, iReady extracted the most critical skills and concepts from previous years and are teaching them in a developmentally appropriate context with texts, discussions, and critical thinking that will appeal to students.

Math Prerequisite Report – this report addresses skills needed for each standard and groups students according to the level of support needed. Based on the latest diagnostic assessment it answers the following questions for the teacher: Where do I start? What is most important? How can prerequisite strategies support grade level?

Real Time Reporting on Teacher Assigned Lessons – teachers will be able to see how much time students are spending on the lessons strategically assigned, apart from their personalized path.

Universal Design for Learning (UDL) Training: Professional Development in UDL will be offered to teachers and administrators. Instructional coaches will facilitate these trainings. The training is intended to provide teachers with the tools to “... use a variety of teaching methods to remove any barriers to learning and give all students equal opportunities to succeed. It’s about building in flexibility that can be adjusted for every student’s strengths and needs.”

Differentiated Instruction Training: Professional Development in Differentiated Instruction will be provided to teachers and administrators through a facilitated approach by instructional coaches. The goal is to increase the teachers’ response to students’ diverse learning needs.

Achieve 3000: Professional development for high school intensive reading teachers will be offered through Achieve 3000. This training leads teachers in the review of student data and how to inform instruction based on the individual and class data. In addition, teachers are receiving training on delivering whole group instruction using before, during, and after reading strategies as well as planning rigorous gradual release lessons. (EO-07, 2j).

4c. On-going & customized TEAMS training for the provision of virtual learning. To date, approximately 1,500 teachers have been trained to utilize MicroSoft TEAMS for virtual learning. This training included the following courses: Fostering a Dynamic Remote Learning Environment with Student Centered Tools; Getting Started with Class Teams; Using OneNote Class Notebooks; Creating Assignments with Teams and Forms; and Delivering Remote Learning with MicroSoft TEAMS. Our Professional Development Department also offers scheduled help sessions for individual teachers or are available to provide 1:1 support at the school sites. Additional TEAMS training will be offered throughout the remainder of the year and will include Creating Assignments to Meet Multiple Needs; Using Forms & Assessments; Integrations with 3rd Party Vendors: Nearpod, Flipgrid, etc.; and Using the Immersive Reader. Additionally, we have already offered an introductory TEAMS training to our

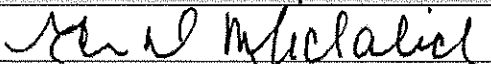
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classroom paraprofessionals and will continue to include them in any future TEAMS training in an effort to support our students and their learning needs. Site-based administrators have also received this training. (EO-07, 2j)

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Acknowledgement

The district verifies that the information they provide to the Florida Department of Education contained in this form is consistent with, and meets the intent of, the provisions outlined in DOE Order No. 2020-EO-07.

Name and title of person responsible for completion and submission of the Spring 2021 Education Plan.
Lisa Cropley, Executive Director of Student Support Programs
Contact information: email, phone number
<u>Cropley l@hcsb.k12.fl.us</u> (352) 797-7000, ext. 455
Date submitted
December 14, 2020
Superintendent Signature (or authorized representative)


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APPENDIX A

Digital Home Learning Acknowledgement for 2nd Qtr. November 3, 2020 – January 28, 2021

TEACHER: _____

PERIOD: _____ SUBJECT: _____

I understand that I/my child have elected to participate in the Digital Home Learning innovative learning plan.

This option requires me to have a compatible device that includes a camera and microphone and allows access to all required digital programs. I also understand that I must adhere to the following expectations in order to continue my participation in this learning platform for the 2nd nine-week marking period:

- Attend live lessons for all classes on my schedule. This includes having my camera on.
- Be on-time and ready to learn for each class.
- Complete assignments on time.
- Communicate with teacher(s) for academic and/or technology support.
- Communicate with teacher(s) the days you will be absent to arrange for make-up work.
- Monitor grades, emails and updates daily.
- Follow proper digital etiquette during live instructional lessons including but not limited to being:
 - Prepared
 - Dressed appropriately
 - Located in an appropriate learning environment
 - Respectful to teacher and others
 - Present and engaged

I understand that my child's teacher may be teaching in a hybrid learning environment. A hybrid learning environment is one that includes students present in a classroom and students working remotely, via Microsoft Teams.

I understand that my child, who is participating virtually, may appear briefly on camera over the course of the lesson and visible to those students learning in the classroom.

Student privacy is protected under Family Educational Rights and Privacy Act (FERPA).

Recording of any Microsoft Teams lesson is not permitted. I understand that my child may lose their placement in Digital Home Learning and receive a school discipline if this rule is violated.

As the parent/guardian, I acknowledge that I am responsible for providing appropriate supervision while my child is working remotely on Teams and I will ensure that my child is working independently in order for the teacher to accurately monitor my child's progress.

I will abide by the four agreements included in the Hernando School District's Code of Civility:

1. Treat each other with courtesy and respect at all times.
2. Treat each other with kindness.
3. Take responsibility for our own actions.
4. Cooperate with one another.

Parent Name: _____ Student Name: _____ PRINT

Parent Signature: _____ Student Signature: _____

Date: _____ Date: _____

APPENDIX B

Procedures for Recommendation to Revoke Digital Home Learning Option

1. Gather documentation of parent contacts/conferences to date showing evidence of communication with parents regarding concern for student(s) grades, attendance, etc.
2. Send final letter notifying parent that school is recommending the student return to on campus learning due to poor performance (form letter provided).
3. Parent schedules a meeting with the school to discuss transition to on campus learning. Students will return to on campus learning January 4, 2021.
4. For those parents who refuse to return their student to on campus learning, a conference should be scheduled with the parent and an administrator.
5. School records parent conference notes – specifically stating the student’s lack of progress, retention risk, and any other concerns that attribute to poor performance. The parent needs to sign the parent conference notes as well as the additional acknowledgement (copy provided) verifying they received the information and they intend to remain in the digital home learning option despite lack of progress. This additional acknowledgement should be attached to the parent conference notes and placed in the student’s cumulative folder.

It is advised that all conferences be held face to face so that signatures can be obtained. If it is not possible to hold a face to face conference, a telephone or virtual conference can take place, however, please use attendance assistants, or other means available, in order to obtain signatures on the parent conference forms as well as the additional acknowledgement.

APPENDIX C

Academic Progress for: _____

Grading Period	Subject	Grade
1 st Quarter		
2 nd Quarter – Mid quarter progress		

Dear Parent/Guardian:

Based on current academic performance, your child is at high risk for grade retention. Despite all efforts to assist your child in being successful in digital home learning, they continue to decline academically.

Therefore, as of January 4, 2021, your child’s placement in Digital Home Learning has been revoked.

There is still time for your child to demonstrate mastery of the basic skills necessary for promotion to the next grade level but it will require additional effort on the part of your child for the remainder of the school year to make the difference between retention and promotion. Call your child’s Guidance Counselor before **December 18th** to set up a conference to plan for their transition back to on-campus learning January 4, 2021.

We encourage you to review the **Student Progression Plan and School Procedures Handbook** to understand determinations for student progression and satisfactory performance in the core areas. The Student Progression Plan and School Procedures Handbook can be found at www.hernandoschools.org under the *Students and Families* tab.

We wish to continue working with you to help your child reach learning targets and stay on track for graduation. Please call to schedule a conference to begin your child’s transition back to on-campus learning soon.

Sincerely,

Principal

I acknowledge receipt of this letter indicating that my child is at risk of being retained. I understand that my child is not recommended to remain in Digital Home Learning and should return to on campus learning starting January 4th.

Parent Signature: _____ Date: _____

Parent Name (please print): _____

PLEASE SIGN AND RETURN TO YOUR CHILD’S GUIDANCE COUNSELOR UPON RECEIPT

APPENDIX D

Parent/Guardian Acknowledgement

I acknowledge that I have been informed through a Parent Conference that my child is at risk of being retained. I understand that by returning to in-school learning, my child has a greater chance of improving their academic standing and progressing to the next grade level. I understand (and accept) the educational risks if I choose to keep my child in Digital Home Learning for the remainder of the school year.

_____ My child will return to in-school learning starting January 4th

_____ My child will remain in Digital Home Learning

Student Name

Parent Name, Print

Parent Signature

Date

Administrator Signature

Date