



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



Spring 2021 Education Plan and Assurances

Bradford County School District

Due: December 15, 2020

Submit to ReopeningPlan@fldoe.org

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. **(The District has no charter schools)**

✓ **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.

✓ **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.

The BCSD hosted a summer GEER camp for rising kindergarteners during the summer of 2020. (1a). Throughout the fall of 2020, most schools have begun before or after school tutoring programs to offer additional time for students to receive intervention and remediation. (1 a.b.c)

With the beginning of the Spring 2021 semester, the Spring Intervention Plan includes, but is not limited to, the following:

CLOSING THE ACHIEVEMENT GAP (1A)

- a. All students will be formatively assessed using either iReady Reading /Math (K - 5) or STAR Reading / Math (K - 5) during the December / January mid-year assessment window to identify students who may be at risk. These students will also receive ongoing progress monitoring to ensure interventions are successful.
- b. Parental notification letters will be sent to all parents of the student's results on the mid-year assessment results. The letters will indicate whether or not the student is being tracked for monthly progress monitoring and that the data from these progress monitoring assessments will be used to determine whether or not the student is on track to achieve mastery or one year's growth.

- c. All schools will offer before or after school tutoring targeting students who are below grade level or not on track to make one year's growth. Some schools will pilot online small group "distance tutoring" for students who cannot stay after school.
- d. Bradford High School will offer additional credit recovery labs during the Spring semester.
- e. Using CARES, Title I, and Title IV funding, the district plans to offer a four week summer camp to extend learning opportunities for targeted students who are below grade level or did not make one year's growth in reading and math. The district will also offer summer credit recovery opportunities for secondary students in core subject areas.
- f. The district also plans to offer virtual summer tutoring specifically in reading and literacy for targeted students who cannot attend the face to face camps or who need more support.

TARGETED OUTREACH (1B)

The district will use the following platforms to target students who are not progressing or have declining achievement.

K - 5 iReady Reading and Math Mid Year Growth Comparison from Baseline to Mid Year assessments. Students who are on grade level will be identified if they have made less than halfway towards the typical growth target. These students will be the target for before / after school tutoring and learning opportunities. Students who are below grade level will be identified for robust interventions as well as before/after school learning opportunities.

Aligned to the LAFS and the MAFS, *i-Ready® Assessment and Personalized Instruction* can help Florida educators focus on closing the achievement gap and preparing all students to access grade-level content. Combining a valid and reliable assessment suite with instructional resources targeted to each child's specific academic needs, the online *i-Ready Assessment* helps educators diagnose students' unfinished learning in Reading and Mathematics, supports educators in providing targeted instruction to help each student reach their academic potential, and measures how students are progressing over time. The program offers integrated assessment and instruction delivered on one unified platform that can be readily executed in-school or at-home learning environments.

i-Ready Assessment comprises the adaptive *i-Ready Diagnostic* (K-12), *Growth Monitoring* (K-8) and *Standards Mastery* (2-8). *i-Ready Diagnostic* accurately and efficiently pinpoints students' needs and helps teachers better understand the root causes behind student challenges. Educators administer the *i-Ready Diagnostic* three times per year to gain detailed insight into student needs and inform both online and teacher-led instruction.

i-Ready Assessment reports student's grade-level placement (overall and by domain) as well as national norms and Lexile® and Quantile® metrics. A continuum of scale scores across grades K-12 offers multi-year users longitudinal data by tracking student progress within and across years.

i-Ready released new reporting and resources that empower teachers to provide targeted, on-the-spot instruction that helps students build the most essential skills they need to be prepared for success in grade-level learning. The *i-Ready Prerequisites Report* for mathematics helps teachers identify students' individual learning needs for the upcoming grade-level. Teachers can use the report data and provided resources to target instruction. *i-Ready* also includes prerequisite resources for reading comprehension (3-8) to help teachers address gaps that may have widened during

school closures. Tools for Scaffolding Comprehension offer differentiated teaching resources targeting the most important concepts and skills.

In addition to data and reports, *i-Ready* automatically assigns **interactive online lessons** across grade levels K–8 to each learner based on their *Diagnostic* assessment results. These student-driven digital lessons can be accessed in or out of school, or in combination. Educators can adjust the *i-Ready* recommended lesson sequence and add Teacher-Assigned Lessons to ensure students develop skills in conjunction with the core curriculum. *i-Ready Personalized Instruction* is flexible and can be used during school, before/after school, in-class/pull-out, summer school, at home, or in a computer lab.

i-Ready also provides easily accessible **teacher-delivered instructional resources**, based on each student’s or instructional group’s *Diagnostic* assessment results. *Tools for Instruction*—short PDF “mini-lessons” specific to each learner’s needs—can be delivered by teachers, paraprofessionals, tutors, or other support staff. Resources are also provided via the *Teacher Toolbox*, an online filing cabinet that gives teachers immediate digital access to multi-level K-8 *Ready Florida* lessons (fully aligned to MAFS and LAFS), assessments, and interactive tutorials so they can differentiate instruction for individuals and small groups. The *Teacher Toolbox* facilitates planning for independent instruction, practice, and homework.

i-Ready can be used as a tool for Multi-Tiered System of Supports (MTSS) and Response to Intervention (RTI) for students who are below level. The reports support RTI by providing data that maps student performance to intervention tiers and assigns students to appropriate instructional groups. The Florida Department of Education has listed *i-Ready* as one of the services that will provide progress monitoring data directly to the DOE.

All assessment and instructional resources described above are available on one integrated, online platform: *i-Ready Connect*.

6 - 12 STAR Reading and STAR Math and School City Benchmark Assessments: Growth Comparison using SGP from Baseline to Mid Year assessments. Students who are on grade level will be identified if they have made less than halfway towards the typical growth target. Students who are below grade level will be identified and served until they close the gap. These students will be the target for before / after school tutoring and learning opportunities.

Each school will advise parents/guardians in writing as well as a telephone call or voicemail/text message from the teacher that their child has been identified as needing increased support to make academic progress, and advising them of the available opportunities. Parents will also be sent a monthly update from the results of the progress monitoring. The schools will also update and send parents a list of websites or apps that could be used at home to enhance academic practice and progress.

The District will use the above platforms for monthly progress monitoring of the targeted students.

INTERVENTION FOR STUDENTS RETURNING FROM INNOVATIVE OPTIONS (1C)

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Students transitioning from innovative options back to brick and mortar classrooms will receive a Baseline assessment using the platforms described in the above section. These students may be assigned to additional intervention/remediation time during the regular school day. Targeted elementary students returning from the innovative option may be pulled from resource time or other agreed upon time at least two times each week for a period of fifteen minutes for specific reading intervention in a small ability-based group with the CARES act reading interventionists or Title I interventionists. Targeted secondary students will have opportunities for intervention and remediation during the Intensive Reading Class or a designated elective time in addition to the additional credit recovery lab times.

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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.

Ensure success in the innovative learning modality. (2a). The District's Spring 2021 Learning Options are Brick and Mortar, and continuing with full time virtual school through Bradford SELECT or NEFEC MyDistrict (FLVS), and homeschool. The district will not have the innovative learning option (ESSENTIALS) that it had in the fall of 2020. The virtual SELECT option requires students to complete the first 12% of coursework at a C or higher during the first 14 days or be dropped from the course and returned to Brick and Mortar. For students who continue the semester in the virtual courses, the Virtual Facilitator daily monitors progress and serves as a local contact (in addition to the virtual teacher) who reaches out to parents and students who get behind or receive failing scores.

Special Note: The District will continue to have another special innovative option limited to Alternate Assessment students with IEPs who have chronic severe health issues and increased vulnerability to COVID. These students receive a hybrid of online and virtual sessions for classwork and special services. This program is carefully monitored by the ESE Director and is successfully meeting the individualized goals of the students in this option.

Provide written notice to parent/guardian of inadequate progress: Students who are not successful in SELECT are not allowed to enroll in it for the second semester. If the parent/guardian insists on a struggling child remaining in the virtual option, the acknowledgement must be signed before the child is allowed to continue. (See Acknowledgement as Attachment A)

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.

Identify Vulnerable Students (3a): The district has made significant effort to track down students who were DNE at the beginning of the school year, as well as students who signed up for virtual or innovative options, then never logged in or attended sessions. These efforts include the automated calling system in place for all students who miss 3, 5, and 10 days within a 9-weeks period. Phone calls to students or parents of these students from administrators and guidance counselors after 5 days missed, and home visits by administrators and school resource officers to families who did not respond to other forms of contact and have missed more than 15 days. The final step is a referral from the school to the district's School Attendance Resource Board (SARB). This quasi-judicial board is the last step before Petitions for Truancy or parental prosecutions are filed with the circuit court.

A student will be considered to be vulnerable if he/she misses more than ten days during the semester. Identification and tracking will continue throughout the spring semester. The district Homeless liaison, Communities In Schools, and ELL district facilitator also assist with the identification and tracking of vulnerable students.

This past semester, students who signed up for one of the innovative options (ESSENTIALS or virtual SELECT) but did not log in or attend online sessions were transferred back to brick and mortar after multiple notices and attempts to contact the families. Once back in brick and mortar, these students were referred to the district's School Attendance Resource Board (SARB).

VPK / Rising K identification (School Readiness(3b): The district held a GEER summer rising K camp in the summer of 2020 and plans to do another kindergarten camp in the summer of 2021. During the Spring 2021 semester, the district will run a public information campaign directed to parents of preschool children advising them of resources and local programs to assist with school readiness. (I.e., Just Take 20, Ready for K, Rising K Camp, School Kindergarten and PreK Roundups). The District Elementary reading coach and VPK Coordinator will offer a make and take parent/guardian information workshop on school readiness.

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:
 - a. Innovative and virtual learning modalities;
 - b. Interventions to support students in various learning modalities; and
 - c. Technology needs (especially new learning management systems).

Innovative and Virtual Learning Modalities (4a/ c)

Since the shutdown in the spring of 2020, the district has prioritized professional development to teachers and instructional staff for virtual platforms. To date the offerings have included Google Classroom, Google Meets, Google Slides, Google Forms, School City, Kami, Peardeck, and lesson plan design for virtual lessons. Most of these were recorded and remain available on-demand for new teachers or for review. A recent survey of teachers indicates the majority of teachers feel comfortable with initiating distance learning with the basic Google Classroom platform and products but want more training with lesson plan design and linking assessments from School City. The district instructional coaches are available to work and will continue to train and support teachers on a school, group, or individual basis.

Interventions to support students in various learning modalities (4b / c)

February 5 is the district wide Professional Development Day. The planned focus of this day is Intervention across all content areas and designing and delivering online intervention (which could also be used for distance tutoring during the regular school year.) Session topics include using resources from progress monitoring platforms of STAR and iReady for reading and math; Online and in person guided reading groups (which includes content area teachers). After a review of the Mid Year Diagnostic Data, additional sessions will be identified based on targeted areas across the district.

Curriculum Associates will support professional development on data based intervention planning through the elementary schools in the district. Each school site will receive at least one day of training using reports to identify targeted students, determine a focus for intervention, and use the embedded resources and plans to deliver the intervention.

To help partner districts to implement a successful Spring 2021 Education Plan, Curriculum Associates offers a comprehensive network of support that includes live onsite or remotely facilitated professional development courses, implementation planning and data support, and online asynchronous educator resources. The company will tailor live sessions to meet local needs, such as focusing on supporting MTSS or progress monitoring, with a goal of helping every learner access grade-level work and ultimately succeed at grade level.

Available 24/7, the *i-Ready Central*® support website provides teachers with videos, professional learning community/collaborative team planning resources, turnkey implementation tools, and actionable ideas from educators around the country. In addition, the Educator Prep Series offers educators online, on-demand short modules to extend or refresh their learning. Focus areas include best practices for online instruction, setting and measuring growth goals, and using data to plan instruction.

Curriculum Associates has the experience and resources to uniquely support Florida districts, having partnered with more than 60 districts across the state for many years. Its staff of more than 75 service members are dedicated to supporting Florida schools, students, and families—whether learning is taking place in school or remotely.

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In addition to the above, secondary teachers will have specific professional development based on the foundational literacy skills in the B.E.S.T. Standards. The foundational literacy skills can be used to align focused intervention across all content areas. The sessions include the following:

Strategy

Train all ELA and Intensive Reading Teachers on providing targeted intervention based on B.E.S.T. Foundational Skills (strategy has been made part of the 2021 Spring Instructional Plan). Teachers will leave each session with a specific implementation into upcoming lessons for observation and feedback. The secondary reading coach or teacher volunteer will teach and record the lesson for group observation and learning discussion.

Action Steps

Description	Position Responsible	Timeline
Phonological Awareness and Phonics/Word Analysis A <i>(oral blending and segmenting using content area vocabulary) / decoding strategies</i>	Kellie Clark / Chris Chaplin	Jan 25, 2021
Phonics /Word Analysis B- <i>digraphs, trigraphs, special sounds, morphemes - apply to multi-syllabic words</i>	Kellie Clark / Chris Chaplin	Feb 1, 2021
Encoding - <i>w/ chunking strategies and focus on multisyllabic words (Making Big Words - Cunningham)</i>	Kellie Clark / Chris Chaplin	Feb 22, 2021
Fluency - <i>ACEing fluency - Accuracy, Comprehension, Expression (modeled, echo, choral, read to someone cycle) (6th grade norms)</i>	Sherree Alvarez / Chris Chaplin	Mar 8, 2021

Strategy

All secondary Content Area Teachers - Building Vocabulary and Fluency (written and oral). An initial 3 hour training with two followup sessions to discuss quantitative and qualitative data from strategy use. Followup sessions will be embedded into the regular team meeting days.

Action Steps

Description	Position Responsible	Timeline
<u>Fluency cycle strategy:</u> <i>Repeated reading and connected writing on targeted concept text to increase understanding of concept and build use of content specific vocabulary. - One day with followup</i>	Sherree Alvarez	Feb 8, 2021 - April 30, 2021

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Our past year's experience with innovative learning has shown up that effective virtual lesson delivery requires two monitors (one for students and one for the lesson materials), a webcam/microphone, and connection to a document camera instead of using a whiteboard. Chromebooks or single laptops / desktops are simply not enough. Using surveys of classrooms, the district IT team is working to make this available to every teacher if distance learning is required to be implemented in the future.

Strategy

District and School Leadership will participate in a professional learning community based on the book *Leading with FOCUS* by Mike Schmoker. The goal for this PD is to help administrators narrow their leadership focus on best practices and instructional strategies to close the achievement gap.

Action Steps

Description	Position Responsible	Timeline
<p><i>Initial book study of <u>Leading with FOCUS</u> by Mike Schmoker.</i></p> <p><i>Outcome goal: Define steps and leadership actions to ensure effective instruction and intervention.</i></p>	<p>Will Hartley, Superintendent and / or Sherree Alvarez - Director of Teaching, Learning, and Curriculum</p>	<p>3 Sessions of meeting and discussion in January and February</p> <p>Finish by February 20, 2021</p>
<p>PLC Activity 1: <i>Literacy Instruction and Intervention Walkthroughs (partnering with our State Regional Literacy Director Lindsay Harrison for inter-rater reliability) - use Marzano ELA Walkthrough form</i></p>	<p>Sherree Alvarez</p>	<p>February / March 2021</p>
<p>PLC Activity 2: <i>Math Instructional and Intervention Walkthroughs (partnering with district math coach for inter-rater reliability) - use Marzano Math Walkthrough form</i></p>	<p>Sherree Alvarez and Heather Eison (and NEFEC Math Program Specialist if available)</p>	<p>February / March 2021</p>

School leaders have a wide variety of responsibilities and priorities that demand leadership focus on multiple areas. In meeting the assurances of the Spring 2021 Instructional Plan, school leaders need to be able to narrow their focus to leading teachers and staff in delivering high quality, effective intervention.


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.

<p>Name and title of person responsible for completion and submission of the Spring 2021 Education Plan.</p>

<p>Sherree Alvarez, Director of Teaching, Learning, and Curriculum</p>
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Contact information: email, phone number
alvarez.sherree@mybradford.us
Date submitted (revised plan)
December 28, 2020
Superintendent Signature (or authorized representative)


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ATTACHMENT A: Parent Intent to Stay in Innovative Option

Students: _____ Grade: _____ School Year: _____

NOTICE OF LACK OF PROGRESS AND PARENT/GUARDIAN ACKNOWLEDGEMENT AND INTENT (Innovative Learning Modality)

Parent/Guardian and Student,

In the Department Emergency Order school districts are required to notify parents/guardians of students that are participating in innovative learning options who are not making adequate progress. Based on any or all of the data below, your child is not making enough progress to continue in this innovative learning option.

- Failing grades in any subject.
- Attendance below 90%
- More than 10 days behind pacing on the virtual platform (failure to log in and successfully complete assignments).
- Distracting behavior during online learning sessions.
- Data from Progress Monitoring

Returning to brick and mortar will allow him/her to receive face to face, real time feedback, support and intervention in accordance with the Spring 2021 reopening plan (and applicable succeeding plans). For your child to remain in the innovative learning plan would be against his or her best interests educationally. **It is the recommendation of the Bradford County School District that your child should return immediately to brick and mortar school for face to face instruction or another learning option.**

Acknowledgement and Intent to Stay

FDOE does make some reservations for parents who choose to keep a child in the innovative option upon signing the Acknowledgement and Notice of Intent to Stay below. Please know we are committed to helping every child reach his/her highest potential in order to be college, career, and life ready; therefore, you or your child may request a change of status at a later date.

Parent *must* sign and initial each statement.

_____ I understand that my child is failing and/or not making satisfactory academic progress that may most likely result in grade level retention, failure to receive credits, failure to graduate on time or failure to receive a high school diploma.

_____ I understand that the school district's recommendation is for my child to return to brick and mortar or another option to increase his/her chances of success.

_____ This letter serves as my Notice of Intent for my child to remain in the innovative option even though he/she is not successful in this option at this time. As a parent/guardian, I am assuming full responsibility for any potential negative impact on my child's academic progression as a result of this decision.

_____	_____	_____
Parent/Guardian Name	Parent/Guardian Phone Number	Parent/Guardian Email Address
_____	_____	_____
Parent/Guardian Signature	_____	Date
_____	_____	_____
School-Based BCSD Employee Signature	_____	Job Title

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