



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

School District of DeSoto
School Board Action
DEC 08 2020
APPROVED



Spring 2021 Education Plan and Assurances

DESOTO

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 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

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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.

☑ **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

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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. The School District of Desoto County currently has three schools that run the 21st Century Afterschool Program. STAR reading and math progress monitoring data will be examined for the third cycle in Dec. 2020 and students falling under the 25th percentile will be targeted to be included in this program beginning in Jan. 2021. Priority will be given to students returning to the traditional modality from the innovative or virtual modality, and students falling into more than one federal index subgroup. Students will be given additional instruction in the area of reading needed to increase reading skills. Particular attention will be paid to students needing phonics instruction, vocabulary acquisition strategies, and reading comprehension strategies. The Orton Gillingham method and Barton Reading and Spelling programs will be utilized for students still needing additional decoding work. Targeted students who are also in need of math tutoring will receive additional services to meet grade level standards in the afterschool program. Two schools without the 21st Century Afterschool Program will utilize CARES funds to secure after school teachers and transportation. The district will identify students at the high school level through the district early warning system. Students who are in jeopardy of not graduating due to low GPA, lack of credits, or needing to pass the FSA reading or Algebra 1 EOC will be targeted to be included in the tutoring program beginning in Jan. 2021. Students returning to the traditional modality from the innovative or virtual modality will be given priority to be included.

Opportunities for virtual tutoring sessions will be made available for students enrolled in the innovative learning model. These sessions will focus on students scoring below the 25th percentile on the STAR

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early reading, reading or math assessments for grades K-8. Students will receive additional instruction in a small group setting (10 students or less), and sessions will be grouped to include students with common areas needing intervention. Students in grades 9-12 who currently have a D or F in an English or math course will be offered additional online tutoring in these areas through the use of APEX tutorials or a teacher with students grouped according to need.

Weekend FSA and EOC practice sessions have occurred at the high school level, and will begin in February 2021 for the elementary and middle school students. Students scoring below the 25th percentile on STAR reading or math progress monitoring will receive priority. All sessions targeting reading skills will focus on building vocabulary and background knowledge, and test taking strategies. All sessions targeting math will include test taking strategies, as well as those foundation skills needed to accelerate the learning of the content material.

Desoto will host a summer school program for K-5, and a credit retrieval program for students in grades 6-12 July 5, 2021- July 30, 2021. Students needing to retrieve credits will utilize the APEX program. Elementary students in grades K-5 will be chosen to participate based on the recommendation of the school based panel headed by school administrators, teachers, and guidance. The number of students attending will be based on the funding available for the summer school program. Priority will be given to students falling into more than one federal index subgroup and scoring below the 10th percentile on the final STAR reading progress monitoring assessment. All 3rd grade students receiving a Level 1 or 2 on the FSA reading assessment will be invited to participate in summer school and will be given two opportunities to earn a concordant score through STAR Reading (Enterprise), or SAT-10. Credit retrieval priority will be given to 8th grade students and high school juniors and seniors.

All teachers who participate in tutoring sessions or summer school will be required to be certified, and rated as effective or highly effective. Teachers delivering intensive reading instruction will be required to have a reading endorsement. K-3 teachers trained in Orton Gillingham will also be given priority. Paraprofessionals will be used to assist teachers in monitoring and setting up tutoring sessions for both traditional and innovative learning students.

1b. Traditional and innovative modality enrolled K-1 students scoring below the 10th percentile on Early STAR will immediately begin Tier II MTSS interventions and additional progress monitoring. A focus on developing the key foundational reading skills of phonemic awareness and phonics will be a priority. Teachers will work with parents to provide strategies to increase these areas, and will provide updated progress monitoring information to the parent/guardian.

Students in grades 2-5 scoring below the 10th percentile on the STAR reading progress monitoring will be assessed using the SRA placement assessment and placed in the intervention program according to need. Students falling below the 10th percentile on the STAR reading assessment will immediately be placed in Tier II MTSS and receive additional interventions based on need, as well as increased biweekly progress monitoring. Teachers will provide parents with strategies to help increase those areas of reading that are currently hampering their child's reading progress. Teachers will communicate ongoing progress monitoring information to the parent/guardian.

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Students falling below the 10th percentile on the STAR reading progress monitoring in grades 6-8 will immediately receive Tier II MTSS interventions and additional biweekly progress monitoring. Teachers will provide additional practice opportunities through the use of APEX tutorials.

Students in grades 9-10 who score below the 10th percentile on the STAR reading progress monitoring will be considered for enrollment in the intensive reading intervention course. Teachers will provide additional practice opportunities through the use of APEX tutorials.

Students in grades 11 and 12 and not on track to meet graduation requirements will receive increased counseling two times every nine weeks. This counseling will include assisting students in mapping out a road to graduate on time, setting short term goals, identifying the action steps to be completed to meet set goals, monitoring student progress towards meeting goals, and communicating to the parent/guardian the goals, action steps, and progress towards meeting set goals.

1c. Students who are returning to the traditional learning modality will immediately be given a new STAR reading and math assessment in order to gain a clearer picture of current learning gaps.

Students in grades 1-5 will receive the intensive interventions listed above and will receive priority for enrollment in after school tutoring programs and weekend tutoring sessions. Practice opportunities will be communicated and/or provided to parents/guardians, and additional practice will be assigned in through district approved supplemental programs.

Students in grades 6-10 will receive the intensive interventions listed above and will be placed into an intensive reading intervention course if the analysis of the data warrants such a placement. Students will be given priority for enrollment in after school tutoring programs and weekend tutoring sessions.

After an updated STAR math assessment in grades 1-8, students returning from the innovative learning model in grades 1-5 who score below the 25th percentile will receive additional small group intensive instruction on the math standards in which they are currently struggling to meet proficiency.

Students returning from the innovative learning model in grades 6-8 who score below the 25th percentile will receive additional tutorials in APEX and Kahn Academy to assist them in closing those foundational gaps needed to become proficient in the grade level standards.

Students returning from the innovative learning model in grades 9-12 who have not yet passed the Alg. 1 EOC or who are currently enrolled in Algebra 1B/Algebra 1 and have a D or F in the course will be enrolled in the College Board/ Khan practice sessions for SAT with a plan to complete the sessions prior to the next assessment for Algebra 1 or SAT.

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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. The School District of Desoto County has surveyed all parents regarding a Semester 2 placement. Currently Desoto has 1192 students in the innovative learning modality. This constitutes approximately 25% of total enrollment. 130 students have indicated their intent to return to the traditional modality and 5 students have stated they wish to move to the innovative learning modality.

Desoto will examine the 814 records of K-8 students to determine those students who will be provided written notice to return to the traditional learning modality. Students falling below the 25th percentile and not making progress, students who have shown a significant drop in percentile rank (10 percentile points), students who are showing more than 7 days absent and significant learning loss, and students who are receiving D's and F's in core subjects will receive notice to return to the traditional learning modality.

The 377 high school students currently enrolled in the innovative learning modality and not meeting the requirements of GPA (2.0), attendance (more than 7 days absent) and significant learning loss, have failed and not yet passed the FSA reading or Algebra 1 EOC or earned a concordant score, or have D's and F's in core subject areas will also receive written notice to return to the traditional learning modality. The innovative learning modality will remain as an enrollment option only for those students who have met the outlined criteria, and students whose parent/guardian has acknowledged in writing that despite the risks, they wish to remain in the current modality.

2b. Students not meeting the criteria to remain in the innovative learning modality, will be contacted via phone by the school as to the reason for the request from the school district to return to the traditional learning modality, and will be provided written notice on 12.9.2020-12.17.2020 as to the risks associated with remaining in the innovative learning modality. Parents will be required to acknowledge by signature if they wish for their student to remain in the innovative learning modality prior to 12.18.2020. Any student identified as not meeting the requirements to remain in the innovative learning model, but whose parent has not provided signed acknowledgement will receive a visit from a social worker. If no signature is obtained, the student will automatically be unenrolled from the innovative learning modality and enrolled in the traditional learning modality.

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.

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- b. Identify VPK- and kindergarten-eligible students with the goal of engaging students to maximize kindergarten readiness to support long-term achievement.

3a. The District continuously monitors the educational progress of students in each learning modality. The District uses progress monitoring data, grades, and attendance to identify students that are struggling in a given modality. All parents of struggling students are contacted and interventions are initiated. For students in our Innovative Learning Modality, parents are encouraged (via calls and in writing) to return their child to a traditional setting if deficits in academics and/or attendance are present. If parents do not want their child to return to the traditional setting they are asked to sign a waiver indicating that they would like their child to remain in the Innovative Learning Modality.

Attendance is monitored very closely in the District. Each week reports are generated identifying attendance rates of enrolled students. Additionally, reports are generated identifying students that have not yet returned to school. School-based personnel contact all students that are currently enrolled, but have missed school (in the traditional and Innovative Learning Modality). The schools as well as the Department of Student Services contact all students that have not yet appeared in school. Home visits are completed when warranted based upon the outcome of the school-based and district-based contacts made. Additional interventions, such as referrals to outside agencies, are utilized when appropriate.

3b. Our kindergarten numbers are slightly lower than they were last year (39 students less). A number of kindergarteners did enroll in home education. Enrollment in district schools is continuously advertised. Additionally, when potential kindergarteners are identified they have been encouraged to enroll in one of the learning modalities offered this year. The district will work with local daycare providers to identify students that are of age and could be enrolled in kindergarten for the second semester. Additionally, FDLRS is currently being utilized to identify students who have not yet entered school, but qualify for services offered through the school district. The district will continue to work with our faith-based community partners, The Patterson Foundation, The Proverbs Project, United Way, and The Boys and Girls Club to offer continuous learning opportunities targeting parents and students from birth to five. These learning opportunities include strategies to increase kindergarten readiness. A Kindergarten Roundup is scheduled for Spring 2020 to identify students needing to enroll in kindergarten.

The District has a VPK program that is currently operating at full capacity. We anticipate operating a summer program. Advertisement of this program will begin in February. The program will be advertised via a variety of mediums, including social media platforms, in an effort to enroll as many eligible students as possible into the summer VPK Program. The summer program will run from June to July and we are anticipating a full program.


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).

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- 4a.
- **Orton Gillingham Reading Strategies for Online and Traditional Students** will begin in March 2021 and continue through June 2021. Teachers will submit videos as evidence of their learning both traditionally and virtually.
 - **Screencastify Professional Development** is currently available through our district's LMS and can be taken at any time by our teachers and leaders and reviewed if necessary. Teachers have a video submission as evidence of learning.
 - **Kami Professional Development** will be available in January 2021 through our district's LMS and can be taken at any time by our teachers and leaders and reviewed if necessary. Classroom observations will be done to determine understanding of learning.
 - **Courageous Learning Book Study** will be offered in the Spring of 2021. This book study will be packed with lessons, examples, and solutions to make classroom innovation approachable to all educators. Teachers will submit an Innovative Exploration Plan to show understanding of the material.
 - **MGT** will provide continuous professional development on the Florida Leadership Standards throughout the Spring and Summer of 2021. Professional development is designed for all Principals and Assistant Principals.
- 4b.
- **SRA Corrective Reading Professional Development** is currently available through our district's LMS and can be taken at any time by our teachers and leaders and reviewed if necessary. Classroom observations, coaching logs, and a Google form will show evidence of learning.
 - **Cognitive Load Theory in Action** will be given in January 2021 and again in June 2021. Classroom observations and coaching logs will be done to determine understanding of learning.
 - **Kagan Structures for Distance Learning** will be given several times during the Spring semester beginning in February 2021. These opportunities will be done virtually to accommodate our teacher's schedules. Classroom observations and coaching logs will be done to determine understanding of learning.
 - **Acceleration vs. Remediation Professional Development** will be given in June 2021. Classroom observations and coaching logs will be done to determine understanding of learning.
 - **Strategic Vocabulary Acquisition** will be given in June of 2021. Classroom observations and coaching logs will be done to determine understanding of learning.
 - **Barton Reading and Spelling** professional development will be given as requested throughout the Spring 2021 school year. Classroom observations and coaching logs will be done to determine understanding of learning.
 - **BEST Standards Professional Development** will be given June 2021. Teachers will work with district coaches and regional reading director to unpack standards, learn best practices, and research based instruction for the new BEST standards. Classroom observations and coaching logs will be done to determine understanding of learning.
- 4c.
- **Student Portfolios in Schoology** will be offered beginning in January 2021 to grade level and content area groups. Classroom observations and coaching logs will be done to determine understanding of learning.
 - **Authentic Learning Activities through Google and Schoology** will be offered in the Spring of 2021 and during summer PD in June 202. Classroom observations and coaching logs will be done to determine understanding of learning.

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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.

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|--|
| Name and title of person responsible for completion and submission of the Spring 2021 Education Plan. |
| Carrie Fuller |
| Contact information: email, phone number |
| carrie.fuller@desotoschools.com |
| Date submitted |
| 12.9.2020 |
| Superintendent Signature (or authorized representative) |
|  |



December 8, 2020

To the Parent or Guardian of:

This letter is the official notification to inform parents/guardians that your child has been identified as not meeting the academic progress and/or attendance requirements needed to be successful in the assigned grade level. Below is a list of criteria used by The School District of Desoto County to determine those students who are at academic risk if they remain in the Desoto Online program.

- Scoring below the 25th percentile on STAR reading or math and not showing significant progress
- Dropping 10 or more percentile points on the STAR reading or math assessments
- More than 7 days absent with learning loss
- D's and F's in core courses
- Below a 2.0 GPA (Cumulative)
- Behind in earned credits and not on track to meet graduation requirements on time
- 10th grade FSA reading failed and not yet passed
- Algebra 1 EOC failed and not yet passed

The risks of remaining in an online program while not showing adequate progress include limited access to needed after school programs, limited access to in-school intervention services, future academic gaps, possible retention, and/or delay in graduation. To assist in meeting the academic needs of your child, The School District of Desoto County and (school name) will transition your child from Desoto Online and enroll him/her back at the school site for face to face instruction beginning on January 19, 2021.

If your child will need transportation to come back to the school site beginning on January 19, 2021, please contact the transportation department at 863-494-4222 prior to January 5, 2021.

Any parent/guardian whose child has been identified to return to the school site on January 19, 2021, but wishes to have their child remain enrolled in Desoto Online, must provide the school with a signed written statement indicating they understand the risks involved with allowing their child to remain in Desoto Online prior to December 18, 2020. Students identified as at risk, but whose parent/guardian does not sign a written statement acknowledging such risks, will be unenrolled from the Desoto Online program and enrolled at the school site.

If you have any questions or concerns, please contact your child's school.

Sincerely,

Principal



8 de diciembre de 2020

Para el padre o tutor de:

Esta carta es la notificación oficial para informar a los padres/tutores que se ha identificado que su hijo no cumple con los requisitos de progreso académico y/o asistencia necesarios para tener éxito en el nivel de grado asignado. A continuación se muestra una lista de los criterios utilizados por el Distrito Escolar del Condado de Desoto para determinar aquellos estudiantes que están en riesgo académico si permanecen en el programa Desoto Online.

- Puntuación por debajo del 25 por ciento en STAR lectura o matemáticas y no muestra un progreso significativo
- Bajar 10 o más puntos percentiles en las evaluaciones STAR de lectura o matemáticas
- Más de 7 días de ausencia con pérdida de aprendizaje
- D y F en los cursos básicos
- Por debajo de un GPA de 2.0 (acumulativo)
- Atrasado en los créditos obtenidos y no en curso para cumplir con los requisitos de graduación a tiempo
- La lectura de la FSA de décimo grado reprobado y aún no ha pasado
- El EOC de Álgebra 1 reprobado y aún no ha pasado

Los riesgos de permanecer en un programa en línea sin mostrar un progreso adecuado incluyen acceso limitado a los programas extracurriculares necesarios, acceso limitado a los servicios de intervención en la escuela, retrasos académicos en el futuro, posible retención y /o retraso en la graduación. Para ayudar a satisfacer las necesidades académicas de su hijo, el Distrito Escolar del Condado de Desoto y (nombre de la escuela) harán la transición de su hijo de Desoto Online y lo inscribirán en la escuela para recibir instrucción presencial a partir del 19 de enero de 2021.

Si su hijo necesitará transporte para regresar a la escuela a partir del 19 de enero de 2021, comuníquese con el departamento de transporte al 863-494-4222 antes del 5 de enero de 2021.

Cualquier padre / tutor cuyo hijo haya sido identificado para regresar a la escuela el 19 de enero de 2021, pero desea que su hijo permanezca inscrito en Desoto Online, debe proporcionar a la escuela una declaración escrita firmada que indique que comprende los riesgos que implica permitir que su hijo permanezca en Desoto Online antes del 18 de diciembre de 2020. Los estudiantes identificados como en riesgo, pero cuyos padres / tutores no firmen una declaración escrita reconociendo tales riesgos, serán removidos del programa Desoto Online y serán inscritos en la escuela.

Si tiene alguna pregunta o inquietud, comuníquese con la escuela de su hijo.

Sinceramente,

Principal

I understand that the risks of remaining in an online program while not showing adequate progress include limited access to needed after school programs, limited access to in-school intervention services, future academic gaps, possible retention, and/or a delay in graduation.

As the parent/guardian, I prefer to keep my child enrolled in Desoto Online and will work with the teacher(s) and school to help my child improve any attendance or academic issues.

I acknowledge that I do not wish for my child to return to the school site for instruction.

Student Name: _____

School: _____

Student ID #: _____

Grade: _____

Parent/Guardian Name: _____

Telephone Number: _____

Parent Signature: _____

*Please fill out one sheet for each student and return it to the school site.

Entiendo que los riesgos de permanecer en un programa en línea sin mostrar un progreso adecuado incluyen acceso limitado a los programas extracurriculares necesarios, acceso limitado a servicios de intervención en la escuela, retrasos académicos en el futuro, posible retención y/o retraso en la graduación.

Como padre/tutor, prefiero mantener a mi hijo inscrito en Desoto Online y trabajaré con los maestros y la escuela para ayudar a mi hijo a mejorar la asistencia o los problemas académicos.

Reconozco que no deseo que mi hijo regrese a la escuela para recibir instrucción.

Nombre del estudiante: _____

Escuela: _____

Número de Identificación del Estudiante: _____

Grado: _____

Nombre del Padre/Guardian: _____

Número de teléfono: _____

Firma del Padre: _____

* Por favor complete una hoja para cada estudiante y devuélvala a la escuela.