



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



Spring 2021 Education Plan and Assurances

Suwannee

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 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 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.

1.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.

Focus on Closing Achievement Gaps, especially those gaps that have widened due to the pandemic.

Part 1 – Identify achievement gaps that have been exacerbated due to the pandemic.

(December, 2020 – January, 2021)

Utilizing progress monitoring data and state assessment data, District Administration will prepare a report for each school that will assist in the identification of vulnerable subgroups.

(Create/employ plan for use of Data Scientist allocation.)

District Administration will gather information related to resources currently available within the county to support each subgroup.

Part 2 – Hold District data meetings with each school administration to discuss plans and strategies for tiered interventions. (January, 2021)

The Superintendent and District Administration will meet with each school's leadership team to look at the data and identify resources that will be deployed at each site to address the gaps.

The Principal will use the mid-year review function of the School Improvement Plan application to record the adjusted plans/goals.

The School Leadership team will meet with the Professional Learning Communities (grade/subject level groups) to drill down to their specific role in improving the achievement gaps identified.

Teachers will then use the same criteria to identify individual students in their classrooms (virtual, face-to-face, hybrid).

Part 3 – Monitor/Report effectiveness of interventions, adjust as needed. (January-May, 2021)

Teachers will monitor individual students (traditional, hybrid, virtual).

Schools will monitor teacher groups by having regular data chats with teachers.

District will monitor school processes monthly through data collection and school data chats.

Suwannee County School District's K-12 Plan for Additional Time

Although our district did not lose seat time this year by opening as scheduled on August 10, 2020, we recognize that some students have lost the valuable face-to-face time with quality instructors as a result of the pandemic. Below are several of the options that have been put into place to help students get back on track and regain their previous level of academic progress. Students can be identified by teachers, parents, or administration for inclusion in any of the programs listed below.

- 21st CCLC - There is the option of participating in the 21st Century Community Learning Centers program at each of our elementary schools. This program is open to any student that wishes to attend. In the event that the program fills additional resources will be allocated from other Federal Grants to expand the number of students able to participate in the supplemental instruction/enrichment activities.
- Reading Camp Pilot - The K-5 schools are implementing a pilot program utilizing an extra hour of instruction in reading, similar to the program model followed by the lowest 300 elementary schools. We opted to initiate this model for 2020-2021 school year to reach our students that would have attended Summer Reading Camp last summer.
- Odysseyware - This online program was purchased with GEER funds and have been made available for all K-5 students to work on missed information from 2019-2020 and to support current year's instruction. The program is available to students in the traditional and hybrid programs.
- iReady Instruction – The online program is available to all students in grades K-8. The instructional pathway is set based on the needs students demonstrate on an adaptive diagnostic assessment. Students can work on their iReady pathway at school or at home.
- Edgenuity – All students in grades 6-12 have access to online curriculum that supports their traditional classroom instruction. This digital safety net was put into place for fall of 2020 for ALL students to help with extended lost time due to quarantine or illness.
- Edgenuity Tutoring – As a new part of our Edgenuity offering this year, we purchased online tutoring for all students in grades 6-12. Students enrolled in any Edgenuity course have access to certified online professionals to answer their questions after hours.
- 6-12 Tutoring – The District will be implementing a plan to expand tutoring opportunities for ALL students through different modalities. There is a plan to expand face-to-face tutoring before, during, and after school.
- Summer Programs 2021 – Summer programming is always provided on an “as needed” bases at the request/need of the school. District administration will meet with schools beginning in March to begin pre-planning for summer options for reading camp, credit recovery, and other needs.

1.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.

Our targeted outreach is based utilizes the approach of the approved SCSD K12 Reading Plan. The Director of Curriculum and Instruction and the District Coordinator of K12 Reading have been working with schools to make sure that all students (traditional, hybrid, virtual) are being monitored and are receiving their tiered interventions based on the decision trees supplied in the K12 Reading Plan. With the new DOE Order No. 2020-EO-07, we have been looking at our math interventions in the same way that we examine reading. The District Math Coordinator met with administrators and teachers at all schools and used the K12 Reading Plan as a template to create decision trees for intervention in mathematics.

The links to both the K12 Reading Plan and the new draft of our Math Intervention Plan are below. Both plans address interventions that will be prescribed based on the district's progress monitoring system for reading and math, by grade level and by learning modality.

SCSD K12 Reading Plan

<http://www.fldoe.org/core/fileparse.php/7539/urlt/Suwannee2021-K12RP.pdf>

SCSD K12 Math Intervention Plan

<https://drive.google.com/drive/u/0/folders/179sVymErINj3vcn2DlIx8PhCOIZdl87T>

1.c. Specify additional interventions and supports that will be provided to students who are transitioned out of the innovative learning model.

Additional interventions and supports will be provided to students who are transitioned out of the innovative learning model. These students will be able to be easily identified by schools and teachers by their data elements in our Focus student information system. Transitioning students will continue to be followed to verify that their academic progress is rebounding. Student expectations will be set based on pre-pandemic expectations and learning gaps will be identified. Following students whose trajectories have been negatively impacted will be the focus of our District Data Team. Their progress will be an on-going topic of district data chats with school leadership teams.

The current MTSS processes and procedures will be utilized to follow the students in need of intervention. A teacher may bring any student to the table for problem-solving and discussion with the Student Support Team. When this process takes place, the team suggests appropriate intervention strategies and data is kept to document the success of the administered interventions.

Students that were identified as not making adequate progress on the Innovative/Hybrid learning model have been sent notification that they are being scheduled to return to face-to-face instruction. Parents may meet with school administrators to discuss students that have health related reasons for not being able to return to face-to-face instruction. In order for a previously unsuccessful student to return to Innovative/Hybrid learning, an academic improvement plan will need to be created by the school and parent identifying concerns and solutions/changes that will be made for future success of the child. Parents and the school will continue to meet monthly to follow the progress of these children, and plans will be adjusted as needed.

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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.

2.a. Offer the innovative learning modality only to students who are making adequate academic progress. The creation of the Suwannee County School District's Innovative Option for spring 2021 began with the evaluation of the success of the fall 2020 plan. The following steps were to be sure that we were offering the innovative/hybrid learning modality only to student who were making adequate academic progress.

- Teacher Survey - Survey was provided to all Learning Coaches supporting students on the Innovative Option. The survey asked the teachers about what went well, and what needed to be improved as we moved forward. The survey also asked the teachers if ALL parents/students had been informed that the Innovative Option in Suwannee County would be changing for January. It was unanimous that all teachers had informed all parents/students that the learning coach supported model was going to be changing, however all students/families would still have an at-home online option, in addition to the traditional face-to-face model.
- Parent Survey - Survey was given to all parents/students on the Hybrid (Innovative) Option requesting feedback and registration for continuing to stay on the model for second semester. The survey was open for the month of November, 2020. In this survey we asked similar questions regarding what went well, what could have been done better, and whether the parent felt the Innovative Option was meeting the needs of the children in the family.
- School Notification - Schools called parents/students that did not respond to the survey request to inquire about the preferred learning modality for second semester.
- DOE Order No. 2020-EO-07 was released on November 30, 2020. With the release of the order, we began pulling information on students' adequate progress to determine which students would need to be transitioned back to face-to-face instruction.

2.b. Provide written notice to the parent/guardian that the child is not making adequate progress and describe the associated education risks.

- December 14, 2020, all **Hybrid/Innovative Option students in Suwannee County were notified** by mail of the modality in which they would be scheduled for second semester. All hybrid students received one of the three letters.
 - Letter to Notify Hybrid/Innovative Student May Continue Online
 - Letter to Acknowledge Student's Voluntary Return to School
 - District Request to Return to School Due to Lack of Adequate Progress.

Criteria Utilized to Determine Adequate Progress on Innovative Modality

- Participation in Progress Monitoring (K-8 only, 2020-2021 Progress Monitoring Data is not currently available on ALL 9-12 students.)
- Current progress monitoring data must show growth over the final progress monitoring score for 2019-2020. (K-8 only, 2020-2021 Progress Monitoring Data is not currently available on ALL 9-12 students.)
- Fall successful course completion for semester 1 in ELA and Mathematics. (K-8)
- Fall successful course completion for semester 1 in Science and Social Studies. (6-8)
- Fall successful course completion for semester 1 in ALL courses. (9-12)
- Student/Family must agree to participate in all remaining 2020-2021 progress monitoring. (K-12)

2.b. 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.

The District “Request to Return” letter asks parents to notify the school principal or guidance counselor if they have any questions or concerns related to returning to school. School administration has been directed to schedule appointments for face-to-face meetings with any parent that wishes to continue online in spite of the lack of adequate progress of their child. At this meeting, the school will initiate conversation with the parent regarding interventions that will need to be put into place if the child is to be successful in the previously unsuccessful modality that the parent is requesting. An Academic Improvement Plan will be signed indicating that the school does not recommend continued participation in the requested modality. The form is attached to the end of this document.

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.

3.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.

In an effort to identify vulnerable students who have had limited or no contact with the district and transition them to the appropriate learning modality, District Administration will work with schools to locate/account for all students that were enrolled in Suwannee County for the 2019-2020 school year. A spreadsheet of all students will be created that includes learning modality and data regarding attendance, academic course completion, and monitored progress of student achievement. Since March, 2020, this data has been collected and evaluated at the school level, but we will be compiling it at District level for overall evaluation to take additional steps to locate any student that has been unaccounted for to date. The list will be a topic of discussion at District/School data chats.

Because unsuccessful students are being required to return to face-to-face instruction, the school's current attendance and truancy procedures will be able to serve their intended purpose. Daily phone calls go out to parents when a student is absent. In addition, schools send letters at three, five, and ten days for parents to be notified of the truancy process. Student Support Teams meet to assist with interventions related to attendance in the same way that they meet to support other interventions that support behavior and academics. If none of the efforts work to get the student back in school, the district works with our district health coordinator that also serves as the district truancy contact. The truancy contact works with School Resource Officers to schedule wellness visits as needed. In the event that more severe action is needed, truancy court recommendations also go through the truancy contact.

Since August 2020, schools have been referring traditional students for attendance interventions and truancy, but they have been reluctant to take the same steps for students on the hybrid/innovative model.

Beginning January 2021, we will begin to address hybrid/innovative model truancy by scheduling students back to face-to-face instruction and following the set processes.

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

Suwannee County School District has not stopped active outreach to VPK – Kindergarten eligible students. As part of a county collaborative called ELM (Early Learning Matters), the District works with county agencies to identify children and encourage the participation in available early learning programs.

According to the current number of children enrolled, we do not feel there are less students enrolled in Kindergarten or VPK. We did have a larger than normal number of students documented in private school enrollment for Kindergarten on the FES portal.

As part of the data evaluation looking at all students that were enrolled for the 2019-2020 school year, the district will also do a more in depth comparison of Kindergarten and VPK numbers to determine if the cohort is missing a significant number of members. If it is identified that we are missing students, we

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will request that the ELM Committee problem-solve strategies to provide outreach to the families in our county.

The District is currently reaching out to the Suwannee County Health Department to get information on the countywide births between September 2, 2014 and September 1, 2015, in an attempt to verify that all children scheduled to enroll in kindergarten for the 2020-2021 school year have been enrolled in a public school, private school, or registered as home education.

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).

Suwannee County School District has responded to the District needs of teachers and leaders regarding the Spring 2021 Education Plan. The District has regularly scheduled days built into our school calendars for professional development.

For teachers, there are seven full PD days in the 2020-2021 school calendar. Many different PD/PLC sessions take place on any given PD Day. The Principal of the school schedules PD activities with the support of their school leadership team and district administration. Support for hybrid learning and the online programs supporting the digital safety net for all students was provided during these monthly opportunities – as needed.

- August 31, 2020
- September 21, 2020
- October 26, 2020
- January 15, 2021
- February 12, 2021
- March 26, 2021
- April 26, 2021

District and School Administration attend monthly Lunch ‘N Learn meetings held the 3rd Wednesday of each month. At these meetings important relevant professional development information is shared in PLC format with school and district administration working together. This is the venue that was utilized to work on re-opening plans, hybrid models, etc. with district and school leadership.

Specific topics that have been provided for 2020-2021 are listed in the categories that follow.

4.a. Innovative and virtual learning modalities;

Edgenuity PD – Courseware and Online Strategies for teachers (completed and ongoing)

- Provided to traditional classroom teachers to support the digital safety net
- Provided to innovative/hybrid teachers to support hybrid students

Odysseyware PD – Courseware and Online Strategies for teachers (completed and ongoing)

- Provided to traditional classroom teachers to support the digital safety net
- Provided to innovative/hybrid teachers to support hybrid students

PLC Support for Online Instruction (completed and ongoing)

- One of the Suwannee Virtual School teachers was assigned full time PD support to provide individual support as need to teachers in the district. She worked one-on-one with teachers as needed to get their classes up and running.

Learning Coach Cadre (completed – weekly PLC)

- Face-to-face support meetings for elementary teachers/learning coaches for the hybrid model
- Face-to-face support meetings for secondary teachers/learning coaches for the hybrid model
- District coordinators worked with learning coaches to answer all questions as they worked through the Re-Opening plan – grading and attendance questions, setting expectations, and navigating parent/student needs
- These groups met every Friday from August 7 to December 18, 2020.
- The Learning Coach model was adjusted beginning January, 2021 – no longer need the support.

4.b. Interventions to support students in various learning modalities; and

Data Assistance – Identification and Use of Data (completed and ongoing)

Assistance for administrators and instructional coaches regarding how to identify students in need of intervention based on K12 plans. District Director of Curriculum and Reading Coordinator met and worked with school-based groups to show them how to look at their data related to reading.

MTSS Process for Reading (completed and ongoing)

District Director of Curriculum and Reading Coordinator met and worked with school-based groups to show them how to look at their data related to reading. The goal of these meetings was to differentiate between overall MTSS tiers of support and the new K12 Reading Plan's tiers of support. District Admin recognized the need for administrators to know the difference between our previous MTSS process and the new interventions that were being documents in our student information system. District Admin are working with school admin to find consistency between the two processes.

Admin Master Scheduling Assistance – Fitting in Interventions (completed and ongoing)

Because of the fluctuation between hybrid and traditional learning, school-based administration were having challenges meeting the needs of both sets of students. Knowing how to effectively schedule with a limited number of resources and sections was a skill they needed to move forward and provide the most possible options to the parents/students of Suwannee County. The Assistant Superintendent met with secondary schools to explore new/different scheduling models and options to get the most flexibility out of each school's current master schedule.

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Instructional Coach Cadre (PLC – ongoing)

There are four elementary instructional (reading) coaches. The coaches cadre meets with the District Reading Coordinator to ensure that they fully understand the intervention processes that are needed to support students coming and going from hybrid instruction.

4.c. Technology needs (especially new learning management systems).

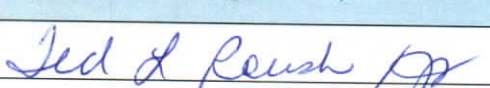
Suwannee County School District has been a 1:1 District for more than three years. We have had several training supports in place, however the need for training in 2020 has still grown.

- Increased Help Desk Support for Teachers and Families
- Creation of Informational Videos for Teachers and Families
 - Conferencing
 - Using Canvas
 - Using Google Documents
 - Canvas Coaches – a Cadre of Instructional Coaches funded by Title IV to support the usage of our LMS

Our professional development is driven by school and teacher request, as well as, needs identified by student data. This list grows throughout the year and may be adjusted as time progresses and new needs present themselves.

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.	
Janene Fitzpatrick, Assistant Superintendent of Instruction	
Contact information: email, phone number	
janene.fitzpatrick@suwannee.k12.fl.us	386-647-4647
Date submitted	
December 15, 2020	
Superintendent Signature (or authorized representative)	
	

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Suwannee County School District Hybrid Learning Academic Intervention Plan Spring Semester 2021

Student Name _____ **Grade** _____ **ID** _____
School _____ **Date** _____

As the parent/guardian of the student listed above, I have been informed that my child is not making adequate yearly progress in the innovative learning model (hybrid instruction). The Suwannee County School District (SCSD) has explained to me that a continued lack of progress may have a negative impact on my child's overall education. The SCSD has also explained that the success of a child's educational experience has serious impact on future career goals, opportunities, and quality of life. I realize it is essential that my child make academic progress each and every year.

Although Suwannee County School District has required that my child return to face-to-face instruction, I am notifying the school district that my intent is to continue with the innovative learning model for reasons related to the health of my child and family.

I understand the District is going to continue monitoring the successful progress of my child. It is important that I ensure the following to facilitate my child's successful academic progression:

- My child will spend adequate time on coursework, as determined by the online instructor.
- My child and I will remain in regular communication with teachers and the school.
- My child will participate in all progress monitoring assessments and state assessments.
- I will schedule and attend follow up appointments to review my child's progress monthly.
- My child will attend all scheduled intervention or therapy appointments, as agreed upon.

School Concerns:

Parent/Guardian Concerns:

Signatures of people in attendance:

Follow Up Meeting Date/Time: _____