

Receivership Schools ONLY

Continuation Plan for 2019-20 School Year

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this plan will be posted on the district website: https://www.rcsdk12.org/Page/52298				
Edison Career and Technology High School	261600010095	Rochester City School District	n/a	Check which plan below applies:				
				SIG – n/a			SCEP X	
				Cohort:				
Model:								
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	% ELL	% SWD	Total Enrollment
Mr. Terry Dade, Superintendent	*If new, attach resume.	Toya Wilson, <i>Chief of Schools</i> Michele Alberti, <i>Executive Director of School Innovation</i> Carrie Pecor, <i>Director of Program Accountability</i>		9 – 12	45.4% <i>*projected, internal SPA data as of 7/12/19</i>	17.3% ELL 5.5% former ELL <i>*internal SPA data, as of 7/3/19</i>	27.0% <i>*internal SPA data, as of 7/3/19</i>	1,661 <i>*internal SPA data, as of 7/3/19</i>
	Mr. Jacob Scott Appointment Date: March 2019							

Executive Summary

Please provide a *plain-language summary* of this continuation plans in terms of implementing key strategies, engaging the community, enacting Receivership, and choosing Level 1 and Level 2 indicator data. The summary should be written in terms easily understood by the community-at-large. Please avoid terms and acronyms that are unfamiliar to the public and limit the summary to no more than 500 words.

Edison Career and Technology High School offers students rigorous academic and technical coursework, along with work-based learning, in four distinct career pathways. In this approach, students are provided with opportunities to learn not only in the traditional classroom, but in hands-on training settings and on-the-job experiences. Edison houses two unique program schools - PTECH, where students can earn a two-year degree along with a high school diploma - and NYSAA, where students with specialized learning needs receive instruction in a highly differentiated setting.

As the school embarks on its rigorous improvement process, it has identified several key strategies to be used to support its improvement efforts.

First, the school will establish Instructional Leadership Teams (ILTs) to formalize a process for examining data and instruction. These teams will be comprised of teachers recruited by administration, and will represent various departments and grade levels across the school. Key to the work of the ILT will be the utilization of the DataWise School Improvement Process, which will provide a structured format for promoting collaborative analysis of data and instruction, grounded in a relentless focus on evidence. ILTs will meet weekly, and subsequent grade level and departmental common planning time meetings and cohort tracking meetings will be structured to use the DataWise School Improvement process as well, common language around instruction with adoption of District’s instructional framework for lesson planning. Additionally, the school will leverage implementation of the RCSD’s newly adopted Instructional/Learning Framework, which anchors instruction in a student-centered, workshop model that embraces culturally responsive materials and pedagogy. Support for this implementation will come from the District’s Teaching and Learning Department.

The upcoming school year (2019-2020) will be a planning/preparation year for the school to begin shifting from a cohort organizational structure to an academy model that will organize students according to their planned pathway of graduation instead of by graduation year. This year, planning and preparation will consist of solicitation of community/alumni support for increased access to work-based learning, development of multi-disciplinary curricula that align content areas to pathways, and development of curriculum for an advisory period. Additionally, Edison will have a significant number of new staff this year; assessment of teachers’ strengths in terms of their alignment with particular pathways in order to schedule teacher assignments relevantly.

Finally, this year the school has established a partnership with ROC the Future, a community-based collaborative initiative with resources to support RCSD students from “cradle to career”. Edison will partner directly with the organization’s Attendance Collaborative Action Network to increase supports to students and families in reducing barriers to student attendance, thus contributing to increased attendance rates. This work will also be supported by Edison alumni, who will be recruited and assigned to various “zones” throughout the community, and assist with professional learning focused on attendance for parents and teachers, as well as participate in home visits and resourcing families in need or transition.

Attention – This document is intended to be completed by the School Receiver and/or its designee and submitted electronically to OISR@NYSED.gov. It is a plan for the implementation and outcomes of key strategies related to Receivership, and as such, should not be considered a formal evaluation on the part of the New York State Education Department. This document serves as the continuation plan for Receivership schools receiving School Improvement Grant (SIG) funds. Additionally, this document serves as the planning instrument for Receivership schools with School Comprehensive Education Plans (SCEP). The continuation plan in its entirety must be posted on the district web-site.

Please note - All prompts submitted under the “2019-20 School Year Continuation Plan” heading should directly align with or be adaptations to the previously approved intervention plans (SIG, or SCEP), and must have input from community engagement teams.

Directions for Part I and II - District and school staff should respond to the sections of this document by both analyzing and summarizing the key strategies that will be addressed in their 2019-2020 Continuation Plan in light of their anticipated level of implementation and their anticipated impact on student learning outcomes. The 2019-2020 Continuation Plan is an opportunity for district and school staff to present their proposed actions and adaptations for the upcoming school year. This is intended to create the framework by which the school transitions from the current year to the upcoming school year in a manner that represents continuous and comprehensive planning. The District should ensure the key strategies address the needs of all learners, particularly the needs of subgroups of students and those at risk for not meeting the challenging State academic standards. District and school staff should consider the impact of proposed key strategies on student learning, as well as the long-term sustainability and connectivity of those key strategies to diagnostic review feedback.

Part I – Demonstrable Improvement Indicators (Level 1)

LEVEL 1 Indicators						
Please list the school’s Level 1 indicators and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus.						
Identify Indicator	Baseline	2019-20 Progress Target	Anticipated Status (R/Y/G)	What will be the SCEP/SIG goals and/or key strategies that will support progress in this demonstrable improvement indicator? Include a discussion of any adjustments made to key strategies since the last reporting period and a rationale as to why these adjustments were made.	What will be the formative data points that will be utilized to assess progress towards the target for this demonstrable improvement indicator?	2019-20 School Year Continuation Plan for Meeting this Indicator
5 - School Safety	.4	.2		All staff will increase their capacity to understand the RtI process and implement restorative practices through professional learning, establishing community-building circles and development of relationships.	<ul style="list-style-type: none"> ● Average Daily Attendance ● Serious Incidents ● Suspensions ● Help Zone Visits ● Office Referrals 	<ul style="list-style-type: none"> ● Staff will participate in professional learning focused on the following: <ul style="list-style-type: none"> ○ Restorative Practices (once/month) ○ Use of Peace Circles ○ Use of School-Wide Positive Behavior Supports ● Strategies learned through these offerings will begin to be implemented and refined throughout the school year. ● Help Zones will be used as a tiered intervention prior to referral and/or suspension. The Help Zone will be staffed and supported by a Center for Youth Crisis Prevention Specialist. Data collected through Help Zone utilization will be compiled and shared by the Student and Family Support Coordinator.

						<ul style="list-style-type: none"> • The school will conduct school-wide community building events to reinforce and progress in establishing a positive school climate. • Classes will conduct community-building circles monthly to focus on Edison’s CORE Values, and develop positive relationships.
67 - 2019-20: 2018 Total Cohort (10th Graders) Passing Math Regents	31%	37%		See Indicator 70 and 130.		
69 - 2019-20: 2017 Total Cohort (11th Graders) Passing ELA Regents	32%	38%		See Indicator 70 and 120.		
70 - 2019-20: 2016 Total Cohort 4-Year Grad Rate - All Students	49%	55%		<p>All staff will increase capacity to provide rigorous, standards-based instruction through professional learning, sharing of resources, and dedicated collaborative time to review data and make adjustments.</p>	<ul style="list-style-type: none"> • Marking Period Grades • 5-Week Grades • Attendance at Regents Prep After School • Cohort Tracking Meetings with Teachers • Common Formative Assessments • January 2019 Regents Results • credit recovery/learning recovery 	<p>Summer:</p> <ul style="list-style-type: none"> • Administrators are conducting reviews of students in the cohort to ensure for appropriate student scheduling, including intervention or acceleration opportunities as needed. A counselor is assigned to the RCSD summer school and is providing weekly attendance and progress updates for students in this cohort who are currently attending summer school. Student schedules will be reevaluated after summer school is completed. <p>School Year:</p> <ul style="list-style-type: none"> • Data Repository: The College and Career Counselor will be responsible for updating and maintaining accurate data for the cohort in Google, including tracking of credits, Regents or Skills USA results, grades and attendance. • Cohort Tracking Meetings: Cohort tracking meetings will take place bimonthly will be facilitated by cohort



						<p>administrator and will include the Principal, School Chief, counselor (cohort counselor and for 2016 cohort, College and Career Counselor), and teacher leaders.</p> <ul style="list-style-type: none"> ● Online Credit Recovery (OCR) Lab: Online credit and marking period recovery will be offered both after school and during students’ free periods during the regular school day, and will be staffed by appropriately certified staff. ● The school will run a comprehensive extended day program, after school, during breaks and on Saturday to afford students opportunities to work one-on-one with teachers in the form of intervention or acceleration. ● Establishment of Instructional Leadership Teams: ILT meetings will be held in addition to traditional CPT. A teacher from each Department will be recruited to participate in the ILT, and then will facilitate Department and Cluster meetings. Meetings will analyze data using the Data Wise process. ● Instructional Framework Rollout: The school will take part in the implementation of the newly adopted DRAFT instructional framework, with supports for professional learning for teachers and administrators provided by the RCSD’s Teaching and Learning Department. ● Cohort tracking meetings with leadership of PTECH will take place on a monthly basis to ensure that dually-enrolled students are successful. ● Professional Learning: The PD plan for the year will focus on Learning Targets, Looking at Student Work, Data-Driven Instruction and Differentiation. Department teams will meet twice per year to review Regents data and make curricular
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					adjustments as needed. A repository for lesson plans and curricular materials will be established in Google to provide for job-embedded professional learning.
88 - 2019-20: 2015 Total Cohort 5-Year Grade Rate - All Students	52%	58%		See Indicator 70.	
120 - HS ELA All Students Performance Index	88.3	98.3		See Indicator 70. Additionally, the Principal has met with the Executive Director of ELA to determine the strongest teacher assignments for courses, and to ensure that teachers are appropriately resourced with required materials and resources. Grades 9 and 10 will implement a pilot curriculum - "Into Literature" - authored by Houghton Mifflin Harcourt. This will help serve to standardize instruction across classrooms relating to culturally relevant texts and materials, levels of rigor and technology/data resources for both students and teachers. The structure of the program is such that implementation provides teachers with job embedded professional learning. The school is in the process of bolstering its ELA course offerings to ensure that students have access to high-interest courses that are aligned to ELA Regents standards in order to earn credits. The administrator overseeing the ELA Department is a former ELA teacher and coach with extensive experience in instruction and assessment in ELA.	
130 - HS Math All Students Performance Index	73.3	81.6		See Indicator 70. Additionally, the Principal has met with the Executive Director of Mathematics to determine the strongest teacher assignments for courses, and to ensure that teachers are appropriately resourced with required materials and resources.	
140 - College, Career and Civic Readiness Index	63.2	73.2		See Indicator 70.	

170 - HS Chronic Absenteeism - All Students	63%	56%			<ul style="list-style-type: none"> • Average Daily Attendance Data 	<ul style="list-style-type: none"> • The school will continue to partner with the RCSD Attendance Office to triangulate attendance data. • The Attendance Team will refine and continue to support implementation of the Attendance Plan. The Attendance Plan will be uploaded into Google to allow for more accurate data collection and shared understanding and accountability. • Home-School Assistants will continue to conduct come visits to re-engage students. • The school has established a partnership with ROC the Future and Edison alumni to garner community support in increasing student attendance daily. • The school will establish an advisory program to support building positive relationships in an effort to increase attendance.
190 - HS ELP Success Ratio - All Students	.7	.9		See Indicator 70.		
230 - HS Science All Students Performance Index	142.5	152.5		<p>See Indicator 70.</p> <p>Additionally, for the upcoming school year the school will offer a new Science course - Forensics - for credit. Students will be offered the opportunity to take this course to fulfill the requirements for their third Science credit.</p> <p>The Principal has met with the Executive Director of Science to determine the strongest teacher assignments for courses, and to ensure that teachers are appropriately resourced with required materials and equipment.</p>		
240 – HS Social Studies All Students Performance Index	122.7	132.7		<p>See Indicator 70.</p> <p>Additionally, the Principal has met with the Executive Director of Social Studies to determine the strongest teacher assignments for courses, and to ensure that teachers are appropriately resourced with required materials and resources.</p> <p>The school has realigned its Social Studies sequence to provide students with increased opportunities for success.</p>		

				The administrator overseeing the Social Studies Department is a former Social Studies teacher and coach with extensive experience in instruction and assessment in Social Studies.
250 - 2019-20: 2014 Total Cohort 6-Year Grad Rate - All Students	53%	59%		See Indicator 70.
Green	Expected results for this phase of the project will be fully met, work will be on budget, and the school will fully be implementing this strategy <i>with impact</i> .			Yellow Some barriers to implementation / outcomes / spending will exist; with adaptation/correction school will be able to achieve desired results.
				Red Major barriers to implementation / outcomes / spending will be encountered; results are at-risk of not being realized; major strategy adjustment will be required.

Part II – Demonstrable Improvement Indicators (Level 2)

LEVEL 2 Indicators						
Please list the school's Level 2 indicators and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus.						
Identify Indicator	Baseline	2019-20 Progress Target	Anticipated Status (R/Y/G)	What will be the SCEP/SIG goals and/or key strategies that will support progress in this demonstrable improvement indicator? Include a discussion of any adjustments made to key strategies since the last reporting period and a rationale as to why these adjustments were made.	What will be the formative data points that will be utilized to assess progress towards the target for this demonstrable improvement indicator?	2019-20 School Year Continuation Plan for Meeting this Indicator
2 - Plan for and Implement Community School Model	n/a	See Rubric		See Indicator 6. Additionally, the school has established partnerships with numerous community agencies, including Catholic Family Center, Center for Youth Services, Hillside Work Scholarship, In-Control, MCC/Liberty Partnership Program, RIT Gear Up Program, Pathways to Peace , Puerto Rican Youth Development, RIT, STEP Program, Rochester Regional Health, and the YWCA.		
6 - Family and Community Engagement (Tenet 6)	n/a	90% of Tenet 6 Phase 1 indicators AND 50% of Tenet 6 Phase 2 Indicators		The school will strengthen its provision of supports to families and parents by expanding on Parent Center initiatives and increasing families' access to community resources.	<ul style="list-style-type: none"> Number of parents/families accessing Parent Center Parent feedback survey 	<ul style="list-style-type: none"> This year, the school will identify space for and resource a Parent Center within the school. In this space, parents will have access to the Parent Liaisons, computers, books, information regarding community resources and information regarding how to assist students in attending school and supporting them in academics.



						<ul style="list-style-type: none"> • The school will increase the number of parent/community events it hosts, and offer opportunities for community engagement in enjoyable circumstances in order to establish and strengthen relationships with parents. • School staff, including school administrators and parent liaisons, will offer training sessions to parents/families related to community resources available to them and how to support students with attending school and engaging in academics. Alternate locations may be identified for these activities in order to provide access to parents/families who may live in neighborhoods far from the school. • A repository will be created in Google to track parent/family involvement at the school (ie: visits to Parent Center, attendance at events, calendar for trainings and related attendance at trainings). It will be maintained by a Teacher on Assignment responsible for coordinating parent/family activities and resources, and shared with various stakeholders.
65 - 2019-20: 2019 Total Cohort (9th Graders) with 5 or More Credits	50%	56%		See Indicator 70.		
94 - Providing 200 Hours of Extended Day Learning Time (ELT)	n/a	See Rubric			<ul style="list-style-type: none"> • Average Daily Attendance at Expanded Learning Opportunity Programs • Cohort Tracking • Regents Results 	<ul style="list-style-type: none"> • Edison’s regular school day, operating from 7:30am - 2:30pm, offers an additional 1.5 hours of instruction beyond the SED requirement of 5.5 hours per day. Extra instructional time offers both intervention and acceleration-based opportunities to students. • Additionally, the school will offer extensive programming after school, on Saturdays and during breaks, including Regents review courses, marking period recovery, and online credit recovery.
251 - 2019-20: 2014 Total	26%	32%		See Indicator 70.		

Cohort 6-Year Grad Rate - SWD				College and Career Counselor will administer cohort tracking and act as liaison for this cohort with program schools.	
Green	Expected results for this phase of the project will be fully met, work will be on budget, and the school will fully be implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending will exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending will be encountered; results are at-risk of not being realized; major strategy adjustment will be required.

Part III – Additional Key Strategies – (As applicable)

(This section should only be completed as needed, for strategies not already listed in Parts I and II.)

Key Strategies					
Identify any key strategies that will be implemented during the 2019-2020 school year that are <i>not described in Part I or II above but</i> will be embedded in the approved intervention plan/budget and are instrumental in meeting projected school improvement outcomes. Identify the evidence that will support your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the intervention plan. Responses should be directly aligned with their previously approved intervention plans (SIG or SCEP) and should include evidence and/or data that will be used to make determinations. If the school has selected the SIG 6 Innovation Framework model, please include as one of the key strategies the analysis of effectiveness of the lead partner working with the school if not described in Part I and II above.					
List the Key Strategy from your approved intervention plan (SIG or SCEP).	Status (R/Y/G)	2019-20 School Year Continuation Plan			
1. PTECH AND NYSAA Collaboration		PTECH and NYSAA are program schools in which students are dually enrolled in Edison and the program; their performance is included within Edison’s accountability designations. Such as, Edison leadership and PTECH/NYSAA leadership will work closely to ensure that systems and structures are consistent through the programs and that all stakeholders participate together in the review of data.			
2. Other Key Strategies are outlined above and will be adjusted as needs emerge.					
3.					
4.					
5.					
Green	Expected results for this phase of the project will be fully met, work will be on budget, and the school will fully be implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending will exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending will be encountered; results are at-risk of not being realized; major strategy adjustment will be required.

Part IV – Community Engagement Team and Receivership Powers

Community Engagement Team (CET)	
Describe the type, nature, frequency and outcomes of meetings conducted by the CET and its sub-committees that will be charged with addressing specific components of the CET Plan. Describe outcomes or potential outcomes of the CET plan implementation, school support, and dissemination of information. Please identify any changes in the community engagement plan and/or changes in the membership structure of the CET for the 2019-20 School Year.	
Status (R/Y/G)	Report Out of CET Plan Implementation
	<p>This team is comprised of administrators, teachers, students, parents and various representatives from school-based partners. It meets monthly from October to June to collectively review actions being implemented to address the school’s needs and related data, all in alignment with the school’s instructional and social-emotional priorities, Receivership targets and areas of need as identified through the Community Schools Needs Assessment.</p> <p>The CET will consist of new members this year, as several teacher members of the team retired at the end of the 2018-2019 school year.</p> <p>The school’s CET roster can be found here: https://www.rcsdk12.org/Page/52298.</p>
Powers of the Receiver	
Describe the anticipated use of the School Receiver’s powers for Cohort 1 and 2 Schools for the 2019-2020 school year (pursuant to those identified in CR §100.19). Discuss the goals and the impact of those powers.	
Status (R/Y/G)	Report Out
	The Superintendent Receiver Authority will continue to be utilized in multiple ways for the 19-20 school year:

	<ul style="list-style-type: none"> ● Election to Work Agreements (EWA) continue to ensure that teachers at Receivership schools committed to the priorities of each school. Additionally, the EWA allowed Principals to involuntarily transfer teachers out of the school who were not aligned to the priorities of the school or hold teachers who were being recruited by other schools. ● Receivership school staffing continues to be a priority by the Department of Human Relations. Receivership schools are provided flexible opportunities for hiring teachers and are given first access to available teachers. ● Student Placement procedures at the District level were reorganized for Receivership schools by allowing minimal new placements in the schools. All placements are reviewed by the School Chief before any decisions were made. ● The Chief of Superintendent’s Receivership Schools holds weekly team phone calls to focus on short-term needs and monthly professional learning/team meetings to focus on professional learning, intensive supports, and monitoring. ● The Chief of Superintendent’s Receivership Schools visits schools weekly to <ul style="list-style-type: none"> ● Review all data by school, grade and student ● Conduct classroom walkthroughs ● Monitor professional development plans 		
Green	Expected results for this phase of the project will be fully met, work will be on budget, and the school will fully be implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending will exist; with adaptation/correction school will be able to achieve desired results.
		Red	Major barriers to implementation / outcomes / spending will be encountered; results are at-risk of not being realized; major strategy adjustment will be required.

Part V – Budget – (As applicable)

Budget Amendments



ALONG WITH THIS CONTINUATION PLAN, PLEASE SUBMIT AS APPLICABLE:

- SIG FS-10 2019-20 BUDGET AND BUDGET NARRATIVE AS APPLICABLE.

PLEASE SUBMIT ANY NECESSARY CSG AND PSSG AMENDMENTS

BUDGET FORMS ARE AVAILABLE AT: <http://www.oms.nysed.gov/cafe/forms/>.

Part VI: *Best Practices (Optional)*

Best Practices

The New York State Education Department recognizes the importance of sharing best practices within schools and districts. Please take this opportunity to share one or more best practices that will be implemented in the 2019-2020 school year that will result in significant improvements in student performance, instructional practice, student/family engagement, and/or school climate. It is the intention of the Department to share these best practices with schools and districts in Receivership.

List the best practice that will be or is currently being implemented in the school.	Describe a best practice that will be in place for the 2019-20 school year in terms of its impact on the implementation of the plan. Discuss the evidence that will be used to determine its success. Discuss the possibility of replication in other schools.
The school is beginning to implement best practices and will continue to refine, enhance and strengthen as needs emerge.	
2.	
3.	

Part VII – Assurance and Attestation



Part VII - Assurance and Attestation

By signing below, I attest to the fact that the information in this continuation plan is true and accurate to the best of my knowledge; and that the all requirements with regard to public hearings and the Community Engagement Teams, as per CR§ 100.19 have been met.

Name of Receiver (Print): Terry Dade
Signature of Receiver: Terry Dade
Date: 7/3/19

By signing below, I attest to the fact that the Community Engagement Team has had the opportunity to provide input into this continuation plan, and has had the opportunity to review, and update if necessary, its 2019-2020 Community Engagement Team plan and membership.

Name of CET Representative (Print): Latresha Fuller
Signature of CET Representative: Latresha Fuller
Title of CET Representative: PTECH DIRECTOR
Date: July 26, 2019

By signing below, I attest to the fact that the information in this continuation plan is true and accurate to the best of my knowledge; and that the all requirements with regard to public hearings and the Community Engagement Teams, as per CR§ 100.19 have been met.

Name of Receiver (Print): _____
 Signature of Receiver: _____
 Date: _____

By signing below, I attest to the fact that the Community Engagement Team has had the opportunity to provide input into this continuation plan, and has had the opportunity to review, and update if necessary, its 2019-2020 Community Engagement Team plan and membership.

Name of CET Representative (Print): _____
 Signature of CET Representative: _____
 Title of CET Representative: _____
 Date: _____

The University of the State of New York

THE STATE EDUCATION DEPARTMENT
 Albany, NY 12234
 2019-20
School Improvement Grant 1003(g)
 Continuation Plan Cover Page

District Name	
School Name	
Contact Person	Telephone ()
E-Mail Address	



I hereby certify that I am the applicant’s chief school/administrative officer and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, Assurances, Certifications, the terms and conditions outlined in the Master Grant Contract and that the requested budget amounts are necessary for the implementation of this project. It is understood by the applicant that this application constitutes an offer and, if accepted by the NYS Education Department or renegotiated to acceptance, will form a binding agreement. It is also understood by the applicant that immediate written notice will be provided to the grant program office if at any time the applicant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

Authorized Signature (in blue ink)	Title of Chief School/Administrative Officer
Typed Name:	Date: