

Personal Introduction

My name is Brandon Horwart and I was born and raised in Cambridge Nebraska. Growing up in a farming family, I fell in love with agriculture at a very young age. The amount of blood, sweat, and tears I saw being put into our land sun up to sun down everyday instilled a passion for an agricultural way of life at a very young age. The most appealing aspect of being an agricultural educator is being able to teach about that way of life to the next generation. Promoting ag literacy to everyone everywhere is a driving motivation for me to teach. The only thing I am more passionate about than agriculture is people. An educator isn't the teaching business with people, they're in the people business with an emphasis on teaching. Being an agricultural educator is the perfect opportunity for me to combine my passion for agriculture for my love of people.

BH

BRANDON HORWART

November 29, 2022

RE: Agricultural Educator

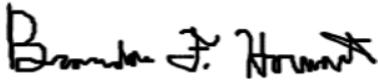
Dear Hiring Manager,

I am contacting you to express my interest in the agricultural teaching position at ABC Schools. After reviewing the position requirements, I believe that my qualifications and education are a great match.

I am a great communicator, motivated by any opportunity where I can learn new things or engage with people. I have respect for those in management positions and I'm always willing to take on greater responsibilities to help out. You can be sure that I will bring these qualities to this position with your company, in addition to my other strengths, which include student engagement, building relationships, and agricultural instruction.

I would greatly appreciate your review of my enclosed resume and outlined credentials. I believe that I can be a valuable addition to ABC Schools and your educational goals. At your convenience, I am available for an interview or further discussion. I look forward to your response.

Sincerely,
Brandon Horwart



BH

BRANDON HORWART

SUMMARY

Aspiring agricultural educator with years of experience in the agricultural industry in sectors such as livestock, agronomy, and row crop operations. Passionate about education and eager to inspire young minds and build lasting relationships with students. Serves as role model by using growth mindset to develop critical thinking skills and inspire love of learning.

SKILLS

- Teacher Support and Collaboration
- Group and Individual Instruction
- Public Speaking
- Problem Solving
- Agricultural Instruction
- Organizational and Planning Skills
- Relationship Building
- Communicating with Parents and Teachers
- Collaboration and Teamwork
- Punctual and Dependable

EDUCATIONAL AND TECHNICAL EXPERIENCE

Teacher's Assistant / University Of Nebraska Lincoln Shotokan Karate Club - Lincoln , NE *08/2022 - Current*

- Assisted professor with instruction and provided clerical support for diverse needs.
- Used lectures, discussions, or supervised role-playing methods to present subject matter to students under direction and guidance of professor.
- Conducted special assessments and tutoring sessions to support individual student needs.
- Helped teachers with material generation, lesson plan development, class preparation, scheduling, exam distribution and student mentoring.

FFA and Teaching Experiences / University of Nebraska - Lincoln, OR *08/2020 - Current*

- Judged and critiqued State Degree interviews
- Collaborated with current FFA advisors in judging and reviewing Proficiency Awards
- Built impactful relationships with middle school and high school aged youth while volunteering at after school programs
- Shadowed and observed current secondary agricultural educators in their classrooms

Agronomy Intern / Ag Valley CoOp - Edison, NE *05/2021 - Current*

- Provided guidance in fertilizer and pesticide selections and applications.
- Evaluated efficacy of fertilizer and pesticides and made adjustments as necessary.
- Assessed crop production and quality to inform decisions regarding best planting, harvesting and climate effects.
- Used interpersonal skills daily to converse and connect with local producers

Harvest Worker / P. Horwart Farms - Stamford, NE *05/2016 - Current*

- Loaded agricultural products into trucks and drove to market or storage facilities.
- Operated tractors, tractor-drawn machinery and self-propelled machinery to harvest crops.
- Set up and operated irrigation equipment.
- Repaired and maintained farm vehicles, implements and mechanical equipment.

Farmhand / Petersen Land and Cattle - Cambridge, NE

03/2018 - 01/2022

- Repaired buildings, fences and other pertinent structures to keep animals properly contained.
 - Moved livestock to pastures for grazing or to scales and enclosures.
 - Completed harvesting activities using harvesters, tractors and other heavy equipment.
 - Sprayed fertilizer or pesticide solutions to control insects, fungus and weed growth.
-

EDUCATION AND CERTIFICATIONS

Bachelor of Science: Agricultural Education
University of Nebraska - Lincoln - Lincoln, NE

Expected in 05/2024

- 3.5 GPA

Minor: Animal Science
University of Nebraska - Lincoln - Lincoln, NE

Expected in 05/2024

Certification in: Work Based Learning, OSHA Construction
University of Nebraska - Lincoln - Lincoln, NE

Certified In: Forklift Operation
Ag Valley Co Op - Edison

REFERENCES

- Tara Gunderson, Secondary English and Language Arts Teacher at Cambridge Public Schools (308)-293-230
- Tim Petersen, Owner and Operator at Petersen Land and Cattle (308)-737-1482
- Jason Hambidge, Agronomist at Ag Valley Co-Op (308)-655-0120
- Dr. Bryan Reiling, Professor of Animal Sciences at University of Nebraska -Lincoln (402)-310-4870

Program Philosophy

The role of a CTE teacher or instructor is quite simply to lead. Lead your students to new experiences, but let them experience it. Lead your students to the answers they're looking for, but still let them figure it out for themselves. Lead your students in a way you'd want them to lead others. Furthermore, it's imperative the students see how applicable agriculture and the skills we learn in and out of the classroom are to their lives. It's critical that the CTE teacher has an enthusiasm and passion for learning so strong that it's contagious. An FFA program is only as strong as the students' motivation to make it great. A chapter filled with students who are excited, passionate, and knowledgeable is a beautiful thing and I will strive for nothing less as a CTE educator. In that I know how important community support is to CTE programs such as FFA. It's my responsibility to uphold a warm and professional image in the local community. I want to know small business owners by their names, I want to make proud the businesses that support the school and its FFA Chapter, and most importantly I want the community to know how much I care about my students. In simplest terms, I want to mold the minds of the generation who will change the world.

On the surface level, agricultural education is the study of farming and related subjects such as animal science, horticulture, and crop production. It teaches students about the importance of agriculture in our society and how it can help people to be more healthy. It also teaches students how to grow crops, raise animals, and preserve food for later use. And while the content alone is enough to spark a passion and love for agriculture like it did for me, it goes so much deeper than that. Agricultural education and the FFA organization provides an opportunity for students to develop their leadership, interpersonal, career readiness, communication, and problem solving skills through service projects and money making excursions. Furthermore, FFA is a student driven organization. Officers are elected and lead the rest of the chapter. While I would be there as an advisor to help out, the members of the organization are ultimately in complete control as to how much they get out of it. Lastly, agricultural education breaks the narrative that you need a four year degree to get a good job. And while getting a four year degree is still an amazing thing to do, this just isn't true. Trade schools and two year degrees are just as viable and have become increasingly more popular in the agricultural industry.

Unlike other general education classrooms such as math or history, agricultural education is less focused on lecture based lessons. While there still is lecture based classroom instruction, my favorite thing about agricultural education is the hands-on learning aspect. Within the realms of ag courses, one could find themselves planting flowers in the greenhouse, fusing metal together in the welding lab, staging corn in agronomy class, or even practicing proper animal handling in an animal science class. I've found that this type of instruction gets the students more excited to come to class and learn. It's easier for them to see how what they're learning is more applicable to their lives if they're physically able to work on something. More knowledge is retained, and they'll be able to look back on these educational experiences fondly. Personally, I can recall in detail the one time my animal science class went out and bottle fed calves when learning about the importance of colostrum, but I couldn't tell you for the life of me what I took notes on in geometry class that day.

Agricultural education students gain a big picture understanding of the agricultural industry through an integrated approach to learning. An integrated program promotes learning by synthesizing important components of the agricultural industry, including practical education, analytical skills, and theoretical and experiential knowledge. By integrating these components, agricultural education provides students with a comprehensive understanding and appreciation of the agricultural industry. This type of integration promotes critical thinking in and out of the classroom. Learning in the classroom in pursuit of a future career is what CTE programs are all about. The more exposure students get to career opportunities and life skills, the better off they're going to be set up for their futures.

Effective marketing for an FFA program is crucial. A lot of the funds in the FFA chapter budget are donations and grants from the local community. To reiterate what I stated earlier, making local connections with the businesses in town is crucial. They're the ones who will show you the same amount of support you show them. For my first year at a new school, it's vital I uphold a professional and personable reputation in and out of the classroom. Furthermore it's important to remind my students that they represent their school and their FFA chapter everyone they go. It's easier to market an organization that has a good image and even better reputation.

Program Rationale

The goal of my program is to give students opportunities to think critically and lead effectively to ready them for future careers and endeavors for the betterment of their communities. Though challenging at times, the curriculum serves to enhance the understanding of agricultural concepts through experiential and hands-on learning. Without blatantly telling them the answers they're searching for, students will always have the necessary materials and tools needed to succeed all the while being encouraged to risk and think outside of the box. Students may fail, but they will never be left behind. In failure, they will be encouraged to try again and supported until they reach the ultimate goal of the program: career readiness. Students in my program can expect to learn how to set their own goals and surpass them. Student-led instruction and projects are encouraged, and while monitored through the guidance of the CTE instructor, it's ultimately up to them to set their own goals of what they want to achieve in terms of what they are accomplishing.

One thing that cannot be stressed enough is that though students will be challenged and may even struggle, they will receive nothing less than unwavering support from myself, provided the sufficient effort is made on behalf of the student. As students go through my program, collaboration with local business owners, producers, and other community members will not only be encouraged but provided in order for them to receive perspective on desirable traits in the workforce and what it means to be a trustworthy worker. Content in the classroom will be delivered in a way that connects it to students' lives and makes it applicable to them and their community. My scope and sequence, for example, has a plethora of activities that appeal to all sorts of different learning styles. Whatever adjustments need to be made in order for all students to have a firm understanding of the concepts being conveyed to them will be made by me as the CTE instructor in alignment with the goals set by the students and the program itself. Furthermore, language will not be a barrier to communication in my program. Students recognized as English language learners will receive the same level and value of instruction as that of a proficient English-speaking student. The necessary accommodations and modifications listed in my scope and sequence will be made to ensure goals and standards are met by each and every student. If a meeting with the students' parents or guardians is necessary in order for their child to excel in my program, then I am more than happy to do whatever it takes. It's my job to connect the content and the program goal of career readiness to the lives of my students regardless of their backgrounds.

In my program, students will have unlimited access to the most helpful resource of all, each other. Based on a classroom culture rooted in respect, students will be able to rely on each other to navigate the assortment of opportunities provided in the CTE program together. Respect for different ideas, cultures, backgrounds, and opinions will always be of utmost priority when working with each other. In student-driven respect and collaboration, it's my job to ensure exemplary opportunities are available for my students within the community. With career readiness being the driving goal of this program, it's imperative for me to make and maintain connections with producers and businesses in the local community. These connections will lead to experiences for my students that will prepare them for whatever life throws their way.

Extended Contract Day

Event or Activity	Time Required	Importance to the Program
SAE Visits	4 Days	Being the supervisor for supervised agricultural experiences, or SAEs, it is my job to visit students during the summer to ensure students are completing the hours they document. SAEs are an integral part of every FFA chapter. The visits are important because students are able to win state and even nationwide awards from their SAEs.
County Fair	3 days	Students will show livestock as a part of their SAE. In addition to that, there are a plethora of things for our chapter to help volunteer for at the fair including running games, food stands, or ticket booths. It's important our chapter takes time to volunteer at the county fair in order to give back to the community that helps us out.

Colt Conference	4 days	My officer team will be attending the COLT conference to get a head start on the upcoming school year. This conference is integral to a new officer team. It's 4 day event improves leadership skills across the board and gives us a headstart on things for the next school year.
National/State FFA	8 days (4 days each)	Though these particular events take place during the school year, it's important to take into account that it's an all day and night affair. These conventions are important to our chapter in that students are able to compete and learn at a state and national level and get recognized for all their hard work they put into the events.

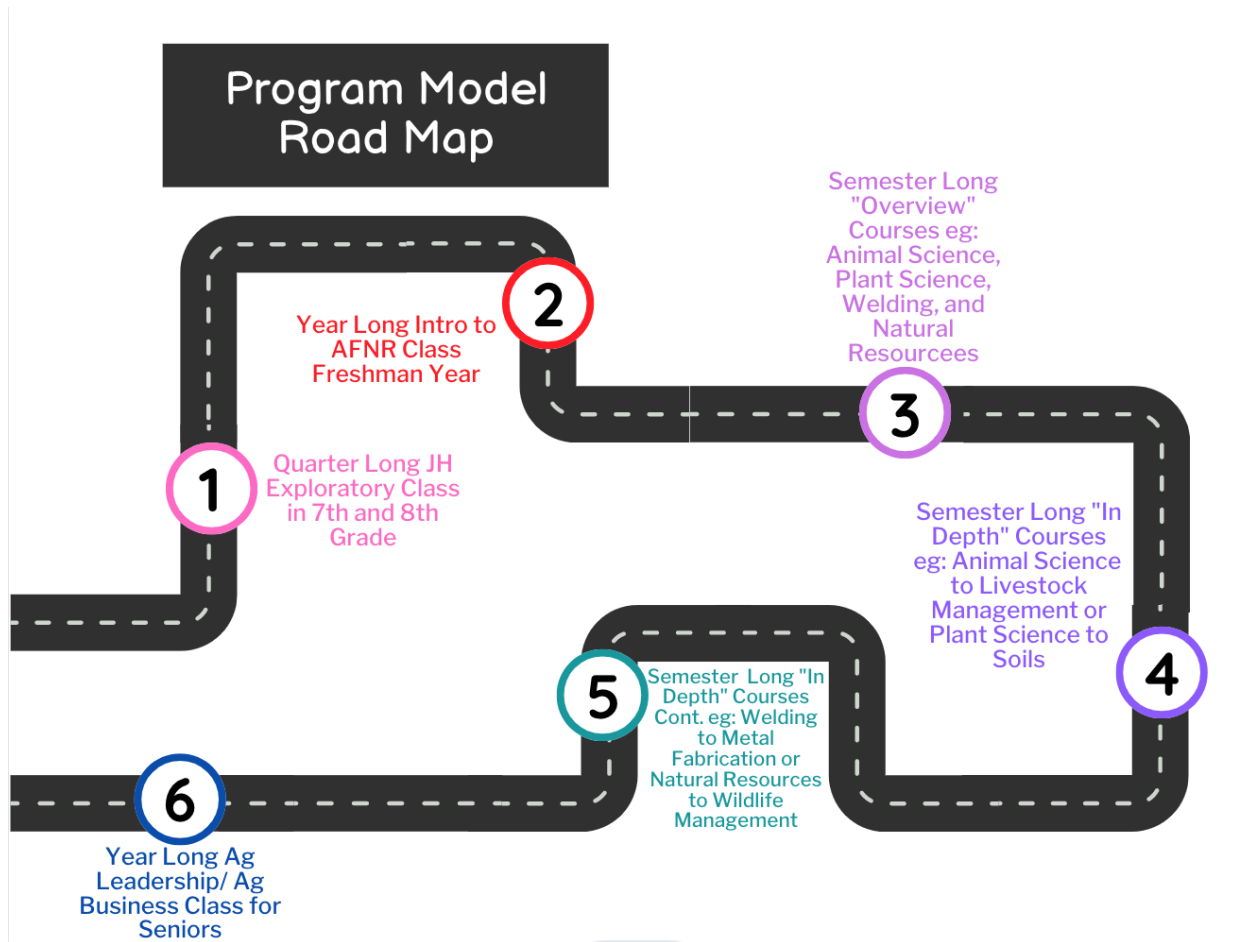
--	--	--

<p>FFA Plant Sale and Greenhouse Days</p>	<p>5 days</p>	<p>The FFA Plant Sale itself will take one day but I will be at the greenhouse multiple times a week to water and take care of plants. These greenhouse days are important because the sale is a big money maker for our chapter and it helps us connect with our community.</p>
<p>Fundraisers</p>	<p>3 days</p>	<p>Fundraisers will be going on throughout the entirety of the year. While fundraising events are typically long, time consuming tasks, they're so important to our chapter in that they're the main source of income for us. They enable us to afford trips to state convention and other leadership opportunities.</p>

CTE Events	4 days	I will be attending multiple seminars throughout the course of the summer to better improve my teaching and the FFA program as a whole.
Banquets	3 days	Banquets give us the ability to recognize our students for all their hard work they put into the chapter that year. It also gives us an opportunity to say goodbye and thank you to the seniors, and announce next year's officer team.

Summer events	2 days	Summer events could include decorating a float for the town holiday parade. These events are important because they help give back to the community and peak the interest in potential members.

Program Model Graphical Representation



Scope and Sequence

📄 Scope & Sequence -Horwart

Program Model Rationale

The goal of my program is to give students opportunities to think critically and lead effectively to ready them for future careers and endeavors for the betterment of their communities. Though challenging at times, the curriculum serves to enhance the understanding of agricultural concepts through experiential and hands-on learning. Without blatantly telling them the answers they're searching for, students will always have the necessary materials and tools needed to succeed all the while being encouraged to risk and think outside of the box. Students may fail, but they will never be left behind. In failure, they will be encouraged to try again and supported until they reach the ultimate goal of the program: career readiness. Students in my program can expect to learn how to set their own goals and surpass them. Student-led instruction and projects are encouraged, and while monitored through the guidance of the CTE instructor, it's ultimately up to them to set their own goals of what they want to achieve in terms of what they are accomplishing.

One thing that cannot be stressed enough is that though students will be challenged and may even struggle, they will receive nothing less than unwavering support from myself, provided the sufficient effort is made on behalf of the student. As students go through my program, collaboration with local business owners, producers, and other community members will not only be encouraged but provided in order for them to receive perspective on desirable traits in the workforce and what it means to be a trustworthy worker. Content in the classroom will be delivered in a way that connects it to students' lives and makes it applicable to them and their community. My scope and sequence, for example, has a plethora of activities that appeal to all sorts of different learning styles. Whatever adjustments need to be made in order for all students to have a firm understanding of the concepts being conveyed to them will be made by me as the CTE instructor in alignment with the goals set by the students and the program itself. Furthermore, language will not be a barrier to communication in my program. Students recognized as English language learners will receive the same level and value of instruction as that of a proficient English-speaking student. The necessary accommodations and modifications listed in my scope and sequence will be made to ensure goals and standards are met by each and every student. If a meeting with the students' parents or guardians is necessary in order for their child to excel in my program, then I am more than happy to do whatever it takes. It's my job to connect the content and the program goal of career readiness to the lives of my students regardless of their backgrounds.

In my program, students will have unlimited access to the most helpful resource of all, each other. Based on a classroom culture rooted in respect, students will be able to rely on each other to navigate the assortment of opportunities provided in the CTE program together. Respect for different ideas, cultures, backgrounds, and opinions will always be of utmost priority when working with each other. In student-driven respect and collaboration, it's my job to ensure exemplary opportunities are available for my students within the community. With career readiness being the driving goal of this program, it's imperative for me to make and maintain connections with producers and businesses in the local community. These connections will lead to experiences for my students that will prepare them for whatever life throws their way.

Example Lesson Plans

Daily Plan		Instructor: Brandon Horwart
Course:		
Unit:		
Subject Area:	Basic Construction	
Materials, Supplies, Equipment, References, and Other Resources:		
NE Agricultural/STS Content Standards:		NE Academic Standards:
Essential Question(s):	What are the steps taken in order to fix a hole in drywall using the California patch?	
Objectives: 1. Students will be able to fix a hole in drywall using the California patch.		

Interest Approach/Set (Preflection)	Estimated Time:	3 min
Price of hiring vs price of doing it yourself		

Learning Activity 1	Teching Method(s):	Demonstration	Estimated Time:	15 min
Instructor Directions / Materials		Brief Content Outline		
<ul style="list-style-type: none"> - Box cutter - Drywall putty - Tape measure - Putty knife - Mud pan - Sanding block 		Step 1: square out hole using box cutter Step 2: measure the squared out hole Step 3: cut out piece of drywall 3" bigger on each side than hole i.e. if hole is 2" x 2", cut out piece that's 4" x 4" Step 4: measure 1 1/2" inches in from each side of drywall piece Step 5: score back paper and break off the extra 1 1/2" of drywall on each side leaving the paper intact Step 6: apply putty to inside of paper and place in hole Step 7: smooth out puddy to the edges and apply coat on top		

Summary (Reflection)- What did we learn and where are we going?	Estimated Time:	2 min
<ul style="list-style-type: none"> - Ask questions to get the students to repeat the steps back to me 		

Daily Plan		Instructor: Brandon Horwart
Course: Agronomy		
Unit Title: Hybrid Selection		
Lesson Plan Title: So You Wanna Be An Agronomist...		
Contextual/Set	Where have you been?	Where are you going?
Essential Question: (Law 2)	How does one determine the best corn hybrid or soybean variety for any given field?	
Objective: (Law 1, 4)	TLWT determine which hybrid of corn or variety of soybean is best for the fields.	
Learning Activity 1 (Laws 3,4,5)		Estimated Time: 20 min
Instructor Directions	What will the teacher do?	What will the student do?
<ul style="list-style-type: none"> - Handout the Pioneer books - Explain difference between Q, AMXT, AML, and AM because that's the only thing they can't figure out on their own 	<ul style="list-style-type: none"> - Use questioning to help students determine what traits they need to look out for the most 	<ul style="list-style-type: none"> - Study the different hybrids and varieties in the Pioneer handouts to determine which ones to choose for the scenarios
Summary (Law 6,7)		Transition
Essential points to summarize		Essential connections to the next Objective. (Scaffold)
<ul style="list-style-type: none"> - Talk through how and why they chose the hybrid and variety that they did 		<ul style="list-style-type: none"> - By the end of the lesson the students will not only know how to choose the best hybrid or variety but also why it's important

Daily Plan		Instructor: Mr. Horwart
Course: Intro to Ag		
Unit Title: Careers		
Lesson Plan Title: Genders in Agriculture		
Contextual/Set	Where have you been?	Where are you going?
	Just starting	An insightful discussion perhaps
Essential Question: (Law 2)	What careers in agriculture are more male or female?	
Objective: (Law 1, 4)	TLWT: sort various careers in agriculture by gender.	
Learning Activity 1 (Laws 3,4,5)		Estimated Time: 10 min
Instructor Directions	What will the teacher do?	What will the student do?
This is the affinity mapping strategy	<ul style="list-style-type: none"> - Have students write down as many careers in agriculture as they can think of - Have them put their sticky notes on the board - Mediate the discussion 	<ul style="list-style-type: none"> - Write down every ag career they can think of - As a class, have them separate every job into male, female, or both
Summary (Law 6,7)		Transition
Essential points to summarize		Essential connections to the next Objective. (Scaffold)
<ul style="list-style-type: none"> - Males are more prevalent in these types of jobs - Females are more prevalent in these types of jobs 		<ul style="list-style-type: none"> - Does this distinction between what is typically a man or woman's job mean anything?
Contextual/Set	Where have you been?	Where are you going?
	Men typically do this, women typically do that	Why?
Essential Question: (Law 2)	Why are men or women more prevalent in certain ag careers?	
Objective: (Law 1, 4)	TWLT: explain why men or women are more prevalent in certain ag careers.	
Learning Activity 2 (Laws 3, 4, 5)		Estimated Time: 15
Instructor Directions	What will the teacher do?	What will the student do?
Fish bowl with boys and girls.	<ul style="list-style-type: none"> - Set them up in the fishbowl - Ask them the essential question - Ensure no over talking and respect is maintained throughout - Ask questions to keep discussion going if needed 	<ul style="list-style-type: none"> - Girls will speak first with boys listening - Boys will then speak with girls listening

Example Rubric

Name: _____

Date: _____

Criteria	0-1	2-3	4-5	Score
Appearance	<p>Overall appearance is untidy</p> <p>Attire is not proper for any kind of job interview (wrinkled or torn shirt, etc.)</p> <p>Poor grooming</p>	<p>Tidy Appearance</p> <p>Acceptable clothing for job interviewing for</p> <p>Exceptionally groomed (shirt tucked in, minimal wrinkles, etc.)</p>	<p>Very neat appearance</p> <p>Choice of clothing is appropriate for job interviewing for</p> <p>Overall attire is professional/ businesslike</p>	
Greeting	<p>Typical behavior, not behavior for interview</p> <p>Not courteous</p>	<p>Acceptable behavior for an interview</p> <p>Somewhat courteous</p>	<p>Very professional behavior for an interview</p> <p>Very courteous</p>	
Communication	<p>Spoke unclear, mumbled</p> <p>Short answers, didn't explain well</p>	<p>Spoke somewhat clearly</p> <p>Somewhat explained answers</p>	<p>Spoke very clearly</p> <p>Explained answers well</p>	
Body Language	<p>Constantly fidgeted (bounced legs, moved arms, etc.)</p>	<p>Somewhat fidgeted (somewhat bounced legs, moved arms, etc.)</p>	<p>Very still, didn't fidget at all</p>	
Posture & Eye Contact	<p>Poor body posture, didn't sit up straight</p> <p>Didn't look at eyes, kept eyes down</p>	<p>Adequate body posture, somewhat didn't sit up straight</p> <p>Occasionally made eye contact</p>	<p>Sat up straight</p> <p>Made eye contact the whole time</p>	

Evaluation of Classroom Instruction

Student Teacher Observed: Brandon Horwart Cooperating School: Norris

UNL Evaluator: Colin Kubik Date: 3-16-23

Lesson(s): Cash Market and Cash Forward

Competency	YES/No	Comments
<p>Was the teacher ready for instruction? Did the teacher:</p> <ul style="list-style-type: none"> ● know their content? ● use familiar analogies? ● <u>practice</u> what they asked students to do? ● prepare varied instruction at an appropriate level? 	Yes	<p>Very good with the content</p> <p>Used slides and review notes for students</p>
<p>Were students ready for instruction? Did the teacher:</p> <ul style="list-style-type: none"> ● gain student interest and attention before beginning? ● pause when attention was interrupted? ● exhaust students' attention? 	Yes	<p>Good Bell Ringer</p>
<p>Essential Question Did the teacher use an essential question or bell ringer to establish the focus of the lesson? Did they:</p> <ul style="list-style-type: none"> ● know the language of the learners? ● USE the question through the lesson to gain feedback from students? ● use clear and concise language? 	Yes	<p>Use essential question</p> <p>How can producers make marketing decisions that best fit the needs and goals of their operations?</p>
<p>Objectives presented Did the teacher state/present the lesson objectives? Did they:</p> <ul style="list-style-type: none"> ● communicate a clear objective, using verbs, for what students should be able to do at the end of the lesson? ● assess/summarize with students based on the objective? 	Yes	<p>Presented objectives</p> <p>Can review with objectives at the end and discuss what students learned</p>
<p>Student Engagement in Learning Did the teacher clearly define the activity and excite the learner to engage in the learning process?</p> <ul style="list-style-type: none"> ● could students connect to the learning? ● did the teacher activate students' thinking and encourage students to do the work of learning? 	YES	<p>Students did ask clarifying questions encouraged their learning</p>
<p>Summary/Closure Did the teacher summarize all key elements of the lesson? Did they:</p> <ul style="list-style-type: none"> ● assess/summarize with students based on the objective? 	Yes	<p>Reviewed with in the lesson and then on review sheet</p>

Engaging & Adjusting to Students

Checking for understanding Did the teacher confirm students knew essential concepts from the lesson? Did they: <ul style="list-style-type: none">• use questions to confirm learning?• solicit specific feedback to help students self-assess?• AND can students reproduce what was taught?	Yes	done at different times with in the lesson
Smooth transitions Did the teacher plan and implement transitions within the lesson to connect within and between ideas?	Yes	good shift from notes to activity
Instructional adjustments Did the teacher adjust to instructional disruptions? Did they: <ul style="list-style-type: none">• adjust to student behavior?• vary timing/methods in relation to student understanding?	Yes	had a lot of traffic going to welding shop from other class, did a nice job of working through the disruptions
Questioning Did the teacher use questions to effectively check for understanding and encourage students to think?	Yes	asked questions throughout

Cambridge Public Schools
1003 Nelson Street
Cambridge, NE 69022



**CAMBRIDGE
PUBLIC SCHOOLS**

Agricultural Education
Brandon Horwart
brandon.howart@cpstrojans.org



Number of Offenses

Expectation Broken	1	2	3	4	5
Honest	Document	Document and speak to student	Document and contact parents	Document and contact administration	Document and contact administration
Respectful	Document and speak to student	Document and speak to student	Document and contact parents	Document and contact administration	Remove student from class
Fearless	Document	Document and speak to student	Document and speak to student	Contact Parents And document	Contact parents And document
Driven	Document	Document and speak to student	Document and speak to student	Contact Parents And document	Contact administration And document

Student Comments: _____

Teacher Comments: _____

Student and Parent Contact Information

Student Phone Number and Email: _____

Parent Phone Number and Email: _____

Student Signature: _____

Parent Signature: _____