

2021-24 American Rescue Plan

Elementary and Secondary School Emergency Relief Fund

Local Educational Agency ARP ESSER Plan,

Application and Assurances

**[LEA and Number]**

**Purpose**

Florida must subgrant not less than 90 percent of its total ARP ESSER allocation to local educational agencies (LEAs) (including charter schools that are LEAs) to help meet a wide range of needs arising from the coronavirus pandemic, including reopening schools safely, sustaining their safe operation, and addressing students’ social, emotional, mental health, and academic needs resulting from the pandemic. The State must allocate these funds to LEAs on the basis of their respective shares of funds received under Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA) in fiscal year (FY) 2020.

The purpose of this document is to guide districts to plan for the continued implementation of reopening and recovery through the utilization of the 2021-24 ARP ESSER and to assure federal requirements are met. Florida utilized the 2020-21 District Reopening Plan and the Spring 2021 Education Plan 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.

The Department recognizes that the safe return to in-person instruction must be accompanied by a focus on meeting students’ academic, social, emotional, and mental health needs, and by addressing the opportunity gaps that existed before – and were exacerbated by – the pandemic. In this document, districts will describe how they will support the development of high-quality plans for the use of ARP ESSER funds to achieve these objectives for the following student groups: students from low-income families, from each racial or ethnic background, by gender, English Language Learners, students with disabilities, experiencing homelessness, in foster care, migratory students and other student groups.

**Directions**

Districts shall submit its ARP ESSER application to the Office of Grants Management via ShareFile **on or before November 12, 2021**. ShareFile access has been established for the ARP ESSER Lump Sum program for each LEA. The complete application shall include:

* LEA ARP ESSER Plan, Application and Assurances utilizing this template;
* DOE 100A Project Application Form; and
* DOE 101 Budget Narrative Form.

Each LEA developed and made publicly available on the LEA’s website a plan for the safe return of in-person learning in the Fall of 2020. This was before the enactment of the ARP Act. This plan must be updated to address the requirements of the U.S. Department of Education’s Interim Final Rule, 88 FR 21195. The requirements of the Interim Final Rule are summarized in Appendix A. Each LEA shall seek public comment on the updated plan and take such comments into account prior to the submission of the final plan to the Department. Updated plans must comply with state law, including any applicable executive order, any agency emergency action, or any agency regulation or rule. No later than 60 days from receipt of its DOE 200, Project Award Notice, each LEA shall email its updated final plan to [recoveryplan@fldoe.org](mailto:recoveryplan@fldoe.org). The subject line of the email must include district name and Plan for the Safe Return of In-person Instruction. Upon the Department’s approval, the LEA shall post this plan on the LEA’s website within 90 days of the award.

**Part I: Implementation Plan**

**The LEA will submit an implementation plan, outlining planned activities for each of the following uses of funds under section 2001(e) of the ARP Act. The description must be adequate to ascertain that the proposed use of funds is necessary to prevent, prepare for, or respond to the COVID-19 pandemic, including its impact on the social, emotional, mental health, and academic needs of students.**

**Activities should be numbered consecutively. If the LEA does not plan any activities for one or more authorized uses, please indicate that there are no planned activities. School district LEAs shall include the activities identified for charter schools within the LEA, aggregated at the district/LEA level.**

**Activity 1**: **Addressing Learning Loss (at least 20% of total allocation).** Of the total amount allocated to an LEA, the LEA must reserve at least 20 percent of funds to address learning loss through the implementation of evidence-based interventions such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that those interventions respond to students’ social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).

In response to the economic impact of the COVID-19 pandemic at the local education level Congress passed three bills that provided immediate and direct economic assistance to state and local educational agencies through the Elementary and Secondary School Emergency Relief funds (ESSER).  These funds were provided to support areas with the greatest need, where the academic and non-academic components for school districts had the greatest impact due to COVID-19.

As additional funding was provided, the intent of the funds was to support local school districts’ efforts to safely reopen schools, address significant gaps in learning, technology and support measures of implementation that will continue to reduce the effects of COVID-19 on students and families.

To address learning loss for students transitioning from remote learning to a traditional school setting the district incorporated the following:

• Administering high-quality, reliable assessments that can assess student academic progress and assist educators in meeting student needs.

• Implementing evidence-based activities to meet the comprehensive needs of students.

• Providing information and assistance to parents and families on ways to support students.

• Tracking student performance and engagement in distance learning environments.

The district will be using various learning strategies, educational software, and professional development to ensure student learning loss before the pandemic does not fall below state's student assessment for student academic acceleration.

Activity 1: The district will provide each elementary school with a full-time interventionist to provide MTSS and identify students that need additional support.

Activity 2: Materials and supplies for Math, ELA, Social Studies and Science

Activity 3: Progress Monitoring tool to identify specific students for support for students to successfully transition from a virtual curriculum to in person curriculum.

Activity 4: Supplemental intervention curriculum to support students that need additional one on one instructional support.

Activity 5: Grades K-12 will include field trips to provide additional out of class instruction. All field trips will be aligned to state’s standards. Areas of instruction will include Science, Social Studies, Social Emotional and Civics.

For Madison County High and Central Schools will continue to provide support for students that are at risk of failing and continuously fall behind since transitioning back to in person instruction.

Activity 1: Teacher that will provide individual curriculum support for students that are at risk of failing.

Activity 2: Credit recovery for students that are at risk of being retained or not graduating.

Due to the increase of students that is continuously showing an increase learning loss at Madison County Central School. Central School will be implementing the following additional activities:

Activity 1 Addressing Learning Loss Among Students for Various Sub Set of Students

Jacksonville Zoo Elementary Ecology lesson trip (3-5) 252 Students Science Trip

Supplemental Materials and Curriculum for Alternative Ed students

8th grade field trip to Georgia Museum of Agriculture (US History)

**Activity 2** (**A**) **Any activity authorized by the Elementary and Secondary Education Act of 1965.**

Activity 1: District will provide instructional, STEM, and early literacy coaches for grades 6-12. Activity will include salaries and benefits.

Activity 2: Professional development for teachers and administrators Supported by a large body of scientific research, and proven effective in countless classrooms.

Activity 3: Teacher Communication, PE Equipment for the elementary and high schools, Team Building activities, and PE Curriculum

Activity 4**:** The district will purchase various supplemental materials to support ELA, Math, Social and Emotional, and Civics curriculum.

Activity 5: Travel expenses associated with professional development. Which include but not limited to registration, fuel, food, and lodging.

Activity 6: Charter school activities that are authorized under ESEA Act of 1965

**Activity 2** (B) **Any activity authorized by the Individuals with Disabilities Education Act.**

To support students that have been identified under IDEA various activities will be implemented to ensure students are safe, access to technology to support individual student’s instructional plan.

Activity 1: Each ESE classroom will receive a washer and dryer combo to reduce the spread of the virus and provide sanitation.

**Activity 2** (C) **Any activity authorized by the Adult Education and Family Literacy Act.**

N/A

**Activity 2** (D) **Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.**

The CTE program for Madison County will include activities to expand hands on activities, student certification, and preparing students for career opportunities.

Activity 1: Upgraded farming equipment to replace equipment that is 15+ years old. The equipment will provide additional hands on experience operating various farming equipment.

Activity 2: District will be implementing a robotics program to meet the workforce demands

Activity 3: For additional support for STEM work related jobs. The district will be implementing a drone and coding program.

Activity 4: The Culinary program will replace refrigerators that are over 10+ years old with commercial grade refrigerators.

Activity 5: Upgrade current CTE program curriculum to meet changing certification requirements

Activity 6: Charter School activities to implement CTE programs. Which may include but not limited to curriculum, equipment, and supplies

**Activity 2** (E) **Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.**

The district will continue to provide paraprofessionals district wide for isolation rooms for students that may come in contact with the virus. The objective is limit disruption for students that are transitioning from a virtual instruction to an in-person instruction.

Activity 1: Continued support for 5 fulltime additional paraprofessionals. The activity includes salaries and benefits.

**Activity 2** (F) **Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.**

Activity 2(F) will be addressed in Activity 1 Learning Loss.

**Activity 2** (G) **Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.**

Various administrators will be attending statewide conferences to assist with the preparation of the reopening and instructional continuity plans. These will be submitted to Florida Department of Education (FLDOE) to ensure Madison County School district has policies and procedures in place in the event the district will be shut down for long period due to natural disaster and pandemic.

Activity 1: Administrator participation in various statewide conferences and professional development to assist with implementation of the reopening and instructional continuity plans. This activity will include, travel, stipends, and registration.

**Activity 2** (H) **Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.**

N/A

**Activity 2** (I) **Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.**

To prevent, prepare for, and respond to the coronavirus at each school various PPE supplies were purchased. The district purchased supplies to sanitize and clean facilities and provided extra custodial hours for our larger schools in the district. Each classroom received PPE supplies that included masks, gloves, and disinfectants. Our larger schools in the district received upgrades to air conditioning units to improve the air quality at the schools.

Activity Supplies 1: Supplies which include but not limited to anti-bacterial wipes, masks, isolation gowns, gloves, foggers custodial supplies

Activity Personnel 2: Additional custodial personnel to assist with the sanitation of schools

Activity Equipment 3: Various sanitation machines to include but not limited to floor cleaning Machines and carpet cleaners

Activity 4: To reduce the spread of the virus, the district will encourage schools to have classrooms outside. This activity will include picnic tables to have small group instruction, provide additional trash cans at each school students desks and chairs to encourage social distancing.

**Activity 2** **(J**) **Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State,**

**and local requirements.**

Activity 2: Personnel to Assist with the implementation of technology equipment and curriculum

Contracted services for one additional technology support to assist with the technology and software upgrades

**Activity 2(K) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.**

Madison School District invested in various technology to ensure every student in the district have access to digital curriculum if a student is away from the traditional school setting due to COVID-19. The district purchased Chromebook devices so each student will have their own device to continue their school while out due to the virus. In addition, instructional packets were provided to students that have no access to internet. Finally, Madison County School District made available for students Florida Virtual curriculum and Google Classroom as an online learning platforms.

The district purchased educational technology, which included hardware, software, and connectivity, for students served by Madison County School District that aids in regular classroom instruction. Classrooms were provided touch screen panels to provide substantive educational interaction between students and educators.

The district will continue to provide devices, equipment, staff and vital network upgrades to support the additional technology for students to have access to virtual curriculum in the event of school district closure.

Activity 1 Purchase of various technology equipment, system upgrades, and student devices to ensure students that are impacted by long school closure will have virtual access to instructional curriculum.

Activity 2: Charter School activities to include but not limited to hardware, software, and connectivity.

**Activity 2(L) Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.**

Each student and family continue to have access to district-wide counseling with additional counselors. The counselor will assist school administrators and teachers of a child’s needing extra counseling services. Each school was provided paraprofessionals provide wrapround supports for students that may be quarantine during the school day.

Activity 1: Contracted services for certified health services for the district.

Activity 2: Professional development to address social emotional activities for students, teachers, and parents.

**Activity 2(M) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.**

The district extended learning schedules; remediation; before/after school programs; and summer learning. Stipends for teachers that are providing extra curriculum support outside the normal school hours, paraprofessionals and mentors when available.

Activity 1: Transportation for Summer School includes fuel Salary bus drivers,

Student Involved Enrichment

Activity 2: Enrichment Supplies

Activity 3 Enrichment and Summer Camp Salaries

Activity 4: Continue to offer after school tutoring and academic acceleration opportunities for students that are more than one grade behind and assist students with individual classroom support.

**Activity 2(N) Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—**

Activities for section 2(N) will be addressed in use of funds section 1.

**(i) administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction;**

The district will be using various learning strategies, educational software, and professional development to ensure student learning loss before the pandemic does not fall below state's student assessment for student academic acceleration.

Activity 1: The district will provide each elementary school with a full-time interventionist to provide MTSS and identify students that need additional support.

Activity 2: Materials and supplies for Math, ELA, Social Studies and Science

Activity 3: Progress Monitoring tool to identify specific students for support for students to successfully transition from a virtual curriculum to in person curriculum.

Activity 4: Supplemental intervention curriculum to support students that need additional one on one instructional support.

Activity 5: Grades K-12 will include field trips to provide additional out of class instruction. All field trips will be aligned to state’s standards. Areas of instruction will include Science, Social Studies, Social Emotional and Civics.

**(ii) implementing evidence-based activities to meet the comprehensive needs of students;**

This activity will be implemented in the ARP K-3 Reading grant.

**(iii) providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and**

To support the implementation of campaign for grade level reading for students PreK-3. The district will focus on progress monitoring and screening for early literacy students, supplemental curriculum to support students and families, professional development for early literacy staff and administrators members, and assessments that identify students that need individual and group differiated curriculum students that may have learning loss due to the pandemic.

Activity 1 - Foot Steps 2 Brillance 5-year student and community

**(iv) tracking student attendance and improving student engagement in distance education.**

Activity 1 District will provide truancy coach to continue non-enrollment activities which include but not limited to home visits, enrolling students, and various communication to ensure students are transitioning from virtual to in person instruction.

**Activity 2(O) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.**

N/A

**Activity 2(P) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.**

Ventilation Upgrades

Activity 1: Existing HVAC equipment at three elementary schools consist of split heat pump units ranging from 20+ years old and containing R-22 refrigerant which has been completely phased out by the EPA as of 2020. The new HVAC equipment that Engineered Cooling Services is proposing offers a more energy efficient solution and contains the EPA approved refrigerant R-410a. The manufacturer of the new equipment is Trane for the package & split units and Heat Craft for the freezer/cooler.

Activity 2: The existing HVAC equipment at Madison Central School consist of split heat pump units ranging from 20+ years old and containing R-22 refrigerant which has been completely phased out by the EPA as of 2020. The new HVAC equipment that Engineered Cooling Services is proposing offers a more energy efficient solution and contains the EPA approved refrigerant R-410a. The manufacturer of the new equipment is Trane for the split units.

Activity 3: Charter Schools will provide various equipment to improve the air quality of the schools.

**Activity 2(Q) Developing strategies and implementing public health protocols including, to the greatest extent possible and not inconsistent with state law, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.**

The District will continue to support a working group to assist in planning the next steps forward and provide guidelines to open for face-to-face learning. The working group will consist of, district staff, public health officials, and student resource officer. The following will be the primary focus of the work group:

* Provide learning and professional learning to successfully identify students that need additional support to transition to face to face instruction successfully
* Access to mental health and wellness support
* Parent involvement activities to aid their student to successfully transition to face to face instruction.

Activity 1: Parent Involvement Support - District will provide monthly parent support for students that are at-risk of becoming truant. Parents will be provided resources necessary to support their child to successfully transition back to face to face instruction. Which include may include but not limited to communication, parent nights, professional development for parents, and supplies.

**Activity 2(R) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.**

Premium Stabilization payment for Non-instructional district employees that was provided during the district's closure and the reopening of the district. The staff continues to provide any additional support for students still transitioning virtual to face instruction.

Due to the influx of students returning to school, the district is in need to replace and maintain remain buses. School buses that are being replaced are currently 10+ years old. The additional buses will be needed to accommodate the unforeseen additional students riding buses and meet local, state and federal health requirements to reduce the transmission of the virus.

Activity 1: Premium Pay for non-instructional district staff

Activity 2: Materials and Supplies to recruit staff in district wide in critical areas that have been impacted by COVID-19 that has resulted in shortages.

Activity 3: Additional buses to accommodate the influx of students

Activity 4: Charter school activities to maintain the operation of facilities.

Activity 5: The district will make available for full time district staff five COVID days if the staff member requesting leave is out due to COVID to ensure they meet the CDC guidelines to return to work. Documentation must be submitted in accordance to the districts guidelines to receive the COVID days.

**Activity 2 (S) Administration. LEAs may take reasonable and necessary administrative costs, to include direct and indirect costs. Indirect costs may be taken up to the negotiated, unrestricted indirect cost rate. However, to ensure that the total administrative costs are reasonable, the total direct and indirect costs may not exceed five percent (5%) of the LEA’s total award.**

**Activity 1** ESSER program specialist to provide budgetary assistance and budget reconciliation for all ESSER grant projects. Activity includes salary and benefits.   
**1.00 position salary**   
Retirement 10.9%   
Social Security 6.25%   
Group Health Insurance   
Medicare 1.45%

Activity 1: Indirect cost 5%

**Part II: Ensuring Effectiveness of Interventions**

**Please describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students.** **In your response, please include a description of interventions and strategies that are aligned to the LEA’s data (disaggregated by subgroup), and describe how the LEA will measure the effectiveness of the selected interventions.**

Madison County will incorporate the activities to address “COVID learning loss recovery” visual will be designed similar to the district’s visualization data report and will be included in each quarterly portfolio in 2021-22 starting with AP1. The visual report will be weighted average NCE growth for all students and subgroups by grade level and subject between the pre- and post-assessments, where the pre- and post-assessments will be defined based on the assessment criteria below based on available data—

• Grades 1-6 in ELA and Math will calculate average NCE growth between the final iReady diagnostic in the 2019-20 school year (pre-assessment) and the most recent iReady (K-5) or Star (grade 6) diagnostic in the 2021-22 school year (post-assessment).

• Grades KG and 7-10 in ELA will calculate average NCE growth between the first Star diagnostic in the 2020-21 school year (pre-assessment) and the most recent Star diagnostic in the 2021-22 school year (post-assessment). • Grades KG and 7-8 in Math will calculate average NCE growth between the first Star diagnostic in the 2020-21 school year (pre-assessment) and the most recent Star diagnostic in the 2021-22 school year (post-assessment)

**Part III LEA Plan for Safe Return of In-Person Instruction**

Each LEA developed and made publicly available on the LEA’s website a plan for the safe return of in-person learning in the Fall of 2020. This was before the enactment of the ARP Act. This plan must be updated to address the requirements of the U.S. Department of Education’s Interim Final Rule, 88 FR 21195. The Interim Final Rule “does not mandate that an LEA adopt the CDC guidance, but only requires that the LEA describe in its plan the extent to which it has adopted the key prevention and mitigation strategies identified in the guidance.” 88 FR at 21200. Any updated LEA plan must be consistent with state law, including any applicable executive order, any agency emergency order, or any agency regulation or rule. Note specifically that LEA policies must comply with section 381.00316, Florida Statutes, and that any policies implemented after August 9, 2021 must comply with Florida Department of Health Rule 64DER21 -12, F.A.C., and any policies implemented after September 22, 2021 must comply with Florida Department of Health Rule 64DER21-15, F.A.C.

Each LEA must seek public comment on the plan and take such comments into account prior to submission of the final plan to the Department within 60 days of the award. Upon the Department’s approval, the LEA shall post this updated plan on the LEA’s website within 90 days of the award.

By checking this box, the LEA acknowledges the requirement that each LEA shall update its Plan for Safe Return of In-Person Instruction to reflect the requirements stated above, shall seek public comment on the updated plan and take such comments into account prior to the submission of the final plan to the Department within 60 days of the award. Upon the Department’s approval, the LEA shall post this updated plan on the LEA’s website within 90 days of the award.

**Part IV: Assurances**

**The district must agree to ALL of the assurances by checking the corresponding boxes.**

**Assurance 1: LEA Periodic Plan Update with Public Comment.**  As required in the U.S. Department of Education’s Interim Final Rule, 88 FR 21195, the LEA must regularly, but no less frequently than every six months, review and as appropriate, revise its plan for the safe return to in-person instruction and continuity of services. In determining whether revisions are necessary, and in making any revisions, the LEA must seek public input and take such input into account. If at the time the LEA revises its plan the CDC has updated its guidance on reopening schools, the revised plan must address the extent to which the LEA has adopted policies, and describe any policies, for each of the updated safety recommendations. Significantly, the Interim Final Rule “does not mandate that an LEA adopt the CDC guidance, but only requires that the LEA describe in its plan the extent to which it has adopted the key prevention and mitigation strategies identified in the guidance.” 88 FR at 21200. Any updated LEA plan must be consistent with state law, including any applicable executive order, any agency emergency order, or any agency regulation or rule. Specifically, LEA policies must comply with section 381.00316, Florida Statutes, and any policies implemented after August 9, 2021 must comply with Florida Department of Health Rule 64DER21 -12, F.A.C., and any policies implemented after September 22, 2021 must comply with Florida Department of Health Rule 64DER21-15, F.A.C.

**Assurance 2: Continue progress monitoring and interventions.** The district agrees to provide robust progress monitoring and requisite interventions must be extended to all students with tiered support for students who are performing below grade level and are not making adequate progress. Students who are receiving instruction through innovative teaching methods must transition to another teaching method if they fail to make adequate progress. The district agrees to provide monthly progress monitoring reports to parent/guardians for students identified as performing below grade level and/or demonstrating decline on the district’s progress monitoring system.

**Assurance 3: Allowable Uses of Funds.** The LEA will use funds for activities allowable under section 2001(e) of the CRRSA Act.

**Assurance 4: Maintenance of Equity.** The LEA will comply with all requirements relating to Maintenance of Equity, in accordance with section 2004(c) of the ARP Act.

**Assurance 5: Reporting.** The LEA will comply with all reporting requirements, and submit required reports to the Florida Department of Education at such time and in such manner and containing such information as the department may subsequently require.

**Assurance 6: Audits, Inspections or Examinations.** The LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Florida Department of Education, the Florida Auditor General; (ii) the Department and/or its Inspector General; or (iii) any other federal or state agency, commission, or department in the lawful exercise of its jurisdiction and authority.

**Acknowledgement**

Local Educational Agency Chief Executive Officer or Authorized Representative

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| **Name and title of person responsible for completion and submission** |
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| **Contact information: email, phone number** |
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| **Superintendent signature (or authorized representative)** |
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