

**Florida Department of Education  
Project Award Notification**

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| <b>1 PROJECT RECIPIENT</b><br>Suwannee County School District  | <b>2 PROJECT NUMBER</b><br>610-1022M-2CI01   |
| <b>3 PROJECT/PROGRAM TITLE</b><br>Enhanced Instructional Opportunities for Recently-Arrived Immigrant Children and Youth<br><br><p style="text-align: right;"><b>TAPS 22A013</b></p>   | <b>4 AUTHORITY</b><br><b>84.365A Title III Part A, English Language Acquisition USDE or Appropriate Agency</b><br><br><b>FAIN#:</b> S365A210009  |
| <b>5 AMENDMENT INFORMATION</b><br>Amendment Number:<br>Type of Amendment:<br>Effective Date:   | <b>6 PROJECT PERIODS</b><br><br>Budget Period: 07/29/2021 - 06/30/2022<br>Program Period: 07/29/2021 - 06/30/2022  |
| <b>7 AUTHORIZED FUNDING</b><br>Current Approved Budget: \$10,974.00<br>Amendment Amount:<br>Estimated Roll Forward:<br>Certified Roll Amount:<br>Total Project Amount: \$10,974.00   | <b>8 REIMBURSEMENT OPTION</b><br>Federal Cash Advance  |
| <b>9 TIMELINES</b> <ul style="list-style-type: none"> <li>Last date for incurring expenditures and issuing purchase orders: <u>06/30/2022</u></li> <li>Date that all obligations are to be liquidated and final disbursement reports submitted: <u>08/20/2022</u></li> <li>Last date for receipt of proposed budget and program amendments: <u>04/30/2022</u></li> <li>Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400:</li> <li>Date(s) for program reports:</li> <li>Federal Award Date : <u>06/30/2021</u></li> </ul>  |  |
| <b>10 DOE CONTACTS</b><br><b>Program:</b> Michelle Gaines<br><b>Phone:</b> (850) 245-0978<br><b>Email:</b> <a href="mailto:Michelle.Gaines@fldoe.org">Michelle.Gaines@fldoe.org</a><br><b>Grants Management:</b> Unit A (850) 245-0496   | <div style="display: flex; justify-content: space-between;"> <div> <b>Comptroller Office</b><br/> <b>Phone:</b> (850) 245-0401         </div> <div> <b>Duns#:</b> 100013127<br/> <b>FEIN#:</b> F596000872001         </div> </div> |
| <b>11 TERMS AND SPECIAL CONDITIONS</b> <ul style="list-style-type: none"> <li>This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs and the terms and requirements of the Request for Proposal or Request for Application, RFP/RFA, hereby incorporated by reference.</li> <li>For federal cash advance projects, expenditures must be recorded in the Florida Grants System (FLAGS) as close as is administratively feasible to when actual disbursements are made for this project. Cash transaction requests must be limited to amounts needed and be timed with the actual, immediate cash requirements to carry out the purpose of the approved project.</li> <li>All provisions not in conflict with any amendment(s) are still in full force and effect and are to be performed at the level specified in the project award notification.</li> <li>Other:</li> </ul> |  |
| <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="width: 45%;"> <b>12 APPROVED:</b><br/><br/> <div style="text-align: center;">            Authorized Official on behalf of Richard Corcoran<br/>           Commissioner of Education         </div> </div> <div style="width: 45%; text-align: center;"> <u>9-13-2021</u><br/>           Date of Signing         </div> </div> <div style="text-align: right; margin-top: 20px;"> </div>  |  |

**INSTRUCTIONS**  
**PROJECT AWARD NOTIFICATION**

- 1** Project Recipient: Agency, Institution or Non-Governmental entity to which the project is awarded.
- 2** Project Number: This is the agency number, grant number, and project code that must be used in all communication. (Projects with multiple project numbers will have a separate DOE-200 for each project number).
- 3** Project Description: Title of program and/or project. TAPS #: Departmental tracking number.
- 4** Authority: Federal Grants - Public Law or authority and CFDA number. State Grants - Appropriation Line Item Number and/or applicable statute and state identifier number.
- 5** Amendment Information: Amendment number (consecutively numbered), type (programmatic, budgeting, time extension or others) in accordance with the Project Application and Amendment Procedures for Federal and State Programs (Green Book), and effective date.
- 6** Project Periods: The periods for which the project budget and program are in effect.
- 7** Authorized Funding: Current Approved Project (total dollars available prior to any amendments); Amendment Amount (total amount of increase or decrease in project funding); Estimated Roll Forward (roll forward funds which have been estimated into this project); and Total Project Amount (total dollars awarded for this project).
- 8** Reimbursement Options:
  - Federal Cash Advance –On-Line Reporting required monthly to record expenditures.
  - Advance Payment – Upon receipt of the Project Award Notification, up to 25% of the total award may be advanced for the first payment period. To receive subsequent payments, 90% of previous expenditures must be documented and approved by the Department.
  - Quarterly Advance to Public Entity – For quarterly advances of non-federal funding to state agencies and LEAs made in accordance within the authority of the General Appropriations Act. Expenditures must be documented and reported to DOE at the end of the project period. If audited, the recipient must have expenditure detail documentation supporting the requested advances.
  - Reimbursement with Performance - Payment made upon submission of documented allowable expenditures, plus documentation of completion of specified performance objectives.
- 9** Timelines: Date requirements for financial and program reporting/requests to the Department of Education.
- 10** DOE Contacts: Program contact for program issues, Grants Management Unit for processing issues, and Comptroller's Office number for payment information.
- 11** Terms and Special Conditions: Listed items apply to this project. (Additional space provided on Page 2 of 2 if needed.)
- 12** Approved: Approval signature from the Florida Department of Education and the date signature was affixed.

# FLORIDA DEPARTMENT OF EDUCATION

## PROJECT APPLICATION

|  |  |   |   |                                 |  |  |  |  |  |  |
|--|--|---|---|---------------------------------|--|--|--|--|--|--|
| <b>Please return to:</b><br><br>Florida Department of Education<br>Office of Grants Management<br>Room 332 Turlington Building<br>325 West Gaines Street<br>Tallahassee, Florida 32399-0400<br>Telephone: (850) 245-0496   | <b>A) Program Name:</b><br><br>2021-2022<br>Enhanced Instructional Opportunities for<br>Recently-Arrived Immigrant Children and Youth<br><br><b>TAPS NUMBER: 22A013</b>  | <b>DOE USE ONLY</b><br><br>Date Received<br><br><div style="text-align: center; font-weight: bold;">7/29/2021</div> |   |                                 |  |  |  |  |  |  |
| <b>B) Name and Address of Eligible Applicant:</b><br>Suwannee County School District<br>1740 Ohio Ave. South,<br>Live Oak, FL 32064  |  | <b>Project Number (DOE Assigned)</b><br><br>610-1022M-2C101   |   |                                 |  |  |  |  |  |  |
| <b>C) Total Funds Requested:</b><br><br>\$ 10,974<br><br><hr style="width: 50%; margin: 10px auto;"/> <div style="text-align: center; font-weight: bold;">DOE USE ONLY</div> <b>Total Approved Project:</b><br><br>\$ 10,974.00  | <b>D) Applicant Contact &amp; Business Information</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Contact Name: Kelly Waters</td> <td style="width: 40%;">Telephone Numbers: 386-647-4638</td> </tr> <tr> <td>Fiscal Contact Name: Vicki Music Depratter</td> <td></td> </tr> <tr> <td>Mailing Address:<br/>1740 Ohio Ave. South<br/>Live Oak, FL 32064</td> <td>E-mail Addresses:<br/>Kelly.waters@suwannee.k12.fl.us</td> </tr> <tr> <td>Physical/Facility Address:<br/>1740 Ohio Ave. South<br/>Live Oak, FL 32064</td> <td>DUNS number: 100013127<br/><br/>FEIN number: F596000872001</td> </tr> </table> |   | Contact Name: Kelly Waters                                | Telephone Numbers: 386-647-4638 | Fiscal Contact Name: Vicki Music Depratter |  | Mailing Address:<br>1740 Ohio Ave. South<br>Live Oak, FL 32064 | E-mail Addresses:<br>Kelly.waters@suwannee.k12.fl.us | Physical/Facility Address:<br>1740 Ohio Ave. South<br>Live Oak, FL 32064 | DUNS number: 100013127<br><br>FEIN number: F596000872001 |
| Contact Name: Kelly Waters   | Telephone Numbers: 386-647-4638  |   |   |                                 |  |  |  |  |  |  |
| Fiscal Contact Name: Vicki Music Depratter   |  |   |   |                                 |  |  |  |  |  |  |
| Mailing Address:<br>1740 Ohio Ave. South<br>Live Oak, FL 32064   | E-mail Addresses:<br>Kelly.waters@suwannee.k12.fl.us   |   |   |                                 |  |  |  |  |  |  |
| Physical/Facility Address:<br>1740 Ohio Ave. South<br>Live Oak, FL 32064   | DUNS number: 100013127<br><br>FEIN number: F596000872001   |   |   |                                 |  |  |  |  |  |  |
| <b>CERTIFICATION</b><br><br><p>I, <u>Ted L. Roush</u>, (Please Type Name) as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.</p> <p>Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.</p> |  |   |   |                                 |  |  |  |  |  |  |
| <table style="width: 100%;"> <tr> <td style="width: 40%; vertical-align: bottom;"> <b>E)</b> <u>Ted L. Roush</u><br/>           Signature of Agency Head         </td> <td style="width: 40%; vertical-align: bottom;"> <u>Superintendent</u><br/>           Title         </td> <td style="width: 20%; vertical-align: bottom; text-align: right;"> <u>7/29/21</u><br/>           Date         </td> </tr> </table>   |  |   | <b>E)</b> <u>Ted L. Roush</u><br>Signature of Agency Head | <u>Superintendent</u><br>Title  | <u>7/29/21</u><br>Date                     |  |  |  |  |  |
| <b>E)</b> <u>Ted L. Roush</u><br>Signature of Agency Head  | <u>Superintendent</u><br>Title   | <u>7/29/21</u><br>Date  |   |                                 |  |  |  |  |  |  |

## Instructions for Completion of DOE 100A

- A.** If not pre-populated, enter name and TAPS number of the program for which funds are requested.
- B.** Enter name and mailing address of eligible applicant. The applicant is the public or non-public entity receiving funds to carry out the purpose of the project.
- C.** Enter the total amount of funds requested for this project.
- D.** Enter requested information for the applicant's program and fiscal contact person(s). These individuals are the people responsible for responding to all questions, programmatic or budgetary regarding information included in this application. The Data Universal Numbering System (DUNS), or unique agency identifier number, requirements are explained on page A-2 of the Green Book. The Applicant name must match the name associated with their DUNS registration. The Physical/Facility address and Federal Employer Identification Number/Tax Identification Number (FEIN/FEID or TIN) (also known as) Employer Identification Number (EIN) are collected for department reporting.
- E. The original signature of the appropriate agency head is required.** The agency head is the school district superintendent, university or community college president, state agency commissioner or secretary, or the chairperson of the Board for other eligible applicants.
- **Note: Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.**





**FLORIDA DEPARTMENT OF EDUCATION  
Request for Application (RFA Entitlement)**

**Bureau/Office**

Bureau of Federal Educational Programs/Title III-Language Instruction for English Learners and Immigrant Students

**Program Name**

Enhanced Instructional Opportunities for Recently-Arrived Immigrant Children and Youth

**Specific Funding Authority(ies)**

CFDA #84.365A, Title III of the Elementary and Secondary Education Act of 1965 (ESEA), as amended through the Every Student Succeeds Act (ESSA), P.L. 114-95

**Funding Purpose / Priorities**

To assist eligible local educational agencies (LEAs) that experience significant increases in the number of immigrant children and youth by providing high quality instruction, enhancing efforts to transition immigrant children and youth into American society, and focusing on meeting the same challenging state academic standards as all students are expected to meet.

**Total Funding Amount**

**Final amount: \$579,583.00**

**Type of Award**

Entitlement

**Budget / Program Performance Period**

July 1, 2021 through June 30, 2022

**Target Population(s)**

Recently-Arrived Immigrant Children and Youth in Florida School LEAs (Grades K-12)

**Eligible Applicant(s)**

Eligibility depends on LEAs that experience an increase in the number or percentage of recently arrived immigrant children and youth as compared to the average of the two preceding fiscal years.

**Application Due Date**

On or before June 30, 2021

**For Federal programs, the project effective date will be the date that the application is received meeting conditions for acceptance, or the budget period specified in the Federal Award Notification, whichever is later.**

## **Matching Requirement**

None

## **Contact Persons**

**Program Contacts:** Ginger Alberto, Director, Bureau of Federal Education Programs, Title III [ginger.alberto@fldoe.org](mailto:ginger.alberto@fldoe.org), 850-245-0894, and Mark Drennan, Program Specialist, Bureau of Federal Education Programs, [mark.drennan@fldoe.org](mailto:mark.drennan@fldoe.org), 850-245-0893.

**Grants Management Contact:** Mark Curtis, Program Specialist, Office of Grants Management, [mark.curtis@fldoe.org](mailto:mark.curtis@fldoe.org), 850-245-0717.

## **Assurances**

The Florida Department of Education (FDOE) has developed and implemented a document entitled, **General Terms, Assurances and Conditions for Participation in Federal and State Programs**, to comply with:

2 C.F.R. 200, Uniform Grant Guidance (UGG) requiring agencies to submit a common assurance for participation in federal programs funded by the United States Education Department (USED); Applicable regulations of other Federal agencies; and State regulations and laws pertaining to the expenditure of state funds.

In order to receive funding, **applicants must have on file with the Florida Department of Education, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State and Federal Programs.** The complete text may be found in Section D of the Green Book.

### **School Districts, Community Colleges, Universities, and State Agencies**

The certification of adherence, currently on file with the FDOE Comptroller's Office, shall remain in effect indefinitely. The certification does not need to be resubmitted with this application, unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance or condition.

**Note:** The UGG combines and codifies the requirements of eight Office of Management and Budget (OMB) Circulars: A-89, A-102 (former 34 CFR part 80), A-110 (former 34 CFR part 74), A-21, A-87, A-122, A-133, A-50. For the FDOE this means that the requirements in EDGAR Parts 74 and 80 have also been subsumed under the UGG. The final rule implementing the UGG was published in the Federal Register on December 19, 2014, and became effective for new and continuation awards issued on or after December 26, 2014.

Technical assistance documents and other materials related to the UGG, including frequently asked questions and webinar recordings, are available at The Chief Financial Officers Council web site: <https://cfo.gov/cofar>.

## **Risk Analysis**

Every agency must complete a Risk Analysis form. The appropriate DOE 610 or DOE 620 form will be required prior to a project award being issued.

**School Districts, State Colleges, and State Universities, and State Agencies** must use the DOE 610 form. Once submitted and approved, the risk analysis will remain in effect unless changes are required by changes in federal or state law, changes in the circumstances affecting the financial and administrative capabilities of the agency or requested by the Department. A change in the agency head or the agency's head of financial management requires an amendment to the form. The DOE 610 form may be found at <http://www.fldoe.org/core/fileparse.php/5625/urlt/doe610.xls>



## **Funding Method**

### **Federal Cash Advance (Public Entities only as authorized by the FDOE)**

Federal cash advances will be made by state warrant or electronic funds transfer (EFT) to a recipient or subrecipient for disbursements. For federally-funded programs, requests for federal cash advance must be made through FDOE's Florida Grants System (FLAGS). Supporting documentation for expenditures should be kept on file at the program. Examples of such documentation include, but are not limited to, payroll records, contracts, invoices with check numbers verifying payment and/or bank statements – all or any of these items must be available upon request.

### **Fiscal Records Requirements and Documentation**

- Applicants must complete a Budget Narrative form, DOE101. Budget pages must be completed to provide sufficient information to enable FDOE reviewers to understand the nature and reason for the line item cost.
- All funded projects and any amendments are subject to the procedures outlined in the Project Application and Amendment Procedures for Federal and State Programs (Green Book) and the General Assurances for Participation in Federal and State Programs, which may be accessed online at [www.fldoe.org/grants/greenbook/](http://www.fldoe.org/grants/greenbook/).
- Charges to federal projects for personnel costs, whether treated as direct or indirect costs, will be based on payrolls documented in accordance with generally accepted accounting principles implemented by the fiscal agent and approved by responsible official(s) of the agent.
- All project recipients must submit a completed DOE 399 form, Final Project Disbursement Report, by the date specified on the DOE 200 form, Project Award Notification.

Applicants must complete a Budget Narrative form, DOE101. Budget pages must be completed to provide sufficient information to enable FDOE reviewers to understand the nature and reason for the line item cost.

All funded projects and any amendments are subject to the procedures outlined in the Project Application and Amendment Procedures for Federal and State Programs (Green Book) and the General Assurances for Participation in Federal and State Programs, which may be accessed online at [www.fldoe.org/grants/greenbook/](http://www.fldoe.org/grants/greenbook/).

All accounts, records, and other supporting documentation pertaining to all costs incurred shall be maintained by the recipient for five years. Supporting documentation for expenditures is required for all funding methods. Examples of such documentation include but are not limited to: invoices with check numbers verifying payment, and/or bank statements; time and effort logs for staff, salary/benefits schedules for staff. All or any documentation must be available upon request.

Budgeted items must correlate with the narrative portion of the project application that describes the specific activities, tasks and deliverables to be implemented.

All project recipients must submit a completed DOE 399 form, Final Project Disbursement Report, by the date specified on the DOE 200 form, Project Award Notification.

### **Allowable Expenses**

Program funds must be used solely for activities that directly support the accomplishment of the program purpose, priorities and expected outcomes during the program period. All expenditures must be consistent with the approved application, as well as applicable state and federal laws, regulations and guidance. Allowable expenditures may include costs associated with employing appropriate staff for administering the project, office materials and supplies and other relevant costs associated with the administration of the project, including meeting room rentals, consultant fees, printing, etc.

Expenses for personal digital assistants (PDA), cell phones, smart phones and similar devices, including the service costs to support such devices may be allowable, with FDOE prior approval. Applicants will need to describe and justify the need for such devices, identify the amount that will be applicable to the project and how the device will kept secure.

### **Unallowable Expenses**

Below is a list of items or services that are generally not allowed or authorized as expenditures. This is not an all-inclusive list of unallowable items. Subrecipients are expected to consult the FDOE program office with questions regarding allowable costs.

- Pre-award costs
- Entertainment (e.g., a field trip without the approved academic support will be considered entertainment)
- Meals, refreshments or snacks
- End-of-year celebrations, parties or socials
- Game systems and game cartridges (e.g., Wii, Nintendo, PlayStation)
- Out-of-state travel without FDOE pre-approval
- Incentives (e.g., plaques, trophies, stickers, t-shirts, give-a-ways)
- Gift cards
- Decorations
- Advertisement
- Promotional or marketing items (e.g., flags, banners)
- Purchase of facilities or vehicles (e.g., buildings, buses, vans, cars)
- Land acquisition
- Furniture
- Kitchen appliances (e.g., refrigerators, microwaves, stoves, tabletop burners)
- Tuition
- Capital improvements and permanent renovations (e.g., playgrounds, buildings, fences, wiring)
- Dues to organizations, federations or societies for personal benefit
- Clothing or uniforms
- Costs for items or services already covered by indirect costs allocation
- Costs not allowable for federal programs per the USDE General Administration Regulations (EDGAR), which may be found at <https://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html> and the Reference Guide for State Expenditures, which may be found at [www.myfloridacfo.com/aadir/reference\\_guide/](http://www.myfloridacfo.com/aadir/reference_guide/).

### **Equipment Purchases**

Any equipment purchased under this program must follow the Uniform Grants Guidance (UGG) found at [http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200\\_main\\_02.tpl](http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl) or the Reference Guide for State Expenditures, [www.myfloridacfo.com/aadir/reference\\_guide/](http://www.myfloridacfo.com/aadir/reference_guide/).

Any equipment purchases not listed on the original budget approved by the Florida Department of Education require an amendment submission and approval prior to purchase by the agency awarded the funding.

Further guidance and instruction on property records, inventory and disposition requirements for property are outlined in the Green Book, [www.fldoe.org/grants/greenbook/](http://www.fldoe.org/grants/greenbook/).



## **K12 ESEA Common Federal Program Guidance**

This guidance applies to all requests from LEAs in regards to traditional, charter and private schools.

### **1. Contracted Services**

For contracted services that do not exceed \$3,000 per full day of service, a contract shall be submitted for review at the time of the request. If a contract is not available to submit for review at the time of the request, a detailed scope of work or proposed contract of services must be provided. The submission must include a purpose, rationale, projected number of individuals to be served and a cost breakdown of the services to be performed to determine if the request is allowable, reasonable and necessary. Materials to support the services may be requested as an additional expense. Any contracted service requested in excess of \$3,000 per full day of service, including travel, will be presumed unreasonable.

*If an extenuating circumstance requires a contracted service in excess of \$3,000 per full day a **ESEA Contracted Services Extenuating Circumstance Request form** located on [www.FloridaCIMS.org](http://www.FloridaCIMS.org) must be submitted to Vice-Chancellor, Melissa Ramsey at [Melissa.Ramsey@fldoe.org](mailto:Melissa.Ramsey@fldoe.org) and the Assistant Deputy Commissioner, Miki Presley at [Mari.Presley@fldoe.org](mailto:Mari.Presley@fldoe.org) for review.*

### **2. Field Trips**

Educational field trips may be allowable if the field trips are planned instructional activities that engage students in learning experiences that are difficult to duplicate in a classroom situation. Field trips must be reasonable in cost and necessary to accomplish the objectives of the grant program. The request must include the destination, entrance fee if applicable, number of attendees per grade level and transportation costs. Academic lesson plans are required and shall include activities that prepare students for the trip and follow-up activities that allow students to summarize, apply, and evaluate what they learned. For monitoring purposes, the local educational agency (LEA) must maintain documentation that provides evidence of student learning connected to the objectives of the grant program.

### **3. Recruitment, Retention and Reward Incentives**

Recruitment, retention and reward incentives must be based on a three-year aggregate state value-added model (VAM) score. If state VAM is not available, another student growth model may be proposed. The student growth model must be fair and reliable. The LEA must submit the model demonstrating the classification and distribution of non-state VAM teacher scores for approval. A state-approved teacher evaluation system does not necessarily meet this requirement. Incentives can be part of a structured pay system or a Memorandum of Understanding (MOU); however, the above criteria shall apply. Incentives for attendance and non-instructional personnel are not allowable. Recruitment incentives for teachers with less than one year of experience or for hard to staff positions will be considered on a case by case basis.

### **4. Out-of-State Travel**

Out-of-state travel may be allowable if the services requested are reasonable, necessary and meet the intent and purpose of the grant program. No later than 30 days prior to the travel, a justification must be provided to the program office for preapproval. The justification must include the purpose for the travel, why it cannot be provided within the state of Florida, the projected number of attendees and a cost breakdown (registration fees, hotel, per diem, car rental/airline ticket, etc.) of the travel. The number of attendees requested shall also be reasonable.

## **Administrative Costs including Indirect Costs**

### **School Districts**

The Florida Department of Education has been given the authority by the U.S. Department of Education to negotiate indirect cost proposals and to approve indirect cost rates for school districts. School districts are not required to develop an indirect cost proposal, but if they fail to do so, they will not be allowed to recover any indirect costs. Amounts from zero to the maximum negotiated rate may be approved by the Florida Department of Education's Comptroller. Indirect



costs shall only apply to federal programs. In addition to a restricted indirect cost rate, the district may claim up to 2% direct administrative costs. Additional information and forms are available at [www.fldoe.org/finance/comptroller/](http://www.fldoe.org/finance/comptroller/).

### **Administrative Costs**

**Title III, Enhanced Instructional Opportunities for Recently-Arrived Immigrant Children and Youth has a 2% cap on direct administrative costs.**

### **Executive Order 11-116**

The employment of unauthorized aliens by any contractor is considered a violation of section 274A(e) of the Immigration and Nationality Act. If the contractor knowingly employs unauthorized aliens, such violation shall be cause for unilateral cancellation of the contract. In addition, pursuant to Executive Order 11-116, for all contracts providing goods or services to the state in excess of nominal value; (a) the Contractor will utilize the E-verify system established by the U.S. Department of Homeland Security to verify the employment eligibility of all new employees hired by the contractor during the Contract term, (b) require that Contractors include in such subcontracts the requirement that subcontractors performing work or providing services pursuant to the state contract utilize the E-Verify system to verify the employment eligibility of all new employees hired by the subcontractor during the contract term. Executive Order 11-116 may be viewed at <http://www.flgov.com/wp-content/uploads/orders/2011/11-116-suspend.pdf>.

### **For Federal Programs - General Education Provisions Act (GEPA)**

Applicants must provide a concise description of the process to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs. For details, refer to <http://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

### **Enhanced Instructional Opportunities for Recently-Arrived Immigrant Children and Youth**

An eligible entity receiving funds under section 3114(d)(1) shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth, which may include—

1. family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children;
2. recruitment of, and support for, personnel, including teachers and paraprofessionals who have been specifically trained, or are being trained, to provide services to immigrant children and youth;
3. provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;
4. identification, development, and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with awarded funds;
5. basic instructional services that are directly attributable to the presence of immigrant children and youth in the local educational agency involved, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instructional services;
6. other instructional services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and
7. activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents and families of immigrant children and youth by offering comprehensive community services.



## **Narrative Section and Application**

### **Enhanced Instructional Opportunities for Recently-Arrived Immigrant Children and Youth**

#### **1. Needs Assessment**

Briefly provide evidence of need for each of the services that will be funded through this project application. Identify the unique needs of recently arrived immigrants. Describe the method(s) used to conduct the needs assessment (e.g. surveys, interviews, document reviews, etc.) and the data and information analyzed to determine the need for supplementary services. Ensure that identification, development, and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with the awarded funds.

According to a recent report of The Council of Chief State School Officers (CCSSO), recently arrived immigrant English learners (RAIELs) are a highly diverse group, encompassing important subgroups such as students with refugee status, unaccompanied minors, and students with limited or interrupted formal education (SLIFEs). RAIELs arrive in the U.S. filtering into all grade levels, with varied initial English proficiency levels, educational backgrounds, and home language literacy levels. These students bring unique and valued strengths to the classrooms, but also frequently face shared challenges with being under-schooled, adolescent immigrant English language learners need intensive, specialized literacy and content-area instruction as well as basic introduction to the norms of American classroom culture in order to perform at the same levels as their U.S. born peers. To date, the Suwannee County School District has approximately 74 students ranging from 5 to 18 years of age who have been in the U.S. for less than three years. Approximately 1/3 of the District's immigrant students are in the elementary grades. These immigrant children and their families need access to a "Resource Center". While all immigrant students and their families will benefit from a Resource Center, elementary students will benefit most. At the Resource Center, students will have access to the internet and Chromebooks along with access to tutors to help with homework and English language skill acquisition. In Suwannee County, it is too common for immigrant students to be undocumented and therefore unable to benefit from postsecondary educational scholarships and learning programs (college and/or technical school). Local Catholic Charities and other organizations offer services, including free legal assistance, to immigrant youth and their families, but many families do not know about such services. A Resource Center is needed to serve as a hub for disseminating information about these invaluable community resources and to facilitate the dissemination of information pertinent to newcomers. This information includes, but will not be limited to: How to Apply for a Public Library Card; How to Access Free Tutoring; How to Ask Teachers / School Personnel for Assistance (by grade level); How to Access Public Transportation; How to Access Health Care Services – Suwannee County Health Department; How to access their FOCUS and Canvas accounts, etc. Immigrant students, especially the high school students, need flexible school scheduling to alleviate their need to choose between employment and education. Too often, immigrant students are forced to make such choices. The Resource Center will also serve as an information site for virtual school information, Adult Education, GED, and other alternatives to the traditional K-12 track.

#### **2. Programs, Services and Activities**

Briefly list and describe each of the major proposed programs, services, and activities and include how they are aligned with the needs assessment and achievement standards. Also, describe how the activities will enable LEAs to close the achievement gap and address acculturation needs of students and their families. Include provision on tutorials, mentoring, and academic or career counseling for immigrant children and youth. Identify how the activities proposed are supplementary and do not supplant activities and services funded under state or other federal funds. Include alignment to Title III's Area of Focus and program assurances. Describe other instructional services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education. Indicate how the LEA will continue to build capacity at district and school levels to address needs and provide enhanced instructional opportunities for immigrant children and youth.

This project will be administered by the District's Department of Student Services, which currently administers Title I, Part C – Migrant; Title III, English Language Learners (ELL); Title IX – Homeless; and Individuals with Disabilities Education Act (IDEA). The Department of School Choice administers the District's Home and Virtual School programs. By aligning the programs and services with the resources available through the Resource Center, immigrant students ages 3 to 21 will have greater access to community resources and flexible school scheduling. The District will facilitate this



project by extending the hours of current staff. The current staff are already familiar with the immigrant students and their families. Extending the hours up to 10 hours per week will enable the District to operate the Resource Center during the day and evening hours. The Resource Center will be housed at the District Resource Center, which includes a computer lab, a classroom lab, parent meeting space and a wealth of other educational resources. Services provided are:

1. Extended availability of the Resource Center
2. Transition services for newcomers
3. Facilitation of professional development for teachers and administrators to ensure they know who their newcomers are and how to make referrals for academic and acculturation services to meet the needs of the immigrant students and their families
4. Dissemination of information and resources for eligible students
5. Collaboration with private schools
6. Collaboration with the Director of Student Services to document project services for grant reporting and submission of applications for subsequent funding
7. Home visits for families that are unable to visit the Resource Center due to lack of transportation

The Resource Center will serve as the hub for disseminating information about local services and resources for immigrant students and their families. Acculturation services will be provided through the Resource Center for immigrant students and their families.

Program Goals and Objectives are as follows:

Goal – Provide Supplementary activities and services to meet the unique needs of recently arrived immigrants

Objective # 1 – By the end of the 2021-2022 school year, 100% of immigrant students and/or their families will receive notice of services available through the Resource Center, as documented by the District Immigrant and Home Language Survey completed upon enrollment.

Objective # 2 – By the end of the 2021-2022 school year, 100% of the schools in the Suwannee County School District will have structured, quality professional development concerning the identification of immigrant students and their unique needs, as demonstrated by the District's sign-in sheets.

The project proposes to provide direct services to the District's immigrant students and their families. This will be accomplished by extending the work hours of the current staff. The current staff will serve as the District's experts on identifying and meeting the unique needs of immigrant students. Special emphasis will be given to civics, acculturation activities, employability skills, college and financial aid application processes, and flexible scheduling for educational courses.

Title III, Immigrant funds are intended to promote academic achievement of immigrant students. As with the other funding sources, the funds must be used to supplement (not supplant) existing funding sources. Services will be carefully documented to demonstrate that expenditures are supplemental, reasonable, allowable, and necessary.

### **3. Increasing Supplemental Professional Development Activities**

Please describe the supplemental professional development activities to be supported by Title III Immigrant Children and Youth Grant. Specifically, in accordance with applicable statutory and regulatory guidelines, describe the professional development activities the LEA will conduct to address the issues identified in the needs assessment and to increase student achievement, language acquisition and acculturation. Include in the description how the professional development activities will supplement, not supplant, existing LEA programs. Address recruitment of and support for, personnel, including teachers and paraprofessionals who have been specifically trained, or are being trained, to provide services to immigrant children and youth.

To ensure that immigrant students and youth are provided the resources they need to complete high school within the traditional timeline and develop long-term educational goals that lead to high school diplomas and beyond, the District needs to provide professional development to teachers and other educators. The professional development will be designed to ensure educators:

- identify immigrant children and youth
- understand specific needs of immigrant children and youth
- know what resources are available to immigrant children and youth
- understand the referral process for services and resources

Presently, the District has limited capacity to provide the above described services for immigrant students or professional development for educators. Services and resources provided by this project will be supplemental / above and beyond the Meta Consent decree.



#### **4. Increasing Parental and Community Participation in the Educational Experience of Immigrant Children and Youth**

In accordance with applicable statutory and regulatory guidelines, describe the parent engagement activities for immigrant children and youth that the LEA proposes that will impact student achievement and language acquisition, specifically, family literacy, parent and family outreach and training activities designed to assist parents and families to become active participants in the education of their children. Indicate how the LEA will continue to build capacity at district and school levels to address needs and provide meaningful family engagement activities for immigrant families.

This project proposes to extend the hours of the Resource Center, which will be available to the District's 74 immigrant students and their families. The Resource Center will be a one-stop center to promote and facilitate the delivery of the resources and services to eligible immigrant students and their families, including those who are English Language Learners. The Suwannee County School District staff will work with the community partners and organizations to provide translation and interpreting services, English classes, pertinent brochures, and other materials that showcase valuable services.

Parent involvement is a critical component to the success of Suwannee County School District. Parents are surveyed to determine their interests. Through this collaborative effort, the PAC is formed. The council consists of a President, Vice-president, Secretary, Treasurer, district staff members and school personnel. The PAC and school personnel will meet at least three times during the year. District staff plan the content and delivery of programs to immigrant families. These include: educational resources, literacy components, health-related services and enrichment activities. The Suwannee Resource center offers information and referral services for adult classes, workshops and technology instruction. Parent involvement meetings are held in the native language of the parent to encourage them to become their child's first teacher and FOCUS training is held to encourage them to access their child's grades and assessment scores. Specific activities for parents include: training sessions, FSA workshops, services that support School Choice options, Open House, Title I and Federal Programs meetings, School Advisory Council participation, guest speakers, progress monitoring etc. Parent and family engagement, advocacy, outreach, and family literacy will be conducted in a written format when applicable in the native language of the parents. When parent meetings are held, an interpreter will be present to speak in the native language of the parent when feasible. The Supplemental Education Services and student achievement data is explained to parents at the three PAC meetings held during the year. An interpreter will be present when feasible to ensure that parents have a clear understanding: The district staff communicates to parents via (letters, telephone, text or home visits).

#### **5. Consultation with Private School Officials (Equitable Services for Private School Participation)**

Per Section 8501, ESEA as amended by ESSA, the applicant must provide detailed information about the required timely, meaningful, and ongoing consultation for equitable services to private school children and teachers within the LEA service area.

Include a detailed description that includes dates on how timely, meaningful, and ongoing consultation with private schools has been and will continue to be implemented to address equitable services to eligible students in private schools. Additionally, provide the process that will be used to identify immigrant students, and services provided.

The District is in full compliance with the requirements for private school consultation / equitable services. Compliance documentation is on file in the Office of Student Services. As soon as the Resource Center is established at the Resource Center, the Suwannee County School District Staff will visit each of the private schools in the District and deliver the information pertaining to the location, available services, referral process, etc. Additionally, in the fall and spring of each year, the District holds a Federal Programs public input meeting. All private schools are provided a written invitation December. Documentation of each school's invitation, as well as their written election and/or decline for services, is maintained in the office of Student Services. At these meetings, the private school representatives are provided with a summary of all federal programs and timely and meaningful input is requested. The input received from private schools, which specifically includes the Title III Immigrant project, is documented and considered during the development of future project applications. In the 2020-2021 school year, the meetings took place in October and February. In addition to the semi-annual meetings, the Coordinator of School Improvement/Title I has ongoing efforts to keep private schools informed about federal programs and services. She makes face to face visits to the District's private schools throughout the school year. These visits are documented in the Student Services Office. In the 2021-2022 school year, funds from



this project will enable the District to supplement these visits by Suwannee County District Staff disseminating information about Immigrant services provided through extended hours of the Resource Center.

## **6. Equitable Services Allocations**

Section 8501(a)(3)(C), ESEA as amended by ESSA, requires the Florida Department of Education to provide notice to the appropriate private school officials of the allocation of funds for educational services and other benefits that LEAs have determined are available for eligible private school children. Please provide the amount your LEA has allocated for the provision of private school equitable services.

Total allocation for equitable services is \$ 0.

If none, please indicate "0" and explain why.

There are no funds allocated to private schools because there are no identified ELL students at participating private schools in Suwannee County.

## **7. Coordination of Services (other funding sources)**

Identify how services from other federal, state, and locally funded sources coordinate with Title III Immigrant Children and Youth programs; briefly describe in a simple narrative, the type and benefit of the collaborative activities; include the program(s) and primary target group(s).

- IDEA provides supplemental services to students with disabilities.
- Title I, Part A provides instructional services to all students who qualify in the district.
- Title I, Part C provides supplemental instruction and supplies to migrant students.
- Title II provides professional development for teachers to assist in strategies to support instruction.
- Title III, Part A provides supplemental instruction and supplies to English Language Learners.
- Title IV provides technology related services to students and staff.
- Title V provides supplemental services to at risk students.
- Title IX, Part A provides supplemental services to students in transition.
- 21<sup>st</sup> Century Learning Centers provides before and after school supplemental instruction to all students.

## **8. Collaborative Partners (community based)**

Identify federal/state/local community and faith based organizations, post-secondary institutions and/or community partners and include the program(s) and primary target group(s). Describe the activities, coordinated with community-based organizations, institutions of higher education, and private sector entities with expertise in working with immigrants, to assist parents and families of immigrant children and youth by offering comprehensive community services.

The Suwannee County School District staff will work with the community partners and organizations to provide translation and interpreting services, English classes, pertinent brochures, and other materials that showcase valuable services. Examples of these partners are: Title I, Part C, Migrant Education Program. Both the Migrant student population and the ELL student population have significant overlap, providing the district with opportunities to collaborate. The Florida Diagnostic Learning Resource System (FDLRS) provides screenings and evaluations to children ages 3-5 every spring and throughout the year as needed. They receive federal funding from the Individuals with Disabilities Act, Part B, as well as state funding. Federal funds are also available to support Homeless students, as defined by the McKinney Vento Act. Such support might include tutoring, counseling, supplies, etc. during the school year as needed.

The 21<sup>st</sup> Century Learning centers provide the student population with after school, before school, and summer programs which are designed to support academic enrichment, including tutorial services designed to assist students who attend low-performing schools in order to meet state and local academic achievement standards in core academic subject, for example Reading and Mathematics. The program also offers a wide variety of additional services, activities and opportunities for literacy and related educational development. The enrichment activities provide students with the opportunity to improve academic performance and increase English language proficiency.



Local community programs also assist with the physical well-being of students by providing food, shoes, clothing, and holiday gifts. First Baptist Church, San Juan Catholic Mission, Partnership for Stronger Families, Florida Health Department, Suwannee County Sheriff's Department Victim's Advocate, Lutheran Services, Toys for Tots, The American Legion Auxillary, and the Melody Thrift Shop are some of the community partners that assist with providing basic needs for students.

Child care assistance, school readiness services, educational programs and volunteer pre-kindergarten which allow students to receive early learning opportunities are provided by The Early Learning Coalition of Florida's Gateway and the Suwannee Valley 4C's.

Suwannee County Health Department (SCHD) and Extension Offices provide various resources for Migrant students including: vital statistics, environmental health, health clinic services, healthy start programs, community outreach, school and public health preparedness. The services provided by SCHD serve Pre-K through OSY in promoting hygiene, safety, and nutrition. The SCHD is funded through Florida's Department of Health Services; Suwannee River Regional Library provides a Literacy (tutoring) program that serves elementary students through adult learners interested in improving their skills in reading and basic math. School-aged students are tutored, if they are failing or falling behind their school aged peers. The Suwannee River Regional Library is funded through state allocations; The Suwannee Valley Homeless Coalition provides for the basic needs of Suwannee County's neediest families throughout the year. The program is funded through the United Way; LOVE In the Name of Christ, (INC) provides programs dedicated to helping families and individuals live better and more productive lives through a network of churches and volunteer individuals. Services are provided to Pre-K students through OSY, including: family services/counseling, and a food pantry. LOVE INC is a nonprofit organization.

## **9. Dissemination of Information of Programs, Services, and Activities**

Describe how information about this application regarding programs, services and activities will be disseminated to appropriate populations in the parents/guardians home language unless clearly not feasible. The description of activities and corresponding allocated funding should include basic instructional services that are directly attributable to the presence of immigrant children and youth in the LEA involved, including the payment of costs providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instructional services.

The current staff will become our District's experts on the unique needs of immigrant students. They will provide professional development for all the District's schools and ensure that teachers, administrators, and other stakeholders understand these needs and know how to meet them through the established Resource Center referral process. We will aggressively disseminate and promote the Resource Center and the services/activities available to eligible students and their families. Book bag reminders, social media, communication applications, and phone calls (District's automated dial out) will be utilized in English and the students' home language to promote the Resource Center. These efforts will be ongoing throughout the year to ensure that services are accessible and documented.

## **10. Methods of Reporting Outcomes**

Describe the methods that will be used to report student and program outcomes resulting from project(s) funded through this application to parents and other LEA, school, and/or community stakeholders.

A report will be submitted to the Suwannee County School board to include the project's effectiveness in meeting the following goals and objectives as detailed below.

Goal – Provide Supplementary activities and services to meet the unique needs of recently arrived immigrants

Objective # 1 – By the end of the 2021-2022 school year, 100% of immigrant students and/or their families will receive services from the Resource Center, as documented by the Immigrant and Home Language Survey completed upon enrollment.

Objective # 2 – By the end of the 2021-2022 school year, 100% of the schools in the Suwannee County School District will have structured, quality professional development concerning the identification of immigrant students and their unique needs, as demonstrated by the District's sign-in sheets.

## **Conditions for Acceptance**

The requirements listed below should be met for applications to be considered for review:

- 1) Application is submitted to the Office of Grants Management within the timeframe specified by the RFA

- 2) Application includes required forms: DOE 100A Project Application Form, DOE 101 Budget Narrative
- 3) All required forms must have the assigned TAPS Number included on the form
- 4) All required forms have signatures by an authorized entity. The department will accept electronic signatures from the agency head in accordance with section 668.50(2)(h), Florida Statutes.
  - **NOTE: Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.**

An “electronic signature” means an electronic sound, symbol, or process attached to or logically associated with a record and executed or adopted by the person with the intent to sign the record.

The department will accept as an electronic signature a scanned or PDF copy of a hardcopy signature.

The department will also accept a typed signature, if the document is uploaded by the individual signing the document.

- 5) Application must be submitted electronically to the Office of Grants Management through the ShareFile system, Word format preferred for expeditious, timely review and final approval.

A) **Suwannee County School District**  
Name of Eligible Recipient

Name of Eligible Recipient

**B) 610-1022M-2CI01**

Project Number (Title III, Immigrant

|                    |
|--------------------|
| <b>TAPS Number</b> |
| <b>22A013</b>      |

**22A013**

# FLORIDA DEPARTMENT OF EDUCATION BUDGET NARRATIVE FORM

[illegible]



|  |  |  |                 |                     |
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|  |  |  | <b>C) TOTAL</b> | <b>\$ 10,974.00</b> |

# Instructions Budget Narrative Form

This form should be completed based on the instructions outlined below, unless instructed otherwise in the Request for Proposal (RFP) or Request for Application (RFA).

**A. Enter Name of Eligible Recipient**

**B. (DOE Use Only)**

**Column 1 (Function) School Districts Only:**

Use the four digit function codes as required in the Financial and Program Cost Accounting and Reporting for Florida Schools Manual.

**Column 2 (Object) School Districts:**

Use the three digit object codes as required in the Financial and Program Cost Accounting and Reporting for Florida Schools Manual.

**Community Colleges:**

Use the first three digits of the object codes listed in the Accounting Manual for Florida's Public Community Colleges.

**Universities & State Agencies:**

Use the first three digits of the object codes listed in the Florida Accounting Information Resource Manual.

**Other Agencies:**

Use the object codes as required in the agency's expenditure chart of accounts.

**Column 3 All Applicants:**

**Account Title:** Use the account title that applies to the object code listed in accordance with the agency's accounting system.

**Narrative:** Provide a detailed narrative for each object code listed. For example:

- Salaries - describe the type(s) of positions requested. Use a separate line to describe each type of position listed.
- Other Personal Services - describe the type(s) of services and an estimated number of hours for each type of position. OPS is defined as compensation paid to persons, including substitute teachers not under contract, who are employed to provide temporary services to the program.
- Professional/Technical Services - describe services rendered by personnel, other than agency personnel employees, who provide specialized skills and knowledge.
- Contractual Services and/or Inter-Agency Agreements - provide the agency name and description of the service(s) to be rendered.
- Travel - provide a description of each type of travel to be supported with project funds, such as conference(s), in district or out of district, and out of state. Do not list individual names. List individual position(s) when travel funds are being requested to perform necessary activities.
- Capital Outlay - provide the type(s) of items/equipment to be purchased with project funds.
- Indirect Cost - provide the percentage rate being used. Use the current approved rate. (Reference the DOE Green Book for additional guidance regarding indirect cost.)

**Column 4 (FTE) Must be completed for all Salaries and Other Personal Services:**

Indicate the Full Time Equivalent (FTE based on the standard workweek for the type of position) number of positions to be funded. Determine FTE by dividing the standard number of weekly hours (e.g., 35 hours) for the type of position (e.g., teacher aide) into the actual work hours to be funded by the project.

**Column 5 (Amount)** Provide the budget amount requested for each object code.

**C. Total -** Provide the total for Column (5) on the last page. Amount must be the same as requested on the DOE 100A- or B.



# SUWANNEE COUNTY SCHOOL DISTRICT

**JERRY TAYLOR**  
DISTRICT 1  
**NORMAN CRAWFORD**  
DISTRICT 2  
**TIM ALCORN**  
DISTRICT 3




**ED DA SILVA**  
DISTRICT 4  
**RONALD WHITE**  
DISTRICT 5  
**LEONARD DIETZEN, III**  
BOARD ATTORNEY

1740 Ohio Avenue, South  
Live Oak, Florida 32064  
Telephone: (386) 647-4600 • Fax: (386) 364-2635

**TED L. ROUSH**  
Superintendent of Schools

## MEMORANDUM

**TO:** Authorization Letter File for 2020-2021  
**FROM:** Ted L. Roush, Superintendent of Schools   
**DATE:** February 1, 2021  
**RE:** Authorization

Effective February 1, 2021, I hereby authorize the following individuals to act on my behalf in my absence for the 2020-2021 school year in the order listed below for the respective subject matter:

### Matters Regarding Curriculum and Instruction

- Janene Fitzpatrick, Assistant Superintendent of Instruction
- Malcolm Hines, Assistant Superintendent of Administration
- Vickie DePratter, Chief Financial Officer

### Legal Matters Regarding Risk Management/District Exposure

- Vickie DePratter
- Malcolm Hines
- Janene Fitzpatrick

### Matters Regarding Emergency Management/School Closure/School Crisis

- Malcolm Hines
- Vickie DePratter
- Janene Fitzpatrick

TLR/kl

xc: Vickie DePratter  
Janene Fitzpatrick  
Malcolm Hines