



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org



## **2020-21 Florida's Optional Innovative Reopening Plan**

**Florida Atlantic University Lab Schools/A.D.  
Henderson University School and FAU High School**

*Due: July 31, 2020*

Submit to the following email address: [reopeningplan@fldoe.org](mailto:reopeningplan@fldoe.org)

## 2020-21 Florida's Optional Innovative Reopening Plan

### Purpose

The purpose of this document is to support districts in the development and submission of their Innovative Reopening Plan for the Department's consideration for the Fall 2020 school semester. This document will assist districts in aligning their existing plan with required assurances, or serve as the actual template for districts without an aligned plan to develop and submit one based on the assurances outlined in DOE ORDER NO. 2020-EO-06.

### Directions

Districts shall complete this form and email to [reopeningplan@fldoe.org](mailto:reopeningplan@fldoe.org). This form must be received no later than July 31, 2020. The subject line of the email must include **[District Name] Innovative Reopening Plan**. The district has **two options** in the submission of an Innovative Reopening Plan:

- Option 1:** The district provides a narrative plan, as well as identifies the page number(s) of where Assurances 1-5 are located in the district plan (captured next to Assurances 1-5 below). The district's Innovative Reopening Plan must accompany this template upon submission.
- Option 2:** The district completes the Department's template provided later in this document.

### Proposed Innovative Model (Required for Option 1 and Option 2)

The district shall explain in detail the proposed Innovative Model by school type (elementary, middle, high, combination, alternative, DJJ education programs, etc.). This description must include the following: in-person instruction, specialized instruction, live synchronous or asynchronous instruction with the same curriculum as in-person instruction, and the ability to interact with a student's teacher and peers. Provide the page(s) where the narrative of the proposed Innovative Model is located in your submitted plan: \_\_\_\_\_

Florida Atlantic University Lab School's A.D. Henderson University School and FAU High School is a public, developmental laboratory school serving students from Broward, Miami-Dade and Palm Beach counties. Our goal is to safely bring our students back to school for in-person instruction, socialization, and engagement in extra-curricular activities. We have studied and considered the following factors, guidance, science and evidenced-based information:

- Percentage of positive COVID-19 cases and other health indicators in South Florida,
- Guidance and advice from local health authorities,
- Guidance from national, state and local health officials, to include the Centers for Disease Control (CDC), Palm Beach, Broward, Martin, Miami-Dade Health Departments,
- Current and forecasted local public health conditions,
- Percentage of parents preferring in-person instruction and the feasibility of physically reopening campus safely within the confines of a facility constructed in 1967,

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- Students are completely reliant on private/public transportation as our school does not provide transportation. Among others, public transportation includes the use of the Tri-Rail system which may increase student exposure to COVID-19, and
- Local school district decisions on reopening schools as there is a direct impact to our families who have children in surrounding and co-located districts.

Given these factors, we have concluded that our students in grades 10-12 who more readily can adhere to the stringent health and safety guidelines being implemented, will take courses delivered in-person, online, or a combination of delivery models based on their preferences. Students in grades K-9 will begin the school year on August 17, 2020 with virtual, live synchronous instruction, five days a week with the same curriculum as would be delivered in-person, on campus. Students will adhere to a structured schedule of classes/subjects, and a standard full-day schedule (8:00am-2:30pm for grades K-5 and 8:00am-2:45pm for grades 6-9) of academic subjects, specials/elective classes, physical education/health and recess activities. Students will log into their teachers' classrooms daily for live, synchronous instruction and for group and one-on-one online instructional support.

At the start of each day, all students will be provided a check-in time via Zoom to ensure technology devices and connectivity are working appropriately; recording of attendance will take place daily between 7:30am-8:00am. Students or parents, depending on the age of the student, will check in via Focus, the platform used for attendance and management of student grades and data systems. Attendance will be verified by the teacher. For students who fail to check-in, an automated phone message will be made to the student's parent before the end of the class period to alert the parent.

Instruction will begin promptly at 8:00am. Students are expected to be ready to work on time for each class, to follow the structure and schedule of classes, to dress appropriately, to adhere to the same requirements for assignments and assessments as brick and mortar instruction, and they must have their cameras on and be visibly engaged in every class.

Teachers will have the option to provide virtual instruction from their classroom or remotely, depending on their preference. Teachers will be equipped with a laptop, iPad and stand, and online resources and platforms for optimal student engagement. The devices will be used to provide flexibility for teachers to move around the classroom or their home for greater engagement. Classroom space will also be dedicated in the building for the children of our teachers who are enrolled students in our school.

We have established cohorts, and tentative student brick and mortar return dates throughout the first and second quarters with the goal of opening campus as soon as safely possible for students whose parents requested brick and mortar instruction. Consideration for the cohort groups is based on need (Title I, ESE, ELL, 504, primary grades) and parent preference.

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Below is the tentative schedule for phasing in cohorts of students for brick and mortar, five days a week instruction:

Cohort I- August 17, 2020

Cohort II-September 8, 2020

Cohort III-October 19, 2020

Cohort IV-November 30, 2020

We will closely monitor the public health data in Broward, Miami-Dade, Palm Beach and Martin counties. The timeline for in-person, brick and mortar instruction will be accelerated should local health conditions improve, and we can safely bring larger groups of students on campus.

When the public health conditions are favorable in South Florida, A.D. Henderson and FAU High School will open full-time, five days a week with two instructional delivery models based on parent preference for students in grades K-9: (1) 100% instruction in-person on the school campus, and (2) 100% virtual synchronous instruction that is aligned to an in-school experience with a structured schedule of classes/subjects. The same high-quality daily instruction, curriculum standards, assessments, services, and student support (IEP meetings, social-emotional support, interventions, and ELL support) will be provided in both instructional delivery models.

While FAU Lab Schools Boca and Jupiter campuses are beginning the school year virtually due to the public health conditions in South Florida, Palm Pointe Educational Research School, the charter school affiliated with FAU Lab Schools located in St. Lucie County, is adhering to St. Lucie Public Schools' Reopening Plan, thus is opening with three options: 1) Five days a week brick and mortar, 2) MySchool Online, and 3) Mosaic Digital Academy and St. Lucie Virtual School.

In partnering with our parents and families to advance student learning and to ensure the health and safety of all, parents of students in grades K-9 completed a reopening survey to indicate their instructional delivery preference from the two following options:

### OPTION 1: Brick and Mortar: 100% In-Person Instructional Model (K-9)

Students on campus attending school face-to-face for live and facilitated classroom instruction five days a week (Monday-Friday) will adhere to a standard full-day schedule of academic subjects, specials, and elective classes.

Parents selecting 100% brick and mortar, in-person instruction must adhere to the school day hours and all of the health and safety procedures. All students are scheduled to arrive on the school campus between 7:30am-7:55am. Physical check-in procedures will encompass enhanced health and safety protocols. CDC, and State and local health and safety procedures of the highest standards will be adhered to during the school day by all faculty, staff, and students. Parents

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selecting the in-person option are requested to take their child's temperature at home and assess for any symptoms that may be related to COVID-19 each day before leaving home. Students, faculty, and staff will have their temperatures taken daily; any individuals with a temperature of 100.4 degrees or higher will be required to return home and will be closely monitored. All students, faculty, and staff will be required to wear a face mask throughout the entire day. Face shields will be provided to students, faculty, and staff that may be worn in addition to masks. Additionally, school facilities and routine daily procedures have been modified to reduce cross-contact of students to ensure social distancing to the greatest extent possible.

### OPTION 2: 100% Virtual Live Instructional Model (K-9)

Students attending the virtual, live, and facilitated classroom instruction five days a week (Monday-Friday) remotely will receive instruction that mirrors their brick and mortar instruction. These students will adhere to a standard full-day schedule of academic subjects, specials, and elective classes. Students will log into their teachers' classrooms daily for live instruction and for group or one-on-one online instructional support.

Parents opting for a 100% virtual instructional model must ensure that their students adhere to all instructional requirements as if they are physically in school. Check-in time via Zoom is provided to ensure technology devices and connectivity are working appropriately, and the recording of attendance takes place daily between 7:30am-8:00am. Instruction begins promptly at 8:00 am. Students are expected to be engaged and ready to work on time for each class, to follow the structure and schedule of classes, to dress appropriately, to adhere to the same requirements for assignments and assessments, and to be visibly engaged in every class.

Expanded collaborative planning time for teachers. Additional planning days and time to support teachers in collaborating, planning, and reflecting on lesson design and delivery have been scheduled to ensure that instruction meets the needs of all students.

### Instruction and Technology

Digital platforms are used for lesson delivery, communication, grading, and attendance for both instructional models. Focus is the platform used for attendance and management of student grades and data systems. Students or parents (depending on the age of the student) attending virtually will log into their Focus accounts to indicate daily attendance. The faculty will verify attendance daily. For in-person student attendance, faculty will monitor and record attendance as a standard practice.

One-to-one technology devices are provided and individually assigned to all K-9 students whether engaging in face-to-face or virtual instruction. These technology devices must be taken to and from home daily by students engaging in the in-person brick and mortar option. All devices are pre-loaded with learning platforms and software such as Google Classroom, Canvas (9-12 grades), SeeSaw, Zoom that are appropriate to and necessary for their grade level instructional needs. Instruction includes whole class, small group, and individual support.

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Students have the opportunity to engage in group projects and other student collaborations virtually to ensure all students have the opportunity to participate fully.

### Athletics and Extra-Curricular Activities

District leadership will continue to monitor information from the Florida High School Athletic Association (FHSAA) to determine when it is deemed appropriate to offer athletics. However, virtual clubs and other activities aligned to state and national competitions will be offered virtually.

### Impact of State and Local Public Health Guidance and Data

The administration is closely monitoring the public health data and guidance from the local health departments. A. D. Henderson and FAU High School serves students from Miami-Dade, Broward, Palm Beach, and Martin counties. The local data has not been favorable as we have experienced steady increases and plateaus of high percentages of positive COVID-19 cases in South Florida as well as considerable delays in COVID-19 test results. The situation will be monitored closely, and as soon as possible, we will be poised to pivot and expand instructional delivery to both in-person, brick and mortar and virtual options.

To review the reopening plan board presentation and reopening plan, access:

<http://adhus.fau.edu/documents/20-21-reopening-plan.pdf>

<http://adhus.fau.edu/documents/sab/sab-reopening-plan-presentation-7-15-20.pdf>

## Reopening Plan Assurances (Required for Option 1 and Option 2)

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

**Assurance 1:** Upon reopening in August, the district will assure that all brick and mortar schools are open at least five days per week for all students subject to advice and orders of the Florida Department of Health, local departments of health, Executive Order 20-149, and subsequent executive orders. Provide the page(s) where the narrative of this assurance is located in your submitted plan: \_\_\_\_\_

**Assurance 2:** The district must provide the full array of services that are required by law so that families who wish to educate their children in a brick and mortar school have the opportunity to do so. These services include in-person instruction, specialized instruction for students with an Individual Educational Plan (IEP) and those services required for vulnerable populations, such as students from low-income families, students of migrant workers, students who are homeless, students with disabilities, students in foster care, and students who are English language learners (ELLs). Provide the page(s) where the narrative of this assurance is located in your submitted plan: \_\_\_\_\_

**Assurance 3:** The district will provide robust progress monitoring to all students; tiered support must be provided to all students who are not making adequate progress. If a student is receiving instruction through innovative teaching methods fails to make adequate progress, the student must be

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provided additional support and the opportunity to transition to another teaching method. Provide the page(s) where the narrative of this assurance is located in your submitted plan: \_\_\_\_\_

**Assurance 4:** The district will work with IEP teams to determine needed services, including compensatory services for students with disabilities. School districts must immediately begin working with IEP teams to identify students who may have regressed during school closures. IEP teams must follow a student-centered approach with a commitment to ensure that the individual needs of each child are met. Provide the page(s) where the narrative of this assurance is located in your submitted plan:  
\_\_\_\_\_

**Assurance 5:** The district will work with ELL Committees to identify ELLs who have regressed and determine if additional or supplemental English for Speakers of Other Languages (ESOL) services are needed. Districts should ensure that appropriate identification of English skills has been noted and that schools have the resources to implement additional interventions and strategies. Provide the page(s) where the narrative of this assurance is located in your submitted plan: \_\_\_\_\_

**Assurance 6:** Progress monitoring data must be shared regularly by the district with the Department, in a manner prescribed by the Department.

**Assurance 7:** Districts must extend the same flexibility in instructional methods to every charter school that submits a reopening plan to the sponsoring district addressing the requirements set forth in DOE ORDER NO. 2020-EO-06. In addition, the district will collect reopening plans from each charter school's governing board for approval.

Template Option for Reopening Plan (Option 2)

**Plan for Implementation of Assurance 1**

- In the box below, describe the reopening in August of brick-and-mortar schools reflecting at least five days of school per week for all students subject to advice and orders of the Florida Department of Health, local departments of health, Executive Order 20-149 and subsequent executive orders. Also, provide the district's reopening date and schedule by school type.

FAU High School students in grades 10-12 will take courses delivered in-person/brick and mortar, online, or a combination of delivery models based on their preferences. When the public health conditions are favorable in South Florida, A.D. Henderson and FAU High School will open five days a week with two instructional delivery models based on parent preference for students in grade K-9: (1) 100% instruction in-person on the school campus, and (2) 100% virtual synchronous instruction that is aligned to an in-school experience with a structured schedule of classes/subjects.

In addition to FAU High students in grades 10-12, A.D. Henderson and FAU High School (K-9) is scheduled to open five days a week, brick and mortar for a small cohort of students beginning Monday, August 17, 2020. Additional cohorts will be phased in with the goal of opening campus as soon as safely possible for all students whose parents requested brick and mortar instruction.

The opening of brick and mortar school for in-person instruction for parents requesting it, is subject to advice and orders of the Florida Department of Health, and the local departments of health, Executive Order 20-149 and subsequent executive orders.

Daily School Schedule (8:00am-2:30pm/2:45pm)

The master schedule design and daily schedule of activities maximize time for live teacher instruction and engaged academic student learning. The schedule adheres to the number of instructional hours in State statute, and includes specials/electives, recess, and physical education. Instruction begins at 8:00am with dismissal for the elementary school (grades K-5) at 2:30pm, and dismissal for middle and high school (grades 6-9) at 2:45pm.

As a school with one-to-one devices, all students both on-campus and remotely will be provided a device with access to preloaded platforms and software appropriate for their grade level. Initial distribution of devices, hot spots, and instructional materials will be conducted the week of August 10th-14th.

Access to the A.D. Henderson and FAU High School Calendar can be found at:

<http://adhus.fau.edu/documents/20-21-school-calendar-7-15-20.pdf>

### Plan for Implementation of Assurance 2

- In the box below, describe the plan for a full array of services that are required by law so that families who wish to educate their children in a brick and mortar school have the opportunity to do so. These services include in-person instruction and services required for vulnerable populations, such as students from low-income families, students of migrant workers, students who are homeless, and students in foster care.

Regardless of the instructional model, all students will be provided the full array of services required by law. These services include in-person instruction and any services required for, and routinely offered to, vulnerable populations, such as students with disabilities, English language learners, students from low-income families, students of migrant workers, students who are homeless, and students in foster care.

Services also include Title I interventions and supports, tiered support for struggling learners, academic and related services for exceptional student education accommodations and adherence to Individual Education Plans (IEP) and 504 plans, counseling and mental health services, and supports for underprivileged and homeless students. Additional support for underprivileged students include PTO, school and community delivery of family meals and donations. STEM engagement activities and projects with demonstration videos and live instruction will also be mailed to student homes.

Instruction for all students will include individual and small group instruction five days per week. Teachers will build curriculum units with anticipated remediation and enrichment lessons. The lessons will be interactive and engaging to support all students' learning styles and needs. Furthermore, all students will be assessed at the beginning of the new school year to identify specific gaps in grade-level standards. This data will be used to provide targeted instruction for all students based on student needs. Any students identified with gaps or deficiencies in standards mastery will be provided academic intervention or enrichment. Students will be provided with tiered support from the classroom teachers or the reading specialist. The tier three students will receive robust interventions during the first quarter from the reading specialist. Tutoring will be available for students participating virtually and in-person who are below proficiency or with demonstrated gaps in learning. The instructional facilitators will collect data to analyze and determine student progress and implement strategies to support student growth.

Additionally, the 10<sup>th</sup>-12<sup>th</sup> grade students will be monitored academically using student quarterly assessments and midterms, and GPAs to determine the need for interventions. All students identified with a C or below will be provided ample opportunities through multiple pathways from both the FAU High School counseling and advising staff as well as through University resources. Canvas is used as the learning platform for the 9th grade students. Additional tools to monitor 9th-grade students' academic performance are Aleks, Performance

Matters/Unify, and standards-based teacher developed assessments. The 9th-grade students who require interventions to reach grade-level benchmarks will be provided tutoring, small group instruction, reteaching, and extended learning opportunities. These services will be provided regardless of the learning environment.

Instruction and services for students requiring accommodations and on IEPs will be provided specialized instruction, support and services in accordance with their goals. The ESE support facilitators will collaborate with the classroom teachers to provide instructional support during the academic intervention times. Elementary students have a designated academic interventionist that will provide support with a push-in and pull-out model. The students in grades 6th - 8th grade will be provided with a learning strategies class to help them develop learning skills needed to be successful with virtual learning, organization, homework planning, and study skills. IEP teams will continue to meet and parents will be provided the option to readdress IEP plans in-person or virtually.

Additionally, Title I students will be provided the full array of services, including access to breakfast and lunch and tutoring supports. While conducting instruction virtually, meals will be available for pick-up from school. Regular communication will be shared with families regarding the services and supports to ensure equity and access.

The K-12 counseling team will also continue with the proactive K-12 comprehensive counseling model to ensure students remain safe, healthy, and engaged; reinforcing the necessary elements addressing the academic, social emotional, college and career development, and mental health needs of students. Counselors deliver services through: Large group (Tier one instruction on evidence-based school counseling curriculum), Small group (Tier two supports based on students' needs), Individual (Tier three supports including academic counseling, social-emotional counseling, and brief-solution focused counseling), and Consultation which includes mental health counseling services in collaboration with parents, teachers, other educators, and community organizations.

Data are gathered through needs assessments and social emotional health surveys to inform direct services for tier one and tier two supports in prioritizing classroom lessons and small group interventions. In addition to on campus support, we will continue to use a multi-tiered system of support through virtual delivery of services for tiers one and two (Zoom, Everfi, Nearpod, etc.). Specifically, for our high school/early college students, targeted mental health telecounseling services are available through our dedicated mental health therapist.

### Plan for Implementation of Assurance 3

- In the box below, describe the schedule and process for administering local progress monitoring assessments, as well as the assessment tool(s) used by the local district or school by grade level. In addition, describe how the data is used to determine how adequate progress is being made and how intervention and tiered support is being deployed.

A.D. Henderson and FAU High School implements a Multi-Tiered System of Supports (MTIS) of academic and behavioral interventions and supports. Progress monitoring assessments for students in both the brick and mortar, and innovative virtual models are administered four times per year with an additional assessment period for students with interventions and tiered support. The assessment tools utilized are aligned to State standards and/or learning concepts, and vary by grade level:

#### Grades K-5

- Kindergarten: STAR Early Literacy for mathematics and reading and Reading Running Records
- 1st grade and 2<sup>nd</sup> grade: STAR reading and mathematics, Reading Running Records, i-Ready diagnostic for reading and mathematics
- 3rd grade and 4th grade: STAR reading and mathematics, Reading Running Records, i-Ready diagnostic for reading and mathematics, Aleks mathematics diagnostic
- 5th grade: STAR reading and mathematics, Reading Running Records, i-Ready diagnostic for reading and mathematics, Aleks mathematics diagnostic, USA Test Prep science diagnostic

#### Grades 6-8

- 6th- 8th grade: USA Test Prep ELA diagnostic, No Red Ink grammar diagnostic, Aleks mathematics diagnostic, Performance Matters/Unify Civics diagnostic, USA Test Prep science diagnostic

#### Grade 9:

- Aleks mathematics diagnostic, Performance Matters/Unify ELA and science diagnostic.

Data is used to monitor progress and drive instructional decisions. Grade level and content area teacher data chats are conducted four times per year. Decision trees and 4-learner charts are used to determine if adequate progress is being made and to identify students in need of tiered supports or interventions. Regardless of the instructional model, students will be provided multiple pathways of interventions to include tutoring and individual support, small group instruction, reteaching, and extended learning opportunities. The process and expectations for progress monitoring will be conducted for all students participating in both the brick and mortar and the innovative virtual models.

### Plan for Implementation of Assurance 4

- In the box below, describe how the district will work with IEP teams to determine needed services, including compensatory services for students with disabilities.

A.D. Henderson and FAU High's ESE Coordinator and ESE teams will assess students, collaborate with parents/guardians and make an assessment of COVID's impact on a student's present levels of performance and educational needs. IEP services will be delivered in a comparable manner for students participating in the both the brick and mortar, and innovative virtual instructional models.

The following guidance will be provided by the district for IEP teams to follow:

- Consideration and review of most recent state and local guidance.
- Data Collection - In order for IEP teams to make decisions regarding students' needs, data must be collected and analyzed. Such data may include:
  - Performance/progress data from before school closures, including previous ESY regression/recoupment data
  - Performance/progress data and service data during the spring distance learning
  - Performance/progress data collected over the summer
  - Performance/progress data and service data collected/obtained by parents during all of the above referenced periods (i.e. parent surveys, interviews, etc.)
  - Performance/progress data and service data collected during a reasonable period of time after the school reopens and normal instruction resumes, including recoupment data
- Prioritized IEP reviews - some IEP reviews may need to take priority and occur more quickly in situations where:
  - A student displays obvious "new current needs."
  - A student was not appropriately engaged in learning during school closure period.
  - A student has obviously suffered severe regression in critical life skills that cannot be recouped in a reasonable amount of time.
  - A student's parent requests an immediate IEP meeting for "compensatory" services.
- Convening IEP meetings will be conducted in person or virtually based on parent preference.
- Determining "Current Need" services based on data collected and analyzed.
- Determining a need for "COVID Recovery" services. Should an IEP team determine that a student needs "recovery" services, these will be documented in a "COVID Recovery Plan."

### Plan for Implementation of Assurance 5

- In the box below, describe how the district will work with ELL Committees to identify ELLs who have regressed and determine if additional or supplemental English for Speakers of Other Languages (ESOL) services are needed.

All ELL students at A.D. Henderson and FAU High School are taught in mainstream inclusion classes. Instruction for ELL students is equal in amount, sequence, quality, and scope to that provided to non-ELL students. ELL services will be available to students in both the brick and mortar, and innovative virtual instructional models.

The following guidance will be provided by the district for the ELL committees to follow:

- Consideration and review of the most recent state and local guidance to include META Consent Decree.
- Data Collection-In order for the ELL committee to make decisions regarding student's needs, data must be collected and analyzed. This data may include:
  - Performance/progress data from before school closure
  - Performance/progress data during spring distance learning
  - Performance/progress data from the 2020 ACCESS test
  - Performance/ progress data collected during a reasonable period of time after school opens and normal instruction resumes
- ELL Plan and Review
  - All ELL plans will be updated and reviewed with the ELL committee within the first month after school starts.
  - Determination of student's current needs will be based on data collected and analyzed.
  - ELL students that need additional support, may participate in tiered interventions as determined by the analyzed data and classroom performance.
  - ELL Committee meetings will occur in person or virtually.
- **Classroom Support**
  - Teachers that have ELL students in their classrooms may use the principles of UDL to design and deliver instruction to the ELL students that are flexible in a variety of ways to access at their language level, opportunities for active engagement with the learning, and multiple ways to demonstrate growth.
  - Scaffolding strategies can be applied throughout the design and delivery of lessons.

ELL students that have been exited in the past two years (LF Students), will continue to be monitored on an ongoing basis according to the ELL plan. If the student demonstrates

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performance issues, the ELL committee will meet to recommend alternative interventions, including possible re-entry into the ESOL program.

**Assurances 6 and 7 do not require additional narrative.**

### Acknowledgement

The district verifies the information in this form.

<b>Name and title of person responsible for completion and submission of the Innovative Reopening Plan</b>
Dr. Joel D. Herbst, Superintendent of Schools, FAU Lab Schools
<b>Contact information: email, phone number</b>
<a href="mailto:Jherbst1@fau.edu">Jherbst1@fau.edu</a> , 561.297.6978
<b>Date submitted</b>
July 30, 2020
<b>Superintendent Signature (or authorized representative)</b>
