



September Educator and School Excellence Newsletter

Issue 01.18: September, 2022

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Welcome to our ESE September Newsletter



2022 Committee of Practitioner Fall Forum – [Register today!](#)

Thursday, September 29, 2022: 9:00 am – 3:35 pm

This one-day virtual event is designed for individuals who support the ESEA Consolidated Application (Title I, II, IVA, VB). We will be providing sessions to support both the fiscal and programmatic functions of the work, as well as a general session designed to give you important state and federal updates. The COP forum is also a place for you to provide ADE feedback to improve the state's implementation of ESSA.



Session Topics to include:

- Allocations & Poverty Count Update
- School Improvement and ESSER Updates
- State Legislative, Federal and Recovery Funds Update
- Grant Approval Statuses – A Brief Introduction to Approvals and What They Mean for your Funds
- Well-Rounded Education Access Report: Accessing your Arts & Physical Education Data
- Comparability
- Title I-A Set Aside #10 Neglected and Delinquent Support
- Equitable Services
- Teacher Input Application
- Cycle 4 Monitoring Training

- Navigating Cycle Monitoring in EMAC
- Strengthening Your Planning Teams and C.N.A. Processes
- School Eligibility w/Rank & Serve: Prioritizing Programs at the Highest Need Schools
- Updates to ESEA Consolidated Application
- Programmatic Evaluation: An ESEA Requirement
- Drilling Down into Root Cause Analysis
- TitleIAdmin.com Training (Initial launch for all LEA's)

[Register Now!](#)

To become a COP member, click [HERE](#).

We look forward to seeing you at the Forum!

ESEA Grant Updates

Grant Revision Tips and Reminders

Grant Revision Tips and Reminders

Fall is finally upon us. School has been in session for a month or more and the school year is well underway. With Fall comes updated funding for your ESEA Consolidated Grant. Final allocations are being calculated and prepared to load into GME.

The FY22 Grant ends on September 30th, and that means completion reports are being finalized. If your LEA has elected to keep carryover, those funds will also drop into your grant.

All these updated allocations require updates to your budgets. Below are a few general reminders as well as tips to make your revision writing process efficient and effective. For a deeper dive, please check out our ***Building Your Grant*** micro training series. **Video #6** – Approval and Revisions goes in-depth into this process.



Final Allocations can create a need to adjust the set-asides **Family/Community Engagement, Homeless,** and **Private Schools** as these are based on allocation amounts. It can be helpful to *start your revision with adjustments to the set-asides first*, including recalculation for Private Schools, and *then move to the PPA page* to update the funding going to your school sites before going to the budget. Trying to set your budgets amounts *after* writing your narratives is *very* difficult. Working in a sequence can save time on your revision. Updated Allocation revisions may affect information on the PPA List, Program Details, Set-Asides, SIAP and/or LIAP pages as well. Update each section as needed.

When a revision is made, *do not remove, or change the original Narrative Description.* It should be left in place. Take a look at the example below for instructional salaries. The revision is marked with the revision number and date. The revision number should match the one at the top of the page (ESEA Consolidated – Rev __). The new information is in a different color and highlighted so it stands out from the original entry. Clearly labeling each revision will assist the Program Specialist in reviewing and providing feedback in a timely manner.

Object Code	Function Code	Project Time (FTE)	Quantity
6100 - Salaries	1000 - Instruction		1

Narrative Description	
Instructional and Intervention Specialists (Certified) for direct student instruction/Tier II interventions groups: #1 Elementary 1.0 FTE (1 certified staff) = \$47,000 #2 Elementary 1.00 FTE (2 certified staff) 2 @ \$24,000 = \$48,000 Line Item Total = \$95,000	
Revision #1 10/1/20 Increase #1 Elementary to \$50,000 Increase #2 Elementary to 2 @ \$27,000 = \$54,000 New Line Item Total = \$104,000	

If your revision contains the purchase of new items or services, remember that you will need to create a corresponding action step in either the LIAP (for Set Asides, Title II, IV, V) or the SIAP (for site PPA funded items). In the example below, an elementary school site is funding a STEM specialist. They are now required to include an action step in their SIAP containing a *Green* funding tag as well as an *Orange* program tag.

Object Code	Function Code	Project Time (FTE)	Quantity	Salary, Rental or Unit Cost	Line Item Total
6100 - Salaries	1000 - Instruction	1	1	\$22,787.86	\$22,787.86

Narrative Description	
11/12/20 Rev #3 New Item #2 Elementary - 1.0 FTE paraprofessional to serve as a STEM Specialist (7.4 hrs a day @ \$16.92) = \$22,787.86. STEM Specialist will work directly with students in a push/in program and will be under the supervision of an appropriately certified teacher.	

Copy [AS] 2.3.6) STEM Specialist Title I LEA TI SW1

Details
 Action Step Description: #2 Elementary will hire a STEM Specialist to provide STEM instruction for students.
 Person Responsible for this Action Step: Joe Principal (Organization Role: Principal)
 Timeline: 11/2/2020 to 5/28/2021
 ESSA Evidence: Strong evidence from at least one well-designed and well-implemented experimental study

If your revision contains updated information on funding instructional staff, you may be required to update the Title I Program Details page. Be sure to align the Number of Staff and their FTE that are funded via Site PPA to provide instruction *during the normal school day/calendar*. Because our STEM specialist is providing supplemental instruction during the day, the update below was made.

Classified															# of Title I Paraprofessionals	Total # of FTEs
Type					Content											
BA/S	SS	Fri/Sat/S	HS	PI/PO	INT	K-SW	K-TA	PS	RDG	Ma	SCI	Tech	Eng	Arts/MU		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	1

When revising the Title IV section of the grant the same tips will apply, with an additional step to update the Allocation Worksheet. The Allocation Worksheet will need updates to the budget category

totals if changes are made to the budget. The Original Allocation Line must match Budget Summary total (Preliminary + Final Allocation) and carryover amount must match Budget Summary total. For more information, please visit the Allocation Worksheet portion of Title IV-A Navigator Tool [here](#). In addition to the Navigator Tool, we have a [Title IV-A Revisions Quick Reference Guide](#).

Welcome to Equitable Services

Welcome to Equitable Services

The Elementary and Secondary Education Act (ESEA), reauthorized as the Every Student Succeeds Act (ESSA), includes participation by private school children and teachers as defined under Section 1117 and Section 8501, Participation by Private School Children and Teachers (under Uniform Provisions Subpart 1, Private Schools).

Keep in the know by subscribing to **Equitable Services** emails. Please click on the link below to subscribe.

[Subscribe to Equitable Services Emails](#)

FY22 Equitable Services Carryover:

The Updated Equitable Services Carryover Request Process and Request Form can now be found on our [Equitable Services website](#) under [Resources](#). LEAs should reach out to and hold consultation with all private schools they worked with in the previous fiscal year to discuss and determine if there are any proportionate share funds remaining. Please take note of the modified deadlines and the updates to the request form.

▼ Resources

- [Carryover Request Procedure](#)
-



NEW -- Equitable Services Monitoring in EMAC

The new [Equitable Services Monitoring](#) begins in the 2022-2023 school year. Monitoring is a process which keeps track of performance, whether static-- as in monitoring compliance with policies, or dynamic --such as monitoring progress towards established targets. Monitoring shows whether a system or process is functioning efficiently. The purpose of monitoring and evaluating Equitable Services is to track implementation and outputs systematically and measure the effectiveness of programs being provided to private school students and staff. It helps determine exactly when a program is on track and when changes may be needed.

Equitable Services Monitoring is currently open in EMAC. Please refer to the FY23 Monitoring resources in EMAC or on the Equitable Services Website - <https://www.azed.gov/titlei/privateschools>

-
- *Fiscal monitoring will occur alongside Cycles 1, 3, and 5.*
 - *Programmatic monitoring will occur alongside Cycles 2, 4, and 6.*
-

Please do not hesitate to reach out with any questions or concerns at any time to: PrivateSchoolsOmbud@azed.gov. ADE is here to support your LEA, private schools, and of course, our students!

EMAC Monitoring – Are You Assigned as an LEA User and Submitter??

EMAC Monitoring – Are You Assigned as an LEA User and Submitter?

The EMAC application, located under ADE Connect, provides the ability to track the progress of the state and federal monitoring requirements. The EMAC application offers direct upload of monitoring evidence documents and online form completion directly related to the monitoring tasks. In order to upload information to EMAC, you will also need to be assigned as a **submitter**.



Please verify the following:

1. Verify you have a login to ADE Connect

Note:

- If you do not have access, request access by selecting the link: Help Desk Support Service Request/*ADEConnect* (See picture above)
- Verify you have been setup to access the EMAC application by your ADE Connect Entity Administrator

2. LEA's Entity Administrator provides permission and assigns roles under ADE Connect for EMAC access. LEA User is a required role to be a submitter. *See below for **HELP** section in EMAC.*

*Note: To find your entity administrator select the link on the *ADEConnect* Page--- Find Entity Administrator and reach out to them to request access.

3. Verify that you have been assigned to specific monitoring programs (**Comparability, ESEA Programmatic Monitoring, Cycle Monitoring, Neglected or Delinquent Counts and Equitable Services**) by your LEA's EMAC Administrator.

LEA – EMAC HELP!

EMAC Dashboard Upcoming Schedule My Schedule School Schedule Cases Document Archive Support

Contact Us
Help

Help

Frequently asked questions
You have questions. We have answers.
[FAQ](#)

How to videos
We can help with these how to videos.
[Go to Videos](#)

Let's start with videos!!

How to videos

- [Find a monitoring task assigned to me](#)
- [Overview of the monitoring task details page](#)
- [Complete and submit an online form](#)
- [Upload Evidential documents to a monitoring task](#)
- [Start to finish monitoring task completion workflow](#)

Recruitment and Retention Stipends



Recruitment and Retention Stipends

Title I-A and Title II-A funds can be utilized to recruit and retain appropriately certified staff if the LEA has identified a need through the planning process. Under ESEA (Elementary and Secondary Education Act), certified staff eligible for stipends are **teachers and principals only**. In order to utilize ESEA funding for recruitment and/or retention stipends, the LEA must also have an approved board policy. In addition to this, you will need to ensure each of these steps is in place and has been completed for the different stipends:

Recruitment

- The LEA will need an approved board policy.
- Have a strategy and action plan step in the LEA Plan which has been identified as a need in the planning process and CNA.
- The educator must meet the appropriately certified requirement(s).
- The educator must be a new hire, or a transfer for the purpose of **equitable** education access.

Note: If an LEA is submitting the ESEA Consolidated grant and has not yet employed a person for the recruitment stipend, they may place **TBD** under the name of the recipient.

Retention

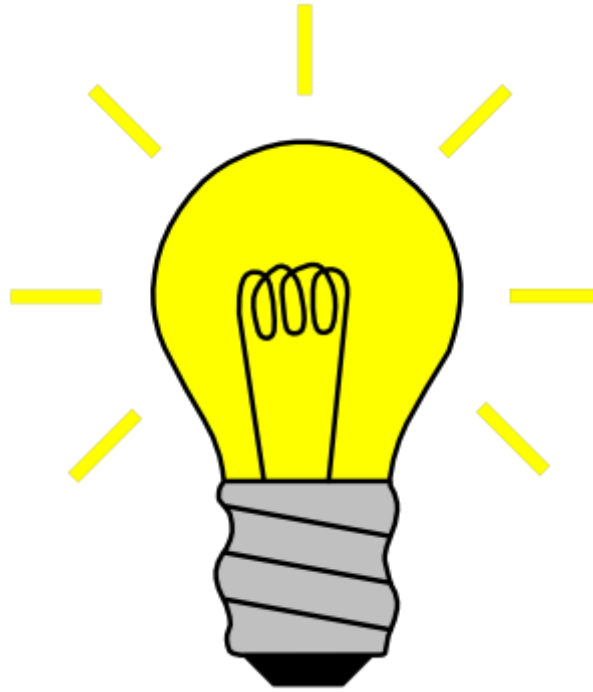
- The LEA will need an approved board policy.
- Have **THREE** areas of measurement of success that are connected to the teacher's **content** area written in a goal format that:
 1. Identifies the tool of measurement
 2. States the data criteria for success
 3. Specifies the teacher's content area

Example:

All full academic year 8th grade math students will demonstrate 20% growth as shown by end of year results, measured by pre-test and post testing data utilizing the District Wide Assessment Instrument.

Additional Retention Requirements

- Teacher must be deemed effective or highly effective based on the teacher evaluation system utilized by the district.
 - The educator must meet the appropriately certified requirements.
 - Retention stipends **may not** be paid before the first day of school.
 - Identify a need through the planning process and create a *strategy and action step* in the LEA plan.
-



LEA Grant Requirements for Recruitment and Retention

In order to have the ESEA Consolidated Grant approved with recruitment and retention stipends the LEA must do the following:

- Identify a need through the planning process and create an action step in the LEA plan.
- Complete the recruitment and/or retention worksheet within the correct sub grant (Title I-A and/or Title II-A)
- Develop a budget narrative. Per the USFR, the appropriate coding is 6100/1000 for teachers. This includes Title II-A, even though Title II-A 's purpose is not direct instruction. However, recruitment/retention stipends should be coded to function code 1000 for teachers. Principals would be coded 6100/2300.
- Allocate for applicable benefits utilizing the same coding as the stipend.
- Assure the salary budget portion matches the recruitment/retention worksheet.

Resources

ADE has resources and support for you when planning recruitment and retention for qualified educators.

You may review our [Title II-A](#) page. There is guidance under the Allowable Expenditures and Requirement section on recruitment and retention stipends.

You may also view our micro training on the [Title II-A](#) page under the Webinar & Micro Trainings tab.

You can always contact your [Program Specialist](#) for additional support or email the educatorandschoolexcellence@azed.gov in box.

Title I

Parents Right to Know, ESEA 1112 (Four Week Letter Requirements)

ESE has been providing LEAs with support in reference to the passing of [S.B. 1179](#) and teacher requirements, and how this connects to ESEA 1112(e)(1)(A).



SB 1159 does NOT remove the bachelor's degree requirement for teaching certificates. Rather, SB 1159 amends the state statute to allow a school district or charter school flexibility to enroll a candidate without a bachelor's degree into a classroom-based preparation program as long as the candidate is also enrolled in a bachelor's degree program at an accredited college or university.

Such a candidate, however, **cannot be the teacher of record for a classroom** and cannot regularly instruct students without the presence of a full-time teacher, certificated teacher, instructional coach, or instructional mentor unless the candidate possesses an emergency substitute certificate, substitute certificate, or emergency teacher certificate.

Thus, LEAs are still required to send home the four-week letter as stipulated in ESEA when an educator is not appropriately certified. You can find guidance on the four-week letter requirements and process in this [ADE Helpful Tips](#) document. You may also verify certification requirements to assure educators meet the appropriately certified status by visiting the [ADE Certification Web Page](#).



Poverty Percentages for Online Sites

Poverty Percentages for Online Sites

Online schools can be eligible for Title I programs. If using Free and Reduced lunch poverty percentages for in-person school sites, you may use AzEDS poverty percentages for online sites on the School Eligibility page within the ESEA Consolidated grant so they can also be included in your Rank and Serve process.

To maintain equity for your Title I programs, please ensure you collect poverty data for **all** your sites. This will not only help to maximize your overall LEA level allocation, but also help you determine if a Title I program is right for your online site.



Title I-D

October 2022 Count by LEAs of Institutions for Neglected or Delinquent Children



Dear N or D Program Coordinators,

The **October 2022 Count by LEAs of Institutions for Neglected or Delinquent Children** will soon be open in EMAC! **The due date for submission to ADE is on or before 12/2/22.** All public-school districts with geographic boundaries are required to complete and submit this report.

The purpose of this annual survey is to provide the state educational agency and the U.S. Department of Education with current information on the location and number of children living in institutions for neglected or delinquent children. The information collected will be used for the purpose of computing allocations for counties and local educational agencies as determined by Title I, Part A of the Elementary and Secondary Education Act (ESEA).

Please note that even if a school district has **0 neglected or delinquent students** within their boundaries, a report needs to be completed. This survey applies to geographic districts and does not include Charter schools.

It is important to start now! School districts need to contact any locally operated (public or private) residential facilities within their boundaries such as: Residential Treatment Centers, Mental Health Facilities, and group homes other than foster homes.



Please utilize the [Annual Facility Survey of Institutions for Neglected or Delinquent Children](#)

- It is key that each Facility identifies the category of children they primarily serve:
- **Neglected Children** - When used with respect to a child, youth, refers to an individual who has been committed to an institution (other than a foster home) or voluntarily placed under applicable State law due to **abandonment, neglect, or death of his or her parents or guardians.**
- **Delinquent Children** - When used with respect to a child, youth, refers to an individual who resides in a public or private residential facility, other than a foster home, that is operated for the care of children and youth who have been **adjudicated, delinquent or in need of supervision.**
- Facilities are to provide the number of children **ages 5 through 17** living in an eligible institution for at least one day during a 30-consecutive day period, at least one of which falls within the **month of October.** If none, enter zero (0).
- If the facility does not respond to the request for information, documentation of at least three good faith attempts is required. If there is still no response, the form can be completed by the district. Please enter 0 for the count and enter an explanation as to why the district is completing the form. **Annual Facility Surveys are Due back to the LEAs on or before 11/29/22.**

For further information, please visit the [Neglected or Delinquent Website](#)

For programmatic questions please contact Cherie.wasiel@azed.gov or (602) 542-4877

For technical assistance please contact aaron.tyler@azed.gov

Title II

Teacher Input App--Due 11-15-22

Teacher Input Application

ADE is pleased to announce that the Teacher Input Application opened early for FY23. Notification was sent to all known Superintendent and Human Resource contacts in July, and ESE ran an announcement about the TIA in our August Newsletter.

If you have not started updating the Teacher Input Application for FY23, please know it is open. It is recommended that LEAs complete certified staff by October 15th. The final due date for all input is **November 15th, 2022**.

If you need any support, you may reach out to your ESEA Consolidated Grant Program Specialist, or review our TIA resources on Title II-A [webpage](#).



Updates to TIA for 2022-2023

- **Open Date.** *The TIA system will no longer have a delayed opening date that typically occurred in September. TIA is now open, and LEAs may start entering their teacher and classified data.*
- **Due Date.** *In recognition of the obligations related to the COVID-19 situation the initial due date for TIA was moved to December 15th for School Years 20-21 and 21-22. However, due to state reporting requirements this date was required to be moved to **November 15th, 2022**, as in years past. It is also recommended that LEAs submit certified data by October 15th, 2022, and complete data entry by November 15th, 2022.*

- **Administrative Contacts Roll Over.** Based on feedback from the field, LEA and site administrator contacts will roll over. You will need to update the position/role of each contact, but you should not have to re-enter the contact information. You will need to remove and add administrator contracts if someone new is fulfilling the roles.
 - **Response to HB2023, 2021 Legislative Session** You may now add required positions for classified staff in the Teacher Input Application. The LEA Support Guide has been updated to include information on how to conduct this process. If you need a reference to HB2023, you can locate the bill by clicking [HERE](#).
-

ACCESSING TIA

The LEA can access the Teacher Input Application through the [Common Log On](#). Only LEA entity administrators have the authority to add or remove authorized users. The LEA can locate entity administrators on the [Entity Administrator Portal](#). If an entity administrator needs to add/remove users who have TIA access, the administrator will need to submit a ticket through the [https://helpdeskexternal.azed.gov/ External Help Desk](https://helpdeskexternal.azed.gov/).



TIA Support in 22-23

The Teacher Input Application Guidance document is updated and reflects changes to the system, including the classified reporting requirements. LEAs can access this technical assistance document on the ADE [Title II-A](#) page under TIA resources.

Micro-Training: There is a Micro-Training available on the [Title II-A](#) page under TIA resources. This overview video provides general information and support regarding the TIA system.

COP Overview Presentation: The fall COP, scheduled for September 29, 2022, will feature a session on the Teacher Input Application with an opportunity for questions and support.

Professional Learning Hour: In September, the Educator and School Excellence Unit will host two Professional Learning Hours on the topic of Teacher Input Application. These sessions provide a 10–15-minute overview followed by breakout rooms for LEA support and more individualized needs. Contact your assigned program specialist if you are interested in attending one of the sessions.

LEA Program Specialists: Title I/II Program Specialists are available to support the TIA process. The program specialist assigned to each LEA is accessible at this site [Title I/II Specialist](#). Title I/II department contacts are located on the [Educator and School Excellence](#) web page. If your LEA does not participate in Title I/II programming you may email educatorandschoolexcellence@azed.gov and a TIA support specialist will contact you.

Teacher Evaluation Affirmations

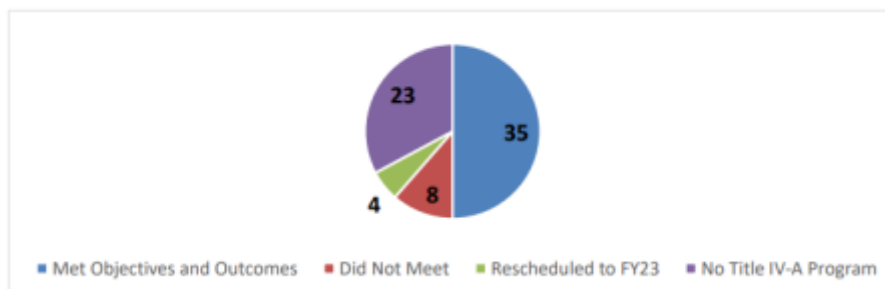
During the legislative session of 2022 the legislature repealed [A.R.S. 15-952](#) as part of the K-12 Budget Reconciliation Bill that was signed by Governor Doug Ducey. Due to this repeal an LEA will no longer be required to submit an Affirmation of Teacher Evaluations by February 1st to the Educator and School Excellence Unit. The repeal of 15-592, however, does not remove the evaluation requirements of the LEA for certificated teachers as required under [A.R.S. 15-537](#).

Title IV-A Updates

Year End Report - Did You Know?

Did you know states are required to report the degree to which LEAs have made progress towards meeting identified objectives and outcomes?

This year, your ADE Title IV-A team had the opportunity to conduct LEA programmatic monitoring for 70 LEAs. 35 out of the 70 LEAs were found to have met their identified objectives and outcomes for Fiscal Year 2022 (school year 2021-22). ADE will partner with those LEAs who did not meet their objectives and outcomes through additional recommended resources and targeted technical assistance.



For more information, access the FY21-22 Year End Report [here](#).

LEA Spotlight - Winslow



“As an art teacher, I cannot express the importance of Title IV funding for my program. When I came to this district, there was an older kiln in the art room that worked, but as time went on it became hit or miss until one day it just died. We found out that the kiln had been in the school for 27 years. I was afraid that was it for my ceramics program, but Denise was able to find funding through Title IV to fund a new kiln. When COVID hit, I was afraid that I would not be able to have students throw on the single wheel I had because of the time it takes to sanitize between students. Again, Denise was able to find funding to order two new wheels for the classroom, which allows students to learn wheel throwing within a Jr High setting. Each year, Denise is able to fund, again through Title IV for myself and the elementary art teacher, to attend the Arizona Art Education Association yearly conference, which allows us to work with and learn from other art teachers through the state, providing the much needed Professional Development that we would not receive otherwise.

Myself and my students are grateful for these funds that allow for a well-rounded education of all students.”

Christa Knox, Art Educator.



September Arts Education Newsletter

September 2022

Dear Arts Educators,

We hope your school year is off to a fantastic start! As you are developing your students' talents, please consider submitting videos or photos of their performances or artwork. ADE has many events and opportunities where we virtually share student performances and artwork with government officials, school district administrators and other educators. These videos can have a tremendous impact on people who are making decisions about educational funding. By sharing your students' work, you are showing educational policy makers what students are capable of when given adequate resources. Please consider submitting your students' work from any grade level!

Yours in collaboration,

ADE Arts Education

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popups allow-same-origin allow-scripts" scrolling="no" style="border: none; max-width: 100%; max-
height: 100vh" allowfullscreen mozallowfullscreen msallowfullscreen webkitallowfullscreen></iframe>

Upcoming Events

ESSA Conference SAVE THE DATE!



**The Power to
Make a
Difference**

2023 ESSA CONFERENCE

We invite you to engage attendees in topics relevant to education today aligned to this year's theme: ***The Power to Make a Difference***. We particularly welcome sessions on effective, sustainable professional development plans, teacher/leader effectiveness, teacher/leader preparedness as well as student/educator wellness.

Location: El Conquistador Resort in Tucson, AZ

Dates: January 25-27, 2023

Presentations: 45-minute live sessions

Proposals close October 12, 2022

Request for Proposal Form: [RFP](#)

Showcase your students' art throughout the event: [Student Art Submission Form](#)

Want more information? Visit our [2023 ESSA Conference Website](#)

September, October, November Calendar

[September, October, November Calendar](#)

Spotlight on Success



Stacey McAndrew

Working through revising/updating my grants (and every time I work on our grants), she helps walk me through anything I need help with. She is always wonderful and available and is very supportive! -
Jennifer L. Bakaer



Sharon Estrada

Sharon is always professional, supportive, and willing to help and answer questions. I am so happy I have been able to work with her these last few years. - *Jami Ramsay*

Has a member of the ESE team gone above and beyond in assisting you or your LEA? Please take a moment to recognize them below!

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Educator and School Excellence Newsletter Survey

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