

History Log

4001 - Richland County School District One (4001) Public District - FY 2025 - A. J. Lewis Greenview Elementary (4001038) Public School - School Renewal Plan - Rev 0

View All Status/Comments

Date	User	Status (S) / Comment (C)	S / C
8/21/2024 9:05:44 AM	Pat Ciccantelli	Status changed to 'School Renewal Plan Reviewed/Approved by SCDE District Plan Contact'.	S
4/25/2024 11:16:58 AM	Carol Miner	Status changed to 'School Renewal Plan Superintendent Approved'.	S
4/25/2024 11:16:53 AM	Carol Miner	Status changed to 'School Renewal Plan Reviewed/Approved by LEA Strategic Plan District Contact'.	S
4/23/2024 9:31:34 AM	LaShaunda Evans	Status changed to 'School Renewal Plan Completed'.	S
4/22/2024 9:32:15 AM	Carol Miner	Status changed to 'School Renewal Plan Returned by LEA Strategic Plan District Contact'.	S
4/22/2024 9:15:40 AM	LaShaunda Evans	Status changed to 'School Renewal Plan Completed'.	S
4/17/2024 10:53:38 AM	LaShaunda Evans	Status changed to 'School Renewal Plan Started'.	S
2/22/2024 12:57:15 PM	GEMS Administrator	Status changed to 'School Renewal Plan Not Started'.	S

School Renewal Plan Information

4001 - Richland County School District One (4001) Public District - FY 2025 - A. J. Lewis Greenview Elementary (4001038) Public School - School Renewal Plan - Rev 0

21st Century Graduate Profile

* Plan Submission

- ☐ School does not utilize Cognia
☒ School utilizes Cognia

* Phase of Plan

- ☒ Initial 5-year plan
☐ Update 1
☐ Update 2
☐ Update 3
☐ Update 4
☐ Update (due to Waiver)

* State and Federal School Improvement Status - if applicable

Priority ▼

School Plan Contact Information

* Name

Dr. LaShaunda Evans

* Phone

803-735-3417

* Email

lashaunda.evans@richlandone.org

* Principal's Name

Dr. LaShaunda Evans

* Board of Trustees Chairperson's Name

Dr. Aaron Bishop

* Date of Plan Approval by the Board

04/23/2024

Stakeholders and Mission and Vision

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Stakeholder Names

Principal

Name * Dr. LaShaunda Evans

Teacher

Name * Kavon Barger

Parent/Guardian

Name * LaKeysha McKnight

Community Member

Name * Kenneth Tolson

School Level Administrators

Name * Dr. Jolanta Gadsden

School Read to Succeed Literacy Leadership Team Lead

Name * Karah Brown

School Read to Succeed Literacy Leadership Team Member

Name * Mulkaramah Smith

School Improvement Council Member(s)

Name * Twilah Nunn-Diamond

School Gifted and Talented Coordinator

Name	* Samantha Martin
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School Federal Programs Coordinator	
Name	* Deneen Middleton

Other Stakeholders	
Position	Name

(Optional) Enter mission, vision, beliefs, and/or values.

Mission Statement: The mission of A. J. Lewis Greenview Elementary School is to develop competent, secure, responsible students, who are life-long learners, and productive members of society by creating a safe, nurturing environment, and providing challenging learning experiences that enhance each student's character and promote academic excellence with the cooperation of the school, family, and community.

Vision Statement:
A.J. Lewis Greenview Elementary School, in collaboration with an engaged community, is committed to each learner's success in a safe, nurturing environment that will develop productive citizens in the 21st century.

Beliefs:

- ü All students can learn and succeed
- ü Students learn in different ways
- ü Each person has the right to be treated with respect
- ü High expectations increase students' performance
- ü Teachers, parents, students, and the community share the responsibility for students' success
- ü Each person has the right to work and learn in a safe, supporting, and nurturing environment.
- ü Effective communication is necessary for students' success

Needs Assessment Data

4001 - Richland County School District One (4001) Public District - FY 2025 - A. J. Lewis Greenview Elementary (4001038) Public School - School Renewal Plan - Rev 0

State Report Cards for Districts and Schools

* Provide the link to your school's most recent Report Card

<https://screportcards.com/overview/?q=eT0yMDIzJnQ9RSZzaWQ9NDAwMTAzOA>

Provide additional school's needs assessment data including both formative and summative assessments used to gauge student learning.

2023 SC READY ELA Data

The percentage of students who scored "Met" or "Exceeds" is increasingly lower than that of the noted percentage of students who lot of students score a "Not Met" on SC Ready ELA. Math. Fifth grade data shows higher percentages for students scoring "Approaching", "Met", and "Exceeds" in comparison to third and fourth grades, respectively.

3rd-5th ELA

	Does Not Meet	Approaching	Met	Exceed
3 rd Grade	34%	34%	18%	14%
4 th Grade	46.8%	25.5%	14.9%	12.8%
5 th Grade	41.4%	32.8%	17.2%	8.6%
3 rd -5 th Grade Males	44.9%	30.8%	11.5%	12.8%
3 rd -5 th Grade Female	28.2%	39.8%	25.2%	6.8%
African American	35.1%	37.3%	21.6%	5.9%

SPED	88.5%	11.5%	0%	0%
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SC READY Math Data

On the SC READY Math, 3rd-5th grade students were assessed on their knowledge in the areas of Number Sense and Base Ten, Number Sense Fractions, Algebraic Thinking and Operations, Geometry, Measurement and Data Analysis.

SC READY Mathematics

	Does Not Meet	Approaching	Met	Exceed
3 rd Grade	28%	30%	28%	14%
4 th Grade	53.2%	27.7%	14.9%	4.3%
5 th Grade	50%	36.2%	12.1%	1.7%
3 rd -5 th Grade Males	51.1%	23.4%	18.1%	7.4%
3 rd -5 th Grade Female	32%	51.5%	12.6%	3.9%
African American	40%	37.8%	16.2%	5.9%
SPED	69.6%	26.1%	4.3%	0%





MyIGDIS



SCREADY Science (Spring 2023)

During the 2021-2022 school year, 4th grade students at A.J. Lewis Greenview Elementary School took the South Carolina Palmetto Assessment of State Standards (SCPASS) in the area of science. SCPASS assessment measures students' performance of the SC Science Academic Standards in the areas of science and engineering practices, weather and climate, stars and the solar system, light and sound, and characteristics and growth of organisms.



Executive Summary of Needs Assessment Data

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Per SBE Regulation 43-261, the annual needs assessment will provide focus for planning teams to set priorities for the plan. The comprehensive needs assessment must identify targeted areas of discrepancy between the desired performance levels and the current status as indicated by available data. Any discrepancies in the following areas identified by the school report card must be included in the plan: (1) achievement, (2) achievement by subgroups, (3) graduation rates, (4) attendance, (5) discipline, (6) teacher/administrator quality and professional growth, and (7) other priority areas.

Measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the school report card.

State Report Cards for Districts and Schools

In the appropriate boxes, use school data to identify areas in need of improvement. Required areas to be addressed are: Student Achievement, Teacher/Administrator Quality, School Climate, and Gifted and Talented.

Student Achievement, including sub-groups

* Early Childhood/Primary (PK-2)

myIGDIS Summary (Pre-K): Students in Pre-K were assessed with myIGDiS in the fall of 2023. Forty-four students were assessed in the areas of Early Literacy: Picture Naming, Rhyming, Sound Identification and Which One Does Not Belong. On the Fall Assessment 14 percent (6) of the students scored Making Strong Progress in Picture Naming. Eighty-six percent (37) of these students need remediation. In the fall, 44 students were assessed on Rhyming; 4.5 percent (4) of the students scored Making Strong Progress and 95.5 percent (29) needed intervention on Rhyming. Forty-four students were assessed in the fall on Sound Identification; 9.1 percent (6) of the students scored Making Strong Progress and 90.9 percent needed intervention. On the Fall Assessment, 44 students were assessed on Which One Does not Belong. 6.8% of the students scored Making Strong Progress. 93.2% of the students needed intervention.

KRA (Kindergarten): The kindergarten readiness assessment was administered at the beginning of the school year that measures each student's school readiness across multiple domains. In 2022, 50.5 percent of students were emerging, 39.6% of students were approaching; and 10.4% of students demonstrated kindergarten readiness.

* Elementary/Middle (3-8)

Student Achievement measures includes SCREADY. Below is the most current data for students in grades 3-5.

A.J. Lewis Greenview has had little growth in the areas of reading and mathematics the past three years as measured by state assessments. More than one-third of the student population is reading below grade level. Recently, A.J. Lewis Greenview was identified by the state department as a school of focus due to over 75% of the students in Grades 3-5 student population not meeting state standards. Only 28.4% of students in grades 3-5 met state standards

in reading; only 24.6% of students in grades 3-5 met state standards in mathematics; and only 24.6% of 4th graders met state standards in science.

Overall, in ELA, the data indicates that students in grades 3, 4, and 5 need additional support in using literary and informational texts to improve reading and writing skills. Further analysis of our data indicates a need to provide numerous opportunities for students to engage in vocabulary building skills to strengthen their use of academic and content-based vocabulary and writing activities to build stamina and develop author's craft. Data would also suggest that additional professional learning opportunities are needed to increase teachers' knowledge of relevant and up-to-date practices. Additionally, support can be provided through at-home resources. Other needs could include consistent and specified consulting with using provided district resources as our teachers are expected to use the provided curricula tools daily.

*** High School (9-12)**

Not Applicable.

*** Teacher/Administrator Quality**

A.J. Lewis Greenview Elementary creates a positive environment for teaching and learning. Of the thirty-two instructional staff members, The percentage of "Highly Qualified" teachers as defined by the state standards has decreased. Ninety-four percent of the certified staff are on a continuing contract. Eighty-four percent have advanced degrees, and two teachers have their doctoral degree. Our school has a return rate of over 80 percent. This is a decrease from previous school years in the past three years. The teachers at our school have a strong commitment to teach in the community and have ties within the community. Last year, the teacher attendance did decrease from 95.1 to 92.3. The school leadership team has attended career fairs throughout the year in efforts to fill these positions with highly effective staff. The leadership team participates in the District's job fair in efforts to recruit highly effective staff.

*** School Climate**

Lewis Greenview Elementary School provides a disciplined, but stimulating, learning environment for students. The climate for learning at Lewis Greenview is enhanced by fostering a learning community that includes teachers and parents working together in all aspects of the school. Parents are encouraged to visit the school, assist with homework, and volunteer for committees and club programs. Student discipline is the responsibility of all Lewis Greenview staff members. The school has a Character Education Committee made up of faculty and staff members whose primary responsibility is to schedule the character traits to be observed by the faculty, students, and staff members on a monthly basis. The committee is also responsible for maintaining a bulletin board which will post the monthly character trait(s) being observed for any given month. A major goal is to provide a positive climate for learning in order to assure student achievement, enhance self-esteem, and develop positive social behavior. To reach this goal, Lewis Greenview Elementary offers many opportunities for student participation and recognition. In keeping with our motto, "Where Excellence Is Expected", the school recognition committee, teachers, and other staff members implemented the Positive Behavior Interventions & Support model (PBIS). All staff members were provided training in the use of this model in order to prevent negative behaviors before they occur. PBIS is a proactive and team approach for creating and sustaining a safe and effective school environment. The emphasis is placed on prevention of problem behavior, development of pro-social skills, and the use of data-based problem solving for addressing existing behavior concerns. Lewis Greenview's school-wide PBIS assists in increasing the capacity of the school to educate all students utilizing research-based school-wide, classroom, and individualized interventions. Our school's Positive Behavior Interventions & Supports (PBIS) is structured around expectations that are specific to the school and are consistent across all school settings and are explicitly taught and encouraged by all adults at Lewis Greenview Elementary School. Lewis Greenview PBIS Expectations: G Great Attitude -I am kind to others! R Respectful-I respect myself and others! O Outstanding -I work to do my best! W Willing-I make an effort to choose what is right!

Other (such as school priorities)

*** Gifted and Talented**

A gifted and talented program is offered to students in 3rd-5th grade. Qualified students participate in an accelerated paced inquiry-based rigorous math, reading, and writing curriculum.

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Plan Items)

1 Student Achievement*

Performance Goal:

By 2029, students in grades 3-5 score will increase from 28.4 percent meets and exceeds to 43.4 percent on the SC Ready ELA; and by 2029 students in grades 3-5 score will increase from 24.6 percent meets and exceeds to 39.6 on the SCREADY Math.

PM 1.1 2025 Goals_SCREADY Reading: 31.4 and SCREADY Math: 27.6 2026 Goals_SCREADY Reading: 34.4 and SCREADY Math: 30.6 2027 Goals_SCREADY Reading 37.4 and SCREADY Math: 33.6 2028 Goals_SCREADY Reading 40.4 and SCREADY Math: 36.6 2029 Goals_SCREADY Reading 43.4 and SCREADY Math: 39.6

Analysis of Actual vs. Projected Data:

SCREADY ELA Actual Data: 28.4% 2029 Projected Data: 43.4%; SCREADY Math Actual Data: 24.6% 2029 Projected Data: 39.6%

S 1.1.1 District Benchmark Data Student-Centered Teacher Observations Coaching Cycle Data Computer-Based Standardized Progress Monitoring Data

Evidence-Based Research:

Progress monitoring is an assessment technique that tells teachers how and when to adjust curriculum so that students meet benchmark goals by the end of the year. This research shows that progress monitoring is an effective way to set and meet academic goals.(Fuch, Fuch)

AS 1.1.1.1 Collaborative Planning Student-Centered Coaching

Action Step:

Bi-Weekly extended guided planning sessions for teachers and instructional assistants.

Person Responsible:

Curriculum Resource Teacher and Reading Coach

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/1/2029

2 Student Achievement*

Performance Goal:

By 2029, 37.6 percent of students in grades 3-5 will score met or exemplary on the SCREADY Science assessment.

PM 2.1 2025 Goal_Science: 25.6% 2026 Goals_Science: 28.6% 2027 Goals_Science: 31.6% 2028 Goals_Science: 34.6% 2029 Goals_Science: 37.6%

Analysis of Actual vs. Projected Data:

Data Source: 2023 SCREADY Science Actual: 25.6% 2029 Projected Data: 37.6%

S 2.1.1 Student-Centered Class Observation Feedback Lesson Plans Feedback Peer Learning Walks Science Projects

Evidence-Based Research:

Research has proven that students who are taught using hands-on teaching methods with manipulatives outperform those who are not. It is true for many subjects but most documented in mathematics as acquisition of early math knowledge and skills is the most important predictor not only for later math achievement but also for achievement in other content areas (Amy Claessens, The University of Chicago and Mimi Engel, Vanderbilt University, 2013).

AS 2.1.1.1 Science Performance

Action Step:

Consistently use district mandated science kits for inquiry-based, hands-on investigations that address all learning styles. Implement STEM investigations that requires students to research, record and collect data, and use a variety of scientific tools. Participate in the district and school Science Fair for grades PreK-5.

Person Responsible:

Curriculum Resource Teacher

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/1/2029

Funding Application	Grant	Notes	Amount
Other	Other		\$500.00

3 School Climate*

Performance Goal:

By 2029, the percentage for overall perceptions of school climate from staff, students, and parents on the EOC report card survey will increase from 61.4% (6.14/10) to 86.4% (8.64/10); and the teacher retention rate will increase from 69% to 83%.

PM 3.1 School Perception 2024-2025 Goal: 66.4% 2025-2026 Goal: 71.4% 2026-2027 Goal: 76.4% 2027-2028 Goal: 81.4% 2028-2029 Goal: 86.4%
Teacher Retention Rate 2024-2025 Goal: 69.2% 2025-2026 Goal: 72.2% 2026-2027 Goal: 76.2% 2027-2028 Goal: 79.2% 2028-2029 Goal: 83%

Analysis of Actual vs. Projected Data:

School Perception Actual Data: 61.4% Projected Data: 86.4% Teacher Retention Actual Data: 69.2% Projected Data: 83% Data Source: 2023 South Carolina School Report Card

S 3.1.1 Fall and Winter Survey Results

Evidence-Based Research:

The school climate and social identification are core variables that have the power to augment student achievement. (Maxwell, Reynolds, Lee, Subasic, Bromshead, 2017)

AS 3.1.1.1 Student, Parent, and Staff Overall Satisfaction of School Climate

Action Step:

Beginning Of the Year Survey Middle Of the Year Survey Review of results and plan of action with Stakeholders Monthly SIC Meetings
Leadership Team Monthly Meetings

Person Responsible:

Principal and Parent Engagement Specialist

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/1/2029

AS 3.1.1.2 School Perception and Teacher Retention

Action Step:

Monthly Principal Student Advisory Board Meetings 1-3 Year Teacher Experience Mentorship Program Quarterly Staff Team Building
Fully Implement the Ron Clark House System

Person Responsible:

Principal and Administrative Team

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/1/2029

4 Teacher/Administrator Quality*

Performance Goal:

By 2029, 100% of teachers and instructional assistants will participate in ongoing professional learning with a focus on using literacy and math data to plan, execute and reflect upon daily instruction.

PM 4.1 Projected Data-2024-2025= 89% Projected Data-2025-2026=92% Projected Data-2026-2027=95% Projected Data-2027-2028=98% Projected Data-2028-2029= 100%

Analysis of Actual vs. Projected Data:

Actual Data: 89% Instructional Staff Participation Projected Data: 100% Instructional Staff Participation Data Source: Teacher surveys, registration forms, school sign-in sheets.

4.1.1 Meeting Minutes Professional Learning Opportunity Plan Workshop Sign-In Sheets Evaluation Feedback Forms

Evidence-Based Research:

Teachers understanding of how students learn, develop and differ in their approaches to learning; and also provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students significantly increases students learning, growth, and development. HATTIE, J. 2008. Visible learning: A synthesis of over 800 meta-analyses relating to achievement, Routledge.

AS 4.1.1.1 Faculty and Staff Professional Growth

Action Step:

Implement ongoing professional development on the key elements of Visible Learning for certified staff members. Provide opportunities for classified staff members to attend training sessions in literacy and mathematics. Incorporate ongoing instructional rounds to expose teachers to a variety of rigorous visible learning instructional strategies.

Person Responsible:

Curriculum Resource Teacher

Estimated Begin Date:

4/22/2024

Estimated Completion Date:

6/1/2029

Funding Application	Grant	Notes	Amount
Other	Other		\$10,000.00

Assurances

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**Early Childhood Development and Academic Assistance Act (Act 135) Assurances
(S.C. Code Ann §59-139-10 et seq. (Supp. 2004))**

* ☒ Yes	Academic Assistance, PreK-3
	The school makes special efforts to assist children in PreK-3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
* ☒ Yes	Academic Assistance, Grades 4-12
	The school makes special efforts to assist children in grades 4-12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
* ☒ Yes	Parent Involvement
	The school encourages and assists parents in becoming more involved in their children's education and will make special efforts to meet with parents at convenient times, provide parents with their child's individual test results, interpretation of the results, and information on the school's curriculum and assessment program. The school will encourage frequent communication between home and school, thus providing more opportunities for parental participation. The school will make efforts to designate space for parents to access educational resource materials. Part of the principal's and superintendent's evaluation may include parental involvement expectations. The school will make efforts to provide parents with information pertaining to expectations held for them by the school system, such as ensuring the attendance and punctuality of their children.
* ☒ Yes	Staff Development
	The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.
* ☒ Yes	Technology
	The school integrates technology in professional development and classroom instruction in order to improve teaching and learning.
* ☒ Yes	Innovation
	The school funds innovative activities to improve student learning and accelerate the performance of all students.
* ☒ Yes	Collaboration
	The school (regardless of the grades served) collaborates with health and human services agencies such as county health departments, social services departments, mental health departments, First Steps, and the family court system.
* ☒ Yes	Developmental Screening
	The school ensures that students receive all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program is primarily at primary and elementary schools although screening efforts could take place at any location.

* Yes ▼	Half-Day Child Development
	The school provides half-day (and sometimes full-day) child development programs for four-year-olds. The programs primarily operate at primary and elementary schools, may be at locations with other grade levels, or be located in a completely separate school.
* Yes ▼	Developmentally Appropriate Curriculum for PreK-3
	The school ensures that the scope and sequence of the curriculum for PreK-3 is appropriate for the maturity levels of students. Instructional practices accommodate individual differences in achievement levels and take into account the student's social and cultural context.
* Yes ▼	Parenting and Family Literacy
	The school provides a four-component program for parents and children that integrates all of the following activities: interactive literacy activities between parents and their children; training for parents to be partners in their children's education; parent literacy training in economic self-sufficiency through adult education; and age-appropriate education to prepare children for success in school and life experiences. Family Literacy is not grade specific, but is generally most appropriate for parents of children at or below the primary and elementary school levels, and secondary school students who are also parents. Family Literacy program goals are to strengthen parental involvement in the learning processes of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education; provide parents educational opportunities; and identify potential developmental delays in preschool children through developmental screening.
* Yes ▼	Recruitment
	The school makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for school failure. "At-risk children" are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.
* Yes ▼	Coordination of Act 135 Initiatives with Other Federal, State, and District Programs
	The school makes efforts to ensure that all programs and funding, including Act 135 initiatives, are coordinated with programs such as Head Start, First Steps, Title I, and programs geared towards students with disabilities.

Waiver

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☒ ☐ Not Applicable

The SBE has the authority to waive regulations pursuant to SBE Regulation 43-261 (C) District and School Planning which states:

"Upon request of a district board of trustees or its designee, the State Board of Education may waive any regulation that would impede the implementation of an approved school strategic plan or school renewal plan."

All waivers must be requested in writing, signed by the local superintendent, and approved by the local school board prior to being sent to State Accountability. Use the following link to obtain more information on the waiver process: <http://ed.sc.gov/districts-schools/state-accountability/waiver-requests/>

	District Wavier Requested and Approved	Explain how the SBE Regulation would impede the implementation of an approved school strategic or school renewal plan.
1.	Teachers teaching more than four (4) preps (SBE Regulation 43-205)	
2.	Teachers teaching more than 1500 minutes (SBE Regulation 43-205)	
3.	High School Principal over two schools or grades more than 9-12 (SBE Regulation 43-205)	
Other:	SBE Regulation 	

Related Documents

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Optional Documents

Type	Document Template	Document/Link
Additional Documentation	N/A	

Checklist

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Checklist Description (Collapse All Expand All)

☐	1. Plan Information and stakeholders	Approved ▼	Pat Ciccantelli	8/21/2024 9:05:29 AM
	1.01 Information is complete and appropriate.			
☐	2. Needs Assessment	Approved ▼	Pat Ciccantelli	8/21/2024 9:05:29 AM
	2.01 Needs assessment link is correct			
	2.02 Needs assessment is clear, thorough and appropriate.			
☐	3. Performance Goals, Interim Performance Goals, Indicators of Implementation, and Action Steps	Approved ▼	Pat Ciccantelli	8/21/2024 9:05:29 AM
	3.01 All required goal areas have been addressed.			
	3.02 Goal statements are complete and appropriate.			
	3.03 Goals have all required parts completed.			
	3.04 Action steps are complete and appropriate.			
☐	4. Read to Succeed	Not Applicable ▼	Pat Ciccantelli	8/21/2024 9:05:29 AM
	4.01 Responses are complete, thorough and appropriate.			
☐	5. Assurances	Approved ▼	Pat Ciccantelli	8/21/2024 9:05:29 AM
	5.01 Responses are complete, thorough and appropriate			
☐	6. Related Documents	Not Applicable ▼	Pat Ciccantelli	8/21/2024 9:05:40 AM
	6.01 If applicable, uploaded documents are correct and appropriate.			