

2021-24 American Rescue Plan

Elementary and Secondary School Emergency Relief Fund

Local Educational Agency ARP ESSER Plan,

Application and Assurances

**Jackson County School District- 32**

**Purpose**

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

The purpose of this document is to guide districts to plan for the continued implementation of reopening and recovery through the utilization of the 2021-24 ARP ESSER and to assure federal requirements are met. Florida utilized the 2020-21 District Reopening Plan and the Spring 2021 Education Plan to respond to and mitigate the impact of the emergency and to promote the health, safety, and welfare of persons connected with Florida’s educational system.

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

**Directions**

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

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

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

**Part I: Implementation Plan**

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

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

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

Activity #1- After-School Tutoring: The district will hire existing staff (teachers, paraprofessionals, other support personnel, health aides, bus drivers, and custodians) to offer tutoring after-school to improve academic learning acceleration in reading, mathematics, science, and history in response to COVID-19. The proposed budget will offer 24,000 additional hours of instructional time and supporting services to students for a well-rounded approach to additional instructional time. The tutoring will begin in January 2022 and continue until funds are exhausted. These funds will be coordinated with other funding from Title I, Part A, ESSERII, Title IV, Title V, and Reading Allocation.

Activity #2- Additional Instructional Paraprofessionals: Each K-12 campus (11) will receive an additional instructional paraprofessional above their allocated staffing plan. The paraprofessionals will assist with instruction in the classroom based on need at each campus to address learning loss from COVID-19. For the 2021-2022SY, ESSERII is funding these positions. ARP will fund these additional positions for the 2022-2023SY. These positions are supporting instruction in elementary classrooms by providing support for whole group and small group instruction, helping in computer labs to provide support in using online learning programs, media center support, science lab support, and additional staff to support after-school staffing for tutoring. These positions are 182-day contract for 7.5 hours.

Activity #3- Response to Intervention Support: The district will continue (ESSERI and ESSERII supported) supporting school-based RTI teachers/interventionists in coordination with support from Title I, Part A to continue accelerate learning in response to COVID-19. Three (3) additional interventionists will be hired to support elementary and secondary implementation of RTI. The district will also continue the teacher on special assignment to support the 15 RTI interventionists within the district on RTI implementation. The three school-based interventionists are 196-day contract for 7.75 hours per day. The teacher on special assignment is an 11-month employee on a 226-day contract for 7.75 hours per day. ARP funds will support these positions during the 2022-23 and 2023-24 school years.

Activity #4- CANVAS Teacher and CANVAS Student Learning Management System: The District will continue (ESSERI and ESSERII supported) supporting 450+ teachers with the continued use of CANVAS Student Learning Management System. Teachers continue to utilize CANVAS as a tool during COVID-19 quarantines. On average the district has 20+ new teachers to the district that will need Tier 2 supports in the implementation of CANVAS. The CANVAS Teacher is an 11-month 226-day contract at 7.75 hours per day and the Student Learning Management System will continue implementation for the 2022-23 and 2023-24 school years.

Activity #5- Data Specialist: The district will continue (GEERSI and ESSERII supported) to utilize a full-time data specialist 11-month 226-day 7.75 hours per day for the 2022-23 and 2023-24 school years. The data specialist will support the district and school leadership teams in pulling and analyzing data to drive instruction to close the achievement gaps widened by COVID-19 learning loss. The data specialist will assist with RTI implementation through timely data reviews.

Activity #6- Technology Resource Teachers: The district currently has two technology resource teachers to support 450+ teachers. This capacity is unrealistic as more technology-based supports to address learning loss from COVID-19 have been added and technology integration for teachers is at the forefront of closing the achievement gap. Adding five (5) additional positions will reduce the workload of each technology resource teacher to 60-75 teachers. The additional positions will be 10-month 196-day 7.75 hours per day. Their duties will be to assist teachers with using the many instructional online programs and integrating laptops and interactive televisions into the instructional program.

Activity #7- Math Textbook Adoption: The district receives less than $500,000 each fiscal year for the purchase of textbooks. The previous year’s reading adoption has left the district with no roll-over funds. The anticipated cost for a full adoption for every grade level at one time is $1,372,250. It would take the district three fiscal years to fully implement new textbooks. The use of ARP funds will allow every classroom to have access to new textbooks for the implementation of the BEST Standards and new assessment. This will allow accelerated learning to be implemented in a timely fashion to eliminate the achievement gaps widened by COVID-19.

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

Activity #7- Capturing Kids Hearts: The district piloted this socio-emotional program at MK8 using ESSERI funds. The implementation is showing positive results in supporting the mental health of students and staff. Additional schools have indicated the need for this program at there school. During the next two school years, the district will train an additional 300 staff members in the program. Supporting the mental health of students during a pandemic is necessary to ensure a safe learning environment.

Activity #8- School Resource Deputy Contract Support: The district will continue (ESSER II supported) using School Resource Deputies to assist students with attendance and mental health during the pandemic. Ensuring students are located and are in school is necessary to improving student academic achievement. 10% of their time and effort will be to support attendance and mental health of students experiencing issues due to the pandemic.

Activity #9- ACT/SAT Preparation: High Schools will purchase curriculum for test preparation to help with concordant scores for graduation and college preparation for post-secondary enrollment. The pandemic caused learning loss for students in high school causing many to score lower on state assessments and post-secondary preparation exams. Providing additional instruction during the school day and after-school tutoring will assist students in improving scores on these assessments.

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

There are currently no specific activities for this section.

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

There are currently no specific activities for this section.

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

Activity #10- CTE Exams: The district will expand the assessment of students using funds from ARP to purchase more tests for students to take. Learning loss during the pandemic decreased the pass-rate and funds earned by CTE programs making it difficult for the programs to expand testing of additional students.

Activity #11- Greenhouses: The district will purchase six (6) greenhouses and install them at school sites that do not currently have a greenhouse. These greenhouses will be used to grow food for use in the school lunch program to decrease supply chain issues experienced during the pandemic.

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

Activity #12- Bus Camera System for Contact Tracing: The district will purchase and install camera systems on school buses to assist with contact tracing for COVID-19 to protect students and staff. The system supports real-time viewing for quick responses to infection response.

Activity #13- Additional Health Aides: The district will expand the hours of two (2) health aides by 2.5 hours to make them a full-time position in response to increase needs caused by COVID-19. MK8 has 1900 students and a clinic that processes 4400-5200 services per month. The school currently has two full-time positions and needs a third to manage the large amount of services provided each month that is increased due to COVID-19 issues. The additional hours will be supported during the 2022-23 and 2023-24 school years. The MK8 position will be hired in January/February 2022 and continue for the 2022-23 and 2023-24 school years.

Activity #14- Health Data Tracking System: The district will purchase a program that will collect data related to COVID-19 health issues at schools. This system will be purchased in January 2022 and utilized during the 2021-22, 2022-23, and 2023-24 school years.

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

There are currently no specific activities for this section.

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

Activity #15- Improved Communication Protocols: The district will purchase walkie-talkies to improve communication protocols to ensure when a COVID-19 infection is identified, the quick communication of the issue is available. Timely response limits exposure to others.

Activity #16- Student ID System: The district will purchase a Student ID System to track students during the school day through attendance and student movement to effectively contact trace any exposure to COVID-19.

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

There are currently no specific activities for this section.

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

Activity #17- Air Purifiers: The district will purchase air purification units to place in areas with low-quality air to effectively purify and prevent the spread of COVID-19.

Activity #18- High-capacity Cleaning and Sterilizing Units: The district currently has one high-capacity cleaning unit for 11 school sites and 5 ancillary facilities to effectively clean and sterilize surfaces in schools and work areas to protect 5900 student and 1000 staff from the impacts of COVID-19. The district needs two more units to effectively and deeply clean all surfaces on a monthly basis versus quarterly.

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

**and local requirements.**

There are currently no specific activities for this section.

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

Activity #19- Finalize the update to staff laptops started in ESSER II project by purchasing 150 more units. This will allow staff to work virtually should there be a quarantine caused by COVID-19.

Activity #20- School-based Charging Stations: The district has purchased Chromebooks for every student in response to COVID-19. Secondary students take their devices home and sometimes leave their chargers at home, forgot to charge at home, or have lost their charger. Having a cache of school-based charging stations will support student’s ability to have access to their learning device for instruction during the school day.

Activity #21- Computer Lab Updates- The district needs to update all labs to be compliant with operating requirements of computer programs purchased to close the learning achievement gap caused by COVID-19.

Activity #22- Chromebooks- The district will update 2000 devices that will exit their warranty in the next school year to ensure students have access to technology during a COVID-19 school shutdown.

Activity #23- Internet Wiring Upgrades: The district needs to upgrade wiring at three schools to meet the needs of the programs purchased to close achievement gaps caused by COVID-19. These schools are having connectivity issues at this time with current programs.

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

Activity #24- Mental Health Counselors: The district will continue to fund the two additional mental health counselors hired through GEERS funding. These positions will be full-time positions for 196-days at 7.75 hours per day for the 2022-23 and 2023-24 school years. The need to continue supporting the mental health of students as they navigate a pandemic is key to providing a safe learning environment to close the achievement gap caused by the pandemic.

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

There are currently no specific activities for this section.

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

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

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

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

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

There are currently no specific activities for this section.

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

Activity #25- MK8 Filter System Access: The district does not have current safe way to access the air filtering system at MK8 to effectively and safely change air filters to provide high-quality air control to prevent the spread of COVID-19 at our largest campus. The district will construct a permanent stair access system to the air filters at the school.

Activity #26- Outside Social Distancing: The district needs to expand the amount of outside space to safely socially distance students. Additional covered walkway is needed to protect students from weather elements when there is a need to socially distance outside.

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

Activity #27- HVAC Repair Truck: The district will purchase a repair truck for HVAC to improve response time repairs needed to ensure air quality and prevent the spread of COVID-19. Many of the repairs can now be done in-house due to the district now employing a HVAC Specialist.

Activity #28- Repair Bus HVAC: Repair 40 school buses (50% of the fleet) HVAC system to provide better air quality during transportation of students to prevent the spread of COVID-19 in tight spaces.

Activity #29- School HVAC Repairs: The district will utilize funds to repair and upgrade HVAC systems in buildings to improve air quality to combat COVID-19 spread.

Activity #30- Renovations to Windows: The district will utilize funds to repair and upgrade windows that are old or ineffective to keeping the quality of air at a minimum standard to combat COVID-19.

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

There are currently no specific activities for this section.

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

Activity #31- Staff Bonus: The district will provide staff that were not eligible for the Governor’s emergency relief payment with a $1000 bonus. Provided based on the 2021 order and pending 2022 order in the current budget.

Activity #32- Staff Overages: The district will allocate staff based on student enrollment calculated during Survey 3 2022 for the 2022-23 school year. Instructional positions will be allocated based on that formula. During the actual school year, should enrollment drop due to students enrolling in virtual settings or displacement due to COVID-19, the district will hold the school harmless and adjust the overages to ARP. This process will be followed for the 2023-24 school year.

Activity #33- Technology Repair Vehicles: The district will need to utilize funds to create technology repair vehicles to cover the repairs of technology at schools as well as support repairs outside of schools during long-term closures. The district has over 8000 Chromebooks to maintain, 1000 interactive televisions, VOIP, etc. that has increased because of COVID-19.

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

Activity #34- Administrative Costs: The district will utilize Indirect Cost Rate Plan B each fiscal year during the implementation of the grant. 2021-2022 rate is 2.87%.

**Part II: Ensuring Effectiveness of Interventions**

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

The District’s approach to services meet the needs of the 84% of students from low-income families, enhances the learning environment of every students, and focuses on closing the achievement gaps of low-performing subgroups. Additional instructional time through tutoring, additional supports for Response to Intervention, maintaining staffing allocations for access to high-quality educators, providing additional staff for educational support, increasing staff morale through bonuses, improving access to technology, improving technology integration into the classroom, improving social emotional supports and mental health, and improving the safety of the learning environment supports every student and staff member.

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| --- | --- | --- | --- | --- |
| Student Category | ELA Proficiency | Math Proficiency | Science Proficiency | History Proficiency |
| Total Students | 54.0% | 47.4% | 45.3% | 64.6% |
| Econ. Disadv. | 46.0% | 38.2% | 34.8% | 55.8% |
| ELLs | 43.1% | 58.2% | 30.8% | 64.7% |
|  | \* | 50.0% | \* | \* |
| Homeless | 44.0% | 31.8% | \* | 58.3% |
| Stdts w/Disabilities | 35.9% | 34.7% | 33.7% | 40.2% |
| American Indian | 40.0% | 20.0% | \* | \* |
| Asian | 68.8% | 85.7% | \* | \* |
| Black | 38.3% | 28.3% | 23.2% | 40.7% |
| Hispanic | 53.9% | 47.3% | 34.8% | 73.5% |
| Multiracial | 55.0% | 45.0% | 53.4% | 68.6% |
| White | 62.2% | 58.0% | 56.5% | 75.1% |
| Female | 58.3% | 47.1% | 43.4% | 64.9% |
| Male | 50.0% | 47.8% | 46.9% | 64.4% |

\*Not enough data to provide a percentage. Other subgroups with no data left off the list.

The district will utilize i-Ready progress monitoring for elementary reading and mathematics, i-Ready for secondary reading, Imagine Math for secondary math. Reading, math, science and history will utilize state academic assessments to measure overall effectiveness of the interventions.

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

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

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

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

**Part IV: Assurances**

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

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

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

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

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

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

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

**Acknowledgement**

Local Educational Agency Chief Executive Officer or Authorized Representative

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| --- |
| **Name and title of person responsible for completion and submission**  |
| Michael Kilts, Director of Federal Programs and School Improvement |
| **Contact information: email, phone number** |
| michael.kilts@jcsb.org, 850-482-1200 |
| **Superintendent signature (or authorized representative)** |
|  |