

2021-24 American Rescue Plan

Elementary and Secondary School Emergency Relief Fund

Local Educational Agency ARP ESSER Plan,

Application and Assurances

**Leon County Schools 037**

**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.**

# Leon County Schools

**Public Input**

In preparing this application, Leon County School District (LCS or District) ensured that we reached out to the community for public input. After District staff outlined the programs that we could fund from the grant, we met with all principals in small groups of 5-10. These focus groups allowed for more candid and open discussions on how LCS should implement interventions and supports and get their feedback on the most meaningful ways to address COVID-19 learning loss. After making the preliminary plans, the District held a special School Board meeting that was publicly noticed. In this meeting, members of the public and Board members provided feedback on the proposed application. At the end of the meeting, the floor was opened for additional public comment. Additionally, this grant application was discussed with the bargaining units LCTA, LESPA, and Local 1010. The input of the Board, unions, and the public was considered while the District finalized the grant application.

In addition to the application, the District is working diligently to incorporate public input into our Instructional Continuity Plan (ICP). While we have already presented our ICP at several Board advisory committees and published on the LCS website, we intend to continue soliciting for public comment in a variety of ways and incorporate any resulting revisions prior to submitting to DOE within 60 days of grant award. As part of this process, the District intends to publish the revised plan on the District website and provide a centralized email inbox for open-ended public comment. We also plan to run a notice in the local newspaper, the Tallahassee Democrat, directing citizens to the website and encouraging feedback.

**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).

# Leon County Schools

**Sub-Activity (Use of Funds) #1: Summer Success Academy**

Learning loss from COVID-19 has been shown to be extensive in many students and encompasses the academic underperformance and the exacerbation of social and behavioral issues. State test scores, progress monitoring data, and even behavioral/social intervention data have shown that when the norms of the traditional school year, instructional routine, and instructional delivery methods were interrupted by the Pandemic, the resulting impacts require many avenues of support.

Support will take place by LCS in using several programs to provide a complete continuity of services through the school day (addressed in Activity 2A) and the calendar year. LCS believes that supporting students and their families means developing innovative means of learning for all stakeholders. To this end, the strategic support programs outlined in this proposal address measures to mitigate learning loss during the typical academic year and extended school hours during the summer. To this end, LCS is developing a comprehensive, multi-faceted summer learning program (Summer Success Academy) in June and July for Summers 2022 and 2023.

The Summer Success Academy is intended to build on the academic gains made by students over the prior school year through various learning program options, based on student need, conducted in-person by certified teachers at each elementary, middle, and high school campus. All student populations are eligible based on academic need, including students with disabilities, low-income students, English language learners, and those enduring displacements through homelessness, migratory status, and within the foster care system. Students in these populations are less likely to attend summer programs due to a lack of transportation or available supervision after the program ends.

Providing equitable access to summer programs for all students will ensure that the innovation of summer learning benefits all students and families interested, not just those who are able to participate. Bus transportation will be offered using the traditional school bus routes provided during the school year, similar to an early release schedule, to ensure all students have access to this critical program. Before and after school care will also be provided at no cost to those participating in the Summer Success Academy from 7:00 a.m. to 6:00 p.m. Additionally, breakfast and lunch will be provided at all schools to program participants while the Academy is operating.

Similar to the approach used in 2021’s #Summer850 program, two main remediation models will be used as frameworks in the development of the Summer Success Academy: the 'priority skills' approach and the 'remediation modules' approach. The 'priority skills' approach required school-based teams to identify skills that were deemed to have a high yield for impacting student learning but were missed by students throughout the school year. The 'remediation modules' approach required school and district teams to identify specific portions of curricular materials that could be used for learning recovery. This was based upon a review of data to determine which courses had high failure rates. All learning options using these models were designed to ensure that students selected for the program had all of the tools and resources for success in the coming school year.

Students will be selected for the Summer Success Academy based on progress monitoring data collected throughout the prior school year. The review of progress monitoring data is critical to improving student achievement. Each school will review data within the framework of a multi-tiered system of support. For grades K-5, ongoing data was collected and reviewed by school teams at least every 10 instructional days, emphasizing Tier II and Tier III interventions. The District collected and reviewed student progress monitoring data quarterly in grades K-5. Additionally, district personnel collected and reviewed all progress monitoring for L300 and priority schools at least monthly.  The reading progress of all K-3 students will be monitored according to the LCS Substantial Reading Deficiency timeline and protocol. At the secondary level, student progress monitoring data was managed and tracked through a student analysis system. For grades 6-10, school teams and district staff collected and reviewed progress monitoring data at least quarterly for all students, including special populations. Secondary school teams reviewed progress monitoring data of students receiving Tier II and Tier III interventions every month.

The program will emphasize both literacy and math skills. Schools will utilize their current evidence-based programs and strategies to provide instruction in small groups or one-on-one. Class sizes are targeted to be 10 students per teacher for elementary and 13-15 students per teacher in secondary, with an additional trained instructional paraprofessional to assist. Learning programs will be built around targeted and data-supported needs at the site level to address the particular concerns of the school population.

# Charter Schools (Leon County)

**Sub-Activity #2: School of Arts and Sciences-Intervention and Afterschool Program**

To assist students whose learning has been significantly impacted by COVID-19, this sub-activity will be used to fund salaries and benefits for intervention staff to address learning loss due to COVID-19. Additionally, this will include stipends for instructional and non-instructional staff to conduct an afterschool program with comprehensive activities.

**Sub-Activity #3: School of Arts and Sciences at The Centre-Summer Reading Program**

To provide additional academic support, the School of Arts and Sciences at The Centre will implement a Summer Reading Program to address learning loss due to the impacts of COVID-19. This includes the purchase of curriculum and materials necessary to implement the Summer Reading Program and other supplemental intervention materials for use during the school year. This sub-activity will also fund additional paraprofessionals to assist instructional staff and provide differentiated and focused instruction to further mitigate the effects of learning loss from COVID-19.

**Sub-Activity #4: Tallahassee School of Math and Science- Summer Programs**

To provide further focus on the students most impacted by the academic disruptions of the COVID-19 Pandemic, the Tallahassee School of Math and Science intends to offer a robust summer program open to students identified in the bottom twenty-five percent, as labeled by the Florida Department of Education. This program would provide extra assistance during the summer months with interventions in math and reading with the intention of bringing students to grade level proficiency and providing enrichment for those who have experienced learning loss due to COVID-19.

Additionally, TSMS will offer a separate summer program for ESE and ESOL students with an IEP, providing academic support while school is not in session. This program will provide extra help during the summer months focusing on interventions in math and reading. The program is intended to assist ESE and ESOL students below grade level with achieving grade level proficiency and addressing learning loss.

**Sub-Activity #5: Tallahassee School of Math and Science- Academic Extended Day**

To address COVID-19 learning loss during the academic year, our teachers will provide extra tutoring for their students in the form of small group intervention time, increasing performance school wide and combating learning loss due to the COVID-19 Pandemic. Additionally, we will enhance our after-school program by hiring a certified teacher to address the academic needs of extended-day students who are not performing on grade level. This teacher would serve as the link between the student’s “school day” teachers and our afterschool program to help address targeted academic needs exacerbated by the COVID-19 Pandemic.

**Sub-Activity #6: Governor’s Charter Academy- Summer Enrichment Camp and Learning Camps**

Governor’s Charter plans to address COVID-19 related learning loss through supplemental instructional recovery and accelerated supports delivered through tutorials, learning camps offered during the winter and spring breaks, and a June 2022 summer academic enrichment camp program. To support these programs, Governor’s will use supplemental programs and curriculum support materials to ensure the adoption and implementation of high-quality, evidence-based instructional materials, mitigating the effects of learning loss and offering differentiated support through an academic, multi-tiered system of supportive frameworks.

**Sub-Activity #7: Tallahassee Classical School- Learning Loss and Social/Emotional Interventions**

Tallahassee Classical School will implement many evidence-based interventions to address the unique learning needs of students who have experienced learning loss during the COVID-19 Pandemic. These interventions include targeted, small-group systematic support in literacy and math, implemented by Instructors for Scholar Support. The school’s intervention efforts will also include an Instructor for Virtue Education, who will support the social-emotional needs of scholars impacted by COVID-19 isolation and distancing. This instructor will work with individual and small groups of students using classical literature and curriculum to model and discuss virtue when interacting with adults and peers, managing emotion, and experiencing school-related problems. Participating students will be identified by teacher recommendation or the presence of one or more risk factors, such as students who have experienced a traumatic event, foster care, loss of a family member, learning English as a second language, poverty, first in family to complete high school or college, and other underrepresented student subgroups. To support these intervention efforts, the school will be purchasing supplemental curriculum for the intervention team. Additionally, to support the behavioral needs of students (especially students with Individualized Education Plans, 504 plans, or risk factors that often correlate with behavior incidents), the school has implemented a school-wide, systematic discipline program, that includes consultation with a paraprofessional.

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

# Leon County Schools

**Sub-Activity #1: Credit Recovery**

When high school students fall short of their required credits, they must either repeat the incomplete classes or work to recover the credit. Due to the significant impacts of COVID-19 on academic progress, assignment completion, and student motivation, Leon County Schools is enhancing the credit recovery program provided by providing a stipend to teachers (and the associated benefit costs) at the Adult and Continuing Education Center providing instructional services for all students eligible for credit recovery in LCS high schools. The goal of this initiative is to address those high school students in danger of failing or dropping out of high school due to missing credits without having to retain them. Research shows that students from low-income families are at a higher risk of failing to obtain a high school diploma. Enhancing the credit recovery options allows all students, but especially those at a higher risk of dropping out of school, a greater opportunity to obtain their high school diploma.

**Sub-Activity #2: In-School Interventions**

Leon County Schools, the state of Florida, and the nation will be in the process of educational recovery from Pandemic-related learning loss for a significant portion of the coming years. It is already apparent that the path forward will depend on key strategic factors: a strong, multi-tiered system of student supports and staffing that will provide for the needs of students within the tiers of support the time, attention, and targeted intensive assistance instruction needed. Due to school closures and instructional limitations in the 19/20 and 20/21 school years, the District is working diligently to address learning loss with students who are struggling with academic, social, and behavioral issues. The specific initiatives aimed at mitigating learning loss include the strategic cultivation of a common mission and vision for educators to remediate and accelerate while transitioning to new academic standards, an increase in interventional personnel during the academic year to expand the capacity of LCS educators, and the implementation of a summer learning program (see Activity 1) to continue opportunities in service of remediation through acceleration for all students. These interlocking and strategic steps will allow for a coordinated effort across District leadership, site leadership, instructional facilitators, and support personnel in order to maximize the program's effectiveness.

Student data from multiple sources (FSA, EOC, Progress Monitoring) show new and significant weaknesses in academic, social, developmental, and behavioral areas in a greater number of students than we have previously seen. This increase in the need for specific and targeted support for LCS students drives a need for more frequent and diverse use of small group or individual student-level intervention, more sensitive diagnostic processes, and a more robust team at individual sites and grade levels to manage intervention activities and supports in a coordinated manner. During the academic year, LCS plans to facilitate increased interventions, offer small group learning opportunities for students requiring additional attention, and provide reading coaches. This activity includes the funding for staff salaries, benefits, and substitute costs, as necessary.

To meet the increased need for this support, LCS will strategically increase the personnel targeted to deliver interventional services for academic support. This may include specialists or interventionists in Reading, Mathematics, behavioral development, or other academic and developmental areas of high need, as shown by data. The District will be providing two (2) interventionist teachers, one specializing in math and one in reading, at every elementary and middle school. These teachers will lead the selected students through a specialized curriculum based on their current level, in small group settings. High schools will receive a reading interventionist and a credit recovery resource. Every school will also receive a reading coach (with K-8 schools receiving two resources) to assist with reading instruction, facilitation, and direct student contact. These resources not only provide personalized instruction they also ensure that student progress is being closely monitored and reviewed during each session.

# Charter Schools (Leon County)

**Sub-Activity #3: School of Math and Science at The Centre- Additional Paraprofessional Support**

The School of Math and Science at The Centre plans to employ additional paraprofessional staff to support instructional teachers with students who require more focused and individualized instruction.

**Sub-Activity #4: Tallahassee School of Math and Science- Supplemental Curriculum**

Tallahassee School of Math and Science plans to purchase supplemental curriculum for the next three school years to help support learning loss stemming from the COVID-19 Pandemic. The new supplemental curriculum will allow teachers to enhance the core curriculum by addressing the current academic level of students. Additionally, this new curriculum will provide online access to those supplemental programs which tie into our existing academic platforms, allowing students to access the curriculum at home in the need of a quarantine or school closure or simply to extended their learning beyond the typically school day.

**Sub-Activity #5: Tallahassee School of Math and Science- Reading Intervention**

TSMS plans to employ a reading interventionist to work extensively with students individually and in small group and help them improve specific reading skills such as letter-naming, initial sounds, phoneme segmentation, and comprehension strategies.

**Sub-Activity #6: Governor’s Charter Academy- Supplemental Compensation**

As a result of the COVID-19 Pandemic, Governor’s Charter, like all schools, is having increasing difficulty attracting and retaining qualified educators. As authorized under Title II, Part A and ARP 2001.A.1, Governor’s intends to provide supplemental compensation using the Supplemental Teacher Compensation Model, which provides compensation based on specific criteria and policy structured on years of service steps, attendance, and student academic recovery outcomes. This compensation model addresses the staffing challenges of the COVID-19 Pandemic and provides compensation that incentivizes focus on improving student academic achievement.

This sub-activity also includes a professional development stipend to retain and enhance the existing instructional workforce, including administration and teachers. Professional development and training will be offered to ensure pathways participation through educator preparation courses, endorsement and additional certification attainment, leadership development, and coaching.

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

# Leon County Schools

# No activities

# Charter Schools (Leon County)

**Sub-Activity #1: School of Arts and Sciences- IEP Services**

The School of Arts and Sciences intends to provide additional staff to assist students with Individualized Education Plans (IEPs) that are not currently funded through the IDEA grant to mitigate the impacts of learning loss as a result of the COVID-19 Pandemic.

**Sub-Activity #2: School of Arts and Sciences at The Centre- IEP Services**

The School of Arts and Sciences at The Centre intends to provide additional staff to assist students with Individualized Education Plans (IEPs) that are not currently funded through the IDEA grant to mitigate the impacts of learning loss as a result of the COVID-19 Pandemic.

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

# Leon County Schools

# No activities

# Charter Schools (Leon County)

No activities

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

# Leon County Schools

# No activities

# Charter Schools (Leon County)

No activities

**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.**

# Leon County Schools

# No activities

# Charter Schools (Leon County)

No activities

**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.**

# Leon County Schools

**Sub-Activity #1: PACE for Girls - Intensive Remediation**

Funds will be provided to PACE for Girls Leon to help mitigate learning losses related to COVID-19 and accelerate learning for PACE students who have a higher population of students with risk factors and other underlying issues, including foster home placement, substance use, domestic violence, neglect, homelessness, low income, and other social and emotional concerns. These intensive remediation activities include 3.5 additional staff, laptops to support a 1:1 device per student ratio, additional student desks and seating to allow for social distancing, instructional software to support remote learning, and additional classroom supplies.

As the COVID-19 Pandemic subsided, PACE students returned to school with lower academic achievement. The data shows that the grade attainment gap between students in the District and those at Pace Leon will only become larger without action. Given the need to address these concerns, PACE intends to use additional temporary staff as paraprofessional tutors to assist with academic support and instructional services to address the educational gap caused by student transitions between remote and in-person educational services. Tutors will assist with academic support and tutoring services in an extended day (after school) program to address learning loss. This programming will also provide an opportunity for students to receive supplementary assistance after school and during the summer to address the disruptions in learning patterns. Specifically, this sub-activity will be used to support compensation for these staff.

# Charter Schools (Leon County)

**Sub-Activity #2: Tallahassee School of Math and Science - Library Expansion**

To promote reading comprehension and learning of English language standards, our school requires additional library books to help support early readers who have fallen behind during the COVID-19 Pandemic. Many low-income students have limited access to books at home due to financial hardship. An expansion in lower-level books would provide students more books on their current reading levels to check-out and take home and provide additional resources for student who are English learners. This library expansion also includes access to My ON digital library. This digital library access will allow students to continue reading outside the regular school hours and in the event of quarantine or school closure.

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

# Leon County Schools

# No activities

# Charter Schools (Leon County)

No activities

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

# Leon County Schools

# No activities

# Charter Schools (Leon County)

No activities

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

# Leon County Schools

**Sub-Activity #1: PACE for Girls Sanitation Supplies**

In accordance with CDC recommendations, PACE Leon required a series of deep cleanings conducted by contracted professional cleaners, enhanced daily cleaning, cleaning products, hand sanitizer, and disposable paper. These supplies were used to slow the spread of COVID-19 and limit virus transmission.

# Charter Schools (Leon County)

**Sub-Activity #2: Tallahassee School of Math and Science - Sanitation Supplies**

In accordance with CDC recommendations, Tallahassee School of Math and Science purchased cleaning supplies that met the EPA recommendations to be effective against the spread of COVID-19. These supplies were used in classrooms and communal areas to slow the spread of COVID-19 and limit virus transmission. This sub-activity also includes the purchase of a floor scrubber and steamer to better sanitize school floors.

**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.**

# Leon County Schools

**Sub-Activity #1: Meal Delivery**

For students with food insecurities, the COVID-19 Pandemic has been especially difficult. For students whose only meals come from the free and reduced breakfast and lunch at school, school closures and a move to distance learning meant that they didn't know when they would get their next meal. Like many school districts, LCS implemented a weekly curbside pick-up program for meals at designated school sites. However, lack of transportation meant that many kids who depended on these meals could not access them. To remove the transportation barrier, LCS school buses delivered meals to bus stops throughout the District. Since most bus stops are within walking distance to the student's residence, this significantly enhanced the accessibility of free lunch and breakfast to District students.

**Sub-Activity #2: Virtual Instruction**

In addition to developing our own remote learning programs, LCS has leveraged access for all District students K-12 to Florida Virtual School (FLVS). This allows LCS students to take advantage of the pre-built FLVS courses to supplement their District instruction (both remote and in-person). These courses include support for students with special needs and students learning English. Students are able to carry up to seven (7) FLVS courses at one time. Courses are available in math, language arts, science, geography, history, foreign language, and electives, including honors and Advanced Placement courses. This sub-activity funds the contract between LCS and FLVS to support the cost of student licenses for the 21/22 and 22/23 fiscal years.

**Sub-Activity #3: Learning Management System**

When in-person instruction was no longer safe due to the COVID-19 Pandemic, the District, like all school districts, rushed to find ways to provide virtual instruction. Part of the strong multi-tiered system of supports the District put into place was the Canvas platform. Through this tool, teachers, schools, and District support staff have been able to administer progress monitoring, formative, and summative assessment to gauge which students need tiered intervention, as well as determine which programs of intervention (sometimes embedded for utilization within the Canvas platform) are allowing students to remediate skill deficiencies and recover learning successfully. A key factor to be analyzed in gauging the effectiveness of these tools is a consideration of their success with students of diverse racial and ethnic backgrounds, students experiencing homelessness or other financial distress, and students facing a number of other potential life-altering circumstances. This sub-activity covers the licensing fees for the 21/22 and 22/23 fiscal years.

# Charter Schools (Leon County)

**Sub-Activity #4: Tallahassee School of Math and Science – Supplemental Online Tools**

To make academic instruction more accessible and provide continuity of operations for students in quarantine or in the event of a school closure, the Tallahassee School of Math and Science intends to provide supplemental online tools to students. These tools promote learning in a more engaging way and allow students to improve their computer literacy skills. These tools not only address COVID-19 related learning loss, but will also increase performance on standardized tests and promote standards mastery. These tools will help teachers and school administrators with progress monitoring, standards-based practice, and give students access to learning materials when school is not in session. It will also provide students remote access to teacher support through FEV tutoring.

**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.**

# Leon County Schools

# No activities

# Charter Schools (Leon County)

**Sub-Activity #1: School of Arts and Sciences at The Centre- Laptops**

The School of Arts and Sciences at The Centre intends to purchase additional laptops to aid and enhance regular, remote, and distance learning interaction between students and their classroom instructors.

**Sub-Activity #2: Tallahassee School of Math and Science- 1:1 Technology**

The Tallahassee School of Math and Science intends to purchase Chromebooks for students. This will allow TSMS to have a device for every student (1:1). These Chromebooks will assist in maintaining the stability of Exceptional Student Education (ESE) students and those who are not performing on grade level. Additionally, TSMS will provide teachers with necessary tools to teach from an online-only platform. The remote desktop program will allow our educators the ability to interact and mirror the learners’ screen while on a computer. Installation of smartboards will serve as education aids in learning and provide our ESE and ESOL Coordinators digital tools to implement with their students and further address learning loss due to COVID-19. To support the upgrade and expansion of our student computers, TSMS will be required to upgrade the existing server system. These technology tools with allow for additional academic opportunities to address the academic impacts of COVID-19 and provide for the continuity of instruction in the event of student quarantine or school closure.

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

# Leon County Schools

**Sub-Activity #1: Social and Emotional Support**

With COVID-19 impacting students in various ways, the need for social and emotional support has grown beyond what current school staff can provide. In "normal" operational periods, teachers, guidance counselors, and school administrators often wear many hats, such as social and emotional educators, conflict mediators, mental health counselors, and family liaisons. Remote learning, while impacting academic progress, has also limited social and emotional growth. Students were isolated without access to friends and extracurricular activities. Special events weren't celebrated. Life experiences that teach critical social skills such as how to fit in with your class, make friends, follow directions, and generally act in a public setting were not experienced. As schools are now open, there is a significant need for additional qualified staff to support and assist teachers, guidance counselors, and school administration with addressing these concerns. This will allow students to focus on academic improvement and learning gaps rather than distract from their own and other students' instructional time. The District will be adding 19 positions through this sub-activity, including salaries and benefits.

**Sub-Activity #2: Case Management**

Due to the impacts of COVID-19, students and their families are more disconnected than ever from their school communities. While LCS is trying to mitigate the academic impacts of the Pandemic, we need more parental engagement to give students the greatest chance for success. Employing 24 case management positions at our middle and high schools will ensure a resource is available to identify the appropriate family member to engage who can work in tandem with the school to support the student in improving academically. This is especially vital due to low student motivation caused by school closures, which resulted in further isolation and separation. In addition to liaising between the school and student families, these case managers will connect families with community resources available to support the student's needs as a whole, including recreational activities and home support services. Case managers will assist the school by serving as a critical part of the student management team with teachers, administrators, and guidance counselors.

**Sub-Activity #3: Behavioral Intervention and Diversion**

While school personnel are supporting students mildly and moderately impacted by the social, emotional, and behavioral impacts of the COVID-19 Pandemic, students with more significant issues require more focused and specialized intervention and diversion services. Through contracts with private providers, the District will provide evidence-based programming for middle and high schoolers. This programming will assist identified students with conflict resolution, crisis, and trauma response, building interpersonal relationships, self-control, focus, and many other personal skills. Additional services will include substance use and violence intervention and civil citation diversion services. With fewer behavioral issues, students will be able to spend more time focused on academic achievement.

# Charter Schools (Leon County)

**Sub-Activity #4: School of Arts and Sciences – Mental Health Services**

The School of Arts and Sciences intends to provide additional qualified staff to address the significant social and emotional issues caused by the isolation and distancing required during the COVID-19 Pandemic. This includes mental health services provided by qualified staff members.

**Sub-Activity #5: School of Arts and Sciences at The Centre – Mental Health Services and Toolkits**

The School of Arts and Sciences at The Centre intends to provide additional qualified staff to address the significant social and emotional issues caused by the isolation and distancing required during the COVID-19 Pandemic. This includes mental health services provided by qualified staff members. This sub-activity also includes the provision of social and emotional learning toolkits focused on developing mature emotional responsivity to different social situations.

**Sub-Activity #6: Tallahassee School of Math and Science – Guidance Counselor**

The Tallahassee School of Math and Science intends to add a guidance counselor to assist students experiencing mental health challenges due to the impacts of social distancing and quarantine during the COVID-19 Pandemic. The guidance counselor will assist students with mediation, mental health counseling, character education, and suicide risk and threat assessments. They will also provide referrals and coordination activities for students with community-based mental health professionals and other supportive services. COVID-19 has caused a marked increase in the need for these mental health services and supports in the student population.

**Sub-Activity #7: Governor’s Charter Academy – Social and Emotional Learning**

To support the increased need in social and emotional learning caused by the COVID-19 Pandemic, the school will implement and utilize a high-quality, evidence-based curriculum and employ additional and supplemental staff to support social and emotional learning and mental health services. These services include improved collaboration with community providers by using the Full-Service Community Schools model.

**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.**

# Leon County Schools

# No activities

# Charter Schools (Leon County)

No activities

**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.**

# Leon County Schools

# No activities

# Charter Schools (Leon County)

**Sub-Activity #1: School of Arts and Sciences – Differentiated Instruction**

The School of Arts and Sciences will employ additional staff to provide differentiated instruction to the student population. This individualized method of instruction is more resource intensive by teaching the same content in diverse ways with varying level of student support required. While benefitting all students, differentiated instruction most benefits students from low-income families, English learners, and those in unstable living situations such as homelessness and foster care. COVID-19 has led to more students falling behind with many performing under grade level. This initiative will provide additional support and resources to help teachers helping students academically recover from the disruptions caused by COVID-19.

**Sub-Activity #2: School of Arts and Sciences at The Centre- Differentiated Instruction**

The School of Arts and Sciences at The Centre will employ additional staff to provide differentiated instruction to the student population. This individualized method of instruction is more resource intensive by teaching the same content in diverse ways with varying level of student support required. While benefitting all students, differentiated instruction most benefits students from low-income families, English learners, and those in unstable living situations such as homelessness and foster care. COVID-19 has led to more students falling behind with many performing under grade level. This initiative will provide additional support and resources to help teachers helping students academically recover from the disruptions caused by COVID-19.

**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.**

# Leon County Schools

# No activities

# Charter Schools (Leon County)

**Sub-Activity #1: School of Arts and Sciences – Outdoor Instruction Space**

Based on CDC recommendations, outdoor areas provide better air circulation and air quality reducing the risk of spreading COVID-19. Providing classroom instruction outdoors, when possible and appropriate, allows more room for social distancing, better air circulation, and natural UV filtration. The School of Arts and Sciences plans to provide covered outdoor space through purchasing and installing pavilions and outdoor seating. Time outside has also been shown to positively impact mental health. The installation timeline is unknown until bidding is conducted and we anticipate delays due to supply chain issues caused by COVID-19. Once the materials are ordered and received, this should be a relatively quick project that will be completed prior to the next school year, pending supply chain issues.

**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.**

# Leon County Schools

# No activities

# Charter Schools (Leon County)

**Sub-Activity #1: School of Arts and Sciences at The Centre – HVAC Improvements**

The School of Arts and Sciences at The Centre will conduct HVAC maintenance and repairs throughout the school to improve air quality and reduce the spread of COVID-19.

**Sub-Activity #2: School of Arts and Sciences at The Centre – Bipolar Ionization**

The School of Arts and Sciences at The Centre will purchase and install bipolar ionization for the HVAC units throughout the school to improve air quality and reduce the spread of COVID-19.

**Sub-Activity #3: School of Arts and Sciences at The Centre – Air Purifiers**

The School of Arts and Sciences at The Centre will purchase and install air purifiers in classrooms and common areas to improve air quality and reduce the spread of COVID-19.

**Sub-Activity #4: Tallahassee School of Math and Science – UV Purifying System**

The Tallahassee School of Math and Science intends to install a UV purification system. The UV purification system kills bacteria in the air before it enters the classroom, significantly improving air quality. The UV filtration will also help to eliminate contaminants like mold, germs, and viruses in the air and on-air system surfaces. Improvements in air quality would not only reduce the transmission of COVID-19, but will also reduce the spread of other respiratory illnesses, thus reducing illness-related absences.

**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.**

# Leon County Schools

**Sub-Activity #1: Bus Sanitation**

As recommended by the CDC, LCS has instituted procedures to increase cleaning and disinfection. As an enclosed communal place, school buses are considered a "high-risk" area and therefore received extra attention to reduce the risk of transmission of COVID-19. This included sanitation of all high-touch surfaces, including windows, seats, handles, and railings, removing trash, and cleaning air vents and floors. Bus aides worked additional hours to complete the enhanced sanitation in the 20/21 school year. This sub-activity covers the additional salaries and associated benefit expenses.

# Charter Schools (Leon County)

**Sub-Activity #1: School of Arts and Sciences – Cleaning Services**

As recommended by the CDC, the School of Arts and Sciences has instituted procedures to increase cleaning and disinfection. This activity covers the additional cost of the contracted professional cleaning services to sanitize and disinfect the school after positive cases were identified and to further reduce the transmission of COVID-19.

**Sub-Activity #2: School of Arts and Sciences at The Centre – Cleaning Services**

As recommended by the CDC, the School of Arts and Sciences at The Centre has instituted procedures to increase cleaning and disinfection. This activity covers the additional cost of the contracted professional cleaning services to sanitize and disinfect the school after positive cases were identified and to further reduce the transmission of COVID-19.

**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.**

# Leon County Schools

**Sub-Activity #1: Premium Pay 2021**

To compensate all essential LCS employees who responded to the COVID-19 Pandemic in the 20/21 fiscal year, LCS expanded the $1,000 premium pay (after-tax) given to teachers by the Florida Department of Education to all LCS employees working in fiscal year 20/21. These employees performed critical and essential duties necessary to keep our District schools open and continuing to provide instruction, meals, and transportation to our students. Providing continued access to education resulted in an increased workload for LCS non-instructional staff. On top of their pre-Pandemic responsibilities, staff performed additional sanitation and cleaning, contact tracing, ensured PPE was used as required, assisted quarantine students, and helped with staff absences due to COVID-19 quarantine. Further, school staff were dealing with new and significant weaknesses in academic, social, developmental, and behavioral areas resulting from the disruptions of the COVID-19 Pandemic. This one-time $1,000 premium pay is considered reasonable and necessary to ensure critical staffing levels are maintained and assist employees in offsetting their increased personal expenses incurred by working outside the home during the Pandemic, such as childcare center closures. This premium pay is consistent with the requirements of 2 CFR § 200.430(f).

**Sub-Activity #2: COVID-19 Leave**

As essential staff performing critical functions for the children in Leon County, LCS employees were provided paid COVID leave to cover absences due to illness of quarantine in accordance with Federal and Local guidelines and CDC recommendations. This leave helped mitigate the risk to the employee of not being paid or using their paid leave due to COVID-19 infection or quarantine. This also protected other staff and students by removing the difficult choice of quarantining and missing a critical paycheck or going to work while contagious. This sub-activity covers the salaries and associated benefits cost of leave related to COVID-19 illness or quarantine.

**Sub-Activity #3: Premium Pay 2022**

To compensate all essential LCS employees who responded to the COVID-19 Pandemic in the 21/22 fiscal year, LCS intends to provide all LCS employees a one-time $1,000 premium pay (after-tax). These employees are performing critical and essential duties necessary to keep our District schools open and continuing to provide instruction, meals, and transportation to our students. Providing continued access to education has resulted in an increased workload. On top of their pre-Pandemic responsibilities, staff must perform additional sanitation and cleaning, contact tracing, ensure PPE is used as required, assist quarantine students, and help with staff absences due to COVID-19 quarantine. Further, school staff are dealing with new and significant weaknesses in academic, social, developmental, and behavioral areas resulting from the disruptions of the COVID-19 Pandemic. This one-time $1,000 premium pay is considered reasonable and necessary to ensure critical staffing levels are maintained and assist employees in offsetting their increased personal expenses incurred by working outside the home during the Pandemic, such as childcare center closures. This premium pay is consistent with the requirements of 2 CFR § 200.430(f).

# Charter Schools (Leon County)

**Sub-Activity #4: School of Arts and Sciences – Premium Pay**

To compensate essential school employees who responded to the COVID-19 Pandemic, the School of Arts and Sciences intends to provide all employees a one-time stipend to compensate for additional COVID-19 duties. On top of their pre-Pandemic responsibilities, staff must perform additional sanitation and cleaning, contact tracing, ensure PPE is used as required, assist quarantine students, and help with staff absences due to COVID-19 quarantine. Further, school staff are dealing with new and significant weaknesses in academic, social, developmental, and behavioral areas resulting from the disruptions of the COVID-19 Pandemic. This one-time premium pay stipend is considered reasonable and necessary to ensure critical staffing levels are maintained and assist employees in offsetting their increased personal expenses incurred by working outside the home during the Pandemic, such as childcare center closures. This premium pay is consistent with the requirements of 2 CFR § 200.430(f).

**Sub-Activity #5: School of Arts and Sciences at The Centre – Premium Pay**

To compensate essential school employees who responded to the COVID-19 Pandemic, the School of Arts and Sciences at The Centre intends to provide all employees a one-time stipend to compensate for additional COVID-19 duties. On top of their pre-Pandemic responsibilities, staff must perform additional sanitation and cleaning, contact tracing, ensure PPE is used as required, assist quarantine students, and help with staff absences due to COVID-19 quarantine. Further, school staff are dealing with new and significant weaknesses in academic, social, developmental, and behavioral areas resulting from the disruptions of the COVID-19 Pandemic. This one-time premium pay stipend is considered reasonable and necessary to ensure critical staffing levels are maintained and assist employees in offsetting their increased personal expenses incurred by working outside the home during the Pandemic, such as childcare center closures. This premium pay is consistent with the requirements of 2 CFR § 200.430(f).

**Sub-Activity #6: Tallahassee School of Math and Science – Intercom System**

To sustain orderly operations on campus with COVID protocols, a new intercom system is critical for communication. This will remedy the current on-going intercom communication difficulties and allow safety alerts and urgent COVID protocol to be quickly announced. The intercom system also allows administrators to contact classrooms to pull out students for COVID contact tracing and quarantine purposes and is essential for effective schoolwide communication, especially during a pandemic.

**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.**

# Leon County Schools

**Sub-Activity #1: Grant Administration**

LCS has an FLDOE approved indirect cost rate of 21.42% and a restricted rate of 6.82% for the 2021-22 fiscal year. The District plans to charge 5% administrative costs on this Grant for the direct and indirect costs associated with administration. The Grant will be administered by the LCS Grants Coordinator; this position will serve as the main contact point for the ESSER grant for LCS. The LCS Grants Coordinator will work directly with our Charter schools and non-public schools to ensure equitable services are provided. Any purchases for equipment or services for the District or non-public schools will be competitively procured by the LCS Purchasing Office and reviewed by a Senior Accountant in the budget office. Purchasing card purchases will be completed and reconciled by the Purchasing Office and reviewed by the Senior Accountant for correct coding.

All invoices will be reviewed to ensure that goods were properly received and services appropriately rendered per the Grant, US DOE, and Florida DOE law, rules, and guidelines. All approved invoices associated with the Grant will be processed for payment by the accounts payable section in the District's Accounting office, and check, or ACH payments will be coordinated by them as well. The Office of Financial Services will complete grant reporting and reimbursement requests and the drawdown of funds from FLAGS. The District Human Resources department will recruit, onboard, and provide all new employee training for new positions funded in the Grant. The District Payroll department will oversee and administer the payment of salaries from positions funded in the Grant. The District Benefits department will manage enrollment in benefits and leave accounting for any positions funded by the Grant.

# Charter Schools (Leon County)

No activities

**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.**

# Leon County Schools

Leon County Schools intends to closely monitor student progress to ensure that, not only are the interventions and programs put into place under this Grant are effective, but that students continue to recover academically from the devastating impacts and disruptions caused by the COVID-19 Pandemic. The District has three (3) main goals with the use of these grant funds in addressing COVID-19 learning loss.

**Goal #1: Create a Common Mission and Vision in Remediation**

To experience the full impact of the interventions the District plans to implement, all staff need to be fully trained and invested in the new intervention materials and programs. Creating a common goal and vision is key to success. To support our educators in this goal, we have presented several professional development and training opportunities within the different grant activities.

**Metric #1: Staff Proficiency**

**Expectation:** Educators District-wide will be able to demonstrate knowledge of and fidelity of use in instructional practice on the B.E.S.T. Standards.

**Measure:** Evidence of this will be gathered via participation data in professional learning opportunities and instructional practice scores on the District’s evaluation system, Leon Leads.

**Goal #2: Increase Intervention and Supportive Services within the Academic Year**

Due to the weaknesses in academic, social, developmental, and behavioral areas caused by the COVID-19 Pandemic, there is a greater need for support during the school year. This increase in student need for specific and targeted support drives a need for more frequent and diverse means of small group or individual student-level intervention, more sensitive diagnostic processes, and a more robust team at individual sites and grade levels to manage these interventions in a coordinated manner. To support this goal, the District has included additional staff, materials, supplies, and associated support (such as transportation) to ensure that interventions are available to the students that need them and that students are able to access them.

**Goal #3: Provide Additional Academic Opportunities through Summer Learning Programs**

To expand academic interventions beyond the regular school day, the District intends to provide enhanced extended day and summer programming. The program includes transportation, food service, and before and after school care to ensure all interested students will have access to the benefits of summer learning, including those with working parents unable to provide transportation during the shortened summer day.

**Metric #2: Decrease in Tier 3 Intervention**

**Goal:** Within the three-year span of the grant, standardized test scores, student grades, and progress monitoring will decrease the number of students receiving the most intensive tier (tier 3) of academic intervention.

**Measure:** Evidence of this may be demonstrated through reports generated from the student information system of the District. Reports will be pulled quarterly throughout the school year and reviewed annually upon the conclusion of the summer programming.

**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

**Rocky Hanna, Superintendent**

Leon County School District

hannar@leonschools.net

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| **Superintendent signature (or authorized representative)** |
| Rocky Hanna, SuperintendentLeon County School District |