

2021-24 American Rescue Plan

Elementary and Secondary School Emergency Relief Fund

Local Educational Agency ARP ESSER Plan,

Application and Assurances

**[Calhoun - 07]**

**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](mailto: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).

1. [In the Fall of 2022 and 2023, the LEA will provide a Reading Recovery Program for grades 1 – 3 at three of the Title I school serving elementary students. Priority will be given to students with substantial reading difficulties as identified using iReady ELA diagnostic assessment. Students in grades 4 – 5 will be provided the opportunity to participate in the Math and Science Recovery Program. These students will be identified from FSA scores and teacher recommendations. Services will be provided to students two hours per day, Monday through Friday for 42 days. Teachers will work an additional 10 hours prior to the beginning of the programs for planning and professional development. The LEA will employ 16 certified teachers with preference given to teachers who hold certification in reading. 16 teachers @ 2 hours per day for 47 days @ $30 per hours = $45120 (without benefits) X 2 years = $90,240 or $2820 per teacher.
2. In the Fall of 2022 and 2023, three additional certified teachers will be designated as “lead teachers” with duties to include but not limited to coordination of pre/posttest assessment, data disaggregation, and problem-solving with teachers to find effective strategies to engage individual learners. These lead teachers will perform all administrative type duties to help ensure instructional time is maximized. Semester 1: 3 teachers @ 2 hours per day for 47 days @ $36 per hour = $10, 152 Semester 2: 3 teachers @ 1 hour per day for 75 days @ $36 per hour = $8100. Total activity is $18, 252 X 2 years = $36,504 or $6084 per teacher (without benefits)
3. In the Fall of 2022 and 2023, The LEA will employee a bus driver at each of the elementary Title I Schools to provide transportation home for students attending the afterschool tutoring. This will help to eliminate an attendance barrier. 3 drivers @ 2 hours per day for 117 days @ $15 per hour = $10,530 (without benefits) X 2 years = $21,060 or $3,510 per driver.
4. Purchase Social Studies textbooks during the 2022- 2023 adoption year for K – 12 grades – Total $400,000.
5. The Calhoun County School District’s main academic focus is to continue to mitigate any type of academic loss as well as accelerate learning over the next couple of years for students in our school system.  Progress monitoring data as well as FSA and EOC State Assessment Data indicates a need to for additional math help in 6th – 12th grade. The district would like to provide middle and high school math students with access to a math tutor two days a week during the school year.  Our district realizes the various needs of families so tutoring might involve face to face tutoring, virtual tutoring, or telephone support.  Office hours would be established and explained at the beginning of the 2022-2023 school year. For the 2022- 2023 and the 2023 – 2024 school year, the LEA will provide Math Homework Assistance for students in grades 6 – 12 two days a week afterschool for two hours. Students may show up for face to face assistance or zoom with the teacher for virtual assistance. The LEA will employ 16 certified teachers with preference given to teachers who hold certification in math. 3 teachers @ 2 hours per day for 144 days @ $30 per hours = $25,920 (without benefits) or $8,640 per teacher for 2 years.
6. The District will contract with Learning Sciences to work with 50 math teachers in grades K-8 and high school. Consultants from Learning Sciences will help the teachers implement the B.E.S.T Standards and will also support data analysis and the development of focus calendars. Staff development will include a combination of traditional face to face meetings during the summer and pre-school. Job embedded professional development activities will be used during the school year. 5 days for the 2022 – 2023 school year. 5 days for the 2023 – 2024 school year. 10 days @ $3000 per day = $30,000
7. The District will contract with Learning Sciences to work with 10 social studies teachers in grades 6-8 and high school. Consultants from Learning Sciences will help the teachers implement the B.E.S.T Standards and will also support data analysis and the development of focus calendars. Staff development will include a combination of traditional face to face meetings during the summer and pre-school. Job embedded professional development activities will be used during the school year. 5 days for the 2022-2023 school year and 5 days for the 2023 – 2024 school year. 10 days @ $3000 per day = $30,000.
8. The LEA will employ an additional part-time reading endorsed and/or reading certified resource teacher. These resource teachers will use the S.P.I. R.E. program to deliver small group differentiated reading instruction. S.P.I.R.E. is a research-proven reading intervention program designed to build reading success through an intensive, structured, and spiraling curriculum that incorporates phonological awareness, phonics, spelling, fluency, vocabulary, and comprehension in a systematic process. S.P.I.R.E. is based on the Orton-Gillingham approach to reading instruction. The LEA will employ additional part-time certified resource math teachers to deliver small group differentiated math instruction. Salaries for 2 part-time resource teachers at Altha Public School, Blountstown Elementary School, and Blountstown High School, and Carr Elementary and Middle School. Total cost of for the part-time teacher will be $25,000 without benefits. 8 part-time resources teachers @ $25,000 = $200,000
9. The LEA will employ a data scientist to conduct data analysis of progress monitoring assessments and state assessments to the Director of Curriculum and Instruction for the school year 2022- 2023 and the school year 2023 - 2024. The data scientist will provide suggestions of instructional interventions to the Direct of Curriculum and Instruction. The data scientist will report the progress monitoring assessment to the Florida Department of Education. Total = $60,000 X 2 years = $120,000]

The Calhoun County School District does not have any Charter or Private Schools.

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

[N/A]

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

[N/A]

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

[N/A

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

[N/A]

**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.**

[N/A]

**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.**

[N/A]

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

[N/A]

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

[N/A]

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

[N/A]

**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.**

[N/A

**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.**

[N/A]

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

[N/A]

**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.**

[N/A]

**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.**

[N/A]

**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.**

[N/A]

**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.**

[Materials and construction cost to upgrade the HVAC system for Blountstown High School to include filtration and introduce outside air in the classroom. Total = $4,243,479]

The Calhoun County School District does not have any Charter or Private Schools.

**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.**

[N/A]

**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.**

[N/A]

**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.**

[ Indirect Cost $5,381,036 X .05 = $54,169]

The Calhoun County School District does not have any Charter or Private Schools.

**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 interventions implemented by the LEA will respond to the academic, social, emotional and mental health needs of all students including low-income students, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students. The tutoring and math homework assistance will respond to the academic, social, emotional and mental health needs of all students by providing students academic needs by providing additional academic assistance to prevent learning loss. Tutoring and math homework assistance will respond to student social emotional and mental health needs by providing students with an additional environment at tutoring and math homework assistance where student can interact with other students and teachers.

All students, particularly low-income students, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students have the opportunity to receive math homework assistance either face-to-face or virtually to prevent leading loss.

Textbook with resources to meet the academic needs of students will be purchased for social studies. During the textbook adoption process teachers will chose the textbook that is aligned to state standards and meets the needs of all students including low-income students, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students.

Professional development will be provided for teachers for the new math and social studies textbooks so teachers will learn instructional strategies to prevent student learning loss.

Resource teachers will be hired to help provide students, particularly low-income students, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students, additional assistance in the classroom and small group instruction.

A Data Scientist will monitor the academic progress of all students and disaggregate data by subgroups. From the data, necessary corrections will be made to improve instruction.

**Social, Emotional and Mental Health Needs of Students:**

The Direct of Student Services will monitor the social, emotional and mental health needs. The LEA will utilize counselors, already in place, to evaluate the well-being of the students they are assigned. The Calhoun County School District will continue to support the social-emotional needs of our students as we continue our recovery from the COVID-19 pandemic. In addition to all students having access to counselors at all schools, our teachers also use *Sanford Harmony,* a social emotional learning program with our students in Pre-K through 5th grade. Elementary, middle, and high school students also participate in various training sessions that deal with child trafficking, substance abuse, and mental health issues. The county also employs a licensed mental health counselor that is available to students in need of counseling services. The mental health counselor also brings in speakers that discuss various social, emotional learning issues that arise.

The Director of Curriculum and Instruction monitors the ELL students. The District Student and Family Support Liaison monitors homeless students.

The effectiveness of the interventions implemented by the LEA will be measured by the assessment listed below.

**Summary of Learning Loss**

The Calhoun County School District is committed to student success. District leaders, school administrators, and teachers have met to analyze and review the latest data from the 2020-2021 school year. Strengths and weaknesses have been identified and shared with all stakeholders. ELA meetings have been held at the district level with each grade level group from Kindergarten through twelfth grade to discuss implementation of the new reading series and implementation of the new ELA B.E.S.T. Standards. Grade alike groups set district goals for each progress monitoring assessment. Curriculum maps were created with nonnegotiables in kindergarten, first, and second grade in regards to phonics. Math meetings have been held with teachers in third through twelfth grade. Achievement gaps have been identified at each grade level. Curriculum maps were created to address the achievement gaps. Fall tutoring, spring tutoring, as well as summer school will be utilized to continue to provide an intensive focus in ELA, Math, and Science to minimize learning loss. Our teachers are committed to implementing effective learning interventions to support accelerated skill mastery, growth, and academic achievement.

**Identify the pre- and post- assessments that will address be used to assess students’ progress**

**Kindergarten – FLKRS/STAR Early Literacy Assessment**

Kindergarten students will take the STAR/Early Literacy Assessment in August.  Kindergarten students that scored 500 or below will be placed into a “Kindergarten Boot Camp” for approximately 8 weeks.  Teachers will provide intensive instruction to these students using “Sound Sensible Intervention Materials” and a “Savvas Letter Recognition Program”.  Kindergarten students will be assessed using the STAR Early Literacy Assessment upon completion of the “Kindergarten Boot Camp”.  Students that continued to score 500 or below will continue in “Sound Sensible” until adequate progress is achieved.  These students will be reassessed after the January STAR Early Literacy Assessment and the iReady ELA Diagnostic Assessment.

**iReady Assessment - 1st – 8th Grade**

The iReady ELA diagnostic assessment will be given in August to students in first thru fifth grade.  The assessment is used to identify students with the most substantial reading deficiency.  Students in first grade thru fifth grade that scored in the red zone in iReady will receive small group instruction 3 to 5 times a week.  Students who scored a Level 1 on the FSA ELA Assessment in the spring of 2021 will also receive small group instruction. Teachers will use the SPIRE program to provide intensive reading instruction.  Students in sixth thru eighth grade that scored a Level 1 on the 2020-2021 FSA Assessment will receive intensive reading instruction during an additional reading elective.  Teachers will use iLit45 by Savvas to provide the instruction.

iReady Growth checks will be administered in October and December in ELA and Math as an additional progress monitoring piece.  The next iReady Diagnostic Assessment will be in January of 2022.

**Adaptive Progress Monitoring – 3rd – 8th Grade**

Students also took the ELA and Math Adaptive Progress Monitoring assessments provided by FLDOE.  These scores were used as an additional piece of data as a way to adjust and improve instruction.

**Identify the evidence-based interventions that will be employed to meet the comprehensive needs of students by using in classroom instruction, both during and outside of the regular school day and year.**

Sound Sensible, S.P.I.R.E., iReady, Rewards, and iLit45 are evidence-based interventions that will be used to support students with an identified reading deficiency.

**Describe how the district will ensure that classroom teachers will receive or have received professional development on the use of a multi-tiered system of supports**

MTSS trainings are held each year at each school site to review the multi-tiered system of supports and the process. Stakeholders are reminded that the goal of MTSS is for all students to be proficient with supports matched based on data and need.

**Describe how the district will provide information and assistance to parents on how they can effectively support students.**

Parent conferences will be held for students in kindergarten through fifth grade. Reading and math deficiencies will be shared at these meetings as well as suggestions on how to remediate the deficiencies. Parent meetings will be scheduled with students in sixth through twelfth grade on an as needed basis.

Progress monitoring data will be shared with all grade levels after each progress monitoring assessment either through ParentSquare or a phone calls home.

**Disaggregated Data by Subgroups**

The Calhoun County School District has a strong structure in place for monitoring student academic performance. Data analysis of individual student growth on progress monitoring assessments, traditional academic achievement in the classroom, and state mandated assessments has allowed our instructional team to continuously adjust pacing and curriculum in order to ensure as much academic success as possible. Furthermore, that same data analysis has contributed not only to our programming decisions throughout the 2021-22 school year, but also for the upcoming summer of 2022, as well as the 2022-23 school year, and beyond. iReady, Sound Sensible, S.P.I.R.E., Rewards, and SAVVAS Quick Reads are interventions that are used to try and close the achievement gaps in ELA and Math. Tutoring is offered, at some point during the year, to all grade levels. The length and number of days that students attend tutoring varies by grade level as well as by school. The following charts identify subgroups of students as well as show how each subgroup performed on the 2021 statewide assessments. Students that attend tutoring are given an iReady diagnostic assessment at the beginning and an additional diagnostic assessment at the end of tutoring. All materials that are used during tutoring are research based and are in our 2021-2022 K12 Reading Plan. The following charts identify subgroups of students as well as show how each subgroup performed on the 2021 statewide assessments.

The following charts show how K-2nd grade students performed on the end of the year 2021 ELA iReady Diagnostic Assessment.

The following charts show how K-2nd grade students performed on the end of the year 2021 Math iReady Diagnostic Assessment.

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**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.

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.**

**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.

**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.

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

**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.

**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.

**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** |
| Dr. Debbie Williams |
| **Contact information: email, phone number** |
| [Debbie.williams@calhounflschools.org](mailto:Debbie.williams@calhounflschools.org) (850) – 674-5927 ext. 21 |
| **Superintendent signature (or authorized representative)** |
| Darryl Taylor Signature.jpg |