

2021-24 American Rescue Plan

Elementary and Secondary School Emergency Relief Fund

Local Educational Agency ARP ESSER Plan,

Application and Assurances

**The School District of Palm Beach County**

**Purpose**

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

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

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

**Directions**

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

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

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

**Part I: Implementation Plan**

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

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

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

*District Schools*

1. The District will continue to fund the 370 positions budgeted for FY22 using ESSER II Academic Acceleration funds. These positions are dedicated to addressing learning loss and are an integral part of the District’s Student Academic Support Plan (SASP). The District developed its SASP to codify a tiered approach to addressing instructional gaps, widened by COVID-19; and, the SASP reflects a commitment to rethinking short- and long-term academic supports to increase student achievement and collaboration across departments to leverage resources. The majority of these positions are teachers working directly with students but also include school-based staff who work with teachers to strategize, monitor student progress, and target instructional efforts. The areas are aligned to allowable uses for addressing the academic needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. The positions are distributed across elementary, middle, and high school and include interventionists, graduation coaches, resource teachers, PLC facilitators, and academic content specialists.

2. Understanding that some students may have commitments afterschool and are unable to stay for afterschool tutorials, the District’s alternative schools and high schools will provide opportunities for credit recovery and remediation/acceleration during Sunset Programs. The Sunset Programs, typically conducted in the early evenings, will provide opportunities for students to enroll in a full period dedicated to a core content course, take part in tutorial programs, and/or engage in arts, STEM, and workforce/college readiness initiatives.

3. In addition to Sunset Programs, tutorial programs that include Saturday ESE tutorials, SAT/ACT prep and tests, afterschool tutorials, 24/7 on-demand tutoring and expanded summer programs will be provided. These programs will blend academic content with enrichment activities.

4. To minimize learning loss due to ongoing quarantines, illness, or other extenuating circumstances, teachers will provide virtual office hours to assist students with understanding lessons, completing assignments, and preparing for assessments.

5. The District will maintain staffing levels at schools above the set allocation formulas to minimize staff changes resulting from uncertainties in enrollment allowing schools to maximize individualized instruction.

6. Instructional materials along with professional development for teachers to ensure instruction is aligned to new BEST standards.

7. Graduate students from the New York University teacher residency program will serve as resident interns at high-needs schools, engaging full-time in the schools as tutors, while at the same time learning to teach through a gradual release model with robust, consistent, support provided by NYU faculty.

8. Charter School Pass-through related to Addressing Learning Loss - Includes but not limited to Salaries & Benefits costs related to extended day and summer programs, additional physical and digital curriculum materials to assist students, Professional Development involving best practices and strategies to address learning loss for their students.

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

1. Charter School Pass-through - Expenditures include but are not limited to the following: Teacher Professional Development comprising multiple course subjects, Salaries for additional staff and support for small group learning, teacher participation in family engagement activities, etc.

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

1. Charter School Pass-through - Expenditures include but are not limited to the following: Salary and benefit costs for additional contracted ESE services, behavior analysts, physical therapists, SLP’s, etc

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

1. Charter School Pass-through - Expenditures include but are not limited to the following: ESOL and Civics for Adult Education and Family Literacy.

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

1. Charter School Pass-through - Expenditures include but are not limited to the following: Salary & benefit costs for job coaches, supplies for various technical education academies, and costs related to ROTC program(s).

**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.**

1. Charter School Pass-through - Expenditures include but are not limited to the following: Purchase of supplies and services to sanitize and clean facilities to ensure protection from Covid-19 and other transmissible diseases.

**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.**

*District Schools*

1. The District will provide resources for schools and academic departments related to equity initiatives, behavioral and mental health services, students in need of behavioral supports, homelessness, foster care, teen parent support, and alternative school placements.
2. Charter School Pass-through - Expenditures include but are not limited to the following: Salary & benefit costs for additional ESE teachers, SLP services, supplies for classrooms, tutoring programs, etc./

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

1. Charter School Pass-through - Expenditures include but are not limited to the following: Supplemental stipends and evidence-based instructional materials to mitigate the effects of learning loss. Additional funds to hire and train 1 teacher and 3 teachers’ aides in order to achieve a higher teacher to student ratio.

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

*District Schools*

1. The District’s transportation department will undergo training to ensure a safe/healthy work environment.
2. Charter School Pass-through - Expenditures include but are not limited to the following: Training and professional development for staff and paraprofessionals pertaining to sanitation and minimizing the spread of infectious diseases.

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

*District Schools*

1. Enhanced cleaning and sanitization will continue, as will the use of personal protective equipment and supplies to maintain social distancing as well as the health and safety of students, staff, teachers, and administrators.
2. Charter School Pass-through - Expenditures include but are not limited to the following: Sanitation supplies and materials to ensure the health and safety of school building, face masks, gloves, sanitizer, air purifiers, filters.

**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.**

1. Charter School Pass-through - Expenditures include but are not limited to the following: Online assessment tool to monitor students' academic progress and assist educators in meeting students' needs. Technology support staff to uphold the operation of and continuity of services required for the maintenance of student learning through technology.

**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.**

*District Schools*

1. The District will continue its 1:1 Chromebook initiative to build technology literacy in students, support the use of adaptive technology and supplemental digital programs, and provide for instructional continuity.
2. Charter School Pass-through - Expenditures include but are not limited to the following: Technology supplies and hardware to support educational needs of substantive students. Various research based software for instruction, interventions, progress monitoring, etc.

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

*District Schools*

1. The District developed a robust plan for re-engaging students and assisting in removing barriers to full participation in school. The Re-Engagement Team will continue that work through 2024. The Re-Engagement Team will also expand their work to support all District schools in identifying students who are chronically absent; and, locating, reconnecting and monitoring these students.
2. To assist in addressing the mental and behavioral health needs of students, the District will expand its co-located mental and behavioral health supports. Community partners will provide mental health professionals to augment the District’s cadre of Behavioral/Mental Health Professionals. These services will be coordinated at the District level. Appropriate program implementation and training support will be provided.
3. Charter School Pass-through - Expenditures include but are not limited to the following: To support social, emotional learning and mental health, the school will utilize a high-quality, evidence-based curriculum and employ support staff

**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.**

*District Schools*

See Activity 1

1. Charter School Pass-through - Expenditures include but are not limited to the following: Summer school programs, extended day learning programs, after care services that incorporate educational components.

**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.**

1. Charter School Pass-through - Expenditures include but are not limited to the following: Salary & benefit costs for attendance clerks and coordinators, interventionists, high-quality assessments to monitor student academic progress.

**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.**

*District Schools*

1. Picnic tables will be installed to add outdoor seating areas that allow for increased space between students during mealtime.
2. Charter School Pass-through - Expenditures include but are not limited to the following: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission, COVID Sterilization/Sanitation Supplies & Equipment, addition of classroom space to promote the use of cohorts and improve social distancing.

**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.**

*District Schools*

1. HEPA filters will be replaced on a regular schedule to ensure high indoor air quality.
2. Charter School Pass-through - Expenditures include but are not limited to the following: Inspect, clean, and optimize/repair/replace existing air systems, purchase air purification units for classrooms, HVAC Replacement/Upgrade

**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.**

*District Schools*

1. The District will establish a partnership with local health authorities and a contracted service provider to implement a rigorous screening program for COVID and other transmissible illnesses.
2. Charter School Pass-through - Expenditures include but are not limited to the following: Additional custodial costs.

**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.**

*District Schools*

1. Pandemic Recovery Pay/Emergency Relief for personnel, including substitutes.
2. The District will continue FFCRA employee leave for teachers out due to COVID and will continue to cover COVID related health claims for all employees.
3. Charter School Pass-through - Expenditures include but are not limited to the following: Costs for teacher retention, professional development, hiring additional staff to meet the needs of students. Additionally, schools that did not submit initial or revised budgets in time for submission of the application have allocation amounts listed under this activity

**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.**

*District Schools*

1. Indirect costs at 5%.

**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.**

District interventions, 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, 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. The District’s Student Academic Support Plan (SASP) utilizes a tiered approach that targets students and schools most in need and addresses teaching expertise at critical points in students’ education with professional learning and strategic support for teachers. The District has identified a model that includes factors found to be predictive of barriers to student growth. The components of this model are school demographics, student achievement, and staff experience. The SASP addresses the risk factors associated with these indicators by providing a menu of tiered interventions and supports to accelerate student learning, close achievement gaps, and prevent failure before it occurs. The tiering of schools into three support levels ensures that the highest needs schools receive the most support.

The areas identified in the SASP establish a framework for accountability and continuous improvement while providing clear direction and focus to improve student achievement for all students. Progress is measured for each school and student using the following goals that are connected to the State Accountability System for student achievement:

● K-3 Literacy - All students of each racial/ethnic group will read independently

on grade level by the end of third grade;

● Algebra 1 - All students of each racial/ethnic group will successfully complete

Algebra I EOC;

● Proficient in Mathematics, Reading, and Writing - All students of each

racial/ethnic group will be proficient in mathematics, reading, and writing as

measured by FLDOE State Accountability system;

● College Readiness - All schools will increase performance of students of each

racial/ethnic group taking the ACT and SAT, with a particular emphasis on

underrepresented populations; and,

● Graduation - All schools will increase graduation rates for all students.

\*NOTE: All students enrolled in Exceptional Student Education (ESE) programs and English for

Speakers of Other Languages (ESOL) are expected to make progress toward accomplishing the

key results as appropriate to their instructional program. Students with disabilities enrolled in

ESE as well as Limited English Proficient (LEP) students must be given access to the District’s

The School District of Palm Beach County general curriculum and appropriate assessments as prescribed by their Individual Education Plan (IEP) or LEP Plan.

In addition, the District is committed to using pre-and post-assessments that are valid and reliable to assess students’ academic progress and assist teachers in meeting students’ needs through differentiating instruction. The Department of Research and Evaluation, within the Division of Performance Accountability, worked in collaboration with the Division of Teaching and Learning and the Department of FTE and Student Reporting to develop a comprehensive approach to evaluating initiatives and interventions included in the SASP. Specifically, the Student Information System is being used to identify and track students who received various interventions and this will be matched to teachers who receive professional development and coaching. This approach allows the District to determine which interventions and initiatives are most successful and pivot if data shows that certain initiatives or programs are highly successful, or, alternatively, if others are not achieving anticipated results.

Evidence based instructional practices and interventions will be delivered within a school’s

Multi-Tiered System of Support (MTSS). Tier 1 is comprehensive, research-based curriculum, delivered class-wide to all students. Curriculum includes comprehensive coverage of core content that is aligned to grade-level standards and that the instructional strategies and practices used to deliver the curriculum have evidence of efficacy. In addition to the core instruction, a student on general education or access points standards may need targeted intervention support in the form of supplemental and or intensive intervention. Intervention determination is based on screening, diagnostic, statewide assessments, and other formative assessment data or through teacher observations.

Tier 2, which is a validated intervention program, is standardized, targeted small-group

instruction using a validated intervention program. The intervention program has been demonstrated through rigorous research to have a positive impact on target outcomes for students at risk, when delivered with fidelity. Supplemental (Tier 2) intervention is provided in addition to and in alignment with effective core instruction to individual students or groups of targeted students who need additional instructional and/or behavioral support. Supplemental intervention may be provided in the general education classroom by the general education teacher, in the general education classroom by trained instructional personnel, or outside of the general education classroom by trained instructional personnel.

Tier 3, which is an intensive intervention, is an individualized intervention, based on frequent

and in-depth analysis of student data. Tier 3 means that the interventionist is following the data-based individualization (DBI) process with fidelity, making iterative adaptations as needed to an intervention platform, using his or her clinical judgment and expertise based on analysis of student data. Intensive (Tier 3) support is the most intensive intervention and is teacher directed, as well as based upon an individual student’s specific needs. Intensive support is provided daily in addition to and in alignment with core and supplemental academic and behavior, curriculum, instruction, and supports. Intensifying intervention should include a consideration of the following variables: group size, time, intervention integrity, skill or skill set focus, data-based individualization, and interventionist expertise. It is recommended and encouraged that the teacher to student ratio reflects 1:3 during intensive intervention.

School-Based Teams use progress monitoring data collected at agreed-upon intervals during the

intervention phase to evaluate the effectiveness of the intervention plan based on the student’s or

group of students’ rate of improvement, severity, and response to intervention. Progress

monitoring data directly reflects the targeted skill or skill set. Graphed data is used to determine

a student’s or group of students’ response to intervention. Decisions about intensifying

intervention or recommending consideration of an evaluation are not made in the absence of a

graph. Progress monitoring tools are brief assessments that must be evidence based and meet

technical standards for reliability, validity and sensitivity, and must be available in multiple

forms of equivalent difficulty in order to compare a student’s progress over time. Curriculum-

Based Measurement (CBM) is an effective, brief, and simple progress monitoring approach that meets these criteria and has the most empirically supported research base among all forms of progress monitoring tools.

**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 parents/guardians for students identified as performing below grade level and/or demonstrating decline on the district’s progress monitoring system.

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

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

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

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

**Acknowledgement**

Local Educational Agency Chief Executive Officer or Authorized Representative

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| **Name and title of person responsible for completion and submission**  |
| Heather Frederick |
| **Contact information: email, phone number** |
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| **Superintendent signature (or authorized representative)** |
| Dec 16, 2021Michael J. Burke, Superintendent Date |