

2021-24 American Rescue Plan

Elementary and Secondary School Emergency Relief Fund

Local Educational Agency ARP ESSER Plan,

Application and Assurances

**[FSU Lab Leon / 371]**

**Purpose**

Florida must sub grant 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).

[FSUS will dedicate a portion of the funds to purchase intervention materials and software. In response to Covid-19, the intervention materials will be used to target students who are struggling in ELA, Math and Science. The materials purchased will help make education accessible for all students.

Distance learning in response to the pandemic has left many high school students behind on the necessary credit hours needed to graduate. FSUS will employ an At Risk Graduation Coach who will work with students afterschool. The coach will help students with understanding graduation requirements, develop action plans to get credit hours for graduation, life skills, motivation and counseling.

Learning Lab - In response to the learning gaps due to covid-19, FSUS will develop a learning lab to facilitate and enhance instruction expanding STEM education opportunities, especially for students with disabilities and racial and ethnic minorities. The costs associated covers the operation and support of instruction-related technology to provide intervention and enrichment to K-12 students. The learning lab will support learning loss, close learning gaps and increase acceleration due to academic loss from Covid.]

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

[In response to the learning gaps due to covid-19, FSUS will develop a learning lab to facilitate and enhance instruction expanding STEM education opportunities, especially for students with disabilities and racial and ethnic minorities. The costs associated covers the operation and support of instruction-related technology to provide intervention and enrichment to K-12 students. The learning lab will support learning loss, close learning gaps and increase acceleration due to academic loss from Covid.

FSUS will train teachers and instructional staff on how to effectively progress monitor students during a pandemic or school closure. Our goal is to ensure that teachers are efficient in the identification, intervention and monitoring of students who are struggling in Reading, Writing and Math. Trainings will take place during summer 2021, summer 2022, and Academic School Year 2021 and 2022.]

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

[FSUS will train teachers and instructional staff on how to effectively progress monitor students during a pandemic or school closure. Our goal is to ensure that teachers are efficient in the identification, intervention and monitoring of students who are struggling in Reading, Writing and Math. Trainings will take place during Summer 2021, Summer 2022, and Academic School Year 2021 and 2022.

In response to the learning gaps due to covid-19, FSUS will develop a learning lab to facilitate and enhance instruction expanding STEM education opportunities, especially for students with disabilities and racial and ethnic minorities. The costs associated covers the operation and support of instruction-related technology to provide intervention and enrichment to K-12 students. The learning lab will support learning loss, close learning gaps and increase acceleration due to academic loss from Covid.]

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

[In response to the learning gaps due to covid-19, FSUS will develop a learning lab to facilitate and enhance instruction expanding STEM education opportunities, especially for students with disabilities and racial and ethnic minorities. The costs associated covers the operation and support of instruction-related technology to provide intervention and enrichment to K-12 students. The learning lab will support learning loss, close learning gaps and increase acceleration due to academic loss from Covid.]

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

[In response to the learning gaps due to covid-19, FSUS will develop a learning lab to facilitate and enhance instruction expanding STEM education opportunities, especially for students with disabilities and racial and ethnic minorities. The costs associated covers the operation and support of instruction-related technology to provide intervention and enrichment to K-12 students. The learning lab will support learning loss, close learning gaps and increase acceleration due to academic loss from Covid.]

**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.**

[FSUS will expand the health clinic in order to provide the essential facilities and services for 1800 students and staff members. The expansion effort is in response to Covid to prevent, prepare and respond to coronavirus.

FSUS will expand the health clinic in order to provide the essential facilities and services for 1800 students and staff members. The expansion effort is in response to Covid to prevent, prepare and respond to coronavirus.

Distance learning has left many students behind on credit hours necessary to graduate. FSUS will employ an At Risk Graduation Coach who will work with students who are at risk of not graduating afterschool. The coach will help students with understanding graduation requirements, develop action plans to get credit hours for graduation, life skills, motivation and counseling. 3 days a week, 2 hours a day @ $25.50 an hour.

FSUS will purchase outdoor benches to allow for social distancing of students during lunch and outdoor classroom instruction. The goal is to utilize outdoor space to reduce the risk of virus transmission, by providing more locations for students to socially distance themselves.

FSUS will purchase sunshades to cover existing outdoor tables to allow for social distancing of students during lunch and for outdoor classroom instruction. The sun shades will allow students to eat outside regardless of the weather, verses congregating in a small cafeteria or classroom. The goal is to utilize outdoor space to reduce the risk of virus transmission, by providing additional locations for students to socially distance themselves. The cost is for the purchase, shipping, warranty and installation of 2 sun shades.]

**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.**

[In response to the learning gaps due to covid-19, FSUS will develop a learning lab to facilitate and enhance instruction expanding STEM education opportunities, especially for students with disabilities and racial and ethnic minorities. The costs associated covers the operation and support of instruction-related technology to provide intervention and enrichment to K-12 students. The learning lab will support learning loss, close learning gaps and increase acceleration due to academic loss from Covid.]

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

[FSUS will train teachers and instructional staff on how to effectively progress monitor students during a pandemic or school closure. Our goal is to ensure that teachers are efficient in the identification, intervention and monitoring of students who are struggling in Reading, Writing and Math. Trainings will take place during Summer 2021, Summer 2022, and Academic School Year 2021 and 2022.]

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

[No planned activities.]

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

[Cleaning and sanitizing supplies will be ordered to maintain a clean and safe learning environment for K-12 students and faculty. Supplies will be purchased to clean and sanitize the entire K-12th grade facilities.]

**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.**

[Student laptops will be purchased to provide online learning to all distance students. To carry out requirements under IDEA and ensuring educational services such as speech and language therapy can continue to be provided consistent with all Federal and State requirements. (350) @ $300 each

FSUS will purchase new laptops for teachers in case of school closures and quarantines. Teachers will have the capability to provide online learning to all distance students. The laptops that teachers have are damaged, old or outdated and don't allow for effective online instruction. The purchase of the laptops will allow each teacher to be equipped with the technology needed to better serve our students. 150 computers @$1200 a unit.]

**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.**

[FSUS will dedicate a portion of the funds to purchase intervention materials and software. In response to Covid-19, the intervention materials will be used to target students who are struggling in ELA, Math and Science. The materials purchased will help make education accessible for all students.]

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

[Due to the pandemic, students have been affected in many ways. To support our school counselors and student services team, FSUS will hire a mental health professional to provide health services and mental health support to students. The professional will provide evidence-based, full-service support to assist students with the social/emotional effects of the coronavirus.]

**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.**

[Over 35% of high school students had a D or F average during the pandemic. FSU will hire a teacher to help students who are struggling with the middle to high school transition. This teacher would help with graduation/failure rates and life skills to help students meet graduation requirements that they lost due to the pandemic.]

**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.**

[FSUS will provide support to teachers through a curriculum specialist. The specialist will provide full-service support in the implementation of Math, Science and ELA curriculum in response to Covid and distance learning.

In response to coronavirus, FSUS will hire Speech Language Pathologists (SLPs) to address learning loss, ensuring that educational services continue to be provided consistent with all Federal, State and local requirements. (2 SLPs @ $78,000 max a year.)

FSUS will provide support to teachers through a curriculum specialist. The specialist will provide full-service support in the implementation of Math, Science and ELA curriculum in response to Covid and distance learning.]

$20,000 *Intervention Support Staff* FSUS will provide academic support to students who have experienced learning loss due to the pandemic. There are students in tiered interventions in need of additional support to address the academic needs.

**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.**

[FSUS will purchase outdoor benches to allow for social distancing of students during lunch and outdoor classroom instruction. The goal is to utilize outdoor space to reduce the risk of virus transmission, by providing more locations for students to socially distance themselves.

FSUS will purchase sunshades to cover existing outdoor tables to allow for social distancing of students during lunch and for outdoor classroom instruction. The sun shades will allow students to eat outside regardless of the weather, verses congregating in a small cafeteria or classroom. The goal is to utilize outdoor space to reduce the risk of virus transmission, by providing additional locations for students to socially distance themselves. The cost is for the purchase, shipping, warranty and installation of 2 sun shades.]

**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.**

[No planned activities.]

**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.**

[No planned activities.]

**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.**

Per guidance from the department, FSUS requested input from stakeholders in the form of a survey on how to use the funds to support student learning and enrichment in response to Covid. Results from stakeholders indicated a portion of the funds should be used for allowable expense *#15 Workforce Stabilization* in the form of teacher incentives to maintain services and instruction 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.**

[Indirect Administrative Costs 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.**

1. **Interventions**

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| Lexia Core 5 Program, at least three times a week | Ongoing assessment following the program’s guidelines | Scoring at or above the 50th percentile. Positive trend line on the intervention | Scoring below the 40th percentile. Questionable or Negative trend line on the intervention | Scoring below the 25th percentile.  Negative trend line on the intervention |
| iReady Tools for Instruction | Ongoing assessment following the program’s guidelines | Scoring at or above the 50th percentile. Positive trend line on the intervention | Scoring below the 40th percentile. Questionable or Negative trend line on the intervention | Scoring below the 25th percentile.  Negative trend line on the intervention |
| CORE Teaching Reading Sourcebook will be used at least three times a week. FSUS grade level intervention specialist will pre and post assess the basic skills of Reading using the CORE Teaching Reading Assessment Manual and provide individual or small group instruction using the CORE Teaching Reading Strategies at least three times a week. | Ongoing assessment following the program’s guidelines | Scoring at or above the 50th percentile. Positive trend line on the intervention | Scoring below the 40th percentile. Questionable or Negative trend line on the intervention | Scoring below the 25th percentile.  Negative trend line on the intervention |
| Reciprocal Teaching strategy at least three times a week | Ongoing assessment following the program’s guidelines | Scoring at or above the 50th percentile. Positive trend line on the intervention | Scoring below the 40th percentile. Questionable or Negative trend line on the intervention | Scoring below the 25th percentile.  Negative trend line on the intervention |

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| CORE Teaching Reading Sourcebook will be used at least four times a week. FSUS grade level intervention specialist will pre and post assess the basic skills of Reading using the CORE Teaching Reading Assessment Manual and provide individual or small group instruction using the CORE Teaching Reading Strategies at least four times a week. | Ongoing assessment following the program’s guidelines | Scoring above the 40th below the 50th percentile  Positive trend line on the intervention | Scoring below the 25h percentile  Negative trend line on the intervention |
| Barton Reading and Spelling System for intensive multisensory instruction at least four times a week | Ongoing assessment following the program’s guidelines | Scoring above the 40th below the 50th percentile  Positive trend line on the intervention | Scoring below the 25h percentile  Negative trend line on the intervention |
| Lexia Core 5 Program | Ongoing assessment following the program’s guidelines | Scoring above the 40th below the 50th percentile  Positive trend line on the intervention | Scoring below the 25h percentile  Negative trend line on the intervention |

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| Grades 6-8  Review Universal Screener information to determine targeted area(s) of need.  Core Instruction + Targeted Intervention;  •Content-area Reading Class or intensive Reading Class (in addition to ELA Class) –Daily.  •Integrated and targeted small-group instruction within class – groups of 5 – 7 students;  •Reading Plus | Ongoing assessment following the program’s guidelines | Scoring at or above the 50th percentile. Positive trend line on the intervention | Scoring below the 40th percentile. Questionable or Negative trend line on the intervention | Scoring below the 25th percentile.  Negative trend line on the intervention |
| Grades 9-12  Review of Universal Screener data will help target instruction.  Core Instruction + Targeted Intervention;  Content-Area Reading Class or Intensive Reading Class – 45-minutes daily  •Reading Plus- Differentiated small and whole group instruction with progress monitoring. | Ongoing assessment following the program’s guidelines | Scoring at or above the 50th percentile. Positive trend line on the intervention | Scoring below the 40th percentile. Questionable or Negative trend line on the intervention | Scoring below the 25th percentile.  Negative trend line on the intervention |
| iReady Tools for Instruction | Ongoing assessment following the program’s guidelines | Scoring at or above the 50th percentile. Positive trend line on the intervention | Scoring below the 40th percentile. Questionable or Negative trend line on the intervention | Scoring below the 25th percentile.  Negative trend line on the intervention |
| CORE Teaching Reading Sourcebook will be used at least three times a week. FSUS grade level intervention specialist will pre and post assess the basic skills of Reading using the CORE Teaching Reading Assessment Manual and provide individual or small group instruction using the CORE Teaching Reading Strategies at least three times a week. | Ongoing assessment following the program’s guidelines | Scoring at or above the 50th percentile. Positive trend line on the intervention | Scoring below the 40th percentile. Questionable or Negative trend line on the intervention | Scoring below the 25th percentile.  Negative trend line on the intervention |
| Reciprocal Teaching strategy at least three times a week | Ongoing assessment following the program’s guidelines | Scoring at or above the 50th percentile. Positive trend line on the intervention | Scoring below the 40th percentile. Questionable or Negative trend line on the intervention | Scoring below the 25th percentile.  Negative trend line on the intervention |

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| CORE Teaching Reading Sourcebook at least four times a week | Ongoing assessment following the program’s guidelines | Scoring above the 40th below the 50th percentile  Positive trend line on the intervention | Scoring below the 25h percentile  Negative trend line on the intervention |
| Grades 6-8  Review data from universal screener to determine area(s) of need. If sufficient information is not available, administer CORE Reading to plan intervention.  Core Instruction + Targeted Intervention + Intensive Intervention;  •90-minute Intensive Reading Class in addition to ELA Class (daily);  •Small group differentiated instruction; groups of 3 – 7.  Diagnostic will determine student placement in the following programs.  •Reading Plus | Ongoing assessment following the program’s guidelines | Scoring above the 40th below the 50th percentile  Positive trend line on the intervention | Scoring below the 25h percentile  Negative trend line on the intervention |
| Grades 9-12  Review data from universal screener to determine area(s) of need. If sufficient information is not available, administer CORE Reading to plan intervention.  Core Instruction + Targeted Intervention  + Intensive Intervention;  Intensive Reading Class; 45 – 90 minutes daily  •Reading Plus- Intensive Targeted classroom instruction occurring daily to build basic skills while continuing participation in core instruction. | Ongoing assessment following the program’s guidelines | Scoring above the 40th below the 50th percentile  Positive trend line on the intervention | Scoring below the 25h percentile  Negative trend line on the intervention |

1. **Strategies**

ELL and Students with disabilities - Continually monitor progress, model and demonstrate, scaffold instruction, chunking information, drill & practice, use hands on, non-linguistic representations, feedback, graphic organizers, summary and note taking, formal and informal evaluations, peer assisted learning, small groups based on needs, activate prior knowledge, adjust teaching modalities, visuals, resource books and text analysis.

Students of color – Activate prior knowledge, visual representations, chunking information, resource books in various cultures and languages, monitor progress, differentiate instruction based on needs, hands-on activities, drill & practice, graphic organizers, incorporate student’s interest to relate to standards.

Low-income students- Continually monitor progress, model and demonstrate, scaffold instruction, chunking information, drill & practice, use hands on, non-linguistic representations, feedback, graphic organizers, summary and note taking, formal and informal evaluations, peer assisted learning, small groups based on needs, activate prior knowledge, adjust teaching modalities, visuals, resource books and text analysis.

1. **FSUS will measure the effectiveness of the selected interventions…**

The members of the MTSS Team and Leadership Team analyze data and review progress monitoring meeting notes to determine next action steps.

Progress monitoring meetings, walk-throughs, MTSS Team meetings, and professional development.

**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** |
| Daphney Jeune- Dean of Accountability |
| **Contact information: email, phone number** |
| [djpeart@fsu.edu](mailto:djpeart@fsu.edu), 850-245-3707 |
| **Superintendent signature (or authorized representative)** |
| Dr. Stacy Chambers |