

2021-24 American Rescue Plan

Elementary and Secondary School Emergency Relief Fund

Local Educational Agency ARP ESSER Plan,

Application and Assurances

**[Levy 380] – 22A-175**

**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).

***UoF 1: Summer and After School Programs***

The School Board of Levy County will continue to address learning loss through a 6-week summer program with a goal enrollment of 20% of our total K-12 students. Learning loss instruction will include ELA, Math, and STEAM with both remediation and enrichment opportunities.  For the 2021-22 school year, we will continue to serve students identified as at-risk and/or below grade level by our district progress monitoring assessments or state assessments in an after-school program through the 22-23 school year utilizing these funds. We will also provide a summer 2022, 2023 and 2024 program that is tailored for students who continue to have the most significant losses from learning due to the pandemic.

* Contract with Levy County Prevention Coalition to provide the following services:

\*2022 Summer School for 9 schools K-12, including transportation and curriculum (Partially funded in ESSER II) - $130,000.00

\*2022 Summer Bridge to High School 3 schools, upcoming 6th grade students, transportation provided -$40,000

\*2022-23 before and after school tutoring in 9 schools K-12, including transportation -$200,000.00

\*2023 Summer School for 9 schools K-12, including transportation and curriculum -$250,000.00

\*2023 Summer Bridge to High School 3 schools, upcoming 6th grade students, transportation provided - $40,000

\*2023-24 before and after school tutoring in 9 schools K-12, including transportation -$200,000.00

\*2024 Summer School for 9 schools K-12, including transportation and curriculum -$250,000.00

\*2024 Summer Bridge to High School 3 schools, upcoming 6th grade students, transportation provided -$40,000

* Contract with Varsity Tutors for one pilot school: $20,000.00

**Total Cost $1,170,000.00**

***UoF 2: School Math Coaches***

Due to the loss of learning from the COVID pandemic, students are demonstrating a significant deficit in math achievement in grades K-12.  In order to improve the student achievement in math, schools need the focused support to provide professional development and modeling in classrooms to help ensure students are being provided the most effective instruction on a daily basis.  Each school will need a Math Coach to provide this support throughout the school with support of the implementation of new BEST standards, curriculum, thus aid in closing the achievement gap that exists in math for our district.

* Math Coach positions @ 9 schools – average annual salary per coach with benefits $64,341.00

9 coaches x $64,341.00 x 2 years (FY23 & FY24)

**Total Cost - $1,158,141.60**

***UoF 3: 3rd-5th Math Focus***

Due to the loss of learning from the COVID pandemic, students are demonstrating a significant deficit in math achievement in grades 3-5. In order to improve student achievement in math, schools need to purposely plan for and address math achievement gaps during math interventions. To help ensure students are being provided the most effective instruction during math intervention, teachers will use supplemental math materials to help target students’ specific areas of need.

* Do the Math Curriculum for 3rd-5th grade students (1,470) @ $59,967.00 + Shipping

**Total Cost - $65,963.00**

***UoF 4: Charter School Reimbursement for Learning Loss***

* Reimbursement to Nature Cost Middle School to provide Tutoring: Reading and Mathematics – NCMS will provide 55 days of after-school tutoring in reading and 55 days in mathematics. This would be for a total of 6 hours per week. Our tutoring program would have a teacher and an aide for reading and for mathematics. The financial breakdown would be as follows:

2022-2023 - $11,729.00

2023-2024 - $11,729.00

$23,458.00

* Reimbursement to Nature Cost Middle School to provide Summer Program: NCMS will have a summer school program available to help our students make up instruction time lost due to the COVID-19 pandemic. The summer school program will run 4 days a week for 6 weeks. It will be for 3 hours per day. The summer school will have a teacher and an aide. The financial breakdown would be as follows:

2023 - $7,111.00

2024 - $7,111.00

$14,222.00

* Reimbursement to Whispering Winds Charter School to provide paraprofessionals, one Curriculum Coach and intervention materials based on need (TBD):

2 Paraprofessionals for 2021-2022: $49,594.88

2 Paraprofessionals for 2022-2023: $50,000.00

2 Paraprofessionals for 2023-2024: $50,000.00

1 Curriculum Coach for 2022-2023: $47,550.00

1 Curriculum Coach for 2023-2024: $47,550.00

13 employee bonuses @ 1,000.00: $14.000.00 (taxes included)

$258,694.88

**Total Cost - $296,374.88**

***UoF 5: MTSS Coordinator***

Due to the increased number of students needing tier two and tier 3 interventions, schools are in need of

support on how to structure interventions, supports, and systems with resources and personnel to meet

the needs of the diverse learners.  These needs of these learners are not just limited to academic in

nature but also for behavioral interventions for tier 2 and tier 3 as well.  The district is in need of an MTSS

coordinator to support schools in the MTSS process and implementation given the rapid increase of

struggling students and need to improve student learning, social skills, and behavioral expectations in

school caused by inconsistent school attendance.

* 1 MTSS coordinator – annual salary + benefits = $87,547.42 x 2.5 years (FY22, 23, 24)

**Total Cost - $218,868.54**

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

***UoF 1: Charter Schools Reimbursement***

* Nature Coast Middle School will have paraprofessionals in the classrooms. The paraprofessionals will aid the classroom teacher and offer additional assistance to students. The paraprofessionals will work with struggling students in small groups under the supervision of a certified teacher. NCMS will utilize the funds as follows:

4 Paraprofessionals for 2022-2023: $71,655.00

4 Paraprofessionals for 2023-2024: $73,345.00

$145,000.00

**Total Cost - $145,000.00**

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

***UoF 1: School Transition Supports for Students With Disabilities***

Due to the loss of instruction because of illnesses and absences as a result of COVID we have an increase of SWD who are receiving School Based Transition Programs. Additional staff are need to ensure we have the resources to provide intensive services to our most significant cognitive disabled students.

* Two (2) Transition Specialists for FY23 & FY24- To provide support to students in the community increasing their readiness for the workforce- average cost of annual teacher salary with benefits $64,341.00 – 2 teachers x 64,341.00 x 2 years each = $257,364.00
* Six (6) ESE Paraprofessionals Job Coaches- for FY23 & FY24- To provide support to students in the community increasing their readiness for the workforce onsite with students in teaching job task – average cost of annual para salary with benefits $25,822.00 - 6 para’s x $25,822.00 x 2 years = $309,866.40
* One (1) ESE Teacher to provide services to SWD in our Focus Program- average cost of annual teacher salary with benefits $64,341.00 – 1 teachers x 64,341.00 x 2 years each = $128,682.40
* One (1) Mental Health Clerk for FY23 & FY24 average cost of annual clerk salary with benefits $31,748.00 x 2 years each = $63,496.40

**Total Cost - $759,410.00**

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

**NA**

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

***UoF 1: Increase and expand technology and resources in Career and Technical Education programs***

In order to more fully develop the academic, career, and technical skills of secondary students enrolled in career and technical education programs.  Provide real-world opportunities for students in an instructional setting so that students will be college and career ready upon completion of career and technical programs and high school.  Equipment, technology, and simulators will be purchased in order to accelerate technical learning which was delayed due to school closures and high absenteeism as a result of quarantines and illness of students and teachers.

* **The Health Program** will utilize the most up-to-date equipment and technology as listed below to provide instruction and support that will remediate learning loss brought on by the pandemic and exacerbated by school closures, illness, and quarantines of both teachers and students: **$135,540.00**

1. 10 EKG machines @ $3,000 - Total:  $30,000
2. Update blood pressure machines - 4 machines @ $7,000 - Total: $28,000
3. Purchase 30 stethoscopes @ $250 each - Total: $7,500
4. Laptops for testing CNA (30) @ $900 - Total:  $27,000
5. Supplemental Instructional Materials to include textbooks:  $35,000
6. 2 Vital Sign Machine @ $1,500 each - Total:  $3,000
7. Blood Typing Kits  $50
8. Blood Glucose Machine $50
9. Petri Dishes w/ incubator $50
10. Tabletop Incubator w/ petri dishes $250
11. Inoculation loop w/petri dishes $25
12. Medically related supplies  $25
13. 3 Microscopes @ $175 each - Total: $525
14. Surgical Masks $15
15. N95 Masks $50
16. Simulated Code Cart   $3,000
17. HOB Wall Liner Lab Simulator - $500
18. Simulation Software -$500

* **The Business Program** will utilize technology to accelerate learning and close the gap which was brought on by the Pandemic: **$178,766.50**

1. Upgrade computers/technology in five (5) business labs in three (3) schools - $169,522.5
   1. 150 computer towers:  $885 each = $132,750
   2. 150 Monitors: $215 each = $32,250
   3. 150 Soundbars: $30.15 each = $4,522.50
   4. 150 operating license 54.00 each = 8094.00
2. 3D Printer -1 @ $750
3. Vinyl Letter Machine for Heat Press -1 @ $400

* **The Carpentry Program** will add tools that will help students increase learning and address learning loss through hands-on experiential learning: **$7,975.00**

1. Pro-Woodworking Saw $1,200
2. Bevel Miter Saw  $700
3. Corded Belt Sander  $75
4. Consumable supplies for hands-on learning to include lumber, nails, sanding pads, screws, and other carpentry supplies - Total: $6,000

* **Ag Program** tools and supplies needed to accelerate learning and close the gap through hands-on activities: **$24,508.00**

1. Carve King Educational Bundle Bit 5 piece toolkit $2,162
2. Corral panels 18 @ $120 - Total: $2160
3. Gates 8 @ $307 - Total: $2,456
4. Grooming chute - $1,125
5. Coastal Fan Stand - $225
6. Clippers 2 @ $360 - Total: $720
7. Blower 1 @ $440
8. Showbox 1 @ $740
9. Consumables to include plants, bulbs, fertilizer, potting soil and gardening tools to start nursery in the greenhouse - $6,000
10. PVC, sprinklers, and hoses for gardening and watering livestock $1,000
11. Galvanized Water Troughs 8 @ $110 - Total: $880
12. Consumable supplies to include lumber, show combs, blending blades, $6,000
13. Animal Care/Grooming station: 12x12 concrete slab - $600

**Total Cost - $ 346,789.50**

***UoF 2 CTE School Bootcamp***

Designed to provide remediation for industry certification exams and articulated college exams that lead to college credit for high school program completion of coursework in order to close the gap and address learning loss from school closures, quarantines, and student and teacher illness.

* 15 Teachers @ 32 hours each x 35.00/hours + benefits for a total of 480 hours = $19,184.00

**Total Cost - $19,911.36**

***UoF 3 CTE Car***

The district CTE teacher will travel to each school to support student learning.   This will enable the teacher to provide assistance in addressing needs arising from the COVID-19 Pandemic that resulted in a decline of students earning industry certifications and meeting articulation criteria for the college.  The teacher will also support school counselors by meeting with students to ensure all seniors meet one of the 3 E’s upon graduation: Enrolled, Enlisted, or Employed.

**Total Cost - $15,000 (1/2 vehicle cost)**

**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.**

NA

**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.**

***UoF 1 ESOL Supports***

The need for adequate technology for ESOL paraprofessionals to provide correspondence from schools and the district in students’ home language is imperative with the increase in home to school communication regarding student learning progress and health.  In addition, bilingual students need access to support staff to help with translation and language acquisition when distance learning due to sickness or quarantine.  Therefore, the need to support the ELL population of students with the addition of supportive technology for ESOL support staff is a need for our district.

* 11 laptop computers- Lenovo ThinkPad E14 ($875 each)= $9,625
* 11 color printers- Brother HL-L3230 CDW Compact Digital Color Printer ($220 each)=$2,420
* 11 color/black printer cartridge replacements ($162 each)= $1,787

**Total Cost - $13,832.00**

***UoF 2 ESE Multisensory Classroom Supports:***

COVID has significantly impacted our children with disabilities in many ways. Decreased attendance has impacted therapy time, and this inconsistency has impacted the students' classroom behavior and ability to adjust to classroom expectations. Our children with disabilities need additional staff to support more intense interventions and increased time to address their unique needs. These students, especially those with sensory issues and those that are easily overstimulated, would also benefit from a sensory room to meet their unique needs. In addition, classroom-based sensory tools will enable them to better adapt to the inclusive classroom environment.

* One (1) Pre-K ESE Teacher x 2 years (FY23 & 24)– teacher annual salary plus benefits @ $67,304.00 x 2 years = 134,608.00
* Fold and Go Trampoline 1 per school @ 114.00 x 5 schools = $570.00
* Gonge Carousel, spinning seat 1 per school @ 186.00 x 5 schools = 930.00
* Sensory Chair 1 per school @ 183.00 x 5 schools = 915.00
* Bean Bag chairs 30 inches: 1 per school + multisensory rooms 19 @ 60.00 =1,140.00
* Crash pad with washable cover 1 per school @ 240.00 x 5 schools = 1200.00
* Tunnel 9 x 22 1 per school @ 117.00 = 585.00
* 4 foot autism sensory lamp 1 per school @ 90.00 x 5 schools = 450.00
* Fleece Weighted Blankets 1 per classroom @ 123.00 = 1722.00
* Magnetic letters, sensory slims, squeeze ball, weighted lap pads, fidget sets and other manipulatives 19 classrooms @ 458.000 per classrooms = 8,708.00

**Total Cost - $150,828.00**

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

***UoF 1: Transportation Tracking/Tracing***

Currently, the School Board of Levy County requires bus drivers to manually maintain seating charts and ridership records. This leads to frequent errors that are a challenge for COVID-19 contact tracing. The District is requesting funding for a bus software, hardware and training package that will include check-on/check-off RFID technology for students and an integrated seating chart system for drivers. This system will also provide additional routing support for substitute drivers. The frequency with which the District has had to use sub drivers due to regular drivers being sick or quarantined due to COVID-19 has increased dramatically from historical averages.

* Bus Mount and tablets, drive hardware and support software, student tracking software and identification cards, installation and training for 55 buses.

**Total Cost $125,942.00**

***Activity #2: School Communication***

Additional phone lines are needed so that every teacher and staff member can contact students on quarantine. Voice Over Internet Protocol (VOIP) will allow phone numbers to be re-assigned to devices that may be at home such as when staff are on quarantine.

* VOIP installation for two schools- Chiefland Elementary @ 26895.00 and Bronson Middle High @ 22,990.00

**Total Cost $49,885.00**

**Activity 2** (H) **Training and professional development for staff of the local educational agency on 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.**

***UoF 1: Purchase of Wet/dry vacuums, Carpet sanitizer/shampooer and supplies to sanitize***

***and clean facilities @ 9 schools:***

* Carpet Cleaners – 9 @ $2,523.00 =$22,707.00
* Walk Behind Carpet Extractor -9 @ $4,041.00 =$36,365.00
* Carpet Spotter Machine – 18 @ $750.00 =$13,500.00
* Floor Stripping Machine – 18 @ $3500.00= $63,000.00
* Backpack Vacuum Cleaners – 60 @ $700.00 =$42,000.00
* Vacuums – 60 @ $700.00 = $42,000.00
* Autoscrubbers - 9 @ $2,796.00 = $25,164.00
* Wet/Dry Vacuums -9 @ $607.00 = $5,463.00
* Cleaning/sanitizing supplies: Soap, sanitizer, chemicals for machines, paper towels = $115,500.00

**Total -$365,700.00**

***UoF 2: Charter School Reimbursement for cleaning supplies***

* Nature Coast Middle School cleaning supplies, hand sanitizer, disinfectant, cleaning solution- $2,019.60

**Total - $ 2019.60**

**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.**

***UoF 1: MIS Support***

The district has secured funding through a combination of ESSR II and the Emergency Connectivity Fund to purchase an additional 1800 student Chromebooks for 1 to 1 use with students that may be participating in remote learning due to COVID-19. In addition, wireless access points for students and portable connectivity

devices for almost all district staff were secured. Due to the need for these devices to be etched, enrolled, inventoried, and maintained, and additional district tech position is needed. This will also provide an opportunity to provide additional cross-training and up training for existing district and school tech staff. In addition, a district van is needed in order to transport these devices (as they arrive) from the district distribution center to our etching/enrollment facility and then to the schools. An existing district vehicle designated for this purpose recently reached the end of its service life due to the maintenance department being unable to find replacement parts for its braking system. The van will be used to support district wide technology needs arising from or exacerbated by the Covid-19 pandemic.

* MIS Technician salary for 2.5 years including benefits at $59,000.00 per year = $147,519.50
* MIS Van @ 50% cost = $15,000.00

**Total Cost - $ 162,519.50**

***UoF 2: CANVAS & KAMI***

The district will continue services with CANVAS as one of the two approved LMS Platforms used by schools. To foster engagement for students in the classroom, on quarantine, or learning from home, Levy County will continue the use of Kami, an application that works with pdf documents to offer the following for teachers and students: The Google Classroom integration to seamlessly assign any document type to be worked on in Kami online and students are able to turn in their completed schoolwork out of Kami right back into Canvas and Google Classroom. Kami enables teamwork and caching through collaborative annotation and discussion. You can retain the classroom learning environment online or in groups in the classroom.  The embedded audio and video comment tools, so teachers and students can discuss problems or deliver instructions or feedback.  The signature tool, so documents can be signed and returned without printing in the classroom or if students don’t have a printer at home.

* CANVAS -Two year online subscription and support @ 40,000.00 per year = $80,000
* KAMI – Two year subscription @ 12,000.00 = $24,000.00

**Total Cost - $104,000.00**

**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.**

***UoF 1: Student/Staff Devices***

Using ESSER II and the federal Emergency Connectivity Fund (ECF), the School Board of Levy County received funding for student Chromebook and staff laptops/Chromebook in order to facilitate distance learning. These funding amounts (and so the number of devices that could be purchased with them) were based on enrollment in the 2020-21 school year. Currently, district enrollment has increased by 224 students from February 2021 (Survey 3, 2020-21) to present (October 15, Survey 2, 2021-22). In addition, the district is currently applying for funding for an additional 25 staff positions under the American Rescue Plan. This district anticipate continued growth in both student enrollment and total staff over the next two years, at approximately the same rate. Additional student Chromebook and staff devices are needed in order to cover this increase in students and staff and to continue to ensure the opportunity to participate in and facilitate online distance learning.

* 350 Student Chromebooks @ 344.25 each = $120,487.50
* 35 Staff Laptops @ $875.00 each = $30,625.00

**Total Cost - $ 151,112.50**

***UoF 2: Connectivity***

The district previously purchased 920 Kajeet wireless access points for student/staff use in the event of quarantine or work-from-home/learn-from-home scenarios due to COVID-19. These were purchased through the federal Emergency Connectivity Fund, for which a 1 year data plan was the maximum allowable. An additional 2 years of data plan are needed in order to extend the use of these devices beyond the next calendar year.

* Data plan for 940 Kajeets for three years – $486,000.00

**Total Cost - $ 486,000.00**

***UoF 3: Device Management:***

The district currently has a basic-level contract with GoGuardian through Title IV, part A allowing teachers to control access on student devices during classroom time. However, in order to filter and monitor content of district devices (student, staff) when those devices are connected to the Internet via networks other than the SBLC network (such as a home ISP), an upgraded package is needed. This package will fulfill that need.

* Annual subscription upgrade for GoGuardian Suite applicable to all devices -$29,800.00 x 2.5 years =$89,400.00

**Total Cost - $89,400.00**

***UoF 4: Assistive Technology SWD:***

Due to the loss of learning of our students with disabilities (SWD) as a result of COVID and the ability to provide virtual learning, the following resources would be needed to provide Free Appropriate Public Education (FAPE):

* Assistive Technology (low and/or high tech) Such as Magnifiers, Large print materials, Reading pens, headphones, microphones @ $9,000 total.
* 14 touch screen Chrome Books @ $400 each -$5,600

**Total Cost -$14,600.00**

***UoF 5: Pre-K ESE Technology:***

COVID has significantly impacted our children with disabilities in many ways. Decreased attendance has impacted therapy time, and this inconsistency has impacted the students' ability to improve in their communication skills. Many of our special education students have significant language delays, which affects their ability to express their wants, needs, and what they are learning in the classroom. The use of technology that enables them to communicate would be very beneficial for this unique group of learners.

* Tablets for 14 classrooms @ 400.00 each = 5,600.00
* ESE Communication Software for 14 tablets @ 250.00 each = 3,500.00

**Total Cost- $9,100.00**

***UoF 6: Charter School Technology:***

* Nature Coast Charter School will use grant funds to purchase additional and/or replace existing equipment (i.e. Chromebooks, hot-spots, online software/licenses) to increase student interaction with classroom instructors: Technology: $3,700.00  (Direct Purchase by the district)

**Total Cost -$3,700.00**

***UoF 7: Classroom Technology Newline Interactive Boards:***

In order to facilitate hands-on, multisensory learning experiences that can assist in the reduction of learning loss due to COVID-19, updated, antimicrobial coated touch-screen interactive displays are needed.

* 3 Interactive Boards for 9 schools @ $2,000.00 each

**Total Cost - $54,000.00**

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

***UoF 1: Family and Student Partnership Teachers***

Students with disabilities, English language learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care are our districts most vulnerable and impacted populations from the COVID pandemic and learning loss.  Due to this, the need for a Family and Student Partnership Resource Teacher will be used in each school to provide positive supports to teachers and students in the classroom with a focus on their social and emotional development, mental health supports, attendance and grades, and family/parental supports and communication between the school and home.  The role of this resource teacher will focus on being proactive in intervening with students instead of reacting to them in a disciplinary manner.

* Family and Student Partnership Resource Teachers: 2 teachers district wide, 22-23 and 23-24 school year. The average 1 year teacher salary plus applicable benefits = $67,304.00 x 2 schools x 2 years =$269,216.80

**Total Cost $269,216.80**

***UoF 2: Social and Emotional Supports***

As a result of COVID, many of our students have social and emotional challenges and are in need of intensive support; the number of students has increased. To provide support to students and families in addition to assisting them in contacting community agencies.

* 2 Mental Health Clinicians for FY23, FY24 (FY22 in ESSER II)– contractual service @ $65,000/each per year =$260,000.00
* 2 Mental Health Clinicians for FY 22, FY23, FY24 contractual service @ $65,000/each per year =$390,000.00
* 3 Behavioral Specialist for FY23, FY24 – contractual service @ 65,000/each per year = $390,000.00
* Social Emotional and Behavior Curriculum Conscious Discipline for grades K-12, FY23 & 24. District wide license @15,000.00 per year for 2 years, consumable curriculum @ 15,000.00 for two years - $60,000.00

**Total Cost - $1,100,000.00**

**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.**

***UoF 1: Summer Curriculum Students With Disabilities***

Due to the loss of learning of our students with disabilities (SWD) as a result of COVID we would plan for summer learning as well as after school programs in conjunction with virtual learning for our most medically fragile students as well as SWD who may not be able to attend brick and mortar school. In addition professional development for our instructional staff (including speech and/or language personnel) the following resources would be needed to provide such educational services:

* Supplemental reading and math curriculum (TBD) - Licenses and/or consumables $5,000 ($2,500 licenses and $2,500 consumables).

**Total Cost - $5,000.00**

**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.**

***UoF 1: Student Textbooks***

Providing consumable and digital student materials in core subjects, will allow students to:

1) Safely interact with critical grade level content without sharing materials with fellow students;

2) Emulate key testing strategies, such as text-marking;

3) Engage with content in multiple settings (home, school, tutoring, etc.), which would be typically restricted due to only having singular, hard copy materials that must stay within the core classroom.(NOTE: This would also address equity issues for those students without internet in their homes.);

4) Participate in remediation more flexibly in the areas of learning loss, as students will have access to digital content not necessarily tied to their assigned grade level.

* Reimbursement to General Fund for the cost of student textbooks that exceeded current categorical allocation for FY23 & FY24 @ $520,612.00 each year

**Total Cost - $1,041,223.90**

***UoF 2: Powerschool/Performance Matters online Platform***

This is a continuing activity from ESSER I & II- Online integrated platform giving teachers, schools as well as the district a holistic view of student data trends and ongoing instructional gaps to assist with identification, addressing and eliminating unfinished learning. During the 2020-21 school year, the Department of Education has added multiple opportunities and extended windows for student testing to meet promotion and graduation requirements. Schools have faced a great challenge to manage student completion, passing requirements, MTSS documentation, and Early Warning Systems without a data analytics system. Performance Matters will provide schools the monitoring tools to evaluate and identify student, grade level, subgroup, and school needs using the reporting features.

* Performance Matters online subscription -$32,000.00 annually for FY 23 & 24 = $64,000.00

**Total Cost $64,000.00**

***UoF 3: Guidance Counselor for Distance Learning Students:***

Within a virtual environment, school counselors provide support to encourage engagement in the virtual school platform and ensure students can gain access to the tools required to reach their potential. Students enroll in virtual schools for many reasons, and currently one of the largest factors revolve around health concerns and COVID-19. In addition, students may have other unique reasons for choosing to attend a virtual school and remove barriers that keep them from achieving success in a brick-and-mortar school. These unique reasons include but are not limited to:

* Dealing with mental health issues that lead to them needing to be in a smaller environment
* Being medically unable to attend a physical school
* Preferring a smaller environment, smaller class size or being able to be on their own
* Dealing with bullying in a traditional school setting
* Wanting a more rigorous school curriculum
* Wanting more individualized instructional support
* Requiring gifted and/or accelerated courses
* Developing asynchronously, such as being gifted in some courses and behind in others

We have seen an increase in the number of students who have enrolled in our virtual platforms, including Levy Virtual School. This is primarily due to the COVID-19 pandemic, but is also connected to the emphasis on school choice that has been championed by FLDOE. This increase in virtual enrollment necessitates the need for a full-time school counselor for Levy Virtual School to ensure that the unique needs of those students are met, and they successfully meet graduation requirements.

* 1 teacher annual salary $69,648.60 x 2 years -FY23 & FY24 (FY22 approved in ESSER II)

**Total Cost - $139,349.20**

***UoF 4: K-3 Phonics Focus***

In order to effectively address learning loss in the area of foundational skills with K-3 students including students with disabilities, English language learners, racial and ethnic minorities, students experiencing

homelessness, and children and youth in foster care, the district will purchase and implement two supplementary foundational skill programs. These will be purchased and implemented in order to accelerate learning which was delayed due to school closures, high absenteeism, quarantines, and illness in both students and teachers.

* Learning Dynamics- materials for all of K and Tier 3 First Graders: This evidence-based program utilizes individual phonetically-controlled student readers that introduce letters, sounds, and move students to be blending words by Week 4 of the curriculum. Students take books home bridging the gap between school and home after the book is finished being used for in-class instruction. Students will have 53 books in the home libraries at the completion of the program. Student (500) and Teacher Kits (30) for one school year $20,800.00 x 3 years = $62,400.00
* From Phonics to Reading- Materials for all K-3 students and teachers. This evidence-based program utilizes Wiley Blevin’s research around the essential ingredients of effective phonics instruction. This program supports our core phonics program in providing additional hands-on, multisensory practice in the form of decodable readers, blending lines, sorts, word building activities, etc. Student (2100) Resource Books and Teacher (32) Teacher Editions @ $32,288.13 annually for 3 years = $96,865.00

**Total Cost - $159,265.00**

***UoF 5: District Science Technology Engineering & Math (STEM) and Literacy Coordinators***

These two positions are a continuation from ESSSER I and II and will be used to provide support to 9 schools by providing accelerated student learning with identification of evidence-based research informed strategies for closing student achievement gaps and learning loss.

* STEAM Coordinator and Literacy Coordinator 2.00 FTE @ $67,279.20 each

**Total Cost-$ 149,615.40**

***UoF 6: Inclusive Pre-K***

Levy’s inclusive prekindergarten classes include low-income students, children with disabilities, English learners, racial and ethnic minorities, and students experiencing homelessness or placed in foster care. These young learners are demonstrating delays in their acquisition of developmental standards, specifically in the areas of social/emotional growth, physical development, language and literacy, math, and science. To address this loss of learning, the district will purchase and implement supplementary curriculum and will utilize differentiated student equipment and materials that specifically address these targeted areas. The district will also purchase laptops and printers so that Pre-K instructors may provide parent newsletters and materials for home support. We believe that the purposeful implementation of these supplementary materials will accelerate learning that was delayed due to the effects of COVID.

**Teacher Tools for 14 Classrooms: $21,196.00**

Lenovo ThinkPad laptops 14 @ $875.00 = $12,250.00

Brother laser printer 14 @ 199.00 – $2786.00

Brother 2-pack toner cartridge 28 @ 220.00 = 6160.00

**Social and Emotional Development Curriculum for 14 Classrooms: $11,851.00**

Second Step Early Learning Kit 14 @ 459.00 each = 6426.00

Social/Emotional Read-Aloud Book Set14 @ 330.00 = 4620

14 sets of Emotion Activity Cards, puzzles, emotions stones - $805.00

**Language and Literacy for 14 classrooms: $118,965.00**

Professional Study “Phonological Awareness Assessment and Instruction” 14 @ 50.00 = 700.00

Big Books (set of 30 fiction and 30 nonfiction) 14 @ $1,000.00 = $14,000.00

Trade Books for Read-Aloud and Classroom Library 14 @ $5,000.00 set = $70,000.00

Phonemic Awareness Boxes 14 @ 140.00 = 1960.00

Desktop Stand with Magnetic Boards and Storage Pockets 14 @ 65.00 = 903.00

Storytelling kits, classroom manipulatives 14 classrooms @ @2243.00/class = 31402.00

**Mathematical Thinking Supplemental Curriculum and Differentiated Student Materials: $23,866.00**

Hand’s on Standards Small Group Kit 14 @ 180.00 = 2520.00

Measurement Centers, Magnatiles, Beginning Operation Folder Game and other materials and manipulatives for 14 classrooms @ 1525.00/class = 21,346.00

**Science Inquiry for 14 Classrooms: $4,668.00**

Teacher Professional Book – The preschool Scientist 14 @ 20.00 = 280.00

Inside Bucket Balance, Color Mixing glasses and other materials and manipulatives for 14 classrooms @ $164.00 per class @ $4,388.00

**Physical Development for 14 classrooms: $24,895.00**

Tricycle 28 @ 191.00 = 5,333.00

Indoor/Outdoor Equipment Cart @ 379.00/school x 5 schools – 1895.00

Soccer Trainer Goal w/ball @ 149.00/school x 5 schools = 745.00

Tetherball Tennis Set @ 60.00/school x 5 schools = 300.00

Wagon 143.21 x per school x 5 schools = 1432.10

Balance Beam @ 100.00/class x 14 classes = 1400.00

Extra Large Deck Box 160.00 x 2 per school x 5 schools = 1600.00

Parachute 120.00 x 5 schools = 595.00

Water Play/Sand Table 280.00 x 2 per school x 5 schools = 2800.00

Beanbag Toss Learning Center 189 x 14 classrooms = 2646.00

Beginner's Basketball Portable Hoop 149.00 x 1 per school = 745.00

Small manipulatives, balls, chalk catchpads - 14 classes @ $386.00 per class = 5404.00

**Fine Motor Student Material for 14 classrooms: 16,100.00**

Art Easels 14 x 72.00 = 1008.00

Wire Drying Rack 14 @ 128.00 =1792.00

Art Smocks, Paint brushes, Scissors and other manipulatives for classroom @ 950.00 per class = 13,300.00

**Total Cost: $221,541.00**

***UoF 7: ESE/Homeless/Foster Vehicle***

* Purchase one vehicle to be used by the Coordinator of Homeless, Foster and ESE to provide services throughout the district to address pre-existing challenges that, if left unaddressed, will impede recovery from the pandemic as it pertains to students experiencing Homelessness, Foster Care and Disabilities. 1 vehicle @ 30,000.00

**Total Cost - $30,000.00**

***UoF 8: AVID District Teacher/Mentor***

Students who have historically been underserved by K–12 education systems, English language learners, racial and ethnic minorities, students experiencing homelessness, children and youth in foster care, first generation college students and students who qualify for Community Eligibility Program (CEP) program are a part of our districts most vulnerable and impacted populations from the COVID pandemic which has resulted in learning loss.  Due to this, the need for a full time AVID District Teacher/Mentor position will be used to address learning loss by accelerating learning for all students, by ensuring that school leaders, school coaches, and teachers have support to implement, sustain, and instill instruction, systems, leadership, and culture that support both our underserved students and ALL students in Levy County. Due to the COVID pandemic teacher retention is a top priority in Levy County as well.  The requested position of AVID District Teacher/Mentor will be to mentor, support, model, and coach new and veteran teachers by using AVID and the Danielson Model to empower and equip educators with agency, use AVID strategies to capture social and emotional learning within instruction, increase relational capacity, while providing one on one support so teachers feel supported to ensure all students’ learning is accelerated, confidently incorporate strategies appropriate for any student, every lesson, and provide scaffolds and support to accelerate learning due to learning loss.

* One (1) AVID Teacher/Mentor @ $64,341.00 annually including benefits for FY23 &FY24

**Total Cost - $128,682.40**

**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.**

***UoF 1: The Halo Smart Sensor***

A key component in maintaining healthy air quality by monitoring carbon dioxide, carbon monoxide, temperature, particulate concentrations, humidity, volatile organic compounds, and nitrogen dioxide in the air.  To this end, the Halo system will: identify vaping or smoking in bathrooms and locker rooms, ensure proper ventilation in each room, prevent the spread of infectious disease and ensure that the air is properly filtered.

* 50 Halo Smart Sensors for 9 schools @ $1,220.00 each including installation supplies

**Total Cost - $61,000.00**

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

***UoF 1: Air Quality***

Transmission of COVID-19 through the air is sufficiently likely that airborne exposure to the virus should be controlled. Changes to building operations, including the operation of heating, ventilating, and air-conditioning systems, can reduce airborne exposures. Ventilation and filtration provided by heating, ventilating, and air-conditioning systems can reduce the airborne concentration of COVID-19 and thus the risk of transmission through the air. To this end, we intend to:

1. Maintain diligent operations and maintenance including window and door replacement and repair.
2. Maintain ASHRAE recommended indoor space conditions and pressure relationships
3. Enhance mechanical filtration where possible (min MERV 13, MERV 14 or HEPA recommended)
4. Increase outdoor air change rate where possible (“dilution is the solution”)
5. Consider electronic air filters/cleaners, UV-C devices, or other air disinfection technologies

Reimbursement for routine maintenance, repair and replacement of current HVAC, windows, and doors for FY22, FY23, & FY24

**Total Cost -$ 1,000,000.00**

**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.**

***UoF 1: Upgrade Technology District Board Room***

Current setup for Board meetings and district meetings/trainings that involve individuals on quarantine or numbers of attendees that surpass social distancing guidelines is less than ideal. It involves integrating an older sound system with a camera and display screen that were all not designed to work together. It has created problems in past Board meetings and district meeting, in particular with sound. The board room serves as the ONLY training room at the district.

* Contract cost for meeting room technology upgrade -$51,581.00

**Total Cost - $51,581.00**

**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.**

***UoF 1: Fortinet Security Package***

The purchase of this package of network security will allow district staff to safely utilize virtual proxy network protocols to access the district network in the event they are quarantined or must work from home.  This will facilitate timely completion of functions such as payroll and purchasing.

* Annual Security Package x 3 years = $976,160.00

**Total Cost - $976,160.00**

***UoF 2: Employee Cost Directly Related to COVID***

* Health Insurance Claims – to cover COVID related claims incurred –$680,000.00
* Unemployment Claims -to cover COVID related claims incurred - $50,000.00
* Substitute Cost – associated with COVID related absences - $50,000.00

**Total Cost - $780,000.00**

***UoF 3: Employee Stabilization Pay***

* $1,000 per employee for continued activities performed by staff that are necessary to maintain operation of and continuity of services in our schools.  For staff that were employed on or after July 1, 2020 and still employed at the beginning of the 21/22 school year (as of 09/09/2021).  Only those employees that did not receive a Disaster Relief Bonus through the state-controlled funds are eligible. $544,000.00
* $1,000 per employee for continued activities performed by staff that are necessary to maintain operation of and continuity of services in our schools.  For staff that were employed on or after July 1, 2021 and still employed at the beginning of the 22/23 school year.  Only those employees who do not receive a Disaster Relief Bonus through the state-controlled funds are eligible. $544,000.00
* $1,000.00 for Health Tech’s and nurses who serve Levy students but who are employed by the Florida Department of Health for the 21/22 and 22/23 school year. Approximately 6 staff x 2 years = $12,000.00

**Total Cost - $1,100,000.00**

***UoF 4: New Teacher Support***

To maintain the operation and continuity of services to students and recover loss of learning, additional support is required to retain highly qualified teachers. As a result of COVID, a significant turnover in staff requires additional support to maintain academic progress with students.  Many new teachers do not have an education background and are working through the Professional Development Certification Program (PDCP). These professionals are currently struggling to meet requirements necessary to obtain a Professional Certificate and be successful in the classroom.

* Two (2) **New Teacher preplanning days** for each school site (9) for all new teachers to the District; one day orientation to campus procedures, policies and expectations with B.E.S.T. Standards. The new teacher will be partnered with their mentor to tour the campus, find resources, and discuss board configurations, classroom setup, and campus calendar and safety procedures. 70 new teachers x 2 days @120.00 stipend rate per day including benefits = $18,085.20 and 50 new teacher mentors x 1 day @ 120.00 per day plus benefits = $6,459.00 – Total **$24,544.20 stipends**
* One (1) **District “*Elevate”*** day for all new teachers to the District, with professional development focused on the District Mission/Vision, Danielson Rubric/Evaluation system, access to district resources, curricular maps, highly effective classroom management procedures, Levy assessments/calendar, grading policies and AVID strategies. 70 new teachers x 1 days @120.00 per day including benefits = $9,042.00 **stipends**
* One half (1/2) **Tech Training day** for all new employees before the start of school, introducing technology platforms used to support Levy students, families and employees. 70 new teachers x .5 days @120.00 per day including benefits = $4,521.00 and 10 new non-instructional x .5 days @70.00 per day including benefits = $377.00 Total – **$4,898.00 Stipends**
* Harry Wong’s The Effective Teacher- Digital series with Facilitator’s Guide - **$495.00**
* Substitute coverage for new teachers to observe highly effective classrooms along district or school leadership- 70 substitutes for new teachers x 1 day @ approximately $80.00 per day with benefits = $**11,362.40**
* 2 District Teacher Mentor positions to provide continual support for teachers new to teaching, especially those on temporary certificates and participants of the Professional Development Certification Program (PDCP).  Full time mentors providing regular observations, feedback, and assistance with requirements on Statement of Status of Eligibility (SSOE) and Professional Education Competencies (PEC) completion for stronger retention rates. One year annual salary per teacher at $70,101.00 with benefits. Positions funded FY23 and FY24 – Total **$278,698.40**

**Total Cost - $329,040.68**

**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.**

***UoF 1: Indirect Cost @ 5% - $331,107.74***

**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 School Board of Levy County has thoroughly analyzed the impact COVID 19 has had on the students in our district.  Based on the loss of learning, significant impact has been identified in reading for minority groups and in math for all students.  In response to this, we are focusing remediation efforts and acceleration before school, during school, and afterschool to maximize all learning opportunities. Through the 2022-2024 school years, we will continue to serve students identified as at-risk and/or below grade level by our district progress monitoring assessments or state assessments three times a year. We will also provide a summer program that is tailored for students who continue to have the most significant losses from learning due to the pandemic.

Homeless, English Language Learners, Migratory, Students with Disabilities, and minority students are tracked to analyze their progress on a continuous basis to ensure they are provided targeted support to close the achievement gap.   Schools will complete tracking forms analyzing student data by subgroup. The district will analyze subgroup and early warning system data from each school at quarterly reporting meetings with school administrative teams.  Guiding questions and discussion will take place to ensure forward progress is being made to close the gap caused from learning loss.

Along with the implementation of new state adopted core instructional materials, we will provide interventions for students in both math and reading.  In addition, supplemental materials will be used to fill in gaps where students struggle to develop understanding of benchmark standards and foundational skills.  Focused intervention blocks are in the students' schedules in the school day to implement interventions to supplement the loss of prerequisite skills.  Before and after school tutoring is providing enrichment for acceleration and STEAM instruction, as well as providing small group intense intervention, utilizing multisensory instruction for our most at risk students.

Social and emotional learning is a priority for our district with an emphasis on instruction and providing additional support to students due to the trauma caused from the pandemic.  Required core instruction is provided to all students, with additional small group and individual support provided to students who are targeted by analyzing data from surveys and discipline data who benefit from behavioral and mental health interventions. This is also included in quarterly reporting with administrators as part of the progress monitoring process of the district as we ensure that improvements are being made and declines in incidents involving identified students are being made based on implemented interventions.

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

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

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

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** |
| Anna G. Forde (Gerie) Coordinator of Federal Programs |
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| **Superintendent signature (or authorized representative)** |
|  |