

2021-24 American Rescue Plan

Elementary and Secondary School Emergency Relief Fund

Local Educational Agency ARP ESSER Plan,

Application and Assurances

**WAKULLA - 65**

**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).

**Use of Funds #1: Supplemental teachers (beyond class size requirements), to reduce teacher-to-student ratio to provide students with targeted, differentiated instruction to address learning needs. Total Cost = $689,738**

* Salaries for 12 teachers: $45,000 @ 1.0 FTE each = $540,000
* Retirement for 12 teachers @ 10.82% = $58,428
* Social Security for 12 teachers @ 7.65% = $41,310
* Insurance for 12 teachers = $50,000

**Use of Funds #2: Teacher on Special Assignment at Wakulla High School for SY 21-22 & SY 22-23 to track and monitor students’ progress toward graduation. Total Cost: ($57,710 x 2 years) = $115,420**

* Salary for teacher on special assignment = $43,922 x 2 = $87,844
* Retirement for teacher on special assignment @ 10.82% = $4,753 x 2 = $9,506
* Social Security for teacher on special assignment @ 7.65% = $3,360 x 2 = $6,720
* Insurance for teacher on special assignment = $5,675 x 2 = $11,350

**Use of Funds #3: Employ additional paraprofessionals for SY 21-22 & SY 22-23 to support instruction by working with students one-on-one or in small groups to reinforce learning. Total Cost: ($100,235 x 2 years) = $200,470**

* Salaries for 5 paraprofessionals @ $16,800 each = $84,000 x 2 = $168,000
* Retirement for 5 paraprofessionals @ 10.82% = $9,089 x 2 = $18,178
* Social Security for 5 paraprofessionals @ 7.65% = $6,426 x 2 = $12,852
* Insurance for 5 paraprofessionals = $720 x 2 = $1,440

**Use of Funds #4: Continue Data Scientist position consulting services for SY 2021-2022 for data collection, analysis, and identification of instructional needs. Total Cost = $27,000**

* Consulting services through Beth Mims, LLC @ $50 per hour, 20 hours per week, 27 weeks.

**Use of Funds #5: Extend Data Scientist position for SY 2022-2023 for data collection, analysis, and identification of instructional needs. Total Cost = $69,735**

* Salary for Data Scientist = $50,000
* Retirement for Data Scientist @ 10.82% = $5,410
* Social Security for Data Scientist @ 7.65% = $3,825
* Insurance for Data Scientist = $10,500

**Use of Funds #6: Instructional Math Coach for SY 2022-2023 to provide professional development to all teachers to include data analysis and instructional implementation of math standards districtwide. Total Cost = $67,958**

* Salary for Instructional Math Coach = $48,500
* Retirement for Instructional Math Coach @ 10.82% = $5,248
* Social Security for Instructional Math Coach @ 7.65% = $3,710
* Insurance for Instructional Math Coach = $10,500

**Use of Funds #7: Computer-based programs to differentiate instruction and provide data to increase student engagement and achievement. Total Cost = $20,422**

* ESGI 1st grade teacher licenses (SY 2021-22 & 2022-23) for early literacy assessment and intervention – 25 teacher licenses @ $202 each = $5,050 x 2 = $10,100
* Study Island online software licenses (SY 2021-22 & 2022-23) to supplement 8th grade science curriculum and provide progress monitoring data – 200 student licenses @ $6.23 each = $1,246 x 2 = $2,492
* Mystery Science district subscription (SY 2021-22 & 2022-23) to supplement elementary science curriculum with standards-based science lessons to increase achievement and positive attitudes toward science – 1 district license = $1,325 x 2 = $2,650
* Generation Genius subscriptions (SY 2021-22 & 2022-23) to supplement middle grades science curriculum with standards-based science lessons to increase achievement and positive attitudes toward science – 2 school licenses @ $1,295 = $2,590 x 2 = $5,180

**Use of Funds #8: Supplemental materials/supplies to assist in standards-based instruction. Total Cost: $20,526**

* Consumable supplies (to include but not limited to: paper, ink, folders, etc.) for after-school math/science remediation program serving grades 3-8. Six schools @ $1,000 each = $6,000
* Science materials for hands-on activities and experiments to supplement the science curriculum. Six schools @ $2,000 each = $12,000
* Scholastic News subscription for 386 1st grade students = $2,526

**Use of Funds #9: Summer professional development (Summer 2021, Summer 2022) for teachers to develop pacing guides, standards-based lessons, and content for Canvas (LMS) to support instructional continuity and provide students with effective instruction to address learning loss. Total Cost: $101,794**

* Stipends for 197 teachers, 2 days, 6 hours per day @ 20 per hour = $47,280 x 2 = $94,560
* Social Security for teacher stipends = $3,617 x 2 = $7,234

**Use of Funds #10: Reimbursement to COAST Charter School for allowable, pre-approved expenditures in accordance with the ARP Act. Total Cost = $47,155**

* Reimbursement to COAST Charter School for 20% of allocated funds allowable under Section 1 of the ARP Plan, determined by a per pupil allocation as reported by 20-21 Survey 3 data = 192 students @ $1,228 PPA = $235,776 \* 20% = $47,155

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

**No planned activities.**

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

**No planned activities.**

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

**No planned activities.**

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

**No planned activities.**

**Activity 2** (E) **Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.**

**No planned activities.**

**Activity 2** (F) **Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.**

**Use of Funds #11: Scanning services to digitize ESE student files/records to assist in students’ transition to college, vocational schools, the military and employment opportunities to ensure safe, secure and expedited delivery. Total Cost = $11,000**

* Scanning services through Docufree = $11,000

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

**No planned activities.**

**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.**

**Use of Funds #12: Purchase supplies to sanitize and clean schools to minimize the spread of COVID. Total cost = $60,000**

* Clorox, disinfecting wipes, hand soap, etc. = $60,000

**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.**

**Use of Funds #13 & #14: Employ staff (SY 21-22 & 22-23) to support the district’s learning management system, Canvas, to ensure continuity of instruction between school and home. Total Cost: ($104,155 x 2 years) = $208,310**

#13 Teacher on Special Assignment (LMS and Instructional Technology Support)

* **Use of Funds #34** : Salary for Teacher on Special Assignment = $46,000 x 2 = $92,000
* **Use of Funds #35** : Retirement for Teacher on Special Assignment = $4,977 x 2 = $9,954
* **Use of Funds #36** :Social Security for Teacher on Special Assignment = $3,519 x 2 = $7,038
* **Use of Funds #37**: Insurance for Teacher on Special Assignment = $150 x 2 = $300

#14 IT Technician

* **Use of Funds #38** : Salary for Technician = $37,000 x 2 = $74,000
* **Use of Funds #39** : Retirement for Technician = $4,003 x 2 = $8,007
* **Use of Funds #40** :Social Security for Technician = $2,831 x 2 = $5,661
* **Use of Funds #41** : Insurance for Technician = $5,675 x 2 = $11,350

**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.**

**Use of Funds #15**: **Student software licenses (SY 21-22 & 22-23) for Canvas Learning Management System to ensure instructional continuity and equity. Total Cost = $59,427**

* Canvas Student Licenses, 4,650 licenses @ $6.95 each = $29,713.50 x 2 years = $59,427

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

**Use of Funds #16**: **Social Worker (SY 21-22 & 22-23) to provide mental health services and supports to students and families of the Wakulla County School District. Total Cost: ($56,618 x 2 years) = $113,236**

* Salary for Social Worker = $43,000 x 2 = $86,000
* Retirement for Social Worker = $4,653 x 2 = $9,306
* Social Security for Social Worker = $3,290 = $6,580
* Insurance for Social Worker = $5,675 x 2 = $11,350

**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.**

**Use of Funds #17**: **Teachers to provide after-school remediation in math and science to grades 3-8. Total Cost: $38,385**

* Salary for 15 teachers @ $30 per hr., 2 days per week for 9 weeks = $32,400
* Retirement for 15 teachers = $3,506
* Social Security for 15 teachers = $2,479

**Use of Funds #18: Transportation for afterschool remediation in math and science for grades 3-8. Total Cost = $23,353**

* Salary for 6 Bus Driver @ $18 per hr., 8 hrs. per week for 15 weeks = $12,960
* Retirement for 6 Bus Drivers = $1,402
* Social Security for 6 Bus Drivers = $991
* Diesel Fuel = $8,000

**Use of Funds #19: Summer Reading Camp (Summer 2021, 2022, and 2023) for 2nd grade students who do not meet grade-level expectations. Total Cost = $74,460**

* Salary for 5 Teachers @ $35 per hr. for a total of 168 hrs. each = $29,400 x 2 years = $58,800
* Retirement for Teachers = $3,181 x 2 years = $6,362
* Social Security for Teachers = $2,249 x 2 years = $4,498
* Supplies/Materials: Being a Reader Teacher Manual Set = $1,800; Consumable supplies to support instruction (paper, ink, folders, pencils, etc.) = $3,000

**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.**

**No planned activities.**

**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.**

**No planned activities.**

**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.**

**Use of Funds #20: Improve air quality through districtwide maintenance and repair of school HVAC systems. Total Cost: $3,210,312**

**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.**

**Use of Funds #21: Employ school-level COVID Risk Management Specialists to prepare, maintain and implement districtwide procedures, practices and record keeping requirements for COVID. Total Cost = $242,552**

* Salaries for 6 Risk Management Specialists @ $30,700 = $184,200
* Retirement for 6 Risk Management Specialists @ 10.82% = $19,930
* Social Security for 6 Risk Management Specialists @ 7.65% = $14,091
* Insurance for 6 Risk Management Specialists = $24,331

**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.**

**Use of Funds #22: Performance pay payment for all staff who did not receive the bonus issued by the State, who were employed last year and currently employed as of July 1, 2021. Total Cost = $371,000**

* Performance Pay for 371 employees @ $1,000 each = $371,000 – Social Security @ 7.65% = $344,635
* Social Security for Performance Pay @ 7.65% = $26,365

**Use of Funds #23: Bus driver recruitment bonus and attendance incentive pay to attract and retain bus drivers to ensure proper transportation of students. Total Cost = $101,000**

* $1,000 per recruitment/signing bonus and an additional $500 after being an active driver for six months without being on a leave of absence of any kind. (50 $1,000 recruitment bonuses = $50,000; 102 $500 attendance incentives = $51,000). Total cost minus social security = $93,822
* Social Security @ 7.65% = $7,178

**Use of Funds #24: Reimbursement to COAST Charter School for allowable, pre-approved expenditures in accordance with the ARP Act. Total Cost = $188,621**

* Reimbursement to COAST Charter School for 80% of allocated funds allowable under Section 2 of the ARP Plan, determined by a per pupil allocation as reported by 20-21 Survey 3 data = 192 students @ $1,228 ppa = $235, 776 \* 80% = $188,621

**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.**

**Use of Funds #25: Indirect Costs @ 4.55% = $123,338**

**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.**

***Interventions are aligned to improve student achievement for ALL students.***

Intervention #1: Supplemental teachers and paraprofessionals to lower class size teacher/student ratios.

It is well documented that teachers have the biggest impact on student achievement. Lowering class size allows teachers/paraprofessionals to work more effectively with students both individually and in small groups to differentiate instruction to meet student needs. This best practice will benefit all students; those students who are not meeting mastery as well as accelerating learning for high achieving students. Effectiveness of instruction will be monitored through classroom walkthroughs, lesson plans, and progress monitoring data.

Intervention #2: Graduation Interventionist to monitor at-risk students.

Due to COVID learning loss, high school students are experiencing difficulty meeting graduation requirements. From academic difficulties in the classroom to passing state required assessments, the need for tracking these students has increased. For example, the number of 10th grade students passing the 10th grade FSA ELA assessment for graduation has decreased from 52% in 2018-2019 to 47% in 2020-2021. Effectiveness of this intervention will be monitored through RtI plans, assessment data, and graduation rate.

Intervention #3: Data Scientist

Data analysis is crucial to evaluating effectiveness of interventions and making action plans that will drive instruction going forward. Having a dedicated Data Scientists through the CARES grant during the 2020-2021 school year was vital to address learning loss in our district. This position worked with individual schools in collecting and analyzing data to make informed instructional decisions. This position also worked to provide FDOE with the progress monitoring data they required. Effectiveness of this intervention is monitored through progress monitoring data, professional development plans, and agendas of meetings with schools.

Intervention #4: Math Instructional Coach

As a district, Wakulla is struggling in mathematics. Overall proficiency in math has decreased from 64% in 2018-2019 to 57% in 2020-2021. The district already employs Instructional coaches for Reading which have proven to be a huge success. To meet the needs in mathematics, an Instructional Coach will work with teachers in implementing effective instruction in this academic area. This will be monitored through mathematics progress monitoring data and professional development plans.

Intervention #5: CAI Programs/Supplemental Materials

Science is another area of need for Wakulla County Schools. Most funds go toward resources to improve ELA and Mathematics instruction. Overall proficiency in Science has decreased from 65% in 2018-2019 to 52% in 2020-2021. Middle grades did not have a progress monitoring tool for science. Study Island will provide valuable data to track student progress in this area. Additionally, Mystery Science and Generation Genius will provide engaging science-based lessons and content for teachers to use to supplement the curriculum and increase student engagement in science. Monies will also be used to purchase science experiment equipment to provide students with hands-on learning experiences. Effectiveness will be monitored through progress monitoring data and statewide science assessment scores.

Early Literacy is always an area of focus for the school district. Providing high quality instruction in early years forms a foundation for success in late elementary through high school. FLKRS data shows a 3% decrease is students who are Kindergarten ready. With more students coming into kindergarten with deficits, it is important to track these students’ progress throughout primary grades to ensure proficiency in 3rd grade. ESGI is a software program that allows the district to create standards-aligned assessments to track student progress. Additionally, a Scholastic News subscription for 1st grade will help to promote literacy skills by exposing students to a non-fiction, current events based magazine. Effectiveness will be monitored through progress monitoring data and lesson plans utilizing these resources.

Intervention #6: Professional Development

As stated previously, effective instruction has the biggest impact on student achievement. For students to receive effective instruction, teachers must be trained. Summer professional development is crucial to training teachers for the upcoming school year as there is little time for intensive training during the school year. With BEST standards implementation in all grades this upcoming year, teachers need to be trained on how to provide standards-based instruction aligned with the new standards. This intervention will be monitored through professional development agendas, sign –in sheets, and evaluations as well as standards-based progress monitoring data.

Intervention #7: Extended Learning Opportunities

Remediating learning loss caused by the pandemic is challenging when confined to the hours in a traditional school day. Extending instructional hours through after-school and summer learning opportunities increases students’ exposure to grade-level material and standards-based instruction.

After-school remediation will focus on our lowest performing areas of math and science. The Summer Reading Camp will focus on 2nd grade students who have a reading deficiency with the goal of getting those students proficient by their 3rd grade year.

Effectiveness of extended learning opportunities will be monitored through pre and post assessments, lesson plans, walk throughs, and student attendance.

Intervention #8: Learning Management System for instructional continuity

Having a tool to ensure instructional continuity in the event of school closure is crucial to ensuring students do not experience learning loss. Deploying a learning management system, as well as employing staff to ensure proper implementation will provide learning opportunities that extend beyond the school walls. This tool will also ensure effective communication between teachers, students, and parents. Effectiveness of this intervention will be monitored through usage reports, course mapping, teacher and student input, etc.

Intervention #9: Social Worker

Tending to students’ well-being is just as important, if not more, than addressing learning needs. Student who are healthy, mentally, are more likely to achieve academically. Adding an additional social worker to address student needs will help parents and students address social/emotional concerns. Effectiveness will be monitored through RtI Behavioral Plans.

All other expenditures are not instructionally relevant.

**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** |
| Krista Sharin – Coordinator of Special Programs and Assessment |
| **Contact information: email, phone number** |
| [krista.sharin@wcsb.us](mailto:krista.sharin@wcsb.us); (850) 926-0065 ext. 9524 |
| **Superintendent signature (or authorized representative)** |
|  |