

2021-24 American Rescue Plan

Elementary and Secondary School Emergency Relief Fund

Local Educational Agency ARP ESSER Plan,

Application and Assurances

**[LEA and Number]**

**Purpose**

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

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

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

**Directions**

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

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

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

**Part I: Implementation Plan**

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

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

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

Use of Funds #1: Classroom Teachers: Thirteen (13) teachers (K-5) to plan for and provide instruction to students during LES's After School Program for 2.4 hours per day for $ 42.07 an hour for 135 days.

Use of Funds#2: Classroom Teachers: Ten (10) teachers (6-12) to plan for and provide instruction to students during LHS's After School Program for 2.4 hours per day for $ 42.07 an hour for 135 days.

Use of Funds # 3:Paraprofessional: One (1) ELL Paraprofessional to provide assistance to students that are English Language Learners for 2 hours per day at $19.67 per hour for 135 days. and Two (2) Paraprofessionals to provide care for students during snack/social/transition from regular school day to After School Program for .5 hours per day at $19.67 per hour days during LES's After School Program

Use of Funds #4: Paraprofessional: One (1) Paraprofessional to provide assistance to students with disabilities during LHS's After School Program for 2 hours per day at 19.67 per day for 135 days.

Use of Funds #5: Other Support Personnel:One (1) Office Staff to manage LES office during After School Program for 2 hours per day at $14.84 per hous for 135 days.

Use of Funds #6: Other Support Personnel:One (1) Office Staff to manage LHS office during After School Program for 2 hours per day at $14.84 per hous for 135 days.

Use of Funds #7: Other Support Personnel: Four (4) bus drivers to transport children home after LCSD's After School Programs at $$ for 135 days

Use of Funds #8: Other Support Personnel: One (1) cafeteria worker to prepare snack for LES's After School Program at 1 hour per day at $18.39 for 135 days

Use of Funds #9: Other Support Personnel: One (1) cafeteria worker to prepare snack for LHS's After School Program at 1 hour per day at $18.39 for 135 days

Use of Funds #10: Other Support Personnel:Two (2) custodians to work during LES's After School Program for 2 hours per day at $15.42 for 135 days.

Use of Funds #11: Other Support Personnel:Two (2) custodians to work during LHS's After School Program for 2 hours per day at $15.42 for 135 days.

Use of Funds #12: Administrators:Two (2) Administrators to be on campus during Lafayette Elementary School District's After School Programs for 2 hours/day at $35.90 per hour 135 days.

Use of Funds #13: Administrators:Two (2) Administrators to be on campus during Lafayette High School District's After School Programs for 2 hours/day at $35.90 per hour 135 days.

Use of Funds #14: Classroom Teachers: Salary for LES teachers to participate in data chats after school hours in order to monitor the progress of their students, and to create intervention plans 30 teachers at .5 hours per week for $42.07 per hour for 25 weeks.

Use of Funds #15: Classroom Teachers: Salary for LHS teachers to participate in data chats after school hours in order to monitor the progress of their students, and to create intervention plans 30 teachers at .5 hours per week for $42.07 per hour for 25 weeks.

Use of Funds #16: Substitute Guardian on campus for afterschool programs

Use of Funds #17: Other materials and supplies for the district's afterschool programs

Use of Funds #18: Diesel Fuel for the after school Program

Description of Afterschool Programs:

The district’s plan to address learning loss is to provide face to face rigorous Tier I instruction for all students based on the Florida standards. The district will use data from the Florida State Assessment in ELA and Math, as well as local progress monitoring data, and daily classroom formative assessment to make decisions on which students need additional Tier II and Tier III instruction to address the learning loss of students. The use of a multi-tiered system of supports will continue to be the focus of the way of work on how to know who, what, and when to intervene with our students.

 In addition to Tier I, II, and III instructions during the regular school day, the district will offer after school programs at Lafayette Elementary School and Lafayette High School. Offering a well-organized after school program with an emphasis on mastery of the state standards, utilization of approved pre and post assessments, and implementing evidence based interventions and supports will expedite the recovery from any learning loss experienced as a result of a reduction of student teacher contact time due to the COVID-19 pandemic.

**Lafayette Elementary School** will offer a rigorous **after school program** Monday - Thursday, 2:45p-5:10p beginning in August of 2022 and continuing through May of 2024.   At the end of the regular school day, students will report to their respective after-school classes.  The initial 10-15 minutes of the afterschool program will allow enough time for all students to arrive and the teacher to make any last minute adjustments to the planned instruction based on attendance and special circumstances that may be brought to his/her attention as students arrive.  Instruction will be provided by **qualified teachers** who are trained in the Multi-Tiered Systems of Support (MTSS) and who understand both how to identify students who are in need of support as well as the most effective method of providing this support. There will also be **ELL and ESE paraprofessionals** to assist with after school instruction. The core of the instruction offered will be from 3:10p to 5:10p, Monday through Thursday.  In addition to instruction offered for core subjects, 20 minutes each day will be dedicated to fine arts.  Two teachers per grade level will be present each day to provide instruction. There will be a minimum of one teacher per 18 students for all grade levels. We anticipate having enough teachers available to offer the after school program to all students who choose to attend.  If there are more students wanting to participate than we have seats available, we will use data from the initial iReady diagnostic assessment to determine which students are more in need of additional support.

**Lafayette High School will offer an after** **school program** to all students in grades 6-12th grades for 2 hours Monday-Thursday from 3:10-5:10 pm beginning in August of 2022 and continuing through May of 2024. This after school program is offered to all students, but will target students in the bottom 25%tile according to FSA ELA and Math, and/or iReady, students who are failing classes and students who have excessive absences. Students will have access to **qualified teachers and trained paraprofessionals** to assist them in extra instruction, homework help, credit retrieval, and make up work. In addition to instruction in core subjects, students will have the opportunity to engage in fine arts instruction including art, music and/or drama. Prior to ACT test administration dates, the LHS afterschool program will host **ACT boot camps** to give direct instruction on how to prepare for the ACT tests to increase students’ scores on the ACT.

**Transportation** will be provided for students at both schools.  Busses will be available to transport students to specified parent pickup areas located in multiple areas within the county along major highways.  Although the transportation will be somewhat limited, we feel that the locations selected will greatly benefit parents who live in areas far from our schools and therefore increase participation in the after school program.

All students will be able to stop by the cafeteria after school grab **a snack** prior to attending classes. **Employees (lunchroom workers and paraprofessionals)** participating in the after school program will be present in the cafeteria to **monitor students** while they eat and take a few minutes to socialize with fellow students prior to classes beginning.

Funding will be made available for each grade level **to purchase curriculum/resources, and other supplemental materials and supplies** used during the after school program.

Additional funding will also be needed for **custodians** and **cleaning supplies** required to support the after school program, **staff to maintain business of the front office**, as well as **administrators** on site to manage the afterschool program. In the event that an administrator who is not also a guardian is not available to work afterschool, a **guardian** would be assigned to work the after school program.

At both schools, there will be **data chats** with teachers who are not giving instruction/supervising students. Each school’s principal, assistant principal and/or reading coach will lead these chats. The purpose of the chats will be to track students’ progress throughout the year and monitor the needs of each student with the necessary stakeholders.

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

 No Activity

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

**No Activity**

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

No Activity

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

No Activity

**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 Activity

**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.**

No Activity

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

No Activity

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

No Activity

**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 #19: Supplies: Cleaning Supplies for LCSD's After School Programs at both schools

Use of Funds #20: Purchase a Washer/Dryer for cleaning and sanitation

**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.**

No Activity

**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 # 21 **Purchase educational software to aid in regular and substantive educational interaction between students and their classroom instructors: Powerschool Group (Performance Matters) $11,500.00, and K12 Lift $4500.00/**

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

No Activity

**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 #22: Salary for an additional (1) reading endorsed teacher to provide instruction during 3rd Grade Reading Camp (summer school) at Lafayette Elementary School. The extra teacher gives the opportunity to provide students with smaller group instruction to meet their individual needs.

Use of Funds #23: Salary for an additional (1) teacher to provide instruction during Summer School at Lafayette High School. The extra teacher gives the opportunity to provide students with smaller group instruction to meet their individual needs.

Use of Funds #24: Salaries for teachers (5) to conduct ACT and EOC (Algebra I, Biology, and Geometry) boot camps to increase the students’ knowledge therefore increasing their scores on these tests to help them be successful.

**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 Activity

**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 activity

**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 #25: Replace the 31-year-old air handlers of the HVAC system at Lafayette High School to improve air quality.**

**Use of Funds #26: Purchase more filters to allow to be changed more regularly and improve air quality $2028.80**

**Activity 2(Q) Developing strategies and implementing public health protocols including, to the greatest extent possible and not inconsistent with state law, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.**

No Activity

**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 #27: Provide picnic tables to Lafayette Elementary and Lafayette High School to spread students our during lunch time to reduce the contract of the virus $17,000.00**

**Use of Funds #28 Salaries for one (1) additional paraprofessionals to assist young students with social distancing during physical education at Lafayette Elementary School for the 2022-2023 and 2023-2024**

**Use of Funds #29 Salary for one (1) additional paraprofessional to assist students with social distancing during physical education at Lafayette High School for the 2022-2023 and 2023-2024 .**

**Use of Funds #30 Salaries for substitutes for two (2) additional paraprofessionals to assist young students with social distancing during physical education at Lafayette Elementary and High Schools for the 2022-2023 and 2023-2024 .**

**Use of Funds #31 Salaries for two (2) additional custodians hired due to COVID to provide extra cleaning on campuses to provide a safe learning and working environment for the 2022-2023 and 2023-2024.**

**Use of Funds #32 Salaries for substitutes for the two (2) additional custodians hired due to COVID to provide extra cleaning on campuses to provide a safe learning and working environment for the 2022-2023 and 2023-2024.**

**Use of Funds #33 Disaster Relief payments to compensate for the additional efforts necessary during this unprecedented pandemic. All Lafayette County School District staff will be eligible for compensation. Compensation allocation total $567,827.00 in which will fund payments and benefits. The breakdown of the amount each staff member will receive is currently in negotiations with the union. The following is the current proposal that is on the table as of February 2, 2022:**

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1. **PROPOSE:** The BOARD proposes a disaster relief/closing the gap bonus of $2000 plus benefits to all employees who did not receive the governor’s bonus in 21-22 and who will not receive the governor’s bonus in 22-23. (about 80 employees)
2. **PROPOSE:** The BOARD proposes a disaster relief/closing the gap bonus of $3,125 plus benefits to certified staff. (about 95 employees)
3. **PROPOSE:** The BOARD proposes a disaster relief /closing the gap bonus of $1,000 plus benefits to all Support Related Personnel. (about 60 employees)

**Use of Funds #34 Purchase Laptops for instructional personnel to maintain the operation and continuity of services.**

**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 #35 :Indirect Cost at 4.11%: 2/3 $57,355.13; 1/3 $33,609.02 = Total $90,964.15**

**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 district’s plan to address learning loss is to provide face to face rigorous Tier I instruction for all students based on the Florida standards. The district will use data from the Florida State Assessment in ELA and Math, as well as local progress monitoring data, and daily classroom formative assessment to make decisions on which students need additional Tier II and Tier III instruction to address the learning loss of students. The use of a multi-tiered system of supports will continue to be the focus of the way of work on how to know who, what, and when to intervene with our students.

In addition to Tier I, II, and III instructions during the regular school day, the district will offer after school programs at Lafayette Elementary School and Lafayette High School.

Evidence-Based interventions that will be employed to meet the comprehensive needs of students by using in classroom instruction, during the school day and outside the regular school day (after school and summer school):

* Great Leaps: Phonics Instruction, Repeated Reading Program, Individualized Instruction; Moderate Evidence – [John Hattie Effect Size](https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/)
* iReady: Promising Evidence - [iReady](https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/research-overview-proven-to-work-brochure-2019.pdf)
* Sequential Phonics: Moderate Evidence – [John Hattie Effect Size](https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/)
* Lalilo: Phonics instructions, feedback, intervention for students with learning needs; Moderate Evidence – [John Hattie Effect Size](https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/)
* Decodable Phonics Readers: Repeated Reading; Moderate Evidence – [John Hattie Effect Size](https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/)
* Multisensory Reading Activities – In accordance to 6A-6.053 multisensory activities are an appropriate intervention
* QuickReads : Repeated Readings Moderate3-5 - [John Hattie Effect Size](https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/)
* Reciprocal Teaching: Strong - [John Hattie Effect Size](https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/)
* Leveled Texts: Repeated Reading - Moderate Evidence – [John Hattie Effect Size](https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/)
* iReady Reading: - [*Research Support for Ready and ESSA*](https://www.curriculumassociates.com/-/media/mainsite/files/ready/ready-essa-brochure-2018.pdf) Promising - [iReady](https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/research-overview-proven-to-work-brochure-2019.pdf)
* Leveled Reading Passages: including the Five W’s - taught with Reciprocal Teaching and other strategies and graphic organizers; Strong Evidence - [John Hattie Effect Size](https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/)
* Other Standards Based materials [The Marzano Focused, Scientific-Behavioral Evaluation Model for Standards Based-Classrooms](https://www.learningsciences.com/wp/wp-content/uploads/2017/06/Focus-Eval-Model-Overview-2017.pdf)
* Differentiated Small Teacher Led Group Instruction – strong [John Hattie](https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/), [Small Group Instruction Research](https://files.eric.ed.gov/fulltext/ED523517.pdf), [Differentiated Small Group instruction](https://www.collaborativeclassroom.org/wp-content/uploads/nodefiles/node-presentation_smallgroupwebinarfinal.pdf)
* Intervention of students with learning needs -strong [John Hattie](https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/), [Differentiated Small Group instruction](https://www.collaborativeclassroom.org/wp-content/uploads/nodefiles/node-presentation_smallgroupwebinarfinal.pdf)
* Fast ForWord: Strong evidence- [FAST ForWord](https://www.scilearn.com/wp-content/uploads/ESSA_FastForWord_StrongEvidence.pdf)
* Khan Academy –Moderate Evidence - Microteaching/video review of lessons, Deliberate practice, Direct instruction, Mastery learning, Technology in other subjects, Practice testing [John Hattie Effect Size](https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/)

The LEA will use the following pre- and post- assessments to assess the effectiveness of the selected interventions:

* K-8th iReady Reading and Math,
* 9th-10th Cambium Reading and Math,
* 3rd-10th Florida Standards Assessments; also for 11th & 12th grade re-take students
* K-1 Educational Software for Guiding Instruction (ESGI)
* Daily performance grades, report card grades, and classroom tests will also be used to monitor the effectiveness of the 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.

[x] By checking this box, the LEA acknowledges the requirement that each LEA shall update its Plan for Safe Return of In-Person Instruction to reflect the requirements stated above, shall seek public comment on the updated plan and take such comments into account prior to the submission of the final plan to the Department within 60 days of the award. Upon the Department’s approval, the LEA shall post this updated plan on the LEA’s website within 90 days of the award.

**Part IV: Assurances**

 **The district must agree to ALL of the assurances by checking the corresponding boxes.**

[x]  **Assurance 1: LEA Periodic Plan Update with Public Comment.**  As required in the U.S. Department of Education’s Interim Final Rule, 88 FR 21195, the LEA must regularly, but no less frequently than every six months, review and as appropriate, revise its plan for the safe return to in-person instruction and continuity of services. In determining whether revisions are necessary, and in making any revisions, the LEA must seek public input and take such input into account. If at the time the LEA revises its plan the CDC has updated its guidance on reopening schools, the revised plan must address the extent to which the LEA has adopted policies, and describe any policies, for each of the updated safety recommendations. Significantly, the Interim Final Rule “does not mandate that an LEA adopt the CDC guidance, but only requires that the LEA describe in its plan the extent to which it has adopted the key prevention and mitigation strategies identified in the guidance.” 88 FR at 21200. Any updated LEA plan must be consistent with state law, including any applicable executive order, any agency emergency order, or any agency regulation or rule. Specifically, LEA policies must comply with section 381.00316, Florida Statutes, and any policies implemented after August 9, 2021 must comply with Florida Department of Health Rule 64DER21 -12, F.A.C., and any policies implemented after September 22, 2021 must comply with Florida Department of Health Rule 64DER21-15, F.A.C.

[x]  **Assurance 2: Continue progress monitoring and interventions.** The district agrees to provide robust progress monitoring and requisite interventions must be extended to all students with tiered support for students who are performing below grade level and are not making adequate progress. Students who are receiving instruction through innovative teaching methods must transition to another teaching method if they fail to make adequate progress. The district agrees to provide monthly progress monitoring reports to parent/guardians for students identified as performing below grade level and/or demonstrating decline on the district’s progress monitoring system.

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

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

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

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

**Acknowledgement**

Local Educational Agency Chief Executive Officer or Authorized Representative

|  |
| --- |
| **Name and title of person responsible for completion and submission**  |
| Alissa Hingson |
| **Contact information: email, phone number** |
| ahingson@lcsbmail.net, 386-294-4137 |
| **Superintendent signature (or authorized representative)** |
|  |