

2021-24 American Rescue Plan

Elementary and Secondary School Emergency Relief Fund

Local Educational Agency ARP ESSER Plan,

Application and Assurances

**[Pasco County Schools - 510]**

**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).

1. **Pasco Charter Schools:**

**Athenian Academy of Technology and the Arts (AAOTA)** - $112,267.20 (These funds make up 20% of our ESSER III funds.) will be allocated for the salaries (No benefits) of 4 instructional assistants to pull small groups in classrooms and help close the achievement gap of our students. Students being pulled for small group extra support will be students identified as having learning gaps via our progress monitoring system.

**Academy At The Farm (AATF)** - In order to help close student learning gaps due to COVID-19, we will continue to keep staff hired from the ESSER II grant for two additional years.  The purpose is to provide additional instruction and academic support to remediate the learning loss among kindergarten through grade 8 students, including, but not limited to, students with disabilities, students experiencing homelessness, students who attended virtual classes or classes offered through an online learning environment during the 2021-2024 school years.  The funding would be used to maintain the salaries with benefits of certified teachers and/or Instructional Assistants who work under the direct supervision of teachers.

**Classical Preparatory School (CPS)** - Classical Prep will measure the effectiveness of the interventions that we implement by closely monitoring student learning. Students will be progress monitored once per quarter (at minimum).

Additionally, we have implemented the use of the IXL platform access for every student to aid in the filling of learning gaps caused by or widened due to COVID-19. We have purchased more laptops to ensure that all students will have access to a device when additional practice is needed at home. With the IXL platform students practice skills specific to them that have been identified by the diagnostic feature in IXL. Students update their diagnostics once per week to track their progress.

Classical Prep has implemented an extended school day (ESD) after school tutoring program to assist students with reading and math skills to further close learning gaps. The tutoring program uses student data collected via IXL, the FSA, and the State Adaptive Progress Monitor to group students by skill. (Students that scored a 1 on the 2020-21 FSA were placed into intensive classes during the school day to work on building math and/or reading skills - in case they are unable to stay after school for additional support).

In the 2021-22 school year, Classical Prep hired a full-time mental health counselor and expanded the role of our Dean of Students for Student Support Services to address the needs of those students that need mental health, social-emotional support, students displaced due to homelessness, disabilities, etc. Additionally, the mental health counselor trains and works with teachers on determining the interventions that are best for the students within the classroom setting. We foresee the need rising as our enrollment and student needs increase, and therefore anticipate the need for a second counselor within the next year.

More than 20% of Classical Preparatory’ s total allocation of funds has been designated to addressing learning loss. These additional staff members will implement evidenced-based interventions throughout the school day as well as during extended-day learning opportunities.

**Countryside Montessori Charter School (CMCS)** - (1) To remediate learning loss, we will continue to employ a full-time Math Interventionist, who is also certified in Exceptional Student Education. This person will work directly with students to assess student skills and remediate skills, as needed.

(2) To more effectively support our students with disabilities, we will hire a full-time ESE teacher. This person will work directly with students as well as with administration to create additional learning supports.

(3) To support our teaching staff and provide a higher adult-to-student ratio, we will hire 4 additional paraprofessionals to work in our classrooms. They will all work under direct supervision of one or more teachers.

**Dayspring Academy (DSA) Covid Temp Academic Support Teacher** - Salaries & Benefits Purpose is to addressing assist educators in meeting students’ academic needs, including through differentiating instruction. 3 teachers @ $ 50,000 a teacher for 2021-22, & 2 teachers @ $50,000 for the 22-23 for a total of $250,0000. The CTAST will assist with low performing and struggling students from isolation from remote learning via a pull-out system as well as in-class room support in the teacher’s classroom.

*Covid Temp Academic ParaProfessional Support Personal.* Salaries & Benefits Purpose is to addressing assist educators in meeting students’ academic needs, including through differentiating instruction. Each Paraprofessional is under direct supervision of certified teacher and provide push in services to enhance learners. April '20 to June '20- 23 paraprofessionals @ 2967- Total $68241; 2020-21- 21 paraprofessionals at $10110 for total of $212310.; 2021-22 - 21 paraprofessional at $11490 each for a total of $241290; 22-23 each total teachers for each year 2021-22, 22-23- 25 paraprofessionals @ $12075 for a total of $301875. Dayspring will use the Covid Academic paraprofessional in the classroom under the supervision of classroom teacher. The paraprofessional will be academic intervention strategies for low performing and struggling student from isolation from remote learning in small groups and one-one within the classroom

**Dayspring Academy Jazz Campus** **(DSA Jazz)** – (1) *Covid Temp Academic Support**Teacher* - Salaries & Benefits Purpose is to addressing assist educators in meeting students’ academic needs, including through differentiating instruction. 22-23- 1 Teacher at $50000 The CTAST will assist with low performing and struggling students resulting from isolation from remote learning via a pull-out system as well as in-class room support in the teacher’s classroom.

(2) *Covid Temp Academic Paraprofessional Support Personal.* Salaries & Benefits Purpose is to addressing assist educators in meeting students’ academic needs, including through differentiating instruction. Each Paraprofessional is under direct supervision of certified teacher and provide push in services to enhance learners. 2021-22 - 10 paraprofessional at $11377 each for a total of $11377; 22-23 each total teachers for each year; 22-23- 8paraprofessionals @ $10693.38 for a total of $85547Dayspring will use the Covid Academic paraprofessional in the classroom under the supervision of classroom teacher. The paraprofessional will be academic intervention strategies for low performing and struggling student resulting from isolation from remote learning in small groups and one-one within the classroom

**Innovation Preparatory Academy** (INPA) – INPA will utilize 20% of the budget for online tutoring. This service will be facilitated during the spring of 2022 and 2022-2023 school year. This tutoring will be provided to approximately 130 students during this time. The tutoring service is 1:1 online and the company does schedule this at the convenience of the family. This service can also be utilized during the school day.

FEV Tutor impacts student learning by creating strategic, personalized, and effective tutoring programs. Their team develops individualized learning plans for each student and provides ongoing family engagement services to keep parents informed and aligned with learning goals. Weekly, they track student data and adjust the learning journey as necessary. Using benchmark data correlated with our platform’s data, we provide educators with periodic Academic Impact Analysis to demonstrate improvement and success across shared academic outcome goals.

**Imagine School at Land O’Lakes (ISLOL)** - Dragon’s Lair Before and After School Program ($221,600)

1. Dragon's Lair Before and After School Program - salaries for 4 daily aides 4hrs per day x $20 per hour x 180 days ($57,600)
2. Dragon's Lair Before and After School Program - 4 certified reading teacher tutors - $50 per hour x 3 hours per day x 180 days ($108,000)
3. Director of Dragons Lair, Data Collection, Finance and Overall Attendance ($36,000)
4. Dragons Lair Before and After Care Materials and Supplies ($20,000)

ISLOL will host a before and aftercare program, Dragon’s Lair, that will offer homework and free tutoring to all Imagine students. Hours of operation will be 7-8am (school starts at 8:10am) and 2:45pm-6pm.

The team will consist of: *Director* - staffing, overall management, attendance, student groupings and marketing/parent connections. *Teacher Aides* – staff to welcome, transition and monitor students in the program, provide snack and assist with SEL small group activities based on Positivity Project.*Teacher Tutors* **–** certified teachers to lead small group focused interventions

Summer Café ($62,500)

1. ISLOL Summer Café - Online summer learning program for all students - stipends for certified teachers $50 per hour x 10 hours per week x 10 weeks x 6 staff ($30,000.00)
2. ISLOL Summer Café - Online summer learning IT salary ($7,500.00)
3. ISLOL Summer Café - Online summer learning computers for students 100 Chromebooks x $250 each   
   ($25,000.00)

ISLOL will host a summer online program for all students K-8th grade to introduce them to character ed lessons, grade level benchmark activities in reading, science and math. ISLOL has a website host portal which students log into with a their ISLOL ID and password. Activities are menu style and are created by content area certified teachers. Students submit work online and teacher feedback is given. Teachers provide office hours to review and reteach. Attendance, participation, and progress monitoring data is collected through the IT team. Included in the budget are additional Chromebooks to support students in economic disadvantage who would not otherwise be able to work remote. The team will consist of**:** *Program IT* – host management, digital citizenship and data. *Teacher Tutors* - certified teachers to lead small group focused interventions

FICA - Dragon's Lair and Summer Café

8.- Total stipends/salary $243,100.00 FICA @ 7.65% of total $18,597 2/3 payout and FICA 7.65% of $41,000 = $3,137 for 1/3 payout ($21,734.00)

**Learning Lodge Academy (LLA)** – (1) Salary and benefits for 0.7 intervention teacher to provide interventions which will address learning loss among our struggling students for the 2021-22 school year.

(2) Salary and benefits for 0.4 intervention teacher to provide interventions which will address learning loss among our struggling students for the 2021-22 school year. (3) Teacher Data Chats for instructional staff who will engage in administrator directed data chats to plan instructional support for tier 1 and 2 students to address gaps in learning based on ongoing progress monitoring across subjects. This planning with happen after school hours for all 21 teachers at their hourly rate for 4 hours per month for 7 months.

**Pepin Academies Pasco (PAP)** - 20% (at least $103,342.60) of the ARP funds allocated to Pepin Academies Pasco will be used to purchase educational technology for students that will aid in the regular and substantive educational interaction between student with disabilities and their instructors and to address learning loss due toCovid. 12 laptop carts (15 laptops per cart) @ $8500.00 per cart/5 iPad Carts (15 iPads per cart) @ $7260.00. Total-$138,000.00

**Plato Academy Trinity (PAT)** – (1) COVID Intervention Specialist - (2) Certified teachers to assist core teachers in providing academic instruction and intervention to address the learning loss of students in the lowest quartile. The COVID intervention specialist will provide academic interventions both by pulling students out of the classroom and providing interventions to students in the classroom. (1.5) teachers @ $ 50,000 for 2021-22 (1 for the entire 2021-22 school year and 1 for Semester 2 of 2021-22 school year), & (2) teachers @ 50,000 for the entire 2022-23 school year for a total of $175,000.

**Pinecrest Academy Wesley Chapel (PAWC)** - The school plans to use a portion of the funding awarded to carry out the following activities 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, by:

1-1. Using a portion of the funding awarded to hire three (3) Intervention Specialists to provide intervention and reduce learning loss. Two-thirds of this staff will target learning loss and work to meet the social, emotional, and academic needs of elementary students that were/are particularly impacted by the COVID-19 pandemic and disruptions to early education dating back to the declaration of the state of emergency by the President in March of 2020.

1-2. Using a portion of the funding awarded for summer school programming, including enrichment, for summer SY22 and SY23. Participation in the summer programming will be targeted towards students identified as achieving below grade level in reading and math as determined by progress monitoring tools. Procedures will ensure that the 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). The curriculum and programs used for the summer school and enrichment programs will be drawn from evidence-based resources as identified by

<https://ies.ed.gov/ncee/wwc/FWW/Results?filters=,Literacy> and <https://ies.ed.gov/ncee/wwc/FWW/Results?filters=,Math>.

1-3. Using a portion of the funding awarded for comprehensive afterschool programming during SY22, SY23, and SY24. Participation in this programming will be targeted towards students identified as achieving below grade level in reading and math as determined by progress monitoring tools. Procedures will ensure that the 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).

1-4. Using a portion of the funding awarded to hire three (3) Paraprofessionals to support the activities described elsewhere in this section, and to be responsive to the social, emotional, and academic needs of children with disabilities in throughout academic years SY23 and SY24.

**Union Park Charter Academy (UPCA)** -*Hire six instructional aides* for grades K-5 during SY 22-23 to address academic remediation and acceleration needs from COVID-19 recovery through planned tutorials, interventions using evidence-based strategies, and academic enrichment. Use of supplemental programs and curriculum support materials to ensure the adoption and implementation of high-quality, evidence-based instructional materials to mitigate the effects of learning loss and differentiate support through an academic, multi-tiered system of supportive frameworks.

*Teachers provided supplemental stipend for coaching* under successful fulfillment of additional responsibilities or job functions, such as teacher leadership roles during the 21-22 SY for support towards academic excellence to raise student academic achievement and close the achievement gap from COVID-19

**District**

**Activity 2** – Teachers to provided group or individual tutoring at ASEP/Place Sites after school. Continuation of ESSER II Project. 23-24

**Activity 3** – Staff for the ASEP/Place programs at Hudson Academy and Paul R. Smith Academy to include group or individual tutoring and academic enrichment programs. Continuation of ESSER II Project. 23-24

**Activity 4** - Learning Design Specialist - to support with Extended School Day/Year Development and Implementation and for the 23/24 school year. This position would support our CTE teachers with common course syllabus and pacing guide development, as well as SWIVL implementation. This position would also develop and coordinate the Innovation (STEM) Mobile Unit summer coordination for ESY students - grades 3-10. This is an ESSER II continuation project.

**Activity 5** - Instructional Assistants/Paraprofessionals – Based on student data - ELA and Math data was combined to allocate to schools needing the most assistance. District will provide training and general position expectations. Sessions should not impact core instruction or Tier III Intervention Time and services may be offered before/after hours.

**Activity 6** – Graduation Enhancement - Project Runway -Based on the current pandemic and seeing an increase in the numbers of students being referred to Adult Education or dropping out of school, we propose a retrieval graduation program to re-engage students. School feedback indicates students are leaving traditional schools due to the need to work for the family. Additionally, they are expressing they are not able to access school during traditional school times. Our summer work has shown that high school students access the curriculum between noon and into the evening.

Students will be given the opportunity to complete graduation requirements through APEX recovery efforts. The instructors will operate in a similar fashion to the SOS programs. They will track course recovery, provide tutoring, and ensure progress in the program with the goal of graduation. Instructors will need to have an afternoon check-in time for attendance and to provide instructions. Additionally, this program will be monitored and supported every two weeks by a District Program Coordinator, providing an update on the number of students enrolled and graduation progress. The District Program Coordinator will provide support on using the APEX platform and troubleshooting any concerns.

Homeroom teachers will provide motivation, and checks-ins with students, to ensure they are on track with recovery plans. Teachers will also be responsible for new credit students who need instruction and support. The program guidelines will mirror the SOS program. Teachers hired for these programs will need to have a certification in the core subject areas of English, math, science, or social studies. Efforts should be made to ensure that different certifications are added to support students needing new credit in an area. Students should enroll in up to 4 credits. PCSD will be used for recovery courses, new credit courses will be placed in the schedule. Teachers will be supporting students who need tutoring within their subject area and providing support to students taking new credits in their subject area. Teachers should be proficient in working with at-risk students and providing support as needed in an online environment. Teachers should have the skills to scaffold material and to help close the achievement gap for students enrolled. 23-24 This project/program is a continuation from ESSER II.

**Activity 7** (Program Continuation of ESSER II)- Extended Day/Year 23-24

Pasco will be providing an **Extended Day/Year Program**

Pasco’s Plan for Identifying Students Elementary - Overall selection of students: K-2:

K Grade Students - Red IRLA and/or WIDA Access Composite Score 1 or 2

1st Grade Students: Red IRLA and/or WIDA Access Composite score 1 or 2

2nd Grade Students: Reading PMP, Red on IRLA, NWEA MAP Winter %tile Rank 1-24, and/or WIDA Access Composite Score 1 or 2

3rd-5th Grade Students: Reading PMP, Red on IRLA, WIDA Access Overall Score 2.1-3.9 and/or NWEA MAP Level 1 (3rd %tile Rank 1-28, 4th %tile Rank 1-31, 5th %tile Rank 1-32 Middle School Criteria for Entry: Students to identify for ESD - Off-Track for Grade Level Promotion in ELA & Math\* - Recovery of any ELA or Math course (D or F)

Additional risk factors to consider based on student needs and resources available: Recovery of any core courses (Ds or Fs), Student(s) scoring a level 1 or 2 on FSA ELA or Math, Attendance less than 85% (and impacting academic progress), Achieve3000 MOY Level Set Assessment score below 25th percentile and Lexile over time report- below 25th percentile, Algebra Progress Monitoring Assessment score below 30%, NWEA ELA & Math MAP Growth and projected proficiency along with course failure status

High School Criteria for Entry

Students to identify for ESD - Off-Track in ELA & Math\*, Ds or Fs in any of the 4 ELA and Math courses required for graduation, State testing requirements not met, Students who have not passed Algebra FSA/Geo EOC (nor have a concordant score) and/or Students who have not passed ELA Grade 10 (nor have a concordant score)

Additional risk factors to consider based on student needs and resources available: Ds or Fs in any courses, below 2.0 GPA, Attendance less than 85% (and impacting academic progress), Recovery of any courses that are a graduation requirement, NWEA Geometry (<50%ile) and course failures status, Achieve 3000 MOY Level Set Assessment score below 25th percentile, Algebra Progress Monitoring Assessment score below 30%

\*If the number of students exceeds capacity, prioritize students scoring a level 1 on the specified exam, 12th grade students as well as students with the greatest need.

Pasco’s Plan for Providing Services:

Elementary: Pasco’s overall plan is up to 4 days a week (M-Th), 1.5 hrs. a day. Some schools may tweak the option based on their need and population. Virtual options may be available as needed. Secondary Pasco’s overall plan is up to 4 days a week (M-Th), 1.5 hrs. a day AND Saturday, 3 hrs. based on school need. Some schools may tweak the schedule based on their need and population. Virtual options may be available as needed. Pasco’s Progress Monitoring Plan: Each platform has varied data reports to show mastery to specific skills and standards and to show growth overtime. School Pace-IRLA, Zearn (Mathematics), Standard Based Interventions (Computer)-Achieve 3000, Lexia Power-Up and Zinck… PrepWorks and Chalk Talk include reports that show pre- and post-test scores related to skills assessed on ACT and SAT. APEX Data Reports for students in APEX Recovery Classes (Middle and High School). Students who are missing Assignment/Test or need retakes the Coach and School Level Administrator will pull data for student mastery/score. MAP Progress Monitoring will also be utilized.

**Activity 8**- Pasco will be utilizing funds for Academic Tutors - High-impact tutoring as “a form of teaching, one-on-one or in a small group, toward a specific goal” that “leads to substantial learning gains for students by supplementing (but not replacing) students’ classroom experiences.” Such tutoring “responds to individual needs and complements students’ existing curriculum.”

Research Base **-** Rigorous research provides evidence that tutoring, with specific characteristics, produces large learning gains for a wide range of students, including those who have fallen behind academically.

Data shows that **high-impact tutoring**is one of the most effective academic interventions — providing an average of **more than four months of additional learning in elementary literacy and almost 10 months of additional learning in high school math**.

Tutoring also offers significant spillover effects including greater school engagement and higher grades in other courses. Schools will be responsible for scheduling the tutors and students, and the district will have a dedicated Lead Tutor who will assist with training, program monitoring, and evaluation. Coaching will also be available for the tutor as needed. Tutoring session should not impact core instruction or Tier II Intervention Time. If needed services may be offered before/after hours. Tutors will not be used to cover classrooms for absent teachers or assigned other duties during the time they are being paid as tutors. This also covers the salary for a Curriculum Specialist for Academic Tutors/AVID. This Specialist will provide oversight and ensure Academic Tutors have the materials and training needed. The Specialist will also oversee compliance and data for the program.

**Activity 9** – Students will be given the opportunity to complete graduation requirements through APEX recovery efforts. This specialized software will also be used for Individual Courses including CTE. The District Program Coordinator will provide support on using the APEX platform and troubleshooting any concerns. APEX Data Reports for students in APEX Recovery Classes (Middle and High School) will also be monitored. This is a continuation of ESSER II (23-24)

**Activity 10** - Social Service Coordinators will locate unaccounted students within the school district. This individual will be assisting with locating students that are enrolled but did not attend (DNEs), locating students that stop attending school, engaging, and monitoring students with a high number of tardies and/or absences and will also assist with FTE. The SSC may also work with your team to develop attendance incentives. In addition, there will be one District Level Social Worker that will be providing support. He will specifically monitor and provide ongoing support to each of the Social Services Coordinators.

**Activity 11** - Algebra Rise Summer Bridge Learning- Accelerated Math teachers to support summer learning. Teachers work throughout the summer grading the virtual coursework and supporting students and families with live lessons and help sessions. 22-24

**Activity 12** – Summer Preplanning and Professional Learning preparation. Approximately 32 Instructional and 33 Non-Instructional Positions. (Addition of @4 days per contract.)

**Activity 13** - Kinder Camp – To ensure students are prepared and successful with standards. Budget for instructional salaries to cover extended learning and planning. (22-24)

**Activity 14 -** Learning Design Specialist position (245-day to support the east/west side of the county). We currently have a CTE Learning Design Specialist who supports the entire county so with the additional LDC, we will be able to have each Specialist focus on one side of the county, east/west). The Learning Design Specialist will support with Extended School Day/Year Development and Implementation and for 22-24. This position would support our CTE teachers with a common course syllabus and pacing guide development, as well as SWIVL implementation. This position would also develop and coordinate the Innovation (STEM) Mobile Unit summer coordination for ESY students - grades 3-10.

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

1. **Pasco Charter Schools:**

**CMCS -** In order to support middle school students and teachers in their social-emotional needs in their return to face-to-face learning and amidst the ongoing pandemic, we will purchase a school license for access to Vector Solutions website. Each student will have individual login credentials. Teachers will push video-based learning modules to students and follow-up with discussion and activities.

**LLA** – (1) Purchase additional PE Equipment to increase equipment for physical education course required by PE mandate and 150-minute recess requirement so more individualized play areas and equipment are available for smaller groups of students to reduce the spread and to limit exposure to COVID 19. Example equipment: 4 basketball systems, 2 Soccer goal nets, 5 5’x10’ mats, 5 4’x8’ mats, 8 Voit ball sets, speed stacks sport set… pending pricing and availability.

(2) Purchase a 7’6” x 25’ SoundSorb high density room divider to create a barrier between two middle school classrooms to provide less students per allocated space to create defined cohorts of students to limit the spread and exposure to COVID 19.

(3) Shake Up Learning registration fees for Professional Development to train all new instructional staff in our learning management system – Google Education Suite.

**UPCA** - *Supplemental compensation* based on criteria and policy structure on years of service steps, attendance, and student academic recovery outcomes. The implementation model known as Supplemental Teacher Compensation Model is an authorized policy under Title II, Part A and ARP 2001.A.1. Teachers will receive stipends for coaching under successful fulfillment of additional responsibilities or job functions, such as teacher leadership roles during the 21-22, 22-23, and Fall 24 school years for support towards academic excellence to raise student academic achievement and close the achievement gap from COVID-19

*Professional development stipend* to retain and enhance the existing instructional workforce, to include principals and teachers. Due to COVID-19, increase hiring and retention of critical needs positions by offering a differentiated add-on pay structure for those positions during the 22-23 and 23-24 SY.

*Professional development and training* offered to ensure pathways participation through educator preparation courses, endorsement and additional certification attainment, leadership development and coaching. Professional Development could include classes from Pasco, Noble Education Initiative, or other accredited entity to support earning of, but not limited to certification courses, Gifted, ESE, Reading Endorsements

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

**N/A**

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

**N/A**

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

**N/A**

**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.**

**Activity 1-Pasco Charter Schools: NA**

**District**

**Activity 2** – Contracted Services for substitute teachers to supplement Pasco’s Substitute Pool. This will address need for substitutes for when teachers need to be isolated and will reduce the number of students in classrooms at one time.

**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.**

1. **Pasco Charter Schools:**

**INPA -** Innovation Preparatory Academy will be providing stipends for instructional teachers (Village level teachers, MTSS, ESE and Curriculum Resource Teachers). This stipend will be provided if the staff complete the following:

1. Enrolled in a course(s) to become certified in their current area of instruction and reading endorsed or ESOL endorsed (ONLY if out of field or hold a temporary license)
2. Stipends will be dispersed at the end of the school year.
3. Teachers who are currently certified can use these funds towards higher ed degrees or professional development.

\*Instructional staff who are out of field MUST show documentation of courses working toward certification

\*Instructional staff who are NOT out of field will need to provide documentation

**District**

**Activity 2** – Expansion Environmental Program - Instructional IA/Para Environmental Program expansion- to support the growth of middle school program and the ability to increase the number of students in the middle school program an IA role who drives the bus (driver) would allow for two schools to attend at one time. 22-24

As a result of the COVID-19 global pandemic Pasco County Schools students were not able to access experiential learning opportunities at our district environmental education sites from March of 2020 through the end of the 2020-2021 school year. These experiential opportunities provide students, especially those from low-income families who may not traditionally have the opportunities to travel and engage in science-based learning experience, the opportunity to spend time with certified teachers learning state science standards through hands-on learning experiences. Pre-pandemic, all middle school students were able to engage in this learning experience, however the shutdown removed the opportunities from thousands of students.  It is our intent to use funds to expand and increase the amount of students served by doubling the number we are able to bring to the environmental program sites. Relevant, standards-aligned and practical experiences to apply their science learning is critical to build deep understanding of the Next Generation Sunshine State Science Standards.

**Activity 3** – To increase the number of Gifted Teachers. The cost for the summer courses is for the facilitators and a stipend for the teachers that attend the training

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

**Activity 1 Pasco Charter Schools:**

**PAT -** COVID Reporting Support Specialist - (1) half-time position to support administration with contact tracing, communication with health department, district, and families to ensure proper and prompt quarantine, isolation and transition to distance learning for students exposed or diagnosed with COVID. (0.5) position @ $22,379 for the 20-21 school year; and (0.5) position @ $22,379 for 21-22 for a total of $44,758.

**District**

**Activity 2** - Occupational Health Nurse to address the needs of students. This a continuation of ESSER II (23-24).

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

**N/A**

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

1. **Pasco Charter Schools:**

**CPS -** The purchase of cleaning supplies will be used to ensure students wash their hands and that rooms are cleaned and disinfected throughout the day.  These supplies will support student health and reduce the risk of virus transmission.

**CMCS** - In order to aid in cleaning and sanitizing the school in a more cost-effective manner, the school will purchase a floor scrubber to be used by our custodian and maintenance team.

**ISLOL -** Cintas monthly contract fee to cover additional sanitizing disinfectant for lunchroom, classrooms, and laundry service to provide clean cloths daily for wiping and disinfecting chairs, desks, and common areas. ($48,000)

**LLA** - Cleaning Services – daily cleaning services of all classrooms, offices, and common areas to ensure rooms are sanitized to reduce the risk of virus transmission for the 2021-22 school year

**PAWC** - To reduce the risk of virus transmission and other pathogens and sanitize surfaces within the school’s buildings, the school plans to use a portion of the funding awarded to purchase a Floor Scrubber.

**District**

**Activity 2-** Cleaning, sanitation, and PPE supplies, air filters…to reduce the risk of virus transmission.

**Activity 3** – Paper goods for Food and Nutrition Services (FNS) to reduce the risk of virus transmission.

**Activity 2** **(J**) **Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State,**

**and local requirements.**

1. **Pasco Charter Schools:**

**UPCA -** Union Park will hire a Gifted Teacher to support academic acceleration and mitigate learning loss for students from COVID-19 and a Special Populations Coordinator for coordinating and implementing activities for providing guidance and services in 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. The Special Populations Coordinator will monitor and provide additional supports for subgroup populations in order to mitigate the learning gap from COVID-19.

**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.**

1. **Pasco Charter Schools:**

**CSP -** Purchase of technology package to allow connection to family if student(s) are home for health reasons due to COVID.  This equipment aids in regular and substantive educational interaction between students and their classroom instructors by providing a set up in the classroom for students to be seen, heard and participate in classroom activities, discussions, and lessons if they have to miss school due to health-related reasons due to Covid 19. In addition, Classical Prep will purchase Chromebooks for students as well as new teacher laptops to increase speed of connectivity and allow for Classical Prep to assign laptops for students who are learning remotely if they do not have access to a device at home.  Laptops will be used in classrooms for tiered support and remediation. Narrative is in the account title in the budget.

**CMCS -** In order to remediate learning loss and to be prepared for any future emergency shutdowns, the school will purchase two additional years of licensing for Reading Plus, an online access. Students in grades 3-8 will be provided with individual sign-in credentials and teachers can monitor their progress, individualize content, and provide feedback to students.

In order to remediate learning loss in math and to be prepared for any future emergency shutdowns, the school will purchase a three year licensing for math remediation/enrichment online access. Students in grades 1-8 will be provided with individual sign-in credentials and teachers can monitor their progress, individualize content, and provide feedback to students.

**DSA** - 24-inch iMac with Retina 4.5K display: Apple M1 chip with 8-core CPU and 7-core GPU, 256GB; 26 @ $1249 or similar available; Purpose is to aid in the regular and substantive educational interaction between students and their classroom instructors, targeting low-income students. Technology will be used to provide a) take home devices for in home instruction for low performing and struggling students, b) increase in school remediation for low performing and struggling students, and c) for devices for instructors to provide remote learning and classroom instruction.

HP Chromebook 14A G5 - 14" - A4 9120C - 4 GB RAM - 32 GB eMMC - US + Google Education License or what is similar available. 150 Chromebooks @ $293. Purpose is to aid in regular and substantive educational interaction between students and their classroom instructors, including low-income students. Technology will be used to provide a) take home devices for in home instruction for low performing and struggling students, b) increase in school remediation for low performing and struggling students, and c) for devices for instructors to provide remote learning and classroom instruction.

24-inch iMac with Retina 4.5K display: Apple M1 chip with 8-core CPU and 7-core GPU, 256GB; 26 @ $1249 or similar available; Purpose is to aid in the regular and substantive educational interaction between students and their classroom instructors, targeting low-income students. Technology will be used to provide a) take home devices for in home instruction for low performing and struggling students, b) increase in school remediation for low performing and struggling students, and c) for devices for instructors to provide remote learning and classroom instruction.

Google Education Licenses- Google educational software licenses to operate Chromebooks. Purpose is to aid in the regular and substantive educational interaction between students and their classroom instructors, targeting low-income students. 120 @ $32.00 each for a total of $3840. Technology software will be used to provide a) take home devices for in home instruction for low performing and struggling students, b) increase in school remediation for low performing and struggling students, and c) for devices for instructors to provide remote learning and classroom instruction.

**ISLOL** - Classroom projectors which adapt classrooms to remote learning labs – microphone capability, speaker systems and dual projection. 48 classrooms - FANGAR 8500L ($16,800.00)

Student Chromebooks to create a 1:1 environment in the event of remote learning, loaded with monitoring software and anti-theft protection through our Google contract. Lenovo 100 E qty:894 ($223,513.00)

Teacher Macbooks – advanced technology to assist in the operation of Google Hangouts and TEAMS to deliver quality instruction. 70 x $1000 (model not yet known) ($70,000.00)

**LLA** – (1) Istation for the 2021-2022 school year as a full site license as an assessment system to monitor student’s progress in reading to address learning loss and acceleration.

(2) ST Math for the 2021-2022 school year for 152 student subscriptions for math students to address learning loss and acceleration.

(3) Apex for the 2021-2022 school year for struggling middle school students to address learning loss.

(4) Seesaw for the 2020-2021 school year and the 2021-2022 school year as a home to school communication tool between families, teachers, and administration to provide information and assistance in a safe manner that reaches all families.

(5) Edynamic Learning for the 2021-2022 school year for 55 licenses for online elective content (i.e. journalism & career planning) for middle school students.

(6) GSuite Enterprise Licenses for the 2021-2022 school year for access to GSuite security features for all student and staff accounts.

**PAP** - Additional technology, 50 Windows-based laptop computers (Dell or HP depending on availability) @ $950.00 per computer will be purchased for both students and staff in order to ensure our total population of students with disabilities as well as our low-income students have the necessary educational technology (in addition to assistive and adaptive technology) to support individual student online learning and completion of missed instruction and classwork due to COVID related absences. Instruction provided will meet students’ individual learning needs in conjunction with the students IEPS*.*

**PAT** – (1) HP Chromebook 11 G8 - Education Edition - 11.6” - Celeron N4020 - 4GB RAM or closest like device - (220) @ $249.63 for a total purchase amount of $54,919.00. Purpose is to aid in the regular and substantive educational interaction between students and their classroom instructors, targeting low-income students. Technology will be used to provide a) take home devices for in home instruction for low performing and struggling students, b) increase in school remediation for low performing and struggling students, and c) for devices for instructors to provide remote learning and classroom instruction.

(2) ACAD Google Chrome Education Licenses - (220) @ $31.50 for a total purchase amount of $6,930.

(3) iPad Wi-Fi 32GB 10-pack or closest like device - (12) 10-packs @ $ 2,940.00 each for a total purchase amount of $35,280.00 for (120) total iPads.

**PAWC** – (1) To ensure the effective delivery of instruction and support the regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, the school plans to use a portion of the funds awarded to purchase and install thirty-two (32) Cleartouch interactive boards and the associated mounting hardware and computer modules.

(2) The school plans to use a portion of the funds awarded to purchase laptop computers, charging carts, and related peripheral technologies required for connectivity in SY23 and SY24 for student use in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities. Such purchases may include assistive technology or adaptive equipment if determined to be necessary to facilitate regular and substantive educational interaction between children with disabilities and their teachers.

**UPCA** - Union Park will provide technology refresh and digital divide mitigation (details in budget) for the use of additional educational technology for students, to ensure effective educational interaction between students and high-quality, highly credentialed classroom instructors. Necessary hardware to address access, and software programs, including providing classroom instruction or online learning by utilizing tiered academic interventions, will be implemented using adaptive technologies based on the individual diagnostic academic data of each individual student in case of remote learning.

**District**

**Activity 2**– Student Laptop computers to support distance learning, address learning loss, and engagement.

**Activity 3** - Inner Explorer is an online Pre-K-12 mindfulness platform designed to support mental health and well-being through Mindfulness-Based Social Emotional Learning. Through this platform schools will be provided support to cultivate critical social emotional skills (self-awareness, self-regulation, empathy, and resilience). The skills learned work to address chronic stress, trauma, and adversity, while fostering compassionate and equitable learning environments.

**Activity 4** - Audio equipment package (speakers, teacher microphone, student microphone, and amplifier connections) as well as installation costs for all district classrooms (elementary, middle, and high). To increase student engagement and to allow for additional educational options (Zoom) if needed.

**Activity 5** - Focus Modules that work with our student data management system and communicates with parents for academic progress.

**Activity 6** - Naviance Career Planning Software - The services include: License and Subscription Fees; Professional Services and Set-up Fees; and Training Services. (22-24)

**Activity 7** - RMS System to replace Mach Reports.

**Activity 8** - Purchase of I-Pods and mini I-Pads for remote learning and charts for curbside pickup. This goes with activity 2R 8 where we are purchasing tents for curbside pickups. **Activity 2(L) Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.**

1. **Pasco Charter Schools:**

**AATF** - Salaries for a School Counselor and a Behavior Analyst to support students.  Due to the negative impact of Covid-19, we have added a School Counselor and Behavior Analyst to our staff to support the mental/social/emotional health of our students and provide disciplinary interventions.

**CPS -** In order to service the needs of students who have suffered social, emotional and/or mental health effects resulting from the coronavirus pandemic, we have hired two mental health counselors. They will be providing support and guidance including resources on screening, conducting local mental health resources and information on the impacts of grief and trauma. They will build out a safe and supportive framework and diagnostic tools for use with all students, with a recognition that low-income students may present additional risk factors for mental health concerns. Narrative is in the account title in the budget below.

**DSA**- Mental Health Guidance Counselor- Salaries & Benefits for elementary and secondary. Addressing learning loss among students, including low-income but not limited students; 2 Mental Health Guidance Counselors @ 60,000 each; 2 MHC for 2021-22 total of $120,000; 2 MHGC for 22-23 for total of $120,000. MHGC will be used to support social and emotional needs of students resulting from COVID the MHGC will focus on provide support to low performing

and academic struggling students resulting from COVID remote learning.

**PAP** - (1) Pepin Academies Pasco will support our students with disabilities during times of crisis with the provision of the services of on-site, on-staff certified mental health counselors. In addition, classroom teachers will be provided with source materials that will aid them in supporting the social/emotional needs of our students.

(2) Pepin Academies Pasco will provide, for daily SEL activities for mental health support-"Circle Forward: Building a Restorative School Community"-1 per teacher-60 @ 98.99 per

**PAT** - Mental Health School Counselor - Salary for (1) full time Mental Health School Counselor to support the social & emotional needs of students. (1) counselor @ $47,500 each for 2020-21; (1) counselor @ $47,774 for 2021-22 for a total of $95,274. The Mental Health School Counselor will be used to support social and emotional needs of students resulting from the COVID pandemic. The Mental Health School Counselor will focus on providing support to low-performing and academic struggling students resulting from loss of learning due to COVID.

**UPCA** - To support social and emotional learning, Union Park will utilize a high-quality, evidence-based curriculum and employ additional and supplemental FTE to support social and emotional learning curriculum, implementation, and mental health services. These services include improved collaboration with community providers by using the Full-Service Community Schools model. This will include contracted Mental Health Services during the 22-23 SY to support increased hours for student in grades K-8, purchase Youth Mental Health Training materials to train teachers with first aider supports for Fall 2023 and hire a Student Services Coordinator to support students with mental health needs and academic guidance as a result of COVID-19.

**District**

**Activity 2 -** One Discipline IA/PBIS Implementation support position for every grade level (6-12) at each secondary site.  The rationale is to support increasing and escalating social/emotional needs as students re-acclimate to school after the COVID shutdown and remote learning year. We will continue to see support needs over time as students matriculate.

**Activity 3** - Professional Development Specialist- SEL (Social Emotional Learning) Coordinate and provide training in Social Emotional Learning and SEL Resources. (22-24)

**Activity 4**- Purchase of equipment for Hudson High School Community Schools. Equipment such as medical chair, examination table…

**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.**

1. **Pasco Charter Schools:**

**UPCA** - *Supplemental programs and curriculum support materials* to ensure the adoption and implementation of high-quality, evidence-based instructional materials to mitigate the effects of learning loss and differentiate support through an academic, multi-tiered system of supportive frameworks. (Details in budget)

*Academic Summer Camp* will pay for tutors to support at risk populations for reading and other various subjects for support towards academic excellence to raise student academic achievement and close the achievement gap from COVID-19. Supplemental instructional recovery and accelerated supports are planned through tutorials, through the implementation of learning camps during the winter and spring breaks, and an academic remediation and enrichment camp program for summer of 2022, 2023, and 2024.

*Hire an Intensive Math Position* to address learning loss and provide evidence-based math interventions to close the achievement gap from COVID-19.

**Activity 2(N) Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—**

**(i) administering and using high-quality assessments that are valid and reliable, to accurately assess** **students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction;**

**(ii) implementing evidence-based activities to meet the comprehensive needs of students;**

**(iii) providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and**

**(iv) tracking student attendance and improving student engagement in distance education.**

1. **Pasco Charter Schools:**

**DSA -** *2N(iv) Covid Technology Support Specialist for elementary and secondary campuses* – Salaries & Benefits Addressing learning loss among students, including low-income but not limited students. To support teachers for the implementation of remote learning/in-class learning. 1 position @ $45,000 for the 20-21; for 22-23 2 positions at $45,000; total of $90,000. Dayspring spring will use CTSS to assist low achieving and struggling learners and teachers implement technology for in home learning and for in classroom assistance. The CTSS are needed to ensure low achieving and struggling learners as a result of disrupted classroom learning are receiving quality instruction through the use technology.

**PAP** – (i) Pepin Academies Pasco will address the learning loss of our students with disabilities who may be additionally identified as low-income by administering high quality assessments (iReady Reading and Math, Write Score) that accurately assess the students’ progress and assist educators in meeting the students’ academic needs through differentiating instruction.

(ii)Pepin Academies Pasco implements an evidence-based curriculum to meet the comprehensive needs of our population of students with disabilities.

(iii)Pepin Academies Pasco will provide information and assistance to parents and families regarding how to effectively support their child including a distance learning environment through many modalities to include parent information evenings, parent/teacher conferences, IEP meetings, family events, principal sponsored events, etc. Information will be disseminated through a variety of means to include newsletters, robocalls, social media, digital marquee, etc.

(iv)Pepin Academies Pasco will diligently track student attendance and student engagement should students be required to return to distance education

Pepin Academies Pasco will purchase and implement evidence-based interventions in the form of curriculum scientifically research based to address the learning loss our students with disabilities experienced through school closures, extensive absences, transitions to virtual learning etc. due to Covid. Curriculum Associates Ready Reading and Ready Math curriculum, McGraw Hill ALEKS as well as iReady Reading and Math assessments will be used to mitigate learning loss. Pepin Academies Pasco currently provides an extended school day, afterschool tutoring as well as a summer learning program funded through Title 1 funding.

**PAT** - Covid Technology Support Specialist (IT Analyst) - Salary for (1) Covid Technology Support Specialist (IT Analyst) to address learning loss among students, including low-income but not limited to these students. This position will support teachers for the implementation of remote learning/in-class learning. (1) position @ $36,400 for the 21-22 school year for a total of $36,400. This position will assist teachers in implementing technology for classroom/distance learning, provide support to parents of students who are required to quarantine/isolate due to COVID with their devices, and improve student engagement in distance education.

**PAWC** - 2N(ii)-1. To support activities authorized in this section to address learning loss throughout academic years SY22 until the end of the grant period in SY25, the school plans to use a portion of the funding awarded to purchase Leader In Me and implement evidence-based activities to meet the comprehensive needs of students, and reduce the impact of the COVID-19 on the social, emotional, mental health, and academic needs of students.

**District**

**Activity 2 –** K-12 Insights – Let’s Talk license to communicate with parents and community during COVID at both the district and school level. Parents can submit question or concerns through this platform for administrators to directly respond. Response time is managed and monitored.

**Activity 3 -** Library Media Supervisor-a full time position to oversee the work of the RMA roles and lead library/media services (including new school and inventory processes) 22-24 This will support parental information and materials for home use that will support parents in assisting in their child’s learning. It will also support tighter control of resources when virtual.

**Activity 4** - Data analysis support, (for 2 years) includes the salary and Harvard fee. This will allow us to progress monitor students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction

**Activity 5** – NEWA - MAP for HS depending on uniform PM tool (@ $173,000 per year, based on this year’s costs and numbers including a discount) MAP is a continuation of ESSER II. (22-24)

**Activity 6** - SAT NCR Tests - for seniors who haven't met grad requirement, (If fee waivers are available this could reduce the cost budgeted for this program.) 22-23

**Activity 7** – Purchase of Item bank for myProgress, and training for teachers to create assessments with the item bank along with data analysis.

**Activity 8** – Program Coordinator for ACESS to provide support, oversee data including progress monitoring. A Pre-K Interventionalist to support students in Pre-K.

**Activity 9** - Teacher training (PD) on blended learning models; externship opportunities, PLC facilitation; lesson planning development, and ASCD- Understanding by Design. (22-24)

**Activity 10** - (CTE) Resource Teacher to support our teachers with implementation (could also support the implementation of our STEM and Aviation bus and van. Resource Management Associate (RMA) to support all of the CTE specialized equipment and assets across the district. (22-24)

**Activity 11** – Thought Exchange – Thought Exchange is a tool that is used to elicit feedback from an identified group – parents, teachers, the community, etc. It is in some ways similar to a survey, but much more open ended. Rather than asking specific questions with possible answers on a Likert scale, Thought Exchange uses prompts to get feedback on a topic, and then the respondents take the Exchange in any of a number of directions.

**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.**

1. **Pasco Charter Schools:**

**AAOTA**- (AAOTA owns the facility) The average classroom size at our facility is 499.8 square feet. We would like to utilize $449,068.80 to make capital improvements to our campus via a new building. This will provide us the opportunity to increase the size of our classrooms, so we can accommodate for more physical distancing and help reduce the spread of Covid-19. This work will result in a 33 percent increase in classroom area and volume. The work will be planned and designed by registered architects and engineers. The work will be permitted and constructed by a certified general contractor and will conform to the requirements of applicable codes and permitting authorities. The proposed modulars are part of an overall campus renovation that will result in a classroom area increase from the existing 526 SF per classroom average to 620 SF per classroom average.  This will result in an increase in the average classroom space of approximately 18%.

**AATF** – (AATF owns the facility) (1) Academy at the Farm currently has nine Student Support employees in a 25 x 25 square foot office, including a conference area, that services our entire ESE department for 630 students in grades Kindergarten through 8th. This space is also used for IEP and 504 conferences with parents and other outside visitors to our school, increasing the risk of exposure to Covid-19.  Due to the negative impact of Covid-19, for the 2021-22 school year we have added a School Counselor and Behavior Analyst to our staff to support the mental health of our students.  With severely limited space at our facility, only one of them has an office which is 64 square feet.  The limited space does not allow the Counselor or Behavior Analyst the opportunity to socially distance or meet privately with our students. Due to our space limitations, we have had an abundance of illness within our Student Services department in the last year, creating a negative impact to our school and the services that department is able to provide.

Academy at the Farm would like to add 3900 square feet of additional indoor ESE office/therapy/counseling space to our current facility.  The addition of this space would house our ESE staff, ESE conference room, School Counselor, Behavior Analyst, and other support therapists. It would provide the physical distancing needed to prevent the spread of Covid-19 to our staff and the students and other visitors who utilize that space. (2) Removal and replacement of old carpeting/flooring that is up to sixteen years old. The new flooring will reduce the risk of environmental health hazards. The new carpet tiles are stain resistant and the individual tiles can be replaced when there is a bad spill or contamination. The stain resistance that is built into the materials repels the stains and enables a deeper clean which the old carpeting does not do.  The carpet tiles are easier to clean and will improve cleanliness of classrooms and common areas.

**CPS** – (CPS owns Building) As a result of Covid 19 and the need to create more area for social distancing, we have reconfigured spaces such as our science lab, gymnasium, and cafeteria spaces to reduce the possibility of transmission of Covid 19 between students.

**CMCS** - The school will purchase furnishings such as cots, seating, tables, and cabinets to refurbish our main clinic and be prepared to add additional clinic space.

**ISLOL** -(CPS owns Building) *Lunchroom/Cafeteria tables and chairs* – our current lunchroom holds 300 students on bench style seating. The tables are worn, and the particle board is exposed, causing unsafe conditions and opportunity for bacteria to grow. The attached invoice and drawing are renderings of a new cafeteria that seats students individually allowing for proper spacing. The tables are made of a microban antibacterial coating that allows for a cleaner, healthier environment. I believe the enhancements made to the cafeteria will provide sufficient dining space with moveable furniture for easy cleaning and seating. ($149,879.00) *Artificial turf and awnings on current field*– with 850 students we are in constant need of outdoor space where students can work, participate in PE and recess. This enhanced outdoor space will provide shelter from elements as well as a safer, carefree area for play. These 35,000 square feet of green space can easily transition to outdoor maintenance free classrooms and/or meeting space for healthier gatherings. The attached quote outlines the project costs and design. ($375,191.00) *Speaker system and repairs for whole campus sound system* **–** updating existing and installing new speaker system to assist in the ability to hear campus wide announcements in all areas of the building and outside as we work to host smaller groupings of students in more spaces on campus ($3,221.00)

**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.**

**Activity 1 - Pasco Charter Schools:**

**CPS -** (CPS owns Building) New AC units and air purification systems will be purchased and installed to improve indoor air quality, eliminate sick building syndrome and allow for the install of air purifiers in each classroom. Narrative is in the account title in the budget below.

**PAT -** Air Quality Assurance - Repair and maintenance of A/C units to improve and maintain the indoor air quality of the school and mitigate the spread of COVID @ 25,000 for the 2021-22 and/or 2022-23 school year(s). (Leased Building-These repairs are under Operation of Plant, Repair and Maintenance (Project 7900 Object 350) and not Capital Improvement (Project 7400).*The $25,000 that Plato has in the budget for this grant is to cover the additional costs and maintenance needed to ensure the highest air quality possible due to the effects of COVID. The charter school will not be using the ESSER III ARP funds for any new units/capital improvements.*

**District – Buildings are owned by the District**

**Activity 1 -** Locker rooms, gym, restrooms at HHS, LOLHS, BPMS, GHS, PHS, ZHS $230,000 for each school. This will allow for students to have a safe place to store clothing books…reducing the risk virus transmission and exposure to environmental health hazards. Students will be able to focus on distancing and other precautions without having bulky clothing, books. The projects we are asking for is only the locker room at HAC. The other projects are in the entrance of the gym and the public restrooms in each of the remaining schools. The scope of work of removing the 1970 floor tile and ceiling tile would improve indoor air quality as well as improve the staff’s ability to sanitize these areas and keep them disinfected. The old tile and grout hold odors and those smells are moved throughout the building by way of the HVAC system. At HAC we would be doing this work only in the locker room and that would greatly improve indoor air quality. The musty smell would be removed and would allow staff to use our Kivac machine to keep this area clean and sanitized. We currently can’t use the Kivac because the grout is brittle, and the force of the machine would cause a problem with the tile.

**Activity 2** - SSMS renovations - $500,000

**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.**

1. **Pasco Charter Schools:**

**CPS -** Hired outside contract cleaning company to reduce germs and increase ability to sanitize all surfaces nightly to reduce the spread of viruses. Narrative is in the account title in the budget below.

**PAP** – (1) Additional custodial staff to implement public health protocols school wide to effectively maintain the health and safety of students, educators, and other staff -School based custodian

(2) School desks and chair to replace tables in classrooms to increase space between students-100 student chairs @ $50.00 per/100 student desks @ $90.00 per.

(3) For outdoor learning activities-Outdoor Training Course-Adventure Play Systems, Step Up Station for outdoor activities, Picnic tables for outdoor seating-6 @ 1800, 6 ft Benches for outdoor seating-8 @ 1300.00, 8 ft benches for outdoor seating-4 @ $1400.00 and Outdoor storage shed to store excess furniture and materials from rooms to allow for distancing between students, staff, etc.

(4) For outdoor learning activities resodding, pest treatment, etc. of outdoor field to allow for increased use for outdoor activities (PAP Owns Facility)

(5) Additional Seating for seating to ensure the separation of parents, guardians, visitors for on-site school events-Mity-Light Folding Chairs-60 @ $130 (pack of 4)

**District**

**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.**

1. **Pasco Charter Schools:**

**CMCS -** In order to improve school sanitation and sanitizing, the school will hire a full-time custodian to improve. In previous years students, staff, and our part-time maintenance person was responsible for these duties. However, with our growth and the pandemic, we this as an important addition to our staff.

**ISLOL** - *Custodial Staff for lunchroom* – additional staff to work cafeteria to manage proper spacing, behavior and cleanliness of 850 students daily. Salaries for 4 part-time hourly staff ($37,440.00) and FICA for custodial staff in lunch**room** ($2,864.00)

*Interventionists/Aides* **-** 3 full-time staff salaries and benefits – staff attend MTSS and data chats, group students and pull groups daily. ($105,000.00) and FICA for Interventionists/Aides ($8,032.00)

**LLA** - Salary, FSA, and FICA for 4.55 classroom teachers to provide lower teacher to student ratios and core instruction and interventions which will address learning loss and acceleration among our students for the 2021-22 school year.

**PAP** - Pepin Academies Pasco will provide additional support for students through the provision of a Behavioral Assistant to support Behavioral Specialist in addressing student behaviors to ensure a safe and effective learning environment

**PAT** - Cleaning and Janitorial Services - Cleaning and sanitation activities that are necessary to maintain the operation of and continuity of services in the school and mitigate the spread of COVID will be provided by (1) full time day janitor @$33,280 for the 2022-23 and 2023-24 school years for a total of $66,560; and contracted janitorial nightly services @42,840 for the 2022-23 and 2023-24 school years for a total of @85,680.

**District**

**Activity 2** – Recruitment and Retention Disaster Relief Payment to address the shortage of bus drivers in Pasco. This will address the need of additional bus drivers (all time shortage due to Covid) and retention of current bus drivers. The Targeted Attendance Incentive Program (TAIP) is for bus drivers and relief bus drivers only. Transportation Services has identified 80 days out of the 189 days in the bus driver and relief bus driver calendar (calendar 490) that have been days in previous years where attendance has been dramatically low and where it is vital to the successful operation of the Transportation Department that our garages are adequately staffed.20 days in each quarter of the school year have been identified as the targeted days for the TAIP. Drivers can receive up to $1,025.00 in Relief payment/additional compensation by working the targeted attendance days in each of the four quarters of the school year. If a driver does not qualify for the stipend in any given quarter, they remain eligible to still receive the stipend in the following quarters. This program is design to assist us in recruiting bus drivers to Pasco and ensure students are transported in a safe and timely manner to and from school. Continuation of ESSER II. 22-24

**Activity 3** - Additional support for eSchool for parents concerned about students returning to a face-to-face environment and support acceleration. This is project is a continuation from ESSER II (22-24).

**Activity 4** – Covid 19 Insurance Claims

**Activity 5** – Salary Supplement due to COVID19 staff have taken on additional duties and additional responsibilities. Due to COVID we are experiencing staff shortages and staff leaving the workforce. This supplement is for addition duties, responsibilities and for retention.

**Activity 6** – Development and Support for Leader Development and Succession Planning.

* Leader Tracking System:  the purpose is to establish a data-based organizational structure that houses pertinent data related to leadership, such as: years of services, student achievement data, school assignment, and retention data in order to support the strategic and intentional matching of leaders to open positions.  This money will be used for professional/technical contracts to work alongside the Office of Information and Technology Services to build the data visualizations that guide strong success planning and systems of support.
* Succession Planning:  In an effort to increase the amount and quality of skilled leaders, expanding on the job training and full year internship programs is necessary.
* Supervisor:  5-year trends and leadership forecasting predicts that over the next 5-8 years, a significant increase in open positions at the principal and assistant principal level that we know will be filled with brand new leaders.  Securing a position whose full time job is to develop induction programming and individually invest in new leaders will support with recruitment and retention of highly effective leaders.
* Salary - System Analyst to develop and support Leader Track System 22-24
* Induction Programs:  A financial investment that would allow for the development of a multi-year induction for leaders at various levels.

**Activity 7** – Due to COVID we have seen an increase in behavior and threats at schools. The following is being purchased to support additional communication, monitoring and safety at schools for students, staff and parents. Crisis Go and Ready Ops software/license to increase communication at school and with the district. Cameras and body cams for monitoring and documentation of incidents. Guardian Ballistic Vests.

**Activity 8** – In planning for remote learning and/or closures the district is purchasing tents for curbside pick of educational materials including technology and food/meals as applicable.

**Activity 9** – Subcontracts for ASEP and FNS along with transportation to allow the district to maintain our operations when staff are out due to illness and during closures.

**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.**

**Activity 1 Pasco Charter Schools: NA**

**District**

**Activity 2** – Salaries and benefits for a Finance Account Analyst and Accounting Specialist to support the work of the Elementary and Secondary Emergency Relief Fund under the Coronavirus Response and Relief Supplemental Appropriations Act grants and other funding received due to COVID.

**Activity 3** - Salaries and benefits for Grants Specialist to support the work of the Elementary and Secondary Emergency Relief Fund under the Coronavirus Response and Relief Supplemental Appropriations Act grants, other funding received due to COVID and support the Senior Grant Writer in applying and monitoring additional grants that focus on mitigating learning loss and acceleration for Pasco Students.

**Activity 4** - Other allowable costs for Indirect/Administration Fee

**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.**

**Pasco Charter Schools**:

**AAOTA** - Athenian Academy of Technology and the Arts is a cooperative learning school. We are a designated Title I school, with 75% of our students considered low-income. In addition, 40% of our students identify as a race that is not white. Based on our FSA student performance data, students with disabilities is one specific subgroup we are actively working on improving.

All team members receive extensive professional development training via Kagan Cooperative Learning to provide a brain friendly classroom where all students are actively engaged in the learning process. Athenian Academy operates on an extended school day, which has provided the school with extra instructional minutes. Athenian Academy’s school day operates from 8:00 – 3:00 each day. These additional instructional minutes help to accommodate our reteach and enrich reading and math programs for our students. Each week, students are assessed utilizing the school’s LMS, Schoology. The assessments are aligned to the Florida Standards and part of the school’s curriculum and are part of our school’s progress monitoring system. After the assessments, grade level teams, administration, and the school’s support team work together to analyze and monitor the data, identify skills that need additional instruction, group students into reteach and enrich group based on student performance data and identify students for additional support via Tier II and/or Tier III support services.

In addition to this, Athenian Academy provides a free after school tutoring program. The above student performance data is utilized to identify students for additional support in our after-school tutoring program. In addition to the above programs, ESSER funds are providing us with the ability to hire 4 instructional assistants to support small group students in classrooms for extra support. This will provide us with additional opportunities to support students identified via our progress monitoring system, specifically students identified in our subgroups that need additional support such as students with disabilities. Interventions will be monitored throughout the year as part of our progress monitoring system. In addition, we will assess the implementation of our interventions based on data from FSA student performance data, including learning gains, lowest 25% learning gains, and subgroup performance data.

**AATF** - Academy at the Farm will use Covid Support Interventionists (teachers) and a Mental Health Counselor to address the learning losses and social/emotional and mental health needs of learners resulting from Covid remote learning and interruptions to in class learning. Results will be measured using quarterly STAR assessment results, progress monitoring systems, and the Florida Statewide Assessments results. Data will be available via subgroup level. Upon monitoring of received data and measured student academic growth by the above-mentioned support staff, interventions and strategies will be updated to address the areas of deficiency(ies).

**CPS** - Continue to collect and closely monitor student data to continually assess student needs.

**CMCS** - Countryside Montessori Charter School (CMCS) will continue to monitor diagnostic assessments as well as progress monitoring platforms to identify gaps in learning resulting from loss of instructional time and/or student needs. Data obtained from these assessments and platforms will be utilized to develop a structured plan for addressing gaps. Instructional priority will be given to vulnerable students with the greatest need. CMCS closely tracks students with Progress Monitoring Plans in Reading and Math. To close achievement gaps, students will be given additional instruction and intervention based on data and needs determined by that data. CMCS utilizes a robust progress monitoring tool for reading with DIBELS (Grades 1-2) and Reading Plus (Grades 2-8) programs. We utilize MobyMax and Reflex Math (as well as our new Math platform) to support and build math skills for students in all grades (Grades 1-8). For students in Grades 1-5, they will be given additional Montessori lessons using materials for mastery of concepts. We will also be hiring an additional interventionist to provide more frequency of intervention for our Progress Monitoring Plan students. CMCS will offer a summer program (6-8 weeks) in reading and math to students that have not shown adequate progress and growth throughout the course of the school year. Students will participate in a program to bolster specific skills and strategies in reading and math. Recommendations for participation in the program will be based on data review as well as teacher recommendation.

**DSA** - Dayspring will be use Covid Support Technology Specialist, Covid Support Teachers, Covid Paraprofessionals, Mental Health Counselors, and in class and take-home technology to address the learning loss, social emotional and mental health needs of learners resulting from Covid remote learning and distributed in class learning.

Results will be measured using quarterly i-station results, progress monitoring systems, and the Florida Statewide Assessments results. Data will be available via subgroup level. Data will be monitored and evaluated. Programs, strategies, and intervention will be adjusted to address academic, social, and emotional needs are addressed.

**DSA Jazz -** Dayspring will be use Covid Support Teachers and Covid Paraprofessionals, to address the learning loss, social emotional and mental health needs of learners resulting from Covid remote learning and distributed in class learning.

Results will be measured using quarterly i-station results, progress monitoring systems, and the Florida Statewide Assessments results. Data will be available via subgroup level.  Data will be monitored and evaluated. Programs, strategies, and intervention will be adjusted to address academic, social, and emotional needs are addressed.

**INPA** - Interventions will occur during tutoring and catered to each individual student’s needs. This would be specifically for varied subgroups impacted by the lack of in person instruction over the course of the pandemic. By developing the skills sets of our teachers, we will have the ability to greatly increase the probability that students will be successful with instruction. Interventions will occur during the school RTI/MTSS block of time and will address gaps in learning based on benchmark assessments.

**ISLOL** - ISLOL team, including teaching staff, aides, administrative leadership, academic coach, MTSS and ESE teams meet to review FSA, STAR BOY and IRLA data. Students are grouped based on levels and skills needed and invited to participate in one or both of the following activities:

*Dragons’ Lair Before and After Care* – a free tutoring program 7am-8am and/or 2:45-6pm where students are led by certified teacher tutors in skills-based activities based on the Benchmark, BEST standards intervention programs.

*Daily campus interventions* – salaried staffed interventionists meet in small groups daily with level 1 and 2 students performing below benchmark for skills-based activities based on IRLA and HMH GO MATH lessons. These activities are an extension of their classwork.

Both activities will be tracked through MYSTUDENT for attendance as well as student data folders showing small group lessons and progress monitoring data. The data will be reviewed in the MTSS meetings as well as the data chats held monthly on early release days.

**LLA** – LLA will identify students by prioritizing the highest level of need students by subgroup to create intervention groups based on areas of need and strategically assign intervention resources and programs. Instructional strategies used are from Core Connections writing training, ELA BEST standards training, Kagan Cooperative Learning trainings/coaching and PLC’s. Intervention teachers, classroom teachers and ESE teachers will provide weekly instruction and use assessments to monitor student progress to evaluate effectiveness and adjust as necessary.

**PAP** - Pepin Academies Pasco will ensure the effectiveness of interventions to mitigate the academic impact of lost instructional time for our entire population of students with disabilities due to Covid 19 through the following:

* Administration of high-quality, research-based assessments 3 x yearly (iReady Assessments in Reading and Math; 2x yearly Write Score)
* Frequent and timely disaggregation of student assessment data through MTSS teams
* Provisions of specific and targeted interventions that address the learning loss of our students with disabilities as well as address the social, emotional, and mental health of our students through additional evidence-based mental health support and social emotional support activities.
* Provision of additional technology to support students and staff as necessary to differentiate instruction as well as provide technology in the event of school shutdown.
* Continuation of extended school day, afterschool tutoring and summer leaning camps (funded through Title 1 funding.)

**PAT** - Plato Academy Trinity will utilize COVID Intervention Specialists, COVID Reporting Support Specialist, Chromebooks with licenses, iPads, Mental Health School Counselor, COVID Technology Support Specialist, Air Quality Assurances and Cleaning Janitorial Services to support the school community through the COVID pandemic and address the learning loss of all learners including the reading and math needs of our lowest 25% performing students, the social emotional and mental health needs of learners resulting from Covid remote learning and distributed in-class learning.

The effectiveness of the interventions will be measured by annual growth of all students including the lowest 25% on FSA, growth measure on NWEA MAP, and annual growth measure on Moby Max.

**PAWC** - The school will ensure the interventions by using progress monitoring tools and procedures to ensure that the interventions correlate 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). The curriculum and programs used for the interventions will be drawn from evidence-based resources as adopted by the state of Florida or identified as such by <https://ies.ed.gov/ncee/wwc/FWW/Results?filters=,Literacy> and <https://ies.ed.gov/ncee/wwc/FWW/Results?filters=,Math>.

**UPCA** - Union Park Charter Academy will ensure that the ARP funded interventions are designed to meet the academic, social, emotional, and mental health of all students using baseline and interim assessment results, as well as through other stakeholder feedback and recommendations. School leadership will regularly meet with representatives from all areas including but not limited to teachers, special education staff, and ELL staff to ensure that the programs are meeting the needs of all students. Based on this feedback, adjustments to the ARP funded interventions will be made, as necessary.

**District**

Pasco is continuing the licensing/purchase of NWEA MAPS Testing to monitor potential learning loss and acceleration. Utilize as pre-mid-post testing. This addresses the need to mitigate learning loss, acceleration, and student engagement. Also, each platform has varied data reports to show mastery to specific skills and standards and to show growth overtime.

Pasco has also purchased an item bank for myProgress, and budget to provide training for teachers to create assessments using the item bank. This bank will provide teachers with high quality questions and professional development on how to use the bank and data analysis, to inform their instruction.

In addition, PascoData has budgeted for data analysis support, (for 2 years) includes a salary and Harvard fee. This will allow us to progress monitor students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction

**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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| --- |
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|  |