

2021-24 American Rescue Plan

Elementary and Secondary School Emergency Relief Fund

Local Educational Agency ARP ESSER Plan,

Application and Assurances

**[Walton County School District - 066]**

**Purpose**

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

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

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

**Directions**

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

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

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

**Part I: Implementation Plan**

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

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

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

* Activity 1 - Reimbursement to Charter school for pay for an in field teacher to provide intensive interventions to student in need of acceleration due to school closures or absences due to COVID19 for the 22-23 and 23-24 SYs. (Charter)
* Activity 2 – Reimbursement to Charter school for pay for an extended day/summer program to address learning loss, address acceleration needs and respond to students' social, emotional, and academic needs and address the impact of COVID-19 on all students including 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) for 21-22, 22-23 and 23-24 SYs. (Charter)
* Activity 3 – Reimbursement for Charter Schools - for approved items that aid in regular and substantive educational interaction between ALL students and their classroom instructors: Software and digital programs to assist Charter schools in accelerating learning and closing achievement gaps for all students in response to COVID19 school closures and absences: Achieve 3000, Language Live & Newela for 23-24 SY. (Charter)
* Activity 4 - Pay salary and benefits (for 23-24 SY) for one Teacher on Special Assignment (Science Coach) to support teachers in implementation of effective practices and rigorous standards in daily science instruction to meet the needs of ALL students. (WCSD)
* Activity 5 - Provide Summer Bridge and after school programs for students needing additional supports during the 23-24 SY and 2024 Summer for school sites - to include teacher and aide, bus drivers and bus aides and additional food service worker pay (including benefits), fuel costs, meal costs, materials and supplies for Summer Bridge or after school programs -pencils, crayons, markers, pens, paper, binders, folders, trade books, workbooks for instructing students and Technology related materials and supplies for Summer Bridge or after school programs-thumb drives, headphones, toner for instructing students; pay for food service workers to assist with preparing food for Summer Bridge program; meals/food for students that participate in Summer Bridge program; pay for bus drivers to transport students to and from Summer Bridge or after school program; pay for bus aides to assist drivers to transport students to and from Summer Bridge or after school program; Fuel for busses to transport students to and from Summer Bridge or after school program. Also, provide teacher as tutor pay ($25.00 per hour) for teachers to tutor students in need of additional supports and acceleration outside the regular school day during the 23-24 SY. Total estimated cost for the Summer Bridge and after school tutoring program is approximately $470,000 for 23-24 SY. (WCSD)
* Activity 6 – Full time teachers as interventionists (15 x $63,000 plus benefits for 2 years) to provide interventions for students 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) for the 22-23 and 23-24 SYs. Additional materials and supplies (pencils, crayons, markers, pens, paper, binders, folders, trade books, workbooks) for interventions needed to provide support to students for 22-23 and 23-24 SYs. (WCSD)
* Activity 7 – Full time substitutes (15 x $23,000 plus benefits for 2 years) to cover teacher absences at schools to ensure all students receive needed interventions as needed and scheduled for 22-23 and 23-24 SYs. (WCSD)
* Activity 8 - Digital instruction subscriptions to assist schools in accelerating learning and closing achievement gaps for all students in response to COVID19 school closures and absences for 21-22, 22-23 and 23-24 SYs. (Renaissance Place, Edgenuity/Edmentum, Florida Virtual School, K12 Stride, Elevate K-12) (WCSD)
* Activity 9 - Pay and benefits for substitutes to cover classrooms where teachers are required to self-isolate due to COVID19 for 23-24 SY. (Average sub pay of $85 per day x 14 days = $1190 + 8.16% benefits = $1,287.11 x approximately 31 teachers = approximately $40,000 for 23-24 SY) (WCSD)
* Activity 10 – Professional development during the 21-22, 22-23 & 23-24 SYs to increase teacher and administrator implementation of the PLC process. Enhanced PLCs will empower teachers and leaders to focus teaching and learning on closing achievement gaps and accelerating learning during the COVID19 pandemic. (Solution Tree consultant days - 4 days for 88 teachers at approximately $295 per 2 day session = $25,960, teacher stipends – 88 teachers at $130 per day for 2 days each = $22,880, books to support implementation of PLC PD- $13 per book for 88 teachers = $1,144 = total of approximately $50,000 per year for 3 years = $150,000) (WCSD)

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

None

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

None

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

None

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

None

**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.**

None

**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.**

None

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

None

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

None

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

* Activity 1 – Purchase of materials and supplies and equipment to continue to provide a safe and clean learning environment for students and staff through continued access to additional PPE and cleaning/sanitation items. These materials and supplies and cleaning and sanitation items include - mask, gloves, gowns, face shields, social distancing signs, cleaning trowels, microfiber for trowels, cleaning rags, spray bottles, disinfectant cleaner, sanitizing wipes and buckets, hand sanitizer, batteries, portable air purifiers, filters for air purifiers, portable HVAC, sanitizer sprayers, water bottle filling stations, carts, hand sanitizer dispensers, partitions, thermometers, carts, garbage cans, pressure washers, steam cleaner, cordless vacuum, back-up batteries, wet/dry vacuum, dumpsters, floor scrubbers, multi-surface machines, burnishers, buffers, sweepers, carpet extractors, fans, can liners, bowl cleaner/sanitizer, roll cleaning towels, mop heads, brooms, bowl brush cone, hose, pressure washer, cleaning buckets (Charters and WCSD).

**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.**

None

**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.**

* Activity 1 – Software and digital programs to assist schools in accelerating learning and closing achievement gaps for all students in response to COVID19 school closures and absences. (Charters – Career Technology, Blackboard Collaborate, Discovery Education IXL Math, All in Learning, College Board Pre-AP, Smart Notebook, Teacherease Administrative System, Naviance College and Career Readiness, Edpuzzle, Raptor, Instructional technology computer support)
* Activity 2 – Computer hardware, student and teacher devices and technology related materials and supplies, to support student and teacher access to high quality digital and blended instruction to accelerate learning and close achievement gaps for all students in response to COVID19 school closures and absences. (Charters – Chromebooks, Activboards, ThinkPads & Laptops) (WCSD – Dell laptops, Dell workstations, laptop carts, tablets, headphones, mice, ink/toner, microphones, cameras, power strips/surge protectors)
* Activity 3 – Pay salaries and benefits (continue for 23-24 SY) for two teachers (Digital Learning Specialists) to support implementation of educational technology and virtual and blended learning opportunities. (WCSD)
* Activity 4 – Pay salaries and benefits (continue for 23-24 SY) for two Computer Tech I positions to support implementation of needed devises for virtual and blended learning opportunities. (WCSD)
* Activity 5 – Technology equipment, materials and supplies and installation for increasing wifi capabilities at 4 bus yards across the district in order to download bus camera footage for contact tracing due to COVID19 (cable, surge protectors, access points wireless controller network management device, AP antenna, power injector, quad Xeon server). (WCSD)

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

* Activity 1 – Reimburse Charters for approvable purchases of social and emotional support programs to support ALL students and staff in response to COVID19. (Suite 360 for 23-24 SY.) (Charters)
* Activity 2 – Reimburse Charters for approvable payment for additional Mental Health Counselor to support ALL students and staff in response to COVID19. (on site 5 days per week during 22-23 & 23-24 SY) (Charters)
* Activity 3 – Pay for contracted services (continued for 23-24 SY) for Guidance Support (approximately 9 @ $20,000) to assist schools in meeting social and emotional needs of ALL students and staff in response to COVID19. (WCSD)

**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.**

None

**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.**

None

**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.**

None

**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 – Purchase of equipment and installation of upgraded HVAC components to improve classroom air quality for students and staff to improve indoor air quality to reduce exposure risk of COVID19. (WCSD)

**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.**

* Activity 1 – Reimbursement to Charter Schools for pay and benefits for part-time custodian for operation of school facilities to effectively maintain the health and safety of students and staff for 22-23 and 23-24 SYs. Approximate salary and benefits of $30,000 per year. (Charter)

**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.**

* Activity 1 - Reimbursement to Charter school for pay for an attendance officer to assist in addressing habitual absences and learning gaps due to COVID19 for the 22-23 and 23-24 SYs. Approximate salary and benefits of $50,000 per year. (Charter)
* Activity 2 – Pay salaries and benefits for three additional custodians to support additional needs for cleaning and sanitation due to COVID19. These positions will continue to be funded for the 23-24 SY. (Approximate average salary $33,000 + $9000 group insurance + 22.42% benefits) (WCSD)
* Activity 3 – Additional pay for employees working during COVID19 pandemic for 21-22 & 22-23 SYs. (COVID-19 Relief Bonus and Keep Moving “4wRd” Bonus) (WCSD)

**COVID-19 Relief Bonus**

During the 2021 Legislative Session, Florida Governor Ron DeSantis worked with the Legislature to provide $1,000 Disaster Relief Payments to full-time classroom teachers, certified Pre-K teachers funded by the FEFP,  and principals of schools that serve PreK-12 students as of the last day of the 2020-21 school year or June 2, 2021, whichever date is better for the recipient. Further, the Office of Early Learning administered bonuses to qualifying early learning instructors who did not qualify for the aforementioned Disaster Relief Payment.

The Walton County School Board recognizes the important contributions of all Walton County School District employees who continue to assist in closing the COVID-19 learning gap. In response, The Walton County School Board will provide a one-time $1,000 COVID-19 Relief Bonus to all employees of Walton County School District that meet the following eligibility criteria:

1. Employed by Walton County School District in a full-time position at the time of bonus distribution,
2. Employed by Walton County School District during the 2020-21 school year in a full-time position,
3. Was considered an active employee as of the last day of school, May 26, 2021, and
4. Did not receive the Disaster Relief Payment issued by the State of Florida or the Office of Early Learning.

Additional Terms:

1. Eligible employees may receive only one COVID-19 Relief Bonus.
2. FICA and Medicare taxes in the amount of $82.84 will be paid by the Walton County School Board in addition to the $1,000 COVID-19 Relief Bonus, for a total gross amount of $1,082.84.

**Keep Moving “4wRd” Bonus**

The Walton County School District recognizes the challenges faced and the outstanding dedication shown by our employees during the 2021-22 school year as we keep moving “4wRd” toward closing COVID learning gaps and march closer to our goal of being the #1 ranked school district in Florida. In honor of their tremendous dedication and hard work, eligible employees that are currently employed by the WCSD and actively working at their site fulfilling assigned duties during the 2021-22 school year when funds are distributed will receive a non-recurring bonus at the end of each semester. The amounts of the non-recurring bonuses are provided below.

* 1st Semester Bonus
	+ Full Time - $500
	+ Part Time - $250
* 2nd Semester Bonus
	+ Full Time - $1,000
	+ Part Time - $500
* Activity 4 – Contract personnel to provide daily support (Continued for 23-24 SY) in maintaining the operation of additional record keeping and compliance monitoring due to CARES assistance to combat COVID19. (WCSD)
* Activity 5 – Subscription to technical assistance support through CARESNET collaborative group (Continuation for 23-24 SY). CARESNet will provide training and technical assistance designed to support the best, allowable uses of funds provided by the US Congress for response to, and recovery from the impact of, COVID-19 on K-12 education. Because these funds are large and both needs and expenditures are wide-ranging, planning and management requires vigilant administration. The Network will assist district-level administrators as they implement the three existing COVID-19 funding packages that have been announced as of March 31, 2021, and any additional packages that may be passed by the US Congress in the future. The goal of CARESNet is to work together to collectively solve problems, to streamline management and reporting, and advocate with the Florida Department of Education to address problems; and to share best practices information. (WCSD)
* Activity 6 – Purchase of communication web subscription to keep parents informed of efforts to accelerate student learning and close the learning gap caused by COVID19. (Remind 101, Bloomz) (WCSD)
* Activity 7 – Purchase of additional materials and supplies and equipment to provide musical instruments for students to decrease the need to share instruments and supplies to lessen the spread and potential contact of COVID19. (musical instruments, cleaning wipes, reeds, sanitizer) (WCSD)

**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 - Miscellaneous Expenses - Indirect Costs at an approved unrestricted rate of 20**%** for 21-22 SY. 5% cap applied. (WCSD)

**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.**

Walton County School District is dedicated to increase achievement for each child by ensuring access to rigorous programs, addressing diverse educational needs, and providing access to technology and digital curriculum. WCSD is determined to implement a comprehensive curriculum driven by Florida Standards and other standards established by the Florida Department of Education and implemented through research-based instructional best practices.

Walton County School District is committed to the implementation of a Multi-Tiered System of Supports (MTSS) framework for aligning efforts to improve educational outcomes and meet the academic and behavioral needs of all students, including vulnerable populations, such as students from low-income families, students of migrant workers, students who are homeless, and students in foster care.

(2) pre- and post- assessments that will be used to assess students’ progress;

Schools must progress monitor all students on the Florida Standards English Language Arts assessment at least three times per year to include a base line, midyear, and end-of-year assessment. In English Language Arts and math, screening, diagnostic assessment, and progress monitoring assessment data are used in making decisions about core, targeted and intensive instructional needs. Proficiency in English Language Arts, mathematics, science, and social studies will affect promotion and placement. Pupil proficiency levels in English Language Arts, mathematics, social studies, and science will be evaluated at each grade level.

Students who are identified as non-proficient may be provided intensive remediation through a Progress Monitoring Plan. School personnel may waive instruction in non-academic subjects in order to schedule remedial instruction necessitated by a Progress Monitoring Plan. Prior to any schedule change, parents will be involved through the MTSS process.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Grade Level(s) | Reading | Math | Science | Other |
| Pre-K | Bright Beginnings |  |  |  |
| Kindergarten | STARFLKRS (first 30 days)PAST, LETRS Screener | STAR |  |  |
| 1st & 2nd Grade(s) | STARPAST, LETRS Screener | STAR Pre/Mid/Post District Assessment |  |  |
| 3rd-5th Grade(s) | STARPAST, LETRS ScreenerDistrict Writes | STAR Pre/Mid/Post District Assessment | Pre/Mid/Post District Assessment |  |
| 6th-12th Grade(s) | STARDistrict WritesTier 2: Achieve 3000 or Language Live | STAR Pre/Mid/Post District Assessment | Pre/Mid/Post District Assessment | Comprehensive Nine Weeks TestComprehensive Semester Test |

(3) the evidence-based interventions that will be employed;

The District will continue to provide high quality instruction and interventions matched to student needs and use learning rates and levels of performance to inform instruction, including decisions regarding promotion, acceleration, retention, and remediation. Data will continue to guide district, school, grade, class, and individual level decisions about the allocation of resources and intensity of interventions needed to improve learning and behavior. The Multi-Tiered System of Supports (MTSS) is defined as a whole school, data-driven, prevention-based, framework for improving learning and behavioral outcomes for every student through a layered continuum of evidenced-based practices and systems.

All schools must have regularly scheduled meetings of the School Based Intervention Team {SBIT) that includes administrators, guidance counselors, teachers, and other related personnel who are involved with student achievement at the school level. The focus of the SBIT within MTSS is to review student progress and identify students needing intervention.

a. School Based Intervention Teams will continue to monitor the progress of all students in all learning modalities. The SBIT will identify students who may have regressed during the fall semester, particularly those that have been exacerbated during the pandemic. Schools will continue to have intervention time built into master schedules to ensure remediation, acceleration, and/or enrichment is provided for all students. Many schools have been and will continue to offer tutoring sessions for students failing to make adequate progress before and/or after school. The Walton County School District will provide Summer Reading Camp for third grade students as indicated by data. Our Extended School Year {ESY) Summer program will focus on individualized and targeted student needs based upon IEP team determinations. Summer Bridge Programs are also provided for elementary, middle, and high school students to address learning needs.

b. The SBIT is responsible for developing and designing interventions aligned with the data which assess student growth and acceleration. It is recommended that schools implement "Early Warning Systems" to identify students and target students. Suggested 'warning signs' include, but are not limited to, students with

* Prior retentions
* FSA Level 1 or 2 scores
* Below grade level reading and/or math abilities
* Prior Tier II and/or Tier Ill services
* Physical and/or medical concerns
* Significant discipline history
* Demonstrated social-emotional needs
* Attendance below 90%

c. Targeted, researched-based interventions are delivered during dedicated times throughout the instructional day. In addition to academic supports, each school has at least one school counselor and an assigned mental health counselor to provide students with mental health screening, assessment, interventions, and services needed to support students coping with pandemic related matters or with social/emotional/behavior issues that may have been escalated due to extended school closures.

A clear plan for effective school wide data use is essential to developing a data-driven culture that ensures individual student success. Please visit the link below to access our WCSD K-12 District Reading Plan and Progress Monitoring Guides. https://www.walton.k12.fl .us/k-12-literacy

(4) Description of professional development on the use of a multi-tiered system of supports; and

Walton County School District collaborates with teachers, administrators, charter school contacts, and Panhandle Area Educational Consortium (PAEC) districts in the development of our professional development plan. The continuous analysis of disaggregated student data is the foundation of our professional development system. School leaders, instructional trainers, and district instructional personnel receive ongoing training and support for the purpose of providing researched-based, on-site professional development to each school community within the district. School communities are comprised of students and parents, administrative personnel, instructional personnel, support personnel, business partners, and personnel who provide health and social services to students. Input from school level contacts, parent survey results, and school staff survey results were used to determine a focus, strategies, and deliverables for the successful implementation of professional development.

a. The WCSD Technology Department worked jointly with the Curriculum and Instruction department to survey school hardware and infrastructure needs and set a plan for increasing WCSD's capacity to implement digital curriculum through both changes in instructional practice and appropriately allocated technology resources. Innovative and virtual learning modality trainings were provided to all staff during preplanning. How to conduct whole group and small group instruction online was the focus of multiple sessions to review the basics of teaching remotely, including how to effectively use cameras, hardware and Microsoft Teams to enhance and engage students in instruction. Our Digital Learning Specialists continue to provide professional development regularly through the use of on line forums and face-to-face communication to discuss the implementation of digital curriculum and changes needed to meet the needs of all learners.

b. WCSD is committed to reaching all learners, regardless of their abilities. Students with disabilities and English language learners (ELL) require accommodations and modifications and our staff is devoted to utilizing flexible ways to present information using a multitude of devices and software applications to meet the needs of all students. District supported professional learning promotes proficiency improvements of individual students, educators and school-based teams. The focus of such proficiency improvements is to provide a PreK-12 learning environment with the instructional support to produce college and career ready students. District and school supported professional learning resources focus on the fidelity of implementation of priority initiatives and other major district systems designed to result in student success. WCSD continues to provide trainings on instructional strategies, intervention materials and resources for how to provide differentiated intensive targeted instruction to students in MTSS who are targeted as needing Tier 2 and Tier 3 interventions.

c. The district's Professional Development Leadership Team, Instructional Coaches and Digital Learning Specialists collaborate regularly to provide onsite and district-wide ongoing support/trainings on specific learning management systems and technology needs. Each school site has a designated Professional Learning Facilitator (PLF) who orients all educators to the professional development system, orients new teachers to the ePDC system, facilitates onsite professional learning as needed, and supports the development and facilitation of Professional Learning Communities (PLCs). Specific school-based professional development is provided and supported through PLCs. Please visit the link below for access to the WCSD Professional Learning Calendar. https://www.walton.k12.fl.us/professional-learningcalendar

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

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

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

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

**Part IV: Assurances**

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

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

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

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

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

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

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

**Acknowledgement**

Local Educational Agency Chief Executive Officer or Authorized Representative

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| **Name and title of person responsible for completion and submission**  |
| Myca Chandler – Coordinator of Instructional Support |
| **Contact information: email, phone number** |
| myca.chandler@walton.k12.fl.us 850-892-1100 ext 1410 |
| **Superintendent signature (or authorized representative)** |
| A. Russell Hughes \*\* |

***\*\*See signed page in PDF file with DOE 100A***