

2021-24 American Rescue Plan

Elementary and Secondary School Emergency Relief Fund

Local Educational Agency ARP ESSER Plan,

Application and Assurances

Board approved 12/7/2021

**[LEA and Number]**

**Purpose**

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

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

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

**Directions**

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

* LEA ARP ESSER Plan, Application and Assurances utilizing this template;
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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).

*The Sumter County School Board is requesting funds to continue our effort to close the achievement gap by extending the instructional school day for all students by 28 minutes. The school board is committed to providing principals and other school leaders with the resources necessary to address the needs of their individual schools by adding an additional thirty (30) minutes to each paraprofessional’s day, affording a permanent substitute for each campus, and adding an extra thirty (30) minutes to school clerks. This extra time will allow principals to better address the needs of their individual schools.*

*Sumter County considers the needs of the students of the utmost priority. To meet the needs of individual populations, the school board is providing each school with a team of Acceleration teachers. The Acceleration Teams on each campus will be supported by the district math and science teachers on special assignment and data scientists. The Acceleration Team will consist school based reading and math interventionists, MTSS, and ESE Inclusion staff. These interventionists will provide specific, targeted, and intentional interventions that will help address missed learning for all student populations. These interventionists will work closely with leadership at each school to design intentional, focused, and individualized intervention plans for students who demonstrate any deficiencies in their performance. An intervention teacher plays a key role in assisting students who are experiencing academic difficulties in the classroom while communicating with staff and parents. An intervention teacher provides expertise and intentional support to students who are not making adequate progress and will monitor academic performance. MTSS staff members and ESE Inclusion staff members will provide the assigned interventions according to the student’s individual needs and/or plans. The Teachers on Special Assignment in the Curriculum Department will help to coordinate programs, provide in‐service and resources for the schools in selected subject area(s).*

*The District Graduation Coach will coordinate district‐wide school‐based implementation of individualized graduation support plans for secondary students, increasing the district and school graduation rate and the number of graduates who are college and/or career ready at graduation. Sumter County School Board has also hired a Specialist of School Choice who will assist those students who require alternative educational opportunities.*

*Sumter County will use state FSA/Progress Monitoring data along with i‐Ready Diagnostic assessments to monitor student progress. Interventions will include small‐group, explicit and systematic instruction on specific skills individual students have proven to have missed. Interventionists will work with administration, data scientists, and teachers to ensure the interventions being provided are effective in closing any achievement gaps. Intervention plans will be adjusted based on continuous progress monitoring.*

*Professional Development opportunities will be offered throughout the year to ensure that teachers are properly trained on multi‐tiered systems of support from both school‐based and district‐based leaders and administrators.*

*Sumter County utilizes a district‐wide communication plan with parents, to include: Remind, Parent Portal via Skyward, district call‐outs, and our website. Schools host multiple events for parents, both in‐person and virtual, including AR Nights, Math and Science Nights, and Standards practice*

1. *Continuation of Extended day for all instructional staff*
2. *Continuation of Extended day for paraprofessionals*
3. *Continuation of Permanent substitute for each campus*
4. *Continuation of Extended day for school based clerks*
5. *Continuation of Acceleration Teachers*
6. *Continuation of Specialist of School Choice*
7. *Continuation of District Graduation Coach*
8. *Continuation of District Math, Science, & Instructional Technology TOSAs*
9. *Continuation of Substitutes from Kelly Services*

*The process used to a*ssess, serve, and monitor these students and interventions provided to all students is explained in Part II.

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

*The state and district have adopted and implemented the new BEST standards and have begun adopting new instructional materials aligned to the new standards. Last year the district purchased new ELA instructional materials for grades K-12, which costs more than the district’s allocation. The district has also has experienced an increase in enrollment from the previous school year. The district has received it instructional material allocation for this school year, but based on the amount spent the previous year and with the increase of enrollment, the district is requesting to use a portion of these funds to supplement the current allocation to provide our students and staff with instructional materials that are aligned to the new state standards. Both digital and bound copies will be purchased for the use with our 1 to 1 digital platform and in areas of poor or no internet, bound copies will be available in case of long term school closer or quarantine.*

1. *Math instructional materials/textbook purchase*

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

NA

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

NA

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

NA

**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.**

*Sumter County is also going to supplement additional insurance costs to offset additional costs to employees. These funds will offset the increase in insurance costs to the district that are related to the increase in medical costs related to COVID-19. This will have a district-wide impact for staff.*

*1. Supplemental insurance costs*

**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.**

NA

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

NA

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

NA

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

NA

**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.**

NA

**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.**

NA

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

*Sumter County School Board will continue to fund a school psychologist and a social worker, which originated with ESSER I & II funds, for the district to provide mental health services and supports. Sumter County will also continue to provide funding for Potentials Counselors through Life Stream (community partner). Sumter County will also provide a billing clerk to assist with mental health services Medicare billing.*

*1. School psychologist*

*2. Social Worker*

*3. Billing Clerk*

*The district will also use funds to support the cost of the mental health renewal training for all staff. Every three years, all staff must receive mental health training.*

*5. Mental Health Training Token purchase ($29.95 per person)*

Charter School:

Campus-Wide

* Contracted mental health services (CCOS via LifeStream & "other mental health services" - $52,380.08 (for 2 years)
* Mental Health Support Staff - $40,000 (for 1 year)
* SEL Curriculum for students & staff - $20,000

**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.**

NA

**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.**

NA

**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.**

*Sumter County will continue the position of Chief Custodian from ESSER I & II. It is his responsibility to enable operation of schools to reduce the risk of virus transmission and exposure to environmental health hazards.*

1. *Continuation of Chief Custodian position*

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

NA

**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.**

NA

**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.**

*Due to the increase utilization of technology in schools by all students in Prek- 12, the district will be using a portion of these funds to increase the number of computer technicians to support students and staff in computer repair and troubleshooting.*

*The district in a form of a one-time disaster relief payment is proposing to pay $1000 to all personnel that did not previously receive this type of payment from the state. The district is experiencing retention and recruitment issues and the disaster relieve payment would assist in supplementing our efforts to retain and recruit needed workers to provide services to our students in the area of food service, transportation, clerical, custodial, maintenance and instructional staff.*

*Another effort to retain and recruit needed staff is to use a portion of the funds to increase the salary of our lowest paid employees. Many of the private companies surrounding our school district have increased their starting salaries and provided signing bonuses. In this competitive market for recruiting workers, we will use a portion of these funds to increase our hourly rate to recruit a quality workforce to serve our students.*

*As explained in earlier sections, these funds will allow the district to maintain the continuity of services to students and schools in an extended day program and the continuation of the “A” Team staff that provide the interventions to students to assist in closing the achievement gap identified based on district and state data*

1. *Hiring additional Computer Technicians*
2. *Disaster Relief Payment*
3. *Increase Hourly Rate of Lowest Paid Employees*

**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.**

*Administrative costs of 5% will be utilized by the district from the grant.*

**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.**

*Sumter County School District’s approach to progress monitoring and interventions are planned, intentional, and purposeful. Student learning is assessed through research- and evidence-based measures of performance. Our school-based Acceleration Teams, “A” Teams, consist of educators including administrators, data scientists, interventionists, and resource teachers. These teams work together to analyze and disaggregate data.*

*The members of each “A” Team work closely with teachers to prescribe and deliver intentional and specific interventions for specific students who are identified as having missed elements of their learning due to COVID 19. The members of the “A “Team study data with their teachers each week to ensure students are demonstrating acceleration and working to close the achievement gaps. When determined that a particular intervention may not be working for a particular student, the “A “Team works with the teacher to pivot and offer alternative interventions. These weekly meetings with the “A” Teams and classroom teachers always include discussion of student data and often involve discussions about curriculum and resources that may be used for interventions.*

*One tool on which Sumter relies heavily is i-Ready. With i-Ready Assessments, educators can:*

* *Pinpoint students’ strengths and what they need to work on to reach (or exceed) grade-level proficiency;*
* *Access an easy-to-use dashboard and robust reports to monitor student growth and inform instruction; and*
* *Seamlessly connect assessment results to i-Ready Learning instructional resources.*

*The rich data from i-Ready Assessment empowers teachers with a deeper knowledge of their students’ needs. Based on industry-leading research into assessment design and backed by extensive validity evidence, sophisticated data are transformed into meaningful, actionable insights that make differentiating instruction a reality for teachers. A suite of intuitive reports provides common language through which both teachers and administrators can work toward the shared goal of student achievement. i-Ready Assessments:*

* *Pinpoint students’ strengths and knowledge gaps at the subskill level;*
* *Deliver individualized learning paths in i-Ready Personalized Instruction;*
* *Provide Tools for Instruction to address skills gaps identified by the Diagnostic;*
* *Save time by automatically grouping students and offering targeted instructional recommendations;*
* *Help educators spot trends across groups of students; and*
* *Include a wide range of accessibility features to maximize usability for all students*

**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

|  |
| --- |
| **Name and title of person responsible for completion and submission** |
| Deborah Moffitt, Assistant Superintendent |
| **Contact information: email, phone number** |
| Deborah.moffitt@sumter.k12.fl.us |
| **Superintendent signature (or authorized representative)** |
| Richard A. Shirley |



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**[LEA and Number]**

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|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Activity 1: Addressing Learning Loss (at least 20% of total allocation)** |  |  |  |  | $3,328,880.00   |  |  | | --- | --- | | ($2,219,253.33 | … $1,109,626.67) | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| VES --Instructional Interventionist (4 fulltime-1 carryover from ESSER II + 3 new positions) - $517,400 (for 2 years) --Curriculum Resource Teacher (3 fulltime-1 carryover from ESSER II + 2 new positions) - $531,000 (for 2 years) --ESE teacher (fulltime...carryover from ESSER II) - $65,750 (for 1 year) --i-Ready Assessment & Instruction - $100,000 (for 2 years) --Intervention Curriculum (HearBuilder, Saxon, etc.) - $82,000 (for 2 years) --Summer School Program (staffing & curriculum) - $104,000 (for 2 years) --After School Tutoring - $75,000 (for 1 year) | $1,475,150.00 |  |  |  |
| VCMS --ESE teacher (fulltime...new position) - $65,750 (for 1 year) --Instructional Interventionist (fulltime...carryover from ESSER II) - $130,000 (for 2 years) --Instructional interventionist (fulltime...new position) - $130,000 (for 2 years) --RTI Interventionist (fulltime...carryover from ESSER II) - $81,000 --2 Part time Instructional interventionists (@27/hr x 4hr x 180 days x 1.1315 = $22,000 per year for 1 person) - $84,000 (for 2 years for 2 positions)  --I Ready - address learning loss in ELA & Math @ $32,130 (9 months...possibly carryover from ESSER II) --I Ready - address learning loss in ELA & Math @ $85,800 (for 2 years) --I Ready - address learning loss in ELA & Math @ $43,000 (for 1 year - New Campus) --USA Test Prep - address learning loss in Science and Social Studies - $8,400 (2 years) --Summer School Recovery Program - $111,100 --Summer School Curriculum Development - $1500 --Saturday School Grade Recovery Program - $37,000 --Saturday School Curriculum Development - $1500 --Tutoring - After-School - $34,000 |  | $845,180.00 |  |  |
| VHS --Instructional Interventionist (fulltime carryover from ESSER II) - $134,500 (for 2 years) --ESE teacher (fulltime...carryover from ESSER II) - $65,750 (for 1 year) --RTI Interventionist (fulltime...carryover from ESSER II) - $82,000 --RTI Math Interventionist - $163,000 (for 2.5 years) --Content Literacy Specialist - $107,700 (for 1.5 years) --Guidance Aide/Attendance - $96,000 (for 2.5 years) --Guidance Counselor Extra Hours (stipend for additional tracking and implementation of interventions of "at risk" student subgroups) - $30,000 (for 2.5years) --Test Prep/College -Ready Assessments (SAT, ACT, PSAT, etc.) - $26,600 |  |  | $705,550.00 |  |
| Campus-Wide --Curriculum, Data & Assessment Coordinator (fulltime...carryover from ESSER II) - $156,000 (for 2 years) --Software package to administer high quality assessments and to provide data analysis for staff (SchoolCity and eduCLIMBER) - $72,000 (for 2 years) --Online Tutoring Services - $75,000 |  |  |  | $303,000.00 |

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

The Villages Charter School has NO planned activities.

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

The Villages Charter School has NO planned activities.

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

The Villages Charter School has NO planned activities.

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

The Villages Charter School has NO planned activities.

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

The Villages Charter School has NO planned activities.

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

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Activity 2(F)** |  |  |  |  | $367,000.00   |  |  | | --- | --- | | ($244,666.67 | … $122,333.33) | |

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| --- | --- | --- | --- | --- |
| VES |  |  |  |  |
| VCMS |  |  |  |  |
| VHS |  |  |  |  |
| Campus-Wide --ESE School Psychologist (fulltime...new position) - $150,000 (for 2 years) --ESE SLP (fulltime...carryover from ESSER II) - $67,000 (for 1 year) --ESE SLP (fulltime...new position) - $67,000 (for 1 year) --ESE Support Staff (part-time...carryover from ESSER II) - $83,000 (for 2 years) |  |  |  | $367,000.00 |

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

The Villages Charter School has NO planned activities.**Activity 2** (H) **Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.**

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| **Activity 2(H)** |  |  |  |  | $27,140.00   |  |  | | --- | --- | | ($18,093.33 | … $9,046.67) | |

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| VES |  |  |  |  |
| VCMS |  |  |  |  |
| VHS |  |  |  |  |
| Campus-Wide --After School Clinic Assistants (contracted @ $20/hr) - $27,140 (for 1 year) |  |  |  | $27,140.00 |

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

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| **Activity 2(I)** |  |  |  |  | $28,000.00   |  |  | | --- | --- | | ($18,666.67 | … $9,333.33) | |

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| VES Cleaning Supplies | $15,000.00 |  |  |  |
| VCMS Cleaning Supplies |  | $5,000.00 |  |  |
| VHS Cleaning Supplies |  |  | $5,000.00 |  |
| Campus-Wide Cleaning Supplies |  |  |  | $3,000.00 |

**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.**

The Villages Charter School has NO planned activities.

**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.**

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| **Activity 2(K)** |  |  |  |  | $112,800.00   |  |  | | --- | --- | | ($75,200.00 | … $37,600.00) | |

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| VES |  |  |  |  |
| VCMS |  |  |  |  |
| VHS --Laptops for HS Teachers (replacing outdated Lenovo models) qty.13 $9500.00 --Replacement monitors for 136 Engineering Lab qty.27 $4500.00 --Hard Drive upgrades for Graphic Arts and Media Production labs. Qty50 $2500.00 |  |  | $16,500.00 |  |
| Campus-Wide --Technology Needs (laptops, phones, etc.) for newly created, grant-funded positions & Inventory Preparedness - $30,000 --(K-8) PIKMYKID Subscription for Dismissal - $9,500 (for 2 years) --Educational & Utility Software/Apps - $56,300 (i.e.: Google Workspace for Education Plan, Screencastify/Submit, Snagit, KAMI, Blocksi, etc.) --Wi-Fi Hotspot (T-Mobile) - $500 |  |  |  | $96,300.00 |

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

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| **Activity 2(L)** |  |  |  |  | $112,380.08   |  |  | | --- | --- | | ($74,920.05 | … $37,460.03) | |

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| VES |  |  |  |  |
| VCMS |  |  |  |  |
| VHS |  |  |  |  |
| Campus-Wide --Contracted mental health services (CCOS via LifeStream & "other mental health services" - $52,380.08 (for 2 years) --1 Mental Health Support Staff - $40,000 (for 1 year) --SEL Curriculum for students & staff - $20,000 |  |  |  | $112,380.08 |

**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.**

The Villages Charter School has NO planned activities

**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.**

The Villages Charter School has NO planned activities

**Activity 2(O) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.**

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| **Activity 2(O)** |  |  |  |  | $139,000.00   |  |  | | --- | --- | | ($92,666.67 | … $46,333.33) | |

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| VES Touchless Commercial Faucet | $50,000.00 |  |  |  |
| VCMS Touchless Commercial Faucet |  | $27,000.00 |  |  |
| VHS Touchless Commercial Faucet |  |  | $27,000.00 |  |
| Campus-Wide  Miscellaneous repairs/improvements |  |  |  | $35,000.00 |

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

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| **Activity 2(P)** |  |  |  |  | $150,000.00   |  |  | | --- | --- | | ($100,000.00 | … $50,000.00) | |

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| VES iWave | $60,000.00 |  |  |  |
| VCMS iWave |  | $45,000.00 |  |  |
| VHS iWave |  |  | $45,000.00 |  |
| Campus-Wide |  |  |  |  |

**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.**

The Villages Charter School has NO planned activities

**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.**

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| **Activity 2(R)** |  |  |  |  | $1,250,166.92   |  |  | | --- | --- | | ($833,444.61 | $416,722.31) | |

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| VES --Building Administrator (VP) - $82,500 (for 1 year) --School Counselor - $65,000 (for 1 year) --Teacher Assistants - (6) $113,000 (for 1 year) | $260,500.00 |  |  |  |
| VCMS --Dean/Teacher - FT Teacher Pay Rate 50K + Benefits = $130,000.00 (2 Years - North Campus) --School Counselor - $65,000 (for 1 year) --Teacher's Assistant Positions - 2 Positions PT $90,000.00 (2 years) --Curriculum for SEL Courses = $3000.00 ($1500 Textbooks) ($1500 digital learning) |  | $288,000.00 |  |  |
| VHS --Dean of Students (2) - $203,000 (for 1.5 years) --School Counselor - $65,000 (for 1 year) --Extra Duty Hours Stipend for Staff Member (for Buffalo Pride virtual events, etc.) - $4,500 (for 2.5 years) --Portable/Mobile Classroom equipment - $18,700 --Lunch/Cafeteria Porter - $23,400 (for 2.5 years) --Substitutes for BEST Standards Implementation, Content Literacy, SEL Teacher Training - $23,400 |  |  | $338,000.00 |  |
| Campus-Wide --iBoss Web Filter renewal, $20,866.92 (1 year) --Security & Logistics Support on evenings, weekends and summer - $8,000 (for 2 years) --Extra days Stipends for 11 Vice Principals (carryover from ESSER II) - $74,800 (for 2 years) --IT Dept. technician laptops (Qty 5) - $5,000 --"A-Plus" School Recognition Bonus - $255,000 |  |  |  | $363,666.92 |

A-School Recognition and Retention Pay Program Rationale: The Villages Charter School (VCS) believes our “A-Recognition and Retention Pay” program, included in our ARP-ESSER application, is an allowable expenditure. The plan meets the guidelines set forth by the U.S. Department of Education and the Florida Department of Education. Here is what The U.S. Education Department says concerning “premium pay.”

From the [ARP-ESSER FAQ](https://oese.ed.gov/files/2021/05/ESSER.GEER_.FAQs_5.26.21_745AM_FINALb0cd6833f6f46e03ba2d97d30aff953260028045f9ef3b18ea602db4b32b1d99.pdf)

*D-6. May an LEA use ESSER and GEER funds to provide “premium pay” or other additional compensation for teachers, principals, and other school personnel, including school nutrition staff and custodians?*

**Yes. Premium pay must be reasonable and necessary and consistent with 2 CFR § 200.430(f), and given pursuant to an established plan (which could be established in response to the COVID-19 pandemic), consistent with applicable collective bargaining agreements and other relevant policies and requirements.**

From the Code of Federal Regulations [**2 CFR § 200.430(f)**](https://ecfr.federalregister.gov/on/2021-03-31/title-2/subtitle-A/chapter-II/part-200/subpart-E#p-200.430(f)) *Incentive compensation.*

**Incentive compensation to employees based on cost reduction, or efficient performance, suggestion awards, safety awards, etc., is allowable to the extent that the overall compensation is determined to be reasonable and such costs are paid or accrued pursuant to an agreement entered into in good faith between the non-Federal entity and the employees before the services were rendered, or pursuant to an established plan followed by the non-Federal entity so consistently as to imply, in effect, an agreement to make such payment.**

The VCS recognition pay plan is “reasonable,” “necessary,” and “consistent” with the Code of Federal Regulations.

The Florida Education Department seeks clarity on two questions:

* How would the Villages Charter School’s “A-School Recognition & Retention Pay” program *“...be preparing for, responding to, or preventing COVID-19.”*
* Who would be eligible and how much would each person receive?

In response to the pandemic, the Villages Charter School (VCS) rapidly implemented numerous additional academic interventions to help struggling students during the 2020-21 school year. The charter school’s dedicated faculty and staff administered these interventions with fidelity. These interventions, we believe, were critical to the success seen on the end of year FSA state assessments.

The state assessments are the basis for yearly school grades given by the state of Florida. The Florida legislature, unfortunately, did not fund the “A-Plus Recognition” program for the 2020-21 school year. The Villages Charter School believes that our teachers and staff should be recognized and rewarded for their efforts during a very difficult and challenging school year.

During the 2020-2021 school year, The COVID-19 pandemic presented numerous academic challenges for the Villages Charter School:

* Increase in Learning loss/Academic struggles exhibited by students.
* Increase in Student Absenteeism due to following quarantine protocols
* Increase in Faculty/Staff Absenteeism due to following quarantine protocols
* Increase in teacher “workload” due to traditional, hybrid and online learning environments.

Despite these challenges, VCS was able to maintain its “A” school grade for the 2020-21 school year. Our “A-School Recognition & Retention Pay” recognizes the hard work and sacrifices VCS faculty and staff made in overcoming the many “COVID” challenges.

The Villages Charter School prides itself on the quality of its staff. The “A-School Recognition & Retention Pay” would incentivize our staff to remain at the charter school to continue delivering quality instruction and service to our VCS students and their families.

The “A-School Recognition & Retention Pay” program will be modeled after the state’s “A-Plus” program in previous years.

* Each level (elementary, middle and high) would receive a portion of the total pool of recognition money ($255,000), based on enrollment during the 2020-21 school year.
* Each level will craft an equitable plan to disperse their allocated recognition money.
* Faculty and staff at each level will vote on their plan.
* All faculty and staff at each level would be eligible to receive a portion of the recognition money as determined by each level’s plan.

**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.**

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| **Activity 2(S): Administration** |  |  |  |  | $207,000.00   |  |  | | --- | --- | | ($138,000.00 | $69,000.00) | |

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| VES |  |  |  |  |
| VCMS |  |  |  |  |
| VHS |  |  |  |  |
| Campus-Wide --Grant Coordinator (fulltime...carryover from ESSER II) - $207,000 (for 2 years) |  |  |  | $207,000.00 |

**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.**

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| **VES (Elementary)** To combat learning loss identified by State and District assessments, caused by the COVID-19 pandemic, VES will implement the following interventions:  I. Four (4) full time Instruction Interventionists (two for English Language Arts and two for Math) -- They will provide interventions in the area of student needs to offset the academic loss for identified students.  II. Three (3) Curriculum Resource Teachers -- They will be responsible for many components of the RtI/MTSS process to include: schedule, prepare documentation & data, conduct parent meetings, and communicate/collaborate with Tier 2 and Tier 3 interventionists. The Curriculum Resource Teachers will also provide support and assistance to personnel delivering Tier 2 and Tier 3 interventions. They will prepare and present updated data to the Elementary articulation team.   III. One (1) full time ESE teacher -- The ESE teacher will provide support to targeted (IEP) students to assist with closing academic gaps between the subgroups.  IIII. i-Ready Assessment & Instruction -- i-Ready assessment will be utilized to help determine academic gaps and evaluate for learning loss. The assessment component is also used to differentiate instruction for each student. i-Ready instruction will be utilized to provide instruction to remedy learning loss.   IV. Intervention Curriculum (Hearbuilder, Saxon, Corrective Reading, Read Naturally, Great Leaps) -- These curriculum resources will be utilized as interventions for students performing below grade level. The curriculum options will be utilized to implement interventions based on student's individual needs.   V. Summer School Program -- This includes teachers (and CRT) to provide instruction/remediation, a counselor for test preparation and collection, an administrator to facilitate instruction and assessment (for 5 weeks). This includes supplies and payearoll expenses.   VI. After school tutoring -- VCES will identify students "at risk" and provide additional tutoring/interventions after the school day ends to address learning loss, at various points throughout the school year.   The effectiveness of these interventions will be monitored and evaluated using Florida State Assessments (for reading and math), District assessments, and school-based progress monitoring assessments. If necessary, adjustments will be made to individual student intervention plans. |
| **VMS (Middle)**  To offset the academic impact of lost instructional time, VMS will respond to the academic needs of all students, particularly those students disproportionately impacted by the COVID-19 pandemic, by providing the following interventions:   I. Provide an additional exceptional student education teacher to meet the special academic needs of students impacted by lost instructional time.  II. Provide one full time and one part time math interventionist to provide instructional math interventions in the area of student needs to offset the academic loss of foundational skills that have negatively impacted student learning gains.  III. Provide one full time and one part time reading interventionist to provide fluency interventions that offset the academic loss of fluency automaticity skills that have negatively impacted student reading comprehension and student learning gains.  IV. Provide one RTI interventionist to initiate small group instruction interventions in the areas of math and reading to support missing foundational math and reading skills that inhibit student learning gains.  V. Integrate I Ready reading and math digital curriculum for teachers and interventionists to use as beginning, mid-point, and end-of-the-year progress monitoring, weekly standards-based assessments, and small group intervention instruction to provide evidenced based instructional materials for bridging learning gaps.  VI. Integrate USA Test Prep science and social studies digital curriculum for teachers and interventionists to use as beginning, mid-point, and end-of-the-year progress monitoring, weekly standards-based assessments, and small group intervention instruction to provide evidenced based instructional materials for bridging learning gaps.  VII. Provide a robust summer school using certified teachers in core curriculum areas to implement instruction for students whose 2021-2022 data indicated they have gaps in their foundational skills that inhibited learning gains.   VIII. Provide Saturday School options using certified teachers in core curriculum areas to implement instruction for students whose quarterly data indicated gaps in their foundational learning.   IX. Initiate a Dean/Teacher position to provide continuity of the school’s operations by assisting leadership in the support of academic, social, emotional, and mental health needs of all students.  X. Add an additional school counselor to provide continuity of the school’s operations by assisting the counselors in the support of academic, social, emotional, and mental health needs of all students.  XI. Continue to employ two teacher aides to assist teachers, interventionists, and leadership in the support of academic needs of all students.  XII. Add Social-Emotional Curriculum to provide resources that support the teachers providing continuity of the school’s operations by supporting social, emotional, and mental health needs of all students.  The effectiveness of these interventions will be monitored through weekly standards-based assessment scores, mid-point and year end progress monitoring scores, unit and chapter assessment scores, year-end and end of course assessments, and the Florida State Assessment for math and reading. |
| **VHS (High)** State assessment and progress monitoring data show many VHS students, across all subgroups, have experienced learning loss and/or academic struggles as a direct or indirect result of COVID-19. VHS will implement several interventions to address the issue.  I. Two (2) full time RTI interventionists (1 for language arts, 1 for math) -- They will be responsible for all facets of the RTI/MTSS process: schedule, prepare documentation & data, conduct parent meetings, communicate/collaborate with Tier 2 interventionists, and provide interventions to Tier 3 students.  II. One (1) Content Literacy Specialist/ILA Class size reduction -- This person will be responsible for building content literacy capacity impacting Tier 1 instruction in 9th & 10th grade science and social Studies classes. The Content Literacy Specialist will model instruction, provide professional learning for science and social studies teachers using high impact reading strategies. Additionally, this person will provide direct instruction to students in Intensive Language Arts classes serving students in need of Tier 2 instruction for identified learning challenges.  III. Test-Prep/College-Ready Assessments -- Support will be offered to assist students taking college readiness/college entrance assessments (PSAT, SAT, ACT, etc.). Interventions include (but are not limited to) study sessions/strategies for students needing concordant scores to meet graduation requirements.  IV. Additional Support -- VHS Counselors will take on added roles of tracking and implementation of interventions which target "at risk" student subgroups. A Guidance Aide/Attendance clerk will also work with teachers and administrators to ensure that targeted "at risk" students are at school and participating in the scheduled interventions.  VHS faculty and staff will monitor progress of targeted students via existing and future-implemented progress monitoring tools to determine whether students are making adequate academic progress. If necessary, adjustments/modification will be made to individual student intervention plans. |
| **Campus-Wide** I. Curriculum, Data & Assessment Coordinator -- This person is responsible for assisting teachers, staff & administrators (elementary, middle and high) in student data collection and student assessment. Ongoing professional development is provided to school staff on the various digital tools necessary to collect and interpret student data and support course curriculum.  II. Data Tracking & Assessment Software -- The Villages Charter School will purchase and implement a robust data housing/collecting computer program to support student academic needs (interventions, progress monitoring & assessment).  III. Online Tutoring Services -- Students will have access to online tutoring services for both "on demand" and "school initiated" intervention sessions. Data from the online tutoring service will be utilized to determine effectiveness in closing student learning gaps. |

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

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

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

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

**Part IV: Assurances**

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

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

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

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

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

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

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

**Acknowledgement**

Local Educational Agency Chief Executive Officer or Authorized Representative

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| --- |
| **Name and title of person responsible for completion and submission** |
| Ted Miraglia  Villages Charter School  Director of Grants & Federal Programs |
| **Contact information: email, phone number** |
| [Ted.Miraglia@tvcs.org](mailto:Ted.Miraglia@tvcs.org)  (352) 259-2350 |
| **Superintendent signature (or authorized representative)** |
| Dr. Randy McDaniel |