

2021-24 American Rescue Plan

Elementary and Secondary School Emergency Relief Fund

Local Educational Agency ARP ESSER Plan,

Application and Assurances

**[LEA and Number]**

**Purpose**

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

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

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

**Directions**

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

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

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

**Part I: Implementation Plan**

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

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

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

* Use 1 – Stipends for additional tutoring and collaborative planning to close the achievement gap. Each school submits tutoring plans and budgets to district staff for approval and progress monitoring is reviewed weekly by the program specialist.
* Use 2 – Edgenuity modules and site licenses for students. Includes increase demand for COVID learning loss training and additional student licenses.
* Use 3 – Salaries, Stipends, Printing, Training and materials and supplies for student mental health and wellness. District Mental Health Teams (total of 8 additional clinicians to provide direct mental health and behavioral intervention services to students within Volusia County Schools). Mental Health, Suicide, and Safety Awareness/Prevention Resources for Schools and Students (i.e., handouts, safety number posters). To improve service quality, increase safety, enhance direct student/staff engagement, and create a resilient workforce (To include district trainings and consultations in Trauma-Informed Resilience-Oriented Care & Consulting (TIROC), Comprehensive School Threat assessment Guidelines, PREPaRECrisis and Safety Planning Workshops, for example)
* Use 4 – Textbooks: Instructional Materials/Textbooks (SS gap year purchase (5th-12th grade) Science gap year purchase (K-12) replacing Library books not returned from COVID related at home instructional learning. These resources are vital to students in brick and mortal classroom setting for proper academic achievement.
* Use 5 – Salary’s for teachers to reduce COVID related learning loss.
* Use 6 – Salary increases for all staff, by keeping qualified and effective staff we will reduce learning loss and increase teacher retention.
* Use 7 – Permanent subs to provide certified support for schools. Substitute teachers to cover staff sick leave. By having qualified substitute teachers, we will address the loss of learning when teachers are out.
* Use 8 - Stipends – Summer guidance support to focus on students' mental health and needs for the next 3 years.
* Use 9 – Stipends to increase learning support for extended day services to provide opportunities for students to work on homework and learning loss.
* Use 10 – Materials and supplies for students' behavior services.
* Use 11 – Stipends for non-instructional staff to provide extra support to schools and or stakeholders.
* Use 12 – Contracted services for speech clinicians to identify and support students with special needs.
* Use 13 – Stipends to provide ESE support additional time for needed work such as write IEPs, communicate with parents and review IEPs.
* Use 14 - Stipends - Speech Clinicians Extended Time for Forms.
* Use 15 - Materials and Supplies for weekly science labs
* Use 16 - Dues and Fees - In School ACT Test
* Use 17 – Site licenses and professional and technical services for K-8 Virtual School Program.
* Use 18 – Provide support to students who are unable to attend brick and mortar school due to extenuating circumstances.
* Use 19 – Translation services to effectively communicate with ESOL families.
* Use 20 – Dual enrollment services to provide students with advanced educational opportunities.
* Use 21 – Extended learning, summer programs to include Tutoring stipends. Due to the learning gaps students have experienced as a result of the COVID 19 pandemic, we have a greater need to provide support for remediation. VCS would like to continue to offer this support in the form of face-to-face tutoring with additional days in June over the summer break beyond our traditional July programs. Students will continue to receive ten days of support at their zoned school to close these gaps.
* Use 22 – Site licenses for additional student resources.
* Use 23 – Support for students including Middle, High, District Support for SAI, non-core dual enrollment teachers, non-ESE units.
* Use 24 – Academic coaches to provide teacher support.
* Use 25 – Stipends for teachers who teach above class size limits.
* Use 26 - Charter Schools:
  + Burns Science and Technology - Of the total amount allocated to Burns Sci Tech at least 20 percent ($336,740.38) of funds will address learning loss through the implementation of evidence-based interventions such as an 8-week summer learning for 2022, 2023. Burns will implement summer STEM enrichment during the summer of 2022, 2023 school years. Burns already implements an extended day and will continue to do so through 22-24 school year. This includes one extra hour of school each day for all teachers, in addition, an afterschool tutoring, crafts, and activities programs. Burns may do an extended school year program, if it is deemed needed for our students to ensure success. Burns Sci-Tech will ensure that these interventions address students’ social, emotional, and academic needs along with 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 Chiles Academy - The Chiles Academy will use $80,570.78 to address learning loss through the implementation of a credit-recovery program during the summers of 2022, 2023, and 2024. Two certified teachers will facilitate the coursework utilizing the online learning platform Edgenuity. The teachers will be contracted at their hourly rate to provide instruction and facilitation of online curriculum. Childcare teachers will be hired to care for the children of our parents during this time so that students will be able to attend school. Our current population is 100% female, 100% pregnant and/or parenting, a student subgroup with historically low attendance and low completion rates. COVID-19 only exacerbated existing barriers to attendance and providing an opportunity for credit-recovery during additional weeks over the summer is an intervention intended to address that need. Currently, 5% of our student population is experiencing homelessness, 3% are English Language Learners (ELL), 11% have disabilities and/or an IEP, and 2% have a history of Foster Care. We are a community eligible for free and reduced lunch, so we have the highest rate of low-income families. 50% of our student population is Black, 18% is Latinx/Hispanic, and 10% is Multiracial. All these students will be eligible for the credit-recovery summer program along with the remaining population of our school. Our certified school counselor will partner with our on-site contracted mental health counselor to ensure the social and emotional needs of all summer enrolled students are met.
  + Easterseals - Our school will purchase art supplies and other materials for a summer learning and enrichment program for children from low-income families and children with disabilities. We plan to spend $10,100 each year approximately over the next four years.
  + Ivy Hawn – We will begin offering more comprehensive tutoring for students in extended day services. We will hire tutors so this service can be offered at no cost to the families. We will also purchase individualized instruction curriculum, online licenses and supplemental materials to be used during class.
  + Reading Edge Academy - Reading Edge Academy will be implementing a rigorous summer learning program, adding additional intervention supports and increase the tutoring opportunities for our students. We will be evaluating our activities and monitoring them based on data collected, test scores and end of the year student grades. We expect to see a 5% increase over the next two years.
  + Richard Milburn Academy - RMA will provide to all students learning materials, resources, and websites in addition to laptop computers and i-Pads to ensure maximum learning of subject areas’ content and increase academic skills such as reading comprehension, writing capabilities, vocabulary, critical thinking, problem solving, interpreting text features and statistics, drawing inferences, and supporting key ideas using text-based details as evidence, etc. The students receive remediation and tutoring during the school day, teacher’s office hours, after school tutoring sessions, and boot camps. The students will be able to utilize lap top computers and i-Pads to complete assignments, assessments, projects, and build their academic skills and practice for standardized tests e.g., ACT, SAT, FSA, and EOCs. Students who are from low-income families, students of migrant farm workers, students who are homeless, and students in foster care will receive the above services, plus additional support services from the school counselor.
  + Samsula Academy - Samsula Academy will implement a rigorous summer learning program, add additional intervention supports and increase tutoring opportunities for our students. Samsula Academy will use data collection, test score and end of the year grades to monitor and evaluate our activities. We expect to see a 5% increase over the next two years.

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

* Use 1- Charter Schools:
  + Burns Science and Technology - Burns Sci-Tech in accordance with the Elementary and Secondary Education Act use the ESSER III funds for both primary and secondary education, emphasizing high standards and accountability. As mandated in the act, funds will be used for professional development throughout the 2021-through 2024 school years addressing learning gaps, project-based learning, team building, SEL programs and assemblies addressing SEL needs for our students ((age appropriate). Burns will be adding additional new and/or upgraded instructional materials in ELA and Math, resources to support educational programs, such as, History classes (Civics, US History, World, and Florida) and Sciences and we will promote parental involvement as per Title II, in addition to professional development for all additional materials. Title III, funding will be used to work with parents for additional support services to bolster school attendance. In addition, we will provide for special education, ESOL, homeless, and or free and reduced lunch students and will enhance school improvement, especially with the lower 25% students, ESE and ESOL students. Parenting workshops will be held three times a year to help parents understand assessments, progress monitoring and support services that are available to them. Burns Sci-Tech will continue to survey and research parents, teachers, and students for better and new ways to improve educational learning. We will use research and training to improve test scores and/or progress monitoring.
  + Reading Edge Academy - Reading Edge Academy will be offering additional Professional Development, focusing on the new Benchmark Advance curriculum and differentiation materials available. We will be finding and purchasing resources, manipulatives, and instructional support or cloud-based programs that will assist those students who are struggling with the curriculum. Professional Development will be offered after school hours and staff will be offered stipends to attend along with credit for their professional certificate. Teachers who are still working towards gaining their Reading Endorsement or ESOL Endorsement will also be strongly encouraged to continue until they have successfully completed the state requirements.
  + Samsula Academy - Samsula Academy will offer additional Professional Development, focusing on the new Benchmark Advance curriculum/program and differentiation materials available. We will find and purchase resources, manipulative materials, and instructional support or cloud-based programs that will assist those students who are struggling. Professional Development will be offered to staff after school hours with stipends and credit for their teaching certificates. Teachers working on their Reading and ESOL Endorsements will be encouraged to move toward completion as required by the state.

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

* Use 1 - Charter Schools:
  + Burns Science and Technology - Burns Sci-Tech will add 2 additional ESE teachers in 2021-22 school year to help with the education of our students. With rising numbers in ESE, especially due to the expansion of the learning gaps since COVID and the expansion of our new high school we will add 1 additional ESE teachers in 2022-23, more students are struggling academically and emotionally. In addition to 3 ESE positions, we will be adding a counselor to help with social and emotional issues. Burns Sci-Tech will also be training regular educational teachers to help with strategies in the classroom by creating a position for an ESE mentor to observe and help in inclusion classrooms by role modeling or advising to give full attention to the ESE and regular education teachers to help with improvement of the learning gaps.
  + Reading Edge Academy - Reading Edge Academy offers Occupational Therapy services to our students who have a need outside of the formal IEP. This service will benefit our students with the physical aspects of learning, writing, and stamina. We propose purchasing adaptive technology for students who might have hearing concerns or vision problems which would make their participation easier with the curriculum. We would also purchase instructional support to assist in this area.
  + Samsula Academy - Samsula Academy provides Occupational Therapy and Speech and Language services to students from an outside agency. These services will benefit our students with the physical aspects of learning, writing, articulating and stamina. We propose to purchase assistive technology for our students with disabilities. (SWD) as need to assist them with accessing curriculum effectively.

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

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

* Use 1 - Charter Schools:
  + Burns Science and Technology - As a new high school is being opened by August 2022, Burns Sci-Tech plans to implement many careers and technical educational ARCH ways. These funds will help Burns develop more fully the academic, career, and technical skills of secondary and postsecondary students who elect to enroll in career and technical education programs. Burns Sci-Tech will be working strongly with local businesses to develop programs for internships and senior community projects so our high school students will be able and prepared to enter the labor force or college by graduation. Funds will be used for Aerospace, Engineering, Business, and technical fields. Burns will offer a sequence of courses in these fields providing individuals with rigorous academic content and technical fields and relevant technical knowledge and skills needed to prepare for further education and careers in Aerospace, Engineering, Business, and technical fields. These may include high-skill, high-wage, or in-demand industry sectors or occupations, which shall be, at the secondary level, aligned with the challenging State academic standards, employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship. Burns Sci-Tech will coordinate with various colleges or universities and businesses to include early college programs, dual enrollment program opportunities, or other credit transfer agreements that provide postsecondary credit or advanced standings. Burns Sci-Tech will offer and include exploration courses, such as engineering, aerospace and technical fields for middle school students and similar courses may be offered to elementary students to learn technical skills and coding. Burns will need to add a high school counselor who will provide access for students to information regarding career awareness opportunities and planning for student’s occupational and academic futures. This counselor will be able to provide financial aid, job training, secondary and postsecondary options, dual enrollment programs, work-based learning opportunities, and support services. Burns Sci-Tech will need to purchase new and used equipment for the makerspace, and aerospace classrooms that will be dedicated to CTE classes. New and updated computers and technical supplies will also be purchased for our digital classrooms. A culinary, food and nutrition class will need 4 kitchen type areas and a teacher moveable center for this CTE classroom.

**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.**

* Use 1 - Charter Schools:
  + Reading Edge Academy - Reading Edge Academy would include Professional Development for our entire staff (Staff, volunteers, and substitutes) that will allow a coordinated effort to be prepared for any time that the Academy would need to include the local educational agencies, public health department, or other groups due to any outside health concern such as the coronavirus. We know that having all people at the Academy trained in the expected protocols will increase our safety and health for our families, students and staff. The entire Academy family would be aware of the expectation for initial 'deep' cleaning, required quarantine, or classroom/school closure so that on-line learning would begin immediately.
  + Samsula Academy - Samsula Academy will arrange for Professional Development for teachers and staff as well as substitutes to ensure a coordinated effort with the health department other and outside agencies (LEA) should a health crisis occur. We are aware that having our staff fully trained in protocols will increase the health and safety of our students, families, and staff.

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

* Use 1 - Charter Schools:
  + Burns Science and Technology - Teachers will be prepared to meet the needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, through professional development learning practical strategies and ways to communicate, many times differently to meet the needs of these students (ex. Autism, Florida Inclusion Networks, Behavior Specialist, etc.). Two additional paraprofessionals will be hired to help work with students listed above. They will be trained the same as teachers to work cooperatively with the teachers and students to offer support services to help these students succeed. Additional books and supplemental support products will be purchased to help teachers and paraprofessionals support students in need (i.e., picture dictionaries, picture vocabulary cards, source cancelling headphones, flexible seating, etc.).
  + Reading Edge Academy - Reading Edge Academy would add an experienced Mental Health Counselor to the staff to assist those students who need additional support. The counselor would also be available for our families to receive support and training on how to react or prevent an event that could affect their student's ability to learn due to outside pressures. This counselor would also need instructional support and some technology to use with students and families in training or for classroom presentations. This counselor would also be able to assist the staff with the added pressure of the prior school closure, learning loss for their students, and how to best serve their students in today's changing world.
  + Samsula Academy - An experience Licensed Mental Health counselor would be hired to support students and families needing additional support during and after a crisis. The counselor will also be available to assist staff feeling the pressure during and after a crisis. Counselor will also need resources and technology to support counseling objectives. SEL PD and resources to support an SEL program will also be needed.

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

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

* Use 1 - Charter Schools:
  + Easterseals - Our school will provide professional development for teachers and staff on sanitation and health/safe health practices ($5,000 over the next four years).

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

* Use 1 - Charter Schools:
  + Burns Science and Technology - Miscellaneous supplies such as cleaners, sanitizers, paper towels, mops, towels, vacuums, blowers, foggers, cleaning supplies to be sure rooms, restrooms, and office space is clean. Masks and Clorox cleaners.
  + The Chiles Academy - Supplies such as gloves, masks, sanitizing equipment, and HVAC filters will be purchased to ensure a clean environment for students and staff. We have allocated $40,000 for these supplies.
  + Easterseals - Our school has purchased PPE for staff and students. We have performed a deep cleaning of our facility and school site. Other supplies have been purchased and will be purchased to sanitize and clean the facilities and buildings.
  + Ivy Hawn – Purchasing floor cleaning machines, additional industry rated vacuums and air purification devices for the whole building.
  + Reading Edge Academy - Reading Edge Academy employee a professional cleaning service to clean the facility each evening after students are off campus. We purchase hand sanitizer, paper goods, soaps, bleach, electrostatic sprayer and contents for this device. The goal is to purchase an additional electrostatic sprayer along with some ION Air purifiers to assist with the air quality in the classrooms to reduce the spread of any viruses that might be present.
  + Samsula Academy - Samaula Academy employs a professional cleaning service to clean the facility each evening after all students and staff have left campus for the day. Hand sanitizer, soaps, bleach, electrostatic sprayer and contents for this device, and paper towels are purchased to support the cleanliness of our campus. The goal is to purchase an additional electrostatic sprayer along with some ION Air Purifiers to assist with the air quality in the classrooms and reduce the spread of any viruses that may be present.

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

**and local requirements.**

* Use 1 – FLVS contract for online learning platform. To provide students with access to a platform and educational tools they need to be successful.
* Use 2 - Charter Schools:
  + Burns Science and Technology - Burns Sci-Tech will update the reopening and continuous progress plan, which is already being implemented. In order to be prepared if we go online learning again, we will have to order additional laptops for students in grades three to eighth grades. All ninth through twelfth graders have laptops. All students have iPads. There will be an additional 300 students added to Burns Sci-Tech next year. We will need to add 300 additional iPads for our students, especially if we go online learning again. Some teachers will be provided with better laptops with cameras to be able to teach online should there be a need. ESE staff will be prepared to attend all online classes for the students and schedule one-to-one lessons if needed. Zoom subscription, Microsoft Teams, and I Ready subscription along with professional development to train parents for online learning.
  + Easterseals - We will purchase technology to implement learning/activities for online learning. We will be prepared for long-term closure. iPad for all students and laptops for teachers.
  + Reading Edge Academy - Reading Edge Academy managed well during the required closure in March of 2019, however we also know that things are different now. We look to be at a ratio of 1:1 for our student technology soon so that we have good laptops for our students to use. We will also continue to utilize our cafe and staff to provide the meals needed for our students that might need breakfast and/or lunch. We submitted our ICP to the state and will follow the protocols listed there. Our students with special needs (IEP) or ESOL will continue to receive support from those teachers through Google Classroom as stated.
  + Samsula Academy managed well during the required closure form March-June 2020. However, we do know that things are different now. We look to be at a ratio of 1:1 for our student technology soon in order to provide good laptops for our students to use. We will also use our Café staff to provide the needed meals for our students that might need breakfast or lunch. We will continue to follow the protocols outlined in the ICP submitted to the state. Our students with special needs, IEPs/504 and ESOL students will continue to be given support from their teachers through Google Classroom as stated.

**Activity 2(K) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.**

* Use 1 - Charter Schools:
  + Burns Science and Technology - Computers, Laptops, iPads, software, hot spots, charging blocks, microphones, and headphones will be updated to ensure all students have equal access to instructional activities. New equipment will be purchased when needed over the next three years to update or replace current items. Software will include platforms for online classes such as Seesaw, Canvas, Google classroom, and Showbie, in addition to Jupiter (or similar) that houses our grades, attendance, discipline, etc. data. Programs such as Achieve 3000, IXL, or math and language arts related online programs that need purchased each year will be purchased through these funds. Adaptive Equipment such as word processor, larger iPads with keyboards and carrying cases, charging blocks, and headphones.
  + The Chiles Academy - The Chiles Academy will use $60,000 towards the multi-year purchase of Edgenuity, our online curriculum platform, and software support services. Edgenuity aids in the facilitation of online coursework for credit-recovery and can be adapted in multiple ways to meet the needs of students with significant learning gaps and/or disabilities. Edgenuity is the platform that assists in the regular and substantive interaction between teacher and student, as our certified teachers regularly modify, facilitate and supplement the material within the curriculum.
  + Ivy Hawn – Purchase of computers, projectors, and additional technology so students have access to curriculum and instruction. We will need to upgrade our access points to provide reliable internet across our building and campus.
  + Reading Edge Academy - Reading Edge Academy needs to upgrade our current technology and connectivity. We are working towards the 1:1 ratio for our students as well. The technology needs includes adapters, webcam, hot spots, headphones, and software compatible with our devices. Our previous closing was supported through Google Classroom, and we will utilize that platform again should the need arise. Students whose families require the support of the hot spot due to poor home internet access will have ours provided to them.
  + Richard Milburn Academy - RMA will purchase additional hardware (lap top computers and/or i-Pads) to provide student access to online learning tools and LMS including Canvas, Zoom, Microsoft Teams and Edgenuity. This important educational tool allows RMA to provide a 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. Strong technological, educational support prepares this generation of students for success beyond the classroom. Strong technological, educational supports also prepare for a nearly seamless transition to full-time online learning in the event of a school closing incident.
  + Samsula Academy needs to upgrade our current technology and internet connectivity. We are working toward the 1:1 ratio as well. The technology needs include LCD projectors, adaptors, hot spots, webcams, headphones and software that is compatible with our devices. Our previous closing was supported by Google Classroom, and we will utilize that platform again should a need arise.

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

**Activity 2(M) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.**

* Use 1 - Charter Schools:
  + Burns Science and Technology - Extra time and hours for teachers to plan and implement activities for summer. This would include an hourly wage or stipend for each teacher, not to exceed $1,000 for each person planning over the course of 3 years. This would include updating current procedures and activities and adding or updating new activities for 2021-2024 summers. My assumption would be team leaders (8) and ESE teachers (8) meeting after school or early summer to plan.
  + Reading Edge Academy - Reading Edge Academy provides a summer program during the summer of 2021. This program proved to be helpful for those students who participated as evidenced through the data collected during this first part of the school year 2021/2022. We will continue with the summer program adding additional staff allowing for more student participation. This summer program will include those students who are ready for enrichment as well as remediation. Professional Development will be added for the teachers and staff participating in the summer learning program. The Cafe will be utilized for food services including breakfast and lunch as needed. Snacks can also be provided for students; all will meet the National School Lunch Program. Supplemental instructional supplies will be available for this summer learning program.
  + Samsula Academy did provide a summer program during the summer of 2021. Data collected for participants showed overall improvement which continued though the first part of the school year 2021-2022. We will continue with the summer program adding additional staff which will allow us to service more students. The summer program will allow for enrichment as well as remediation. Professional Development will be provided for teachers to ensure teachers have a clear understanding of the differentiation which will be required. Research based curriculum will be utilized for summer program for instruction. Parent meetings will be held to familiarize parents with the summer program objectives and enlist their support in helping their students at home. Specifically, they can hold their child will be discussed and provided. Café staff will be available to provide breakfast or lunch as needed.

**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.**

* Use 1 - Charter Schools:
  + Reading Edge Academy - Reading Edge Academy will have a summer learning program for students who might have experienced a learning loss and are in need of remediation and support to attain grade level standard. There will be Professional Development for teachers and support staff utilizing the differentiation that will be required to support these students. We use researched based curriculum and materials to support our programs. We will host Parent opportunities to come to the school to learn how we are working to support their student and how they can come along beside us and continue the support at home. The goal would be that together we can get their student on grade level and able successfully participate in the following year.
  + Samsula Academy will have a summer learning program for students who might have experienced a learning loss and are in need of remediation and support to attain grade level standard. Professional Development will be provided for teachers to ensure teachers have a clear understanding of the differentiation which will be required to support these students. We use research-based curriculum and materials to support our programs (ex.Istation for Reading).

**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.**

* Use 1 - Charter Schools:
  + Burns Science and Technology - Middle and Building 1/2 needed roof repaired because of leaks to prevent mold and a health hazard. Handwashing stations near the cafeteria and playground were crafted to help students stay safe. New water fountains are needed that have water bottle refills and filters so students can have safe water.
  + Easterseals - Our school has made facility repairs and improvements. We have replaced the carpet in all the classrooms and added tile. We will put a shade structure and outdoor learning centers on the playground.
  + Reading Edge Academy - Reading Edge Academy will use this opportunity to upgrade our A/C units with air filters and monthly checks to maintain the air quality in our facility. We also will have our facility pressure cleaned to remove any mold or other substances that could cause allergies or issues for our students. The lighting could be changed to UV lighting in the classroom to reduce the eye strain due to glare.
  + Samsula Academy will take this opportunity to replace weather stripping around doors and windows. Our water fountains will be inspected, cleaned and replaced as needed. Our facility will be pressure cleaned to remove any mold and allergens.

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

* Use 1 - Charter Schools:
  + Burns Science and Technology – Projects such as purifiers in every classroom, replacement of restroom exhaust fans, and replacement of outside fireproof doors.
  + The Chiles Academy - Replace aging windows and doors in the school facility to improve indoor air quality and energy efficiency for $202,140.43.
  + Easterseals - Our school has replaced the air conditioning unit to improve the indoor air quality of our facility. We have unreplaced two HVAC units.
  + Ivy Hawn – Purchasing and installing an air purification system for the entire campus that will be installed in our air handling units and will run continuously.
  + Reading Edge Academy - Reading Edge Academy's A/C unit will need replacing in this time frame. Our water fountains and weather stripping for our windows and doors will need to be adjusted or replaced.
  + Samsula Academy – Maintenance of the Samsula Academy campus will include Maintenance of the AC/Heating Uniteating Units, Heating units (replacement if needed, cleaning and replacements of the filters biannually, well maintenance and inspections by Biometrics, grounds maintenance and continued use of cleaning service company.

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

* Use 1 - Charter Schools:
  + Easterseals - Or school plans to provide continuing education for our staff.

**Activity 2® Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.**

* Use 1 – Employee mental health and wellness.
* Use 2 - Unemployment Compensation Services. Due to a decrease in funds, we need to cover this cost for the LEA with ESSER funds.
* Use 3 – Salaries for Volusia Virtual school substitutes.
* Use 4 - Charter Schools:
  + Ivy Hawn – We need to have quick access to communicate with the whole building and need to install a fully integrated intercom system. We also need to install a BDA so emergency responders can communicate inside the building with their control centers outside of the building. The campus is open and needs to be secured with fencing and gates to keep motorists out of the student walkway between buildings. We also plan to build a media center for middle school students, enlarge our student success area and move administration back to the main building. This requires construction to have a single point of entry and building additional classrooms.
  + Reading Edge Academy - The other activities that are necessary to maintain the operation of our programs include the following staff continue to be employed and at work: Cafe, Office support, and our instructional staff. Students and families have needs that cannot always be addressed through electronic correspondence.
  + Samsula Academy – The activities that are necessary to maintain the operation of our programs include the following: staff to continue to be employed and at work which include the administration, café, office support, and out instructional staff. Students and families have needs that cannot always be addressed through electronic correspondence.

**Activity 2 (S) Administration. LEAs may take reasonable and necessary administrative costs, to include direct and indirect costs. Indirect costs may be taken up to the negotiated, unrestricted indirect cost rate. However, to ensure that the total administrative costs are reasonable, the total direct and indirect costs may not exceed five percent (5%) of the LEA’s total award.**

* Use 1 - Indirect Cost not to exceed 5% of the LEA’s total award.
* Use 2 - Charter Schools:
  + The Chiles Academy - The Chiles Academy will use 5% of this award for administration of the grant for Indirect Costs in the amount of $20,142.70 and will be coded into the school's accounting software as such.

**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.**

Volusia County will use: Evidence based intervention resources outlined in the K-12 Reading Plan will be utilized with students before, during, and after school intervention and tutoring sessions based on needs from the diagnostic and progress monitoring data.  Use of Waterford and iReady technology resources will be implemented; use of AVID strategies, and high quality, standards-aligned instruction in all classes every day. Before, during and after school tutoring; Achieve 3000; Read 180; Edgenuity; AVID; CANVAS Remediation Courses.

Volusia will train our instructional coaches on the use of a multi-tiered system of support.  Then, in turn, our coaches will provide the professional development at their school sites in PLCs as they are analyzing student data.  In addition, our district now has a MTSS team that will be supporting teachers with providing interventions to students. Multi-Tiered Systems of Support professional development is available through PD modules and ongoing professional learning during PLCs with school leaders/coaches.

Volusia County will provide assistance through parent meetings, orientations, school-based websites, newsletters, School Advisory Council, PTA, parent conferences, connect messages, and open houses.

Students with disabilities will receive a variety of interventions to address the academic impact of lost instructional time. These interventions address the various domains of the IEP such as curriculum, social/emotional, independent functioning, and communication.

Wilson Reading System is a tier 3 intensive structured literacy program which will be provided to targeted students with characteristics of dyslexia in grades 1-12 who have not responded to other reading intervention programs. In-program assessments, i-Ready, and oral fluency data will be used to monitor progress and determine effectiveness.

Skillstreaming in Early Childhoold, Skillstreaming the Elementary Child, and Skillstreaming for Students with ASD are explicit social skills programs that will be utilized to address the needs of students in grades K-5 with social emotional goals on the IEP. Lessons can be followed in sequence or selected for specific skills. Effectiveness of this program will be based on students’ accomplishment of IEP goals.

In addition to Skillstreaming, Totem Professional Development and consulting services will be provided to principals and staff at our sites with the separate class program for students with Emotional Behavior Disabilities. The content will help staff develop their proactive skills and strategies to support students social- emotional growth. Effectiveness of these resources will be based on student behavior data in the EBD classrooms related to the level system and independent student goals.

Additional evaluation tools will be purchased for Speech Language Pathologists (SLPs). By providing SLPs with evaluation tools that are readily available at their school locations, SLPs are able to identify and reevaluate students with disabilities faster and are better able to progress monitor. This caters to earlier intervention and appropriate goal writing to close instructional gaps through more effective interventions that target specific student deficits. Use of these evaluation tools will be monitored yearly through protocol inventories, employee evaluations, evaluator timeline reviews and data checks.

Students with disabilities in high school who missed Community Based instruction and Training due to COVID-19 and turn 22 during the 21-22 school year can remain until the end of this school year. A job coach and paraprofessional will be hired to provide on the job paid/unpaid training. Effectiveness of this service will be measured by placement into employment prior to exit of Volusia County Schools.

Students with disabilities participating in the Volusia County Schools independent functioning labs will increase their engagement and participation by utilizing the Power Link. Power Link is a device that will assist students with limited mobility with accessing and controlling appliances. Effectiveness will be determined by increased independence as measured by data collection IEP goals.

**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

# 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.

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**Acknowledgement**

Local Educational Agency Chief Executive Officer or Authorized Representative

A picture containing text, chain

Description automatically generatedRonald S. Fritz, Superintendent of Schools

|  |
| --- |
| **Name and title of person responsible for completion and submission** |
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| **Contact information: email, phone number** |
|  |
| **Superintendent signature (or authorized representative)** |