

2021-24 American Rescue Plan

Elementary and Secondary School Emergency Relief Fund

Local Educational Agency ARP ESSER Plan,

Application and Assurances

**Hardee County School District -25**

**Purpose**

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

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

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

**Directions**

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

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

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

**Part I: Implementation Plan**

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

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

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

Activity 1A Extended Day and Extended School Year Activities: To directly combat COVID related learning loss, the district will offer comprehensive, directed after-school and summer programs for students at all schools. School leaders will develop plans to execute supplemental supports to students in core content areas during the 22-23 and 23-24 school years. Each school’s plan will outline activities to be implemented, content area of focus, supplemental curriculum to be used, pre/post assessment data to be collected and intended outcomes. During the School day, Extended Day and Extended School Year programs the expenditures may include staffing, supplies/materials, software and/or digital programs, printing, transportation, and other related costs needed to plan interventions. Extended day (after-school programs) 90 teachers @$42 per hour, and 40 paras @$22 per hour, 2 hours per day 4 days per week for 20 weeks,$140,800 for the 22-23 SY and the 23-24 SY $745,600. Extended School year programs for acceleration, enrichment and remediation to address learning loss, 75 Teachers @$42 per hour 6 hours per day, 4 days per week for 6 weeks, and 30 paras @ $22 per hour 6 hours per day, 4 days per week for 6 weeks. Materials to support students, $20 per student 5000 students. Transportation for Extended Day and Year Programs to allow students in need of programs to attend.

Activity 1B. Professional Learning Communities/Data-informed Supports: Instructional staff will be given opportunities to engage in PLCs to focus on student data. Staff will use the time to collectively analyze progress-monitoring data, identify trends, recognize gaps in learning, and develop an action plan for modifying instruction to meet student needs. Funds will be used for extended contract hours and benefits for participation during non-contracted hours during the 22-23 and 23-24 school years. 350 teachers 2 hours per day 6 times per year @$42 $176,400 times 2 years.

Activity 1C Supplemental Instructional Resources: A variety of digitally based tools will continue to be implemented to enhance student learning and serve as sources to monitor student progress throughout the school year. Programs include; iReady toolbox, Branching Minds, Nearpod, Edgenuity, Edmentum, and other sources that may be needed to meet student needs. The district initially purchased digital resources with ESSER II funds and will continue to support the needed programs through the duration of ESSER III funding period.

Activity 1D: Supplemental Instructional Resources and Textbooks: Instructional resources acquired during grant period to support instruction at all grade levels to accelerate learning for all students and respond to the gap in instruction that occurred during the 2019-2021 school year. Library books and classroom library books purchased to replenish books not returned during school closures and books additional books to align to the BEST Standards. The district will purchase newly adopted curriculum and textbooks to meet the needs of students as they progress in the new standards and accelerate learning to close the gap resulting from school closures and numerous quarantines due to COVID.

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

No activities planned in this area to be funded by ARP/ESSER III

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

No activities planned in this area to be funded by ARP/ESSER III

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

1. The district is requesting equipment for Adult Education students to earn credentials of value through Integrated Education and Training Guides (IET)-Multi-meter.
2. A part-time IET Teacher (20 hours per week)
3. Training for Adult Education Teacher for IET Program

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

Digital Tools assess digital skills that are necessary for a student’s academic work and appropriate for elementary and middle grades students. Participating in digital tools programs helps students to be prepared for future classwork and life after graduation.

1. The district requests to hire 2 CTE Para professionals to assist students in CTE courses to prepare for careers in the workforce.
2. .TOSA education pack for elementary schools- students will learn digital skills through Google (docs, sheets, slides) and Digital comp and Cyber Citizenship 500 license @$200, $10,000 Software License for CTE programs; Adobe, QuickBooks, Microsoft Office, NCCER, $25,000
3. Coding in Minecraft for elementary schools-students will learn computer science through Minecraft World to develop their codling skills- $10,000

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

No activities planned in this area funded by ARP/ESSER III.

**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 1. The district uses Imagine Learning to meet the unique needs of English Learners, low income, students with disabilities and students. Imagine Learning is a language and literacy development software to assist students struggling to learn the language and learning to read. The district will increase the number of license to allow more students with needs to access the program.

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

No activities planned in this area funded by ARP/ESSER III.

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

No activities planned in this area funded by ARP/ESSER III.

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

Activity 1; Purchase of cleaning Supplies for all schools and district offices. Supplies include Hand sanitizer, bottles for dispersing, wipes, spray disinfectant, hand soap, paper towels, cleaning supplies, gloves, cloths, mops,

Activity 2 Hire additional custodial staff to provide additional cleaning and disinfecting as needed to prevent the spread of communicable disease and virus.

Activity 3; Purchase Equipment to use in sanitizing and cleaning of classrooms and facilities to prevent the spread of Covid. Equipment to include floor scrubbers, dehumidifiers, extractor vacuum, floor and carpet dryers, vacuums with HEPA filtration, floor finish removers,

**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.**

Activity 1: Purchase and installation of Walk in Cooler/Freezer to store and house additional food supplies to adequately provide meals to eligible students during school closures. Supply chains have been disrupted during the pandemic, which has caused a disruption in regular sources requiring the purchase of food resources to be ordered when available in larger quantities and meet the increased demands during the pandemic due to remote and multiple distributions sites. $162,730.00

**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.**

In order to plan and coordinate instructional continuity during long-term closures, and to provide online learning for all students to mitigate learning loss, instructional staff must have access to consistent and modern hardware. Additionally, modern devices are needed to monitor, administer, support and implement high-quality online assessments and tools to mitigate student learning loss. Providing staff with robust technology designed to facilitate and improve student engagement in distance education is critical. Educators cannot address learning loss without consistent access in modern professional technology.

During the COVID -19 pandemic, the district invested in Chromebooks as a cost-effective way to seamlessly accommodate the digital learning needs of students. These devices are routinely used at home by students who are quarantined and in classrooms for digital content. In order to comply with the Children’s Internet Protections Act, students must have a web content filtering solution both on and off campus. As such, the district proposes to use ESSER III/ARP funds to support such an activities. GoGuardian is a solution to provide content filtering

Activity 1, Network security upgrades (including firewalls, network access control, and their appropriate management software and logging) to support remote and in person instruction. $1,146,000.

Activity 2. Servers, switches and other critical network equipment to support expanded student remote learning capacity, increase data access and bandwidth.

 Activity 3. Hire 2 Additional IT Staffing support for all included hardware, software, remote instructional needs as well as support to enable remote learning in a short amount of time. 2 IT Staff @ $40,000 per year for 2 years

Activity 4. Student devices capable of use in person or at home for remote learning. Devices compatible with our learning applications 3000@$300

Activity 5. Laptops for teachers and instructional staff for remote and in person instructional needs. 155 @ $1600

Activity 6. Software to secure the devices necessary for students and staff working remotely and in person.

Activity 7. Classroom audio systems to allow both remote and in-person learners to have high quality audio. This allows teachers to deliver instruction in person as well as remotely as needed.

Activity 8. Classroom Interactive panels, 100 @$4000

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

No activities planned in this area funded by ARP/ESSER III.

**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.**

No activities planned in this area funded by ARP/ESSER III.

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

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

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

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

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

No activities planned in this area funded by ARP/ESSER III.

**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.**

The district requests to use funds to increase the space for student classrooms and allowing additional space for preschool students and student with special needs to receive specialized instruction, the district has two facilities that are not useable for student space at this time. The district proposes remodeling to include plumbing, electrical, alarms, HVAC, windows and doors and updating of internet connectivity.

1. 1st STEPS building at Wauchula Elementary- new roof, plumbing, electrical, HVAC, and internet connection. This building was previously used for prek disabilities, migrant prek programs and Head Start programs. Repairs to this building would allow additional space for social distancing and increased intervention services for pre k students. $384,615
2. Wauchula Elementary School Building #10- This building is not in use at this time because of needed repairs. Repairs to this building would allow additional space for social distancing students in our largest elementary school. While providing additional space for students with disabilities and freeing up space needed for school health clinic, nurses, COVID testing and sick rooms while waiting on parents to pick up students. Repairs to this building would include, plumbing, electrical, Alarms, Windows, doors, HVAC and internet connectivity. Estimated cost $1,120,140

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

Activity 1. In order to improve indoor air quality in school and district facilities, the district is requesting to repair and replace older HVAC systems and window units in areas that are utilized by staff and students to prevent the spread of COVID. proposed projects are:

HSH – Upgrade Air Handler, Variable Air Volume, and Fan Control Unit Controls $250,000

 Cooling Tower Fill $ 45,000

 Replace 15 ton HVAC System in Building #10 $ 12.000

WES – Upgrade Air Handler, Variable Air Volume, and Fan Control Unit Controls $ 100,000

Replace 38 Classroom Fan Coil Units $ 285,000

 Cooling Tower Filler $ 35,000

NWES - Upgrade Air Handler, Variable Air Volume, and Fan Control Unit Controls $ 100,000

 Cooling Tower Filler $ 35,000

 Replace Cafeteria Roof Top Package HVAC Unit $ 40,000

ZSE - Upgrade Air Handler, Variable Air Volume, and Fan Control Unit Controls $ 100,000

Replace 20 Classroom Fan Coil Units $ 150,000

Replace Chiller Building #1 $ 75,000

 Replace Chiller Media Center $ 65,000

HJH/HES – Upgrade Fan Control Unit Controls $ 100,000

 Replace Classroom Split Units $ 594,000

BGE – Replace 7 ½ Ton Office HVAC System $ 10,000

CONCRETEABLES - 3 Bard Replacement Units $ 30,125

STADIUM – 3 Wall Units for weight room & visitors locker room $ 12,000

Estimated Total for HVAC repair and replacements. $2,038,125.

Activity 2 Replace doors at Hardee Senior High to improve air quality and ventilation through the HVAC System. 20 doors @1200

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

No activities planned in this area funded by ARP/ESSER III.

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

1. The COVID 19 pandemic precipitated the need for employees across the district to work remotely. The school district's full reliance on an outdated system of paper files within the Human Resource Department made it impossible to efficiently conduct the school district's business remotely. In order to ensure that

the school district will have the ability to provide employee on-boarding/off-boarding, conduct daily business on a virtual basis, access employee files through a secure digital system and provide mandated professional development through online means, the district is requesting $420,000 in funds to provide

for a full digital conversion within the Human Resource Department. The digital conversion will address electronic on boarding/off boarding of employees, electronic management system of employee records and standard district forms, applicant tracking, digital recruiting efforts, online professional development, position control / absence management and training needs related to implementation of the new digital system.

2. Staff shortages resulting from the Covid-19 pandemic are a continuing problem. The need to expand recruiting efforts has reached a critical level. This is a request for ESSER III funds to be utilized on recruitment initiatives to include the following: additional position advertisements in targeted markets, travel

and registrations costs for up to 6 participants to attend 6 recruitment fairs throughout the United States relating to teacher and/or support position recruitment.

3. Premium Retention Pay for all staff to support students during school closures, remote learning and in-class learning with social distancing and safety procedures in place due to COVID-19 pandemic. All staff have picked up extra duties, teaching during planning, covering when staff have been quarantined, additional duties to allow for social distancing, extra duties to clean and sanitize public spaces and classrooms while supporting the learning for all students during the pandemic. The district is requesting $2000 per staff member for the 21-22 SY and $1500 per staff member for the 22-23 SY to retain and provide support for staff that have weathered the pandemic and remained employed in the district. Retention of all staff is crucial during this difficult time as we support the safety and education of our students continue to employ existing staff.

4. In order to retain and compete with public recruitment and hiring of support staff, the district is requesting to provide a signing bonus of $1000 to all ESP new hire positions to compete in a competitive market as response to the hiring crisis and perpetuated by the pandemic. The district plans to maintain new hires at the rate of 50 new hires per year for 3 years, 21-22, 22-23, and 23-24 school years. With the hiring incentive, the district plans to fill vacant or newly established positions with quality staff that will remain in the district. $150,000

5. COVID Relief Supplement: Subject to legislative approval of the Governor’s plan to provide COVID disaster relief payments, as announced on November 10, 2021, the district’s ESSER III funds will be used to provide supplements for staff who do not receive these relief payments from the State of Florida. This payment will only be made to these staff excluded from the state’s payment in the event that this proposed supplement payment is made by the state of Florida. 340 staff members at $1000

**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.**

According to Federal Guidance, the district may not exceed 5% of the total allocation as administrative costs. Hardee County School District is only claiming indirect administrative cost and no direct administrative costs based on the following calculation:

Total Grant award $18,564,767 x 5% = $ 928,238 Maximum total administrative costs.

The District’s unrestricted indirect cost rate is 20.23% and the restricted direct cost is 5.04%

District allocation $18,564,767 minus unallowable costs-10358150(object 6xx) = $8,206,617.

$928,238/$8,606,617 =10.07% The district’s allowable administrative cost is 10.07% (between the restricted and unrestricted rate) based on the adjusted administrative costs which is $826,406.33. and is less than the allowable 5% on the LEAs Total Award and meets the allowable federal grant administrative costs up to 5% of the of the LEA’s total award. The district is claiming $708,536.53 as administrative cost which is below the allowable 5%.

**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.**

With the use of the ARP/ESSER III funding and in addition to the CRRSA/ESSER II funding, Hardee County School District will support a variety of activities that will remediate and/or prevent further learning loss for students in grades K-12 across the district. Each of these activities are evidence based and include but are not limited to activities that maintain a safe and healthy learning environment, build instructional capacity, support school leaders, acquire and implement engaging instructional tools, and support students and teachers through direct student instruction.

The 2019-20 and 2020-21 school years encompassed a variety of learning environments for students, many of which were online or hybrid. Due to the highly mobile and economically disadvantaged status of many of our students, the home environment was greatly challenged due to the Covid-19 pandemic which in turn created a higher percentage of student absences both for in-person and online classes. As the 2021-22 school year began, and the district transitioned back to nearly all in-person instruction for students, it faced yet another round of wide-spread quarantines and absences of both faculty and students due to the Delta variant of Covid-19.

Throughout the 2020-21 school year and the start of the 2021-22 school year, data was analyzed and shared with district and school leaders from a variety of progress monitoring tools and summative assessments. This data was compared to the 2018-19 year to see where the greatest amount of learning loss had occurred in relation to grade levels, subjects, and subgroups and where remediation would be needed. Schools also reviewed data at the school, grade and subject levels to get a perspective for school-site needs in relation to district-wide needs.

In the following analysis of the 2018-19 Spring Florida assessments and the 2020-21 Spring Florida assessments, the data shows that in the majority of grade levels, subject areas, and subgroups learning loss was evident. The data also shows that the achievement gap between some subgroups became more significant while some anomalies occurred in the gap between other subgroups in some areas.



Table 1 shows that in Grades 3-5 Math experienced a larger difference (-6%) in students scoring at levels 3 and above than ELA (-2%) or Science (-3%). All subgroups in Math showed less students scoring at levels 3+ in 2021 than had scored 3+ in 2019 with the African Am subgroup showing the biggest drop from 63% in 2019 to 38% in 2021, a difference of 25%. The gap between the African Am subgroup and white subgroup also widened significantly in Math from a gap of 13% in 2019 to a gap of 29% in 2021. Likewise, the gap in Science between the white subgroup and the African American subgroup widened from 6% in 2019 to 46% in 2021. Other subgroups of concern are the ELL subgroup in ELA where the subgroup went from 34% proficient in 2019 to 10% proficient in 2021 and the SWD subgroup in Science where that went from 25% proficient in 2019 to 9% proficient in 2021.



Table 2 shows that learning loss in Math was also an issue at grades 6-8 with it seeing a drop in students scoring levels 3+ of -16% from 2019 to 2021 while in comparison ELA only saw a difference of -2% and Science saw an *increase* of 2% for the all student group. In this grade group (6-8), the gap between the white subgroup and the African American and Hispanic subgroups actually decreased on most accounts because there was a more significant decrease of white students scoring level 3+ than the other subgroups in Math and ELA.



Table 3 shows the difference in the percent of students scoring levels 3+ in Algebra 1 were also significant from 2019 to 2021 in all subgroups as well, and the SWD subgroup showed the largest difference (-15%) in those scoring 3+ for Civics from 2019 to 2021.

 

Table 4 indicates that once again, the Math subjects of Algebra 1 and Geometry showed a more significant decrease at the high school level in those scoring levels 3+ in all subgroups than did the subject of ELA. The district believes that due to acquisition of math skills being more linear and building in nature vs reading skills being more cyclical that math has been impacted more significantly than ELA across the district due to the loss of in-person instruction time throughout the Covid-19 pandemic.



Lastly Table 5 shows that US History was one of those anomalies that didn’t seem to be impacted by the pandemic in the same way that the other subjects were impacted. Biology on the other hand saw significant decreases in those scoring 3+ in most subgroups but most notably in the ELL subgroup and the African American subgroup.

The Hardee County School District will focus on addressing the decreases in proficiency and closing the achievement gaps indicated in the previous tables by identifying deficient standards through progress monitoring results. An analysis of the data will be used to determine individual learning paths to remediate standards, increase proficiency, and close achievement gaps. The learning paths for remediation in iReady and Read 180, will be adjusted and targeted to increase proficiency of ELA and Math standards.

Tiered reading support is provided to all students. All elementary school students are provided daily explicit, systematic, and sequential approaches to reading instruction, developing phonemic awareness, and implementing multisensory intervention strategies through the 90-minute reading block. All elementary school students are scheduled 60 minutes of daily standards-based math instruction. Students identified through progress monitoring as Tier 2 and Tier 3 receive an additional 60 minutes of individualized ELA or Math intervention.

All middle school students are scheduled into a tiered reading class and placement is fluid based on ongoing progress monitoring. All middle school students receive ELA and math every day to double their instructional time and provide targeted interventions and enrichment. In addition, students who are in the district’s bottom quartile population have been scheduled into an intervention course to provide additional time for targeted instruction of standards in ELA and Math. Tutorial sessions and after school programs are being held for students that are not successful.

In high schools, Level 1 and 2 students receive intensive reading instruction and placement into specific reading programs is fluid based on ongoing progress monitoring. Level 1 and 2 math students are strategically placed into Algebra classes to engage students in mathematical concepts 102 minutes each day. Algebra students who showed deficiencies from Spring 2020 were strategically placed in a Geometry class that could provide interventions and targeted instruction to close their gaps.

Master schedules for each school are reviewed and monitored at the district level for adherence to the expectations of academic time blocks and to ensure maximization of academic time. At all levels, additional time will be given for targeted intervention through the adjustment of schedules to allow for standards-based learning, credit retrieval, and increased intervention time during the school day. In addition, expanded after school programs are provided to allow for targeted interventions to improve academic outcomes for our at-risk students.

Instructional Coaches, Resource Specialists, and Rti Specialists at the school sites will assist teachers in disaggregating data and identifying students that need interventions. In grades K-5, Branching Minds will be utilized for RTi to help identify and track students in the RTi process and assist with documentation to make sure that interventions are being implemented, intervention plans are being followed, and parents are receiving communication about their child’s progress. At middle school and high school the Instructional Coaches, Resource Specialists and Rti Specialists will help identify and track students in the Rti process and monitor the documentation and progress to make sure that interventions are being implemented, intervention plans are being followed and parents are receiving communication about their child’s progress. Any student who has been identified as not making adequate progress will be personally contacted by school personnel to discuss progress monitoring data, and grades.

Expanded learning opportunities will be afforded to all K-8 students using the iReady ELA and math individualized learning paths and data will be monitored by qualified teachers who will implement interventions and provide enrichment as the data indicates. ESE and ELL students will be provided daily-individualized interventions based on their IEP goals and LEP plans. In addition ELL students in grades K-5 have access to Imagine Learning Language and Literacy as another means to improve literacy and increase language proficiency and close the achievement gap. Rosetta Stone is used at the high school and middle school with ELL students to increase language proficiency at those levels. Edgenuity is utilized at the middle school and high school for ELL students that might need instruction or assistance with instruction in another language. In addition, all students will have their individualized ELA and mathematics learning paths adjusted after their progress monitoring.

In high school and middle school, students that are identified as deficient in ELA will be placed in the Read 180 Program and will complete the Read 180 Reading Inventory. Reading Coaches will work directly with reading teachers to push in to provide additional targeted small group interventions.

For students showing a decline in mathematics (Algebra or Geometry) additional targeted learning activities will be provided via Kahn Academy.

All high school and middle school students who are credit deficient, will be provided learning opportunities through Edgenuity and/or Edmentum with a qualified instructor to close achievement gaps which will enable them to graduate on time. We will also offer science camps, ELL camps, Biology and Algebra boot camps to provide students with experiential learning opportunities to increase proficiency of standards. Extended Day and Extended Year programs will be offered at all school sites and will target those that are identified as deficient in ELA and/or Math. Transportation will provided when possible to increase the access to our students/families.

Support from school social workers, school nurses, and licensed mental health professionals has been increased to assist schools with the most significant student mental health needs. One coordinator for social work services was added for additional support to schools and to ensure appropriate levels of training and supervision for increased personnel. Edgenuity will be used to provide SEL curriculum at the high school and middle schools. Branching Minds will be used to monitor and track Behavior Intervention Plans at the secondary level. Additionally, materials are in the process of being secured that will be used to assess students who need an emotional/behavioral screening (as required by Florida Statute).

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

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

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

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

**Part IV: Assurances**

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

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

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

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

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

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

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

**Acknowledgement**

Local Educational Agency Chief Executive Officer or Authorized Representative

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| **Name and title of person responsible for completion and submission**  |
| Teresa Hall, Director of Student Academic Services |
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| **Superintendent signature (or authorized representative)** |
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