



2021-24 American Rescue Plan
Elementary and Secondary School Emergency Relief Fund
Duval County Public Charter School ARP ESSER Plan,
Application, and Assurances

5901 – KIPP Jacksonville K-12

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

Charter schools shall submit its ARP ESSER application to the Duval County Federal Programs Office via emailing caresact@duvalschools.org on or before **November 8, 2021**. The complete application shall include:

- Charter School ARP ESSER Plan, Application and Assurances utilizing this template;
- Budget Narrative to accompany the plan.

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 charter school shall provide the LEA with its final plan. These should be provided to the Duval County Charter School office. The subject line of the email must include district name and Plan for the Safe Return of In-person Instruction.

Part I: Implementation Plan

Each charter school participating in the grant project 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 charter school does not plan any activities for one or more authorized uses, please indicate that there are no planned activities.

Activity 1: Addressing Learning Loss (at least 20% of total allocation). Of the total amount allocated, the charter school 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).

Out of School Tutoring. Teachers will provide tutoring outside of school hours for students in the bottom decile (10%) of each grade level. Can be facilitated through Zoom if transportation is a barrier.

MCLASS/Amplify supports for literacy intervention. MCLASS aligns to the assessment data we already collect and can provide targeted intervention for students without a heavy lift on teachers. Amplify will offer more sophisticated data reporting.

Academic interventionists will assist with addressing students' individualized needs based on assessment data and they will assist with progress monitoring.

Paraprofessionals will be used to assist in differentiating instruction and assist classroom teachers in meeting students' academic needs.

Manager of Student Support Services will provide multi-disciplinary services and support to prevent, respond to, and minimize the barriers to learning that students may experience. The MSSS will lead the implementation and compliance of student service programs including but not limited to ESE, ESOL, 504, mental health, and family support.

Literacy Manager is assigned to the central office and will support schools in assessment data analysis, intervention, and acceleration strategies related to literacy.

Humanities Manager is assigned to the central office and will support schools in assessment data analysis, intervention, and acceleration strategies related to humanities.

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Science Manager is assigned to the central office and will support schools in assessment data analysis, intervention, and acceleration strategies related to science.

Director STEM is assigned to the central office and will provide leadership and support to schools and central office staff in assessment data analysis, intervention, and acceleration strategies related to science and mathematics.

Senior Director School Leadership will ensure the overall quality of school programming by providing leadership and development to all School Leaders. Together with the Chief Academic Officer, this role will focus on implementing academic strategies, all aspects of talent strategies, and providing support for schools to implement their priorities in alignment with our strategic plan.

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

No planned activities.

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

No planned activities.

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

No planned activities.

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

No planned activities.

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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 planned activities.

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

No planned activities.

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

No planned activities.

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

No planned activities.

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

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No planned activities.

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.

No planned activities.

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

Educational technology will aid students in continuity of learning and individualized instruction. Hardware includes but is not limited to iPads, Chromebooks and technology carts.

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

School Social Workers will allow School Counselors to focus on class-based, individual counseling, credit recovery, transcript evaluation and test coordination. Can be more outward facing with connecting students and families in need to community-based organizations. Can take lead on truancy (chronic absenteeism) issues.

Parent Liaisons will run lead for on and off boarding families. Helping parents/families link to community-based organizations for needed assistance. Can work with Counselors and Directors of School Operations to meet student needs and assist in truancy work.

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 planned activities.

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

- (i) administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction;**
- (ii) implementing evidence-based activities to meet the comprehensive needs of students;**
- (iii) providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and**
- (iv) tracking student attendance and improving student engagement in distance education.**

No planned activities.

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

School security system installation and upgrades.

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.

Maintenance projects to improve the indoor air quality in our school facility to include inspection, testing, and replacements.

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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.

Employee COVID-19 vaccine incentive payments.

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.

Gifted Teachers will allow us to keep our gifted students on campus to provide enhanced learning for students who have been identified as performing academically, intellectually, or creatively beyond their grade level.

Licensed Practical Nurses will enhance our capacity to assist in our response to the local health department and other agencies' guidelines related to COVID-19 safety.

Manager Strategy & Compliance will allow us to build capacity around specific strategic projects and own compliance required by DCPS.

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.

5% administrative rate for direct and indirect costs.

Part II: Ensuring Effectiveness of Interventions

Please describe how the charter school 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



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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.

Our primary baseline assessment for reading, math and science is NWEA's MAP. We use this assessment because it gives us a reference point not only for how students are growing across the years they are enrolled with us, but also a national, norm-referenced, percentile score. For standards-based progress monitoring we will use our curricular assessments through KIPP Wheatley and Eureka Math. KIPP Wheatley and Eureka Math provide unit assessments that are aligned to the standards taught during that unit. For Science, Amplify has created Florida-aligned benchmark assessments that we will give three times each year. In writing we will administer two benchmarks that mirror the currently FSA Writing exam, which we score against the FSA writing rubric. This data is analyzed during regional data meetings and is disaggregated by sex, race, ESE and ELL as needed.

At the beginning of every school year, each child's current reading level and target skills will be assessed using researched-based literacy assessments. This data will serve as the primary means of informing literacy instruction, with reading data from the MAP used as another data point to triangulate and ensure validity and approach. All assessment data, including that obtained from the literacy assessments and the MAP assessment, will be shared with parents and will become the basis for a parent/student/teacher conference, in which the student's individual reading goals for the year will be set by all three parties. Parents will be informed of their students' progress in reading at the end of every quarter. Students will also participate in conferences about their literacy data to develop ownership for growth and keep students focused on the specific skills they need to build to increase fluency. By keeping parents and students consistently informed as to reading level and progress toward individual goals, they are better equipped to own literacy growth. Teachers will also track literacy data throughout their classes to inform flexible intervention groups and so managers will have data to inform the coaching and PD for each teacher. Students who are unable to meet literacy goals will also receive push-in and pull-out services from a special education or intervention teacher, preferred seating, adapted assignments, and additional instructional time. Use of blended learning tools provide another means of individualized literacy practice that aligns with assessment data. Students may also receive tutoring individually and in small groups during the school days and may seek additional support after school.

To address gaps in math we will use Eureka Equip which give a pre-test for each module that diagnoses supporting standards that need to be retaught for each individual students. It provides lesson plans for teachers to work based on identified need (whole-group, small-group or individual). The program is also aligned to Zearn (our instructional technology for math) and assigns lessons based on gaps in learning. We will use afterschool tutoring to meet needs that cannot be addressed during the regular academic day.

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

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Each LEA developed and made publicly available on the LEA's website a plan for the safe return of in-person learning in the Fall of 2020. Charter schools also provided this plan to the Charter School office. 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 school 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 charter school acknowledges the requirement that each charter school 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 District's Charter Office prior to the Winter Break. Upon the Department's approval, the LEA shall post the updated plan, or directions of how to receive the updated plan for each charter school on the LEA's website within 90 days of the award.

Part IV: Assurances

The charter school must agree to ALL of the assurances by checking the corresponding boxes. It is important to note that these Assurances will be submitted to the Florida Department of Education at the LEA level, however each charter school is responsible for the compliance to each assurance. Checking below means that the charter school will ensure it is in compliance with each assurance item.

- ☒ **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 charter school 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 charter school will use funds for activities allowable under section 2001(e) of the CRRSA Act.

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

- ☒ **Assurance 5: Reporting.** The charter school will comply with all reporting requirements, and submit required reports to the District so the District is able to provide complete reports to the Florida Department of Education at such time and in such manner and containing such information as the department may subsequently require.

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☒ **Assurance 6: Audits, Inspections or Examinations.** The charter school 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

Charter School Administrator or Authorized Representative

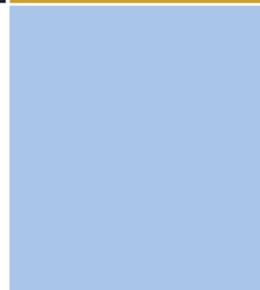
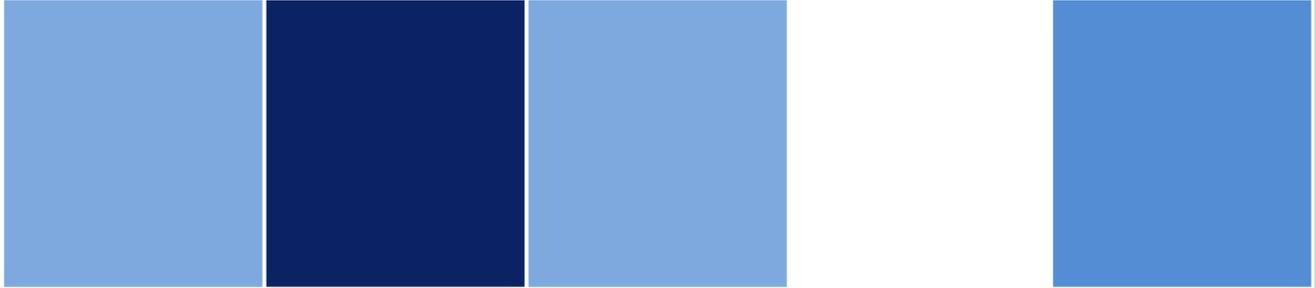
Name and title of person responsible for completion and submission

Naomi Jackson, Senior Director of Finance

Contact information: email, phone number

NJackson@kippjax.org, 904-683-6643 x241

SER) Fund Charter



2021-24 American Rescue Plan
Elementary and Secondary School Emergency Relief Fund
Duval County Public Charter School ARP ESSER Plan,
Application, and Assurances

1271 – KIPP Impact K-8

Purpose

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

No planned activities.

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

No planned activities.

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No planned activities.

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

No planned activities.

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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 planned activities.

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

No planned activities.

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

No planned activities.

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

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No planned activities.

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.

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Employee COVID-19 vaccine incentive payments.

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Part II: Ensuring Effectiveness of Interventions

Please describe how the charter school 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.

Our primary baseline assessment for reading, math and science is NWEA's MAP. We use this assessment because it gives us a reference point not only for how students are growing across the years they are enrolled with us, but also a national, norm-referenced, percentile score. For standards-based progress monitoring we will use our curricular assessments through KIPP Wheatley and Eureka Math. KIPP Wheatley and Eureka Math provide unit assessments that are aligned to the standards taught during that unit. For Science, Amplify has created Florida-aligned benchmark assessments that we will give three times each year. In writing we will administer two benchmarks that mirror the currently FSA Writing exam, which we score against the FSA writing rubric. This data is analyzed during regional data meetings and is disaggregated by sex, race, ESE and ELL as needed.

At the beginning of every school year, each child's current reading level and target skills will be assessed using researched-based literacy assessments. This data will serve as the primary means of informing literacy instruction, with reading data from the MAP used as another data point to triangulate and ensure validity and approach. All assessment data, including that obtained from the literacy assessments and the MAP assessment, will be shared with parents and will become the basis for a parent/student/teacher conference, in which the student's individual reading goals for the year will be set by all three parties. Parents will be informed of their students' progress in reading at the end of every quarter. Students will also participate in conferences about their literacy data to develop ownership for growth and keep students focused on the specific skills they need to build to increase fluency. By keeping parents and students consistently informed as to reading level and progress toward individual goals, they are better equipped to own literacy growth. Teachers will also track literacy data throughout their classes to inform flexible intervention groups and so managers will have data to inform the coaching and PD for each teacher. Students who are unable to meet literacy goals will also receive push-in and pull-out services from a special education or intervention teacher, preferred seating, adapted assignments, and additional instructional time. Use of blended learning tools provide another means of individualized literacy practice that aligns with assessment data. Students may also receive tutoring individually and in small groups during the school days and may seek additional support after school.

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To address gaps in math we will use Eureka Equip which give a pre-test for each module that diagnoses supporting standards that need to be retaught for each individual students. It provides lesson plans for teachers to work based on identified need (whole-group, small-group or individual). The program is also aligned to Zearn (our instructional technology for math) and assigns lessons based on gaps in learning. We will use afterschool tutoring to meet needs that cannot be addressed during the regular academic day.

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. Charter schools also provided this plan to the Charter School office. 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 school 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 charter school acknowledges the requirement that each charter school 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 District's Charter Office prior to the Winter Break. Upon the Department's approval, the LEA shall post the updated plan, or directions of how to receive the updated plan for each charter school on the LEA's website within 90 days of the award.

Part IV: Assurances

The charter school must agree to ALL of the assurances by checking the corresponding boxes. It is important to note that these Assurances will be submitted to the Florida Department of Education at the LEA level, however each charter school is responsible for the compliance to each assurance. Checking below means that the charter school will ensure it is in compliance with each assurance item.

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-



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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 charter school 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 charter school will use funds for activities allowable under section 2001(e) of the CRRSA Act.

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

☒ **Assurance 5: Reporting.** The charter school will comply with all reporting requirements, and submit required reports to the District so the District is able to provide complete 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 charter school 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

Charter School Administrator or Authorized Representative



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Name and title of person responsible for completion and submission

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