

2021-24 American Rescue Plan

Elementary and Secondary School Emergency Relief Fund

Local Educational Agency ARP ESSER Plan,

Application and Assurances

**SCHOOL BOARD OF BAY COUNTY 22A-175**

**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 after school 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).

1. Provide each elementary school (20) and one ESE center school with an Academic Interventionist to provide Tier II and III students interventions and provide teachers support in the implementation of the B.E.S.T. standards. Costs include salaries, retirement, FICA, insurance, and workers’ compensation. **Total: $1,394,047**
2. Provide tutoring before-school, after-school, and during Saturday school to address the needs of students performing below grade level and students who are credit deficient. Each school developed their own implementation plan using researched-based strategies. Tutoring will begin Semester 2 of the 2021-2022 school year and Semesters 1 and 2 of the 2022-2023 school year. Funds will be used to pay teachers and paras their hourly rate with benefits and premium pay for an administrator at each school site to compensate for the additional work and additional work hours needed to implement the plan. **Total: $1,120,934**
3. Provide 1 Credit Recovery (CR) teacher at each of the 5 traditional high schools and 1 CR teacher at the alternative high school and the ESE center schools to support credit recovery efforts in the schools’ credit recovery labs. This will provide one credit recovery lab at each high school. Costs include salaries, retirement, FICA, insurance, and workers’ compensation. **Total: $776,148**
4. Provide 1 ESE specialist to enhance Callaway Elementary's ESE implementation model. Students with exceptional needs have greatly intensified since the global pandemic. This position will ensure that students' unique learning and behavioral needs are being met and that extra time and attention is being provided to close achievement and skill gaps. Costs include salaries, retirement, FICA, insurance, and workers’ compensation. **Total: $66,053**
5. Provide 7 High School Graduation Coaches to mentor students, develop a student graduation and achievement plan, link wrap-around support to at-risk students by providing students with resources and support to increase graduation rates at the 5 traditional high schools, one at an ESE center school; and one at the alternative high school. Costs include salaries, retirement, FICA, insurance, and workers’ compensation. **Total: $443,183**
6. Provide 11 7-hour Credit Recovery (CR) paraprofessionalsat each of the 5 traditional high schools and 1 CR paraprofessional at the alternative high school and the ESE center schools to support credit recovery efforts in the schools’ credit recovery labs. Costs include salaries, retirement, FICA, insurance, and workers’ compensation. **Total $312,630**
7. Provide 32 instructional paraprofessionals who will be in the classrooms tutoring students, supporting students with the MTSS process with the classroom teachers, and assisting with various academic enrichment programs geared towards learning loss with the goal of increasing student growth in math and reading. They will also be available for social-emotional needs as well providing supervision for social distancing during class changes and lunches, providing additional support for students during quarantine, and ensuring that classrooms are provided adequate support/coverage. Costs include salaries, retirement, FICA, insurance, and workers’ compensation. **Total $1,400,000**
8. Pay students from each high school to provide before and/or after school tutoring for students in need of additional support and remediation. Students who tutors will be paid under the student helper job description (minimum wage) for 2 years. Tutoring can be face-to-face, virtual or hybrid. A teacher at each high school will be paid their hourly rate to supervise student tutors. **Total: $100,000**
9. Charter Schools
	1. Funds will be used to Address Learning Loss through the implementation of evidence-based interventions such as summer learning and summer enrichment, extended school year, comprehensive after school programs, and for targeted learning and tutoring to meet the federal requirement that our students with disabilities master the goals within the five domains of the students’ IEPs. Targeted learning will also include learning symposiums and conferences, and inclusive service-learning community-based instruction. Funds will also be used to navigate social and emotional issues for students through psychological evaluations, counseling, movement therapies, meditation therapies, and art therapies. We will ensure that these 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); **Total: $291,742**
	2. Provide support staff positions. Costs include salaries, retirement, FICA, insurance, and workers’ compensation. **Total $ 5,125,518.79**
		* Provide for 1 instructional paraprofessional for 2 years who will be in the classrooms tutoring students, working with students in the MTSS process (with the classroom teachers), and assisting with various academic enrichment programs geared towards learning loss with the goal of increasing student growth in math and reading. They will also be available for social-emotional needs as well providing supervision for social distancing during class changes and lunches, to provide additional support for students during quarantine, and to ensure that classrooms are provided adequate coverage. **Total: $48,000**
		* Provide 1 ESE Teacher and 1 ESE paraprofessional to help support K-8 students receive additional interventions to combat their learning losses due to COVID-19. Provide 1 Science coach position for 2 years to address learning losses in Science due to COVID-19. Provide 1 Math coach position to address the learning loss in Math due to COVID-19. Provide 1 MTSS Interventionist to offer interventions for K-8 students to help fill the gaps from the learning losses in all subject areas due to COVID-19. **Total: $318,000**
		* Provide support staff to address learning loss: 2 teachers for 2 years to provide ELA and Math interventions and provide teachers support for low income and homeless learners. Provide 4 instructional paraprofessionals who will be in the classrooms tutoring students, working students with the classroom teachers, and assisting with various academic enrichment programs geared towards learning loss with the goal of increasing student growth. To support the unique needs of students that have fallen below the district average. Provide 2 instructional coach/parent liaison/attendance for 2 years to help teachers with underperforming learners; Provide instructional coach to support teachers with underperforming learners. **Total: $600,488**
		* Provide intervention teachers (math, reading, behavior), specialists, paraprofessionals, STEAM teachers, MTSS support teachers and instructional specialists to provide students with direct support transitioning to the new B.E.S.T ELA and Math Standards and developing pacing guides and/or curriculum maps. This includes assisting with various academic enrichment programs geared towards learning loss with the goal of increasing student growth in math and reading. They will also be available for social-emotional needs as well providing supervision for social distancing during class changes and lunches, to provide additional support for students during quarantine, and to ensure that classrooms are provided adequate coverage. **Total: $ 4,159,030.79**
	3. Intervention textbooks and materials will help struggling students further develop their reading and writing ability. Various sets of instructional materials are needed to meet the curricular goals and address diverse ability levels. Materials will also allow students to develop their abilities in multiple literacies. **Total: $8,000**

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

1. Provide additional support as requested by principals to meet the unique needs of the students at schools that were Title I in the past, but have fallen below the district average. Supplemental supports for 2 schools include: 1 classroom teacher and their subs for when they are on leave ($64,300); 14 part time paraprofessionals to assist students in classrooms ($145,221); 1 parent liaison ($14,283); supplies ($1296). **Total: $225,100**
2. Provide high-quality math instructional materials. High-quality math instructional materials will ensure all K-12 students have access to a guaranteed, viable, standards-aligned math curriculum that can address learning loss, provide academic interventions, and create support structures to accelerate learning. This item will also include teacher professional development for the new math instructional materials. **Total: $2,500,000**
3. Woz ED Pathways to Careers! Specialize in science, technology and career-based programs designed to get people into the workforce quickly and affordably. Our goal is to educate and tool the masses to fill the multitude of quality tech-based jobs that are currently open and projected to grow in the coming years. This will not only help individuals and families sustain financial stability, but also help spur innovation and growth in business and government. This curriculum has been instituted in 8 Bay District elementary schools and this will allow us to expand the program to all elementary schools. The goal of this curriculum is to help close the digital divide in our community and provide access to our students to experience coding, robotics, Artificial Intelligence, drone operation and cybersecurity. Students exposed to this technology and skills-based instruction will be able to make more informed decisions about their middle school and high school Career and Technical Education Career Pathways which will assist in making career choices. This includes Technology-Related Supplies iPads, covers for iPads, and AppleCare. **Total: $274,897**
4. Charter Schools
	1. Provide additional books that will be provided to students in the library to continue filling in learning gaps from COVID-19 and aid in the promotion of independent reading. Total: **$,2947.77**
	2. Addressing the learning losses in math purchasing textbooks that will not only address the learning loss among the students, but address the need for the support materials to support the individual student. Additional resources for teachers to address needs of students (such as tradebooks, classroom manipulatives, instructional supplies to aid in reading and math proficiency) as well as additional resources for library and reading interventions. Resources for MTSS program (Corrective Reading/SRA Materials, progress monitoring tools, FCRR materials, etc.). Instructional supplies will help students develop a deep knowledge and understanding of vital math concepts and learn how to use what they know to tackle unfamiliar problems. Learning Equipment will enhance the learning environment to assist students in minimizing learning loss and promote innovative teaching in math and science to prepare students for success in the 21st Century workplace. **Total: $1,133,125.42**

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

1. Provide contracted behavior professionals to support Exceptional Student Education (ESE) for students with disabilities (SWDs) with significant behavior needs due to regression caused by disrupted school routines and school calendar due to COVID. This includes contracting services to include behavior analysis, curriculum and instructional services, individualized plan development, and classroom plan development to support individual students with identified needs and may include evaluations, observations, assessments and follow-up. Contract services to provide supports to students with special needs identified on their individual education plan (IEP). Additionally, technology related rentals to include software and equipment rental to be used by ESE teachers and providers in the delivery of services to SWDs, web-based instructional programs for SWDs to provide intensive specially designed instruction to close learning gaps; non-capitalized software related to instruction for SWDs at schools to include literacy software programs, iPad apps, communication software programs and Accessible Instructional Materials. Purchase of materials and licenses for the purpose of training school administration and staff in Crisis Prevention and Intervention for students experiencing significant behavior at school that causes a disruption to the learning environment. This training will provide training specific to de-escalation and coping with crisis situations in the school setting. **Total $400,533**
2. Charter Schools
	1. Addressing interventions for ESE students (Decoding, foundational skills, Barton Reading System, Child 1st Math, etc) by purchasing ESE instructional supplies.. Our ESE students have been especially impacted due to the global pandemic. Adding ESE teachers to ensure that students' unique learning and behavior needs are met and that extra time and attention is being provided to close achievement and skills gaps. **Total: $ 215,948.52**

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

No planned activities in this area that require the use of ARP ESSER III funding.

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

1. Provide Allied Health Students at Bay High School (Title 1) the opportunity to work with industry standard equipment in the health field to include three electric hospital beds which will house medical mannequins for students to practice the skills for them to be successful in their post-secondary college and career goals. **Total: $6,600**
2. Bay High School (Title 1) is integrating the Project Lead the Way (PLTW) Engineering Curriculum to provide the instructor and students high rigor, project-based curriculum, and professional development for teachers. Project Lead the Way's curriculum includes the courses: Introduction to Engineering; Digital Electronics, and Principles of Engineering. These purchases will provide the equipment and materials needed to prepare students to be successful in these courses and prepare them for their post-secondary college and career goals. **Total: $240,000**

**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.**

1. Provide one Supervisory Nurse and one Clerical assistant to the nurse. Positions will work directly with the schools to lead and guide COVID-19 response and mitigation including communication of most recent policies and protocols. The nurse will work closely with school health program partners and will collaborate regularly with the state and county Departments of Health, as well as PanCare of Florida, Inc. Both positions will be responsible for documentation and collection of COVID-19 data. Costs include salaries, retirement, FICA, insurance, and workers’ compensation. **Total: $240,000**

**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.**

1. Provide each school with a 5.75-hour behavior paraprofessional (32 total) to provide support for students with behavior plans and implement behavior strategies to prevent loss of instruction for students. Costs include salaries, retirement, FICA, insurance, and workers’ compensation. **Total $488,000**
2. Activity to address the needs of ESOL students: Provide 30 paras (.25 of salary with benefits) that are cost shared with other funds for 19 schools to support ESOL students, teachers and parents with acculturation into their new community. Provide 2 resource teachers to implement the BDS Newcomer, BDS Sheltered Instruction, and SLIFE (Students with Limited or Interrupted Formal Education) programs. Provide 1 ESOL Supportive Care Manager to translate and assist ESOL students and families. Costs include salaries, retirement, FICA, insurance, and workers’ compensation. . **Total $388,540**

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

1. Replacing old analog and inefficient camera systems with new 360 security systems with video recording for contact tracing. **Total: $500,000**

**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 in this area that require the use of ARP ESSER III funding.

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

1. Charter Schools
	1. Purchase floor cleaning and supplies/disinfectant machine to improve indoor air quality and support social distancing, so that teachers and students may safely return to and continue in-person instruction to prevent, prepare and respond to COVID. These improvements enable the schools to reduce the risk of virus transmission and exposure to environmental health hazards, and to support student health needs. **Total: $16,000**

**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 in this area that require the use of ARP ESSER III funding.

**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.**

1. Purchase Dell desktop computers and update current Dell laptops to be used to progress monitor and administer state assessments to at-risk students, administer state assessments to students enrolled in virtual school who are required to test, as well as home school students who participate in the Florida state assessments to meet their required educational documentation. The district needs to purchase the desktops and update the current laptops to ensure the students who were unable to test during the pandemic but still have to meet the state graduation and promotion assessment requirements.  **Total: $35,175**
2. Purchase an additional 100 Chromebook carts to store, transport, charge and distribute student Chromebooks in grades 9-12. A total of 3000 Chromebooks will be purchased and used for distance learning as well as for accessing online curriculum, credit recovery labs, communicating with teachers, submitting work via learning management system, and participating in progress monitoring assessments. These will serve students in grades 9-12 including low-income students and students with disabilities. **Total: $917,474**
3. Charter Schools
	1. 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. This includes educational software, Chromebooks, laptops, drones, use of digital scanning and reading pens) and other technology equipment. Many schools now use drones as an educational device, as part of a current classroom curriculum, such as computer programming, or in specific courses covering drone technology. This prepares students for jobs in the fast-growing industry. Drones are also good for getting students outside the classroom and can be used as physical activity. We feel adding a drone to our school will help students acquire abilities such as communication, collaborative work, and self-learning. Finding ways to allow students to work with their hands on projects is very important for student engagement. **Total: $442,550.55**
	2. Promethean Boards will be installed in classrooms that currently do not have a board of type or currently have an outdated SmartBoard. Teachers will be able to run all of the latest educational apps that will increase student learning. In addition, testing Chromebooks will be used to implement our progress monitoring tools and will be essential in targeting students that have suffered learning loss. Provide classroom sets of Chromebooks so that each classroom can utilize all of the impactful programs currently being used in a small group setting. This will increase student learning and increase their ability to navigate technology as well. **Total: $154,299.96**
	3. Edmentum Study Island licenses for K-12 ELA, Math, Science, and Social Studies will be used to monitor standards based learning. **Total: $150,110**

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

1. Support the mental health, socio-emotional, behavioral, and prevention educational needs of students. Services include, but are not limited to, psychoeducational support groups, targeted therapeutic social skills groups, individual therapy, MTSS-behavior interventions, crisis response, de-escalation, substance use and abuse prevention education, modeling, and coaching of strategies for faculty and staff. Also included are administrative staff to monitor and/or support those providing services, guidance paraprofessionals, and custodial staff (related to plant operations). The request includes salary and associated benefits, contracts (Ken Chisholm, EC Counseling), travel (mileage reimbursement, car rental, hotel, food reimbursement, tolls), rentals (plant operations- rug service), Tech-rentals (CoVitality, Frontline), phone stipends/mifi devices, other purchased services (copies, posters, business cards, stationary), supplies (trauma-sensitive classroom supplies such as fidgets, chairs, yoga mats, sand timers, light covers, noise-canceling headphones, office supplies, books, soap, paper towels, copy paper), tech-related supplies (toner, radio chargers, assistive technology), furniture (desks, chairs, lockable filing cabinets, radio), printers. **Total: $8,000,000**
2. Charter Schools
	1. Provide support staff positions. Costs include salaries, retirement, FICA, insurance, and workers’ compensation. **Total $197,264**
		* Funds will be used to address the more severe student needs that may surpass what is listed in the 20% learning loss narrative for therapies designed to meet their social/emotional IEP goal. These funds will be used in direct response and discretion made by an on site clinical psychologist and social worker. **Total: $7,600**
		* Provide 1 Administrative Assistant/Dean of Guidance & Mental Health for 2 years, who will oversee expanded student mental health services and supports. Coordinate efforts of student mental health supports with local agencies, assist with the coordination of services and programs for students with disabilities, as well as underserved student populations. **Total: $89,664**
		* Provide 1 Social worker for 2 years to support the mental health, socio-emotional, behavioral, and prevention educational needs of students. **Total: $100,000**
		* Provide 2 guidance counselors and 1 paraprofessionals and 1 guidance clerk to support and SEL interventions to students and assist guidance department with testing, scheduling, and SEL/behavior interventions. 2 mental health and 2 behavior paraprofessionals will assist. **Total: $ 473,242.56**
	2. Provide instructional supplies will be used to enhance the work of the counselors in helping students with social and emotional learning, decision making, organization, and making the most of the opportunities they have learned through their hard work. Provide digital boards for mental health messages and student recognition for gains in reading/math and incentives. These will be placed inside the buildings in the hallways. Our guidance counselors have developed social/emotional programs that we would like to broadcast during school lunches. This is a time where students are "captive" and we will be showing topics ranging from homework tips, organizational tips, note taking, emotional health, and a variety of informational items to help our students' emotional and social well-being. **Total: $52,900**

**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.**

1. Provide instructional and non-instructional support staff stipends to supervise students before and after school. Extra personnel allow schools to provide additional locations for schools to stage students, which allows students to spread out for social distancing. Costs include salaries, retirement, FICA, insurance, and workers’ compensation. **Total: $175,632**
2. Provide a Summer Learning Recovery Program K-12 students at all BDS schools for the summers of 2022 & 2023. Students will receive 6.0 hours of instruction daily using a hybrid model of face-to-face and virtual learning for 12 days during the month of June to solidify and master standards, provide opportunities for accelerated learning, recover credits, as well as enrichment opportunities. Costs include salaries, retirement, FICA, insurance, and workers’ compensation for classroom teachers; paras, ESE teachers, ESE push in teachers; clerks, administrators, bus drivers, bus paras, maids, SRO’s and dispatcher; contract with Pancare for 3 nurses and health techs for every school the 2nd year; transportation for students to attend the Summer Learning Recovery Program; cleaning and sanitizing supplies for the schools; and premium pay to encourage employees to work the summer programs. (To qualify for the premium pay, the employee must work directly with students [excludes clerks, maids, and SROs] without missing a day of their assigned summer program.) The premium pay will be negotiated with ABCE and BESPA prior to the summer programs. The amounts to be negotiated: teachers $1,000, and support personnel [paras, bus drivers, bus paras] and AA’s $500. **Total: $5,500,000**
3. Charter Schools
	1. To address Learning Loss through the implementation of evidence-based summer learning and summer enrichment interventions for 3 years. To also ensure that 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). Students will receive daily instruction to solidify and master standards, provide opportunities for accelerated learning, recover credits, as well as enrichment opportunities. Costs include salaries, retirement, FICA, insurance, and workers’ compensation. **Total: $480,750**
	2. To pay teachers stipends to work with students with academic learning gaps in reading and math over the summer. Total: **$12,000**

**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.**

**(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;**

Pre- and post- assessments that will be used to assess students’ progress: iReady diagnostic assessments will be used by K-8 students and will be administered three times during the year. iReady Growth Monitoring will be utilized in addition to the diagnostic assessment to more frequently monitor the progress of our most vulnerable students at our most fragile schools. iReady diagnostic assessment data will be used to create online personalized learning lessons specifically targeting each child’s individual instructional needs. Teachers and school based academic interventionists will provide small group, differentiated instruction utilizing the Teacher Toolbox lessons and resources as needed to students in need of additional support beyond the online personalized lessons. **Total: $515,386**

Charter Schools: Instructional software (GimKit and Quizlet) will support the delivery of relevant and engaging lessons allowing teachers to use formative assessments to monitor learning. **Total: $ 14,311.65**

Progress monitoring will also be used in content area courses (science and social studies) at the secondary level using Mastery Connect. District summative assessments will be deployed through Mastery Connect in Canvas and student performance will be monitored by district staff and school leadership. Canvas provides equitable access and instructional continuity for K-12 students by providing a one stop shop for instructional content/materials, grades, feedback, communication tools, and analytics. Canvas supports blended and online learning and with its mobile apps allows teachers to be engaged with students and parents more frequently. This includes Mastery Connect Subscription and Mastery Connect Online Subscription Certica Formative Assessment Subscription; Studio Cloud Subscription; Mastery Connect Virtual Session; Mastery Connect Implementation; Virtual MasteryConnect Leadership Institute. **Total: $183,470**

Students identified with significant deficiencies in reading or math enrolled in specific courses (Personal Career Development, Applied Communications, Liberal Arts Math, and Math for College Readiness) at the high school level will utilize Edgenuity to track progress. Edgenuity licenses for 6-12 students will support credit recovery, initial credit, blended and online learning, and test prep. Teacher professional development is included as well as on demand webinars and virtual support. **Total: $243,900**

Edmentum Study Island licenses for K-12 ELA, Math, Science, and Social Studies will be used to monitor standards-based learning. Study Island offers flexible tools and practice with standards in a variety of formats or modalities to improve student proficiency and quickly provide teachers data about who is on track and who needs additional support. **Total: $77,800**
For PreK-K, Edmentum Reading Eggs will be used to monitor and prepare our youngest students for the essential reading and phonics skills they need to be ready to read. Reading Eggs provides real time monitoring for differentiation. **Total: $7,900**

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

Learning loss will be addressed in our Multi-Tiered System of Supports (MTSS) process. Students will be identified, plans will be developed to address their identified needs, and the MTSS team will progress monitor the students’ progress and adjust their plans as needed. Academic Intervention Teachers at each elementary school will assist with the implementation of the plans. MTSS Staff Training Specialists will assist with the implementation of the plans at the secondary level.Students at the middle school level are enrolled into critical thinking courses for remediation and unit recovery. Additionalcredit recovery labs are established at every traditional high school and at the alternative high school for students that need to recover course credits. Graduation coaches at each high school will help address learning loss and monitor progress towards graduation requirements.

Ongoing progress monitoring will be utilized and students will engage in appropriate interventions based on their specific needs. iReady diagnostic assessment data will be used to create online personalized learning lessons specifically targeting each child’s individual instructional needs. Teachers and school based academic interventionists will provide small group, differentiated instruction utilizing the Teacher Toolbox lessons and resources as needed to students in need of additional support beyond the online personalized lessons. ELA teachers K-12 will also use additional embedded scaffolds and interventions within the adopted ELA curriculum.

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

Schools conduct Open Houses in the fall to provide information to parents that will assist them in working with their children at home. Parents are invited to all IEP, ELL, 504, MTSS, and Child Study Team meetings that involve the development and progress monitoring of their children’s plans. During these meetings, parents are provided with information to help them support their children in achieving their goals. Parents are highly encouraged to attend parent-teacher conferences. The schools conduct parent workshops to provide parents with information and materials that will help them to effectively support their children. In addition to face to face meetings, regular communications will be provided to parents/guardians and the community through PeachJar, FOCUS Parent Portal, district and school websites, social media and Everbridge. Parents are encouraged to utilize resources on the BDS Launchpad to include Canvas, IReady, Edgenuity etc.to support students during face to face or distance learning. Parents are notified when a student is identified as having a substantial deficiency in reading and are provided with the district’s “read at home” plan. In the event of distance learning, BDS will follow the instructional continuity plan (ICP) which outlines comprehensive support and communications with families and the community to support student success.

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

Schools will monitor student attendance and engagement through metrics in platforms including but not limited to FOCUS Parent Portal, Canvas, iReady, Edgenuity etc. Students in need of interventions will be provided additional support to include additional synchronous and asynchronous opportunities. Students identified with attendance issues or showcasing patterns of truancy will be referred to the district truancy team for additional services and supports. Students subgroups to include low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, are provided additional support and interventions based on need by district and school staff specializing in that area.

**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.**

1. Provide Custodial Maids necessary to adequately prevent, prepare and respond to COVID-19. **Total: $850,000**
2. Provide deep cleaning of classrooms and purchasing disinfecting supplies for all locations for 2022-2023 & 2023-2024. **Total: $675,000**
3. Charter Schools
	1. Provide tent rental to allow social distancing with outdoor classrooms for the health and safety of the vulnerable ESE population. **Total: $15,000**
	2. Provide custodial services for 2 years, sanitation/disinfection of the school facility. **Total $72,000**
	3. Hire an additional custodian will serve as an additional daytime custodian to provide extra safety related cleaning needed due to COVID-19. The addition of a Custodial Maid is necessary to adequately prevent, prepare and respond to COVID-19. Costs include salaries, retirement, FICA, insurance, and workers’ compensation. **Total: $196,888.66**
	4. Provide custodial supplies for cleanliness of buildings to ensure health protocols. **Total: $36,585.97**

**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.**

1. Purchase air conditioning systems for schools to improve indoor air quality and support social distancing, so that teachers and students may safely return to and continue in-person instruction to prevent, prepare and respond to COVID-19. These improvements enable the schools to reduce the risk of virus transmission and exposure to environmental health hazards, and to support student health needs. The replacement and upgrade projects improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation and air conditioning systems, filtering, purification and other air cleaning and control systems. **Total: $6,000,000**
2. Provide airtight building envelope, including roofs, to improve and maintain indoor air quality, and provide safe school facilities while reducing exposure to environmental health hazards. **Total: $580,295**
3. Inspection, testing, maintenance, repair, replacement, and upgrade three school site HVAC systems, to improve air quality in school facilities. Projects will include improved air quality, ventilation and air conditioning systems. Upgrades to filtering, air cleaning systems, fans, control systems, and window and door repairs included. **Total: $150,000**
4. Charter Schools
	1. Purchase HVAC air conditioning systems for school to improve indoor air quality and support social distancing, so that teachers and students may safely return to and continue in-person instruction to prevent, prepare and respond to COVID-19. These improvements enable the school to reduce the risk of virus transmission and exposure to environmental health hazards, and to support student health needs. The replacement and upgrade projects improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation and air conditioning systems, filtering, purification and other air cleaning and control systems. **Total: $399,400**
	2. Improve the quality of facilities by the repairing and replacement of doors throughout the campus. This will help to improve ventilation and the safety of students as large groups enter and exit the buildings.  **Total: $350,000**

**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 planned activities in this area that require the use of ARP ESSER III funding.

**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. Premium pay for all employees employed on the date of Board Approval will receive a $1,000 premium pay stipend. Each part-time Non-Bargaining staff member who is employed on the date of Board Approval will receive $750. These employees put their own health concerns to the side and overcame logistical challenges to ensure students receive a high quality in-person and virtual instruction and interventions for struggling learners. **Total: $5,000,000**
2. Provide instructional staff stipends for providing support during lunch duty. Additional personnel allow schools to provide more locations for students to eat lunch, which allows students to spread out for social distancing. This includes the stipend, fica and workers’ compensation. **Total: $172,918**
3. The teacher mentor program builds permanent capacity in current instructional professionals through high-quality job-embedded mentoring which positively impacts student achievement, ensures retention of employees, and continuity of instruction. Provide new and struggling teachers with the support of an experienced teacher. The experienced teacher will co-teach/mentor and plan with the new teacher during his/her planning period 3 days out of the week. The mentor co-teacher will receive a 6% supplement for mentoring one semester or a 12% supplement for the entire school year. **Total: $1,500,000**
4. Provide all new BDS teachers with the necessary support to develop into accomplished educators with the knowledge and skills to maintain instructional continuity. Provide one instructional specialist and two staff training specialists to provide systemic support for new teacher development. Provide substitute coverage for participation in the BDS New Teacher Institute. Provide teacher stipends for ongoing professional development to ensure instructional continuity. Costs include salaries, retirement, FICA, insurance, and workers’ compensation. **Total $800,000**
5. Designate one 6.5-hour substitute for each school site to serve as an On-Call substitute to be available to continue instruction when a teacher is quarantined because of COVID-19 or exposure to COVID-19. Costs include salaries, retirement, FICA, insurance, and workers’ compensation. **Total: $520,000**
6. BDS is currently experiencing difficulty with severe staffing shortage. BDS struggles with resignations while vacancies go unfilled. To improve the daily substitute fill rate, BDS will provide a substitute incentive plan. Substitutes who work at least 10 days during a month will receive a $100 bonus for that month. In addition, we will offer an enhanced substitute incentive plan for any substitutes who work 14 days during a month and will receive a $200 bonus for that month. **Total: $300,000**
7. Actual medical costs to self-insurance fund. **Total: $100,000**
8. Charter Schools
	1. Premium pay for all instructional staff (including conditional, pre-conditional, and long-term substitutes assigned to instructional duties as classroom teacher), who are employed on the date of Board Approval, will receive a premium pay stipend for multiple academic years. These employees put their own health concerns to the side and overcame logistical challenges to ensure students receive a high quality in-person and virtual instruction and interventions for struggling learners. **Total: $1,487,126.73**
	2. Provide math intervention teachers, reading intervention teachers and one on one read and math parprofessionals top provide extra support to student and learning. In addition, provide parent liaison to assist with students and the community. **Total: $317,350.86**
	3. Provide training, professional development, coaching and CRISS training. **Total: $42,000**

**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.**

1. Pay Indirect costs @ 2.83% Plan B. **Total: $729,651**

**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.**

Utilizing input provided from [stakeholders](https://docs.google.com/presentation/d/1FSiVgK-RlaFTlegbg-UFJZ2FwurS2Fe8/edit?usp=sharing&ouid=112072481801862137568&rtpof=true&sd=true), Bay District [data](https://edudata.fldoe.org/ReportCards/Schools.html?school=0000&district=03), and *allowable use of the funds* as defined within the [ESSER Federal](https://docs.google.com/presentation/d/1dzsqrDUMI4aCsJVB7GBPBew5A7TG9xvH/edit?usp=sharing&ouid=112072481801862137568&rtpof=true&sd=true) Guidelines, Bay District Schools will provide the following interventions including, but not limited to:

* MTSS Interventions during the school day
* Extended School Day (before and after school)
* Tutoring
* Summer Programming
* Virtual Learning
* Credit Recovery
* Mental Health Support

At the Tier 1 level, schools will deliver state Character Education standards and curriculum that contributes to a healthy classroom climate as well as positive citizenship skills. Students identified as needing Tier 2 support, will receive research-based interventions including Check-in/Check-out, Social Skills groups, digital social skills resources, mentoring, etc. Students in need of more intensive support at the Tier 3 level, will receive interventions and strategies identified with a Positive Behavioral Intervention Plan (PBIP). Through the problem solving process, students may also be identified to need mental health services. School-based problem solving teams which include mental health professionals, may refer students for services through the district’s established “Community of Care” process. These referrals may result in services provided by BDS mental health professionals, or community based providers.

Students identified via the Universal Screener or those that are already receiving intervention, may also benefit from CBITS/Bounceback. CBITS and Bounce Back: Bounce Back is a school-based group intervention for elementary aged youth that have been exposed to stressful and traumatic events. This Evidence-Based Curriculum utilizes clinicians to teach students ways to cope with and recover from traumatic experiences, so they can get back to doing what they want and need to do. Students are involved in weekly group and/or individual sessions that discuss; Coping Skills, Feelings Identification, Relaxation Exercises, Positive Activities, Social Support and Problem Solving. Bounce Back is an elementary school adaptation of CBITS (Cognitive Behavioral Intervention for Trauma in Schools) for middle and high schoolers.

Students in Tier I, II, and III, students who are not on track for graduation, and all subgroups (low-income, students with disabilities (SWD), English learners (EL), racial and ethnic minorities, migrant students, students experiencing homelessness, and youth in foster care) will have the opportunity to participate in each intervention implemented to address their academic needs: Tutoring, Summer School Programming, Virtual Learning (remediation, tutoring). Virtual Learning (credit recovery) will prioritize students in grades 8-12 who did not obtain course credit and/or may not be on track for graduating.

The district will utilize various strategies to evaluate students' progress and the impact of each intervention implemented at each school site. To evaluate the effectiveness of interventions, district and school staff will monitor data points specific to attendance, pre/post assessments, progress monitoring data, grades, course completion, and stakeholder surveys. The effectiveness of instruction and interventions will also be monitored through classroom walkthroughs and Professional Learning Communities (PLCs).

Data will be reviewed regularly and disaggregated by subgroup to review 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 to ensure the needs of all students are being met by the appropriate interventions.

Tutoring: Will be offered every August - May, 2021-2024

Summer Programming: Will be offered annually during the summer month of June, 2022-2024

Virtual Learning (remediation and tutoring): Will be offered every August - May, 2021-2024

Credit Recovery offered every August - May, 2021-2024

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

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

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

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

**Part IV: Assurances**

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

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

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

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

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

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

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

**Acknowledgement**

Local Educational Agency Chief Executive Officer or Authorized Representative

| **Name and title of person responsible for completion and submission**  |
| --- |
| *Denise Kelley, Deputy Superintendent - Teaching & Learning* |
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| **Superintendent signature (or authorized representative)** |
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