

2021-24 American Rescue Plan

Elementary and Secondary School Emergency Relief Fund

Local Educational Agency ARP ESSER Plan,

Application and Assurances

**[LEA and Number]**

**Purpose**

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

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

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

**Directions**

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

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

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

**Part I: Implementation Plan**

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

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

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

1. Provide tutoring to students that need remediation after school or during summer (at regular rate of pay). Includes credit recovery courses.
2. Provide supplies such as books for summer reading programs.
3. Provide supplies such as books, workbooks, textbooks, and other consumables to address learning loss. Includes Mathematics adoption materials, K-12 Social Studies materials and Science materials.
4. Provide extra pay for administrators required to work during summer school.

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

1. STARBASE project with NAS Pensacola. This is a special STEM program we are looking to partner with NAS Pensacola for 2022-23 school year. District will pay costs for transporting students.

**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

**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 overtime pay as required for response teams to perform according to protocol.
2. Provide campus security officers during summer school.
3. Provide appropriate health services personnel to perform reactionary health checks to students and employees when out breaks occur.
4. Additional nursing unit at District level.

**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. Hotspots to provide for low-income families - remote learning.
2. Provide instructional supplies as needed to ensure instructional continuity for students of low-income families, homeless, and other needs.
3. Professional development and supplies to assist personnel with serving homeless students and students with other unique needs.

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

1. Upgrade meeting room hardware to foster effective communication. Due to social distancing needs and protocols, meeting room hardware is needed to facilitate distance learning for professional development, effective communication and to provide continuity between the various conference room locations.

**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.**

1. Purchase of sanitation equipment and supplies to clean the various schools and ancillary facilities for virus elimination (custodial department).
2. Purchase of PPE for schools and non-school departments (gloves, face masks, face shields, hand sanitizer, etc.)

**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.**

1. Extra hours for instructional technology personnel to work to ensure connectivity for students.
2. Zoom meeting license to be used in case of shutdown and normal operations.

**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. Destiny Textbook and Resource Manager is designed specifically as a tool for textbooks and non-book resources. The upgrade contains features to best support a 1:1 Chromebook system in our district such as the ability to track devices, sign acceptable use policies and the ability to sign for the device at checkout. Price includes upgrade and 1-year license. Current licenses are already a budget item.
2. Software subscriptions for teacher resources and student remediation (Math, Lang Arts, test prep and other).
3. Digital license for blind students to access orientation and mobility training and resources.
4. Internet access for students.
5. Technology supplies such as Chromebook chargers and ink/toner.
6. Software for communications between students, teachers, and other personnel including electronic signature software (previously budgeted in ESSER I and II)
7. Software for a secure online environment for students and teachers.

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

1. Provide appropriate personnel to support students with mental health needs as well as education support needs**.**
2. Contracted service to assist District personnel with social 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.**

1. Extra pay for teacher planning. Planning time outside of regular contracted hours to work on curriculum development and best practices to support student learning. Teachers are currently using their regular planning time during the day to cover classes that are lacking instruction due to teacher absences and shortage of substitute teachers. We believe that the shortage of subs is due to Covid-19 exposure concerns. As a result, teachers are moving their planning time to after school hours in order to fill the gaps and provide quality instruction.

**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.**

1. Music therapist to serve students with disabilities by assessing needs through musical responses and design music interventions for individuals and groups based on student needs.
2. Professional Development (PD) for math instruction. Professional development for effective program implementation such as iLit programs which requires significant guidance and support to ensure teachers and administrators use the program effectively for maximum student benefit. Professional Development registration and travel to attend BEST District training or other beneficial training. PD for teachers in the summer, coaching days during the year, and online resources to help teach students (and families) the 7 Habits of Highly Effective People which includes goal setting and data tracking. Professional Development licenses for Renaissance Star 360 that is associated with the student portion. Kagan professional development services. Provide staff with PD needed to meet the needs of students (including workshops, membership to PD subscriptions, webinars, and other resources). All PD will be geared towards helping teachers address the unique needs of students in our new unique conditions.
3. Instructional Coaches for struggling DA schools and contracted math coaching services.
4. Online student e-books to allow students to continue to read and research outside of school hours, during the summer, and during unexpected school closures. The e-book collection would also include a representative percentage of titles in the native languages of our ELL students and the online databases include the ability to translate the articles. Additionally, the digital collections would contain read-to, read along and audiobooks to meet the different reading levels and learning styles of our students. The digital format of the e-books and online databases also gives students the options to change the page layout and font styles to be more easily tracked by the eyes, to click on a word for an in-text definition, to highlight portions of the text for future reference, and take notes that can be saved to another location. The titles would be an up-to-date balanced collection of fiction and nonfiction titles to both encourage independent reading and support the curriculum.
5. Student supplies and equipment to prevent sharing.

**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. Facility improvements including new and replacement chillers, boilers, controllers, ductwork, windows, etc. to improve HVAC and other air quality needs at various schools. Costs include maintenance agreements and parts and labor warranties that extend up to 10 or more years.

**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. Perform preventive maintenance on HVAC equipment. Continuation of contract to maintain air handler units.

**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.

**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. Maintain staff for the upcoming 2022-23 and 2023-24 school years. These units were provided to supplement regular units earned via staffing model allocations.
2. Update meeting room hardware at various district locations to facilitate learning for professional development and effective communication while following social distancing guidelines.
3. Provide COVID leave for personnel in the absence of FFCRA which ended December 31, 2020.
4. These funds will reimburse employees for out-of-pocket expenses during the pandemic period. Consistent with SB 2500, Section 46, funds will be provided for all full-time eligible employees who did not receive the direct state payment to principals, classroom teachers, and PK teachers.
5. Proportionate Charter School Allocations (2.1%) for expenditures consistent with ESSER guidance (395 UFTE).
6. Sub teachers for small group tutoring or absence of ESSER funded teachers.

**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. Indirect Cost rate for 2021-2024 – 5% max
2. Provide adequate staff to monitor and report spending of CARES Act funds.

**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.**

Pre and post-assessments that will address and be used to assess students’ progress include the following:

The Schools will use the following resources:

* Star 360 Assessments (Reading & Math) – All grade levels
* iReady Diagnostics (Reading & Math) – Elementary level
* USA Test Prep – Middle and High School levels

Additionally, district created tests for algebra, geometry, history, civics, eighth grade science and biology are used for progress monitoring.

The evidence-based interventions that will be used to meet the comprehensive needs of students both during and outside of the regular school day:

* Sonday System
* Phonics Chip Kit
* 95% Group
* iReady
* Tutoring
* Summer school
* Grade Recovery and Diplomas Program (GRAD program)
* Supplemental lessons and practice in comprehension, vocabulary, language study and foundational skills
* Opportunities for students to work with visual representations of the concepts/ideas example: math and science manipulatives
* Time in each class session to build fluent retrieval of basic facts (math)
* Specific feedback to students
* Peer grouping
* Reteaching
* Individual and small group instruction
* Use of formative assessments to provide targeted instruction

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

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

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

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

**Part IV: Assurances**

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

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

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

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

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

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

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

**Acknowledgement**

Local Educational Agency Chief Executive Officer or Authorized Representative

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| **Name and title of person responsible for completion and submission** |
| Shanee Ducker, Coordinator-Budget Analysis & Reporting |
| **Contact information: email, phone number** |
| sducker@ecsdfl.us |
| **Superintendent signature (or authorized representative)** |
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