

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. 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.

**Charter Schools:**

Alachua County will choose the flexibility option for charter schools. Alachua County will reimburse charters for their approved expenditures. All purchases will be checked against each school's submitted budget. Charters will be required to send in an invoice with backup documentation to show what services or supplies were purchased (including dates, totals, and vendors or personnel), the checks or receipts showing these items were purchased, and lines from the schools' bank statements showing these payments have been processed through their school accounts and not simply a credit card payment. Reimbursements will be made through a PO process internally at the District. Each Purchase Order will include the backup documentation listed above. Invoices will be submitted through the AP system against each PO generated for payment. The Finance Department will send a deposit statement to each school to outline what Invoices are being paid out of ESSER III funds.

**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. **Beyond the Bell Tutoring Program**: Students will have access to ACPS teachers to support learning beyond the school day via Zoom or phone. Certified teachers in K-12 will be available for consultation, mini-lessons, homework help and open office hours. Elementary zoom rooms are available by grade level and secondary rooms are available by content area.
2. **High Dose Tutoring**: Trained paraprofessionals and intervention teachers will implement intensive fluency support individually or in very small groups in grades K-5 using Sound Partners, SIPPS and Great Leaps materials. Secondary students will work with teachers and paraprofessionals in groups of 4 or less utilizing Rewards and Great Leaps materials.
3. **UFLI Foundations**: UFLI Foundations curriculum will be implemented in all schools in grades K-2 as a part of core literacy instruction. As part of this collaboration with the University of Florida, teachers will receive ongoing professional development, job-embedded instructional coaching, and curriculum materials.
4. **Summer Adventures in Literacy (SAIL)**: In partnership with UFLI, we will offer a specialized summer literacy program for four hours of instruction daily and then provide after-school activities for the balance of the day. Teachers will receive professional development from the UFLI team, coaching support and curriculum materials for this high-interest literacy camp developed based on the science of reading to support elementary literacy.
5. **Algebra Nation:** Algebra Nation is a digital platform developed by the University of Florida that students and teachers use for targeted instruction and reviews in 6-8 Math, Algebra 1, Geometry, Algebra 2, SAT Prep, and Act Prep. This educational technology provides comprehensive standards-aligned videos with multiple instructors who can be selected based on the unique needs of students. Within Algebra Nation, there are comprehensive teacher guides with remediation tools and OERs. Algebra Nation links with Canvas, and it works well with importing content and assessments into Canvas courses.
6. **IXL Math Software**: This supplemental resource provides teachers with online resources to target students’ specific learning needs. The IKL suite includes online learning activities to address learning loss and helps students fill in knowledge gaps so that they can access grade level content.
7. **iReady Literacy Intervention for Middle School**: iReady is a resource which provides teachers with assessment tools and curriculum resources aligned to support students’ identified needs. Students who are performing below grade level are targeted for this curriculum. Teachers are supported with professional development before implementation and receive ongoing support to ensure the program is used with fidelity and student progress is monitored to ensure the students are moving back to grade level work.
8. **High School Reading Intervention Curriculum**: Supplemental curriculum materials are needed to address the needs of high school students who are working below grade level expectations. Professional learning opportunities will support teachers throughout implementation to facilitate implementation with fidelity.
9. **District Progress Monitoring Assessment Creation**: Together with the district assessment team, the subject area curriculum specialists will develop common assessments for each core content area so that there are 8 assessments per course for teachers to use to make data driven instructional decisions. Having a common set of high-quality, standards-aligned assessments will give teachers and administrators the data needed to remediate, reteach, and accelerate the instruction for all students with a pointed focus on high-need student populations.
10. **High Quality Curriculum Resource Development**: In order to ensure that all students have equitable access to high quality, standards-aligned curriculum, curriculum specialists and master teachers will collaborate to develop and update the curriculum resource portal. These resources include curriculum maps, Canvas courses, assessments and other curriculum tools.
11. **B.E.S.T. Standards & Acceleration Professional Learning**: These professional learning activities will support various professional learning sessions, professional learning communities, and math and literacy leadership teams. These sessions will ensure teachers have the knowledge and tools to implement the new B.E.S.T. standards for ELA and Math. In addition, these learning sessions will provide teachers with access to knowledge and resources in order to accelerate student learning in response to learning gaps.
12. **Pre-K Emergent Literacy Training**: Each pre-kindergarten instructor will receive 15 hours of professional development on emergent literacy.
13. **Illuminate Implementation**: Illuminate is a digital assessment and data platform. It offers the delivery of assessment, the storage of student data, and multiple ways to analyze and focus assessment and student data. There are costs associated with training and support for implementation so that the program can be used to identify student need and plan for intervention and acceleration as well as the license cost.
14. **Illuminate Teacher Training - Impacting Student Outcomes**: Funding the training of teachers at each school site in how to utilize data to measurably affect student outcomes, utilizing Illuminate and Canvas. The goal will be to help teachers find ways to bridge learning gaps, and give them tools to utilize data in a real, meaningful way that guides their instruction.
15. **Developing Equity Driven Learning Focused Leaders**: Supported by the Center for Educational Leadership at the University of Washington, Professional learning will be provided to develop equity centered, learning focused school leaders who ensure experiences that accelerate and inspire student learning. School leaders will develop skills to provide targeted feedback and nonjudgmental methods for observing and analyzing instruction.
16. **Professional Learning for Teachers with 0-3 Years of Experience**: The Powerschool professional learning catalog will provide access to asynchronous courses for teachers in need of instructional support or those on improvement plans. This learning catalog is aligned to the ACPS Instructional Framework and provides school leaders with the ability to assign on-1demand professional learning for teachers in need of instructional support. Pandemic teaching has increased the need for instructional support for teachers with 0-3 years of experience.
17. **District and School-Based Administrator Training for supporting SWD’s**: Participants will attend the Council for Exceptional Children Conference to receive professional development as it relates to working with students with disabilities to provide for a Free Appropriate Public Education by utilizing high-impact, research-based instruction for all students.
18. **Professional Development Specialist Summer Work**: Provide a stipend to employ our Professional Development Specialists over the summer to complete professional development projects including PLC and PD support for school-based teams to ensure the plans for the school year are in place prior to the return of the teachers for the new school year.
19. **The Summer Academy**: Our extended school year program, the Summer Academy, will provide students with 80 additional hours of learning time over sixteen school days in June. This additional learning time will allow teachers to address any learning gaps students may still have at the conclusion of the school year. In order to meet the specialized needs of our English Language Learners, we will also offer an ESOL Summer Academy.
20. **Dedicated Professional Development Days for Teachers**: Teachers will spend a professional learning day following the administration of district progress monitoring for the purpose of reviewing student data and planning for intervention and acceleration to meet specific students' needs. Professional development and curriculum specialists will support grade level and content area teacher cohorts around standards-based lesson planning and evidence based interventions to address learning loss for students performing below grade level and to plan acceleration for students who are performing on grade level.
21. **Transformational Leadership Academy**: The Transformational Leadership Academy is designed for school leaders to develop a deep understanding of the major components of 'turnaround " schools. Participants will examine systems ( data, instructional, interventions, professional development, equity, and social emotional, etc.) and discuss how each supports and impacts teaching and learning. Principals and assistant principals will attend seven sessions visiting Turnaround Schools and other schools in the district and out of county. They will participate in data reviews, classroom walkthroughs, targeted feedback sessions, and develop plans for next steps to improve instruction for students.
22. **Elementary Math Support**: As we adopt new Math materials and implement new Math standards in grades K-5, this teacher on special assignment will provide teachers with curriculum resources, professional development, and coaching support.
23. **Breakthrough Coaching Professional Development**: Professional learning to develop district and school leaders capacity to develop effective systems and structures for transformational leadership and professional growth.
24. **Supplemental Instructional Materials to Address Learning Loss**: Based on progress monitoring data, evidence-based curriculum materials will be needed to address students' specific learning needs. These materials will support core subjects as well as intervention that occurs beyond the traditional school day.
25. **Leadership Development**: In order to meet the unique needs of students, especially those who have been disproportionately affected by the impact of COVID, district and school leaders will engage in professional learning to accelerate learning for all students. Leaders will engage in professional development on positive school culture, standards based learning and social emotional health in addition to strategic leadership in times of hardship.
26. **Insights to Behavior Professional Development**: Insights to Behavior is a web-based application that allows users to quickly create a behavior intervention plan (BIP) with research-based strategies. As the social-emotional and behavioral needs of our students have increased significantly as seen by comparing the pre-pandemic office discipline referral data to our current data, the need for personalized behavior intervention plans and support have equally increased. Insights to Behavior assists educational teams with effectively and efficiently defining the antecedent, behavior, and consequences so as to develop an intervention plan using research based strategies. The web based program coaches the FBA team to collect data and progress monitor for fidelity. Each school will have access to the program for their Dean/BRT. A district team inclusive of the Board Certified Behavior Analyst (BCBA), school psychologists, and teachers on special assignment will also have access to the program to provide increased structure, uniformity, and support for their work when completing FBA's and BIP's. [.](http://strategies.as/)All students experiencing behavior challenges in school have the potential to receive positive behavioral support and therefore, benefit from the use of his program. However, our African American students and students with disabilities have the greatest potential for benefit as the risk ratio for out of school suspension has increased in these subgroups the most.
27. **PLC Training for School-based Teams**: School Teams (Principal, AP, IIC , Team Leader or grade level chair) will engage in summer professional learning to develop the capacity to implement evidence based PLCs on their campuses. This training will support teachers with implementing evidence based PLC practices guided by DuFours four critical questions for PLCs so they can improve their practice and better meet the needs of all students.
28. **Solution Tree PLC Conference**: Professional Development Specialist, Director and Supervisor will attend a PLC conference to develop the capacity to train school teams in the summer of 2022. The PLC is an evidenced based data driven structure that centers on collaboration among teachers to increase student outcomes. This professional learning aligns with the instructional imperative to accelerate learning to close the achievement gap which was exacerbated due to the pandemic.
29. **Beginning Teacher Cohort Professional Learning Series**: A professional learning series of training, mentoring and collaboration with colleagues is structured throughout the school year for all beginning teachers. Those who participate fully are better equipped to meet professional educator competencies.
30. **Reading/Literacy Courses**: Professional learning on all aspects of literacy instruction and meeting the needs of all students, especially those struggling with foundational literacy. Teachers who complete the series may meet the requirements of reading endorsement certification.
31. **Professional Development for Managing Student Behavior**: The district partners with our state discretionary projects for providing professional development for staff. The district has an increased need for professional development related to classroom discipline, behavior management, de-escalation, and social skills as compared to pre-pandemic days. In order to provide for the increased training needs, funds for stipends and substitutes is needed. This will build the capacity of our teachers and provide for improved educational opportunities for our students. Classroom disruptions take away from the learning of all students, not just those engaged in the misbehavior. Discipline rates and suspension rates are up significantly as compared to pre-pandemic days. Our African American suspension rates and our African American suspension rates for students with disabilities are up at an even higher rate.
32. **Professional Development Legal Updates for SWD’s**: Provide professional development to school based administrators and district staff on working with students with disabilities in order to provide for a Free Appropriate Public Education. Training will ensure the district can ensure compliance and legality for child find and discipline.
33. **Reimbursement to Charter Schools** - for approved items/services/personnel needed in the provision of student instruction and safe schools.
34. **Reimbursement to Charter Schools** - for approved items/services/personnel needed in the provision of ESE programs.
35. **Reimbursement to Charter Schools** - for approved items/services/personnel needed in the provision of student instruction after school and safe schools or other instruction not qualifying for FEFP funding.
36. **Reimbursement to Charter Schools** - for approved items/services/personnel needed in the provision of student support services.
37. **Reimbursement to Charter Schools** - for approved items/services/personnel needed for instruction and curriculum development.

**Activity 2 Charter Schools.**

1. **Reimbursement to Charter Schools -** for approved items/services/personnel needed in the provision of student instruction and safe schools.
2. **Reimbursement to Charter Schools -** for approved items needed in the provision of student instruction after school and safe schools or other instruction not qualifying for FEFP funding.
3. **Reimbursement to Charter Schools -** for approved items/services/personnel needed in the provision of student support services.
4. **Reimbursement to Charter Schools -** for approved items/services/personnel needed for instruction and curriculum development.
5. **Reimbursement to Charter Schools -** for approved items/services/personnel needed for instructional staff training.
6. **Reimbursement to Charter Schools -** for approved instruction-related technology.
7. **Reimbursement to Charter Schools -** for approved items needed in the direction and management of safe operation of schools.
8. **Reimbursement to Charter Schools -** for needed information services.
9. **Reimbursement to Charter Schools -** for approved items needed in the provision of costs associated with school buildings and safe schools.

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

[Begin text here.]

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

1. **Guidance Clerical Support**: Guidance Clerical staff are responsible for setting up all IEP and 504 meetings and making contact with parents at least two times each year to ensure their participation in these meetings. This has been more difficult during COVID. They also arrange for outside agencies to attend as appropriate and assist with making contact with families when students have excessive absences. They also help document school level interventions and Education Planning Team (EPT) meetings.

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

[Begin text here.]

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

[Begin text here.]

**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.**

[Begin text here.]

**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. **ESOL Professional Learning**: In order to meet the unique needs of English Language Learners, teachers will receive professional development that culminates in the ESOL endorsement.
2. **Parent Leadership Training**: In order to better engage parents and guardians while providing them with information and support, training will be planned and delivered to them by the district and their partners. Parents and guardians will learn about wrap-around services and other information about supporting their children academically, socially and emotionally as we respond to the increase in needs as a result of COVID. Training will be offered at times and locations that are accessible to all families including nights, weekends, and other non-traditional times or methods.

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

1. **Scribbles Software-Records Conversion/Digital Management**: This project will fund the purchase of Scribbles, LLC. software to assist in the conversion of student records from 1938 - 2012. Scribbles will also provide a digital platform to process and manage student records requests while ensuring FERPA guidelines are followed.
2. **Adobe Licenses to protect FERPA protected correspondence**: The purchase of Adobe Pro Licenses to be used throughout the district will increase security related to FERPA and the transfer of confidential student information from one individual in need of educational information to another. This will allow individuals across the district to password protect sensitive documents such as 504's, IEP's, mental health plans, foster care placement information, and more.
3. **Strategic Planning with Cognia**: With the support of facilitators from Cognia, the district will begin a comprehensive needs assessment and strategic planning process. Working through this process, the district will learn to lead this work in the future. The district will have, as a result of the strategic planning process a Strategy Map, Annual Improvement Plan, and an Annual Implementation Plan so that it can embark on a cycle of continuous reflection and improvement. The process will additionally engage all school community stakeholders and build Board and district capacity to lead the work of strategic improvement.

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

[Begin text here.]

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

[Begin text here.]

**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.**

[Begin text here.]

**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. **Espon Interactive Projectors**: Funding interactive projectors for the classrooms will help boost student engagement, collaboration and creativity. Teachers can engage and involve students with brighter images in the classrooms.
2. **Educational Technology Purchases:** Funding would allow the purchase of educational technology (including projectors, student laptops, software, hardware, software, and connectivity for students) These implementations allow for interactivity in the classroom as well as the ability to provide instructional continuity in the event of additional closures due to pandemics. Funding would also allow for additional training for teachers and staff to use the technology to improve instruction and student engagement.

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

1. **Laserfische Workflow Software**: This project will fund the purchase of Laserfische in order to provide timely, quality investigations with professional collaboration, while ensuring FERPA for students. This will allow for improved workflow and a decreased investigation time.
2. **BASE SEL Online Curriculum**: BASE provides online social-emotional/behavioral lessons for students struggling with behavior at school. The goal is to increase pro-social skills and therefore decrease suspension rates. This allows for increased instruction time and greater opportunity for academic success. Suspension rates have increased across the district as compared to pre-COVID days. At the 12 week mark in the school year, overall OSS incidents were up 33% and OSS days were up 39% as compared to the 2019-2020 school year. During the same time period, we saw a 32% increase in OSS incidents for African American students and a 43% increase for African American students with disabilities. Students are in need of replacement behaviors. The district is interested in not only continuing and growing the use of BASE lessons in the school, but also potentially allowing use in the home setting.
3. **Crisis Response Training**: The National Association of School Psychologist (NASP) PREPaRE curriculum provides crisis prevention and preparedness training with comprehensive school safety planning in Workshop 1. Workshop 2 provies for crisis intervention and recovery with the roles of school based mental health professionals clearly articulated. The initial training is a 6.5 hour training and the intervention and recovery training requires 13 contact hours. This training will build a consistent crisis prevention through recovery framework. Everyone will speak the same language and it will enhance collaboration and communication. The PREPaRE model connects physical and psychological safety initiatives and provides structure to build long-term sustainability and support (Train the Trainers). When the district is functioning with this level of support, we can more effectively restore academic learning.
4. **School Social Worker**s: Mental health needs of students have increased significantly due to Covid. Many have been disengaged from school and social connections. There are significant barriers in place that make access to mental health services disproportionately difficult for low income minority, homeless and other fragile student populations. These barriers can be overcome by providing mental health services in school for all students. By providing social workers, the district can provide evidence-based counseling both individually and in small groups to all students who have a need for this support.
5. **Mental Health Support Services Supervisor**: To provide effective leadership in the planning, development and implementation of a comprehensive mental health support services program for students and families dealing with a wide range of social-emotional, behavioral, and cultural issues impacting student’s attendance or achievement in school. Directly assisting with support to schools while assisting with state requirements for mental health curriculum for students and teachers.
6. **Student Behavior with embedded Mental Health Support Plan:** Development of district-wide Student Behavior Support Plan with embedded mental health support, restorative practices, and a Positive Behavior Intervention & Support focus to provide an equitable and culturally responsive lens for supporting students. The plan will include social skill building for elementary, middle, and high school students. Differentiated support for students and professional development opportunities for staff will be offered to ensure fidelity of implementation. This plan engages educators, parents, and community members with the intention of expanding a system-wide approach toward student wellbeing.

**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.**

[Begin text here.]

**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. **Skyward Tardy Kiosks**: Tardy kiosks which integrate with Skyward SIS will be purchased and installed at each middle and high school. These kiosks allow students to sign themselves into school when they are tardy, thus getting students to class quicker. Attendance clerks/Office staff will not need to respond to long lines of students, as the students will approach the tardy kiosk and sign themselves in by scanning their Skyward ID through the mobile application on their phones, scanning their ID card (if applicable) or entering their Skyward ID. The tardy is automatically logged into Skyward as a "Tardy by Student" and the kiosk will print the tardy pass. The student can then proceed immediately to class without someone in the office having to enter the tardy and write out a tardy pass. Teachers will also see the exact time the student signed themselves in on their attendance screens. Office efficiency will be increased and student sign in time decreased, resulting in more time in the classrooms for students.
2. **Universal Gifted Screening**: Minority students are referred for gifted services at a much lower rate than their majority peers. Universal screening allows all students an equal opportunity for referral for gifted testing thus providing access to enrichment for underrepresented student populations.

**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. **Outdoor Teaching & Learning Spaces**: Improve and create outdoor teaching and learning areas at school facilities in an effort to support operations and reduce the risk of exposure to and transmission of viruses and variants, support the health needs of students, and reduce the risk of exposure to health hazards (environmental).
2. **Indoor Air Quality Improvements**: Projects focused on replacing, repairing, upgrading, maintaining, testing, and inspecting mechanical and non-mechanical HVAC systems in an effort to improve indoor air quality in ACPS school facilities. Project also includes purification, filtering, and control systems projects. This project will also address the building envelope, window, door, and entryway replacement and repair projects.

**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. **Classroom Air Purification Units**: This project will fund the purchase of portable air cleaners with HEPA filters foreveryclassroom, school clinic, andmedia center across the District. These air cleaners will improve ventilation, reduce the number of air virus particles and reduce the likelihood of spreading disease.

**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.**

[Begin text here.]

**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. **Paradox Online Recruiting**: This project will fund the purchase of Paradox Online Recruiting System. The goal is to promote the recruitment of classroom teachers, counselors, paraprofessionals, principals and other personnel essential to the academic and social/emotional development, physical health, etc. of students to promote successful learning, particularly in light of the learning losses and mental health challenges associated with the COVID pandemic.

**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**: The District will charge a 5% indirect cost on applicable expenditures.

**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.**

The negative effects COVID had on student performance on State Assessments were exacerbated for our ESSA Subgroups of African American, Economically disadvantaged, English Language Learners, and Students with Disabilities. Student attendance and lack of engagement in distance learning were especially significant in terms of those students who experienced the greatest learning loss. Additionally, students in all learning modalities had increased mental and social emotional needs expressed in and out of the classroom. District staff reviewed ESSER Engagement Survey data from all community and school stakeholders as they planned interventions and supports for students who expressed the most learning loss.

2020-21 statewide assessment data for ELA showed the following proficiency rates for these subgroups:

* White/non-Hispanic 63%
* African-American 34%
* Economically Disadvantaged 32%
* English Language Learners 25%
* Students with Disabilities 15%

2020-21 statewide assessment for Math showed the following proficiency rates for these subgroups:

* White/Non-Hispanic 67%
* English Language Learners 32%
* Economically disadvantaged 28%
* African-American 21%
* Students with Disabilities 16%

Interventions included in this application were selected so that they could provide extended learning activities within and outside of the school day for our students in need of additional academic and social emotional support. Evidence-based supplemental curriculum materials were selected to meet the unique needs of all students and plans are in place to ensure there is professional development to accompany implementation so that all new interventions and materials are used with fidelity. Additional personnel were budgeted to provide additional support and wrap around services to accelerate the recovery for our most vulnerable students. Student performance will be monitored closely by a variety of progress monitoring aligned to grade level standards. Additional professional development and time for lesson planning will be provided to teachers and leaders so that they can respond to student needs throughout the school year. Plans are also included to improve the safety and engagement of classroom spaces for all students with HVAC improvements, new outdoor classroom spaces and additional access to instructional technology.

**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**  |
| Alexander Rella, Chief of Finance |
| **Contact information: email, phone number** |
| rellaar@gm.sbac.edu 352.955.7559 |
| **Superintendent signature (or authorized representative)** |
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