

2021-24 American Rescue Plan

Elementary and Secondary School Emergency Relief Fund

Local Educational Agency ARP ESSER Plan,

Application and Assurances

**Baker County School District-02**

**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).

**Activity 1:** The Baker County School District will provide a summer school program for K-12 students during Summer 2022, 2023, and 2024 to address learning loss. The program will provide instruction to students with significant academic need (approximately 90 hours each summer). The funds will be used for salaries, retirement, and Social Security for staff members (classroom teachers, guidance counselors, registered nurses, mental health counselors, support staff, and bus drivers). Additionally, funds will be used to purchase diesel fuel to provide bus transportation for students during the summer programs. ($913,765.00)

**Activity 2:** After-school tutoring will be provided during the 2023-2024 school year for K-12 students in the district to address learning loss. This tutoring will be provided by certified teachers and may be offered on our school campuses and/or virtually (depending on the needs and availability of the students). The after-school tutoring program will implement evidence-based interventions to meet the needs and remediate learning loss of students. (After-school tutoring will be paid with ESSER II/CRSSA funds for the 2021-2022 and 2022-2023 school years.) ($125,500.00)

**Activity 3:** Baker County School District will hire six (one for each school) highly-qualified paraprofessionals to provide evidence-based interventions and curriculum/instructional support to students. Interventions will be provided using small group or one-on-one instruction with struggling students to help close the achievement gap and remediate learning loss. The paraprofessionals will meet regularly with identified students during the 2023-2024 school year. (These positions will be paid with ESSER II/CRSSA funds for the 2021-2022 and 2022-2023 school years.) ($244,500.00)

**Activity 4:** Instructional staff will be hired at their hourly rate to provide instruction, academic support, and /or interventions to struggling students during the school day. Teachers will be paid to provide this support during their planning time. This will help to address learning loss of students who are not able to stay for after-school tutoring and/or who need additional support to close the achievement gap. ($229,000.00)

**Activity 5.** A graduation coach will be hired for the grant period. The graduation coach will coordinate activities and services to complement existing student systems, provide strong student support services, work closely to align students, families, counselors, teachers, school, and community efforts to increase attendance and graduation rates. Responsibilities include planning and preparation, data analysis, management, assessment and evaluation, intervention and direct services, collaboration, staff development, and a focus on student growth and achievement. ($240,000.00)

**Activity 6.** Instructional materials and calculators for interventions for struggling and/or at-risk students. ($30,000.00)

**Activity 7.** Hourly salary for classroom teachers to work during the summer to create curriculum maps, prepare lessons, and design interventions to meet the needs of struggling and/or at-risk students. ($18,000.00)

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

No planned activities.

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

**Activity 1.** Adaptive technology for students with disabilities (SWD) will include additional desktop devices, laptops, Chromebooks, iPads and other assistive devices. These additional devices will be utilized in regular, resource and self-contained classrooms to increase social distancing among students. These devices will also be utilized in a virtual, homebound, or home-based setting if students are required to quarantine due to illness or contact tracing. These devices will also assist with learning loss by providing access to features such as speech to text, specialized electronic curriculum/programming, augmentative communication, and alternative responding. Equipment will be inventoried and managed by the Baker County School District's Exceptional Student Education office. ($50,000.00)

**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.**

**Activity 1.** Purchase 120 computers for four (4) CTE computer labs. The computers will be used to increase social distancing among students in the computer labs. ($70,200.00)

**Activity 2.** Purchase additional CTE equipment for the culinary lab at Baker County High School. This equipment will be used to expand the culinary lab to increase social distancing among the students. More equipment will allow smaller groups of students while working in the culinary lab. ($25,000.00)

**Activity 3.** Purchase additional CTE equipment for the criminal justice lab at Baker County High School. This equipment will be used to expand the criminal justice lab to increase social distancing among the students. More equipment will allow smaller groups of students while working in the criminal justice lab. ($25,000.00)

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

No planned activities.

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

No planned activities.

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

No planned activities.

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

No planned activities.

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

**Activity 1.** Purchase COVID-19 related cleaning supplies and materials to sanitize and clean the facilities per CDC guidelines. ($30,000.00)

**Activity 2** **(J**) **Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State,**

**and local requirements.**

No planned activities.

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

**Activity 1.** Large-screen televisions, compatible wireless display adapters/receivers, and television stands will be purchased for classrooms. The wireless display adapter/receiver will enable the large-screen television to connect wirelessly to the teacher’s computer. This will enable students to see the teacher’s screen and participate in classroom instruction from a distance, which is necessary due to required social distancing. It will also enable teachers to use more of their floor space to social distance the students’ desks due to CDC recommendations rather than using a projector that requires floor space for itself and for the distance needed between the projector and the screen. ($40,000.00)

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

**Activity 1.** The school district will hire an additional mental health counselor for the entire grant period to provide mental health counseling and support social and emotional learning (SEL) at all school sites. ($240,000.00)

**Activity 2.** The district will contract with behavior support personnel to provide behavioral services at all school sites. Personalized student behavioral plans will address unique areas of need to increase student academic performance. Services within the school setting to include assessment, consultation, goal development, and behavior plan interventions which may include demonstration of recommended strategies. ($125,000.00)

**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.**

Planned activities listed in Activity 1.

**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.**

**Activity 1.** The school district will offer Parent and Family Nights to share information with parents on how they can effectively support their children academically. These parent and family engagement opportunities will be provided once per semester for the entire grant period. Funds will be used to purchase supplies for the events. ($10,000.00)

**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.**

**Activity 1.** Update and retrofit existing PreK/Kindergarten Center classrooms to provide additional classrooms for secondary students to increase social distancing and reduce the risk of virus transmission and exposure to environmental health hazards. The PreK/Kindergarten Center and the middle school currently share a campus, but the middle school is in need of additional classrooms to increase social distancing. By updating and retrofitting some PreK/Kindergarten classrooms, the middle school can use those classrooms to decrease class size and increase social distancing. ($400,000.00)

**Activity 2.** Provide covered concrete patio areas for social distancing. These patio areas will be used as outdoor classrooms, outdoor eating areas, and physical education areas. This will increase social distancing and provide additional areas for activities to decrease the number of students in enclosed, indoor areas. ($350,000.00)

**Activity 3.** Provide covered walkways at the secondary schools for social distancing to alleviate overcrowding in the hallways. ($450,000.00)

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

**Activity 1.** Replace the heating and air conditioning system at Baker County High School to improve the indoor air quality in the school facility and reduce the risk of virus transmission. ($1,000,000.00)

**Activity 2.** Update and repair air conditioning systems in the school district to improve the indoor air quality and reduce the risk of virus transmission. ($500,000.00)

**Activity 3.** Replace carpet at school sites to mitigate the spread of COVID-19 and enhance cleaning and sanitation practices. ($500,000.00)

**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.**

**Activity 1.** Purchase COVID-19 related PPE and medical supplies for six nurses’ clinics for entire grant period. ($17,028.00)

**Activity 2.** Purchase additional paper goods for cafeteria use to comply with COVID-19 protocols and USDA guidelines. This may include to-go containers, wraps and containers for individual food items, disposable utensils, etc. ($30,000.00)

**Activity 3.** Purchase water bottle filling stations for school campuses since it is recommended to not use water fountains at school due to COVID-19. These water bottle filling stations will make clean water accessible and allow students and staff to safely fill their personal water bottles. ($20,000.00)

**Activity 4.** Purchase cafeteria tables and/or portable, folding tables with umbrellas for social distancing during meals. The cafeteria tables will increase the number of tables in the cafeteria so that fewer students will sit at each table, thereby increasing the amount of space between students for social distancing. The portable, folding tables will be used for students who cannot eat in the cafeteria due to the limitation on the number of students that can be in the cafeteria at one time due to social distancing. Desks, tables, and chairs for students will also be purchased in order to create CDC-recommended social distancing in classrooms. These will be used to increase the space between students in classrooms to decrease the number of students quarantined due to contact tracing. ($50,000.00)

**Activity 5.** Purchase additional tables and chairs for the school board meeting room to increase social distancing at meetings and the various events that take place in the school board meeting room. ($20,000.00)

**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.**

**Activity 1.** Provide a one-time “Closing the COVID Gap” employee recognition payment to all district employees. ($685,000.00)

**Activity 2.** Purchase ten (10) additional school buses with air conditioning. This purchase will decrease the number of students on each bus, thereby increasing social distancing. Air conditioning will improve the air quality during bus rides, especially when transporting students to and from summer school on extended routes in the hot summer months. ($1,300,000.00)

**Activity 3.** Remove obsolete equipment from areas used as storage to increase the number of rooms available for student activities to increase social distancing. ($30,000.00)

**Activity 4.** Premium pay incentive in addition to the hourly rate (which is paid by the district) for substitutes. This premium pay incentive is to address the shortage of substitutes (substitutes hired to cover for classroom teachers, bus drivers, custodial staff, and nutrition services). The premium pay incentive will be paid for working over a minimum number of hours per week and for working high-need days. ($150,000.00)

**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.**

**Activity 1.** Indirect costs not to exceed five percent (5%) of the total award.($437,341.00)

**Activity 2.** Hire two ESSER grant administrators/finance aides. These positions will be responsible for implementing and administering the multiple CARES Act/ESSER grants to ensure compliance and to assist with the additional workload, financial records, and requirements of these additional federal programs. These positions are for the duration of the grant period. ($391,500.00)

**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 LEA will utilize a multi-tiered system of supports to monitor students’ progress and measure effectiveness. The multi-tiered system of supports include curriculum standards, assessments used to inform instruction, multiple tiers of instruction and intervention, and data-based problem-solving used to make decisions on needed supports.

The LEA will also measure effectiveness of the interventions with progress monitoring assessments, state assessments, student grades, discipline data, retentions, and attendance rates. The LEA will periodically conduct reviews of the student data to measure effectiveness. The LEA utilizes Performance Matters/Power School Local Instructional Informational System (LIIS) and our student database system, Skyward, to monitor students’ progress.

The LEA currently has a District Accountability Grade of “B” (according to the 2018-2019 data, the most current set of data available). Overall, the district has a Federal Index of 59%. The only subgroup that scored below the Federal Index of 41% for the 2018-2019 school year was English Language Learners. The Black/African American and Homeless subgroups scored at the Federal Index of 41%.

Interventions for these subgroups will include literacy strategies and practices and/or programs with strong or moderate evidence levels to improve student outcomes. Instruction will include explicit and systematic instruction and whole-group, small-group, and/or one-on-one targeted instruction to provide feedback and remedy deficiencies. These interventions will be provided through summer school programs (with transportation provided), after-school tutoring, small-group and/or one-on-one academic support by paraprofessionals and/or classroom teachers, and by working closely with a graduation coach. Fidelity of the interventions will be monitored through classroom walkthroughs, data analysis, ongoing training and support, and lesson plans.

Kindergarten through third grade teachers will be provided with a copy of the *IES Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade Practice Guide* and the *IES Improving Reading Comprehension in Kindergarten Through 3rd Grade Practice Guide.* Support will be provided to teachers based on the recommendations in these guides.

According to research, mental health is a significant predictor of future academic performance and that students who improve their mental health make better academic progress than students whose mental health does not improve or worsens (Child Psychiatry & Human Development, *Mental health predicts better academic outcomes*, 2015). Increased mental health and behavior support opportunities will be provided for students through an additional mental health counselor and contracted behavior support personnel.

Parent involvement in a child's education is consistently found to be positively associated with a child's academic performance. Children also need space, time, materials and an accommodating environment that nurtures their sense of security. They need an environment that is conducive to learning and allows their brain to grow and develop. (Mcilroy, T., *21 Ways to Create a Learning Environment at Home*, 2021). The LEA will schedule Parent and Family Nights (one per semester during the grant period) to share information with parents on how they can effectively support their children academically.

**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** |
| Traci Wheeler, Director of Accountability and Special Programs |
| **Contact information: email, phone number** |
| [traci.wheeler@bakerk12.org](mailto:traci.wheeler@bakerk12.org), 904-259-6776 |
| **Superintendent signature (or authorized representative)** |
| Sherrie Raulerson, Superintendent |