

2021-24 American Rescue Plan

Elementary and Secondary School Emergency Relief Fund

Local Educational Agency ARP ESSER Plan,

Application and Assurances

**Clay County District Schools - 10**

**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 after school programs, or extended school year programs, and ensure that those interventions respond to students’ social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).

*The Coronavirus Pandemic created a substantial gap in student learning that continues to be a challenge for students and teachers. The gaps must be closed while continuing to move students to academic achievement and mastery of standards. In an effort to address these challenges, Clay County District Schools will implement the following programs:*

1. *After school tutoring and summer programs for students in grades K-12 utilizing evidenced-based curriculum in the areas of reading, mathematics, science, social studies. Student needs will be identified and monitored through three assessment windows - fall, winter and spring - utilizing iReady, Lexia, IXL, Penda Learning, and district created benchmark assessments. Summer programs include SEL support by guidance counselors. Transportation will be provided.*
2. *Purchase and implementation of high quality, evidenced-based curriculum for the following*
   1. *Targeted small group, differentiated instruction in reading*
   2. *Targeted small group, differentiated instruction in mathematics*
   3. *Core instruction in mathematics that aligns with the new B.E.S.T. standards*
3. *Provide ongoing high-quality instruction by certified teachers to prevent learning loss. Teachers who voluntarily sacrifice their planning period to provide this instruction will receive supplemental pay.*
4. *Increased hands-on learning experiences in math and science through the purchase of math manipulatives, science equipment, supplies, and materials.*
5. *Mobile devices provided to students for secondary summer school programs and online learning programs.*
6. *20% of charter school allocation is dedicated to learning loss. Program plans will be housed in the Charter School portal.*

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

*Collaboration with other federal programs ensure students’ needs, including those needs that are a direct result of Covid-19, are met.*

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

*Collaboration with other federal programs ensure students’ needs, including those needs that are a direct result of Covid-19, are met.*

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

*Collaboration with other federal programs ensure students’ needs, including those needs that are a direct result of Covid-19, are met.*

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

*In response to the Coronavirus Pandemic and its lingering impact on our Career and Technical Education programs, Clay County District Schools will initiate the following work:*

1. *Online subscription for assessment vouchers for industry certification practice tests.*
2. *Students in CTE programs will have the availability of after-hours small group sessions to work on industry certification preparation and demonstrations of skills and learning with Career and Technical Education teachers.*
3. *Career and Tech Education programs will add needed supplies, materials and equipment to close learning and skills gaps as a result of school closures.*
4. *Expansion of existing CTE programs and addition of new CTE programs that includes the purchase of furniture, fixtures and equipment for carpentry programs and medical assistant programs.*

**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.**

*This activity is supported in activity 2(G)*

**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.**

*There are no planned activities due to collaboration with other federal programs that ensure these students’ needs, including those needs that are a direct result of Covid-19, are met.*

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

*To ensure that Clay County District Schools have safe and reliable management and storage for our District servers, we will purchase a new data center. This data center will ensure the functionality of district servers and the safety of district data in the event of a disaster (fire, hurricane, tornado, flood, etc.). All subsystems are factory installed into a secure, weatherproof and transportable enclosure – simplifying and drastically shortening onsite time required to install and startup, thus reducing the potential for risk, quality, or schedule delays. This new data center includes power protection, thermal management, airflow optimization, and fire suppression.*

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

*This need is addressed in activity 2(I) with no cost.*

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

*Clay County District Schools will increase the number of electrostatic sprayers and cleaning supplies for facilities across the district. These devices ensure school buses, facilities, and classrooms are sanitary and safe for in-person learning. They also increase efficiency of staff by reducing time on task of cleaning facilities.*

**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.**

*In the event of another long-term closure due to pandemic, severe weather, or other catastrophic event, Clay County District Schools needs to ensure students have access to virtual learning environments, online learning platforms, research, reading, and writing tools. To prepare for such events, we will purchase mobile devices for students and teachers.*

**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.**

*Meeting the educational needs of all students is a top priority to Clay County District Schools. To provide high quality instruction in effective and efficient ways, we will upgrade and expand our technology in classrooms by purchasing charging carts, interactive panels, document cameras, and widescreen monitors.*

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

*The Coronavirus Pandemic has increased the importance of schools addressing the mental health needs of students and staff. Clay County District Schools is experiencing an increase in incidents overall, as well as, an increase in the intensity of those events. To address the increase in volume and intensity of these situations, Clay County District Schools will expand mental health services, support and counseling in the following ways:*

1. *Increasing our mental health staff with the addition of five Trauma Informed Care Counselors that provide services to students who are in crisis.*
2. *Purchase of evidenced based Social Emotional curriculum that addresses social, emotional, and mental health topics for teachers to utilize with students.*
3. *Professional learning opportunities for Social Emotional Learning curriculum and Youth Mental First Aid.*
4. *Library materials addressing mental health, healthy life-style choices, and social emotional learning.*
5. *Upgraded technology for mental health staff and social workers.*

**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.**

*These needs are addressed in Activity 1 of this application.*

**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.**

*These needs are addressed in Activity 1 of this application.*

**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.**

*These needs are addressed in Activity 2(P) of this application.*

**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.**

*To improve air quality, reduce virus transmission and exposure to environmental health hazards, Clay County District Schools will replace outdated equipment and systems in both permanent buildings and portable classrooms.*

**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.**

*Clay County District Schools will continue to provide schools with the necessary personal protective equipment that best meets the needs of their students, staff and families that visit their campus.*

**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.**

*Clay County District Schools has identified two targeted strategies to stabilize our workforce and ensure that high quality educational services continue. These include:*

1. *Workforce stabilization incentives.*
2. *Professional Learning opportunities to increase capacity, meet student needs and face new challenges that are a result of Covid-19.*

**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 costs will be taken @ 3.76%.*
2. *Direct costs will be taken @ 1.24%*
3. *Remaining charter school allocations will be distributed across each relevant activity upon completion of their individual plans.*

**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.**

*Interventions implemented by Clay County District Schools, in response to the Coronavirus Pandemic, will address the academic, social, emotional and mental health needs of all students due to the comprehensive structure of this plan. Programs, services, and initiatives will be launched upon approval of this application and will continue through the close of this program, September of 2024. CCDS has been thoughtful in the development of this application, bringing multiple stakeholders to the work, even before the requirement of public input. From the beginning of the pandemic CCDS has provided opportunities for administrators, teachers, staff, students and parents to share their observations and needs. The success of each intervention will be measured using pre-assessment, mid-point, and post-assessment data including iReady, Lexia, IXL, Penda, state required progress monitoring and district created benchmark assessments.*

*Low income students account for 41% of Clay County District Schools population. In reviewing the data provided by FDOE on EDUDATA, we find a gap of 16 percentage points between Non-Economically Disadvantaged students (64% L3 and above) and Economically Disadvantaged students (48% L3 and above) in the area of reading. In addressing student needs, interventions directed toward these students include additional instruction in small group settings, evidenced based curriculum, transportation and meals during summer programs to ensure participation, targeted instruction on foundation skills and content, and explicit social-emotional instruction and counseling services for students in crisis.*

*Students of color account for 39% of Clay County District Schools population. In reviewing the data provided by FDOE on EDUDATA, we find a gap of 19 percentage points between White students (63% L3 and above) and African American students (44% L3 and above) in the area of reading. There is a 9 percentage point gap between White and Hispanic students. Asian students outperform white students by 15 percentage points. Native Hawaiian students outperform White students by 7 percentage points. White students outperform Multiracial students by 3 percentage points. White students outperform American Indian students by 12 percentage points. In addressing student needs, interventions include additional instruction in small group settings, evidenced based curriculum, transportation and meals during summer programs to ensure participation, targeted instruction on foundation skills and content, and explicit social-emotional instruction and counseling services for students in crisis. Specific skills and strategies for adults in working with students of color will be included in our training.*

*English language learners account for 2.3% of Clay County District Schools population. In reviewing the data provided by FDOE on EDUDATA, we find a gap of 34 percentage points between Non-English Language Learners (60% L3 and above) and English Language Learners (26% L3 and above) in the area of reading. In addressing student needs, interventions directed toward these students include additional instruction in small group settings, evidenced based curriculum, transportation and meals during summer programs to ensure participation, targeted instruction on foundation skills and content, and explicit social-emotional instruction, access to online learning platforms such as Imagine Learning and Rosetta Stone with devices and internet access when needed. Specific skills and strategies for adults working with English Language Learners will be explicitly taught in training sessions for intervention materials and universal curriculum.*

*Children with disabilities (not including gifted) account for 20% of Clay County District Schools population. Gifted students account for 4.8% of the population. In reviewing the data provided by FDOE on EDUDATA, we find a gap of 35 percentage points between Students without Disabilities (65% L3 and above) and Students with Disabilities (30% L3 and above) in the area of reading. In addressing student needs, interventions directed toward these students include additional instruction in small group settings, evidenced based curriculum, transportation and meals during summer programs to ensure participation, targeted instruction on foundation skills and content, and explicit social-emotional instruction, access to online learning platforms such with adaptive devices and internet access when needed. Specific skills and strategies for adults working with Children with Disabilities will be explicitly taught in training sessions for intervention materials and universal curriculum.*

*Clay County District Schools currently has 650 students experiencing homelessness. In addressing student needs, interventions directed toward these students include additional instruction in small group settings, evidenced based curriculum, transportation and meals during summer programs to ensure participation, targeted instruction on foundation skills and content, explicit social-emotional instruction, mental health counseling when needed, access to online learning platforms such with devices, internet access and referrals to local food banks, and community resources when needed. For homeless students housed in shelters and unaccompanied youth, additional instructional support can be provided in their shelters, online, or at neutral locations that ensure participation.*

*Clay County District Schools currently has 140 students residing in Foster Care. In addressing student needs, interventions directed toward these students include additional instruction in small group settings, evidenced based curriculum, transportation and meals during summer programs to ensure participation, targeted instruction on foundation skills and content, explicit social-emotional instruction, access to online learning platforms with devices, internet access and mental health counseling when needed,*

*At this time, CCDS does not have any migrant students.*

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

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

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

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

**Part IV: Assurances**

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

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

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

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

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

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

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

**Acknowledgement**

Local Educational Agency Chief Executive Officer or Authorized Representative

| **Name and title of person responsible for completion and submission** |
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