

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.

**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. Certified Teachers and Paraprofessionals for summer extended learning across the district for up to 10 school sites for additional instructional time to mitigate learning loss (Summer 2022, Summer 2023, Summer 2024).
2. School Resource Officers for summer extended learning across the district for up to 10 school sites (Summer 2022, Summer 2023, Summer 2024).
3. Health Assistants for summer extended learning across the district for up to 10 school sites (Summer 2022, Summer 2023, Summer 2024).
4. Data Entry Clerks for summer extended learning across the district for up to 10 school sites (Summer 2022, Summer 2023, Summer 2024).
5. Prekindergarten Teachers at current and former low 300 schools-4 teachers total (SY22, SY23 and SY24).
6. Academic Tutoring Services- 6800 hours at $25 per hour of tutoring core subjects (SY22, SY23 and SY24).
7. Summer 2024 Transportation - provision of transportation to attend summer programming (Summer 2024).
8. AVID PD and membership for 6 current schools that enables college and career success for all students (SY24).
9. Student Tutoring from outside provider- online tutoring available to all students for enrichment or remediation (SY23).
10. Parent Liaison to assist SSFO with student find, home visits, etc. Focus on connecting students and families with community resources (SY23 and SY24).
11. Tutors for ESE Students- Additional instructional supports (K-12 tutors) are needed to provide evidenced-based interventions to students with disabilities to accelerate learning and address lost instruction. As needed for all schools (SY21, SY22, and SY23).
12. School Psychologist- adding an additional year for one School Psychologist to provide interventions for students requiring supplemental and intensive tiered interventions at K-12 school sites. The Psychologist will provide direct training to school sites on academic, social emotional, and independent functioning skills for students who have demonstrated regression during the Covid-19 pandemic as well as conduct direct evaluations for students that are suspected of having a disability. School Psychologists are critical members of school crisis teams.
13. School Counselors (20) to provide direct support for students in order to address learning loss as well as CHARACTER COUNTS!, CASEL Standards, and Restorative Practices (SY23 and SY24)

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

1. Activity buses for three years to support after school academic events that mitigate the loss of instructional time (SY22, SY23 and SY24).
2. Apptegy (web platform, mobile app, and mass notification system) to reengage students and families for 2 years (SY23 and SY24).
3. Extension of Prevention Intervention Program Specialists (two Graduation Coaches) for an additional year. The Graduation Coaches are housed at one of the comprehensive high schools and works with students who are at-risk of not graduating (SY24).
4. Summer work (hourly rate) for Prevention Intervention Program Specialists (Graduation Coaches) to continue their work through the summer. In the summer there is increased need to react to assessment data and change course placements, schedules, and meet with parents and students regarding graduation pathways and diplomas after final grades are awarded and assessment scores are received. Allowing summer work will provide continuity of services to students and their parents regarding the goal of every student graduating on time with a diploma by allowing for schedule changes and student or parent meetings (Summer 2022, Summer 2023, Summer 2024).
5. Provide professional development, continuing education, training, and certifications for our IT staff. Microsoft training and certification for various disciplines including Azure, SQL, server administration, and cloud security. SANS cybersecurity training. Extreme Networks training. Palo Alto training. Increased ITProTV licenses. Coursera licenses. FOCUS Level 1 & 2 training (SY22, SY23 and SY24).
6. New B.E.S.T. standards aligned digital and print instructional materials in Mathematics. New Social Studies (including Civics) K-12 instructional materials. New instructional materials ensure a guaranteed and viable curriculum for all students in grades K-12.
7. Leadership Training (PNP)- preparing new principals for program training to earn their Principal Certification as part of the approved FDOE certification plan.
8. Explore Learning Gizmos- District-wide science instructional tool license for grades 6-12 for (SY22, SY23 and SY24).
9. Generation Genius- District-wide science instructional tool license for grades K-5. Includes videos, lesson plans, teacher guides, discussion questions, vocabulary, quizzes, and English/Spanish subtitles. Implementation 22-23.
10. Hands-on Science Support Stipend- one teacher and paraprofessional for every MCSD traditional school to provide hands-on science support for up to 14 hours per school for assembling hands-on science kits (SY22, SY23 and SY24).

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

1. Curriculum for Sound Sensible (Primary Instruction) and S.P.I.R.E (grades 3 and up)- Supplemental Specially Designed Instruction for targeted ESE students that have shown regression in areas such as, but not limited to; curriculum and instruction and social emotional functioning.
2. 2 ESE Program Specialists for 1 year (SY24).
3. 2 Behavior Analysts or Behavior Specialists to support the increasing needs of students requiring behavior support district-wide and to provide evaluation support for Child Find (Jan22, SY23 and SY24).
4. Additional Staff for Extended School Year- Increase the typical ratio of Extended School Year Staff (Behavior Analysts, Behavior Specialists, Behavior Technicians, Mental Health Counselors) to support the significant regression of ESE students that are recommended for Extended School Year Services sites (Summer 2022, Summer 2023, Summer 2024).
5. 50 Dragon Licenses for students requiring Speech to Text accommodations as per their IEP or 504 Plan (SY22, SY23 and SY24).

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

The MCSD has no planned activities.

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

1. 6 CTE Teachers for one additional year for program expansion (SY24).

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

1. Custodial maintenance equipment recovery specific to cleaning and sanitizing costs including backpack sanitizer sprayers.
2. COVID Leave negotiated with Unions/Admin/PT- Extension of EPSL COVID Leave negotiated with MBU's and provided to Admin/PT employees.

**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. Prevention Intervention Program Specialist to serve as academic and curriculum support, assessment support, as well as MTSS support This position will be shared among the 3 alternative schools (WLC, SPEC, and RBA) for 3 years (SY22, SY23 and SY24).
2. Intentional play materials for preschool students- Increasing the amount of high-quality materials in classroom learning centers to improve learning outcomes in math, science, social/emotional, and language/literacy. Materials will align with The Investigators Club Curriculum (including PreK literature) and will be in thematic kits to be changed for each learning center (dramatic play, construction, writing center, art, science, etc.) with each unit of the curriculum. The high-quality materials will increase student engagement in learning centers and have learning activities embedded through play. PreK programs serves many children from low-SES backgrounds and ELLs. These materials will expand their knowledge base and provide learning opportunities to play with and experience materials they may not have access to on their own.

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

1. Junior Network Engineer Network Specialist for increased network traffic and infrastructure support with upgrades to network and Wi-Fi. One position for 2 years (SY23 and SY24).

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

The MCSD has no planned activities.

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

1. Purchase of disinfecting solution per EPA recommendations for cleaning and disinfection of schools, sites, and school buses (SY23 and SY24).

**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.**

The MCSD has 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.**

1. Recovery of expenses incurred during the Emergency Declaration- computers for student use during FY 2020-2021 funded from capital to general to provide laptops for students during the pandemic.
2. Extension of DecisionEd (data warehouse and visualization platform) for additional year. DecisionEd houses all district data in one location, including business and operations data. DecisionEd allows all stakeholders, as well as students and parents, to access data to be able to make informed data-driven decisions (SY24).
3. Software enhancements to support department initiatives and requirements for student and staff information systems. Creation of additional Application Programming Interface, API's to 3rd party platforms, SSO integrations to 3rd party systems, enhanced reports for student assessment, enhanced logging field import capabilities, credit cart/shopping cart purchase and setup.
4. Prepare and implement backups, business continuity, and disaster recovery in Microsoft's Azure cloud. Replace backup systems which is a service relating to security and business continuity.
5. Replace 400 of (775) out of warranty front of the room solutions with 75” BoxLight ProColor Interactive Flat Panels (IFP). Cost includes deinstallation of current front of the room solution, IFPs, associated hardware, adjustable height mount, associated wires, and installation to ensure consistency across MCSD for front of the room solutions and capabilities of front of the room solutions. This purchase would replace the twenty-seven different front of the room solutions in the district to two (BoxLight IFPs and a small number of Samsung IFPs which were utilized due to COVID-19 supply chain issues). Approximately 150 front of the room solutions are replaced due to breakage each year under the current break replace model.

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

1. Secondary Social Emotional Learning program to support and promote well-being. Digital licenses for all secondary sites for program: Speak Life, End Bullying program.

**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.**

The MCSD has no planned activities.

**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;**The MCSD has no planned activities.

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

1. Parent and Family Engagement Specialists (PIP- Prevention Intervention Specialist) for high needs schools that will increase attendance, engagement, supports, and best practices training for student success: 1 each at WES and PSE (SY22, SY23, and SY24).
2. Pre-Kindergarten expansion at PSE, WES, HSE, and JDP for 3 and 4 year old’s for early intervention to help prepare up to 80 additional children and their families for kindergarten and will help decrease the number of children entering kindergarten not on grade level to read. This will be a full-day program; 4 teachers with PreK-3 certification preferred and 4 paraprofessionals total (Jan22, SY23, and SY24).
3. 5 Additional Sensory Rooms in K-12 settings to support social-emotional regulation and social communication deficits due to lack of social interactions during the Covid-19 pandemic. The sensory rooms will support students to improve their visual, auditory, and tactile processing which impacts academic outcomes. Sensory rooms support students in coping with social situations in the learning environment, reduce aggression, and improve focus.

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

1. Multimedia Journalist that is responsible for developing and delivering original story and program content from initial conception to final production to increase knowledge, awareness, appreciation and support of the District's Mission, Vision and Initiatives (SY23 and SY24).

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

The MCSD has no planned activities.

**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.**

The MCSD has no planned activities.

**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.**

The MCSD has no planned activities.

**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.**

1. Purchase of PPE for students and staff to include masks, shields, gloves, hand sanitizer and sanitizer wipes (SY23 and SY24).
2. 15 additional custodians to support cleaning and sanitation of school buildings (SY22, SY23)

**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. The Charter Schools Proportionate Share is $2,053,088.00.
2. Extension of Prevention Intervention Program Specialist for additional 2 years to facilitate district-wide, state-mandated training for Youth Mental Health First Aid, a Suicide Prevention Program. This training is for all district employees. This position manages the trainings and recertification for all, schedules train the trainer, acts as a liaison between the Mental Health First Aid, MHFA CONNECT and the District, and is the trainer for the majority of sessions for the year. This position taking on the training has freed up student-facing staff from the responsibility of many trainings per year (SY23 and SY24).
3. iPads and accessories for employees in the field to access work orders to improve work order efficiency in the maintenance department.
4. Recruitment Budget to attend and host career fairs. Recruitment efforts will focus on hard to fill and critical shortage positions in the district such as Web Design, Marketing, Computers, etc. (SY22, SY23, and SY24).
5. Security personnel for SDO and wellness checks for Covid-19 for 3 years (SY22, SY23, and SY24).
6. Referral bonuses for hard to fill and critical shortage positions Up to $1500. Per employee to attract and retain employees in critical shortage areas to include bus drivers to ensure continuity of instruction. (SY22, SY23, and SY24)
7. Staff Accountant to assist with CARES, ESSER and ARP for one additional year (SY24).
8. Extended Day- Recovery of expenses incurred during the Emergency Declaration 3.13.20-6.30.20. Recovery of t cost that was anticipated to be covered by revenues that were significantly impacted by the onset of the COVID-19 pandemic and the subsequent costs associated with restrictions imposed by the CDC as it relates to teacher/counselor student ratios.
9. Program Evaluation and Study- accreditation review recommendation for district-wide programmatic evaluation to determine program effectiveness and recommendations for improvement (SY23).

**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. The Martin County School District will allocate 5% of the total award for indirect costs.
2. Grant Administrator to assist in ESSER I, II & ARP implementation (SY22, SY23, and SY24).

**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 Martin County School District has identified key staff at the District and at each school site to evaluate and serve students who have academic, social, emotional, and mental health needs. These staff members work together as a team to plan and bring services to students. Benchmark testing is used for progress monitoring to evaluate student learning needs and the effectiveness of curriculum and academic interventions. All data is disaggregated by subgroup in the data warehouse and analyzed monthly.

**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.

[x] 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.**

[x]  **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.

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

[x]  **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.

[x]  **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.

[x]  **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**  |
| Shela Khanal- Director, Title 1/Migrant/ELL Services |
| **Contact information: email, phone number** |
| khanals@martinschools.org - 772-219-1200 x30277 |
| **Superintendent signature (or authorized representative)** |
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