



2021-24 American Rescue Plan

Elementary and Secondary School Emergency Relief Fund

Gulf District Schools ARP ESSER Plan,

Application and Assurances

**Gulf District Schools - 23**

**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).

**Use of Funds 1:** Provide teacher salaries for a “KinderSpark” summer program for students entering kindergarten in the fall. KinderSpark would be in operation Monday through Thursday for a two-week period in July prior to the opening of school. Students would be given instruction in reading and math and provided an opportunity to become acclimated to the school setting. Students would attend three hours daily (8:30-11:30) and teachers would have a four hour workday (8:00-12:00). Teachers would also be provided an additional 8 hours of paid planning. Enrollment would be limited to 18 students at each site.

**2 certified teachers (1 at each elementary school) x 40 hrs/KinderSpark event x 3 summer events x $30/hr. = $7,200**

**Use of Funds 2:** Provide salaries for two paraprofessionals (1 at each elementary school) to assist teacher with KinderSpark summer program by providing small group instruction, supervision of students, and transportation if needed.

**2 paraprofessionals x 40 hrs/KinderSpark event x 3 summer events x $15/hr. = $3,600**

**Use of Funds 3:** Provide Social Security for KinderSpark employees

**$7,200 + $3,600 = $10,800 x 6.2% = $670**

**Use of Funds 4:** Provide Medicare for KinderSpark employees

**$7,200 + $3,600 = $10,800 x 1.45% = $157**

**Use of Funds 5:** Provide retirement for KinderSpark employees

**$7,200 + $3,600 = $10,800 x 12% = $1,296**

**Use of Funds 6:** Provide $200 for consumable supplies such as paper, ink, crayons, and glue for each KinderSpark program

**2 sites x 3 summer KinderSpark events x $200 = $1,200**

**Use of Funds 7:** Provide teacher salaries for summer enrichment programs for students exiting grades K-5. Programs would be in operation Monday through Thursday for a two-week period in June. Students would take part in thematic activities including literature extension projects, project-based learning, music/art/drama activities, mathematics, and health/safety/nutrition activities. Students would attend three hours daily (8:30-11:30) and teachers would have a four hour workday (8:00-12:00). Teachers would also be provided an additional 4 hours of paid planning each summer. A ratio of 15:1 will be maintained.

**7 certified teachers (4 @ PSJES & 3 @ WES) x 36 hrs/event x 2 summer events x $30/hr. = $15,120**

**Use of Funds 8:** Provide Social Security for summer enrichment teachers

**$15,120 x 6.2% = $937**

**Use of Funds 9:** Provide Medicare for summer enrichment teachers

**$15,120 x 1.45% = $219**

**Use of Funds 10:** Provide retirement for summer enrichment teachers

**$15,120 x 12% = $1,814**

**Use of Funds 11:** Provide $700 ($100/teacher) for consumable supplies such as paper, ink, crayons, and glue for each summer enrichment program

**7 teachers x $100/teacher x 2 summer events = $1,400**

**Use of Funds 12:** Provide $700 ($100/teacher for other materials and supplies including items to be used for project-based learning and STEAM activities

**7 teachers x $100/teacher x 2 summer events = $1,400**

**Use of Funds 13:** Purchase 4 passenger vans to transport students to summer learning programs and afterschool programs to facilitate attendance and participation

**4 passenger vans x $50,000 = $200,000**

**Note:** Gulf District Schools is seeking permission to include 8 passenger vans in the ESSER III RFA.  Gulf has experienced a significant shortage of CDL drivers and substitute drivers in recent years and that shortage has been exacerbated.  Even with coaches accepting responsibility for driving buses to athletic events outside the district, and the Director of Transportation, the Director of Finance and maintenance workers doubling as substitute drivers, there continues to be a serious shortage of available drivers.  The district is very rural and has a large percentage of economically disadvantaged students and families.  Frequently, parents do not have the means to provide transportation for their child to participate in programs held beyond the school day or school year.  Geographically the district spans quite a distance making it impossible to operate after school and summer programs for even a limited number of students with only one or two buses.  Student residences span from Cape San Blas to the Bay County line in Mexico Beach, and from the White City and Overstreet areas to the Calhoun County line.   If the district is fortunate enough to find a willing driver, transportation services have to be limited to the central areas of the community (and thus restricting access to services and programs for some students) because extending the route to the far reaches of the county creates an unreasonably lengthy ride for the student and is too costly.  By allowing the district to use ESSER III funds to purchase passenger vans, the district can ensure fuller participation in after school and summer programs. (the remaining 4 vans are featured in Use of Funds 48)

**Use of Funds 14:** Fuel for 4 passenger vansto transport students to summer learning programs and afterschool programs to facilitate attendance and participation

**$11,250**

**Use of Funds 15:** Provide state-adopted textbooks for each school

**4 schools x $50,000 = $200,000**

**Use of Funds 16:** Provide salary for math coach to provide instructional staff support that will improve teaching and learning including teaching strategies, assessment of skills, interpretation and use of assessment results to reduce learning gap.

**$195,743**

**Use of Funds 17:** Provide Social Security for Math Coach

**$195,743 x 6.2% = $12,137**

**Use of Funds 18:** Provide Medicare for Math Coach

**$195,743 x 1.45% = $2,839**

**Use of Funds 19:** Provide retirement for Math Coach

**$195,743 x 12% = $23,490**

**Use of Funds 20:** Provide insurance for Math Coach

**$20,250**

**Use of Funds 21:** Provide salary for literacy coach to provide instructional staff support that will improve teaching and learning including teaching strategies, assessment of skills, interpretation and use of assessment results to reduce learning gap.

**$106,799**

**Use of Funds 22:** Provide Social Security for Literacy Coach

**$106,799 x 6.2% = $6,622**

**Use of Funds 23:** Provide Medicare for Literacy Coach

**$106,799 x 1.45% = $1,549**

**Use of Funds 24:** Provide retirement for Literacy Coach

**$106,799 x 12% = $12,816**

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

The district does not plan any activities under this use.

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

**Use of Funds 25:** Provide salary for American Sign Language instructor/translator to work with hearing impaired students.

**$57,300**

**Use of Funds 26:** Provide Social Security for ASL Instructor

**$57,300 x 6.2% = $3,553**

**Use of Funds 27:** Provide Medicare for ASL Instructor

**$57,300 x 1.45% = $831**

**Use of Funds 28:** Provide retirement for ASL Instructor

**$57,300 x 12% = $6,876**

**Use of Funds 29:** Provide insurance for ASL Instructor

**$24,300**

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

**Use of Funds 30:** Provide salary for adult education instructor to provide instruction to adults or co-enrolled students in a classroom setting, and to evaluate and monitor their performance.

**$70,875**

**Use of Funds 31:** Provide Social Security for Adult Education Instructor

**$70,875 x 6.2% = $4,394**

**Use of Funds 32:** Provide Medicare for Adult Education Instructor

**$70,875 x 1.45% = $1,028**

**Use of Funds 33:** Provide retirement for Adult Education Instructor

**$70,875 x 12% = $8,505**

**Use of Funds 34:** Provide insurance for Adult Education Instructor

**$24,300**

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

**Use of Funds 35:** Replace outdated/obsolete equipment >$750 in welding program in order to provide comprehensive career and technical education including welding machines, spool guns, brake boxes

**$24,210**

**Use of Funds 36:** Provide other materials and supplies in welding program in order to provide comprehensive career and technical education. This will includes cables, clamps, hammers, and helmets.

**$783**

**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.**

The district does not plan any activities under this use.

**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.**

The district does not plan any activities under this use.

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

**Use of Funds 37:** Purchase 15 radios to improve communication with and between administrators and bus drivers.

$20,500

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

The district does not plan any activities under this use.

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

**Use of Funds 38:** Purchase disposable sanitizing wipes, facial tissue, disinfecting spray and cleansers, and moisture absorbing agents for use in classrooms and other student areas.

**$15,000**

**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 district does not plan any activities under this use.

**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.**

**Use of Funds 39:** Purchase 60 teacher desktop computers to facilitate regular and substantive educational interaction between students and teachers.

**$804.85 x 60 = $48,291**

**Use of Funds 40:** Purchase 60 LED monitors to accompany 60 teacher desktops to facilitate regular and substantive educational interaction between students and teachers.

**$152 x 60 = $9,120**

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

**Use of Funds 42:** Provide Engage + Encourage + Empower (E3) Mentoring Program for “at-promise” youth targeting students who as a result of Hurricane Michael and COVID-19 may have been become discouraged or disengaged academically and socially. This would include supplements for ten mentors (five at each high school) to work with students to improve attendance, academics, and social/emotional well-being. Mentors would be selected from high school staff members and trained in such topics as:

* + Developing a rapport with mentees
	+ Conducting difficult conversations
	+ Active listening
	+ Techniques for assisting mentees with academic assignments
	+ Assisting student in preparing for “the big test” (FSA, ACT, etc.)
	+ Setting career goals
	+ Maintaining confidentiality
	+ Working/communicating with parents/guardians
	+ When/how to report potentially serious mental health concerns
	+ Assisting students with college entrance essays/requirements

Each mentor would be limited to a maximum of three assigned mentees to ensure high-quality and personal relationships are built and nurtured. The program would also include a supplement for a Mentor Team Supervisor to oversee and organize the program and related events. The Mentor Team Supervisor would be paid a supplement of $12,000 annually and Mentors would be paid a stipend of $1,000 annually.

**$36,000 (Mentor Team Supervisor supplements @ $12,000 annually) + $30,000 (10 Mentor supplements x $1,000 annually) = $66,000**

**Use of Funds 43:** Provide Social Security for E3 staff

**$66,000 x 6.2% = $4,092**

**Use of Funds 44:** Provide Medicare for E3 staff

**$66,000x 1.45% = $957**

**Use of Funds 45:** Provide retirement for E3 staff

**$66,000 x 12% = $7,920**

**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.**

**Use of Funds 46:** Purchase 4 passenger vans to transport students to summer learning programs and afterschool programs to facilitate attendance and participation

**4 passenger vans x $50,000 = $200,000**

**Note:** Gulf District Schools is seeking permission to include 8 passenger vans in the ESSER III RFA.  Gulf has experienced a significant shortage of CDL drivers and substitute drivers in recent years and that shortage has been exacerbated.  Even with coaches accepting responsibility for driving buses to athletic events outside the district, and the Director of Transportation, the Director of Finance and maintenance workers doubling as substitute drivers, there continues to be a serious shortage of available drivers.  The district is very rural and has a large percentage of economically disadvantaged students and families.  Frequently, parents do not have the means to provide transportation for their child to participate in programs held beyond the school day or school year.  Geographically the district spans quite a distance making it impossible to operate after school and summer programs for even a limited number of students with only one or two buses.  Student residences span from Cape San Blas to the Bay County line in Mexico Beach, and from the White City and Overstreet areas to the Calhoun County line.   If the district is fortunate enough to find a willing driver, transportation services have to be limited to the central areas of the community (and thus restricting access to services and programs for some students) because extending the route to the far reaches of the county creates an unreasonably lengthy ride for the student and is too costly.  By allowing the district to use ESSER III funds to purchase passenger vans, the district can ensure fuller participation in after school and summer programs. (the remaining 4 vans are featured in Use of Funds 14)

**Use of Funds 47:** Fuel for 4 passenger vansto transport students to summer learning programs and afterschool programs to facilitate attendance and participation

**$11,250**

**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.**

**Use of Funds 48:** Provide a truant officer to monitor student attendance district-wide, conduct home visits, complete attendance report, and locate truant students.

**$91,350**

**Use of Funds 49:** Provide Social Security for Truant Officer

**$91,350 x 6.2% = $5,664**

**Use of Funds 50:** Provide Medicare for Truant Officer

**$91,350 x 1.45% = $1,325**

**Use of Funds 51:** Provide retirement for Truant Officer

**$91,350 x 12% = $10,962**

**Use of Funds 52:** Provide insurance for Truant Officer

**$24,300**

**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 district does not plan any activities under this use.

**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.**

**Use of Funds 53**: Replace obsolete air conditioning systems

**$425,422**

**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.**

The district does not plan any activities under this use.

**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.**

**Use of Funds 54:** Provide salaries for 9 teachers as a non-recurring decision to maintain low class sizes by retaining teaching positions that would otherwise be cut due to declining enrollment and the district staff allocation plan.

**$1,237,500**

**Use of Funds 55:** Provide Social Security for 9 teachers

**$1,237,500 x 6.2% = $76,725**

**Use of Funds 56:** Provide Medicare for 9 teachers

**$1,237,500 x 1.45% = $17,944**

**Use of Funds 57:** Provide retirement for 9 teachers

**$1,237,500 x 12% = $148,500**

**Use of Funds 58:** Provide insurance for 9 teachers

**$200,475**

**Use of Funds 59:** Provide substitute teachers to ensure instruction continues during the absence of teachers.

**$20,000**

**Use of Funds 60:** Provide Social Security for substitutes

**$20,000 x 6.2% = $1,240**

**Use of Funds 61:** Provide Medicare for substitutes

**$20,000 x 1.45% = $290**

**Use of Funds 62:** Provide non-recurring stipendfor those employees who did not receive the $1,000 federal stimulus.

**$1,082.84 x 163 employees = $176,503**

**Use of Funds 63:** Provide Social Security for 163 employees receiving stimulus stipend

**$176,503 x 6.2% = $10,943**

**Use of Funds 64:** Provide Medicare for 163 employees receiving stimulus stipend

**$176,503 x 1.45% = $2,559**

**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 65:** Direct administrative costs calculated at 3.9%.

**$159,707**

**Activity 66:** Indirect administrative costs calculated at 1.1%.

**$45,046**

**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 district will coordinate federal and state funds to address the needs of students who have been disproportionately impacted by the pandemic. The required 20% set aside of ARP ESSER funds will be dedicated to programs that will target students and families that meet this definition. The district will assess the needs of students through diagnostic and observational methods and design interventions to meet their academic and social-emotional-mental health needs. Interventions include academic small group and individual instruction/tutoring, robust afterschool and summer programs, and coordination of mental health services in the community for students and families. Effectiveness will be determined using progress monitoring and other assessments.

Funds are being allocated to further address the academic impact of lost instructional time through summer learning and enrichment programs; transportation to programs when needed, highly effective curriculum, reduced class size, and instructional support from math and literacy coaches.

**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.

[x]  **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**  |
| Lori Price |
| **Contact information: email, phone number** |
| lprice@gulf.k12.fl.us, 850.229.6940 |
| **Superintendent signature (or authorized representative)** |
|  |

**Gulf District Schools**

**GEPA Statement**

Gulf County School District is an equal opportunity employer and public education service provider. The school district is governed by the Gulf County School Board of Education which has in place policies and procedures for hiring staff and for the provision of education and grant services that are designed to eliminate barriers associated with gender, race, national origin, color, disability, and age discrimination. For the proposed grant programs, the following strategies and activities will be provided in an effort to complement existing anti-discrimination policies and procedures and in an effort to enhance equal access to the grant-sponsored programs:

\*Hire, recruit and involve individuals from traditionally under-served ethnic minority groups, bilingual individuals, and individuals with disabilities to manage, plan, implement, receive, and evaluate program services.

\*Develop or acquire and disseminate culturally relevant and sensitive curriculum and information materials.

\*Arrange for assistive technology devices to translate/make accessible grant and program materials for participants requiring such accommodations.

\*Target families at the lowest literacy rate and lowest income and reach out to those families through family literacy programs that provide classes that explain how to be involved at their children's schools, and interactive literacy activities for parents and their school-aged children.

**Elementary and Secondary School Emergency Relief (ESSER II) Fund under the Coronavirus Aid, Relief, and Economic Security (CARES) Act:**

Funds made available through the program helped to ensure student learning gaps were addressed, student learning is accelerated to compensate for school closures, the safety and health of all students and staff is ensured, provided technology that aids in the substantive educational interaction between students and teachers, and that all students are located and appropriately served educationally. Gulf District Schools strives to meet the academic needs of all students, particularly those vulnerable populations (students with disabilities, ELLs, homeless & foster students, students in need of academic/behavioral interventions, and students in need of mental health support) and does so without regard gender, race, national origin, or color.