

2021-24 American Rescue Plan

Elementary and Secondary School Emergency Relief Fund

**Hendry County School District** 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).

**Response:**

1. **Students and especially those subgroups with gaps in academic achievement will be provided needed instruction to remediate learning loss due to COVID-19 and promote academic acceleration by attending summer school and/or after school academic programs that are rigorous in nature, providing best practices and evidence-based instruction by state certified teachers and staff through summer school programs and after school programs including weekend bootcamps and summer bootcamps. This instructional time will target students performing below grade level including students who are low income, English Learners, migrant students, students with disabilities, students experiencing homelessness, and children and youth in foster care. Transportation will be provided.**

1. **Evidence-based programs for academic acceleration will be purchased. Nearpod for SY 22.23 and 23.24. Hatch for school readiness for those students who lost a year of instruction due to Covid 19. Other Evidence-based programs for academic acceleration will be purchased. This includes Max Scholar, IXL, Reflex Math, Achieve 3000, Edulastic, WriteScore and other programs as determined by need to close the learning loss gap for those students who lost a year of instruction due to COVID 19.**
2. **Robust math curriculum to meet the new B.E.S.T. Standards in order to accelerate learning. In addition, curriculum gaps in school will be filled. By purchasing a district wide program for math and filling educational curriculum gaps, Hendry will increase the number of students performing on grade level and close the gap created by COVID. In addition, Schools that have delayed ordering (2 elementary) will be brought up to equal quantity of resources caused by the transition of students during the pandemic.**
3. **Literacy coaches to support schools with lower reading scores will be implemented to support the literacy slide created by COVID. Coaches will support teachers and students by providing daily monitoring, coaching, professional development, and fidelity of implementation of the district reading plan and initiatives. In addition, teachers who obtain Reading Endorsement on their license will be compensated $1,000 stipend for the hours worked to obtain certification. Certification is vital to improve the quality of reading instruction therefore improving student outcomes and closing the COVID gap.**
4. **Professional and Technical services for literacy coaches, data coordinator, and teachers will be provided to support in closing the achievement gap and assist with recouping learning loss during Covid 19 and distant learning. Travel for teachers, literacy coaches and data coordinator to include hotel, registration, mileage, per diem, and tolls.**
5. **Instructional Technology Specialists will address the need for educators and students to be able to utilize digital materials and enhance instruction through technology integration. This is necessary to effectively support the 21st century learning environment and to combat and prevent additional learning loss due to COVID.**
6. **Library Paraprofessionals will alleviate the procedural constraints of maintaining CDC guidelines, and protocols of managing all student tech devices. Currently, the Media Center is unable to provide the essential function of supporting literacy. This position is necessary to allow the media specialist to provide focused support and instruction to combat learning loss and increase reading proficiency.**
7. **Supplies necessary to run high quality summer school and after school programs and provide high quality instruction will be purchased to include books, paper, markers, pencils.**
8. **Books will be purchased to align with the family literacy act, the state/district literacy initiative, and parent and family engagement meetings as well as parent academies - these will be designed to inform parents about the literacy initiative, and ways to accelerate or continue learning during a pandemic. Teachers will provide engaging parent and family engagement meetings to assist parents and families with learning strategies to help students at home in order to decrease learning loss and help with student academic achievement. Supplies will be purchased for these meetings and academies.**
9. **Professional development will be provided by content specialists, district coaches and/or other professional technical services. Teachers will receive stipends for full day PD outside of contracted hours or their hourly rate for standards based planning outside of contracted hours. Supplies for the professional development sessions will be purchased to include books, pens, markers, chart paper, post it notes.**

1. **A Coordinator for Data Analysis will be utilized to regularly collaborate with district and school-based leaders, as well as district reading coaches to identify and target professional learning based on review and analysis of student data. The coordinator will analyze progress monitoring data to identify needed instructional interventions and ensure progress monitoring data is forwarded to the state of Florida. The accuracy in data collection and support to schools will improve outcomes for students and assist in closing the achievement gap and accelerate learning due to loss due to COVID-19.**
2. **Multi-Tiered Systems of Support (MTSS): Nine MTSS Coordinator positions to aid the schools in supporting students in Tier 1, Tier 2, and Tier 3 instruction through interventions that promote learning and mitigate learning loss in students due to the COVID-19 pandemic. Each MTSS coordinator will be responsible to guide district and school efforts in the implementation/continuation of the MTSS efforts (including Tier 1 and Tier 2 interventions) by ensuring teachers and staff receive training, modeling, and mentoring in the MTSS process, allowing the process to be implemented with fidelity. A three-year dedicated MTSS Coordinator in place allows for building capacity within the school system in the areas of Data-Based Problem Solving, Systematic Intervention, Implementation Fidelity, and stakeholder training to focus on student needs.**
3. **An Administrator of School Improvement will coordinate professional development training to instructional and literacy coaches in addition to school administrators. The Administrator will work district-wide towards developing a comprehensive K-12 system of support that brings all the districts’s resources together and targeted towards developing an environment where all students can learn and regain the academic loss inflicted by the COVID-19 pandemic. This position will strengthen the training program at every school, facilitate the development of PLCs district-wide with a focus on data analysis and action planning. This position will directly develop the instructional leadership capacity of each school administrator through modeling, coaching and focused training.**
4. **Administrators (assistant principals and deans) to work during the Summer (off contract time) to enhance curriculum mapping, support Summer school on a rotational basis to ensure administrative support, as well as several other tasks to prepare for and enhance the learning environment for the upcoming school year. This activity will occur in the Summer of 2022, 2023, and 2024.**
5. **Guidance Counselors - Additional hours in the summer months to address student learning loss (gather data, determine student need, and schedule according to that student need.)**
6. **Media Specialists will work during the Summer (off contract time) for library collection management (inventory, repairing books, ordering new books, etc) as well as create 21st century learning spaces.**
7. **Temporary workers will be hired during the Summer to assist with school technology inventory. Due to the increased number of devices purchased due to the pandemic, these workers will inventory all technology at all schools, help with chromebook repairs, and reorganization of the library.**

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

1. Recruitment and Retention - In response to the pandemic, our school district finds it imperative to stabilize and support our educator and support workforce. As such, we would allocate $100,000 to provide child care assistance to our educator and support workforce. The funds would allow the district to either hire child care workers at our own facility or enter into a contracted agreement with a local child care provider. The intent of these funds would be to provide child care at no cost to the school district employee during the availability of ESSER 3 funding. This would allow the district to retain teachers that struggle to find adequate child care. It would also allow the district to utilize child care at no cost as part of a competitive benefits package for new employees. This funding will allow our district to purchase educational supplies and equipment for the child care facility.
2. The district plans to utilize $100,000 to enhance recruitment efforts of high-qualified certified teachers. These funds would allow our district to stabilize the educator workforce in response to the pandemic. These funds would provide newly hired teachers in high need areas, financial assistance grants related to relocation costs. These financial assistance grants would be capped at $1,000. These funds would also provide newly hired teachers in high need areas, a student loan assistance grant of up to $1,000 at the conclusion of the full first year of teaching. The teacher would need to provide proof of a student loan in order to qualify. These two incentives combined would potentially add a financial value of up to $2,000 that will incentivize teachers to come and teach in Hendry County. Funds will also allow district and school staff to attend recruitment conferences/events in addition to purchasing promotional material that directly markets our school district to potential educators. By focusing on these three key areas, we will strengthen the recruitment efforts of our teachers and be able to stabilize our educator workforce.

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

[Begin text here.]

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

[Begin text here.]

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

[Begin text here.]

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

Response:

In order to provide comprehensive support to students and families during school closures, the District works closely with the local United Way as well as school site administrators. Each school in the LEA has an

active School Advisory Committee (SAC) that is represented by teachers, parents, students, and community members. Discussion is held at these SAC meetings about programs, projects, ideas and suggestions as well as the sharing of information or problem solving. The District and school sites will calibrate needs of families and students on an ongoing basis so they may be addressed in a timely manner. The LEA has a District Parent Guide posted on the website to assist families with information about the district and who to contact if assistance is needed. The website also has a wealth of other information for families and students. The Director of Federal Programs serves as a co-chair for the United Way and is a Board of Director member for one of the local child care centers (CCSWFL). Both of these community stakeholders hold bi monthly meetings which are participated in and assist in providing information about schools and community events in a collaborative way. The United Way collaborates with the LEA to provide resources such as health referrals, mental health referrals, homeless information, and assists needy families in acquiring school supplies and school uniforms and other

clothes. The local Abuse, Counseling and Treatment (ACT) shelter collaborates to ensure students are attending school and needs are taken care of so they can attend. In addition, the Superintendent collaborates with several community based organizations. Examples are The Economic Development Committee, Workforce Development, and the Suncoast Schools Foundation. Other collaborative partners that work with the LEA to ensure comprehensive support to families and students during school closures include Family Health Centers, and the Hendry County Medical Clinic which facilitates health care for economically disadvantaged students, and families to minimize their time out of school for illness and also accessibility to health services that will minimize absences from leaning. Watkins Dental group and other local dentist offices provide toothbrushes and oral hygiene instruction for economically disadvantaged students. Truancy Intervention and prevention programs are utilized to help minimize absences from learning. The local

Abuse, Counseling and Treatment (ACT) shelter collaborates to ensure their clients are attending to their learning (face to face or distance) and needs are taken care of so they can attend. The local Salvation Army coordinates with the LEA to provide resources and information regarding food and shelter for homeless and needy families. Kiwanis donates supplies and assists with Food Donations via drive throughs. The LEA also has an agreement with the Children’s Home Society, and will coordinate with the social worker from the agency who will provide services for families that are in transition. Surrounding churches play a vital role in providing comprehensive support to students and families in times of need. Local businesses such as WalMart,

McDonalds, Beef O’Bradys and Popeyes provide resources for reward programs at all LEA schools. All home-school communication will be in the parents’ home language unless it is clearly not feasible. The LEA will ensure this by having translators available to translate documents into the parents’ home language so that support for students and families is seamless during times of emergencies and school closures.

**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.**

Response: Included in Activity 1

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

1. The HCSD has implemented the Centegix/SaferWatch system in all of our student occupied buildings. This implementation was done for the District’s compliance with Alyssa’s Law (Sec. [1006.07](http://www.leg.state.fl.us/statutes/index.cfm?mode=View%20Statutes&SubMenu=1&App_mode=Display_Statute&Search_String=1006.07&URL=1000-1099/1006/Sections/1006.07.html)(4), F.S.). The system provides a silent panic alarm for enhanced notification and response of students and staff, in the event of an Active Assailant. The implementation of this system also enhances the ability, as well as decreases the time needed, for the HCSO to respond to such an emergency.
2. The HCSD is also in the process of upgrading an archaic video surveillance system in all schools. The current system is lacking in coverage, as well as quality of video. A majority of the surveillance cameras are not functioning and the cameras that are have an extremely limited life expectancy. The current system also utilizes DVR technology to store the collected data. Our high Schools are currently utilizing 3 DVRs each to store recordings. The upgraded system will utilize server storage for the recordings. The upgrade will also provide school administrators with the ability to monitor student activity real-time throughout the campus, as well as provide documentation of student misconduct. This will allow the school administrators, as well as law enforcement, to provide enhanced safety and security to our campuses.
3. The HCSD will provide additional hours not typically allocated throughout the school year for 10 nurses (1 at each school - 10 schools), 1 hour per day, 5 days per week, to create an 8-hour day for each nurse. The extra hours support the effort to have nurses on campus the entire day the students are in school in order to screen and monitor students, staff, and visitors each day. Screening will include: temperature screens, symptoms screening , isolation, health determinations, and reporting to the local Department of Health in an effort to control the spread of the COVID-19 virus on school campuses.
4. Provide the extra duty support to the full-time district nurse to be the direct contact for the staff and families in regards to the COVID-19 virus. Additional duties include the monitoring of COVID-19 cases in the school district for employees and students, monitoring the need for the quarantine of employees and students, being the liaison to the Hendry Department of Health, monitoring time-off for COVID illness, keeping track of the number of cases through the HCSD Dashboard (website), and creating/changing COVID-19 guidelines for the district.

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

[Begin text here.]

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

We will purchase Personal protective equipment for schools and District personnel to prevent the spread of COVID. Equipment necessary to maintain a healthy educational environment, such as air purifiers; sprayers to disperse disinfectant solution on a regular basis, including on buses. We will also purchase furniture/desks to help with social distancing in the classroom to prevent the spread of COVID 19

**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.**

Response:

The District Guidance for Distance Learning provides the expectations of school and LEA staff in relation to schedules and work performance during school closures. Bus routes will be followed and meals will be provided at bus stop locations. Paraprofessionals and support staff will provide meal preparation and distribution assistance. Bus drivers will deliver meal packs in conjunction with Food Service personnel with the assistance of the support staff and paraprofessionals. Training will be provided to all personnel providing support to Food Services. During a declared state of emergency impacting the provision of special instruction and services for exceptional students, the Hendry County School District has set in place the procedures located on the school district: website/Exceptional Student Education Page: https://www.hendry-schools.org/domain/140.

The District's technology infrastructure includes 3 gbs internet service in-network. The district

currently maintains a 1:1 Student to Device Ratio. Secondary schools are take-home 1:1. Elementary schools will follow a disbursement plan and assign devices to every student K-5. Hotspots with unlimited data are also provided for the identified 15% of the student population without internet access at home. Community hotspots are accessible at one high school and Early Learning Academy. Asynchronous instruction has been accomplished in the past and will remain the primary instructional method if remote learning is the only option. Synchronous instruction can remain robust by keeping video communication interaction between participants for necessary question and answer. Additional strategies will also assist in minimizing disruption.

Disruption is always a possibility and continually monitored for improvement. Currently all student and staff devices are monitored and filtered by a total of three products. Ensuring FAPE, CIPA, and COPPA compliance is of the top priority. The roles to support technology in a remote learning model are:

Instructional Technology Specialist, Remote Technical Support, and Data Systems Support.

**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.**

Response:

Chromebooks are provided as a take-home 1:1, student:device ratio at secondary school locations and are 1:1 classroom sets in elementary schools. Teachers are also provided with Chromebooks. Hotspots are provided to students who have an identified need. Classroom technology is being upgraded to represent a standardized classroom set-up to increase student equity in relation to instructional capabilities in the classroom. Additional end-point security mechanisms will be purchased as well. This will also increase the efficiency of professional development and reduce downtime related to technological issues. Ultimately, creating a learning environment that is sustainable and effective in both in-person and distance learning scenarios.

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

[Begin text here.]

**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.**

Response: Included in Activity 1.

**Activity 2(N) Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—**

**(i) administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction;**

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

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

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

[Begin text here.]

**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.**

Facilities roofing repairs to reduce the moisture in multiple facilities across the county. By repairing the infrastructure of our facilities it will help with preventing mold and mildew to provide our students with a clean healthy learning environment. By doing these repairs it will also help with our current and future HVAC units to do a better job with cooling and better air quality to prevent the Covid 19 virus in our learning environments. We will also purchase We will also repair and replace some of our backflow preventers to ensure that we provide a better water quality. Having good water quality is essential for a safe and healthy learning environment. We will also replace flooring across the county that were stained and used classrooms as eating areas in the classroom while we were social distancing due to Covid 19 protocols in the lunchrooms during the pandemic.

**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.**

By replacing and repairing our HVAC units across the county we will be able to provide a more efficient HVAC system that will in turn provide a better air quality for our students in order to prevent the spread of the Covid 19 virus. HVAC ducts, ventilation units, exhaust fans and in-line dehumidifiers will provide our students with a cleaner and healthier air quality. These updates and repairs will be very beneficial with ventilation/air quality and provide our students with a better air quality.

**Activity 2(Q) Developing strategies and implementing public health protocols including, to the greatest extent possible and not inconsistent with state law, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.**

[Begin text here.]

**Activity 2(R) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.**

1. The COVID19 pandemic created challenges and situations that no one has ever faced before, which translated into monumental financial costs that were not necessarily considered at the time immediate decisions needed to be made to protect our employees and students. One of those decisions was to continue paying staff during the mandatory shutdown of schools issued by the FLDOE (through the CDC), that essentially extended through April 30th. All correspondence during that time can be found on the FLDOE website via the following link: <https://www.fldoe.org/em-response/>
2. During the 2020-2021 school year, the District provided the Hendry Online Learning Academy, a virtual program, for students
3. Provide additional custodian(s) per school to help keep schools clean and sanitary to provide a safe and healthy learning environment. Also provide overtime for custodial staff for emergency cleanings, deep cleans, or when schools are short custodians due to high infections.
4. Provide additional hours to Transportation staff to clean and sanitize buses daily in order to prevent the spread of COVID19.
5. Provide additional paraprofessional support to schools to support teachers in bridging the learning gap, as well as assist the school as necessary for potential isolation cases.
6. Provide substitutes for classroom teachers who are absent due to testing positive for COVID, absent due to caring for their child who tested positive for COVID, or absent due to feeling ill after receiving a COVID vaccine.
7. Provide classroom teachers, guidance counselors, other instructional, other support personnel, and administration within the various functions sick leave due to contracting COVID, required to quarantine due to COVID exposure, and/or feeling ill from receiving a COVID vaccine.
8. Provisions for teachers and staff in regards to the ability to maintain that staff during this COVID-19 pandemic due to COVID fears and fatigue: utilize funding to provide additional support for our teachers and staff in the district in the form of disaster relief funding for all returning and new teachers ($1000 per teacher and staff member), teachers and staff who did not receive the funding through the Governor’s initiative ($1000.00 per teacher and staff member), scaffolded amounts ($1500/$3000) for teachers who teach in critical shortage areas (per FDOE), and for teachers who have earned longevity (10+ years).
9. Maintain staffing levels and continuity of instructional services for schools through FY24 due to cuts in Class Size Reduction funding.

**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. Records Analyst to provide fiscal management and oversight to ESSER funds. This

position will be responsible for maintaining the budget, ensuring funds are spent in a manner consistent with the allowable uses of funds, assisting schools and departments with spending funds in a timely manner, and fulfilling internal and external reporting requirements.

1. Indirect costs per the District’s approved rate.

**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.**

**Response:**

iReady diagnostics will be given 3 times a year. This data will be disaggregated by District, School, and Grade level, as well as by subgroup. In utilizing Unify (formerly known as Performance Matters), this data can be tracked for years as well as state assessment data to determine trends. PASS will be utilized to show trends in social emotional learning for all students and can be disaggregated.

**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**  |
| Barbara Mundy |
| **Contact information: email, phone number** |
| mundyb@hendry-schools.net |
| **Superintendent signature (or authorized representative)** |
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