

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](mailto:recoveryplan@fldoe.org). The subject line of the email must include district name and Plan for the Safe Return of In-person Instruction. Upon the Department’s approval, the LEA shall post this plan on the LEA’s website within 90 days of the award.

**Part I: Implementation Plan**

**The LEA will submit an implementation plan, outlining planned activities for each of the following uses of funds under section 2001(e) of the ARP Act. The description must be adequate to ascertain that the proposed use of funds is necessary to prevent, prepare for, or respond to the COVID-19 pandemic, including its impact on the social, emotional, mental health, and academic needs of students.**

**Activities should be numbered consecutively. If the LEA does not plan any activities for one or more authorized uses, please indicate that there are no planned activities. School district LEAs shall include the activities identified for charter schools within the LEA, aggregated at the district/LEA level.**

**Activity 1**: **Addressing Learning Loss (at least 20% of total allocation).** Of the total amount allocated to an LEA, the LEA must reserve at least 20 percent of funds to address learning loss through the implementation of evidence-based interventions such as summer learning or summer enrichment, extended day, comprehensive after school programs, or extended school year programs, and ensure that those interventions respond to students’ social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).

Activity 1.A: 5 inclusion classroom teachers to provide additional support for intervention and to reduce class sizes to increase small group classroom learning time during the school day and help close the achievement gap.

Activity 1.B: One virtual interventionist to run Credit Recovery labs and provide intervention during the regular school year for secondary students to catch up on unearned credits and stay on track for graduation.

Activity 1.C: ELL interventionist to support English language learners in grades K through 12 in addressing learning loss and language support. The ELL Interventionist will support student learning with Rosetta Stone language tutoring.

Activity 1.D: Secondary performance-based exit option model teacher to support students at risk of not graduating on a path to finishing their education and entering the career-technical workforce.

Activity 1.E: Teachers, paraprofessionals, and bus drivers together with Transportation costs and supplies for materials and printing for after-school tutoring programs across all school sites, one elementary after- school comprehensive program for at-risk students, and summer academic ELA and math GAP camps to address learning loss and increase social and emotional support for students

Activity 1.F: Five instructional specialists, one for each school, to provide classroom instruction on social / emotional skills and building resilience along with site-based support to help students build a positive mental attitude. A strong positive growth mindset is essential for students before they can address the learning loss caused by COVID.

Activity 1.G: Two site-based mental health specialists for secondary students to provide additional support and immediate counseling for mental health issues for staff and students. Specialists can supplement the work of the administrator, Behavior resource teachers, and guidance counselors 4 students who may not need a referral to a licensed mental health group, but do need site base support. the mental health specialist they also work with staff members before and after school as well. The mental health specialist may also run parent support groups during the school day or in the evenings to strengthen the knowledge and resilience of all family members.

**(The District has no Charter Schools)**

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

No additional planned activities in this category.

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

No additional planned activities in this category.

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

No additional planned activities in this category.

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

No additional planned activities in this category.

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

No additional planned activities in this category.

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

No additional planned activities in this category.

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

No additional planned activities in this category.

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

No additional planned activities in this category.

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

Activity 2 (I): Activity 1: Purchase of additional COVID cleaning and sanitization supplies to clean facilities.

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

**and local requirements.**

Activity 2(J) 1: One Level 1 IT Technician to support chromebook and laptop readiness for distance and online learning.

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

Activity 2(K) 1: Purchase of laptops for teachers to support distance learning and virtual tutoring initiatives with students.

Activity 2(K) 2: Purchase of 2,500 chromebooks and touchscreens for students to replace current end of life chromebooks to support instruction, intervention, and distance learning.

Activity 2(K) 3: Purchase of 50 additional Smartboards to use with instruction, intervention, and distance learning, if necessary.

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

No additional activities planned in this category.

**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.**

This has been addressed in Activity 1.E.

**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.**

2(N)(iv): Activity 1: Attendance Enforcement / Truancy Coordinator to track student attendance and improve student engagement in distance education / virtual learning. The Coordinator will work with homeschool and virtual students as well as brick and mortar. The Coordinator will track attendance, facilitate Student Attendance Resource Board (SARB) hearings, file petitions for truancy or parental prosecutions in the 8th Judicial Circuit, and liaise with the district homeless office and community resources to remove barriers to attendance.

2(N)(i): Activity 2: One district Data Scientist to continue to support school administrators and teachers in analyzing progress monitoring and outcome data, identifying critical intervention needs, and developing plans for evidence-based interventions to address learning loss and close the achievement gap.

2(N)(iii): Activity 3: Contracted printing and printing supplies for parent letters from progress monitoring and intervention at-home materials to support parents and families in helping students. Also to print distance learning packets during long-term school shutdowns.

2(N)(ii): Activity 4: Training and Implementation of PBIS across all district school sites to support students’ social, emotional, and academic needs and to create a positive school culture that focuses on learning.

**Activity 2(O) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.**

Activity 2(O).1: Repair / Replacement of BMS Gymnasium flooring so students can safely participate in physical education classes and to provide additional spacing options for social distancing and seating should the need arise.

Activity 2(O).2: Additional student desks, tables, and chairs to increase social distancing between students as needed.

Activity 2(O).3: Repairs and upgrades to the roofs of Bradford Middle School and Lawtey Elementary which are necessary to maintain healthy indoor air quality and maintain a safe educational environment.

When necessary, projects that are not sole sourced may be subject to the district’s bid process.

Activity 2(O).4: Upgrade/replacement of lighting retrofits at the school sites to improve and maintain a safe, efficient educational environment.

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

Activity 2(P): 1 Capitalized and Non-Capitalized : HVAC filter supplies for maintenance at all school sites, and HVAC repairs, upgrades and replacements at Bradford Middle, Bradford High, Lawtey Elementary, and Starke Elementary to ensure indoor air quality and filtering.

Capitalized projects for HVAC upgrades or repairs that are not sole-sourced will be awarded through the district’s bid process.

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

Activity 2(Q): Activity 1 - Five site based Clinic Aids who are Certified Nurse Assistants or Licensed Practical Nurses to assist the district nurse from the Health Department in addressing, monitoring, and tracking of student illness in efforts to maintain the health and safety of students and staff at the school sites.

Activity 2(Q): Activity 2 - Additional custodial support at the school sites to provide ongoing COVID deep cleaning and sanitation procedures on school campuses.

Activity 2(Q): Activity 3 - Reimbursement of contracted services for deep cleaning / sanitation support at the school sites from March 2020 to June 2021.

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

Activity 2(R).1: COVID Stabilization stipends to employees. $850.00 for classroom teachers who previously received $1,000 from the Governor of Florida. $1, 850.00 for remaining district employees. Stabilization stipends will help maintain the operation and continuity of the LEA.

Activity 2(R).2: Substitutes for teachers and staff who are quarantined or out with COVID or COVID related illness.

Activity 2(R).3: Two instructional coaches to support classroom teachers with analyzing classroom and student data as well as designing and delivering instruction and intervention.

Activity 2(R).4: Two full time mentor teachers to work with and mentor new teachers and teachers in the professional development certification program.

Activity 2(R).5: Books for the Media Centers at Bradford Middle and Southside Elementary to replace inventory lost during the pandemic shut down and to improve the diversity of reading options.

Activity 2(R).6: Teacher and paraprofessional stipends for summer training on using data informed instruction to address learning loss and design MTSS interventions.

**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 2(S) Activity 1: One .5 ESSER/ARP Grant Administrator

Activity 2(S) Activity 2: Indirect costs less the the cost of the Grant Administrator

**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 Bradford County School District will monitor quantitative and qualitative data to ensure that the interventions implemented are effective. The district has a poverty rate of 89.2% \*and is a CEP district in which all students receive free breakfast and lunch.

\*data from Edudata “Know Your Schools Portal.”https://edudata.fldoe.org/ReportCards/Schools.html?school=0000&district=04

| ACTIVITY / INTERVENTION | DESCRIPTION | MONITORING TOOL |
| --- | --- | --- |
| 5 Inclusion Classroom Teachers  *The district is 24% SWD, which is above average SWD enrollment.*  *BMS, BHS, Southside and Starke, our four largest schools are identified for targeted support under ESSA.* | 5 Inclusion Classroom Teachers to reduce class size and to increase the capability of small group instruction and intervention in inclusion settings.  *(Target: Economically Disadvantaged and Students with Disabilities)* | The district will review STAR and/or iReady Progress Monitoring Data for evidence of satisfactory and accelerated (stretch) growth for these classes. |
| One Virtual Interventionist  *The district has students in two virtual platforms as well as secondary students working virtually for credit recovery to stay on track for graduation.* | The Virtual Interventionist tracks student progress on virtual platforms and provides prompt individualized support and intervention.  *(Target: Economically Disadvantaged, Students with Disabilities, and Black Subgroups)* | The district will review the virtual progress reports of students in the Edgenuity and FLVS platform at progress reports and report card periods. A minimum goal of 80% of students on track or finishing on time will be used to evaluate whether or not the position is successful. |
| One ELL Interventionist - *Although the district has a small ELL population (.5%), it is important to ensure these students are successful.* | The ELL Interventionist will work individually across the schools in person and digitally to support ELLs with academic tutoring and language acquisition.  *(Target: District - wide ELL support)* | The ELL Intervventionist activity will be monitored by reviewing the grades promotion rates of district ELLs. A promotion rate of 85% is the minimum goal for success. |
| One Performance Based Exit Option Model teacher (PBEOM) | The PBEOM teacher works with secondary students who are not on track for graduation to provide mentoring, intervention, and support for an alternate route to finishing school and accessing career/technical training without having to drop out of high school.  *(Target: Students with Disabilities and Economically Disadvantaged)* | The PBEOM activity will be monitored by reviewing the annual promotion / completion rate of students in this program. A promotion / completion rate of 85% is the minimum goal for success. |
| Elementary After School Comprehensive Program | An after school comprehensive program in the elementary school will provide both social/emotional support as well as academic tutoring and reinforcement. Students will engage in a structured SEL program, tutoring in reading and math, homework help, independent reading, and enrichment activities in health and STEM.  After School Comprehensive have been shown to increase student academic achievement, improve behavior, and improve self-esteem and student confidence.  *(Target, Students with Disabilities, Black , Homeless, Economically Disadvantaged, and Lowest Quartile students)* | The success of the after school programs will be monitored in several ways:   1. Growth in iReady and STAR reading and math reports from program entry to the end of the year. 2. 90% Attendance rate in the program from participating students. 3. Qualitative data from student responses to pre/post SEL survey at the beginning, middle, and end of year. 4. Report card grades and promotion rates of students who participate A promotion / completion rate of 85%or report card GPS of 2.3 or higher is the minimum goal for success. |
| After School Tutoring | After School Tutoring in core subject areas provides immediate, individualized support for students.  *(Target: Lowest Quartile, Homeless, Economically Disadvantaged, and Black subgroups)* | After School Tutoring programs will be considered successful by showing an increase in the class grade of the participating students. Success is measured by 85% of participating students receiving a C or higher on report cards and final grade. |
| Five SEL Instructional Specialists - Strong social and emotional skills are essential to school success and academic improvement. Students need instruction in growth mindset, resilience, conflict resolution, tolerance, anti-bullying, and reflection/mindfulness. | Five SEL Instructional Specialists to provide regular instruction using SEL curriculum to groups of students, as well as holding small group SEL intervention.  *(Target: Lowest Quartile, Homeless and Economically Disadvantaged)* | The success of this SEL intervention will be measured and monitored using qualitative data from student pre- post- situational surveys, and anecdotal evidence of increased classroom behavior success, Quantitative data from class grades may also be used. This intervention will be considered successful if a minimum of 85% of students or staff helped indicate emotional or mental improvement. |
| Two Mental Health Counselors - Positive mental health and a resilient growth mindset are essential to academic improvement.  \*\*NOTE: The Counselors will not replace the referrals to licensed clinical mental health providers if the situation is serious. | Two Mental Health Counselors to provide small group and individualized counseling for students and staff. The goal is to provide more timely support for students in crisis. Referrals to outside agencies can take up to 12 weeks, so it is essential to provide some immediate social and emotional support to mitigate the situation in a timely manner.  *(Target: Lowest Quartile, Homeless and Economically Disadvantaged)* | The success of this SEL intervention will be measured and monitored using qualitative data from student pre- post- situational surveys, and anecdotal evidence by the Counselor of improvements to Growth Mindset, resiliency, and reflection. This intervention will be considered successful if a minimum of 85% of students or staff helped indicate emotional or mental improvement. |

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

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

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

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

**Part IV: Assurances**

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

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

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

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

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

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

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

**Acknowledgement**

Local Educational Agency Chief Executive Officer or Authorized Representative

| **Name and title of person responsible for completion and submission** |
| --- |
| Sherree Alvarez, Director of Grants and Resource Development |
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| **Superintendent signature (or authorized representative)** |
|  |