

2021-24 American Rescue Plan

Elementary and Secondary School Emergency Relief Fund

Local Educational Agency ARP ESSER Plan,

Application and Assurances

**[Washington County School District -67]**

**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).

The Washington County School District students experienced a substantial academic learning loss due to the loss of face-to-face instructional time due to quarantine restrictions that interrupted the continuity of learning. To assist with the academic learning loss, the LEA proposes to provide academic support that will elevate and accelerate all student learning across the curriculum in all content areas.

 1.The LEA proposes contracting with an Instructional Coach to support Intensive Math and to utilize Intensive Reading teachers to provide accelerated reading interventions for students below grade level.

2.Due to the increase of student in enrollment at the Secondary level, the LEA proposes to hire an Academic Testing Coordinator who will work with Guidance and Academic Analyst to assist with assessing students with progress monitoring and retakes to increase the rate of graduation and the rate of students enrolled in Advance Placement courses/ Dual Enrollment.

3. In addition, the LEA proposes providing technology-related rentals to support digital learning, progress monitoring to include, but not limited to Social-Emotional Assessments to help respond to learning loss and the heighted emotional and mental response due to the impact of Covid -19;

4.The LEA proposes to offer afterschool tutoring/ extended-day programs, Saturday School-Tutoring, Summer learning and Enrichment programs and Academic and Career-related Camps, VPK to Kindergarten Summer Learning Programs for all cost centers within the district along with providing transportation to the summer learning activities within the LEA.

 5. Washington County School District proposes to allocate funding towards paying stipends for teachers and paraprofessionals providing tutoring and intensive instruction for students enrolled in all extended day programs.

6. The LEA will allocate funding towards providing transportation for students who have experienced learning loss and need academic tutoring to regain skills needed in areas of identified weakness as resulted in FSA and APM data.

 7. The LEA proposes using funds to purchase supplemental textbooks, materials, and supplies to respond to the learning loss students have experienced due to the pandemic. This will ensure students will have materials to supplement their learning throughout the year and during summer learning activities in the areas of Math, Reading and Science. The LEA will also provide classroom resources and supplies for all schools as aligned in the Instructional Continuity Plan and Reading Plan.

8. The LEA also proposes to employ four Paraprofessionals to assist with small group instruction during the school day and in the After School Academic Acceleration programs.

9. In addition, the LEA will allocate funds for college and career readiness school trips throughout the school year and summer to include JROTC acceleration programs supporting the AVID (Advancement via Individual Instruction) school-wide programs and other educational-related school trips to provide awareness of career-related/workforce opportunities.

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

1. The LEA proposes to purchase reading books for libraries/classroom libraries and consumable supplies to supplement the curriculum utilized in all schools.

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

1. The LEA proposes to purchase two vans with a lift to provide transportation for students with disabilities. It is the priority of the school district and all stakeholders to have the students with disabilities participate in extended-day and summer learning programs as all the other students. A handicap-accessible van would ensure that students who are disabled are provided a safe space to travel. The LEA plans to utilize vans equipped with a lift to provide a more comfortable and secure travel space that will be equipped with the appropriate spacing needed to prevent, prepare for and restrict the spread of Covid-19. During the summer, it is, more feasible for students who are identified as 254's in the district to be transported via handicap accessible van to best suit the planned summer community pick-up routes that are plotted by the district transportation specialist.

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

Washington County School District does not propose any allocation of funding for any activity authorized by the Adult Education and Family Literacy Act.

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

Washington County School District proposes to purchase supplies and equipment to advance and increase enrollment in all Career and Technical Education Programs at the Secondary level: Culinary Arts; Criminal Justice; Agricultural, Computer CTE courses and Early Childhood Programs. It is the priority of Washington County School District to advance the development of all CTE programs to provide opportunities and access to the programs at a greater capacity. In response Covid-19, there is a need to purchase more supplies and equipment to ensure safe operations and social distancing needed to support and maintain the continuity of learning with intentions to reduce the spread of Covid-19 within the brick and mortar classroom.

The LEA proposes to continue the development of the Criminal Justice CTE program and the Early Learning Program where students are provided access and opportunities to earn credentials for an Early Childhood Certification and Criminal Justice Certification upon graduation. The LEA proposes to utilize ARP funding to pay the salaries of the Early Learning Instructor and Criminal Justice Instructor who will provide instruction related to the career field of Early Childhood Education and Criminal Justice.

**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 LEA proposes to purchase PPE materials for all school facilities to prevent, prepare for, and respond to Covid-19.

**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.**

In response to Covid-19, there is need for special attention in students experiencing homelessness; The LEA proposes to allocate funding to employ a District Social Worker (licensed preferred) to assist with the needs and services of children with disabilities and to those who have experienced Homelessness and traumatic home experiences due to the pandemic. In addition to employing a Social Worker for the district, the LEA proposes to use the funding to employ two ESE Staffing Specialists to assist with the increase of ESE student caseloads in the district.

The LEA proposes partnering with mentorship services in the community to provide leadership and guidance to underrepresented subgroups. Due to the heightened traumatic experiences caused by the pandemic, the youth in the community have been significantly impacted, causing many subgroups and underrepresented students to disconnect from learning due to the lack of parental support. The LEA proposes to allow approved and screened mentors to mentor at-risk students who face challenges beyond their control by allocating funding for educational trips and activities integrated with the afterschool and summer learning programs.

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

The LEA proposes to allocate funding to purchase outdoor play equipment for all elementary schools and VPK facilities to prevent the spread of Covid-19. The outdoor play equipment directly responds to the Covid-19 pandemic as students will be able to exercise and play safely outdoors where social distancing is not restricted or limited.

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

Washington County School District proposes not to allocate funding towards training and professional development for staff on sanitation and minimizing the spread of infectious diseases.

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

Washington County School District proposes to allocate funding towards purchasing supplies to sanitize and clean all facilities and classrooms to prevent, prepare for, and respond to the Covid-19 pandemic.

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

**and local requirements.**

In the event of school closures, the LEA proposes to allocate funding towards supporting digital learning by purchasing additional licenses for IXL, Achieve 3000, I-Ready, and other digital platforms used to ensure that equitable services continue to be provided with all Federal, State, and local requirements. The LEA will also allocate funding to pay for bus drivers to deliver meals and instructional materials to all students. In addition, the LEA proposes to cover the expenses of the Jet Packs needed to ensure internet connectivity for students without internet services. The LEA also proposes to purchase laptops for teachers and students to use in the event of long-term closures.

**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.**

The LEA proposes to allocate funding towards the purchase of a generator to assist, support, and maintain the connectivity of internet services in the event of inclement weather and electrical interruptions. The LEA proposes to purchase a generator to satisfy the stakeholders public input on connectivity issues within the district. In addition, this purchase would support the Instructional Continuity Plan as requested by stakeholders to ensure that instructional time is protected in the event of an emergency or temporary internet interruption.

The LEA proposes allocating funding for assistive technology to be purchased for students who need technical support indicated in their 504 plan or IEP.

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

The LEA proposes to purchase a social and emotional assessment tool to identify primary indicators that lead to baker act procedures. The purchase of the social and emotional assessment tool is to assist the employed Licensed Mental Health Professional and Social Worker with identifying anxiety, depression, suicidal emotions, while the students are in a safe environment. This purchase to provide preventive care as a proactive tool against indicators that lead to suicide or violent behaviors. Additionally, due to the increased sensitivity caused by the pandemic, purchasing a social and emotional assessment tool would support the emotional needs and services for all students who are impacted by the heightened sensory the pandemic has caused.

**Activity 2(M) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.**

The LEA proposes to offer afterschool tutoring/ extended-day programs, Saturday School-Tutoring, Summer learning and Enrichment programs, Academic and Career-related Camps, Theatre Camps, VPK to Kindergarten Summer Learning Programs for all cost centers within the district, along with providing transportation to the summer learning activities within the LEA. In addition, the LEA proposes to employ tutors to help elementary students who need academic acceleration in the critical need areas identified through progress monitoring data.

The LEA proposes to allocate funding towards integrating educational trips within the summer learning and enrichment programs.

**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.**

The LEA proposes to use the funding to address learning loss by purchasing high-quality assessments to assist educators in identifying and meeting students' academic needs.

**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.**

According to the Early Learning Coalition, presently, there aren't any daycares offering VPK services currently due to the hardship of the pandemic, which means that many parents opted to keep their students home. It is the responsibility and priority of the LEA and its stakeholders to provide a safe place for students to have access and opportunities to grow and learn in support of the Early Learning Initiative. The LEA is currently the only service provider in the rural community to offer VPK services. The LEA proposes to build a new facility spacious enough to accommodate and provide social distancing in the classrooms and the lobbies of the VPK Center where parents will not have to be situationally decisive on learning options for their children.

 The LEA proposes to build two VPK facilities that will provide 1:10 ratio of students in spacious classrooms that will satisfy the CDC guidelines of social distancing to reduce the risk of virus transmission and exposure to environmental health hazards. Due to the pandemic, many parents also suffered from having to travel miles away from home to receive care for their child. The proposed VPK center would serve as a safe place that is local and convenient for eligible students to receive a well-rounded education to combat the learning loss of students who were impacted and situationally confined to opt out of VPK services due to the lack of program availablity in the area.

The LEA proposes to construct the VPK facility with touchless keypad door systems to restrict the spread of Covid-19. In addition, the LEA proposes to build a VPK Center to serve a larger quantity of students at a greater capacity providing spacing to accommodate the social distancing, safe operations, and interaction among teachers, parents, students, and stakeholders in the community The LEA and community stakeholders are aware of the Davis- Bacon federal laws and procedures going forth to pursue the proposed project and already have the architectural plans to start this proposed project immediately after the issuance of the project award notification.

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

The LEA proposes to allocate funding to improve the indoor quality in all school facilities by replacing and repairing HVAC systems in all facilities.

**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 LEA does not propose to allocate funding in activity 2Q.

**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.**

**The LEA proposes to use funding for the Covid-19 premium pay for all staff who did not receive premium payments issued by the governor. The premium pay is to award and maintain the operation and continuity of educational services and needs throughout the local educational agency.**

**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.**

Washington County School District plans to use 5% of the funds for reasonable and necessary administrative costs.

**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.**

It is a continued priority of the Washington County School District and all stakeholders to ensure that all students receive a quality education that is equitable for all students. The Director of Curriculum along with the Director of Accountability and Assessment will work together with Principals, Academic teachers, Academic Analyst, Licensed Mental Health Professionals, the District Social Worker, ESE Coordinator, Staffing Specialists, and community stakeholders to provide accountability and resources to measure growth and success among all targeted populations of students.

The Director of Curriculum and Instruction will provide guidance and support for all teachers to execute standard-based instruction and rigorous and equitable interventions for all learners supported and aligned by the Washington County Reading Plan and Instructional Continuity plan.  The Washington County School District has employed 8 Academic Analysts, 1 Career Counselor, and an Instructional Coach to provide resources aligned with the Florida BEST standards and the Florida Standards that support content across the curriculum. The Standard-Base approach will carry over to the Afterschool Academic Acceleration Program.  In addition, Washington County ESE Coordinator and Staffing specialists will provide instructional support for students with disabilities to close the achievement gap amongst students who are below grade level in the following critical need areas: Reading and Math.

The Director of Accountability and Assessment of the LEA will utilize all Academic Analysts to execute APM progress monitoring to provide pre-and post-assessments to measure growth, target, and support differentiated strategies catered to students' learning modalities.  In addition, the progress monitoring will be extended to the afterschool and summer academic acceleration programs, where teachers will be providing intensive academic support for all students. The Director of Accountability and Assessment will ensure that the multi-tiered system is being utilized to provide the appropriate level of support needed for students who need to demonstrate acceleration in Math and Reading. The LEA will also offer Summer Credit Recovery Academies to help support the rate of graduation. The Director of Curriculum will oversee Intensive Reading teachers to ensure that all standard-based programs are executed with fidelity. The Intensive Reading Teachers will utilize the Achieve 3000 program and execute standard-based instruction that is differentiated as aligned with the reading interventions approved by the state.

**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**  |
| Jiranda White Director of Federal Programs |
| **Contact information: email, phone number** |
| 850-638-6222 |
| **Superintendent signature (or authorized representative)** |
|  |