



2021-24 American Rescue Plan  
Elementary and Secondary School Emergency Relief Fund  
Local Educational Agency ARP ESSER Plan,  
Application and Assurances

## 36-4155 (FSWC - Lee)

### 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.

### 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).

*Students will directly benefit from the addition of personnel who can help with the academic challenges, learning loss, and enhanced social emotional needs of students as a result of COVID – 19.*

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**Activity #1:** *The decision to include certified Guidance Counselors is two fold. First, they can and will provide direct academic assistance through the organization and facilitation of tutoring for students, study groups, and the facilitation of other academics supports to mitigate the learning losses and to help close the achievement gap. Secondly, Counselors are uniquely qualified to support students and their families through the rigorous environment of a collegiate high school and the necessary advising process. There are extra layers to navigating online course work, college level curriculum, family adjustments, economic challenges, and stress about the future, and a myriad of other social emotional issues for students to deal with. Mental health challenges rooted in COVID – 19 are at an all-time high and students having more direct access to these services and supports on a daily basis is necessary to support the academic achievement of all learners. These counselors can extend the school day with clubs and other activities needed to support struggling students*

**Activity #2:** *A resource teacher will also be available each and every day to support students who are struggling as a result of COVID - 19 absences, learning losses from school closures, and to supplement instruction in ELA, Math, and Science. Additionally, this teacher can provide an alternative environment for students to make up missing work, receive specialized tutoring, and track the progress of students negatively affected by COVID – 19.*

**Activity #3:** *An Office Assistant is necessary to provide real time support in tracking daily attendance, quarantine requirements, and generally facilitating communication with families who have increased needs because of COVID - 19.*

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

**No Planned Activities**

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

**No Planned Activities**

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

**No Planned Activities**

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

**No Planned Activities**

**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 Planned Activities**

**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 Planned Activities**

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

**No Planned Activities**

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

**No Planned Activities**

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

**No Planned Activities**

**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.

**No Planned Activities**

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

**Activity #4:** *The conversion of existing classroom spaces to be ready for remote learning as well as digital instruction is critical in allowing for instruction during COVID – 19. This style of instruction allows students who miss the opportunity to participate digitally.*

**Activity #5:** *The purchase of student use laptops and storage carts allows for the facilitation of digital instruction by allowing student access to a device while at school. Additionally, the inventory of laptops can be used to provide digital connectivity to students at home or other otherwise displaced or disadvantaged by COVID – 19.*

**Activity #6:** *The purchase of instructional software for Math, ELA, and Digital Product creation provides two fold benefits. First, the facilitation of providing teachers real time data about achievement and to identify learning gaps is invaluable. The Digital Product creation software is essential to provide students the opportunity to create products beyond simple text documents (examples include video production, infographics,*

*digital art, ect....) Secondly, in the event of absence or closure all software purchased means that instruction can remain online without interruption.*

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

**No Planned Activities**

**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.

**No Planned Activities**

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

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

**No Planned Activities**

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

**Activity #7.a and #7.b:** *By purchasing exterior rated seating and tables, students and teachers will have access to outdoor spaces for important school activities. The opportunity to eat outside at lunchtime is one clear benefit. A second benefit from outdoor seating and tables is the ability to have collaborative groups who need to be in proximity to each other to do so outside rather than in a crowded classroom. The third and final benefit to this effort is the opportunity for teachers to move their entire classroom outside for instruction and related activities.*

**Activity #7.c:** *By purchasing lab table height seating, students can spread out when working on laboratory experiments, projects, and other group work.*

**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.

**No Planned Activities**

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

**No Planned Activities**

**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.

**No Planned Activities**

**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.

**No Planned Activities**

**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.

[Begin text here.]

**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

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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 parent/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.



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