



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. 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).

1. Offer staff led tutoring "boot camps" afterschool for students experiencing learning loss
2. iReady Assessment Tool
3. Offering summer school opportunities targeted and offered to students experiencing learning loss
4. Researched based computer educational programs to supplement instruction targeted at learning loss
5. Purchasing of Social Emotional Learning Curriculum (SEL) to support our students Social Emotional needs. (Character Counts/ Leader in Me)
6. Adding an additional position to help coordinate state testing protocols and identify students experiencing learning loss
7. Full-time intervention and ESE teachers
8. Purchasing of supplement workbooks for students to take home allowing parents to assist in re-teach
9. Provide services such as FLVS for credit recovery and additional understanding of content

Lutz Prep will assess if these interventions are working by evaluating testing data, showing a decrease in Tier II and III students, pre and post test data, and data chats with staff, surveying staff and families.

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

1. Purchasing of updated curriculum school-wide both reading and math
2. B.E.S.T Teacher trainings to update our staff on new educational standards plus a B.E.S.T Training booster later in the year
3. Leader in Me programs to increase parental involvement

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

1. Purchase of support software for confidential electronic signatures to assist with obtaining parental signature on important documents virtually
2. Researched based computer educational programs to supplement instruction for ESE students
3. An inclusion training on 504 accommodations for all staff (PDS Point Eligible)

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

N/A

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

N/A

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.

1. Additional hours added to current or new staff member as needed for COVID-19 response such as contact tracing and exposure communication

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.

1. Dictionaries for ELL students
2. Services for the Deaf and Hard of Hearing
3. Contracted services for OT

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

1. Legal fees associated with COVID-19 response procedures
2. Consultant fees to stay up to date with the changing COVID-19 guidance

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

1. Training on Health, Sanitation Processes and the prevention of spread of infectious disease

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

1. Outside vendor to clean and wipe commonly touched surfaces throughout the day to prevent the spread of COVID-19
2. Purchasing of supplies such as disinfectants, electrostatic sanitizing spray, rags/towels, and other necessary cleaning item 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.

1. Purchasing and leasing of laptops and iPads to assist teachers and students when E-Learning
2. Canvas for parent and student communication as well as learning management
3. Staff Salaries while supporting E-Learning activities
4. Purchasing of Zoom and other online software to support E-Learning activities
5. Consultants and services to assist in implementing and configuring firewalls and additional security services (Ideal Network Solutions & Disaster recovery relief)

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.

1. Purchasing of online educational software such as Raz-Kids, Brainpop, Scholastic subscriptions, etc. to assist in material comprehension
2. Purchasing of projectors, projector bulbs, document cameras, UPS Batteries, Adaptor cables, class sets of mice and other technological items to support student needs.
3. Charging stations, technology carts, cases and other protective items for technology purchased to support students and staff during COVID-19
4. Purchasing of IT managers device to maintain and update and student and staff devices
5. Network Upgrade
6. Wifi Upgrade

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

1. Partnership with contracted mental health therapist to provide services on campus
2. Addition of school guidance counselor to provide full-time social-emotional support for students and staff
3. Employee wellness activities to improve endurance, stress relief, boost staff morale, decrease absenteeism, and increase employee retention throughout the pandemic

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.

N/A (See above under Activity 1 “Learning Loss”)

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.**

N/A (All items addressed in previous 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.

1. Installation and maintenance of touchless water dispenser systems to mitigate the spread of COVID-19

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.

1. Upgrade and replacement of HVAC units to improve air quality and ventilation
2. Upgrade vent fans for increase ventilation

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.

- Masks - When not deemed mandatory, Lutz Prep will support students and staff that choose to wear face masks as a preventative measure
- Modifying Facilities to allow for physical distancing – In an effort to create more space, Lutz Prep has purchased picnic tables for outdoor lunch use. Whenever possible, Lutz Prep separates grade levels during lunch. Purchasing of furniture such as desks, chairs, and smaller furniture to replace group setting furniture and support social distancing efforts.
- Handwashing/respiratory etiquette – Lutz Prep encourages handwashing regularly and has purchased and posted educational signage throughout campus as a reminder of proper hygiene. We have also purchased and strategically placed hand sanitizing stations throughout the campus such as in classrooms and near doorways to encourage frequent sanitation of hands especially after touching high traffic surfaces such as door knobs. Student and staff are reminded and encouraged to cover their coughs/sneezes with their elbow or by using a tissue. Reminders of proper hygiene are posted throughout the school and frequently shared with staff and families.
- Cleaning and maintaining healthy facilities, including improving ventilation – Lutz Prep has multiple custodians on staff both during the day and after school that are dedicated to cleaning and sanitizing our campus. Air purifiers have been purchased and provided to all classrooms and Lutz Prep has contracted for an HVAC upgrade to improve air quality and ventilation. Project completion is expected in late 2024/2025 due to extensive lead time on equipment. During peak COVID times Lutz Prep contracted with external day porters whose sole duty was to wipe commonly touched surfaces during school hours.

2021-24 American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER) Fund LEA Plan, Application and Assurances

- Contact tracing, isolation, and quarantine – Lutz Prep continues to follow CDC and district guidelines for Covid-19. Follow this link for current guidance: <https://www.cdc.gov/coronavirus/2019-ncov/your-health/isolation.html>

The Department of Health-Hillsborough is the lead agency for case investigation. Lutz Prep will report COVID as required where exposure occurs on-site and results are verified by a medical professional.

- Diagnostic and screening testing – Lutz Prep encourages staff and families to test when experiencing symptoms or when exposed to COVID-19. Our school nurse refers individuals to their health care provider for all testing. Lutz Prep does not provide screening testing as it is no longer recommended by the CDC for K-12 schools.
- Efforts to provide vaccinations – Lutz Prep will provide a list of local vaccination locations on our website as a resource for families and staff
- Accommodations for students with disabilities with respect to health and safety protocols – Lutz Prep will modify its health and safety protocols as needed for students with disabilities, including students with IEP's and 504's
- Coordination with state and local efforts – Lutz Prep will coordinate with state and local efforts including the Hillsborough Department of Health as required

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. Services to assist in the staff hiring process
2. Offering of COVID Leave days to staff due to confirmed positive case quarantine requirements to assist in staff retention
3. Offering staff retention bonuses as incentives to stay in education during COVID vacancies

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.

N/A

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.

Differentiation:

2021-24 American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER) Fund LEA Plan, Application and Assurances

- Targeted support for students will be included within Tier I from core instructional staff using new supplemental curriculum
- Following HCPS' MTSS intervention model, teachers, interventionists and administrators support students at tier I, II, and III learning levels. This model includes considerations regarding screeners, diagnostics, and progress monitoring practices.
- Intentional focus on small group instruction- providing data led instruction for remediation, reteach and enhancement for varying levels of learners
- Lutz Preparatory has a designated time for intervention to provide research-based curriculum with validity and fidelity built into the master schedule
- Reading and Math intervention groups maintain an appropriate student to teacher ratio to allow for small group and intensive learning opportunities

Professional Development:

- Trainings to further develop instructional staff understanding of accommodations and goals for 504 and IEP plans
- Problem solving leadership team meetings (PSLT) collaboration amongst stakeholders to influence student instruction
- Grade level data chats conducted on a monthly cycle to determine student intervention needs and plan for instruction of differentiated groups
- Instructional staff to participate in new state standard overview training with additional booster classes

MTSS/Intervention:

- Instructional staff and intervention team members will do the following:
 - Differentiation of small group, intervention, and acceleration student groups
 - Establish data driven processes to support identification of Tier I, II, and III students and align instructional materials
 - Data literacy
 - Tier I
 - Tiers II and III
 - Screener, Progress monitoring, Outcomes, Diagnostic
 - Monthly tracking reports (mirroring MTSS process)

Progress Monitoring

Lutz Prep will utilize iReady and IXL Diagnostic/Progress Monitoring in addition to state FAST testing.

- Students in grades K - 8 identified as needing tier III support will be given the i-Ready Reading and Mathematics diagnostic assessment three times each year
- Students in grades K - 8 identified as needing tier III support will be given the i-Ready Reading and Mathematics growth monitoring assessment monthly
- EasyCBM Progress Monitoring Assessment will be used for tier II and III reading students
- Students in grades K - 8 will be given the FAST diagnostic assessment three times each year
- Students in grades K - 8 will continuously utilize IXL for supplemental support

Evidence-based interventions

To meet the comprehensive needs of students, they will receive targeted instruction through a tiered system of support. Evidence based interventions include small group instruction in using i-Ready and teacher toolbox resources (Reading and Math) and IXL.

[Orange] – Page 35

2021-24 American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief
(ESSER) Fund LEA Plan, Application and Assurances

Additional Interventions and Supports

Lutz Prep will utilize a portion of their school-based allocations to partner with staff to provide on-site after school tutoring. To provide additional opportunities for credit recovery and further students understanding. Identified students participate in services such as FLVS.