



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

Seminole [059]

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 December 17, 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).

Activity 1 Total: \$17,749,036.13

1(a) School-level instructional support of students

District leadership recognizes the impact of supplemental, focused intervention activities on student learning. As such, through ESSER III funding, Seminole will continue to provide resources directly to schools to offer academic supports to academically at-risk students. Each school will receive an allocation based on specific student needs across their campuses (e.g., number of students who are economically disadvantaged, students who experience homelessness, students with disabilities, English language learners). School leaders will develop plans to execute supplemental supports to students in core content areas during the 22-23 and 23-24 school years. Each school's plan will specifically outline the type of activities to be implemented (in-school, before/after school, school breaks), content area of focus, supplemental curriculum to be used, pre/post assessment data to be collected, and intended outcomes. The plans will also address the way in which the selected activities complement and exceed prior offerings to students. Expenditures may include staffing, supplies/materials, printing, transportation, and/or other related costs needed to execute the planned intervention(s).

1(b) Summer intervention camps.

To directly combat COVID-related learning loss, the district will offer comprehensive, directed summer intervention camps for students at the elementary, middle, and high school levels. The planned delivery model allows students from across the district to attend one of several centralized camp locations for five weeks during the summer (2022 & 2023). As currently envisioned, and subject to change based on further analysis of student academic needs and staff availability, the camps will serve over 7,000 K-12 students at 18 school locations. Planned expenses include extended contract/benefits for teachers, curriculum, materials/supplies, and transportation.

1(c) Virtual tutorial initiative

The virtual tutorial initiative will provide schools with a bank of support hours to be used as early as the second semester of the 21-22 school year and in the 22-23 school year to offer academic assistance to students on a scheduled basis during school and as needed by students after school. The implementation model will allow schools to offer planned, in-school intervention utilizing external tutorial staff via a virtual platform. Additionally, students will have the ability to access the online portal after hours to obtain real-time support (e.g., re-teaching core concepts) to address learning challenges and/or guidance on how to complete homework assignments.

1(d) Professional Learning Community (PLC) – Data-informed instruction supports

As a complement to the various progress monitoring tools being provided through ESSER II and ESSER III, instructional staff will be given an opportunity to engage in a PLC day focused on student data. Staff will use this day to collectively analyze progress monitoring data, identify trends, recognize gaps in learning, and develop an action plan for modifying instruction to meet the identified student needs. Funds will be used for extended contract/benefits for participation in this work on a non-contracted day prior to or during the 22-23 school year.

1(e) Supplemental instructional resources (digital)

A variety of digitally-based tools will continue to be implemented to enhance student learning and serve as formative data sources to monitor student progress throughout the school year. Programs include: iReady toolbox (K-5), Dreambox (K-8 mathematics), Write Score Progress Monitor (Grades 4-8), STAR Reading (Grades 9-12), No Red Ink (Grades 6-12), Khan Academy, Generation Genius/ Science (Grades K-8), and DBQ Project Digital Binders/ Social Studies (Grades 3-8). [Note: Resources were initially purchased with ESSER II funds. The district will continue the support utilizing ESSER III to support student learning over the duration of the grant period.]

1(f) Supplemental instructional resources (print)

Instructional resources will be acquired during the 21-22 school year to support K-5 students in the areas of reading and literacy. Planned purchases are: Fountas & Pinnell Level Literacy Intervention kits and prompting guides which will be used during guided reading lessons.

1(g) Let's Read, Seminole Bookmobile expansion

Let's Read, Seminole is a summer reading program that encourages students to continue reading during the summer months and delivers books throughout Seminole County via the Bookmobile. To address the learning loss experienced by many of the district's most vulnerable students, funds are dedicated to enhancing and expanding offerings on the Bookmobile. Through ESSER III, the Bookmobile will expand to include writing, science, and math activities in addition to the traditional reading programs offered. Instructional staff on the Bookmobile will ensure that students select books at the appropriate reading level, in addition to providing an array of supplemental learning activities. Further, tutorial activities (math, science, reading/writing) will occur during the summer of 2022 using the Bookmobile as a host location. Funds will be dedicated to salaries and benefits, the acquisition of learning activities, materials/supplies, and new book selections to encourage summer reading to address COVID learning loss.

1(h) Extended Pre-Plan for Instructional Staff

As a major component of the learning loss mitigation strategy, instructional staff will be offered the opportunity to return to campus five days prior to the traditional preplan period for the 22-23 school year. The additional days will be highly structured; used to engage in supplemental B.E.S.T. standards training, student data

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analysis, professional learning community collaborations, and individual preplanning activities within the classroom as related to instructional improvement.

1(i) Charter School Reimbursement

Under the category of learning loss mitigation, the participating charter schools will engage in the following activities:

- Supplemental Instructional Coach to provide support to and facilitate the various programs implemented to mitigate learning loss within the school [Choices in Learning].
- Supplemental Curriculum Instruction Specialists focused on ELA/Writing, Math and Science to provide professional learning activities to teachers focusing on strategies to address learning loss [UCP of Central Florida].
- Supplemental Reading Interventionist to provide learning assistance for and direct instruction to students [Elevation].
- Supplemental Teacher Aides (2 FTE) to further support student academic needs; aides will supervise classrooms while teachers provide small group instruction [Galileo – Riverbend Campus and Galileo – Skyway Campus].
- Supplemental ESE Teacher to ensure timely development, follow up and documentation for student IEPs [Elevation].
- Supplemental ESE Teacher to support an increasing number of children with disabilities who have experienced learning loss due to the pandemic. The position will provide intensive ESE services to support academics, social/emotional learning, independent functioning, and other student needs [Galileo – Riverbend Campus and Galileo – Skyway Campus].
- Supplemental ESE paraprofessional/support facilitator to engage with students demonstrating academic need [Seminole Science Charter School].
- Supplemental Speech Language Pathologist in classroom to support language development among students [UCP of Central Florida].
- Supplemental curriculum, instructional resources, and assessments (digital and print) to enhance student learning and to serve as an additional progress monitoring tool. [Galileo – Riverbend Campus, Galileo – Skyway Campus, Seminole Science Charter School, and UCP of Central Florida].
- Outside-of-school-time academic recovery programs/activities for students who have demonstrated learning loss due to the pandemic; includes staffing and implementation costs [Seminole Science Charter School and UCP of Central Florida].
- Professional development in the content area of reading, to include training and coaching supports [UCP of Central Florida].

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

Activity 2(A) Total: \$6,670,270.00

2A(a) Extended Pre-Plan for Instructional Staff

[Continuation of Activity 1(h)] As a major component of the learning loss mitigation strategy, instructional staff will be offered the opportunity to return to campus five days prior to the traditional preplan period for the 22-23 school year. The additional days will be highly structured; used to engage in supplemental B.E.S.T. standards training, student data analysis, professional learning community collaborations, and individual preplanning activities within the classroom as related to instructional improvement.

2A(b) Behavior Support and Trauma-Informed Care Professional Learning Opportunities

Staff will participate in professional learning opportunities related to behavior support and trauma informed care. The experiences of many students during the pandemic have created new barriers for learning within SCPS schools. Students have social and emotional needs for which teachers and other school staff have not been trained to respond. The professional learning opportunities will be offered to ensure staff are prepared to work with a diverse student body who may demonstrate a variety of needs during their education.

2A(c) LSI Trendtracker

Use of LSI Trendtracker will continue in elementary schools during the 22-23 and 23-24 school years. This tool enhances the ability of school leaders to analyze student data by classroom, and to fully utilize the data to support teacher development and guide decisions related to instruction based on student performance.

2(A)(d) Charter School Reimbursement.

Charter schools will use funds from this category to provide supplemental Family Support Specialist to provide counseling, support, and engagement strategies to locate and strategize next steps for students in need [Elevation].

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

No planned activities in this area that require the use of ARP ESSER III funding.

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

No planned activities in this area that require the use of ARP ESSER III funding.

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

No planned activities in this area that require the use of ARP ESSER III funding.

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 in this area that require the use of ARP ESSER III funding.

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.

Activity 2(F) Total: \$15,046.96

2(F)(a) Charter School Reimbursement

Charter schools will use funds in this category to recruit an IEP Coach to provide support to ESE teachers, as well as an Assistive Technology/Augmentative Communication Specialist to provide evaluations and training of usage for ESE students needing device for functional methods of communication [UCP of Central Florida].

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

Activity 2(G) Total: \$11,326.06

2(G)(a) Charter School Reimbursement

Charter schools will use funds in this category to acquire a school messaging and emergency communication system (annual subscription for access) [Seminole Science Charter School].

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 in this area that require the use of ARP ESSER III funding.

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

Activity 2(I) Total: \$151,000.00

2(I)(a) Disinfectant.

Funds will be used to continue to purchase supplemental disinfectant products during the 22-23 school year to ensure clean facilities at schools and auxiliary sites.

2(I)(b) Microfiber towel service.

Schools continue to have a need to clean and sanitize at a heightened level compared to pre-pandemic times. As such, the microfiber towel service will be continued during the 22-23 school year with ESSER III funds.

2(I)(c) Charter School Reimbursement

Charter schools will utilize funds to purchase supplemental cleaning supplies to ensure cleanliness and sanitation efforts are maintained [Choices in Learning].

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 in this area that require the use of ARP ESSER III funding.

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) Total: \$4,434,627.16

2(K)(a) Instructional Devices for Modern Learning

In order to plan and coordinate instructional continuity during long-term closures, and to provide online learning for all students to mitigate learning loss, instructional staff must have access to consistent and modern hardware. Additionally, modern devices are needed to monitor, administer, support, and implement high-quality online assessments and tools to mitigate student learning loss. Providing staff with robust technology designed to facilitate and improve student engagement in distance education is critical. In short, educators cannot address learning loss without consistent access to modern professional technology.

2(K)(b) Web Content Filtering Solution for Devices

During the COVID-19 pandemic, SCPS invested heavily in Chromebooks as a cost-effective way to seamlessly accommodate the digital learning needs of its students. These devices are routinely used at home by students who are quarantined. In order to comply with the Children's Internet Protection Act (CIPA), students must have a web content filtering solution both on and off campus. As such, the district proposes to use ESSER III funds to support such an activity. The FortiClient solution provides web content filtering, anti-malware, antivirus, and data loss prevention capabilities by routing all student internet traffic through the district's existing Fortinet firewall and web content filtering solution.

2(K)(c) Interactive Software to Enhance Learning Opportunities

Student and teacher interactivity is enhanced using software that can be used within the classroom and online. SMART Lumio will aid in regular and substantive educational interaction between students and their classroom instructors during the 21-22 school year. This web-based software helps teachers create engaging lessons students can interact with during school (face-to-face and remotely) or on their own time using personal devices. The software allows teachers to share these lessons across a variety of learning platforms.

2(K)(d) Charter School Reimbursement

Charter schools will use funds to purchase educational technology for students and/or teachers to enhance learning, to include assistive technology for students with disabilities, laptops/desktops/tablets, laptop charging stations, interactive whiteboards, and educational software systems [Choices in Learning, Galileo – Skyway Campus, Seminole Science Charter School, and UCP of Central Florida].

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

Activity 2(L) Total: \$3,281,130.00
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2(L)(a) Behavior Interventionists (20 FTE)

Schools are facing increased post-pandemic challenges in regard to student behavior. As a support to the schools experiencing heightened levels of behavior infractions, the district will introduce an enhanced team of Behavior Interventionists to serve students in grades K-12. While the district has a solid foundation for responding to mental health issues within schools, students are demonstrating the need for classroom-based support to modify behaviors. This work will complement any necessary referral for mental health supports, creating a network of wraparound services for students.

2(L)(b) School Security Officers (2 FTE)

As noted previously, schools are managing unprecedented student behavior since return to classrooms during the pandemic. To support this higher level of concerns on campus, the district will use funds to place two additional school security officers at select schools demonstrating high need.

2(L)(c) Charter School Reimbursement

Charter schools will use funds in this category to support the following activities:

- Supplemental hours for the school’s Mental Health Counselor (increase from part-time to full-time) to provide Tier 3 mental health services to additional students on campus [Galileo – Riverbend Campus].
- Supplemental Mental Health Counselor to provide mental health services and supports to students, staff, and families in need. The school counselor will support Behavior Specialist and Staffing Resource Specialist with specific student needs. Mental health counselor will provide social/emotional support to students who require additional supports and monitoring. The School Counselor will support students with IEPs who have counseling as a related service on the IEP. [Galileo – Skyway Campus]
- Supplemental Family Service Case Manager to provide outreach to students and families [UCP of Central Florida].
- Professional development in the area of conscious discipline/social emotional skills; provides individual consultation with school/teachers [UCP of Central Florida].

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.

Activity 2(M) Total: \$24,800.00

2(M)(a) Charter School Reimbursement

In this category (supplementing use of funds Category 1, Learning Loss), charter schools will use funds to provide security services for outside-of-school-time academic programs (i.e., afterschool, summer, weekends) [Seminole Science Charter School], and to support educational field trips during the summer [UCP of Central Florida].

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.

Activity 2(N) Total: \$1,407,658.24

2(N)(a) School & Student Success Team

Continuous review of student and school level data has revealed significant performance gaps following the onset of the pandemic. Early data demonstrates an urgent need to strategically support specific schools to benefit students most impacted by the disruptions to learning created by COVID-19. Support for struggling learners and mitigation of future learning loss is vital to the district’s strategic school improvement initiatives. Through the academic acceleration funding, the district will cultivate a team of staff to work directly with the

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most at-risk schools across K-12. Executive leadership has identified focus schools requiring intensive, targeted assistance and support, as well as additional schools which have demonstrated a high level of risk factors for continued academic performance concerns.

To ensure a focused approach to support the targeted schools and increase student success, the positions listed below will be recruited. Each of these roles was developed explicitly to support school improvement, and the work proposed for these positions expands well beyond roles traditionally assumed by the district's leadership and instructional support teams. The overall aim of each position within the Student Success Team will be the intensive support of a comprehensive school improvement process. Team members will ensure all tools utilized at the school level for academic acceleration demonstrate prior evidence of effectiveness and are appropriate for the student populations served at each school. [Note: The need for specific positions will be continuously reviewed in response to changing student needs and situations caused by the pandemic.] Anticipated outcomes will be *substantial academic gains for students, increased parent and community engagement, and capacity building support for schools.*

- Assistant Superintendent, Student Success (1.0 FTE)
This position will directly supervise the principals and leadership teams of the schools identified for intensive, targeted assistance. The lower principal supervisor-to-principal ratio created by funding this position will allow the Assistant Superintendent the ability to visit each campus weekly to conduct classroom walkthroughs, coach school instructional leaders, and monitor the learning trajectory of individual students who experienced learning loss as a result of the pandemic.
- Principal-on-Assignment, Student Success (1.0 FTE)
This position, which will be filled by an experienced school principal with evidence of improving student learning outcomes during the pandemic, will serve as a leadership and coaching resource to any additional schools demonstrating a high level of risk for continued academic performance concerns. The Principal-on-Assignment will monitor the fidelity of formative assessment, professional learning community implementation, and MTSS/instructional intervention planning and implementation at each campus. By providing both coaching to leadership teams and consultation services to executive leadership who supervise the campuses, the Principal-on-Assignment is a critical lever for school improvement efforts.
- Instructional Coaches, Student Success (3.5 FTE)
These positions will supplement the school district's existing personnel in the areas of ELA, Math, Science, and Social Studies curricula. Supplemental positions will focus on intensive support to the district's highest need schools. This work will encompass ongoing, concentrated coaching support of classroom teachers and other school-level instructional staff, as well as collaboration with school-based leadership teams on effective instruction and intervention.
- Teachers-on-Assignment, Student Success – Family & Community Support (2.0 FTE)
These positions will supplement the school district's existing personnel in multiple areas, including but not limited to social work, family engagement, and mental health. Supplemental positions will specifically support schools that have demonstrated the greatest needs based on student learning loss and personnel turnover during COVID -19. The specific job titles/job codes and qualifications of the personnel will be determined jointly by the school district's Assistant Superintendents based on ongoing analysis of student performance data and family need surveys.
- Manager, Learning Loss (1.0 FTE)
This position will coordinate all of the school district's COVID-19 related tutorial initiatives. With the school district using multiple learning structures and funding strategies to meet student needs, a single position with knowledge of all activities on K-12 campuses will serve to monitor student participation,

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ensure efficient use of funds, identify and disseminate best practices, and compile reports on the effectiveness of tutorial interventions.

2(N)(b) ACT School Day

It has been recognized through student data review that an increased number of students will need to achieve a concordant score to ensure graduation with their cohort. The impact of the pandemic has been felt both in the performance of students on state assessments, as well as in the lack of state assessment scores for some students. As such, funds are requested to offer a supplemental ACT School Day to support students who are deficient in meeting the state assessment graduation requirement (Grades 11-12). ESSER III will provide funds to support this additional test. The ACT Day is new to the district and complements the SAT Day that has been historically offered by the district. ACT assessments are high-quality assessments that are valid and reliable. In addition to serving as a possible concordant score source for all students who participate, the results of this assessment will assist in identifying academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups. The ACT equips students with a college-reportable score and the opportunity for scholarships which could make higher education more attainable. Students also receive personalized college and career decision-making information to assist in establishing college performance baselines.

2(N)(c) Charter School Reimbursement

Charter schools will use funds to support various academic enhancement activities to include:

- Supplemental STEM Teacher to increase the number of students reached by the school's PEAKS program, integrating hands-on learning [Galileo – Riverbend Campus].
- Contracted artists to serve as Artists-in-Residence to provide on-campus residencies to enhance student learning [UCP of Central Florida].
- Classroom materials (musical instruments) to support arts integration as a vehicle for enhanced student learning [UCP of Central Florida].
- Classroom books and leveled readers to enhance student interaction with print materials [UCP of Central Florida].
- Supplemental instructional materials (digital) to support student learning [UCP of Central Florida].

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) Total: \$208,243.54

2(O)(a) Charter School Reimbursement

Charter schools use of funds in this category includes the following:

- Artificial turf to create an outdoor classroom in current outdoor courtyard area, providing a healthy environment and reduce the risk of virus transmission and exposure to health hazards. These spaces will allow for more opportunities to space children in an outdoor location while still being able to provide academic learning and new opportunities for learning. Classrooms can be utilized by intervention teacher to provide tier 3 students with a location to have direct instruction for their academic needs. [Galileo – Riverbend Campus]
- Portable classrooms to provide needed classroom space to house intervention services for students who have experienced learning loss. These spaces will allow for intervention students to review direct, targeted instruction that meets the needs of each individual student and focuses on learning loss. The full-time intervention teacher will utilize the classroom space for offering multi-sensory learning to

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engage all types of learning styles and support academic growth. [Galileo – Riverbend Campus and Galileo – Skyway Campus]

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) Total: \$24,259,745.00

2(P)(a) Air quality improvement; HVAC projects.

The district has many HVAC systems which were evaluated in the 2020-21 school year and commissioned to ensure the equipment was performing at the highest level. Thus far, a portion of ESSER I and ESSER II has been used to implement certain strategies complying with ASHREA (American Society of Heating, Refrigeration and Air-Conditioning Engineers) recommendations and Centers for Disease Control and Prevention guidelines related to the operation of HVAC systems and COVID-19. ESSER III will continue this work, with several major projects to be undertaken across the grant period. Based on an HVAC facility condition assessment, strategies to be considered may include: installation of high-efficiency filters; addressing exhaust and ventilation issues; increasing and/or correcting outside air flow; purchasing personal air purification systems; and replacement filters or necessary equipment to address problem areas and increase the health of students and staff. Additionally, several HVAC units will be replaced or upgraded to improve HVAC functionality campus-wide.

2(P)(b) Charter School Reimbursement

Charter schools will use funds in this category to provide air quality enhancements to the schools, including HVAC system upgrade, inspection, testing, repair, and replacement, and the purchase of air filters or other ancillary items for the purpose of air quality improvement. [Choices in Learning, Seminole Science Charter School, and UCP of Central Florida]

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) Total: \$2,332,243.32

2(Q)(a) School nurses

This activity continues from ESSER I and ESSER II the provision of three school nurses to support COVID-related activities during the 22-23 school year. These school nurses act as “floaters” across schools that may be experiencing high need for additional student/staff monitoring and support. These individuals provide additional monitoring of students and staff experiencing illness while at school, as well as supporting other COVID-related wellness activities.

2(Q)(b) Supplemental custodial support for schools and district auxiliary sites

Sanitation and cleanliness of school campuses and district auxiliary sites is of utmost importance to prevent the further spread of the virus within SCPS facilities. As such, recruitment and retention of custodial staff, as well

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as provision of supplemental staff to support this work, is vital to the successful return of students/staff to face-to-face learning. ESSER III will be used to implement targeted initiatives to support the needs of schools in this regard. Funds may be used to provide supplements to staff upon hire or continuation of contract, to place additional SCPS staff, and to contract with outside agencies to place custodians within schools which experience staffing shortages during the 21-22 and 22-23 school years.

2(Q)(c) Charter School Reimbursement

Charter schools will use funds in this category to support supplemental cleaning/sanitation of schools, additional desks/tables for social distancing, touchless water fountains to reduce touch points, acquisition of PPE for students and staff, and supplemental clinic staff to assist students and staff with emotional and physical well-being related to the impact of the pandemic. In addition, funds will be used to support administrative staff position to facilitate pandemic-related system response (i.e., cleaning coordination, contact tracing, collaboration with the Department of Health, parent communication) [Choices in Learning, Elevation, Galileo – Riverbend Campus, Galileo – Skyway Campus, Seminole Science Charter School, and UCP of Central Florida].

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) Total: \$25,530,251.48

2(R)(a) Overstaffing units

Retain instructional staff in specific schools/grade spans to ensure appropriate class size during the pandemic by offsetting overstaffing costs related to lower-than-typical student-to-staff ratios across face-to-face and virtual learning platforms (salary and benefits). After the ten-day enrollment counts, it is customary for the district to adjust direct instructional staffing by either increasing instructional staffing to comply with state required class size mandates or reducing instructional staff if counts are low. For the current and upcoming school years, the reduction of instructional staff is challenging in certain schools and/or grade levels due to the many uncertainties surrounding COVID-19. ESSER III will provide a level of overstaffing where traditional adjustments are not an option because of those uncertainties, as well as ensure student-to-staff ratios to allow for any necessary social distancing practices.

2(R)(b) Supplemental ELA/Mathematics Resources

Instructional materials aligned to the B.E.S.T. Standards are essential as the district continues to address COVID-related learning loss. Supplemental materials that are rigorous, contain rich academic language, meet the appropriate complexity for building knowledge through high-quality texts, and provide evidence-based questions, tasks, and assignments will provide students with impactful learning experiences. Implementing high-quality, supplemental instructional materials beginning in the 21-22 school year will positively affect student achievement, mitigate learning loss, and help students become college/career-ready. By selecting materials aligned to the B.E.S.T. standards the district will position teachers to better utilize the curriculum, students' skill levels and how to best support the range of learners in their classes.

2(R)(c) COVID Relief Supplements for Employee Stabilization

Subject to legislative approval of the Governor's plan to provide COVID disaster relief payments, as announced on November 10, 2021, and the district's collective bargaining process, ESSER III funds will be used to provide supplements for staff who do not receive the relief payments from the state of Florida. This payment will only be made to staff excluded from the state's payment (in the event that the proposed supplemental payment is made by the state of Florida). Further, pending collective bargaining processes, funds will be used to support

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supplements to staff to ensure employee stabilization to counter critical staffing shortages being experienced across the nation due to the pandemic.

2(R)(d) School Leader Extended Contract

To ensure campus readiness, the district will expand all 10-month Assistant Principal positions to 11-month positions for the 22/23 and 23/24 school years. This additional time will allow school leaders the opportunity to engage more fully with instructional staff, prepare for initiatives related to learning loss mitigation, and participate in professional learning experiences to enhance learning on campus.

2(R)(e) Online Survey and Analysis Tool

Procurement of an online survey and analysis tool will better allow the district and individual schools to engage students, families, and staff in regular, ongoing feedback opportunities over two years. This tool will provide district and school leaders the ability to continuously monitor needs of students, families, and staff with real-time access to data using a variety of analysis tools.

2(R)(f) Program Evaluation

ESSER II and ESSER III will allow the district to provide evaluation support through the recruitment of a data analyst to serve as the district's program evaluator for COVID-related instructional initiatives. This position will provide programmatic feedback on special initiatives to inform program activities and future sustainability efforts, as appropriate.

2(R)(g) Charter School Reimbursement

Charter schools will use funds under this category for the following purposes:

- Retention/recruitment efforts to support summer academic camps for struggling learners, to include a supplement of \$1,000 to teachers who support the program and free childcare onsite for the children of staff who are working on campus during the summer academic camps. [Galileo – Riverbend Campus and Galileo – Skyway Campus]

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) Total: \$2,374,283.00

2(S)(a) Grants Management Support

A portion of this allocation will be used for administrative costs – direct and indirect. Direct costs include a Specialist I (1.0 FTE), Bookkeeper (1.0 FTE) and a portion of the Director of Federal Projects & Resource Development (0.2 FTE) to provide grant administration support.

2(S)(b) Indirect Costs.

Indirect costs are calculated at 3.7% of direct costs (using Plan B).

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.

Seminole County Public Schools will support a variety of activities with the ARP/ESSER III funding. Remediation and/or prevention of student learning loss (K-12) is of vital importance to the district, with support activities spanning across this funding program, as well as embedded within the CRRSA/ESSER II grant plans. Among each of these programs, activities are evidence-based and focus on aiding students and teachers through direct student instruction, acquiring and implementing learning tools, supporting school leaders, building instructional capacity, and maintaining a safe and healthy learning environment.

Following a school year of mixed-mode instruction, district leaders conducted thorough review of both formative and summative student performance data as one indicator of student need while learning transitioned to fully in-person for the 2021/2022 school year. Data was analyzed and shared with school leaders. Further data review then occurred at the school level with faculty. From a qualitative perspective, consultation regarding needs related to the prevention and mitigation of COVID-19 has been ongoing during the pandemic with various stakeholder groups, including students, families, school leaders, district administrators, teachers, staff, and partner organizations. Utilizing input provided through those efforts and guided by the allowable uses of the funds within the ARP Act, the district has developed a plan for use of the ESSER III funding allocation.

A comparative analysis of data from Spring 2019 (pre-pandemic) and Spring 2021 reveals a necessary focus by the school district on reducing the growing achievement gap between certain subgroups through targeted, evidence-based interventions, while ensuring all students have access to high-quality core instruction. As presented in the data tables below, nearly all subgroups experienced learning loss as evidenced by end-of-year standardized assessments.

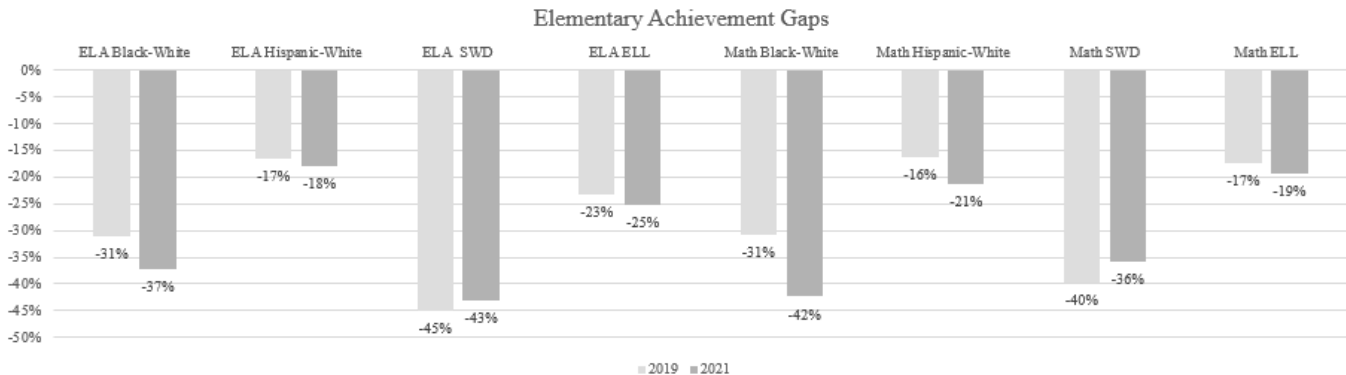
At the elementary level, performance in math is of utmost concern (see Table 1), as is the increase in the achievement gap between the White and Black subgroups in the areas of English language arts and math in particular (Figure 1).

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Table 1. Elementary School Accountability Results by Subgroup

Subgroup ▼	Percentage Scoring Level 3+								
	ELA			Math			Science		
Assessment Year ►	2019	2021	Change	2019	2021	Change	2019	2021	Change
Asian	83	86	+3	89	87	-2	83	87	+4
Black/African American	45	38	-7	49	32	-17	39	28	-11
Hispanic	60	58	-2	63	53	-10	55	50	-5
Multiracial	68	65	-3	70	62	-8	64	60	-4
White	76	76	0	80	74	-6	71	71	0
FRL	54	51	-3	58	47	-11	49	44	-5
SWD	30	30	0	38	32	-6	27	25	-2
ELL	45	42	-3	54	44	-10	40	29	-11
Total Elementary School	67	65	-2	70	62	-8	63	59	-4

Figure 1. Elementary School Achievement Gaps



Similar trends are also seen at the middle school and high school levels, with overall need demonstrated across all content areas and subgroups, yet significant dips in math performance were experienced, to include FSA math scores and the end-of-course assessments for Algebra and Geometry. [Note: Algebra and Geometry at the high school level traditionally have a lower percentage of students scoring Level 3+ largely due to the district’s middle school math acceleration initiative, which enrolls the majority of proficient students into these courses at the middle school level.]

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Table 2. Middle School Accountability Results by Subgroup

Subgroup ▼	Percentage Scoring Level 3+								
	ELA			Civics			Science		
Assessment Year ►	2019	2021	Change	2019	2021	Change	2019	2021	Change
Asian	84	81	-3	93	88	-5	84	79	-5
Black/African American	39	37	-2	56	49	-7	33	32	-1
Hispanic	51	50	-1	69	66	-3	47	43	-4
Multi-racial	64	62	-2	81	68	-13	58	59	+1
White	71	68	-3	84	79	-5	70	67	-3
FRL	46	45	-1	63	59	-4	42	40	-2
SWD	22	15	-7	35	33	-2	22	19	-3
ELL	26	26	0	46	42	-4	22	16	-6
Total Middle School	61	59	-2	76	71	-5	59	56	-3

Subgroup ▼	Percentage Scoring Level 3+								
	Math			Algebra			Geometry		
Assessment Year ►	2019	2021	Change	2019	2021	Change	2019	2021	Change
Asian	84	78	-6	94	89	-5	100	98	-2
Black/African American	37	27	-10	73	64	-9	92	96	+4
Hispanic	51	44	-7	79	69	-10	97	97	0
Multi-racial	64	53	-11	86	77	-9	100	100	0
White	71	64	-7	89	85	-4	98	97	-1
FRL	45	38	-7	77	67	-10	97	95	-2
SWD	26	17	-9	71	54	-17	100	100	0
ELL	33	26	-7	73	63	-10	83	100	+17
Total Middle School	60	52	-8	85	79	-6	98	97	-1

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Figure 2. Middle School Achievement Gaps

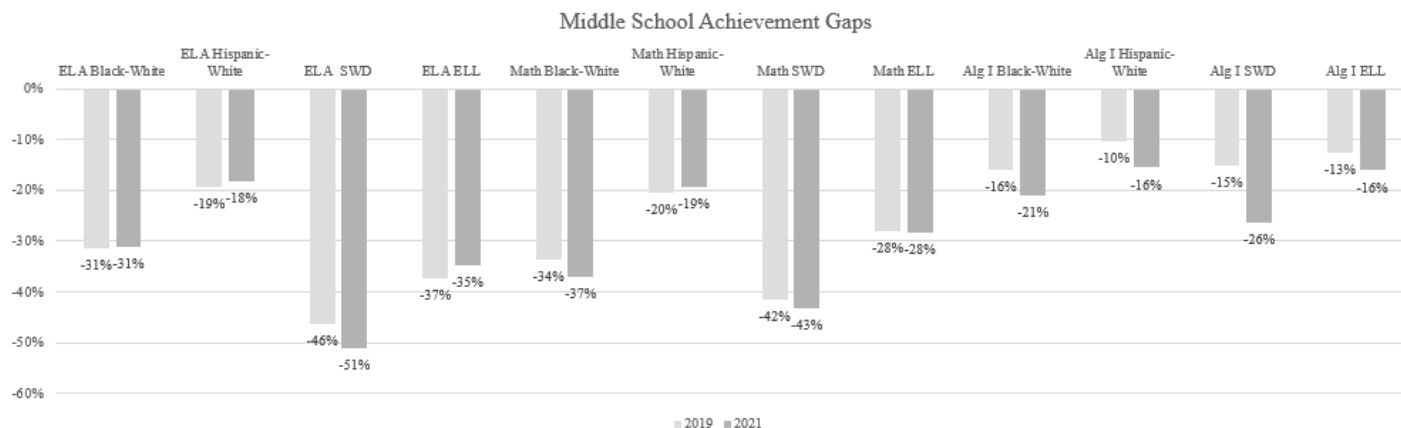


Table 3. High School Accountability Results by Subgroup

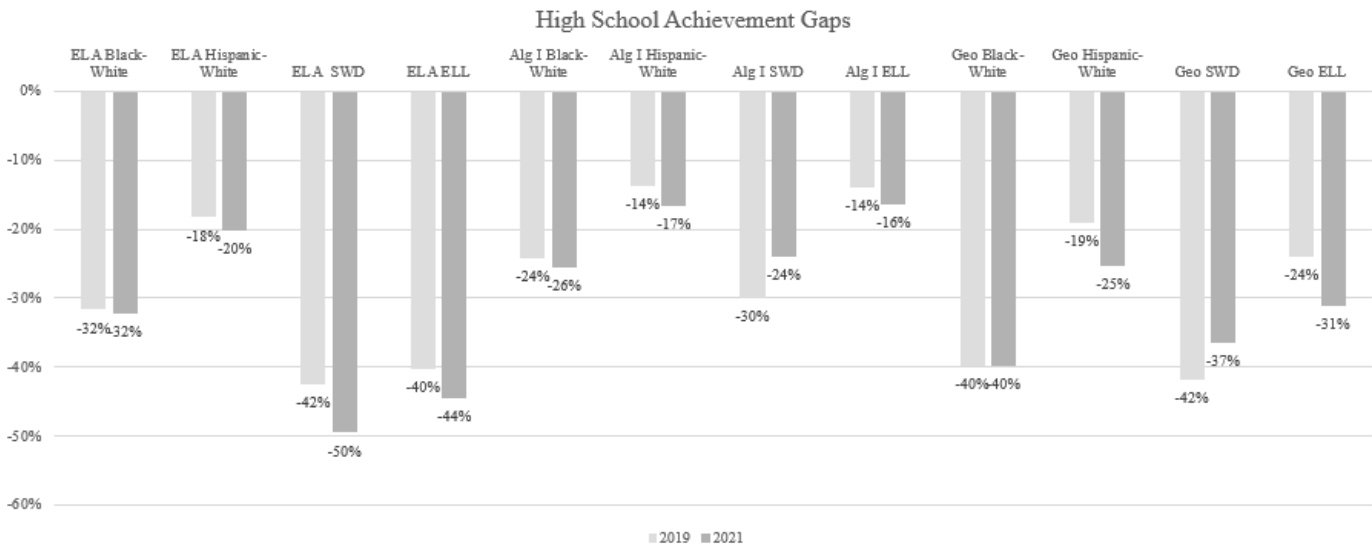
Subgroup ▼	Percentage Scoring Level 3+					
	Algebra			Geometry		
Assessment Year ►	2019	2021	Change	2019	2021	Change
Asian	50	55	+5	79	74	-5
Black/African American	26	15	-11	32	24	-8
Hispanic	36	24	-12	53	39	-14
Multiracial	46	29	17	60	51	-9
White	50	41	-9	72	64	-8
FRL	33	23	-10	45	34	-11
SWD	17	12	-8	23	18	-5
ELL	28	15	-13	38	21	-17
Total High School	41	30	-9	61	51	-10

Subgroup ▼	Percentage Scoring Level 3+								
	ELA			US History			Biology		
Assessment Year ►	2019	2021	Change	2019	2021	Change	2019	2021	Change
Asian	82	83	+1	89	86	-3	82	87	+5
Black/African American	39	35	-4	54	53	-1	46	40	-6
Hispanic	52	47	-5	67	67	0	64	57	-7

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Multiracial	67	63	-4	78	79	+1	75	67	-8
White	71	67	-4	85	82	-3	81	78	-3
FRL	46	41	-5	61	62	+1	59	52	-7
SWD	25	15	-10	39	39	0	38	29	-9
ELL	24	16	-8	41	24	-17	41	30	-11
Total High School	62	58	-4	77	74	-3	72	68	-4

Figure 3. High School Achievement Gaps



In direct response to both formative and summative data collected during the pandemic, the district has elected to utilize COVID-related funding to focus efforts on evidence-based interventions that will improve overall learning outcomes. Certain efforts will ensure students, teachers and families have access to progress monitoring data in real time (i.e., STAR), while others will target specific areas of foundational learning need (i.e., phonics awareness). Each intervention selected has demonstrated evidence of effectiveness, while other supplemental resources were selected based on the proven effect of overall strategies on student growth. Each of the interventions/strategies presented in attachment B was selected to address the academic, social, and emotional impact of the pandemic on student learning and address student subgroup learning gaps shown in the data presented.

To ensure continuous improvement throughout implementation, the district has requested a Data Analyst to serve as the district’s program evaluator for COVID-related instructional initiatives. This position is funded for two years by ESSER II and the third year by ESSER III. The evaluation process will provide programmatic feedback on selected initiatives/strategies to inform program activities and future sustainability efforts, as appropriate. The Data Analyst will develop and share both summative and formative data outcomes with the district’s executive leadership team for further action.

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 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 ARP 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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Acknowledgement

Local Educational Agency Chief Executive Officer or Authorized Representative

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Superintendent signature (or authorized representative)