



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

[UF Lab School – 015]

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).

UF LAB SCHOOL ACTIVITY 1: Employ supplemental K-12 teaching faculty who will provide Tier 2 and Tier 3 evidence-based supplemental instruction in reading and mathematics (both during and beyond the school day) for the 2022-2023 and 2023-2024 school years. Recent innovations in P.K. Yonge's K-12 architecture provides for easy integration of supplemental, intensive instruction during the school day that does not supplant core instruction. UF Lab School's request for supplemental teaching faculty includes the following:

- 2.0 FTE elementary specialists with reading endorsements and special education training will work with Learning Community Leaders to review progress monitoring data and identify students in need of intensive intervention; evidence-based instruction will be coordinated to reinforce and supplement (not replace) core reading and mathematics instruction for identified students; supplemental instruction will be provided through small groups and tutorials during and beyond the school day through the school year.
- 1.0 FTE middle school mathematics teacher with training in special education will provide evidence-based instruction in mathematics through both small groups and tutorials during and after the school day for students who are not reaching grade level benchmarks in the BEST standards.
- 1.0 FTE high school instructor with reading endorsement and training in special education will leverage evidence-based strategies to provide supplemental ELA instructional support during and beyond the school day for students demonstrating learning loss in reading/writing and in need of additional instructional support to meet all high school graduation requirements and graduate on time.
- 3.0 FTE high school instructors will provide a personalized credit recovery program for 6-12 students in need of additional instructional support and time to master course learning goals and strengthen academic skills for 4 summer weeks in 2022 and 2023.

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

NONE

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

NONE

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

NONE

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

NONE

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.

NONE

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.

NONE

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

NONE

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

NONE

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

NONE

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.

UF LAB SCHOOL ACTIVITY 2: Maintain employment of a 1.0 FTE Technology Integration Specialist for the 2022-2023 and 2023-2024 school years. P.K. Yonge's Technology Integration Specialist is essential to providing high quality, robust online learning opportunities for all students, including students with disabilities, and ensures that educational services will continue uninterrupted during the school year for all learners. All 6-12 courses at P.K. Yonge are facilitated through Canvas to provide for learning continuity during and between school years for all students. The Technology Integration Specialist is responsible for managing annual updates to Canvas-based courses, providing ongoing on-demand training for teachers to develop skills in evidence-based teaching with technology, integrating evidence-based software applications with Canvas courses for easy faculty management and access for students, and integrating Canvas with the MIS/Skyward system. Funding allocation includes 4 weeks of summer employment to support the K-12 summer academic intervention programs.

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.

NONE

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

NONE

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.

NONE

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.

UF LAB SCHOOL ACTIVITY 3: A full-time, 12-month progress monitoring and assessment leader to increase district capacity for implementing, analyzing, utilizing, and expanding a K-12 personalized achievement monitoring program in P.K. Yonge’s mastery-based education system. Responsibilities include identifying appropriate measures, updating assessment systems, facilitating timely collection and analysis of results, and coordinating with administrators, Learning Community Leaders, reading coaches, intervention teachers, counselors, and the school psychologist to design and provide high quality, evidence-based instruction during the school year, beyond the school day, and through summer intervention programs.

UF LAB SCHOOL ACTIVITY 4: Summer salary to bring together instructional leaders, intervention designers, and the school psychologist to analyze learning outcomes from the previous school year, examine effectiveness of interventions for identified students, and plan evidence-based interventions in reading and mathematics for the following school year. Dedicated time for data analysis and intervention planning between school years will maximize instructional time when students return to campus the following school year, thereby mitigating learning loss.

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.

NONE

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.

NONE

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.

NONE

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.

NONE

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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.

UNIVERSITY OF FLORIDA IDC 5%

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.

UF LAB SCHOOL 2020-2021 FSA RESULTS	ELA % L3+	MATH % L3+
Total Students	62%	58%
Economically Disadvantaged	47%	39%
Students with Disabilities	28%	28%
Asian	77%	80%
Black/African American	36%	34%
Hispanic	73%	64%
Multiracial	66%	68%
White	71%	66%
Female	67%	57%
Male	58%	58%

P.K. Yonge observed a reduction in student achievement at the end of the 2020-2021 school year as indicated in the table above highlighting overall and disaggregated FSA achievement results in ELA and Mathematics. While students performed somewhat more successfully in ELA than Mathematics, neither the ELA or Mathematics results are consistent with what these same students have achieved in previous years. Most certainly the high percentage of UF Lab School students and families electing to continue their education during the 2020-2021 school year from home via Canvas/Zoom impacted learning outcomes and FSA performance. While the percentage of on-campus learners increased by second semester, at the end of the school year UF Lab School continued to support 40% -60% of the K-12 students through HyFlex distance learning (varied by grade level; higher percentages of at-home learners in upper grade levels). The first effort to address learning loss was to return all students to campus for face-to-face instruction; this has been accomplished for the 2021-2022 school year.

P.K. Yonge’s evidence-based approach to addressing learning loss is informed by a robust, K-12 Multi-Tiered System of Supports as described here: https://pkyonge.ufl.edu/wp-content/uploads/2017/08/PKY_MTSS.pdf With the return of students to campus, P.K. Yonge has begun addressing the learning loss indicated above in the following ways: (1) providing a robust, on-campus summer program with highly-skilled teachers during summer 2021; (2) increasing the time and intensity of systematic and explicit instruction in basic reading skills for all elementary students and increasing instructional time devoted to core mathematics instruction; (3) doubling the instructional time devoted to mathematics for all middle school students; and (4) providing Tier 2

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and Tier 3 instruction for students identified through our quarterly progress monitoring and Student Success Team meetings. As noted above, SWD is the subgroup performing at the lowest levels in ELA and Mathematics. Therefore, we have added a new, full-time faculty member trained in special education to provide tiered math support for our middle school math students identified as achieving below grade level benchmarks. Funding for the new ESE middle school mathematics faculty member was supported with ESSER II for the 2021-2022 school year, and will be retained with support from this project for two additional school years (**UF LAB SCHOOL ACTIVITY 1**). Additional tiered instruction will be provided during and beyond the school day with support from this project as described in **UF LAB SCHOOL ACTIVITY 1**. UF Lab School will add an additional high school teacher with special education training and reading endorsement to provide Tier 2 and Tier instruction for students at risk for on-time high school graduation; and two highly skilled elementary teachers (with special education training and reading endorsement) to increase availability of tiered intervention for our elementary students in reading and mathematics.

P.K Yonge’s school counseling team provides direct support and coaching for our students and families in academic enabling skills while also responding to their growing need for social/emotional and mental health supports. A new, full-time school psychologist has been added to our faculty to lead our robust K-12 MTSS system and will assist P.K. Yonge in responding to the increased demand and need for special education and 504 accommodations, as well as mental health supports.

The effectiveness of core programs and interventions is closely monitored with our progress monitoring system to inform planning for tiered supports. School leaders, teachers, counselors, school psychologist, behavior specialists, OT, and the SPL meet quarterly with grade level teams to analyze progress monitoring data and plan for both core program and tiered intervention responses. **UF LAB SCHOOL ACTIVITY 4** provides dedicated time between school years to engage in a timely and detailed analysis of the effectiveness of core programs and interventions, and to identify and plan for evidence-based programs to improve student achievement the following school year. No instructional time will be lost as students return to school because of this comprehensive and collaborative summer effort. **UF LAB SCHOOL ACTIVITY 3** will enhance the school’s timely efforts to measure the effectiveness of selected interventions with the addition of a full-time, 12-month progress monitoring and assessment leader.

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.

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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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Acknowledgement

Local Educational Agency Chief Executive Officer or Authorized Representative

Name and title of person responsible for completion and submission
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