



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

## [Oasis Elementary South 4143]

### Purpose

Florida must subgrant not less than 90 percent of its total ARP ESSER allocation to local educational agencies (LEAs) (including charter schools that are LEAs) to help meet a wide range of needs arising from the coronavirus pandemic, including reopening schools safely, sustaining their safe operation, and addressing students' social, emotional, mental health, and academic needs resulting from the pandemic. The State must allocate these funds to LEAs on the basis of their respective shares of funds received under Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA) in fiscal year (FY) 2020.

The purpose of this document is to guide districts to plan for the continued implementation of reopening and recovery through the utilization of the 2021-24 ARP ESSER and to assure federal requirements are met. Florida utilized the 2020-21 District Reopening Plan and the Spring 2021 Education Plan to respond to and mitigate the impact of the emergency and to promote the health, safety, and welfare of persons connected with Florida's educational system.

The Department recognizes that the safe return to in-person instruction must be accompanied by a focus on meeting students' academic, social, emotional, and mental health needs, and by addressing the opportunity gaps that existed before – and were exacerbated by – the pandemic. In this document, districts will describe how they will support the development of high-quality plans for the use of ARP ESSER funds to achieve these objectives for the following student groups: students from low-income families, from each racial or ethnic background, by gender, English Language Learners, students with disabilities, experiencing homelessness, in foster care, migratory students and other student groups.

### Part I: Implementation Plan

**The LEA will submit an implementation plan, outlining planned activities for each of the following uses of funds under section 2001(e) of the ARP Act. The description must be adequate to ascertain that the proposed use of funds is necessary to prevent, prepare for, or respond to the COVID-19 pandemic, including its impact on the social, emotional, mental health, and academic needs of students. Activities should be numbered consecutively. If the LEA does not plan any activities for one or more authorized uses, please indicate that there are no planned activities. School district LEAs shall include the activities identified for charter schools within the LEA, aggregated at the district/LEA level.**

**Activity 1: Addressing Learning Loss (at least 20% of total allocation).** Of the total amount allocated to an LEA, the LEA must reserve at least 20 percent of funds to address learning loss through the implementation of evidence-based interventions such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).

- 1) Summer school programs: Oasis Elementary South (OES) will offer summer school for students who are identified as Level 1 and Level 2 in reading/math according to FSA/Progress Monitoring scores. SEL supports will be included. Teachers and paraprofessionals will be employed at an hourly rate to facilitate

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the summer program. If personnel are limited, priority will be given to students in grades 3-5. (\$35 per hour, 2/3 \$9400, 1/3 \$6000)

- 2) Supplies for Summer school programs: To assist students demonstrating learning loss, students will utilize reading and math materials, printer cartridges, paper, pencils, crayons, folders, materials for literacy/math centers, books as needed. (2/3 \$1,000, 1/3 1,000)
- 3) Before/After school tutoring in ELA, Math, Science: To assist students demonstrating learning loss, after school tutoring will be offered. Students earning an N/U or who are a Level 1 or 2 will be made available. SEL supports will be included. Teachers and paraprofessionals will be employed at an hourly rate. If personnel are limited, priority will be given to students in grades 3-5. (\$35 per hour 2/3 \$10000, 1/3 \$4,000)
- 4) Supplies for Before/After school tutoring: To assist students demonstrating learning loss, students will utilize printer cartridges, paper, pencils, crayons, folders, materials for literacy/math centers, books as needed. (2/3 \$1,000, 1/3 \$1,000)
- 5) Purchase Measuring Up curriculum in ELA, Math, Science remediation books to prevent learning loss through tutoring. (2/3 \$8000, 1/3 \$5,000)
- 6) KG Summer Readiness Camp: Students who are entering kindergarten will be offered a summer camp to assist them with the transition into kindergarten. 4 teachers and 2 paraprofessionals will be employed at an hourly rate to facilitate the program. (2/3 \$7,000, 1/3 \$7,000)
- 7) Supplies for Summer Readiness Camp: To assist students demonstrating learning loss, students will utilize phonics/reading, and kindergarten readiness materials, materials to build a positive community school spirit, behavior modifications, printer cartridges, paper, pencils, crayons, folders, materials for literacy centers, books as needed. (2/3 \$1,000, 1/3 \$1,000)
- 8) Interventionist/Data Coach: A certified teacher will be hired to analyze data related to learning loss, meet with teachers, parents and admin to determine a pathway of success for students. This teacher will also implement our MTSS plans. (\$55000 plus retirement benefits 2/3 \$140,000, 1/3 \$70,000)
- 9) Hire support staff for continuity measures and provide academic support (hourly, no benefits, not to exceed 7.5 hours per day)20000-6.2% (2/3 \$125,000, 1/3 \$75,000)
- 10) After hours planning for instructional staff, beyond the school day for teachers to review student data, prepare intervention materials (\$35 per hour) (2/3 \$8,000, 1/3 \$3500)
- 11) Data reviews and strategic instructional planning (substitutes for 40 teachers) (2/3 \$7000, 1/3 \$6,000)
- 12) Enrichment Activities: applying math and reading to fine arts, physical education, STEM, and other enrichment activities (2/3 \$4989, 1/3 \$7000)
- 13) Purchase ELA material (Crosswalk Reading Coach) for Level 1 and 2 students to assist with explicit reading interventions. (2/3 \$8000, 1/3 \$5000)
- 14) Purchase explicit phonics program K-2 Really Great Reading for use in summer programs and throughout the year for students struggling with learning gaps in their phonics acquisition. (2/3 \$10000, 1/3 4500)
- 15) Purchase writing curriculum (Write Bright) to remediate learning loss and provide digital resources from home. (2/3 \$8000, 1/3 \$3000)
- 16) Purchase Story Works learning to prepare students with a variety of ELA texts and have accessible resources at home (2/3 \$8,000, \$6,000)

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

- 1) Purchase math textbooks and materials selected from the state adoption list: Grades K-5, to include digital content and remediation tools and software to remediate learning loss and provide digital curriculum in the event of schools shutting down, requiring the switch to a digital curriculum. (2/3 \$125,000)
- 2) Purchase science textbooks and materials selected from the state adoption list: Grades K-5, to include digital content and remediation tools and software to remediate learning loss and provide digital curriculum in the event of schools shutting down, requiring the switch to a digital curriculum. We will choose from state adopted lists (2/3 \$125,000)
- 3) Professional Development- provide teachers with Marzano high reliability strategies and standards based planning and other training opportunities to support teachers (Promethean Board, Safari, etc). (2/3 \$12,000)

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

No planned activities

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

No planned activities

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

No planned activities

**Activity 2 (E) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.**

- 1) ParentSquare: purchase ParentSquare notification system to communicate with parents and staff for quick, efficient and coordinated response to the pandemic, especially in the event of a school shutdown. (Provide access to all families and staff) (2/3 \$13000, 1/3 \$12,000)
- 2) Clinic Management Software: To track trends and effectively communicate clinic events to parents (Provide licensing for all students) (2/3 \$2500, 1/3 \$2500)

**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) Imagine Learning: Digital literacy program for English Language Learners. The program helps students acquire, develop, and strengthen language skills necessary to fully participate in academic settings (Language Arts, Math and Assessment skills) (Provide licensing for all LY students) (2/3, \$900 1/3 \$900)

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

No planned activities

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

No planned activities

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

- 1) Cleaning Supplies: purchase cleaning supplies (wipes, disinfectant sprays, paper towels) to sanitize and clean the school building. (2/3 \$3,000, 1/3 \$5,000)

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

No planned activities

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

- 1) Students Chromebooks: Purchase 1:1 technology (Chromebook) for students to assist with educational interaction between students and teachers, and the school, especially in the event of a quarantine or schoolwide shut down. (\$10000 per cart to include, Chromebook, cart, licensing, cords, etc.) (2/3 \$40,000, 1/3 \$40,000)
- 2) Technology infrastructure: Purchase and install necessary infrastructure to maintain fast speed servers and connectivity (to include access points throughout the school campus ) (2/3 \$8,000, 1/3 \$8,000)
- 3) Teacher laptops: (\$1,500 for each teacher workstation to include: laptops, monitors, keyboards, mice, cameras and speakers) to replace/upgrade aging technology which will enable a stronger student/teacher connection in the event of a schoolwide shut down. (2/3 \$35,000, 1/3 \$25,000)
- 4) Printers: Purchase printers to replace/upgrade aging materials to assist with student engagement in the classroom and provide print materials as needed for students who are learning from home in the event of a quarantine or schoolwide shut down. (\$200 per printer) (2/3 \$8,000, 1/3 \$10,000)

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- 5) Safari Digital Learning: Learning management system to create engaging lessons and support intra school news broadcasting (\$9000 to include news broadcast cart and production equipment, licensing) (2/3 \$10,000, 1/3 \$10,000)
- 6) Freckle Learning: Digital Learning paths for students to access at school and home based on their individualized learning level (Licensing for ELA/Math for 875 students) (2/3 \$10,000, 1/3 \$10,000)
- 7) Purchase document cameras for teachers to upgrade technology in classroom to increase engagement. (\$250 per teacher workstation to include equipment and cords) (2/ \$2,000, 1/3 \$5,000)
- 8) Purchase Promethean boards for Special Area teachers to use for engaging instruction (\$4500 for board, installation, Chromebox and cords) (1/3 \$13,500)

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

- 1) Mental Health program: purchase mental health curriculum for students to be implemented throughout the school year. (2/3 \$5,000, 1/3 \$6,000)
- 2) Parent Mental Health component: Provide mental health training on appropriate topics for parents. Compensate a consultant or school staff to provide after-hours opportunities for parents (2/3 \$1,500, 1/3 \$2,500)

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

No planned activities.

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

- (i) administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction;
- (ii) implementing evidence-based activities to meet the comprehensive needs of students;
- (iii) providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and
- (iv) tracking student attendance and improving student engagement in distance education.

- 1) High-quality assessments: purchase assessments to accurately assess learning loss and students' academic progress
  - a. STAR (Renaissance Learning) or another progress monitoring system if it is required by the State of Florida, to assess and monitor ELA and Math. (2/3 \$30,000, 1/3 \$35,000)
  - b. iReady or another progress monitoring system if it is required by the State of Florida to formatively assess students and provide learning paths for remediation, especially for Level 1 and 2 students as well as any student experiencing learning loss. (2/3 \$40,000, 1/3 \$40,000)

**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) Repair and improve playground equipment (including demo, excavation, ensuring proper drainage, coverings and new equipment), to support student health needs. Students will have a safer area to play and exercise in a larger area to reduce groups of students in one play area. (2/3 \$80000, 1/3 \$63994)
- 2) Repair elevator to assist students and staff who are unable to use the stairs. (2/3 \$50000)

**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) HVAC filters: purchase additional high quality HVAC filters to improve air quality in the school facility. (\$50 per filter 2/3 \$5000, 1/3 5,000)
- 2) Doors: Purchase doors to replace aging doors that do not work efficiently or correctly. (\$2500 per door 2/3 \$8000, 1/3 \$5000)

**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.**

- 1) Purchase of a Vision Screener to support all 4 schools in the system. (\$10,000 divided up by 4 schools)

**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) Premium pay: provide \$1000 to all staff to compensate them for additional hours and stress brought on by the COVID-19 pandemic. (2/3 \$85000)
- 2) Additional sick time: provide up to 5 days of paid leave for employees who test positive for COVID 19, or are responsible for the care of an immediate family member who has tested positive for COVID 19 (2/3 \$30000, 1/3 \$25000)
- 3) Grants Administrator/bookkeeper: hire Grants Administrator/bookkeeper to assist with purchasing, inventorying, submitting reimbursements to the district. The Grants Administrator/bookkeeper position will be shared/support all four schools in our charter system. (\$80000 divided by 4 schools 2/3 \$20000, 1/3 20000)



**Activity 2 (S) Administration.** LEAs may take reasonable and necessary administrative costs, to include direct and indirect costs. Indirect costs may be taken up to the negotiated, unrestricted indirect cost rate. However, to ensure that the total administrative costs are reasonable, the total direct and indirect costs may not exceed five percent (5%) of the LEA's total award.

No planned activities

## Part II: Ensuring Effectiveness of Interventions

Please describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students. In your response, please include a description of interventions and strategies that are aligned to the LEA's data (disaggregated by subgroup), and describe how the LEA will measure the effectiveness of the selected interventions.

During the pandemic, Oasis Elementary South worked to avoid learning loss, by ensuring all students were accounted for and participating in asynchronous and synchronous learning, via the distribution of Google Chromebooks and online resources, as well as live Zoom instruction. However, if students were not successful, we are continuing to address their learning loss, both academically and social emotionally. Oasis Elementary South addresses these areas using the following:

- After school tutoring to review concepts taught
- In person and virtual options for Summer School to prevent regression over the summer
- Purchasing and providing access to appropriate curriculum
- Administering and monitoring student progress through high quality assessments, such as Renaissance Place, STAR
- Hire interventionist monitor and develop learning plans for struggling students
- Hire additional support staff to assist with small group interventions and supervision

## 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.

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Each LEA must seek public comment on the plan and take such comments into account prior to submission of the final plan to the Department within 60 days of the award. Upon the Department's approval, the LEA shall post this updated plan on the LEA's website within 90 days of the award.

By checking this box, the LEA acknowledges the requirement that each LEA shall update its Plan for Safe Return of In-Person Instruction to reflect the requirements stated above, shall seek public comment on the updated plan and take such comments into account prior to the submission of the final plan to the Department within 60 days of the award. Upon the Department's approval, the LEA shall post this updated plan on the LEA's website within 90 days of the award.

## Part IV: Assurances

**The district must agree to ALL of the assurances by checking the corresponding boxes.**

- Assurance 1: LEA Periodic Plan Update with Public Comment.** As required in the U.S. Department of Education’s Interim Final Rule, 88 FR 21195, the LEA must regularly, but no less frequently than every six months, review and as appropriate, revise its plan for the safe return to in-person instruction and continuity of services. In determining whether revisions are necessary, and in making any revisions, the LEA must seek public input and take such input into account. If at the time the LEA revises its plan the CDC has updated its guidance on reopening schools, the revised plan must address the extent to which the LEA has adopted policies, and describe any policies, for each of the updated safety recommendations. Significantly, the Interim Final Rule “does not mandate that an LEA adopt the CDC guidance, but only requires that the LEA describe in its plan the extent to which it has adopted the key prevention and mitigation strategies identified in the guidance.” 88 FR at 21200. Any updated LEA plan must be consistent with state law, including any applicable executive order, any agency emergency order, or any agency regulation or rule. Specifically, LEA policies must comply with section 381.00316, Florida Statutes, and any policies implemented after August 9, 2021 must comply with Florida Department of Health Rule 64DER21 -12, F.A.C., and any policies implemented after September 22, 2021 must comply with Florida Department of Health Rule 64DER21-15, F.A.C.
- Assurance 2: Continue progress monitoring and interventions.** The district agrees to provide robust progress monitoring and requisite interventions must be extended to all students with tiered support for students who are performing below grade level and are not making adequate progress. Students who are receiving instruction through innovative teaching methods must transition to another teaching method if they fail to make adequate progress. The district agrees to provide monthly progress monitoring reports to parent/guardians for students identified as performing below grade level and/or demonstrating decline on the district’s progress monitoring system.
- Assurance 3: Allowable Uses of Funds.** The LEA will use funds for activities allowable under section 2001(e) of the CRRSA Act.
- Assurance 4: Maintenance of Equity.** The LEA will comply with all requirements relating to Maintenance of Equity, in accordance with section 2004(c) of the ARP Act.
- Assurance 5: Reporting.** The LEA will comply with all reporting requirements, and submit required reports to the Florida Department of Education at such time and in such manner and containing such information as the department may subsequently require.
- Assurance 6: Audits, Inspections or Examinations.** The LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Florida Department of Education, the Florida Auditor General; (ii) the Department and/or its Inspector General; or (iii) any other federal or state agency, commission, or department in the lawful exercise of its jurisdiction and authority.