

2021-24 American Rescue Plan

Elementary and Secondary School Emergency Relief Fund

Local Educational Agency ARP ESSER Plan,

Application and Assurances

**Santa Rosa - 57**

**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](mailto:recoveryplan@fldoe.org). The subject line of the email must include district name and Plan for the Safe Return of In-person Instruction. Upon the Department’s approval, the LEA shall post this plan on the LEA’s website within 90 days of the award.

**Part I: Implementation Plan**

**The LEA will submit an implementation plan, outlining planned activities for each of the following uses of funds under section 2001(e) of the ARP Act. The description must be adequate to ascertain that the proposed use of funds is necessary to prevent, prepare for, or respond to the COVID-19 pandemic, including its impact on the social, emotional, mental health, and academic needs of students.**

**Activities should be numbered consecutively. If the LEA does not plan any activities for one or more authorized uses, please indicate that there are no planned activities. School district LEAs shall include the activities identified for charter schools within the LEA, aggregated at the district/LEA level.**

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

1. Santa Rosa schools will need to purchase new textbooks during the upcoming Math adoption in 2022-2023. The following year, the Social Studies curriculum will make the same purchase for their instructional materials. Funding from the state will not meet the needs to allow all students to have access to the standards-based instructional materials. For this reason, funds are being requested to allow students and teachers to have the Tier I instructional textbooks required to meet the need. (SY 2022-23) $1,000,000.00- Math (SY 2023-2024) $1,000,000.00 Social Studies
2. Provide research-based summer school opportunities for students including those students in ESE (EXCEPTIONAL STUDENT EDUCATION), ELL (English Language Learner), students in Foster Care, and students in poverty in grades K-5 to continue to accelerate learning with highly trained, highly effective teachers. In the summer of 2021 transportation was paid for by the district to ensure all students had access to summer school. (SY 2020-2021) $218,238.91
3. Provide research-based summer school opportunities for students including those students in ESE, ELL, students in Foster Care, and students in poverty in grades K-8 to continue to accelerate learning with highly trained, highly effective teachers. In the summer of 2022 and the summer of 2023 transportation will be paid for by the district to ensure all students have access to summer school. (SY 2021-2022) $275,000.00 each year= $550,000.00
4. 50 Teachers’ salaries to provide summer school instruction for 20 days to include benefits = $243,810.00, Retirement@ 10%- $26,380.00, Social Security @ 7.65% - $18,650.00, Group insurance based on employee’s selection- $78,310.00, Worker’s Compensation -$2,930.00 for Summer of 2022 and Summer of 2023. Total=$740,160.00
5. Created by Marilyn Burns, Do the Math is a research-based math intervention program that focuses on helping at-risk and struggling students rebuild their foundations of math computation, number sense, and problem solving. The areas of focus include Number Concepts, Addition/Subtraction, Multiplication, Division and Fractions.  The program is organized into 13 scaffolded modules that focus on whole numbers and fluency with fractions. Each module includes thirty 30-minute step-by-step lessons that will include teacher and student manipulatives. These kits were purchased in order to help close the identified math gap and learning loss at elementary schools. SY 2021 -2022 - $454,157.00
6. Provide interventionists at school with high academic need based on district progress monitoring to continue to close the learning gap caused by COVID 19. Reading interventionists are required to be reading endorsed and highly effective. Math interventionists are required to be highly effective. This included salary and benefits for 60 interventionists in SY 2022-2023 = Salary -$3,192,840.00 Retirement@ 10%- $345,465.00 Social Security @ 7.65% - $244,252.00 Group insurance based on employee’s selection - $920,880.00, Worker’s Compensation @ .62% - $38,314.20. The number of interventionists will be reduced to 30 in SY 2023-2024 = Salary- $1,596,420.00, Retirement - $172,732.50, Social Security - $122,126.10, Group insurance based on employee’s selection- $460,440.00, Workers Compensation - $19,157.10
7. Substitute pay reserved for interventionists = $1,425.05
8. Funding from the state did not meet the needs to allow all students to have access to the standards-based instructional materials. SRCSD purchased supplemental English/Language Arts instructional materials to ensure all students had access to Tier I curriculum. SY 2021-2022- $200,000.00
9. Coastal Connections Charter School requests salaries and benefits for two secondary teachers providing supplemental instructional support and academic interventions to students at risk of not being successful and to mitigate learning loss due to COVID, etc. Partial salaries covered by ESSER 3 over two school years: $156,870.16, benefits/taxes $37,648.84
10. Coastal Connections Charter School requests summer school credit recovery funds: Extra duty hourly pay to staff providing supplemental instruction and academic support to students enrolled in summer credit recovery courses to ensure the students are on track to pass courses and promote to the next grade, mitigating learning loss due to COVID. Staff will target students who are most at risk of failing, including those impacted by COVID, ELs, students with disabilities, homeless, foster care, etc. Extra duty pay: $20,000, benefits/taxes: $4,800

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

1. Santa Rosa has continued to build a strong MTSS/RTI system to monitor and improve student learning. In typical years, data progress monitoring is reviewed by the Director of Continuous Improvement and the school administrator or MTSS (Multi-Tiered System of Support) Team three times a year. Due to the impact of the Corona Virus/Covid 19, schools, teachers, and interventionists are administering more assessments and screeners to students to urgently identify gaps and accelerate learning. There is an overwhelming need to create a system to capture, analyze, and act upon the constant stream of academic progress information. *Schoolzilla,* a web-based program maintained through Renaissance Learning, allows the district to combine all forms of assessment and screeners to allow administrators and teachers to make real time decisions regarding instruction and intervention. Purchase *Schoolzilla* for SY 2022-2023 - $160,000, SY 2023-2024 - $160,000.00
2. Charter school- 1 Reading Intervention Teacher – Salary - $50,000.00 with health insurance -$3,678.00

1 Paraprofessional – Salary -$28,383.00

1. Math/Science FSA (Florida State Assessment) scores at elementary, middle, and high school decreased in 2019-2020. In analyzing this data in combination with less face-face instruction due to COVID 19, the need to reengage students in math and science led teachers and administrators to request more training in STEAM based instructional practices. The district will provide professional development for teachers in Science, Technology, Engineering, the Arts, and Mathematics (STEAM). -SY 2021-2022 - $49,000.00
2. Coastal Connections Charter requests extra duty hourly stipends for staff to work through curriculum – identifying vertical/horizontal alignment, focusing on essential standards with power standards and objectives, and developing and planning procedures and processes. About 9 staff doing work, one master teacher leading those staff, and one state testing coordinator teacher ensuring curriculum alignment to assessments and strategies for increasing state assessment results. Staff: $7200.00 ($20/hour x40 hours (about 1 and a half days), benefits/taxes $1728.00; Master teacher $1600.00, benefits $384.00; State testing planning $1600.00, benefits $384.00 for a total of $12,896.00

**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. SRCDS requests the addition of one full time nurse to provide and assist with managing and/or establishing school health services between the Santa Rosa County Health Department and the school system. They will provide comprehensive health services at assigned schools including preventative measures in response to coronavirus or other infectious diseases and serve as the liaison between the SRC Health Department and the school system. Contracted services of $50,000.00 for 2022, $64,000.00 for the year 2022-2023 and $64,000 for the year 2023-2024 for a total of $178,000.00

**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. A Public Information Family and Community Outreach Officer will focus their attention on making connections in the community and informing parents and families of the educational and extracurricular opportunities our schools provide. This will be done by using all sources of media to provide information that would encourage families to enroll back into the traditional or virtual school setting. Communication will be in languages other than English to connect families to information and resources in the schools. Salary $76,822.32, Retirement -$8,312.18, Social Security - $5,876.91, Insurance - $7,800.00, Worker’s Compensation - $921.87 = Total allocation of $99,733.27
2. Students who are struggling to meet graduation requirements, close learning gaps, or make up work missed due to COVID 19, or justice involved youth who are re-entering the school setting need extended day opportunities to accelerate their learning. Teachers are willing to stay late or come early to work in small groups or one-one to ensure students have every opportunity possible. SRCSD would like to provide tutoring stipends to teachers for this work beyond the school day. Hourly rate of $30 per hour, Retirement- $3.25, Social Security - $2.30 = Total per hour with benefits- $35.54 x 700 hours = - Stipends- $24,878.00 SY 2022-2023 and 2023-2024 as funds allow.
3. SRCSD would like to provide bus transportation for students to remove any barriers to extended day tutoring opportunities. $15,000.00 for SY 2022-2023 and $15,000.00 for SY 2023-2024
4. The fear of additional outbreaks of COVID-19 caused many of our medically fragile children with disabilities and newcomers to US schools to select Santa Rosa’s virtual education option as their choice. With this additional choice, there was an increased need for instructors. Pre-COVID, Santa Rosa Virtual School had a total of 10 instructional staff, this year we added 26 to meet the needs of these unique students. Salaries - $1,390,283.54, Retirement - $150,423.81, Social Security - $106,353.25, Group Insurance - $383,700.00, Worker’s Compensation - $16,682.86

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

No planned activities

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

No planned activities

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

No planned activities

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

**and local requirements.**

No planned activities

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

1. Purchase Fortinet (Enterprise Firewalls) Hardware and programming to upgrade the internet protect students and teachers and facilitate the continuity of instruction. SY 2022-23 -$ 540,122.82

Purchase ITV equipment bundle to allow each of the 35 schools to provide information and/or instruction during the school day or via social media in the event of long-term closures. These studios will also allow schools, teachers, guidance counselors, speech therapists, physical therapists, and others to communicate and deliver instruction and services. Lessons can be recorded, and content created to ensure continuity of instruction takes place. Schools have also requested upgrades to outdated systems for online instruction.

1. Lens, lights, cases -$3115.50 in SY 2022-2023 and 2023-2024,
2. Purchase technology hardware to include Dell Latitude Computers, Apple Mi Mac Mini, AppleCare+, Dell Monitors, Docking stations, Blackmagic ATEM, ZeeVee Encoder, laptops, Samsung TV – $2,476,296.00 for SY 2022 and SY 2023
3. Purchase Technology hardware to include fixtures and equipment for the ITV labs such as Bretford charging carts, wireless rack mount, studio converter, studio camera, Blackmagic zoom demand, Manfrotto fluid head and tripod, and Yamaha input mixer. $ 106,898.17 for SY 2022 and $83,855.00 for SY 2023.
4. Tech-related supplies to connect equipment such as cables, adapters, and converters. SY 2022-$1,800.00 and SY 2023- $1,800.00.
5. 500 Epson Classroom Projectors – During school closures, teachers realized how important these devices were to providing instruction to students during in-school instruction and for students who needed to participate from home. 500 @$550.00 each = $275,000.00
6. Purchase ITV editing subscription - $500.00
7. Charter School request for ***Edgenuity***software program for ELA, Math, Science and Social Studies curriculum that will allow students and teachers to communicate by setting goals, reviewing reports, and providing feedback while students are in school and for stay-at-home situations. $9,201.70
8. Purchase computer software to enhance music instruction in grades K-8, this program is beneficial for school instruction and resources and allows for music to continue during long term closures. – ***QuaverMusic***– SY 2022-2023 - $103,000.00
9. Middle school and high schools need to continue working with math intervention software that could be utilized during school and at home. Teachers and parents will be able to identify need through reports and provide research-based computer instruction and practice in math skills. This includes Algebra and Geometry. Renaissance ***Freckle Math*** - $229,859.60. These purchases include charter schools.
10. Coastal Connections Charter School requests licenses/fees/subscription for Social Skills curriculum to address unique needs of ESE students. Total cost $2,000.00 for SY 2022-2023 and 2023-2024
11. Coastal Connections Charter School requests licenses/fees/subscription for an online math program (Freckle Math) to provide students with supplemental math instructional resources and materials. Total subscription $4000.00 for SY 2022-2023 and 2023-2024

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

1. Purchase Ripple Effects program to be utilized by guidance Counselors. Ripple Effects provides affordable, trauma-informed, culturally responsive, personalized, evidence-based, digital tools for delivery of social-emotional-behavioral supports and training for both students and staff. Each user can enter through the door of their most pressing concern. SY 2022-2023 - $14,000.00, SY 2023-2024 - $14,000.00
2. SRCSD will add 25 additional Guidance Counselors to help meet the increasing mental health needs of students. SY 2022-2023 – Salaries - $1,330,350.00, Retirement -$143,943.75, Social Security - $101,771.75, Group Insurance - $383,700.00, Workers Compensation- $15,964.25 SY 2022-2023 and SY 2023-2024
3. To provide intensive counseling and mental health services for students who may have been impacted by family deaths due to COVID19, homelessness, and family issues. SRCSD will contract with CDAC for onsite services to provide Resiliency Increasing Skills and Education (RISE) training. Contract for 3 CDAC Counselors for a total of $173,822.50

**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.**

1. Provide before or after school tutoring opportunities for students including those students in ESE, ELL, students in Foster Care, and students in poverty in grades K-8 to continue to accelerate learning with highly trained, highly effective teachers. Teachers working with ESE students must be ESE certified and follow the outline of the IEP (Individualized Education Plan). Bilingual ESOL (English for Speakers of Other Language) Endorsed Teachers will be recruited to work with students who speak languages other than English. During 2021- 2022 SY bus transportation was paid for by the district to ensure all students had access to tutoring. Transportation - $10,000.00 for SY 2022-2023 and $10,000.00 for SY 2023-2024

1. Stipends for teachers to deliver before or after school tutoring to students – Hourly rate of $30 per hour, Retirement- $3.25, Social Security - $2.30 = Total per hour with benefits- $35.54 x 900 hours = $31,986.00 for SY 2021-2022 and SY 2022-2023

**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. Santa Rosa will utilize funds from this grant to continue to provide the salary and benefits for the “Data Scientist.”  This position was created with the original grant, and we found the position was so important for the MTSS process, it will be extended as the Coordinator of Continuous Improvement. In this role, assessments, and other data such as attendance and discipline will be analyzed to ensure schools are administering progress monitoring assessments with fidelity and providing support for students. Data from these assessments will be utilized in developing evidence-based activities, and professional development. Salary for SY 2023-2024 – $80,000.00, Retirement –$8,312.00, Social Security - $5,877.00, Insurance –$13,200.00 Worker’s Comp – $922.00
2. Just Read! Florida has established a program for students with specific deficits in reading. The New Worlds Reading Initiative will help students in this subgroup build a personalized home library with support for families. Santa Rosa County District Schools would like to extend this opportunity to all students and families including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care. Funds will be utilized through *Storybook Treasures* to inspire and empower ALL children to experience the best children’s literature in an educational setting. *Storybook Treasures* is a PK - 3rd grade school-based literacy program where everything needed to implement the program is delivered directly to classroom teachers 5 times per school year. Teachers and parents work together to build a strong relationship between books and reading. A pre- and post-program survey is completed by parents and teachers to evaluate the effectiveness of the program. 18 schools – SY 2021 - $95,528.00
3. For teachers to address learning loss for each specific subgroup of students, deep data analysis and curriculum planning must take place. Teachers need time to pull the panoply of data available together, meet with parents and students, collaborate with their peers, develop and monitor PMPs (Progress Monitoring Plan) (Progress Monitoring Plan) and establish the correct path for instruction. SRCDS would like to offer substitute teachers to be utilized in a way that best fits each school’s needs. Some schools may allow teachers to meet for several hours, several times each quarter and others may utilize a full day of planning and/or training. 7.5 hours of planning/training/data analysis to be used throughout the year as needed. SY 2021-2022 $200,000.00, SY $200,000.00

**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.**

No requests for funds

**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. Purchase replacement filters for air purifying systems at each school. 304 purifiers x 2 packs of [filters@$125.00](mailto:filters@$125.00) per pack - SY 2022-2023 - $76,000.00, SY 2023-2024 - $76,000.00
2. Purchase 10 additional air purifiers @ $450.00 each to replace any damaged systems – SY 2022-2023 $4,500, SY 2023-2024- $4,500

**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. To follow public health protocols for students, we will purchase cleaning and sanitation services of large brass band instruments for all music programs. SY 2022-2023 - $200,000.00 and SY 2023-2024 - $200,000.00
2. SRCSD’s Charter School has requested funds to increase the custodial staff from part time to full time to maintain cleaning required to implement public health protocols for the health of students and staff. - $1,740.00

**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.**

During the 2021 Legislative Session, Florida Governor Ron DeSantis worked with the Legislature to provide $1,000 Disaster Relief Payments to full-time classroom teachers, certified Pre-K teachers funded by the FEFP, and principals of schools that serve PreK-12 students as of the last day of the 2020-21 school year or June 2, 2021, whichever date is better for the recipient. Further, the Office of Early Learning administered bonuses to qualifying early learning instructors who did not qualify for the Disaster Relief Payment.

Santa Rosa County District Leaders recognize that those additional services were **required** to maintain the operation of and continuity of services for all learners. Therefore, we are submitting a request for

1. One Nonrecurring Disaster Relief Payment for permanent school employees not receiving payment from the state yet necessary to maintain the operation of and continuity of services as school employees continued to work through the closure of schools, during the summer, and at the start of a school year with high rates of positive cases. Many employees filled in for sub shortages and teacher positive cases to continue the educational process for all students. 908 employees @ $1000.00, Social Security, Retirement = $ 908,000
2. One Nonrecurring Disaster Relief Payment for permanent district employees not receiving payment from the state yet necessary to maintain the operation of and continuity of services as district employees continued to work through the closure of schools, during the summer, and at the start of a school year with high rates of positive cases. Many employees filled in for sub shortages and teacher positive cases to continue the educational process for all students. 346 district employees @ $1000.00, Social Security, Retirement = $ 346,000
3. One Nonrecurring Disaster Relief Payment for contracted services (Health Services, Food Service, ESE) not receiving payment from the state yet necessary to maintain the operation of and continuity of services as contracted services continued to work through the closure of schools, during the summer, and at the start of a school year with high rates of positive cases. Many employees filled in for sub shortages in contracted services to continue the educational process for all students. 913 contracted services employees @ $1000.00, Social Security, Retirement = $ 913,000
4. SRCDS requests COVID Leave reimbursements for employees required to take leave due to being diagnosed or exposure requirements of the Department of Health. 27,521.32 hours of leave, Retirement, Social Security = $747,226.00
5. School District was burdened with an increase in insurance costs due to the insurance claims filed during COVID 19. An additional $1,5000,000.00 is requested to increase fund balance stability due to the rise in COVID-19 related insurance claims in 2020-201. Santa Rosa is a self-funded Health Insurance.
6. SRCSD would like to provide a temporary increase in substitute pay to $25 per hour in the hope of attracting more personnel to ensure continuity of instruction The shortage of substitute teachers when a teacher is ill or quarantined due to COVID19 impacts the quality of instruction. This would go into effect for those substitutes if and only if they work for 7 consecutive days. Increase in Sub pay for instructional - $40,987.50, Increase in Sub pay for educational support- $40, 987.50
7. The increased demands of the CARES (Coronavirus Aid Relief and Economic Security) funding requirements for monitoring and fidelity of programs have caused a strain on the monitoring and fidelity of other Federal Programs. SRCSD is requesting funds to provide a Coordinator of Federal Programs to focus on maintaining, monitoring, and focusing on services to the community, schools, and district to serve in years 2022-2023 and 2023-2024. Salary for SY 2022-2023 – $80,000.00, Retirement –$8,312.00, Social Security - $5,877.00, Insurance –$13,200.00 Worker’s Comp – $922.00. Salary for SY 2023-2024 – $80,000.00, Retirement –$8,312.00, Social Security - $5,877.00, Insurance –$13,200.00 Worker’s Comp – $922.00

**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.**

1. Utilize an outside consultant to assist Santa Rosa District in understanding, planning, and utilizing the American Rescue funds in the best viable way to increase outcomes for students. The consultant will provide monthly meetings, independent consultation, phone calls, Teams Meetings, and notes from all webinars and state meetings. Consultant fee - $12,000.00 SY 2022-2023
2. Indirect cost of 4.08% = $1,014,494.67

**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.**

Santa Rosa County District Schools engaged in a district wide book study around *Leverage Leadership* by Paul Bambrick-Santoyo. This was led by our Superintendent and Assistant Superintendents to engage SRCDS in constant conversations and data meetings from the district level to the teacher level. Our Data Scientist (Student Improvement Coordinator) shared the following data during a district meeting:

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2020-21 Data Reported to State Know Your Schools Portal (DOE) | Population and Enrollment | | | | | | | Equitable Access to Quality Educators | | Taken from Focus |
| **SCHOOLS** | **Teacher Count** | **Student Count** | **LE:**  **% Brick & Mortar** | **ED** | **SWD** | **ELL** | **Homeless** | Inexperienced Teacher % | **19-20**  **Out-of-Field Percentage** | **2020-21 Average Daily Attendance** |
| **District** | 2148 | 27770 | 90% | 33% | 15% | 1% | 2% | 21% | 2% |  |
| AVALON MIDDLE | 42 | 726 | 82% | 44% | 15% | n/a | n/a | 21% | 1% | 93% |
| BAGDAD ELEMENTARY | 38 | 433 | 88% | 57% | 20% | n/a | n/a | 26% | 10% | 90% |
| BENNY RUSSELL ELEMENTARY | 53 | 721 | 87% | 53% | 23% | n/a | 2% | 18% | 1% | 90% |
| BERRYHILL ELEMENTARY | 57 | 758 | 92% | 45% | 20% | n/a | n/a | 16% | 1% | 93% |
| CENTRAL SCHOOL | 46 | 602 | 95% | 46% | 17% | n/a | n/a | 19% | 3% | 90% |
| CHUMUCKLA ELEMENTARY | 26 | 314 | 96% | 39% | 16% | n/a | n/a | 25% | 1% | 93% |
| EAST BAY K-8 |  |  |  |  |  |  |  |  |  |  |
| EAST MILTON ELEMENTARY | 50 | 584 | 88% | 66% | 21% | n/a | 4% | 36% | 1% | 90% |
| GULF BREEZE ELEMENTARY | 53 | 737 | 92% | 13% | 13% | n/a | n/a | 27% | 2% | 95% |
| GULF BREEZE MIDDLE | 46 | 880 | 89% | 16% | 11% | n/a | n/a | 10% | 6% | 93% |
| GULF BREEZE HIGH | 77 | 1797 | 93% | 18% | 9% | n/a | n/a | 31% | 1% | 91% |
| HOBBS MIDDLE | 40 | 644 | 84% | 51% | 21% | n/a | 3% | 18% | 4% | 91% |
| HOLLEY-NAVARRE PRIMARY | 54 | 725 | 91% | 37% | 13% | 3% | 2% | 37% | 1% | 93% |
| HOLLEY-NAVARRE INTERMEDIATE | 54 | 761 | 89% | 32% | 13% | n/a | n/a | 22% | 1% | 94% |
| HOLLEY-NAVARRE MIDDLE | 50 | 935 | 86% | 29% | 13% | 1% | n/a | 32% | 7% | 93% |
| JAY ELEMENTARY | 40 | 493 | 95% | 48% | 15% | n/a | 4% | 21% | 2% | 90% |
| JAY HIGH | 29 | 447 | 91% | 35% | 13% | n/a | n/a | 17% | 1% | 91% |
| KING MIDDLE | 36 | 540 | 83% | 61% | 22% | n/a | 3% | 26% | 2% | 90% |
| MILTON HIGH | 92 | 1809 | 88% | 42% | 15% | n/a | 3% | 22% | 5% | 89% |
| NAVARRE HIGH | 99 | 2168 | 86% | 20% | 11% | 1% | 1% | 19% | 2% | 90% |
| ORIOLE BEACH ELEMENTARY | 57 | 714 | 89% | 27% | 16% | n/a | n/a | 14% | 1% | 95% |
| PACE HIGH | 89 | 1986 | 90% | 24% | 12% | 1% | n/a | 18% | 1% | 91% |
| PEA RIDGE ELEMENTARY | 58 | 764 | 89% | 46% | 16% | n/a | 3% | 33% | 2% | 93% |
| SS DIXON PRIMARY |  |  |  |  |  |  |  |  |  | 94% |
| SS DIXON INTERMEDIATE | 59 | 787 | 90% | 27% | 16% | n/a | 2% | 19% | 2% | 95% |
| SANTA ROSA ONLINE | n/a | 1548 | n/a | 22% | 10% | n/a | n/a | n/a | n/a | 95% |
| SIMS MIDDLE | 51 | 1004 | 90% | 26% | 11% | n/a | n/a | 21% | 4% | 93% |
| W.H. RHODES ELEMENTARY | 58 | 736 | 88% | 66% | 22% | n/a | 3% | 15% | 0% | 91% |
| WEST NAVARRE PRIMARY | 63 | 803 | 88% | 30% | 17% | 3% | n/a | 22% | 2% | 94% |
| WEST NAVARRE INTERMEDIATE | 59 | 885 | 84% | 26% | 20% | 1% | 1% | 21% | 2% | 93% |
| WOODLAWN BEACH MIDDLE | 51 | 961 | 85% | 22% | 11% | n/a | n/a | 20% | 2% | 92% |
| LEARNING ACADEMY OF SANTA ROSA | 6 | 101 | 100% | 75% | 24% | n/a | n/a | 10% | 8% |  |
| HIGH ROAD ACADEMY | 7 | 46 | 100% | 52% | 83% | n/a | n/a | n/a | n/a |  |

Based on this information, school data for Test A was reviewed with each school administrator and plans were put in place to support acceleration of learning. The district team identified schools in the MTSS tiered system as Tier 1, Tier 2, and Tier 3. Schools ranked in Tier 1 will be monitored by the team with progress monitoring assessment data. Tier 2 schools will utilize progress monitoring assessment data and be supported by content coordinators and Grade Level Directors. Tier 3 schools will have content coordinators and Grade Level Directors establish classroom walkthroughs and agreed upon follow up training to support instruction. Progress monitoring assessments will be utilized to measure the effectiveness of the support.

Administrators at each school have received training in walkthroughs and rigorous expectations. Data chats have become more specific and at the district, school, and teacher level. Funds from the American Rescue Plan will be utilized to provide schools with Interventionists and materials to establish the tools necessary to meet the needs of all students who may have been impacted by COVID-19, especially in identified subgroups.

Test B results for progress monitoring will be complete prior to midyear and the district team will meet to adjust instruction and support based on school and subgroup data.

Santa Rosa County School District is currently engaged in creating a 5-year plan that will respond to the academic, social, emotional, and mental health needs of all students, parents, teachers, and community members. Town Hall meetings are being conducted to gather input to utilize to strengthen all areas. Results from these meetings will be followed up and actions steps included in the district accreditation and Instructional Continuity Plan.

**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 comments 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.

**Acknowledgement**

Local Educational Agency Chief Executive Officer or Authorized Representative

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| **Name and title of person responsible for completion and submission** |
| Patti McKnight, Director of Federal Programs |
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| **Superintendent signature (or authorized representative)** |
|  |