

2021-24 American Rescue Plan

Elementary and Secondary School Emergency Relief Fund

Local Educational Agency ARP ESSER Plan,

Application and Assurances

**Sarasota County Schools (District 58)**

**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.

Overview

The purpose of the 2021-24 American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER) Fund is to support the safe return to in-person instruction 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.  The ARP ESSER Plan will support 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.

After examining student and staff needs post pandemic, Sarasota County Schools ESSER Plan will address the following ARP ESSER activities:

**Activity 1**: Addressing Learning Loss (at least 20% of total allocation)

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

**Activity 2(B)**: Any activity authorized by the individuals with Disabilities Education Act

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

**Activity 2(F)**: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

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

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

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

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

**Activity 2(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.

Alignment with the District Strategic Plan

In alignment with the purpose of ESSER CARES, and ESSER CRSSA, SCS began to develop its own district plan to meet identified needs and provide ongoing support for activities begun with these funds. Since the purpose of ARP ESSER dollars is also to provide support for the identified needs of both staff and students, the activities chosen were driven by the newly developed SCS District Strategic Plan. Therefore, a strong targeted approach is placed on strategies and activities from Goal 1 of the District Strategic Plan, Personalized learning and accelerated growth for all students. Funds will be used to support ALL students and all grade levels from PK through high school. Funds will be used for supporting the enhancement of an Early Learning and Prekindergarten (PK) Program for students and families. Additionally, support will be used to bolster SCS Multi-Tiered System of Supports (MTSS) at the elementary and secondary levels. ESSER dollars will be used to institutionalize the research-based collaborative planning framework that ensures high levels of student learning using the Professional Learning Communities (PLC) model. Rounding up the continuum of services, dollars will also be used to equip all students for life readiness through access to accelerated, specialized, college, and career focused instructional opportunities.

The COVID pandemic’s negative residual effects are readily apparent in the mental, social, and behavioral health of both students and staff. These unprecedented challenges are having a major adverse impact on teaching and learning. ARP ESSER dollars will used to support health of the whole child and be used to support staff as they face drastically new circumstances. Research indicates and local evidence necessitates the support of personnel and activities to support mental and physical health, overall student and staff wellness, behavioral performance, as well as promote feelings of belonging, dignity and inclusion. Using funds in this manner will support Goal 2 of the plan by fostering a healthy, supportive learning environment for all students.

Goal 4 in SCS’s Strategic Plan is to collaborate with and engage school communities to support the achievement of students. ARP ESSER activities recognized the importance of dollars allocated to supporting families as partners in children’s education. Funds will be used to provide direct support to schools to enhance their parent and outreach initiatives.

A large portion of APR ESSER dollars will be used for professional development and training on topics to accelerate learning loss due to the pandemic and for mental and behavioral health. Although the COVID rate of illness has substantially subsided, there is a dire need to continually train all employees in hygiene, sanitation and operational safety regimens. These activities are aligned with Goal 5 to support an operational trainer and Director of Professional Development.

**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).

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| ***JumpStart on Continuous Learning***  Accelerating learning provides opportunities for students to learn at grade level rather than through tracking or remediation, which can narrow educational opportunities for students and might lead them to become disengaged. Acceleration builds on what students already know as a way to access new learning. Learning acceleration focuses on quickly diagnosing gaps in critical skills and concepts that may impede students from accessing grade-level coursework. Acceleration provides instruction in prior knowledge and teaching prerequisite skills that students need to learn at a pace that allows students to stay engaged in grade-level content and lays a foundation for new academic vocabulary.  Educators face three key questions in determining the most appropriate interventions for acceleration: 1) where is each student in their mastery of critical skills and concepts, 2) what interventions are most effective, and 3) when will accelerated learning take place? Regarding the last question, learning acceleration can take place before, during, or after school; on weekends; during school breaks; or over the summer. Schools may incorporate accelerated learning into electives and expanded learning time to provide more time in school to address challenging subjects. This section will address four approaches, each of which can be used in combination with the others:  1. In-school acceleration;  2. Tutoring programs;  3. Out-of-school time programs; and  4. Summer learning and enrichment.  The best available evidence suggests school programs should:   * Use trained educators as tutors. Tutoring works best when led by teachers, paraprofessionals, teaching candidates, recently retired teachers, or highly trained tutors who receive a stipend and when time for planning and collaboration is provided with the classroom teachers. * Wherever possible, conduct tutoring during the school day. Tutoring programs that take place during the school day appear to have the largest effects. After school tutoring programs have also been shown to have positive, although smaller, effects. * Provide high dosage tutoring each week. For example, programs that include frequent sessions (e.g., daily or at least three sessions per week) of at least 30-50 minutes work best. The youngest students (e.g., early childhood through 1st grade) benefit from increased weekly sessions. * Align with an evidence-based core curriculum or use an evidence-based program and practices. Take specific actions to support student learning. * Emphasize attendance and focused worktime during out-of-school tutoring. Experts have suggested that afterschool tutoring programs may have shown smaller effects than in-school programs because less tutoring occurs. However, out-of-school time programs can be effective. To promote the best results, ensure these programs provide high-dosage tutoring.   To urgently and immediately respond to students’ social, emotional, and academic needs and address the disproportionate impact of COVID-19, funds are reserved for individual schools to identify activities that impact students, families, and teachers driven by a Comprehensive Needs Assessment (CNA) as part of the Schoolwide Improvement Plan.  School selected JumpStart Activities will be utilized for:   * Meeting students’ social, emotional, mental and physical health, and academic needs, including through meeting basic student needs; reengaging students; and providing access to a safe and inclusive learning environment; * Addressing the impact of COVID-19 on students’ opportunity to learn, including closing the digital divide; implementing strategies for accelerating learning; effectively using data; and addressing resource inequities; and * Supporting educator and staff well-being and stability, including stabilizing a diverse and qualified educator workforce.   . | | | |
| **Activity #** | **Activity** | **Description of Activity** | **Expenditure** |
| 1-1a-e | Pay (Stipends) to provide | Supplemental intervention, acceleration, and college and career readiness activities before, during, and/or after school up to $30.34/hour (Current School Board Rate) | $1,812,359.90 |
| 1-2a-e | Pay (Salary and Benefits for Extra Duty Hours) | Instructional Staff who volunteer to provide supplemental intervention/instruction for identified students during their planning period at their hourly rate of pay per Instructional Bargaining Unit | $1,085,555.79 |
| 1-3a-e | Pay to Paraprofessional/Classified Staff | To provide intervention, acceleration, and college and career readiness activities planned by and implemented under the direction of a state-certified teacher paid at their hourly rate of pay OR time and a half for work beyond the 37.5-hour work week | $75,250.56 |
| 1-4a-c | Substitutes | To build temporary capacity to provide intervention, acceleration, and college and career readiness activities planned by and implemented under the direction of an assigned state-certified teacher up to $152.09/day (current School Board rate) | $155,816.21 |
| 1-5a-c | Substitutes | For Classroom Teachers to participate in data-driven instructional planning to select evidenced-based strategies, high-impact teaching and learning activities, and design interventions to $152.09/day (current School Board) | $258,521.31 |
| 1-6a-e | Pay (Stipends) | For staff to participate in data-driven instructional planning to select evidenced-based strategies, high-impact teaching and learning activities, and design interventions outside the duty/contract day (up to $30.34/hour) | $333,711.44 |
| 1-7a-e | Pay to Paraprofessional/Classified Staff | Participate in collaborative planning under the direction of a state-certified teacher paid at their hourly rate of pay OR time and a half for work beyond the 37.5-hour work week | $20,653.97 |
| 1-8 | Professional and Technical Services Contract | For teaching and learning activities to improve academic performance (direct services) | $50,000.00 |
| 1-9 | Transportation | Expenditures for non-itemized transportation invoices to include mileage and salary and benefits for transportation staff to provide transportation for intervention, acceleration, and college and career readiness activities | $120,000.00 |
| 1-10 | Instructional Curriculum Materials and Consumable Supplies | To support data-driven instruction, intervention, and acceleration (Benchmark Assessment System, Leveled Literacy, leveled text for classroom libraries, Hand 2 Mind Fluency Kits, Just Words, Wordly Wise, consumable materials for STEM , manipulatives, etc.) | $350,000.00 |
| 1-11 | Technology-related Subscription | To support data-driven instruction, intervention, and acceleration (Dreambox, Flocabulary, Nearpod, Storyboard, IXL, Mystery Science, Gimkit) | $250,000.00 |
| 1-12 | Other Purchased Services | Print Shop for print materials to support teaching and learning | $5,000.00 |
| 1-13a-e | Pay (Stipends) for Staff | To provide information, assistance, and training to parents and families to help parents help their children do better in school | $99,959.78 |
| 1-14a-e | Pay to Paraprofessional/Classified Staff | To provide parent and family engagement activities planned by and implemented under the direction of a state-certified teacher paid at their hourly rate of pay OR time and a half for work beyond the 37.5-hour work week | $15,922.10 |
| 1-15 | Professional and Technical Services contract(s) | To support parent and family engagement training and activities to help parents help their children do better in school (to include translation/interpreter services) | $40,000.00 |
| 1-16 | Other Purchased Services | Print Shop for printed materials to support Parent and Family Engagement | $15,000.00 |
| 1-17 | Communications | Postage for Parent and Family Engagement | $10,000.00 |
| 1-18 | Materials and Consumable Supplies | For parent and family engagement (books other than textbooks, make and take items, materials for STEM experiment, poster board) | $120,000.00 |
| 1-19a-d | Pay (Stipends) for staff | To participate in Professional Development activities focused on evidenced-based interventions, data-driven differentiated instruction, the Multi-Tiered System of Supports (MTSS) framework, and Social-Emotional Learning (paid at $16.07/hour) | $74,659.20 |
| 1-20a-c | Substitutes for Staff | To participate in Professional Development activities focused on evidenced-based interventions, data-driven differentiated instruction, the Multi-Tiered System of Supports (MTSS) framework, and Social-Emotional Learning (Daily Rate up to $132.81/day) | $53,609.15 |
| 1-21a-e | Pay (Stipend) for Staff | To serve as a Professional Development Trainer to plan and deliver professional learning focused on evidenced-based interventions, data-driven differentiated instruction, the Multi-Tiered System of Supports (MTSS) framework, and Social-Emotional Learning outside the contract/duty day (up to $37.49/hour) | $15,138.78 |
| 1-22a-e | Pay to Paraprofessional/Classified Staff | To participate in professional learning to paid at their hourly rate of pay OR time and a half for work beyond the 37.5-hour work week (500 hours) | $8,105.05 |
| 1-23 | Travel | Registration, Mileage, Accommodations, Meals for Professional Development conferences and workshops related to evidence-based strategies, programs, and practices | $112,368.89 |
| 1-24 | Dues and Fees | For Participation in professional development course (Collaborative Problem-Solving model, Skill Enhancement Training for interventions, Professional Learning Community) | $30,000.00 |
| 1-25 | Materials and Consumable Supplies | Professional Development Materials (i.e., Professional texts: Professional Learning Communities, When Readers Struggle, Belonging through a Culture of Dignity, Engagement by Design, Learning by Doing, Transforming School Culture, Staff Wellness, binders, dividers) | $250,000.00 |
| 1-26 | Professional and Technical Services Contract | For Professional Development (i.e., Professional Learning Communities - PLC, Kagan, Leveled Literacy Intervention, BEST Standards) | $200,000.00 |
| 1-27a-e | Pay (Stipends) for Other Support Personnel | For Student Support Services before, during, and after the contract/student day up to $30.34/hour (Mentoring, Sanford Harmony, Positive Behavior Intervention Supports, Social-Emotional Learning) | $199,359.59 |
| 1-28a-e | Pay to Paraprofessional/Classified Staff | To provide supplemental pupil support services working under the direction of certified/licensed staff outside the contract day | $39,008.27 |
| 1-29 | Professional and Technical Contracts | For Student Support Services (Replay Outreach, First Step of Sarasota, Mental Health, Behavioral Therapist/Technician) | $600,000.00 |
| 1-30 | Technology-related Subscription(s) | To support social, behavioral, and emotional learning (i.e., self-regulation, character education, mindfulness) | $300,000.00 |
| 1-31 | Materials and Consumable Supplies | Troublemakers: Lesson in Freedom, Social Blackbelt, Social-Emotional Learning Lending Library, Materials, and resources to support cool down spaces, text focused on social, emotional, and behavioral topics, materials to promote attendance | $300,000.00 |
| ***Varied Supplemental Support Positions*** will provide training, coaching, and modeling of evidence-based strategies, practices, and programs to connect, screen, support, teach, and monitor continuous learning.  Position Descriptions   |  |  |  |  | | --- | --- | --- | --- | | **Activity #** | **Activity** | **Description of Activity** | **Expenditure** | | 1-32a –  1-34f | Pay (Salary and Benefits) for Other Certified Staff  5100 – 1/3 Teaching and Learning  6300 – 1/3 Curriculum Development  6400 – 1/3 Professional Development | Instructional Facilitator(s), Instructional Coaches, Program Specialist(s), Literacy Coach, Instructional Interventionists, Strategic Initiatives Coach, Data Coach to provide academic intervention services |  | | 1-35a-g | Pay for Classroom Teacher | Supplemental Kindergarten Classroom Teacher (EEB) to reduce classroom to address school readiness deficits at Emma E. Booker Elementary School (Designated CS &I) | $ 204,733.42 |   **Professional Learning Communities (PLC)**will serve as the platform for discussion and decision making asvaried Supplemental Support Positionsrespond 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) by:   * prioritizing the most efficient and effective practices * emphasizing practices that are supported by evidence, match the local culture and current context, and promote high-quality implementation across time * integrating, aligning, and connecting practices across content domains * using data to inform decisions to:   + Identify students, families, and educators in need of specific support (screening);   + continuing, adjusting, or decreasing support for students, families, and educators (progress monitoring).   + ensuring all students, families, and educators experience benefit (equitable outcomes); and   + supports are implemented with fidelity.  |  |  |  |  | | --- | --- | --- | --- | | **Activity #** | **Activity** | **Description of Activity** | **Expenditure** | | 1-36 | Professional and Technical Services Contract | For District-wide initiative to implement PLC at Work (Solution Tree and related vendors): Keynote, Coaching, Local "Conference"; Provide district assistance and training for teachers and leaders in newly adopted PLC model | $ 170,000 | | 1-37 | Travel | Registration, Accommodations, Mileage, Meals, Transportation, etc. for Professional Learning Community Conference (10 staff per school site x 40 school sites = 400 staff) ~ $525.00/person | $210,000.00 | | 1-38a-e | Pay (Stipends) | For “Train the Trainer” model for teachers participating in the PLC Conference to plan and deliver professional learning related to PLCs (up to $37.49/hour) 10 staff per school site x 40 = 400 staff x 16 hours (2 days) = 6,400 hours PT Trainer Rate | $ 286,651.54 | | 1-39 | Materials and Consumable Supplies | Professional Text and Consumable Materials for Professional Learning related to Professional Learning Communities (Learning by Doing, Cultures Built to Last, A Leaders Guide, Powerful Guiding Coalitions, Charting the Course) | $90,000 | | | | |
| *Focus Software to monitor implementation of ESSER*   |  |  |  |  | | --- | --- | --- | --- | | **Activity #** | **Activity** | **Description of Activity** | **Expenditure** | | 1-40 | Purchase FOCUS monitoring software | ARP ESSER fund expenditure and student outcome data must be carefully monitored. FOCUS software will be used to track student outcome data resulting from implemented interventions. | $ 129,450.00 | | | | |
| *Charter School Reimbursement Requests for Allowable Activities* | | | |
| **Activity #** | **Activity** | **Description of Activity** | **Expenditure** |
| 1--41 | DREAMERS ACADEMY-Salary & Benefits: Comprehensive after school program - remediation & interventions for ESE, ESOL, socio-economically disadvantaged students; 8 staff members - teachers & tutors - $20/hr - 810 hours X 6 = 4860-man hours x $20/hr = $97,200 | Our after-school program is a daily 3-hour program aligned with our core academic program and curriculum, where instruction is reinforced and remediation & intervention is implemented within our MTSS program goals, particularly for our Tier 2 and Tier 3 students. We use asset-based, linguistic, and culturally sustaining, biliteracy pedagogy. | $ 97,200.00 |
| 1--42 | DREAMERS ACADEMY-Salary & benefits: Summer Learning Academy (Summer 2022 & Summer 2023) - 3-week program focusing on literacy remediation, intervention & enrichment - 96 hours X 15 teachers = 1440-man hours X $25/hr = $36,000 | Summer Learning Academy teachers will use asset-based, culturally-sustaining pedagogies, academic and other student data to design remediation & intervention plans for individual students, as well as literacy enrichment and instructional activities that will contribute to the building of funds of knowledge essential for literacy development | $36,000.00 |
| 1--43 | DREAMERS ACADEMY-Instructional materials, sanitation, contract with vendor: Summer Learning Academy (Summer 2022 & Summer 2023) - Instructional materials - Consumables (books, art supplies, copies for projects) - $6000; cleaning supplies -$500, contract with sanitation vendor - $2000 | Summer Learning Academy teachers will use asset-based, culturally-sustaining pedagogies, academic and other student data to design remediation & intervention plans for individual students, as well as literacy enrichment and instructional activities that will contribute to the building of funds of knowledge essential for literacy development | $ 8,500.00 |
| 1--44 | DREAMERS ACADEMY-Salary & Benefits: ESOL paraprofessionals & Teaching Assistants | To support instruction and students who need remediation and intervention, and English Language Learners | $80,400.11 |
| 1--45 | IMAGINE SCHOOL AT NORTH PORT-Elementary Teacher Stipends: The lowest quartile of students in grades K-5 will be invited to attend summer school in 2022 and 2023. Students will arrive to school by 9:00am and be dismissed at 2:00pm each day for at least four days per week for four weeks. If attendance is low during summer school and not as many teachers are needed, the remainder of these funds will be spent on teacher stipends for after school remediation sessions. | We are addressing 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 we will 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). | $135,200.00 |
| 1--46 | IMAGINE SCHOOL AT NORTH PORT-Upper Campus Teacher Stipends: The lowest quartile of students and/or students at risk for failing in grades 6-12 will be invited to attend summer school in 2022 and 2023. Students will arrive to school by 9:00am and be dismissed at 2:00pm each day for at least four days per week for four weeks. If attendance is low during summer school and not as many teachers are needed, the remainder of these funds will be spent on teacher stipends for after school remediation sessions. | We are addressing 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 we will 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). | $52,000.00 |
| 1--47 | IMAGINE SCHOOL AT NORTH PORT-Upper Campus Teacher Stipends: The lowest quartile of students and/or students at risk for failing in grades 6-12 will be invited to attend remediation sessions at the After School Assistance Program M-F for 1.5 hours during the 21-22 school year and during the 22-23 school year. | We are addressing 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 we will 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). | $ 21,600.00 |
| 1--48 | IMAGINE SCHOOL AT NORTH PORT-Read 180: Three-year access to literacy intervention materials to be utilized in the Upper Campus summer program for teachers and students in grades 6-12 who scored a level 1 or 2 on the ELA FSA. | We are addressing 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 we will 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). | $57,144.00 |
| 1--49 | IMAGINE SCHOOL AT NORTH PORT-Curriculum Associates CARS and STARS Program: CARS and STARS will be used in the grades K-5 summer program. CARS and STARS is a combination of assessment and instruction that works effectively together to improve every student's reading comprehension. By focusing on 12 core strategies, CARS and STARS gives students the essential tools they need to improve their reading comprehension skills. | We are addressing 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 we will 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). | $3,000.00 |
| 1--50 | IMAGINE SCHOOL AT NORTH PORT-Foundations: Foundations was purchased with the K-3 High Quality Reading Curriculum Grant. However, we spent more than the grant amount in order to equip our K-2 students and teachers with everything necessary to implement the intervention program with fidelity. This is the remaining amount of the total cost of the program. This program will be utilized for small group instruction during the summer program. | We are using at least 20 percent of these 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 we will 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). | $7,000.00 |
| 1--51 | IMAGINE SCHOOL AT NORTH PORT-Grades 6-12 Reading Specialist: During the 21-22 SY, 22-23 SY, and 23-24 SY the Upper Campus will employ a Reading Specialist to provide reading remediation to student in grades 6-12. | The Grades 6-12 Reading Specialist will provide evidence-based interventions and will 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). | $228,660.00 |
| 1--52 | IMAGINE SCHOOL AT PALMER RANCH-Sheriff's Department: 1 Safety School Officer for the 2021 Summer Learning Program @ 5040 and 1 Safety School Officer @ 6300 | A School Safety Officer is necessary to staff during the summer hours to ensure all staff and students, enrolled in the Summer Learning Program, are safe while on campus. | $11,340.00 |
| 1--53 | IMAGINE SCHOOL AT PALMER RANCH-Bus Driver Salary: 1 Bus Driver for the 2021 Summer Learning Program @ 1625.70 (16 per hour) and 1 Bus Driver for the 2022 Summer Learning Program @ 3150 (18 per hour). | Transportation is necessary to ensure all students had the ability to participate in our tuition free Summer Learning Program that is implemented to close the achievement and provide intervention. | $4775.70 |
| 1--54 | IMAGINE SCHOOL AT PALMER RANCH-Technology: 50 Chromebooks @ 11250 (I unit @ 225) | Technology will be necessary to provide additional support to students that have achievement gaps. Software will be utilized to target individual student needs. | $11,250.00 |
| 1--55 | IMAGINE SCHOOL AT PALMER RANCH-Summer Learning Program Teacher Salary: 3 Teachers salary @ (40 per hour = 2400 a week) for both 2022 and 2023 Summer Learning Program | Certified teachers with a reading endorsement will be paid to provide instruction that will target the needs of all students during our Summer Learning Program. | $33,600.00 |
| 1--56 | IMAGINE SCHOOL AT PALMER RANCH-Summer Learning Program Teacher Benefits: 3 Teachers Benefits @ 10,080 (30% of each teacher salary) for both 2022 and 2023 | Certified teachers with a reading endorsement will be paid to provide instruction that will target the needs of all students during our Summer Learning Program. | $10,080.00 |
| 1--57 | IMAGINE SCHOOL AT PALMER RANCH-Summer Learning Program Curriculum: Reading and Mathematics Intervention Curriculum | Reading and Math will be integrated to ensure achievement gaps are closed and differentiated instruction is provided. | $41,251.74 |
| 1--58 | ISLAND VILLAGE MONTESSORI SCHOOL-Salary and Benefits: Full Time Reading Coach for school year 23-24 | Our Reading FSA and other assessments indicated a significant learning loss for our ESE student population as well as students whose attendance was impacted by COVID 19. We have created a new salaried position to address the learning losses. The Reading Coach will analyze data, work directly with students, and support classroom teachers. | $69,000.00 |
| 1--59 | ISLAND VILLAGE MONTESSORI SCHOOL-Software: Achieve3000 for school year 22-23 and 23-24 | As a result of COVID-19, many students had disruptions in learning. This software is designed to address learning loss and deliver grade level content at the students' instructional level. | $30,000.00 |
| 1--60 | ISLAND VILLAGE MONTESSORI SCHOOL-Software: IXL Software for 22-23 and 23-24 | IXL software allows for students to continue learning and for teachers to assess student progress both in the home and at school, creating a more seamless transition in the event of extended quarantine or school closure. | $16,000.00 |
| 1--61 | ISLAND VILLAGE MONTESSORI SCHOOL-Salary and Benefits: Full Time Behavioral Specialist/ESE for remainder of 21-22 school year and 22-23 and 23-24 school year | As a result of COVID-19, many students are experiencing difficulty with normal social behavior and need additional support beyond what the classroom teacher can provide. | $100,000.00 |
| 1--62 | ISLAND VILLAGE MONTESSORI SCHOOL-Salary and Benefits: Aide/Assistant for classroom for remainder of 21-22 school year and 22-23 and 23-24 school year | Due to the student learning loss experienced by school closures, quarantines, and absences related to COVID, additional classroom support for the educator is needed in order to optimize the learning spaces and help reduce the spread of COVID. | $85,000.00 |
| 1--63 | ISLAND VILLAGE MONTESSORI SCHOOL-Salary and Benefits: Additional Educator for remainder of 21-22 school year and 22-23 and 23-24 school year | Due to learning loss experienced by students due to extended quarantines, absences, and school closure, an additional educator is necessary to increase the amount of direct instructional time spent with students. | $100,000.00 |
| 1--64 | SARASOTA ACADEMY OF THE ARTS-Instructional Material: I-Ready (school year 2022-2023, 2023-24) | Teachers can: Prepare for and actively monitor each Diagnostic, preparing students, encouraging focus, and closely monitoring rushing and completion. Establish schedules that allow for Personalized Instruction, striving to give students access to 45 minutes of instruction per subject per week. Review reports after each Diagnostic, focusing on Diagnostic Results, Instructional Groupings, and Diagnostic Growth. Review data from interim assessments to prioritize and adjust instruction. Monitor student progress and respond by checking usage, percent of lessons passed, and alerts weekly to adjust schedules and your instruction when students struggle and domains are shut off. | $25,000.00 |
| 1--65 | SARASOTA ACADEMY OF THE ARTS-Instructional Material: FSBD 032220 1PT CMP STU PK 5 YPD Kindergarten FL BE Ad Benchmark Education 2022-2023 20@ 185.00 | FL Benchmark Education Kindergarten texts address learning loss through the implementation of evidence-based interventions that address 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). | $3,700.00 |
| 1--66 | SARASOTA ACADEMY OF THE ARTS-Instructional Material: FSBD 132220 1PT CMP STU PK 5 YPD First Grade FL BE Ad Benchmark Education2022-2023 18@ 185.00 | FL Benchmark Education First grade texts address learning loss through the implementation of evidence-based interventions that address 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). | $3,330.00 |
| 1--67 | SARASOTA ACADEMY OF THE ARTS-Instructional Material: Reimbursement of academic acceleration FL Studysync Grade 8: 5 yr consumable/digital bundle 30@121.04 | Academic Acceleration Grade 8 texts address learning loss through the implementation of evidence-based interventions that address 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). | $3,631.20 |
| 1--68 | SARASOTA ACADEMY OF THE ARTS-Instructional Material: FL B.E.S.T. Math Grade K-8 textbooks/Digital Components, and shipping | FL B.E.S.T. MATH new adopted texts for kindergarten through 8th grade will address learning loss through the implementation of evidence-based interventions that address 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). | $50,000.00 |
| 1--69 | SARASOTA ACADEMY OF THE ARTS-Instructional Material: 032223, 1 PT CMP STU PK 5YPD 1st FL BE AD Benchmark Education Language Arts 2026 for 2022-2023 school year 18x185 | FL Benchmark Education First grade texts address learning loss through the implementation of evidence-based interventions that address 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). | $3,700.00 |
| 1--70 | SARASOTA ACADEMY OF THE ARTS-Instructional Material: 23220, 1 PT CMP STU PK 5YPD 2nd FL BE AD Benchmark Education Language Arts 2026 adoption 18 x 185.00 for 2023-2024 | FL Benchmark Education 2nd grade texts address learning loss through the implementation of evidence-based interventions that address 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). | $3,300.00 |
| 1--71 | SARASOTA MILITARY ACADEMY-Salary and benefits for ILA teacher 2021-2022: Provide an additional ILA instructor to teach level 1 readers. | Provide additional services for low level readers due to an increase in the number of level 1 students. Increase reading achievement. | $63,650.00 |
| 1--72 | SARASOTA MILITARY ACADEMY-Salary and benefits for ILA teacher 2022-2023: Provide an additional ILA instructor to teach level 1 readers. | Provide additional services for low level readers due to an increase in the number of level 1 students. Increase reading achievement. | $63,969.00 |
| 1--73 | SARASOTA MILITARY ACADEMY-Salary and benefits for ILA teacher 2023-2024: Provide an additional ILA instructor to teach level 1 readers. | Provide additional services for low level readers due to an increase in the number of level 1 students. Increase reading achievement. | $64,287.00 |
| 1--74 | SARASOTA MILITARY ACADEMY-Salary and benefits for additional ILA instructor 2022-2023: Provide an additional ILA instructor to teach level 1 readers. | Provide additional services for low level readers due to an increase in the number of level 1 students. Increase reading achievement. | $71,940 |
| 1--75 | SARASOTA MILITARY ACADEMY-Salary and benefits for additional ILA instructor 2023-2024: Provide an additional ILA instructor to teach level 1 readers. | Provide additional services for low level readers due to an increase in the number of level 1 students. Increase reading achievement. | $72,659.00 |
| 1--76 | SARASOTA MILITARY ACADEMY-Contract with First Step: Provide Youth Mental Health Assistance for students at-risk; academically, socially and emotionally 2023-2024 | Provide continuous Mental Health assistance for students at-risk; academically, socially, and emotionally for SY 2023-2024. | $95,935.00 |
| 1--77 | SARASOTA MILITARY ACADEMY-Contract with Progresses: Provide continuous Speech and Language Services as required by IEP for SY 2023-2024. | Provide continuous Speech and Language Services as required by IEP for SY 2023-2024 | $79,626.00 |
| 1--78 | SARASOTA MILITARY ACADEMY-Contract with School Psychologist for 2021-2022, 2022-2023, 2023-2024: Provide continuous services to support the social, emotional, mental health and psychological assessment needs for students. | Provide continuous services to support the social, emotional, mental health and psychological assessment needs for students. | $48,000.00 |
| 1--79 | SARASOTA MILITARY ACADEMY-Salary and benefits for Intensive Math Instructor 2022-2023, 2023-2024: Hire Intensive Math Instructor | Provide Intensive Math services for low level math students. Increase math achievement. | $135,237.00 |
| 1--80 | SARASOTA SCHOOL OF ARTS/SCIENCES-Salary and Benefits: Salary and Benefits for (3) Classroom Aides to provide inclusion services to our teachers, classrooms will be scheduled per our administration's determination, to address our students' academic needs. (1) Full-time 8 Hrs @ $16.00 per hour for 1.5 year, (2) Part-time 5 Hrs @ $18.00 per hour for 1.5 years (Plus Benefits) | The impact of COVID on the academic and social needs of our middle school students is vast and individualized. Our students have gaps created by remote learning, both in their Reading and Mathematics skills as well as their social skills, including ability to communicate effectively, persevere through difficult assignments, and manage their time appropriately without the help of additional support academic and behavioral aides in the classrooms. | $107,353.04 |
| 1--81 | SARASOTA SCHOOL OF ARTS/SCIENCES-21st Century Stipends: 21st Century Program Stipends paid to (8) teachers that agree to work evening hours, (2) teachers per evening, to work directly with students, identified by administration, to address our students' academic needs. $1500.00 per teacher for 1/2 year, $3000.00 per teacher for full year. | The impact of COVID on the academic and social needs of our middle school students is vast and individualized. Our students have gaps created by remote learning, both in their Reading and Mathematics skills as well as their social skills, including ability to communicate effectively, persevere through difficult assignments, and manage their time appropriately without the help of small group (8-12 students) afterschool with certified teacher who will focus upon foundational academic skills necessary for long term academic success but also applying those skills to successfully plan and complete current and future assignments and projects. | $36,000.00 |
| 1--82 | SARASOTA SCHOOL OF ARTS/SCIENCES-Enrichment Stipends: Enrichment Stipend paid to (20) Extra Curricular Staff Members, adjustment made for working with the students social and emotional needs (20) Staff Members @ $500.00 each per year. | Enrichment, including sports programs, service clubs, dance clubs, art clubs, and social emotional based clubs and activities help improve and enrich the student's mental health, self-esteem, communication skills, grit, and overall well-being. We offer over 20 extracurricular activities, led by certified teachers, to provide an opportunity for all students to thrive in their area of chosen interest. | $20,000.00 |
| 1--83 | SARASOTA SCHOOL OF ARTS/SCIENCES-Summer Enrichment Stipends: Summer Enrichment Stipends paid to (16) Staff Members for working to provide FREE Summer Enrichment to our students. Said program will provide social and emotional services to our students. (16) Staff Member @ $1000.00 per week for 2 weeks, for 2 summers. | Summer school offers both academic and enrichment opportunities for students to improve their reading, computation, and social skills. We have found gaps in all these areas caused by the pandemic, the lockdowns, and the remote learning. Students thrive when given opportunities, in small groups, to grow and succeed. This allows all students regardless of income to take part in a summer camp environment without cost. All courses are taught by certified teachers. | $64,000.00 |
| 1--84 | SARASOTA SUNCOAST ACADEMY-Salary, benefits: Teachers so that students receive additional instruction during the summer months in 2022, 2023, 2024 | Responds to learning loss of at-risk students or students that have not made learning gains due to pandemic. | $179,082.10 |
| 1--85 | SARASOTA SUNCOAST ACADEMY-Food for students during summer school: Lunch and snacks during summer school hours | Food for summer school students attending. | $36,000.00 |
| 1--86 | SARASOTA SUNCOAST ACADEMY-Materials: Summer school materials. books, games, copies, arts and music | Materials for summer school students attending. | $20,000.00 |
| 1--87 | SKY ACADEMY ENGLEWOOD-Contract with vendor/scholarships for students: Scholarships for students to be able to affordably attend an after-school enrichment program run by the Englewood YMCA. $137 per month scholarship for 72 students. This after school program lasts for the entire 10-month school year. | The YMCA after school program provides after school tutoring by Florida certified teachers, enrichment activities and clubs such as science, cooking, nature, and sports. A dedicated time for students to work on homework and receive assistance from trained YMCA after school counselors. The after-school program runs Monday-Friday from 2:45-6:00pm. As part of the program students receive a healthy snack and are directed to make good social choices and healthy life decisions. | $80,239.06 |
| 1--88 | SKY ACADEMY VENICE-Salary and Benefits: 2 full time teacher aides with an annual salary and benefits of $40,000 | Teacher aides will work with small group and special populations of students according to | $80,000.00 |
| 1--89 | SKY ACADEMY VENICE-Stipend: 2 Instructional leaders to implement and run the Afterschool Enrichment Program (AEP) 2x a week (72 days a year) for $1400 each. | AEP - Afterschool Enrichment Program will provide an extended day, small group, targeted instruction system in reading and math to support the acceleration of learning for below proficiency level students. | $2,800.00 |
| 1--90 | STATE COLLEGE OF FLORIDA-Paraprofessional - Salary and Benefits: A paraprofessional is any person assigned by the school to assist an instructional staff member in performing his / her instructional or professional duties or responsibilities | 27000 + 7835 (benefits) X 2.5 years = $67,500.00 - Paraprofessional is needed to provide instructional, behavioral, and other support to students inside and outside of the classroom. | $67,500.00 |
| 1--91 | STATE COLLEGE OF FLORIDA-Paraprofessional - Salary and Benefits: A paraprofessional is any person assigned by the school to assist an instructional staff member in performing his / her instructional or professional duties or responsibilities | 27000 + 7835 (benefits) X 2.5 years = $67,500.00 - Paraprofessional is needed to provide instructional, behavioral, and other support to students inside and outside of the classroom. | $67,500.00 |
| 1--92 | STUDENT LEADERSHIP ACADEMY-Telement Mental Health: Three-year plan would allow SLA to close learning gaps by supporting the mental well-being of our students not only during the school year, but also throughout the summer months. Telement would provide a combination of interventions, wellness checks, group therapy (summer groups), and individual therapy for students. Cost Breakdown: Group Therapy $120/session 48 sessions $5,760.00 | Parents, students, and teachers agree that COVID-19 and recent school closures has not only effected student learning but has made student mental health worse or much worse and those with pre-existing mental health conditions have become much worse. COVID has also disrupted access to mental health services which has become a major contributor to poor mental health and has played a direct effect in student learning. The different effects of the pandemic have contributed to learning gaps as well as specific mental health challenges our youth is being impacted more than ever. Our three (3) year plan will deliver year-round support through Wellness Check-In's: A 90-minute session with two Telement mental health clinicians. Students will leave this session equipped with an action plan, strategies, and resources within their community. A 30-minute follow-up session is scheduled for the following week to encourage students to follow suggestions and allow for additional questions. In total, students receive two hours of therapeutic support for a targeted concern. These sessions are ideal for students who have never attended therapy or have a specific concern that does not warrant ongoing therapeutic support. We believe to close our student's learning gaps; we must first ensure that the mental health of our students has been addressed and interventions and supports have been implemented accordingly. | $75,180.00 |
| 1--93 | STUDENT LEADERSHIP ACADEMY-: Individual Therapy $90/session 10 students X 10 sessions each $9,000.00 |  |  |
| 1--94 | STUDENT LEADERSHIP ACADEMY-: Wellness Check-In $100/hour 44 students at 2 hours each $8,800.00 |  |  |
| 1--95 | STUDENT LEADERSHIP ACADEMY-: Progress Monitoring $125/month 12 months $1,500.00 |  |  |
| 1--96 | STUDENT LEADERSHIP ACADEMY-: TOTAL PER YEAR: $25,060.00 THREE (3) YEAR TOTAL COST: $75,180.00 |  |  |
| 1--97 | SUNCOAST SCHOOL FOR INNOVATIVE STUDIES-Extended Day program Before Care, After Care, Saturday School.: Before Care: 150 Instructional Hours (IH) x $30 per hour x 3 Instructors = $13,500 {Students will be welcomed to school and start their data driven remediation or enrichment program by using IXL or small group instruction. Students will also get extra time to read and take AR Tests as well as additional assistance with homework or makeup work as needed. | Our test scores demonstrate a strong need for remediation in all subject areas. Zero percent of our 5th grade students demonstrated mastery on their science test. Less than 40% demonstrated mastery in reading and or math. Although the I-ready scores indicated growth. More hands-on activities and instructional time can help our students demonstrate what they know on a standardized test. Our students have also demonstrated the need for greater access to counselors to preserve and/or rebuild their mental health. | *$67,500.00* |
| 1--98 | SUNCOAST SCHOOL FOR INNOVATIVE STUDIES-Extended Day program Before Care, After Care, Saturday School.: Aftercare Program 2.5 IH x 100 days = 250 hours x $30 per hour x 5 = Instructors plus 1 counselor = $45,000 {students will receive homework assistance as well as practice in their data driven remediation or enrichment program by using IXL or small group instruction. Students will receive explicit tutoring in testing strategies and practice in all testing subjects, math, reading, writing, and science.} |  |  |
| 1--99 | SUNCOAST SCHOOL FOR INNOVATIVE STUDIES-Extended Day program Before Care, After Care, Saturday School.: Saturday Enrichment: 5 IH hours x $30 per hour x 5 Instructors plus 1 counselor x 10 Saturdays = $9,000 {Students will be welcomed to Saturday school with breakfast and then will receive data driven enrichment or remediation by using IXL. They will also have a social emotional activity to help foster the building, strengthening, or renewal of human relationships.} |  |  |
| 1--100 | SUNCOAST SCHOOL FOR INNOVATIVE STUDIES-Summer Boost Program: 2 teachers per grade level plus 4 elective teachers will offer a full day of learning to get our students ready for school. 10 days of instruction and hands on activities will help prepare our students for a more successful school year. The teachers will instruct in all subject areas. There will be at least 1 hand on activity per day in varying subjects. The teachers will split the day to help prevent fatigue and encourage participation. 10 teachers plus,1 Reading Interventionalist, 1 Math Interventionist, 1 ESE Liaison, 1 ESOL Liaison and 1 counselor at $150 per day for 10 days = $22,500 | Our test scores demonstrate a strong need for remediation in all subject areas. Zero percent of our 5th grade students demonstrated mastery on their science test. Less than 40% demonstrated mastery in reading and or math. Although the I-ready scores indicated growth. More hands-on activities and instructional time can help our students demonstrate what they know on a standardized test. Our students with disabilities and our students receiving exceptional services were two of the biggest subgroups that demonstrated the need for assistance. Our students have also demonstrated the need for greater access to counselors to preserve and/or rebuild their mental health. | $22,500.00 |
| 1--101 | SUNCOAST SCHOOL FOR INNOVATIVE STUDIES-Transportation to and from the 10 Day Summer Boost Program: The bus driver will make $150 per day for 10 days = $1500. We will factor $30 per day for fuel for 10 days = $300 | Our test scores demonstrate a strong need for remediation in all subject areas. Zero percent of our 5th grade students demonstrated mastery on their science test. Less than 40% demonstrated mastery in reading and or math. Although the I-ready scores indicated growth. More hands-on activities and instructional time can help our students demonstrate what they know on a standardized test. | $1,800.00 |
| 1--102 | SUNCOAST SCHOOL FOR INNOVATIVE STUDIES-Staff Professional Development Harvard Multiple Intelligences Study: Multiple Intelligence Professional Development offered by Project Zero. 13-week program $600 per person \* 20 Instructors = $12,000 | Our staff need more hands-on training to be able to help close achievement gaps and learning loss exacerbated by the Novel Corona Virus. This learning opportunity will allow us to strengthen our skill set and better our technique thus allowing us to reach more of our students. | $12,000.00 |
| 1--103 | SUNCOAST SCHOOL FOR INNOVATIVE STUDIES-Staff Professional Development Ron Clark Academy: Ron Clark Math & Science Day. Reaching and Teaching Boys = $995 per participant \* 20 = $20,000. Hotel for 20 participants @ $100 per day for 3 days = $300 \* 20 = $6,000. Round Trip Flight to Atlanta= $200 per person \* 20 people = $4,000. Ground Transportation, 2 15 passenger vans for 3 days at $200 per day = $1200. | Our staff need more hands-on training to be able to help close achievement gaps and learning loss exacerbated by the Novel Corona Virus. This learning opportunity will allow us to strengthen our skill set and better our technique thus allowing us to reach more of our students. Math, science, and teaching boys who are Black, Hispanic, and or from low-income families are areas our instructional staff have demonstrated weakness. | $30,000.00 |
| 1--104 | SUNCOAST SCHOOL FOR INNOVATIVE STUDIES-Staff Professional Development Florida Charter School Conference 2022.: Florida Charter School Conference $250 \* 25 = $6250 Hotel - $150 \* 2 = $300 \* 25= $7500 | Our staff need more hands-on training to be able to help close achievement gaps and learning loss exacerbated by the Novel Corona Virus. This learning opportunity will allow us to strengthen our skill set and better our technique thus allowing us to reach more of our students in many areas as the conference has a variety of learning opportunities for teachers and staff. | $13,750.00 |
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| 1--106 | SUNCOAST SCHOOL FOR INNOVATIVE STUDIES-Hire Aid to work in Remediation Room: 2Paraprofessionals \* $31,772.09 | A paraprofessional specifically designated to oversee the collection of data that will drive the remediation and intervention could be the key to successful learning experience for everyone involved. The paraprofessional will work with the teachers in the school to address the needs demonstrated by our students from their learning gaps and losses. The additional support to teachers will ensure this work gets done consistently and with fidelity. | $63,544.17 |

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

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| ***Early Learning/Pre-Kindergarten***  Sarasota County School (SCS) district is committed to the provision of high-qualityPrekindergarten (PK) programming available at school sites located throughout the SCS District. Currently the district’s PK programs primarily serve as students in need of Exceptional Student Education (ESE) services and support. SCS is focused on providing increased equitable opportunities for all children, ages 3-5 by enhancing and expanding early learning opportunities, including the provision of research and evidence-based instruction aligned with the three child outcomes (positive social-emotional skills, acquisition of knowledge and skills, appropriate behaviors) and the Florida Early Learning and Developmental Standards (FELDS).  The expansion of high-quality early learning and PK programs promotes access and opportunity and increases the likelihood that all students will enter kindergarten with similar socio-emotional and academic readiness skills. Increasing access to high-quality early learning and PK programming options also supports the three child outcomes and other benefits for ALL students. Research consistently confirms that the first five years of life are among the most critical in child development and investment in early learning supports academic/behavioral growth and future success extending beyond traditional school years. Evidence also suggests that early learning is directly tied to later student outcomes, including college, career and life readiness pathways.  The impact of the closures of schools combined with the impact of COVID 19 health and safety protocols for the 2020-2021 school year meant that many of the district’s youngest learners lost valuable intervention time in PK programs, due to families not wishing to enroll in any PK programs or seek assistance through the Child Find process. This gap in early intervening services during those critical first years of life has led to a significant influx of prekindergarten students with more significant needs. Additionally, the Early Learning Coalition (ELC) of Sarasota has indicated that there was decline in enrollment in Voluntary Prekindergarten (VPK) programs in 2020-2021. During the 2021-2022 school year, enrollment in SCS ESE PK programs has jumped exponentially in just the first quarter of the school year. Many of the students enrolling have higher levels of need.  SCS is seeking additional funding to respond to and begin to build capacity for the increased demand for services and support through PK ESE programs and at the same time is moving forward to increase the availability of general education programming within schools throughout the district. These additional classrooms would be inclusive of PK Students with Disabilities (SWD) and further enhance current programming options.  Currently, the district does not have a PK Director or department to serve the increased needs throughout the district due to the impact of COVID 19. In the past, the PK Supervisor position was aligned with the work of Child Find and the PK Diagnostic team at the district. In order to meet the targets of expanding and enhancing PK programs, the SCS district will need to hire a PK Director to establish baseline data, assess setting and system level considerations, identify new and potential funding sources and determine programming and staffing needs and models (including access and equity). This position is also critical in fostering internal and external partnerships, including with the Division of Early Learning through the Florida Department of Education (FDOE), the Sarasota ELC and other stakeholders throughout the community. Simultaneously, a PK Director would work to determine new and potential funding sources for increasing PK programming options within the district [e.g., Title 1, VPK, Preschool Development Grants from Federal Education Funds, Child Care and Development Funds (CCDF), For Fee, etc.].  To meet the targets of expanding and enhancing PD programs, the SCS district will need to develop a strong PK team to establish baseline data, assess setting and system level considerations, identify new and potential funding sources and determine programming and staffing needs and models (including access and equity). The PK team would also work to assess, update and improve Prekindergarten transition planning for students entering Kindergarten (both internally and with community partner/PK programs) throughout the Sarasota community. | | | |
| **Activity #** | **Activity** | **Activity Description** | **Expenditure** |
| *2A-1a-h* | Pre-KG Director | Supervise the new/expanded Pre-KG Program | $429,728.55 |
| *2A-2a –*  2A-5f | Pre-KG Program Specialist | Instructional Lead supporting, coaching modeling instructors.  5100 - .25  5500 - .25  6300 - .25  6400 - .25 | $217,666.37 |
| *2A-6a-h* | 2 Pre-KG Social Worker | Social Workers to provide social, emotional and behavioral services and support | $487,636.13 |
| *2A-7a-h* | Pre-KG Assistant | Clerical support for 10 new Pre-KG classrooms | $102,731.44 |
| *2A-8a-h* | Pre-KG BCBA or Behavior Interventionist | New Behavior Interventionist for 10 new Pre-KG classrooms | $247,084.79 |
| *2A-9a –*  2A-10h | 10 Pre-KG Teachers | New Instructors for 10 new Pre-KG classrooms  5100 - .50  5500 - .50 | $2,343,121.38 |
| *2A – 11a*  2A-12h | 20 Pre-KG Paraprofessionals | New Paraprofessionals for 10 new Pre-KG classrooms  5100 - .50  5500 - .50 | $2,206,983.04 |
| *2A-13* | Technology-Related Subscription | For Pre-Kindergarten students (AIM Licenses, Professional Monitoring Tool) | $128,700.00 |
| *2A-14* | Instructional/Curriculum Materials and Consumable Materials | For Pre-Kindergarten (Frog Street $40,000, AIMS Materials $8,330, Manipulatives, Differentiated Curriculum) for 10 classrooms | $135,714.60 |
| *2A-15* | Classroom Furniture and Equipment (Initial Set-Up) | Tables, Chairs, Cabinets, Active Board, Computer | $86,634.26 |
| *Charter School Reimbursement Request for Allowable Activities (Activity 2A)* | | | |
| **Activity #** | **Activity** | **Description of Activity** | **Expenditure** |
| *2A-16* | DREAMERS ACADEMY-Pay (Salary and Benefits): Home-school liaison / Parental engagement & support (Spring 2022, Summer 2022, school year 22-23) | A large percentage of our parents are recently arrived immigrants who do not speak English and are unaware of district and school requirements, system and processes; many of our students come from ALICE and/or low SES households, and this will improve parental engagement & support to positively impact student academic achievement | $45,000.00 |
| *2A-17* | SARASOTA ACADEMY OF THE ARTS-Extended Year/Week/Day: Summer program for students in grades Kindergarten through 8th grade that addresses the needs for low-income students, students with disabilities, and other students of need. (Summers-2022-2023, 2023-2024). Teacher salaries, classroom supplies, books, and materials for a 2-year summer program | Planning and implementing summer activities related to summer learning, including providing classroom instruction 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. | $20,000.00 |

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

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| ***Students with Disabilities (SWD)/Exceptional Student Education***  Even before the COVID-19 pandemic, there were significant gaps between the proficiency and graduation rates of students with disabilities and their peers without disabilities, even though research demonstrates that students with disabilities can meet the same academic standards when provided high-quality evidence-based instruction and needed services and supports.  Generally, remedial instruction that simply reteaches content has been the default approach to bringing struggling students up to grade level. Remediation as the primary way to support students performing below grade level is especially concerning for students with disabilities. The major shortcoming of this approach is that students are pulled out of class to work on skill development in the target academic area, and the time spent away from their general classroom results in less engagement in grade-level curriculum. In other words, while remediation may help students improve isolated skills, the gap in these students’ subject-specific knowledge continues to widen. Many schools will aim to design a learning progression that remediates instruction, meets students where they are, and picks up the curriculum where students left off. This approach will, at best, keep students from falling behind further but will not accelerate instruction. Using ARP ESSER dollars, promising practicing practices to accelerate learning for students with disabilities during COVID-19 and beyond will be used to include:   * Educating students with disabilities alongside their peers; * Redesigning and accelerating curriculum; * Using continuous formative assessments and * Prioritizing inclusion of students with disabilities.   Additionally, funding will be used to support exceptional student education instructional personnel to work with, model, and coach teachers on evidence-based programs, practices, and will provide professional development activities related to:   * Power standards * Competency-based education * Tailored acceleration * Small group, High-impact tutoring * Inclusive learning environments * Universal design for learning (UDL) * Multi-Tiered System of Supports (MTSS) * Student development and growth of executive function * Family engagement   In addition, SCS staff will use ARP ESSER funds to meet the needs of ESE students by purchasing needed ESE specific materials and by accessing professional development in material and strategy use.  <https://www.ncld.org/reports-studies/promising-practices-to-accelerate-learning-for-students-with-disabilities-during-covid-19-and-beyond/> | | | |
| **Activity #** | **Positions** | **Description of Activity** | **Expenditure** |
| *2B-1a –*  *2B3h* | Pay (Salary and Benefits) for Other Certified Staff | Instructional Program Specialist supporting, coaching, modeling for instructors  5200 – 1/3  6300 – 1/3  6400 – 1/3 | $217,661.37 |
| *2B-4a-c* | Substitutes for Staff | For staff of Students with Disabilities to participate in Professional Development (81 days) for Wilson and Rewards | $12,621.11 |
| *2B-5a-d* | Stipends (Pay) for Staff | For Staff of Students with Disabilities to participate in Professional Development outside the duty day at the School Board Approved Rate (currently $16.07/hour) up to 500 hours | $8,730.03 |
| *2B-6* | Instructional Materials and Consumable Supplies | To support Students with Disabilities (SWD) i.e., Rewards, Wilson | $120,990.64 |
| *2B-7* | Technology-Related Subscription | To support Students with Disabilities (SWD) i.e., Rewards online platform | 5,382.00 |
| *2B-8* | Dues and Fees | For Professional Development Registration (without Travel) i.e., Wilson, Rewards | 14,182.00 |
| **Charter School Reimbursement Request for Allowable Activities (Activity 2B)** | | | |
| **Activity #** | **Activity** | **Description of Activity** | **Expenditure** |
| 2B-9 | IMAGINE SCHOOL AT NORTH PORT-Pay (Salary and Benefits): During the 22-23 SY and 23-24 SY, the Elementary Campus will employ an additional teacher to support the MTSS process, teach interventions and provide ESE services. | Employing an additional teacher to support the MTSS process, teach interventions and provide ESE services is an authorized activity by the Individuals with Disabilities Education Act. | $125,000 |
| 2B-10 | IMAGINE SCHOOL AT NORTH PORT-Pay (Salary and Benefits): During the 22-23 SY and 23-24 SY, the Upper Campus will employ an additional teacher to support the MTSS process, teach interventions and provide ESE services. | Employing an additional teacher to support the MTSS process, teach interventions and provide ESE services is an authorized activity by the Individuals with Disabilities Education Act. | $125,000 |
| 2B-11 | SARASOTA SUNCOAST ACADEMY-Pay (Salary and Benefits): Hiring an additional ESE teacher | Spread students out for COVID protocols and account for learning loss | $220,932.72 |
| 2B-12 | SARASOTA SUNCOAST ACADEMY-Pay (Salary and Benefits): Hiring an ESE liaison for on campus | ESE liaison on campus instead of contracting for meetings and activities. | $200,217.60 |

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

*Not Applicable*

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

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| ***College, Career, and Life Readiness and Acceleration***  The stakes could not be higher—especially for students at risk of not graduating ready for college or a career. Even before COVID-19, only one-third of U.S. students were achieving college and career readiness. There has never been a more opportune moment to make a shift toward tailored acceleration in students' understanding of career, college and other post-secondary opportunities. The confluence of several forces—a widespread recognition of learning loss, the infusion of educational technology brought upon by school closures, the uncertainty around the future of state assessment and accountability policy, and the necessity of tending to students’ social and emotional development—suggests now is the time to try new ways to meet students where they are and ensure they reach proficiency and are prepared for a future. Only innovative classroom approaches can enable each student to learn the “just right” set of skills to enable them to accelerate to college and career readiness. Challenging state standards play many essential roles: they reflect the skills and knowledge students need for college, for careers, and for life. Tailored acceleration reaffirms these values by relentlessly focusing on the end goal: achieving college and career readiness as quickly as possible. The goal of tailored acceleration is to ensure that all students attain college and career readiness…regardless of where they may be starting—while adhering to the principles of high expectations, rigorous accountability, and educational equity. Mastery-based approaches can give students a far better chance to graduate ready for college or a career. Leveraging adaptive assessments to determine student learning growth can help to facilitate a multi-year instructional approach that both addresses learning loss and ensures students get back on the traditional instructional path to college and career readiness. Tailored and innovative career-centered experiences, employer partnerships, and work-based learning opportunities will be interfused with academic acceleration to ensure our middle and high school students are back on track.  Unfortunately, as a result of COVID, students have lost focus and perspective for the future. Existing and often fragmented services and personnel are not enough to combat both academic acceleration and the necessary structure to reengage students toward post-secondary opportunities.  ARP ESSER funds will be used to provide an additional staff member to provide oversight to synchronize, manage, and support all middle and high school career advisors and all high school Student Success Centers which exist at our schools. This individual will gather quality baseline data of services and opportunities previously offered, integrate those with acceleration strategies and increase career-centered experiences, employer partnerships, and work-based learning opportunities district-wide. Most importantly, this new hire will assist with the implementation and maintenance of a new district-wide student planning program to personalize and track student progress and planning. An online platform will be selected that will track careers of interest, digital portfolios, work-based learning experiences, 4-year plans, post-graduation pathways and more.  Sarasota County’s Career Technical Education Department will also use funding to expand its Agricultural CTE Program. Sarasota has a working farm at a Middle School which needs to incorporate modern equipment and facilities. Funds will be used for much needed repair and construction to provide students with exposure to a relevant and prosperous career in this field. | | | |
| **Activity #** | **Activity** | **Description of Activity** | **Expenditure** |
| 2D-1a-h | Project Manager Administrator G for Accelerated/Career | Project Lead for new and expanding CTE accelerated programming | $231,438.59 |
| 2D-2a-f | Pay (Salaries and Benefits) | For School-based College, Career, and Life Readiness Advisors (High School) | $1,099,747.54 |
| 2D-3a-c | Substitutes | For Middle and High School Career Advisors and Relevant Staff to participate in Professional Development related to College, Career, and Life Readiness and Acceleration | $50,640.27 |
| 2D-4 | Professional and Technical Services Contract | To plan and deliver training and professional learning related to College, Career, and Life Readiness and Acceleration | $50,000.00 |
| *2D-5* | Construction | Construction for Capital Improvement on the Farm (Agriculture) Construction of Buildings to house materials and equipment for teaching and learning related to Agriculture | $250,000 |
| ***Charter School Reimbursement Request for Allowable Activities (Activity 2D)*** | | | |
| 2D-6 | SARASOTA MILITARY ACADEMY-Salary and benefits for Student Services Center Employee: Provide students with assistance in career and college pathways 2022-2024. | Activities that 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. | $100,000.00 |

**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.**

*Not Applicable*

**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.**

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| ***English Language Learner/Multi-Language Learner Teams***  Even pre-pandemic, English learners faced the dual challenge of learning English and the same curricular content as their other classmates. English Learners face challenges to academic success including 1) Reduced access to grade-level content, 2) Social stigma, and 3) Limited use of home language. Evidence is already mounting that English learners have been among the students hardest hit by COVID-19’s disruptions to in-person learning. “As an immensely diverse group of students. English Language Learners (ELLs) [had] widely varying experiences during the COVID-19 pandemic, and as such, [have] a broad range of educational and school needs – not to mention physical and mental health needs.” The COVID pandemic brought to light significant learning challenges associated with technology, instruction, health, access to public assistance and resource, and mental health and has proven even greater for families of English Learners (ELs) and immigrant students who are disproportionately affected by the pandemic’s effects. Preliminary data also suggests that the pandemic’s effects have amplified disparities in learning outcomes for English learners. This, coupled with the Sarasota County Schools Strategic Plan development which included a comprehensive needs assessment and stakeholder feedback, has highlighted the urgent and immediate need for organizational restructure and programmatic leadership for ESOL programming. ARP ESSER funds will drive evidenced-based programs, practices, and professional development to better serve our English Learners.  <https://www2.ed.gov/about/offices/list/ocr/docs/20210608-impacts-of-covid19.pdf>  <https://www.cdc.gov/pcd/issues/2021/21_0084.htm>  <https://edpolicyinca.org/newsroom/covid-19s-impact-english-learner-students>  <https://www.migrationpolicy.org/news/covid-19-inequities-english-learner-students>  Positions: | | | |
| **Activity #** | **Position** | **Description of Activity** | **Expenditure** |
| 2F-1a =  2F-3h | Secondary ESOL Program Specialist | Instructional Lead supporting, coaching modeling for instructors.  5100 – 1/3  6300 – 1/3  6400 – 1/3 | $217,661.37 |
| 2F-4a-h | ESOL Director | Create and Administer restructured ESOL Department | $429,728.55 |
| 2F-5a-h | ESOL Assistant | Clerical support for 10 new Pre-KG classrooms | $104,586.09 |
| 2F-6 | Instructional Materials for English Language Learners (ELL) |  | $15,000.00 |
| 2F-7 | Technology-Related Subscription for English Language Learners (ELL) |  | $15,000.00 |

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

*Not Applicable*

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

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| ***Supplemental Positions for Training and Professional Development (Operations)***  A portion of APR ESSER dollars will be used for professional development and training on topics to accelerate learning loss due to the pandemic and for mental and behavioral health. Additionally, although the COVID rate of illness has subsided, there is a dire need to continually train all employees in hygiene, sanitation, and operational safety regimens. Therefore, ESSER funds will be used to support operational training for all staff. | | | |
| **Activity #** | **Activity** | **Description of Activity** | **Expenditure** |
| 2H-1a-h | Trainer for Operational Professional Development | Trainer for operational district initiatives on the Instructional Continuity Plan, emergency, safety, health, sanitation, OSHA, etc | $198,636.79 |
| **Charter School** | | | |
| **Activity #** | **Activity** | **Description of Activity** | **Expenditure** |
| 2H-2 | SARASOTA ACADEMY OF THE ARTS-Travel for Professional Development: Charter School Convention 2022-2023, hotel and substitute coverage: 2 X240.00=480.00, hotel 2x300.00= 600.00, substitute coverage: 250.00 | Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases. | $1,330.00 |
| 2H-3 | SARASOTA ACADEMY OF THE ARTS-Travel for Professional Development: Charter School Convention 2023-2024, hotel and substitute coverage: 2 X240.00=480.00, hotel 2x300.00= 600.00, substitute coverage: 250.00 | Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases. | $1,330.00 |
| 2H-4 | SARASOTA ACADEMY OF THE ARTS-Travel for Professional Development: Charter School Convention Reimbursement hotel: 290.26, FL Charter Conference 240.00 | Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases. | $530.26 |

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

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| **Charter School** | | | |
| **Activity #** | **Activity** | **Description of Activity** | **Expenditure** |
| 2I-1 | DREAMERS ACADEMY-sanitation supplies: Supplies to sanitize, clean facilities - 21-22, 22-23, 23-24 | Cleaning supplies to maintain facilities | $5,000.00 |
| 2I-2 | SARASOTA ACADEMY OF THE ARTS-sanitation supplies: Reimbursement DocNetwork Sanidry 4 wipe cases @129.95 | Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency. | $519.80 |
| 2I-3 | SARASOTA ACADEMY OF THE ARTS-sanitation supplies: DocNetwork Sanidry 40 wipe cases @ 129.95 | Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency. | $5,198.00 |
| 2I-4 | SARASOTA SCHOOL OF ARTS/SCIENCES-Materials and Supplies: Purchase Materials and Supplies to Sanitize and Clean the Facilities. DC Plus Disinfectant Cleaner @ $3.58 Each, SSS Foam Clean Anti-Bac @ $67.80 per case of 6, Avistat-D RTU Disinf @ $4.97 each | To prevent further spread of the COVID-19, and all future variants, in our school facilities. | $10,000.00 |
| 2I-5 | STUDENT LEADERSHIP ACADEMY-HVAC systems and ductwork cleaning: clean duct system for negative air pressure. Clean ductwork - Interior - Heavy clean (per register); Cleaning - Detach and detail clean registers, boots and reset registers; Clean air handler - Detail clean and anit microbial treatment of air handler. | Having our HVAC systems and ductwork cleaned will help keep our students and staff healthier by minimizing the spread of pollutants or contaminants out of the air that passes thru them. Clean ducts and filtration can help reduce airborne contaminants, including particles containing viruses. Will minimize the dirt level and reduce other harmful substance and reduce the chances of allergies and asthma. | $16, 341.96 |

**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.**

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| **Charter School** | | | |
| **Activity #** | **Activity** | **Description of Activity** | **Expenditure** |
| 2J-1 | STUDENT LEADERSHIP ACADEMY-Devices: Asus Flip C214MA Student Chromebook Cost Breakdown: Qty - 315 @ $411.03 per unit = $129,474.45 Plus google management license fee of $33.00 per unit (315) = $10,395.00 TOTAL COST: $139.869.45 | Planning for, coordinating, and implementing activities during another possible long-term closures and giving SLA the ability to provide 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. These Chromebooks will also Aid in regular and substantive educational interaction between students and their classroom instructor when students are on campus. | $139,869.45 |
| 2J-2 | STUDENT LEADERSHIP ACADEMY-Devices: Asus ExpertBook - B1400CEA Teacher Laptop Cost Breakdown: Qty - 25 @ $907.82 per unit = $22,695.50 TOTAL COST: $22,695.50 | Planning for, coordinating, and implementing activities during another possible long-term closures and giving SLA the ability to provide vital technology for teachers to support 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. These Laptops will also aid in regular and substantive educational interaction between students and their classroom instructor when students are on campus. | $22,695.50 |
| 2J-3 | STUDENT LEADERSHIP ACADEMY-Technology-related subscription: Achieve 3000 ELA - Online/web-based differentiated literacy program. Cost Breakdown: Qty - 315 @ $42.00 per student, per year. TOTAL PER YEAR: $13,230.00 THREE (3) YEAR TOTAL COST: $39,690.00 | Helps us identify and mitigate the gaps in knowledge from COVID-19 and distance learning. It allows us to progress monitor our students more efficiently and help remediate deficit skills. These online resources also allow us to differentiate skills for students who need more assistance, considering the learning differences of all students. | $39,690.00 |
| 2J-4 | STUDENT LEADERSHIP ACADEMY-Technology-related subscription: USA Test Prep - Online/web-based differentiated progress monitoring program. Cost Breakdown: Qty - 7 Courses per year @ $446.00 per course. TOTAL PER YEAR: $3,122.00 THREE (3) YEAR TOTAL COST: $9,366.00 | Helps us identify and mitigate the gaps in knowledge from COVID-19 and distance learning. It allows us to progress monitor our students more efficiently and help remediate deficit skills. These online resources also allow us to differentiate skills for students who need more assistance, considering the learning differences of all students. | $9,366.00 |

**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.**

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| ***Build Capacity related to Technology***  Before COVID-19, schools across the country were at various stages in learning how to leverage technology to support teaching and learning. However, COVID-19 required a sudden and complete shift to hybrid and remote learning for most schools. During the pandemic and after, SCS distributed over 10,000 laptops and 500 hotspots to students and families.  As schools continue to reopen and look beyond COVID-19, technology will continue to play an important role in instructional design and learning both in and out of the classroom. As SCS moves forward from the current crisis-driven use of technology, we will continue the work of supporting educators in learning how technology can be effectively used to support diverse learners, provide school, and district leaders with flexible models to support learning wherever it occurs.  Unfortunately, too many students, including English learners, students with disabilities, students of color, and students from low-income backgrounds, often have less access to the internet, digital devices, and high-quality, technology-enabled learning experiences focused on inquiry, collaboration, and content creation. Expanding access to the internet and devices (the digital access divide) without also addressing the divide in how technology is used (the digital use divide) runs the risk of proliferating low-quality learning experiences for students. Likewise, attempting to provide high-quality technology-enabled experiences without addressing the digital access divide runs the risk of amplifying existing inequities. To effectively bridge both digital divides, we must improve the entire digital learning system by addressing both how students have access to devices and connectivity, and how those devices are leveraged by educators to create high-quality learning experiences.  The technology coordinator will work with the IT department to facilitate technology use by ensuring that all students in need have access to a computer during the school day and during tutoring sessions, assist with computer refresh activities, and organize massive computer distribution to students at home should a school closure arise at a single school or district wide. Technology staff would be available to answer parent questions as needed during a school closure. In addition, funding will secure training for technology staff to hone their skills and support district-wide initiatives today and in the future.  [*https://www2.ed.gov/documents/coronavirus/reopening-2.pdf*](https://www2.ed.gov/documents/coronavirus/reopening-2.pdf)  Position: | | | |
| **Activity #** | **Activity** | **Description of Activity** | **Expenditure** |
| 2K-1a-g | Technology Coordinator | Facilitate and support instructional hardware and software | $127,454.84 |
| 2K-2 | Devices | Student Computers | $23,748.11 |
| ***Charter School Requested*** | | | |
| **Activity #** | **Activity** | **Description of Activity** | **Expenditure** |
| 2K-3 | DREAMERS ACADEMY-Technology-related Subscription: Instruction, Intervention & Assessment (iStation) - 24 months - 2022-23 & 2023-24 school years | Scholarship and evidence that reinforcement of first language is essential to achieve English literacy; This will support our Spanish Language Arts curriculum and instruction, and will aid in regular and substantive interaction between students and instructional and interventional staff | $14,366.00 |
| 2K-4 | IMAGINE SCHOOL AT NORTH PORT-Devices (Google Chromebooks with warranties): The school will purchase 180 touch screen Google Chromebooks for students in grades K-1. These will replace outdated student technology, will support our one-to-one technology program, and will be accessible and easy to use for students. | We will be purchasing educational technology that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities. | $50,774.40 |
| 2K-5 | IMAGINE SCHOOL AT NORTH PORT-Devices (Dell Lattitude laptops with waranties) : The school will be phasing out the use of Google Chromebooks at the Upper Campus (grades 6-12) and will be ordering 700 Dell Lattitude laptops to replace them. These laptops will support our one-to-one technology program and will allow students to learn and use technology programs that they will use in college and in their careers. | We will be purchasing educational technology that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities. | $366,226.00 |
| 2K-6 | IMAGINE SCHOOL AT NORTH PORT-Devices (Dell Lattitude laptops with warranties): The school will purchase 70 Dell Latitude laptops to replace outdated computers that teachers are currently using. | We will be purchasing educational technology that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities. | $53,000.00 |
| 2K-7 | IMAGINE SCHOOL AT NORTH PORT-Boxlight ProColor 4K Panels: The school will be purchasing up to 67 Boxlight ProColor 4K Panels to replace our outdated Mimio and projector technology and to increase student engagement. | We will be purchasing educational technology that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities. | $240,000.00 |
| 2K-8 | IMAGINE SCHOOL AT PALMER RANCH-Devices: 20 Teacher Laptops @ 600 per laptop for the next 3 years | Teacher laptops are necessary to effectively facilitate online lessons and to ensure students are able to receive support virtually. | $36,000.00 |
| 2K-9 | IMAGINE SCHOOL AT PALMER RANCH-Devices: 100 Student Chromebooks @ 225 per Chromebook for the next 3 years | Student Chromebooks will be needed as enrollment continues to grow, especially from out of state families moving due to the pandemic. | $67,500.00 |
| 2K-10 | ISLAND VILLAGE MONTESSORI SCHOOL-Technology-related Subscription: Logmein Software for remote access to all school laptops and computers school year 22-23 and 23-25 | This software is essential for the technology support staff to quickly address technology problems remotely, allowing for an issue to be resolved as quickly as possible from any location. It also reduces unnecessary contact. | $16,001.00 |
| 2K-11 | SARASOTA ACADEMY OF THE ARTS-Devices: Chromebook 11 3100 46@203.33 | Students in 2 classrooms will have 1:1 ratio for computer use, whether brick and mortar or if remote learning occurs, 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. | $9,353.18 |
| 2K-12 | SARASOTA ACADEMY OF THE ARTS-Devices: Dell Latitude 3420 10@ 782.34 | Purchasing updated educational technology (laptops) for teacher will aid in regular and substantive educational interaction between students and SAA classroom instructors, including low-income students and children with disabilities | $7,823.40 |
| 2K-13 | SARASOTA ACADEMY OF THE ARTS-Technology-related Materials: Apple 24inch M1 Chip 8 Core CPU, 8Copre GPU 256 GB storage, 8GB magic mouse, magic pad, pro apps bundle for education 5x 1727.99 | Purchasing updated educational technology will aid in regular and substantive educational interaction between students and SAA classroom instructors, including low-income students and children with disabilities. | $8,640.00 |
| 2K-14 | SARASOTA ACADEMY OF THE ARTS-Technology-related Subscription: New Google Chrome EDU Perpetual License 46 @ 32.07 | Purchasing educational technology-Licensing for students' student Chromebook aids in regular and substantive educational interaction between students and their SAA classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment. | $1,475.22 |
| 2K-15 | SARASOTA ACADEMY OF THE ARTS-Instructional Material-technology: OptiPlex 5090 Small Form Factor 22 @ 684.29 | Purchasing updated educational technology, will aid in regular and substantive educational interaction between students and SAA classroom instructors, including low-income students and children with disabilities. | $15,054.38 |
| 2K-16 | SARASOTA ACADEMY OF THE ARTS-Instructional Material-technology: Dell 24 USB Monitor P2419HC 10@ 239.45 | Purchasing updated educational technology, will aid in regular and substantive educational interaction between students and SAA classroom instructors, including low-income students and children with disabilities. | $2,394.50 |
| 2K-17 | SARASOTA ACADEMY OF THE ARTS-Instructional Material-adaptive technology: Electro-Voice ZLX-15BT 15" 1000W Bluetooth Powered Loudspeaker | Purchasing updated educational technology, will aid in regular and substantive educational interaction between students and SAA classroom instructors, including low-income students and children with disabilities. | $549.00 |
| 2K-18 | SARASOTA ACADEMY OF THE ARTS-Instruction Material-Technology software: 185 GG-TCR1Y-000001 Go Guardian Teacher | 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.185 students X 8.11=1,500.35 (2021-2022SY) 220 students X 8.11=1,784.20 (2022-2023SY), 240 x 8.11=1946.40(2024SY) | $5,230.95 |
| 2K-19 | SARASOTA MILITARY ACADEMY-Purchase IT Interactive TVs: Purchase 82 interactive TVs @ $5,000 each. | Increase educational interaction between students and their classroom instructors. | $410,000.00 |
| 2K-20 | SARASOTA MILITARY ACADEMY-Devices: Purchase 84 desktop computers @ $1,600 each | Increase educational interaction between students and their classroom instructors. | $134,400.00 |
| 2K-21 | SARASOTA MILITARY ACADEMY-Devices: Purchase 55 desktop computers @ $1,100 each | Increase educational interaction between students and their classroom instructors. | $60,500.00 |
| 2K-22 | SARASOTA MILITARY ACADEMY-Devices: Purchase 42 laptops for science labs @ $1,510 each | Increase educational interaction between students and their classroom instructors. | $63,420.00 |
| 2K-23 | SARASOTA MILITARY ACADEMY-Devices: Purchase 175 Chromebooks @ $465 each | Increase educational interaction between students and their classroom instructors. | $81,375.00 |
| 2K-24 | SARASOTA MILITARY ACADEMY-: Purchase 7 Chromebook Carts @ $2,010 each | Increase educational interaction between students and their classroom instructors. | $14,070.00 |
| 2K-25 | SARASOTA MILITARY ACADEMY-Technology-related Subscription: Purchase 175 licenses @ $38 each | Increase educational interaction between students and their classroom instructors. | $6,650.00 |
| 2K-26 | SARASOTA MILITARY ACADEMY-Open second Internet Line: Open second internet line as a back-up for internet outages on main line; 1/2 year 2021-2022 and all 2022-2023 | 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. | $34,199.78 |
| 2K-27 | SARASOTA SCHOOL OF ARTS/SCIENCES-Devices: Purchase of Educational Technology (including hardware, software and connectivity) for our students that are served by our school. To aid interaction between students and their classroom teachers. Purchase of quantity (15) (5 pack) of 13-inch Apple Macbook Air @ $5090.00 for each 5 pack, $1018.00 for each item, and quantity (22) 24-inch iMac Computers @ $1315.06 each (portion of this purchase was paid by ESSER II) | To aid interaction between students and their classroom teachers, to meet the academic needs of the students. | $79,831.32 |
| 2K-28 | SARASOTA SCHOOL OF ARTS/SCIENCES-Devices: Future Purchases of Educational Technology (including hardware, software and connectivity) for our students that are served by our school. To aid interaction between students and their classroom teachers. To replace existing, out of service computers, such as, but not limited to, Apple MacBook Air, iMac, Dell Laptops, or iPads. | To aid interaction between students and their classroom teachers, to meet the academic needs of the students. | $350,000.00 |
| 2K-29 | SARASOTA SCHOOL OF ARTS/SCIENCES-Technology-related Subscription: Purchase of Educational Technology - Software, such as, but not limited to, DUGGA @ $5950.00 per school per year (portion paid by Title IV), DeltaMath @ 750.00 per school, per year, Nearpod @ $1700.00 per school, per year (portion paid by Title IV), Adobe @ $4956.00 per school, per computer, per year, and JAMF Software @ $12,175.00 per school, per seat, per year. | To aid interaction between students and their classroom teachers, to meet the academic needs of the students. | $51,062.00 |
| 2K-30 | SKY ACADEMY VENICE-Devices: Purchase of two classroom sets of chrome books and management software. 1 set of Chromebooks (25) $8000, Chromebook cart $5000 | SKY Venice uses Google Apps for education and has 1:1 technology for all classrooms. This allows for easy transition for any flips to remote learning due to needs for quarantines and | $26,000.00 |
| 2K-31 | STATE COLLEGE OF FLORIDA-Technology-related Subscription: All students are issued an iPad. This Algebra Course Assistance app will assist students with homework, quizzes, and tests. Students will be able to use the app at home or during the school day. | $1.99 per student X 156 students = 310.44 | $310.44 |
| 2K-32 | STATE COLLEGE OF FLORIDA-Pay (Salary and Benefits): Part time technology tech to assist with students' education on one-to-one tablet; mobile/interactive; differentiation for instruction; uploading documents; versatile | Part time 1031 hours X $21.00 per hour = 21,651.00 | $21,651.00 |
| 2K-33 | STUDENT LEADERSHIP ACADEMY-Student Chromebook Mobile Charging Stations: Mobile Charging Stations for student chrome books Cost Breakdown: Qty - 17 @ $445.96 per unit TOTAL COST: $7,581.32 | Purchasing assistive technology (hardware) to support the functionality of the 315 requested student chrome books. | $7,581.32 |
| 2K-34 | STUDENT LEADERSHIP ACADEMY-Technology-related Subscription: Lightspeed Alert Systems - Alert and filter system for student safety security and Data Analytics; Integrates into Google Admin or Microsoft Active Directory. Cost Breakdown: Qty - 1 subscription per year @ $4,526.00 THREE (3) YEAR TOTAL COST: $13,578.00 | Purchasing assistive technology (software) to alert and filter system for student safety security and Data Analytics; Integrates into Google Admin or Microsoft Active Directory. | $13,578.00 |

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

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| ***Student Support Services***  Schools should be prepared to meet the mental health needs of their students. There is no question that COVID-19 has taken a toll on the mental health of many students. A National Association of Elementary School Principals survey reported in December that 84% of elementary school principals are very concerned about student mental health needs and 68% report that they do not have sufficient school-based mental health professionals to meet those needs. Further, during the pandemic, since many underserved students rely on school-based mental health services, it is likely that many went without these mental health services if their schools were not able to provide telehealth services.  It is also important to consider how states, school districts, and school staff can all work together to help destigmatize mental health support so that students feel comfortable and safe in reaching out or receiving the services. Students of color are more likely to report that they do not feel they can reach out to a teacher or counselor if they need mental health support. Thus, building trusting relationships among educators, staff, and students and their families is essential  **Supplemental Positions for Student Support Services** | | | |
| **Activity #** | **Activity** | **Description of Activity** | **Expenditure** |
| *2L-1a-f* | Pay for Other Certified Staff | To provide Student Support Services: Mental Health Therapist, Behavior Specialists, Behavior Analyst, Social Worker, Counselor, Psychologist, Truancy Worker | *$12,739,901.52* |
| **Professional and Technical Services Contracts for Mental Health Services** | | | |
| **Activity #** | **Activity** | **Description of Activity** | **Expenditure** |
| *2L-2* | Registered Behavior Therapist | Contracts for Student Support Services: Registered Behavioral Therapist ($100,000), Mental Health Therapist ($292,828), Mental Health Services for Tel-a-Doc ($32,500) x 2 years of service (2022-2023, 2023-2024) | *$850,656.00* |
| **Social, Emotion, and Behavioral (SEB) Curriculum**  Sarasota County Schools will implement stand-alone social-emotional schoolwide initiatives, including the use of curricula with a compelling evidence base and Positive Behavior I Supports (PBIS).  Research on the science of learning has established that while adverse experiences can have profound effects on students, learning environments and conditions can be designed in ways that that can help students overcome these effects and thrive. This research also shows that social, emotional, identity, cognitive, and academic development are all interconnected. Improving academic outcomes for students requires nurturing each of these, areas of development in ways that are asset-oriented and personalized to meet students where they are.  While there is concern regarding the impact of lost instructional time as it relates to student academic performance, meeting the social and emotional needs of students must be foundational to efforts to improve academic outcomes for students. The teaching of social and emotional skills can be woven into how teachers design instruction and the kinds of learning opportunities they provide to students. Such learning can be developed through explicit instruction in social, emotional, and cognitive skills (including intrapersonal and interpersonal skills, conflict resolution, and decision-making) and integrating social and emotional skills, habits, and mindsets within classroom lessons and activities.  Key evidence-based practices that maximize students’ social, emotional, and academic benefits include:   * Creating a framework for meeting students’ social, emotional, and academic needs; * Building strong and trusting relationships among students, families, and educators; * Establishing safe, positive, and stable environments; * Explicitly teaching critical social, emotional, and academic skills; * Actively engaging students in meaningful and culturally and linguistically relevant learning   experiences rooted in high academic expectations for all students;   * Providing supportive and specific feedback to encourage skill growth across all domains; * Providing access to support from school counselors, psychologists, and trusted staff members; and * Establishing building-level wellness teams to address the SEL needs of both students and staff.   A districtwide or schoolwide approach to meeting social, emotional, and mental health needs that is responsive to the trauma of COVID-19 and grounds itself in equity can help all students feel seen and valued. Schoolwide Social-Emotional Learning is evidenced by indicators of high-quality implementation in the classroom, school, family, and community.  A multi-tier system of supports (MTSS) framework, like positive behavioral interventions and supports, relies on a continuum of evidence-based practices matched to student needs.  ARP Funds will be used to purchase a variety of research-based curricula and materials to include:  Character Strong, Capturing Kids Hearts, Social - Emotional wellness online programs (i.e. CALM)  LEAD books and other curriculum materials, SEL Lost and Found-Collaborative Proactive Solutions Books. | | | |
| **Activity #** | **Activity** | **Description of Activity** | **Expenditure** |
| 2L-3 | Instructional Curriculum and Consumable Supplies | For Student Support Services: Lost and Found Collaborative and Proactive Solutions (CPS), LEAD, Staff Wellness Texts | $310,450.00 |
| **Technology-Related Subscriptions** | | | |
| **Activity #** | **Activity** | **Description of Activity** | **Expenditure** |
| 2L-4 | Technology-Related Subscriptions for Student Support Services: | Navigate 360 ($80,227.50), Behavior Intervention Curriculum ($338,280.18), Character Strong ($141,296.401), Online Wellness/Mindfulness Programs (i.e. CALM, InnerExplorer) | *$695,804.08* |
| **Professional Learning for Student Support Services**  Sarasota County Schools is committed to creating supportive learning environments where exclusionary disciplinary practices such as suspension or expulsion, which disproportionately impact students of color (as well as students with disabilities, English learners, and LGBTQ+ students), can be replaced with restorative strategies that provide non-punitive schoolwide frameworks.  We must also provide educators with the professional development they need to integrate social and emotional learning into their practice and address trauma and loss resulting from the pandemic and on the most effective evidence-based strategies to reengage and support students in their learning. Professional development for all educators and school staff should help school teams replace exclusionary discipline practices with social and emotional supports best suited to address the impacts of COVID-19, including restorative approaches. Positive discipline practices should acknowledge the lived experience of all students and cultivate an environment that promotes belonging.    Schools may want to consider implementing or enhancing multi-tiered systems of support that typically include: (1) school-wide supports; (2) progress monitoring; (3) tiered systems of academic and behavioral interventions; and (4) the use of evidence-based instructional and behavioral interventions.  <https://www2.ed.gov/documents/coronavirus/lost-instructional-time.pdf> Page 10 | | | |
| **Activity #** | **Activity** | **Description of Activity** | **Expenditure** |
| 2L-5a-c | Substitutes for Staff | To participate in Professional Learning related to Student Support Services: PBIS, Capturing Kids Hearts, Restorative Strategies (360 days) | $56,093.83 |
| 2L-6a-d | Stipends (Pay) for Staff | To participate in Professional Learning related to Student Support Services outside the duty day at the School Board Approved Rate (currently $16.07/hour) PBIS Splash, Capturing Kids Hearts, Restorative Strategies up to 5,000 hours | $87,300.28 |
| 2L-7 | Professional and Technical Services Contracts | For Professional Learning related to Student Support Services (Character Strong, Restorative Strategies, PBIS) | $10,000.00 |
| 2L-8 | Travel | Registration, Accommodations, Mileage, Meals, Transportation to participate in Student Support Services Conferences, Meetings, and Training | $7,500.00 |
| 2L-9 | Dues and Fees | Registration for Professional Learning without Travel | $75,000.00 |
| **Youth Mental Health First Aid (YMHFA)**  Many students have been exposed to trauma, disruptions in learning, physical isolation, and disengagement from school and peers, which negatively affects their mental health. Students learn, take academic risks, and achieve at higher levels in safe and supportive learning environments and in the care of responsive adults they can trust. However, the ongoing impact of COVID-19 has contributed to student experiences that are far from universal — with underserved students experiencing a disproportionate burden of the pandemic. As a result, many students might require additional supports and interventions to take risks in their learning so they can achieve at higher levels  Youth Mental Health First Aid is designed to teach parents, family members, caregivers, teachers, school staff, peers, neighbors, health and human services workers, and other caring citizens how to help an adolescent (age 12-18) who is experiencing a mental health or addictions challenge or is in crisis. Youth Mental Health First Aid is primarily designed for adults who regularly interact with young people. The course introduces common mental health challenges for youth, reviews typical adolescent development, and teaches a 5-step action plan for how to help young people in both crisis and non-crisis situations. ARP ESSER funding will support these services through training, stipends, substitutes, and materials. | | | |
| **Activity #** | **Activity** | **Activity Description** | **Expenditure** |
| 2L-10a-h | Pay for Other Certified Staff | YMHFA Instructional Specialist Teacher Trainer 2 staff x 40 schools = (Stipend + Benefits Annually) | $198,636.79 |
| 2L-11a-e | Stipends (Pay) | For Site-based YMHFA Contacts (up to $2,000/ school x 2) | $382,304.00 |
| 2L-12a-c | Substitutes | For Staff to participate in Professional Learning related to YMHFA (1,200 sub days) | $186,979.45 |
| 2L-13a-d | Stipends | For Participation in PD for YMHFA ($16.07) up to 500 hours | $8,730.03 |
| 2L-14a-e | Stipends | To plan and carry out Professional Development Activities ($37.) up to 75 hours | $3,359.20 |
| 2L-15 | Professional and Technical Services Contract | For YMHFA Training | $1,000.00 |
| 2L-16 | Travel | Registration, Accommodations, Mileage, Meals, Transportation to participate in YMHFA Conferences, Meetings, and Training | $1,000.00 |
| 2L-17 | Dues and Fees | Registration for YMHFA Professional Learning without Travel | $16,764.99 |
| **Multi-Tiered System of Supports Monitoring Program**  Sarasota County’s Strategic Plan has a strong emphasis on implementing systemic PLC and corresponding MTSS initiatives. Funds will be allocated for widescale professional learning and materials in these areas. All teachers will be trained in both PLCs and MTSS systemic procedures and ways of work. However, Sarasota County does not have a functional MTSS platform to monitor student interventions and progress over time. Teachers find it cumbersome to keep longitudinal records of instructional strategies used with specific students and student’s response to these interventions. This challenge is exasperated when students change classes or schools and when they progress to the next grade. Further, the MTSS processes must be approached differently at the different grade levels. Knowledge of instructional approaches used with a specific child are easier to maintain in an elementary classroom compared to a high school class where the teacher and student only meet once daily. A platform is needed that ‘follows’ the student and keeps a longitudinal record of the student’s learning trajectory and a robust history of strategies that enhanced learning and those that did not. ESSER ARP funds will be used to investigate and purchase a digital learning platform to remedy the existing situation. This system will have a direct impact on teaching and learning and on individual students as they move through their educational career. | | | |
| 2L-18 | Professional and Technical Services Contract | Online Platform for Multi-Tiered System of Support (MTSS) | **$400,000.00** |
| **Charter School Request for Reimbursement for Allowable Activities (Activity 2L)** | | | |
| 2L-19 | IMAGINE SCHOOL AT NORTH PORT-Pay (Salary and Benefits) - Elementary Student Support Coordinator: During the 21-22 SY, 22-23 SY, and 23-24 SY the Elementary Campus will employ a Student Support Coordinator to provide mental health resources and social emotional learning support to students and teachers in grades K-5. | The Elementary Student Support Coordinator will provide mental health services and supports and social and emotional learning services and supports to teachers and students. | $153,750 |
| 2L-20 | IMAGINE SCHOOL AT NORTH PORT-Professional and Technical Services; Telement Mental Health Services for students in grades 6-12 will provide a well-developed program and processes to monitor student growth; communication with our school point person regularly; the ability to flex and respond if changes to the plan are needed; meet the student where they are at via virtual therapeutic supports, and a confidential platform for student mental health service. | Counselors with Telement Mental Health Services will provide mental health services and therapeutic services to students in grades 6-12 that have been identified for that need. | $62,500 |
| 2L-21 | SARASOTA MILITARY ACADEMY-Pay (Salary and benefits) - school counselor 2022-2024; Provide additional school counselor to provide additional services for students 2022-2023 | Provide mental health services and supports to a greater number of students. | $146,064.00 |
| 2L-22 | SARASOTA SCHOOL OF ARTS/SCIENCES-Professional and Technical Services Contract for Mental Health Services; Purchase of Mental Health services and support, in excess of our State Mental Health Allocation. (2) Mental Health Providers @ $90.00 per hour and Mental Health Service Provider (Behavior Specialist) @ $160.00 per hour. | To Respond to the Social, Emotional and Mental Health needs of our students. | $20,000.00 |
| 2L-23 | SARASOTA SUNCOAST ACADEMY-Pay (Salary & benefits); Hiring an onsite counselor for school | Providing mental health services due to COVID with an onsite full-time counselor | $169,867.22 |
| 2L-24 | SKY ACADEMY ENGLEWOOD-Pay (Salary & benefits); 1 full time counselor with an annual salary of $53,562. 40 hours a week for 180 school days. | Hiring school counselor to provide mental health services and supports for student’s full time. This includes small groups and support for students struggling with the transition back to school. Response to COVID and providing a school counselor to help with the social and emotional needs of students returning to school after being home due to quarantine or remote learning. Some of our students have not been in a school building for 14 months and they need additional support during the transition. | $53,562.00 |

**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.**

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| ***Extended Year Learning Programs (Summer)***  Summer learning programs can offer another opportunity to accelerate learning, especially for those students most impacted by disruptions to learning during the school year. Sarasota County Schools designs programs that work best in the local context and reflect the characteristics that evidence suggests leads to successful summer programs. These characteristics include programs are voluntary, full day lasting five to six weeks, include three hours of language arts and mathematics taught by a certified teacher each day, and include enrichment activities and experiences. Research points to the potentially positive benefits of strong summer programs. A longitudinal study of summer programs showed students who participated in the summer programs that were reviewed received some benefits in mathematics; however, students with high rates of attendance who attended programs for consecutive summers experienced the greatest learning gains. The amount and quality of instruction influenced the academic benefit, with the highest benefits to students attending programs with high-quality instruction provided by a certified teacher and high academic time on task.  Summer learning programs will also be designed to meet the social and emotional needs of students and provide them with engaging and enriching experiences.  Other considerations for Summer Learning Program design:   * **Partner with families**. Give family members specific resources and strategies to support their children’s learning, consistent with legal requirements to communicate in a language and format they can understand. Programs may incorporate parent classes focusing on nutrition, computer literacy, career development, or college preparation. * **Ensure there is a tangible benefit for students.** For older students, this could mean offering course credit; providing career exploration; arranging for pre-employment transition services for students with disabilities, as applicable; and offering apprenticeships or internships. * **Focus on relationships**. Sustained and strong adult-student relationships can result in higher attendance and better student outcomes. * **Include enrichment opportunities that support social, emotional, and academic development.** The activities provided can include tutoring and homework help, along with a broad array of enrichment activities ranging from science, technology, engineering, and mathematics (STEM) activities, career and technical programs, youth development, physical fitness and health education, and arts programs. * **Make programs free, inclusive, and supportive of families.** Programs should not charge fees for families to participate, provide transportation and be available to students with disabilities, English learners, and other underserved students. * **Scale up existing programs that have demonstrated results.** Enrichment activities and experiences might be provided by community partners. Consider partners that already have existing programs that have benefitted students and work with them to support afterschool, weekend, and summer enrichment opportunities for students enrolled in these programs. * **Build in frequent program assessment and evaluation**. Continuous quality improvement and frequent evaluations of the program assist the providers in analyzing and making improvements to better provide students with engaging opportunities that improve their lives. Use early warning indicator systems to identify students with the greatest needs. | | | |
| **Activity #** | **Activity** | **Description of Activity** | **Expenditure** |
| 2M-1a-e | Pay for Classroom Teachers | to deliver instruction, enhanced progress monitoring, and data-driven instructional planning to deliver intervention/acceleration opportunities | *$3,542,337.98* |
| 2M-2a-e | Pay for Administrators | to carry out Extended Year/Summer Learning programs | *$206,483.13* |
| 2M-3a-e | Pay for Other Certified Staff | for Student Support Services during Extended Learning/Summer Learning: Behavior Specialist, Social Worker, Counselor, Mental Health Therapist, Psychologist, Truancy Worker, Health Services/Nurses, School Police | *$429,108.48* |
| 2M-4a-e | Pay for Other Support Personnel | Instructional Media | *$2,624.53* |
| 2M-5a-e | Pay for Other Support Personnel | Facilities, Custodial Services, Maintenance | *$128,741.03* |
| 2M-6a –  2M-8e | Pay for Other Certified Staff | Pay for Extra Duty Hours/Days for Other Certified Staff | *$83,874.80* |
| 2M-9a-e | Stipends (Pay) | for curriculum development and instructional planning for Extended Learning/Summer Programs | *$3,196.71* |
| 2M-10 | Instructional Curriculum and Consumable Supplies | for Extended Learning/Summer Programs | *$10,000.00* |
| 2M-11 | Technology-Related Subscriptions | for Extended Learning/Summer Programs | *$7,500.00* |
| 2M-12 | Transportation | for Extended Learning/Summer Learning | *$120,155.00* |
| **Charter School Request for Reimbursement for Allowable Activities** | | | |
| 2M-13 | STATE COLLEGE OF FLORIDA-Pay for After School Tutoring: After school tutoring needed for students (Math and English) | Tutoring - 2 hours a week X 36 weeks = 72 hours; 72 hours for English and 72 hours for Math = 144 hours. $45.00 per hour = $6,480.00 X two years = $12,960 | $12,960.00 |
| 2M-14 | STATE COLLEGE OF FLORIDA-Pay for Extended Year/Day/Week Learning Opportunities: Summer boot camp for math and writing research papers | English Boot Camp - 6 hours a day; 10 days in July = 60 hours Math Boot Camp - 6 hours a day; 10 days in July = 60 hours total = 120 hours; $45.00 per hour = $5,625.00 | $5,625.00 |

**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.**

As SCS recovers from the most challenging educational years in recent history, the instructional and operational administration and staff have taken pause to reconstruct a meaningful districtwide Strategic Plan. This plan focuses on both academic and social emotional learning, safety and security, operational efficiency, teacher recruitment and emphasizes fiduciary responsibility in all areas. When formulating the Strategic Plan, detailed strategies and metrics were developed for each area and project. For example, the academic plan emphasizes academic acceleration, improving the MTSS practices across schools and fully systematizing Professional Learning Communities. SCS will be sponsoring projects in data management, data accessibility, data security, and the strategic use of data to monitor student performance, the context for that performance, resource use, staff recruitment as well as the use of resources in all areas. It is our hope to research and use the best practices available and develop standard operating procedures to support plan implementation. To facilitate these academic and operational projects, SCS will utilize ARP funding to employ two strategic managers. These positions will oversee, monitor, and evaluate both academic and operational projects. They will be knowledgeable of project management, and onboarding of needed technical programs such as the new digital MTSS platform, new curricula, the PLC and MTSS implementation and training etc. They are necessary to provide oversight so new and efficient academic and operational systems are maintained after ESSER dollars are expended.

SCS teachers and administrators have expressed concern on accessing data, deriving meaning from data patterns, and applying this information to appropriate and differentiated instructional strategies. There is a disconnect between interpreting the information once accessed and fully understanding how to modify instruction in response. The implementation of district wide MTSS processes, ESSER requirements and state mandates require the seamless integration of progress monitoring data into instructional practice. An instructional Progress Monitoring Specialist knowledgeable about test design, other progress monitoring techniques, and data use is necessary to coordinate the use of and data collection of progress monitoring data. This information will be collected districtwide to evaluate the effectiveness of instructional strategies and provide timely feedback to schools and the district. This position will provide ongoing reports to better understand how instructional activities are being implemented, attended and correlate to student outcomes.

Due to budget cuts and the reallocation of scarce resources in the past, SCS lacks a position to coordinate professional learning. Recently, SCS has implemented a variety of professional learning activities targeting the implementation of PLCs, MTSS, and high impact instructional activities using ESSER funding to accelerate learning and propel all students forward. Such professional learning is a necessity to implement evidence-based activities, appropriate progress monitoring activities, and differentiated instruction to meet the needs of both teachers and students. Coordination of all these activities is necessary to ensure their alignment, a positive response from staff, and effective use of professional learning to reap the outcome evidenced by student learning gains. A professional learning coordinator is necessary to integrate these activities.

Building relationships is a vital component in the educational process. Research evidences that students from families who take an active role in the educational process experience positive outcomes. Unfortunately, school systems have seen a decline in these positive relationships due to COVID, school closures, and national school security issues which have led to a general state of anxiety among an increasing number of parents and communities. As a result, SCS recently hired a Parent and Family Advocate to work with students and families. To support this initiative, ESSER ARP funds will provide stipends to a Parent and Family Engagement Champion at each school. These school-based individuals will coordinate engagement activities at the local level to bring our parents back to campus as positive educational advocates.

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| **Professional Development** | | | | | | |
| **Activity #** | **Position** | | **Description of Activity** | | **Expenditure** | |
| 2N-1a-d | Stipends (Pay) for Staff | | to participate in Professional Learning outside the duty day/year at the School Board Approved Rate (currently $16.07/hour): 2,800 staff x 30 hours = 84,000 hours of PD participation x School Board Approved Rate BEST Standards, Professional Learning Communities, High Quality Curriculum, Parent and Family Engagement) | | $4,399,933.86 | |
| 2N-2a-e | Pay for Paraprofessionals/Classified Staff | | to participate in professional learning opportunities outside the contract/duty day (regular rate of pay for 2.5 hours/week, time and a half for more than 2.5 hours/week) up to 500 hours | | $13,457.35 | |
| 2N-3a-c | Substitutes for Staff | | to participate in Professional Learning during the duty/contract day BEST Standards, Professional Learning Communities, High Quality Curriculum up to 1,000 days | | $155,816.21 | |
| 2N-4a-e | Stipends (Pay) for Staff | | to plan and provide Professional Learning outside the duty day/year at the School Board Approved PD Trainer Rate (currently $37.49/hour, $32.14/hour): BEST Standards, Professional Learning Communities, High Quality Curriculum (up to 500 hours) | | $22,394.65 | |
| 2N-5a –  2N-7e | Pay (Stipend) | | for Extra Duty Hours/Days for Other Certified Staff to carry out "like duties" outside the contracted day/year (average $50.00/hour x 2,000 hours) | | $119,470.00 | |
| 2N-8 | Technology-Related Subscriptions | | for Professional Development (Plural) | | $40,000.00 | |
| 2N-9a-h | Pay (Salary and Benefits) | | for District Professional Learning Director | | $429,728.55 | |
| **Supplemental Positions** | | | | | | |
| **Activity #** | **Position** | | **Description of Activity** | | **Expenditure** | |
| 2N-10a-g | Progress Monitoring Assessment Specialist | | Provide strategic data collection to support project data collection, reporting on programmatic activities | | $218,268.93 | |
| 2N-11a –  2N-12 | 2 Strategic Initiative Project Mangers | | Oversite of many new academic, acceleration, technology, data synthesis, facility and operational projects | | $575.774.05 | |
| **Parent and Family Engagement** | | | | | | |
| **Activity #** | **Activity** | | **Description of Activity** | | **Expenditure** | |
| 2N-13a-e | School-based Parent and Family Engagement Champions | | Stipends for a school-based Parent and Family Engagement Champion at each school site. | | $119,470.00 | |
| **Charter Request for Reimbursement for Allowable Activities** | | | | | | |
| **Activity #** | | **Activity** | | **Description of Activity** | | **Expenditure** |
| 2N-14 | | DREAMERS ACADEMY-Instructional materials & printing: Supplemental materials and printed materials (copies) for parents who do not use technology or speak English | | Printed material and copies are a high cost because many of our families do not use technology and only respond with printed materials for communication. | | $5,367.00 |
| 2N-15 | | IMAGINE SCHOOL AT NORTH PORT-Instructional Curriculum Materials (K-12 Mathematics Curriculum): The school will purchase comprehensive math curriculum that includes remediation tools in order to implement the B.E.S.T. standards and address learning loss. | | Purchasing new math curriculum will allow us to effectively address 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 by administering and using high-quality curriculum and assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction; and implementing evidence-based activities to meet the comprehensive needs of students. | | $71,636.39 |
| 2N-16 | | IMAGINE SCHOOL AT PALMER RANCH-Technology-related Subscription: iReady for grades 3rd-8th for the 2022-2023 school year | | The iReady software will be utilized for differentiated instruction. | | $16,767.75 |
| 2N-17 | | SARASOTA SCHOOL OF ARTS/SCIENCES-Pay (Salary and Benefits) - Attendance Clerk: Salary and Benefits for Attendance Clerk - tracking student attendance and work with admin to improve student engagement | | To track student attendance and to work with Admin to increase student engagement during the pandemic. To decrease student truancy and keep the students in school to prevent learning loss. | | $97,621.52 |
| 2N-18 | | SKY ACADEMY VENICE-Technology-related Subscription: Purchase of I-ready and IXL software for campus 1 site license per program. $3500 for IXL and $6500. | | I-ready provides progress monitoring for all students multiple times per year and allows for staff to develop learning targets and pathways to address student growth. IXL allows for targeted skills to be practiced at home and at school with immediate feedback for student proficiency. | | $10,000.00 |

**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.**

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| **Charter School Request for Reimbursement for Allowable Activities (2O)** | | | |
| **Activity #** | **Activity** | **Description of Activity** | **Expenditure** |
| 2O-1 | IMAGINE SCHOOL AT NORTH PORT-Renovation and Maintenance: The school will replace old carpeting in the Elementary Campus front office and student services area with vinyl flooring in order to reduce allergens and increase cleanliness. | Replacing carpeting with vinyl flooring reduces risk of virus transmission and exposure to environmental health hazards and supports student health needs. | $8,000.00 |
| 2O-2 | ISLAND VILLAGE MONTESSORI SCHOOL-Facilities: Outdoor learning environment for small groups, Flexipave $15,000 - and sunshade $20,000 | Outdoor learning has been encouraged and recommended to increase opportunities for fresh air and increased distance between students and staff. Due to the intensity of the Florida heat, a sunshade is necessary. | $35,000.00 |
| 2O-3 | ISLAND VILLAGE MONTESSORI SCHOOL-Facilities: Covered outdoor Physical Education space, concrete/infrastructure and sunshade $ | We are encouraging students and educators to utilize outdoor learning spaces to allow for more freedom of movement and physical distance. | $300,000.00 |
| 2O-4 | ISLAND VILLAGE MONTESSORI SCHOOL-  Part Time Math Coach for school years 22-23 and 23-24 | Our Math FSA and other assessments indicated a significant learning loss for our ESE student population as well as students whose attendance was impacted by COVID 19. We have created a new salaried position to address the learning losses. The Math Coach will analyze data, work directly with students, and support classroom teachers. | $55,014.99 |
| 2O-5 | SARASOTA ACADEMY OF THE ARTS-School Improvements: Improvements to school facility | 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. | $42,620.01 |
| 2O-6 | SARASOTA MILITARY ACADEMY-Replace carpet with tile.: Replace carpet with tile in three classrooms. | Reduce risk of virus transmission. | $11,437.00 |
| 2O-7 | SKY ACADEMY ENGLEWOOD-Facility improvements: Design and installation of a non-porous outdoor physical education learning environment. Clearing the land, laying concrete, sealing the concrete, and installing physical education equipment for outdoor learning. | Creating an outdoor learning environment for our physical education department so that students can learn and be physically active outside, and not cramped indoors while being physically active. This creates more space so that students are better separated. The physical activity taking place creates a more well-rounded educational experience as well as providing students with a physical outlet improving their mental and emotional health. | $60,000.00 |
| 2O-8 | STUDENT LEADERSHIP ACADEMY-School Facility Repairs: HVAC systems: Replace three (3) existing AC Unit, Heater, and Motorized Damper to Per Code. Cost Breakdown: Qty - 3 @ $16,738.00 per unit, 1 per year. TOTAL PER YEAR: $16,738.00 THREE (3) YEAR TOTAL COST: $50,214.00 | Replacing three dilapidated HVAC systems to help keep our students and staff healthier by minimizing the spread of pollutants or contaminants out of the air that passes thru them. Will minimize the dirt level and reduce other harmful substance and reduce the chances of allergies and asthma. | $50,214.00 |
| 2O-9 | STUDENT LEADERSHIP ACADEMY School Facility Repairs: Replace Electrical Panels Replace three (3) existing Electrical Panels to Code. Cost Breakdown: Qty - 3 @ $5,846.10 per unit TOTAL COST: $17,538.30 | Replacing three Electrical panels and breakers to enable and improve the operation of the school in order to support the overall health and safety of our students. Will also allow SLA the ability to provide educational services 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 if another possible long-term closures were to occur. | $17,538.30 |
| 2O-10 | SUNCOAST SCHOOL FOR INNOVATIVE STUDIES-Repair Roof over Gym and Office Area: The roof over the gym and office will leak during a heavy rain. We want to stop the leaks to decrease the chance of mold or bacteria growth thus improving the air quality. We will use a licensed contractor to complete roofing work. | The roof over the gym and office will leak during a heavy rain. We want to stop the leaks to decrease the chance of mold or bacteria growth thus improving the air quality. This will help us mitigate the spread of viruses such as the novel COVID-19 virus. | $20,000.00 |
| 2O-11 | SUNCOAST SCHOOL FOR INNOVATIVE STUDIES-Replace all closet doors to AC units: 20 bi fold doors need to be replaced. These are closet doors that need to be able to close and lock. The current doors are broken or do not function properly. This aids in the exposure of the new AC units and increases the chance that they could be tampered with thus decreasing the air quality it is meant to provide and uphold. | The current bi-fold doors do not protect the investment for new AC units with special UV lighting to clean the air increases the chance that they could be tampered with, thus decreasing the air quality it is meant to provide and uphold. | $4,000.00 |
| 2O-12 | SUNCOAST SCHOOL FOR INNOVATIVE STUDIES-Replace the flooring in 12 classrooms and 4 hallways, demo old cabinetry.: 16 spaces at $2,000 each = $32,00 Demo Cabinetry $3,000 | The current floors are VCT. VCT is made of only a small amount of vinyl with limestone or other materials that result in a more porous option, meaning it needs consistent maintenance to uphold its structure. The intense maintenance and the porosity make it a prime location for catching germs and holding on to them It is extremely difficult to keep this type of material sanitized. We would like to replace it with a material like LVT is made from vinyl making it a durable hard surface with a protective layer. This can help ensure that our young students, who love to spend time learning on the floor are in a more sanitary learning environment. Further still, the cabinetry is old and extremely porous. We would like to remove it to decrease the chance of mold growing in classrooms. | $35,000.00 |
| 2O-13 | SUNCOAST SCHOOL FOR INNOVATIVE STUDIES-Replace sinks, toilets, and floors in 4 staff bathrooms. Replace the toilets in 4 student bathrooms: Sinks - $200 \* 4 = $800, Auto flushing toilets $200 \* 12 = $2,400 | The auto flushing toilets can reduce the spread of germs and reduce the spread of COVID-19. The updated commercial sinks with auto sensing faucets can help reduce the spread of COVID 19. | $2,600.00 |

**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.**

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| **Charter School Request for Reimbursement for Allowable Activities (2P)** | | | |
| **Activity #** | **Activity and Description** | **Rationale** | **Expenditure** |
| 2P-1 | IMAGINE SCHOOL AT PALMER RANCH-Air Condition Unit: 10 units @ 15166 | New Air condition units to ensure proper airflow and ventilation to promote health and safety for all stakeholders. | $151,660.00 |
| 2P-2 | SARASOTA MILITARY ACADEMY-Replace AC Systems: Replace 7 AC systems @ $20,000 each | 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. | $140,000.00 |
| 2P-3 | SARASOTA SCHOOL OF ARTS/SCIENCES-Facilities: Maintenance, Repairs and Upgrades to our HVAC System (Portion Paid by ESSER II), to pay the remaining balance to improve our school's air quality. Work was supervised by URI (Unlimited Restoration, Inc), and work was completed by Pure Air. | To improve air quality in our school, to support student's health needs. | $94,583.56 |
| 2P-4 | SARASOTA SCHOOL OF ARTS/SCIENCES-Facilities: Maintenance, Repairs and Upgrades to our HVAC System - Duct Cleaning throughout the building, to improve our school's air quality. To be completed by our HVAC Contract Service Provider - Cool Today | To improve air quality in our school, to support student's health needs. | $20,180.00 |
| 2P-5 | SARASOTA SCHOOL OF ARTS/SCIENCES-Facilities: Maintenance, Repairs and Upgrades to our HVAC System - Installation of UV Kits to each system, and to include the Rooftop Package Units on the Gymnasium. (23) systems @ $827.00 each (discounted @ $3,804.20), and (4) Rooftop Package Units @ $827.00 each (discounted $661.60). To be completed by our HVAC Contract Service Provider - Cool Today. | To improve air quality in our school, to support student's health needs. | $17,863.20 |
| 2P-6 | SARASOTA SCHOOL OF ARTS/SCIENCES-Facilities: Maintenance, Repairs and Upgrades to our HVAC System - to replace one of the Rooftop Package Units in the Gymnasium. To be completed by our HVAC Contract Service Provider - Cool Today | To improve air quality in our school, to support student's health needs. | $68,270.56 |
| 2P-7 | SARASOTA SCHOOL OF ARTS/SCIENCES-Facilities: Maintenance, Repairs and Upgrades to our Windows and our Doors - to replace older window and doors in our existing building to repair deficiencies and improve the air quality in our school. | To improve air quality in our school, to support student's health needs. | $100,000.00 |
| 2P-8 | SKY ACADEMY ENGLEWOOD-Facilities repairs and maintenance: maintenance and repair of AC and heating units within the building | Maintaining an efficient AC and heating system that provides safe air quality for the school. The school currently has 21 air handlers that need maintenance in order to run at peak performance and effectively maintain a healthy and safe environment. | $50,000.00 |
| 2P-9 | SUNCOAST SCHOOL FOR INNOVATIVE STUDIES-Replace 3 Large Leaky Windows: 3 windows at $3,000 = $9,000 | The leaky windows help to increase the chance for mold to grow and decrease the air quality. | $9,000.00 |

**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.**

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| **Charter School Request for Reimbursement for Allowable Activities (2Q)** | | | |
| **Activity #** | **Activity and Description** | **Rationale** | **Expenditure** |
| 2Q-1 | SARASOTA ACADEMY OF THE ARTS-Furniture (Student Tables): Accent Series Preschool Rectangle Collaborative Table (24" W x 48" L) 209.88 x 5 | Purchasing student tables will assist with 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 by providing distance safely during classroom hours | $249.40 |
| 2Q-2 | SARASOTA ACADEMY OF THE ARTS-Furniture (Chairs): Sprogs® Structure Series Preschool Chair (12" Seat Height) 40 x 44.88 | Purchasing student chairs will assist with 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 by providing distance safely during classroom hours | $1,795.20 |
| 2Q-3 | SARASOTA ACADEMY OF THE ARTS-Furniture Mobile Stool Cafeteria Table for additional seating to promote social distancing | Purchasing additional cafeteria tables will  assist with 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 by providing distance safely during classroom hours | $7,019.97 |
| 2Q-4 | SARASOTA ACADEMY OF THE ARTS-Furniture (Desks and Chairs): Teacher desks, science lab desks, school desks and chairs | Purchasing student and teacher chairs will assist with 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 by providing distance safely during classroom hours | $15,000.00 |

**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.**

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| **Supplemental Teacher Allocation for Student Learning Gains (Secondary Teachers)** | | | |
| **Activity #** | **Activity** | **Description of Activity** | **Expenditure** |
| 2R-1a-e | Supplemental Teacher Allocation | for Student Learning Gains (Secondary Teachers) | $107,523.00 |
| **Curriculum Adoption**  It is necessary for students to have access to current Social Studies textbooks aligned with BEST Standards to properly mitigate losses from COVID to meet and exceed pre-pandemic proficiency levels. The implementation and instruction of BEST Standards requires new instructional materials. To promote a uniform, effective, and consistent high-impact learning loss strategy, appropriate, quality instructional materials must be in place. | | | |
| 2R-2 | Textbooks | Social Studies Curriculum Adoption Materials | $1,410,666.01 |
| **Human Resources** | | | |
| *2R-3* | Application Routing System |  | $400,000.00 |
| *2R-4* | Recruiting Pipeline Development |  | $150,00.00 |
| *2R-5* | Salary Schedule Study |  | $200,000.00 |
| **Charter School Request for Reimbursement for Allowable Activities (Activity 2R)** | | | |
| 2R-1 | IMAGINE SCHOOL AT PALMER RANCH-Vehicles: 2 School Busses @ 90632 | School busses to transport students to and from school and also our upcoming annual Summer Learning Program. | $181,264.00 |
| 2R-2 | SARASOTA ACADEMY OF THE ARTS-Salary and Benefits: Grant Writer | Provide Federal and State grants beyond school resources | $36,000.00 |
| 2R-3 | SARASOTA MILITARY ACADEMY-Pay (Stipend): Stipend of $500-$1,000 for 20-25 coaches/advisors. One-time stipend for coaches/advisors of after-hours enrichment activities. | 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. | $20,000.00 |
| 2R-4 | SARASOTA SUNCOAST ACADEMY-Pay (Salary and Benefits): Hiring two additional Physical Education teachers | additional staff to spread out students in response to COVID for physical education classes | $349,310.88 |
| 2R-5 | SKY ACADEMY ENGLEWOOD-Pay (Salary and Benefits): Payroll and benefits for staff who work with the PBIS program at the school. Minimum staff salary is $47,500 per year. We currently have 22 staff members involved with PBIS. | Maintaining a qualified staff that has been trained in a PBIS program designed to help develop student positive choices, managing relationships, and creating a positive culture which results in a stronger social and emotional environment for all students. A culture focused on how to properly deal with conflict and make positive choices creates a much more successful environment for students returning to school after being gone for 14 months or returning after a ten-day quarantine due to COVID. | $157,394.26 |
| 2R-6 | SKY ACADEMY VENICE-Pay (Salary and Benefits): 1 full time Instructional Coach/PBIS Leader with an annual salary of $65,172.21. 40 hours a week for 180 school days. | Hiring school Instructional Coach/PBIS leader to provide Instructional services and supports for teacher full time. This includes professional development, data analysis, small group PD, individual instructional support. PBIS Leader will support and monitor the PBIS program on campus with culture building and positive student support programs. | $65,172.21 |
| 2R-7 | SKY ACADEMY VENICE-Pay (Salary and Benefits): 1 full time reading teacher with an annual salary and benefits of $55,000, 40 hrs. a week, 180 days per year. | Full-time reading teacher will be hired to provide 6 periods of reading instruction to all students who are working below proficiency levels and students with diagnostic scores below benchmark on two consecutive i-Ready assessments. | $55,000.00 |
| 2R-8 | STATE COLLEGE OF FLORIDA-Travel (Registration, Accommodations, Mileage, Transportation, Meals): Biology, Math, HOPE, English, World History, Leadership, Technology (FTEC) = 10 teachers/staff X $2,000 | Travel expenses including meals, hotel costs, gas, transportation, substitutes. | $20,011.83 |
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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.**

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| ***Administration*** | | | |
| **Activity #** | **Activity** | **Description of Activity** | **Expenditure** |
| 2S - 1 | Administration | 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.**

Sarasota County Schools is committed to addressing the impact of lost instructional time on underserved and disproportionately impacted students including:

1. Reengaging students in their learning including by meeting the social, emotional, mental health, and academic needs of students and through such approaches as tutoring and creative staffing;

2. Providing information and assistance to families as they support students, including through home visits and information sharing; and

3. Using high-quality assessments to inform teaching and learning, including acceleration, and target resources and supports.

A careful review of SCS data indicates a disproportionate number of low-achieving students are members of the Black, ESE, ELL and Low SES student groups. Often these students are members of several student groups who fail to make learning gain. ESSER ARP data will be strategically used to provide a targeted approach to address the achievement gaps evidenced. Specifically, SCS staff will (re)arrange teaching and learning environments within a Multi-tiered System of Supports framework so:

(a) all students experience targeted vibrant, positive, and constructive adult and peer relationships;

(b) students who are at risk for academic, social, emotional, and/or behavioral difficulties proactively receive increased and targeted supported; and

(c) students with disabilities or other significant academic, social, emotional, and/or behavioral challenges receive intensive and individualized supports to promote positive and equitable outcomes for all students.

In addition, consistent progress monitoring of students will be disaggregated using early warning indicator dashboards to identify low performing students. Using a PLC format, teachers and support staff will investigate the learning environment of these students and provide targeted interventions. Students will be reevaluated as learning progresses and interventions modified as needed. Parent Champions will work with families and whole communities to maximize support.

Further, ARP dollars will be used to provide professional learning in the latest curricula and strategies (identified above) as well as systemizing the MTSS and PLC framework across the district.

Often these subgroups lack technology, internet access, and technical support. ARP dollars will be used to ensure students have access as needed. Technology support will also be provided to parents.

The district will use ARP dollars provide additional academic, social, and behavioral support staff for low performing students. These staff will be identified as having the specific certifications to provide specific services to ESE and ELL students.

Extended learning opportunities are necessary for these students as well. ESSER ARP funds will be used to provide additional tutoring, before, during and after school as well as in the Summer.

New and existing funds are coordinated and braided to maximize efficiencies and reduce duplication to support the design, implementation, evaluation, and use of data to inform continuous improvement of proven and promising strategies and practices to address the impact of lost instructional time.

**Part III LEA Plan for Safe Return of In-Person Instruction**

Each LEA developed and made publicly available on the LEA’s website a plan for the safe return of in-person learning in the Fall of 2020. This was before the enactment of the ARP Act. This plan must be updated to address the requirements of the U.S. Department of Education’s Interim Final Rule, 88 FR 21195. The Interim Final Rule “does not mandate that an LEA adopt the CDC guidance, but only requires that the LEA describe in its plan the extent to which it has adopted the key prevention and mitigation strategies identified in the guidance.” 88 FR at 21200. Any updated LEA plan must be consistent with state law, including any applicable executive order, any agency emergency order, or any agency regulation or rule. Note specifically that LEA policies must comply with section 381.00316, Florida Statutes, and that any policies implemented after August 9, 2021 must comply with Florida Department of Health Rule 64DER21 -12, F.A.C., and any policies implemented after September 22, 2021 must comply with Florida Department of Health Rule 64DER21-15, F.A.C.

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

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

**Part IV: Assurances**

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

**Assurance 1: LEA Periodic Plan Update with Public Comment.**  As required in the U.S. Department of Education’s Interim Final Rule, 88 FR 21195, the LEA must regularly, but no less frequently than every six months, review and as appropriate, revise its plan for the safe return to in-person instruction and continuity of services. In determining whether revisions are necessary, and in making any revisions, the LEA must seek public input and take such input into account. If at the time the LEA revises its plan the CDC has updated its guidance on reopening schools, the revised plan must address the extent to which the LEA has adopted policies, and describe any policies, for each of the updated safety recommendations. Significantly, the Interim Final Rule “does not mandate that an LEA adopt the CDC guidance, but only requires that the LEA describe in its plan the extent to which it has adopted the key prevention and mitigation strategies identified in the guidance.” 88 FR at 21200. Any updated LEA plan must be consistent with state law, including any applicable executive order, any agency emergency order, or any agency regulation or rule. Specifically, LEA policies must comply with section 381.00316, Florida Statutes, and any policies implemented after August 9, 2021 must comply with Florida Department of Health Rule 64DER21 -12, F.A.C., and any policies implemented after September 22, 2021 must comply with Florida Department of Health Rule 64DER21-15, F.A.C.

**Assurance 2: Continue progress monitoring and interventions.** The district agrees to provide robust progress monitoring and requisite interventions must be extended to all students with tiered support for students who are performing below grade level and are not making adequate progress. Students who are receiving instruction through innovative teaching methods must transition to another teaching method if they fail to make adequate progress. The district agrees to provide monthly progress monitoring reports to parent/guardians for students identified as performing below grade level and/or demonstrating decline on the district’s progress monitoring system.

**Assurance 3: Allowable Uses of Funds.** The LEA will use funds for activities allowable under section 2001(e) of the 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** |
| Dr. Denise, Cantalupo, Executive Director |
| **Contact information: email, phone number** |
| 941-927-9000 x32250 [Denise.Cantalupo@sarasotacountyschools.net](mailto:Denise.Cantalupo@sarasotacountyschools.net) |
| **Superintendent signature (or authorized representative)** |
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