

2021-24 American Rescue Plan

Elementary and Secondary School Emergency Relief Fund

Local Educational Agency ARP ESSER Plan,

Application and Assurances

**[Collier 011]**

**Purpose**

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

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

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

**Directions**

Districts shall submit its ARP ESSER application to the Office of Grants Management via ShareFile **on or before November 12, 2021**. ShareFile access has been established for the ARP ESSER Lump Sum program for each LEA. The complete application shall include:

* LEA ARP ESSER Plan, Application and Assurances utilizing this template;
* DOE 100A Project Application Form; and
* DOE 101 Budget Narrative Form.

Each LEA developed and made publicly available on the LEA’s website a plan for the safe return of in-person learning in the Fall of 2020. This was before the enactment of the ARP Act. This plan must be updated to address the requirements of the U.S. Department of Education’s Interim Final Rule, 88 FR 21195. The requirements of the Interim Final Rule are summarized in Appendix A. Each LEA shall seek public comment on the updated plan and take such comments into account prior to the submission of the final plan to the Department. Updated plans must comply with state law, including any applicable executive order, any agency emergency action, or any agency regulation or rule. No later than 60 days from receipt of its DOE 200, Project Award Notice, each LEA shall email its updated final plan to [recoveryplan@fldoe.org](mailto:recoveryplan@fldoe.org). The subject line of the email must include district name and Plan for the Safe Return of In-person Instruction. Upon the Department’s approval, the LEA shall post this plan on the LEA’s website within 90 days of the award.

**Part I: Implementation Plan**

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

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

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

Collier County Public Schools (CCPS) has planned a multi-dimensional approach to addressing learning loss due to COVID-19 that includes the following:

1. Extended Day programming at 15 of the District’s lowest performing elementary schools. Each school was required to utilize this time to differentiated support to access grade level instruction in either English Language Arts (ELA) and/or math, based on SY21 FSA student performance. The day was extended for 30 minutes at 15 Title I elementary schools to provide for additional intervention and enrichment time. All instructional staff will be paid for an additional 30 minutes
2. Admin supplements for extended day (targeted elementary schools, $1500 per admin)
3. Interventionists have been hired to provide additional support for ELA and math interventions during the school day. Schools are able to hire Interventionists up to 20 hours per week to support individual needs of the students within their schools
4. Credit Recovery Paraprofessionals have been allocated to each high school to provide opportunities for students to recover credits needed for high school graduation. This program takes place during the school day to overcome barriers of transportation for students.
5. Instructional Technology Resources have been purchased to provide students with technology-enhanced, individualized learning pathways in ELA and math that are designed to reinforce and remediate grade level skills.
6. Elementary students will be provided with flash cards to supplement their learning.
7. A variety of web-based licenses will be purchased to ensure differentiated and engaging learning opportunities are available to all learners both in the classroom and in an eLearning environment.
   1. ALEKS grades 3-5
   2. Imagine Learning
   3. Consultant Agreement for K-5 Curriculum Guide and Professional Learning Planning to assist in the implementation of LLI materials
   4. Edgenuity will provide secondary students with course recovery instruction and opportunities as needed for graduation
   5. The Khan Academy Secondary program also provides students with tutorial support as needed
   6. For elementary students, Defined Learning licenses will provide supplemental, high interest tutorial activities for students.
   7. The LEA will purchase Read 180 and iReady at risk readers to be used with students, as well as the iReady diagnostic tool which can be used to guide differentiated instruction to best meet the needs of all learners.
   8. The LEA will purchase iReady Math to be used with students in the elementary grades.
   9. The District will purchase Turnitin.Com as the presence of online activities and submission of digital assignments becomes the norm in our grades- 3-12 classrooms. This software allows teachers to ensure the academic integrity of the assignments being submitted while adding a tool to their toolboxes for prevention of cheating and plagiarism.
   10. The District will purchase Prepworks software E-Learning Systems which is a designed for 9th-12th grade students looking to strengthen their math and verbal fundamentals in preparation for the PSAT or SAT.
   11. The District will purchase USA Test Prep for both Elementary and Secondary as an online tool to support remediation in Science.
   12. The District will purchase licenses for 3D Science for students in Middle School to enhance learning opportunities and engaging activities in the classroom
   13. Math XL Licenses to add subscriptions for additional courses Liberal Arts Math 2, Pre-Calculus Honors, and Probability and Statistics Honors. This web-based licenses will be purchased to ensure differentiated and engaging learning opportunities are available to all learners both in the brick-and-mortar classroom and in an eLearning environment.
8. Quarterly the District Created Benchmark tests are administered to monitor student learning and data is used to drive intervention supports. Supplies will be purchased to assist with the administration (Scantron documents and printing/duplication services).
9. The District will purchase additional intervention materials such as IReady LAFS and LLI to assist in the remediation and prevention of further learning loss for students in Elementary Grades.
10. The District will cover additional costs for printing supplies related to the updated BEST standards to ensure that classroom teachers have adequate access to hard copies if requested.
11. The District will secure additional Math Instructional Materials (k-12) from the state adoption for use in classrooms.
12. The District will secure additional ELA Instructional Materials from the state adoption for use in classrooms.
13. Summer Learning for current K-5 students identified with substantial learning deficits in either ELA and/or math, and a full range of credit recovery for all secondary students. This also includes extended school year for ESE students. Summer programming will provide students with evidence-based interventions to recover lost learning. Additionally, the District will offer a STEAM Camp for select elementary students attending Title I schools as an enrichment opportunity through Title IV funds.
14. Homework Help (part time hourly before/after)
15. After School/Saturday School Supplemental Programming is being offered at high need elementary providing students with intervention opportunities in both ELA and math. These programs are developed and targeting the lowest 25 % through intervention support each Elementary school. (2 teachers per site X 32 schools X 1.5 hrs per day X 4 days per week X 18 weeks). School will each have the opportunity to hire one clerical staff as needed for documentation and parent communications. Additionally, some schools will hire language tutors to assist with classroom support during programs
16. Middle/High Supplemental (part time-hourly before/after school programs  
    targeted secondary schools). After School/Saturday School Supplemental Programming is being offered at high need middle and high schools. These programs are developed and targeting the lowest 25 % through intervention support
17. Teachers will be hired to provide supplemental after school tutoring services to students who are homeless or in foster care

**Charter**

1. Purchase iReady for SY Sept 2024 to address learning loss through the implementation of evidence-based interventions such as summer learning or summer enrichment, extended day, comprehensive afterschool program, 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 for our ethnic group, children from low-income families, children with disabilities, English learners, gender, and migrant students. We would also use iReady to address learning loss among students, including low-income students, children with disabilities, and English learners in administering and using high-quality assessments that are valid and reliable, to accurately assess student' academic progress and assist educators in meeting students' academic need, including through differentiating instruction with the new B.E.S.T standards.
2. Purchase NWEA/MAPs to address learning loss among students, including low-income students, children with disabilities, and English learners in administering and using high-quality assessments that are valid and reliable, to accurately assess student' academic progress and assist educators in meeting student’s' academic need, including through differentiating instruction with the new B.E.S.T standards.
3. Purchase of Read 180/System 44 (80 license @ $99 each) to address learning loss among students, including low-income students, children with disabilities, and English learners in administering and using high-quality assessments that are valid and reliable, to accurately assess student' academic progress and assist educators in meeting student’s' academic need, including through differentiating instruction with the new B.E.S.T standards.
4. Summer Institute for Learners 2 weeks SY 2022, 2023, 2024 would address learning loss among students, including low-income students, children with disabilities, and English learners in administering and using high-quality assessments that are valid and reliable, to accurately assess student' academic progress and assist educators in meeting student’s' academic need, including through differentiating instruction with the new B.E.S.T standards.
5. Purchase Fast Forward (50 license @ 176 each) SY 2022, 2023, 2024 to address learning loss among students, including low-income students, children with disabilities, and English learners in administering and using high-quality assessments that are valid and reliable, to accurately assess student' academic progress and assist educators in meeting student’s' academic need, including through differentiating instruction with the new B.E.S.T standards.
6. Hire Instructional Coach 2022-2023 SY
7. Use funds for an additional bus for student transportation (extended day or summer school for students at risk)
8. Teacher salaries for addressing learning loss (summer school)
9. Professional development for multiple teachers for summer school session (consultant)
10. PD for new standards (consultant 4 days)
11. Providing guest teachers so teachers may participate in professional development for strategies to address learning loss.
12. Hire additional ESE and ELL teachers to support at-risk students
13. Hire 2 Deans (lower school and upper school)
14. Speech Language, Occupation, and Physical Therapy Services
15. Purchase of additional instructional supplies for online and in-person (Teacher Learning loss workbooks, Students take-home packets)
16. Addition of SWD and ESE teachers to support learning loss

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

1. The District has employed the use of Steven Covey’s Leader In Me materials across the K-12 continuum to assist in the Social Emotional Development, the enhancement of the District’s Connect for Success Advisory Period that occurs 2x a week in grades 3-12 as well as parent training. The District will purchase Districtwide licenses for schools to access online materials as well as printed materials and supplies for use to support this initiative.
2. The District will secure additional Math Instructional Materials (k-12) from the state adoption for use in classrooms. Moved to 1-11
3. The District will secure additional ELA Instructional Materials from the state adoption for use in classrooms. Moved to 1-12
4. The District will purchase additional intervention materials such as IReady LAFS and LLI to assist in the remediation and prevention of further learning loss for students in Elementary Grades. Moved to 1-9
5. Fine Arts Education- Expansion of Theatre program in Middle and high schools. The schools will receive funding to purchase scripts, set design materials and sound and lighting equipment. CCPS believes the arts are a vital component to the development of all students, and our goal is to provide an education that offers skills, stimulates thinking and enables students to thrive in a changing world. In studying the arts, we are studying the expressions of civilization and culture. Through the arts, one connects to the past and to the current cultures of one’s own society and to those of others. In addition, the arts expand our creativity and encourage us to explore different solutions to problems. Through theatre specifically, CCPS provides platforms for the positive expression of exceptionalism and talent combined with rich connections to core academic subjects.
6. Fine Arts Education – Continuation of the Theatre Field Trip program as funded in ESSER Lump Sum. Theatre Field Trips ($5 per ticket per student X100 students X 8 highs schools X 2 performances), ($5 per ticket per student X 50 students X 10 middle schools X 2 performances) Field trip transportation- $13,000 The Collier County Public Schools are committed to providing high quality educational experiences enabling all students to achieve their maximum potential in a safe, positive environment that develops good character and respect for diversity. The Fine Arts Department's mission is to provide a comprehensive instructional program for students in grades K through 12 in the performing arts that reflects the National Standards for Arts Education, the Florida Standards, and provides a lifelong foundation for the understanding and appreciation of all the arts. The COVID-19 pandemic halted all in-person instruction in the spring of 2020, resulting in lost interactions with in-person arts education for all students, as well as eliminating many student performance opportunities and cultural enrichment experiences. Theatre education was halted by the global pandemic due to the restriction of in-person rehearsals and performances by students and staff. In response, CCPS has launched supports of in-person student learning in theatre education, through staffing and professional development with community partners, but operational program needs remain.
7. The District will contract with Learning Forward, the national support organization for Professional Learning to guide and develop the processes of Professional Learning within CCPS. The consultant agreement will provide onsite and virtual coaching days for CCPS administrators to enhance opportunities and develop capacity.
8. 2.0 Teachers on Special Assignment to maintain the New Teacher Induction Program developed during COVID to train new teachers on strategies for differentiated instruction and high-yield strategies for at-risk learners.
9. CCPS is forward thinking in the need to prepare students for Science, Technology, Engineering, Arts, and Mathematics, or STEAM, skillsets. We believe that we must do all we can do overemphasize student exposure to STEAM activities. Our STEAM program provides opportunities for all students in K-12 to participate at each grade level in hands-on, integrated projects. The grant will support teacher training for grade level and/or subject area competitions and challenges which include coding, laser challenges, solar car building and racing, Fibonacci Art challenge, grade level mathlete competitions Science Fair, Odyssey of the Mind, and much more.
10. In our elementary technology program (IR) the grant will support training in areas like ISTE Technology Standards, Canvas integration and Minecraft as well as provide opportunities for professional learning to deepen teacher practices.
11. The District will purchase an electronic portal software known as Transeo that assists the students and school counselors with tracking volunteer hours (grades 9-12) which assist with Bright Futures Scholarships and other college entrance requirements. The program links directly with single sign on to Canvas our LMS and assists students both tracking and locating volunteer opportunities.
12. The District will purchase a Typing Software called Typing Agent to support the early learning of keyboarding skills in elementary grades.
13. District administrators will host Literacy Professional learning sessions for all elementary and secondary instructional staff, targeting the standards and differentiated instruction. Teachers were provided targeted curriculum maps, materials, and guides to enhance learning opportunities for students.
14. District administrators, content coordinators and TSAs will host K-12 Math Professional Learning sessions for all instructional staff, targeting the standards and differentiated instruction. Teachers will be provided targeted curriculum maps, materials and guides to enhance learning opportunities for students. Elementary math teachers will be engaged in ongoing professional learning to enhance their understanding and development of strategies of technology-based instruction. The workshops will be delivered by trainers focused on enhancing technology in their classrooms and the use of applications to assist student achievement. Applications such as Waggle Math, ALEKs, Imagine Learning and HMH online content will be the focus of the trainings.
15. Licenses for ASCD Activate will be purchased to support Professional Learning of the teachers and staff within CCPS. ASCD Activate® is a digital and collaborative research-backed learning library that helps educators, schools, and districts learn, teach and lead.
16. The District will contract with Education Elements for support as Media Centers are re-imagined into integral parts of the learning centers in our schools. Education Elements will provide onsite and virtual coaching days for Media Specialists and District staff to enhance opportunities and develop capacity.
17. All instructional staff will be provided with a 3-day contract pre-extension to allow for professional learning on best practices and educational strategies. A variety of training topics will be addressed and the pre-extension will allow for the training to be provided before the student stat so that teachers are prepared when students arrive. This will also limit loss of instructional time due to teachers being pulled for professional development activities during the year.
18. Non-instructional and support staff will receive a 1 day pre-extension to allow for training prior to students returning to school

**Charter**

1. Supplemental compensation based on criteria and student academic recovery outcomes. Each FTE Certified staff member will be given a supplemental stipend amount of $5,429.48 over the next two years.
2. Fund certification courses for staff: Avg. of 4 staff enrolled in a certification program each semester @ $2,000/semester for 6 semesters (2022-2024) and Avg of 5 staff each year attaining additional certifications in SPED, EL, gifted, etc) @ $200/course
3. Building new leaders to ensure continuity and maintain workforce. $10,000/yr. for outside programs/leadership certifications
4. School-wide trainings avg. $3,000/yr. for 3 school years
5. Cambridge AICE Professional Development

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

1. 1.0 ESE Assistant to support independent living skills lab

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

N/A

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

N/A

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

1. 4 additional school clinic aids to assist in school level COVID responses in schools that did not have full time staff
2. 6 additional Registered Nurses to assist in school level COVID responses in schools that did not have clinic staff. The initiative is designed to supplement our contract with NCH Healthcare as we currently do not have full coverage at each school. The intent is that each school has a fulltime clinic staff to assist with triaging students in the clinics, including isolating students when necessary, tracking flu and COVID-19 patterns to be reported to the DOH and to handle the anticipated increase school clinic volume. The RN would be responsible for supervising and training the four SHA’s under the Director of Health Services.
3. District support and command center staff - .50 manager, 1.0 Network Analyst, 2.0 Network Security Specialist, 1.0 Response Center Specialist. This staff will support additional tech afterhours and 24 hr education as well as incoming emergency response calls from Department of Health and other emergency agencies.
4. Fund 2 COVID tracing staff members to support student and staff case identification
5. Provide funding to the district health fund due to increased costs associated with employee testing, hospitalizations, medication, and costs treatments of COVID-related illnesses. This will alleviate the burden to employees and eliminate the need to increase employee contributions to the self- funded health care plan.

**Charter**

1. Contract with a part- time nurse

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

1. Collier County Public Schools (CCPS) recognizes the tremendous value and need to utilize video to clearly communicate important information to internal and external stakeholders: students, parents, staff, and community members. Learning losses and challenges surrounding the COVID-19 pandemic exacerbated our need to engage stakeholders on a deeper level through the means of electronic media. Video has the power to:

* simplify complex issues
* expand the resources of educators
* reach parents who may be reluctant or unable to meet face to face
* connect students and parents with community partners for educational support

In order to effectively and professionally communicate with our parents, our in-house TV studio is in need of updated equipment. A corner set and array interview set would be purchased as well as additional set furniture ($107,883). In addition, a lighting consultant will be hired to review best practices from the field ($10,000) and guide the District in updating the studio lighting and equipment ($15,000). These production spaces will allow for us to create educational content to be used by both our traditional in-person instructional staff and those working in eCollier Virtual Academy (eCA). CCPS started eCA in response to COVID-19 as a way to provide a distinct local virtual option for families who desire that educational choice for their child(ren). When appropriate – video lessons for students – augment the in-person and virtual educational experience. Additionally, in response to the State’s requirement for mental health education (grades 6 through 12), CCPS is producing video lessons to deliver the required topics uniformly across the District and has an urgent need for video production spaces to record these lessons.

1. 4.0 ELL Teacher on Special Assignment to support language learners

**Parent and Community Engagement**

One strategy for stemming learning losses is engaging with parents and community partners on a deeper level to spread awareness of learning needs, showing parents how to monitor the grades of their child(ren), and ultimately filling achievement gaps.

1. TSA Parent Involvement .80 ESSER/.20 Title I
2. Materials and supplies for Parent and Family Involvement activities
3. Printing for Parent and Family Outreach activities
4. Translations and Childcare for Parent and Family Involvement activities
5. Transportation to and from Parent and Family Involvement activities
6. Assistant Director Parent and Family Involvement
7. Coordinator for Family and Community Engagement – ESSA

**Charter**

1. Hire ELL Tutor/paraprofessional - Used to reach additional ELL students and in smaller groups

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

N/A

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

N/A

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

1. The LEA will continue to purchase supplies to ensure health and safety of students. Health related items would include hand sanitizer, antiseptic wipes, tissues, simple green and other cleansing solutions, face masks, disposable gowns, cloth isolation gowns, infrared non-contact thermometers, safety glasses, and vinyl gloves.

**Charter**

1. Covid Health and Safety Mitigation - Purchasing of PPE and Sanitation items for the Sept. 2022, Sept. 2023, Sept. 2024, school year. Masks, thermometers, disinfectant wipes, hand sanitizers, disinfectant spray, gloves, automatic hand sanitizers, refills for automatic hand sanitizers, electrostatic hand held sprayer and refill for electrostatic hand held sprayer.
2. Consultant Contract for cleaning services

**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.**

1. Funds will be used to continue the license for the Canvas Learning Management System, which has become the primary means for instruction and students assignments online and digital assignment submission. The District will fund the cost of Canvas for FY24.
2. Wireless Air cards were purchased for approximately 2500 devices to be deployed to support on-line student learning and minimize the disruption of learning to the most at-risk students who do not have internet access in their homes. The fees will be continued once school resumed to continue learning through our district's 1:1 device roll out beginning the FY21 school year. The Air cards continue also play a vital role in maintaining instruction for students who are unable to return to the brick-and-mortar school setting for health or other reasons. In addition to the laptop and/or iPad provided to ALL students, principals and school leaders were provided access to request Internet Hotspots from the district for students and/or teachers who needed Internet access. Principals and school leaders completed a survey tool in Microsoft Forms to request the device for either teachers or students in need and the device was provided to the school for delivery.

**Charter**

1. Purchase teacher laptops to ensure staff have technology available to continue teaching should schools be closed in the future

**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.**

For the 2020-21 school year, Collier County Public Schools (CCPS) provided devices (laptops and iPads) to students in pre-kindergarten through 12th grade. Students in Pre-Kindergarten were assigned an iPad made available to take home. Students in K-12 were individually assigned a laptop made available for students to take home. The laptops will remain with the student throughout their career at CCPS. Devices were prepared for students and ready for student pick-up on the first day of school in August 2020. All students were assigned devices by their homeroom teacher as a standard supply for the school year. Over 46,000 devices were distributed throughout the school year. The laptops were issued with a charging device and a pair of headphones to enable instruction to be delivered via webcam if necessary.

1. An additional tool used regularly by both students and teachers is Microsoft Office 365. This valuable tool

allows for frequent feedback, offline use of Microsoft programs and connectivity between students and teachers. The District will fund the cost of MSOffice365 for FY22, FY23, and FY24.

1. The District will purchase the annual license/subscription for FOCUS, the Student Information System which includes a parent and student portal to allow for at home access and course grade monitoring.
2. The District will purchase the annual licensing for Panopto. Panopto is a software company that provides lecture recording, screencasting, video streaming, and video content management software, which is often used in E-learning environments.
3. The District will purchase the annual licensing for LearnSafe which is a software tool that uses screen captures to monitor appropriate use of student computers. With 24/7 monitoring, real-time alerts and screenshots, LearnSafe provides actionable data that helps schools quickly and effectively address and modify behavior.
4. Blackboard communication suite continues to be used extensively post Pandemic as this suite of tools allows schools and District leaders to communicate with parents and staff. The Blackboard communication suite is a tool that allows the automation of phone calls, email, mass notifications and newsletters to be delivered to contacts within the districtwide phone database. In addition, this allows for the management of the school and district websites, social media pages including Facebook and Twitter pages. This tool became a prevalent tool for communication during the height of the pandemic allowing both District and school level communications with quick delivery.
5. The District will purchase the annual licenses for Adobe Creative Cloud for all students in grades 3 through 12 as well as all staff. Students and staff will have access to the Creative Cloud software for the purposes of content creation for a variety of learning needs.
6. The District will purchase the annual subscription for Prolexic a network security solution. As additional devices continue to be added to the district network, a proactive approach must be considered to ensure stability of the network for all users.
7. Math XL Licenses to add subscriptions for additional courses Liberal Arts Math 2, Pre-Calculus Honors, and Probability and Statistics Honors. This web-based licenses will be purchased to ensure differentiated and engaging learning opportunities are available to all learners both in the brick-and-mortar classroom and in an eLearning environment.
8. Smart Music Licenses - These web-based licenses will be purchased to ensure differentiated and engaging learning opportunities are available to all learners both in the brick-and-mortar classroom and in an eLearning environment.
9. A variety of web-based licenses will be purchased to ensure differentiated and engaging learning opportunities are available to all learners both in the classroom and in an eLearning environment. Moved to 1-7
   1. ALEKS grades 3-5
   2. Imagine Learning
   3. Consultant Agreement for K-5 Curriculum Guide and Professional Learning Planning to assist in the implementation of LLI materials
   4. Edgenuity will provide secondary students with course recovery instruction and opportunities as needed for graduation
   5. The Khan Academy Secondary program also provides students with tutorial support as needed
   6. For elementary students, Defined Learning licenses will provide supplemental, high interest tutorial activities for students.
   7. The LEA will purchase Read 180 and iReady at risk readers to be used with students, as well as the iReady diagnostic tool which can be used to guide differentiated instruction to best meet the needs of all learners.
   8. The LEA will purchase iReady Math to be used with students in the elementary grades.
   9. The District will purchase Turnitin.Com as the presence of online activities and submission of digital assignments becomes the norm in our grades- 3-12 classrooms. This software allows teachers to ensure the academic integrity of the assignments being submitted while adding a tool to their toolboxes for prevention of cheating and plagiarism.
   10. The District will purchase Prepworks software E-Learning Systems which is a designed for 9th-12th grade students looking to strengthen their math and verbal fundamentals in preparation for the PSAT or SAT.
   11. The District will purchase USA Test Prep for both Elementary and Secondary as an online tool to support remediation in Science.
   12. The District will purchase licenses for 3D Science for students in Middle School to enhance learning opportunities and engaging activities in the classroom
   13. Gizmos- Gizmos are interactive math and science simulations for grades 3-12. Gizmos are aligned to the latest standards help educators bring powerful new learning experiences to the classroom. Gizmos provides four very important educational practices.
10. A license for Cisco WebEx with ESSER I was purchased and will be continued at least through the life of the grant period to allow for continued socially distanced meetings, parent trainings, and student learning activities.

**Charter**

1. Purchase tablets and carts to support digital learning
2. Purchase Go Guardian Suite Starter to filter and monitor students' devices while they're on campus. It gives teachers the opportunity to manage classrooms better due to less contact with students 1:1. The Go Guardian Suite will aid 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.
3. Purchase IXL Learning Site License for grade-levels K-8th grade for the 2024-2025 school year. IXL is another online math tool that will help support all of our students with math practice and math fluency. IXL will aid 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.
4. Purchase Aleks online Math Program for grades 3rd-8th for 2023-2024 and 2024-2025 school years. This online program is a research-based, online learning program that offers course products for Math, Chemistry, Statistics, and more. Rooted in 20 years of research and analytics, ALEKS is a proven, online learning platform that helps educators and parents understand each student's knowledge and learning progress in depth, and provides the individual support required for every student to achieve mastery. Aleks will aid 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.
5. Purchase iReady Learning Teacher Toolbox Access Math & Reading per site 201-350 This online program is a research-based, online learning program that offers course products for Math, Chemistry, Statistics, and more. Rooted in 20 years of research and analytics, IReady Learning Teacher Toolbox Access is a proven, online learning platform that helps educators and parents understand each student's knowledge and learning progress in depth, and provides the individual support required for every student to achieve mastery. iReady Learning Teacher Toolbox Access will aid 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.
6. Purchase iStation school license for Span Reading & Span Math K-8 SY Sept 2022, 2023, 2024 this online program is a research-based, online learning program that offers course products for Math, Chemistry, Statistics, and more. Rooted in 20 years of research and analytics, iStation is a proven, online learning platform that helps educators and parents understand each student's knowledge and learning progress in depth, and provides the individual support required for every student to achieve mastery. iStation will aid 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.
7. Updated technology and furniture for use in Media Center (technology, tables and desks)
8. Purchase of STEAM Curriculum
9. Purchase of flat screen televisions for 22 classrooms
10. Purchase Chromebooks for student use; including Google Chrome software, Lenovo service, and charging carts
11. Purchase Reflex Math for fact fluency
12. Purchase Know Atom STEM Kits
13. Purchase of various software and licenses to support student learning (I-Ready, Lexia, LanSchool, Nearpod, Rosetta Stone, Penda Science)

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

1. Additional 10 Licensed Mental Health Professionals to support students
2. A district level secondary guidance counselor. Based on the increased prevalence of mental health-related issues, mental health crises, and trauma associated with the COVID-19 pandemic and school closure there has been a strain on District and community mental health resources. This has led to delays in needed services for students and their families. This has resulted in school counselors providing support beyond a students’ academic, career, and basic social/emotional development - to a greater focus on recognizing warning signs of larger mental health issues such as: changes in school performance (changes in grades, attendance), mood changes, complaining of illness before school, increased disciplinary problems at school, experiencing problems at home or family situation (stress, trauma, divorce, substance abuse, exposure to poverty conditions domestic violence), communication from teachers about issues at school, and dealing with existing mental health concerns. The District also recognizes that not all school counselors have developed the skills necessary to assist students and families with more immediate and acute mental health needs. For these reasons the District Secondary Counselor will provide tiered support to school counselors in the secondary grades (6-12) to support and professional development best practices in trauma-informed care, social-emotional learning, counseling, and wellness.

**Charter**

1. Hire Guidance Counselor 2022-2023 SY (multiple schools)
2. Purchase Leader in Me program School-wide annual contract
3. Memorial/SEL garden, walking/jogging path (equipment and sensory garden)
4. Hire school psychologist (part time for SEL)
5. To support social, emotional learning and mental health, the school will utilize a high-quality, evidence-based curriculum would include AIA and PBIS supported software.
6. Guidance Counselor and Behavior Technician to support student's mental health during COVID.
7. Contracted services such as Progressus that will support social, emotional, and behavioral health during COVID.

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

1. After School/Saturday School Supplemental Programming is being offered at high need elementary providing students with intervention opportunities in both ELA and math. These programs are developed and targeting the lowest 25 % through intervention support each Elementary school. (2 teachers per site X 32 schools X 1.5 hrs per day X 4 days per week X 18 weeks). School will each have the opportunity to hire one clerical staff as needed for documentation and parent communications. Additionally, some schools will hire language tutors to assist with classroom support during programs Move to 1-15
2. Student transportation for elementary after school programs as listed above.
3. Middle/High Supplemental (part time-hourly before/after school programs  
   targeted secondary schools). After School/Saturday School Supplemental Programming is being offered at high need middle and high schools. These programs are developed and targeting the lowest 25 % through intervention support. Move to 1-16
4. Middle/High Supplemental program transportation. At each of the 17 secondary schools, transportation will be provided for students to participate in before/after school activities which include tutoring and targeted intervention programs. In addition, these programs are intermural sports, clubs and other activities aimed at reconnecting the disengaged learner.
5. Summer Learning for current K-5 students identified with substantial learning deficits in either ELA and/or math, and a full range of credit recovery for all secondary students. This also includes extended school year for ESE students. Summer programming will provide students with evidence-based interventions to recover lost learning. Additionally, the District will offer a STEAM Camp for select elementary students attending Title I schools as an enrichment opportunity through Title IV funds.Moved to 1-13
6. Summer curriculum materials-elementary intersession
7. Teachers will be hired to provide supplemental after school tutoring services to students who are homeless or in foster care Move to 1-17

**Charter**

1. Provide extended school day, before/after school programs and/or Summer programs

**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.**

Pre and Post Assessments

CCPS will engage in multiple assessment and progress monitoring activities to ensure a wealth of student data is considered in identifying the unique needs of all learners and providing appropriate interventions and/or enrichment activities. CCPS uses district created benchmark assessment tools quarterly to monitor student achievement. In addition, data from ALEKs, iReady and Read 180 is used to assist in monitoring student academic progress. This quarterly review is conducted in a district wide Data Dialogue prepared by school leaders, discussed with key district leaders and the Superintendent.

1. Quarterly the District Created Benchmark tests are administered to monitor student learning and data is used to drive intervention supports. Supplies will be purchased to assist with the administration (Scantron documents and printing/duplication services). Moved to 1-8
2. Building and Implementing Advisory Program known as *Connect for Success* for ALL Middle and High Schools by adding Assistant Director to coordinate, oversee and develop the program. The program is built on the “Seven Habits of Highly Effective Teens”, by Steven Covey.
3. Pedagogy Institute New Teacher Induction Program (Summer 2021 and Summer 2022). The Pedagogy Institute is a two-day professional learning academy designed for newly hired teachers that are non-traditionally (alternatively) certified and have a degree that is not in Education. The Pedagogy Institute sessions provide foundational knowledge to the new teachers and focus on topics that are critical for teachers to understand to be successful in the classroom such as: lesson planning, classroom management, collaborative learning structures, use of technology in instruction, and differentiation strategies for diverse student populations. Additional Pedagogy Encore sessions are scheduled throughout the year for ongoing support.
   1. In addition to the Pedagogy Institute, materials will be purchased to support the training.
   2. 4 staff will be paid for content development
4. Strengthening Student Support through Muli-Tiered Support (MtSS)
   1. Addition of 3 Specialist (MtSS) to support the intervention planning process
   2. Access to research-based intervention materials, including teacher training
5. Homework Help (part time hourly before/after) Move to 1-14
6. Increased Support for English Language Learners (ELLs)
   1. Addition of 4 ELL TSA’s (teacher on special assignment)
7. Access to research-based intervention and instructional materials, including professional learning
8. Supporting Teachers to Success
   1. Literacy Coaches at identified high schools
   2. Addition of 5 Secondary Math Coaches
   3. Addition of 1 Elementary Math Coach
9. The District will purchase Datum ReRoll software which utilizes geo locational data to assist with the locating of missing students. This will also assist the District identify potential changes of address and provide opportunities to determine the location of missing students. Identified potential new addresses are provided to staff that can then follow-up with the families.
10. An additional 1.0 attendance specialist to ensure both brick and mortar and virtual students are monitored equally
11. The District will cover additional costs for printing supplies related to the updated BEST standards to ensure that classroom teachers have adequate access to hard copies if requested. Moved to 1-10

**Charter**

1. Professional Development - BeGLAD (4 day training) SY 2022-23 & 2023-24 to support in addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, including implementing evidence-based activities to meet the comprehensive needs for student language development.
2. ELA Curriculum to address learning loss among students, including low-income students, children with disabilities, and English learners in implementing evidence-based activities to meet the comprehensive needs of students; with the new B.E.S.T standards.
3. Math Curriculum to address learning loss among students, including low-income students, children with disabilities, and English learners in administering and using high-quality assessments that are valid and reliable, to accurately assess student' academic progress and assist educators in meeting student’s' academic need, including through differentiating instruction with the new B.E.S.T standards.
4. Hire a literacy and math coach
5. Hire 4 instructional assistants
6. Hire Dean of Curriculum and Instruction
7. Curriculum Associates (iReady) Software
8. IXL Learning Software
9. Hire student services director to assist all students and families in meeting needs to continue making learning gains

**Activity 2(O) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.**

1. Social Distancing Furniture, including additional cafeteria tables, classroom desks for separation of students rather than collaborative tables and easy wipe down surfaces rather than cloth/fabric

**Charter**

1. Purchase social distancing classroom furniture to support social distance, 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.
2. Purchase additional classroom furniture (tables, desks and chairs)
3. Purchase mobile standing teacher desks
4. Purchase whiteboard tables
5. Purchase additional clinic beds
6. Remodel the second floor of the HS Campus to add at least 4 more classrooms; modifications are necessary as we will be expanding the campus to serve grades 7th - 12th.
7. Outdoor Equipment- picnic tables and umbrellas to be used for outdoor learning opportunities and allow for social distancing.
8. ~~Shaded swing set will provide enhanced social and emotional support to students with disabilities, and increase these students’ access to fresh, outside air, physical activity, and socially distanced time with peers and support staff.~~
9. Main Door Replacement (2)- Needed to ensure air is clean and the learning space is ventilated correctly
10. Removal of carpet, replace w/ tile- This will improve the cleaning practices and reduce dust
11. ~~Install Turf Field to allow for socially distanced PE/Recess/ added and fenced, shaded to allow additional recess~~
12. ~~Install Basketball court to allow for socially distanced PE/Recess Rubbrized court poured~~
13. ~~Purchase Commercial Televsion Displays & Installation (parent/student at-risk meetings, contact tracing)~~
14. Purchase Water Sentry Plus Filters for Touchless Water Fountains (10 pack of replacements)
15. Purchase Commericial Grade Slim Jim Vented Trash Cans (2 pack)
16. Purchase Strongway Pallet Jack (accept large deliveries outside/limit visitors on campus)
17. Purchase Thermostat Guards for all Public Temperature Control Devices (32 total)
18. Purchase ID Card with ribbon for contactless visitor check-in

**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.**

**Charter**

1. Replace multiple AC units in schools
2. Install HVAC filtration systems
3. HVAC Testing and Maintenance-NCA has allocated ARP ESSER III funds for annual HVAC testing and maintenance, to improve air quality and filtration/purification in all school facilities.
4. Purchase SkyJack SJIII Scissor Lift 3226 (campus inspections and filter replacement)

**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.**

**Charter**

1. Purchase ConciergePad (a no contact visitor tracking/check-in system/safety and security)

**Activity 2(R) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.**

1. Administrative staff at high needs elementary schools: Assistant Principals (1.0) at the following schools – Highlands Elementary, Eden Park Elementary, Lake Trafford Elementary, Parkside Elementary.
2. Reading Coaches across district schools to ensure continued supports for teachers in the new standards
3. Registration Specialist to assist in returning and new families with enrollment to CCPS
4. Staffing Specialist to assist in maintenance of district staffing rosters, monitoring of time and effort
5. eCA staffing for our district virtual school will continue to be covered from these funds. In order to meet the needs of students who may need to continue with eLearning versus on-site classes due to health concerns the LEA established an eCollier Academy to ensure students receive instruction on the same level as their peers who are on site. The Academy has a principal, assistant principal ,and approximately 100 teachers who will serve students according to their certification areas. The academy will be open to all grade levels. ARP funds will be used to pay for the salary of the principal and assistant principal.
6. The District will hire a Planning analysist to assist with the work associated with the population growth related to COVID. During COVID, Collier County area saw a population increase due to relocation of families from metro areas within Florida.
7. The District will pay for a select leaders to participate in Principal Leadership Institutes, including registration, per diem and travel costs.
8. Provide bonuses to all staff for COVID Relief for 2021 school year. The breakdown for 20-21 school year is below.

* Instructional staff who received original bonus from State $1,200
* Instructional staff who did not receive original bonus from State $2,200
* Principals who received original bonus from State $1,200
* School based administrators who did not receive initial bonus from State $2,200
* Non-instructional and support staff- $1,000
* District based administrators and support staff- $1,000

**Charter**

1. Provide bonuses to all staff for COVID Relief for 2021 school year. The breakdown for 20-21 school year is below. All staff would receive an additional $1000 for the 21-22 school year.

* Teachers $1000
* Secretary $2000
* Comptroller $13,000
* Assistant Principal $13,000
* Principal $13,000

1. Purchase Buses (3)to space out students and increase routes for students
2. FTE Shortfall for 2021/2022= 29 students at 7350 per FTE- Providing funding this shortfall gap allows us ensure the continuity of academic services, provide enough staffing for our students, and ensure students have access to academic coaches, tutors, and other school based programming
3. Purchase Dell 27 Inch Monitor, wireless keyboard and mouse, docking stations, and Tripp Lite Adapter Video/Adapter Cables for Monitors (operations support)

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

1. Indirect costs as allowable, not to exceed 5% of the allocation

**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.**

SY21 student performance in CCPS reflected the significant impact of the pandemic on student learning outcomes. Like all districts across the state, CCPS student performance was lower than SY19, but the District was proud that we exceeded the state average in all 21 assessed areas and that learning loss in CCPS was less than other Districts. We attribute these outcomes to an intensive effort to return over 91% of students back to on campus instruction in Semester 2.

As CCPS strives to accelerate learning in the 2021-22 school year, the District has paid particular attention to subgroup performance. Interventions have been developed to address identified needs and are being progress monitored using CCPS Benchmark Assessments and other domain-specific tools.

**English Language Arts**

Student performance on SY21 FSA at the elementary level remained relatively strong, with more significant losses at the middle and high school levels. With the largest migrant population in the state and the third largest ELL population, subgroup performance for Hispanic and ELL students is a focus area for targeted intervention and support. These students comprise the majority of students in the lowest 25%, along with ESE students. The following interventions are in place:

* Extended Day programming at 15 of the District’s lowest performing elementary schools. Each school utilizes this time for differentiated support to access grade level instruction in either English Language Arts (ELA) and/or math, based on SY21 FSA student performance.
* Rise and Shine reading intervention programming occurs on 15 Saturdays specifically targeted to K-5 students with significant reading deficits who attend the District’s 17 RAISE schools.
* After School/Saturday School Supplemental Programming is being offered at high need elementary and middle schools, specifically targeting the lowest 25% students with intervention opportunities in ELA
* Interventionists allocated to 22 schools to provide additional support for ELA interventions during the school day
* Imagine Learning for Level 1 ELL students to accelerate language acquisition and fluency
* Tiered interventions implemented for all K-12 students identified with significant reading deficits using Leveled Literacy Intervention, Reading Horizons and/or Read 180/System 44

Progress monitoring for ELA is conducted quarterly for all students using District benchmark assessments. Data Dialogues are conducted with all schools to identify patterns and trends and areas for additional support. Students participating in tiered interventions are progress monitored on a bi-weekly basis using iReady or Read 180 assessments, as well as domain specific tools. This data is reviewed at each school on a monthly basis for instructional adjustments as needed.

Mathematics

Similar to national trends, CCPS saw the greatest decline in mathematics for both achievement and learning gains for all subgroups. To address this learning loss and accelerate learning, the District has focused considerable attention on mathematics instruction and intervention as follows:

* Extended Day programming at 15 of the District’s lowest performing elementary schools. Each school was required to utilize this time to differentiated support to access grade level instruction in either English Language Arts (ELA) and/or math, based on SY21 FSA student performance.
* After School/Saturday School Supplemental Programming is being offered at high need elementary and middle schools, specifically targeting the lowest 25% providing students with intervention opportunities in math
* Interventionists have been allocated to 22 schools to provide additional support for math interventions during the school day
* Additional math coaches were hired at the secondary level to ensure that every high need middle and high school has instructional coaching support
* Weekly district-led planning sessions are being conducted to support high quality instruction across the District
* Credit Recovery Paraprofessionals have been allocated to each high school to provide opportunities for students to recover credits needed for high school graduation
* Instructional Technology Resources such as ALEKS and Waggle have been purchased to provide students with technology-enhanced, individualized learning pathways in math that are designed to reinforce and remediate grade level skills

Progress monitoring for math is conducted quarterly for all students using District benchmark assessments. Data Dialogues are conducted with all schools to identify patterns and trends and areas for additional support. Students participating in math interventions are progress monitored on a bi-weekly basis using ALEKS or Waggle. This data is reviewed at each school on a monthly basis for instructional adjustments as needed.

**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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| --- |
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|  |