

2021-24 American Rescue Plan

Elementary and Secondary School Emergency Relief Fund

Local Educational Agency ARP ESSER Plan,

Application and Assurances

**Miami-Dade County Public Schools 130**

**Purpose**

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

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

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

**Directions**

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

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

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

**Part I: Implementation Plan**

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

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

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

* 1. Remote Districtwide Homework Help (Pop n Prep)
	Pop N’ Prep will provide students with the opportunity to seek out academic support from home after the school day. Through a virtual platform, students will be able to engage synchronously with content area teachers to receive assistance with home learning activities. The program will serve grades K-12 and employ M-DCPS teachers to deliver academic support to students after school hours. ​
	2. Extended Learning Opportunities
	The district will launch an expansive summer program with additional summer sites and a multitude of programs to meet the needs of our students. We will look at student needs and will design programs to meet those needs and provide opportunities for academic recovery coupled with social emotional learning and mental health services. The LEA will partner with respected and established community entities to not only extend our reach, but also to provide students with opportunities for enrichment through fun and engaging activities, project-based and interdisciplinary learning, cultural programming, summer arts programs, foreign language immersion camps, Career and Technical Education camps, internship programs, home school connections and more. The LEA will also provide students with opportunities to participate in structured Winter and Spring Break Academies.  These academies will focus on addressing students’ academic needs in reading, math, science, and/or social studies through intensive and differentiated instruction.  Schools will also be able to hire hourly counselors to work with students and address any social, emotional, and health needs that may arise.  Winter and Spring Break Academies are additional extended learning opportunities provided to students and families to address unfinished learning and to accelerate grade-level achievement.
	3. Expansion of After-school Enrichment Programs
	An expansion of afterschool academic enrichment program opportunities to provide academic support and additional opportunities for students to work on their strengths and develop their passions. The program will offer intensive interventions, academic advancement, test preparation, and homework assistance. Social and emotional learning will be a component of each academic afterschool program. Funds will support required hourly personnel (curriculum support specialists, site coordinators, paraprofessionals, teachers, and security), as well as program materials and transportation.
	4. IXL Licenses and online tutoring
	These funds will be utilized to licenses for a software program and online tutoring for students taking the Algebra I course, which is a high school graduation requirement.
	5. CHESS2THINK
	Chess2Think will increase the number of students exposed to chess by providing virtual access in all schools and increasing student participation in the Challenging Higher Education for Students in our Schools (CHESS) Program competitions. This initiative will improve students’ academic performance and help them develop the analytical and critical thinking skills necessary for success in school. ​
	6. Hourly Funds for K-12 Interventionists & Tutors
	These funds will be utilized to provide additional learning time for academic recovery.
	7. City Year Expansion (5 Elementary Schools)
	These funds will expand academic and social emotional support to five of our most academically fragile elementary schools through the expansion of the district’s partnership with City Year, a provider of wrap-around and tutoring services.
	8. Eight Period-Day for Middle and High Schools (2 years)
	The additional funds will allow schools to offer additional credit and academic recovery opportunities to students.
	9. Reading & Math Coaches for Targeted Tier 1 Schools (2 years)
	These funds will be used to provide additional reading and math coaches to schools that have experienced a decline a student achievement.
	10. ETO Mitigation Teachers and Instructional Personnel
	These funds will be used to retain current Education Transformation Office (ETO) Assistant Principals and teaching positions to ensure continuity of support in schools experiencing a decline in student enrollment.
	11. ETO Additional Non-Classroom Support
	These funds will be used to provide training and professional development opportunities for school leaders and instructional personnel in topics relating to high impact teaching strategies to ensure continuous improvement process.
	12. ETO Contracted Tutoring Services
	These funds will be used to establish and expand partnerships with local colleges, universities, and community organizations. These partnerships will enhance the learning experience for students and the development of teachers by providing specialized and heightened systems of support that will include mentorships, tutorials, interventions, and professional development.
	13. ETO Additional Supplies and Materials
	These funds will be used to purchase supplemental resources and materials to support rigorous instruction and address academic recovery and enrichment programs.
	14. Mastery Prep ACT Bootcamp & ACT Non-College Reportable School Day
	These funds will be utilized to provide ACT/SAT test prep opportunities for students. The Fall ACT Bootcamp will target students who have not met concordant scores for high school graduation, while the Spring SAT Bootcamp will target students who have potential for meeting the Florida Bright Future’s scholarship. Both Bootcamps will be delivered by Mastery Prep tutors in preparation for a Fall School Day ACT exam and a Spring School Day SAT exam.

ACTIVITY 1 - CHARTER

Charter Schools Allocation (Estimated at 20% of full charter allocation under Activity 1)

Each charter school located within the district is allocated a proportionate share of the ARP allocation. Disbursement to charter schools is made on a reimbursement basis. M-DCPS has developed an online grant management portal for accepting grant applications from its 145 charter schools. This system allows charter schools to receive notifications about new grant opportunities, locate all necessary resources regarding grant opportunities, and a centralized location to submit required documentation that multiple department staff can access and review.

Charter School Compliance and Support staff first reviews the applications for compliance with the RFA and ensures that each application is complete with budget requests falling under only the allowable uses and all other established parameters for use of funds. Applications are returned back to the schools through the online system if errors or the need for additional clarification are identified. After all applications for a particular grant have been reviewed, the District has developed a process through which DOE 101 forms for each school can be automatically combined to reduce the amount of time expended and human error possible in the previous manual process.

Charter schools may begin submitting reimbursement requests following approval of their budget. Charter School Compliance and Support staff ensure that requests for reimbursement match the items in the approved budget narrative. The reimbursement package must include invoices and cancelled checks and/or bank statements showing the transaction. Quotes are not accepted. Requests for payroll reimbursements must be accompanied by payroll roster or a copy of the paycheck and include sign-in sheets that include the date, name of school, and time of check in/out signed by the Principal. Reimbursement packages go through at least two internal levels of review before being processed through our Accounts Payable department.

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

No planned activities.

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

No planned activities.

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

No planned activities.

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

No planned activities.

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

No planned activities.

**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.**

2F.1 Increase ESE/Gifted Evaluations and Staffing
Additional funds for schools to hire hourly personnel and to contract with outside agencies to conduct and expedite ESE, Gifted, or Speech/Language evaluations. Expanded testing and staffing will be provided after school, on Saturdays, and during summer to expedite access to services for students.

2F.2 Increase ESOL screenings
Additional hourly funds for schools to hire personnel to conduct and expedite ESOL screenings and LEP committees.

2F.3 CTE Career Pathways for At-Risk Students in High School and Alternative Education
Due to the impact of COVID-19, limited opportunities were available for high school students to have the required hands on training/observations that are required for state licensure. The targeted group for these dual enrollment opportunities are at-risk students at alternative education sites and 21 targeted high schools. This initiative creates CTE choice offerings starting from 9th grade and end ending in 12th that allow students multiple CTE pathways that can lead to certifications/licensures, as well as exposure to career shadowing opportunities, and ultimately supports the mitigation of academic regression as a tool for student re-engagement.

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

2G.1 Automated Customer Service System

Customer service has evolved, particularly during the ongoing pandemic. Parents and employees who seek assistance need to be provided with two-way communication that is easy to access and a technology-based service that can effectively respond to questions/concerns. A bot will allow the District to provide information from either a computer or a mobile device. The bot will allow parents, community members, etc. to inquire about district policies, student enrollment or ask general questions. An enhanced customer service experience will assist in our student retention and recruitment efforts.

2G.2 Emergency Communication to Parents and Employees

Funds to facilitate M-DCPS communicating effectively and efficiently with parents and employees through various modes of communication. It’s imperative that parents and employees stay connected to the District for the most up-to-date information. Sending informational fliers/postcards to parents regarding the Opt-In, Stay Connected, and Dadeschools App campaigns allows the District to achieve the goal of sharing emergency information via text messaging, updating contact information, and providing the latest District news. Postage costs are included.

2G.3 Technology Improvements for School Board Communications

To improve transparency with stakeholders, enhancements are needed in School Board meeting venues, including equipment upgrades and streaming capabilities. The M-DCPS Board Room Video/Audio Recording System with supervisory control will serve as a turnkey solution. Specs include: all cables, connections, software, equipment, and mounting hardware, standalone NDI/audio/recording digital network system, Windows compatible, permissions configurable, session recording audio and visual system for audio and video recording of School Board Committee meetings.

2G.4 Updated Public Records Request System

The COVID-19 pandemic caused school and District closures, and certain systems necessary for the processing of Public Record Requests (PRRs) were not accessible remotely. As defined by F.S. 119.011, access to public records of the Board must be made available. A new, comprehensive PRR system that could be accessed anywhere, anytime will enable the process to function regardless of closures. This modernized and upgraded system will also enable more efficient processing of PRRs.

2G.5 Online Student Registration System

Online system for students to register for school without the need to physically show up to the school site or complete paper forms.

2G.6 Developing Leaders for Multiple Learning Styles
Extensive Principal training and programs will be implemented to foster skills needed to address each Principal’s unique school. These trainings aim to develop skills and behaviors necessary for educational leaders to better address the social and emotional needs of students and staff. The program topics include COVID-19 safety protocols and prevention, adaptability, mental health, communication leading from strengths, and managing teams. Additionally, funds will be used to partner with local universities/colleges and educational agencies to facilitate professional development for school leaders that will address the learning loss among students by administering high-quality assessments, implementing evidence-based instructional strategies, and providing information to parents to effectively support students, including in distance learning environments.

2G.7 Student Information System

In order to provide the functionality necessary to support 21st century teaching and learning, provide teachers, students and parents with timely information, and to efficiently and effectively report on student progress and academic achievement, the district will need to upgrade to a modern Student Information System (SIS). The updated SIS will streamline basic functions such as student registration, grade reporting, student records, transcripts, student assessment, student attendance, student schedules, and many other student related data needs. With this investment, the district will implement solutions that meet the current and future needs of teaching and learning, adapt easily to changes in the educational and technical environments, and provide timely reporting for the individual student, as well as the necessary district, state and federal reporting.

2G.8 Transportation Route Navigation and Parent Mobile App

As a result of the pandemic, the instances of drivers calling out sick rose significantly, leading to the District to employ substitute drivers. The incorporation of this transportation route navigation software module will ensure the driver on the route has easy access to turn-by-turn navigation. This will support the District's efforts to ensure on-time arrivals of students at our schools.

2G.9 District-Wide Communications System

Comprehensive communication system to ensure critical information is released to school sites and community partners in an efficient manner. Funds will support required enterprise software and professional services.

2G.10 Universal Student IDs
Universal Student ID system to assist the District in implementing contactless accountability methods through RFID technology to improve student health safety. Funds will support enterprise software, various RFID scanners (food service, busses, and school sites), printers, cards, and related peripherals.

2G.11 Data Infrastructure Upgrade
To support the expansion of District Internet services to allow for an additional 100gbps circuit, while also allowing for a diverse network path. This will minimize the risk of a total Internet failure at the ITS data center. Funds support networking, security, and monitoring infrastructure needed and the identified alternate location.

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

2H.1 Food Service and Transportation Virus Transmission Training
COVID-19 safety training to prepare non-instructional staff (food service and transportation) to maintain a safe learning environment.

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

2I.1 Enhanced Cleaning Supplies
Funds used for the purchase of enhanced cleaning supplies to provide heightened custodial protocols to ensure student and teacher safety and to comply with CDC guidance, including enhanced sanitization of general facilities and high-contact areas throughout the day.

**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.**

2J.1 District-run Online School
These funds will be utilized to establish Miami-Dade Virtual School (MDVS) to provide the families an additional virtual option to complement the existing Miami-Dade Online (MDO) Academy. MDVS will provide students with the opportunity to continue with virtual learning via a blended model that will include both synchronous and asynchronous modes of instruction. The school will service grades K through 12. MDVS will open as a choice school with no boundaries and will service the entirety of Miami-Dade County.

**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.**

2K.1 Professional Development for teachers to Address Cybersecurity

One of the most important facets of network security is raising the awareness of the organization’s user base and protecting them from themselves and the unknown. Therefore, funds will be used to support professional development for educators to address cybersecurity knowledge. An increase in cyberattacks directly targeting K-12 entities has made a comprehensive cybersecurity awareness program even more necessary to help support security policies and hardware/software solutions designed to help mitigate some of these concerns. The lack of a comprehensive District cybersecurity awareness training program has been highlighted in audits performed by the Florida State Auditor General and penetration testing performed by a 3rd party entity retained by Management and Compliance Audits. The absence of a formal training program was also noted in the District’s renewal application for Cyber Liability Insurance.

2K.2 School Network Infrastructure Upgrade

To purchase equipment, software, and services to increase connectivity and available bandwidth to school sites. The equipment and software will allow us to keep pace with the ever increasing bandwidth needs of the technology based curriculum in schools. Funds will also replace obsolete Wi-Fi and purchase components in support of Wi-Fi infrastructure. Aside from providing equipment to increase the number of connections and the available bandwidth per connection, this will increase the stability of the network with power management / Uninterrupted Power Supply devices utilized to keep the equipment operational and reduce the potential for damage from typical power outages and brown outs.

2K.3 Conference Cameras for Classrooms
Conference cameras that capture teachers as they freely instruct throughout the classroom, improving the online experience for students who are learning from home.

2K.4 Interactive Whiteboards (5k)
These funds will be used to purchase whiteboards, replace outdated boards, and improve classroom technology.

2K.5 Mobile Devices for Students
These funds will be used to replace obsolete devices and expand the inventory of current devices.

2K.6 School Network Infrastructure Upgrade – E-Rate

These funds will be utilized to cover M-DCPS’s portion of E-Rate to replace obsolete Wi-Fi infrastructure at 140 school sites.

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

2L.1 Hourly Counselors for Afterschool at Every School
These additional counseling services will assist Student Services teams in providing support to students as many have returned to in-person learning with mental health struggles after experiencing isolation-related depression, grief, anxiety, frustration, anger, and fear. This funding will also provide greater access to services for students and their families and the expansion of services will give our schools the ability to provide additional direct counseling services, including family counseling and supportive intervention.

2L.2 Mental Health Awareness Training for Staff
Funds will support training for staff and materials for students related to Teen Mental Health First Aid at High Schools, expansion of Restorative Practices programs to additional school sites, expansion of mental wellness clubs and mindfulness programs, and professional development for self-care.

2L.3 Social Emotional Learning / Wellness Programs

Contracted services to support social emotional learning (SEL) and wellness programs, including SEL Seminars for Middle and Senior High School students, SEL Awards, and SEL curriculum.

2L. 4 Mental Health Support During the School Day
To fund Mental Health Coordinators providing mental health support during the school day.

2L.5 Additional Hourly Counselors for All Schools
These additional counseling services will assist Student Services teams in providing support to students as many have returned to in-person learning with mental health struggles after experiencing isolation-related depression, grief, anxiety, frustration, anger, and fear. This funding will also provide greater access to services for students and their families, and the expansion of services will give our schools the ability to provide additional direct counseling services, including family counseling and supportive intervention.

2L.6 Counsel 305 (Full Time Counselor at Every Traditional School)
Counsel 305 will provide enhanced counseling services at every school site. Each school will have one additional counseling position allocated to hire either a school counselor or TRUST counselor. This school-based counseling professional will be fully released to provide counseling prevention, intervention, referral, and follow-up services to students and their families.

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

No planned activities.

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

**(i) administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction;**

**(ii) implementing evidence-based activities to meet the comprehensive needs of students;**

**(iii) providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and**

**(iv) tracking student attendance and improving student engagement in distance education.**

2N.1 Expand TIPS (Temporary Instructor Pool for High-need Schools)

Expand pool of temporary instructors in hard to staff schools and schools with large numbers of absenteeism due to COVID. Costs associated with this effort include stipends for participants, hourly funds for instructors, and participant materials.

2N.2 Summer Heat Reimagined

The district will provide a professional development summer institute, Summer Heat Reimagined. Sessions will be designed to mitigate loss of learning and address the need to maintain high quality instruction. The professional development sessions would include a focus on distance learning, social emotional learning, diversity, equity, and inclusion strategies, through all content areas, Best Florida Standards, and high-yield strategies. Targeted participation is approximately 8,000 teachers. Costs associated with this initiative include stipends for participants and presenters, hourly funds for presenters and logistics staff, supplies, instructional materials, and registration software.

2N.3 Professional Development for Teachers on Instructional Technology
These funds will be used to provide professional development to teachers on the new learning management system the district has purchased to enhance blended learning.

2N.4 School Bus Wi-Fi Access

The installation of Wi-Fi on the school bus will provide additional opportunities for remote learning, especially for low-income students, and improve student engagement in distance education.

2N.5 Teach for America

Contract between the School Board of Miami-Dade County, Florida (School Board) and Teach For America, Inc. (TFA) for the 2021-2022 school year, with annual renewals for the 2022-2023 and 2023-2024 school years. TFA is a national corps of outstanding recent college graduates and experienced professionals with a record of achievement who commit two years to teach in urban and rural public schools in the nation's lowest-income communities. Over the last eighteen school years, TFA has effectively recruited and selected teachers to fill vacancies in M-DCPS’s most difficult-to-staff schools and subject-areas. The number of TFA teachers recruited, trained, and hired into the District for the 2021-2022 cohort and subsequent cohorts will be determined by the District’s needs on an annual basis. As a result of this collaborative agreement for 2021-2022, TFA will:

* Continue to assist the District by recruiting and training qualified teachers from an ethnically and racially diverse corps of highly sought-after college graduates and experienced professionals with a record of achievement;
* Provide the District up to 115 teachers to begin the 2021-2022 school year and, upon annual renewal, up to an additional 140 teachers for each of the succeeding two school years.

Fees are based on actual number of teachers employed at the point of invoice in accordance with the schedule in the agreement. The projected fee is based on a cost of $3,400 per teacher, per year.

In order to meet state requirements regarding teacher certification, all TFA teachers will be afforded access to the District’s teacher induction program. The District further develops and supports teachers in instructional practices and professional learning opportunities to meet the needs of our students. Through these efforts the District is deliberately developing and retaining teachers to work in our most fragile schools.

2N.6 Region Support Positions
Funds to support one Administrator Director position per Region (North, Central, and South) for the next three years to assist with additional duties brought on by the pandemic.

**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.**

2O.1 Building Envelope Repairs
Facilities repairs and maintenance to include roofing systems repairs and replacement, structural and water intrusion repairs, and upgrade of school marquees to electric/digital to allow for timely communication updates.

**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.**

2P.1 Heating, Ventilation, and Air Conditioning (HVAC) / Energy Management System (EMS) / Indoor Air Quality Improvements

Air quality improvement devices will be added to existing and new HVAC equipment throughout the District to improve indoor air quality. This equipment will remove pathogens such as viruses or bacteria from the air. Indoor air quality impacts students’ overall health, which in turn directly affects their ability to thoroughly engage in the learning process and succeed academically

**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.**

2Q.1 Health Care Hubs at School Sites

Implementation of healthcare hubs at school sites. The COVID-19 pandemic widened the shortage of available medical personnel. Creating telehealth hubs allows students access to medical services in multiple schools. Funds will support hardware and software needs, along with spaces to be created within school sites.

2Q.2 Custodial Support Services (Hourly)

Custodial protocols have been heightened since the onset of the pandemic in order to ensure student and teacher safety and to comply with CDC guidance, and have included enhanced sanitization of general facilities throughout the day.

**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.**

2R.1 Stipends for Professional Development & Tasks Outside of Workday

Return to work, vaccination, and professional development stipends to incentivize and support employees as a result of the pandemic, develop key learnings that would enable them to assume new roles in the event of position loss, and incentives for teachers to meet state requirements toward reading endorsement/certification.

2R.2 Reading & ESE Certification Institute
To address the HB 7055 Reading Certification/Endorsement requirement and critical shortage of teachers certified in Exceptional Student Education, incentives will be provided to teachers who register, complete, and add these areas to their Professional Educator Certificate. Costs associated with this effort include stipends for participants, hourly funds for instructors, and participant materials.

2R.3 VPK Expansion
These funds will be used to fund additional VPK seats to provide young learners in the community with access to an educational setting where they will receive high-quality instruction that prepares them to succeed in kindergarten and beyond.

**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.**

2S.1 Administrative Costs

To support M-DCPS administrative costs not to exceed 5% of the ARP allocation.

2S.2 Audit Support Personnel
Additional positions for audit support (Audit Specialist and Cybersecurity Analyst).

ACTIVITY 2 - CHARTER
Charter Schools Allocation (Estimated at 80% of full charter allocation under Activity 2)

Each charter school located within the district is allocated a proportionate share of the ARP allocation. Disbursement to charter schools is made on a reimbursement basis. M-DCPS has developed an online grant management portal for accepting grant applications from its 145 charter schools. This system allows charter schools to receive notifications about new grant opportunities, locate all necessary resources regarding grant opportunities, and a centralized location to submit required documentation that multiple department staff can access and review.

Charter School Compliance and Support staff first reviews the applications for compliance with the RFA and ensures that each application is complete with budget requests falling under only the allowable uses and all other established parameters for use of funds. Applications are returned back to the schools through the online system if errors or the need for additional clarification are identified. After all applications for a particular grant have been reviewed, the District has developed a process through which DOE 101 forms for each school can be automatically combined to reduce the amount of time expended and human error possible in the previous manual process.

Charter schools may begin submitting reimbursement requests following approval of their budget. Charter School Compliance and Support staff ensure that requests for reimbursement match the items in the approved budget narrative. The reimbursement package must include invoices and cancelled checks and/or bank statements showing the transaction. Quotes are not accepted. Requests for payroll reimbursements must be accompanied by payroll roster or a copy of the paycheck and include sign-in sheets that include the date, name of school, and time of check in/out signed by the Principal. Reimbursement packages go through at least two internal levels of review before being processed through our Accounts Payable department.

**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.**

Miami-Dade County Public Schools’ (M-DCPS) plan to address learning loss includes providing various learning acceleration pathways for all K-12 students to mitigate learning loss. The learning acceleration pathways include, but is not limited to, before, during, and after school tutorial academic services for students in grades K-12 in all content areas, with a special emphasis on Reading and Mathematics.

An example of how the LEA is trying to maximize every opportunity for academic recovery was the summer school programs offered prior to the current school year. To prepare students for the 2021-2022 school year and accelerate learning recovery, in the summer of 2021, the district launched an expansive summer program with more open sites than previous summers and a multitude of programs to meet the needs of our students. After looking closely at student need, we designed programs to meet those needs. In this program there were opportunities for academic recovery coupled with social emotional learning and mental health services. We partnered with respected and established community entities to not only extend our reach, but also to provide students with opportunities for enrichment through fun and engaging activities, project-based and interdisciplinary learning, cultural programming, summer arts programs, foreign language immersion camps, Career and Technical Education camps, internship programs, home school connections and more. The district is planning to offer a similar summer program in the summer of 2022.

A key component of our academic recovery plan includes providing ongoing professional development to teachers in a multitude of formats, including on-demand webinars, live online modules, face-to-face professional development, and live/virtual professional learning communities. Our district has reengineered professional development to address the impact of the pandemic on student learning. Special emphasis will be placed on differentiated instruction, standards-based instruction, and other evidence-based strategies that can be used to target unfinished learning or learning loss.

## The district will continue to focus on data-driven instruction to ensure educators continuously assess the effectiveness of their practices, make modifications to the instructional delivery methods if needed, and/or provide differentiated instruction based on student progress. The district will continue to utilize the Multi-Tiered System of Supports (MTSS) for data-based problem-solving and integration of academic and behavioral instruction and intervention. The integrated instruction and interventions are delivered to students in varying intensities (multiple tiers) based on student need. “Need-driven” decision-making seeks to ensure that district resources reach the appropriate students (schools) at the appropriate levels to accelerate the performance of ALL students to achieve and/or exceed proficiency.  The use of the MTSS model will be pivotal in remediating the learning loss exhibited by K-12 students during the pandemic. The LEA’s MTSS manual can be accessed at <http://osi.dadeschools.net/MTSS/M-DCPS_MTSS_Manual.pdf>

In order to ensure the social, emotional, and mental health needs of all students are met, the district’s social workers will play a key role in conducting regular outreach and wellness checks to help support the health and safety of students and their families throughout the district. School personnel will refer students via the School Social Worker Electronic Referral system.

In addition, through the district’s Comprehensive Student Health Services (CSHS) we will continue to deliver school-based health services to remove barriers to learning and ensure the health and safety of our students. CSHS will also provide mandatory health screenings which consist of hearing screenings, vision screenings, growth and development (BMI) screenings, and scoliosis screenings. CSHS also collaborates with parents/guardians, students and school site staff to conduct child-specific trainings and create individualized health care plans for students with chronic medical conditions.

Since school counselors play a pivotal role in ensuring students’ social emotional being, the district has allocated additional counselor positions and provided hourly funds to schools to enhance and augment the support provided to students. These additional counseling services will assist Student Services teams in providing support to students as many have returned to in-person learning with mental health struggles after experiencing isolation-related depression, grief, anxiety, frustration, anger, and fear. This funding will also provide greater access to services for students and their families, and the expansion of services will give our schools the ability to provide additional direct counseling services, including family counseling and supportive intervention.

The district will ensure that all K-12 classroom teachers receive professional development on the use of MTSS utilizing multiple pathways. Additionally, school-site administrators will receive training in MTSS to support the effective implementation of interventions. Professional development will focus on the evidence-based practices that are proven effective.

New instructional materials have been purchased to address tier 1 instruction in ELA and Reading.  Materials and resources have also been purchased to target tier 2 and tier 3 interventions in both reading and math.  As a result, teachers have additional, evidence-based intervention resources that can be utilized to specifically meet the needs of their students and accelerate learning. Professional development is being provided to teachers and interventionists on an ongoing basis so that the new instructional materials and resources can be implemented with fidelity and utilized effectively.

Additionally, the district has analyzed student achievement data to ensure that priority standards are identified in district pacing guides and accompanied by resources to differentiate instruction to accelerate learning based on student needs in grades K-12 in both Reading and Mathematics.

Students in grades K-8 enrolled in any of the learning acceleration pathways provided by the district will be progress monitored utilizing i-Ready Diagnostic Data in both reading and math three times per year (AP1, AP2, and AP3). The supplemental program selected will also include in-program formative assessments that will serve as checkpoints to monitor student progress in between each i-Ready Diagnostic. Students in grades 9-10 that scored a level 1 or 2 on the 2021 FSA ELA assessment will be progress monitored utilizing the Phonics Inventory and/or Reading Inventory three times a year (AP1, AP2, and AP3). The data generated from these assessments will monitor student progress and drive instruction that addresses learning loss and accelerates learning.  Additionally, formative assessments for high school math students will be provided to ensure that students are mastering grade level standards.

Another key component of our academic recovery/acceleration plan is to ensure that the most fragile schools, where the majority of the students are from low-income families and communities of color, receive specialized support and adequate resources. Through the Education Transformation Office (ETO), the district’s school turnaround team, the district uses a tiered approach based on the District Support Formula (DSF) to determine the intensity and frequency of school support. This formula utilizes a multitude of data to ensure that all schools, regardless of geographical location, are provided with the appropriate level of support to increase student achievement and sustain growth. Once DSF scores are assigned, schools are ranked from lowest to highest. Schools ranking below the 30th percentile are assigned to ETO, where they are assigned to a tier: Tier 1 Watch, Tier 2, or Tier 3 category based on the overall need of the school. Each tier is designed to provide a scaled system of support based on need, with the goal of gradually releasing schools from the tutelage of ETO as the capacity is built. Through this model, that has been strengthened to include additional resources, the ETO team can strategically align support to the specific needs of the schools that will result in the building of sustainable practices towards autonomous support and continued academic success.

In addition, as part of the LEA’s academic recovery plan, beginning with the 2021-2022 school year, the district has redesigned support for Tier 1 schools, which are not supported by ETO, to include a new category of schools within this tier. This new category is called Tier 1 Supported (T1S) and includes schools that rank between the 31st and 50th percentile in reading or math or that underperformed on state science or social studies assessments. The schools will be supported by the Division of Academics and will receive differentiated and subject-specific support. This will enhance and expand the support provided to schools across the district.

To further support schools as they address unfinished learning, Transformation Coaches and Academic Recovery Coaches have been allocated in the areas of literacy and mathematics. These coaches will provide ongoing professional development and modeling at the school level by helping teachers become reflective about their teaching and learning. Identified coaches will be expected to attend a monthly Coaching Institute centered around specific coaching and content specific topics that will strengthen the coaches’ abilities to implement and monitor the core and intervention programs.

Several secondary schools in the LEA have been allocated additional funding so that they can implement an 8-period schedule and offer additional credit and academic recovery opportunity to students. Another important academic recovery strategy that capitalizes on the best practices stemming from our response to the pandemic is Pop ‘N’ Prep, a virtual a homework helpline and more, which will allow students to seek academic support from home after the school day. Through this initiative, that serves all grade levels, students will be able to engage remotely with content area teachers through the platform that we have utilized for remote learning to get assistance with home learning activities.

Another important factor for the LEA’s academic recovery is making sure that young learners in the community have access to an educational setting where they will receive high-quality instruction that prepares them to succeed in kindergarten and beyond. To that end, the LEA has also expanded the number of Voluntary Prekindergarten seats available throughout the district.

The LEA will ensure the interventions implemented include supports for the “whole child” to mitigate learning loss by analyzing student data on an ongoing basis. Students that are one grade level below receive Immediate intervention in elementary and are placed in an Intensive Reading course in secondary (tier 2). Tier 2 is in addition to core instruction and is standards-aligned to include accommodations for students with a disability, students with an Individualized Education Plan (IEP), and students who are English language learners that provides explicit, systematic, small group teacher-led instruction matched to student need. Tier 2 targets gaps in learning to reduce barriers to students' ability to meet tier 1 expectations by providing multiple opportunities to practice the targeted skill(s) and receive feedback. Students reading two or more grade-levels below are identified as having a “substantial deficiency” in reading and receive Immediate intensive intervention in elementary and are placed in an Intensive Reading course in secondary (Tier 3). Tier 3 occurs in addition to core instruction and tier 2 interventions and requires increased time and intensity of instruction. Tier 3 includes accommodations for students with a disability, students with an IEP, and students who are English language learners. It provides explicit, systematic, individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring. In accordance with Section 1008.25(4)(c), F.S., students identified with a substantial reading deficiency must be covered by a federally required student plan, such as an IEP or an individualized progress monitoring plan and receive intensive interventions from teachers who are certified or endorsed in reading.  To assist schools with providing interventions, the LEA is allocating hourly funds to hire qualified staff who can deliver small group instruction in any of the core content areas of reading, math, science, and social studies. The LEA will provide additional funds to schools to hire personnel and conduct and expedite ESE evaluations. Similarly, additional hourly dollars will be allocated to expedite ESOL screenings.

The considerable investments in technology that the district had made prior to the initial school closures caused by the pandemic made it easier to quickly pivot to distance learning. The LEA will continue to heavily invest in classroom technology to ensure not only our transition to blended learning but also the continuity of instruction in the eventuality of future disruptions to learning. The LEA will purchase interactive whiteboards to replace outdated ones, acquire additional mobile devices for students, and invest in classroom cameras that capture teachers as they freely instruct throughout the classroom improving the online experience for students who are learning from home. The district has also launched Miami-Dade Virtual School (MDVS) to provide the families an additional virtual option to complement the existing Miami-Dade Online (MDO) Academy. MDVS will provide students with the opportunity to continue with virtual learning via a blended model that will include both synchronous and asynchronous modes of instruction. The school will service grades K through 12 and. MDVS will open as a choice school with no boundaries and will service the entire district. Another important academic recovery strategy that capitalizes on the best practices stemming from our response to the pandemic is Pop ‘N’ Prep, a virtual a homework helpline and more, which will allow students to seek academic support from home after the school day. Through this initiative, that serves all grade levels, students will be able to engage remotely with content area teachers through the platform that we have utilized for remote learning to get assistance with home learning activities.

The LEA will measure the effectiveness of the selected interventions by analyzing in-program progress monitoring assessments by school, teacher, and student.  The data gathered will identify the effectiveness of the intervention and identify areas in need of improvement for effective and explicit remediation.  The District and Region offices review grade-level trend data by standard and offer professional development and support based on the areas of deficiency.  Data drives the conversation and instructional decisions are made in collaboration with the school site, region, and district to assist the school to meet the needs of the students.

The district provides Instructional Reviews/Rounds visits to school sites with emphasis on classroom instruction, data, and the School Improvement Plan. The team that visits the school sites is comprised of content experts who use the Framework of Effective Instruction and Florida’s Reading Formula for Reading Success as a tool to guide their visit as well as provide feedback to the school site. During the feedback portion of the visit, the team discusses with the school site administrative team and additional key curriculum personnel their findings. Data reports that are generated from i-Ready, in-program intervention assessments that measure foundational skills, Phonics Inventory, Reading Inventory, Mid-Year Assessment from Performance Matters/Power BI are shared and discussed as well as shifts in instructional support and/or practices.

**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.

[x] 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.**

[x]  **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.

[x]  **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.

[x]  **Assurance 3: Allowable Uses of Funds.** The LEA will use funds for activities allowable under section 2001(e) of the CRRSA Act.

[x]  **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.

[x]  **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.

[x]  **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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| **Superintendent signature (or authorized representative)** |
|  |