2020-2021

Continuous Learning Plan

A Plan to Mitigate Loss of Learning Due to COVID-19

MIAMI-DADE COUNTY PUBLIC SCHOOLS

THE SCHOOL BOARD OF MIAMI-DADE COUNTY, FLORIDA

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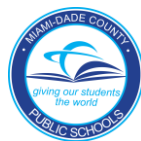**Ms. Susie V. Castillo**

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Introduction

Although the move to distance learning in the Spring of 2020 was unavoidable, it is also evident that certain factors that negatively impact educational outcomes, especially among fragile populations, were compounded by the effects of the pandemic and have led to unprecedented learning loss worldwide. Furthermore, the abrupt closing of schools exacerbated summer learning loss, creating a widening in existing achievement gaps. Typically, students lose between one to two months of learning over the summer break. A recent report from the Northwest Evaluation Association (NWEA) (2020) forecasted that students began the 2020-2021 school year with approximately 70 percent of their typical reading gains and less than 50 percent of the expected gains in math (see Figures 1 and 2 on the following page). Student survey results compiled by the Office of Assessment, Research, and Data Analysis (ARDA) in May 2020, showed that 85.2% of the responding students connected live with their teachers at least an average of one time a week, with frequencies of at least twice or three times averaging 66.4% and 44.1%, respectively. The highest frequency of live connections was seen in elementary schools, and over 20% of the senior high students indicated that they did not connect at all.

Once schools closed on March 13, 2020, through guidance from the district, Miami-Dade County Public Schools (M-DCPS) teachers focused on providing instruction of new content addressing critical standards rather than focusing on previously taught material. This strategy may have lessened the extent of learning loss and enabled progress towards achieving state academic standards. However, as a school district we must do everything that we can to understand the magnitude of the potential learning loss among our students and provide a roadmap that includes strategies, best practices, and resources that are to be employed through existing student and school support mechanisms, such as the School Improvement Plan (SIP) and the Multi-Tiered Systems of Supports (MTSS) at the local school level. Although it is too early to quantify the long-term impact of the pandemic on students from low-income households and studies addressing this serious educational issue are just starting to be designed, it is undeniable that in our district, where 73% of the students are on free and reduced lunch, factors such as access to high-speed internet and devices and other conditions that enhance learning will adversely affect low Socioeconomic Status (SES) students and may widen the achievement gaps between them and those from higher SES.

To that end, the Office of Academics and Transformation along with School Operations, the Office of Human Capital Management, and the Office of Intergovernmental Affairs, Grants Administration, and Community Engagement have collaborated to develop this Continuous Learning Plan (CLP) which provides the instructional framework to address academic regression and continue our efforts to reduce and eliminate the achievement gap.

The purpose of this document is to provide school leadership teams with guidance and resources —both instructional and financial— to identify and support students who may have experienced unprecedented learning loss, including fragile populations, and ultimately reduce the educational inequities that may have been exacerbated over the last few months.

Our approach focuses on three levels that align with the Multi-Tiered System of Supports (MTSS):

- Level 1 – Accelerating Student Learning;
- Level 2 – Assessing and Addressing Student Learning Gaps; and
- Level 3 – Providing Extended Learning Opportunities.

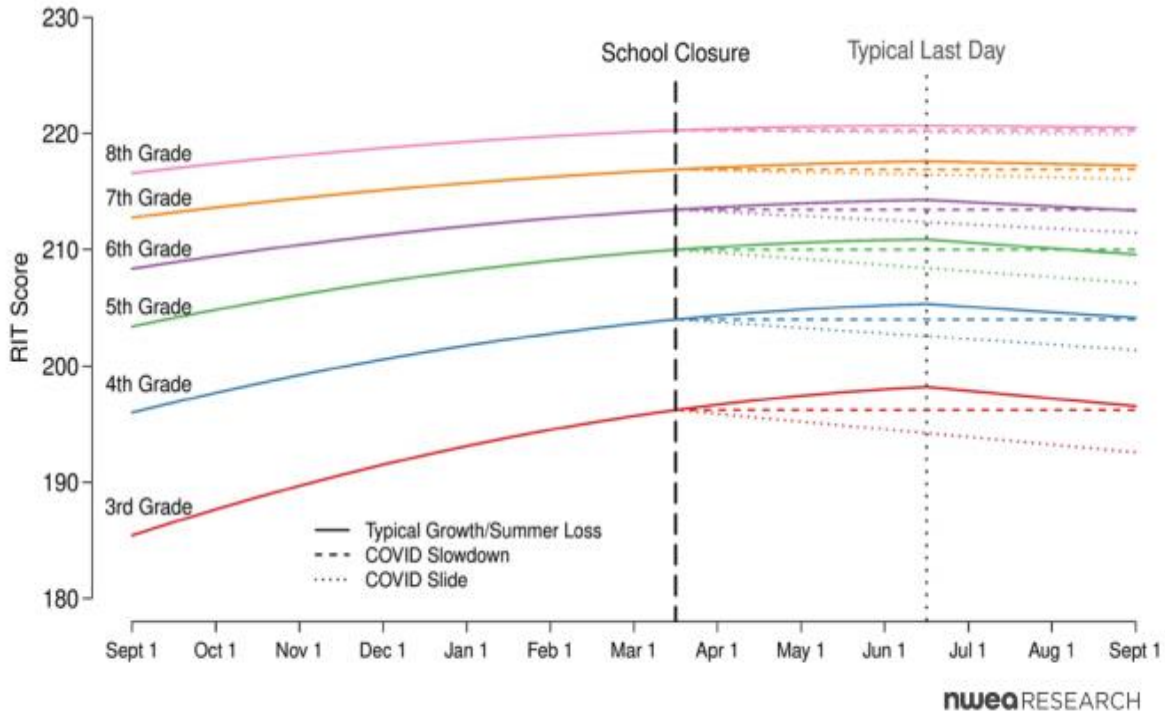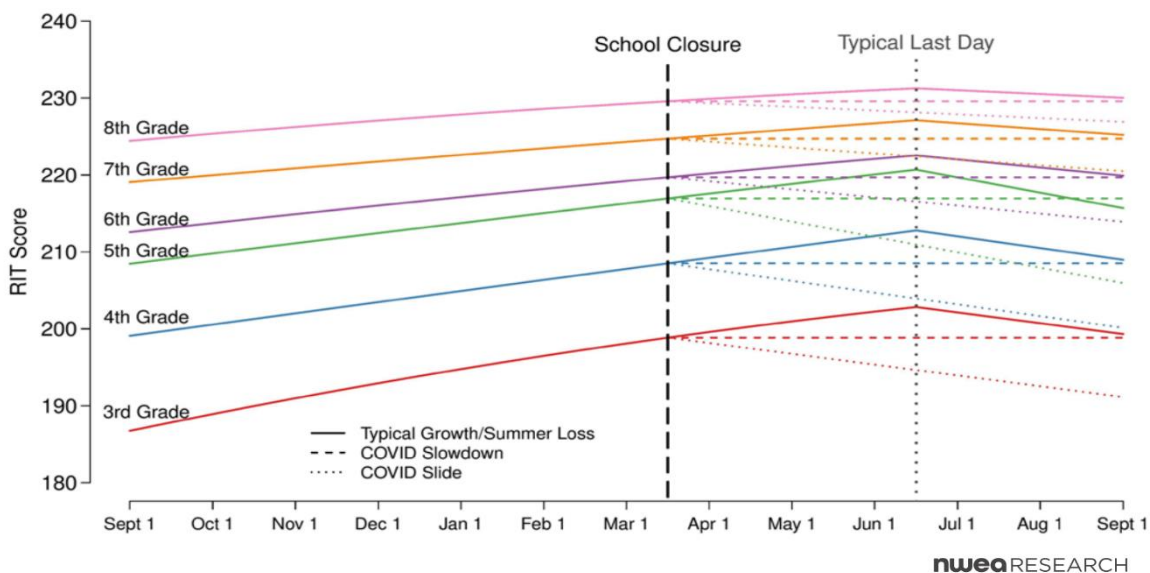Figure 1. Projected Learning Loss in **Reading**

Figure 2. Projected Learning Loss in **Mathematics**

Multi-Tiered System of Supports (MTSS)

Multi-Tiered System of Supports (MTSS) is a term used to describe an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention 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 at the appropriate levels to address learning loss and accelerate the performance of ALL students to achieve and/or exceed proficiency. Because MTSS is a problem-solving tool that allows school teams to use data to identify students needing additional support and follows a multi-tiered system, it is the ideal mechanism to support students who may have experienced learning loss over the last few months.

Multi-Tiered System of Supports Tiers

Tier 1	UNIVERSAL – All students receive core instruction and academic and behavior strategies
Tier 2	TARGETED – Some students receive small-group, research-based interventions
Tier 3	INTENSIVE – High-risk students receive increased time in intensive and prolonged research-based interventions addressing individual needs

Schools will collect data for students at each individual tier. Data collected will drive the teams' decisions throughout the entire process. School-based problem-solving teams will have access to Multi-Tiered data sources that, at a minimum, provide the following:

- School-wide, group and individual data for progress monitoring
- Data collected about the problem and/or replacement behaviors (all tiers)
- Number of students receiving Tier 2 and Tier 3 interventions
- Type of Tier 2 and Tier 3 interventions students are receiving
- Fidelity of interventions being implemented
- Effectiveness of interventions

Data-based decision rules will be developed so that school-based problem-solving teams have a systematic process that is consistently followed in determining actions to be taken on a case-by-case basis.

In addition, all levels of support (Level 1: Accelerating Student Learning; Level 2: Assessing and Addressing Student Learning Gaps; and Level 3: Providing Extended Learning Opportunities) will be addressed during Phases II through Phase V of the District's School Improvement Process, Success by Design. During Phase II of the SIP, each school's School Leadership Team (SLT) will include implementation steps that support the Primary, Secondary, and Sustained Essential Practices.

During Phases II-III of the SIP, within the Systems and Data Review sections, schools will identify the targeted plans for providing high quality instruction that address the needs for tier 1, tier 2, and tier 3 students. All implementation steps and targeted plans will be consistently analyzed, revisited, and reviewed in Phases II through Phase V of the SIP.

M-DCPS Levels of
Support for
Addressing Learning

M-DCPS Levels of Support for Addressing Learning Loss

Level 3
Additional Instructional Time for specific students and programs

Level 2
Targeted Interventions for Tier 2 and 3 students with additional supports and services

Level 1
Tier 1 Grade Level Instruction for all students with standard supports and services

Extended Learning Opportunities

Assessing and Addressing Student Learning Gaps

Accelerating Student Learning
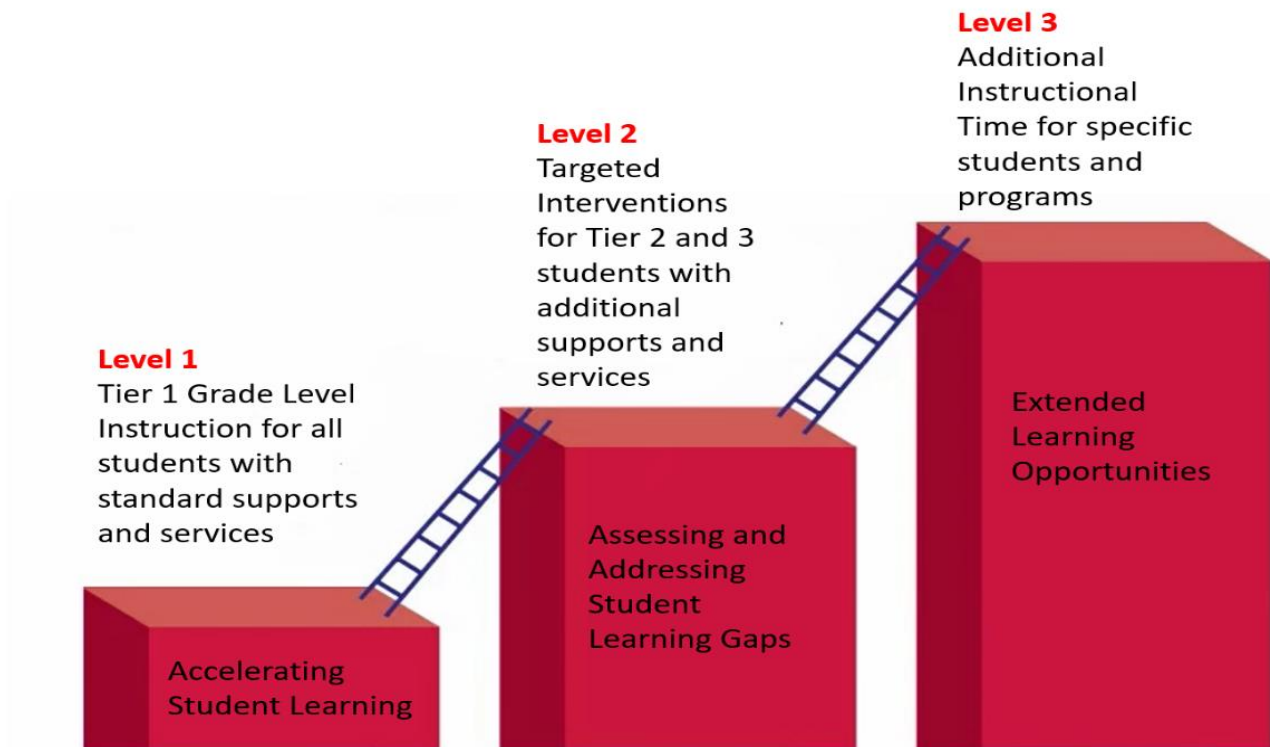
As indicated earlier, the approach to this work will include three levels that are aligned to MTSS for consistency and will include a series of strategies that are tailored to the specific needs of the students.

Level 1: Accelerating Student Learning

All students in the Schoolhouse or in My School Online (MSO) in grades Kindergarten through grade 12 will receive high-quality grade-level instruction alongside standard supports and services. Using formative assessment data sources, teachers identify gaps in learning and focus on the most critical gaps as grade-level content is covered during the school year. This approach ensures that students receive rigorous instruction through current grade level material while addressing gaps in the pre-requisite skills. Strategies include:

1. Following master scheduling guidelines for elementary, middle schools, and senior high schools to properly place students in grade level courses and interventions.
2. Prioritizing the most critical skills and knowledge for each subject and grade level and adjust the Pacing Guides accordingly.
3. Ensuring that teachers deliver strong Tier 1 core instruction in either the Schoolhouse or in MSO environment to ensure equity regardless of modality.
4. Diagnosing students' unfinished learning and providing acceleration support using available data tools.

5. Administering and analyzing diagnostic and formative assessments to determine student knowledge and guide school leaders and teachers on developing next steps in instruction and real-time micro-interventions that can prevent further gaps.
6. Continuously monitoring students' progress on grade-appropriate, standards-aligned assignments that work in online and face-to-face settings and adjust supports as necessary.

Level 2: Assessing and Addressing Student Learning Gaps

Using progress monitoring tools inclusive of, but not limited to, early warning systems and decision trees, students are provided with Tier 2/3 interventions and support/services during the school day that are above and beyond Tier 1 instruction. School leaders and teachers will:

1. Identify what students know and can do through diagnostic and/or baseline assessments including iReady diagnostics (AP1, AP2, AP3), district-developed interim assessments and topic assessments. Over 90% of the district's K-8 students have completed the 2020 AP1 diagnostic in iReady Reading and Mathematics. Results of students in grade K revealed different patterns of score distribution from prior years and therefore are not included below. Preliminary results indicate that:
    A. In iReady Reading:
    -   28% of students in grades 1-8 scored one level below grade placement. The highest percentage (43%) was found for 2nd graders and the lowest (17%) was found for 7th graders.
    -   31% of students in grades 1-8 scored two or more levels below grade placement. The highest percentage (38%) was found for 7th graders and the lowest percentage (5%) was found for first graders.
    B. In iReady Math:
    -   44% of students in grades 1-8 scored one level below grade placement. The highest percentage (61%) was found for 1st graders and the lowest (28%) was found for 8th graders.
    -   25% of students in grades 1-8 scored two or more levels below grade placement. The highest percentage (37%) was found for 8th graders and the lowest percentage (7%) was found for first graders.

2. Use decision-making tools such as the ESE Learning Loss Index, the ELL Learning Loss Index, MTSS Flowchart, i-Ready Implementation Guide, and Reading Placement Decision Trees to determine tiered instruction and services for students.

3. Implement targeted, standards-based lessons and use computer-assisted learning software (i.e. i-Ready, Math Nation, Khan Academy, etc.) during differentiated, small-group instruction or individualized instruction.

4. Provide intervention opportunities to targeted Tier 2/3 students.

5. Continue assessing students using formative assessment tools (i.e., Topic Assessments, Mini-Benchmark Assessments, i-Ready Growth Monitoring, etc.) to further inform instruction and/or remediation.

Level 3: Providing Extended Learning Opportunities

A typical school year is comprised of 180 school days. With the spread of COVID-19, students experienced a shortened calendar year and delayed start to the 2020-2021school year. This school year will be 175 days long. As a result, students who may have experienced academic regression will need additional time to master grade-level learning, grapple with unfinished learning, and work towards closing the existing achievement gaps that may have been widened as a result of the pandemic. M-DCPS began this work during the 2020 Summer by implementing Securing Opportunities for Academic Recovery (SOAR), where academically fragile students were provided additional instructional time to mitigate some of the learning loss from Quarter 4. M-DCPS will continue to provide structured and engaging extended learning opportunities to support and complement what students are learning during the school day. Extra time is a vital resource and strategy necessary for student success and is best utilized to address learning gaps. Extra instructional time is provided through the implementation of intersessional calendars and before/after school programming.

Intersessional Calendars

A. *Securing Opportunities for Academic Recovery (SOAR) – Summer 2020*

Recover Summer Term A	**Regain** Summer Term B	**Enrichment** All Summer
June 9 – July 10	July 13 – August 11	June 8 – August 7

RECOVER – SOAR SUMMER TERM A			
Date(s)	Participants	Program Description	Participation*
June 8	Teachers	Professional Development Day for SOAR	715
June 9 – July 10	K – Grade 11	Unengaged Students during Quarter 4	2,013
June 9 – July 10	Grades 6 - 12	Credit/Course Recovery	9,618
June 9 – July 10	Grades 2 – 3	Summer Reading Camps	8,340
June 9 – July 10	All Grades	Extended School Year (ESY) for Students with Disabilities	2,658
REGAIN – SOAR SUMMER B			
July 13 – August 11	Grades 9 -10	Tutoring for Graduation Testing Requirements • Grade 9 students who did not take the Algebra EOC • Grade 10 students who did not take the ELA FSA	9th = 1,079 10th = 881
ENRICHMENT – ALL SUMMER			
June 8 – August 7	All Grades	E-Learning Toolbox and Challenges – online resources available on the Student Portal	E-Learning Toolbox = 49,262 Participation in the Summer Challenges 1. myON (Grades PreK-8): 274,893 (including charter schools) 2. Reading Plus (Grades 9-12): 153 (only M-DCPS) 3. Reflex Math (Grade 2-8): 11,000(including charter schools)

B. Beyond the Bell Learning

In an effort to mitigate learning loss resulting from the pandemic, especially among students from low-income households who may not have the additional resources to supplement the learning that happens during the school day and may have been negatively impacted by the school closures, schools will offer students opportunities to participate in extended learning opportunities that are inclusive of Saturday Academy, Winter Break Academy, and Spring Break Academy in both virtual and face-to-face modalities. These beyond the traditional bell offerings will afford teachers the opportunities to provide meaningful and purposeful instruction that is designed to address the academic needs of the District's most fragile learners. Multiple qualitative and quantitative data points will be used to target students' learning losses and deficiencies, prerequisite skills, and grade level content with laser-like foci and intentionality. These strategies are to be part of the action planning phase of the School Improvement Plans and the MTSS process implemented by the School Instructional Leadership Teams.

Before and After School Tutoring Programs

The Before and After School Tutoring Programs listed below are designed to accelerate learning, address achievement gaps, and/or provide assistance with home learning:

- Title I – FR/L, K-12 – Schools are encouraged to utilize Title I funds, when appropriate, to assign teachers after school hours to provide interventions and homework assistance to targeted students.

- Academic Enrichment Program (AEP) – K-8, Tier 1 schools – Also funded through Title I, AEP is allocated for after-school tutoring programs. Schools apply and provide a plan of action to access these funds.

- Title III – ESOL, K-12 – These funds are distributed to all eligible schools to provide after school tutoring only to English Language Learners (ELLs). These tutoring sessions are designed to help ELLs increase their language acquisition and assist them in accessing grade-level work.

- GEER Elementary Grades 1-5 – The Governor's Emergency Education Relief Fund will establish after school intervention programs in reading and math for students who score one or more grade levels below on the AP1 Diagnostic. Instruction will use a prescribed, standards-aligned and/or prerequisites curriculum and participating students will take a pre-/posttest.

- Rising K – This grant-funded program will provide any kindergarten student with additional learning time to ensure they master foundational skills necessary for learning to read. Kindergarten students who elect to participate in this program will learn through a prescribed, standards-aligned curriculum and participate in a pre-/posttest.

- City Year – Corps members offer face-to-face and/or remote tutorial sessions for students in 18 schools supported by the Education Transformation Office (ETO). These tutorial sessions afford students the opportunity to receive assistance with academic assignments, home learning and enrichment curricula. City Year Corps members will also provide traditional and extended day interventions for students who scored a Level 1 on the Florida Standards Assessments in the areas of reading and mathematics.

- The FIU Hope Program – A collaborative tutoring program open to all schools with the FIU School of Medicine for any high school student, including those in college level courses. Students or parents

can make an appointment with a tutor by accessing the registration link on the initiatives page at STEAM.dadeschools.net.

Before and After School Tutoring Programs (Continued)

- <u>Nova Southeastern University</u> – Students from the Fishler Education Academy will serve as after school/evening tutors for any students in Kindergarten through eighth grades. Students or parents can make an appointment with a tutor by accessing the registration link on the initiatives page at STEAM.dadeschools.net.

- <u>Extended Day Schools</u> – Schools designated as a "Lowest 300 Elementary School" will offer a mandatory hour of intensive reading instruction that will extend beyond the traditional school day. Students who scored a Level 5 on the Florida Standards Assessments will receive enrichment curricula during this additional hour. To guide and assist with the additional hour of intervention, ETO developed pacing guides will be created and provided to the schools.

- Below are the eighteen L300 Schools for the 2020-2021 school year:
  - Lenora B. Smith Elementary School
  - Maya Angelou Elementary School
  - Goulds Elementary School
  - Frederick Douglass Elementary School
  - Earlington Heights Elementary School
  - Golden Glades Elementary School
  - Holmes Elementary School
  - Laura C. Saunders Elementary School
  - Liberty City Elementary School
  - Toussaint L'Ouverture Elementary School
  - R. R. Moton Elementary School
  - Agenoria S. Pascal/Olinda Elementary School
  - Dr. Robert B. Ingram Elementary School
  - Orchard Villa Elementary School
  - Pine Villa Elementary School
  - Rainbow Park Elementary School
  - Santa Clara Elementary School
  - Shadowlawn Elementary School
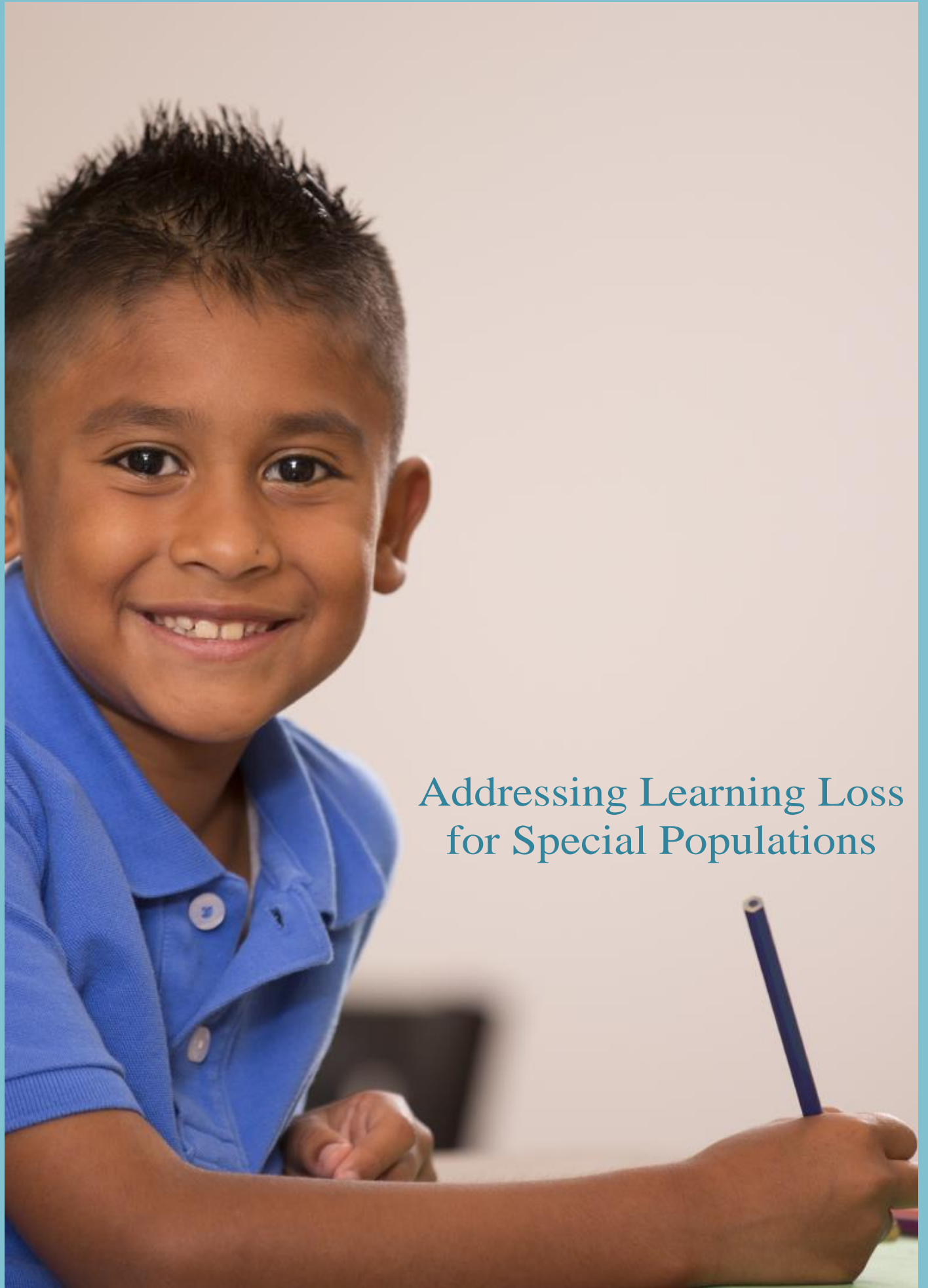
Addressing Learning Loss
for Special Populations

Addressing Learning Loss for Special Populations

School closures due to the COVID-19 pandemic may have had a disparate impact on students. Specifically, it is likely that the learning loss is greatest among the most vulnerable groups of students, including Students with Disabilities (SWD) and English Language Learners (ELL).[1]

Learning Loss Index - ESE

Students with Disabilities make up about 12% of the student population in our district. The Office of Assessment, Research and Data Analysis created a Learning Loss Index to identify Students with Disabilities (SWD) who may have regressed academically during the closure of schools associated with the COVID-19 pandemic. Multiple data points from the 2019-2020 school year were used in the creation of the index including iReady diagnostic results, academic grades, attendance, IEP goals and graduation requirements. The following page provides additional information on the sources and procedures used in the calculation of the learning loss index for students with disabilities.

Results from the index will be used to provide intervention and support guidance relative to the services, supports and instructional strategies that are needed to address the learning loss. The additional services and supports will be delivered as part of the Extended School Year (ESY) that is beyond the regular 180-day school year. For SWD, ESY eligibility is documented on a student's Individual Educational Plan (IEP) and therefore additional services, supports and instructional resources are outlined in the student's IEP. The most common reason why a student receives ESY services is because the student may regress (or lose progress) in critical life skills during time off from school. ESY is applicable for students identified as experiencing regression through the Learning Loss Index. Services to be provided through ESY include targeted academic interventions, tutoring services, and related services that support academic achievement.

Additional services will be provided for SWD through differentiated instruction during the instructional day as well as before or after school as appropriate. Programs to be used with standard curriculum students during differentiated instruction may include i-Ready and/or Fast ForWord. Students following a modified curriculum will utilize i-Ready (as appropriate), IXL, Reading A-Z (elementary), and/or Unique Learning System during differentiated instruction.

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[1] Education Global Practice Policy Research Working Paper 9284 downloaded from https://documents.worldbank.org/curated/en/329961592483383689/pdf/Simulating-the-Potential-Impacts-of-COVID-19-School-Closures-on-Schooling-and-Learning-Outcomes-A-Set-of-Global-Estimates.pdf on September 22, 2020.

Creating the Learning Loss Index for Students with Disabilities

Below are the data points from the 2019-2020 school year used in creating the Learning Loss Index for Students with Disabilities:

Data Source	Student Grades	Specific Elements/Procedures
i-Ready reading and mathematics results in AP1, AP2, and AP3	K-8	Multiple linear regression will be used to identify students who scored lower than expected on AP3, conditional on their AP1 and AP2 results separately for each grade level and reading vs. mathematics
i-Ready usage in reading and mathematics in Grading Period 4	K-8	Students with substantially lower usage of the i-Ready application in Grading Period 4 compared with the Grading Period 3 will be identified separately for reading and mathematics.
School absences in Grading Period 4	K-12	Students who were absent more than a specific number of days during the Grading Period 4 will be identified. [2]
Academic grades in English Language Arts, Mathematics, Science, and Social Studies	K-12	Students who regressed from an academic grade of A-C in Grading Period 3 to a grade of D-F in Grading Period 4 will be identified separately for each of the core academic subjects.
IEP goals completed	K-12	Students who completed less than a specific percentage of the IEP learning goals will be identified. [3]
High School Graduation Requirements in ELA and Algebra 1	11-12	Students who have not completed the graduation requirements and do not have waivers will be identified separately for ELA and Algebra 1.

Procedure for the Calculation of the Learning Loss Index

1. Each of the data elements listed in the table above will be converted to a dichotomous indicator.
2. Then, the sum of the values of all indicators for each data source will be determined for each student.
3. Subsequently, the student's total of all indicator values will be divided by the maximum possible value which depends on the grade level of the student.

The result is the Learning Loss Index. Once the values of such indices are analyzed, the threshold for identification of students who suffered a learning loss during the school closure period will be determined. School reports will be generated and shared with school leadership teams.

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[2] The actual number of the threshold for the number of days absent from school is subject to the data analysis results

[3] The actual threshold percentage for the completion of the IEP learning goals is subject to data analysis results.

Learning Loss Index - ESOL

Approximately 17% of our student population falls under the ELL subgroup. To support some of our most fragile students, the Office of ARDA created a Learning Loss Index to identify ELL students who have regressed academically during the closure of schools associated with the COVID-19 pandemic. Multiple sources of the 2019-2020 data will be used in the creation of the index including: iReady diagnostic results, academic grades, attendance, and ACCESS for ELL results. The following page provides additional information on the sources and procedures used in the calculation of the learning loss index for ELL students.

Results from the index will be used to provide intervention and support guidance. The Division of Academics has developed a comprehensive plan for addressing language acquisition, learning gaps, and unfinished learning. ESOL students will be enrolled and participate in ESOL appropriate courses from Kindergarten through grade 12 in both the Schoolhouse model and MSO. To support teachers of ESOL students, the district will:

- Provide support for content teachers with ELLs and ESOL compliance through the ELLEVATION platform that includes both a compliance dashboard and reports for administrators to monitor progress and an *InClass* Strategies library of supplemental lessons for all content area teachers of ELLs to support academic learning.
- Provide supplemental resources that support listening, speaking, reading, and writing language development.
- Ensure access to the Nearpod Private Libraries for all ESOL teachers and students. These libraries include the iTutoring and iWorld lessons. iTutoring library contains 484 digital lessons for grades 2-12 in ELA, Math, Science, ACT and SAT. The iWorld ESOL library offers 508 digital lessons aligned to the Language Arts Florida Standards and the WIDA standards for grades 6-12. The iWorldHC provided curriculum correlated to the Florida Standards, embedded in the Haitian-Creole Home Language Arts program, offering a total of 210 lessons for grades K-5.

Creating the Learning Loss Index for ELL Students

Below are the data points from the 2019-2020 school year used in creating the Learning Loss Index for ELL students:

Data Source	Student Grades	Specific Elements/Procedures
i-Ready reading results in AP1, AP2, and AP3	K-8	Multiple linear regression will be used to identify students who scored lower than expected on AP3, conditional on their AP1 and AP2 results separately for each grade level.
i-Ready usage in reading in Grading Period 4	K-8	Students with substantially lower usage of the i-Ready application in Grading Period 4 compared with the Grading Period 3 will be identified.
School absences in Grading Period 4	K-12	Students who were absent more than a specific number of days during the Grading Period 4 will be identified. [4]
Academic grades in English Language Arts	K-12	Students who regressed from an academic grade of A-C in Grading Period 3 to a grade of D-F in Grading Period 4 will be identified.
ACCESS for ELLs Proficiency Levels in all Modalities and Composite Level	K-12	Students who performed at the same or lower proficiency level in Reading, Writing, Listening, or Speaking as well as on the Composite scale will be identified.

Procedure for the Calculation of the Learning Loss Index

1. Each of the data elements listed in the table above will be converted to a dichotomous indicator.
2. Then, the sum of the values of all indicators for each data source will be determined for each student.
3. Subsequently, the student's total of all indicator values will be divided by the maximum possible value which depends on the grade level of the student and availability of data elements.

The result is the Learning Loss Index. Once the values of such indices are analyzed, the threshold for identification of students who suffered a learning loss during the school closure period will be determined. School reports will be generated and shared with school leadership teams.

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[4] The actual number of the threshold for the number of days absent from school is subject to the data analysis results.

APPENDIX
FUNDING PLAN

LEVEL 3: PROVIDING EXTENDED LEARNING OPPORTUNITIES	$40,219,980

Activity	Funding Utilization	Funding Source	Amount
Securing Opportunities for Academic Recovery (SOAR) – Summer 2020			
- Recover - Regain - Enrichment	- Summer Staff Salaries - Curriculum Materials - Educational Software Licenses	CARES - GEER	$3,468,000
Beyond the Bell Learning, K-12			
- Saturday Academy - Winter Break Academy - Spring Break Academy - Push-in/Pull-out	- Hourly Teachers - Interventionists - Curriculum Materials - Transportation - School Security	CARES-GEER CARES - RISING K CARES-ESSER* TITLE I, PART A	$5,635,000 $2,641,200 $6,000,000 $3,700,000
Before and After School Tutoring Programs			
- Title I - FR/L, K-12 - Schoolwide Program - ETO	- Hourly Teachers - Interventionists - Curriculum Materials - Transportation	TITLE I, PART A	$12,011,280
Academic Enrichment Program	- Hourly Teachers - Curriculum Materials	TITLE I, PART A	$300,000
Title III - ESOL, K-12	Hourly Teachers	TITLE III	$2,250,000
City Year	Contracted Services	TITLE I, PART A TITLE IV	$1,120,500 $594,000
The FIU Hope Program	Volunteer Tutors	N/A	N/A
Nova Southeastern University	Volunteer Tutors	N/A	N/A
Extended Day Schools (L300)	Teacher Salary Supplement	COMPREHENSIVE RESEARCH-BASED READING PLAN (CRRP)	$2,500,000

References

- Equity Reset Toolkit: Re-envision Instruction through Equitable Systems, 2020, Pivot Learning and UnboundEd - https://www.pivotlearning.org/2020/06/equity-reset-toolkit/

- Learning Acceleration Guide, April 2020, TNTP - https://tntp.org/covid-19-school-response-toolkit/view/learning-acceleration-guide

- Slowing the Summer Slide (Jan 2012) - http://www.ascd.org/publications/educational-leadership/dec11/vol69/num04/Slowing-the-Summer-Slide.aspx

- Summer Slide (June 2019) - https://www.aypf.org/blog/blog-summer-slide/

- Summer Learning Loss is Real (Aug 2019) - https://www.educationnext.org/summer-learning-loss-sure-is-real-response/

- Rand Study: How Summer Programs Can Boost Learning (2011) - https://miamidadeschools-my.sharepoint.com/:b:/g/personal/184741_dadeschools_net/EW0RGVPxBKtEh6GExTLOsaYBj5BF_VnS8XceV00BKYRM0Q?e=qp0rCe

- Rand Study: Investing in Successful Summer Programs (2019) - https://miamidadeschools-my.sharepoint.com/:b:/g/personal/184741_dadeschools_net/EU039KdYlZFMvbilb4rFXvoBfs1LJWHGytK63Oig22IO6Q?e=GrfJbn

- Supporting English Language Learners in the COVID-19 Crisis, August 2020, Council of the Great City Schools - https://www.cgcs.org/cms/lib/DC00001581/Centricity/domain/35/publication%20docs/CGCS_ELL%20and%20COVID_web_v2.pdf

- The COVID-19 Slide: What summer learning loss can tell us about the potential impact of school closures on student academic achievement, April 2020, NWEA Research Brief - https://www.nwea.org/content/uploads/2020/05/Collaborative-Brief_Covid19-Slide-APR20.pdf

Anti-Discrimination Policy

The School Board of Miami-Dade County, Florida adheres to a policy of nondiscrimination in employment and educational programs/activities and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin.

Title VII of the Civil Rights Act of 1964 as amended - prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of gender. M-DCPS does not discriminate on the basis of sex in any education program or activity that it operates as required by Title IX. M-DCPS also does not discriminate on the basis of sex in admissions or employment.

Age Discrimination Act of 1975 - prohibits discrimination based on age in programs or activities.

Age Discrimination in Employment Act of 1967 (ADEA) as amended - prohibits discrimination on the basis of age with respect to individuals who are at least 40 years old.

The Equal Pay Act of 1963 as amended - prohibits gender discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the disabled.

Americans with Disabilities Act of 1990 (ADA) - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications.

The Family and Medical Leave Act of 1993 (FMLA) - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to eligible employees for certain family and medical reasons.

The Pregnancy Discrimination Act of 1978 - prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions.

Florida Educational Equity Act (FEEA) - prohibits discrimination on the basis of race, gender, national origin, marital status, or handicap against a student or employee.

Florida Civil Rights Act of 1992 - secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status.

Title II of the Genetic Information Nondiscrimination Act of 2008 (GINA) - prohibits discrimination against employees or applicants because of genetic information.

Boy Scouts of America Equal Access Act of 2002 – No public school shall deny equal access to, or a fair opportunity for groups to meet on school premises or in school facilities before or after school hours, or discriminate against any group officially affiliated with Boy Scouts of America or any other youth or community group listed in Title 36 (as a patriotic society).

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment.

In Addition:
School Board Policies 1362, 3362, 4362, and 5517 - Prohibit harassment and/or discrimination against students, employees, or applicants on the basis of race, color, ethnic or national origin, religion, marital status, disability, genetic information, age, political beliefs, sexual orientation, sex/gender, gender identification, social and family background, linguistic preference, pregnancy, citizenship status, and any other legally prohibited basis. Retaliation for engaging in a protected activity is also prohibited.

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