



Miami-Dade County
Public Schools

2020 | 2021

**Reopen
SMART
Return
SAFE**



A GUIDE TO THE REOPENING OF MIAMI-DADE COUNTY PUBLIC SCHOOLS



THE SCHOOL BOARD OF MIAMI-DADE COUNTY, FLORIDA

Ms. Perla Tabares Hantman, Chair

Dr. Steve Gallon III, Vice Chair

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Ms. Susie V. Castillo

Dr. Lawrence S. Feldman

Dr. Martin Karp

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Ms. Mari Tere Rojas

Miss Maria Martinez
Student Advisor



Mr. Alberto M. Carvalho
Superintendent of Schools



Miami-Dade County Public Schools

giving our students the world

Superintendent of Schools

Alberto M. Carvalho

Miami-Dade County School Board

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Dr. Marta Pérez
Mari Tere Rojas

August 2020

Dear Miami-Dade County Public Schools Family:

As Superintendent of Schools and on behalf of the School Board, I am honored to welcome students, educators, support staff, parents, and community partners to the start of the 2020-2021 school year. Miami-Dade County Public Schools (M-DCPS) is about to embark once again on a magical journey of teaching and learning. We recognize that schooling during this era of COVID-19 is certainly going to be different than what many of us are used to. However, the two things that will remain constant is that our educators are some of the finest in the world and are completely committed to delivering a world-class education to every student we serve.

While our community continues to respond to the COVID-19 pandemic, we understand the critical role schools play in providing students and families with a sense of routine and comfort. We wholeheartedly agree that the best place for teachers and students to be is together inside a warm and welcoming schoolhouse. We are eager for our classrooms to once again be filled with smiling faces and young minds excited by new ideas. Unfortunately, public health conditions that currently exist in Miami-Dade County are not conducive to a safe return to face-to-face schooling at this time. Therefore, the school start date for students has been delayed until Monday, August 31, 2020, when classes will begin in a remote environment. As conditions improve, it is possible that on Monday, October 5, M-DCPS students whose families chose to, may return to their assigned schoolhouse while those who have chosen to learn from a distance will experience no change. M-DCPS staff will continue monitoring the pandemic and working with medical experts to ensure the health and safety of students and staff throughout the year.

As we approach the first day of school, we understand the importance of ensuring everyone is empowered with the most accurate and timely information, including what changes to expect, who to call, and how to stay safe. The pages that follow will serve as guide to help navigate the next several months together. Throughout, readers will find information on My School Online (MSO), the innovative learning platform all students will begin the year on, as well as information on the Schoolhouse Model that approximately half of our students will transition to once community conditions are safe enough. Additionally, resources, phone numbers, weblinks, and other useful information is included. This guide to reopening will be continually updated as new information or resources become available, so I encourage you to bookmark it and check back regularly.

Again, on behalf of myself and the School Board, I want to welcome each of you to a new school year. We are committed to making sure that every child is fully supported, engaged, and safe as we embark on 2020-2021.

Sincerely,

Alberto M. Carvalho
Superintendent of Schools

Table of Contents

Introduction	6
How to Stay Informed.....	7
Guiding Principles for Reopening Schools.....	8
Important Dates.....	8
Stakeholder Surveys	9
Stages of Reopening Schools.....	10
Transitioning to Stage II of Reopening of Schools Plan	11
2020-2021 School Calendar.....	13
Criteria to Return to Face-to-Face Learning.....	14
My School Online.....	15
What is My School Online?	16
Components of Student Day	16
Daily School Schedule	17
Student Schedules	17
A Day in the Life of MSO Students.....	17
Attendance in My School Online	18
Taking Attendance in My School Online.....	19
School Attendance/Tardy	19
Class Attendance.....	19
Class Tardiness.....	19
Excused/Unexcused Class Absence	19
Applied Learning Programs.....	20
Career & Technical Education (CTE).....	20
Life Skills/STE(A)M, Visual & Performing Arts.....	21
Advanced Academics.....	21
Gifted Education	21
AP/IB/AICE	22
Dual Enrollment	22
Graduation Requirements / Diploma Pathways.....	22
Early Childhood Programs	23
Support for Special Populations	23
Students with Disabilities	24
English Language Learners.....	25
Schoolhouse Model	26
Classroom Instruction.....	27
Symptom Identification, Positive Case Identification, Contact Tracing, and Assessing School Closure.....	28
Face Coverings and Hygiene Procedures.....	29
Face Coverings	29
Social Distancing.....	31
Cleaning and Sanitization Protocols.....	31
Visitors.....	31
Breakfast and Lunch Time Protocols.....	32
Before-Care and After-Care Protocols	32
Bus Transportation.....	33
Instructions and Signage.....	34

Services and Wraparound Supports	35
Multi-Tiered System of Support (MTSS).....	36
Mental Health Supports.....	38
Food Service	39
Athletics.....	40
Extracurricular Activities, Field Trips and School Events	41
Family and Community Engagement.....	42
Family Engagement	43
Keeping Families Informed.....	43
Week of Welcome.....	44
Device and Technology Support.....	44
Support Hotlines	45
Student Vaccinations.....	45
Supporting Students in My School Online (MSO).....	46
Supporting Students in Schoolhouse.....	46
Community Engagement.....	47
Dade Partners: Community Partnerships	47
Academic Year Internship Program.....	47
School Volunteers.....	47
Adult Education & Technical Colleges	48
Employee Support	50
Work Location Protocols	51
Mental Health Supports and Benefits.....	52
Professional Development and Training.....	53
Professional Development Dates.....	54
Additional Resources	55
COVID-19 Information from Other Agencies.....	55
Community Feedings, Food Distribution, and Assistance for Families in Need	55
New Student Registration.....	56
Miami-Dade Schools Police Department (MDSPD)	56
Civil Rights Compliance	57
Citizen Information Center.....	57
Fee-Based Before and After-School Care Programs at Elementary Schools and K-8 Centers	58
Community Schools Provide Educational Opportunities at Affordable Prices	58
Code of Student Conduct.....	59
Florida KidCare: Child Health Insurance You Can Afford!.....	59
Title I.....	59
Project UP-START	60
Lifeline Assistance Telephone Program in Florida	61
Internet Access Assistance	61
Diploma Pathways.....	62
Graduation Requirements	62
Comprehensive Student Services Program Meets Students' Needs Support Services for Students and Families	63
Bullying Prevention.....	63
College Assistance Program.....	63
National College Fair.....	64
Region Centers	65

Introduction

In the spring of 2020, Miami-Dade County Public Schools, like other districts around the country and around the world, reacted swiftly to address the educational needs of its students as it was forced to close schools in the midst of the COVID-19 pandemic. Mobilizing its workforce and leveraging its resources, the District enhanced its established procedures and protocols used previously for school closures due to damage caused by weather emergencies. The initial Instructional Continuity Plan was designed to address the instructional needs of students for a limited period. When it became evident that schools would remain closed for an extended period of time, the District expanded upon the previous plan and created the Instructional Continuity Plan 2.0, thus providing a platform for students to complete the 2019-2020 school year.

As the pandemic continued unabated, it created uncertainties as to what K-12 education would look like in the coming school year. Before schools closed for the 2019-2020 school year, work began on the reopening plan for 2020-2021. M-DCPS administration, staff, community partners, students and their families came together through participation in survey responses, advisory committee meetings, and School Board meetings enabling the District to re-envision how education would work and look for our students in the fall. Through all of our efforts and designs, the health and safety of students and staff remained top-of-mind equally with our moral imperative of delivering the highest quality education to all students.

This document, *Reopen SMART Return SAFE: A Guide to the Reopening of Miami-Dade County Public Schools*, outlines the instructional models, processes and procedures that will be implemented and expanded upon for the upcoming 2020-2021 school year. This guidebook is intended as a resource for our community to help navigate the return to school for the children of our community. As we all know, the COVID-19 pandemic can evolve and conditions can change, but Miami-Dade County Public Schools will continue to monitor and adjust to conditions as necessary. This document will continue to be updated throughout the coming weeks as more information becomes available.

How to Stay Informed

As the District continues to monitor the COVID-19 community transmission conditions, we will continue to provide updates to parents regarding the stages of reopening and any adjustments to the instructional models and school calendar. Information will be provided through various means such as press releases, the District's Reopening of Schools website, Student and Parent Portals, and social media. Additionally, parents are encouraged to stay in communication with their child's home school for any information going forward related to the reopening of schools.



Parent Portal

The portal will still be the primary place where parents will be able to access their student(s) grades and schedule. To access this, the parent's account must be linked to their student's. Parents can contact their child's school and provide proper identification to obtain their unique six-digit pin needed to link the accounts. Visit <http://www.dadeschools.net/parents.asp> or scan the QR code to the left.



Dadeschools Mobile App

Parents are recommended to have their student(s) linked to their account. Parents can contact their child's school and provide proper identification to obtain their unique six-digit pin needed to link the accounts. The App is available on both the App Store and Google Play.



Reopening of Schools Website

The official reopening website will have the most up to date information including comprehensive Frequently Asked Questions (FAQs). Scan the QR code to the left or visit <http://reopening.dadeschools.net>.



School Site

Parents are encouraged to follow the Twitter account of their child's school and visit the school's website. School contact information can be found on the District's [School Directory](#) website or by scanning the QR code to the left. Parents should also visit the District's [Eduvision channel](#) by scanning the QR code on the right.



Social Media

Below are the social media sites and handles that the District will use to provide up-to-date information to parents and the community at large.



@MDCPS
@EscuelasMDCPS
@MiamiSUP



@MiamiSchools
@MiamiSup



@MiamiSchools
@AlbertoMCarvalho1



@MiamiSchools

Important Dates



Guiding Principles for Reopening Schools

This District's reopening plan outlines the instructional and operational protocols for all facets of the country's fourth-largest public-school system and is built on 5 key principles to guide our approach for reopening schools. As we move ahead in our reopening efforts we strive to:

- Ensure the safety and wellness of students and staff.
- Deliver high-quality instruction to students, regardless of delivery model.
- Provide parents flexibility and choice in instructional delivery models.
- Optimize use of resources and maximize revenue.
- Communicate with all stakeholders clearly and effectively.

Stakeholder Surveys

The District's Reopening Plan is a comprehensive effort informed by feedback from various groups and stakeholders. To ensure that stakeholders had a voice in the reopening strategies, the District conducted three surveys: parents, teachers, and school site employee surveys.

Parent Survey Results

The Reopening of Schools Parent Survey was administered online from July 6, 2020, to July 15, 2020. The survey sought to garner the opinion of parents of students who currently attend and who plan to attend in the new school year. Parents from all M-DCPS schools were invited to complete the survey so the District could gauge their intentions in returning to the schoolhouse during Stage II. The District received **239,672 responses** from families, with **49.6%** indicating a preference for the **schoolhouse** and **50.4% for My School Online**. Once Miami Dade County Public Schools enters Stage II, all students will transition to the modality of instruction selected by their parents in this survey.

Teacher Survey Results

The Reopening of Schools Teacher Survey was deployed online on Thursday, June 4, 2020, and closed on June 10, 2020. The survey sought to capture teachers' perceptions of COVID-19 and the pandemic's impact on their ability to return to work. Teachers were asked their thoughts on the public health risk of COVID-19 and the potential for employees and students to return safely. Surveys were sent to **19,250 teachers with a 96.7% response rate**.

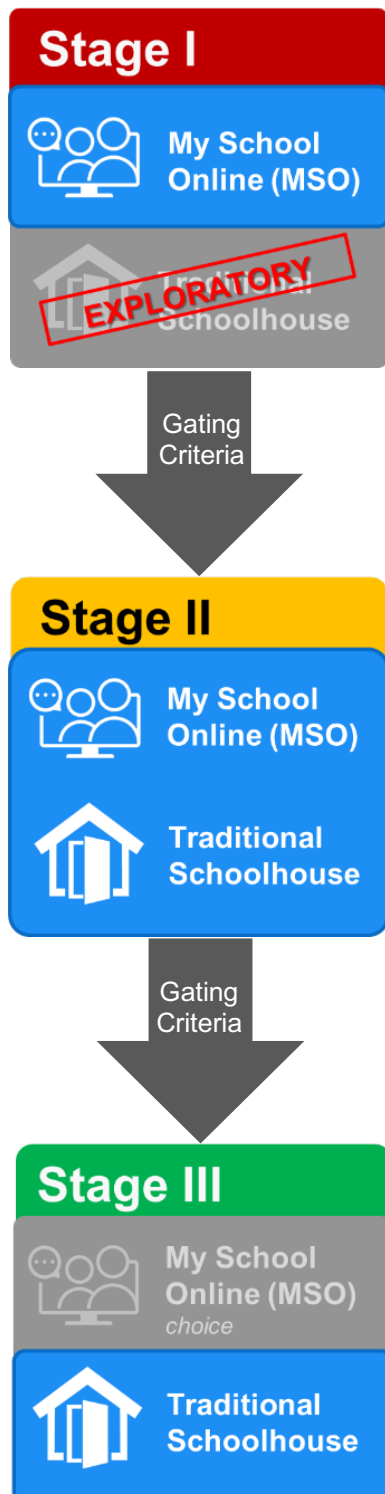
Overall, M-DCPS teachers felt that that reopening schools placed individuals on a moderate to high risk level of getting the virus. Over **73%** of respondents at that time indicated they had **no impediments to returning** to work either physically or virtually, with **18%** indicating they would **have an impediment to returning** physically. Over **97%** of teachers indicated they have no barriers to work remotely, and the other 3% cited concerns with connectivity or a lack of proficiency with communications platforms to engage with students.

School Site Employee Survey Results

Miami-Dade County has faced a marked increase in the number of COVID-19 cases over the past several weeks. As a result, and in tandem with the declaration of intent for schooling preference that families were asked to complete, the District went back and surveyed all school site personnel to determine school-level staffing needs. Eighty seven percent (**87%**) of all school-site employees indicated that they would be willing to return to work physically.

Stages of Reopening Schools

The gating criteria will be used to inform transitions between instructional models throughout the three stages:



Stage I, which will commence in August, will include the activation of My School Online for all students. Through September 30th, M-DCPS will continue to review opportunities to begin providing face-to-face opportunities for students who may have significant learning needs. The District will explore the potential for a staggered reopening for students who may have widening learning gaps due to the extensive time they have been away from school. This will allow the transition of subgroups of students to the schoolhouse based on need and academic fragility.

In Stage II, both MSO and the 5-day Schoolhouse Model will be activated concurrently. Students will be able to participate in the instructional model that was selected by their families in the parent survey. Additionally, through broad risk mitigation strategies, plant walkthroughs and the reengineering of school spaces, the District will make every effort to keep the reduced population of students safe while learning in the schoolhouse each day of the week, enabling working families to fully return to the workforce.

In Stage III, all students return to the Schoolhouse Model and MSO becomes a choice option for those families who prefer to have their children remain in that model for the remainder of the school year.

Transitioning to Stage II of Reopening of Schools Plan

Miami-Dade County Public Schools (M-DCPS) is transitioning to Stage II of its Reopen Smart, Return Safe reopening plan. The decision to transition to Stage II was made in light of Miami-Dade County's transition to Phase II of reopening, the marked improvements seen in the series of health metrics identified by medical and public health experts, guidance from the State, and the school system's overall level of readiness in terms of workforce, facilities and all necessary protocols.

The safety of students, employees and their families has been the primary guiding principle throughout the District's reopening efforts. Given that commitment, and in alignment with the recommendations provided by public health experts, the physical return will be staggered by grade levels, providing for a reduced school capacity and allowing for the testing of protocols and potential adjustments, prior to schools operating at full Stage II capacity.

Parents were sent a notification card in the mail, to serve as a reminder of which learning model they selected during the July opt-in period. Students should be ready to present these notification cards to physically enter their schools on their assigned return date. Parents may also review their selection through their child's Student Portal or the Dadeschools mobile app. Those students whose parents opted for the Schoolhouse Model AND who are eligible for District transportation are also being provided with their transportation information. Parents are urged to talk to their children and emphasize the importance of personal responsibility and the proper utilization of facial coverings at all times, while on school campuses and school buses. Parents are also asked to conduct a daily health screening of their children. **Parents with children in the schoolhouse model should review carefully Section 2: Schoolhouse Model (Face-to-Face Schooling), beginning on page 25 of this document, for additional information regarding daily home health screenings, appropriate face coverings, etc.**

School administrators will have the discretion to make limited exceptions for parents who wish to change their initial selection. To request a change, parents must contact their child's school to complete a change of declaration form. Any exceptions will be made based upon the specific conditions of each school's in-person enrollment to ensure social distancing measures are not compromised.

Students whose parents opted for the Schoolhouse model in July will begin to return to school sites on Monday, October 5, with a phased-in approach, by grade level, which will be completed by Friday, October 9. Students whose parents selected My School Online (MSO) when surveyed in July will remain engaged in distance learning. The reopening phase-in schedule will occur as outlined in the chart on the following page.



Schoolhouse Return Dates for Stage II

Returning to the Schoolhouse

	Fri 10/2	Mon 10/5	Tue 10/6	Wed 10/7	Thu 10/8	Fri 10/9
Non-Opt Teacher Planning Day	Elementary School: PK, K, 1 K-8 Center: PK, K, 1 Combination School: PK, K, 1 ESE Modified Curriculum (all grades)					
				Elementary School: 2, 3, 4, 5 K-8 Center: 2, 3, 4, 5, 6 Middle School: 6 High School: 9, 10 Combination School: 2, 3, 4, 5, 6, 9, 10		
				K-8 Center: 7, 8 Middle School: 7, 8 High School: 11, 12 Combination School: 7, 8, 11, 12		

- 10/2 – Non-Opt Teacher Planning Day (Teachers report to school sites beginning this day.)
- Early childhood and students with special needs on a modified curriculum return first (on 10/5) to become familiar with the new environment/routines. Remaining elementary grades and secondary transition grades return next (on 10/7). All remaining grades return on 10/9.
- High school start times revert to 7:20 a.m. for both My School Online and Schoolhouse on 10/7.
- The progressive, staggered approach allows school sites to test social distancing protocols and adjust if necessary, leveraging a reduced capacity for two to four days before operating at the maximum schoolhouse capacity for Stage II.

2020-2021 School Calendar

Below is the revised 2020-2021 school calendar for elementary and secondary schools. The dates have been adjusted to reflect the delayed school opening due to COVID-19. Other district calendars (e.g., Testing Calendar, Adult/Vocational Education, Juvenile Justice Education) may be found on <http://www.dadeschools.net/> or accessed using the QR codes.



MIAMI-DADE COUNTY PUBLIC SCHOOLS
2020-2021 SCHOOL CALENDAR
ELEMENTARY AND SECONDARY
REVISED 9/29/20

July 2020				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

August 2020				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
^o 17	^o 18	19	20	21
24	25	26	27	28
31				

September 2020				
M	T	W	T	F
5	1	2	3	4
8	9	10	11	12
14	15	16	17	18
21	22	23	24	25
^o 28	29	30		

October 2020				
M	T	W	T	F
			1	^o 2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

November 2020				
M	T	W	T	F
2	^o 3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	^o 25	^o 26	^o 27
30				

December 2020				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

January 2021				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

February 2021				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

March 2021				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	^o 26
29	30	31		

April 2021				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

May 2021				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

June 2021				
M	T	W	T	F
	1	2	3	4
7	8	9	^o 10	^o 11
^o 14	15	16	17	18
21	22	23	24	25
28	29	30		

- New Teachers Report
- Teacher Planning Day
- Teacher Planning Day - (No Opt)
- District-wide Professional Development Day
- Floating Teacher Planning Day (No Opt)

- Recess Day
- Beg/End of Grading Period
- Legal Holiday
- Available to opt
- Teacher Planning Day available to opt

For information on employee opt days, please refer to back of calendar.

Days in Grading Period
1- 36
2- 49
3- 43
4- 47

Adult/Vocational Education



Juvenile Justice Education



Testing Calendar



Master Calendar



Criteria to Return to Face-to-Face Learning

In addition to consulting with the Florida Department of Education, Florida Department of Health, local health officials, and others, M-DCPS will be monitoring eight metrics, or gating criteria, to inform decisions regarding a return to the schoolhouse. These were developed in consultation with Miami-Dade County and the input provided by the ad-hoc public health and medical expert task force. The criteria include:

- ✓ A sustained positivity rate of less than 10%, trending toward 5% for 14 days, with a goal of 3%.
- ✓ A steady reduction in the number of those hospitalized for COVID-19 or influenza-like symptoms for 14 days.
- ✓ A sustained reduction in ICU bed occupancy due to COVID-19 for 14 days.
- ✓ A continuous reduced community viral burden (total number of virus-positive individuals) for 14 days.
- ✓ An increase in COVID-19 specific viral test availability with decreased wait time to receive a test.
- ✓ A decreased response time for test results to less than 48 hours wait time.
- ✓ An increase in quantity and quality of contact tracing that provides prompt and needed input to decision-makers.
- ✓ An increased number of general vaccinations for school-aged children that meets the goals of herd-immunity in our community.





My School Online

(Distance Learning)

SECTION

01

My School Online (Distance Learning)

Beginning August 31st through at least October 2nd, all students will be attending school remotely via My School Online. Transition to Schoolhouse learning is dependent upon improved community conditions (Stage II).

What is My School Online?



My School Online (MSO) is Miami-Dade County Public Schools' (M-DCPS) distance learning option for those students in grades K-12 who wish to continue their education full-time through innovative learning environments but still maintain their enrollment status at their brick and mortar schools. MSO students will have their attendance taken as they participate in classes online during regular school hours and follow a standard school schedule. Teachers in MSO meet daily with their students utilizing web conferencing technology. MSO also affords students the opportunity for whole-group and small-group instruction, personalized learning, and support services, such as guidance and mental health counseling, interventions, and therapies as needed.

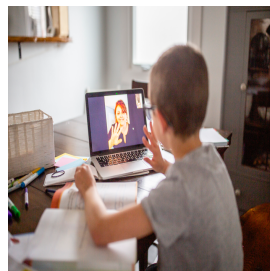
Components of Student Day

Teachers will be able to interface with their entire class, a small group of students, or individual students through videoconferencing. During lessons, teachers can respond to students' questions and provide real-time support and progress monitoring. While logged in, students can access their lessons, interact with peers, and complete group work and/or group projects. Additionally, teachers will be able to host parent and student conferences during planning periods, before school and/or after school as appropriate.



PARENT
COACHING

Parents ensure student participation and monitor student progress and contact the teacher with any concerns.



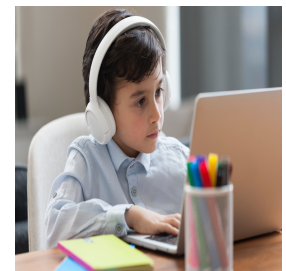
TEACHER
INTERACTION

M-DCPS teachers provide personalized attention and support for standardized curriculum.



HANDS-ON
LEARNING

Lessons related to the core curriculum will allow students to explore creative ways to enrich learning through hands-on activities.



LEARNING
CONTINUES

After assignments are complete, students are free to access additional resources and explore available online content.

Daily School Schedule

In MSO, the student’s day will mirror that of their Schoolhouse peers. Students will follow their class schedules and classes. Morning announcements will occur during the first 15 minutes of the day. Official school attendance will be recorded and maintained for each class. For elementary and middle schools, the start and end times are the same in both stages. In senior high schools, however, students in grades 9-12 have the opportunity to start their school day later – at 8:30 AM – while in Stage I since they will all be participating in MSO. When we transition to Stage II, all high school students will revert to a 7:20 AM start.

Elementary Schools & K-8 Centers Stage I & Stage II	Pre-K, K, 1 Grades 2-5	8:35 AM – 2:05 PM 8:35 AM – 3:05 PM
Wednesdays, all students in Elementary Schools and K-8 Centers dismiss at 2:05 PM		
Middle Schools Stage I & Stage II	Grades 6-8	9:10 AM – 3:50 PM
Senior High Schools Stage I	Grades 9-12	8:30 AM – 3:30 PM
Senior High Schools Stage II	Grades 9-12	7:20 AM – 2:20 PM
* Selected schools may dismiss at a later time. Students assigned to schools where this is the case will have that time reflected in their individual schedules.		

Student Schedules

Student course schedules will be posted on the Parent and Student Portals and the District’s Mobile App. Students may log into the Student Portal or mobile app to access their schedule, and parents may access their child’s schedule through the Parent Portal or mobile app by logging in using their assigned PIN. Parents who do not have a pin, should contact their child’s home/enrolled school to secure a pin. While the previous chart provides the hours for a typical day, specific student schedules, including the arrangement of activities such as subject area instruction, brain breaks, and lunch time will be determined by each individual school. Parents should contact their child’s home/enrolled for additional information regarding their child’s school schedule. For school contact information you can visit the District’s School Directory at <http://www.dadeschools.net/schools/schoolinformation/> or scan the QR code above.



A Day in the Life of MSO Students

During the course of a typical day in My School Online, students will participate in videoconferencing with their teachers, collaboration with peers, independent work, special courses or electives and of course, lunch, recess, and brain breaks.

Attendance in My School Online



In both face-to-face or online learning environments, there are probably no factors more important to a student's progress in school than regular and punctual attendance. My School Online will follow established District attendance protocols and procedures as defined in School Board Policy, 5200 – Attendance. Parents and students are responsible for attendance which shall be required of all students during the days and hours that school is in session.

While enrolled in My School Online, students are expected to:

- log into live sessions with their teachers each and every scheduled school day.
- attend online class as scheduled.
- be prepared to start online classes on time.
- demonstrate appropriate digital citizenship behavior while online.

** Students are encouraged to wear their school uniform if they were enrolled in their current school during the previous year.*

Taking Attendance in My School Online

School Attendance/Tardy

Daily school attendance **will be taken every scheduled school day** during the students' first class of the day. Students are to be counted in attendance only if they attend the online class or engaged in a school-approved educational activity which constitutes a part of the instructional program for the student. A student is considered tardy to school if the student is not present at the moment the attendance is taken for the first class assigned. If a student is not present when school attendance is taken but is present later in the school day for another assigned class, that student must be considered in attendance, but tardy to school, and the absence should be changed.



Class Attendance

Students will be counted in attendance if they log into the live sessions with their teachers. In elementary schools, students will log into their teacher's live session at the beginning of the school day, and in secondary schools, students will log into their teacher's live session at the beginning of each class period/block.

In both cases, students must enable the camera function on their computers so that the teacher can identify them. Students who log in to do their daily assignments but do not log into the live sessions with their teachers may be marked as absent.

Class Tardiness

Students must log into their teacher's live sessions with their teachers at the time determined by their school. Students who do not log into the live sessions with their teachers at the predetermined time may be marked as tardy. A student is considered tardy to class if the student is not present at the moment the attendance is taken.

Excused/Unexcused Class Absence

My School Online will follow the established District attendance policy in regard to excused class absences as defined in School Board Policy, 5200 – Attendance. If a student's excuse for being absent doesn't meet the criteria set forth in the school board attendance policy for excused absences, or the parent(s) fails to report and explain the absence(s) in a timely manner, his/her absence will be considered unexcused.

Absences shall be reported to the student's home/enrolled school by the parent no later than **five days** from the date of the absence. To report an absence during the time a student is enrolled in My School Online, parents must submit a statement of the cause for such absence

via email directly to the school. The district has developed an email address specific to each school attendance office. Parents should submit documentation (a parent note) in the form of an email detailing the reason for their child’s absence from a day or a class session (in the case of a secondary student). The attendance email address will have the school’s location code followed by attendance@dadeschools.net. For example, the email address for a school with location code of 4071 will be as follows: 4071attendance@dadeschools.net. If you do not know the location code of your child’s school it may be found by searching the school information list at the link provided below. Parents who wish to submit documentation for an excused absence to the school’s attendance office in person may do so within five days from the date of the absence. Failure to report and explain the absence(s) shall result in unexcused absence(s). The principal of the student’s home/enrolled school shall have the final authority for determining acceptability of the reason for the absence(s).

For school contact information and location code visit the District’s School Directory at <http://www.dadeschools.net/schools/schoolinformation/> or scan the QR code to the right.



Applied Learning Programs Career & Technical Education (CTE)

In order to provide students with as much hands-on experiences as possible, MSO CTE courses will use the same online curriculum, course content, virtual simulations, e-learning assessments to prepare for Industry Certifications, and e-portfolios aligned to the specific program. These courses may be delivered through Microsoft Teams, depending on the course.

CTE students in MSO will also have the opportunity to participate in work-based learning, On the Job Training, and Career Technical Student Organizations. Engagement of M-DCPS business and community partners will continue to ensure programs of study are aligned with workforce needs since these partnerships remain the foundation of market-aligned CTE programs that are critical to maintaining program quality. Students will be able to participate in virtual field trips, virtual guest speakers, and job shadowing opportunities. Once we are in Stage II, the District will begin providing MSO students with opportunities to come to the Schoolhouse for selected experiences (reverse field trips).

NEED FOR DIRECT INSTRUCTION / DEMONSTRATIONS	
LESS NEED	<ul style="list-style-type: none"> • Middle School Career Exploration Courses • Business, Finance, Marketing • Education and Training • Family and Consumer Sciences • Hospitality and Tourism • Information Technology • Public Service, Criminal Justice
GREATER NEED	<ul style="list-style-type: none"> • Agriscience & Veterinary Services • Automotive Technology • Building Trades and Construction • Culinary Arts • Early Childhood Education • Engineering • Global Trade and Logistics • Health Science (Nursing, Dental, EMR, etc.) • Television Production

✓ Work-based learning, on the job training, Career Technical Student Organization activities will take place as permitted by district and governmental guidelines

✓ Student will be responsible for providing their own transportation to off-site locations

Life Skills/STE(A)M, Visual & Performing Arts

Life Skills includes programs like Physical Education, Health Education, Driver's Education, and JROTC. All these courses will be available for students in both the Schoolhouse model and in My School Online.

- Elementary schools will schedule these “Specials” courses as part of a student’s schedule.
- Secondary schools will continue to provide these courses as elective offerings for students.
- The curriculum will be designed to work in both instructional models with online coursework and opportunities for offline practice using Microsoft Teams.
- Local and state competitions will continue to be offered to all students.



Once we enter Stage II, M-DCPS will ensure that all safety and health protocols are in place. The District has developed Safety and Health Guidelines for teaching and learning, and these guidelines adhere to the latest available recommendations from the Centers for Disease Control and Prevention (CDC), Florida’s Recovery Plan, the Florida Department of Education Reopening Plan, and multiple national/state professional subject area associations. These guidelines will be applied to general classrooms and classrooms for these special programs:

- Career Technical Education
- Physical Education and Health
- Science Laboratories
- STE(A)M School Designation Programs
- Visual and Performing Arts
- Exceptional Student Education

Advanced Academics

Gifted Education

Advanced Academic programs will be available to students in both the face-to-face Schoolhouse Model and in My School Online (MSO). Students in the gifted program will continue to receive their services based on their Educational Plan (EP), and gifted students who have dual or multiple exceptionalities (e.g., Gifted and ASD, Gifted and LD, Gifted and Speech Impaired) will continue to receive their services based on an Individualized Educational Plan (IEP). The curriculum can be delivered remotely in MSO or in the Schoolhouse by a teacher when we transition into Stage II of Reopening. All MSO courses are customizable in order to accelerate student learning as well as provide differentiated instruction to all of our students.

AP/IB/AICE

Advanced Placement - International Baccalaureate - Cambridge Advanced International Certificate of Education

Students enrolled in Advanced Placement, IB, or Cambridge will continue to participate in these programs during the new school year. During Stage I of Reopening, students enrolled in AP, IB, and AICE courses will receive remote instruction from their teachers following the standard school schedule. District expert teachers in these programs developed the course content utilizing Microsoft Teams as the delivery platform. These experts have utilized resources available through the College Board, IB, and Cambridge International. These courses can be delivered virtually or face-to-face for students who transition to their school sites during Stage II. The District has not been notified if the AP, IB, or AICE exams – which take place in late spring – will be administered at school, at home, or other option. Once information becomes available, students and parents will be notified.

Dual Enrollment

Many M-DCPS students take Dual Enrollment (DE) courses at the college or university level, and those students who are enrolled in a DE course on the high school campus will receive remote instruction from their DE teacher following the standard school schedule. DE teachers will use the digital platform and course content provided by the credentialing college or university. Regardless of the platform, the curricula can be delivered virtually or face-to-face for students who transition to school sites during Stage II. Students who participate in DE on the college/university campus will follow the schedule and guidelines provided by the institution. For example, Florida International University uses Canvas as its platform while Miami Dade College uses Blackboard Learn. Regardless of the platform, the curricula can be delivered virtually or face-to-face for students who transition to school sites during Stage II.

Graduation Requirements / Diploma Pathways

For students who are enrolled in My School Online (MSO) all requirements for graduation will continue to be available as well as the pathways for the different diploma options. The District's different diploma pathways can be found at <http://diplomapathways.dadeschools.net/#!/> or by scanning the QR code.



Early Childhood Programs

We welcome our M-DCPS youngest learners and their families to our Pre-K classrooms, including VPK, Head Start, and Pre-K ESE. Below are a few highlights of what to expect in your child's Pre-K classroom during Stage II of Reopen SMART Return SAFE for Schoolhouse and My School Online (MSO).

- The Schoolhouse model and MSO for Pre-K will align to the same standards to ensure continuity of instruction and provide consistency for students.
- Pre-K students who choose Schoolhouse model will meet face-to-face and interact daily with their teachers and peers for while Pre-K students who choose MSO will receive live and online instruction.
- A recommended sample schedule for Schoolhouse and MSO instruction has been developed to follow throughout the school day to help guide face-to-face and online learning. (8:35 am- 2:05 pm)
- The Schoolhouse model and MSO in Pre-K will provide a variety of blended instructional strategies that include teacher-led instruction, adaptive technology and collaborative experiences to capture the curiosity of young learners.
- Families of Pre-K learners will be provided varied engagement opportunities and access to video modeling to make everyday activities learning experiences that promote school readiness.

Head Start/Early Head Start families will continue to receive support from our HS/EHS team including health staff, nutritionists, mental health consultants, and family support. HS/EHS programs offer extended hours.

My School Online Pre-K Sample Schedule		Schoolhouse Pre-K Sample Schedule	
8:35 AM - 8:45 AM	Independent Morning Routine and Writing	8:35 AM - 8:45 AM	Morning Routine and Writing
8:45 AM - 9:55 AM	Teacher-Led Pre-Literacy, Pre-Math, Social Studies, Science Instruction	8:45 AM - 9:55 AM	Center Time (Independent Learning & Play) Individualized Online Pre-Literacy and Pre-Math Learning
9:55 AM - 10:55 AM	Independent Learning & Play at Home (ex: blocks, art, pretend play)	9:55 AM - 11:35 AM	Teacher-Led Pre-Literacy, Pre-Math, Social Studies, Science Instruction
10:55 AM - 11:15 AM	Individualized Online Pre-Literacy and Pre-Math Learning	11:15 AM - 11:25 AM	Individualized Online Pre-Literacy and Pre-Math Learning
11:15 AM - 11:25 AM	Guided Learning Activities with Family Support	11:25 AM - 11:55 AM	Lunch
11:25 AM - 11:55 AM	Lunch	11:55 AM - 12:25 PM	Teacher-Led Pre-Reading Instruction
11:55 AM - 12:25 PM	Independent Active Play (ex: dancing, indoor/outdoor play)	12:05 PM - 12:35 PM	Outside Time (Independent Active Play)
12:25 PM - 12:45 PM	Individualized Online Pre-Literacy and Pre-Math Learning	12:35 PM - 1:05 PM	Quiet Time (Independent Time)
12:45 PM - 1:05 PM	Teacher-Led Pre-Literacy, Pre-Math, Social Studies, Science Instruction	1:05 PM - 1:50 PM	Teacher-Led Pre-Reading Instruction
1:05 PM - 1:35 PM	Teacher-Led Pre-Reading Instruction	1:50 PM - 2:05 PM	Closing Circle
1:35 PM - 2:05 PM	Independent Time (ex: quiet rest time, reading)		

* Times may vary for Head Start and Pre-K ESE programs

Need Additional Information on Early Childhood Programs?

Visit the website for the Department of Early Childhood Programs at earlychildhood.dadeschools.net.

Follow us on Twitter
@MDCPS_OECP



Scan the QR code.



Support for Special Populations

Students with Disabilities

Instruction

Students with disabilities will be served through My School Online (MSO) and at the Schoolhouse. Individualized student supports will be provided according to each child's IEP, both in-person and via distance learning, and may include:

- Sign Language Interpretation
- Assistive Technology
- Paraprofessional Assistance
- Pre-employment Skill Building
- Accommodations

Students with disabilities on standard curriculum who opted for MSO will follow the appropriate e-learning curriculum model. Students on modified curriculum will learn via ACCESS points, following specific Learning Maps created for these students. Specialized curricular resources will be utilized in both the MSO and School House models.

Related Services

Related services such as speech-language therapy, occupational therapy, physical therapy, in-school nursing, and counseling will be scheduled to avoid interruption of core instruction. With the reopening of the Schoolhouse, both in-person and teletherapy platforms will be utilized to deliver related services.

Individualized Education Plans (IEPs)

Both annual and interim IEP meetings will continue to be conducted virtually as appropriate. A Distance Learning Implementation Plan (DLIP) will be developed for all students that have an IEP for the 2020-2021 school year. DLIPs will align with IEP timelines and will be sent to all parents for their review. If parents have questions regarding their child's DLIP, they should contact their child's school for clarification. IEP Teams will also meet to determine possible learning loss due to school closure(s).

Evaluations

Psychoeducational evaluations will continue to be conducted via TeleHealth platforms and in-person as appropriate. For questions about the status of your child's evaluation, please contact ESE@dadeschools.net.

Getting Ready to Return to Schooling

During the “Week of Welcome” (WOW), August 24-28, 2020, the District will offer webinars that address how parents can support their ESE student(s) in remote learning including:

- Home Strategies for Distance Learning
- Preparing Your Child to Return to School via Distance Learning
- Keeping your Child Motivated during Distance Learning

All sessions will also be available on demand at ESE.Dadeschools.net.

Need Additional Assistance?

For additional information or assistance, scan the QR code on the right, send an email to ESE@dadeschools.net, or visit the Department of Exceptional Student Education at ESE.Dadeschools.net.



English Language Learners

English Language Learners (ELs) will continue to be enrolled in ESOL appropriate courses in Kindergarten through grade 12 to continue their acquisition of language skills and ESOL specific courses will be available both through My School Online and the Schoolhouse Model.

Additionally, the District will continue to provide support to ESOL teachers to ensure that ESOL students will continue to grow in their language development. Supports for teachers will include:

- Using the ELLEVATION platform that includes dashboards and reports for administrators and ESOL compliance liaisons to continue to be able to track students’ progress.
- Access to the InClass Strategies library of strategies and supplemental lessons for all content area teachers with ELL students in their classroom.
- Supplemental resources that support listening, speaking, reading and writing language development.
- Access to the Nearpod Private Libraries for all ESOL teachers and students which includes:
 - iTutoring for grades 2-12, a digital repository of supplemental digital lessons in core content areas as well as ACT and SAT, iWorld ESOL for grades 6-12, digital lessons aligned to state standards and iWorld Haitian-Creole for grades K-5, lessons correlated to the Florida Standards





Schoolhouse Model

(Face-to-Face Schooling)

SECTION

02

Schoolhouse Model (Face-to-Face Schooling)



The Schoolhouse Model will become available once M-DCPS transitions to Stage II. This model represents a return to the traditional in-person school environment with several significant changes centered around enhanced health and safety precautions. All changes were made taking into consideration the most up-to-date CDC guidelines in order to minimize the risk to the health and safety of both students and school staff. In the following sections we will be detailing the changes that you and your student can expect when returning to your school building.

Click on the link below or scan the QR code to see a short video on the student experience in the Schoolhouse Model.

Student Experience – Schoolhouse Model

<https://eduvision.tv/l?OtmmlR>



Classroom Instruction

While students will be learning physically in a classroom during in the Schoolhouse Model, changes to the typical student experience have been made to minimize their risk while in school. These could include:

- Limiting the physical sharing of items such as science lab equipment, books and other learning materials.
- Requesting students to bring laptops to school to reduce the passing out/sharing of papers.
- Arranging student desks and/or seating arrangements to promote social distancing.
- Limiting the amount of in-class groupwork to maintain social distancing.
- Face coverings must be worn when in the classroom.



Symptom Identification, Positive Case Identification, Contact Tracing, and Assessing School Closure

For students who have elected into a Schoolhouse Model, parents will be expected to do a temperature and symptom check each morning. If a student is sick, they must stay home. Additionally, parents should check for common COVID-19 symptoms. Symptoms among children include fever, headache, sore throat, cough, fatigue, nausea/vomiting, and diarrhea. If a child has a temperature over 100.4 degrees (without fever-reducing medication), the parent/caregiver should wait fifteen (15) minutes and recheck the temperature to confirm if it remains elevated. If a student is sick including presenting with a temperature above 100.4



degrees, and experiencing COVID-19 symptoms they must stay home, contact their health care provider, and the parent must notify the school immediately. Additionally, any staff members exhibiting symptoms will also be required to notify their supervisor and stay home.

In the case that a student begins to exhibit COVID-19 like symptoms during school hours, every school will have a designated isolation room so that they are not interacting with other students. A staff member will be assigned to stay with the student and monitor the student's symptoms. The parent or guardian will be notified and asked to pick the student up as soon as possible. The isolation room will also be sanitized immediately after each use.

In the event a student or staff member tests positive for COVID-19, or other specified communicable disease, the school site will initiate a contact investigation to determine who may have been exposed to this student or staff member. These types of cases will be reported to the Florida Department of Health in Miami-Dade County. Any school-wide or classroom closures will be determined in collaboration with the Florida Department of Health in Miami-Dade County. The District will also follow guidance from the Florida Department of Health in Miami-Dade County for any school-wide or community notification that is deemed necessary.

If a school closure is necessary, cleaning and sanitization protocols will be implemented. Schools and classrooms will reopen after the risk of exposure has been fully evaluated. While schools or classrooms are closed, students will participate remote learning.

Face Coverings and Hygiene Procedures

As per the most updated CDC guidelines, M-DCPS will be investing in face coverings and establishing new and enhanced hygiene procedures.

- Face coverings will be required on the bus and in the school building.
- Protective barriers will be installed at security stations and in the front office.
- Hand sanitizing stations will be available in high traffic areas and on the school bus.
- If a student leaves class during a class period, they will be expected to wash their hands prior to returning to the classroom.
- Water fountains will be turned off and water bottle filling stations may be available.
- Signage will be displayed prominently around campus as reminders of the new procedures.



Face Coverings

How to Wear Face Coverings

All students in school are required to wear a mask or face covering while riding busses and inside the school building. Masks may help prevent people who have COVID-19 from spreading the virus to others. Wearing a mask will help protect people around you, including those at higher risk of severe illness from COVID-19. Masks and face coverings are most likely to reduce the spread of COVID-19 when they are widely used by people in public settings and in school. The spread of COVID-19 can be reduced when masks are used along with other [preventive measures](#), including [social distancing](#), frequent handwashing, and cleaning and disinfecting frequently touched surfaces.

Wearing your mask and face coverings correctly is very important:

- Wash your hands before putting on your mask
- Put it over your nose and mouth and secure it under your chin
- Fit it snugly against the sides of your face
- Make sure you can breathe easily
- Wear a mask of an appropriate size that covers your nose and mouth
- Wear a mask in public settings when near people who don't live in your household, especially when it may be difficult for you to maintain six feet of separation
- Wearing a mask correctly to minimize COVID-19 risks
- **Don't** put the mask around your neck or up on your forehead
- **Don't** touch the mask, and, if you do, wash your hands or use hand sanitizer to disinfect

Different Types of Face Coverings

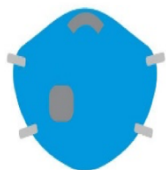
While some types of masks are more effective than others, public-health officials say any face covering—even a bandanna—is better than nothing. Common masks or face coverings fall into four categories: 1) cloth masks or coverings like gaiters, intended to prevent an infected person from spreading the virus by catching large droplets; 2) surgical masks, with a more sophisticated design also meant to prevent the wearer from spreading diseases; 3) N95 masks, which primarily protect the wearer and fit tightly to the face; and 4) face shields are clear plastic facial coverings meant to protect against splashes, sprays, and spatter of body fluids or droplets and are generally not used alone.



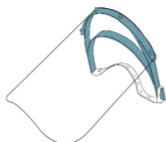
Cloth: A good cloth mask filters well and is comfortable to breathe through. A cloth mask should consist of three layers: an inner layer near the mouth that can get moist, a middle filtration layer and an outer layer exposed to the outside environment. You can easily make your own cloth mask at home with or without a sewing machine using a wide variety of fabrics, though tightly woven fabrics like cotton are recommended.



Surgical Masks: Surgical masks are disposable covers that are usually worn by medical professionals as personal protective equipment (PPE). They often are made of a combination of paper and plastics, and are commonly light blue in color. Surgical masks are designed to protect against large respiratory droplets but don't protect against smaller droplets. They are effective for helping protect others around you.



N95: True N95s aren't easy to wear properly. They must have a tight seal to the face to ensure that all air goes through the filter instead of around the edges. But they offer the best protection for the wearer against the coronavirus, which is why the World Health Organization recommends these masks be reserved for health-care workers. N95 masks filter out at least 95% of very small particles when worn properly. However, versions with a plastic valve, which makes the mask easier to exhale through, are intended for those who work in a high dust environment, and therefore do not offer protection for those around the wearer. As a result, they are not desirable at the school site.

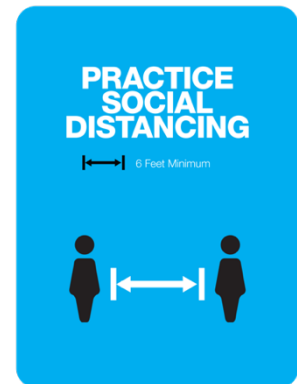


Face Shields: Face shields are clear sheets of plastic that hang down from a headband, covering the face from the top of the head to below the chin. People who keep six feet of distance from others and wear a face mask do not need a face shield. Face shields primarily provide an extra layer of protection when in sustained proximity with others. However, they do not provide the same protection as a mask because they do not provide a barrier to respiratory droplets, which can come up under them.

Social Distancing

To prevent the clustering of people in hallways or rooms the following will be implemented:

- *Directional Hallways and Stairways:* When the physical school lay out allows, schools will be one-way hallways and stairways. This will streamline foot traffic when students and staff are moving between classes and during arrival and dismissal.
- *Restroom Capacity Limits:* Restrooms will be limited to 2 people at a time.
- *Elevator Capacity Limits:* Elevators will be limited to 2 people at a time.
- *Classroom Configurations:* Non-essential furniture will be removed from the classroom when possible to increase the distance between student desks.



Cleaning and Sanitization Protocols



All schools will be cleaned daily after the end of each school day with the exception of restrooms which will be cleaned frequently throughout the day. To aid in the daily cleaning, every school has been provided electrostatic germicide sprayers to disinfect rooms and hallways. Additionally, buses will also be wiped down and cleaned between routes. Staff will be using hospital grade germicide when sanitizing

Visitors

All visitors who wish to enter campus must make an appointment ahead of time with the school site. Upon arriving, they will be required to check in at the security station at the front of each school, get a temperature check and go through a symptom screening. While on campus, all visitors will be required to wear a face covering and follow all protocols established at the school site such as adhering to directional hallways, social distancing, and respecting bathroom and elevator capacity limits.



Breakfast and Lunch Time Protocols

Specific procedures for lunch and breakfast will vary at each school depending on the physical capacity of a school's cafeteria space. To promote social distancing, students could eat in the cafeteria, classrooms and/or other designated spaces. Additionally, schools may continue to rotate groups of students through multiple lunch time slots.

Regardless of where students will physically eat lunch, the following measures will be in place:

- Social distancing will be maintained during meals.
- If students eat meals outside of the classroom, they will be provided time to wash their hands prior to returning to class.
- Communal dining surfaces, if utilized, will be sanitized between lunch rotations.
- Students will either scan their ID or use an online payment system for contact-free payments.
- While students are eating they may remove their facial coverings; however, facial coverings will be required while moving around the space.

Before-Care and After-Care Protocols

Before-care and after-care will be only be available during Stage II and Stage III for students who have elected into a Schoolhouse Model. During before-care and after-care, all campus safety protocols must be adhered to, including wearing a face covering and observing social distance where possible. Additionally, students will be assigned to a small and specific cohort during those hours. For information on the availability of before-care and after-care, contact your child's school.



Bus Transportation

During Stage II, for those who have opted into the schoolhouse model the District will provide transportation for eligible students. To minimize the risk to the safety of students and adults on the way to and from school, the district will implement several protocols.

2

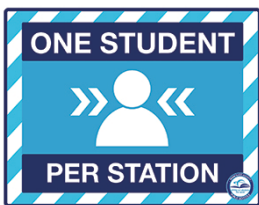
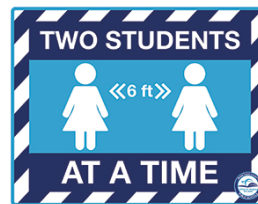
Stage II REMOTE/ IN-PERSON

- Buses will have hand sanitizing stations for students to use.
- Students will be required to wear a face covering while riding District provided transportation and bus drivers and bus aids will also wear appropriate personal protective equipment (PPE).
- In alignment with CDC recommendations, bus capacity will be reduced to one student per row.
- Signage will be installed on the school bus to encourage physical distancing protocols and healthy hygiene.
- Sanitization of the buses will be increased between morning and afternoon routes.



Instructions and Signage

The schoolhouse experience will be quite different than in previous years. To help teachers, students and visitors navigate school buildings safely, a number of new signs will be posted throughout our campuses to help keep everyone safe.





Services and Wraparound Supports

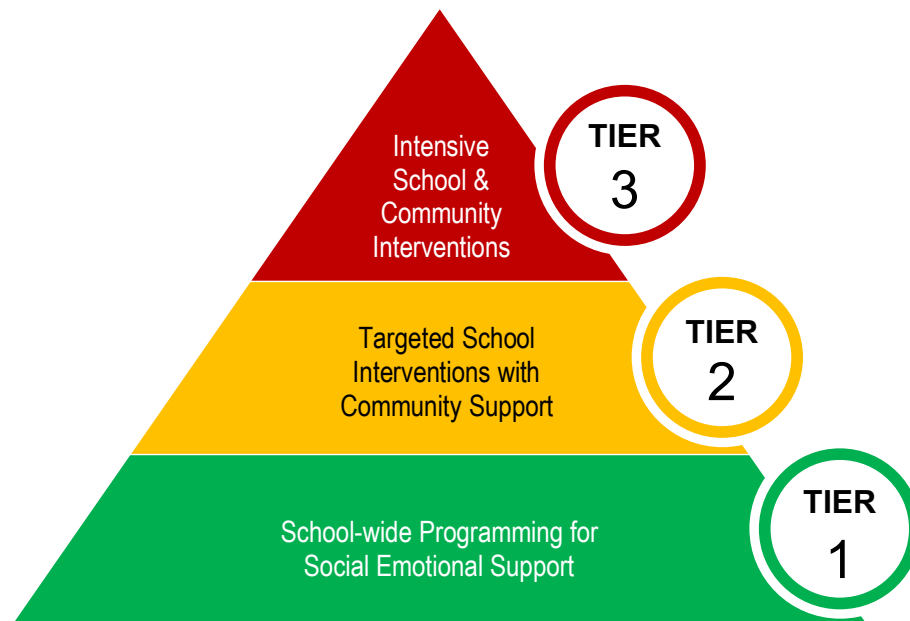
SECTION

03

Services and Wraparound Supports

Multi-Tiered System of Support (MTSS)

Through these uncertain times, Miami-Dade County Public Schools is dedicated to providing all its students not only with a quality academic experience but to supporting students' social emotional and mental health. Poor mental health is a barrier to the learning and overall well-being of students, and the District will continue to follow a Multi-Tiered System of Support which provides support services across 3 tiers to ensure all students have access to programs and services matched to their strengths and needs. During remote learning, school-based mental health professionals including counselors, social workers, psychologists, mental health coordinators and teachers will utilize MTSS to provide a full array of services and programs at all three tiers.



Tier 1: School-wide Programming for Social Emotional Support

School-wide social-emotional learning programs are provided as ongoing support for all students to foster their social-emotional wellness and to create a connected school environment. These programs encourage mutual respect for individual differences and promote tolerance and inclusivity, establishing an environment where students feel physically and emotionally safe.

Tier 2: Targeted School Interventions with Community Support

Early outreach and interventions are provided for students who need more targeted support. These students are referred to school counseling professionals who identify needs and implement services.

Tier 3: Intensive School and Community Interventions

Intensive intervention and mental health services are provided for students who need this type of individual support. District mental health professionals collaborate with the students' families to connect these students with appropriate services.

TIER 1**Universal Programs**

- Social-Emotional Learning (SEL) Programs that are implemented schoolwide as safe and supportive learning tools.
- Restorative Justice Practices (RJP) implemented to assist with student voice
- Mindfulness and Meditation implemented for stress relief and coping strategies
- Values Matter Miami with a new alignment to social-emotional competencies to support student wellness
- State-required Mental Health Education for all students in grades 6-12.

Tier 1 Support

Tier 1 support includes social emotional learning, restorative justice practices, mindfulness and values matter Miami. Students also are provided virtual modules through English Language Arts to fulfill the five-hour mandated Mental and Emotional Health programs for secondary students. “Brain breaks” have also been incorporated into the curriculum for grades K-12 during remote learning.

TIER 2**Targeted Interventions**

- Small group counseling
- Individual counseling support provided by school site staff
- Specialized services for vulnerable populations (foster, LGBTQ, homeless, etc.)
- Mental Health Screening
- Mental Health Team: targeted requests for student consultation
- Student referrals to mental health coordinator
- Small-group interventions
- Mentoring
- Student-led initiatives
- Professional Development: Mental Health Awareness, Trauma-Informed Practices

Tier 2 Support

Tier 2 involves targeted interventions based on referrals to school-based mental health professionals from teachers, administrators and/or parents. Types of interventions include small group and individual counseling, mental health screening as well as professional development for trauma informed practices. Interventions may occur virtually or in a space which can accommodate social distancing.

TIER 3**Intensive Interventions**

- Social-Emotional Behavior Intervention Plan (SE-BIP)
- Suicide At-Risk Assessment
- Threat Assessment/Mental Health Assessment
- Individual Interventions
- Referral to Contracted Mental Health Agencies

Tier 3 Support

Intensive intervention and mental health services are provided for students who need more intensive individual support. District mental health professionals collaborate with the students’ family to connect these students with appropriate services. Individual and family services can occur remotely through telehealth counseling.

Mental Health Supports

Throughout the school closure, mental health coordinators have been providing services to M-DCPS students and families. Regardless of instructional model, Schoolhouse or My School Online, students and their families will continue to receive mental health support. The District will maintain a mental health hotline to support our community at-large, and will provide student specific support. Students are able to use the hotline to schedule an in-person appointment at their school, if needed. When students go to schools for their appointments, safety protocols will be in place and these meetings will occur in a designated location in the school building to minimize the number of people students come in contact with.

A blended model of support, inclusive of in-person and virtual deployment of mental health services, is provided for schoolhouse and MSO. Services performed in the schoolhouse will occur in a dedicated location that allows for physical distancing.

Parents and students are encouraged to contact the Mental Health Assistance Line for immediate support, Monday through Friday, from 8:00 a.m. to 4:00 p.m. The District's licensed/certified mental health coordinators will continue to support students and families throughout the summer, linking them to resources, providing individual and family counseling services and referrals to community and contracted agencies to ensure they receive the immediate support needed.

Helplines

M-DCPS Mental Health Assistance Line

(305) 995-7100

Monday - Friday

8:00 a.m. to 4:00 p.m.

Jewish Community Services of South Florida (JCS) Helpline Services

2-1-1 Helpline (24/7) or (305) 576-6550

National Suicide Prevention Lifeline

1-800-273-TALK (8255) or Text

National Crisis Text Line

741741

Looking for additional resources?

For additional information or assistance, please visit the websites listed below or scan the QR codes provided.

Department of Mental Health Services (M-DCPS)

<http://mentalhealthservices.dadeschools.net/>

The Parent Academy

<https://parentacademymiami.com>



Food Service

Regardless of stage of reopening, all M-DCPS students will continue to have access to healthy meals during the school day. While students are participating in remote learning during Stage I, the District will continue the meal distributions at school sites in the afternoon after the school day ends allowing students to pick up multiple meals at once. Now that the District has progressed to Stage II, students who are attending in person will eat their meals in the cafeteria, classroom or another designated area based on the school site's ability to implement social distancing. Students attending My School Online will be able to pick up multiple meals on Tuesday and Thursday of each week between 4:00PM and 5:30PM at all school sites.



Note: Information regarding food distributions and assistance for families in need is available in the Additional Resources section of this guidebook (page 53).

1 Stage I ALL REMOTE

- School kitchen facilities are used for meal preparation as feasible.
- Meals are distributed on designated days from schools whose kitchen facilities are being used.
- Food service employee schedules would be adjusted to account for parent meal pick-up times, as well as for the preparation, packaging, distribution, and reconciling of all student meals distributed.
- Student identification must be provided by the parent/guardian/student. Parents would be required to pick up meals at their child(ren's) school or at an assigned school location.
- Cashless or online payment will be used for all meals.

2 Stage II REMOTE/ IN-PERSON

- School kitchen facilities are used for meal preparation as feasible.
- Cashless, online payment will be used for all meals.
- Students will scan their ID cards for meal accountability, eliminating the use of keypads.
- For meals served in the classroom, meal accountability will be completed by the teacher.
- School meal schedules shall provide time for thorough handwashing by students before and after meals, as well as time for custodial staff to sanitize dining surfaces between uses.
- Students enrolled in MSO will follow the Stage I plan to pick up meals at the designated school site.

Athletics

Athletics will follow guidance as released from the Florida High School Athletic Association (FHSAA). Practice for fall sports are delayed until at least August 24th, 2020, with student athletes participating in permitted conditioning activities until then. The M-DCPS Division of Athletics, Activities & Accreditation and the Executive Committee of the Greater Miami Athletic Conference (GMAC) have developed a phased plan for returning to play. This will begin once schools are opened and coaches and student-athletes are able to return.

Once M-DCPS resumes athletics all CDC guidelines will be followed. To learn what you and your student can do to stay safe while participating in organized sports you can watch this video from the CDC at <https://youtu.be/LMBzjaVRChY> or by scanning the QR code below.



STAY SAFE ON AND OFF THE FIELD



Stay home if you are sick.



Bring your own equipment and gear (if possible)



Cover your coughs and sneezes with a tissue or your elbow.



Wash your hands or use sanitizer before and after events and sharing equipment.



Tell a coach or staff member if you don't feel well.





cdc.gov/coronavirus

Extracurricular Activities, Field Trips and School Events

During Stage I and Stage II all clubs and extracurricular activities will remain in a virtual setting. Additionally, field trips must also take place virtually. School events such as open houses and pep rallies will take place virtually during Stage I but will be permitted to be in-person in Stage II given that CDC guidelines around group size limitation, social distancing and usage of face coverings can be met.

1 Stage I ALL REMOTE

- Select activities may occur in this phase and can be held utilizing Zoom meetings and webinars along with creating prerecorded videos for activities/events such as Open House and student assemblies.
- Club meetings will be held utilizing Zoom meetings and webinars allowing access for all.
- In-Person field trips will not be allowed during this phase.

2 Stage II REMOTE/ IN-PERSON

- Select activities may occur in this phase and can be held utilizing Zoom meetings and webinars along with creating prerecorded videos for activities/events such as Open House and student assemblies.
- Events such as homecoming and pep rallies must follow current CDC, Department of Health, and School Board policies regarding group size limitations, social distancing, use of facial coverings, teacher-pupil ratio etc.
- Club meetings will be held utilizing Zoom meetings and webinars allowing access for all.
- In-Person field trips will not be allowed during this stage.





Family and Community Engagement

SECTION

04

Family and Community Engagement

Family Engagement

Keeping Families Informed

To keep families updated and informed the District will be utilizing the following:



Week of Welcome

From August 24, 2020 to August 28, 2020, the District will be offering a week of activities and orientation for families. Topics covered will include using District issued devices, logging into the portal, mental and social emotional wellness, good organization and study habits and using different learning platforms.



Parent Portal

The portal will be the primary place where families should access their student(s) grades and schedule. To access this, the parent's account must be linked to their student's. Parents can contact their student's school and provide proper identification to obtain their unique six-digit pin needed to link the accounts. Scan the QR code to the left or visit <http://www.dadeschools.net/parents.asp>.



Dadeschools Mobile App

Parents are recommended to have their student(s) linked to their account. Parents can contact their student's school and provide proper identification to obtain their unique six-digit pin needed to link the accounts. The App is available on both the App Store and Google Play.



Reopening of Schools Website

The official reopening website will have the most up to date information including comprehensive Frequently Asked Questions (FAQs). Scan the QR code to the left or visit <http://reopening.dadeschools.net>.

School Site



Parents are encouraged to follow the Twitter account of their student's school and visit the school's website. School contact information can be found on the District's [School Directory](#) website or by scanning the QR code to the left. Parents should also visit the District's [Eduvision channel](#) by scanning the QR code on the right.



Social Media

Below are the social media sites and handles that the District will use to provide up-to-date information to families and the community at large.



@MDCPS
@EscuelasMDCPS
@MiamiSUP



@MiamiSchools
@MiamiSup



@MiamiSchools
@AlbertoMCarvalho1



@MiamiSchools

Week of Welcome



As part of our family engagement efforts and to inform students and families of what they can expect for the first day of school in 2020-2021, M-DCPS is hosting its Week of Welcome on August 24 through August 28.

This week-long series of programming will be made available both on-demand in English, Spanish, and Haitian Creole via the District website and on WLRN TV. The programming will cover a wide range of topics designed to help students and families prepare for a successful school year. Topics will be related to the following categories: Connecting Virtually, Supporting Student Success, Healthy Mind & Body, and Your Child on Campus. Additional information on how to access this programming will be made available to families via District/school-specific communication, as well as via the M-DCPS [Reopening of Schools](https://reopening.dadeschools.net) Website (reopening.dadeschools.net). The District's Reopening of Schools website may also be accessed by scanning the QR code to the right.



Device and Technology Support

The District will be providing training and support for parents so that they may be better able to assist their students with technology fluency and proficiency.

- The Parent Academy Virtual Campus (<https://parentacademymiami.com/virtual-campus/>) will offer on-demand webinars in multiple languages.
- An up-to-date page of FAQs regarding instructional technology platforms/tools will be coming soon on the District and individual school websites.
- Schools may also offer site specific support. Parents should reach out to their school to understand potential options that will be available to them.

In the event that a device breaks or has a hardware malfunction, families should contact the school at which their student is enrolled for directions on how to obtain a new device.

Support Hotlines

The District will maintain several different hotlines for parents, teachers and students to provide additional support in the aforementioned areas. The numbers and hours of these hotlines will be broadcast via social media and other communications from the District.

- **Distance Learning Helpdesk:** This hotline (305-995-4357) will be available to support parents and students in navigating distance learning, including providing homework help.
- **Mental Health Hotline:** The hotline (305-995-7100) is open to any parents and students seeking mental health support.



Student Vaccinations

Miami-Dade County Public Schools (M-DCPS) is urging parents/guardians to check their student's immunization records to see if they are due for any mandated school entry vaccines. Particularly during the COVID-19 pandemic, it's important for students to receive vaccinations to protect them from preventable disease and outbreaks. During the upcoming influenza season, the flu shot will also be critically important to reduce the impact of respiratory illnesses in the community. **All M-DCPS students are required to have the mandatory school age vaccines for the 2020-2021 school year, including those participating exclusively via My School Online.**

Parents/guardians should not wait to contact their medical provider to schedule an appointment. Not only are school age vaccines required for school, vaccinations prevent illnesses that lead to unnecessary medical visits, hospitalizations and further strain on the healthcare system.

The Florida Department of Health in Miami-Dade County, Federally Qualified Health Centers, University of Miami Pediatric Mobile Clinic and the Jessie Trice Community Health System provide FREE or low-cost vaccines. Fliers from all four organizations, with hours of availability and locations, can be found on the main page of the District's website located at <http://www.dadeschools.net/> or by scanning the QR code on the right.



Supporting Students in My School Online (MSO)

During distance learning, family engagement is pivotal for student success, regardless of what grade the student is enrolled in. Best practices in support students in MSO include:

- Ensure your student is up-to-date on their routine immunizations. Although your student will be attending virtually, its best to be prepared to have them return to an in-person setting and to support their general health.
- Set guidelines and clear expectations of good behavior and academic performance and foster a positive attitude toward school and learning.
- Schedule a meeting with your student’s teacher at the beginning of the school year. Share information about your student that may help the teacher support their learning. Ask how you can support your student at home.
- To the extent possible, provide a computer and stable internet access or contact your student’s school to secure a District device and free hotspot, if needed.
- Provide a quiet place in the home where your student can log into their live classes.
- Ensure the student is logging into classes on time every day.
- Check in with your student daily on the required independent work / homework.
- Contact the teacher as soon as possible with any concerns.
- Ensure student keeps pace within their courses and completes all assignments weekly.
- Provide the school with current and accurate home, work, and emergency contact information.



Supporting Students in Schoolhouse

Students who return to the Schoolhouse will be returning to a very different environment than what they may have experienced in the past. To support students in this transition and to help ensure their safety, best practices for families include:

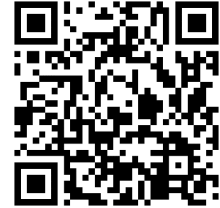
- Ensure your student is up-to-date on their routine immunizations. See the appendix for a list of places providing immunization services.
- Communicate often with your student’s teacher. Good relationships are based on regular, meaningful two-way communication.
- Set guidelines and clear expectations of good behavior and academic performance and foster a positive attitude toward school and learning.
- Families should perform a temperature and symptom check every morning for their student(s) prior to dropping them off at school or letting them get on a school bus.
- If a parent/guardian drops a student off at school, the parent/guardian should stay in the car to reduce the amount of foot traffic during arrival time.
- Do a material check each night to make sure the student has their laptop, charger, and other school materials in their backpack.
- Particularly with younger students, have conversations prior to going back to school to teach the student what safe behavior looks like (e.g. hand washing, social distancing).
- Check in daily with your student to make sure they are keeping up in their classes.
- Contact the teacher as soon as possible with any concerns.



Community Engagement

Dade Partners: Community Partnerships

The District will continue to offer its Dade Partners program to connect business and community-based organizations with schools to share their expertise and resources. We will continue to maintain our existing partnerships while looking for new organizations that are interested supporting our community through donating students, teachers and families with classroom supplies and materials, providing incentives in recognition of student or family accomplishments or sponsoring other district programs. Interested organizations can email dadepartners@dadeschools.net, visit <https://www.engagemiamidade.net/community-dade-partners>, or scan the QR code above.



Academic Year Internship Program

The District will continue to offer the Academic Year Internship Program for high school juniors and seniors throughout the 2020-2021 year. To align with the working practices of different organizations and to maintain the safety of students and their families, some internships may require students to work virtually. To become an internship provider and participate in the program, email internships@dadeschools.net, scan the QR code on the right, or visit www.engagemiamidade.net/internships.



Students interested in participating in the program should register at <https://aymiami.getmyinterns.org/Account/RegisterStudent> (or scan the QR code on the right) where they will be approved by the high school Internship coordinator to participate in the program.



School Volunteers

The School Volunteer Program matches the resources of community members with the needs of our students and schools to support the District's goal of student achievement. Expanding the services of school volunteers to the virtual space allows supports such as tutoring, mentoring and various tasks from home. Before beginning service, all volunteers must register through the M-DCPS portal and complete a background screening. To become a school volunteer or mentor call 305-995-2995, email schoolvolunteerprogram@dadeschools.net, scan the QR code on the right or visit <https://www.engagemiamidade.net/community-volunteer-regist>.





Adult Education & Technical Colleges

SECTION
05

Adult Education & Technical Colleges

Since the closing of schools, the District has continued to offer all Adult and Technical College (AE & TC) programs through e-learning. As the District moves into Stage I, M-DCPS adult CTE students will have a hybrid mix of on campus and remote learning. Many CTE Programs have mandated face to face curriculum and hands-on projects to complete course. The scheduling of the hybrid classes will be individualized based on the specific program utilizing the most updated CDC guidelines.

For the Adult General Education (AGE) programming including Adult Basic Education, ESOL (English for Speakers of Other Languages), GED® Preparation, and High School Completion, remote learning will be offered during Stage I and in-person instruction will be offered during Stage II, based on space availability. This method enables classes to be offered at various times, thereby increasing the options for post-secondary education students. The District has established an AE & TC helpline (305 558-8000) to assist current, returning, and new AGE students and students in technical colleges with information related to program availability and continuation of instructional services via an e-learning modality.

1 Stage I ALL REMOTE

All programs, inclusive of Adult General Education (AGE), GED Preparation, ESOL programs, and Career & Technical Education (CTE), are being delivered through eLearning modalities. For more information or to locate a school near you, please visit <https://www.careerinayear.com/> or scan the QR code.



2 Stage II REMOTE/ IN-PERSON

As many Post-Secondary CTE programs mandate face to face, project-based learning activities for full program completion, Post-Secondary CTE will be utilizing a hybrid model, with a mix of on-campus and E-Learning differentiated by program. During Stage II, AGE programs may be delivered in a hybrid modality depending on space availability/utilization within physical facilities.

Need more information?

For additional information on Adult General Education programs or District technical colleges, visit the websites below or scan the QR codes provided.

Adult General Education Programs

<https://www.adulteducationworks.com/adult-general-education-programs/>



District Technical College Course Directory

<https://www.careerinayear.com/wp-content/uploads/2020/04/022020-District-Technical-College-Course-Directory.pdf>





Employee Support

SECTION

06

Work Location Protocols

To keep employees safe, the District has developed a series of core practices to be used across all work sites including:

- Conduct daily health self screenings prior to entering the work site.
- Contact the site administrator for guidance when an employee is experiencing COVID-19 related symptoms or has tested positive. Distance employee work stations and follow social distancing guidelines.
- Create physical barriers in cases where employees' job functions require face-to-face contact with members of the public.
- Limit the sharing of equipment to the extent possible and frequent cleaning of shared equipment.
- Promote virtual meetings as much as possible.
- Establish requirements to minimize the risk of COVID-19 transmission to include the mandatory wearing of face coverings and enhanced hand hygiene practices.
- Increase sanitation of office spaces.
- Limit capacities in elevators and in bathrooms.
- Provide hand sanitizing stations in high traffic areas.



Mental Health Supports and Benefits

Employees may seek cost free and confidential support for their mental and emotional needs using the Employee Assistance Program (EAP) and Employee Wellness Program. The EAP will provide ongoing assessments, counseling, referrals, and case/care management as needed. Additionally, the District's Employee Wellness Program – Well Way, remains committed to promoting the physical and mental wellbeing of all staff through employee education and partnerships for services, including telemedicine and telecounseling.

Employees with greater risk for complications associated with COVID-19 who may need accommodations to perform their work duties may contact the Americans with Disabilities Act (ADA) Office for assistance. Extended Family and Medical Leave may also be provided to both full-time and hourly employees who are unable to work or telework due to reasons related to COVID-19 and associated childcare responsibilities.

Employees can access each of the aforementioned offices using the numbers listed below:

EAP 305-995-7111

ADA 305-995-7116

Wellness 305-995-2265

FMLA 305-995-7090

Need more information?

For additional information, click on the links to visit the websites below or scan the QR codes provided.



Employee Assistance Program
<https://hrdadeschools.net/empassistance/>



Employee Wellness Program
<http://wellway.dadeschools.net/#/>



HR/Leave & Retirement
<https://hrdadeschools.net/leaveretirement/>



Human Resources/ADA
<https://hrdadeschools.net/ada/>

Professional Development and Training

The District has provided training for employees in the transition to remote learning and remote working, as well as to prepare for the upcoming school year.

In late spring, M-DCPS provided a series of training modules to our custodial staff as they returned to deep clean and sanitize our school facilities. Paraprofessionals and clerical support who are a part of the Paraprofessional-to-Teach (P2T) and Clerical-to-Teach (C2T) cohorts, participated in training and development during the 2020 Summer Academy, on various topics related to distance learning, Diversity, Equity and Inclusion (DEI), social-emotional learning and instructional strategies.

Through Synergy 2020 in July 2020, school site administrators and instructional personnel were provided training on a variety of topics related to distance learning and providing social-emotional support through virtual means. School principals also participated in the 2020 Virtual Summer Leadership Institute in late July 2020 on core practices for protecting and supporting their workforce, including District resources such as Extended-Family and Medical Leave, ADA Accommodations, Employee Assistance and Wellness. School leaders also learned how to support teachers as they pivot from traditional teaching to virtual learning and explored challenges related to diversity, equity, and inclusion. For teacher leaders and assistant principals participating in the Teacher LEADership Academy additional training was provided which covered topics such as how to pivot from traditional teaching to remote learning, how to develop a collaborative culture of collective responsibility for teaching and learning, cultivate shared leadership, and practice mindfulness. For District administrators, two training sessions have been offered relating to COVID-19 protocols. The first session was held on July 28, 2020, and a second is scheduled for August 11, 2020.

Moving into the school year, school leaders will be participating in School Operations and Region Opening sessions to be trained on the opening of school protocols and COVID-19 safety guidelines. To better prepare teachers for the opening of schools, the District has planned a series of professional development sessions for new teachers joining M-DCPS. Additionally, teachers will be provided five days of professional development on the MSO platform and curriculum as well as safety protocols in anticipation of Stage II. To further support school leaders and teachers, and to ensure continued professional growth and consistency across schools, Professional Learning Support Teams at each school site will provide ongoing support.

To prepare support staff for a safe return, the District has developed training sessions on Protecting and Supporting the Workforce for paraprofessionals, school security monitors, clerical staff, cafeteria workers, and bus drivers and bus aides. Sessions are scheduled for August 12-21, 2020.

The District's Core Practices training video on safety and health protocols will be archived on the Human Resources (HR) website. This allows employees 24/7 access to guidelines and procedures to ensure their understanding of safety and health protocols.

Professional Development Dates

Jul 27 - Aug 7, 2020

2020 Teacher LEADership Academy

- ✓ Foundational Elements of Teacher Leadership Development
- ✓ Role Specific Teacher Leader Professional Learning
- ✓ Cultivating Shared Leadership
- ✓ Pivoting From Pandemic Teaching to Virtual Learning
- ✓ Wellness and Mindfulness

Jul 28 & Aug 11, 2020

Opening Together! Seminar Series for District Administrators

- ✓ Core Practices for Protecting and Supporting the Workforce
- ✓ Job-specific Health, Safety, and Security Practices
- ✓ Training Mechanisms to Support Workforce Health and Safety
- ✓ District Resources to Support Employees during COVID-19
- ✓ Employee Guidelines for COVID-19 Related Concerns
- ✓ Bold and Brave Conversations About Bias

Professional Development and Training

School Operations August 10 Region Opening August 12 (School site Administrators)	New Teacher Orientation August 12-17	Teacher Development (Academics) August 20-26	Support Staff Training August 12 - 21	School-based Teams School Operations Human Resources August 27
Health and Safety Core Practices	Brick and Click Preparedness – Ready to Pivot!	Getting Started with K12 Fuel Education	Protecting & Supporting the Workforce for paraprofessionals	Leading with Equity in Mind
Opening of Schools Protocols	Creating a Culture of Consistency for Every Classroom	Setting up the K12 Classroom	Protecting & Supporting the Workforce for school security monitors	Supporting Student and Employee Mental Health
Supporting Effective Instructional Delivery During Distance Learning	Fostering an Equitable and Culturally Responsive Environment	Microsoft Teams	Protecting & Supporting the Workforce for clerical staff and cafeteria workers	Effective Family Communication Strategies for Schools
COVID-19 Safety Guidelines	Virtual Teaching and Learning Best Practices	Zoom	Protecting & Supporting the Workforce for bus drivers and bus aides	Personal Protective Equipment/School Readiness

Additional Resources

COVID-19 Information from Other Agencies

Centers for Disease Control and Prevention (CDC) Coronavirus 2019 Back to School Planning: Checklists to Guide Parents, Guardians, and Caregivers may be found at <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/parent-checklist.html>



Florida Department of Health: The Florida Department of Health COVID-19 Call Center is available 24/7 | 1 (866) 779-6121 | COVID-19@flhealth.gov Information directly related to schools and childcare may be found at <https://floridahealthcovid19.gov/schools/>



Florida Department of Education (FDOE): Information related to COVID-19 including links to approved district reopening plans and other guidance provided by the FDOE related schooling during the pandemic may be found at <http://www.fdoe.org/em-response/index.stml>



Miami-Dade County COVID-19 “Moving to the New Normal”: Information related to the latest local data, local emergency orders, and local guidelines may be found at: <https://www.miamidade.gov/global/initiatives/coronavirus/openings.page>



Community Feedings, Food Distribution, and Assistance for Families in Need

The resources below are provided for the information and convenience of the public, and the events are being organized by partner entities. Please note that sites and events are subject to change.

Share Your Heart. Share Your Heart (SYHVC)
<http://victoryforyouth.org/shareyourheart/miami-dade-food-pickup-locations/>



Farm Share
<https://farmshare.org/food-distributions/>



Feeding South Florida
<https://feedingsouthflorida.org/covid19/>



New Student Registration

Miami-Dade County's public schools will resume learning Monday, August 31 to start the 2020-2021 school year. All children who have reached the age of six or who will be six years old by September 1st of any year or who are between the ages of 6 and 16, except as otherwise provided in Florida law, are required to attend school regularly during the entire school term. All children enrolling in a District school shall meet the immunization requirements by state law, and provide evidence of a physical examination. The following documents are to be provided upon initial registration:

- original birth certificate;
- verification of age and legal name;
- proof of a physical examination by an approved health care provider including a tuberculosis clinical screening, appropriate follow-up, and a certificate of immunization;
- two (2) verification of parent/legal current residence (address);
- Disclosure at Time of Registration (Form 5740); and
student residency questionnaire / Children and Youth In Transition Form FM-7378
Project UP-START (homeless)

Students transferring from out of state, other districts in Florida, or who are foreign born, must adhere to the same admission and entrance requirements for registration. All students are assigned to attend the school in the district where their parents/legal guardians reside, unless the child has received an assignment to another school through a Parent Choice Student Transfer (<http://attendanceservices.dadeschools.net/#/>) or through Miami-Dade County Public Schools' School Choice & Parental Options (<https://yourchoicemiami.org>).

To find your neighborhood's area schools, you may access www.dadeschools.net, select *Schools, Find your Neighborhood School*. Although there is no cut-off date for registering, students are urged to register early to avoid processing delays and to ensure they can attend school on opening day. Visit attendanceservices.dadeschools.net for more information about registration.

Miami-Dade Schools Police Department (MDSPD)

Enhancing security and enforcing the law are top priority duties for the officers of the Miami-Dade Schools Police Department (MDSPD). They also play important roles in students' lives and their positions carry several other responsibilities. School Resource Officers, who are sworn police officers regularly stationed within schools, also serve as problem solvers, youth advocates, school and community liaisons, mentors, counselors, classroom instructors and positive role models. For the safety and security of students and staff, MDSPD School Resource Officers also participate in numerous trainings throughout the year, to include, but not limited to: Implicit Bias, Procedural Justice, Crisis Intervention, De-escalation, Active Shooter and Stop the Bleed/CPR.

The state-of-the-art MDSPD Police Command Center (PCC) was created to be the nucleus of the agency's intelligence policing approach. It has the capability of remote viewing more than

18,000 cameras in real-time. The PCC is monitored by staff to enhance police response time. It has various data resources, including the Raptor Visitor and Volunteer Management System, which is a single platform system that has screened over several million visitors annually to school sites. The PCC allows staff to monitor schools and keep track of several safety programs including “If You See Something, Say Something” and FortifyFL. For more information, visit <https://mdspolice.com/>.

Civil Rights Compliance

The M-DCPS Office of Civil Rights Compliance (CRC) strives to ensure that all members of the District community value and respect each other’s contributions and opinions without regard to the protected categories of age, citizenship status, color, disability, gender, gender identity, genetic information (GINA), linguistic preference, marital status, political beliefs, pregnancy, race, religion, sexual orientation, or social/family background. CRC’s mission is to deter harassment and discrimination through training and prompt, thorough investigations of complaints of harassment and discrimination based on the protected categories. Additionally, CRC responds to complaints and charges filed with state and federal enforcement agencies.

Miami-Dade County Public Schools 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. For additional information about Title IX or any other discrimination/harassment concerns, contact the U.S. Department of Education Asst. Secretary for Civil Rights or:

**Office of Civil Rights Compliance (CRC)
Executive Director/Title IX Coordinator
155 N.E. 15th Street, Suite P104E
Miami, Florida 33132**

**Phone: (305) 995-1580 TDD: (305) 995-2400 Email: crc@dadeschools.net Website:
<https://hrdadeschools.net/civilrights>**

Citizen Information Center

Miami-Dade County Public Schools’ Citizen Information Center (CIC) is the place to go for answers to general questions about the school system. Located in Room 102 of the School Board Administration Building, 1450 N. E. Second Ave., the center also provides the public with documents, general information and agendas for the School Board meetings.

Citizens can contact the center at 305-995-1128 or visit Monday through Friday from 8 a.m. to 4:30 p.m. once the School Board Administration Building reopens. The Citizen Information Center Website may be found at cic.dadeschools.net. The CIC Website contains links to frequently viewed sites, as well as forms used to place public records requests and to request appearances before the School Board.

Fee-Based Before and After-School Care Programs at Elementary Schools and K-8 Centers

Once the District has transitioned to Stage II, and in conjunction with the implementation of the Schoolhouse Model, M-DCPS will offer approximately 300 after-school care programs that will be implemented at all public elementary schools and K-8 Centers and at some middle schools on school days. After-school care programs are conducted from the time of school dismissal until 6 p.m. Parents should check with their child's school for specific start times. Before-school programs are offered at the principal's discretion and begin approximately one hour before school starts.

All after-school care programs provide planned activities, which include homework assistance, indoor and outdoor games, arts and crafts, snack time and various recreational activities. Many programs offer reading and math tutoring, STEM activities, music, computer lab, ceramics, chess, drama and other classes designed to provide participants with a variety of educational and enrichment experiences. Before-school care programs provide supervised, quiet activities for students. The cost of after-school care is \$40 per week; the cost of before-school care is \$20 per week. All after-school care payments can now be paid online by using the FOCUS link found on the M-DCPS Parent portal. These programs are implemented by one of six approved providers.

Summer Camp programs are offered each summer on a limited basis, Monday through Friday from 7 a.m. until 6 p.m. Go to www.dadecommunityschools.net for more information, and to verify dates and times at a site that is nearest to you. Interested parents should contact the principal's office at their child's school to learn which programs are offered. Further information may be obtained by calling Victor Ferrante, Executive Director, at 305-817-0014, ext. 2500.

Community Schools Provide Educational Opportunities at Affordable Prices

Once the District has transitioned to Stage II, and in conjunction with the implementation of the Schoolhouse Model, individuals will have the opportunity to continue taking advantage of the broad educational opportunities offered through Miami-Dade County Public Schools' Community Education Program. Customized offerings have been created to satisfy the instructional needs of individuals or small community groups that want to sharpen or learn a completely new skill.

M-DCPS operates 17 community schools and 21 adult education sites offering classes in just about every subject from yoga to foreign languages to photography – either free or at very affordable prices. Classes are available in the afternoon or evening to individuals or groups of all ages, skill levels and language capabilities. All Community School class payments can now be paid online by using the FOCUS link found on the M-DCPS Parent portal. For more information on the advantages of community education, call Victor Ferrante, Executive Director, at 305-817-0014, ext. 2500 or log on to www.dadecommunityschools.net.

Code of Student Conduct

The Code of Student Conduct (COSC) is aligned to local, state, and federal mandates with an emphasis on promoting a safe learning environment to ensure academic success. COSC sets the standards of conduct expected of students in a purposeful and safe learning environment, in which the principles of care, courtesy, civility, fairness, acceptance of diversity, and respect for the rights of others is valued. It also addresses the role of the parents/guardians, the students, and school, while also focusing on core values and model student behavior, rights and responsibilities of students, addressing student behavior, and disciplinary procedures.

Furthermore, it should also be noted that behaviors committed on or off the school campus may be violations of the COSC and may also be violations of Florida law. These violations may result in disciplinary actions imposed by local law enforcement authorities, in addition to those of the school/district. The Superintendent, principals, and other administrators shall assign discipline/corrective strategies to students pursuant to the Code of Student Conduct and, where required by law, protect the student's due process rights to notice, hearing, and appeal.

Students or parents having difficulties interpreting the COSC should address concerns through the school principal. Additionally, should the concerns not be resolved at the school level, an appeal can be made at the region office and subsequently to the District. Parents/guardians can access the COSC in English, Spanish and Haitian-Creole on the M-DCPS' website at <http://ehandbooks.dadeschools.net/policies/90/index.htm> or they may request a copy from their child's school.

Florida KidCare: Child Health Insurance You Can Afford!

Florida KidCare is comprehensive quality health insurance for children from birth to age 18, who are uninsured. Any family can apply; the amount paid is based on income and family size. Most families pay \$15 or \$20 each month or nothing at all. Many of our students may be eligible for health insurance through Florida KidCare, even if one or both parents are working. A parent's immigration status is not required on the Florida KidCare application, nor is it ever asked.

There are four programs in Florida KidCare: Medicaid, Healthy Kids, Medikids, and Children's Medical Services. Services include: doctors' visits, check-ups and shots, prescriptions, mental health, hospital and surgery, vision and hearing, dental, and emergencies. Parents may also apply online at <http://www.healthykids.org> and click "Apply Online Now." For more assistance, call Florida KidCare 1-888-540-5437 (toll free).

Title I

Title I is a federal grant that provides supplemental funding to schools with high percentages of economically disadvantaged students to help ensure that all children meet challenging state academic standards and obtain a high-quality education. Title I funds are used to provide:

- Smaller classes or special instructional services;
- Additional teachers and aides;

- Opportunities for additional professional development for school staff;
- Extra time for teaching students the skills they need;
- A variety of supplementary teaching methods; and
- Additional teaching materials and technology which supplement regular instruction.

To find out if your child's school offers Title I funded services, please visit:

title1.dadeschools.net/

Project UP-START

Project UP-START, the Homeless Education Program for Miami-Dade County Public Schools, has been serving families and students living in transition since 1992. Project UP-START adheres to the Stewart B. McKinney-Bruce Vento Homeless Assistance Act by supporting students who lack a fixed, regular, and adequate nighttime residence and are living in the following categories:

- Emergency homeless shelters or transitional housing;
- Shared housing due to loss of housing or economic hardship ("doubled-up");
- In public places, cars, parks, substandard housing, or campgrounds; and
- In motels or hotels due to economic hardship.

Parents of students and Unaccompanied Youth who are experiencing unstable housing, are encouraged complete the Children and Youth in Transition Program, Project UP-START Student Eligibility Questionnaire (FM-7378) and submit it to their designated UP-START school liaison. Upon receipt of the completed form, students will be enrolled in the Project UP-START Program and will qualify for the following services:

- Immediate school enrollment;
- Transportation requests to the school-of-origin;
- After-school tutoring at selected shelters sites;
- Immediate free lunch;
- Homeless awareness and sensitivity activities year-round; and
- Case management/referrals for families to access community partners' services.

Above and beyond these federal mandates, Project UP-START provides families and students living in transition with year-round referrals to The Shop, operated by the Office of Community Engagement and supported by the South Florida Youth Foundation and the Foundation for New Education Initiatives. Throughout the school year; and especially during back-to-school, the holidays and prom season, families and students referred to The Shop are provided with the opportunity to visit The Shop and select backpacks, school supplies, toiletries, non-perishable food products, clothing, shoes and more.

For more information, please contact Debra Albo-Steiger, Director of Community Outreach at 305-995-1729 or visit the Project UP-START webpage at:

projectupstart.dadeschools.net/.

Lifeline Assistance Telephone Program in Florida

Lifeline Assistance Communication between parents and school personnel is vital to a student's success. However, for some parents keeping in touch via telephone is impossible because they can't afford the service. Fortunately, the Lifeline Assistance program is designed to ensure that all residents of Florida have access to telephone service and connections in their homes.

Lifeline, which is part of the federal Universal Service Program, is designed for low-income households to obtain a \$9.25 credit on their monthly phone and/or broadband bills. Enrollment is easy for eligible applicants. Parents qualify if their children are enrolled in the National School Lunch program's free lunch program. They may also qualify based on a public benefit program or income eligibility.

Lifeline brochures and application forms are available in English, Spanish and Creole on the Florida Public Service Commission's (PSC) homepage:

<http://www.floridapsc.com/consumerassistance/lifelineAssistance>.

For more information, applicants may call their local telephone companies, the Office of Public Counsel at 1-800-540-7039 or PSC at 1-800-342-3552.

Internet Access Assistance

Xfinity is taking a number of steps to support our community and to ensure you remain connected to important communication services. To find out more click <https://www.xfinity.com/prepare>.

For those who cannot afford Internet access, Xfinity WIFI hotspots across the county have been opened for anyone who needs WIFI. They are free for all, including non-Xfinity Internet subscribers. Once at a hotspot, consumers should select the "xfinitywifi" network name in the list of available hotspots, and then launch a browser. A map of available Xfinity hotspots is available at <https://wifi.xfinity.com/>.

Comcast's Internet Essentials is free to new customers. Through the program, new customers will receive 60 days of complimentary Internet Essentials service, which is normally available to all qualified low-income households for \$9.95/month. Additionally, for all new and existing Internet Essentials customers, the speed of the program's Internet service was increased to 25 Mbps downstream and 3 Mbps upstream. That increase will go into effect for no additional fee and it will become the new base speed for the program going forward. For more information, click <https://corporate.comcast.com/press/releases/internet-essentials-low-income-broadband-coronavirus-pandemic>.

AT&T offers internet access for qualifying limited-income households at \$10 a month through their Access from AT&T program. They are also offering new Access from AT&T customers two months of free service. To learn more, click <https://digitalyou.att.com/low-cost-internet/>.

Diploma Pathways

Miami-Dade County Public Schools students have many choices. One of them is which diploma to pursue based on their own talents and needs. Students can plan their academic trajectory, preparing them for college and career success. Diploma designations include: Superintendent's Diploma of Distinction, Scholar designation, Merit designation, Seal of Biliteracy and IB, AICE, AP Capstone Diplomas. The District encourages students to become informed as they prepare to enter senior high school.

For additional information, visit diplomapathways.dadeschools.net/.

Graduation Requirements

Miami-Dade County Public Schools' (M-DCPS) students entering 9th grade may choose from one of four state-approved options to earn a standard diploma.

- 24-credit program*
- 18-credit, Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- 18-credit, Career and Technical Education Graduation Pathway
- An International Baccalaureate (IB) curriculum
- An Advanced International Certificate of Education (AICE) curriculum

*Additionally, there are two options for students with disabilities, which may be completed within the 24-credit program. For additional information on exceptional student education programs, visit the Florida Bureau of Exceptional Education and Student Services web page at <http://www.fldoe.org/academics/exceptional-student-edu>.

- All diploma options require students to earn a passing score on the Grade 10 English Language Arts Florida Standards Assessment or either the College Board SAT or the ACT.
- Students must also earn a passing score on the Algebra 1 End-of-Course (EOC) assessment or receive a comparative score either on the College Board SAT or the ACT.
- Students are required to complete at least one online senior high school course in order to graduate.

Students should also meet with their school counselor to ensure that they have accurate information about the required courses and tests for graduation, as well as other important information that students need during high school and as they make their post-secondary plan.

For more detailed information regarding the requirements for different diplomas, click on the link below for the Florida Department of Education's Academic Advisement site:

www.fldoe.org/academics/graduation-requirements. If you need more specific information, please contact your child's school counselor and/or administrators. Working together, parents and M-DCPS school personnel can truly make a difference for our students.

Comprehensive Student Services Program Meets Students' Needs Support Services for Students and Families

The Division of Student Services implements the Comprehensive Student Services Program, serving students from Pre-K to adult. Through collaboration efforts with community agencies, students' academic, personal/social and career development needs are addressed through a team-based approach. An integrated team of uniquely trained student services professionals deliver direct services to students. These services focus on the elimination of social and emotional barriers that inhibit students' academic success and prepare students to be college and career ready.

School counselors are vital members of the education team. The connections and collaboration made between school counselors, stakeholders and other agencies are the key to closing gaps that students may face and to help them become successful adults. Established partnerships with healthcare community organizations also expand the bandwidth of related support available for students and families.

The Comprehensive Student Services Program supports student achievement through effective prevention, intervention and crisis response services. For more information, please contact Martha Z. Harris, Administrative Director, Division of Student Services, at 305-995-7338.

Bullying Prevention

Allegations of bullying/harassment are taken seriously by Miami-Dade County Public Schools. When concerned about bullying or harassment behaviors, contact your child's teacher immediately. You can verbally report your concerns and/or fill out the Bullying and Harassment Reporting Form, which can be found at the following website: <http://forms.dadeschools.net/webpdf/7229.pdf>.

If the situation is not resolved successfully, you may ask your child's counselor to intervene. If the problem should continue to persist, notify the school's principal. You may also contact the Bullying/Harassment Helpline, staffed by the Division of Student Services staff at the District office. They can be reached at 305-995-CARE (2273). The Helpline is staffed from 7:30 a.m. - 4:30 p.m., Monday through Friday. Information may be provided anonymously. All messages will be returned promptly. Additional information regarding bullying and harassment can be found at the following link: studentservices.dadeschools.net/bullying/.

College Assistance Program

The College Assistance Program (CAP), is a post-secondary advisory program in all senior high schools in Miami-Dade County. The specialized focus of the program enables CAP advisors to serve students more effectively because of their specific expertise in this field. CAP advisors communicate effectively on behalf of students as a result of their special relationships with college representatives as well as local, state and national organizations.

CAP advisors serve as transition coaches to assist students in postsecondary planning. They host college forums and school-site college fairs, sponsor college visits, provide assistance with financial aid, college applications, college selection, academic advisement, test preparation, scholarship information, college essays, and support students and their families during all phases of the postsecondary planning process.

The College Assistance Program provides high schools with collaborative resources which promote a college-going culture and ensure that every student has an attainable postsecondary plan.

During the upcoming school year, the CAP program is launching a new comprehensive electronic college planning tool, Scoir. This tool is accessible to all high school students and their parents. Scoir allows students to complete college searches, take virtual college tours, participate in career planning surveys, and receive important communication from their counselor and college advisor. Parents are also able to create a Scoir account and access important information about their child's college and career planning choices.

CAP works in collaboration with College Assistance Program, Inc. (CAP, Inc.), a nonprofit 501(c)(3) organization, to award thousands of dollars to college-bound students. CAP, Inc. grants are "last dollar" grants that meet the financial gap of students transitioning into postsecondary education.

For more information, students should contact their school's Student Services Department or call the Division of Student Services, at 305-995-7338.

National College Fair

South Florida students and parents can meet representatives from more than 200 colleges and universities at the 2021 Miami National College Fair, Sunday February 21, 2021. Students, parents and others are invited to the **free** fair. The event allows students and parents to meet with more than 200 college representatives and have their questions answered. Information sessions on financial aid, college planning, admission and testing requirements will also be offered in English, Spanish and Haitian-Creole. A counseling center will be staffed to provide attendees information about college preparation, admissions and scholarships.

The National Association for College Admission Counseling (NACAC) and Miami-Dade County Public Schools are sponsors of the event. School Board Chair Ms. Perla Tabares Hantman is co-chair of the National College Fair's local committee. Every year NACAC sponsors fairs in cities across the country, which attract more than 650,000 students and parents. For more information, contact Martha Z. Harris, Administrative Director, at 305-995-7338 or visit www.nacacnet.org.

Region Centers

Miami-Dade County Public Schools is subdivided into three regions. Each region consists of a region superintendent and staff responsible for providing support and assistance to parents and students. Parents' questions or issues regarding their child's school that are not resolved at the school level may be addressed to a Region Center director. If the parents are not satisfied with the outcome, they may appeal the decision to the Region Center region superintendent. Questions relating to boundaries, attendance and transfer policies can be answered at the Region Center. Addresses and telephone numbers of these offices are:

<p>NORTH REGION CENTER http://northregion.dadeschools.net/#/ 733 East 57th Street Hialeah, FL 33013 305-572-2800</p> <p>northregion.dadeschools.net/ Region Superintendent: Mr. Jose Bueno</p>	<p>CENTRAL REGION CENTER http://centralregion.dadeschools.net/index.html 5005 N.W. 112nd Avenue Doral, FL 33178 305-499-5050</p> <p>centralregion.dadeschools.net/ Region Superintendent: Dr. John Pace</p>	<p>SOUTH REGION CENTER http://southregionoffice.dadeschools.net 18180 S.W. 122nd Avenue Miami, FL 33177 305-252-3041</p> <p>southregionoffice.dadeschools.net/ Region Superintendent: Ms. Barbara A. Mendizábal</p>
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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.

Revised 07/2020