Updated Plan for the Reopening of Miami-Dade County Public Schools

7.29.20
Five Guiding Principles for Reopening Schools

1. Ensure the safety and wellness of students and staff.
2. Deliver high-quality instruction to students, regardless of delivery model.
3. Provide parents flexibility and choice in instructional delivery models.
4. Optimize use of resources.
5. Communicate with all stakeholders clearly and effectively.
Is Miami Ready?

“It is important to consider community transmission risk as schools reopen...Computer simulations from Europe have suggested that school re-openings may further increase transmission risk in communities where transmission is already high.”

Centers for Disease Control and Prevention

“In the U.S., we should differentiate school reopening policy by case incidence levels in the relevant jurisdiction (counties and districts) at the time of reopening....states—for instance, Arizona, California, Minnesota, Texas, and Florida—currently have such high case incidence in many counties/districts that those counties/districts should plan to begin the fall semester with online learning.”

Harvard Global Health Institute
School Closures Announced
- 1 new case in Miami-Dade today
- 2 total cases in Miami-Dade

Safer-At-Home Order Issued for Miami-Dade County
- 166 new cases in Miami-Dade today
- 920 total cases in Miami-Dade

Statewide Stay-at-Home Order Begins
- 531 new cases in Miami-Dade today
- 3,669 total cases in Miami-Dade

A Moment in Time
March 17
FDOE announces statewide school closures
March 31
FDOE extends school closures through May 1
May 4

Statewide Stay-At-Home Order Lifted, Except for Miami-Dade, Broward, and Palm Beach
- 155 new cases in Miami-Dade today
- 13,224 total cases in Miami-Dade

May 13

Miami-Dade County Releases Phase I Reopening Guidelines
- 281 new cases in Miami-Dade today
- 14,742 total cases in Miami-Dade

Jun 11

FDOE Releases Guidance on Reopening Schools
- 257 new cases in Miami-Dade today
- 20,872 total cases in Miami-Dade

A Moment in Time
April 18
FDOE extends school closures through the end of school year
Final Meeting of M-DCPS Reopening Workgroup
- 1,373 new cases in Miami-Dade today
- 31,562 total cases in Miami-Dade

M-DCPS Unveils Tentative Reopening Plan
- 2,306 new cases in Miami-Dade today
- 40,265 total cases in Miami-Dade

M-DCPS and Miami-Dade County Meet with the Ad-Hoc Public Health and Medical Task Force
- 2,483 new cases in Miami-Dade today
- 72,317 total cases in Miami-Dade

CDC Releases Updated Guidance for a Safe Return to School
- 3,346 new cases in Miami-Dade today
- 98,430 total cases in Miami-Dade

31,562 total cases in Miami-Dade
1,373 new cases in Miami-Dade today
40,265 total cases in Miami-Dade
2,306 new cases in Miami-Dade today
72,317 total cases in Miami-Dade
2,483 new cases in Miami-Dade today
COVID-19

Summary for Miami-Dade

COVID Hospitalizations
2,171
July 28

14-Day Average
19%
July 14 - July 27

3,037
New Positive Cases

104,755
Confirmed cases in Miami-Dade

Reopen SMART Return SAFE

AS OF 7/26/2020
Gating Criteria
Recommended by Medical Experts

✔ 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.
Transition of Models Based on COVID Stages

**Stage I**
- My School Online (MSO)

**Stage II**
- My School Online (MSO)
- Traditional Schoolhouse

**Stage III**
- My School Online (MSO)
- Choice
- Traditional Schoolhouse
Reopening District Checklist

- Finalize instructional models, staff training and plan to support schools with implementation.
- Maximize funding sources to support reopening.
- Assess parental preferences regarding instructional models.
- Maintain clear communication channels with schools, parents and community stakeholders.
- Continue collaborative conversations with union leaders to establish clear expectations for all employees.
- Ensure supply chain for keeping schools stocked with critical supplies.
- Update protocols to respond to changing conditions and clearly communicate them to all stakeholders.
- Deploy operational toolkit to schools to support implementation of all health and safety protocols and procedures.
Elements of the District’s Reopening Plan

1. The Student Experience
2. Campus Readiness
3. Workforce Readiness
4. Parent/Family Readiness
5. Communications
The Student Experience

SECTION ONE

2020-2021
Decision Timeline
Stage II Review

Survey Results

- **Online**: 120,908 (50.4%)
- **Physical**: 118,764 (49.6%)
- **Other**: 2,194 (1%)
- **Pending**: 7,150 (3%)
Two Models  

Traditional Schoolhouse

This model represents a return to the school campus and the classroom where students will interact directly, but safely, with their teacher(s) and classmates. The school day will follow the standard schedule that includes all the core classes and other subject areas. In short, it represents a return to the traditional school environment – with several significant changes involving enhanced health and safety precautions.

Same Goal

My School Online (MSO)

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 connection to their enrolled schools. It provides an option for those parents who prefer an alternative to face-to-face instruction due to the medical vulnerability of the child or another family member who resides in the same household.
ICP 2.0 vs. My School Online

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>ICP 2.0</th>
<th>My School Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple platforms for communication and content delivery</td>
<td>✔️</td>
<td>❌</td>
</tr>
<tr>
<td>Inconsistent class schedules and meeting times</td>
<td>✔️</td>
<td>❌</td>
</tr>
<tr>
<td>Standard school day and class schedules</td>
<td>❌</td>
<td>✔️</td>
</tr>
<tr>
<td>Daily real-time interactions with teachers</td>
<td>❌</td>
<td>✔️</td>
</tr>
<tr>
<td>Standard content across courses</td>
<td>❌</td>
<td>✔️</td>
</tr>
<tr>
<td>Course materials specifically designed for distance learning</td>
<td>❌</td>
<td>✔️</td>
</tr>
<tr>
<td>Course materials contain embedded supports (e.g. audio)</td>
<td>❌</td>
<td>✔️</td>
</tr>
<tr>
<td>Course content can be translated in 60+ languages</td>
<td>❌</td>
<td>✔️</td>
</tr>
</tbody>
</table>
Teacher Testimonials
My School Online

“The readymade content that is available seems to be very beneficial.”

“The virtually guided lessons scaffold and allow students to work at their independent instructional level while including opportunities for remediation as needed.”

“...students can easily see what they have to do in either a daily view or a week view, and that is such a great tool.”

“...teacher collaboration with this K12 program can help make teaching less stressful, support teachers in creating a high-quality lesson, and put more focus on helping students learn.”

“...very user friendly. Everything is in one program, keeping it simple for the teachers, parents, and students.”

TEACHER VIDEO TESTIMONIAL from 2021 Teacher of the Year, Vanessa Valle
What Do MSO Lessons Look Like?

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.
Components of a Student Day
My School Online

Independent Work
Asynchronously, students can access the K12 platform to access their subject-specific sessions as they are monitored by a teacher. They work independently on assignments, and teachers give feedback on work/progress using dashboards.

Electives/Special Classes
Students attend special area classes/electives. All students in MSO have the same access to elective courses as students in the schoolhouse.
# Educational Model

## Schoolhouse Bell Schedule

<table>
<thead>
<tr>
<th>School Type</th>
<th>Grade Levels</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elementary Schools &amp; K-8 Centers</strong></td>
<td>Pre-K, K, 1</td>
<td>8:35 AM – 2:05 PM</td>
</tr>
<tr>
<td></td>
<td>Grades 2-5</td>
<td>8:35 AM – 3:05 PM</td>
</tr>
<tr>
<td><em>Wednesdays, all students in Elementary Schools and K-8 Centers dismiss at 2:05 PM</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Middle Schools</strong></td>
<td>Grades 6-8</td>
<td>9:10 AM – 3:50 PM</td>
</tr>
<tr>
<td><strong>Senior High Schools</strong></td>
<td>Grades 9-12</td>
<td>8:30 AM – 3:30 PM</td>
</tr>
<tr>
<td><strong>Stage I</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Senior High Schools</strong></td>
<td>Grades 9-12</td>
<td>7:20 AM – 2:20 PM</td>
</tr>
<tr>
<td><strong>Stage II</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*L300 Schools dismissed one hour later*
## Early Childhood

### Sample Pre-K Class

<table>
<thead>
<tr>
<th></th>
<th>Traditional Schoolhouse</th>
<th>My School Online (MSO)</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 min</td>
<td>Teacher-led Instruction</td>
<td>Paraprofessional-supported learning in Innovative Learning Environment</td>
</tr>
<tr>
<td>90 min</td>
<td>Paraprofessional-facilitated Interactive Learning</td>
<td>Teacher-led Instruction via Innovative Learning Environment</td>
</tr>
<tr>
<td>30 min</td>
<td></td>
<td>Lunch</td>
</tr>
<tr>
<td>60 min</td>
<td>Teacher-led Instruction</td>
<td>Paraprofessional-supported learning in Innovative Learning Environment</td>
</tr>
<tr>
<td>60 min</td>
<td>Paraprofessional-facilitated Interactive Learning</td>
<td>Teacher-led Instruction via Innovative Learning Environment</td>
</tr>
</tbody>
</table>

- Instructional blocks of time are segmented according to Developmentally Appropriate Practices (DAP) and will be adjusted based on program model.

- Schoolhouse class size must meet required ratio.

- Instructional delivery schedule may be modified if appropriate.
CTE programs are designed with **hands-on experiences** in mind and our goal is to continue providing all students equitable access to high quality CTE programs of study that provide the opportunity for students to earn dual enrollment credit, industry certifications, and work-based learning opportunities.

The state-approved curriculum is competency-based **applied learning** aligned to industry standard technical skills required for success in career fields.

**APPLIED LEARNING FACILITIES & EQUIPMENT**

- ✔ Prioritize instruction of hands-on applied learning, demonstration and student practice safely
- ✔ Follow all CDC, District and CTE Safety guidelines
- ✔ Only one person operates equipment or computer at a time (sanitize between uses)
- ✔ Barriers, partitions between stations, and use of face shields and safety goggles
- ✔ Student learning outside in the open air as weather permits (such as in CTE Agriscience and Construction programs)

**CURRICULUM**

- ✔ Continue CTE online coursework, e-textbooks, e-portfolios and applied learning in labs
- ✔ Use of simulation equipment and software
- ✔ Use student devices for web-based instruction
- ✔ Industry certification exam preparation lessons
- ✔ Work-based learning as permitted by district and governmental guidelines, On the Job Training (OJT)
- ✔ Continue hours of practice learning assessments, as required by industry regulatory groups, such as nursing clinicals
**Career & Technical Education (CTE)**

**My School Online**

Highly recommended to prioritize programs requiring hands-on experiences where teachers of those with greater application practices work remotely in their school labs.

Varied online curriculum, courses, simulations, e-learning assessments and e-portfolios aligned to each CTE program will be available for teachers and students enrolled in these courses delivered through either the K12 platform or Microsoft Teams.

<table>
<thead>
<tr>
<th>LESS NEED</th>
<th>GREATER NEED</th>
</tr>
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<tbody>
<tr>
<td>• Middle School Career Exploration Courses</td>
<td></td>
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<tr>
<td>• Business, Finance, Marketing</td>
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<td>• Education and Training</td>
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<tr>
<td>• Family and Consumer Sciences</td>
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<tr>
<td>• Hospitality and Tourism</td>
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<tr>
<td>• Information Technology</td>
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<tr>
<td>• Public Service, Criminal Justice</td>
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<tr>
<td>• Agriscience &amp; Veterinary Services</td>
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<tr>
<td>• Automotive Technology</td>
<td></td>
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<tr>
<td>• Building Trades and Construction</td>
<td></td>
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<tr>
<td>• Culinary Arts</td>
<td></td>
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<tr>
<td>• Early Childhood Education</td>
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<tr>
<td>• Engineering</td>
<td></td>
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<tr>
<td>• Global Trade and Logistics</td>
<td></td>
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<tr>
<td>• Health Science (Nursing, Dental, EMR, etc.)</td>
<td></td>
</tr>
<tr>
<td>• Television Production</td>
<td></td>
</tr>
</tbody>
</table>

- Work-based learning, OJT, Career Technical Student Organization activities as permitted by district and governmental guidelines
- Student responsible for transportation to off-site locations
Section Title: Adult Education & Technical Colleges

MSO and Schoolhouse Model

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.

Stage II: REMOTE/IN-PERSON

As many CTE-regulated programs mandate face-to-face, project-based learning activities for full program completion, post-secondary CTE are offered using a hybrid model, with a mix of on campus and eLearning differentiated by program.

During Stage II, AGE programs may be delivered in a hybrid modality depending on space availability/utilization within physical facilities.
Life Skills / STEM / Visual & Performing Arts

MSO and Schoolhouse Model

✔ Life Skills, STEM Education, Visual and Performing Arts 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 K12 or Microsoft Teams.

✔ Local and state competitions will continue to be offered to all students.
Safety and Health Guidelines for Teaching and Learning

Schoolhouse Model

✔ Safety and Health Guidelines have been developed to inform schools on procedures for general classroom settings as well as specialized courses requiring applied learning processes.

✔ Guidelines follow 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.

✔ The guidelines will be available in the Principal’s Toolbox for Reopening of Schools and include:

✔ General Classroom Recommendations
✔ Career Technical Education
✔ Physical Education and Health
✔ Science Laboratories

✔ STE(A)M School Designation Programs
✔ Visual and Performing Arts
✔ Students with Special Needs
Gifted Education
MSO and Schoolhouse Model

✔ Students eligible for gifted services will receive gifted instruction from their teacher of the gifted based on their Educational Plans.

✔ The digital content in the K12 platform provides additional features and resources that provide for acceleration and enrichment for gifted students through the core content areas.

✔ This digital content can be delivered remotely or face-to-face for students who transition to school sites during Stage II.
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.

AP, IB, and AICE digital course content is being developed by the District’s expert teachers in these programs utilizing Microsoft Teams and resources available through the College Board, IB, and Cambridge International.

This digital content can be delivered virtually or face-to-face for students who transition to school sites during Stage II of Reopening.
Dual Enrollment
MSO and Schoolhouse Model

✔ During Stage I of Reopening, students enrolled in a Dual Enrollment (DE) course on the high school campus will receive remote instruction from their DE teachers following the standard school schedule.

✔ DE teachers will deliver instruction using the digital platform and course content provided by the credentialing college or university.

✔ This digital content can be delivered virtually or face-to-face for students who transition to school sites during Stage II of Reopening.

✔ Students enrolled in a Dual Enrollment course on the college/university campus will follow the schedule and guidelines provided by the college/university.
Closing Achievement Gaps

MSO and Schoolhouse Model

ASSESSING STUDENT LEARNING LOSS/GAPS

✔ Identify what students know and can do through a diagnostic at the start of school
✔ Use Learning Loss Indices and decision trees to determine tiered instruction and services
✔ Implement targeted, standards-based lessons during differentiated, small group instruction or individualized instruction
✔ Provide intervention opportunities to targeted students
✔ Implement extended learning opportunities in the form of after school tutoring programs that can be delivered remotely or face-to-face

ACCELERATING STUDENT LEARNING

✔ Prioritize the most critical skills and knowledge for each subject and grade level
✔ Organize the curriculum to address students’ unfinished learning
✔ Train teachers on how to diagnose students’ unfinished learning and how to provide acceleration support
✔ Provide extended learning opportunities in the form of after school tutoring programs that can be delivered remotely or face-to-face
✔ Continuously monitor students’ progress on grade-appropriate assignments and adjust supports as necessary
Miami-Dade County Public Schools will create a Learning Loss Index to identify ELL and SWD students who may have regressed academically during the closure of schools associated with the COVID-19 pandemic.

Multiple sources of the 2019-2020 data will be used in the creation of the index including:

- iReady Diagnostic
- iReady usage data
- Absences in Grading Period 4
- Academic Grades in English Language/Arts, Mathematics, Science and Social Studies
- IEP goals progress
- High School Graduation Requirements in ELA and Algebra 1
- ACCESS for ELLs assessment results in multiple modalities
Individual Educational Plan (IEP) meetings (initial, annual, interim) and psychological evaluations will be conducted virtually (telehealth platforms) and in-person as practicable.

A Distance Learning Implementation Plan (DLIP) will be developed for all students that have an IEP. DLIPs will be used with students in MSO and to cover potential periods of Schoolhouse closure during the 2020-2021 school year. Copies of students’ DLIPs will be provided to parents and teachers.

IEP Teams will meet to determine possible individual student learning loss due to Schoolhouse closures utilizing a district-developed Learning Loss Index for Students with Disabilities.

Students identified through the Learning Loss Index to have experienced academic regression will be provided supports and services (e.g. tutoring, counseling, therapies) to help mitigate the impact of the learning loss.
Enroll English Language Learners (ELs) in ESOL appropriate courses in Kindergarten through grade 12 to continue acquisition of language skills using the WIDA standards

Ensure availability of ESOL specific courses in all delivery models – remote and face-to-face

Provide support for content teachers with ELs and ESOL Compliance through ELLEVATION platform that includes:

- ESOL Program Compliance K-12 dashboard and reports for Administrators and ESOL Compliance Liaisons
- InClass Strategies library of strategies and supplemental lessons for all Content Area Teachers of ELs K-12 to support academic achievement

Provide supplemental resources that support listening, speaking, reading and writing language development

Ensure access to the Nearpod Private Libraries for all ESOL teachers and students

iTutoring Grades 2-12 – 484 digital lessons for teachers of ELs to offer supplemental digital tutoring in ELA, Math, Science, ACT/SAT, etc.

iWorld ESOL Grades 6-12 - 508 digital lesson aligned to the state ELA standards and WIDA and correlated to the ELA through ESOL course as well as the Development Language Arts through ESOL course

iWorld Haitian-Creole Home Language Arts Grades K-5 – 210 lessons correlated to the Florida Standards and embedded in the Haitian-Creole Home Language Arts course curriculum.
Title I funds will be used to provide after school homework help and additional interventions to targeted students.

Academic Enrichment Program (AEP) will allocate funds for after school tutoring services to non-ETO K-8 centers and Middle Schools.

Title III funds will be distributed to all eligible schools to provide after school tutoring to English Language Learners.

City Year Corps Members will offer tutorial sessions for students in 18 ETO-supported schools.

The Governor’s Emergency Education Relief Fund (GEER) grant and the GEER Rising K grant will help to establish after-school interventions in reading and math for all elementary schools, grades K-5.

FIU Hope Program is a collaborative tutoring program with the FIU School of Medicine for high school students, including those in college level courses.

Nova Southeastern University Fischler Academy students will serve as after-school/evening tutors for students in grades K-8.

We are exploring the expansion of the hours and function of the Help Desk to include homework help.

"It’s what you learn after you know it all that counts." – Harry S. Truman
**Devices and Connectivity**

**HOME CONNECTIVITY**

1 Million Project (1MP)
- ✔ 3,400 new hotspots from 1MP

Comcast and AT&T
- ✔ $10 plans for families in need
- ✔ Free access to public hotspots through 2020

Exploring Partnerships
- ✔ Hotwire (Empowering Communities)
- ✔ Digital Equity Initiative (Chicago)
- ✔ Verizon

**MOBILE DEVICES**

- ✔ District has deployed mobile devices to students
- ✔ Ordered 25,000 additional devices
- ✔ District will continue to address student access

25,000 new mobile devices
3,400 new hotspots
Food & Nutrition
MSO and Schoolhouse Model

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, 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
MSO and Schoolhouse Model

1. Stage I  ALL REMOTE

- No athletic activities will take place if facilities are closed. The Florida High School Athletic Association (FHSAA) delayed the start of practice for fall sports until August 24, 2020.

2. Stage II  REMOTE/IN-PERSON

- Athletic activities will commence as delineated in current FHSAA policies. Fall sports are scheduled to begin on August 24, 2020, with summer conditioning policies in place until that date.

- 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.
Clubs and Activities
MSO and Schoolhouse Model

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.

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.
Program offerings in the schoolhouse include:

- Fee-Based Principal Operated Programs (Elem/K-8/Middle)
- Fee-Based Board Approved Outside Agency Operated Programs (Elem/K-8/Middle)
- Community-Based Organizations (CBOs)
- 21st Century Grants: Before & Afterschool Programs

Registration and payments for student participation will be completed online.

Affiliate agreements and contract language have been updated with providers to ensure alignment with health and safety regulations and sanitation guidelines.
Bus Transportation
Schoolhouse Model

Stage II REMOTE/IN-PERSON

✔ Face coverings will be required for all students and staff on the bus.
✔ Seating will be limited to one student per row.
✔ Hand sanitizing stations will be installed at the entrance of each school bus.
✔ Signage will be posted inside of the bus to encourage good hygiene and staggered seating.
✔ Sanitization of the buses will be increased between morning and afternoon routes.
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.

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

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.

1. **TIER 1**
   - Intensive School & Community Interventions

2. **TIER 2**
   - Targeted School Interventions with Community Support

3. **TIER 3**
   - School-wide Programming for Social Emotional Support
Social Emotional Learning and Mental Health Wellness
MSO and Schoolhouse Model

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

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 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
Mental Health Supports

MSO and Schoolhouse Model

✔ Mental Health Assistance Line for parents, students, and teachers will operate to support needs – (305) 995-7100 Monday - Friday 8:00 a.m. to 4:00 p.m.

✔ Mental Health resources are available via mentalhealthservices.dadeschools.net and The Parent Academy (parentacademymiami.com).

✔ District Crisis Response Team provides virtual crisis response

✔ School-based health professionals assess student mental needs and provide resources.

✔ 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.
Campus Readiness

SECTION TWO

2020-2021
Safety Measures
Schoolhouse Model
Preparing the Schoolhouse

Though schools are not designed to easily allow for social distancing of 6 feet, every effort will be made to maintain as much distance as possible. Reopening schools requires certain procedures be in place to ensure safety as students, teachers and staff return to school campuses.

✔ M-DCPS signage and posters to support healthy hygiene and promote social distancing
✔ Non-essential furniture removed from the classroom to maximize social distancing
✔ Hand sanitizing stations installed in high-traffic areas and school buses
✔ Protective barriers used at security stations and in front office
✔ Advanced cleaning technology and supplies for each school site
✔ Isolation Room identified at each site for staff and students who are exhibiting symptoms
✔ Dedicated Toolkit for school leaders to receive up-to-date guidance
## Being Prepared

### COVID-19 Inventory

- $3+ Million
  - Additional cleaning/safety upgrades

- 2000+ Employees Trained
  - CDC approved training administered

### Additional COVID-19 Inventory

- Electrostatic Sprayer
- Safety Goggles
- Face Shields
- Clear Acrylic Partitions
- Thermometers
- Social Distancing Signage
- Youth Disposable Masks
- Tyvek Suits

### Increased Existing Inventory

- Cleaner
- Germicidal Detergent
- Disinfectant Wipes
- Hand Sanitizer
- Gloves
- Paper Towels
- Disposable Surgical Masks

### Examples of Additional Safety Items

- Electrostatic Sprayer
- Safety Goggles
- Face Shields
- Clear Acrylic Partitions
- Thermometers
- Social Distancing Signage
- Youth Disposable Masks
- Tyvek Suits
- Germicidal Detergent
- Disinfectant Wipes
- Hand Sanitizer
- Gloves
- Paper Towels
- Disposable Surgical Masks
Following Some Simple Steps…

Signage with simple and effective measures to prevent the spread of COVID-19 illustrate and remind us of ways to stay safe and healthy.
Campus Protocols

Schoolhouse Model

✔ Face coverings will be required for students and staff.

✔ Student pre-arrival screening at home should be conducted to ensure student is healthy to attend school.

✔ Restroom and elevator capacity will be limited to two at one time.

✔ Directional hallways and stairways will be implemented when feasible.

✔ Sanitization of the campus will occur at the end of each day.

✔ Visitors will be required to make an appointment and wear face coverings. All private providers who work directly with select students during school hours will be encouraged to continue their services virtually or outside the school building after school hours.

✔ All volunteers, mentors, and community partners will be encouraged to continue their service utilizing alternative methods (i.e., virtually and off-campus). If on-campus contact is required, partners will be required to follow CDC guidelines.
Contact Tracing System

Schoolhouse Model

Schoolhouse Contact Tracing

1. Individual is moved to isolation room and monitored screened.
2. If needed, individual is taken to seek medical assistance.
3. If individual leaves the workplace/school, notify Chief Health Officer (CHO)/School Operations.

Initiate Contact Tracing and Identify:
- Students and staff with direct contact
- Areas of building individuals have visited
- Whether individual resides with student/staff at another workplace

CHO collaborates with FDOH on Contact Investigation

Worksite Administrator follows FDOH guidance for workplace/community notification (if event of positive case)

FDOE GUIDANCE

Consider a Contact Tracing Protocol
Students and schools are encouraged to have clear communication and protocols in place to increase the likelihood of successful contact tracing. Schools and local health departments have comprehensive contact tracing programs and an established contact with health staff at schools. The CDC also offers guidance on the "contact tracing accessible and effective."

Responding to a Confirmed Case:
Schools are best prepared if they are ready to respond to a confirmed case. To help prepare, FDOH is collaborating with FDOH on guidance for contact tracing, testing, contact screening, preparing school clinics, PPE and more.

Schoolhouse Contact Tracing

Student’s information is entered into the i-School Contact Tracing System. Our Contact Tracing strategy identifies all students who were in contact with the educational programs, activities, and/or services that the student participates in with other students and connections to other staff.

Images and diagrams related to school operations, classroom environment, and contact tracing strategies are included to provide a comprehensive overview of the contact tracing process.

Return to the Schoolhouse
Community Support

Miami-Dade County

- Thermometers for Every Family
- Expanded Nursing Support for all Schools
- Contact Tracing Software Platform
Contact Tracing System
Schoolhouse Model

Workflow-Driven Case Management
✔ Contact Tracing
✔ Tracking Daily Symptoms
✔ Re-Entry Management

At-Home Student Screenings
✔ Daily Health Questionnaire
✔ School and District Level Dashboards
Total 2020-2021 Estimated Costs

**ACADEMIC READINESS**
- K12
- Connectivity
- Hotspots
- Develop Curriculum
- Cameras
- Laptops

**OPERATIONAL READINESS**
- Contact Tracing
- Contactless Student IDs
- Family Thermometers
- Nurses
- Cleaning Supplies & Equipment
- PPE & Hand Sanitizer

**Total**
- $30M
- $25M
SECTION THREE

Workforce Readiness

2020-2021
Teacher Perceptions on COVID-19 Health Risks

A. Reopening of the schools can put children and others at high risk of getting the virus. 42.0%
B. Risks for children to get the virus is moderate; reopening of schools still is seen as a risk because the virus can be spread without having symptoms. 39.6%
C. Risks for children and teachers to get the virus (even when not showing symptoms) is low. 18.4%

A. It is very difficult to make schools safe because children can be careless (not covering mouth or social distancing). 50.1%
B. Health & Safety measures (such as cleaning and social distancing) can lower the risk of getting the virus in schools. 37.4%
C. Health & Safety measures (such as cleaning and social distancing) are not enough to prevent the virus in schools. 12.5%
School-site employee were asked to respond regarding their readiness to return to the workplace.

Assuming all guidelines for reopening of schools have been met, I plan to return to work physically for the 2020-2021 school year and have no impediments.

The 3% with impediments indicated they have barriers related to lack of connectivity or lack of proficiency in District learning platforms for instructional delivery.
01. Daily Health Screening
02. Distanced Workstations
03. Physical Barriers
04. Avoided Sharing of Equipment
05. Virtual Meetings
06. PPE / Increased Sanitation
The District’s confidential, cost-free support program, the Employee Assistance Program (EAP), will continue to support employees by providing ongoing assessments, counseling, referrals, and case/care management as needed.

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 underlying medical conditions may seek accommodations to continue performing their essential job functions by contacting the District’s Americans with Disabilities Act (ADA) Office.

Extended Family and Medical Leave may be provided to full-time and hourly employees that are unable to work or telework for specified reasons related to COVID-19. Employees can seek additional information regarding the Extended Family and Medical Leave by contacting the FMLA Office.
Professional Development & Training

Synergy 2020: Virtually Unstoppable (Teaching and Learning)

✔ Building an Equity-Centered Social-Emotional Learning Program
✔ Strategies to Support Social-Emotional Learning
✔ Distance Learning A to Z
✔ Zooming into 2021: Strategies for Creating Virtual Collaborative Spaces
✔ Trauma-Informed Pre-K Classrooms

2020 Principals' Virtual Summer Leadership Institute

✔ Core Practices for Protecting and Supporting the Workforce
✔ District Resources to Support Employees during COVID-19
✔ FMLA, ADA Accommodations, Employee Wellness, Employee Assistance (EAP)
✔ Pivot From Pandemic Teaching to Virtual Learning
✔ Explore the Diversity, Equity and Bias Challenges School Leaders Face
✔ Engage in Communities of Practice on "Equity-focused" Problems of Practice
✔ Mental Health and Wellness

July 15-17, 2020

July 22-24, 2020
Professional Development & Training

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

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, Safety, and Security
- ✔ District Resources to Support Employees during COVID-19
- ✔ Employee Guidelines for COVID-19 Related Concerns
- ✔ Bold and Brave Conversations About Bias

Jul 27 - Aug 7, 2020

Jul 28 & Aug 11, 2020
## Upcoming Professional Development & Training

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Parent/Family Readiness
Family Support and Assistance with Technology

- Monthly live event promoting instructional technology platforms and tools via District edTV
- School-level site-specific support (community service hours/elective credit for feeder pattern high school students who serve in school-level site-specific support)
- District-level Tech Hotline with online chat feature (multilingual and extended hours)
- Parent Academy Virtual Campus webinars (multiple languages)
- Weekly "TECH TALK" program on WLRN (multiple times and languages)
- Up-to-date page of FAQs regarding instructional technology platforms/tools on the District and individual school websites
- District Instructional Technology Use Manual for parents/guardians (electronic and print form)
- Needs assessment of parents/guardians' technology skill needs
Week of Welcome

Week of activities and orientation tailored to help students and families prepare for the 2020-2021 school year

- Connecting Virtually
- Staying Healthy: Mind & Body
- Getting Organized
- Support for Students and Families
- A Day in the Life of Our Students
Week of Welcome
Parent Academy Virtual Campus Sessions

- Adjusting to the New Normal
- Helping Your Child Cope
- Social Emotional Learning
- Mindful Families
- Online Safety
- ESE During Distance Learning
- My School Online for the Family
- Social-Emotional Development
Communications

2020-2021
Communications

Multiple means of communication with families, employees, and community stakeholders in English, Spanish, and Haitian-Creole will be utilized.

**TYPES OF COMMUNICATIONS**

- Automated text, voice, and email messaging to families and employees
- Digital newsletters
- Social media posts on various platforms
- Published editorials and newspaper columns
- Radio announcements
- Television, radio, print, and digital media news coverage
- Various telephone support lines
- Dedicated webpage on District website
Communications Campaigns
Reopening Schools

Important Dates

**Week of August 24**
- ✔ Students/Family Orientation for My School Online – Week of Welcome
- ✔ Teacher Training for My School Online
- ✔ **August 28**: Teacher Planning Day

**First Day of Schooling**
- ✔ Students begin classes on My School Online
- ✔ Start of First Grading Period

**September 30**
- ✔ Reassessment of local COVID-19 conditions
- ✔ **September 28**: Teacher Planning Day
- ✔ **October 5**: Targeted Date to Pivot to Schoolhouse (based on local conditions)
Reopen SMART Return SAFE