

Reopen SMART Return SAFE



**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

SCHOOLS ARE CLOSED

BEGINNING MARCH 16, 2020

Mar
13

School Closures Announced

- ▶ 1 new case in Miami-Dade today
- ▶ 2 total cases in Miami-Dade

Mar
26

Safer-At-Home Order Issued for Miami-Dade County

- ▶ 166 new cases in Miami-Dade today
- ▶ 920 total cases in Miami-Dade

Apr
3

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

**Florida
Stay At Home
Order**

**STAY-AT-HOME
LIFTED**

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

**MIAMI-DADE
COUNTY**

May
13

Miami-Dade County Releases Phase I Reopening Guidelines

- ▶ 281 new cases in Miami-Dade today
- ▶ 14,742 total cases in Miami-Dade

 FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

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



Jun
26

Final Meeting of M-DCPS Reopening Workgroup

- ▶ 1,373 new cases in Miami-Dade today
- ▶ 31,562 total cases in Miami-Dade



Jul
1

M-DCPS Unveils Tentative Reopening Plan

- ▶ 2,306 new cases in Miami-Dade today
- ▶ 40,265 total cases in Miami-Dade



Jul
14

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



Jul
23

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

COVID-19 Summary for Miami-Dade



104,755

Confirmed cases in
Miami-Dade



COVID Hospitalizations

2,171

July 28



14-Day Average

19%

July 14 - July 27

3,037

New Positive
Cases





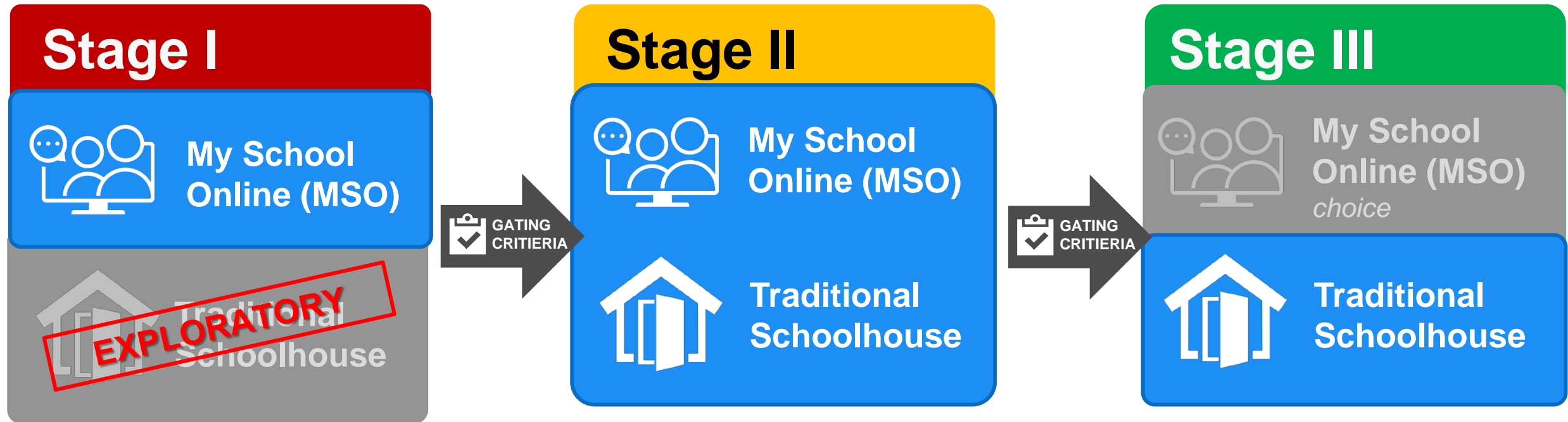
Gating Criteria

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



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

01

02

03

04

05

SECTION ONE

The Student Experience

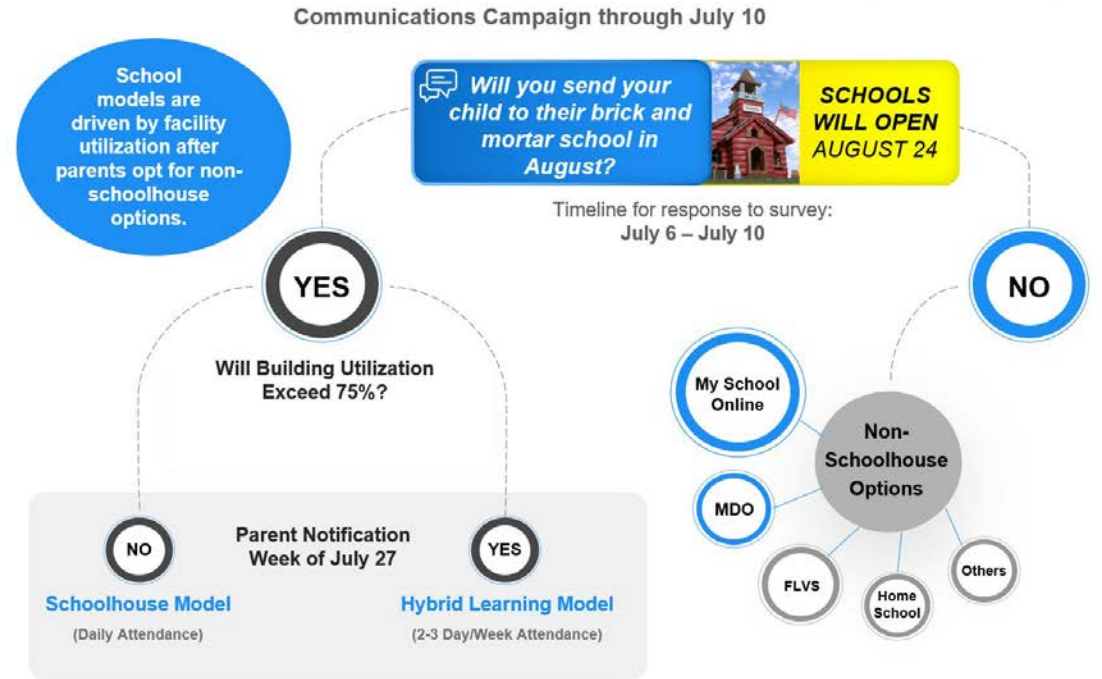
2020-2021

Decision Timeline

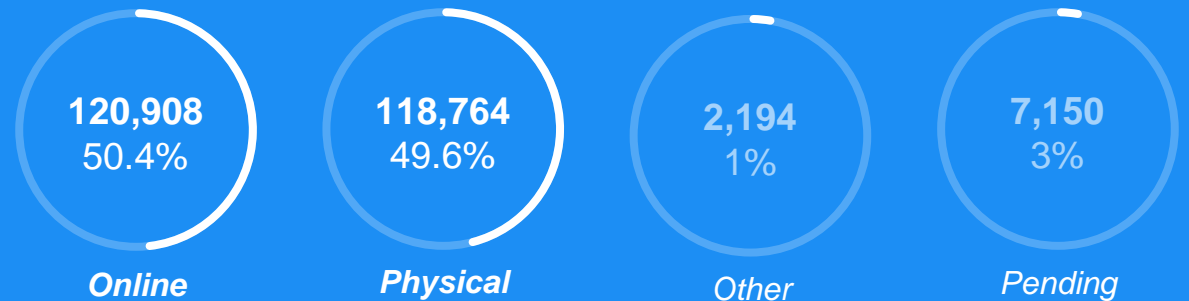
Stage II Review



Reopening Decision Timeline



Survey Results



Two Models Same Goal



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.



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



Characteristics

| | | |
|--|---|---|
| Multiple platforms for communication and content delivery | ✓ | ✗ |
| Inconsistent class schedules and meeting times | ✓ | ✗ |
| Standard school day and class schedules | ✗ | ✓ |
| Daily real-time interactions with teachers | ✗ | ✓ |
| Standard content across courses | ✗ | ✓ |
| Course materials specifically designed for distance learning | ✗ | ✓ |
| Course materials contain embedded supports (e.g. audio) | ✗ | ✓ |
| Course content can be translated in 60+ languages | ✗ | ✓ |



Teacher Testimonials

My School Online



TEACHER VIDEO TESTIMONIAL from 2021 Teacher of the Year, Vanessa Valle

“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.”

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

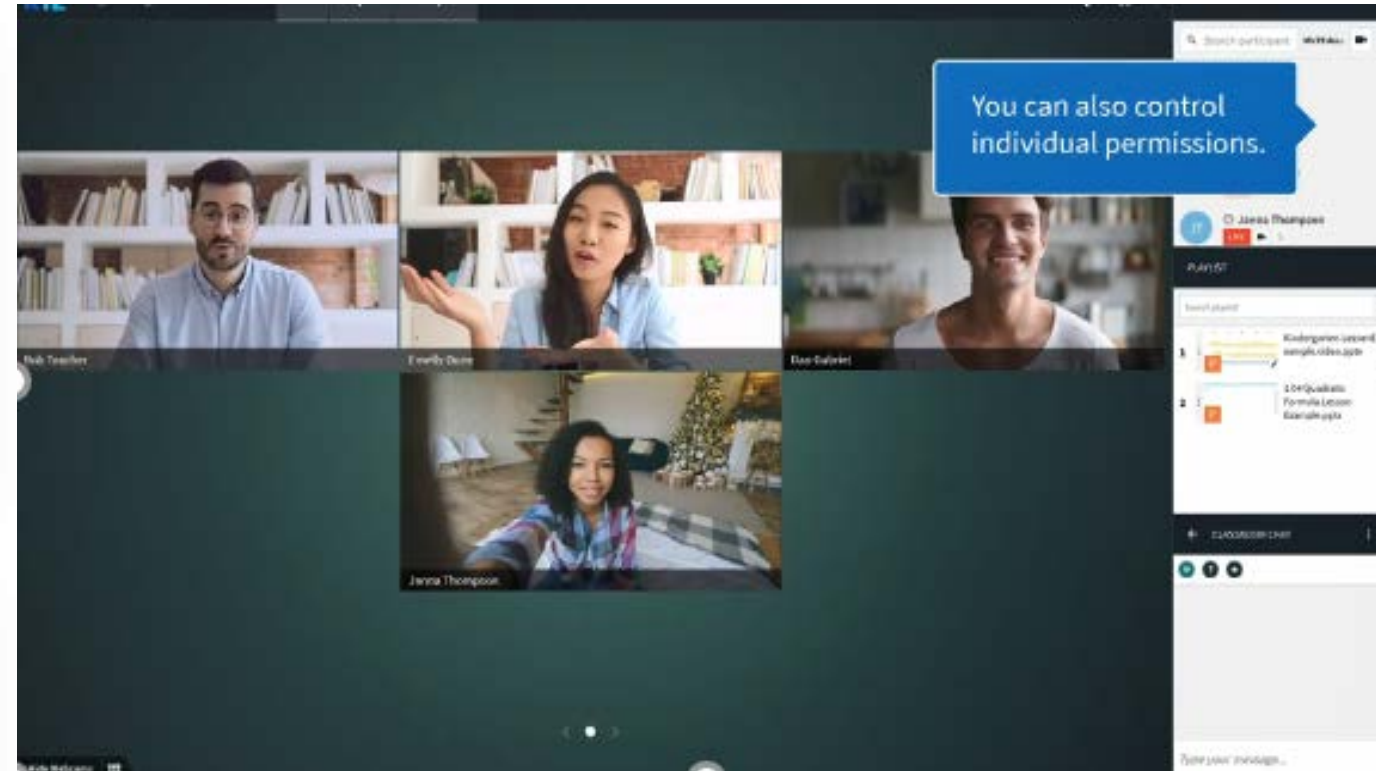
My School Online

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.



START
8:35

VIDEOCONFERENCE
WITH TEACHER

LUNCH AT
HOME

SPECIAL
CLASSES

COLLABORATING
WITH PEERS

INDEPENDENT
WORK

END
3:05



Educational Model

Schoolhouse Bell Schedule

Elementary Schools & K-8 Centers
Stage I & Stage II

Pre-K, K, 1 **8:35 AM – 2:05 PM**

Grades 2-5 **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**

**L300 Schools dismissed one hour later*





Early Childhood

Sample Pre-K Class

| | Traditional Schoolhouse | My School Online (MSO) |
|--------|---|--|
| 90 min | Teacher-led Instruction | Paraprofessional-supported learning in Innovative Learning Environment |
| 90 min | Paraprofessional-facilitated Interactive Learning | Teacher-led Instruction via Innovative Learning Environment |
| 30 min | Lunch | |
| 60 min | Teacher-led Instruction | Paraprofessional-supported learning in Innovative Learning Environment |
| 60 min | Paraprofessional-facilitated Interactive Learning | Teacher-led Instruction via Innovative Learning Environment |

- 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.



Career & Technical Education (CTE)

Schoolhouse Model

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.

NEED FOR DIRECT INSTRUCTION / DEMONSTRATIONS

LESS NEED

- 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

- 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, OJT, Career Technical Student Organization activities as permitted by district and governmental guidelines

Student responsible for transportation to off-site locations



Adult Education & Technical Colleges

MSO and Schoolhouse Model

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.

2

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

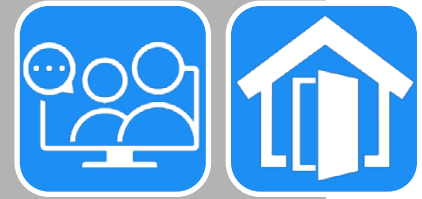
- ✓ Life Skills, STEM Education, Visual and Performing Arts courses will be available for students in both the Schoolhouse model and in My School Online.
- ✓ Elementary schools will schedule these “Specials” courses as part of a student’s schedule.
- ✓ Secondary schools will continue to provide these 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

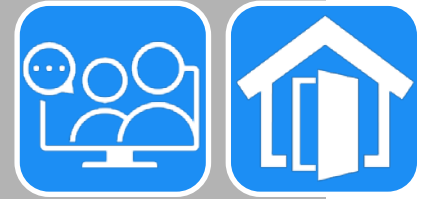


Gifted Education

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.





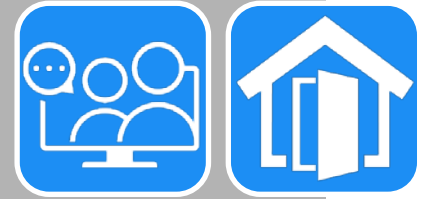
AP / IB / AICE

MSO and Schoolhouse Model

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

- ✓ 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



Learning Loss Index

MSO and Schoolhouse Model

English Language Learners and Students with Disabilities

- ✓ 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



Students with Disabilities

MSO and Schoolhouse Model

- ✓ 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.





English Language Learners

MSO and Schoolhouse Model

- ✓ 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.](#)



Learning Opportunities Beyond the Bell

MSO and Schoolhouse Model

- ✓ 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



25,000 new mobile devices
3,400 new hotspots

HOME CONNECTIVITY

1Million 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



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



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.



Before and After School Programs

Schoolhouse Model

2

Stage II REMOTE/IN-PERSON

- ✓ 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

2

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.





Social Emotional Learning and Mental Health Wellness

MSO and Schoolhouse Model

Intensive School & Community Interventions

TIER
3

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.

Targeted School Interventions with Community Support

TIER
2

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.

School-wide Programming for Social Emotional Support

TIER
1

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.



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.

01

02

03

04

05

SECTION TWO

Campus Readiness

2020-2021

20/21



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

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



\$3+ Million

Additional cleaning/safety upgrades



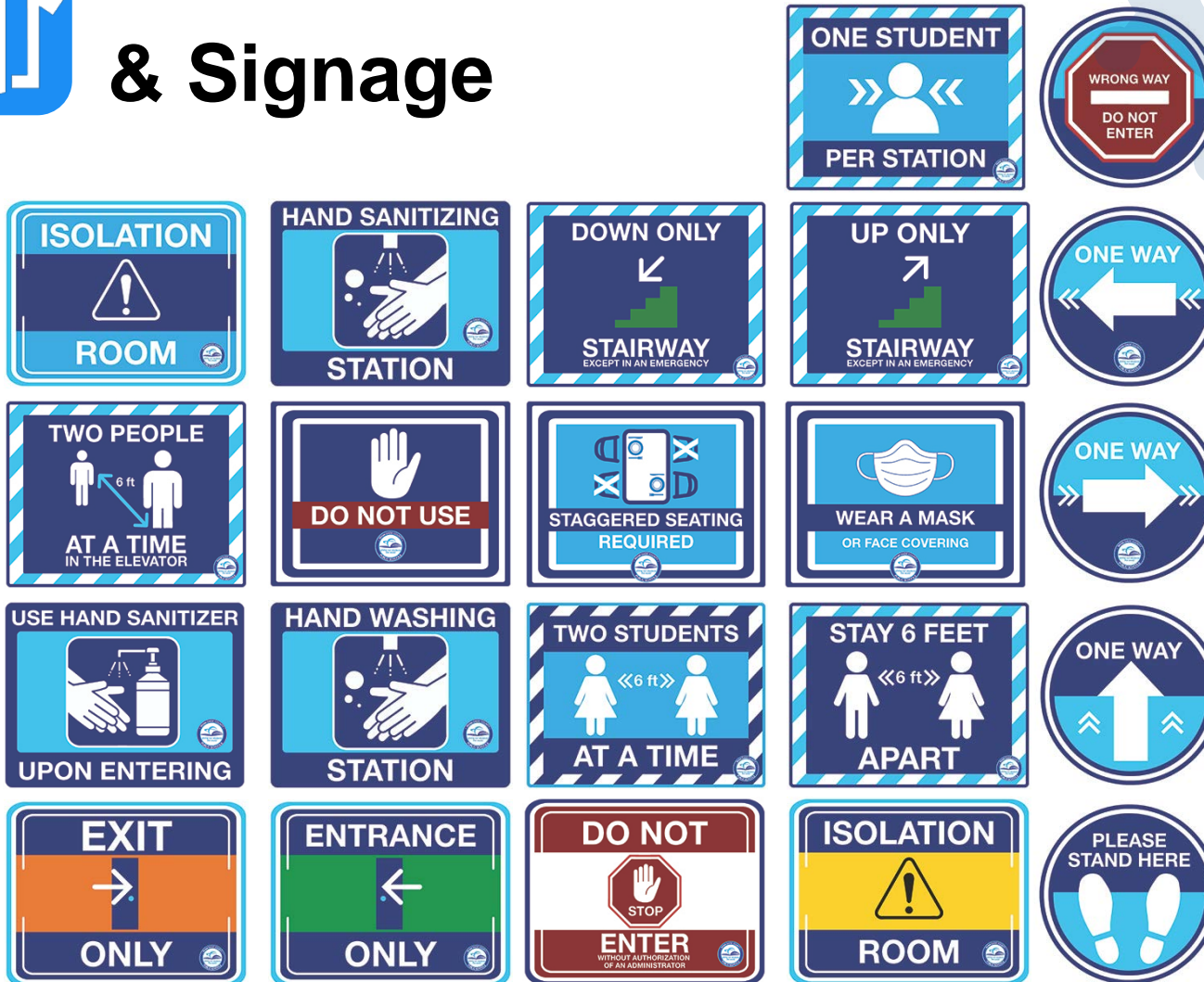
2000+ Employees Trained

CDC approved training administered





Instructions & Signage



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.

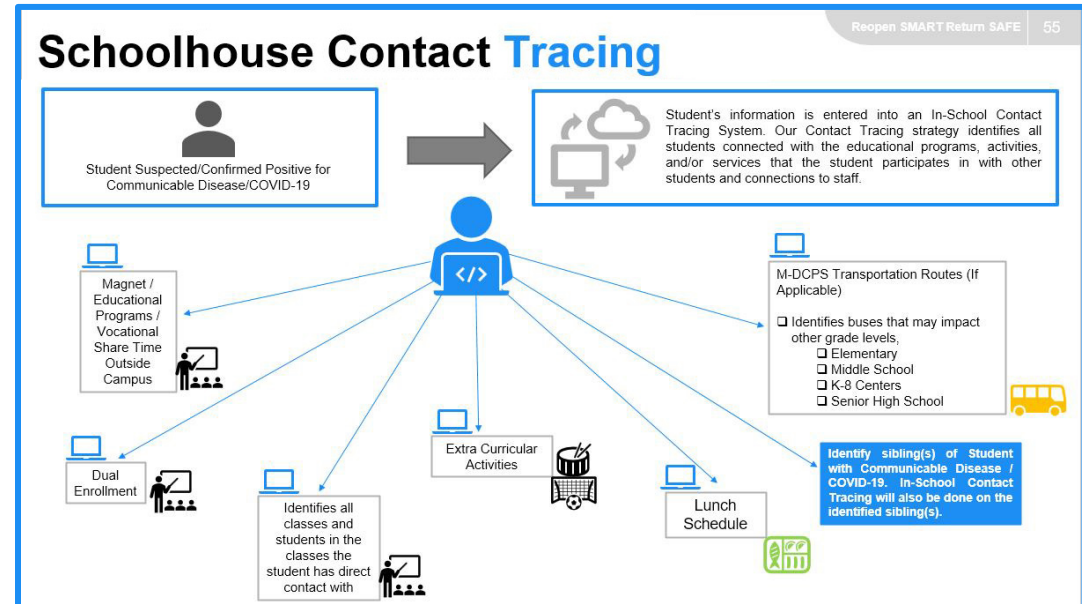
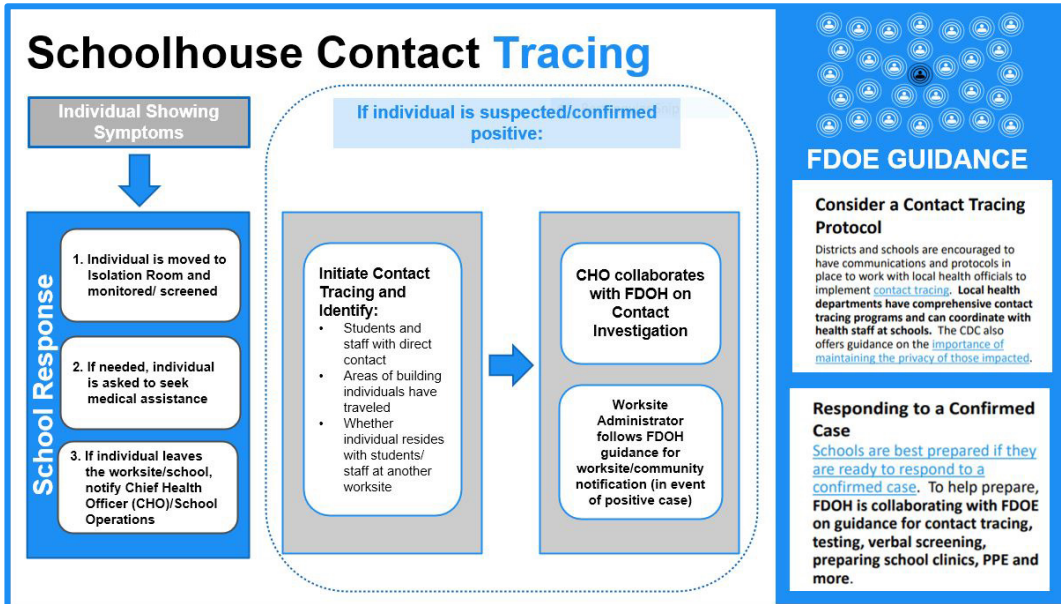




Contact Tracing System

Schoolhouse Model

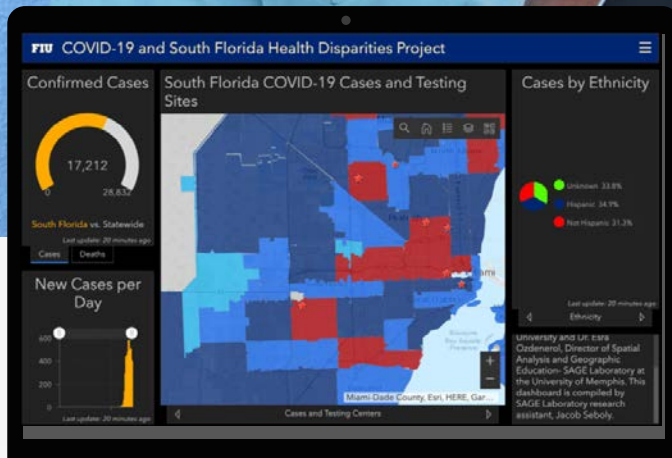
Returning to the Schoolhouse





Community Support Miami-Dade County

- ✓ Thermometers for Every Family
- ✓ Expanded Nursing Support for all Schools
- ✓ Contact Tracing Software Platform



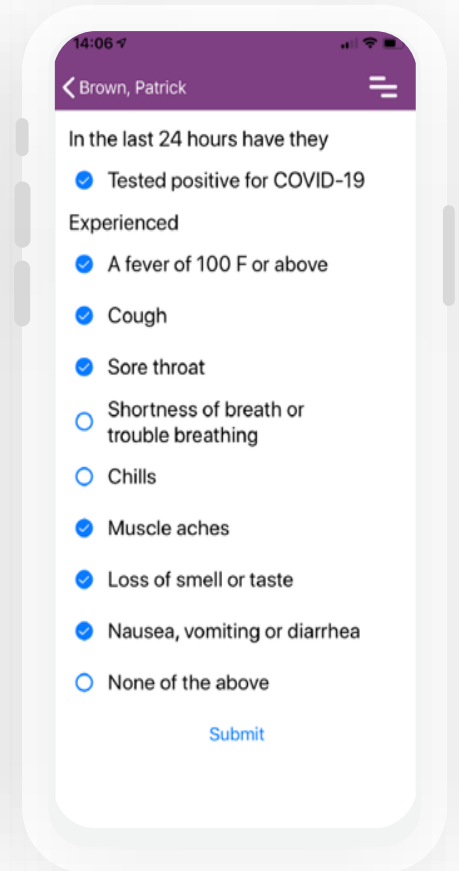
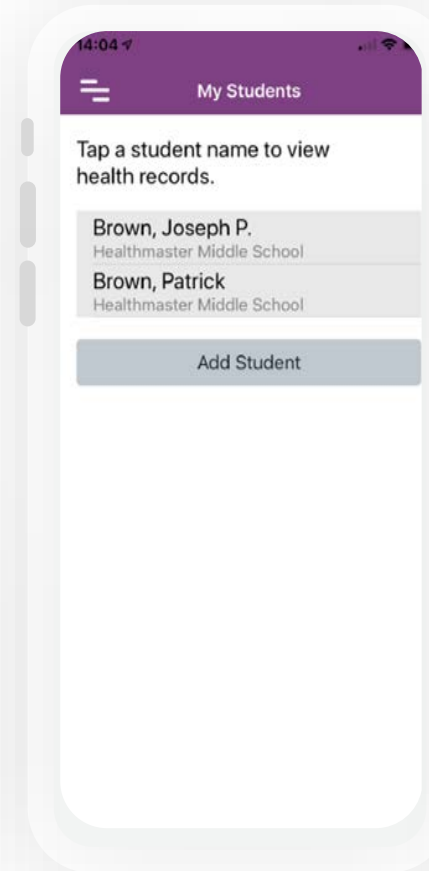
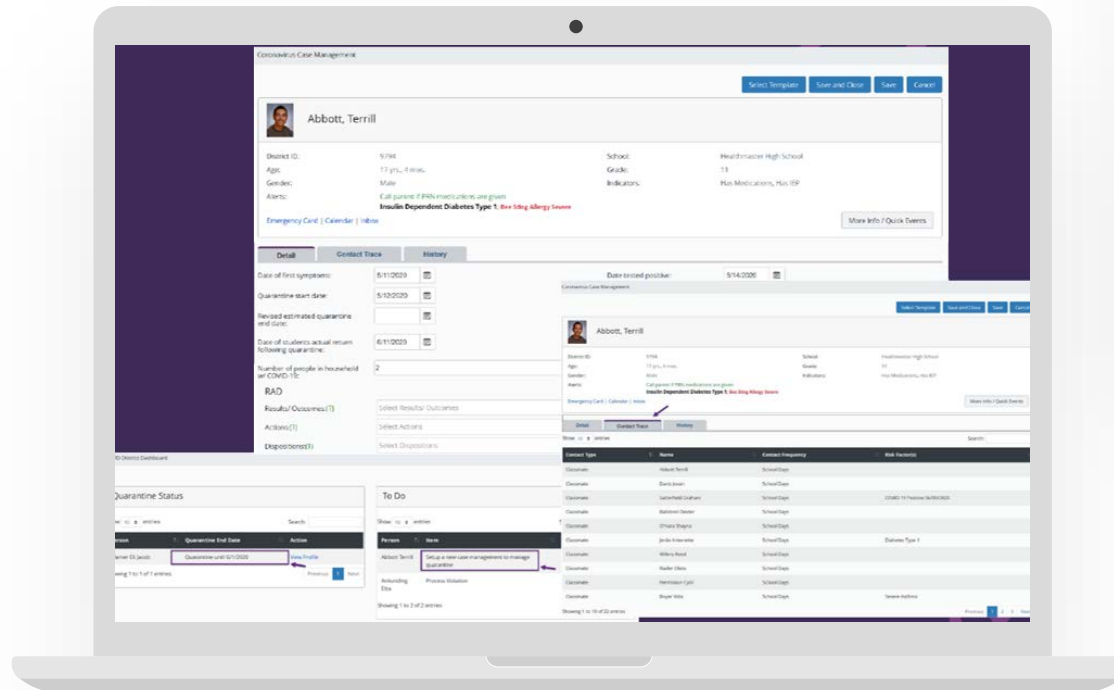


Contact Tracing System

Schoolhouse Model

Workflow-Driven Case Management

- ✓ Contact Tracing
- ✓ Tracking Daily Symptoms
- ✓ Re-Entry Management



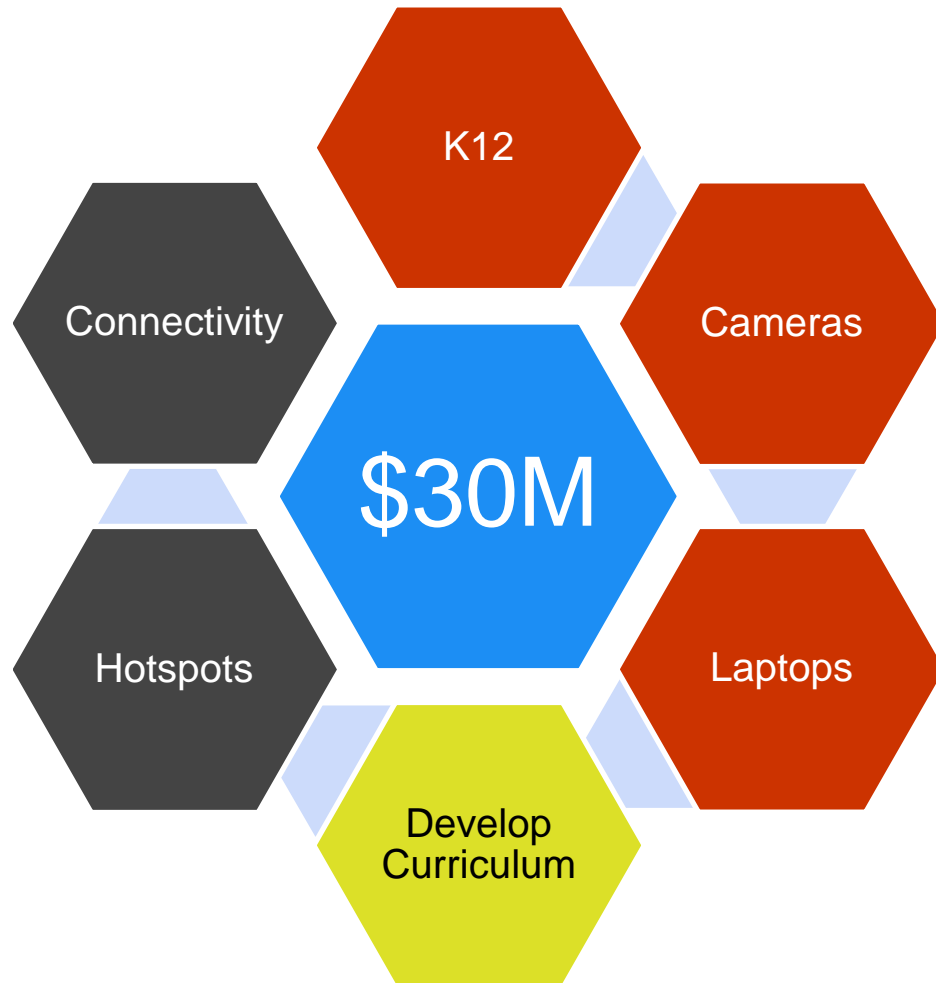
At-Home Student Screenings

- ✓ Daily Health Questionnaire
- ✓ School and District Level Dashboards

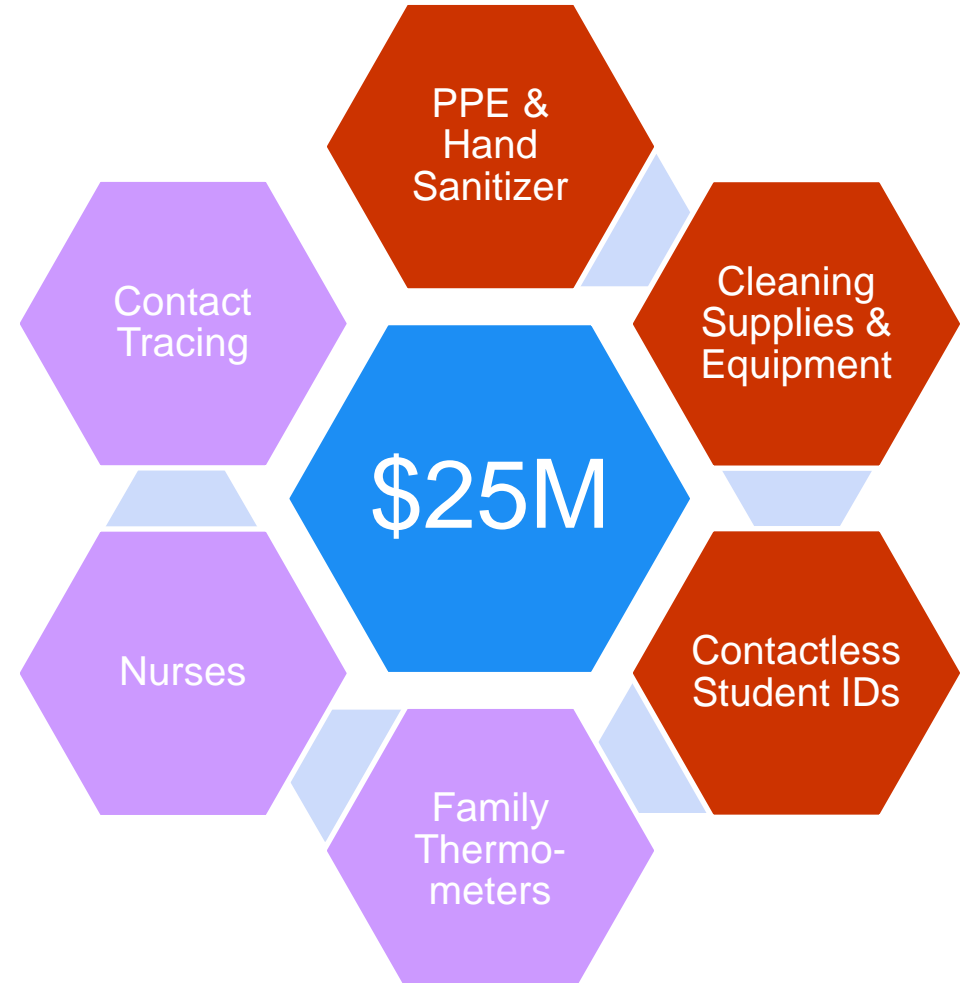


Total 2020-2021 Estimated Costs

ACADEMIC READINESS



OPERATIONAL READINESS



- Federal
- Partner
- Gen Fund
- County

01

02

03

04

05

SECTION THREE

Workforce Readiness

2020-2021



Teacher Perceptions on COVID-19 Health Risks

Public Health Risk of COVID-19

A

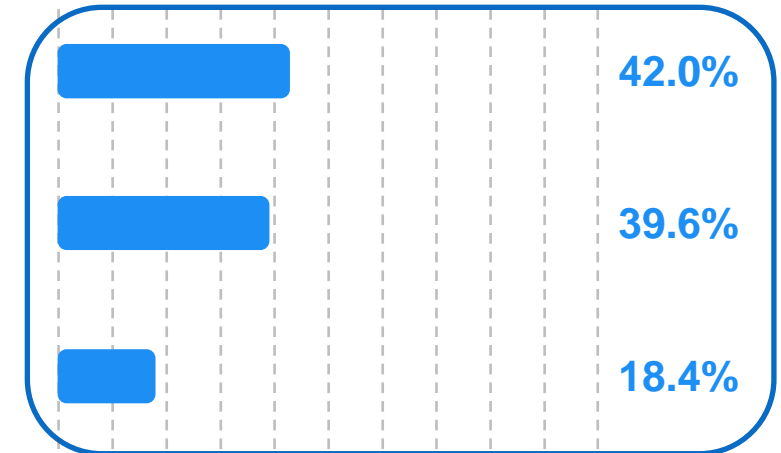
Reopening of the schools can put children and others at high risk of getting the virus.

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.

C

Risks for children and teachers to get the virus (even when not showing symptoms) is low.



Ability to Make Schools Safe

A

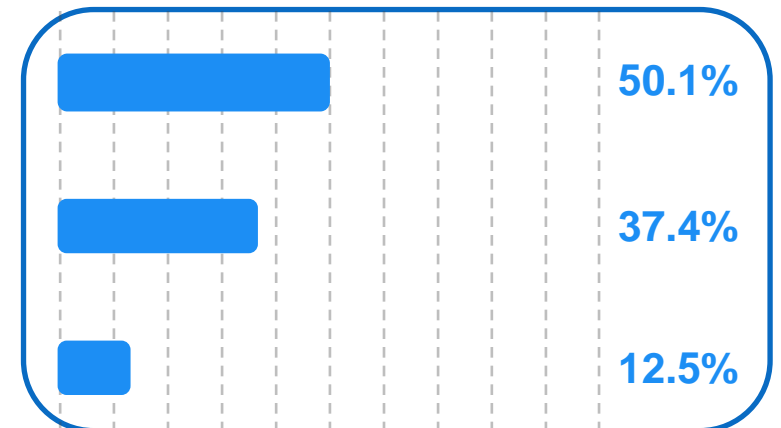
It is very difficult to make schools safe because children can be careless (not covering mouth or social distancing).

B

Health & Safety measures (such as cleaning and social distancing) can lower the risk of getting the virus in schools.

C

Health & Safety measures (such as cleaning and social distancing) are not enough to prevent the virus in schools.





School-Site Employee Survey Results

97%

of instructional personnel responded that they had no impediments to virtually returning to work for the 2020-2021 school year.

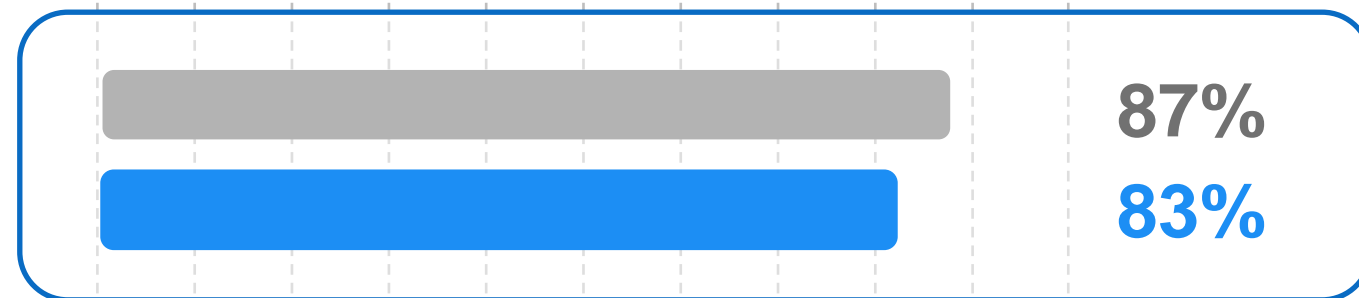
The **3%** with impediments indicated they have barriers related to **lack of connectivity** or **lack of proficiency in District learning platforms** for instructional delivery.



SCHOOL SITE EMPLOYEE



TEACHER



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.

School site employees were asked to respond regarding their readiness to return to the workplace.

Preparing Staff Experience Safety First



01. Daily Health Screening



02. Distanced Workstations



03. Physical Barriers



04. Avoided Sharing of Equipment



05. Virtual Meetings



06. PPE / Increased Sanitation



Protecting & Supporting Our Workforce

- ✓ 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.



EAP: 305-995-7111

Wellness: 305-995-2265

ADA: 305-995-7104

FMLA: 305-995-7090





Professional Development & Training

July 15-17, 2020

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

July 22-24, 2020

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



Professional Development & Training

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



Upcoming

Professional Development & Training

| School Operations | New Teacher Orientation | Teacher Development (Academics) | School-based Teams School Operations Human Resources |
|--|--|---|--|
| Health and Safety Core Practices | Brick and Click Preparedness – Ready to Pivot! | Getting Started with K12 Fuel Education | Leading with Equity in Mind |
| Opening of Schools Protocols | Creating a Culture of Consistency for Every Classroom | Setting up the K12 Classroom | Supporting Student and Employee Mental Health |
| Supporting Effective Instructional Delivery During Distance Learning | Fostering an Equitable and Culturally Responsive Environment | Microsoft Teams | Effective Family Communication Strategies for Schools |
| COVID-19 Safety Guidelines | Virtual Teaching and Learning Best Practices | Zoom | Personal Protective Equipment/School Readiness |

01

02

03

04

05

SECTION FOUR

Parent/Family Readiness

2020-2021

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

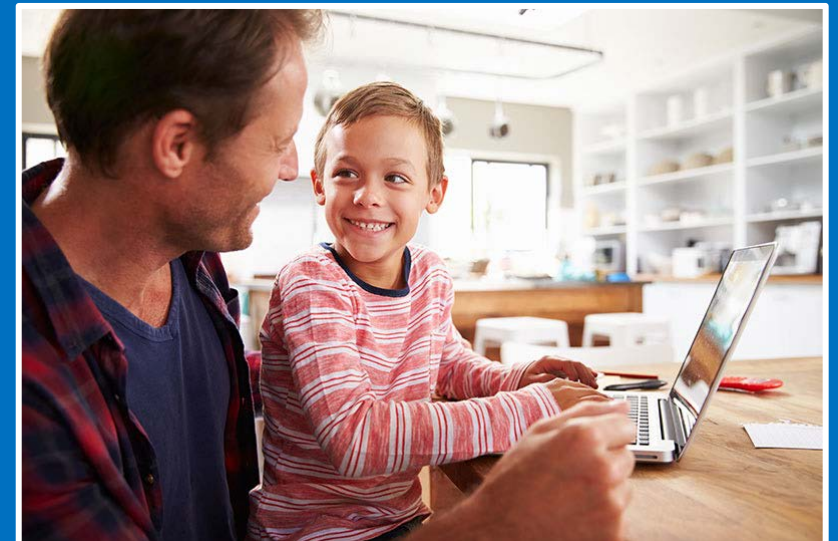
Week of activities and orientation tailored to help students and families prepare for the 2020-2021 school year

- ✓ Connecting Virtually
- ✓ Staying Healthy: Mind & Body
- ✓ Getting Organized
- ✓ Support for Students and Families
- ✓ A Day in the Life of Our Students

TEACHER
ORIENTATION



FAMILY
ORIENTATION



Online
Orientation



Week of Welcome

Parent Academy Virtual Campus Sessions



Adjusting to the New Normal



Helping Your Child Cope



Social Emotional Learning



My School Online for the Family



Mindful Families



Online Safety



ESE During Distance Learning



Social-Emotional Development

- 01
- 02
- 03
- 04
- 05

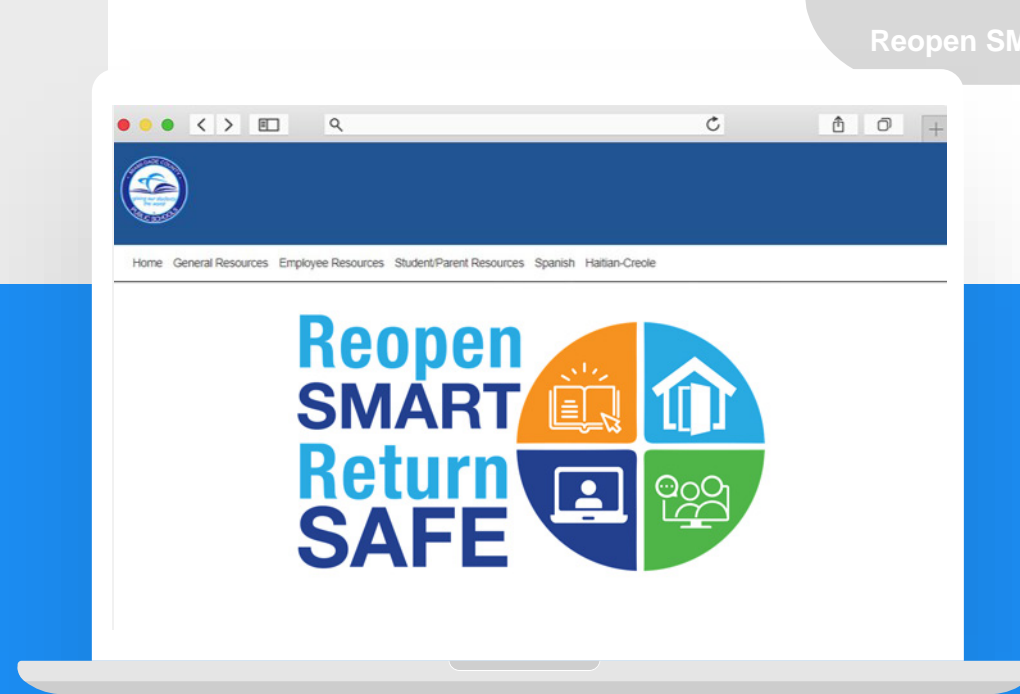
SECTION FIVE

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



STAY HEALTHY

STAY UP-TO-DATE WITH REQUIRED IMMUNIZATIONS

STAY HEALTHY

WEAR A FACE COVERING OR MASK

PROVEN TRACK RECORD OF ACADEMIC EXCELLENCE

#EnrollMDCPS

Stay Connected!

Ensure you receive our latest updates

Download the Dadeschools mobile app

**Reopen
SMART**



**Return
SAFE**



Reopening Schools

Important Dates

AUG
24

| M | T | W | T | F |
|----|----|----|----|----|
| 27 | 28 | 29 | 30 | 31 |
| 3 | 4 | 5 | 6 | 7 |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | 21 |
| 24 | 25 | 26 | 27 | 28 |
| 31 | 1 | 2 | 3 | 4 |

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

AUG
31

| M | T | W | T | F |
|----|----|----|----|----|
| 27 | 28 | 29 | 30 | 31 |
| 3 | 4 | 5 | 6 | 7 |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | 21 |
| 24 | 25 | 26 | 27 | 28 |
| 31 | 1 | 2 | 3 | 4 |

First Day of Schooling

- ✓ Students begin classes on My School Online
- ✓ Start of First Grading Period

SEP
30

| M | T | W | T | F |
|----|----|----|----|----|
| 31 | 1 | 2 | 3 | 4 |
| 7 | 8 | 9 | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | 1 | 2 |
| 5 | 6 | 7 | 8 | 9 |

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)

