



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



2020-21 Florida's Optional Innovative Reopening Plan

Miami-Dade County Public Schools

Due: July 31, 2020

Submit to the following email address: reopeningplan@fldoe.org

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Purpose

The purpose of this document is to support districts in the development and submission of their Innovative Reopening Plan for the Department's consideration for the Fall 2020 school semester. This document will assist districts in aligning their existing plan with required assurances, or serve as the actual template for districts without an aligned plan to develop and submit one based on the assurances outlined in DOE ORDER NO. 2020-EO-06.

Directions

Districts shall complete this form and email to reopeningplan@fldoe.org. This form must be received no later than July 31, 2020. The subject line of the email must include **[District Name] Innovative Reopening Plan**. The district has **two options** in the submission of an Innovative Reopening Plan:

Option 1: The district provides a narrative plan, as well as identifies the page number(s) of where Assurances 1-5 are located in the district plan (captured next to Assurances 1-5 below). The district's Innovative Reopening Plan must accompany this template upon submission.

Option 2: The district completes the Department's template provided later in this document.

Proposed Innovative Model (Required for Option 1 and Option 2)

The district shall explain in detail the proposed Innovative Model by school type (elementary, middle, high, combination, alternative, DJJ education programs, etc.). This description must include the following: in-person instruction, specialized instruction, live synchronous or asynchronous instruction with the same curriculum as in-person instruction, and the ability to interact with a student's teacher and peers. Provide the page(s) where the narrative of the proposed Innovative Model is located in your submitted plan:

Miami-Dade County Public Schools' proposed Innovative Model, **My School Online (MSO)**, will allow students to participate remotely in their enrolled schools' programs and will be implemented across all school types and accessible to all students who opt for this model. MSO will provide synchronous and asynchronous instruction using the same curriculum as in-person, in-school instruction, and will offer students the ability to interact with their teachers and peers daily.

Students participating in MSO will maintain their enrollment status at their brick-and-mortar school and can transition back to their schools when conditions allow and seamlessly continue the learning experience. Students opting for MSO will attend school via distance learning technologies for a regular school day and will follow the same school schedule as students in the regular, five-day-a-week school program which the district is referring to as the Schoolhouse model. Students in MSO will be taught by teachers from their enrolled schools to the extent possible, and they will interact with their teachers and peers daily utilizing web-conferencing tools. Barring unforeseen circumstances, classes will be scheduled such that teachers are only providing instruction in one modality at a time. In other words, teachers will teach either a class of remote students or a class of students who are physically present in the classroom with them at the time. The district is committed to ensuring that students get the full attention of the teacher responsible for providing instruction and will not require teachers to engage students in two different modes of instruction simultaneously. Regardless of the model, teachers will provide direct instruction to students and will be

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required to provide the same learning opportunities (including specialized instruction for students with special needs) to their students whether they are remote or sitting in classrooms in front of them.

Both models, **My School Online** and **Schoolhouse**, will use the same curriculum and materials. Therefore, students participating in either model will receive the same instruction using the same instructional materials. The district is supplementing the resources provided to classroom teachers with a full complement of Florida specific, FDOE approved, digital courses provided by K12 Florida. These materials will be used both in **My School Online** and in the **Schoolhouse** to ensure a consistent experience across models. This strategy will support a quick pivot to remote instruction for Schoolhouse teachers and students should a classroom, school, or schools need to close due to exposure to the virus. The curriculum provides for both synchronous and asynchronous instruction and will alleviate the burden on teachers of having to create engaging materials suitable for remote instruction. When used in the **Schoolhouse** model, the materials will allow teachers to implement a blended instructional model relying on both in-person and digital instruction supporting the district's goal of further integrating technology into classroom instruction. Teachers and school leaders will be trained on the new resources prior to the opening of school.

For additional information, please visit <http://reopening.dadeschools.net>

Reopening Plan Assurances (Required for Option 1 and Option 2)

The district must agree to ALL of the assurances by checking the corresponding boxes.

Assurance 1: Upon reopening in August, the district will assure that all brick and mortar schools are open at least five days per week for all students subject to advice and orders of the Florida Department of Health, local departments of health, Executive Order 20-149, and subsequent executive orders. Provide the page(s) where the narrative of this assurance is located in your submitted plan: _____

Assurance 2: The district must provide the full array of services that are required by law so that families who wish to educate their children in a brick and mortar school have the opportunity to do so. These services include in-person instruction, specialized instruction for students with an Individual Educational Plan (IEP) and those services required for vulnerable populations, such as students from low-income families, students of migrant workers, students who are homeless, students with disabilities, students in foster care, and students who are English language learners (ELLs). Provide the page(s) where the narrative of this assurance is located in your submitted plan: _____

Assurance 3: The district will provide robust progress monitoring to all students; tiered support must be provided to all students who are not making adequate progress. If a student is receiving instruction through innovative teaching methods fails to make adequate progress, the student must be provided additional support and the opportunity to transition to another teaching method. Provide the page(s) where the narrative of this assurance is located in your submitted plan: _____

Assurance 4: The district will work with IEP teams to determine needed services, including compensatory services for students with disabilities. School districts must immediately begin working with IEP teams to identify students who may have regressed during school closures. IEP teams must

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follow a student-centered approach with a commitment to ensure that the individual needs of each child are met. Provide the page(s) where the narrative of this assurance is located in your submitted plan: _____

Assurance 5: The district will work with ELL Committees to identify ELLs who have regressed and determine if additional or supplemental English for Speakers of Other Languages (ESOL) services are needed. Districts should ensure that appropriate identification of English skills has been noted and that schools have the resources to implement additional interventions and strategies. Provide the page(s) where the narrative of this assurance is located in your submitted plan: _____

Assurance 6: Progress monitoring data must be shared regularly by the district with the Department, in a manner prescribed by the Department.

Assurance 7: Districts must extend the same flexibility in instructional methods to every charter school that submits a reopening plan to the sponsoring district addressing the requirements set forth in DOE ORDER NO. 2020-EO-06. In addition, the district will collect reopening plans from each charter school's governing board for approval.

Template Option for Reopening Plan (Option 2)

Plan for Implementation of Assurance 1

- In the box below, describe the reopening in August of brick-and-mortar schools reflecting at least five days of school per week for all students subject to advice and orders of the Florida Department of Health, local departments of health, Executive Order 20-149 and subsequent executive orders. Also, provide the district's reopening date and schedule by school type.

In early July, M-DCPS families were surveyed to gauge their intentions in returning to the school during Phase 2. Parents were provided the option of a traditional **Schoolhouse** model or **My School Online**. The survey was conducted between July 6 and July 15, 2020. Survey results for these options were as follows:

- Schoolhouse:** *Attending school physically for up to five days a week – 49%*
- My School Online** – *Full-time distance learning at their child's school with M-DCPS teachers delivering standardized course content remotely - 51%*

Each option was developed with the safety of students, families and staff as the highest priority. Additionally, significant focus and attention have been given to ensure that equity in the provision of all educational services to all students is provided seamlessly and with integrity. The two options will be implemented five days a week and will allow for academic interventions as required to address achievement gaps, the individual learning needs of each student, and the implementation of specialized programs that address the unique needs of our diverse student population.

M-DCPS has developed a dimmer-switch approach to the reopening of schools based on the conditions in our local community. As a result of Miami-Dade County still being in Phase 1, the district will have a delayed reopening for students while teachers will report back to work as originally scheduled. Teachers along with students and families, will participate in a week-long orientation designed to ensure the successful implementation of schooling from a distance. This orientation will commence on the originally scheduled first day of school, August 24, 2020, with the first day of "schooling" being Monday, August 31, 2020. The school district's approach entails three stages of reopening based on gating criteria recommended by medical and public health experts in our local community.

Transition of Models Based on COVID Stages



As depicted above, Stage 1 will include the activation of **My School Online** for all students. Throughout this stage, the district will continue to review opportunities to, in a very controlled and cautious manner, begin providing face-to-face opportunities for targeted groups of students who may have significant learning needs. In Stage 2, the district will activate both **My School Online** and the five-day **Schoolhouse** models concurrently. Students will be able to participate in the instructional model that was selected by their families in the survey. In Stage 3, all students return to the schoolhouse, and **My School Online** becomes a choice option for those families who prefer to have their children remain in that model for the remainder of the school year pending authorization from the FLDOE relative to the continuation of Innovative Learning Models.

The curriculum and instructional delivery models for both **My School Online** and the **Schoolhouse** model are aligned to ensure that program delivery is equitable for all students and that instructional continuity is achieved throughout Miami-Dade County Public Schools. All students will be utilizing the same instructional materials to ensure that, in the case that a school needs to close for any period of time, the students can continue to access their program in a virtual environment and to ensure continuity of instruction if a child is changed from one instructional modality to the other. Teachers in both delivery models will be expected to provide daily, direct instruction to the students. The models provide students with environments where they will have access to a comprehensive, research-based educational program that is aligned with state standards, five days a week.

Both models, **My School Online** and **Schoolhouse**, will open on August 31, 2020, but as conditions are such that the **Schoolhouse** option is not feasible at this time due to advice from the local department of health, all district, non-charter students will begin schooling via **My School Online** five days a week through at least October 2, 2020. On September 30, 2020, the district will determine if gating criteria allow for a transition to Stage 2 and if such, the **Schoolhouse** model will begin on October 5, 2020.

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Students will attend school for regularly scheduled hours, five days a week via the **My School Online** or the **Schoolhouse** option. The daily schedule for all models is detailed in the chart below.

Elementary Schools	Pre-K, K, 1	8:35 AM - 2:05 PM
	Grades 2-5	8:35 AM - 3:05 PM
K-8 Centers	Pre-K, K, 1	8:35 AM - 2:05 PM
	Grades 2-5	8:35 AM - 3:05 PM
Middle Schools	Grades 6-8	9:10 AM - 3:50 PM
Senior High Schools	Grades 9-12	8:30 AM - 3:30 PM (Stage 1) 7:20 AM – 2:20 PM (Stage 2)
<i>Wednesdays, all students in Elementary Schools and K-8 Centers dismiss at 2:05 PM Lowest 300 Schools dismissed one hour later</i>		

These are the standard schedules that meet the requirements of applicable statutory guidance. Although a limited number of schools have implemented School Board approved modifications to these start and end times, such modifications do not alter the number of instructional minutes. Miami Dade County Public Schools will be implementing a modified student calendar incorporating 175 student days. However, in compliance with §1001.42(12)(a), F.S., M-DCPS exceeds the prescribed instructional minutes and hours at all grade levels.

At the secondary level, students in both models will have a block schedule, either 3X3 or 4X4 depending on the number of periods that are offered at the school they attend. Bell schedules will be normalized across schools to ensure that courses maintain the required instructional minutes and to allow for flexibility in teacher assignment based on current certification.

Professional Development & Parent/Student Orientation

In order to adequately onboard teachers, leaders and support personnel for the reopening of schools, the district has reserved the following days for professional development:

New Teacher Orientation - August 12, 13, 14, 17

New Teacher Planning Day - August 18

Teacher Planning Days – August 19 and 28

Innovative Learning Model Training – August 20 – 26

Safety Protocols Training – August 27

Week of Welcome for Students & Families – August 24 - 28

Safety Protocols for Schoolhouse Model

Protocols will be in place at all schools to provide the safest environment possible for all students, staff, and visitors. In the case of the **Schoolhouse** model, a safety plan has been developed and is aligned with standards determined by the Florida Department of Health as well as local requirements. This plan identifies the steps that will be taken to enhance the learning environment to the extent possible to ensure the safety of all the stakeholders. Reopening campuses will ultimately be driven by local data and directed by The School Board of Miami-Dade County, Florida and the Superintendent of Schools. When it has been determined that local conditions meet the criteria established for the full re-opening of schools, M-DCPS will implement the following strategies to provide for the safety and well-being of students, staff, and visitors.

Arrival/Dismissal and Transitions

- Require face coverings for staff, students and visitors;
- Establish protocols and communicate requirements to stakeholders for expanded entry areas in compliance with state mandates;
- Establish parent pick-up and drop-off protocols and communicate this information to all stakeholders;
- Stagger classroom release when feasible;
- Create protocols for transitions during passing times and communicate this information to all stakeholders;
- Strategically place signs to reinforce safety protocols;
- Request that parents perform health screenings (temperature checks, etc.) on students prior to school arrival;
- Limit school visitors at all locations;
- Use signage and other social distancing strategies in cafeteria;
- Adjust lunch service options to utilize alternative space for meal consumption (i.e. cafeteria service line, meal delivery to classroom or use of outdoor space);
- Stagger meal schedules to limit students in the cafeteria at one time;
- Maximize social distancing during mealtime; and
- Implement other strategies as determined by local conditions.

District/Campus Health Protocols and Sanitation Procedures

- Perform routine sanitization of general facilities throughout the day;
- Create sanitation logs, checklists and procedures for routine deep cleaning;
- Require face coverings for students, staff, and visitors;
- Set screening protocols for all visitors;
- Set capacity limitations for restrooms and elevators;
- Eliminate water fountains and implement strategies for the provision of water to staff and students that are aligned with safety standards;
- Install hand sanitizing stations in high-traffic areas (e.g. building entrance);
- Monitor student attendance for increased chronic absences;
- Establish protocol for reporting symptoms and initiate contact investigation/tracing in collaboration with the Miami-Dade FLDOH;
- Continue replacing quality air filters for HVAC systems;
- Implement strategies for addressing the immediacy of sick students or staff while on campus;

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- Increase frequency of sanitization of high-touch areas with hospital-grade germicide throughout the day and after school in preparation for next day; and
- Implement other strategies as determined by local conditions.

Classroom Environment

- Maximize social distancing to the extent possible;
- Require face coverings for students and staff;
- Cohort students, where feasible to minimize exposure and allow for contact tracing;
- Designate handwashing breaks throughout the school day;
- Remove non-essential shared items from the classroom;
- Creatively repurpose alternate spaces (cafeterias, gyms, media centers, courtyards) for instructional use;
- Encourage use of digital resources for instruction; and
- Implement other strategies as determined by local conditions.

Transportation Considerations

- Require face coverings for students and staff on buses;
- Create bus route models to accommodate reduced occupancy;
- Intensify cleaning protocols for transportation;
- Increase the number of bus stops to facilitate social distancing;
- Encourage social distancing at pick-up/drop-off point and communicate this information to stakeholders
- Install hand-sanitizing stations on buses; and
- Implement other strategies as determined by local conditions.

Plan for Implementation of Assurance 2

- In the box below, describe the plan for a full array of services that are required by law so that families who wish to educate their children in a brick and mortar school have the opportunity to do so. These services include in-person instruction and services required for vulnerable populations, such as students from low-income families, students of migrant workers, students who are homeless, and students in foster care.

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Miami-Dade County Public Schools will offer the full array of services that are required by law to families who wish to educate their children in brick-and-mortar schools. These services include in-person instruction and any services required for, and routinely offered to, vulnerable populations, such as students with disabilities, English language learners, students from low-income families, students of migrant workers, students who are homeless, and students in foster care. Brick-and-mortar schools will be open, fully operational, and staffed to provide the required and necessary services, assuming Stage 2 status and as prudent based on local guidance from municipal and health department authorities.

Students participating in **My School Online** will also benefit from the full range of services including direct live instruction, specialized instruction, interventions, remedial classes, and others. Students participating in **MSO** will maintain their enrollment status at their brick-and-mortar school; therefore, students who are found to be struggling in an online environment may be encouraged to change models and transition back to their enrolled schools, depending on the nature of their difficulties and on the health concerns of the students and their families.

District curriculum staff will provide teachers with pacing guides that include a scope and sequence that is focused on the essential learning for the grade and content area. The guides will be used by teachers delivering in person instruction as well as those delivering instruction via distance learning strategies in **My School Online**. The guides will assist teachers in planning for the necessary supports for all students, including English language learners and students with disabilities.

Plan for Implementation of Assurance 3

- In the box below, describe the schedule and process for administering local progress monitoring assessments, as well as the assessment tool(s) used by the local district or school by grade level. In addition, describe how the data is used to determine how adequate progress is being made and how intervention and tiered support is being deployed.

In Grades K – 8, i-Ready diagnostic tests in reading and mathematics are used to monitor student progress three times per year, in the fall (August 24 – November 6, 2020), winter (November 30 – December 18, 2020), and spring (May 3 – June 1, 2021). In grades 9 – 10, the Florida Assessments for Instruction in Reading (FAIR) is used for the same purpose. District-developed interim assessments in science grades 5 and 8 and end-of-course eligible courses are administered mid-year to ensure students are on target for success on the statewide assessments. In addition, formative assessments offered by the district and/or within the K12 instructional platform will be used to monitor and report student progress. Student performance data on all these measures is imported into the District's testing platform (Performance Matters) in which schools can monitor student progress during data chats.

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Plan for Implementation of Assurance 4

- In the box below, describe how the district will work with IEP teams to determine needed services, including compensatory services for students with disabilities.

During the 2019-2020 school closures, M-DCPS continued to provide supports and services to students with disabilities via virtual communication and telehealth platforms. As a result of the district's efforts, over 96% of eligible students received the services delineated in their Individualized Education Plans (IEPs). A Distance Learning Implementation Plan (DLIP) was developed for students with disabilities to capture how services in each student's IEP would be delivered during school closures. For the 2020-2021 school year, a new DLIP will be developed for each student with an IEP (see below).

Additionally, a Learning Loss Index has been created for students with disabilities (see below) to identify students in need of additional interventions. This index will include multiple sources of data from the 2019-2020 school year, including i-Ready reading and mathematics results from all three administration periods, as a measure of academic progress; academic grades in core subject areas during grading period three and four; i-Ready usage, as a measure of engagement during distance learning; school absences in grading period 4; IEP goals completed; and for students in grades 11 and 12, whether the high school graduation test requirements have been met. The Learning Loss Index will be used by schools to identify special education students who suffered a learning loss during the school closures so that IEP teams can determine needed services.

[Distance Learning Implementation Plan \(DLIP\)](#)

[Learning Loss Index for Students with Disabilities](#)

Plan for Implementation of Assurance 5

- In the box below, describe how the district will work with ELL Committees to identify ELLs who have regressed and determine if additional or supplemental English for Speakers of Other Languages (ESOL) services are needed.

During the 2019-2020 school closures, M-DCPS continued to provide ESOL students with the supports and services necessary to continue learning from a distance. Many existing resources were already digital and allowed the district to pivot from the schoolhouse to an online environment. Teachers of ESOL students were already proficient with the online curriculum and compliance platforms. Therefore, they were able to continue addressing the specific needs of their students. After school tutoring moved from a face-to-face delivery model into a remote model to continue providing ESOL students and parents with home learning assistance and practice in language acquisition.

Many of these services and supports will continue into the 2020-2021 school year. With nearly 20% of M-DCPS students identified as English Language Learners, the district has developed a comprehensive plan for addressing language acquisition, learning gaps, and unfinished learning for this population during the new school year. ESOL students will be enrolled in ESOL appropriate courses where teachers will have access to nearly 1,000 standards-aligned digital supplemental resources organized in learning libraries that support listening, speaking, reading, and writing language development across content areas.

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A Learning Loss Index has also been created for English Language Learners (ELL) (see below) to identify students in need of additional interventions. This index will utilize multiple sources of data from the 2019-2020 school year, including i-Ready reading results from all three administration periods, as a measure of academic progress; academic grades in reading during grading period three and four; i-Ready usage, as a measure of engagement during distance learning; school absences in grading period 4; and performance on the ACCESS for ELL assessment. The Learning Loss Index will be used by schools and ELL committees to identify ELL students who suffered a learning loss during the school closures and to identify needed services.

[Learning Loss Index for ELL Students](#)

Assurances 6 and 7 do not require additional narrative.

Acknowledgement

The district verifies the information in this form.

Name and title of person responsible for completion and submission of the Innovative Reopening Plan
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Date submitted
July 30, 2020
Superintendent Signature (or authorized representative)
