

2021-2022 INSTRUCTIONAL CONTINUITY PLAN



MIAMI-DADE COUNTY PUBLIC SCHOOLS



THE SCHOOL BOARD OF MIAMI-DADE COUNTY, FLORIDA

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INTRODUCTION

Miami-Dade County Public Schools has developed a comprehensive instructional continuity plan that outlines steps to support our students, teachers, schools, and community in the event of a disruption in learning.

The 2021-2022 Instructional Continuity Plan (ICP) sets expectations relative to how students will continue receiving a quality education if they are required to self-isolate (quarantine) due to exposure to COVID-19 or testing positive for COVID-19. The ICP identifies the District's technology platforms for remote learning, Schoology and Microsoft Teams, which are both available through the student/employee portals and provide safe and secure communication channels between teachers and students. Information is also included about Zoom Video Conferencing which is accessible through both Schoology and Microsoft Teams and requires Single-Sign On (SSO) authentication.

Information regarding school-based mobile device checkout is also included in the event that students need to check out devices for use during quarantine. Students experiencing technical difficulties with district-issued devices must call their school for assistance. The most updated information on connectivity options is also included for reference.

The District continually offers teachers opportunities for professional development. Many of these professional development courses include the use of digital instructional materials or instructional technologies to create a blended learning environment and highlight how specific resources can be used in a remote learning setting. Teachers can also access recorded webinars related to remote classroom models, best practices for distance learning, utilizing the instructional materials in a blended learning classroom, and much more through the Employee Portal, located in the Curriculum Resources folder or in the Curriculum Resources Group within Schoology.

Finally, we have included information about daily attendance procedures so that you will know what students need to do each day to be considered present.

The district ICP website located at <http://icp.dadeschools.net> has been updated to reflect this new information.



Transitioning to Remote Teaching and Learning

Communication is essential to online learning. The District's communications platforms are Schoology and Microsoft Teams. Both Schoology and Microsoft Teams are located in the Employee and Student Portals as dedicated access tiles (see below). The district's new learning management system (LMS), Schoology, serves as the learning hub that provides a versatile platform for content delivery, communication, collaboration, and professional development. Likewise, Microsoft Teams is a digital hub that brings conversations, content, and assignments together in one place for those opting to use Teams in lieu of the LMS. Additionally, the District has purchased the enterprise version of Zoom. The Zoom application is now available within Schoology & Microsoft Teams and requires users to use single sign-on credentials for authentication. Zoom can support the District's distance learning plan by facilitating the following activities:

- Administrative staff meetings to connect faculty across the school and/or district
- Virtual field trips to bring the world inside the classroom and enrich student learning
- Virtual professional development offerings
- Communication tool for important safety information via audio and video
- Ability for educators to simulcast their classroom to offsite classrooms and individual online learners
- Virtual tutoring, study hall, and mentoring

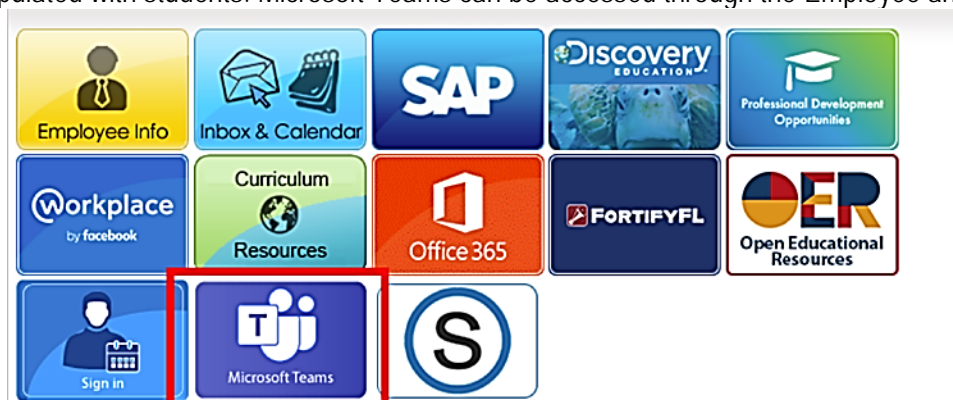


Both Schoology & Microsoft Teams can be accessed via the Student or Employee portals by clicking on the respective tiles on the Portal homepage.

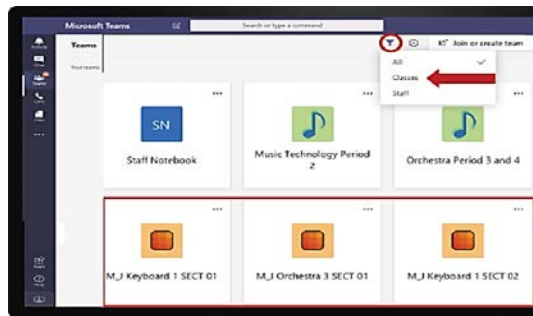
During the 2021-2022 school year, teachers may be asked to temporarily deliver instruction remotely using either Microsoft Teams or Schoology if the school, classroom, or individual students face emergency disruptions due to requirements to quarantine. To ensure continuity of learning for students, all teachers should have either a Microsoft Teams group or a Schoology course template prepared for students to access remotely. Below are steps to follow to ensure that plans are in place for delivering remote instruction:

Microsoft Teams

Courses and Class Teams were created in Microsoft Teams for the 2021-2022 school year. District courses were created and populated with students. Microsoft Teams can be accessed through the Employee and Student Portals.



Class Teams added by the district are visible as thumbnails, one for each class, and have course names and codes autogenerated by the student information system.



The District has put together two Miami-Dade quick start guides for Teams: *Microsoft Teams for Educators* and *Microsoft Teams for Students*. MS Teams video tutorials to help educators get the most out of Teams are available on the *M-DCPS Eduvision Channel*.

Schoology

Miami-Dade County Public Schools has selected Schoology as its learning management system (LMS). Schoology will serve as a hub for the District's vast collection of digital resources and as a tool for the delivery of instructional content. Schoology has been rostered for teachers, courses, and students for the 2021-2022 school year. Teachers have access to empty course templates for each of their classes and their students are rostered for each of the classes. Schoology can be accessed through the Employee and Student Portals.



Professional development sessions were provided throughout the summer months and will continue throughout the 2021-2022 school year. The introductory training, *Schoology 101*, provides teachers with the knowledge needed to get started with the learning management system by showing the steps for setting up courses, developing course materials, grading, assessing, and providing feedback. *Schoology 102* is the second training for teachers. This professional development course builds on what teachers learned in the introductory course by focusing on student discussions, assignment rubrics, assessment creation, and accessing resources and groups within the system. For information on any of the professional development sessions, please go to lms.dadeschools.net. In addition to the workshops mentioned above, the District has made available a self-paced course and two pre-recorded webinars to introduce teachers and administrators to Schoology, accessible through Schoology in the Curriculum Resources Group.

An empty course template is also available in the Curriculum Resources group for teachers to utilize as a guide when developing course materials, discussions, and assignments. The empty course template includes folders for teachers to customize with their course content, student support documents, and student resources and links.

Content Delivery During Remote Learning

Inevitably, some students will be required to quarantine due to exposure to COVID-19 or testing positive for the virus. If a student is not present in class due to quarantine, they will participate in remote learning until they are cleared to return for in-person instruction. During remote learning, every effort must be made to ensure that our students' education continues uninterrupted.

As always, teachers have the flexibility to deliver content to students through the district-provided digital resources or through teacher-identified and vetted resources aligned to the course standards/benchmarks, or through a combination of both. This practice will continue during any future COVID-related school closures or student quarantines.

Below is the instructional model that teachers will use to provide students with quality instruction when in-person classes are interrupted. There are two versions of the instructional model: teacher is in-person in the classroom or teacher is in quarantine. Both versions require all teachers to turn on their District-provided classroom conference camera or other computer-based web camera to allow students who are quarantined to continue to access instruction. In some cases, teachers will have in-person students and remote students during the same instructional block.

TEACHER-DIRECTED INSTRUCTIONAL MODEL FOR REMOTE STUDENTS

Teacher Is In-Person in Classroom

- Teacher provides remote students with Microsoft Teams or Zoom (through single sign-on authentication) link to join the class.
- Teacher turns on conference camera or computer-based web camera while delivering lesson to in-person students so remote students can passively view classroom instruction to obtain similar benefits of in-person learning and support student achievement.
- Teacher provides remote students assignments and activities using the District's Pacing Guides, Curriculum Guides, or adopted instructional materials through Microsoft Teams or Schoology, the District's learning management system (LMS).
- Teacher, at his/her sole discretion, may integrate remote students into classroom activities by fully engaging in dual modality.
- Teacher who opts not to use dual modality for remote students will respond to remote students' questions regarding curriculum and assignments within 24 hours.
- Class link remains active during the entire class block.
- Student communication can be accomplished through phone, email, Teams, Schoology, or other digital application selected by teacher.

TEACHER-DIRECTED INSTRUCTIONAL MODEL FOR REMOTE STUDENTS

Teacher Is in Quarantine

- Teacher provides remote students with Microsoft Teams or Zoom (through single sign-on authentication) link to participate in the lesson.
- Teacher turns on conference camera or computer-based web camera to deliver live lessons via video conferencing platform such as Microsoft Teams or Zoom through single sign-on authentication.
- Teacher maintains camera on for the full instructional block/period.

- Teacher provides students with instructions, assignments, and resources using the District's Pacing Guides, Curriculum Guides, or adopted instructional materials through Microsoft Teams or Schoology, and students work independently or in small groups after participating in the teacher-directed part of the lesson.
- Teacher remains online during the entire class block to assist students, answer questions, work with small groups, or provide one-on-one instruction.
- Student communication can be accomplished through phone, email, Teams, Schoology, or other digital application selected by teacher.

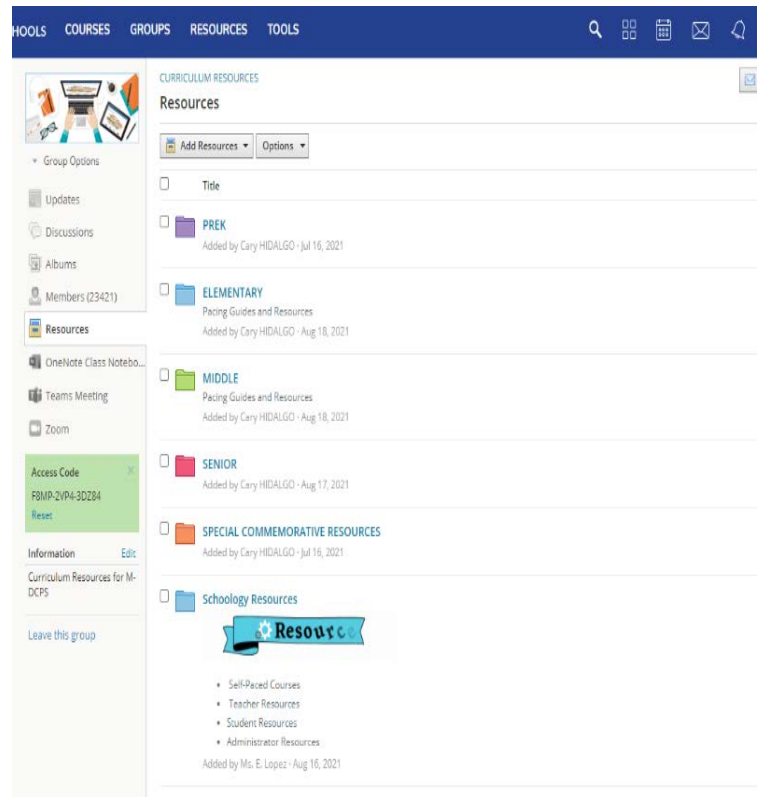
M-DCPS Pacing Guides

The Division of Academics develops annual Instructional Pacing Guides to help teachers plan for the delivery of standards-based instruction according to their assigned courses and outlines. The Pacing Guides also provide teachers with support to create blended learning lessons/assignments for students across all grade levels. These guides can be found in the Curriculum Resources tab in the Employee Portal and in the District's Learning Management System, Schoology. All teachers have been added to the Curriculum Resources group within Schoology for their convenience. The Pacing Guides in Schoology are located within the grade-level folder for each subject area. Short webinars have been created and posted in the folders explaining the information in the Pacing Guides and how teachers can use these to plan blended learning lessons/assignments that can be delivered using the instructional delivery models previously described: teacher-directed in-person or teacher-directed in quarantine.

Employee Portal View



Schoology View

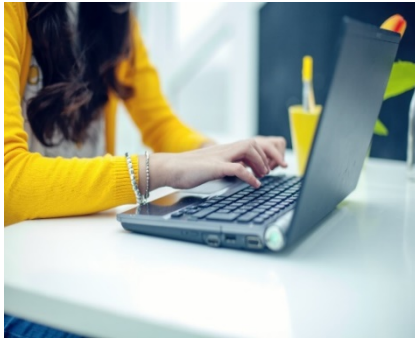


Sample Pacing Guide

MIAMI-DADE COUNTY PUBLIC SCHOOLS District Pacing Guide											
Grade Level and Course Title: Grade 3 English Language Arts (Course Code: 5010044)			Dates								
Reading Text Selections Essential Question: How do people from different cultures contribute to a community? Unit 1 Text Set 1 (Start Smart 51-54) Interactive Read Aloud (Listening Comprehension): "Faith Ringgold Telling Stories Through Art" Reading/Writing Companion (Shared Read): "Room to Grow" Literature Anthology (Anchor Text): "Cary the Dreamer" Identify T3B Literature Anthology (Paired Selection): "Sharing Cultures" Identify T3B			Week 1-2: 08/23/2021-09/03/2021 Number of Days: 10 MGH-Florida Wonders Progress Monitoring Assessment Date: 09/03/2021								
<table border="1"> <tr> <th>Standards</th> <th>Questions</th> <th>Resources</th> <th>Learning Goals</th> </tr> <tr> <td> ELA.3.R.2.3 Purpose and Perspective ELA.3.R.2.1 Text Features and Text Structures Strategy: Ask and Answer Questions Text Features: Headings and Maps Text Structure: Chronology </td> <td> Literacy Teacher Subtab L&ES Instruction </td> <td> Instructional Resources Shared to Home Learning Goals </td> <td> All ELA Advanced Academics </td> </tr> </table>	Standards	Questions	Resources	Learning Goals	ELA.3.R.2.3 Purpose and Perspective ELA.3.R.2.1 Text Features and Text Structures Strategy: Ask and Answer Questions Text Features: Headings and Maps Text Structure: Chronology	Literacy Teacher Subtab L&ES Instruction	Instructional Resources Shared to Home Learning Goals	All ELA Advanced Academics	90-Minute Reading Instructional Focus Reading Workshop Daily Planner Weeks 1 & 2 T3E-T3H		
Standards	Questions	Resources	Learning Goals								
ELA.3.R.2.3 Purpose and Perspective ELA.3.R.2.1 Text Features and Text Structures Strategy: Ask and Answer Questions Text Features: Headings and Maps Text Structure: Chronology	Literacy Teacher Subtab L&ES Instruction	Instructional Resources Shared to Home Learning Goals	All ELA Advanced Academics								
Comprehension SHARED READ and ANCHOR TEXT Reading Literature L&ES 2.5 Text Features L&ES 1.3 Inferences Reading Prose and Poetry ELA.3.R.2.1 Text Features and Text Structures Strategy: Ask and Answer Questions Text Features: Headings and Maps Text Structure: Chronology	PAIRED SELECTION Reading Prose and Poetry L&ES 2.6 Point of View ELA.3.R.2.3 Purpose and Perspective Author's Purpose MAKE CONNECTIONS Integrate L&ES RI.1.1 Evidence L&ES RI.3 Multi-Text ELA.3.R.1.1 Cite Evidence ELA.3.R.3 Comparative Reading Reading Across Genres L&ES RI.1.2 Main Idea/Summarizing ELA.3.R.3.2 Summarize	Vocabulary Academic Vocabulary affixes, idioms, community, pronounce, scarer, tumble L&ES 3.6 General & Domain Specific Vocabulary L&ES RI.2.4 Academic and Domain Specific Vocabulary ELA.3.V.1.1 Finding Meaning: Academic Vocabulary Compound Words, Synonyms L&ES 3.4.c Vocabulary and Acquisition and Use: Context Clues L&ES 3.5 Word Relationships and Nuances ELA.3.V.1.3 Context and Connotations	Phonics and Spelling Week 1 Short vowels a, i Structural Analysis Word Families Week 2 Short vowels e, o, u Structural Analysis Inflectional Endings L&ES 3.3.c Phonics and Word Recognition L&ES 1.1 Grammar & Usage L&ES 1.2 Capitalization, Punctuation, Spelling ELA.3.F.1.3 Phonics and Word Analysis ELA.3.F.1.3c Multisyllabic Words ELA.3.C.3.1 Following Conventions	Fluency Week 1 Accuracy and Expression Week 2 Rate L&ES RF.4.6 Fluency ELA.4.F.1.4 Fluency	Research and Inquiry Project: Culture in Your Community Product: Map StudyBite Blast: "Who Made That?" DIGITAL L&ES SL.2.6 Presentation of Knowledge and Ideas L&ES WY.3.7 Research to Build and Present Knowledge ELA.3.C.2.1 Oral Presentation ELA.3.C.4.1 Researching and Using Information SS.3.G.4.4 Geography: Contributions of Ethnic Groups						
KEY: ✓ Tested on Florida Wonders but should be periodically combined to support student learning and comprehension of skills. The B.E.S.T. Standards are not taught in isolation. Progress Monitoring Assessment. Note: English Language Arts is not a discrete set of skills. The benchmarks work together to help students analyze meaningful texts. The B.E.S.T. Standards are not taught in isolation. Progress Monitoring Assessment. M-DCPS, Office of Academics and Instruction, Division of Academics, Elementary ELA 2021-2022 Quarter 1 1 of 4											

Mobile Devices: *Distribution Plan*

Mobile Devices



This past school year, the COVID-19 pandemic intensified the need for students to have access to mobile devices and Internet connectivity. For the 2021-2022 school year, students in grades four through twelve who need a mobile device to complete school assignments can request and check one out through their schools. Families of prekindergarten through grade three students can request to check out a mobile device from their children’s schools if they must quarantine and need a device to access remote instruction. For detailed device distribution information, schools should refer to Weekly Briefings #31060 and #31168.

To receive a mobile device, parents need to complete the digital 2021-2022 Mobile Device Agreement in the Parent Portal or Mobile App. In the Portal, parents should look under the APPS-SERVICES-SITES tab for the ***District Device Acknowledgement Form***.

In the Mobile App, parents should click Apps and select ***Mobile Agrmt***. Parents of students with an unknown or new M-DCPS student ID number should contact school staff for assistance. See Figure 1.

Figure 1



Parents of students who are checking out devices will be informed of the availability of mobile device insurance to cover device damage for an entire year. The mobile device insurance information for M-DCPS can be accessed at <https://securranty.com/dadeschools>. See Figure 2.

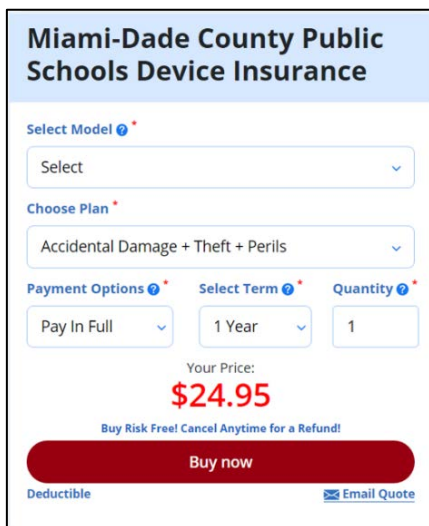


Figure 2

Internet Access

Hotspots

Hotspots to access the Internet are available as part of Project 10Million through T-Mobile. Families whose children qualify for the Free/Reduced Lunch program are eligible to receive a hotspot device. These hotspots are available for distribution on a "one device per family" basis and are subject to availability. Supplies are limited. Schools can request the necessary hotspots and coordinate delivery/pick-up from their assigned Region Office.

Miami Connected Program

Students on free or reduced lunch throughout the district may apply for two years of free Comcast Internet Essentials service through Miami Connected. Families may register online at MiamiConnected.org

Emergency Broadband Benefit (EBB)

Families may apply for the Emergency Broadband Benefit, a federal program that provides a discount of up to \$50 per month towards broadband service for eligible households. Several internet service providers participate in this program including Xfinity, ATT and Verizon. Please click on the hyperlinks for more information.

Comcast's Internet Essentials

Comcast's Internet Essentials continues to be available to the community at a rate of \$9.95 per month + tax. There are no credit checks, term contracts, or cancellation fees. Internet Essentials will provide subscribers download speeds of up to 50 Mbps and upload speeds of up to 5 Mbps. This program will support the federal Emergency Broadband Benefit program for cost reduction. Comcast does require an application and supporting documents in order to meet eligibility. For more information, click [here](#).

Access from AT&T Program

AT&T offers internet access for qualifying limited income households at \$10 a month through their Access from AT&T program. The program provides download speeds up to 25 Mbps and is also supported by the Emergency Broadband Benefit. To learn more, click [here](#).



Attendance

To capture student attendance in school and classes, the District follows established attendance protocols and procedures as defined in School Board Policy, 5200 – Attendance. Students will attend school in-person during regular school hours and follow a standard school bell schedule. Official school attendance will be recorded and maintained for all classes assigned.

Florida Law (Section 1003.21, Florida Statutes) states that children of compulsory school age must attend school regularly during the entire school term. As such, M-DCPS maintains an affirmative obligation to inform parents of student absences, and to ensure that the compulsory attendance laws are enforced. Raising standards and promoting a high level of student achievement are paramount in all District initiatives. Ensuring consistent student attendance is a means of improving student performance and is critical in raising student standards.

School Attendance: Students are to be counted in attendance only if they are physically present for at least two (2 hours) of the day or engaged in a school-approved educational activity which constitutes a part of the instructional program for the student. (Board Policy 5200 – Attendance)

Class Attendance: Students are to be counted in attendance if they are physically present in the class for at least half of the class period, have been excused by the teacher on a class related assignment, or have been requested by a member of the school support staff for an approved school activity.

All absences will initially be recorded as “U” unexcused absences. The school will change the status, if appropriate, to “A” (excused) on receipt of a valid reason for the absence. A Daily Attendance code has been created to be used with students under a quarantine/stay-home order (code “S8” Health Alert/Quarantine). This code must only be used with students who have a stay-home directive, are under a quarantine order or are not physically present in school due to contact with, or the contraction of COVID-19.

Where a student is under a stay-home directive, the student may only be considered in attendance if the following criteria are met: (a) The school has adopted procedures to continue the education of the student during the stay-home directive; (b) These procedures rely upon continuing the student’s access to assignments and curriculum they would be receiving were they physically present in school; and (c) Instructional personnel or administrative personnel must be available to assist the student with assignments and curriculum during the stay-home directive.

Documentation for an excused absence shall be reported to the student’s school by the parent **no later than three (3) days** from the date of the absence. To report an excused absence:

- email a statement of the cause for such absence directly to the school’s attendance email address.
- submit a statement of the cause for such absence via the parent portal/mobile app.
- submit a hard copy note directly to the school.

Non-Discrimination Policy

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

In Addition:

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

Revised 07/2020
