

Reopening Florida's Schools and the CARES Act Summary

June 12, 2020

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The Florida Department of Education released [Reopening Florida's Schools and the CARES Act](#) report outlining recommended guidelines for reopening schools on June 11, 2020. The comprehensive report recommends a tiered opening of school campuses beginning this summer but also recognize that the final decisions on how to best reopen schools will be left to each district as they comply with local public health guidance. The plan also outlines initiatives and allocates funding to address achievement disparities -- investing \$64 million for intensive summer programs to combat learning gaps for struggling K-5 students, \$15 million for teams of reading coaches to bolster literacy instruction across the state, and a \$212 per student allocation to district-run, charter, and private schools from the federal CARES Act. Below is a summary of the 143-page report.

I. Introduction

- a. Prepare schools to reopen safely and ready for success
- b. Eliminate achievement gaps
- c. In all situations, show compassion and grace in decision-making

II. Part 1

a. The Impacts on Achievement Gaps

- i. Prolonged school closures have disproportionate impacts, particularly for students who:
 1. Are Black or Hispanic
 2. Live in low-income households
 3. Have special needs
 4. Are English Language Learners
- ii. Impacts to students and society include:
 1. Increase in students' summer slide
 2. Increased stress on health care and first responders
 3. Increased risk of abuse in the home
 4. Mental Health and Substance Abuse
 5. Disruption for families
 6. Food supply chain broken
- iii. COVID-19 will likely widen achievement gaps
 1. A new subgroup in education – students without reliable access to a computer or internet
- iv. A plan to reopen and close achievement gaps must prioritize Florida's most vulnerable students

- b. Closing Achievement Gaps – Reading Proficiency
 - i. When controlling for poverty, racial and ethnic graduation gaps disappear when students master reading by the end of third grade
 - ii. Reading proficiency impacts long-term economic recovery
 - iii. In November 2019, the SBOE established a new high ground goal for reading proficiency for ALL Florida students, a goal of 90% proficiency by 2024
- c. Closing Achievement Gaps – Progress Monitoring
 - i. Florida should provide technical support and guidance, and provide expert level supports to districts and schools, so that learning and best practices can be shared throughout Florida’s entire education family
 - ii. Florida needs to invest in building the capacity of districts and schools to use screening and progress monitoring data
 - iii. Florida should also provide data informed supports to districts and schools to include school improvement strategies and a longitudinal analysis of students’ success
 - iv. The 2020 Summer Recovery is a Critical Moment in Time
 - 1. Summer programs present an opportunity to implement an approach to safely reopening school campuses and serve students to begin the process of closing already widening achievement gaps
 - 2. Early warning indicators allow FDOE, LEAs and schools to identify students for high priority, face-to -face summer instruction, with a heavy focus on reading
- d. Closing Achievement Gaps – Early Learning
 - i. Because of the pandemic, none of Florida’s 2020 incoming kindergarten students will have had a typical prekindergarten experience
 - ii. Early Learning Priorities
 - 1. Providers:
 - a. Continue supporting providers that are open (birth age 5 and after school programs) by paying based on enrollment as opposed to attendance
 - b. Continue implementing controls for providers who are closed and receiving payment
 - c. Provide mini grants to meet infrastructure, cleaning and supply needs and stipends for teachers
 - d. Encourage connections with teachers and the families they serve
 - 2. Families:
 - a. Eliminated any terminations of SR child care services
 - b. Provided flexibility for eligibility for SR child care (i.e., job search)

- c. Extended timelines for submission of paperwork by parents to maintain eligibility
 - d. Waived required parent SR copayments
 - 3. First Responders/Health Care Workers:
 - a. Reduced the child care closure rate growth from 58% to 36%, with 11,810 new children of health care workers and first responders being served
 - e. Closing Achievement Gaps – Accelerating Economic Growth
 - i. Historical trends show that unemployment correlates to enrollment increases in Florida’s state colleges
 - ii. Florida’s state colleges expect a short-term dip in enrollment demand in Summer 2020, followed by rapid increases in demand
 - iii. New rapid credential programs from 1 to 18 weeks for completion will be necessary to accelerate recovery
 - iv. Programs and pathways should be developed to ensure high school seniors transitioning to institutions of higher education (IHE or postsecondary) can be set up for success now and in the future
- III. Part 2
- a. Guidance for Reopening Healthy Learning Environments
 - i. For all educational programs, cleaning, disinfecting and social distancing are essential
 - ii. Reopening will require locally driven strategies with guidance from FDOE, FDOH, FDCF, FDEM and local health officials
 - iii. Reopening is a locally driven decision
 - 1. **This document is NOT a set of mandates or final set of considerations**
 - a. Reopening ultimately must be driven by local data and the goal of restoring optimal conditions for learning
 - iv. Create a local safe schools plan to maintain in-person learning
 - 1. Respond to crisis in concert with the scale of the crisis, preserving in-person education to the extent possible
 - 2. Move to distance learning only when educationally beneficial or necessary under the guidance of local health professionals
 - v. Create a framework for local planning by creating a crisis response team - Coordinate with local health departments and medical experts
 - vi. Establish supports and partnerships in communities to make local decisions
 - 1. Districts, schools and educational programs should connect to the entire education family in their community
 - 2. Health risk mitigation and concerns at one school can impact the community’s collective confidence and decision making should seldom be done in isolation

- vii. Planning resources: Adhere to guidelines from CDC, state and local departments of health
 - 1. A risk mitigation strategy is not a static document, and should be continually revisited and revised
 - 2. Governor DeSantis' [Florida COVID-19 Resource Center](#) is a one-stop gateway to Florida's experts in recovery and reopening
 - 3. Local county health departments are a great partner for all educational programs
- viii. K-12 Campus Reopening
 - 1. With the majority of child care programs already open, it is recommended K-12 campuses also begin to reopen in June
 - 2. Step 1 – June
 - a. Open up campuses for youth activities and summer camps
 - 3. Step 2 – July
 - a. Expand campus capacities further for summer recovery instruction
 - 4. Step 3 – August
 - a. Open up campuses at full capacity for traditional start of the academic year
- ix. Postsecondary Campus Reopening
 - 1. All state college and technical college campuses should open for Summer B and for full enrollment by August.
- x. Promote risk reduction through a great culture of teaching
 - 1. At Home – Teach parents and students the value of good hygiene and screening for symptoms at home
 - 2. At School – Every employee should be trained in recognizing symptoms, screening students and staff and responding to concerns
 - 3. In the Classroom – Incorporate lessons of healthy preventative hygiene and self-screening practices
- xi. Create visible safe learning zones
 - 1. Physical guides, barriers and alerts
 - 2. Encourage the use of outside and unconventional spaces
 - 3. Move large staff meetings and student assemblies to more open spaces or use virtual tools
- xii. Take steps to reduce risks at six key stages throughout the day
 - 1. Before students/staff arrive on campus
 - 2. When students/staff arrive
 - 3. When students/staff move about campus
 - 4. When students/staff utilize classroom space
 - 5. When students/staff participate in extracurriculars
 - 6. When students/staff leave

- xiii. Protect students, staff and families with medical vulnerabilities
 - 1. Medically vulnerable students should work with their doctor to develop a plan for returning to school.
 - a. Consider accommodations on a case by case basis
 - b. Consider clustering these students away from other students
 - 2. Medically vulnerable staff should work with their doctors to create a return to work plan
 - a. Minimize the number of people they interact with
 - b. Consider flexible leave policies
 - 3. The same guidelines apply for students and staff who live with medically vulnerable family members
- xiv. General Mitigation Strategies: Individuals (Students, Parents and Staff)
 - 1. Practice social distancing
 - 2. Frequently wash hands with soap and water for at least 20 seconds
 - 3. Use hand sanitizer with at least a 60 percent alcohol if soap and water are not available
 - 4. Avoid touching eyes, nose and mouth
 - 5. Cover your cough or sneeze with your elbow or a tissue and dispose of the tissue
 - 6. Clean and disinfect frequently touched items and surfaces
 - 7. Monitor your symptoms carefully
 - 8. Note that the CDC reports children are more frequently asymptomatic
 - 9. If you feel sick, stay home
 - 10. If students become sick, ensure there is comprehensive school health protocol in place
 - 11. If you believe you are infected with COVID-19, contact your health care provider immediately
 - 12. If you are older than 65 years of age or have a serious underlying medical condition, avoid large crowds
- xv. General Mitigation Strategies: Employers (Schools, Programs)
 - 1. Practice social distancing
 - 2. Clean and disinfect high-touch, high-traffic surface areas
 - 3. Develop and implement policies and procedures to train employees on personal hygiene expectations
 - 4. Make hand sanitizer, disinfecting wipes, soap and water, or similar disinfectant readily available
 - 5. Encourage employees and students who feel sick to stay home
 - 6. Monitor employees and students for COVID-19 symptoms

7. Do not allow symptomatic people to physically return until they meet CDC criteria to do so or are cleared by a medical provider
 8. Consult with the county health department regarding procedures for workforce tracing following a positive COVID-19 test
- xvi. Recommendations to reduce risks at the front door (in addition to any aforementioned strategies)
1. Establish protocols to massively reduce risk at entry points to campuses, programs and individual classrooms
 2. Create multiple check points for entry to a campus to avoid “choke points” of congestion
 3. Consider screening students, employees and visitors through visual signage, verbal questions or visual assessments.
 4. Explore staggered schedules, start and end times to limit crowds
 5. Monitor student and employee absenteeism closely, as absenteeism may be an early warning system of larger health concerns
 6. Consider adequate prevention inventory that includes extra supplies of PPE, cloth face coverings, gloves, sanitizer, soap, etc.
 7. Consider creating a protocol for incoming and outgoing mail and deliveries, and consider creating a “timeout” or cleansing room
 8. Post signage about hygiene and social distancing in many very accessible areas
- xvii. Recommendations to redesign the school day to reduce risks (in addition to any aforementioned strategies)
1. Keep groups of students together throughout the day to minimize the number of people in close contact with each person
 2. Move nonessential furniture and equipment out of classrooms to increase distance between students and turn desks the same direction.
 3. Maintain a maximum distance between desks as possible, even if not able to achieve 6 feet
 4. Avoid sharing of textbooks, supplies and toys
 5. Consider setting up a secondary clinic in schools, exclusively for students showing symptoms of COVID-19 and establish procedures to quickly separate students and staff who become sick
 6. Create a disinfection protocol for cleaning doorknobs, counters and other surfaces throughout the day
 7. Consider limiting nonessential visitors to campuses and programs
 8. Consider alternative meeting options for nonessential volunteer activities, clubs and other elective meetings

9. Explore limiting nonessential mass gatherings or reschedule as virtual gatherings.
- xviii. Recommendations to communicate transparently and frequently
1. Be sure to protect the privacy of students and families
 2. Communicate to the entire education family of stakeholders in the community
 3. Regularly update families and staff on policies for conduct while on campus, drop off and pick up
 4. Use multiple means to communicate: e-blasts, websites, text, social media, classroom lessons, community meetings, one-on-one outreach, etc.
 5. Communicate the actions taken, in each step, by a school to reopen
 6. Consider having parents complete an affirmation that they will not send their children to school with symptoms
 7. Communicate the economic importance of supporting parents' return to a normal workday
 8. Reinforce topics like good hygiene, social distancing, identifying symptoms and staying home when feeling sick.
 9. Illustrate steps taken to keep school clean and extracurriculars safe
 10. Show compassion for families and staff, as they will be cautious
 11. Express a willingness to always evaluate, improve and reevaluate as necessary
 12. Regularly solicit feedback from parents, students, staff and the community
- xix. Recommendations to plan for graduation, sports, band, arts, other extra-curriculars and co-curriculars (in addition to any aforementioned strategies)
1. Consult with the local department of health and the crisis response team.
 2. Consider non-contact temperature testing of adults who will be direct participants and have close contact with students
 3. All equipment, instruments, uniforms, etc. should be washed or wiped down after each use
 4. Explore an increased presence of law enforcement or staff at events to maintain adherence to social distancing
 5. Consider limited seating at events while allowing families to sit together and marking off seating for social distancing
 6. Consider having attendees arrive at events earlier, stagger exits and allow for multiple entry and exit points

7. Explore options to maintain social distancing at event facilities: public restrooms, concessions, etc.
 8. Consider ways to limit close contact between participants and attendees until an event concludes
 9. Identify a space that can be used to isolate staff or participants if one becomes ill at an event
 10. Determine what are adequate prevention supplies to have at an event for participants and attendees, including hand sanitizing stations.
- xx. Cloth Face Coverings (Face Masks)
1. Cloth face coverings are not mandated, but schools should explore strategies to utilize them, to the extent feasible
 2. Schools should be supportive of students, teachers and staff who voluntarily wear cloth face coverings
 3. The CDC provides comprehensive recommendations for the use of cloth face coverings to help slow the spread of COVID-19
 4. As feasible, cloth face coverings can be an important mitigation tool when not able to maintain social distancing
 5. Don't place a cloth face cover on young children under age 2, anyone who has trouble breathing, or any who is unable to remove the mask without assistance
 6. Be mindful that young children may initially fear individuals wearing a face covering, and consider ways to introduce the idea
- xxi. Recommendations for Student Drop-Off and Pick-Up
1. Consider having hand hygiene stations set up at or near the entrances and egress of the facility
 2. Arrange parent sign in sheets, either by a sink with soap and water, hand sanitizer with at least 60% alcohol or outside the building, and provide sanitary wipes for cleaning pens
 3. Use both entrance and egress to avoid clustering at single points of entry
 4. Consider staggering arrival and drop-off times and plan to limit direct contact
 5. For child care programs, infants should be transported in their car seats and store car seats out of children's reach.
 6. To the extent possible for families, the same person should drop off and pick up the child every day
 7. Older Floridians such as grandparents or those with serious underlying medical conditions should avoid picking up children
- xxii. For Reference: CDC Guidance for Cleaning and Disinfecting

1. The CDC recently updated its [“Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes”](#)
 2. Additionally, take steps to ensure water systems and devices are safe to use after a prolonged facility shutdown to minimize the risk of disease
- xxiii. Busing – The CDC also recently updated [guidance for routine cleaning and disinfecting buses](#)
- xxiv. The CDC’s most up to date guidance for [K-12 schools](#) and [postsecondary institutions](#) includes nearly identical flexibilities that educational programs “can determine, in collaboration with state and local health officials to the extent possible, whether and how to implement these considerations while adjusting to meet the unique needs and circumstances of the local community”
- b. Responding to a Confirmed Case
- i. Locally driven and urgently responsive strategies prepare a school or community to maintain confidence and continuity of in-person education
 - ii. Consider a Contact Tracing Protocol
 1. Have communications and protocols in place to work with local health officials
 - iii. Consider a Testing for COVID-19 Protocol
 1. Protocols for testing students and staff for COVID-19 should be developed with the guidance of local health officials and
 2. On site (at school) testing protocols should be implemented in compliance with health care and privacy laws and, when applicable, obtain the explicit approval of parents
 - iv. Child Care and K-12
 1. If a confirmed case has entered a school, regardless of community transmission, any school in any community might need to implement short term closure procedures regardless of community spread if an infected person has been in a school building
 2. FDOH is collaborating with FDOE on guidance for contact tracing, testing, verbal screening, preparing school clinics, PPE and more
 3. CDC recommends the following procedures regardless of the level of community spread:
 - a. Coordinate with district, if applicable, and local health officials
 - b. The school’s health official(s) should immediately contact the county health department
 - c. The district, school or program should also notify FDOE of the initial confirmed case

- d. Dismiss the room or building of students and most staff for an initial consultation with local health officials
 - e. Communicate with staff, parents, and students while maintaining confidentiality
 - f. Clean and disinfect thoroughly
 - g. Make decisions about extending the school dismissal
 - h. Refer to the [CDC's School Decision Tree](#)
 - i. Ensure Continuity of education and meal programs
 - j. Consider alternatives for providing essential medical and social services for students
4. The decision to open or close a school or program should ultimately rest with the local leadership of that school or program (i.e., the superintendent or board for traditional public schools; a charter's board; private school's board; the president or board of a state college; director of a technical college; etc.)
- v. Postsecondary
- 1. Ensure continuity of safe housing
 - 2. Ensure continuity of food pantries and meal programs
 - 3. Consider if, and when, to stop, scale back, or modify other support services on campus
 - 4. Refer to the [CDC's Institutions of Higher Education Decision Tree](#)
- c. K-12 Instructional Continuity
- i. Instructional Continuity Plans (ICPs)
 - 1. All schools will need to be vigilant in keeping their ICPs up to date
 - 2. Schools will need to show compassion for families' health related concerns and simultaneously maintain a commitment to educating every child
 - 3. FDOE will collaborate with innovative LEAs and charter networks to determine best practices and flexibilities for seat time and instructional hour requirements in a potentially interrupted or even intentionally blended educational design
 - 4. Long term considerations will be needed to support students with special needs, accelerated learners, English Language Learners (ELL), migrant and homeless students and students without access to technology

IV. Part 3

a. The CARES Act

- i. Friday, March 27, President Trump signed into law the Coronavirus Aid, Relief, and Economic Security (CARES) Act This assistance for states includes more than \$2 billion combined from the Education Stabilization Fund and child care relief, supporting young Floridians birth through postsecondary

- ii. The Governor and Commissioner’s analysis and recommendations consider the total impacts of all four education related CARES Act funding sources combined, albeit the majority of those funds are not directed by FDOE and in some cases are distributed directly to educational institutions.
- iii. The goals align with Governor DeSantis’ priorities for Florida’s economy and the State Board of Education’s 2020-2025 Strategic Plan, as revised November 2019
- iv. The Four Education Related Categories of CARES Act Funding
 1. Governor’s Fund
 - a. \$173,585,880
 - b. The Governor applied and U.S. DOE awarded the grant on 5/28/20
 - c. The purpose of this fund is to provide emergency support to local educational agencies (LEAs), institutions of higher education (IHEs), and other education related entities most impacted by the coronavirus or that the Governor deems essential for carrying out emergency educational services to students
 - d. The Governor must return funds not awarded within one year of receiving
 - e. Under the CARES Act, the FDOE is required to recommend to the Governor which LEAs have been most significantly impacted by the coronavirus
 2. Elementary and Secondary School Emergency Relief Fund (K-12 Fund)
 - a. \$770,247,851
 - b. FDOE must submit the application for these funds
 - c. The Act allows the FDOE to reserve up to 10% for state level activities and costs of administration
 - d. The remainder, at least 90% (\$693,223,066), is guaranteed to LEAs (including Florida Virtual School, the Florida School for the Deaf and the Blind and the state’s lab schools) in the proportion to which they received Title I, Part A funds under the Elementary and Secondary Education Act (ESEA)
 - e. State must return funds not awarded within one year of receiving
 - f. LEAs are permitted to use the funds for a wide range of 12 specified activities
 - i. Any activity authorized by the ESEA of 1965, the Individuals with Disabilities Education Act, the Adult Education and Family Literacy Act the Carl D.

Perkins Career and Technical Education Act of 2006
or Subtitle VII B of The McKinney Vento Homeless
Assistance Act

- ii. Coordination of preparedness and response efforts of local educational agencies with state, local, tribal, and territorial public health departments and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for and respond to coronavirus.
- iii. Providing principals and others school leaders with the resources necessary to address the needs of their individual schools
- iv. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness and foster care youth, including how outreach and service delivery will meet the needs of each population
- v. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies
- vi. Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases
- vii. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency
- viii. Planning for and coordinating during long term closures, including how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under IDEA and how to ensure other educational services can continue to be provided consistent with all federal, state , and local requirements
- ix. Purchasing educational technology (including hardware, software and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low income students and

- students with disabilities, which may include assistive technology or adaptive equipment
- x. Providing mental health services and supports
- xi. Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness and children in foster care
- xii. Other activities that are necessary to maintain the operation and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency
- g. LEAs must follow all applicable state laws regarding distribution of funds for public charter schools for those funds distributed through the Governor’s Fund and the K-12 Fund.
- h. LEAs receiving either Governor’s Fund or K 12 Fund provide equitable services to private schools, after consultation, in the same manner as provided for Title I, Part A
- 3. Higher Education Emergency Relief Fund (Higher Education Fund)
 - a. \$873,880,451
 - b. These funds are directly distributed from the USDOE to institutions of higher education (IHEs)
 - c. 75% of each IHE’s allocation of “institutional funds” (\$791,549,000) are based upon their number of Pell grant recipients, and 25% will be based upon their number of non-Pell grant recipients
 - d. The first half of institutional funds must go directly to students and IHE’s may not use those funds to reimburse the institution for other expenses
 - e. Additionally, some institutions are also eligible for funds as minority serving institutions (\$68,093,543) or improvement of postsecondary institution funding for smaller colleges
- 4. Child Care and Development Block Grant (Child Care Fund)
 - a. \$223,605,188

- b. The Act authorizes additional funding for the Child Care and Development Block Grant (CCDBG) to be obligated by September 30, 2022, spent by September 30, 2023
 - c. Office of Early Learning will be the lead agency for these funds
 - d. Funds may be expended to:
 - i. Provide continued payments and assistance to child care providers due to decreased enrollment or closures
 - ii. Provide child care assistance to health care, emergency response and sanitation employees and other essential workers, without regard to income
 - iii. Support providers for cleaning and sanitation and other activities to maintain or resume operation
5. Findings: Focus Flexible Funding on Students Represented in Achievement Gaps
- a. The priority spending will focus on earlier grades, where the educational risk for students and the return on early supports are both at their greatest
 - b. First Focus – Achievement Gaps, Particularly Low Income and Lack of Access Students
 - c. Second Focus – Students in a Critical Educational Transition
 - d. Third Focus – Safety Nets for Students and Educators
6. Findings: Focus Flexible Funding Where Guaranteed CARES Act Funding is Less Per Student
- a. The greatest guaranteed CARES Act funding levels, per student, are already dedicated directly to Florida’s public universities and private postsecondary institution
7. Findings: Focus Flexible Funding Where Funding Can Incentivize Great Collaborations
- a. Governor DeSantis recommends to use the Governor’s Fund and FDOE’s 10% of the K 12 Fund to seed and incentivize great decisions by LEAs, state colleges and state technical colleges to close achievement gaps and reopen safe and healthy schools that are set up for success
- b. CARES – Summary of Governor’s Recommendations
- i. FDOE is developing assurances that LEAs, schools, technical colleges and state colleges will meet to support and maximize the impact of these investments
 - ii. FDOE will further utilize existing resources and apply for four federal grants to direct additional resources to achieve these goals

- c. CARES – Progress to Early Learning
 - i. First Responders and Health Care Workers – \$44 Million (from Child Care Fund)
 - ii. High-Quality Reopening Support Grants – \$17 Million (from Child Care Fund)
 - iii. Successful Transition to Kindergarten – \$21 Million (from Child Care Fund)
 - iv. Continue Immediate Supports for Early Learning - \$60.9 Million (from existing FDOE resources to supplement CARES)
 - v. Preschool Development Grant Funds (from existing FDOE resources to supplement CARES)
 - 1. Redirecting \$2.4 million current federal discretionary funds, as appropriate, to continue to support the early learning community
- d. CARES – Progress to 90% Reading Proficiency
 - i. Pre-K-3 Progress Monitoring and Data Informed Supports – \$20 Million (from FDOE’s 10% of K-12 Fund)
 - ii. Upskill Highly Effective Reading Coaches - \$5 Million (from FDOE’s 10% of K-12 Fund)
 - iii. Capacity Building for Reading - \$5 Million (from FDOE’s 10% of K-12 Fund)
 - iv. Ensuring High Quality Regional Reading Supports - \$5 Million (from FDOE’s 10% of K-12 Fund)
 - v. Ensuring the B.E.S.T. Curriculum for Reading and Civics – \$24 Million (\$20 million from FDOE’s 10% of K 12 Fund and \$4 million from Governor’s Fund)
 - vi. Summer Recovery – \$64 Million (from Governor’s Fund)
 - vii. Additional Strategies to Support Summer Learning – \$1 Million (from Governor’s Fund)
 - viii. Teacher Professional Development (from existing FDOE resources to supplement CARES)
- e. CARES – Progress to College and Career
 - i. Rapid Credentials – \$35 Million (from Governor’s Fund)
 - ii. Pathway to Job Market Dashboard – \$2.5 Million (from Governor’s Fund)
 - iii. CTE Equipment – \$10.9 Million (from Governor’s Fund)
 - iv. Free SAT/ACT – \$8 Million (from FDOE’s 10% of K 12 Fund)
 - v. Civic Literacy – \$1 Million (from Governor’s Fund)
 - vi. Apprenticeship Expansion (from existing FDOE resources to supplement CARES)
 - vii. Elevate Adult Learners (from existing FDOE resources to supplement CARES)
 - viii. Reimagining Workforce Preparation Grant (applying for US DOE grant to supplement CARES)
- f. CARES – Healthy and Safe Learning Environments

- i. Supplemental Health and Safety Protective Measures – 87.5% Reimbursement for both prior and forward-looking costs of protective measures (from FEMA and FDEM reimbursement)
- ii. Telehealth – \$2 Million (from Governor’s Fund)
- iii. Instructional Continuity Plans – \$8 Million (from FDOE’s 10% of K 12 Fund)
 - 1. With the agreement that school districts would also utilize these funds to support the county’s public charter schools and private schools in the development of their ICPs
- iv. Virtual Safety Net – \$5 Million (from FDOE’s 10% of K 12 Fund)
- v. Teacher Training on Virtual Learning Management Systems – \$250K (from FDOE’s 10% of K 12 Fund)
- vi. Distance Learning Days (from existing FDOE resources to supplement CARES)
- vii. Rethink K-12 Education Models Grant (applying for US DOE grant to supplement CARES)

V. Part 4

- a. CARES – Safety Net Funds in Reserve
 - i. Ensure Scholarships for Low Income Students – Up to \$30 Million (from Governor’s Fund)
 - ii. Private School Stabilization Grant Funds – \$15 Million (from Governor’s Fund)

Template for Instructional Continuity Plans

1. Section I: Overview of the Instructional Continuity Plan
 - a. Purpose and structure of the Instructional Continuity Plan
 - b. General district and school contact information
 - i. Access to phone numbers, email addresses and physical location addresses
 - ii. Important district webpages
 - c. District communication plan (COVID-19 hotline, email addresses, live chat, access to ICP updates and most current district information)
2. Section II: Information for Parents, Guardians and Students
 - a. Introductory letter (explanation of situation and summary of key points from ICP)
 - b. Have a plan to address each student's access to learning:
 - i. Access to devices
 - ii. Access to Internet
 - c. Access to meal programs
 - d. Continuation of services (overview of the more detailed information in the plan)
 - e. Expectations for parents and guardians
 - f. Frequently asked questions
 - g. How to access online texts, tutorials, etc.
 - h. How to access district portal
 - i. Technical support
 - j. Accessibility for students with disabilities
 - k. Textbook and materials check out and return
3. Section III: Responsibilities
 - a. Teacher Responsibilities:
 - i. Schedule
 - ii. Evaluation
 - iii. Role in a virtual setting
 - iv. Instruction
 - v. Class Attendance
 - vi. Grading
 - vii. Assessment
 - viii. Access to support
 - ix. Communication with administration
 - x. Digital etiquette
 - xi. ESE assignments and responsibilities; documentation
 - xii. ELL assignments and responsibilities; documentation
 - xiii. Other specialized: CTE, dual enrollment, IB, AICE, AP
 - b. Administrative Responsibilities:
 - i. Staffing (sick teachers, technology issues, professional learning, etc.)

- ii. Support for staff and community
 - iii. Plans and procedures that delineate essential functions
 - iv. Emergency decision making process and delegation of authority
 - v. Guidance counseling and mental health
 - vi. ESE, related services and 504 support; meetings, continued services, parent support
- c. Non-Instructional Responsibilities
- 4. Section IV: District Policy and Procedures
 - a. Attendance
 - b. Grading
 - c. Student workload
 - d. Student privacy and safety
 - e. Safekeeping and access to essential records and databases
 - f. Exceptional Student Education (ESE)
 - g. English Language Learners (ELL)
 - h. Digital etiquette
 - i. Technology usage
- 5. Section V: Content Delivery
 - a. Methods (e.g. paper based, online Instruction, recorded lessons teacher directed instruction, hybrid instructional model)
 - b. Platforms (e.g. Google Suite, Microsoft Teams, local Learning Management System)
 - c. Pacing guide
 - d. ESE and ELL modifications
 - e. Digital resources