



Reopening Florida's Schools and the CARES Act

Closing Achievement Gaps and
Creating Safe Spaces for Learning



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



“Together, we will get through this difficult time and emerge stronger than before.”

– Governor Ron DeSantis

Safe. Smart. Step-by-Step.

Utilizing This State Plan

- Part 1 This plan provides diverse insights on the connection between schools and the economy and their subsequent impacts on achievement gaps.
- Part 2 This plan provides health and instructional recommendations for reopening Florida’s schools, aligned to the executive direction of [Florida Governor Ron DeSantis](#), the Re-Open Florida Task Force’s [Safe. Smart. Step-by-Step. Plan](#), the Florida Department of Health (FDOH) and the Centers for Disease Control and Prevention (CDC). **Child care (early learning) programs, K-12 schools and postsecondary institutions should use this document as points to consider and implement with local context, and note that health related mitigations may need to adjust as Florida learns more about the impacts of COVID-19.**
- Part 3 This plan provides the Florida Department of Education’s (FDOE) implementation plan for the federal Coronavirus Aid, Relief, and Economic Security (CARES) Act’s education and child care related components. The plan includes potential opportunities to align FDOE-directed portions of the CARES Act with local education agencies’ (LEA) and postsecondary’s (institutions of higher education or IHE) controlled CARES Act funding.
- Part 4 This plan holds adequate reserve funds back for needs that may emerge closer to and during the 2020-2021 academic year.
- Appendix The appendices to this document contain page numbers and links to reopening strategies and resources referenced throughout Parts 2-3 of the document.
- Indicators Throughout much of the document, indicators on the top left or right of pages to specify whether the page’s content pertains to Child Care, K-12, IHEs or multiple levels of education.



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“Throughout this, two constants remain – keeping our education community safe and ensuring our students receive a first class education in Florida. And our default is to always show compassion and grace.”

– Commissioner Richard Corcoran

Introduction

Theory of Action

1. Presume the reopening of school campuses, safely.
2. Open schools with a moral purpose – closing achievement gaps.
3. Florida can only hit its economic stride if schools are open.
4. To ensure safety, take a “dimmer switch” (step-by-step) approach rather than flip the light switch approach.

Guiding Principles Since Inception of COVID-19

Initial Response

1. Urgently transition Florida's schools to distance learning to give Florida's students the greatest access to the best education possible.
2. When confronting any difficult decision, always show compassion and grace.

Recovery

1. Prepare our schools and programs to reopen safely and ready for success.
2. Eliminate achievement gaps, which have likely been exacerbated by this crisis.

Indicators of Success

1. Keep Florida's entire education family safe and healthy.
2. Instill confidence in Floridians to return to school campuses safely and ready to succeed.
3. Focus on student-centered outcomes.
4. Elevate educators and equip them for success.
5. Enable parents of school-aged children to return to the workforce.
6. Increase Floridians' economic mobility and agility.
7. In all situations, show compassion and grace in decision-making.



“Without education he lives within the narrow, dark, and grimy walls of ignorance. Education on the other hand, means emancipation; it means light and liberty. It means the uplifting of the soul of man into the glorious light of truth, the light only by which men can be free.”

– Frederick Douglass

Part 1: The Impacts on Achievement Gaps

Prolonged School Closures Have Disproportionate Impacts

This is particularly challenging for Florida's public school students:

- ❑ 62.6% minority: 33.9% Hispanic; 21.9% Black.
- ❑ 62.7% live in low-income households.
- ❑ 14.1% have special needs (disabilities).
- ❑ 10.2% are English Language Learners (ELLs).

- ❑ **Poor and Marginalized** – The impacts of school closures are [disproportionately felt by the poor and marginalized](#).
- ❑ **Summer-Slide** – [According to the Collaborative for Student Growth, student “achievement typically slows or declines over the summer months,” and the disruption of COVID-19 has in effect lengthened their summer slide.](#)
- ❑ **Increases Stress on Health Care and First Responders** – [Obligating these professionals to address “increased child care obligations.” “The scale of prolonged school closures also directly contributes to behavioral fatigue for all of society.”](#)
- ❑ **Abuse in the Home** – [A recipe for domestic violence](#) and [increased risk of child abuse](#).
- ❑ **Mental Health and Substance Abuse Crises** – [Self-isolation has deep psychological impacts](#), including [increased alcohol abuse](#).
- ❑ **Disruption for Families** – [Puts stress on the regular routines of families and children](#).
- ❑ **Food Supply Chain Broken** – [Schools are also part of the food supply chain that has been bent and in some ways broken](#).

Schools are Inherently Connected to Florida's Economy and Social Service Sectors

The Florida Council of 100's recent report on [The Impacts Of Prek-12 School Campus Closures](#) delves into the complex array of impacts that prolonged school closures can create.

- ❑ “Four weeks of school closure may have a ‘significant impact on academic outcomes’ and that **‘losing one month of learning may prevent students from meeting grade level knowledge** and skill expectations.’”
- ❑ “According to Miami-Dade School District Superintendent Alberto Carvalho, it is possible that the most **at-risk students (e.g., living in poverty, having disabilities, learning English)** could see **‘historic academic regression.’**”
- ❑ While Florida has been recognized nationally by Vice President Pence and U.S. Secretary of Education Betsy DeVos as a national model for its successful and urgently executed pivot to distance learning, **there are still gaps for many students and even teachers.**
- ❑ “Nearly two-thirds of employed parents of minor children in Florida say that **school closures and/or lack of childcare have either somewhat (41%) or greatly (23%) hurt their ability to fully perform their job** responsibilities during the pandemic.”
- ❑ The impacts of prolonged closures are also disproportionately felt by working mothers. **“Mothers express greater levels of difficulty performing job responsibilities while juggling childcare:** 71% say that this has either somewhat (44%) or greatly (27%) hurt their job performance, compared with 44% of employed fathers who say so.”

Lower Wage Workers are Caught in-between the Forces of Business Closures and School Campus Closures

According to Brookings and the University of Chicago, only [“37 percent of U.S. jobs can be performed at home.”](#)

[Jobs in transportation, warehousing, construction, retail, agriculture, forestry, fishing and hunting and accommodation and food services are not friendly to teleworking.](#)

- ❑ For many, the impacts may force them to seek training and employment in an entirely different business sector. Florida’s educational institutions should be prepared to both help mitigate the economic impact and facilitate training in new career pathways for those seeking them.
- ❑ The [Strada Education Network’s survey of 8,000 adults](#) finds that (as of 5/20/20):
 - ❑ 62% of Americans worry about losing their job.
 - ❑ 55% of Americans have lost a job, income or hours.
 - ❑ 39% of those who lost their job believe they need more education to replace it.
 - ❑ 37% of those who lost their job would look to change careers.

COVID-19 Will Likely Widen Achievement Gaps Without Significant Intervention

The new “subgroup” in education are those students without reliable access to a computer or internet, and those students will heavily overlap with other educational disadvantages experienced by students.

- ❑ [“Too many students in low-income and rural communities don’t have internet access:](#) 35% of low-income households with school-aged children don’t have high-speed internet; for moderate-income families it is 17%, and only 6% for middle-class and affluent families. When measured by race and ethnicity, **the gap is greater for African American and Hispanic families.”**
- ❑ April 17-19, 2020 survey data from the Bill & Melinda Gates Foundation found that **10.2% of Florida children do NOT have access to Internet during the day to support learning.**
- ❑ Postsecondary attendance will also be greatly impacted. [“Families who already feel an economic squeeze from the COVID-19 outbreak may not be able to budget the hundreds of dollars necessary for college acceptance deposits.”](#)
- ❑ [“Those who work with homeless students worry that the pandemic will have an outsized impact on many of them,](#) now and into the future.”
- ❑ [English Language Learners will often find themselves in a desert of access](#) to digital learning devices and the Internet.

The Narrowing of Florida's Achievement Gaps was Already Slowing in Recent Years

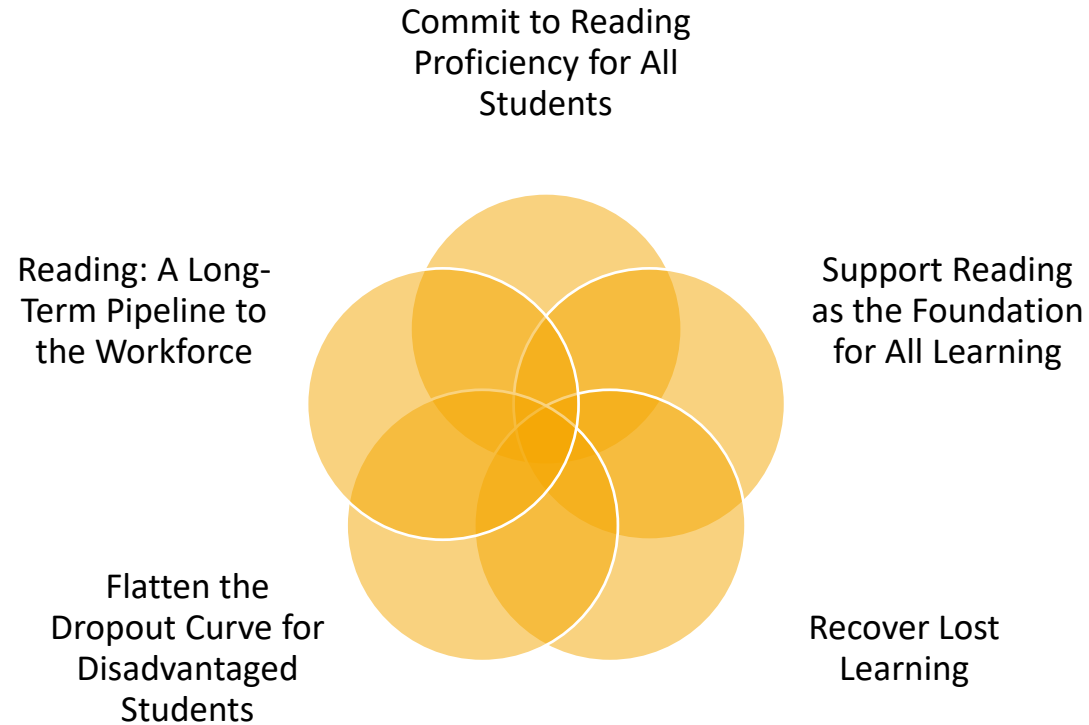
Educational achievement gap closure has been a great source of success for Florida since the late 1990s, and it is a hallmark of the State Board of Education (SBOE) and Florida Department of Education's (FDOE) [2020-2025 Strategic Plan](#), as revised November 2019 to reflect the vision of the DeSantis administration.

Assessment/Measure	Grade	Year	All Students	White/Black Gap	White/Hispanic Gap	Economic Gap
Florida Reading/English Language Arts						
FCAT Reading, Level 3 or Above	4	2002	55%	31%	21%	29%
FCAT Reading, Level 3 or Above	4	2009	74%	25%	16%	22%
FSA ELA, Level 3 or Above	4	2019	58%	26%	13%	23%
Florida Mathematics						
FCAT Math, Level 3 or Above	4	2002	51%	35%	19%	30%
FCAT Math, Level 3 or Above	4	2009	75%	23%	11%	20%
All Math (FSA and EOC), Level 3 or Above	4	2019	64%	26%	12%	20%
FCAT Math, Level 3 or Above	8	2002	53%	39%	25%	31%
FCAT Math, Level 3 or Above	8	2009	66%	33%	17%	25%
All Math (FSA and EOC), Level 3 or Above	8	2019	64%	32%	16%	23%
NAEP Reading and Mathematics**						
NAEP Reading, Mean Score	4	2003	218	31	18	26
NAEP Reading, Mean Score	4	2009	226	22	10	19
NAEP Reading, Mean Score	4	2019	225	23	12	22
NAEP Math, Mean Score	4	2003	234	28	11	23
NAEP Math, Mean Score	4	2009	242	22	12	16
NAEP Math, Mean Score	4	2019	246	21	12	17
NAEP Reading, Mean Score	8	2003	257	29	17	22
NAEP Reading, Mean Score	8	2009	264	21	11	19
NAEP Reading, Mean Score	8	2019	263	26	15	21
NAEP Math, Mean Score	8	2003	271	37	22	28
NAEP Math, Mean Score	8	2009	279	25	15	20
NAEP Math, Mean Score	8	2019	279	30	14	27

A Plan to Reopen and Close Achievement Gaps Must Prioritize Florida's Most Vulnerable Students

When FDOE implemented teleworking in response to COVID-19, it was a plan built around protecting FDOE's most vulnerable employees first, and the path to recovery for Florida's students should be the same.

- ❑ “Lessons from seasonal learning research present us with a moral imperative: to help students succeed academically, [we must provide resources and support to families during and after this disruption.](#)”
- ❑ “[Educators will need data to guide curriculum and instruction in support of students, especially to target resources and attention for communities most impacted](#) by COVID-19 school closures.”
- ❑ Brookshire Elementary School's Melissa Pappas, 2020 Orange County Teacher of the Year, noted:
 - ❑ “As we open the discussion for determining the best possible means of assessing the gap and planning for remediation, it may also be prudent for us to consider the potential regression across multiple areas of development that will collectively impact academic success across grade levels. These areas may include social skills, behavior, and functional skills (including levels of independence).
 - ❑ Additionally, students who typically receive services such as tutoring, speech and language therapy, behavior therapy, occupational and physical therapies, and [mental health or counseling services](#), may not have had access to these services during this time.”



Part 1: Closing Achievement Gaps – Reading Proficiency

Investing in Early Literacy Skills Invests in the Recovery of Our Most Vulnerable

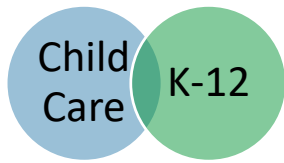
Children need to have high quality learning opportunities, beginning at birth and continuing through their entire education journey, including summers, in order to sustain learning gains.

- ❑ Reading proficiently by the end of third grade is a crucial marker in a child's educational development. [Failure to read proficiently is linked to higher rates of school dropout, which suppresses individual earning potential as well as the nation's competitiveness and general productivity.](#)
- ❑ Getting more young children to read proficiently is not an impossible mission. Currently, policies and funding streams are too fragmented, programs are too segmented by children's age and grade, and key interventions are too partial to ensure widespread, positive results.
- ❑ A comprehensive strategy is necessary in order to recover lost learning and close achievement gaps, once and for all.

Reading Proficiency Impacts Already Vulnerable Students

When controlling for poverty, racial and ethnic graduation gaps disappear when students master reading by the end of third grade.

- ❑ Every student who does not complete high school costs our society an estimated \$260,000 in lost earnings, taxes, and productivity.
- ❑ Nearly 90% of students who failed to earn a high school diploma were struggling readers in third grade.
- ❑ Black and Hispanic students not reading proficiently in third grade are six times more likely to drop out or fail to graduate from high school.
- ❑ Low-income minority students not reading proficiently in third grade are eight times more likely to drop out or fail to graduate from high school.



Reading Proficiency Impacts Long-Term Economic Recovery

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](#).

- ❑ [Dropping out of high school is correlated with lower employment prospects](#), teen and young adult pregnancy, and incarceration.
- ❑ There is a [strong connection between early low literacy skills and incarceration](#).
- ❑ [85% of all juveniles who interface with the juvenile court system](#) are functionally low literate.

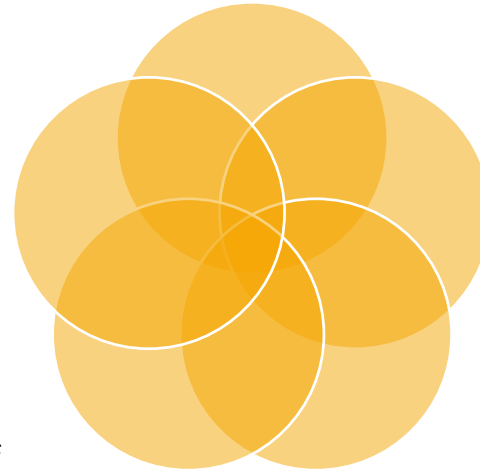
Connect Early
Education to Progress
in Developing Reading
Skills

Create a Great
Culture of Student
and Teacher
Supports

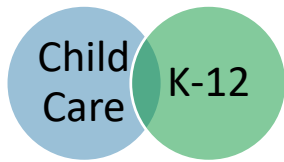
Give Teachers
Diagnostic Tools to
Support Students in
the Moment

Give Schools a
“War Room” of
Tools to Succeed

Inform Best
Practices and
Curriculum
Decisions



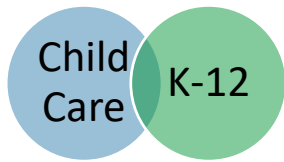
Part 1: Closing Achievement Gaps – Progress Monitoring



The Need for Progress Monitoring and Data Informed Supports

To maximize the value of these supports, 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.

- ❑ Progress monitoring is a connective support between the foundational skills that we want students to acquire and their progress through early educational years.
- ❑ Florida needs to invest in building the capacity of districts and schools to use screening and progress monitoring data to drive informed teaching practices and curriculum decisions.
- ❑ Florida should also provide data informed supports to districts and schools. These supports will be used especially for the early foundational years, and will include school improvement strategies and a longitudinal analysis of students' success.



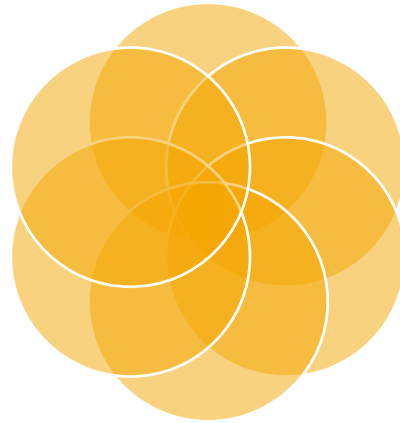
The 2020 Summer Recovery is a Critical Moment in Time

FDOE is surveying school districts and charter schools to assess the expected use of school campuses during summer 2020.

- ❑ Many of Florida’s districts and schools have begun summer programming that typically begins by late May or early June. While these programs present an opportunity to implement a “dimmer switch” approach to safely reopening school campuses, they are also a critical moment to serve students who likely experienced unprecedented levels of learning loss.
- ❑ Support for Florida’s most educationally vulnerable students – students without access to Internet, students who were already identified as struggling learners and low-income students without adequate personal resources – is critical this summer, in order to begin the process of closing the already widening achievement gaps for these students.
- ❑ All school districts already use early warning indicators to complement Florida’s state-level accountability requirements, and these identifiers would allow FDOE, LEAs and schools to identify students for high priority, face-to-face summer instruction, with a heavy focus on reading.

Support Low
Income/Working
Families

First
Responders/
Health Care
Workers



Successful
Transition to
Kindergarten

Open and
Reopening of
High-Quality
Providers

Part 1: Closing Achievement Gaps – Early Learning

Preventing Early Learning Gaps

The importance of Florida's child care industry cannot be overstated. Child care is essential to first responders and essential workers, getting families back to work, to businesses that need employees and critical to Florida's overall economic recovery.

- ❑ Given that [90% of brain growth occurs by the time a child is five \(80% by age three\)](#), access to high quality early childhood education plays a unique role in our communities by supporting families and providing our children with a strong foundation for future learning and earning.
- ❑ There are 1.6 million children under the age of six in Florida, with **42% of these children living in poverty**. Preventing future achievement gaps can only be achieved by increasing access to high quality early childhood education.
- ❑ All of these programs should be supported **so that they stay open and reopen stronger to provide quality supports to our children and their families**.
- ❑ Because of the pandemic, none of Florida's 2020 incoming kindergarten students will have had a typical prekindergarten experience. Many will be unfamiliar with the academic language, routines and expectations of the more formal setting of school. **We will need to support the developmental needs of our youngest students as they transition to kindergarten.**
- ❑ There are over 9,000 state and federally funded child care providers in Florida that offer one or both of Florida's state and federally funded programs, School Readiness (SR) and Voluntary Prekindergarten (VPK) Education Program, and **the overwhelming majority of these providers are small businesses**.

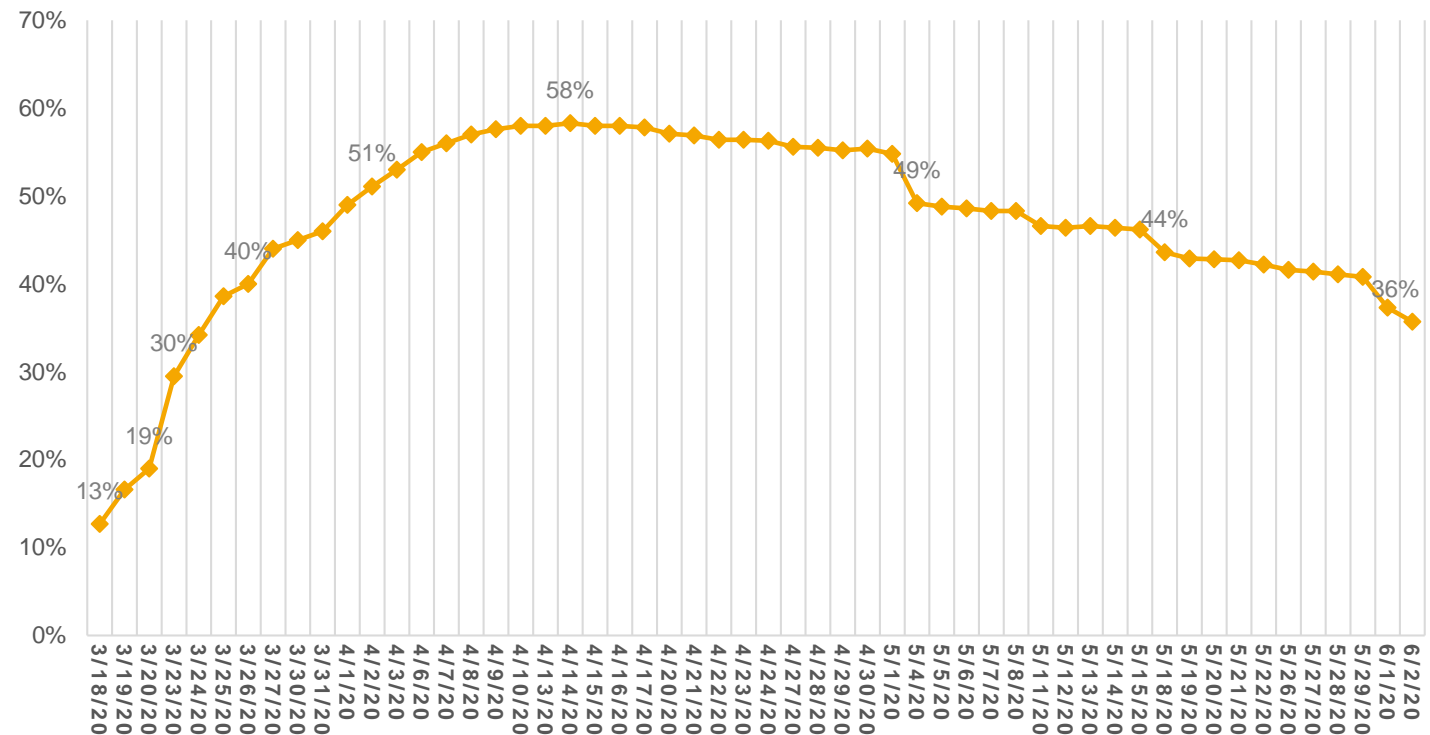
Early Learning Priorities

- Providers: **see next page**
 - Continue supporting providers that are open (birth – age 5 and after school programs) by paying based on enrollment as opposed to attendance.
 - Continue implementing controls for providers who are closed and receiving payment.
 - Provide mini-grants to meet infrastructure, cleaning and supply needs and stipends for teachers.
 - Encourage connections with teachers and the families they serve.
- Families:
 - Eliminated any terminations of SR child care services.
 - Provided flexibility for eligibility for SR child care (i.e., job search).
 - Extended timelines for submission of paperwork by parents to maintain eligibility.
 - Waived required parent SR copayments.
- First Responders/Health Care Workers: **see next two page**

Percent of Child Care Providers Closed Due to COVID-19

Concerns over COVID-19 were close to toppling the child care industry, presenting a significant parenting challenge to many health care workers and first responders. In response, FDOE's Office of Early Learning (OEL), in coordination with local early learning coalitions, [prioritized and increased access to child care services for health care and first responder professionals.](#)

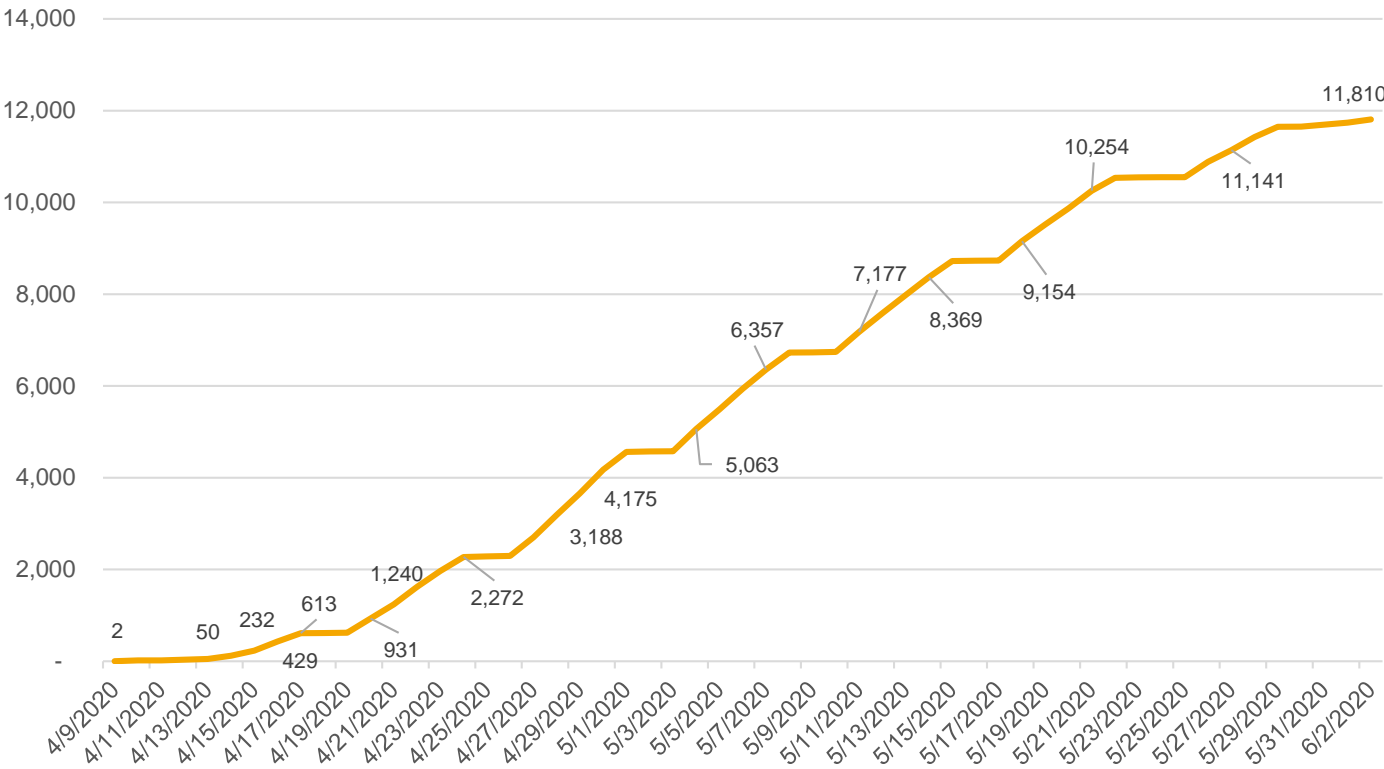
SR and VPK Providers: Percent Closures



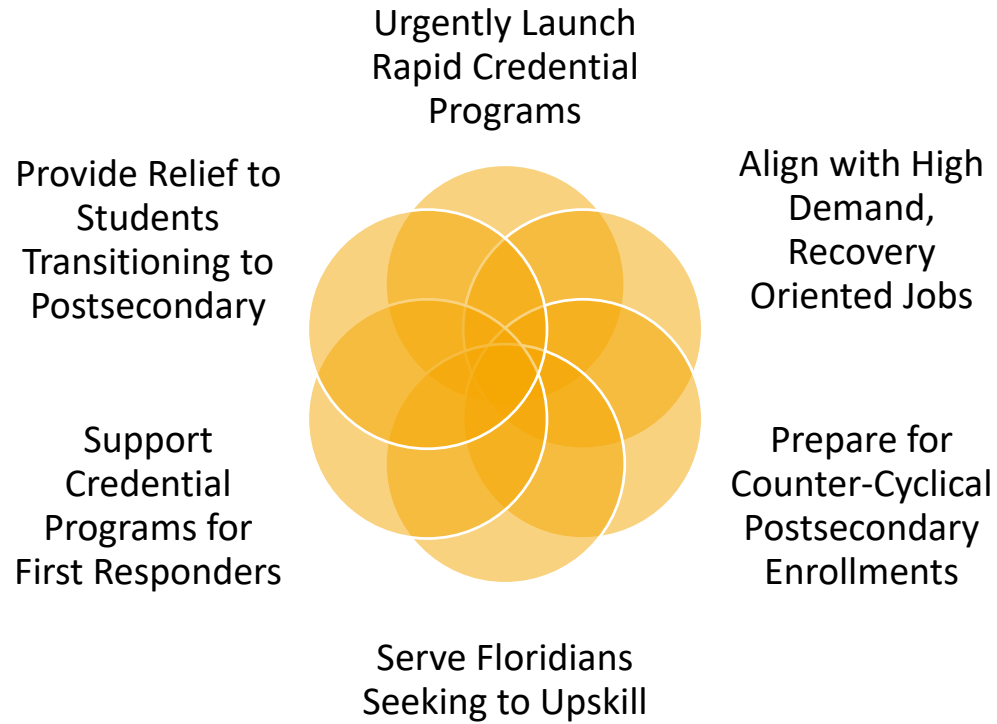
Successful Partnership to Provide Priority Access for Children of First Responders and Health Care Workers

The new strategy of providing priority access to key industry employees 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 (as of 6/2/20).

Cumulative Total Essential Services Enrollments



IHEs



Part 1: Closing Achievement Gaps – Accelerating Economic Growth

Closing Gaps in Credential Attainment to Accelerate Economic Recovery

The recovery will create jobs that can be filled by unemployed Floridians, but only if they have the essential skills to compete – skills that must be developed in months or weeks. Florida must prepare, pivot and partner with industries outside education to assess and identify the impact of the pandemic on the labor market, identifying new jobs and job functions needed and rapid training programs to meet new work demands and functions.

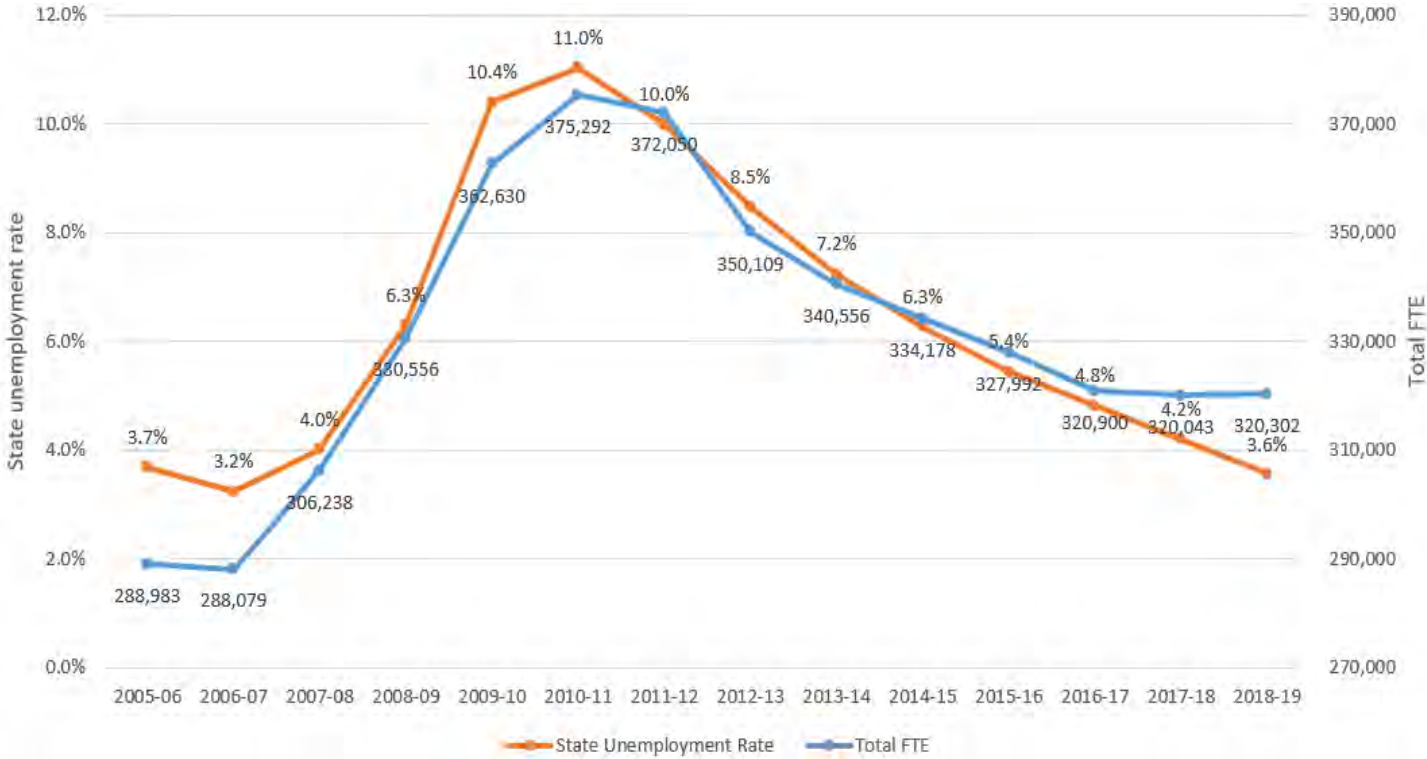
Displaced workers will want to upskill themselves to be more competitive for jobs in the recovery.

Increase in demand for postsecondary institutions that can urgently redesign credential programs to provide immediate relief for essential jobs.

The unique flexibility and programs of state colleges and technical colleges, which can quickly prop up credential programs, will be an asset.

Counter-Cyclical Enrollment in Florida's 28 State Colleges

This table shows Florida state unemployment rates and Florida College System (FCS) total FTE, 2005-06 through 2018-19. **Historical trends, including the Great Recession, show that college enrollments are counter-cyclical to the health of the economy, such that unemployment actually correlates to enrollment increases in Florida's state colleges.**



Historical Impact of Increased Unemployment on Florida College System Enrollment

In analyzing the trends in state unemployment rates and FCS total FTE, on average, as the state unemployment rate increases by 1%, the FCS total FTE increases by 9,596.3, thus the impact continues after the economy recovers (technical colleges increase similarly, on average, by 2,100).

- ❑ Florida's state colleges expect a short-term dip in enrollment demand in Summer 2020, followed by rapid increases in demand in the fall and spring terms, especially in metropolitan areas of north, south and central Florida, where enrollment could grow at three to five times the normal rate, just as it did in 2010.
- ❑ Anticipated increases in FCS student enrollment will be amplified by the various proposals for further federal stimulus, mostly through a combination of direct spending and credit easing, creating a boom in construction and other essential infrastructure jobs and a larger and quicker demand for skilled workers.

Rapid Credential Programs to Accelerate Recovery

New rapid credential programs – from 1 to 18 weeks for completion – will be necessary to accelerate recovery both for individual households and the state overall.

For individuals, these jobs will pay better and carry higher benefits than those from which they were suddenly furloughed.

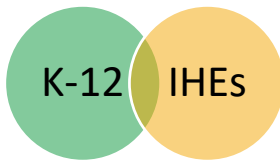
Postsecondary should align with CareerSource Florida, credentialing and certification entities to align with high demand and recovery critical jobs.

Continued flexibility in enrollment, credentialing and certifications will enable postsecondary to respond to job market demands for the full period of recovery.

Supporting the Capacity of Credential Programs Also Supports First Responders

Florida's state colleges and technical colleges are a major supplier of the talent pipeline for law enforcement and other first responder professions.

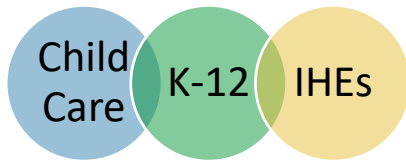
- ❑ 24 of Florida's 28 state colleges and 7 of Florida's 48 technical colleges host law enforcement academies.
- ❑ In 2018-19, the FCS had 14,984 enrollments and 7,361 completions in first responder programs (law enforcement, fire fighters, fire officers, paramedics, and emergency medical technicians).
- ❑ During the 2019-2020 school year, the state's technical colleges enrolled nearly 5,000 students, and on average graduate 3,000 annually, who chose to dedicate their careers to public service and first-responder-related programs (emergency medical responder/technician, paramedic, fire fighter, nursing, and law enforcement officer).



Relief Will be Needed by High School Seniors Transitioning to Postsecondary

Programs and pathways should be developed to ensure students transitioning to institutions of higher education (IHE or postsecondary) can be set up for success now and in the future.

- ❑ The sudden changes to education brought on by efforts to mitigate the spread of the COVID-19 virus has caused significant changes in the future outlook of seniors who are transitioning to college, career and life.
- ❑ For example, high value educational experiences, such as the ACT and SAT test administrations and life-shaping course content (e.g., civic literacy) have been interrupted by the crisis.



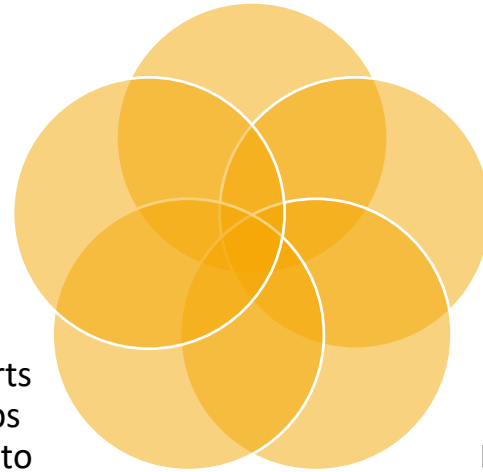
Reopening is a
Locally Driven
Decision

Dimmer Switch
(Step-by-Step)
Approach

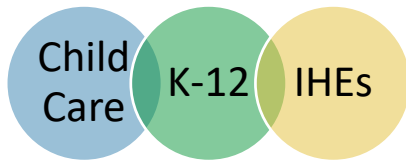
Create a Local
Safe Schools Plan
to Maintain In-
Person Learning

Establish Supports
and Partnerships
in Communities to
Make Local
Decisions

Create a
Framework for
Local Planning by
Creating a Crisis
Response Team



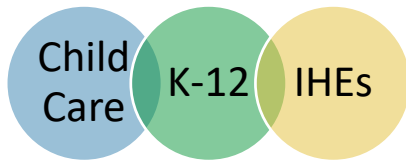
Part 2: Guidance for Reopening Healthy Learning Environments



The Reality: Education Programs are Inherently Designed for Social Interaction, Not Social Distancing

For all educational programs, [cleaning, disinfecting](#) and [social distancing are essential](#). However thorough, collaborative and multifaceted reopening and risk mitigation strategies are needed to implement healthy campuses and programs, while earning public confidence.

- ❑ K-12 schools, college campuses and child care programs are inherently [high-contact settings](#), not built conveniently for social distancing.
 - ❑ Schools are designed to bring people together, creating shared learning spaces, enabling teachers to connect with students in-person, empowering students to collaborate and maximizing the value of a shared educational journey.
 - ❑ While educational programs should maintain maximum distance between students' desks, this distance may often not reach 6 feet.
- ❑ **Therefore, reopening will require locally driven strategies with guidance from FDOE, FDOH, FDCF, FDEM and local health officials.**



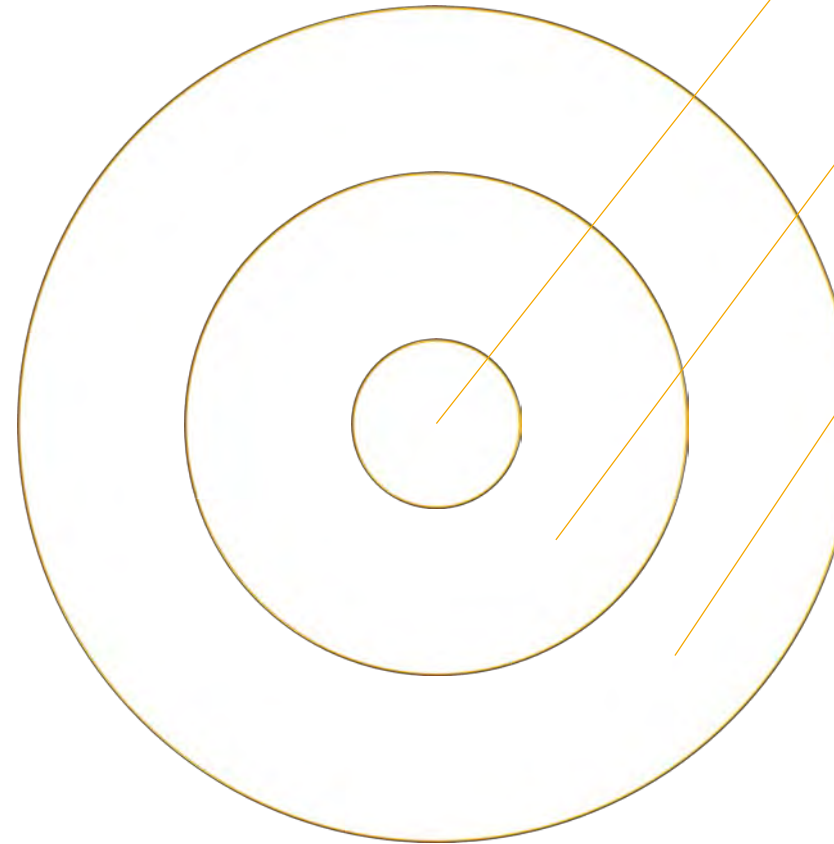
Reopening is a Locally Driven Decision

- ❑ This document is **NOT** a set of mandates or final set of considerations.
- ❑ Reopening ultimately must be driven by local data and the goal of restoring optimal conditions for learning.

- ❑ This document is:
 - ❑ A guidance document with recommendations.
 - ❑ Informed by both published expert guidance and input from dozens of stakeholders (see appendices).
 - ❑ A resource and framework for local decision making.
 - ❑ A document that is intended to be updated and changed as the context evolves.
- ❑ Child care (early learning) programs, K-12 schools and postsecondary institutions should **use this document as points to consider and implement with local context**, knowing that there is not one perfect formula for reopening and differently situated communities will likely establish equally successful plans to reopen that do NOT mirror each other.

Create a Local Safe Schools Plan to Maintain In-Person Learning, the Best Mode of Education Delivery for High Student Achievement

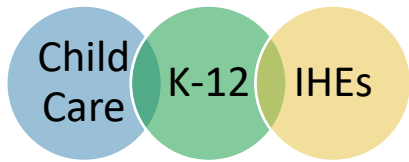
- ❑ Locally driven context is necessary to reopen so that Florida's students can optimize learning in-person from great teachers, with the additional benefit of peer-to-peer learning.
- ❑ Online and blended learning does not [“replicate the in-person learning experience.”](#)



Optimize student learning through in-person instruction.

Respond to crisis in concert with the scale of the crisis, preserving in-person education to the extent possible.

Move to distance learning only when educationally beneficial or necessary under the guidance of local health professionals.



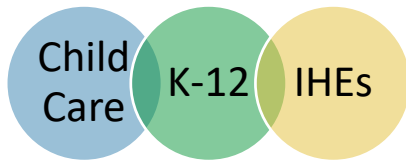
Create a Framework for Local Planning by Creating a Crisis Response Team

- ❑ Districts or schools should coordinate with local health departments and medical experts, to establish protocols for direct supports and communications.
- ❑ The team, such as the example shown here, can make local decisions about the considerations herein and beyond this document.

School nurses or other school health staff should serve as liaisons with the county department of health and medical experts.

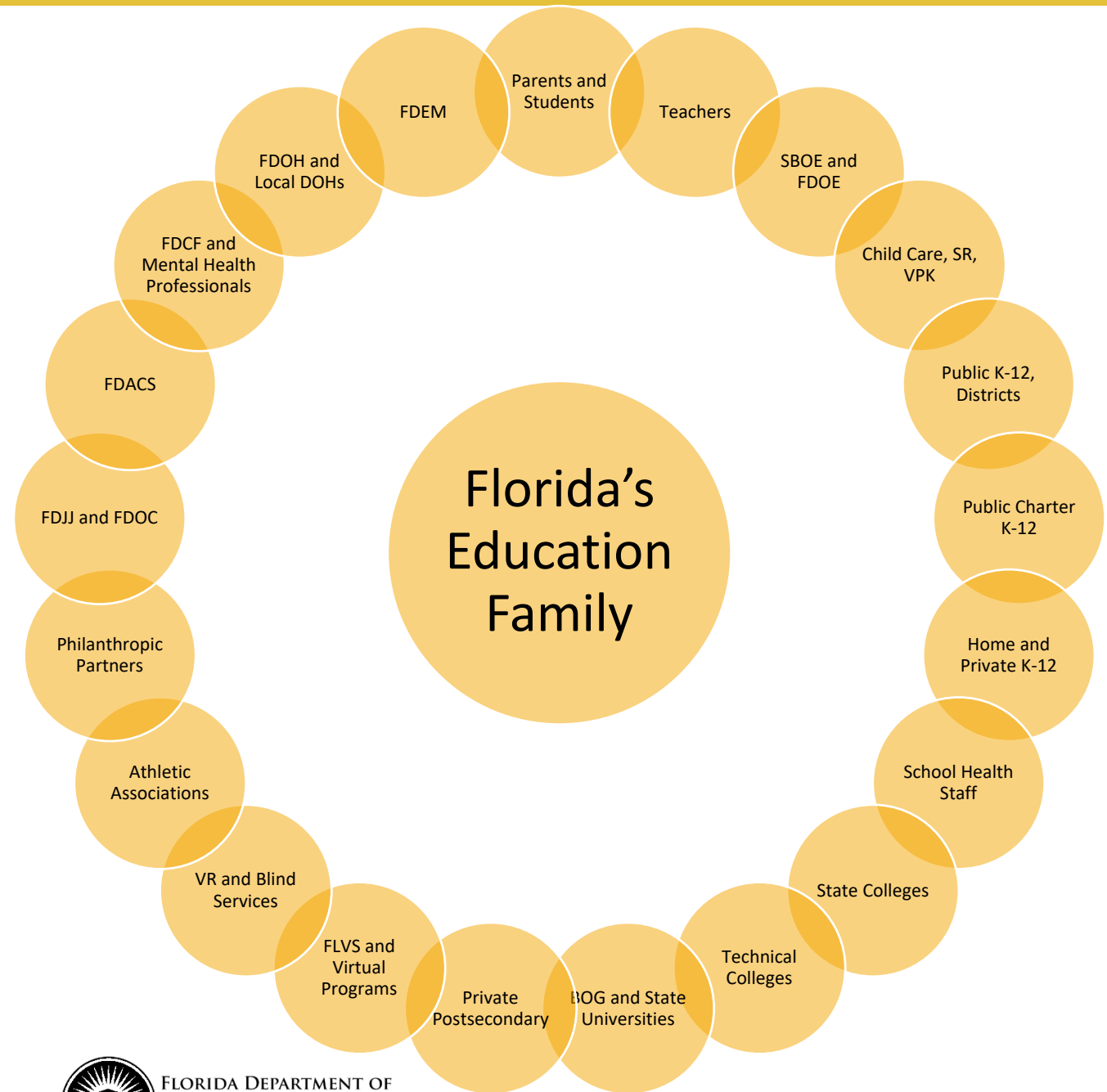
FDOE's May 5, 2020 guidance on [Mental and Behavioral Health and Telehealth Services for Florida Students](#)

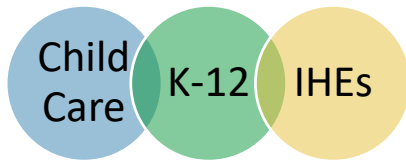
District or School Leader	District or School Health Staff	Counselor and/or Mental Health Professional	Instructional Content Leader
Logistics Leader (facilities, food, cleaning, etc.)	District or School IT or ICP Leader	Teacher Leader	CTE Leader
Athletics Leader	Parent Leader	Student Leader	County Health Department Liaison
County Emergency Operations Liaison	Safe School Officer or Law Enforcement Liaison	School District, Charter Network or Early Learning Coalition Liaison	Local Doctor or Medical Expert



Establish Supports and Partnerships in Communities to Make Local Decisions

Districts, schools and educational programs should connect to the entire education family in their community. Health risk mitigation and concerns at one school can impact the community's collective confidence and decision-making should seldom be done in isolation. Refer to page 7 of the [Safe. Smart. Step-by-Step. Plan For Florida's Recovery.](#)

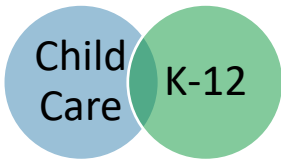




Planning Resources: Adhere to Guidelines From CDC, State and Local Departments of Health

As our collective understanding of COVID-19 has evolved, our national and state experts continually update their guidance. A great risk mitigation strategy is not a static document, and should be continually revisited and revised.

- Governor DeSantis' [Florida COVID-19 Resource Center](#) is a one-stop gateway to Florida's experts in recovery and reopening:
 - [Safe. Smart. Step-by-Step. Plan For Florida's Recovery](#) Task Force report.
 - [Florida Department of Health's \(FDOH\) COVID-19 resource page](#).
 - [FDOH's guidance for schools and child care](#) and [Florida Department of Children and Families \(FDCF\) Child Care Services guidance](#).
- The benchmarks for reopening in the Safe. Smart. Step-by-Step. Plan utilized the White House and CDC [Guidelines for Opening America Again](#) as a baseline.
- Local county health departments are a great partner for all educational programs.



Dimmer Switch Approach: K-12 Campus Reopening Steps 1-2-3

With the majority of child care programs already open, it is recommended K-12 campuses also begin to reopen in June, through a three step approach modeled here.

Step 1 – June – open up campuses for youth activities and summer camps.

Step 2 – July – expand campus capacities further for summer recovery instruction.

Step 3 – August – open up campuses at full capacity for traditional start of the academic year.

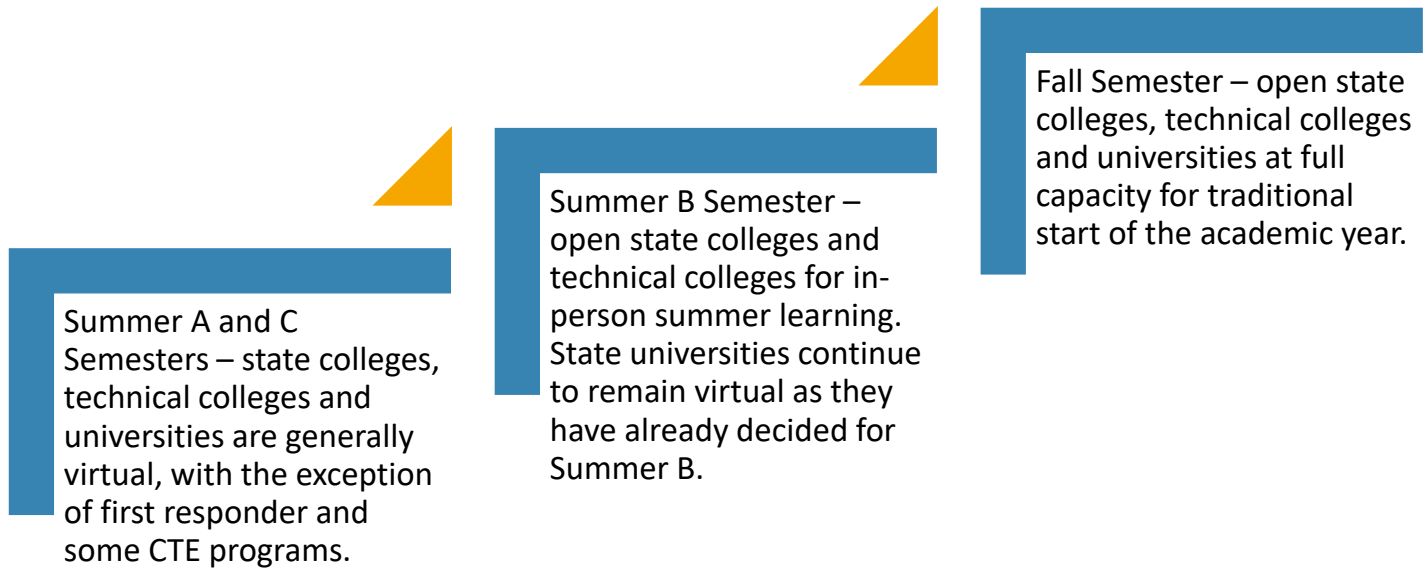
While there may be challenges regionally, Florida’s workforce and students with the greatest needs are counting on schools to fight to stay open.

May 22, 2020, Governor DeSantis signed [EO 20-131](#), allowing youth activities, summer camps and youth recreation camps to operate. FDOH also release a [frequently asked questions document with guidance for organized youth activities](#).

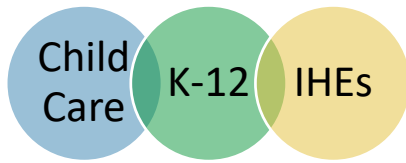
Dimmer Switch Approach: Postsecondary Campus Reopening

Some postsecondary campuses have been allowing limited and safely conducted CTE course-related work to occur, and some state colleges began campus reopening in late May. All state college and technical college campuses should open for Summer B and for full enrollment by August.

- ❑ Summer A refers to the first half of the summer semester.
- ❑ Summer B refers to the second half of the summer semester.
- ❑ Summer C refers to the full length of summer semester.
- ❑ When applicable, state colleges or technical centers can substitute their terminology here for Summer A, B and C.



% of Unduplicated Students who Enrolled in 2019 Summer Courses	53% @ State Universities
	41% @ State Colleges
	35% @ State Technical Colleges



Promote Risk Reduction Through a Great Culture of Teaching

All types of educational programs have a trusted and persisting role in educating and guiding how millions of Floridians, young and old, embrace their personal efforts to reduce risks for all Floridians.

At Home – Schools and educational programs are a trusted source of information in most households, meaning schools have perhaps the greatest ability to teach parents and students the value of good hygiene and screening for symptoms at home.

At School – The responsibility cannot be delegated to a few, meaning every employee should be trained in recognizing symptoms, screening students and staff and responding to concerns.

In the Classroom – Current health and other related content instruction presents a unique opportunity to incorporate lessons of healthy preventative hygiene and self-screening practices.

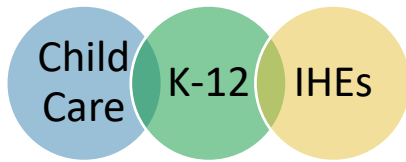
Create Visible Safe Learning Zones

Minimizing spontaneity, uncertainty and ultimately risk on any educational campus is aided by visibly showing everyone what safety looks like, creating a visible feeling of health and safety, so that students and staff can settle into learning rather than wondering.

Encourage visible signals of health and safety from the moment students, parents and staff arrive on campus, or at a program, with physical guides, barriers and alerts that help everyone learn and know how to act safely.

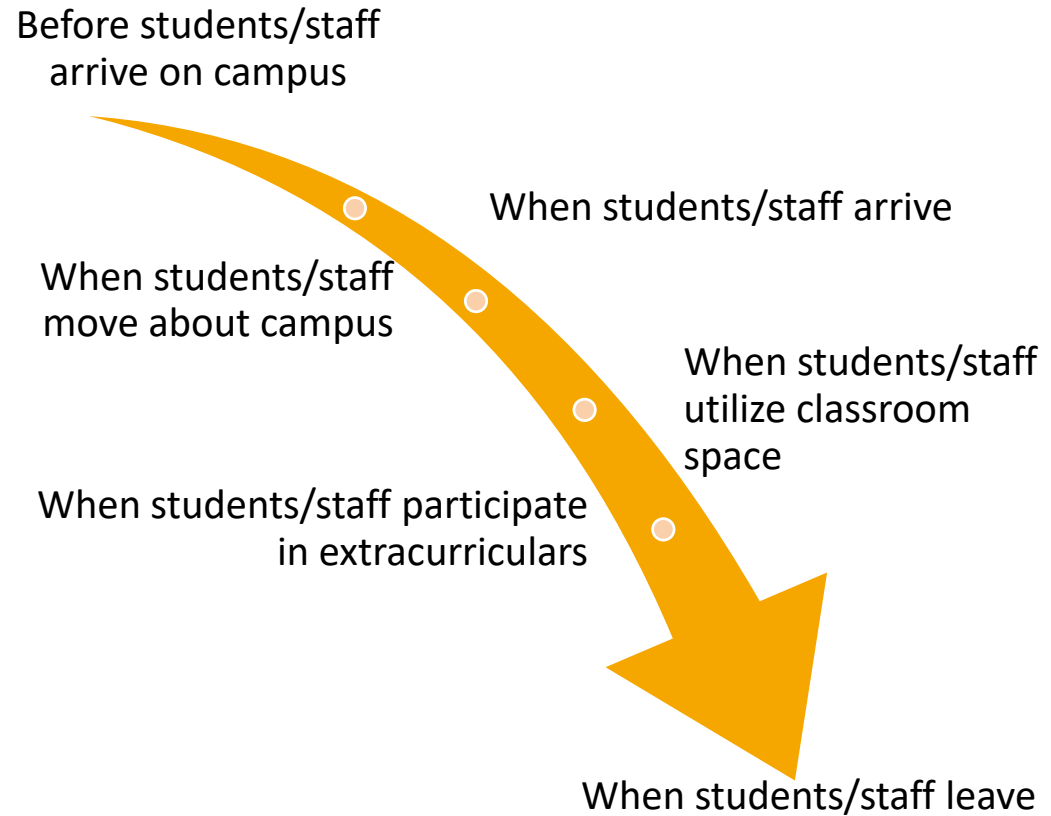
Encourage the use of outside and unconventional spaces with significant options for social distancing for learning and extracurricular activities.

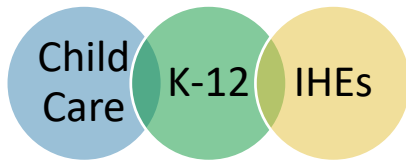
When on campus, to the extent possible, consider moving large staff meetings and student assemblies to more open spaces or utilize virtual tools. The first priority should always be facilitating in-person course needs, so extra convenings should leverage alternative means to convene.



Win the 6 Key Stages of the Day

For all educational programs, a risk mitigation strategy could be to take steps to reduce risks at six key stages throughout the day. A benefit of this approach is this helps reduce risk cumulatively throughout the day, so that when children and adults are involved in close contact activities for school-related extracurriculars, there's a much lower risk of virus transmission.





Protect Students, Staff and Families with Medical Vulnerabilities

All schools and educational programs should encourage [medically vulnerable students, staff](#) and those who live with medically vulnerable Floridians consult with their family doctor and develop a plan for their safe participation in schooling. Refer to page 7 of the [Safe, Smart, Step-by-Step, Plan For Florida's Recovery](#).

Medically vulnerable students should develop a plan for returning to school with their family doctor.

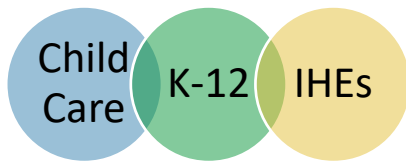
- For medically vulnerable students who come to school, school health staff should develop school health comprehensive care plans in consultation with the county health department. Schools could consider accommodations on a case-by-case basis, and consider clustering these students away from other students, in smaller settings, with a teacher who is wearing a cloth face covering.

Medically vulnerable staff should also work with their doctors to create a return to work plan.

- Whenever feasible for medically vulnerable staff, steps should be taken to minimize the number of people they interact with, and districts and institutions should consider flexible leave policies.

The same guidelines apply for students and staff who live with medically vulnerable family members.

- Parents, grandparents, caregivers, etc.

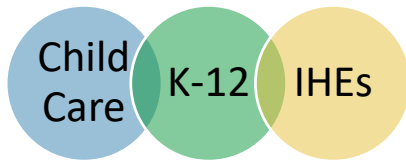


General Mitigation Strategies: Individuals (Students, Parents and Staff)

Individuals are encouraged to practice good hygiene and engage in healthy activities, including outdoor activities, while practicing social distancing. Refer to page 12 of the [Safe. Smart. Step-by-Step. Plan For Florida's Recovery.](#)

The following general guidance is recommended for all individuals throughout each phase of re-opening:

- [Practice social distancing](#), whenever feasible, as the virus is most transmissible indoors under close, sustained contact.
- Frequently wash hands with soap and water for at least 20 seconds or use hand sanitizer with at least a 60 percent alcohol if soap and water are not available.
- Avoid touching eyes, nose and mouth.
- Cover your cough or sneeze with your elbow or a tissue and dispose of the tissue.
- Clean and disinfect frequently touched items and surfaces as much as possible.
- [Monitor your symptoms carefully](#). Note that the CDC reports [children are more frequently asymptomatic and “may not initially present with fever and cough as often as adult patients.”](#)
- [If you feel sick, stay home](#). If students become sick, ensure there is comprehensive school health protocol in place.
- If you believe you are infected with COVID-19, contact your health care provider immediately.
- [If you are older than 65 years of age or have a serious underlying medical condition](#), avoid large crowds.

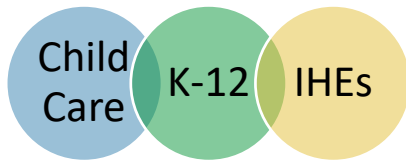


General Mitigation Strategies: Employers (Schools, Programs)

Employers are encouraged to prepare their workplaces and consider how to minimize the spread of COVID-19 and lower the impact in their workplace. Refer to pages 12-13 of the [Safe. Smart. Step-by-Step. Plan For Florida's Recovery.](#)

The following general guidance is recommended for all employers throughout each phase of re-opening:

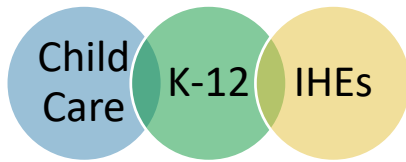
- [Practice social distancing](#), whenever feasible, as the virus is most transmissible indoors under close, sustained contact.
- Clean and disinfect high-touch, high-traffic surface areas.
- Develop and implement policies and procedures to train employees on personal hygiene expectations, including increased frequency of hand washing, the use of hand sanitizers with at least 60 percent alcohol and, clear instruction to avoid touching hands to face.
- Make hand sanitizer, disinfecting wipes, soap and water, or similar disinfectant readily available to employees, students and visitors.
- [Encourage employees and students who feel sick to stay home.](#)
- [Monitor employees and students for COVID-19 symptoms.](#)
- Do not allow symptomatic people to physically return until they meet CDC criteria to do so or are cleared by a medical provider.
- Consult with the county health department regarding procedures for workforce tracing following a positive COVID-19 test by an employee, student or those who have come into contact with an individual testing positive for COVID-19.



Recommendations to Reduce Risks at the Front Door

Educational programs are encouraged to take a front door approach, establishing protocols to massively reduce risk at entry points to campuses, programs and individual classrooms. **Albeit, this strategy needs to be implemented without inadvertently creating “choke points” of congestion.** This can be accomplished by creating multiple check points for entry to a campus or using classrooms, which can be a screening point.

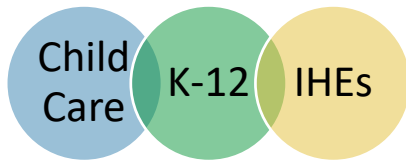
- ✓ Create a crisis response team at the district, school or program level, as applicable.
- ✓ Post a crisis plan and response check list where they are easily accessible.
- ✓ Consider screening students, employees and visitors through visual signage, verbal questions or visual assessments.
- ✓ As feasible and while maintaining the goal of getting students on campus every day, explore staggered schedules, start and end times to limit crowds.
- ✓ Monitor student and employee absenteeism closely, as absenteeism may be an early warning system of larger health concerns.
- ✓ Regularly update employees, parents and students with emails on best practices for at-home preventative care.
- ✓ Locally determine what constitutes an adequate prevention inventory that includes extra supplies of PPE, cloth face coverings, gloves, sanitizer, soap, etc.
- ✓ Consider creating a protocol for incoming and outgoing mail and deliveries, and consider creating a “timeout” or cleansing room.
- ✓ Post signage about hygiene and social distancing in many very accessible areas.
- ✓ Conduct employee trainings for all of the above and regular employee meetings on COVID-19 updates.



Recommendations to Redesign the School Day to Reduce Risks

While most educational programs are not designed for social distancing, schools are encouraged to explore creative redesigns of how a campus or program is utilized and how students move about can dramatically reduce risks and simplify, when necessary, contact tracing.

- ✓ As feasible, keep groups of students together throughout the day to minimize the number of people in close contact with each person.
- ✓ As feasible, convert cafeterias, libraries, gymnasiums, auditoriums, outdoor areas into classroom space.
- ✓ Explore allowing students to eat meals in traditional classroom space or outdoors.
- ✓ Move nonessential furniture and equipment out of classrooms to increase distance between students and turn desks the same direction.
- ✓ Maintain a maximum distance between desks as possible, even if not able to achieve 6 feet, and avoid sharing of textbooks, supplies and toys.
- ✓ Consider setting up a secondary clinic in schools, exclusively for students showing symptoms of COVID-19.
- ✓ Establish procedures in consultation with school health staff to quickly separate students and staff who become sick from others.
- ✓ Create a disinfection protocol for cleaning door knobs, counters and other surfaces throughout the day.
- ✓ Consider limiting nonessential visitors to campuses and programs.
- ✓ Consider alternative meeting options for nonessential volunteer activities, clubs and other elective meetings that require in-person contact.
- ✓ Explore limiting nonessential mass gatherings or reschedule as virtual gatherings.



Recommendations to Communicate Transparently and Frequently

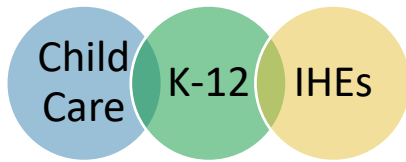
Reopening with public confidence can be optimized with regular communications. Health and safety issues should be communicated transparently, [while still protecting the privacy of students and families](#). Refer to page 7 of the [Safe. Smart. Step-by-Step. Plan For Florida's Recovery](#).

- ✓ Communicate to the entire education family of stakeholders in the community.
- ✓ Regularly update families and staff on policies for conduct while on campus, drop-off and pick-up.
- ✓ Use multiple means to communicate: e-blasts, websites, text, social media, classroom lessons, community meetings, one-on-one outreach, etc.
- ✓ Communicate the actions taken, in each step, by a school to reopen.
- ✓ Consider having parents complete an affirmation that they will not send their children to school with symptoms.
- ✓ Communicate the economic importance of supporting parents' return to a normal workday.
- ✓ Reinforce topics like good hygiene, social distancing, identifying symptoms and staying home when feeling sick.
- ✓ Illustrate steps taken to keep school clean and extracurriculars safe.
- ✓ Show compassion for families and staff, as they will be cautious.
- ✓ Express a willingness to always evaluate, improve and reevaluate as necessary.
- ✓ Regularly solicit feedback from parents, students, staff and the community.

Recommendations to Plan for Graduations, Sports, Band, Arts, Other Extracurriculars and Co-curriculars

Florida's K-12 schools should proactively plan to safely conduct extracurriculars and co-curriculars, including graduations, sports, and other close contact [events and gatherings](#).

- ✓ Consult with the local department of health and the crisis response team.
- ✓ At events, consider non-contact temperature testing of adults who will be direct participants and have close contact with students.
- ✓ Monitor students who participate in extracurriculars for symptoms throughout the day.
- ✓ All equipment, instruments, uniforms, etc. should be washed or wiped down after each use.
- ✓ Explore an increased presence of law enforcement or staff at events to maintain adherence to social distancing.
- ✓ Consider limited seating at events while allowing families to sit together and marking off seating for social distancing.
- ✓ Consider having attendees arrive at events earlier, stagger exits and allow for multiple entry and exit points.
- ✓ Explore options to maintain social distancing at event facilities: public restrooms, concessions, etc.
- ✓ Consider ways to limit close contact between participants and attendees until an event concludes.
- ✓ Identify a space that can be used to isolate staff or participants if one becomes ill at an event.
- ✓ Determine what are adequate prevention supplies to have at an event for participants and attendees, including hand sanitizing stations.



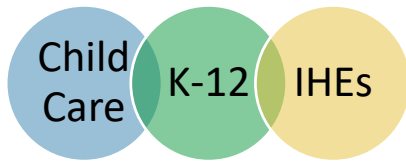
Cloth Face Coverings (Face Masks)

- ❑ While cloth face coverings are not mandated, schools should explore strategies to utilize them, to the extent feasible.
 - ❑ At a minimum, **schools should be supportive of students, teachers and staff who voluntarily wear cloth face coverings.**
- ❑ The CDC provides comprehensive recommendations for the [use of cloth face coverings to help slow the spread of COVID-19](#).
 - ❑ As feasible, cloth face coverings can be an important mitigation tool for individuals and families when not able to maintain social distancing for activities such as:
 - ❑ Busing and transportation;
 - ❑ Events and meetings;
 - ❑ Courses that necessitate close proximity;
 - ❑ Educating medically vulnerable students;
 - ❑ Supporting medically vulnerable staff; and
 - ❑ Protecting schools' health care workers and crisis responders.
 - ❑ CDC: [“The cloth face coverings recommended are not surgical masks or N-95 respirators. Those are critical supplies that must continue to be reserved for healthcare workers and other medical first responders, as recommended by current CDC guidance.”](#)
 - ❑ FDOH: [“Don’t place a cloth face cover on young children under age 2, anyone who has trouble breathing, or anyone who is unable to remove the mask without assistance.”](#)
 - ❑ Educational programs should be mindful that young children may initially fear individuals wearing a face covering, and therefore should consider ways to gently introduce the idea.

Recommendations for Student Drop-Off and Pick-Up

Student [drop-off and pick-up](#) are the two most vulnerable times each day for any school or program, from child care through high school, because the largest number of people are on campus in a potentially short window of time.

- Consider having hand hygiene stations set up at or near the entrances and egress of the facility.
- 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.
- Use both entrance and egress to avoid clustering at single points of entry.
- Consider staggering arrival and drop off times and plan to limit direct contact.
- For child care programs, infants should be transported in their car seats and store car seats out of children's reach.
- To the extent possible for families, the same person should drop off and pick up the child every day.
- To the extent possible for families, older Floridians such as grandparents or those with serious underlying medical conditions should not pick up children, because they are more at risk.



For Reference: CDC Guidance for Cleaning and Disinfecting

The CDC recently updated its “[Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes.](#)”

Additionally, [pursuant to the CDC’s guidance](#), take steps to ensure water systems and devices are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaire’s Disease and other diseases associated with water.

GUIDANCE FOR CLEANING & DISINFECTING

PUBLIC SPACES, WORKPLACES, BUSINESSES, SCHOOLS, AND HOMES



SCAN HERE
FOR MORE
INFORMATION

1 DEVELOP YOUR PLAN

DETERMINE WHAT NEEDS TO BE CLEANED. Areas unoccupied for 7 or more days need only routine cleaning. Maintain existing cleaning practices for outdoor areas.

DETERMINE HOW AREAS WILL BE DISINFECTED. Consider the type of surface and how often the surface is touched. Prioritize disinfecting frequently touched surfaces.

CONSIDER THE RESOURCES AND EQUIPMENT NEEDED. Keep in mind the availability of cleaning products and personal protective equipment (PPE) appropriate for cleaners and disinfectants.

Follow guidance from state, tribal, local, and territorial authorities.

2 IMPLEMENT

CLEAN VISIBLY DIRTY SURFACES WITH SOAP AND WATER prior to disinfection.

USE THE APPROPRIATE CLEANING OR DISINFECTANT PRODUCT. Use an EPA-approved disinfectant against COVID-19, and read the label to make sure it meets your needs.

ALWAYS FOLLOW THE DIRECTIONS ON THE LABEL. The label will include safety information and application instructions. Keep disinfectants out of the reach of children.

3 MAINTAIN AND REVISE

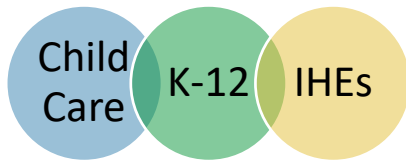
CONTINUE ROUTINE CLEANING AND DISINFECTION. Continue or revise your plan based upon appropriate disinfectant and PPE availability. Dirty surfaces should be cleaned with soap and water prior to disinfection. Routinely disinfect frequently touched surfaces at least daily.

MAINTAIN SAFE PRACTICES such as frequent handwashing, using cloth face coverings, and staying home if you are sick.

CONTINUE PRACTICES THAT REDUCE THE POTENTIAL FOR EXPOSURE. Maintain social distancing, staying six feet away from others. Reduce sharing of common spaces and frequently touched objects.

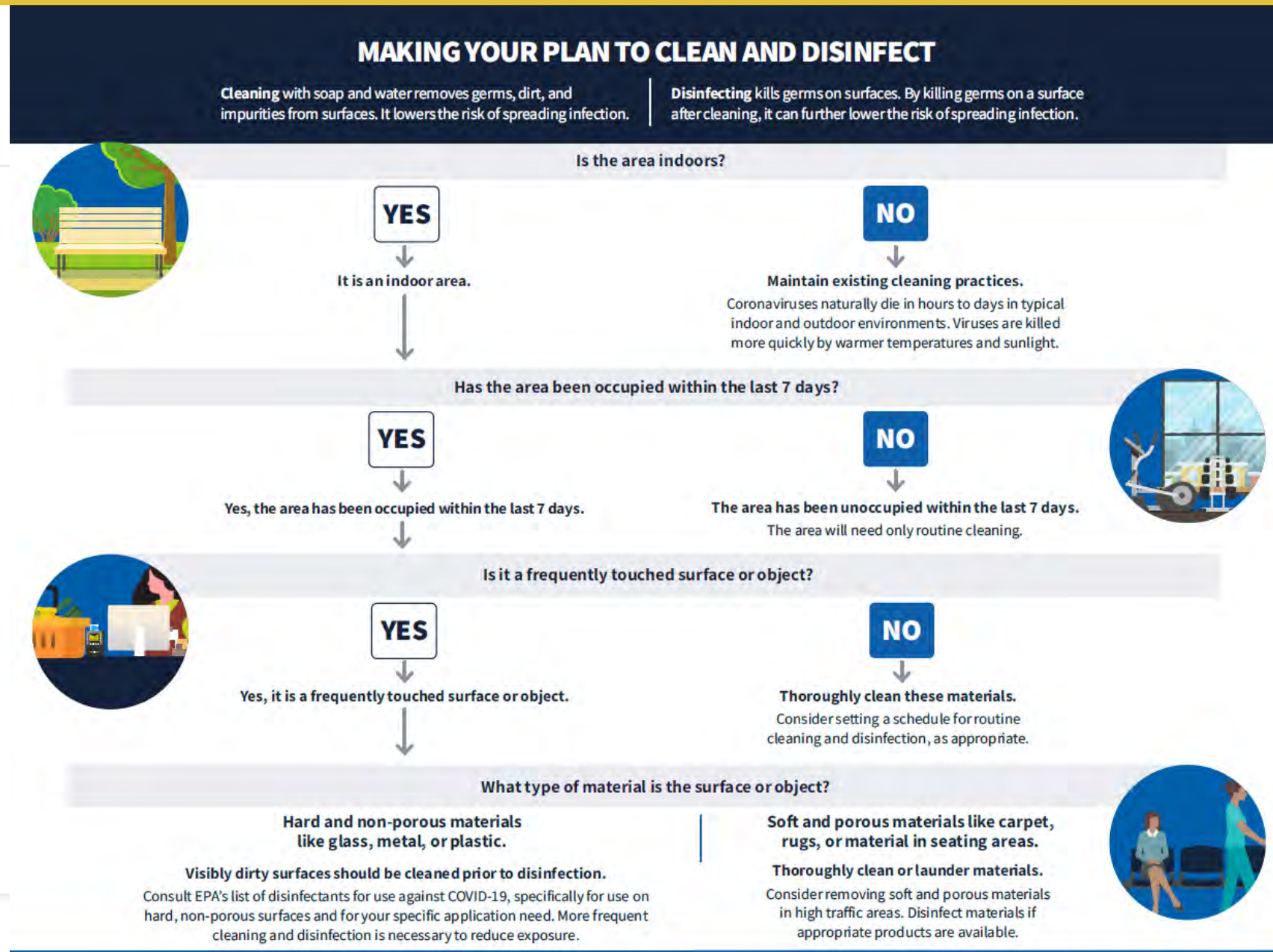
For more information, please visit [CORONAVIRUS.GOV](https://www.cdc.gov/coronavirus)





For Reference: CDC Guidance for Cleaning and Disinfecting

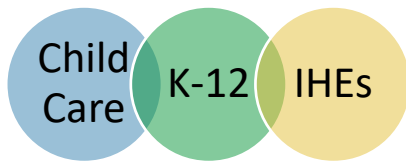
The CDC released a [9-page guidance document to schools and other workplaces to develop a plan for cleaning and disinfecting](#) and [the 2-page cheat sheet here and on the preceding page](#).



Where Social Distancing is Not Feasible: Class Size and Busing

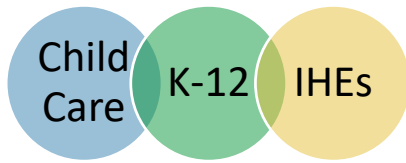
6 feet of distance between desks is not feasible for most classrooms and almost never for school buses. However, the impact of class size is not as significant, as [Florida's K-12 class sizes are already constitutionally mandated to be small](#): 18 or fewer students for grades K-3; 22 or fewer students for grades 4-8; and 25 or fewer students for grades 9-12.

- ❑ Districts and schools should [explore the use of cloth face coverings on school buses](#).
- ❑ Districts and schools could also implement protocols for verbally screening students throughout the day, especially in order for students to gain access to classrooms. **If implementing screening protocols, districts and schools should consult with local health departments, as these protocols evolve.**
- ❑ As feasible, districts and schools could align bus and class schedules and seating arrangements with clusters of students who will spend the majority of their days together to minimize any one student's daily contacts.
- ❑ The CDC also recently [updated guidance for routine cleaning and disinfecting buses](#).
- ❑ Districts and schools should carefully [consider both the pros and cons of environmental measures like opening windows](#), which can ventilate the air, although at the same time pose risks of falling and trigger asthmatic symptoms.



Additional School-Level Specific Guidance

- ❑ IHEs, K-12 schools and child care programs should also continue to monitor additional CDC guidance that is directed toward specific levels of educational institutions and programs.
 - ❑ **Additionally, the CDC’s disclaimer on the importance of local context should be noted.**
- ❑ 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.”**
 - ❑ CDC’s Updated [Considerations for K-12 Schools](#) (includes some Child Care guidance)
 - ❑ CDC’s [Youth Programs and Camps Decision Tool](#)
 - ❑ CDC’s [Guidance for Child Care Programs that Remain Open](#)
 - ❑ CDC’s [Guidance for Talking with Children about Coronavirus Disease 2019](#)
 - ❑ CDC’s Updated [Considerations for Institutes of Higher Education](#)
 - ❑ CDC’s [Guidance for Institutions of Higher Education with Students Participating in International Travel or Study Abroad Programs](#)



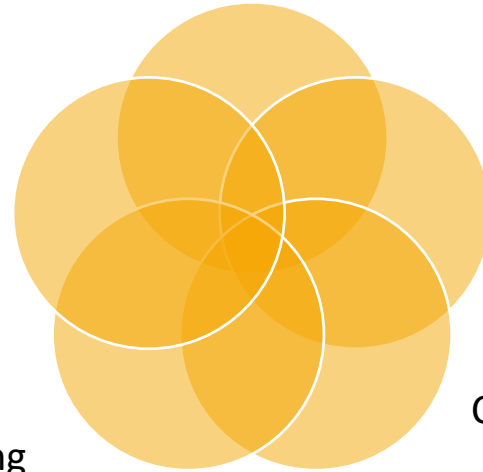
Determine the Local Context of Preparation

Consider a Testing for COVID-19 Protocol

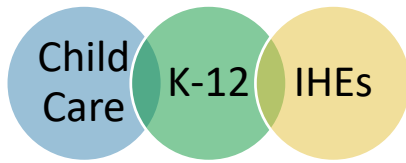
Be Prepared for Locally Driven Crisis Response

Consider a Contact Tracing Protocol

Coordinate with Local Health Officials

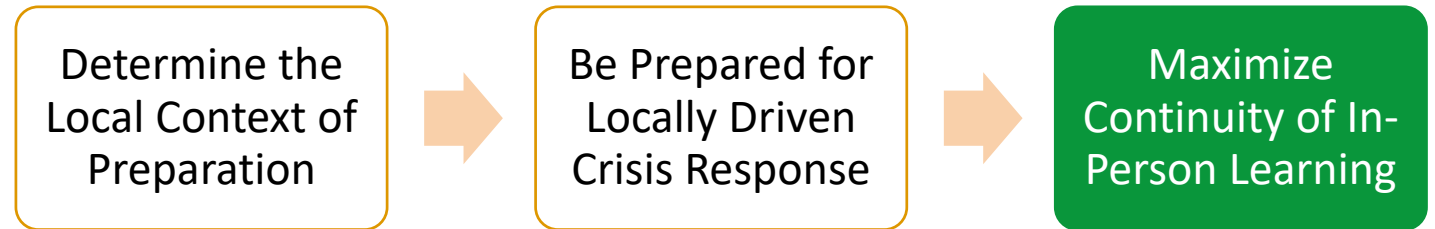


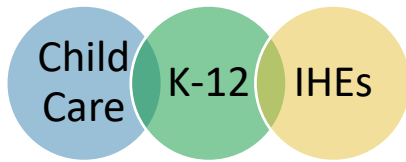
Part 2: Responding to a Confirmed Case



Great Preparation Helps Ensure Crisis Does Not Overwhelm Instruction and Public Confidence

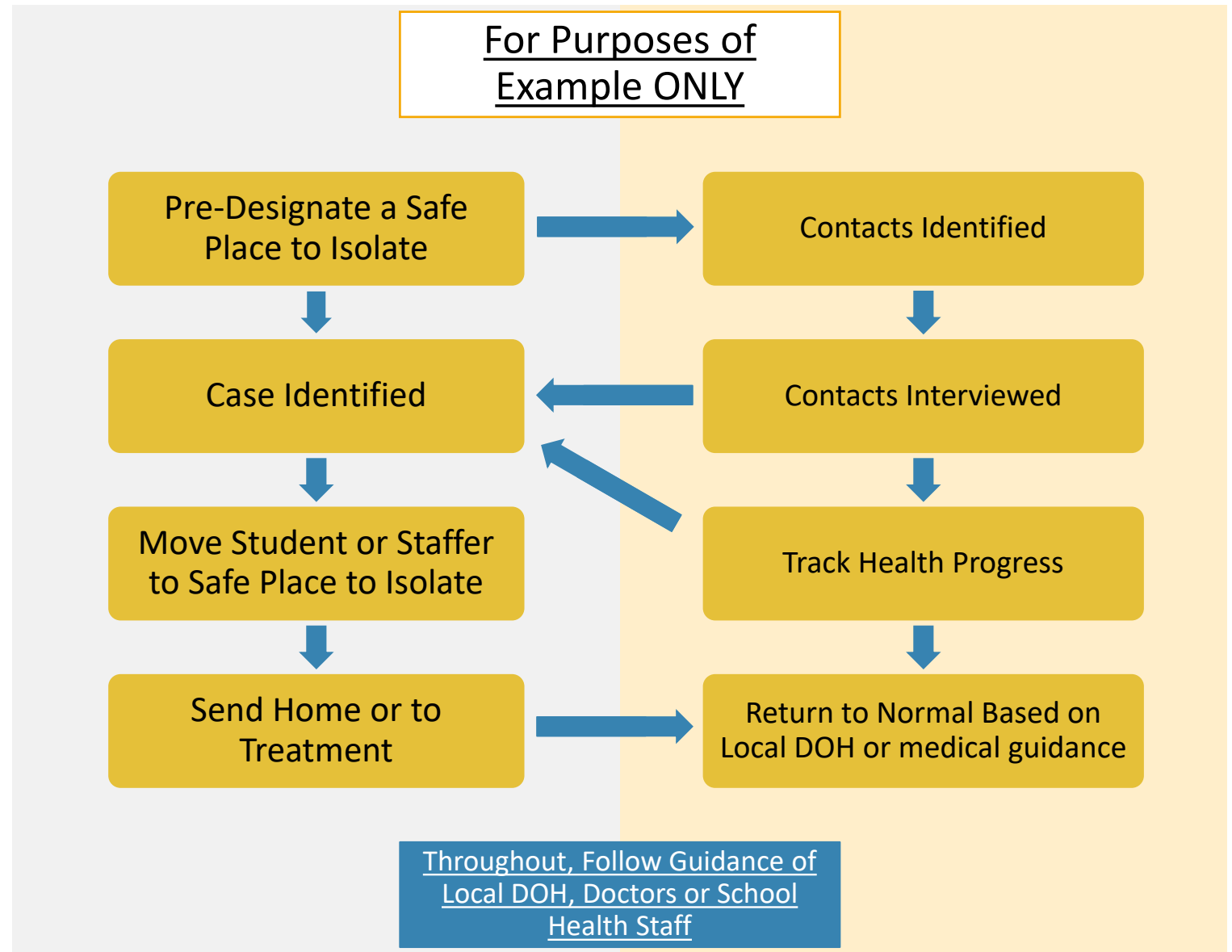
While the CDC reports [COVID-19 hospitalization rates](#) and [death rates](#) for children under-18 are considerably lower than the same for influenza, even one confirmed case can shake a community's confidence. Locally-driven and urgently responsive strategies prepare a school or community to maintain confidence and continuity of education.

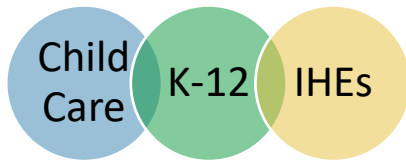




Consider a Contact Tracing Protocol

Districts and schools are encouraged to have communications and protocols in place to work with local health officials to implement [contact tracing](#). **Local health departments have comprehensive contact tracing programs and can coordinate with health staff at schools.** The CDC also offers guidance on the [importance of maintaining the privacy of those impacted](#).

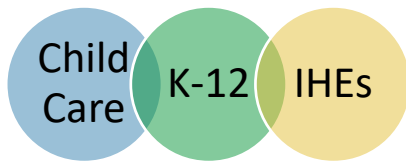




Consider a Testing for COVID-19 Protocol

Educational programs should consider having protocols in place to **work with local health officials to implement [testing for COVID-19](#)**. If conducting testing on-site, schools could have a valuable tool to quickly maintain the confidence of students, parents and staff.

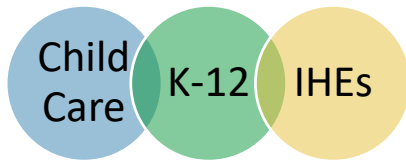
- Protocols for testing students and staff for COVID-19 should be developed with the guidance of local health officials** and considerations should include:
 - The clinical level of health staff at schools and whether they are qualified to administer a COVID-19 test.
 - Encouraging families and students to maximize the use of their family physicians.
 - Exploring options for coordinating testing directly through the local department of health.
 - Exploring options for nearby testing center locations.
 - Consider using data, like absenteeism trends, to help identify early indicators of potential problems in schools.
- 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.



Responding to a Confirmed Case

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

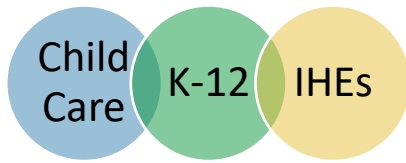
- If a confirmed case has entered a school, regardless of community transmission, any school in any community might need to implement short-term closure procedures regardless of community spread if an infected person has been in a school building. If this happens, [CDC recommends the following procedures regardless of the level of community spread:](#)
 - [Coordinate with district, if applicable, and local health officials.](#) Once learning of a confirmed COVID-19 case for a student or staffer, **the school's health official(s) should immediately contact the county health department.**
 - The district, school or program should also notify FDOE of the initial confirmed case.
- 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; a private school's board; the president or board of a state college; director of a technical college; etc.).



Responding to a Confirmed Case

Ensure continuity of education: Review and implement continuity plans, including plans for the continuity of teaching and learning.

- ❑ **Dismiss the room or building of students and most staff for an initial consultation with local health officials.** This initial short-term dismissal allows time for the local health officials to gain a better understanding of the COVID-19 situation impacting the school. **This allows the local health officials to help the school determine appropriate next steps,** including whether an extended dismissal duration is needed.
 - ❑ Ultimately, **local health officials have the expertise to determine the necessary length of closure and scale of response.**
 - ❑ During school dismissals, also consider canceling extracurricular group activities, school-based afterschool programs and large events (e.g., assemblies, spirit nights, field trips and sporting events).
 - ❑ Schools may need to discourage staff, students and their families from gathering or socializing anywhere.
 - ❑ The district, school or program should update FDOE.



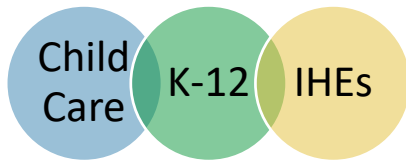
Responding to a Confirmed Case

Ensure continuity of meal programs: Consider ways to distribute food to students. If there is community spread of COVID-19, design strategies to avoid distribution in settings where people might gather in a group or crowd.

- Communicate with staff, parents and students.** Coordinate with local health officials to communicate dismissal decisions and the possible COVID-19 exposure.
 - This communication to the school community should align with the communication plan in the school's emergency operations plan.
 - Plan to include messages to counter potential stigma and discrimination.
 - In such a circumstance, it is critical to **maintain confidentiality of the student or staff member as required by the Americans with Disabilities Act and the Family Education Rights and Privacy Act.**
 - The district, school or program should update FDOE.

Responding to a Confirmed Case

- ❑ **Clean and disinfect thoroughly.** Coordinate with local health officials to determine next steps to mitigate the outbreak.
 - ❑ Close off areas used by the individuals with COVID-19 and wait as long as practical before beginning cleaning and disinfection to minimize potential for exposure to respiratory droplets. Open outside doors and windows to increase air circulation in the area. If possible, wait up to 24 hours before beginning cleaning and disinfection.
 - ❑ Cleaning staff should clean and disinfect all areas (e.g., offices, bathrooms and common areas) used by the ill persons, focusing especially on frequently touched surfaces.
 - ❑ If surfaces are dirty, they should be cleaned using a detergent or soap and water prior to disinfection.
 - ❑ For disinfection, most common [EPA-registered household disinfectants](#) should be effective.
 - ❑ Additional information on cleaning and disinfection of community facilities such as schools can be found on [CDC's website](#).



Responding to a Confirmed Case

Consider alternatives for providing essential medical and social services for students:

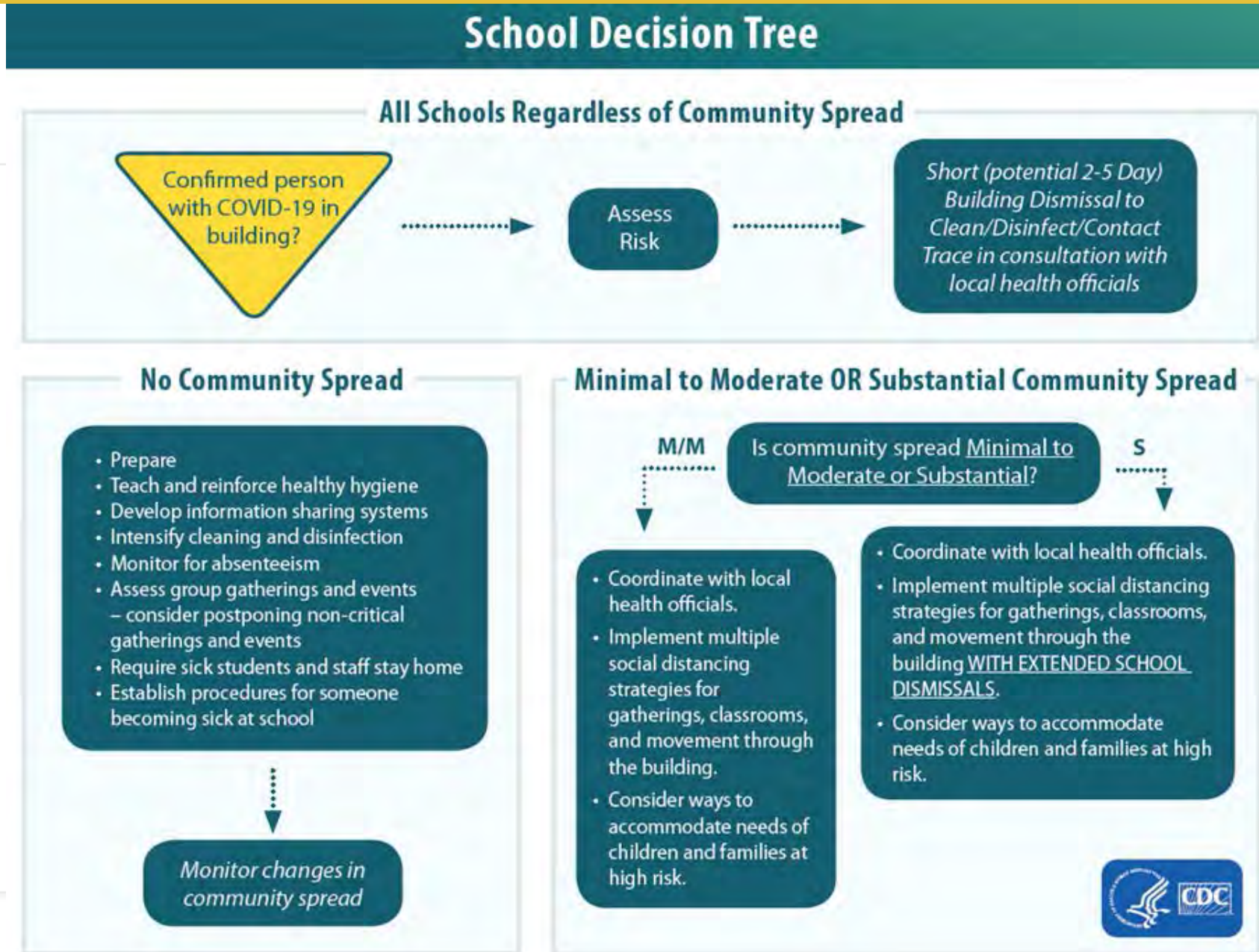
Work with the county health department to continue providing necessary services for students with special healthcare needs.

- ❑ Make decisions about extending the school dismissal.
 - ❑ During dismissals (after cleaning and disinfection), schools and programs may stay open for staff members (unless ill) while students stay home. Keeping facilities open: a) allows teachers to develop and deliver lessons and materials remotely, thus maintaining continuity of teaching and learning; and b) allows other staff members to continue to provide services and help with additional response efforts.
 - ❑ Decisions on which, if any, staff should be allowed in the school should be made in collaboration with local health officials. Administrators should work in close collaboration and coordination with local health officials to make dismissal and large event cancellation decisions.
 - ❑ Administrators should seek guidance from local health officials to determine when students and staff should return to schools and what additional steps are needed for the school community. In addition, students and staff who are well but are taking care of or share a home with someone with a case of COVID-19 should follow instructions from local health officials to determine when to return to school.
 - ❑ The district, school or program should update FDOE.

Responding to a Confirmed Case: Child Care and K-12

Immediately contact the county health department to determine next steps to mitigate the potential for an outbreak.

The [CDC's School Decision Tree](#) is a helpful cheat sheet for Child Care and K-12 programs, although **coordinating with local health officials to conduct contact tracing** is an essential element to a school's response.



Responding to a Confirmed Case: Postsecondary

Most steps identified by the CDC to respond to confirmed cases at IHEs versus Child Care and K-12 programs are very similar. The [noteworthy differences pertain to students who reside on campus at IHEs.](#)

- ❑ [Ensure continuity of safe housing.](#)
 - ❑ Work in close collaboration with local public health officials to make all decisions related to on-campus housing.
 - ❑ If cases of COVID-19 have not been identified among residents of on-campus community housing, students may be allowed to remain in on-campus housing. In this situation, educate housing residents on the precautions they should take to help protect themselves.
 - ❑ If cases of COVID-19 have been identified among residents of on-campus community housing, work with local public health officials to take additional precautions. Individuals with COVID-19 may need to be moved to temporary housing locations. Close contacts of the individuals with COVID-19 may also need temporary housing.
 - ❑ Residents identified with COVID-19 or identified as contacts of individuals with COVID-19 should not necessarily be sent to their permanent homes off-campus.
 - ❑ Ensure any staff remaining to support students in on-campus housing receive necessary training to protect themselves and residents from spread of COVID-19.
- ❑ [Ensure continuity of food pantries and meal programs.](#) Consult with local health officials to determine strategies for modifying food service offerings to the IHE community.
- ❑ [Consider if, and when, to stop, scale back or modify other support services on campus.](#) Consider alternatives for providing students with essential medical, social and mental health services. Identify ways to ensure these services are provided while classes are dismissed or students are in temporary housing. Identify other types of services provided to students, staff and faculty (e.g., library services, cleaning services). Consider ways to adapt these to minimize risk of COVID-19 transmission while maintaining services deemed necessary.

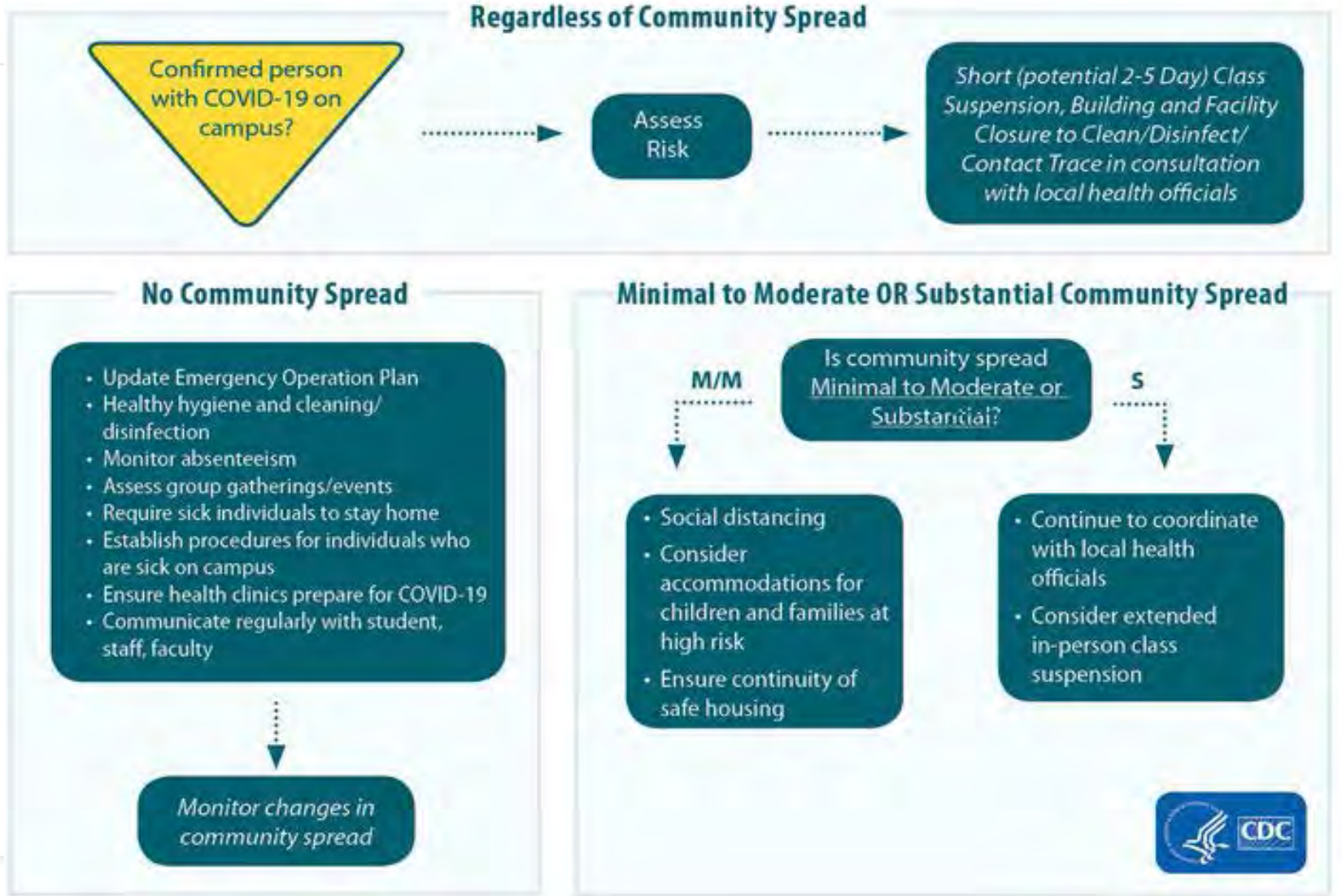


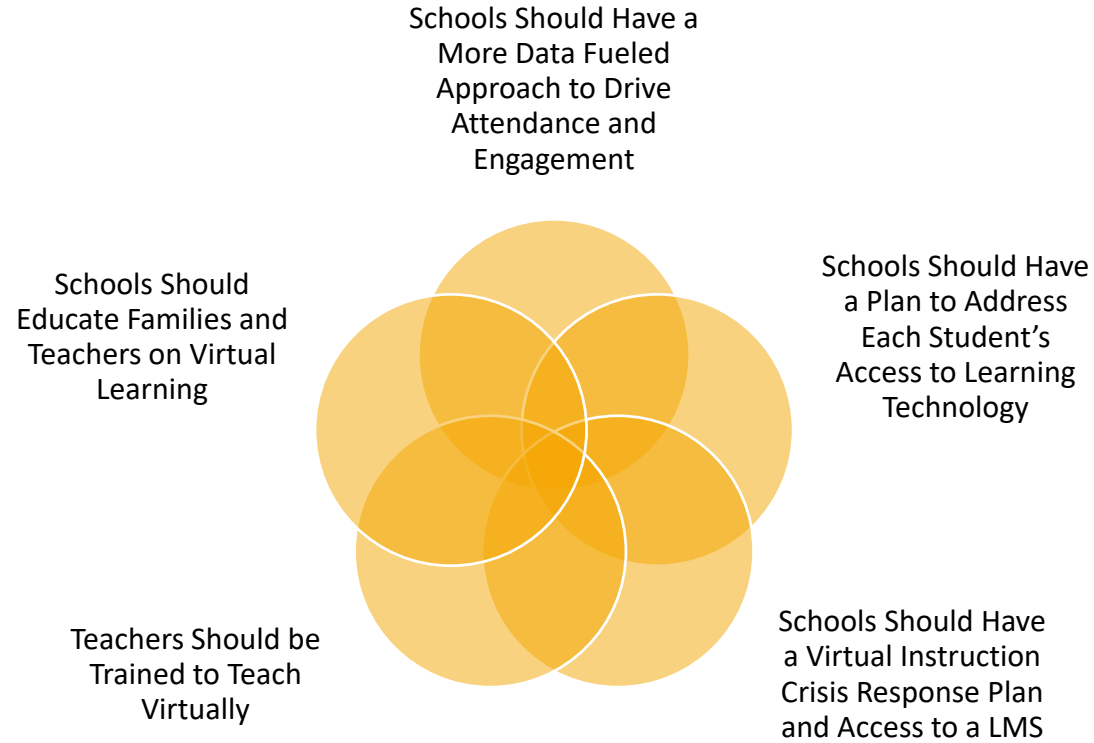
Institutions of Higher Education (IHE) Decision Tree

Responding to a Confirmed Case: Postsecondary

Immediately contact the county health department to determine next steps to mitigate the potential for an outbreak.

The [CDC's Institutions of Higher Education Decision Tree](#) is a helpful cheat sheet, although **coordinating with local health officials to conduct contact tracing** is an essential element to a school's response.





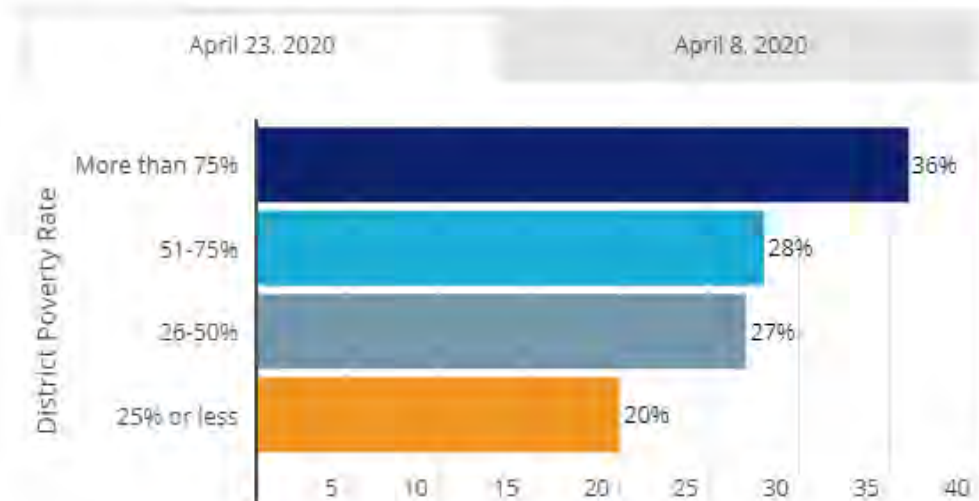
Part 2: K-12 Instructional Continuity

Instructional Continuity is a Key Facet of a Healthy and Safe Learning Environment

While Florida executed the most massive one-week pivot in the history of education, long-term improvements to instructional continuity are essential.

In a nationwide survey (which did not perform as well as Florida's results) EdWeek found that ["teachers say student truancy is getting worse, especially in high poverty schools"](#) during the nation's shift to distance learning.

What percentage of your students are essentially "truant" during coronavirus closures (MIA, not logging in, not making contact with you, etc.)?



*Results show responses from teachers.

SOURCE: EdWeek Research Center Survey, 2020

EdWeek
Research Center

Instructional Continuity Plans (ICPs)

With no guarantees that education will go uninterrupted in the 2020-2021 academic year, districts, schools and FDOE should assume that all schools will need to be vigilant in keeping their ICPs up to date.

- ❑ By August, there is a potential that some families will hesitate to send their students back to school for full-time in-person learning.
 - ❑ Local education leaders need to create a supportive environment that encourages students to come back on campus where learning is optimized.
 - ❑ If some families still do not return in August, districts and schools must work to close any potential gaps in learning for those students.
 - ❑ Schools will need to show compassion for families' health-related concerns and simultaneously maintain a commitment to educating every child.
- ❑ State education leaders will need to consider how districts and schools can be empowered to provide those supports.
 - ❑ Summer 2020, 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.**
 - ❑ 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.

Instructional Continuity Plans (ICPs)

Summer 2020, FDOE will collaborate with LEAs, public charter schools and private schools **with the expectation that districts and schools will implement improvements and best practices in ICPs**, covering at minimum the topics in the template herein.

Section I: Overview of the Instructional Continuity Plan

- Purpose and structure of the Instructional Continuity Plan
- General district and school contact information:
 - Access to phone numbers, email addresses and physical location addresses
 - Important district webpages
- District communication plan (COVID-19 hotline, email addresses, live chat, access to ICP updates and most current district information)

Template for Instructional Continuity Plans

Section II: Information for Parents, Guardians and Students

- Introductory letter (explanation of situation and summary of key points from ICP)
- Have a plan to address each student's access to learning:
 - Access to devices
 - Access to Internet
- Access to meal programs
- Continuation of services (overview of the more detailed information in the plan)
- Expectations for parents and guardians
- Frequently asked questions
- [How to access online texts, tutorials, etc.](#)
- [How to access district portal](#)
- [Technical support](#)
- Accessibility for students with disabilities
- Textbook and materials check out and return

Template for Instructional Continuity Plans

Section III: Responsibilities

Teacher Responsibilities:

- Schedule
- Evaluation
- Role in a virtual setting
- Instruction
- [Class Attendance](#)
- Grading
- Assessment
- Access to support
- Communication with administration
- Digital etiquette
- ESE assignments and responsibilities; documentation
- ELL assignments and responsibilities; documentation

- Other specialized: CTE, dual enrollment, IB, AICE, AP

Administrative Responsibilities:

- Staffing (sick teachers, technology issues, professional learning, etc.)
- Support for staff and community
- Plans and procedures that delineate essential functions
- Emergency decision making process and delegation of authority
- [Guidance counseling and mental health](#)
- ESE, related services and 504 support; meetings, continued services, parent support

Non-Instructional Responsibilities

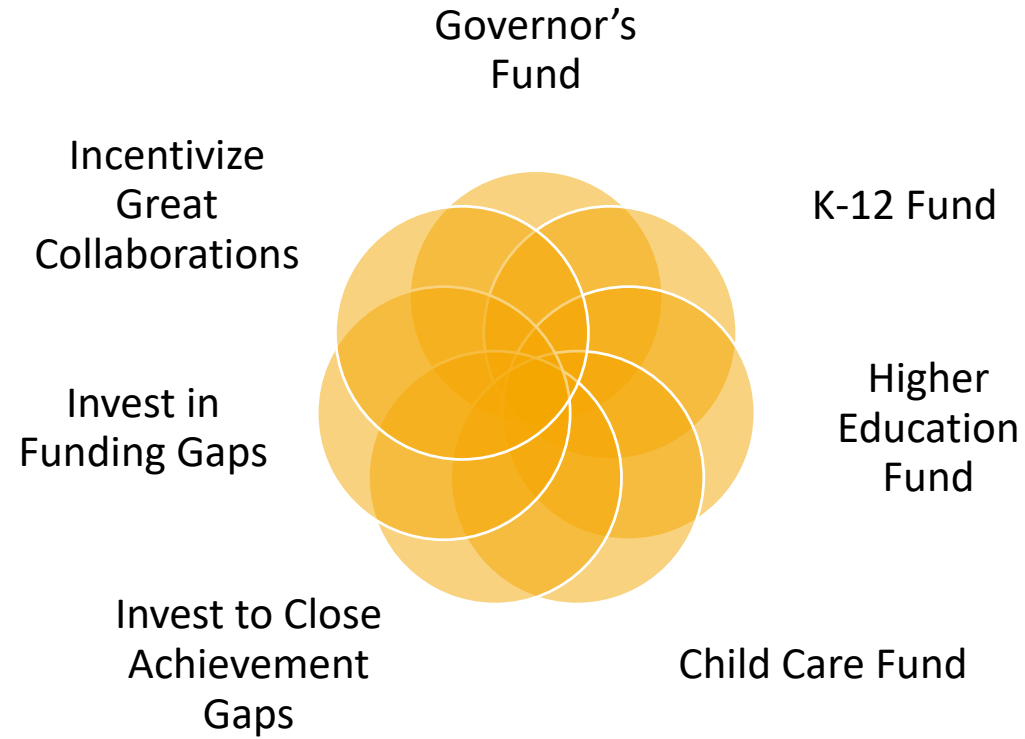
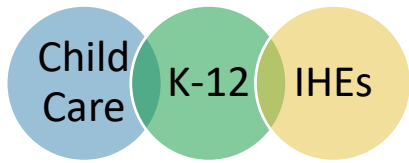
Template for Instructional Continuity Plans

Section IV: District Policy and Procedures:

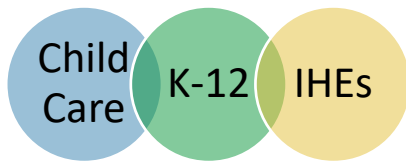
- Attendance
- Grading
- Student workload
- [Student privacy](#) and safety
- Safekeeping and access to essential records and databases
- Exceptional Student Education (ESE)
- English Language Learners (ELL)
- Digital etiquette
- Technology usage

Section V: Content Delivery

- Methods (e.g. paper-based, online Instruction, recorded lessons teacher-directed instruction, hybrid instructional model)
- Platforms (e.g. Google Suite, Microsoft Teams, local Learning Management System)
- Pacing guide
- ESE and ELL modifications
- Digital resources



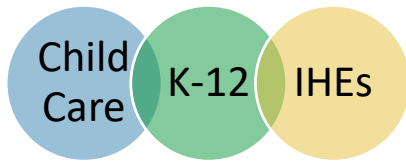
Part 3: The CARES Act



Overview

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.

- ❑ 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.
- ❑ 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.

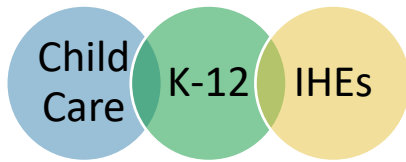


The Four Education Related Categories of CARES Act Funding

The Governor's and Commissioner's recommendations herein pertain to three flexible funding streams:

- Governor's Fund
- FDOE's portion (10%) of the K-12 Fund
- Child Care Fund

Governor's Fund	<ul style="list-style-type: none"> • \$173,585,880
K-12 Fund	<ul style="list-style-type: none"> • \$770,247,851 • Local Education Agencies receive at least 90% (\$693,223,066) • FDOE can utilize up to 10% (\$77,024,785)
Higher Education Fund	<ul style="list-style-type: none"> • \$873,880,451 • 28 State Colleges (\$285,971,411) • 12 State Universities (\$286,360,179) • Private Colleges and Universities (\$274,667,876) • 48 State Technical Colleges (\$26,880,985)
Child Care Fund	<ul style="list-style-type: none"> • \$223,605,188



**Governor's Emergency
Education Relief Fund
(Governor's Fund)**

\$173,585,880

- The Governor applied and U.S. DOE awarded the grant on 5/28/20.
- 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.
- The Governor must return funds not awarded within one year of receiving.
- Under the CARES Act, the FDOE is required to recommend to the Governor which LEAs have been most significantly impacted by the coronavirus.

K-12

Elementary and Secondary School Emergency Relief Fund (K-12 Fund)

\$770,247,851

- FDOE must submit the application for these funds.
- The Act allows the FDOE to reserve up to 10% for state-level activities and costs of administration.**
- The remainder, at least 90%, 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).
- State must return funds not awarded within one year of receiving.
- LEAs are permitted to use the funds for a wide range of 12 specified activities.

LEA's 90% of the K-12 Fund

Per the CARES Act, at least 90% (\$693,223,066) of the K-12 Fund is guaranteed to LEAs in the proportion to which they received Title I, Part A funds under the Elementary and Secondary Education Act (ESEA).

- ❑ A local educational agency that receives funds under this Act may use the funds for any of 12 purposes:
 1. 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.
 2. 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.
 3. Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
 4. 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.

LEA's 90% of the K-12 Fund *Continued...*

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.

- ❑ A local educational agency that receives funds under this Act may use the funds for any of 12 purposes:
 5. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
 6. Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
 7. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
 8. 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.

LEA's 90% of the K-12 Fund *Continued...*

The Education Stabilization Fund requires that **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.

- ❑ A local educational agency that receives funds under this Act may use the funds for any of 12 purposes:
 9. 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.
 10. [Providing mental health services and supports.](#)
 11. 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.
 12. 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.

Higher Education Emergency Relief Fund (Higher Education Fund)

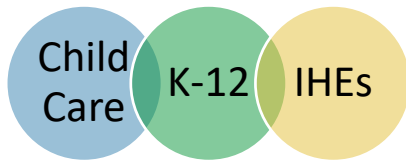
\$873,880,451

- These funds are directly distributed from the USDOE to institutions of higher education (IHEs).
- 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.
- 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.
- Additionally, some institutions are also eligible for funds as minority serving institutions (\$68,093,543) or improvement of postsecondary institution funding for smaller colleges (\$14,237,908).

Child Care and Development Block Grant (Child Care Fund)

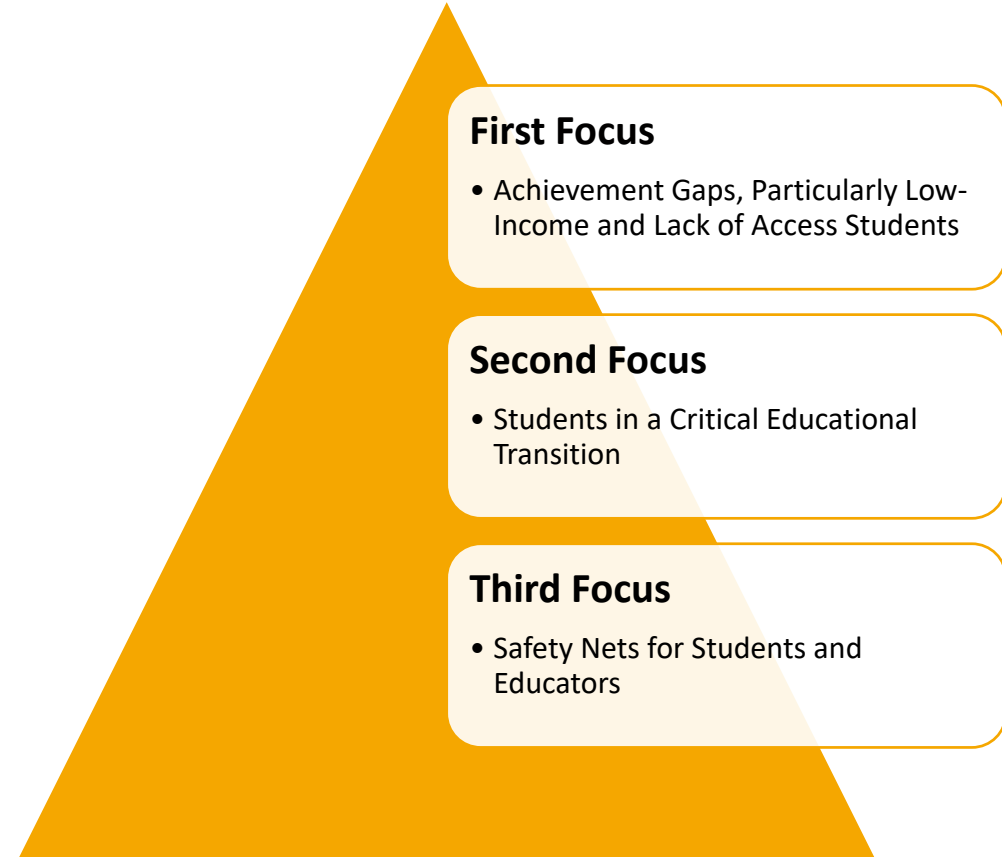
\$223,605,188

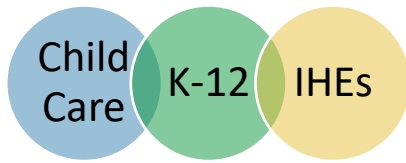
- The Act authorizes additional funding for the Child Care and Development Block Grant (CCDBG) to be obligated by September 30, 2022, spent by September 30, 2023.
- Office of Early Learning will be the lead agency for these funds.
- Funds may be expended to:
 - Provide continued payments and assistance to child care providers due to decreased enrollment or closures.
 - Provide child care assistance to health care, emergency response and sanitation employees and other essential workers, without regard to income.
 - Support providers for cleaning and sanitation and other activities to maintain or resume operation.



Findings: Focus Flexible Funding on Students Represented in Achievement Gaps

By the very nature of achievement gaps and the impacts of poverty, 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.

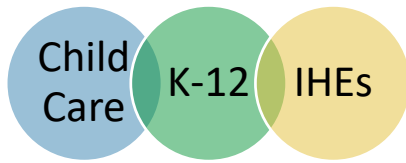




Findings: Focus Flexible Funding Where Guaranteed CARES Act Funding is Less Per Student

The greatest guaranteed CARES Act funding levels, per student, are already dedicated directly to Florida’s public universities and private postsecondary institutions.

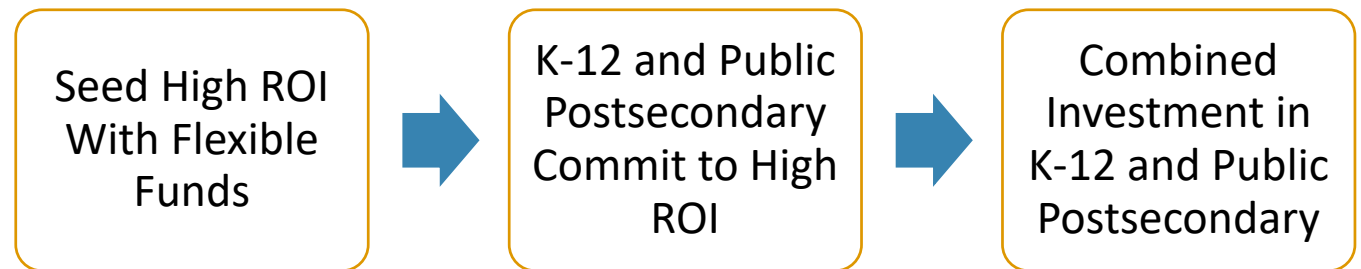
Educational Systems	Annual Student Head Count	Guaranteed CARES Allocation	Guaranteed CARES Allocation Per Head Count
Voluntary PreK + School Readiness + Child Care	649,730	\$223,605,188	\$344
Public K-12 + Private K-12	3,270,472	\$693,223,066	\$212
Technical Colleges/Centers + Apprenticeships	202,543	\$26,880,985	\$133
Florida College System	729,140	\$285,971,411	\$392
Total Private Postsecondary (CIE + ICUF)	359,656	\$274,667,876	\$764
State University System (Undergrad and Graduate)	424,283	\$286,360,179	\$675

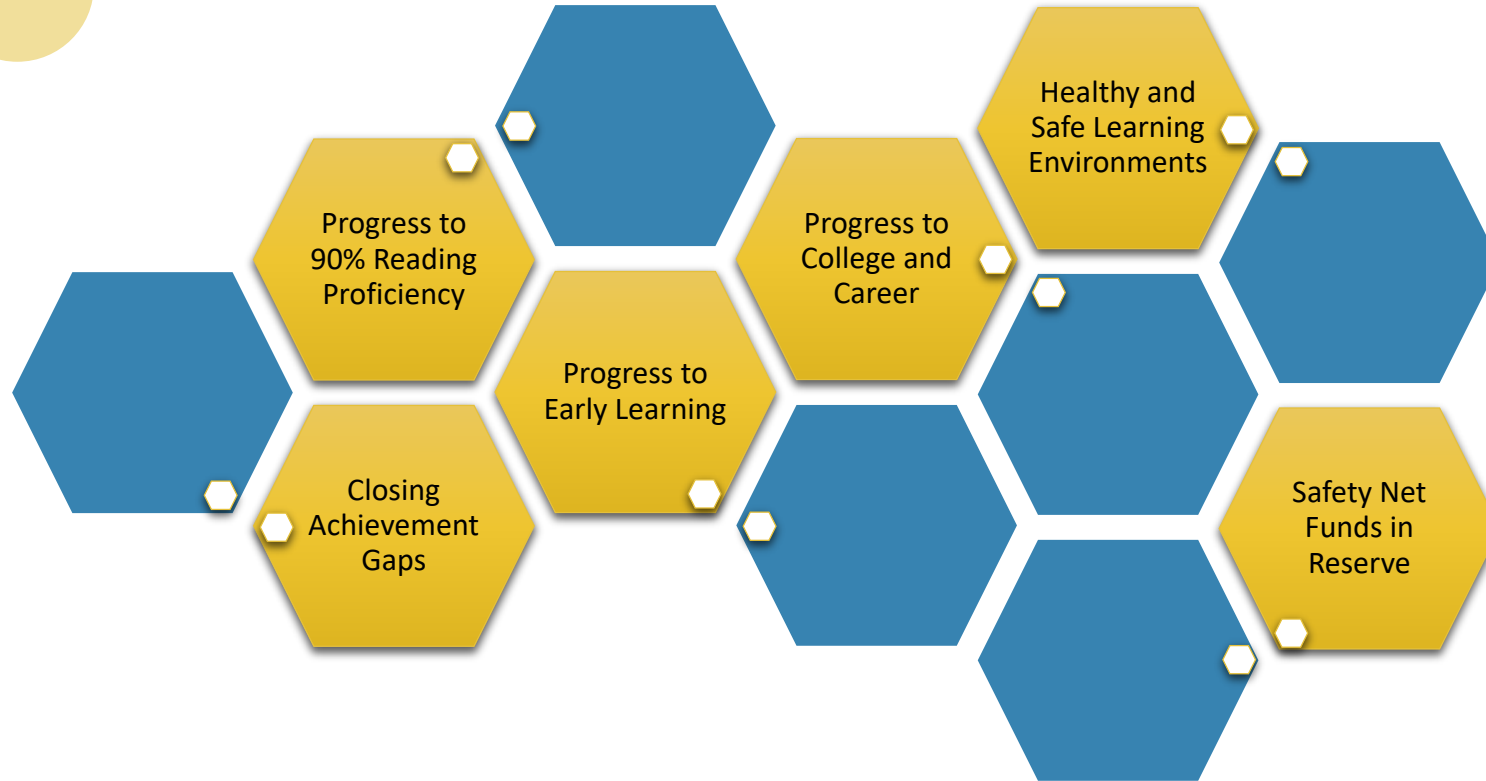
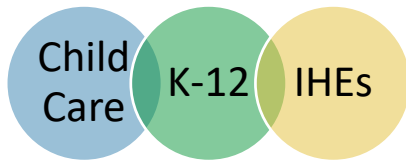


Findings: Focus Flexible Funding Where Funding Can Incentivize Great Collaborations

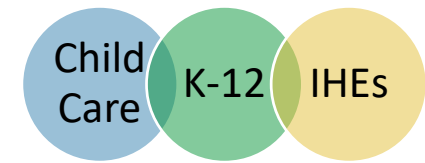
While the Governor's Fund (8.5%) and FDOE's portion of the K-12 Fund (3.8%) only represent 12.3% of CARES Act education-related funding, combined they represent a \$250+ million opportunity to encourage high quality investments for recovery by LEAs and postsecondary institutions.

- ❑ To maximize the value of CARES Act education-related funding, 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.





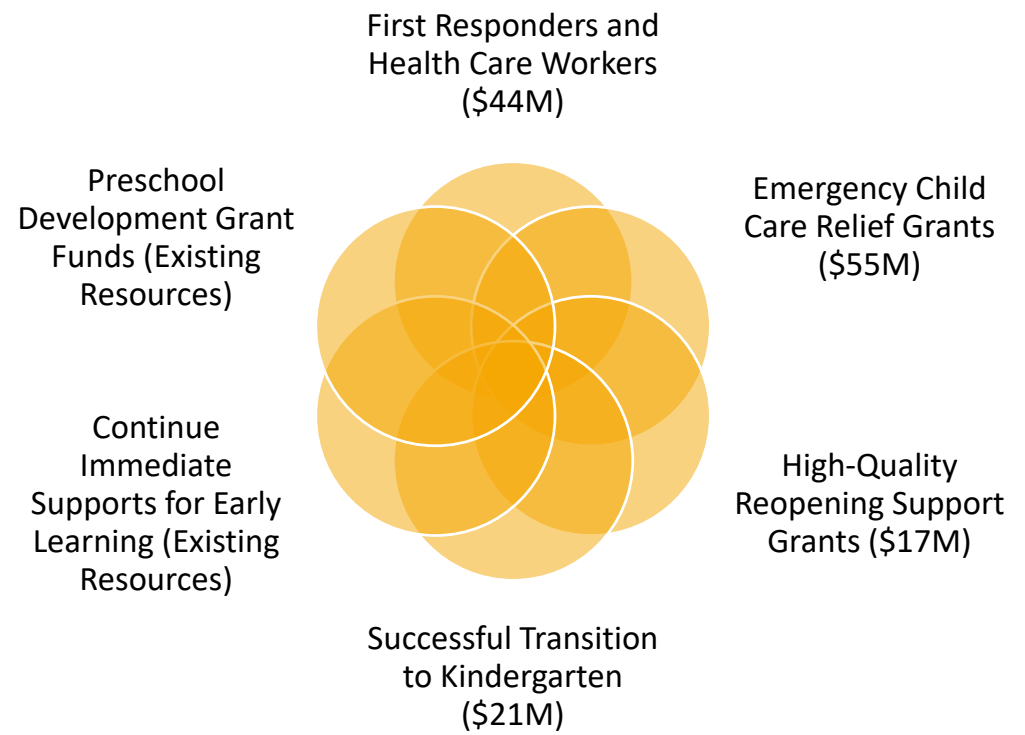
Part 3: CARES – Summary of Governor’s Recommendations



CARES ACT Spending Summary

- FDOE is developing assurances that LEAs, schools, technical colleges and state colleges will meet to support and maximize the impact of these investments.
- FDOE will further utilize existing resources and apply for four federal grants to direct additional resources to achieve these goals.

CLOSING ACHIEVEMENT GAPS AND HEALTHY SCHOOLS	PAGE	GOVERNOR'S FUND	FDOE'S 10% OF K-12 FUND	CHILD CARE FUND
First Responders and Health Care Workers	95			\$ 44,000,000
Emergency Child Care Relief Grants	96			\$ 55,047,450
High-Quality Reopening Support Grants	97			\$ 16,905,385
Successful Transition to Kindergarten	98			\$ 20,900,825
PreK-3 Progress Monitoring and Data Informed Supports	102		\$ 20,000,000	
Upskill Highly Effective Reading Coaches	103		\$ 5,000,000	
Capacity Building for Reading	104		\$ 5,000,000	
Ensuring High Quality Regional Reading Supports	105		\$ 5,000,000	
Ensuring the B.E.S.T. Curriculum for Reading and Civics	106	\$ 4,000,000	\$ 20,000,000	
Summer Recovery	107	\$ 64,000,000		
Additional Strategies to Support Summer Learning	108	\$ 1,000,000		
Rapid Credentials	111	\$ 35,000,000		
Pathway to Job Market Dashboard	112	\$ 2,500,000		
CTE Equipment	113	\$ 10,900,000		
Free SAT/ACT	114		\$ 8,000,000	
Civic Literacy	115	\$ 1,000,000		
Supplemental Health and Safety Protective Measures	120	Reimbursement		
Telehealth	121	\$ 2,000,000		
Instructional Continuity Plans	122		\$ 8,000,000	
Virtual Safety Net	123		\$ 5,000,000	
Teacher Training on Virtual Learning Management Systems	124		\$ 250,000	
TOTAL		\$ 120,400,000	\$ 76,250,000	\$ 136,853,660
ORIGINAL ALLOCATION		\$ 173,585,880	\$ 77,024,785	\$ 223,605,188
TO SAFETY NET RESERVE FUNDS		\$ 53,185,880	\$ 774,785	\$ 86,751,528
SAFETY NET RESERVE FUNDS	PAGE	GOVERNOR'S FUND	FDOE'S 10% OF K-12 FUND	CHILD CARE FUND
Ensure Scholarships for Low-Income Students	128	\$ 30,000,000		
Private School Stabilization Grant Funds	129	\$ 15,000,000		
TOTAL		\$ 45,000,000	\$ -	\$ -
TOTAL SAFETY NET RESERVES		\$ 53,185,880	\$ 774,785	\$ 86,751,528
RESERVE BALANCE		\$ 8,185,880	\$ 774,785	\$ 86,751,528



Part 3: CARES – Progress to Early Learning

First Responders and Health Care Workers

\$44 Million (from Child Care Fund)

- Continue funding incentives and new enrollments.
- Monitor participation rates to continue to prioritize access to child care SR programs and waive required parent copayments.
- Monitor for appropriate end date, likely during Summer 2020.

Emergency Child Care Relief Grants

\$55 Million (from Child Care Fund)

- Support open VPK/SR providers with funding for infrastructure, staff payments/bonuses for retention, cleaning supplies/services and other costs to ensure healthy and safe environments.
- Support open non-VPK/SR providers with funding for infrastructure, staff payments/bonuses for retention, cleaning supplies/services and other costs to ensure healthy and safe environments.
- Support is for providers that were open as of April 30, 2020.

High-Quality Reopening Support Grants

\$17 Million (from Child Care Fund)

- Support closed high-quality VPK/SR (i.e., CLASS score required for contracting) to reopen with funding for infrastructure, staff payments/bonuses for retention, cleaning supplies/services and other costs to ensure healthy and safe environments.
- Support closed high-quality non-VPK/SR providers (i.e., Gold Seal status) to reopen with funding for infrastructure, staff payments/bonuses for retention, cleaning supplies/services and other costs to ensure healthy and safe environments.
- Support is for high quality providers that were closed on April 30, 2020.

Successful Transition to Kindergarten

\$21 Million (from Child Care Fund)

- ❑ \$18 million: Implement summer programs for rising kindergarten students identified with limited language and emergent literacy skills as determined by the VPK assessments and teacher recommendations.
 - ❑ Linked to “Summer Recovery” on page 107.
- ❑ \$2.9 million: Pilot a VPK-K progress monitoring system statewide.
 - ❑ Linked to “PreK-3 Progress Monitoring and Data Informed Supports” on page 102.

Continue Immediate Supports for Early Learning

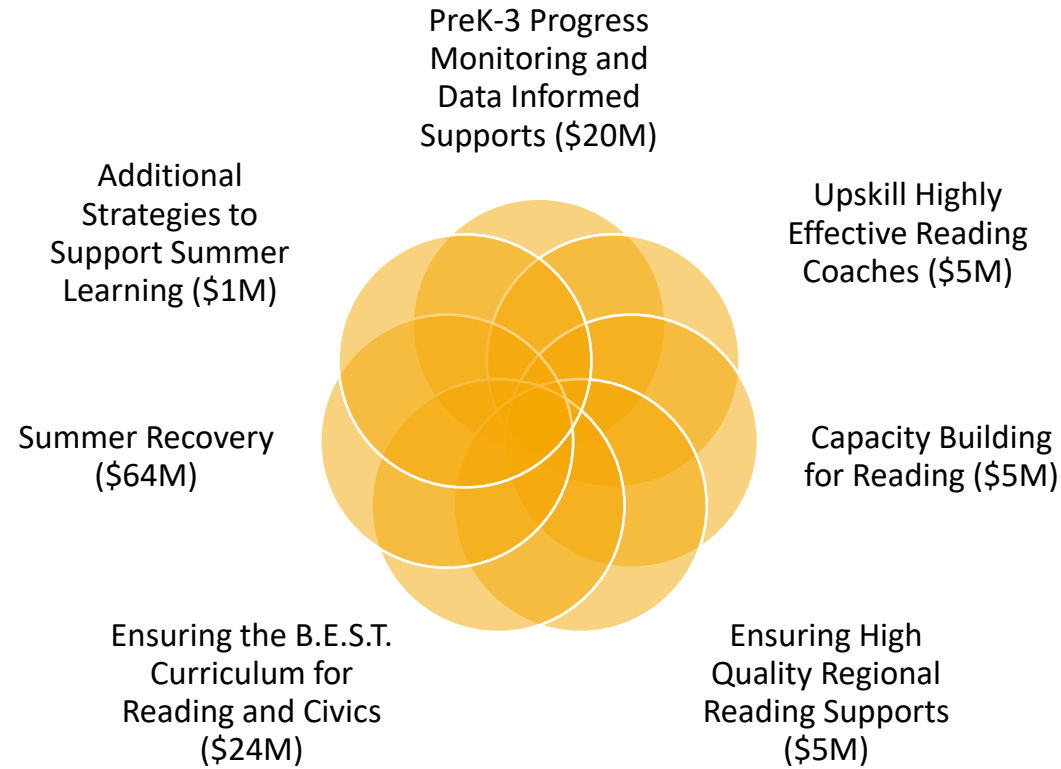
(from existing FDOE resources to supplement CARES)

- ❑ \$60.9 million: Spend available CCDF funds as follows:
 - ❑ \$23.7 million: Enrollment and suspended termination for all VPK and SR providers.
 - ❑ \$23.0 million: Fund parents' required SR copayments.
 - ❑ \$14.2 million: Mini-grants for COVID-19 response infrastructure, cleaning, instructor stipends.

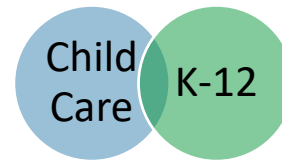
Preschool Development Grant Funds

(from existing FDOE resources to supplement CARES)

- ❑ Redirecting \$2.4 million current federal discretionary funds, as appropriate, to continue to support the early learning community.
- ❑ Potential also for additional redirected Preschool Development Grant Funds for mental health supports and mapping of child care availability.
- ❑ In December 2019, Florida was awarded a renewal of the Preschool Development. The grant is designed to strengthen Florida's overall early childhood system to improve quality early learning experiences for children as well as their successful transition to kindergarten including improved data systems and professional development and resources for early learning teachers, administrators and families. Given the impact of COVID-19, the activities proposed for year 1, January – December 2020, were reviewed and funds will be redirected to support the learning of low income and limited English proficient children with curriculum for their child care providers and digital tools for their families.



Part 3: CARES – Progress to 90% Reading Proficiency



PreK-3 Progress Monitoring and Data Informed Supports **\$20 Million** (from FDOE's 10% of K-12 Fund)

- ❑ Up to \$10 million:
 - ❑ Invest in building the capacity of districts and schools to use screening and progress monitoring data to drive informed teaching practices and curriculum decisions. Invest in a screening and progress monitoring assessment with LEAs.
 - ❑ Data share to help leverage student data and deployment of professional development to drive improvements.
 - ❑ FDOE will work with districts to deploy professional development, intervention and identification/implementation of the best curriculum (high quality curriculum and the best instruction to drive accelerated growth).
- ❑ Up to \$4 million: FDOE will source a modernized cloud based statewide data collection and student information system with the ability to serve all school districts and public charter schools, Pre-K through 12th grade, for the purposes of data collection, longitudinal analysis and progress monitoring and also all state and federal funding accountability and reporting requirements. Such a system would allow districts and schools to use the state's student information system as their own, at their discretion.
- ❑ At least \$6 million: For data modernization, FDOE would provide LEAs with a data science budget, with the agreement that county school districts would use these funds for the benefit of all schools in the district – traditional public, public charter and private schools. These funds would allow each district to dedicate a project manager to ensure successful implementation.

Upskill Highly Effective Reading Coaches

\$5 Million (from FDOE's 10% of K-12 Fund)

- Train and develop highly effective reading coaches, up to 2,000 coaches.
- Deploy a proven model for building reading coach effectiveness, accountability and empowerment to ensure teachers in every classroom build the skills needed to deliver scientifically based reading instructional strategies.
- This would involve engaging a research and evidence-based approach to coaching, grounded on the science of reading.
- Engage a university or other entity with the capacity and proven track record to deliver this type of training and support.
- This would result in a coaching certification designated and implemented for these positions.

Capacity Building for Reading

\$5 Million (from FDOE's 10% of K-12 Fund)

- ❑ Design, deploy and monitor teacher and school leader professional development, aligned with the strategies that reading coaches will support and manage accountable practices in the classroom.
- ❑ This will include training on how to effectively use data from the progress monitoring assessments to deliver responsive instruction and differentiated interventions.
- ❑ Leverage investments with districts and schools to support teachers in VPK through 3rd grade in developing the competencies necessary to deliver high-quality, evidence-supported reading instruction. This could include completing training for competency one and competency two as aligned with earning a reading endorsement, completing professional development on the University of Florida Literacy Matrix or other state-approved options.
- ❑ Deploy resources statewide that ensure the effective delivery of high-quality, evidence-informed reading instruction for any students identified in need at all grade levels. This would include providing professional development for teachers delivering reading instruction at all grade levels with these teachers attaining a reading endorsement.
- ❑ FDOE is also applying for a new Comprehensive Literacy State Development Grant to refocus and further enhance the comprehensive system of support to improve literacy outcomes for Florida's most disadvantaged students.

Ensuring High Quality Regional Reading Supports

\$5 Million (from FDOE's 10% of K-12 Fund)

- ❑ Deploy Regional Support Teams that engage cross-divisional experts (Reading, ESE, etc.) that support and reinforce the professional development and coaching models being deployed statewide, while focusing efforts locally within the regions with support and oversight to ensure fidelity with implementation.
- ❑ 20 Regional Reading Consultants – Literacy Seal Team Six – \$80K salary plus benefits, etc., \$104K total per position. DOE's Just Read, Florida! Office would identify the 20 regional experts that are currently employed by districts across the state.
- ❑ They would retain their employment with their district as part of this strategy, with FDOE granting funds for these individuals to serve in these regional capacities to ensure effective implementation of reading plans/strategies and use of data.
- ❑ Would serve in these roles for two years and not have any other district level duties during this period of time.
- ❑ These positions would be trained on implementation science, the strategies and practices being deployed during the training of the coaches and teachers. These positions would be trained to monitor district-level, school-level and classroom-level data from the progress monitoring tool to help deploy additional professional development and interventions when needed with urgency and fast response.
- ❑ Services provided by these regional consultants would be for the shared benefit of all schools in the districts, traditional public, public charter and private schools.

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)

- ❑ Engage districts and schools in the identification and adoption of the [B.E.S.T. Standards](#) aligned curriculum and supplemental instructional materials to drive teaching and learning in reading for grades K-3.
- ❑ The curriculum must be vetted and approved by the FDOE's Just Read, Florida! Office, have the capacity to extend beyond direct classroom instruction in the event schools close campuses again in the future, and provide options for parents/families to support learning in the home. Supplemental resources must be focused and aligned with the five constructs of reading.
- ❑ Mini-grants for matching in this effort will first focus on those schools and districts with the greatest achievement gaps (deploy and complete a curriculum audit to determine if what is used is of highest quality).
- ❑ \$4 million: Florida's new B.E.S.T. English Language Arts (ELA) Standards became the first in the nation to include a K-12 civic literacy booklist, and FDOE will help LEAs buy directly from this list.

Summer Recovery

\$64 Million (from Governor's Fund)

- ❑ Districts and schools would be required to priority target students with significant academic needs (on a trajectory for a level 1 or 2), and therefore requiring greater intervention, for 4-6 weeks of face-to-face learning on school campuses from July to August.
 - ❑ Grades K-3 students for 2019-2020 (1-4 for 2020-2021) identified with a substantial deficiency in reading based on most recent available screening and progress monitoring assessment or other forms of assessment and teacher recommendations; K-3 students who may be at-risk of retention, and any third grade student with a substantial deficiency in reading must be prioritized.
 - ❑ Grades 4-5 students who were level 1 or 2 on their most recent FSA and are served in the lowest 300 performing or D and F schools across the state will also be eligible for summer program options to enhance literacy skills in reading and math.
 - ❑ Rising kindergarteners identified with limited language and emergent literacy skills as determined by the VPK assessments and teacher recommendations would also be served using an aligned strategy, with funding for this option coming from OEL allotted CARES Act Funds.
 - ❑ **When direct face-to-face services for the above Grades K-5 at-risk students are established, funds leftover may be used for direct in-person or blended instruction for students Grades K-12.**
- ❑ Districts and schools participating in these summer program options must commit portions of their funding from the K-12 Fund to ensure teacher effectiveness and qualifications; incentivize student attendance, including transportation and food; communications with staff and parents, mentoring and paraprofessional use; pre- and progress monitoring assessment selection and data sharing; instructional time and content; and connection with students' families.

Additional Strategies to Support Summer Learning

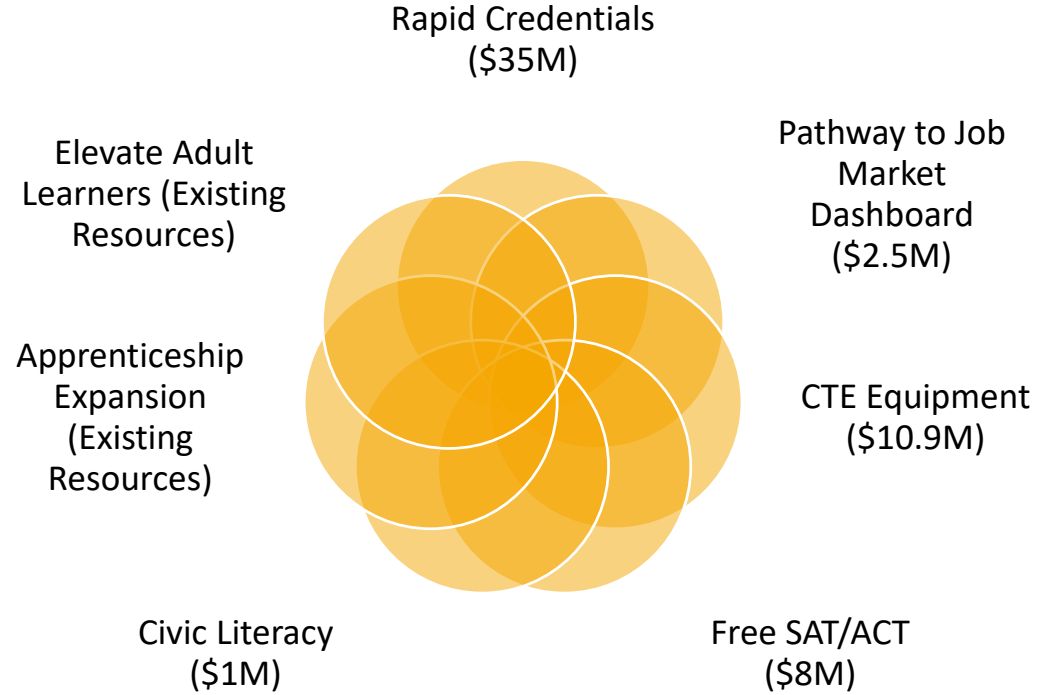
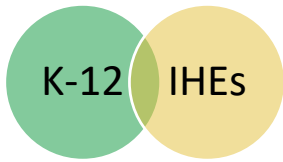
\$1 Million (from Governor's Fund)

- ❑ Within existing resources: Funding would be leveraged and braided with existing FDOE and district resources from the Reading Allocation and Supplemental Academic Instruction allocation as well as federal funds.
- ❑ Within existing resources: FDOE will engage all existing summer program providers – 21st Century, Boys and Girls Clubs, YMCA/YWCA, Faith-Based, etc. – to provide training and resources to support summer programs in delivering instruction and student learning supports to enhance academic growth.
- ❑ \$1 million: Provide mini-grants to existing summer providers to access and deliver high quality content, on-line content and consumable content to reinforce reading and math skills.

Teacher Professional Development

(from existing FDOE resources to supplement CARES)

- Survey current teachers across the state on what resources and supports they believe would be helpful for them to do their job well, feel supported/appreciated, and share resources and supports needed to improve student learning.
- Providing statewide training to raise teacher morale, big name speakers to motivate and encourage all, recognizing and showing appreciation for the profession and provide packaged and/or online resources.
- Professional development available for free to help teachers build knowledge and skill to teach reading.
- Packaged resources:
 - Student center activities aligned to Florida’s new B.E.S.T. Standards (electronically/C-PALMS).
 - Classroom Libraries (aligned to embedded standards booklists) – to provide and partner with publisher to provide/ship books to all elementary schools in need of improvement.
 - At-Home Reading Packets for Families – to support teachers with providing ready-to-go resources for families to reinforce reading skills taught in school.
 - Resources to support teachers with initial engagement with families prior to the new school year starting (tips to engage, resources such as postcards to welcome families to the New Year, automated messages to help families gear up for the new school year, etc.



Part 3: CARES – Progress to College and Career

Rapid Credentials

\$35 Million (from Governor's Fund)

- ❑ In partnership with the state's 28 Florida College System (FCS) institutions and the state's 48 technical colleges, FDOE is proposing to increase capacity around short-term, in-demand 1) *technical certificate programs* (i.e., short, *credit* options offered by all our FCS institutions); 2) market-driven and in-demand *clock hour career certificate programs* (i.e., short, vocational training programs offered by our technical colleges); and 3) engaging, transformative, in-demand *industry certification* preparation courses (i.e., courses that culminate in an industry-recognized certification that can articulate into college credit).
- ❑ FDOE has identified over 100 of these programs statewide and has cross-walked them to CareerSource Florida's in-demand sector strategies.
- ❑ All three (i.e., technical certificates, clock hour career certificates and industry certifications) of these workforce education-related options are accessible, affordable and articulate into "higher-level" credentials (i.e., AS degrees or BAS degrees) that will make Florida a national exemplar in COVID-19 economic stabilization and recovery efforts.
- ❑ Looking *forward*, FDOE intends to bring all of its resources to bear in helping faculty, administrators and staff provide the necessary resources to reimagine its postsecondary CTE offerings as a mechanism for economic and social mobility.
- ❑ This proposal marries perfectly with the following Dashboard concept, the state's new Perkins V Plan and partnership with CareerSource Florida and regional workforce boards and the state's WIOA funding support of online CTE instruction.

Pathway to Job Market Dashboard

\$2.5 Million (from Governor's Fund)

- ❑ Further meets the goals of [Executive Order 19-31](#) by positioning Florida to become #1 in workforce education by 2030, developing a technology platform to provide accurate quantitative data on all of Florida's CTE courses/programs.
- ❑ For economic recovery, postsecondary technical/vocational certifications are an increasingly viable route to well-paying middle-skill jobs and careers in critical needs areas. In Florida, these areas include healthcare technicians, first responders, trades, manufacturing, supply chain and logistics, and general business administration.
- ❑ Currently, CTE data is captured and collected locally and available to FDOE upon request. FDOE would source a technology platform that would provide quantitative data on all of its CTE courses and programs at the state and regional level. The tool would provide internal and external CTE stakeholders a "cockpit view" of the performance (e.g., established performance quality indicators and extent of the program's market alignment) of Florida's credentials of value.
- ❑ The platform would integrate all existing labor market information resources and data, analyzing and aggregating them in a way that paints the most comprehensive and accurate picture possible of the labor market. The platform would be housed within and maintained by FDOE, and integrate data from all secondary CTE programs and all CTE programs within the state's postsecondary system (i.e., all Florida College System institutions and state technical colleges).
- ❑ In the end, the dashboard would permit all of the state's workforce and economic development agencies to access and capture key workforce intelligence and analytics.

CTE Equipment \$10.9 Million (from Governor's Fund)

- Infrastructure and equipment grants for K-12 schools or technical colleges that could support in-demand CTE programs of study for K-12 students.
- Funding awards based on base allocation of \$55K per district and then \$10K more per K-12 school or technical college who serves K-12 district CTE students with select CTE programs.
- This dollar amount is needed to make a meaningful impact for LEAs and their corresponding technical colleges.
- CTE programs are costly to run and districts often require additional resources to purchase industry-standard technology and equipment.

Free SAT/ACT \$8 Million (from FDOE's 10% of K-12 Fund)

- Florida will provide up to \$8 million for vouchers to allow public school students to take the SAT or ACT for free during the 2020-2021 academic year.
- To provide all students, especially traditionally underserved populations, with an opportunity to take the SAT or ACT free of charge which may qualify them for admissions to a postsecondary institution and qualify them to earn a Bright Futures scholarship.
- Estimated 200,000 students at \$40 per test.

K-12

Civic Literacy

\$1 Million (from Governor's Fund)

"Knowledge is in every country the surest basis of public happiness. To the security of a free Constitution it contributes in various ways: by convincing those, who are entrusted with the public administration, that every valuable end of government is best answered by the enlightened confidence of the people and by teaching the people themselves to know and to value their own rights."
– George Washington

- ❑ Matching grants for LEAs that voluntarily administer the Florida Civics HS exam, helping with expenses related to the administration of the exam.
- ❑ As of March 2020, 30 districts and 235 schools planned to implement the test, although only Escambia and Hardee school districts were able to do so before the interruptions of COVID-19.
- ❑ These funds will help incentivize all those districts that were interested by supporting their 2020-2021 implementation of the test, which is both informative to students about their readiness to be great advocates for themselves and also allows students to opt out of a similar test in Florida's postsecondary institutions.
- ❑ Early findings from the University of North Florida showed that when students who took the test and did not pass were presented with the option of re-taking it, they opted instead to enroll in a civics course.

Apprenticeship Expansion

(from existing FDOE resources to supplement CARES)

- ❑ FDOE is continuing to double down on apprenticeship expansion, registering almost a dozen new programs within the last two months. Registered apprenticeships (especially those connected to college credit offered by our FCS institutions) are a proven solution for businesses to recruit, train and retain highly skilled workers. Registered apprentices earn wages while learning occupational specific skills and avoiding any debt.
- ❑ *Apprentice Florida* is an existing CareerSource Florida and Department of Education outreach strategy providing businesses, including targeted industries of information technology, advanced manufacturing, healthcare, hospitality, trade and logistics and construction, with information and resources to help establish or expand registered apprenticeship programs.
- ❑ FDOE will leverage the growth of registered apprenticeship programs as a means to support the entirety of these efforts to help Floridians upskill and transition to recovery-oriented careers.
- ❑ FDOE has applied for a new \$6 million Department of Labor Registered Apprenticeship Grant and, if awarded, will leverage this to support efforts aimed at helping Floridians upskill and transition to recovery-oriented careers.

Elevate Adult Learners

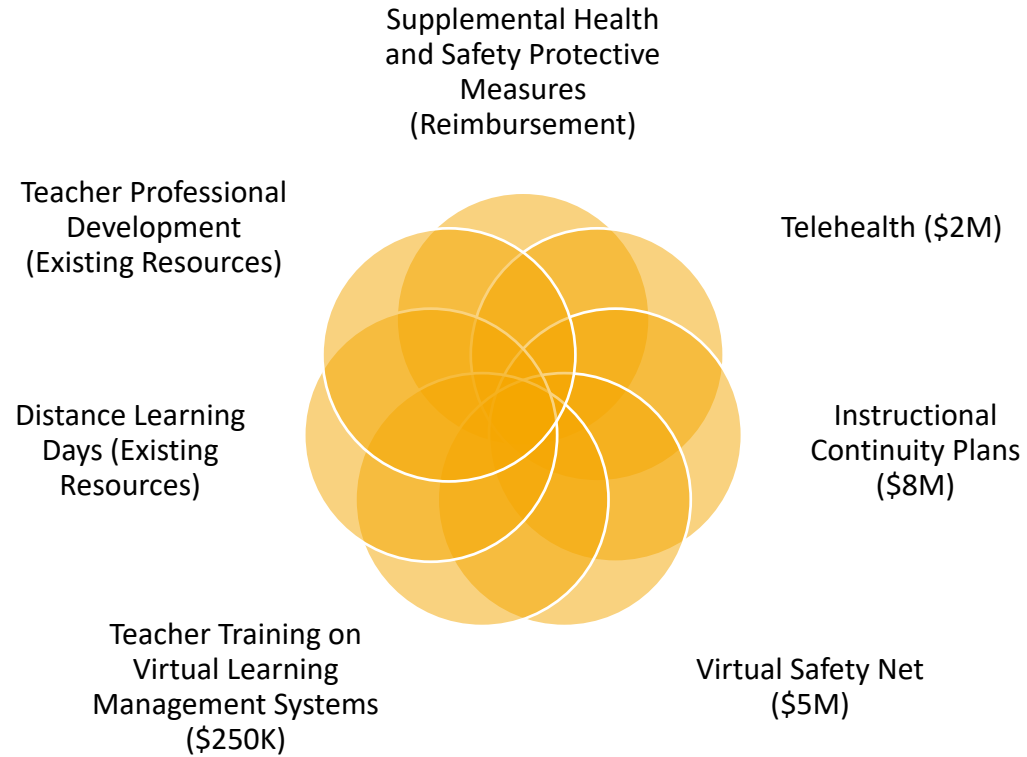
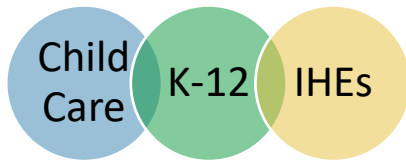
(from existing FDOE resources to supplement CARES)

- ❑ Within existing Perkins Act resources: FDOE will allocate existing resources to competitively source an accredited provider to implement a virtual high school diploma program for adults, incorporating industry recognized credentials and certifications. This is a great idea to support adults who will be seeking to upskill and have realized how economically vulnerable they are with a struggling economy without a diploma and credential or certification.

Reimagining Workforce Preparation Grant

(applying for US DOE grant to supplement CARES)

- FDOE intends to apply for the newly launched [Reimagining Workforce Preparation Grants](#) that will provide “support to help States leverage the power of entrepreneurship to create new educational opportunities and pathways that help citizens return to work, small businesses recover, and new entrepreneurs thrive.”
- FDOE would use these grant dollars to supplement the Rapid Credentials work in this plan and to augment existing efforts around entrepreneurship and innovation associated with its new Perkins V State Plan.



Part 3: CARES – Healthy and Safe Learning Environments



Supplemental Health and Safety Protective Measures

87.5% Reimbursement (from FEMA and FDEM reimbursement)

- ❑ Educational programs from child care to postsecondary are already incurring costs to undertake the “protective measures” necessary to create and sustain healthier learning environments for students, teachers and staff.
- ❑ Schools should maintain an adequate supply of necessary supplies and materials to undertake those emergency protective measures, including cloth face coverings, supplies for cleaning and disinfecting, hand sanitizer, bleach wipes and spray and other personal protective equipment (PPE).
- ❑ The Florida Division of Emergency Management (FDEM) will coordinate with FDOE and Florida’s public schools to secure up to 87.5% reimbursement for both prior and forward-looking costs of protective measures.
- ❑ Additionally, LEAs, public charter schools and postsecondary institutions can also use their CARES Act funds to purchase testing kits for on-site administration, where appropriate and with guidance from county health departments.
 - ❑ **If conducting testing for COVID-19 on-site, districts and schools must implement procedures that comply with health care and [privacy laws](#) and, when applicable, obtain the explicit approval of parents.**

Telehealth

\$2 Million (from Governor's Fund)

- ❑ FDOE would provide mini-grants to all K-12 school districts, school district consortia, charter networks and private school networks to help train those districts and schools in best practices to deploy telehealth throughout Florida.
- ❑ FDOE would collaborate with the Florida Department of Children and Families (DCF) and the Agency for Health Care Administration (AHCA) to use the \$2 million to support their existing efforts to deploy additional [therapeutic/clinical tele-mental health services](#) to ensure barriers to accessing these services when needed are mitigated.
- ❑ School districts and schools need these supports to ensure that dollars flow successfully to well-designed, research-informed practices to support tele-counseling and tele-social work services.
- ❑ Training will also be needed for all school counselors, social workers and school psychologists, supporting these professionals and educators who are providing on-line services in the identification of in-home crises that students experience while receiving services through virtual education.

Instructional Continuity Plans

\$8 Million (from FDOE's 10% of K-12 Fund)

- ❑ FDOE works hand in hand with parents, teachers, educators, and community members to improve Florida's education system for students of all backgrounds and abilities. When standard operating procedures are disrupted due to emergency situations, each district may be asked to implement their Instructional Continuity Plan (ICP), their plan for implementing distance learning in the event of unanticipated campus closures for an extended period of time. The Instructional Continuity Plan can be deployed for periods of time ranging from a day or week, to a month, a semester or even longer if necessary. Each district's ICP communicates and establishes local-level policies and procedures for providing continued instructional and learning support services to their educational community.
- ❑ FDOE would provide LEAs with an \$8 million budget, 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.
- ❑ FDOE would work with school districts to design optimal ways to make use of these funds and ultimately upskill district and school staff to be ready for future use of their ICPs.

Virtual Safety Net

\$5 Million (from FDOE's 10% of K-12 Fund)

- ❑ Florida Virtual School (FLVS) has already invested nearly \$4 million out of existing resources to offer 100 free courses to all schools in Florida, enhanced their existing learning management system and provided Florida with a virtual safety net that could serve 2.7 million students.
- ❑ This \$5 million investment would recoup those funds and also invest further by increasing capacity to 4 million total students.
- ❑ With 3.3 million students enrolled in either a public or private school, along with another 100,000 learning at home, the capacity to serve 4 million students would more than prepare Florida for future crisis response.
- ❑ Additionally, the restoration of these funds is necessary, as FLVS needs funding restored to its reserves, long-term, in case concurrent usage was unexpectedly high during a crisis. Concurrent usage in effect refers to the number of students using FLVS' learning management system at the exact same moment.
- ❑ For the duration of the COVID-19 disruptions to the education system, FLVS will extend its relief service to provide all Florida students access to FLVS' digital course content (content services), provided that the districts/schools have a learning management system in place.

Teacher Training on Virtual Learning Management Systems

\$250K (from FDOE's 10% of K-12 Fund)

- ❑ \$250K: Florida Virtual School (FLVS) will continue to provide its 6-hour Virtual Teacher Training (VTT) course for every public school teacher in Florida until all public school teachers are trained.
 - ❑ The VTT course is an asynchronous course that showcases FLVS platforms, processes and online teaching best practices to accommodate Florida district teachers who are asked to teach in an online environment.
 - ❑ Florida public school teachers who take this 6-hour course will be prepared to instruct through any school district's FLVS franchise.
 - ❑ FLVS can provide this training for up to 10,000 teachers per week.
- ❑ Within existing resources: FDOE will further support districts and schools' teacher professional development on the following:
 - ❑ Teaching through their district's learning management system.
 - ❑ Distance learning for specialized forms of instruction, like students with special needs.
 - ❑ Delivering high quality instruction in a digital learning environment.
 - ❑ Districts and schools will also need guidance on integrating distance learning professional development into their current practices by which teachers earn their required 120 hours of professional learning every 5 years.
 - ❑ Districts and schools will further need guidance on conducting a needs assessment.
 - ❑ FDOE will help districts and schools identify high quality professional learning facilitators in the digital teaching.

Distance Learning Days

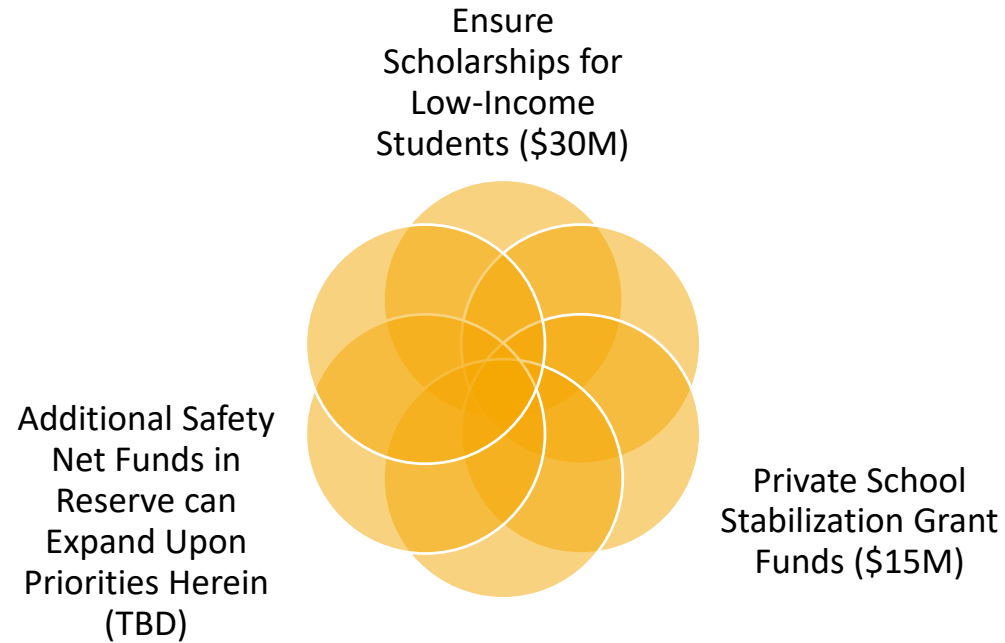
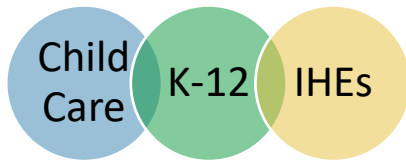
(from existing FDOE resources to supplement CARES)

- Students and teachers need support creating the “muscle memory” for distance learning, as learning outside the classroom is not a skill equally shared by all students and teachers today. Unquestionably, some students and teachers were better prepared for this transition than others, for a variety of reasons, and this support is necessary should the need arise again for periods of required distance learning.
- Schools and districts will also need FDOE’s support with professional development, instructional design and creating model plans for implementation of these innovations.
- FDOE will work with districts and schools to create a normalized schedule of planned distance learning days and subsequent learning opportunities for teachers and students to become more familiar with distance learning.
- Schools and districts could schedule these days much like teacher planning days, once each month, with training for teachers, students and even parents/guardians to learn how to utilize distance learning tools.
- FDOE will work with districts and schools to identify means of training students and their parents/guardians.
- These days could also become pathways for districts to ensure that students have dedicated time for learning models for [statutorily required instruction, like mental health and substance abuse education](#).

Rethink K-12 Education Models Grant

(applying for US DOE grant to supplement CARES)

- ❑ FDOE is going to apply for the newly launched [Rethink K-12 Education Models Grant](#) that “aimed at opening new, innovative ways for students to access K-12 education with an emphasis on meeting students' needs during the coronavirus national emergency.”
- ❑ FDOE would use these grant dollars to support families, school and district transitions to innovative new distance learning models.



Part 4: CARES – Safety Net Funds in Reserve

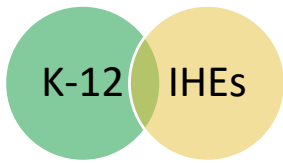
Ensure Scholarships for Low-Income Students Up to \$30 Million (from Governor's Fund)

- Annually, Florida's Tax Credit Scholarship Program provides more than 100,000 low-income students with scholarships that are funded privately through contributions from corporate donors to non-profit scholarship funding organizations.
- Economic uncertainty has slowed commitments for contribution renewals, creating doubt about supports for these 100% low-income and 73% minority students.
- Up to \$30 million will be reserved, if necessary, to ensure these life-altering scholarships are protected for those students who are seeking to renew their existing scholarships.
- Any unused funds would first supplement the Private School Stabilization Fund before being considered for reallocation elsewhere.

Private School Stabilization Grant Funds

\$15 Million (from Governor's Fund)

- Recent surveys indicate nearly 73% of scholarship participating private schools are seeing declines in re-enrollment compared to 2019; and
- A nearly identical percentage of private schools have heard from parents who may not be able to pay tuition for the 2020-2021 school year.
- During the Great Recession, 2008-2009 was a peak in difficulty for private schools, when a net of 121 closed that year due to financial constraints of tuition paying families.
- In order to avoid such an immediate pressure on schools, this plan would allocate at least \$15 million in reserve for grant funding that private schools which serve student populations of 50% or more state scholarship students can apply for.



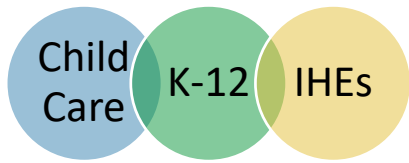
Appendix: Additional State and Federal Requirements

Funding Equity

- ❑ 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.
- ❑ The Education Stabilization Fund requires that LEAs receiving either the 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.
 - ❑ Under Title I, Part A, the LEAs are not allowed to reimburse private schools for expenditures (such as salaries), but must provide services on behalf of the private schools.
 - ❑ Requires that the control of funds and title to property, materials and equipment purchased remains with the LEA.

Assurances

- ❑ The Education Stabilization Fund requires that LEAs, states, IHEs or other entities that receive funds shall, to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruption due to coronavirus.
- ❑ A state's application for funds to carry out the Education Stabilization Fund includes assurances that the state will maintain support for elementary and secondary education and higher education, including state funding for IHEs and need-based financial aid, but does not include capital projects or research and development in fiscal years 2020 and 2021, based on the average of the prior three years preceding the Act.
 - ❑ However, the U.S. Secretary of Education may waive the maintenance of effort requirement for states that have experienced a precipitous decline in financial resources.
- ❑ FDOE will provide more specific assurances for receipt of Governor's Fund and DOE's portion of the K-12 Fund dollars proposed herein.



Appendix: Matrix of Reopening Strategies and Resources

Matrix of Reopening Strategies and Resources

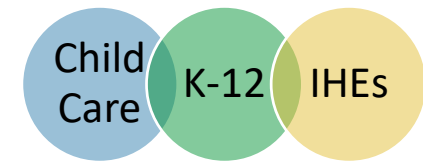
Reopening Strategies	Child Care	K-12	IHEs	Pages	Sources (if applicable)	Link (if applicable)
Reopening is a Locally and Learning Driven Decision	X	X	X	36-40, 50, 61, 64		
Reopening is a Locally and Learning Driven Decision	X	X	X	59	CDC	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html
General Guidance	X	X	X	41	Executive Office of the Governor	https://www.flgov.com/COVID-19
General Guidance	X	X	X	41	Re-Open Florida Task Force	https://www.flgov.com/wp-content/uploads/covid19/Taskforce%20Report.pdf
General Guidance	X	X	X	41	FDOH	https://floridahealthcovid19.gov/
General Guidance	X	X		41	FDOH	https://floridahealthcovid19.gov/schools/
General Guidance	X			41	FDCF	https://www.myflfamilies.com/covid19/child-care.shtml
General Guidance	X	X		59	CDC	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html
General Guidance	X			59	CDC	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html
General Guidance			X	59	CDC	https://www.cdc.gov/coronavirus/2019-ncov/community/colleges-universities/considerations.html
Phased-in Reopening	X	X	X	41	Re-Open Florida Task Force	https://www.flgov.com/wp-content/uploads/covid19/Taskforce%20Report.pdf
Phased-in Reopening	X	X	X	41	White House and CDC	https://www.whitehouse.gov/openingamerica/
Phased-in Reopening	X	X		42	Executive Office of the Governor	https://www.flgov.com/wp-content/uploads/2020/05/EO-20-131.pdf
Phased-in Reopening	X	X		42	FDOH	https://floridahealthcovid19.gov/wp-content/uploads/2020/05/FL-Summer-Camp-Guidance-FAQs-5-21-20.pdf
Phased-in Reopening			X	43		

Matrix of Reopening Strategies and Resources

Reopening Strategies	Child			Pages	Sources (if applicable)	Link (if applicable)
	Care	K-12	IHEs			
Class Size		X		58	Florida Constitution	http://www.leg.state.fl.us/Statutes/index.cfm?Mode=Constitution&Submenu=3&Tab=statutes#A9
Clean and Disinfect	X	X	X	36, 56	CDC	https://www.cdc.gov/coronavirus/2019-ncov/community/reopen-guidance.html
Clean and Disinfect	X	X	X	48-49	Re-Open Florida Task Force	https://www.flgov.com/wp-content/uploads/covid19/Taskforce%20Report.pdf
Clean and Disinfect	X	X	X	50-52, 55		
Clean and Disinfect	X	X	X	57	CDC	https://www.cdc.gov/coronavirus/2019-ncov/community/pdf/Reopening_America_Guidance.pdf
Clean and Disinfect	X	X	X	57	CDC	https://www.cdc.gov/coronavirus/2019-ncov/community/pdf/ReOpening_America_Cleaning_Disinfection_Decision_Tool.pdf
Clean and Disinfect		X		58	CDC	https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/bus-transit-operator.html
Clean and Disinfect	X	X	X	67	U.S. EPA	https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2
Clean and Disinfect	X	X	X	67	CDC	https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/cleaning-disinfection.html
Clean and Disinfect	X	X	X	67	CDC	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools.html#confirmed-case
Clean and Disinfect	X	X	X	85, 120		
Clean and Disinfect				88, 96-97, 99		
Clean and Disinfect	X					

Matrix of Reopening Strategies and Resources

Reopening Strategies	Child Care	K-12	IHEs	Pages	Sources (if applicable)	Link (if applicable)
Cloth Face Coverings (Face Masks)	X	X	X	47, 50		
Cloth Face Coverings (Face Masks)	X	X	X	54	CDC	https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html
Cloth Face Coverings (Face Masks)	X	X	X	54	FDOH	https://floridahealthcovid19.gov/prevention/
Cloth Face Coverings (Face Masks)		X		58	CDC	https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/bus-transit-operator.html
Cloth Face Coverings (Face Masks)	X	X	X	120		
Communicate Transparently	X	X	X	39, 62		
Communicate Transparently	X	X	X	52	Re-Open Florida Task Force	https://www.flgov.com/wp-content/uploads/covid19/Taskforce%20Report.pdf https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools.html#confirmed-case
Communicate Transparently	X	X	X	66	CDC	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools.html#confirmed-case
Communicate Transparently		X		75, 77, 122		
Communicate Transparently	X	X		107		
Community Events, Gatherings	X	X	X	51, 54, 65		
Community Events, Gatherings		X		53		
Community Events, Gatherings	X	X	X	68	FDOH	https://floridahealthcovid19.gov/community-events/



Matrix of Reopening Strategies and Resources

Reopening Strategies	Child Care	K-12	IHEs	Pages	Sources (if applicable)	Link (if applicable)
Community Supports, Partnerships	X	X	X	41		
Community Supports, Partnerships	X	X	X	40	Re-Open Florida Task Force	https://www.flgov.com/wp-content/uploads/covid19/Taskforce%20Report.pdf
Contact Tracing	X	X	X	49, 51		
Contact Tracing	X	X		55		
Contact Tracing		X		58		
Contact Tracing	X	X	X	62	CDC	https://www.cdc.gov/coronavirus/2019-ncov/php/contact-tracing/index.html
Contact Tracing	X	X	X	62	CDC	https://www.cdc.gov/globalhealth/stories/images/training_algorithm.jpg
Contact Tracing	X	X		69	CDC	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools.html#schools-prepare
Contact Tracing			X	71	CDC	https://www.cdc.gov/coronavirus/2019-ncov/community/guidance-ihe-response.html#role
Crisis Response Team	X	X	X	39, 50, 53		
Extracurriculars	X	X	X	45-46, 52		
Extracurriculars		X		53	FDOH	https://floridahealthcovid19.gov/community-events/
Extracurriculars	X	X	X	65	CDC	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools.html#confirmed-case

Matrix of Reopening Strategies and Resources

Reopening Strategies	Child Care	K-12	IHEs	Pages	Sources (if applicable)	Link (if applicable)
General Risk Mitigation for Employers	X	X	X	49	Re-Open Florida Task Force	https://www.flgov.com/wp-content/uploads/covid19/Taskforce%20Report.pdf
General Risk Mitigation for Individuals	X	X	X	48	Re-Open Florida Task Force	https://www.flgov.com/wp-content/uploads/covid19/Taskforce%20Report.pdf
If You Feel Sick or Care for a Sick Person	X	X	X	48-49	CDC	https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/index.html
If You Feel Sick or Care for a Sick Person	X	X	X	51-52, 77		
If You Feel Sick or Care for a Sick Person			X	70	CDC	https://www.cdc.gov/coronavirus/2019-ncov/community/guidance-ihe-response.html#role
Instructional Continuity	X	X	X	38	American Academy of Pediatrics	https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/covid-19-planning-considerations-return-to-in-person-education-in-schools/
Instructional Continuity		X		74-78, 122		
International Travel or Study Abroad Programs			X	59	CDC	https://www.cdc.gov/coronavirus/2019-ncov/community/student-foreign-travel.html
Medical Vulnerabilities	X	X	X	47-48	CDC	https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/index.html
Medical Vulnerabilities	X	X	X	47	Re-Open Florida Task Force	https://www.flgov.com/wp-content/uploads/covid19/Taskforce%20Report.pdf
Medical Vulnerabilities	X	X	X	54		

Matrix of Reopening Strategies and Resources

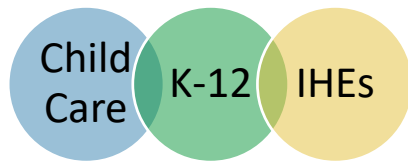
Reopening Strategies	Child Care	K-12	IHEs	Pages	Sources (if applicable)	Link (if applicable)
Mental and Behavioral Health and Telehealth		X		15, 39, 77, 86, 121	FDOE	http://www.fldoe.org/core/fileparse.php/19887/urlt/050520-mbhtsfs.pdf
Mental and Behavioral Health and Telehealth	X	X	X	39-40		
Mental and Behavioral Health and Telehealth			X	70		
Mental and Behavioral Health and Telehealth		X		125	FDOE	http://fldoe.org/schools/healthy-schools/HealthEducationPlans.stml
Pediatric Health Data	X	X	X	48	CDC	https://www.cdc.gov/coronavirus/2019-ncov/hcp/pediatric-hcp.html
Pediatric Health Data	X	X	X	61	CDC	https://www.cdc.gov/coronavirus/2019-ncov/covid-data/covidview/index.html
Pediatric Health Data	X	X	X	61	CDC	https://www.cdc.gov/flu/weekly/index.htm
Personal Protective Equipment (PPE)	X	X	X	50, 64, 120	American Enterprise Institute	
Protect Privacy	X	X	X	52	Institute	https://www.aei.org/wp-content/uploads/2020/05/A-Blueprint-for-Back-to-School.pdf
Protect Privacy	X	X	X	62	CDC	https://www.cdc.gov/coronavirus/2019-ncov/php/contact-tracing/topics-for-contact-tracers.html
Protect Privacy	X	X	X	63, 66, 78, 120	U.S. DOE	https://studentprivacy.ed.gov/resources/ferpa-and-coronavirus-disease-2019-covid-19
Redesign the School Day	X	X	X	50-51		
Redesign the School Day		X		58		

Matrix of Reopening Strategies and Resources

Reopening Strategies	Child Care	K-12	IHEs	Pages	Sources (if applicable)	Link (if applicable)
Reduce Risks At The Front Door	X	X	X	50		
Responding to a Confirmed Case	X	X	X	61-68		
Responding to a Confirmed Case	X	X		64	CDC	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools.html#schools-prepare
Responding to a Confirmed Case	X	X		64-69	CDC	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools.html#confirmed-case
Responding to a Confirmed Case			X	70	CDC	https://www.cdc.gov/coronavirus/2019-ncov/community/guidance-ihe-response.html#confirmed-case
Responding to a Confirmed Case			X	70-71	CDC	https://www.cdc.gov/coronavirus/2019-ncov/community/guidance-ihe-response.html#role
Risk Reduction Through a Culture of Teaching	X	X	X	44		
Safe Learning Zones	X	X	X	45		
Safety of Water Systems After Closures	X	X	X	56	CDC	https://www.cdc.gov/coronavirus/2019-ncov/php/building-water-system.html
School Buses		X		58	CDC	https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/bus-transit-operator.html
School Buses		X		58	CDC	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html#anchor_1589932027380

Matrix of Reopening Strategies and Resources

Reopening Strategies	Child Care	K-12	IHEs	Pages	Sources (if applicable)	Link (if applicable)
Social Distancing	X	X	X	36, 48-49	CDC	https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/social-distancing.html
Social Distancing	X	X	X	36	American Enterprise Institute	https://www.aei.org/wp-content/uploads/2020/03/National-Coronavirus-Response-a-Road-Map-to-Recovering-2.pdf
Social Distancing	X	X	X	45, 50-53, 54		
Student Drop-Off and Pick-Up	X	X		52		
Student Drop-Off and Pick-Up	X	X		55	CDC	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html#pickup
Symptoms	X	X	X	44, 51-52		
Symptoms	X	X	X	48-49	CDC	https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html
Symptoms		X		53		
Talking with Children About COVID-19	X	X		59	CDC	https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/talking-with-children.html
Test for COVID-19	X	X	X	49, 120		
Test for COVID-19	X	X	X	63	CDC	https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/testing.html
Win the 6 Key Stages of the Day	X	X	X	46		
Youth Programs and Summer Camps	X	X		42		
Youth Programs and Summer Camps	X	X		59	CDC	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/youth-programs-decision-tool.html



Appendix: Acknowledgements for Direction, Input and Research Utilized

FDOE would like to thank numerous individuals and agencies for their executive direction and support, and stakeholders such as the Re-Open Florida Task Force whose comments and ideas were embedded into this document.

Executive Branch

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Florida Agency for Health Care Administration
Florida Department of Children and Families
Florida Department of Health
Florida Division of Emergency Management
State Board of Education
CareerSource Florida

Members of the Re-Open Florida Task Force, including

Rogan Donnelly, President, Tervis
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Evelio C. Torres, President, ELC of Miami-Dade/Monroe
Joe York, President, AT&T Florida, Puerto Rico & U.S. Virgin Islands
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Florida Association of District Instructional Materials Administrators
Florida Association of School Administrators

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Florida Consortium of Public Charter Schools
Florida Education Association
Florida Medical Association
Florida PTA
Florida School Boards Association
Foundation for Excellence in Education (ExcelinEd)
Foundation for Orlando's Future
Heartland Educational Consortium
North East Florida Educational Consortium
Panhandle Area Educational Consortium
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State-Level Education Leaders

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Additional Research Cited

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Education Week
Economic Policy Institute
Lancet Public Health 2020
Medical Council on Alcohol
Strada Education Network
The Annie E. Casey Foundation
The White House
United States Department of Education
United States Environmental Protection Agency

Learn More about FDOE's Response and Recovery Efforts

- ❑ www.fldoe.org/em-response
 - ❑ Free Resources for Families and Teachers: www.fldoe.org/em-response/resources-families
 - ❑ Best Practices for Distance Learning: www.fldoe.org/em-response/distance-learning
 - ❑ Recursos en español: www.fldoe.org/em-response/spanish