# 2020-2021 School Year Information

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Information and Updates

Every day the Florida Department of Education (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, such as the current COVID-19 brick and mortar school closures, balancing normalcy with increased measures to enhance community safety can often be challenging.

For the latest information on COVID-19 related updates and to view approved school district reopening plans, visit the FDOE website at www.fldoe.org/em-response and for information on re-opening Florida’s school campuses, visit http://www.fldoe.org/core/fileparse.php/19861/urlt/FLDOEReopeningCARESAct.pdf. These pages continue to be the best place for daily updates and additional resources relating to our recovery efforts.

District and School Leader Supports

2020 Legislative Review


For more information, contact Jessica Fowler, legislative affairs operations consultant, at Jessica.Fowler@fldoe.org.

2020-2021 Clinical Education Program Developer Academy

Section (s.) 1004.04(5), Florida Statutes (F.S.), requires clinical educator training for all school district personnel, instructional personnel and individuals in postsecondary teacher preparation programs who instruct, supervise or direct teacher preparation students during field experience courses or internships.

In an effort to meet the needs of local educational agencies and institutions of higher education, the FDOE is inviting key members of your organization to participate in the Clinical Education Program Developer Academy (CEPDA), formerly known as the Clinical Education Facilitator Academy (CEFA). Please note that the content of the training is not changing; therefore, individuals who completed a past CEFA do not need to register for CEPDA.

This year, the academy will be offered in both virtual and face-to-face formats. The virtual version takes place over a nine-week period, while the in-person version consists of a three-day workshop, with the third day occurring a few weeks after the initial two days. Each format offers participants the opportunity to build content knowledge in the four essential skills of clinical educators, practice and receive feedback on active learning strategies, and receive support for the development or revision of their organization’ clinical education training program to incorporate the four skills.
Dates and locations for the upcoming academies are as follows:

- August 31-October 30, 2020, Virtual
- January 27-28 and February 24, 2021, Leon County, In-person
- April 5-June 4, 2021, Virtual


If you have questions or need assistance, please contact Kristen Gilley at Kristen.Gilley@fldoe.org or 850-245-0965.

2020-2021 Exceptional Student Education District Policies and Procedures

Pursuant to s. 1003.57, F.S., districts are required to submit for approval their policies and procedure for the provision of special education and services for exceptional students. This is required, per Rule 6A-6.03411, Florida Administrative Code (F.A.C.), as a prerequisite for the district’s use of weighted cost factors under the Florida Education Finance Program (FEFP) and is a component of the district’s application for funds available under the Individuals with Disabilities Education Act. These policies and procedures must have the approval of the local district. After preapproval by the Bureau of Exceptional Education and Student Services, the signature document indicating school board approval is due to FDOE no later than December 1, 2020. As a reminder, Appendix G: District Procedures During a Declared State of Emergency must contain the following items:

- For the 2020-2021 Special Programs and Procedures (SP&P), districts should be sure to include the district’s plan to assess and address any gaps in learning and related skills such as speech/language for students with disabilities within the district due to the impact of school closures as a result of COVID-19 (which should include considerations for Extended School Year (ESY) within a comprehensive plan that also includes proactive dispute resolution, health and safety, assistive technology considerations, etc.) and identify which positions will be serving on the district’s crisis response team to address responses specific to the district’s students with disabilities.

- These plans should also include “plans for medically vulnerable students” who come to school, and how school health staff will develop school health comprehensive care plans in consultation with the county health department. This plan should detail how schools will 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.

- Additionally, include how the district plans to regularly communicate to families of students with disabilities regarding Rule 6A-6.03411(1)(a) and (b), F.A.C.

Please feel free to contact the Bureau of Exceptional Education and Student Services at (850) 245-0475 with any questions related to these required submissions.

2020-2021 K-12 English Language Arts Instructional Materials Adoption

The 2020-2021 K-12 English Language Arts Instructional Materials Adoption is scheduled to open to publishers to submit their intended bids on September 1, 2020. Further information and updates on the adoption can be found at http://www.fldoe.org/academics/standards/instructional-materials.

To apply to be an expert reviewer for the adoption, you will need to create a user account on the adoption portal, https://www.flimadoption.org/, and then submit the formal application and required paperwork.
The Call for Reviewers can also be found at http://www.fldoe.org/academics/standards/instructional-materials.

For questions regarding instructional materials adoption, please contact IMstaff@fldoe.org.

Adult General Education

Florida’s Unified State Plan is focused on being a mechanism for social and economic transformation of the lives of adult education students and their families. The Adult Education curriculum frameworks will be aligned to the new Florida Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards to prepare adult education students to be college and career ready. Adult education students must have access to the same quality standards and instruction as our K-12 students, as both sets of students are on an upward trajectory to postsecondary education and careers in demand now and in the future. This is one strategy to help realize Governor DeSantis’ vision of making Florida #1 in workforce education by 2030.

The 2020-2021 Adult General Education Curriculum Frameworks and are available at http://www.fldoe.org/academics/career-adult-edu/adult-edu/2020-2021-adult-edu-curriculum-frameworks.stml. Adult education programs include Adult Basic Education, Adult High School, Adult High School Co-Enrolled, Applied Academics for Adult Education, English for Speakers of Other Languages (ESOL) and GED® Preparation Programs. There were no substantive changes made to the adult education frameworks for the 2020-2021 academic year. The Adult High School Co-Enrolled Eligibility List, as required by s. 1011.80(11), F.S., will be posted at the same site as listed above upon review of section 3 of the 2020-2021 Course Code Directory for Grades 9-12 and Adult Education Courses. An accompanying memorandum will also be posted as part of the release of the Adult High School Co-Enrolled Eligibility list. In addition, the 2020-2021 Florida Adult Education Assessment Technical Assistance Paper is available at http://www.fldoe.org/core/fileparse.php/7522/urlt/2021FloridaAssessmentPolicy.pdf.

For more information, please contact Carol Bailey, adult education program director, at Carol.Bailey@fldoe.org.

Apprenticeship

The expansion of registered apprenticeship and pre-apprenticeship programs continues to remain a priority of the Governor and the Commissioner of Education. Please visit the https://apprenticeflorida.com/ website for more information.

Registered Apprenticeship is another pathway to success that graduating students can embrace as they ponder their future career paths. Apprenticeship programs range from one year to five years (depending on occupation). Apprentices primarily work full-time earning a respectable income while attending occupational related instruction. Apprentice wages increase in direct relation to their level of skill and knowledge gains. If the apprenticeship program has partnered with a public educational institution, apprentices are not charged a tuition. Apprentices, in some occupations, earn college credit which could be applied to an apprentice’s continuing education goals. All registered apprentices who successfully complete a registered apprenticeship program receive an Apprenticeship Completion Certificate issued by the FDOE, which is recognized by the U.S. Department of Labor and is nationally portable.
Registered pre-apprenticeship programs in high schools is a great option for juniors and seniors which allows them to remain in their chosen career and technical education (CTE) courses while at the same time receiving credit toward the entrance into a Registered Apprenticeship program. Pre-apprentices who successfully complete all the requirements of the pre-apprenticeship program receive a completion certificate from the FDOE. Pre-apprentice completers receive the same consideration as a veteran during the apprenticeship program selection process.

Toward these ends, the 2020 General Appropriations Act provides $10 million to the Pathways to Career Opportunities Grant fund for the expansion of registered apprenticeship training opportunities in Florida in view of filling the demand for skilled workers needed to support Florida’s growing economy.

Funds must be used to implement a program expansion or new program development which increases the number of apprenticeship training opportunities in Florida. A new program is defined as the development of a new registered apprenticeship program. A program expansion is defined as an increase in overall capacity to enroll additional apprentices in a currently registered apprenticeship program. Eligible applicants include high schools, school district technical colleges and charter technical colleges, Florida College System institutions, or other entities authorized to sponsor an apprenticeship or pre-apprenticeship program as defined in s. 446.071, F.S. The funds will be awarded through a competitive request for proposal process. The FDOE will share the announcement of the RFP upon its release. For more information, visit http://www.fldoe.org/pathwaysgrant/ or contact CareerandAdultEd@fldoe.org.


Assistance for Educator Certification Applicants

The Bureau of Educator Certification has released a short video to assist certification applicants with the online application. To view the video, visit http://www.fldoe.org/teaching/certification/on-line-application-status-lookup-site.stml. Some information related to certificate extensions and out-of-field teachers can be found below. For more information call the Customer Access Number at 1-800-445-6739.

**Extensions to All Temporary and Professional Certificates Expiring in 2020**

- All Temporary and Professional Certificates expiring in 2020 have been extended to December 31, 2020. This extension is free and automatic, so there is no action required on the part of educators or districts.
- This extension applies to all certificate types (only Exchange Teacher Certificates are excluded).
- The emergency order does not apply to statement of status of eligibility (SOE) letters.

**Process for Requesting Extensions**

- In addition to the free and automatic extension to December 31, 2020, there are existing processes in place for educators to request an extension to their Florida Educator Certificate per Rules 6A-4.004, F.A.C., and 6A-4.0051, F.A.C. We have outlined existing options below for your reference.
  - For educators with a Temporary Educator Certificate, the educator may request that their employing school district submit an “Extension to Temporary” application (Application 6010) to the Bureau of Educator Certification following the provisions defined in Rule 6A-4.004(1)c, F.A.C. School district certification personnel can submit this application via the Online Licensing Service Site (Versa) at https://flcertify.fldoe.org/datamart/login.do.
  - For educators with a Professional Educator Certificate, the educator may submit an
“Extension to Professional” application (Application 6015) to the Bureau of Educator Certification following the provisions outlined in Rule 6A-4.0051(3)(f), F.A.C. This application can be submitted through the Online Licensing Service Site (Versa) at https://flcertify.fldoe.org/datamart/login.do.

- An applicant cannot request consecutive (back-to-back) extensions for the Temporary or Professional Certificate.
- If an applicant holds the two-year non-renewable Temporary Certificate in Speech Language Impaired (SLI) or the five-year non-renewable Professional Certificate in SLI, then they do not qualify for an extension. These special non-renewable certificates for SLI are only issued once and cannot be extended.
- More information on extensions to Temporary and Professional Certificates can be found in our 2020 Partnership Manual.

Out-of-Field Reporting

- We are still exploring how to best serve those educators who are currently out-of-field and are unable to test due to the COVID-19 pandemic. However, there are provisions in Rule 6A-1.0503, F.A.C., that will allow an educator to work out-of-field beyond their first year as an out-of-field teacher.
  - Per Rule 6A-1.0503 F.A.C., “an individual assigned to teach out-of-field in a subject other than ESOL shall complete at least six (6) semester hours of college credit or the equivalent inservice toward the appropriate certification required in paragraph (2)(a), within one (1) calendar year from date of initial appointment to the out-of-field assignment and each calendar year thereafter until all requirements are completed for the appropriate subject certification.”

Bright Futures Updates

Changes were made to the Florida Bright Futures Scholarship Program during the 2020 Florida Legislative Session as a result of Senate Bill (SB) 72. Please share the information below with the appropriate personnel.

- Florida Academic Scholars (FAS): Beginning with the 2020-2021 fiscal year, the additional $300 per term stipend for textbooks will be specified in the General Appropriations Act (GAA) rather than specified in Florida Statutes.
- Florida Medallion Scholars (FMS): Beginning with the fall 2021 term, FMS recipients enrolled in an associate degree program at a Florida College System institution may be eligible to receive an award equal to 100 percent of tuition and specific fees.

For more information about the Bright Futures scholarship, contact osfa@fldoe.org.

Bureau of Standards and Instructional Support

The standards-based content taught and learned in the arts, computer science, health education, instructional technology, library media and physical education contribute to a student’s well-rounded education. Integrating content from these courses leads to the following benefits: increased motivation, improved academic achievement, and new communication and collaboration skills. The Bureau of Standards and Instructional Support is available to provide professional learning opportunities to districts or schools. Please contact the following program specialists for assistance.

Arts Education - Erin O’Connor - Erin.OConnor@fldoe.org
CPALMS

CPALMS is the official public school K-12 repository for Florida’s standards, courses and aligned resources. Supported by the FDOE, CPALMS is developed by the Florida Center for Research in STEM (FCR-STEM) at Florida State University. In response to the pandemic, CPALMS opened all resource collections to students and parents as well as Florida teachers; daily usage rates as students started distance learning increased from approximately 48,000 to over 75,000. The planned release of the updated interface was also fast tracked so that the site would be more user friendly. Some of the new features added are listed below:

Resource Updates:

- More than 13,000 published resources are now freely accessible. All resources have been vetted by peer teachers and subject area experts. More than 90% of the resources are original and created specifically for Florida’s standards. Of these resources there are:
  - More than 5,000 lesson plans for K-12 mathematics, science and ELA.
  - More than 560 Model Eliciting Activities (MEAs) – open-ended, real-life problems with engineering concepts. Information and access may be found at: http://www.cpalms.org/Public/ResourceCollection/Preview/59.
  - More than 460 CPALMS Perspectives videos showcasing the use of mathematics and science concepts in real-world applications and hobbies. Information and access may be found at: http://www.cpalms.org/Public/ResourceCollectioncategory/Preview/42. The Perspectives videos are now close captioned in Spanish as well as English.
  - More than 570 text complexity resources available for mathematics and science teachers to incorporate appropriately complex texts aligned with the standards for literacy in technical subjects. Information and access may be found at http://www.cpalms.org/Public/ResourceCollection/Preview/87.
  - More than 1,800 formative assessments for mathematics and ELA. Information and access may be found at:
- More than 950 original student tutorials that are supplemental interactive online lessons for students, available at www.FloridaStudents.org or https://www.cpalms.org/Public/ResourceCollectioncategory/Preview/41.
- The homepage has been completely redesigned with a much cleaner look and feel. New videos have been created to aid teachers, parents, and students in using CPALMS for learning and teaching from home.
- The course pages have also undergone a complete layout change which highlights the standards/benchmark information to make them more easily accessible.
• A CPALMS Standards app for iOS and Android has been released. It is the highest rated standards app available for any state at this time. Here are the links to download them:

• A state-adopted materials tab is now available on courses with materials adopted in 2019-20. As new adoptions occur these materials will be visible on relevant courses and will be available as a resource line in the CMAP.

• Course tiles now display a red flag if a course has been terminated; when searching for courses this now makes it much clearer which are the current course offerings.

• CPALMS is fully mobile and tablet friendly. All teachers may register for a free account to access all the available resources and tools. Also included is the CPALMS student tutorial site at www.FloridaStudents.org.

For more information, contact Katrina Figgett, director of innovation and implementation, at Katrina.Figgett@fldoe.org.

Career and Professional Education (CAPE)

The Florida Career and Professional Education (CAPE) Act was created in 2007 to provide a statewide planning partnership between the business and education communities in order to attract, expand and retain targeted, high-value industry and to sustain a strong knowledge-based economy. The primary purpose of the CAPE Act is to:

• Improve middle and high school academic performance by providing rigorous and relevant curriculum opportunities;
• Provide rigorous and relevant career-themed courses that articulate to postsecondary-level coursework and lead to industry certification;
• Support local and regional economic development;
• Respond to Florida’s critical workforce needs; and
• Provide access to high-wage, high-demand careers.

Participation in CAPE can be very beneficial for students. Students are able to earn industry certifications, which make them more college and career ready. Some industry certifications articulate for college credit. College credit articulated through industry certifications may contribute to requirements for the Gold Seal CAPE (GSC) Scholarship. Other benefits include bonus FTE funding, teacher bonuses and contribution to the school grades/acceleration formula.

An industry certification is a voluntary process through which students are assessed by an independent, third-party certifying entity using predetermined standards for knowledge, skills and competencies, resulting in the award of a credential that is nationally recognized. Digital tool certificates assess digital skills necessary for a student’s academic work and are appropriate for elementary and middle grades students. Industry Certifications and Digital Tool Certificates, which may be reported to the FDOE, are included on the CAPE Industry Certification Funding List.

Beginning with the 2019-2020 school year, the CAPE Industry Certification Funding List includes a maximum of 30 digital tool certificates. The digital tool certificates included on the 2019-2020 list will be carried forward in 2020-2021. Any additional digital tool certificates will be identified through a competitive procurement process and posted by June 15, 2020. To access the 2020-2021 digital tool certificates, please visit the CAPE-Secondary website.
For the 2020-2021 school year, a number of industry certifications have been recommended by the CareerSource Florida Board for the 2020-2021 year only and will be removed from the list on June 30, 2021.

In order for industry certifications to be delivered and reported, districts and schools must comply with Rule 6A-6.0573, F.A.C., Industry Certification Process. This includes the following:

- Exam questions are delivered in a secure manner.
- The exam is scored by certifying agency or vendor, not a school district employee.
- Teachers may not administer an industry certification exam to students to whom they provide direct instruction for the certification.
- Teachers, proctors and monitors for industry certification exams must sign Form FCAPEA-04, Florida CAPE Act Industry Certification Test Administration and Security Agreement.
- When teachers, proctors and monitors sign Form FCAPEA-04, they attest that they have been trained in their local test administration procedures and will not engage in cheating.
- Certification exams administered that do NOT adhere to all of the required test administration procedures cannot be reported to the state for school grades or any other purpose.
- A student cannot be given an exam more than 3 times during the academic year. There must be a minimum of 20 calendar days between test administrations.
- School districts shall create and maintain local test administration procedures for the administration of all industry certification exams.

Additional resources are provided through the following links:

- Industry Certification Articulation Agreements
- Florida Bright Futures Scholarship Program (Click on “Florida Gold Seal CAPE Scholarship.”)
- Secondary CAPE Resources
- CAPE Technical Assistance Paper
- CAPE Statutes and Rule

For more information, contact Kathryn Wheeler, CAPE industry certification manager, at IndustryCertification@fldoe.org.

Career and Technical Education Audit

On January 30, 2019, Governor Ron DeSantis issued Executive Order 19-31 that charts a course for Florida to become #1 in the nation for workforce education by 2030.

Executive Order 19-31 directed Education Commissioner Richard Corcoran to audit CTE offerings in the state and develop a methodology to audit and review offerings annually. The audit should include:

- An analysis of alignment with certificate or degree programs offered at the K-12 and postsecondary levels;
- An analysis of alignment with professional level industry certifications;
- An analysis of alignment with high-growth, high-demand and high-wage employment opportunities; and
- A review of student outcomes such as academic achievement, college readiness, postsecondary enrollment, credential attainment and attainment of industry certifications.

The FDOE is currently collecting program information from school districts and Florida College System institutions on program performance and market demand. Upon collection of this information, the initial report will be available.
For questions about the CTE audit, please email CTEAudit@fldoe.org or review updates at http://fldoe.org/careerpathways.

Career and Technical Education Frameworks

The 2020-2021 Career and Technical Education Program Frameworks are available to facilitate instructional planning for the 2020-2021 school year and may be accessed at http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/2020-21-frameworks.

Also available to facilitate planning for the upcoming school year is the 2020-2021 Change Document. This document is a synopsis of all changes which occurred to frameworks due to the annual review that is required by s. 1004.92, F.S. You may view this document at http://www.fldoe.org/core/fileparse.php/5652/urlt/2021Changes.rtf. And finally, soon to be included with the CTE Resources documents, is an updated guide for the planning and implementation of Cooperative Education Programs.

For more information, contact Eric Owens, CTE program director at Eric.Owens@fldoe.org.

Career Planning and Advisement Platform Update

Effective September 1, 2020, school districts will now be responsible for their own career planning and advisement platform. You may know that MyCareerShines (MCS), powered by Kuder®, was a service provided at no cost to Florida’s K-20 education system. Some districts used MCS to help satisfy the requirements for middle grades promotion, as per s. 1003.4156, F.S.

Additional technical assistance about retrieving data currently in the system is forthcoming. In the interim, please contact Kuder’s Client Engagement helpdesk at clientengagement@kuder.com or call 877-999-6227.

Looking forward, and only if you are interested, you may explore options to contract with Kuder® directly or explore alternative methods to support your career planning and advisement initiatives. Please contact the Florida Virtual Campus at 800-314-8972 or info@kuder.com.

The FDOE has had conversations with CareerSource Palm Beach who, in partnership with CareerSource Florida, supported the development of an excellent and free career assessment and exploration tool. Please visit the Virtual Career System® website at https://www.virtualcareersystem.com.

If you need guidance on how to effectively scale career planning across your district or would like to know about some “best practices” in place outside of MCS, please contact Lee Chipp-Walton with the FDOE Division of Career and Adult Education at Lee.Chipps-Walton@fldoe.org or Andrew Weatherill with the FDOE Division of Public Schools at Andrew.Weatherill@fldoe.org.

Child Trafficking Prevention Education

Rule 6A-1.094123, F.A.C., requires school districts to annually provide instruction to students in grades K-12 related to child trafficking prevention education, and institutes procedures for school districts to document planning and delivery of instruction. This instruction should advance each year through...
developmentally appropriate instruction and skill building using the adopted health education standards found at [www.cpalms.org](http://www.cpalms.org). Decisions about which course(s) will be used to deliver this instruction and curricula used will be determined at the school district level. The rule went into effect beginning with the 2019-2020 school year, and requires an implementation plan due to the department each December 1. In addition, an annual report is due each July 1 from school districts which describes how the specific components of s.1003.42(2), F.S., have been implemented.

For additional information, please contact Nichole Wilder at Nichole.Wilder@fldoe.org.

Civics Standards Review

Per s. 1003.4156(1)(c), F.S., by December 31, 2020, the FDOE shall complete a review of the statewide civics education course standards. The public review period began on June 5, 2020, and concluded on August 5, 2020.

For more information and updates, please visit [http://fldoe.org/civicsreview](http://fldoe.org/civicsreview) or contact Michael.DiPierro@fldoe.org.

College and Career Decision Day

[House Bill (HB) 7071](https://myfloridagov煌)d signed into law in 2019, amended s. 1001.43(14)(b), F.S., to encourage districts to recognize academic and workforce achievement by declaring “College and Career Decision Day.” This day would recognize high school seniors for their postsecondary education plans, encourage early preparation for college and encourage students to pursue advanced career pathways through attaining industry certifications.

Relatedly, the Florida College Access Network hosts Florida College Decision Day each year on or around May 1st to recognize all students for their postsecondary plans. For promotional materials and information on how to register and host an event, visit [http://floridacollegeaccess.org/initiatives/florida-college-decision-day/](http://floridacollegeaccess.org/initiatives/florida-college-decision-day/).

For more information, contact Brianna Garcia at Brianna.Garcia@fldoe.org.

Commissioner of Education’s African American History Task Force

[HB 1213](https://myfloridagov煌) requires the Commissioner of Education’s African American History Task Force to examine ways to include the 1920 Ocoee Election Day Riots in the required instruction on African American history. The legislation also encourages district school boards to seek opportunities to name school facilities in recognition of victims of the 1920 Ocoee Election Day Riots. For more information about the task force visit [https://afroamfl.org/](https://afroamfl.org/).

For more information about required instruction, contact Michael DiPierro at Michael.DiPierro@fldoe.org.
Comprehensive Health Education

In Florida, health education has been identified as a high priority by Florida Governor Ron DeSantis, First Lady Casey DeSantis, the Florida Legislature and many other stakeholders. For decades, Comprehensive Health Education has been a part of required instruction through s. 1003.42(2)(n), F.S. With implementation beginning in 2019, the State Board of Education approved three rules that require assurance mechanisms to support and verify the delivery of mental and emotional health, substance use and abuse, and child trafficking prevention education. Annual reports are linked online at the Florida Required Instruction webpage. Additional details regarding these rules can be found at the Comprehensive Health Education webpage. Direct perspectives from Florida student leaders directed toward educators, families and students are also linked at the aforementioned webpage under Student Voices| Florida Students United. Given the current COVID-19 pandemic, please reference the Centers for Disease Control (CDC) Schools webpage as well as the FDOE Emergency Response webpage to access specific guidance to plan, prepare and respond to the COVID-19 pandemic.

For more information, please contact Dr. Tamara Gibson-Alonso at Tamara.Gibson-Alonso@fldoe.org.

Computer Science Updates

The legislature has again appropriated $10 million dollars in support of the Governor’s Executive Order 19-31, which will fund the implementation of 2018 HB 495. The funding has two main purposes.

Firstly, it provides funding to districts or consortia to enhance the capacity of schools to provide staff trained and certified as appropriate to meet the requirements of s. 1007.2616, F.S. Specifically, funding may be used for:

- delivering or facilitating training for classroom teachers to earn an educator certificate in computer science pursuant to s. 1012.56, F.S.; or
- training that leads to an industry certification associated with a course identified in the Course Code Directory
  • Computer Science course list; or
- to pay fees for examinations that lead to a credential; or
- professional development that provides classroom teachers instruction in computer science courses and content.

Secondly, it will reward appropriately certified teachers by providing a bonus after each year the individual completes teaching a general education computer science course or identified CTE course at a public middle or high school (for up to three years subject to legislative appropriation).

More information on this year’s grants and the 2019-20 report to the legislature can be found at http://fldoe.org/academics/standards/program-grants.stml.

Last year, HB 7071 amended s. 1003.4282, F.S., such that a student who earns a computer science credit may substitute the credit for up to one credit of the mathematics requirement (with the exception of Algebra I and Geometry) or up to one credit of the science requirement (except for Biology I).

In accordance with s. 1007.2616, F.S., computer science courses are identified in the Course Code Directory. The list of computer science courses for 2020-2021 may be accessed at http://www.fldoe.org/core/fileparse.php/7746/urlt/2021CompSci.pdf. A computer science credit, from a course identified on the list, may not be used to substitute for both a science and a mathematics credit.
The following courses have currently been identified as fulfilling the criteria for mathematics substitution:

- 0200305 Computer Science Discoveries
- 0200315 Computer Science Principles
- 0200320 AP Computer Science A
- 0200325 AP Computer Science A Innovations
- 0200335 AP Computer Science Principles

The following courses have currently been identified as fulfilling the criteria for science substitution:

- 0200800 IB Computer Science 1
- 0200810 IB Computer Science 2
- 0200820 IB Computer Science 3

For more information, contact Katrina Figgett, director of innovation and implementation, at Katrina.Figgett@fldoe.org.

Course Descriptions

CPALMS is the Florida’s official source for standards information and course descriptions. Please visit www.cpalms.org for the most current course descriptions. For all applicable courses, the Honors and Advanced Level Course Note has been revised.

For more information, contact Michael.DiPierro@fldoe.org.

Diploma Designations

Students may earn one or more designations on their standard high school diploma – the scholar designation and the merit designation per s. 1003.4285, F.S. Requirements are listed in the graduation requirements chart.

For more information, please contact Felicia Trumpler at Felicia.Trumpler@fldoe.org.

Dual Enrollment

Under DOE Order No. 2020-EO-02 the testing requirement for initial eligibility into the dual enrollment program has been suspended for postsecondary courses taken through December 31, 2020. For questions, please contact Amanda Walker, Office of Articulation, at Amanda.Walker@fldoe.org.

Students eligible to earn credit in career dual enrollment courses approved by the State Board of Education that result in the completion of 300 or more clock hours will be counted in the school grades acceleration component. This will be effective for students enrolling in clock hour dual enrollment in the 2020-2021 academic year.

Educator Preparation Program Employer Surveys

Section 1004.04, F.S., and s. 1004.85, F.S., require private and public colleges and universities with both state-approved Initial Teacher Preparation Programs and Educator Preparation Institutes to administer surveys to the employer(s) of their program candidates and completers. These surveys are designed to
collect information on the responsiveness of state-approved teacher preparation programs to the local school districts they serve. These results are required to be reported to the governor, legislators and the general public in the annual Report on Teacher Preparation Programs.

Districts may have already received survey requests from state-approved teacher preparation programs. We encourage and appreciate your cooperation in completing these surveys to assist institutions in making programmatic improvements.

For more information, contact Sam Glickman, senior program director of educator preparation, at Samuel.Glickman@fldoe.org.

Election Poll Workers

Executive Order 20-149 (EO) specifies that K-12 schools are commonly used as precinct polling locations. In coordination with the Commissioner of Education, each district superintendent is encouraged to close schools on August 18, 2020 for Primary Election Day and November 3, 2020 for General Election Day. School district faculty, staff and instructors are encouraged to serve as poll workers on Election Days.

For more information, please see EO 20-149.

Ethical Choices

Every day, each of us make hundreds of decisions. Some are very simple or at least should be, like “what do I want to eat for dinner?” Others are complex and can have a lasting impact on our lives and the lives of those around us. “Ethical” is defined as relating to moral principles or the branch of knowledge dealing with these. Many of our decisions each day are made with what an individual considers to be ethical. As an educator, you are held to a higher standard and expected to make good ethical choices. When an educator fails to make a good ethical choice, it can lead to educator misconduct and may have an impact on both their employment and their Florida Educator Certificate.

Unfortunately, educator misconduct occurs and has serious impacts on communities, schools and school districts across the country. The FDOE Office of Professional Practices Services (PPS) investigates allegations of misconduct by educators in Florida who hold a Florida Educator Certificate and pursue disciplinary actions against the certificates of educators who have committed these acts of misconduct.

Each year, PPS investigators make hundreds of visits to school sites throughout Florida to interview students and staff members regarding allegations of educator misconduct. While some educators are familiar with the role of PPS, we consistently encounter educators who are unaware of the existence of PPS and may be hesitant to meet with us. Information and resources regarding the role of the Office of Professional Practices Services and the Principles of Professional Conduct for the Education Profession in Florida can be found on the web at www.myfloridateacher.com. All educators are encouraged to review it and become familiar with the PPS purpose.

Together we can work toward upholding the integrity of the teaching profession and help ensure a safe environment for our students to learn and you to work.

For more information, contact PPS at 850-245-0438.
Florida Future Educators of America

Since 1986, the FDOE has provided assistance to schools in forming and maintaining chapters of Florida Future Educators of America (FFEA), a pre-collegiate and collegiate teacher recruitment program. The program provides a forum for students to become aware of career opportunities in education and nurtures their interest in teaching as a career. It also provides an avenue for collegiate members to stay informed of the latest issues and advancements in the education profession. FFEA is administered through local school chapters at all grade levels — elementary through postsecondary. A teacher or faculty advisor is required to provide leadership for each chapter.

Each year, the FDOE coordinates a state conference for postsecondary chapters and high school student members and their advisors. The FFEA state conference provides a wonderful opportunity for chapter members to meet with fellow students, chapter advisors and new and experienced teachers. The FDOE also provides promotional materials to support the advancement of the FFEA program.

Schools interested in establishing a chapter may submit a New Chapter Form to the Bureau of Educator Recruitment, Development and Retention. Students interested in joining FFEA should check with their school to determine whether a chapter has already been established.

For more information, please visit the FFEA website or contact Kristin Earley at EdRecruit@fldoe.org.

Florida Green School District Recognition Opportunity

The Florida Green School Network is eager to recognize school district efforts to reduce environmental impacts and costs, improve the health and wellness of students and staff, and provide effective environmental and sustainability education. The application can be accessed at https://www.surveymonkey.com/r/2020FloridaGreenSchoolDistricts and must be submitted by October 26, 2020.

For more information, contact Don Whitehead, safe and efficient facilities design manager at Don.Whitehead@fldoe.org.

Florida Safe School Assessment Tool (FSSAT)

Section 1006.1493, F.S., outlines requirements for school officials at each school district and public school site to utilize the FSSAT to conduct security assessments to identify threats, vulnerabilities and appropriate safety controls for the schools they supervise. Each school must complete a school security risk assessment in FSSAT annually by October 1. Districts must report to the FDOE by October 15 that all public schools, including charter schools, within the school district have completed the school security risk assessment. Districts must use the FSSAT to present the findings and recommendations from these assessments to the school board, and report such findings, recommendations and school board action to the Office of Safe Schools within 30 days after the district school board meeting.

For more information, please contact Sylvia Ifft at Sylvia.Ifft@fldoe.org, or the FSSAT support team at FSSAT@fldoe.org.
Florida’s B.E.S.T. Standards

The review process of the English language arts and mathematics standards prompted by Executive Order 19-32 has been completed. On February 12, 2020, the State Board of Education officially adopted Florida’s B.E.S.T. (Benchmarks for Excellent Student Thinking) Standards for ELA and Mathematics. A three-year implementation timeline has been presented to the State Board with full implementation of Florida’s B.E.S.T. Standards in the 2022-2023 school year. Professional development for all stakeholders will begin in the 2020-2021 school year to support the implementation timeline and will continue through the 2022-2023 school year. All documents regarding Florida’s B.E.S.T. Standards for ELA and Mathematics can be found at http://fldoe.org/standardsreview.

On April 1, 2020, course descriptions for K-12 ELA and K-8 mathematics were adopted by the State Board of Education. Course descriptions for 9-12 mathematics will be adopted in the fall of 2020. Course descriptions for ELA and mathematics can be found on CPALMS.

The FDOE would like to thank all the Floridians who contributed to this project. In particular, we would like to thank the teacher experts who served on review committees to represent Florida teachers and students.

For more information on ELA, contact Carey Sweet, reading specialist, at Carey.Sweet@fldoe.org. For more information on mathematics, contact Courtney Starling, mathematics specialist, at Courtney.Starling@fldoe.org.

FortifyFL

Section 943.082, F.S., established the use of a mobile suspicious activity reporting tool, known as FortifyFL, to allow for students, parents or members of the community to submit tips regarding public or private schools to designated law enforcement and school officials throughout the state. Any tips submitted via FortifyFL are sent to local school, district and law enforcement officials, and the designated officials are contacted until one or more of them takes action on the tip. Florida Statute requires the district school boards to promote the use of FortifyFL by advertising it on the school district website, in newsletters, on school campuses and in school publications, by installing it on all mobile devices issued to students, and by bookmarking the website on all computer devices issued to students.

To add a new school or delete a closed school, or if schools or school districts have any questions or need assistance with FortifyFL, contact FortifyFL@fldoe.org.

Gifted Endorsement Add-on Renewals and Revisions

Objectives, guiding questions and topics for the gifted endorsement courses were updated in 2019. Districts renewing or wanting to revise their current gifted endorsement add-on are required to adopt the new objectives.

To view the updated objectives, guiding questions and topics, please visit the gifted education programs webpage or contact Alicia.Fov@fldoe.org for more information.
High School Graduation Requirements

Students entering grade nine may choose from one of five options to earn a standard high school diploma.

- 24-credit program
- 18-credit, Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Career and Technical Education (CTE) Pathway
- An International Baccalaureate (IB) curriculum
- An Advanced International Certificate of Education (AICE) curriculum

Standard Diploma Requirements – What Students and Parents Need to Know

High school graduation requirements are specified in the following sections of Florida Statute:

- Section 1003.4282, F.S., Requirements for a standard high school diploma
- Section 1002.3105, F.S., ACCEL options

More detailed information regarding the CTE Pathway option for a standard high school diploma is available at [http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/pathways-option.stml](http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/pathways-option.stml).

Holocaust Education

**HB 1213** revises the requirement to teach Holocaust education to include instruction concerning anti-Semitism; requires school districts to report Holocaust education instruction annually to the FDOE; requires the FDOE to prepare and offer Holocaust education standards and curriculum; allows the FDOE to contract to develop instructional personnel training and classroom resources; and designates the second week in November as “Holocaust Education Week.” The FDOE anticipates a draft set of Holocaust education standards to be available for public review in November 2020.

For more information about the implementation of **HB 1213** contact Michael DiPierro at [Michael.DiPierro@fldoe.org](mailto:Michael.DiPierro@fldoe.org).

The Commissioner’s Task Force on Holocaust Education is available to support the teaching and learning of the content in the Holocaust education section of Florida’s [required instruction](http://www.fldoe.org/holocausteducation/index.stml) statute.

For more information about the task force visit [http://www.fldoe.org/holocausteducation/index.stml](http://www.fldoe.org/holocausteducation/index.stml).

Hope Scholarship Program Adjustments

On July 15, 2020, the State Board of Education amended [Rule 6A-6.0951, F.A.C.](https://www.flrules.org/gateway/ruleNo.asp?id=6A-6.0951), related to the Hope Scholarship. This amendment makes adjustments to the Hope Scholarship Notification Form and requires districts to report the number of Hope Scholarship Notification Forms provided to parents for each substantiated and unsubstantiated incident reported. The updated rule language and Hope Notification Form can be found at [https://www.flrules.org/gateway/ruleNo.asp?id=6A-6.0951](https://www.flrules.org/gateway/ruleNo.asp?id=6A-6.0951).

If you have questions related to this requirement, please contact Kate Goff at [Kate.Goff@fldoe.org](mailto:Kate.Goff@fldoe.org).
Just Read, Florida! (JRF) District Support

We are excited to kick off the 2020-2021 school year! This year, each district will have an assigned JRF contact to provide continuous support. Our goal is to work with each district, helping them to successfully implement their K-12 Comprehensive Evidence-based Reading Plan and improve student achievement in reading. After a few very busy legislative sessions, we want to assist districts in navigating through new requirements, especially in the transition from a focus on research-based practices to evidence-based practices. For a list of JRF contacts as assigned to districts, visit the Just Read, Florida! webpage

For more information, contact Rebecca Mead, interim director, at Rebecca.Mead@fldoe.org.

Mental and Emotional Health Education

For many years, Comprehensive Health Education has included mental and emotional health as part of required instruction through s. 1003.42 (2)(m), F.S., but did not include an instructional time requirement or assurance mechanisms to support and verify that mental and emotional health instruction is delivered. Rule 6A-1.094121, F.A.C., establishes a minimum of five hours of required instruction related to mental and emotional health education for students in grades 6-12 and institutes procedures for school districts to document planning and delivery of instruction. Decisions about which course(s) will be used to deliver this instruction will be determined at the school district level. The rule went into effect beginning with the 2019-2020 school year, and requires an implementation plan due to the department each December 1. In addition, an annual report is due each July 1 from school districts which describes how the specific components of s. 1003.42(2), F.S., have been implemented.

For additional information please contact Nichole Wilder at Nichole.Wilder@fldoe.org.

Mental Health Assistance Allocation Plans

On June 5, 2020, Chancellor of Public Schools Jacob Oliva sent a memo to school district superintendents detailing the submission process for the 2020-2021 Mental Health Assistance Allocation Plan (MHAAP) that was due to the FDOE on August 1, 2020, and the MHAAP Outcome and Expenditure Report due on September 30, 2020.

The memo, required documentation and other important information is available at http://www.fldoe.org/safe-schools/mental-health.shtml.

For more information, please contact Student Support Services at http://www.fldoe.org/academics/exceptional-student-edu/staff/student-support-services.shtml.

Middle School and Career Planning

Per s. 1003.4156, F.S., middle grades students are required to complete a Career and Education Planning course before entering ninth grade as a part of their promotion to high school. Seventy-five courses are available for selection by districts and schools and should be taught by integrating the eight career and education planning course standards. An educator’s toolkit is available at http://www.fldoe.org/academics/college-career-planning/educators-toolkit/.

For more information, please contact Felicia Trumpler at Felicia.Trumpler@fldoe.org.
Perkins V

The Strengthening Career and Technical Education for the 21st Century Act (SCATE) of 2018 amended and reauthorized the Carl D. Perkins Career and Technical Education (Perkins IV) Act of 2006. The reauthorized Act, also known as Perkins V, is the primary federal investment in CTE, and Florida receives approximately 73 million dollars annually to expand CTE opportunities for all students. As part of the reauthorization, in May of 2020, Florida submitted its Four-year State Plan to the United States Department of Education. Covering the period from July 1, 2020, to June 30, 2024, the Plan represents an agreement between the State of Florida and the United States Department of Education to assure the administration of CTE programs is consistent with both the state’s goals, policies and objectives, and with federal laws and regulations. It communicates Florida’s commitment to the continuous improvement of CTE and to the equitable access to quality CTE programs for all students, including special populations. The Plan builds upon the vision for CTE as outlined in Governor Ron DeSantis’ Executive Order 19-31, which sets a goal of making Florida number one in workforce education by 2030.

A key component of the reauthorization and the State Plan is a requirement for eligible agencies (school districts and state colleges) to conduct a Comprehensive Local Needs Assessment (CLNA). The CLNA provides an opportunity for eligible recipients to evaluate local CTE programs and identify areas where targeted improvements can lead to increased opportunities for student success. Further, the Act underlines the need to provide students with seamless career pathways by offering programs of study which result in credentials of value. To this end, Florida has adopted a goal that by 2024, 75% of a school district’s secondary CTE students be enrolled in programs that are part of a defined program of study. Finally, the Act places a greater emphasis on identifying and removing barriers for students who are members of Perkins-defined special populations.

Information on the Perkins Act and Florida’s Four-Year State Plan can be found at www.fldoe.org/Perkins, including an executive summary found at http://fldoe.org/core/fileparse.php/18818/urlt/FL-PerkinsV-ExecSummary.pdf. Questions or comments may be sent to Perkins@fldoe.org.

Progress Monitoring and Reporting Network (PMRN)

The PMRN is a data management system for recording and reporting student data for the Florida Assessments for Instruction in Reading aligned to Florida Standards (FAIR-FS). For the 2020-2021 school year, district-level users have the ability to register schools in their district as well as manage school-level users, students and classes for grades 3-12. District-level users may also update student demographics and exceptional student education eligibility for the FAIR-FS modified task flow. Documentation for the PMRN system is on the Just Read, Florida! webpage under the PMRN v5.1/FAIR-FS section.

For more information, contact Amy Hand at Amy.Hand@fldoe.org.

Reading Endorsement Pathways

This is the first school year for which all of the new reading endorsement pathways will be in place. The Reading endorsement can be earned by taking coursework, receiving a passing score on the K-12 Reading Certification exam, or holding a certificate from an approved program offered by an internationally recognized program. For more information, visit the Just Read, Florida! Reading Endorsement page.
School-Based Behavioral Threat Assessments

Section 1006.07(7), F.S., requires each district school board to adopt policies for the establishment of threat assessment teams at each school whose duties include the coordination of resources and assessment and intervention with individuals whose behavior may pose a threat to the safety of school staff or students, and include procedures for referrals to mental health services identified by the school district, when appropriate. The FDOE Office of Safe Schools identified a standardized threat assessment instrument to be used by all threat assessment teams. This standardized, statewide behavioral threat assessment instrument is required to be used by all public schools, including charter schools, to address early identification, evaluation, early intervention and student support. A 2019 memorandum was shared with all superintendents and charter school directors identifying the Comprehensive School Threat Assessment Guidelines, developed by Dr. Dewey Cornell, and the forms included as Florida’s standardized behavioral threat assessment instrument. It is available at https://info.fldoe.org/docushare/dsweb/Get/Document-8617/DPS-2019-116.pdf.

For additional information, please contact Brooks Rumenik at Brooks.Rumenik@fldoe.org.

School Environmental Safety Incident Reporting (SESIR)

Section 1006.07(9), F.S., requires each district school board to adopt policies to ensure the accurate and timely reporting of incidents related to school safety and discipline. This section also designates the district school superintendent as responsible for school environmental safety incident reporting. The State Board of Education approved Rule 6A-1.0017 F.A.C., at its May, 2020, meeting; the new rule sets the requirements for reporting SESIR incidents to the FDOE and includes updated incident definitions as well as responsibilities for training and accountability. On-line training is available via the www.SESIR.org website.

For additional information, please contact Julie Collins at Julie.Collins@fldoe.org.

School Guardians

Section 1006.12, F.S., requires safe-school officers at each public school, including charter schools. To meet this requirement, each district school board and school district superintendent shall partner with law enforcement agencies or security agencies to establish or assign one or more safe-school officers at each school facility within the district.

Many of Florida’s school districts are utilizing the option of training staff to serve as School Guardians through the Coach Aaron Feis Guardian Program to meet the expectation laid out in law. The Guardians are school district or charter school employees or personnel who volunteer to serve in addition to his or her official duties, or an employee of a school district or charter school who is hired for the specific purpose of serving as a Guardian. Additionally, a school district or charter school may contract with a security agency to employ a school security guard. All identified to meet this requirement must demonstrate completion of 144 hours of required training through their local sheriff’s office or, through mutual agreement, by another sheriff’s office who is implementing the program.

### School Immunization Requirements


For more information, contact Teresa Masterson, school nurse consultant, at [Teresa.Masterson@fldoe.org](mailto:Teresa.Masterson@fldoe.org).

### School Safety Drills Requirement

Section 1006.07(4), F.S., provides statutory requirements for district school boards with regard to emergency drills and emergency procedures. The law states that drills for active shooter and hostage situations shall be conducted at least as often as other emergency drills. On August 4, 2020, Florida Chief Financial Officer (CFO) and State Fire Marshal Jimmy Patronis issued [CFO Directive 2020-13](http://www.fldoe.org), providing Florida’s K-12 schools with flexibility on the manner in which fire safety drills are conducted in order to allow for social distancing that is necessary during this time. With full consideration of CDC guidelines and recommendations, we suggest using the guidance provided by the CFO as a reference in planning for all required safety drills, including drills for active shooter and hostage situations. Additional guidance is available in this [memorandum](http://www.fldoe.org) issued August 7, 2020.

For additional information, please contact Brooks Rumenik at [Brooks.Rumenik@fldoe.org](mailto:Brooks.Rumenik@fldoe.org).

### Substance Use and Abuse Health Education

Rule 6A-1.094122, F.A.C., requires school districts to annually provide instruction to students in grades K-12 related to youth substance use and abuse health education, and institutes procedures for school districts to document planning and delivery of instruction. Substance use and abuse health education should advance each year through developmentally appropriate instruction and skill building using the adopted health education standards found at [www.cpalms.org](http://www.cpalms.org). Decisions about which course(s) will be used to deliver this instruction and curricula used will be determined at the school district level. The rule went into effect beginning with the 2019-2020 school year, and requires an implementation plan due to the department each December 1. In addition, an annual report is due each July 1 from school districts which describes how the specific components of [s. 1003.42(2), F.S.](http://www.fldoe.org) have been implemented.

For additional information please contact Nichole Wilder at [Nichole.Wilder@fldoe.org](mailto:Nichole.Wilder@fldoe.org).

### Suicide Prevention Certified Schools

On May 13, 2020, the State Board of Education adopted [Rule 6A-4.0010 F.A.C.](http://www.fldoe.org), to establish criteria and procedures for implementation of [s. 1012.583, F.S.](http://www.fldoe.org). This statute requires continuing education and in-service training materials for Youth Suicide Awareness and Prevention for school staff, and criteria for Suicide Prevention Certified Schools. [Rule 6A-4.0010, F.A.C.](http://www.fldoe.org) contains the components of the FDOE-approved youth suicide awareness and prevention training materials, criteria for the provision of approved training, and policies and procedures for administering suicide risk assessments.
For more information on the criteria for Suicide Prevention Certified Schools or the list of FDOE-approved suicide risk assessment instruments and youth suicide awareness and prevention training materials, please visit the Office of Safe Schools website at http://www.fldoe.org/safe-schools/suicide-prevent.stml.

Additional resources on suicide awareness and prevention are posted on the Student Support Services Project website at http://sss.usf.edu/.

If you have questions regarding Rule 6A-4.0010 F.A.C., please contact Andrew Weatherill, director, Student Support Services Project, at Andrew.Weatherill@fldoe.org or 850-245-7851.

Telemedicine Flexibilities During the State of Emergency

It is imperative that services specified on a child’s Individual Educational Plan (IEP) or Individual Family Support Plan (IFSP) continue during a state of emergency. To ensure that Florida Medicaid school-based providers (school districts and private/charter schools) can maintain continuity of care during the state of emergency, the Agency for Health Care Administration is granting the temporary use of telemedicine for key medical services. These flexibilities apply to services when they cannot be delivered face-to-face or in-person due to school closures.

For more COVID-19 Medicaid in Schools Resources, please visit http://sss.usf.edu/covid19/index.html.

Women’s Suffrage Centennial Commission

Since its establishment via SB 1306, effective July 1, 2019, the Women’s Suffrage Centennial Commission has been working to ensure a suitable statewide observance of the centennial of women’s suffrage in 2020. Visit womensvote100.org/florida for information about upcoming statewide and local events, and resources.

For more information or to share district events related to the women’s suffrage centennial, contact Mike DiPierro at Michael.DiPierro@fldoe.org.

Work-Based Learning

An additional focus of Perkins V is a renewed emphasis on increased access to high-quality, work-based learning opportunities for students through engagement of industry partners. To achieve this, one of the standards for size, scope and quality in Florida’s Four-year State Plan includes a requirement that all programs using Perkins funds must, “Provide students an opportunity for work-based learning, career and technical student organizations, or capstone experiences that engage students learning inside or outside the classroom.” To that end, the FDOE has created Florida’s Experiential Learning Framework, which defines and provides examples of work-based learning, Career and Technical Student Organizations (CTSOs), and capstone experiences. The framework can be found at http://www.fldoe.org/core/fileparse.php/18815/urlt/PerkinsV-ExperientialLearningFramework.pdf.
Teacher Supports

2020 Presidential Election

2020 is a presidential election year. Florida students learn about voting and elections in elementary, middle and high school. Standards-based content includes the importance of voting, the expansion of voter rights, voter disenfranchisement, evaluating candidates, the role of media, interest groups and influence, and voting procedures.

For more information on these topics, visit CPALMS or contact Michael.DiPierro@fldoe.org.

B.E.S.T. ELA Standards Professional Development

For more information about professional development for the ELA B.E.S.T. standards, please visit the Just Read Florida! website. To access a downloadable version of the B.E.S.T. standards, visit CPALMS.


B.E.S.T. Mathematics Standards Professional Development

For more information about professional development for mathematics B.E.S.T. standards, please visit the Bureau of Standards and Instructional Support mathematics website. To access a downloadable version of the B.E.S.T. standards, visit CPALMS.


Educator Certification and Renewal

Educators whose certificates expire in 2021 can apply for renewal or upgrade beginning in July 2020. The Bureau of Educator Certification has released a short video to assist certification applicants with their online applications. To view the video, visit http://www.fldoe.org/teaching/certification/on-line-application-status-lookup-site.stml.

Contact the Bureau of Educator Certification customer access number at 1-800-445-6739 or your district certification office for more information.

Florida offers initial certification application and exam fee waivers for eligible military personnel and spouses. For questions about certification military fee waivers, contact TroopsTeaching4FL@fldoe.org.

English for Speakers of Other Languages (ESOL) e-Learning

The Bureau of Student Achievement through Language Acquisition (SALA) Online Learning Series for educators is comprised of self-paced modules that include:

- Module I: Overview of ESOL Program of Florida, including legislative decisions;
- Module II: English Language Development (ELD) Standards in Review;
• Module III: ESOL Training, Strategies and More;
• Module IV: Assessing Your ESOL Knowledge through Games; and
• Module V and VI will provide specific examples and guidance for scaffolding content during Science and Social Studies lessons.

All modules are accessible via the SALA Online Learning Series Portal found on the SALA website. The modules are easy to access, and no password or sign-in credentials are needed, so all educators are invited to review and complete.

For more information, contact Ginger Alberto, SALA director, at Ginger.Alberto@fldoe.org.

English Language Development (ELD) Standards

SALA recommends that middle or high schools having at least 20-25 English Language Learners (ELLs) enrolled should consider offering the following English Language Development courses specifically designed for language acquisition.

1002180 M/J English Language Development (MC)
1002380 English Language Development (HS)

These elective courses can be multi-grade and multi-level and should focus on ELLs learning English skills in listening, speaking, reading and writing. Since the ELD standards address all content areas, more flexibility is allowed. For example, courses could be designed “as a block” with other core subject areas to reinforce English acquisition skills while learning subject area content. Courses could also be designed by proficiency level or time in the program. All course descriptions may be accessed on CPALMS.

For more information, contact Ginger Alberto, SALA director, at Ginger.Alberto@fldoe.org.

Florida History Day

To encourage high quality teaching and learning of history and historical thinking skills, the Florida Department of State sponsors the Florida History Day (FHD) competition annually. Participating in FHD-related activities requires analysis and interpretation of sources, synthesis and reporting of information, evaluation of events, and the presentation of research in a variety of formats. To learn more about FHD, view past winners and find contact information, visit http://www.floridahistoryday.com.

For more information, contact Mike DiPierro, at Michael.DiPierro@fldoe.org.

Just for Teachers Newsletter

The Just for Teachers community provides educators throughout the state of Florida with updated information and resources. The newsletter is sent periodically throughout the year. If you are not currently registered to receive Just for Teachers emails, please email JustForTeachers@fldoe.org to begin receiving these updates.

For more information about the Just For Teachers newsletter, contact Erika Fritz-Ochs, teacher liaison, at JustForTeachers@fldoe.org.
Literacy Initiatives

The Just Read, Florida! Office will be coordinating several statewide initiatives funded by the Coronavirus Aid, Relief, and Economic Security (CARES) Act.

Through the CARES Act, Just Read, Florida! will deploy 20 State Regional Literacy Directors to support and reinforce the professional development and coaching models being deployed statewide. These directors will focus their efforts locally within the regions with support and oversight to ensure fidelity with implementation.

Just Read, Florida! will also train 2,000 highly effective literacy coaches around the state to build capacity within schools and districts, ensuring teachers in every classroom acquire the skills needed to deliver scientifically-based reading instructional strategies.

Further information regarding CARES-based initiatives can be found on the Just Read, Florida! website.

Student and Parent Supports

FloridaStudents.org Student Tutorials

More than 3,000 student resources are accessible on the CPALMS FloridaStudents.org Tutorial at www.FloridaStudents.org. Students can access these resources including more than 950 original and interactive student tutorials covering K-12 topics in mathematics, science, ELA and social studies. These tutorials are created specifically for Florida’s standards and are accessible to all; no student account is needed. An introductory video made specifically for parents and caregivers can be accessed at https://www.cpalms.org/page816.aspx.

For more information, contact Katrina Figgett, director of innovation and implementation, at Katrina.Figgett@fldoe.org.

Just Take 20

The Just Take 20 campaign provides Florida families with students in grades K-12 with practical, easy-to-implement reading activities that establish literacy as a lifelong value. Just Take 20 encourages families to seize everyday teachable moments by using 20 minutes each day to integrate reading into their busy lives. Families and educators may access all available resources online at Just Take 20 or at Just Read, Florida!

There are two options to choose from: Just Take 20 for Families and Just Take 20 for Educators. Families are able to search quickly for activities based on their child’s grade level and by topic. Educators have access to two different toolkits. The Just Take 20 Toolkit will provide schools with everything they need to start a Just Take 20 campaign and the REaD Carpet Ready Toolkit that will provide schools everything they need to host an exciting family literacy event to promote their Just Take 20 campaign. Schools should review the new toolkits and familiarize themselves with the new layout of the website to encourage their families to access these wonderful resources.

For more information, contact Christy Whitfield, reading specialist, at Christina.Whitfield@fldoe.org.
Seal of Biliteracy

The Seal of Biliteracy program was established to recognize high school students who have achieved biliteracy. Biliteracy is the attainment of a high level of competency in listening, speaking, reading and writing in one or more world languages in addition to English. Qualifying high school graduates will have an insignia on their diploma and a notation on their high school transcript as either a Gold Seal of Biliteracy (highest level of competency) or a Silver Seal of Biliteracy (second-highest level of competency) awarded by the Commissioner of Education in accordance with Rule 6A-1.09951, F.A.C., Requirements for the Florida Seal of Biliteracy Program.

For more information, contact Chane Eplin, SALA bureau chief, at Chane.Eplin@fldoe.org.

Assessments

ACCESS for ELLs English Language Proficiency Assessment

Florida continues to partner with the WIDA consortium to administer English language proficiency assessments that are aligned to Florida’s English Language Development (ELD) standards. Florida’s English language proficiency assessments, ACCESS for ELLs and Alternate ACCESS for ELLs, will be administered as paper-based tests for the spring 2021 administration. Additional information and resources about the assessment will be provided this fall on the FDOE ACCESS for ELLs webpage.

Participation in Florida’s English language proficiency assessment is required for students in grades K–12 who are actively enrolled in the English for Speakers of Other Languages (ESOL) program. As a WIDA consortium member, districts may continue to use the following WIDA English language proficiency screening tools at no cost for evaluating and making placement decisions for incoming students:

- WIDA Screener Online is a flexible, on-demand assessment for grades 1–12. Information about the WIDA Screener Online is available at https://wida.wisc.edu/assess/screener/online.
- Kindergarten WIDA-ACCESS Placement Test (K W-APT) is a paper-based assessment available for local download via the WIDA Secure Portal. More information about K W-APT is available at https://wida.wisc.edu/assess/kwapt.

In addition, WIDA launched a Remote Screener for grades K–12 as a TEMPORARY solution in response to the challenges that COVID-19 poses. As a result, this Remote Screener is only available when in-person screening is not an option. Test materials and training resources are available for local download via the WIDA Secure Portal. More information about WIDA Remote Screener is available at https://wida.wisc.edu/about/news/covid-19-response-and-updates.

Furthermore, WIDA continues to offer the following English language proficiency screening tools that districts can purchase directly from the WIDA store at the Wisconsin Center for Education Products and Services (WCEPS) at https://www.wceps.org/store:

- WIDA Measure of Developing English Language (MODEL) is an adaptive test that can be administered online or paper-based to students in grades K–12. More information about WIDA MODEL is available at https://wida.wisc.edu/assess/model.
Florida Kindergarten Readiness Screener

For the 2020–21 school year, the Florida Kindergarten Readiness Screener (FLKRS) will continue to be administered through Star Early Literacy® to fulfill the legislative requirement for assessing Kindergarten readiness. Developed by Renaissance Learning, Inc., Star Early Literacy® is a computer-adaptive assessment that measures three domains, 10 sub-domains and 42 skill areas. Renaissance Learning maintains a webpage for Star Early Literacy® at http://www.renaissance.com/products/assessment/star-360/star-early-literacy-skills/. Additional information and resources are available at the FDOE FLKRS webpage.

For more information, contact FLKRS@fldoe.org.

Florida Pre-College Entrance Examinations

The Florida Legislature has again allocated funds to support the administration of the PSAT/NMSQT or PreACT pre-college entrance examinations to grade 10 public school students in fall 2020.

For more information about these tests, please visit the appropriate vendor’s website at https://collegereadiness.collegeboard.org/psat-nmsqt-psat-10 (PSAT/NMSQT) and https://www.act.org/content/act/en/products-and-services/preact/preact-classroom.html (PreACT), or contact Teri Williams, program specialist, at Teri.Williams@fldoe.org.

Florida Standards Alternate Assessment

The Florida Standards Alternate Assessment (FSAA) program consists of two pathways for assessing students with significant cognitive disabilities who require instruction and assessment on Access Points:

- FSAA—Performance Task, developed for students for whom participation in the general statewide assessment is not appropriate, even with accommodations.
- FSAA—Datafolio, developed to support students with the most significant cognitive disabilities who do not have an identified formal mode of communication and may be working at pre-academic levels.

Both an Individual Educational Plan (IEP) team recommendation and parent consent are required for participation in the FSAA.

For the 2020–21 school year, the FSAA program (Performance Task and Datafolio) includes the following assessments:

- Florida Standards–Access Points: grades 3–10 ELA, grades 3–8 Mathematics and Algebra 1 and Geometry EOC assessments
- Florida Standards–Access Points: grade 10 ELA and Algebra 1 makeups (fall only)
- NGSSS–Access Points: grades 5 and 8 Science; and Biology 1, Civics and U.S. History EOC assessments.

More information is available at the Florida Standards Alternate Assessment webpage on the
Florida Standards Assessments and Next Generation Sunshine State Standards Assessments

The following statewide assessments will be administered in the 2020-2021 school year:

- Florida Standards Assessments (FSA): grades 3–10 English Language Arts (ELA); grade 10 ELA Retake; grades 3–8 Mathematics; and Algebra 1 (including Retake) and Geometry EOC assessments
- Statewide Science Assessment: grades 5 and 8
- Next Generation Sunshine State Standards (NGSSS) EOC assessments: Biology 1, Civics and U.S. History

Information about these assessments, including policy, scoring and schedule information, will be provided in the 2020–21 Fact Sheets (available in fall 2020) on the Florida Assessment Portal. Information regarding assessments required for graduation purposes is provided in the Graduation Requirements for Florida’s Statewide Assessments document on the Graduation Requirements webpage. Additional information about the statewide assessment program is provided in the Statewide Assessment Program Information Guide.

For more information, contact Jenny Black, director of test administration, at Jenny.Black@fldoe.org.

Postsecondary Education Readiness Test

The Postsecondary Education Readiness Test (PERT) will continue to be available throughout the 2020–21 school year to administer as a college-ready assessment. PERT will be available for districts to purchase at their own expense directly from McCann Associates. Districts will continue to have local flexibility with administering PERT by setting their own testing dates, retake policies and postsecondary preparatory course placement decisions. The five college readiness/success courses linked to college readiness cut scores are a required provision in the Student Progression Plan (see s. 1008.25(2)(a), F.S.). The five courses are included in Florida’s course code directory and in CPALMS. Districts and schools should make local decisions in the best interest of each student regarding college and career readiness course enrollment and instructional support for success.

For more information, contact Cassandra Grayson, program manager, at Cassandra.Grayson@fldoe.org.

Important Dates/Events

2021 Celebrate Literacy Week, Florida!

Please mark your calendar and start planning for the 2021 Celebrate Literacy Week, Florida!, scheduled for January 25-29, 2021. For more information, keep your eye on the Celebrate Literacy Week, Florida! website or contact Shannon Dodd, reading specialist, at Shannon.Dodd@fldoe.org.
Administrator, Teacher and Support Personnel Awards

The FDOE recognizes and honors the contributions of outstanding school administrators, classroom teachers and education support personnel. The Bureau of Educator Recruitment, Development and Retention will release all applications in the fall. Application due dates will be similar to the previous school year. We do not anticipate any major changes to these applications.

The Bureau of Educator Recruitment, Development and Retention coordinates the following recognition programs:

- Principal Achievement Award for Outstanding Leadership: The nomination packet may be obtained at [http://www.fldoe.org/teaching/recognition/principal-achievement-award-for-outsti/](http://www.fldoe.org/teaching/recognition/principal-achievement-award-for-outsti/).
- Outstanding Assistant Principal Achievement Award: The nomination packet may be obtained at [http://www.fldoe.org/teaching/recognition/outsting-assistant-principal-achieveme/](http://www.fldoe.org/teaching/recognition/outsting-assistant-principal-achieveme/).
- Florida Teacher of the Year Nominations: The Florida Teacher of the Year nomination packet may be obtained at [http://www.fldoe.org/teaching/recognition/](http://www.fldoe.org/teaching/recognition/).

For more information, contact Cassandra Palelis, recognition coordinator, at EdRecognition@fldoe.org.

Art in the Capitol Competition

The Art in the Capitol Competition required by s. 1003.49965, F.S., is a statewide visual arts contest that requires each school district to annually hold an art competition for all students in grades 6-8. The winning selection from each district will be on display at the Capitol during the Florida legislative session.

The timeline for the 2020-2021 Art in the Capitol Competition is as follows:

- Fall 2020 – Districts hold annual Art in the Capitol Competition for all students in grades 6-8.
- TBD – Each district’s winning selection of student artwork is given to legislator of the legislative district in which the student resides prior to this date. Once this date is determined it will be shared with district supervisors and posted on the Fine Arts page of the FDOE website.
- March 2, 2021 – Start of regular legislative session and opening date of exhibit at the Capitol.
- April 30, 2021 – Last day of regular legislative session; legislator will return winning submission to the student after this date.

For more information, contact Erin O’Connor, arts education specialist, Erin.O’Connor@fldoe.org.

Black History Month

Each year the Governor and the First Lady invite students in grades K-12 to participate in art and essay contests, and students, parents, teachers and school leaders to nominate educators for the Excellence in Education Award in observance of Black History Month in February.

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Career and Technical Education (CTE) Month

February is CTE month. The goal of CTE month is to raise awareness about all the great opportunities career and technical education can offer. CTE is designed for the practical application of knowledge through skills and preparing students for success in college and careers. CTE month is a great time to focus on partnerships between education and industry through mutually engaging activities. The Association for Career and Technical Education has great resources on how your school can engage with local businesses in your community.

For more information or tips on how to promote CTE Month, email Travis.Jordan@fldoe.org.

Children’s Mental Health Awareness Day

National Children’s Mental Health Awareness Day is observed every year during the first week of May. The purpose of this day is to raise awareness about the importance of children’s mental health and how vital positive mental health is to a child’s development.

To learn more about the event, visit https://www.samhsa.gov/childrens-awareness-day.

Disability History and Awareness

The first two weeks of October are Disability History and Awareness Weeks. Section 1003.4205, F.S., entitled Disability History and Awareness Instruction, was signed into law in 2008 and requires school districts to designate the first two weeks of October as Disability History and Awareness Weeks. These weeks are to assist in providing instruction for students in all public schools to expand student knowledge, understanding and awareness of individuals with disabilities, disability history and the disability rights movement, as well as to promote the employment of individuals with disabilities.


Entrepreneurship Education and Training

Florida’s Perkins V State Plan commits to creating a robust entrepreneurial ecosystem through CTE. Business equity is the second largest source of wealth behind home equity, and for special populations, self-employment and the ability to effectively create value contributes to Florida’s greater economic security. In short, becoming an entrepreneur is a viable path to improving Florida’s economic and social mobility rates. CTE does not just prepare students to take jobs, but creates jobs of the future.

Entrepreneurship education and training (EET) refers to both academic education and formal training interventions or activities that share the broad objective of providing individuals with the knowledge and skills necessary to start, operate or scale an enterprise. For purposes of Perkins V, it has a particular focus on formally cultivating within CTE students the following two domains: entrepreneurial mindsets, i.e., the socio-emotional skills and overall awareness of what it takes to become a successful entrepreneur (e.g., self-confidence, leadership, creativity, risk propensity, motivation, critical thinking, high degrees of
empathy, resilience and self-efficacy), and entrepreneurial capabilities, i.e., the capacity for successful business management and venturing (e.g., knowledge of marketing, accounting, financial modeling and the sources of capital; and evidencing the ability to de-risk an idea, successfully pivot and value-create).

A new competitive opportunity will be available in the 2020-2021 program year for the expansion of entrepreneurship opportunities in secondary and postsecondary CTE programs.

Please contact Kathleen.Taylor@fldoe.org for more information.

Florida Calendar Project

This is a scalable K-12 arts integrated project that tasks students with applying their learning to the creation of an original 12-month calendar. The Bureau of Standards and Instructional Support introduced this project during the 2019-20 school year with anticipation for completed calendars at the end of the year.

The theme for the 2020-2021 school year will remain Celebrating the Contributions of Women to Florida and the 19th Amendment Centennial Celebration.

Please visit CPALMS to access the project guide. The February 26, 2020, Celebrating Arts Education Month webinar includes various methods for teaching women’s history through the arts and features the calendar project. The Celebrating Arts Education Month webinar presentation can be accessed at http://fldoe.org/core/fileparse.php/18526/urlt/ArtsEdMonthWebinar20.pdf. Please share this exciting opportunity with your art teachers.

For more information, contact Erin O’Connor, arts education specialist, at Erin.O’Connor@fldoe.org.

Hispanic Heritage Month

Each year the Governor and the First Lady invite students in grades K-12 to participate in art and essay contests, and students, parents, teachers and school leaders to nominate educators for the Excellence in Education Award in observance of Hispanic Heritage Month, which will take place this year from September 14-October 18, 2020.

More information will be available at http://floridahispanicheritage.com/.

Manufacturing Day

Manufacturing Day was created by the National Association of Manufacturers and the Manufacturing Institute. The goal is to address misperceptions of the industry by having real manufacturers open their doors to the next generation to show what modern manufacturing really looks like. Manufacturing Day is scheduled to take place across North America on October 2, 2020.

Visit https://creatorswanted.org/register-event/ to register to host or find an event near you, along with toolkits and other resources to have a successful Manufacturing Day.

For more information, contact Robert Blevins, state supervisor for manufacturing education programs, at Robert.Blevins@fldoe.org.
Month of the Military Child

April of 2021 is Month of the Military Child. This special recognition was established by former Defense Secretary Caspar Weinberger in 1986 to honor the important role children play in contributing to the strength of military families. We are encouraging everyone in each of Florida’s local school districts to reach out with events and celebrations that honor the hard work and applaud the courage of military children. One way to celebrate is by wearing purple during April. Purple symbolizes all branches of the military including Coast Guard blue, Army green, Navy blue, Marine Corps red and Air Force blue.

More information will be available at http://www.mic3.net/.

National Apprenticeship Week

Each year, National Apprenticeship Week (NAW) is typically the second week of November. Specific dates will be released later this year at the web address below.

NAW is a national celebration that offers leaders in education, business, labor and other critical partners a chance to demonstrate their support for apprenticeship. NAW also gives apprenticeship sponsors the opportunity to showcase their programs, facilities and apprentices in their community. NAW highlights the benefits of apprenticeship in preparing a highly skilled workforce to meet the talent needs of employers across diverse industries. A few ways to participate in NAW include apprentice graduations, business open houses, high school career fairs, apprenticeship signing days, skills competitions, industry roundtable events, promotion of state and local proclamations, and more.

For more information, visit https://www.apprenticeship.gov/national-apprenticeship-week to learn more and to find an event near you, or contact Richard “Ted” Norman, state apprenticeship director, at Richard.Norman@fldoe.org.