2021-2022 School Year Information

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2021 Legislative Review


2021-2022 Clinical Education Program Developer Academy Dates

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 Florida Department of Education (FDOE) is inviting members of your organization who oversee clinical education training to participate in the Clinical Education Program Developer Academy (CEPDA). Participants will build content knowledge in four skills of instructional leaders – growth mindset, content planning, observation and evidence-based, non-evaluative feedback. The academy will provide support for the creation or revision of current clinical educator programs to incorporate these four skills and allow opportunities to practice and receive feedback on active learning engagement strategies.

The academy will consist of a three-day, face-to-face workshop, with the third day occurring a few weeks after the initial two days.

Dates and locations for the upcoming academies are as follows:

- October 6-7, 2021, and November 3, 2021, Leon County
- May 11-12, 2022, and June 9, 2022, TBD (Central)

Those interested in attending CEPDA to create or revise a clinical educator program must complete the 2021-22 application, which is available at https://www.surveymonkey.com/r/CEPDA2022.

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

2021-2022 Exceptional Student Education District Policies and Procedures

Pursuant to s. 1003.57, F.S., districts are required to submit for approval their policies and procedures 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 federal Individuals with Disabilities Education Act (IDEA). These policies and procedures must have the approval of the local school boards. After preapproval by the Bureau of Exceptional Education and Student Services, the signature document indicating school board approval is due to the FDOE no later than February 4, 2022.
This year, updates will be required for the following sections:

- **Part I. General Policies and Procedures**
  - Sections A.1 through A.7 regarding Restraint and Seclusion
  - Section B.4: Department of Juvenile Justice Facilities
  - Section C.1: Exceptional Student Education Procedural Safeguards
  - Sections H.1 and H.2 regarding Evaluations for Exceptional Student Education

- **Part II. Policies and Procedures for Students with Disabilities**
  - Section D: Discipline
  - Section E: Participation in State and District Assessments

- **Part IV: Policies and Procedures for Parentally Placed Private School Students with Disabilities**

For more information or if you have any questions, please contact BESESupport@fldoe.org.

**Adult General Education**

Florida’s Unified State Plan for adult general education is focused on being a mechanism for social and economic transformation of the lives of adult education students and their families. 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 the vision of making Florida #1 in workforce education by 2030. Integrated Education and Training (IET) programs are also a critical component of both Florida’s Unified State Plan and the Workforce Innovation and Opportunity Act of 2014 and will be emphasized during the 2021-2022 school year through required Adult Education and Family Literacy Act grant priorities and professional development activities.

Adult education programs include Adult Basic Education (ABE), Adult High School (AHS), Adult High School Co-Enrolled, Applied Academics for Adult Education, English for Speakers of Other Languages (ESOL) and GED® Preparation Programs. The 2021-2022 Adult General Education Curriculum Frameworks are available at [http://www.fldoe.org/academics/career-adult-edu/adult-edu/2021-2022-adult-edu-curriculum-framework.stml](http://www.fldoe.org/academics/career-adult-edu/adult-edu/2021-2022-adult-edu-curriculum-framework.stml). There were no substantive content changes made to the adult education frameworks for the 2021-2022 academic year; however, Classification of Instructional Programs (CIP) codes for ABE, AHS, ESOL and GED® programs have been revised as part of the ten-year federal review process. These updates are included in both the individual framework documents and the Change Document found on the same framework page referenced above.

The Adult High School Co-Enrolled Eligibility List, as required by s. 1011.80(11), F.S., and accompanying memorandum, are posted on the framework page as well. The eligibility list was determined based upon review of section 3 of the 2021-2022 Course Code Directory for Grades 9-12 and Adult Education Courses. In addition, the 2021-2022 Florida Adult Education Assessment Technical Assistance Paper is available at [http://www.fldoe.org/academics/career-adult-edu/career-adult-edu-technical-assistance-.stml](http://www.fldoe.org/academics/career-adult-edu/career-adult-edu-technical-assistance-.stml) to assist educators in administering state approved assessment instruments. For more information, please contact Tara Goodman, Vice Chancellor, Division of Career, Technical and Adult Education at Tara.Goodman@fldoe.org.
Alyssa’s Alert

During the 2020 Legislative Session, Senate Bill 70 was passed and became law to provide an extra layer of protection in Florida’s schools. The Legislature allocated $6.4 million to ensure every Florida public school has this critical life-saving tool. In accordance with s. 1006.07(4), F.S., all Florida public schools, including charter schools, must implement a mobile panic alert system capable of connecting diverse emergency services technologies to ensure real-time coordination between multiple first responder agencies beginning with the 2021-2022 school year. The systems will enable all school staff to silently and easily contact law enforcement to respond in the case of an on-campus threat or crisis.

FDOE has allocated up to $2,000 per public school campus, traditional and charter, in each school district. Through the procurement process, FDOE identified 10 providers and negotiated fixed pricing for Florida school districts and charter schools.

For additional information, please visit http://www.fldoe.org/safe-schools/alyssas-alert.shtml or contact the Office of Safe Schools at Alyssas.Alert@fldoe.org.

Annual Volunteer Survey

Each school year the FDOE reaches out to school districts to gather data on the number of volunteers and mentors serving in our schools. Collecting this information is vital as we learn about your programs, capture documented hours, and determine the value of the important contributions of volunteers and mentors.

A report will be provided to district superintendents and volunteer coordinators and may be used to assist with volunteer program planning including goal-setting, leveraging business partnerships, and securing grant funding through sharing contributions and promising practices.

The Office of Family and Community Relations will release the 2021-2022 Annual Volunteer Survey in the fall of 2021 and solicit district volunteer coordinators to complete and return by the end of school year 2022.

For more information, contact CommunityRelations@fldoe.org.

Apprenticeship

The expansion of registered apprenticeship and pre-apprenticeship programs continues to remain a priority of the FDOE. 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 tuition. Apprentices in some occupations earn college credit that may 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 are a great option for juniors and seniors. These programs allow students to remain in their chosen career and technical education (CTE) courses while at the same time receiving credit toward 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 U.S. Armed Forces veteran during the apprenticeship program selection process.

Toward these ends, the 2020 and 2021 General Appropriations Act provided $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.

For more information about apprenticeship programs, please contact Kathleen Taylor, bureau chief, Division of Career and Adult Education, at Kathleen.Taylor@fldoe.org.

Assistance for Certification Applicants

The Bureau of Educator Certification 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.

For more information, call the Customer Access Number at 1-800-445-6739 or submit the online form for email service at http://www.fldoe.org/teaching/certification/staff-contact/.

B.E.S.T. Standards for Mathematics Implementation Resources

The Bureau of Standards and Instructional Support is pleased to announce updates to the Mathematics webpage. The Office of STEAM, in collaboration with teacher work groups, has created various resources as we prepare for implementation of the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for Mathematics. On the Mathematics webpage, you will find a separate webpage dedicated to resources for the B.E.S.T. Planning for Student Learning and Instruction. Below is a list of information and resources specific to the B.E.S.T. course descriptions, instructional guides and standards progressions that district administration and teachers can find on this webpage. If you have any questions, please feel free to reach out to Ashley Harvey (Ashley.Harvey@fldoe.org) or Courtney Starling (Courtney.Starling@fldoe.org).
Instructional Guidance for Transition to the New B.E.S.T. Standards for Mathematics

The purpose of this document is to provide educators with an overview of major changes in mathematical concepts within the courses incorporating the B.E.S.T. Standards for Mathematics as compared to the current courses utilizing the Mathematics Florida Standards. This document will provide guidance for educators for both the 2021-2022 and 2022-2023 school years to ensure that students do not have any learning gaps during implementation of the B.E.S.T. Standards for Mathematics.

B.E.S.T. Instructional Guide for Mathematics (B1G-M)

The B.E.S.T. Instructional Guide for Mathematics (B1G-M) is intended to assist educators with planning for student learning and instruction aligned to Florida’s B.E.S.T. Standards. This guide is designed to aid high-quality instruction through the identification of components that support the learning and teaching of the B.E.S.T. Mathematics standards and benchmarks. The B1G-M includes an analysis of information related to the B.E.S.T. Standards within this specific mathematics course, the instructional emphasis and aligned resources. Currently, we have B1G-M documents for grades Kindergarten to two with more grade levels and courses being uploaded soon.

B.E.S.T. Standards Progression

The purpose of these documents is to provide mathematics educators with an overview of the standards progression of the B.E.S.T. Standards for Mathematics by grade band (K-5, 6-8 and 9-12) and by strand.

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.O’Connor@fldoe.org
Computer Science - Katrina Figgett - Katrina.Figgett@fldoe.org
Health Education - Kelly Aaronson - Kelly.Aaronson@fldoe.org
Instructional Technology - Kenneth Edwards - Kenneth.Edwards@fldoe.org
Library Media - Amber Baumbach - Amber.Baumbach@fldoe.org
Physical Education - Nichole Wilder - Nichole.Wilder@fldoe.org
Social Studies - John Duebel - John.Duebel@fldoe.org

The Bureau of Standards and Instructional Support webpage can be accessed at http://fldoe.org/academics/standards/.

http://fl.gov/academics/standards/.
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. System updates include:

- For districts wishing to connect their application and access the standards in a live and machine-readable format, CPALMS now has a Standards Application Programming Interface (API). The API outputs data using Instructional Management Systems Global Competencies and Academic Standards Exchange (CASE) framework. Information, terms or service and an online application can be found at https://www.cpalms.org/Standards/Standards_API.aspx.
- CPALMS has completed direct single sign-on integration with 85 LEAs and charter schools and has three applications in Clever and ClassLink dashboards. CPALMS Florida, CPALMS Florida Students and CPALMS Class Sites can be used with the Curriculum Map (CMAP) tool.
- CMAP tool will now allow teachers using instructional materials from the state adopted list to see the standards coverage notes provided by the publisher directly in their CMAP. This feature will become available this summer and for all materials adopted by the state since 2020.
- CMAP tool now includes an Assignments tool that enables teachers to assign original student tutorials to students and track completions from within the CMAP. There is an introduction video about the assignment tool available at https://www.cpalms.org/page836.aspx.
- CMAP tool now includes the Class Sites feature that enables a teacher to create a website for students and/or parents to share student resources, standards, assignments and other information with their students based on the standards they are working on that period. There is an introduction video for the Class Sites feature available at https://www.cpalms.org/page838.aspx.
- CMAP Daily Viewer mobile app for iOS devices has been released. The app is available at https://apps.apple.com/us/app/daily-viewer/id1467875930#?platform=iphone. An Android version will be released before the end of the year.
- A state-adopted materials tab is now available on courses with materials adopted in 2019-2020. 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 more clear which course offerings are current.
- 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.
- The CPALMS team is always available to do free webinars on anything related to CPALMS. A school or district can make a request by reaching out to helpdesk@cpalms.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 state residents 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.

The CAPE Industry Certification Funding List includes a maximum of 30 digital tool certificates. The digital tool certificates included on the 2020-2021 list will be carried forward in 2021-2022. Any additional digital tool certificates will be identified through a competitive procurement process.

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:

• Teachers may not administer an industry certification exam to students to whom they provide direct instruction for the certification.
• Exam questions are delivered in a secure manner.
• The exam is scored by certifying agency or vendor, not a school district employee.
• A student cannot be given an exam more than three 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.
• Teachers, proctors and monitors for industry certification exams must sign Form FCAPEA-04, Florida CAPE Act Industry Certification Test Administration and Security Agreement.
• Exams may not be used to satisfy the requirements for more than one industry certification or certificate.

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.

Additional resources are provided through the following links:
- [Industry Certification Articulation Agreements](#)
- [Florida Bright Futures Scholarship Program](#) (Click on “Florida Gold Seal CAPE Scholarship”)
- [Resources CAPE Secondary](#) (Included on this webpage is the CAPE Technical Assistance Paper)
- [CAPE Technical Assistance Paper](#)
- [CAPE Statutes and Rule](#)

For more information, contact Kathryn Wheeler, CAPE industry certification manager, at [IndustryCertification@fldoe.org](mailto:IndustryCertification@fldoe.org).

**Career and Technical Education Audit**

On January 30, 2019, [Executive Order 19-31](#) charted a course for Florida to become number 1 in the nation for workforce education by 2030. The Career and Technical Education (CTE) audit conducted in accordance with [Executive Order 19-31](#) and s. 1003.491(5), F.S., was codified in statute by [House Bill (HB) 7071](#) in 2019.

[Executive Order 19-31](#) directed the Education Commissioner to develop a methodology and to audit CTE offerings in the state on a recurring basis. Per the Executive Order, the audit included:

- 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 department developed a methodology for the annual CTE audit that measures program quality to ensure alignment between the state’s CTE programs and Florida's established economic and workforce priorities. This process is managed by the Division of Career and Adult Education, Office of CTE Quality. Phase 1 was the statewide review of programs, Phase 2 was the local review of programs, and Phase 3 was the sharing of information and best practices.

The department is currently preparing local-level institutional performance data based on the statewide CTE audit metrics to serve as an informational resource for the districts. This summer, the department will disseminate these descriptive data to district superintendents and CTE directors. No action will be required upon receipt of these local-level data; however, it is recommended that local leadership review these data to self-evaluate their local program performance using the CTE audit benchmarking criteria.

For additional information regarding the CTE audit, please email Keith Richard, statewide director of CTE quality, at [Keith.Richard@fldoe.org](mailto:Keith.Richard@fldoe.org), or review updates at [http://www.fldoe.org/careerpathways/](http://www.fldoe.org/careerpathways/).
Career and Technical Education Frameworks

The 2021-2022 Career and Technical Education Program Frameworks are available to facilitate instructional planning for the 2021-2022 school year. The 2021-2022 Change Document is also available; 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.

For more information, contact NinaFe Awong, CTE program director at Ninafe.Awong@fldoe.org.

Career Planning and Advisement Platform

As of September 1, 2020, school districts are responsible for their own Career Planning and Advisement Platform. Districts will determine locally the appropriate platforms students use to satisfy the requirements for middle grades promotion pursuant to s. 1003.4156, F.S.

College and Career Decision Day

Section 1001.43(14)(b), F.S., encourages districts to 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. District school boards are encouraged to adopt policies and procedures to celebrate the academic and workforce achievements of students by:

- Declaring an “Academic Scholarship Signing Day” to recognize seniors who sign actual or ceremonial documents accepting scholarships or enrollment by a post-secondary institution.
- Declaring a “College and Career Decision Day” to encourage early preparations for college and to pursue advanced career pathways through attainment of industry certifications that have statewide college credit articulation.

The district school board may encourage holding such events in an assembly or gathering of the entire student body as a means of making academic success and recognition visible to all students.

For more information, contact Sierra Anderson at Sierra.Anderson@fldoe.org.

Commissioner’s Academic Challenge

The Commissioner’s Academic Challenge (CAC) is a statewide high school tournament inaugurated in 1986. Students enrolled in grades 9-12 during the 2021-2022 school year are eligible to be on a district team with each district represented by one team consisting of a coach and six students. Districts are placed in three divisions based on overall student population. A maximum of six teams may compete in one competition round. Teams are asked questions from the areas of language arts, mathematics, science, social studies, the fine arts, world languages (French and Spanish), physical education, health and technology. The questions are written by educators from high schools throughout the state.

This year’s CAC will take place in Spring 2022. Dates and location have yet to be finalized, but details will be posted at http://academic-challenge.org/ when they become available. Questions regarding the CAC should be addressed to the Tournament Director Lisa Rawls at Lisa.Rawls@polk-fl.net.
Commissioner’s African American History Task Force

The Commissioner's Task Force on African American History is available to support the teaching and learning of the content in the African American History section of Florida’s required instruction statute, and initiatives related to African American History.

For more information about the African American History Task Force, visit https://afroamfl.org/ or contact Cindy Huffman at Cindy.Huffman@fldoe.org.

Commissioner’s Holocaust Education Task Force

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 statute, and Holocaust Education Week, held annually the second week in November.

For more information about the Holocaust Education Task Force, visit http://www.fldoe.org/holocausteducation/ or contact Cindy Huffman at Cindy.Huffman@fldoe.org.

Computer Science Updates

The legislature has again appropriated $10 million for 2021-2022 in support of Executive Order 19-31, which will fund the implementation of 2018 HB 495. The funding has two main purposes.

First, 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.;
  - training that leads to an industry certification associated with a course identified in the Course Code Directory Computer Science course list;
- paying 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 related documents can be found at http://fldoe.org/academics/standards/program-grants.stml.

In 2019, 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 (except for 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 2021-2022 may be accessed at
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.

Dual Enrollment

Florida’s academic and career dual enrollment programs allow high school students to pursue advanced curriculum that is applicable to high school graduation requirements and a postsecondary certificate or degree. This acceleration mechanism continues to be one of the most popular among Florida high school students serving as a conduit to college and career. Below are a few reminders moving into the 2021-2022 academic year.

- Florida College System (FCS) institutions (s. 1007.271(21), F.S.) and District Sponsored Career Centers (s. 1007.271(7), F.S.) are required to have a dual enrollment articulation agreement with each public school district or high school in their service area.

- Florida College System institutions may establish additional agreements with districts outside of their service areas.

- State University System (SUS) institutions and eligible Independent Colleges and Universities (ICUF) may also enter into an agreement with any school district that wishes to offer this opportunity to their students.

- Public postsecondary institutions must enter into a dual enrollment articulation agreement with any private school that is eligible to participate pursuant to s. 1011.62(1)(i), F.S., as well as any eligible student enrolled in a home education program pursuant to s. 1002.41, F.S.

- FCS and ICUF institutions offering eligible career certificate programs are encouraged to include these programs as a part of their dual enrollment articulation agreements.

All dual enrollment articulation agreements are due by August 1 of each year for all institutions mentioned above as being required to have established agreements. Completed agreements and templates should be submitted through the Dual Enrollment Articulation Agreement Submission Site.

For questions, please contact Amanda Walker, Office of Articulation, at Amanda.Walker@fldoe.org.
Entrepreneurship Education and Training

Florida’s Perkins V State Plan commits to creating a robust entrepreneurial ecosystem through career and technical education (CTE). CTE does not just prepare students to take jobs, but creates jobs of the future. A new competitive opportunity is available in the 2021-2022 program year for the expansion of entrepreneurship opportunities in secondary and postsecondary CTE programs. More information may be found here: [https://www.fldoe.org/academics/career-adult-edu/funding-opportunities/eet.stml](https://www.fldoe.org/academics/career-adult-edu/funding-opportunities/eet.stml).

Please contact Kathleen Taylor, bureau chief, Division of Career and Adult Education, at Kathleen.Taylor@fldoe.org for more information.

Family, School and Community Programs and Awards

The FDOE recognizes the importance of family, school and community partnerships as critical learning supports for students. The Office of Family & Community Relations will release all recognition program applications in the fall of 2021.

The Office of Family & Community Relations coordinates the following programs and awards:

- **The Family & Community Involvement Award** recognizes innovative school practices/programs that promote and increase family and community involvement. The nomination procedures and application may be obtained at [https://www.fldoe.org/schools/family-community/activities-programs/volunteer-community-involvement/the-parent-involvement-award.stml](https://www.fldoe.org/schools/family-community/activities-programs/volunteer-community-involvement/the-parent-involvement-award.stml).

- **The Outstanding School Volunteer Award** recognizes volunteers who demonstrate outstanding dedication and commitment to student success. The nomination procedures and application may be obtained at [https://www.fldoe.org/schools/family-community/activities-programs/volunteer-community-involvement/the-outstanding-school-volunteer.stml](https://www.fldoe.org/schools/family-community/activities-programs/volunteer-community-involvement/the-outstanding-school-volunteer.stml).


- **NEW PROGRAM – The Purple Star Schools of Distinction** recognizes schools that support the unique needs of military families by helping military-connected students navigate critical challenges and providing resources for military-connected students when transitioning to a new school environment.
  - Under the Florida program, eligible schools will receive the Purple Star Schools of Distinction designation if they meet the five (5) established requirements listed below:
    - Designate a staff point of contact for military students and families to ease entry into the new environment;
    - Establish and maintain a dedicated page on the school’s website featuring information and resources for military families;
    - Maintain a student-led transition program to help create and maintain social connections;
    - Offer professional development for staff on special considerations for military students and families; and
    - In alignment with s. 1000.36, F.S., provide a school policy, which reserves at least 5% of placement seats for military-connected students.
In addition to these five general requirements, schools must also demonstrate an enriched military family-friendly culture by facilitating school-based activities as specified within the Purple Star Schools of Distinction framework.

All eligible schools are encouraged to apply for the Florida Purple Star School of Distinction designation to demonstrate their commitment to military students and families. Applications will be accepted from April 1 through June 1 beginning in the 2021-2022 school year.

The Purple Star Schools of Distinction Framework, application and submission requirements are forthcoming.

For more information regarding these recognition programs, contact CommunityRelations@fldoe.org.

Florida Civics and Debate Initiative

The mission of the Florida Civics and Debate Initiative is to create access and opportunities for all students to have the best civics education, including curriculum, debate programs and high-quality teachers, which is a catalyst for students to become great citizens who can preserve our constitutional republic for future generations.

The Florida Civics and Debate Initiative elevates civic knowledge, civic skills and civics disposition for middle and high school students by establishing competitive speech and debate teams. Before the initiative was created, there were 11 school districts in Florida that participated in competitive debate. As we move into the initiative’s second year, Florida will have 161 active teams in 48 different school districts across the state.

The Florida Civics and Debate Initiative also supports professional development for new debate coaches and for civics and history teachers.

To learn more, please visit https://www.floridaeducationfoundation.org/fcdi or email Elizabeth.Eskin@fldoe.org.

Florida Early Learning and Developmental Standards

Florida adopted the Florida Early Learning and Developmental Standards (2017) in Fall 2017. The standards and benchmarks reflect the knowledge and skills that a child on a developmental progression should know and be able to do at the end of an age-related timeframe. Following are the Florida Early Learning and Developmental Standards (4 Years Old to Kindergarten (2017)) crosswalks with Florida B.E.S.T. Standards for grades K-3 (2020).

Mathematical Thinking/Mathematics:

Language and Literacy/English Language Arts:

For more information on standards by domains and ages, go to http://flbt5.floridaearlylearning.com/.
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. The FFEA chapters provide unique opportunities for members to learn about the teaching profession and develop some of the skills needed. 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. Conference attendees have the opportunity to hear from inspiring speakers whose experiences and knowledge will guide them as they contemplate the challenges and rewards that lie before them as future educators. 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 the recruitment coordinator at EdRecruit@fldoe.org.

Florida Head Start Collaboration Office

The Florida Head Start State Collaboration Office (HSSCO) is a federally funded office with the specific purpose of supporting and improving collaboration between Head Start and other providers of educational, medical, and social services in Florida. HSSCO coordinates federal, state and local policy to help ensure a unified early care and education system. In partnership with the Division of Early Learning and Florida Head Start Association (FHSA), the collaboration office works to coordinate activities with the Governor's office, key state agencies, and other early childhood associations and advocacy groups.

For more information, go to http://www.floridaearlylearning.com/statewide-initiatives/head-start.

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 1st. Districts must report to the FDOE by October 15th 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, but no later than November 1.
For more information, please contact the FSSAT support team at FSSAT@fl DOE.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 action is taken 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.

Rule 6A-1.0018(9), F.A.C., requires districts to maintain current school listings and current contact information in the FortifyFL application. 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@fl DOE.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.Foy@fl DOE.org for more information.

Graduation Requirements for Certain Students in an English for Speakers of Other Languages (ESOL) Program

Beginning with the 2022-2023 school year, students who have been enrolled in an ESOL program for less than two school years and have met all requirements for the standard high school diploma except the passage of any must-pass assessment under s. 1003.4282, F.S., or s. 1008.22, F.S., F.S., or alternate assessment, may meet the requirement to pass the statewide, standardized grade 10 English Language Arts assessment by satisfactorily demonstrating grade-level expectations on formative assessments, in accordance with State Board of Education rule.

Hope Ambassadors

The Hope Ambassadors initiative is a multi-agency resiliency and compassion campaign. It is a youth peer-to-peer student mentorship program that recruits student volunteers to work with their peers and help create an environment of kindness and compassion in their schools. The club’s mission should be based on kindness, compassion, resiliency and volunteerism, and connects students to volunteer services, both in school and the community.

During the 2020-2021 school year, 25 schools started Hope Ambassador clubs. This year, an additional 100 schools will be eligible for a $500 grant to develop and launch Hope Ambassadors clubs for the 2021-2022 school year. For additional information go to www.fl DOE.org/hopeambassadors.
Inclusion Warm Line Services

The Division of Early Learning provides assistance and consultation regarding children with disabilities and special health care needs. Known as the Warm Line, this service is available to any early care and education provider requesting information relating to disability and special health care needs of children.

Each early learning coalition provides warm line services for child care providers on topics including:

- Positive behavioral support
- Curriculum
- Strategies
- Child development
- Health
- Environmental adaptations
- Laws and regulations (e.g., The Americans with Disabilities Act)

To locate a Warm Line in your area, contact your early learning coalition or refer to the list found at http://www.floridaearlylearning.com/Content/Uploads/floridaearlylearning.com/files/ELC Warm Line 7-27-2020-ADA-GA_BS.pdf.

Instructional Materials

The 2021-2022 state instructional materials adoption has called for bids in K-12 Mathematics, incorporating the B.E.S.T. Standards. Reviews for these materials will begin in September 2021. Qualified teacher experts are encouraged to apply to be a state reviewer. Information regarding the state adoption process may be found on the Instructional Materials website at http://www.fldoe.org/academics/standards/instructional-materials.

For more information, contact the instructional materials staff at IMStaff@fldoe.org.

Literacy Policy & Initiatives

Just Read, Florida! will continue to implement statewide initiatives funded by the Coronavirus Aid, Relief, and Economic Security (CARES) Act. One of those initiatives is collaborating with the University of Florida Lastinger Center and the Florida Center for Reading Research to develop and deploy Literacy Coach professional development resulting in a Literacy Coach credential upon successful completion. Just Read, Florida! also deployed 18 State Regional Literacy Directors to support implementation of K-12 Comprehensive Evidence-based Reading Plans and build capacity of school literacy leadership teams, school administrators and literacy coaches for effective implementation of the B.E.S.T. ELA Standards. In the 2021 Legislative session, HB 7011 passed, requiring expansion of our State Regional Literacy Directors creating regional support teams to more effectively support districts and schools to improve literacy outcomes for students. Additional requirements established under HB 7011 include:

- Establishment of a VPK–Grade 8 coordinated screening and progress monitoring system.
- A tutoring program for high school students to tutor K-3 students having reading difficulties.
- Authorization for districts to use the reading allocation for additional reading instruction for eligible prekindergarten students.
• Requirement that districts complete a self-reflection tool to evaluate the effectiveness of interventions implemented under K-12 reading plans in the prior year.
• Revision of teacher preparation programs to ensure certain teacher candidates exit the program endorsed in reading.
• A department review of the reading endorsement competencies for alignment to evidence-based strategies.

Please see the recent memorandum regarding the HB 7011 changes related to educator preparation.

In addition, HB 3 established the New Worlds Reading Initiative, a home book delivery program for eligible elementary students. Specifically, the New Worlds Reading Initiative:

• Provides high-quality, free books to K-5 students performing below grade level in reading.
• Provides free books to eligible students on a monthly basis until the student is promoted to sixth grade or the parent opts out of the program.
• Provides criteria to determine eligible students which includes K-5 students with a substantial reading deficiency or who scored below a Level 3 on the preceding year's statewide English Language Arts assessment.

For more information, contact Lindsey Brown, Executive Director of Just Read, Florida!, at Lindsey.Brown@fldoe.org.

Nita M. Lowey 21st Century Community Learning Centers (21st CCLC)

The purpose of the 21st CCLC program is to provide academic enrichment and a broad array of additional services to students and their families to increase academic achievement and engagement. These programs are competitively awarded to school districts and community-based organizations to serve students in schools in need of improvement primarily during afterschool and summer. To learn more about the 21st CCLC program and afterschool and summer learning, please visit http://www.fldoe.org/schools/family-community/activities-programs/21st-century-community-learning-center/program-summaries.stml.

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 2021-2022 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.
Required Instruction Implementation Plans and Annual Reports

Per State Board of Education Rule 6A-1.094124, F.A.C., school districts must annually submit a report documenting instruction for students in grades K-12 related to their implementation of the required instruction in s. 1003.42(2), F.S., by July 1st.

For Mental and Emotional Health Education, Substance Use and Abuse Health Education and Child Trafficking Prevention Education, school districts must also annually submit a plan by December 1st for how instruction will be delivered.

The required online Florida Required Instruction Reporting Portal is available at https://flrequiredinstruction.org. Use of the portal does not affect the content districts are required to submit, only the method. Plans are still required to be posted on district webpages, but the requirement to submit to the department via email has been removed and replaced by the portal.

The online portal is a benefit to school districts, stakeholders and the FDOE. It provides stakeholders with access to related plans and documentation on one website. It also allows for the department to streamline the guidance and support it provides to districts and the public.

If you have additional questions, please contact Nichole Wilder in the Bureau of Standards and Instructional Support at Nichole.Wilder@fldoe.org.

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, prevention and student support. A 2019 memorandum was shared with all superintendents and charter school directors identifying the Comprehensive School Threat Assessment Guidelines (CSTAG), developed by Dr. Dewey Cornell, and the forms included as Florida’s standardized behavioral threat assessment instrument. CSTAG is available at https://info.fldoe.org/docushare/dsweb/Get/Document-8617/DPS-2019-116.pdf.

For additional information, please contact the Office of Safe Schools at SafeSchools@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 amended Rule 6A-1.0017, F.A.C., at its July 2021 meeting. The rule establishes requirements for reporting SESIR incidents to the FDOE and includes incident definitions as well as responsibilities for training and accountability. Online training is available via the www.SESIR.org website.
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 (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.

More information specific to the Guardian Program can be accessed at http://www.fldoe.org/safe-schools/guardian-program.stml or by contacting the Office of Safe Schools at SafeSchools@fldoe.org.

School Immunization Requirements

Beginning with the 2021-2022 school year, school districts and private schools are required to have a policy for each student to have a Florida Certificate of Immunization on file with the state immunization registry, Florida State Health Online Tracking System (SHOTS). Please refer to this recent memorandum for additional guidance.

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. The 2021 Legislature passed Senate Bill 590, which permits accommodations for drills conducted by exceptional student education centers. Schools should consult and work with their school safety specialist and the law enforcement agency that is the first responder to the school to plan and carry out their monthly drills.

For additional information, please contact the Office of Safe Schools at SafeSchools@fldoe.org.

Standards and Course Description Information

At the July 2021 State Board of Education meeting, the following academic standards were adopted: Civics and Government (revised), Holocaust Education (new), Character Education (new), B.E.S.T. English Language Arts (ELA) (technical and minor revisions that will not affect implementation), Substance Use and Abuse (new), and Access Points – Alternate Academic Achievement Standards for the B.E.S.T. ELA and Mathematics Standards for students with the most significant cognitive disabilities
(new). The State Board of Education is expected to adopt revised course descriptions to include these newly adopted standards in October 2021.

Please review the current and future course descriptions posted on CPALMS. In 2020, updates were made as part of the transition from the Florida Standards to the B.E.S.T. ELA and Mathematics Standards. Standards and course descriptions can be accessed at www.CPALMS.org.

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

**Suicide Prevention Certified Schools**

On May 13, 2020, the State Board of Education adopted Rule 6A-4.0010 F.A.C., to establish criteria and procedures for implementation of s. 1012.583, F.S. 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., 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 Bureau of Student Support Services (BoSSS) website at https://www.fldoe.org/schools/k-12-public-schools/bosss/suicide-prevent.stml.

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

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

**Sunshine State Scholars**

The Sunshine State Scholars program honors top 11th grade students in the areas of science, technology, engineering or mathematics (STEM) for their significant academic accomplishments and the potential they represent for our communities and state.

Scholars and their families participate in an extraordinary two-day program designed to connect them with employers that specialize in the STEM fields and to create a networking opportunity with Florida’s college and state university system. Workshops geared toward the college application process and college funding are hosted.

More information, including scholar designation deadlines and 2022 event program information, will be available at https://www.fldoe.org/academics/sunscholars/.
**U.S. Senate Youth Program (USSYP)**

The [United States Senate Youth Program](https://www.fldoe.org/civicliteracy/ussyp.stml) (USSYP) mission is to encourage the best and brightest students in America's high schools to pursue careers in public service. Each year, two outstanding high school student leaders from each state spend a week in Washington, D.C., experiencing their national government in action. In addition, students selected to attend receive a $10,000 undergraduate college scholarship. Students may qualify to apply through leadership positions they currently hold per the USSYP official criteria.

For more information about the USSYP, visit [https://www.fldoe.org/civicliteracy/ussyp.stml](https://www.fldoe.org/civicliteracy/ussyp.stml) or contact USSYP@fldoe.org.

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**Teacher Supports**

**Early Learning Professional Development and Training**

The Florida Department of Education/Division of Early Learning, in collaboration with the Florida Department of Children and Families (DCF), offers a variety of both online and instructor-led training opportunities. For a comprehensive listing of current instructor-led and online training opportunities for directors, teachers, assistants and parents, click on the links below.

- **Online Training:**

- **Instructor-Led Training:**

- **Florida Early Childhood Educator Training Stipend:**

To register for any of these training opportunities, please visit [DCF's website](https://www.fldoe.org/teaching/certification/renewal-requirements/).

For more training opportunities, go to [http://www.floridaearlylearning.com/vpk/vpk-providers/professional-development-training](http://www.floridaearlylearning.com/vpk/vpk-providers/professional-development-training).

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**Educator Certification and Renewal**

Educators whose certificates expire in 2022 can apply for renewal or upgrade beginning in July 2021. The Bureau of Educator Certification released a short video to assist certification applicants with their online renewal application. To view the video, visit [http://www.fldoe.org/teaching/certification/renewal-requirements/](http://www.fldoe.org/teaching/certification/renewal-requirements/).

Educators employed by Florida school districts should contact their district certification office for more
Florida offers initial certification application and exam fee waivers for eligible military personnel and spouses. For more information, visit www.fldoe.org/teaching/certification/military/ or 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
- Modules 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 Chane Eplin, SALA bureau chief, at Chane.Eplin@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 Chane Eplin, SALA bureau chief, at Chane.Eplin@fldoe.org.

Florida Early Care and Education Professional Development System

Specialized knowledge of how young children develop and learn is critical for those who work in early care and education. They need access to opportunities for ongoing education and development. Florida’s early care and education professional development system is a framework with four key elements that define pathways tied to credentials, certifications and qualifications to meet the needs of individual adult
learners in the field.

For more information, go to http://www.floridaearlylearning.com/providers/professional-development.

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 John Duebel at John.Duebel@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.

Resiliency Toolkit

This toolkit was assembled by the FDOE to assist teachers in the development of more resilient and healthy students. Teachers utilizing the instructional resources included in this toolkit will empower Florida’s students as they develop resilience and character education skills to adapt to a variety of situations. These lessons can also assist with instruction in health education topics included in required instruction. The Resiliency Toolkit is available at https://www.cpalms.org/standards/resiliency_toolkit.aspx.

Think Before You Post

As technology continues to evolve, so does our digital footprint. Every day people worldwide use various forms of technology for work and personal use to communicate, enjoy entertainment, and share their personal beliefs and opinions. When using social media, be mindful of your privacy settings and who you add or accept to your friends’ list or followers. It is not a good idea to “friend” students and/or parents because they may take posts you make personally and associate them with your classroom. Each year, the Office of Professional Practices Services receives several complaints regarding posts made by educators on social media. While educators do have the right to use social media, they are held to a higher standard and their posts are frequently scrutinized and may be reported to both the school district and the Office of Professional Practices Services.

Each year, investigators from the Office of Professional Practices Services 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 the office, we consistently encounter educators who are unaware of the existence of the Office of Professional Practices Services 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 purpose of the Office of Professional Practices Services.

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 the Office of Professional Practices Services at 850-245-0438.

**Student and Parent Supports**

**Child Care Resource and Referral**

The first years of your child’s life are when the brain makes connections that help your child think, learn and behave. As your child’s first teacher, starting at birth you can prepare your child for success in life by providing a safe, consistent and loving environment and doing everything possible to support healthy development. Whether you need information, help finding child care or other family assistance, you can turn to Child Care Resource and Referral Services at your local early learning coalition. They will help you find quality child care and connect you with other community resources such as food, medical care, workforce support, housing assistance, creative financial assistance options and more.

Family Line: 1-866-357-3239


For more information, go to http://www.floridaearlylearning.com/school-readiness.

**Division of Early Learning Resources**

As part of the Florida Department of Education, the Division of Early Learning dedicates its people, time and energy to ensuring access, affordability and quality of early learning services for the state’s children and families. The division partners with 30 early learning coalitions and the Redlands Christian Migrant Association to deliver these services.

It is never too early for parents to start their children’s development of skills, knowledge and attitudes that will lead to success in school, later learning and life. Physical, cognitive, social and emotional development are essential ingredients for school readiness. The resources on this page will help you support your child’s readiness for learning at school, child care or home. Let’s get ready for school!

For more information, go to http://www.floridaearlylearning.com/parents/parent-resources/back-to-school.

To learn more about the Division of Early Learning and the services and resources provided, go to http://www.floridaearlylearning.com/.
FloridaStudents.org Student Tutorials

More than 1,600 student resources are accessible on the CPALMS FloridaStudents.org at www.FloridaStudents.org. Students can access these resources including more than 1,130 original and interactive student tutorials created specifically for Florida’s standards, covering K-12 topics in mathematics, science, ELA and social studies. 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.

Help Me Grow Florida

Help Me Grow Florida (HMGF) promotes early identification of developmental, behavioral or educational concerns and links children and families to community-based services and supports at no cost to parents or caregivers. HMGF ensures that all children have the best possible start in life by providing free developmental and behavioral screenings and connecting families to the resources they need to succeed. Thirteen Help Me Grow Florida affiliates serve 37 counties in Florida. Help Me Grow Florida has Care Coordinators who are specifically trained to handle calls related to the health, development, behavior and learning of young children. They support families by providing information and education on these topics, researching and making referrals to services and providing continued support, advocacy and follow-up as needed. Care Coordinators offer personalized, sensitive and culturally relevant support for families and their young children. The Florida Department of Education, Division of Early Learning provides funding to the Children’s Forum to implement the Help Me Grow Florida initiative.

Learn more at https://www.helpmegrowfl.org/.

Home Education

Home Education is a parent-directed educational option that satisfies the requirement for regular school attendance. Florida Statutes protecting home education became effective in 1985. Parents have the freedom to determine their child’s educational path and the plan for reaching their goals. Students have the opportunity to explore and learn at their own pace, in any location or at any time. Home education students are able to enter institutions of higher learning and are eligible to participate in the Florida Bright Futures Scholarship Program.

Requirements and responsibilities of parents who establish a home education program can be found at https://www.fldoe.org/schools/school-choice/other-school-choice-options/home-edu/requirements.stml.

More information on Home Education can be found at https://www.fldoe.org/schools/school-choice/other-school-choice-options/home-edu/.
Please direct any questions to Sandy Eggers at Sandra.Eggers@fldoe.org.

School Readiness

Even before children attend prekindergarten, they gain from experiences that help them be ready for school.
That is why school readiness is such an important part of early learning. The Florida Legislature recognized that when they passed the School Readiness Act to help children from low-income families get the support they need to be successful in school. While helping children prepare for school, the program provides child care so a parent can work or attend a training or education program.

The program is funded primarily by the federal Child Care and Development Fund Block Grant. The Division of Early Learning administers the program at the state level.

School Readiness Fact Sheet for Families:
http://www.floridaearlylearning.com/Content/Uploads/floridaearlylearning.com/images/SR Fact Sheet for families 3.15.21 FINAL.pdf

School Readiness Fact Sheet for Families (Spanish):

For more information on the School Readiness program, go to http://www.floridaearlylearning.com/school-readiness.

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.

Specialized Instructional Services for VPK Students

A child with a disability as evidenced by a current individual educational plan (IEP) and is age-eligible for Voluntary Prekindergarten (VPK) becomes eligible for specialized instructional services (SIS). The Division of Early Learning approves SIS providers whose services meet statutory standards, maintains a list of approved providers, and notifies each school district and early learning coalition of the approved provider list. Parents with questions about accessing SIS for their child or SIS providers with questions beyond approval, should contact the Division of Early Learning at 1-866-447-1159 or their local early learning coalition.

- Parent Fact Sheet: Florida Voluntary Prekindergarten Specialized Instructional Services Educational Program:
- How to Apply for VPK Specialized Instructional Services:
Virtual Education Options

Florida is a nationally-recognized leader in K-12 virtual education. It has the largest state virtual school in the nation, Florida Virtual School (FLVS), which offers full- and part-time options for students. Information can be found at www.flvs.net.

Each school district operates virtual schools, programs and/or courses for students. Florida’s virtual schools and programs provide high-quality online instruction and curriculum, which meet state and national standards, and are held accountable for student and school performance. A list of school district virtual coordinators can be found at https://www.fldoe.org/schools/school-choice/virtual-edu/directories/district-virtual-contacts.stml.

The Florida Online Course Catalog includes information about the available online courses offered by district virtual schools, department approved providers and FLVS. This catalog provides an opportunity for each entity to showcase the online courses they offer. For each course, the catalog provides access to the official course description, a description of unique features of the course, a method for students to provide evaluative feedback and course passage and completion rates. The catalog is an informative tool for parents and students, and can be accessed at http://web06.fldoe.org/CourseCatalog/.

More information on virtual education can be found at https://www.fldoe.org/schools/school-choice/virtual-edu/.

Please direct questions to VirtualEducation@fldoe.org.

Voluntary Prekindergarten (VPK) Education

Florida was one of the first states in the country to offer free prekindergarten to all four-year-olds. Children must live in Florida and be four years old on or before September 1st of the current school year to be eligible. If their fourth birthday falls February 2nd through September 1st in a calendar year, parents can postpone enrolling their child in VPK that year and wait until the following year when their child is five.

Since the program began in 2005-2006, more than 2.3 million children have benefited from VPK. Data collected by the FDOE show that children who participate in VPK are more likely to be ready for kindergarten than children who do not participate in VPK.

VPK Fact Sheet for Families:

VPK Fact Sheet for Families (Spanish):

For more information on the Florida Voluntary Prekindergarten Education Program, go to http://www.floridaearlylearning.com/vpk/floridas-vpk-program.
**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 2022 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](https://wida.wisc.edu/assess/screener/online).
- **WIDA Screener for Kindergarten** is a paper-based assessment available for local download via the WIDA Secure Portal. More information about WIDA Screener for Kindergarten is available at [https://wida.wisc.edu/assess/screener/kindergarten](https://wida.wisc.edu/assess/screener/kindergarten).
- **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](https://wida.wisc.edu/assess/kwapt).

In addition, WIDA offers 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](https://www.wceps.org/store):

- **WIDA Screener Paper** is available for students in grades 1–12. Information about WIDA Screener Paper is available at [https://wida.wisc.edu/assess/screener/paper](https://wida.wisc.edu/assess/screener/paper).
- **WIDA Measure of Developing English Language (MODEL)** is an adaptive test that can be administered online or in a paper-based format to students in grades K–12. More information about WIDA MODEL is available at [https://wida.wisc.edu/assess/model](https://wida.wisc.edu/assess/model).

For more information, contact Sabrina Read, WIDA Florida ACCESS Manager, at [Sabrina.Read@fldoe.org](mailto:Sabrina.Read@fldoe.org).

**Adaptive Progress Monitoring (APM)**

Cambium’s APM tool will be available to all Florida public school schools, on a voluntary basis, in the 2021-2022 school year for grades 3–10 English Language Arts and grades 3–8 Mathematics. The tool will be available for multiple administrations, per student, throughout the school year. APM results will not be used for any state accountability purposes.

More information is available on the Florida Statewide Assessments Portal.
Florida Kindergarten Readiness Screener

For the 2021-2022 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/](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 for 2021-2022 to support the administration of the PSAT/NMSQT or PreACT pre-college entrance examinations to grade 10 public school students, including students attending public high schools, alternative schools and Department of Juvenile Justice education programs, in fall 2021.

For more information about these tests, please visit the appropriate vendor’s website at [https://collegereadiness.collegeboard.org/psat-nmsqt-psat-10](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](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

Beginning with the 2021-2022 school year, Florida will begin a new contract with NCS Pearson, Inc. for the development and administration of the statewide alternate assessments. 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. Please be advised that on June 10, 2021, the State Board of Education adopted revisions to Rule 6A-6.10943, F.A.C., State Assessments for Students with Disabilities. These revisions provide a clear definition of *most significant cognitive disability*, specify inclusionary and exclusionary criteria, and require each school district to submit a procedure to identify students with the most significant cognitive disabilities when a global, full-scale intelligent quotient (IQ) score is unattainable.

*Most significant cognitive disability* is defined as a cognitive impairment affecting multiple areas of functioning across many settings, with a significantly below-average global cognitive score that falls within the first percentile rank.
Each school district must submit a procedure to the FDOE for approval to identify students with the most significant cognitive disabilities when a global, full-scale intelligence quotient (IQ) is unattainable that:

- Uses data from multiple sources;
- Meets the criteria in the rule; and
- Is documented in the district’s Exceptional Student Education Policies and Procedures as required by s. 1003.57, F.S.

These revisions will fulfill a condition placed by the United States Department of Education’s approval of Florida’s alternate assessment participation waiver. This condition requires FDOE to provide clear guidance on the criteria, consistent with federal law, for students with the most significant cognitive disabilities to participate in a statewide-standardized alternate assessment. Lastly, these revisions set clear guidelines for districts and families so that all pertinent data is reviewed and considered before a decision is made to remove a student from standards instruction.

Please refer to https://www.flrules.org/gateway/ruleNo.asp?id=6A-1.0943 to view this rule, or contact Chelsea Strickland at Chelsea.Strickland@fldoe.org with any questions concerning these changes.

For the 2021-2022 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 FDOE website or by contacting Angela Nathaniel, FSAA Program Specialist, at Angela.Nathaniel@fldoe.org

Florida Standards Assessments and Next Generation Sunshine State Standards Assessments

The following statewide assessments will be administered in the 2021-2022 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 End-of-Course (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 2021-2022 Fact Sheets (available in fall 2021) on the Florida Statewide Assessments 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 Assessments Guide.
National Assessment of Educational Progress (NAEP)

The spring 2021 NAEP assessments were canceled. These assessments have been rescheduled for the spring of the 2021-2022 school year. Selected schools will administer the following assessments:

- Grades 4 and 8 Mathematics and Reading
- Grade 8 Civics and U.S. History
- Age 17 Long-Term Trend

Districts will be notified of selected schools in fall 2021.

For more information, contact Tamika Brinson, Florida’s NAEP Coordinator, at Tamika.Brinson@fldoe.org.

Postsecondary Education Readiness Test

- The Postsecondary Education Readiness Test (PERT) will continue to be available throughout the 2021-2022 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.

Voluntary Pre-Kindergarten Pre- and Post-Assessment

Florida law requires all private and public Voluntary Pre-Kindergarten (VPK) providers to administer the pre- and post-assessment to all children attending a VPK program (Section 1002.67(3), Florida Statutes).

The requirements for the 2021-2022 program year include the use of VPK Assessment. All VPK providers are responsible for complying with administration and reporting results by specified deadlines. There are two rules that pertain to VPK pre- and post-assessment: Rule 6A-1.09433, F.A.C., identifies the instruments to be used for pre- and post-assessment, who can administer the instruments, and training assessors must have. Rule 6M-8.620, F.A.C., outlines how to order materials, reporting results, deadlines, responsibilities of each early learning coalition and consequences for non-compliance. Visit Frequently Asked Questions about VPK Assessments for more information.
Important Dates/Events

2022 Celebrate Literacy Week, Florida!

Please mark your calendar and start planning for 2022 Celebrate Literacy Week, Florida!, scheduled for January 24-28, 2022. For more information, check the Celebrate Literacy Week, Florida! website at http://www.fldoe.org/academics/standards/just-read-fl/celebrate-literacy-week/ or contact Lindsey Brown, Executive Director of Just Read, Florida!, at Lindsey.Brown@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 with detailed instructions in the fall. Application due dates will be similar to the previous school year.

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/.
- Outstanding Assistant Principal Achievement Award. The nomination packet may be obtained at http://www.fldoe.org/teaching/recognition/outsting-assistant-principal-achieveme/.
- Florida School-Related Employee of the Year Nominations. The Florida School-Related Employee of the Year nomination packet may be obtained at http://www.fldoe.org/teaching/recognition/fl-school-related-employee-of-the-year/.
- Florida Teacher of the Year Nominations. The Florida Teacher of the Year nomination packet may be obtained at http://www.fldoe.org/teaching/recognition/.

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

Afterschool Professionals Appreciation Week

Afterschool Professionals Appreciation Week is a time to recognize, appreciate and advocate for those who work with young people during out-of-school hours. The week is marked by celebrations and public relations efforts encouraging appreciation and support for all the afterschool professionals who make a profound difference in the lives of young people. Please mark your calendars for April 25-29, 2022, and show appreciation to the afterschool professionals in your district.

For more information, please contact Kimberly Berry at Kimberly.Berry@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 2021-2022 Art in the Capitol Competition is as follows:

- Fall 2021 – Districts hold annual Art in the Capitol Competition for all students in grades 6-8.
- November 15, 2021 – Each district’s winning selection of student artwork is given to the 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.
- January 11, 2022 – Start of regular legislative session and opening date of exhibit at the Capitol.
- March 11, 2022 – 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.

More information will be available at [http://www.floridablackhistory.com/](http://www.floridablackhistory.com/).

**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 Sarah.Harmon@fldoe.org.

**Celebrate Freedom Week**

In accordance with s. 1003.421, F.S., the FDOE calls on all public schools to observe Celebrate Freedom Week in September. During Celebrate Freedom Week, all social studies classes in each school district shall dedicate at least three hours to an in-depth study of the intent, meaning and importance of the Declaration of Independence. Moreover, at the beginning of each school day or in homeroom, during Celebrate Freedom Week, public school principals and teachers shall conduct an oral recitation by students of the following words from the Declaration of Independence:

“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed.”

If you have additional questions, please contact John Duebel at John.Duebel@fldoe.org.
Dad’s Take Your Child to School Day

The Florida Department of Education recognizes the importance of fatherhood engagement in education as strategy to increase student achievement. The annual observance of Dad’s Take Your Child to School Day is the fourth Wednesday in September. This initiative highlights the critical role of fathers and male role models in education.

All K-12 Florida schools are encouraged to participate by planning a meaningful event for fathers and students. Dad’s Take Your Child to School Day not only serves as a reminder of the impact of father and male role model engagement, but also provides an opportunity to inform fathers and male role models about and the many ways to support students in our schools and at home throughout the year.

For more information, visit https://www.fldoe.org/schools/family-community/activities-programs/parental-involvement/dads.stml.

Disability History and Awareness Weeks

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.


Family Engagement in Education Month

The Florida Department of Education recognizes November as Family Engagement in Education Month, highlighting the importance of schools and families working together to support learning for every student. This awareness not only provides schools and communities the opportunity to show appreciation for families who support student learning at home and school, but it also encourages families to become involved and invested in their child’s education.

All K-12 Florida schools are encouraged to foster this important connection throughout the year, thus building family capacity as effective school partners. Capacity-building for families includes providing information about their child’s learning goals; nurturing relationships between home and school; creating collaborative learning environments; and offering opportunities to obtain a new skill, tip or tool to support their child’s learning.

For more information, visit https://www.fldoe.org/schools/family-community/activities-programs/parental-involvement/family-engagement.stml.

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 during September/October, 2022.

More information will be available at [http://floridahispanicheritage.com/](http://floridahispanicheritage.com/).

**Lights On Afterschool!**

Lights On Afterschool! is a nationwide event that celebrates the importance of afterschool in the lives of children, families and communities. This event, in its 22nd year, draws attention to the many ways afterschool programs support students by offering them opportunities to learn new things. Please mark your calendar for October 28, 2021, and plan ways to highlight afterschool in your community.

For more information, please contact Kimberly Berry at Kimberly.Berry@fldoe.org.

**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 1, 2021.

Visit [https://creatorswanted.org/register-event/](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.

**National Summer Learning Week**

National Summer Learning Week is a celebration dedicated to elevating the importance of keeping kids learning, safe, and healthy every summer, ensuring they return to school ready to succeed in the year. Please mark your calendars for July 11-15, 2022, and get ready to highlight the importance of summer learning and how it prepares students to succeed.

For more information, please contact Kimberly Berry at Kimberly.Berry@fldoe.org.