

# 2022-2023 School Year Information

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# District and School Leader Supports

## 2022 Legislative Review

Information on the 2022 legislative session is available at <https://www.fldoe.org/policy/edu-laws-legislation/governmental-relations/pubs.shtml>, including the School District Actions Chart and summaries for each bill related to education.

## Adult Education

Florida's Unified State Plan for adult general education is focused on being a mechanism for 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 2022-2023 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.

Following a 2021 report commissioned to comply with [Executive Order 19-31](#), substantial changes were made to the 2022-2023 adult education frameworks including a complete crosswalk to the new K-12 Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards. Additionally, the inclusion of workforce training competencies fully address the suite of skills and knowledge adult learners need to be successful in a variety of career pathways. To provide a seamless transition to GED, frameworks for adult basic education reading and adult basic education language were combined to form one comprehensive reading and language course. The 2022-2023 Adult General Education Curriculum Frameworks are available at <https://www.fldoe.org/academics/career-adult-edu/adult-edu/2022-2023-adult-edu-curriculum-framewo.shtml>.

The Adult High School Co-Enrolled Eligibility List, as required by [section \(s.\) 1011.80\(11\), Florida Statutes, \(F.S.\)](#), and accompanying memo, are posted on the framework page as well. The eligibility list was determined based upon review of section 3 of the 2022-2023 Course Code Directory for Grades 9-12 and Adult Education Courses. In addition, the 2022-2023 Florida Adult Education Assessment Technical Assistance Paper is available at <https://www.fldoe.org/core/fileparse.php/5398/urlt/2223FloridaAssessmentPolicy.pdf> to assist educators in administering state-approved assessment instruments.

For more information, please contact Ashley Yopp, Bureau Chief, Division of Career, Technical and Adult Education, at [Ashley.Yopp@fldoe.org](mailto:Ashley.Yopp@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. This mandate, known as Alyssa's Law, requires all Florida public schools, including charter schools, to implement a mobile panic alert system, known as Alyssa's Alert, capable of connecting diverse emergency services technologies to ensure real-time coordination between multiple first responder agencies and integrate with 911 public safety answering points (PSAP) beginning with the 2021-22 school year.

[Rule 6A-1.0018, F.A.C.](#), provides additional guidance regarding Alyssa's Alert system devices placed throughout each school campus and implementing Alyssa's Alert in local emergency policies and procedures. School districts are required to maintain current listings of mobile panic alert systems implemented by all public schools, including charter schools, and provide such list to the Office of Safe Schools by August 1, 2022. Thereafter, school districts must update this information within five school days of a school opening or closing, or when any other change occurs that impacts the accuracy of district-provided information.

For additional information, please visit <http://www.fldoe.org/safe-schools/alyssas-alert.stml> or contact the Office of Safe Schools at [Alyssas.Alert@fldoe.org](mailto:Alyssas.Alert@fldoe.org).

## Apprenticeship

Registered Apprenticeship is another pathway to success that students graduating from high school can embrace as they consider their future career paths. Apprenticeship programs range from one year to five years (depending on occupation). Apprentices primarily work full-time earning income while attending occupational related instruction. Apprentice wages increase in direct relation to their level of skill and knowledge gains. 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 department, which is recognized by the U.S. Department of Labor and is nationally portable. Please visit the <https://apprenticeflorida.com/> website for more information.

Registered pre-apprenticeship programs in high schools are an 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 department.

Toward these ends, the 2022 General Appropriations Act provided \$15 million to the Pathways to Career Opportunities Grant fund for the expansion of registered apprenticeship and pre-apprenticeship training opportunities in Florida in view of filling the demand for mid to high-wage, high-skilled workers needed to support Florida's growing economy. Funds must be used to expand an existing program or create a new program which increases the number of apprenticeship or pre-apprenticeship training opportunities in Florida. Eligible applicants include high schools, career centers, charter technical career centers, Florida College System institutions, and/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. For more information, visit [www.fldoe.org/pathwaysgrant](http://www.fldoe.org/pathwaysgrant) or contact [Charles.Feehrer@fldoe.org](mailto:Charles.Feehrer@fldoe.org).

For more information about apprenticeship programs, please contact Kathryn Wheeler, State Director for Apprenticeship, Division of Career, Technical and Adult Education, at [Kathryn.Wheeler@fldoe.org](mailto:Kathryn.Wheeler@fldoe.org).

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

Starting in the 2022-2023 school year there will be a new set of math standards implemented in all classrooms across the state of Florida. The new Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards will replace the current Mathematics Florida Standards (MAFS) in Florida classrooms.

Florida's B.E.S.T. Standards for Mathematics were written by workgroups consisting of Florida mathematics teacher experts. The teacher experts represented individuals in Florida who have leadership roles in K-12 mathematics and the Florida College System. Workgroups focused on writing standards and benchmarks to be clear, concise and provide enough guidance so that districts, test developers, publishers and other related stakeholders could align curriculum, instruction and assessment.

The premise of the B.E.S.T. Standards for Mathematics is that (1) benchmarks are not taught in isolation but combined purposefully and addressed at multiple points throughout the year, with the intention of gaining mastery by the end of the year; (2) there is appropriate progression of content within the grade level/course and across grade levels/courses; and (3) an intentional balance of conceptual understanding and procedural fluency with the application of accurate real-world context are intertwined within mathematical concepts for relevance.

Included within the B.E.S.T. Standards for Mathematics are the Mathematical Thinking and Reasoning Standards (MTRs). The MTRs are intended to be used as a lens to teach the B.E.S.T. Standards for Mathematics. The language of the MTRs was written for students to use as self-monitoring tools. Clarifications within the MTRs were written for educators to use as a guide for best instructional practices. The ultimate goal of the MTRs is to ensure that students stay engaged, persevere in tasks, share their thinking, balance conceptual understanding and procedures, assess their solutions, and make connections to previous learning and extended knowledge. The MTRs should be addressed at multiple points throughout the year, with students gaining mastery of these mathematical skills by the end of the year and building upon them as they continue K-12 education. The MTRs will be embedded in all non-mathematics courses starting this school year.

For more information, please contact [BESTMath@fldoe.org](mailto:BESTMath@fldoe.org).

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

The Office of Science, Technology, Engineering, Arts and Math (STEAM), in collaboration with teacher work groups, has created various resources as we prepare for implementation of the 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](mailto:Ashley.Harvey@fldoe.org)) or Courtney Starling ([Courtney.Starling@fldoe.org](mailto: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.

For aligned resources and to support the learning and instruction of the B.E.S.T. Standards for Mathematics, please visit <https://www.fldoe.org/academics/standards/subject-areas/math-science/mathematics/bestmath.stml>.

## 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. As an update to this resource, there has been another component added to within the B1G-M, Strategies to Support Tiered Instruction. This section was added to the B1G-M to address the common misconceptions and errors listed that can be a barrier to successfully learning the benchmark. All instruction and intervention at Tiers 2 and 3 are intended to support students to be successful with Tier 1 instruction. Strategies that support tiered instruction are intended to assist teachers in planning across any tier of support and should not be considered exclusive or inclusive of other instructional strategies that may support student learning with the B.E.S.T. Mathematics Standards.

## B.E.S.T. Standards Progression for Mathematics

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.

More information and resources can be found on the Bureau of Standards and Instructional Support webpage which can be accessed at <http://fldoe.org/academics/standards/>.

## Bureau of Educator Certification

The Bureau of Educator Certification (BEC) is responsible for issuing Florida Educator Certificates by implementing the certification provisions in Florida law ([Chapter 1012, F.S.](#)) and State Board of Education administrative rules ([Chapter 6A-4, F.A.C.](#)). Annually, BEC staff evaluate over 150,000 applications to determine eligibility for certification.

More information and resources can be found on the Bureau of Educator Certification webpage accessed at <https://www.fldoe.org/teaching/certification/>.

For general questions about educator certification, 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/>.

To assist certification applicants with online applications, the Bureau of Educator Certification developed short Applicant How To Videos on the most common certification actions. Videos can be accessed at <https://www.fldoe.org/teaching/certification/how-to.stml>.

For assistance with online certification accounts, educators should complete the online form at <https://www.fldoe.org/teaching/certification/staff-contact/technical-contact-us.stml>.

## Bureau of Standards and Instructional Support

The standards-based content taught and learned in Florida's schools contribute to a student's well-rounded education. The Bureau of Standards and Instructional Support is available to provide professional learning to districts or schools. Please contact the following program staff for assistance.

- Healthy Schools, Cindy Huffman-Director, [Cindy.Huffman1@fldoe.org](mailto:Cindy.Huffman1@fldoe.org)
- Innovation & Implementation, Natasha Lunan-Director, [Natasha.Lunan1@fldoe.org](mailto:Natasha.Lunan1@fldoe.org)
  - Program Grant Specialist, LaKeesha Parker, [LaKeesha.Parker@fldoe.org](mailto:LaKeesha.Parker@fldoe.org)
- Library Media & Instructional Materials, Cathy Seeds-Director, [Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)
  - Library Media, Amber Baumbach, [Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)
- Science, Technology, Engineering and Mathematics, Patricia Duncan-Director, [Patricia.Duncan@fldoe.org](mailto:Patricia.Duncan@fldoe.org)
  - Science Education, Nancy Narvaez-Garcia, [Nancy.Narvaez-Garcia@fldoe.org](mailto:Nancy.Narvaez-Garcia@fldoe.org)
  - Computer Science, James Ellington, [James.Ellington@fldoe.org](mailto:James.Ellington@fldoe.org)
  - STEM Specialist, Jennifer Infinger, [Jennifer.Infinger@fldoe.org](mailto:Jennifer.Infinger@fldoe.org)
  - Secondary Mathematics, Courtney Starling, [Courtney.Starling@fldoe.org](mailto:Courtney.Starling@fldoe.org)
  - Elementary Mathematics, Ashley Harvey, [Ashley.Harvey@fldoe.org](mailto:Ashley.Harvey@fldoe.org)
- Social Studies & the Arts, John Duebel-Director, [John.Duebel@fldoe.org](mailto:John.Duebel@fldoe.org)
  - Art Education, Erin O'Connor, [Erin.O'Connor@fldoe.org](mailto:Erin.O'Connor@fldoe.org)
  - Gifted Education, Alicia Foy, [Alicia.Foy@fldoe.org](mailto:Alicia.Foy@fldoe.org)
- Bureau of Standards and Instructional Support, Angelia Rivers-Bureau Chief, [Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)

## CPALMS

CPALMS is the official public school K-12 repository for standards, courses and aligned resources. Recent updates include:

- All the new state academic standards and course descriptions are available on CPALMS.
- CPALMS is now integrated with all the public school districts for single sign-on for teachers and students and it can be accessed through the multiple CPALMS apps within the school app dashboards in Clever or ClassLink.
- More than 700 million resource downloads have been served on CPALMS.
- CPALMS offers more than 10,000 free instructional and educational resources for teachers and students including resources for the new B.E.S.T. Standards.
- More than 1,250 original student tutorials are now available for math, science, ELA and civics for grades K-12. These interactive online lessons are available to teachers and students to use at any time and from anywhere. These are available on CPALMS.org, CMAP Class Sites and FloridaStudents.org.
- The CPALMS CMAP tool is a powerful tool for curriculum planning at the district, school and teacher level. It incorporates the course descriptions and requirements, standards, resources,

adopted instructional materials, and much more to save time and make planning easier. Teachers can collaborate and share their plans within the system and create Class Sites that provides students access to resources such as tutorials, assignments and other items the teacher needs to share with students and parents. The CMAP now comes with a mobile app called CMAP Daily Viewer and is available for Android and iOS device users.

- The CMAP now integrates the alignment information for state-adopted textbooks. With only a few clicks, the teacher can bring in the information provided by publishers to their curriculum plan based on what benchmarks they are teaching and when.
- CPALMS Standards Viewer mobile app has been updated with the latest information on the standards and offers great convenience to browse all the state’s academic standards. [Click here to learn more.](#)

## 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, making them 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 weighted FTE funding, teacher bonuses and contribution to the school grades/acceleration formula.

The department initiated rule development this summer to fully implement the requirements of [House Bill 1507](#) with regards to the adoption of the CAPE Industry Certification Funding List. Beginning with the 2022-23 school year a single CAPE Industry Certification Funding List will be adopted. The rule development creates a single rule for adoption of the CAPE Industry Certification Funding List. The rule adoption is anticipated for August 2022 and [Rules 6A-6.0573](#) and [6A-6.0574, F.A.C.](#), will be repealed when the new rule is adopted.

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 the same 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 the [CAPE Test Administration Form](#), 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 the [CAPE Test Administration Form](#), they attest that they have been trained in their local test administration procedures and will not engage in cheating. Industry 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 Kaitlin Vickers, CAPE Industry Certification Manager, at [IndustryCertification@fldoe.org](mailto:IndustryCertification@fldoe.org).

## Career and Technical Education Program Quality Audit

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

[Executive Order 19-31](#) directed the Education Commissioner to develop a methodology and to audit CTE program quality offerings in the state on a recurring basis. Per the Executive Order, the program quality 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 has conducted a local-level institutional performance data pull based on the statewide CTE audit metrics to serve as an informational resource for secondary and postsecondary CTE programs. The department disseminated these descriptive data to district superintendents and CTE directors. Local leadership were asked to share and review these data within their respective institutions for self-evaluation of their local program performance. The Division of Career and Adult Education continually strives to enhance the CTE Audit to ensure alignment between the state’s CTE programs and Florida’s established economic and workforce priorities. A copy of the CTE program quality audit Local Level Data Pull, the corresponding webinar and current program quality audit information can be found at <http://www.fldoe.org/careerpathways/>.

For additional information regarding the CTE program quality 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/>.

## Career and Technical Education Frameworks

The 2022-2022 [Career and Technical Education Program Frameworks](#) are available to facilitate instructional planning for the 2022-2023 school year. The 2022-2023 [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 the 2022-23 academic year, four new high school programs were added to the statewide inventory.

Career Cluster	Program Title	Program Length
Architecture & Construction	Building Construction Management	4 credits
Health Science	Behavioral Health Technician	3 credits
Engineering	Artificial Intelligence Foundations	3 credits
Architecture & Construction	Building Maintenance and Management	4 credits

We are pleased to announce that the Artificial Intelligence (AI) curriculum framework was approved by the State Board of Education on March 30, 2022. Making Florida the first in the nation to have completed the adoption process. The department has partnered with the University of Florida to develop and provide AI professional development (PD), coaching and resources to school districts. PD will start Summer 2023 to targeted districts. The 80-hour PD will be offered synchronously and asynchronously via boot camps, professional learning communities (PLCs) and individual coaching. Training will occur annually until 2025. Each year, the University of Florida will train four new districts.

For more information, please contact NiñaFe Awong, Director for the Office of Career and Technical Education at [Ninafe.Awong@fldoe.org](mailto:Ninafe.Awong@fldoe.org).

## Changes to All Courses 2022-2023 and Beyond

With the implementation of the B.E.S.T. Standards for English language arts (ELA) and Mathematics, there will be changes to courses this upcoming school year. The Language Arts Florida Standards and Mathematics Florida Standards previously embedded within courses will be replaced by the [ELA Expectations \(EEs\)](#) and the [Mathematical Thinking and Reasoning Standards \(MTRs\)](#). The EEs and MTRs will be appropriately embedded along with the content standards throughout the school year. You can find these new standards in your course descriptions on [CPALMS.org](http://CPALMS.org), under the ‘2022 – And Beyond’ tab.

## Civics Literacy Excellence Initiative (CLEI)

On July 13, 2021, Governor Ron DeSantis announced \$106 million to establish the Civic Literacy Excellence Initiative. Components of the initiative are:

- Revised civics and government standards will be fully implemented in school year 2023-2024
  - Florida teacher experts convened to revise the standards

- National experts provided feedback and guidance
- Civics Seal of Excellence Endorsement
  - Fifty-sixty hour online program
  - Five learning modules
  - Thirteen hours of video lessons delivered by the nation’s authorities on American history, civics and government
  - Available in 2023
- Three-day summer civics professional learning
  - Training for an objective and deep understanding of American history and civics
- Portraits in Patriotism
  - Resources available beginning in 2022-2023 school year
- K-12 civics curriculum
  - Comprehensive primary instructional tool or supplemental resource
- K-12 integrated civics curriculum
  - Supplemental civics resources for teachers in other subject areas

For more information, please visit [Civics Literacy Excellence Initiative \(CLEI\)](#) or contact John Duebel at [John.Duebel@fldoe.org](mailto:John.Duebel@fldoe.org).

## College and Career Decision Day

[Section 1001.43\(14\)\(b\), F.S.](#), encourages districts to recognize high school seniors for their postsecondary education plans, encourages early preparation for college and encourages 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 postsecondary 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 Samantha Dunaway at [Samantha.Dunnaway@fldoe.org](mailto:Samantha.Dunnaway@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 2022-2023 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 2023. 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](mailto:Lisa.Rawls@polk-fl.net).

## Commissioner's African American History Task Force

The Commissioner's African American History Task Force (AAHTF) is available to support the teaching and learning of African American History, including the section of Florida's required instruction statute ([s. 1003.42, F.S.](#)) and other initiatives related to African American History. The AAHTF holds an annual summer professional development academy for educators and provides opportunities for districts to obtain "exemplary" status in the teaching of African American history.

For more information about the African American History Task Force, visit <https://afroamfl.org/>.

## Commissioner's Holocaust Education Task Force

The Commissioner's Holocaust Education Task Force (HETF) is available to support the teaching and learning of Holocaust education, including the section of Florida's required instruction statute ([s. 1003.42, F.S.](#)) and *Holocaust Education Week*, held annually the second week in November. The Holocaust Education Task Force provides funding to districts, schools and educators to support this important work.

For more information about the Holocaust Education Task Force, visit <http://www.fldoe.org/holocausteducation/>.

## Computer Science Updates

The legislature has again appropriated funds for 2022-2023 in support of [Executive Order 19-31](#). 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:

- <https://www.fldoe.org/academics/standards/subject-areas/computer-science/>

- <https://www.fldoe.org/finance/contracts-grants-procurement/grants-management/department-of-edu-grants-forms.shtml>

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).

For more information, contact James Ellington, Computer Science Specialist, at [James.Ellington@fldoe.org](mailto:James.Ellington@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 or industry certification. This acceleration mechanism continues to be popular among Florida high school students serving as a conduit to college and career. Below are a few reminders moving into the 2022-2023 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 that includes college credit and clock-hour offerings, if applicable.
- FCS institutions may establish additional agreements with districts outside of their service areas. Districts may also establish additional agreements with other institutions.
- State University System (SUS) institutions and eligible Independent Colleges and Universities of Florida (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.](#)

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 Shannon Mercer, Office of Articulation, at [Shannon.Mercer@fldoe.org](mailto:Shannon.Mercer@fldoe.org).

## Employer Surveys Provide Valuable Feedback to Institutions

Employer surveys are an excellent tool for supporting the growth and improvement of educator preparation programs. [Section 1004.04, F.S.](#), and [s. 1004.85, F.S.](#), require private and public colleges and universities with both state-approved Initial Teacher Preparation Programs and Educator Preparation Institutes to administer surveys to the employer(s) of their program completers. The surveys collect information on the responsiveness of state-approved teacher preparation programs to the local school districts they serve. The results are reported to the Governor, Legislature and the general public in the annual Report on Teacher Preparation Programs.

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

For more information, contact Dr. Jesse Jackson, Senior Program Director of Educator Preparation, at [Jesse.Jackson@fldoe.org](mailto:Jesse.Jackson@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 competitive opportunity was made available in the 2022-2023 program year for the development of new entrepreneurship opportunities or the expansion of existing entrepreneurship opportunities in secondary and postsecondary CTE programs. More information may be found here: [Entrepreneurship Education & Training Grant](#).

Please contact MarLinda S. Monroe-Johnson, Career and Technical Education Program Specialist, Division of Career, Technical and Adult Education, at [Marlinda.Monroe-Johnson@fldoe.org](mailto:Marlinda.Monroe-Johnson@fldoe.org) for more information.

## Exceptional Student Education District Policies and Procedures for 2022-2023

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 department no later than February 15, 2022. This year, updates will be required for several sections, including the following:

- 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 B.1 Assurances: Free Appropriate Public Education
  - Section B.3: Collaboration of Public and Private Instructional Personnel
  - 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 B.3: Exceptional Student Education Eligibility for Students who are Developmentally Delayed
  - Section D: Discipline
  - Section E: Participation in State and District Assessments
  
- Part IV. Policies and Procedures for Parentally Placed Private School Students with Disabilities and Scholarship Recipients

More information will be provided to district-identified Exceptional Student Education Directors. Please contact [BESESupport@fldoe.org](mailto:BESESupport@fldoe.org) with any questions.

## 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 highly skilled 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 third year, Florida will have over 250 active teams in 54 different school districts across the state and we are still growing.

The Florida Civics and Debate Initiative also supports professional development for new debate coaches and for civics and history teachers. We offer over 25 debate tournaments throughout the state each year. All schools are welcome to compete with us. Our hallmark event is the National Civics and Debate Championship in November of each year.

To learn more, please visit [civicsanddebate.com](http://civicsanddebate.com) or email [Elizabeth.Eskin@fldoe.org](mailto: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 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:

<http://flbt5.floridaearlylearning.com/docs/Mathematics Standards 2017 and B.E.S.T. K-3 Standards Crosswalk Final 04-20-2020.pdf>

Language and Literacy/English Language Arts:

<http://flbt5.floridaearlylearning.com/docs/Language and Literacy Standards 2017 and B.E.S.T. K-3 Standards Crosswalk Final 04-2020.pdf>

For more information, visit <http://flbt5.floridaearlylearning.com/>.

## Florida Future Educators of America

Since 1986, the department 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 department 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 which may help combat teacher shortages. 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 department 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 email [EdRecruit@fldoe.org](mailto: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 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 department by October 15th that all public schools, including charter schools, within the school district have completed the school security risk assessment.

[Rule 6A-1.0018, F.A.C.](#), further specifies that the district school safety specialist must coordinate with public safety agencies designated first responders to a school's campus to tour such campuses once every three years and provide recommendations related to school safety. These tours must be documented in FSSAT. Additionally, districts are to use the FSSAT to document 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. School districts are required to ensure the accuracy of school listings in FSSAT and report to the Office of Safe Schools of any changes within five (5) school days.

For more information, please contact the FSSAT support team at [FSSAT@fldoe.org](mailto:FSSAT@fldoe.org).

## Florida's Purple Star School of Distinction Designation

The Florida Purple Star School of Distinction recognizes schools that have made a significant commitment to supporting military families and students of servicemen and women. Schools must meet specific requirements designed to support the unique needs facing military students and families. In order to qualify for the Purple Star of Distinction Designation, school principals must complete this form certifying that all required criteria have been met. Completed [applications](#) must be submitted by September 30 of each school year to [PurpleStarSchools@fldoe.org](mailto:PurpleStarSchools@fldoe.org). The Purple Star School of Distinction will remain in effect for three years. After three years, schools must re-apply to maintain their Purple Star status. A [memo](#) was sent on July 8 with these details.

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.](#), Interstate Compact on Educational Opportunity for Military Children, provide school data that reserves at least 5% of choice 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 at least three school-based activities as specified within the Purple Star Schools of Distinction application.

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

## Florida's State Academic Standards

During the 2022 legislative session, [SB 1048](#), Student Assessments, was approved to rename the Florida standards, known as the *Next Generation Sunshine State Standards (NGSSS)*, to the *state academic standards*. The term *Next Generation Sunshine State Standards* will be changed to *state academic standards* wherever it appears in Florida Statutes.

## 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. During the 2022 legislative session,

[HB 1421](#) was passed and signed into law. The new law includes a provision for addressing hoax tips submitted via FortifyFL.

To add, change or delete a closed school, or if users have any questions or need assistance with FortifyFL, contact [FortifyFL@fldoe.org](mailto:FortifyFL@fldoe.org).

## Gifted Endorsement Add-on Renewals and Revisions

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

To view the updated objectives, guiding questions and topics, please visit the [gifted education programs](#) webpage or contact [Alicia.Foy@fldoe.org](mailto:Alicia.Foy@fldoe.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 assessment required for graduation under [s. 1003.4282, F.S.](#), or [s. 1008.22, 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 [Rule 6A-1.09422, F.A.C.](#)

For more information, contact Dr. Arlene Costello, SALA Bureau Chief, at [Arlene.Costello@fldoe.org](mailto:Arlene.Costello@fldoe.org).

## Inclusion Warm Line Services for Early Learning

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](http://www.floridaearlylearning.com/Content/Uploads/floridaearlylearning.com/files/ELC Warm Line 7-27-2020-ADA-GA_BS.pdf).

## Instructional Materials

The 2022-2023 state instructional materials adoption has called for bids in K-12 Social Studies. The list of participating publishers and the materials that have been submitted for adoption consideration, along with information regarding the state adoption process, may be found on the Instructional Materials website at <http://www.fldoe.org/academics/standards/instructional-materials>.

The department will be seeking reviewers with content expertise and an in-depth understanding of the current state academic standards to review the submitted materials for adoption consideration. State academic standards detail what students should know and be able to do as the result of a quality educational program. State reviewers must complete a training before completing an evaluation of instructional materials to assess whether the materials align to the Florida's state academic standards.

For more information, contact Cathy Seeds, Director of Instructional Materials, at [Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org).

## Literacy Policies & Initiatives

Just Read, Florida! will continue to implement statewide literacy policies and initiatives to improve literacy achievement for Florida students. Just Read, Florida! has created 20 literacy support regions with 30 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. English Language Arts (ELA) Standards.

In partnership with the University of Florida Lastinger Center and the Florida State University Florida Center for Reading Research, Just Read, Florida! has developed and deployed literacy coach professional learning resulting in a Florida Literacy Coach Endorsement upon successful completion.

Additional literacy policies and initiatives are being implemented pursuant to statutory requirements to improve literacy achievement:

- VPK-Grade 10 coordinated screening and progress monitoring system for ELA, the Florida Assessment of Student Thinking (FAST).
- Reading Endorsement competencies revised to ensure alignment with evidence-based instructional and intervention strategies rooted in the science of reading.
- Two state Reading Endorsement pathways developed and deployed, in partnership with the Florida State University Florida Center for Reading Research and the University of Florida Lastinger Center.
- Revision of teacher preparation programs to ensure certain teacher candidates exit the program endorsed in reading.
- Authorization for districts to use the reading allocation for tutoring and supporting teachers with earning a reading endorsement, reading certification and/or a literacy micro-credential.
- The New Worlds Reading Initiative (NWRI) is a free Florida literacy program for K-5 public or charter school students who are currently reading below grade level. The program 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. Visit <https://www.newworldsreading.com/fl/en/home.html>.
- The Reading Achievement Initiative for Scholastic Excellence (RAISE) tutoring program allows high school students to tutor K-3 students having reading difficulties. Visit <https://www.fldoe.org/academics/standards/just-read-fl/tutoring.stml>.

- [Read-at-Home Plan Resources](#) are required to be provided to parents of any K-3 student who has been identified with a substantial deficiency in reading.

For more information, contact Lindsey Brown, Executive Director of Just Read, Florida!, at [Lindsey.Brown@fldoe.org](mailto:Lindsey.Brown@fldoe.org).

## Military Student Enrollment

In 2020, s. 1003.05, F.S., was amended so that active duty military families transferring to a military installation in Florida do not have to wait until they establish residency in Florida to present their transfer orders to any Florida school district to enroll in school or avail themselves of that school district's controlled open enrollment options. See this [memo](#) sent in July 2020 for more information.

## New Directors' Academy for District Leads in Exceptional Education and Student Services

The Bureau of Exceptional Education and Student Services (BEESS) is pleased to announce that the annual New Directors' Academy will be held on October 4-5 from at the Turlington Building in Tallahassee. The Academy is designed for new Exceptional Student Education (ESE) and Student Services (SS) Directors or for existing directors who would like to attend. Presentations and activities will provide an overview of state and federal requirements specific to the education of students with disabilities to include fiscal, compliance and programmatic requirements. Additional information, including how participants can register, will be provided to those identified as district leads over exceptional student education and student support services.

Should the district have any updates to these contacts, please contact [BESESupport@fldoe.org](mailto:BESESupport@fldoe.org).

## Nita M. Lowey 21st Century Community Learning Centers (21<sup>st</sup> 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 out-of-school time and summer learning, please visit <http://www.fldoe.org/schools/family-community/activities-programs/21st-century-community-learning-center/program-summaries.stml>.

## Requirement for Moments of Silence in Public Schools

The Legislature passed [HB 529](#) and it became law on July 1, 2021. It amends [s. 1003.45, F.S.](#), Permitting study of the Bible and religion; requiring a moment of silence.

The Legislature finds the following:

- “In today’s hectic society, too few persons are able to experience even a moment of quiet reflection before plunging headlong into the activities of daily life. Young persons are particularly affected by the absence of an opportunity for a moment of quiet reflection.”
- “Our youth, and society as a whole, would be well served if students in the public schools were afforded a moment of silence at the beginning of each school day.”

The bill mandates each public school principal to require teachers in first-period classrooms in all grades to set aside one to two minutes daily for a moment of silence. Students may not interfere with other students’ participation. A teacher may not make suggestions as to the nature of any reflection that a student may engage in during the moment of silence. Each first-period teacher shall encourage parents or guardians to: 1) discuss the moment of silence with their children, and 2) make suggestions as to the best use of this time.

For more information, please review the [bill text](#), [bill summary](#) and [2021 memo](#) to school districts.

## 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 department 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 memo 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](mailto: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. State Board of Education [Rule 6A-1.0017, F.A.C.](#), establishes requirements for reporting SESIR incidents to the department and includes incident definitions as well as responsibilities for training and accountability. Online training is available via the [www.SESIR.org](http://www.SESIR.org) website.

For additional information, please contact the Office of Safe Schools at [SafeSchools@fldoe.org](mailto:SafeSchools@fldoe.org).

## School Guardians

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

Many of Florida's school districts are utilizing the option of training staff to serve as School Guardians through the Coach Aaron Feis Guardian Program (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](mailto: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). If a parent or guardian chooses to exclude their child from participation in Florida SHOTS, he or she may instead provide a paper copy of their child's certification of immunization to the school prior to admittance or attendance. Please refer to the [2021 memo](#) 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 2022 Legislature passed [HB 1421](#). The new law grants rulemaking authority to the department with regard to emergency drills. A forthcoming rule will establish minimum emergency drill policies and procedures. Schools should consult and work with their school safety specialist and notify the law enforcement agency that is the first responder to the school to plan and carry out their school safety drills. For additional information, please contact the Office of Safe Schools at [SafeSchools@fldoe.org](mailto:SafeSchools@fldoe.org).

For additional information, please contact the Office of Safe Schools at [SafeSchools@fldoe.org](mailto:SafeSchools@fldoe.org).

## Substance Use and Abuse School Assemblies Toolkit

The Substance Use and Abuse School Assemblies toolkit, a part of the [The Facts. Your Future](#) initiative, was assembled by experts throughout the state including health educators, school nurses and school counselors, to assist schools in supporting required instruction on substance use and abuse prevention. Schools and districts utilizing the resources found in this toolkit will be able to provide appropriate instruction on the Substance Use and Abuse Standards adopted by the State Board of Education in July 2021. *The Facts. Your Future*. School Assemblies Toolkit is available at <https://www.cpalms.org/Homepage/index.aspx>.

## 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 department-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 department-approved suicide risk assessment instruments and youth suicide awareness and prevention training materials, please visit the Student Support Services website at <https://www.fldoe.org/schools/k-12-public-schools/bosss/suicide-prevent.stml>.

If you have questions regarding [Rule 6A-4.0010, F.A.C.](#), please contact Andrew Weatherill, Director, Student Support Services, at [Andrew.Weatherill@fldoe.org](mailto:Andrew.Weatherill@fldoe.org) or 850-245-7851.

## Sunshine State Scholars 2023

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 2023 event program information, will be available at [SunshineStateScholars@fldoe.org](mailto:SunshineStateScholars@fldoe.org).

## Supervision of Interns by District Personnel

Supporting the growth and development of preservice teachers is an important responsibility of district personnel who serve as intern supervisors. As outlined in [s. 1004.04\(5\), F.S.](#), and [s. 1004.85\(6\), F.S.](#), district personnel and instructional personnel who supervise or direct teacher preparation candidates during field experience courses or internships are required to have the following qualifications:

- Evidence of “clinical educator” training;
- A valid Florida professional teaching certificate;
- At least three years of teaching experience in prekindergarten through grade 12; and
- Earned an effective or highly effective rating on the prior year's performance evaluation.

In addition, district employees that supervise candidates are also required to have a certificate or endorsement in reading if any of the following occur:

- Internship takes place in a kindergarten through grade 3 setting.
- Teacher preparation candidate is enrolled in teacher preparation program covering any of the following certification areas:
  - Elementary Education (K-6)
  - Prekindergarten-Primary Education (Age 3 through grade 3)
  - Middle Grades English (grades 5-9)

- English (grades 6-12)
- Reading (grades K-12)
- Reading (endorsement)
- English to Speakers of Other Languages (ESOL) (grades K-12)

For more information, contact Dr. Jesse Jackson, Senior Program Director of Educator Preparation, at [Jesse.Jackson@fldoe.org](mailto:Jesse.Jackson@fldoe.org).

## U.S. Senate Youth Program (USSYP)

The [United States Senate Youth Program](#) (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/civilliteracy/ussyp.stml> or contact [USSYP@fldoe.org](mailto:USSYP@fldoe.org).

## Work-Based Learning

The department has released a toolkit of resources, guidance, and templates to support the implementation and quality of work-based learning on the new Work-Based Learning website. In addition, the work-based learning website contains information on how to access funds for the reimbursement of some costs associated with workers’ compensation insurance and a business tax incentive program for some dually enrolled student interns. View the work-based learning toolkit and funding opportunities here: <https://www.fldoe.org/academics/career-adult-edu/work-based-learning.stml>.

For more information on Work-Based Learning, please contact Lee Chipps-Walton at [Lee.Chipps-Walton@fldoe.org](mailto:Lee.Chipps-Walton@fldoe.org).

## Teacher Supports

### Certification Application Technical Assistance

Please email [FLCertify@fldoe.org](mailto:FLCertify@fldoe.org) for assistance with certification applications and for the following technical issues:

- User ID and password issues;
- Online payment issues;
- Error messages while completing an online application; and
- Need to change or cancel an application.

## Certification Transcripts

The Bureau of Educator Certification accepts official transcripts via U.S. Mail, FASTER or SPEEDE. Educators are encouraged to send hard copy transcripts via certified mail with a tracking number or delivery confirmation. Transcripts sent via U.S. Mail should be sent to the following address:

Bureau of Educator Certification Room 201, Turlington Building  
325 West Gaines Street Tallahassee, FL 32399-0400

## Early Learning Professional Development and Training

The department/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:  
[http://www.floridaearlylearning.com/Content/Uploads/floridaearlylearning.com/files/OnlineTraining8-21-20\\_ADA\\_FINAL.pdf](http://www.floridaearlylearning.com/Content/Uploads/floridaearlylearning.com/files/OnlineTraining8-21-20_ADA_FINAL.pdf)
- Instructor-Led Training:  
[http://www.floridaearlylearning.com/Content/Uploads/floridaearlylearning.com/files/OnlineTraining8-21-20\\_ADA\\_FINAL.pdf](http://www.floridaearlylearning.com/Content/Uploads/floridaearlylearning.com/files/OnlineTraining8-21-20_ADA_FINAL.pdf)
- Florida Early Childhood Educator Training Stipend:  
<http://www.floridaearlylearning.com/Content/Uploads/floridaearlylearning.com/files/TrainingStipendsFlyer-ADAFINAL.pdf>

To register for any of these training opportunities, please visit [DCF's website](#).

For more training opportunities, go to <http://www.floridaearlylearning.com/vpk/vpk-providers/professional-development-training>.

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

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.

You may access all modules by visiting the [SALA Online Learning Series Portal](#) found on the [SALA website](#). No password or sign-in credentials are required to access the ESOL e-Learning site.

For more information, contact Dr. Arlene Costello, SALA Bureau Chief, at [Arlene.Costello@fldoe.org](mailto:Arlene.Costello@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. These educators 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](mailto: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](mailto:JustforTeachers@fldoe.org) to begin receiving these updates.

For more information about the Just for Teachers newsletter, please email [JustforTeachers@fldoe.org](mailto:JustforTeachers@fldoe.org).

## Military Certification Fee Waivers

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/](http://www.fldoe.org/teaching/certification/military/) or contact [TroopsTeaching4FL@fldoe.org](mailto:TroopsTeaching4FL@fldoe.org).

## Office of Professional Practices Services

Each year, the Office of Professional Practices Services (PPS) receives multiple 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 PPS.

Each year, investigators from the PPS 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 PPS and may be hesitant to meet with us. Information and resources regarding the role of the PPS and the Principles of Professional Conduct for the Education Profession in Florida can be

found on the web at [www.myfloridateacher.com](http://www.myfloridateacher.com). All educators are encouraged to review them and become familiar with the purpose of PPS. Together we can work toward upholding the integrity of the teaching profession and help ensure a safe environment for our students to learn and you to work.

For more information, contact PPS at 850-245-0438.

## Resiliency and Character Education Toolkit

The Resiliency and Character Education Toolkit was assembled to assist teachers and schools with the implementation of required instruction components in [s. 1003.42, F.S.](#) Teachers and schools 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](https://www.cpalms.org/standards/resiliency_toolkit.aspx).

## Student and Parent Supports

### Child Care Resource and Referral

Early learning experiences support brain development and provide connections that help your child think and learn. 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. These efforts support healthy development. Child Care Resource and Referral (CCR&R) provides information to help find quality child care providers and consumer education on community resources available to support families and providers. The Division of Early Learning partners with 30 local early learning coalitions and Redlands Christian Migrant Association to deliver comprehensive early learning services that include CCR&R, School Readiness and the Voluntary Pre-kindergarten Program. They will connect you with community resources such as food, medical care, workforce support, housing assistance, creative financial assistance options and more.

Family Line: 1-866-357-3239

CCR&R Fact Sheet: [CCR&R Fact Sheet for Families 2022](#)

For more information, go to [Child Care Resource & Referral](#)

### Division of Early Learning Resources

As part of the department, the Division of Early Learning (DEL) 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 supporting their children's development of skills, knowledge and early learning experiences that 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.

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

To learn more about the DEL and the services and resources provided, visit <http://www.floridaearlylearning.com/>.

## 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 38 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 have provided services to 28,434 children and made over 24,065 referrals for services through their care coordination. They support families by providing information and education, researching and making referrals to services and providing continued support, advocacy and follow-up as needed. Care Coordinators offer personalized support for families and their young children. The DEL 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, enshrined in the Florida Statutes since 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.

Learn more 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](mailto:Sandra.Eggers@fldoe.org).

## Pre-Employment Transition Services

A student with a disability as evidenced by a current individual educational plan (IEP) or 504 Plan that is between the ages of 14 and 21 is able to receive Pre-employment Transition Services (Pre-ETS) to help prepare the student for higher education or work after high school. The Division of Vocational Rehabilitation (VR) provides students the opportunity to participate in the following services based on individual need: Career Exploration Counseling, Work Readiness Training, Self-Advocacy Training, Postsecondary Educational Counseling and Community-Based Work Experiences. Parents with questions about accessing PreETS for their child, should contact their local VR office.

- VR Office Directory: [https://www.rehabworks.org/office\\_directory.shtml](https://www.rehabworks.org/office_directory.shtml)
- Transition Youth Webpage: <https://www.rehabworks.org/stw.shtml>
- VR's Pre-Employment Transition Services Flyer: <https://www.rehabworks.org/docs/flyers/PreEmploymentTransitionServices.pdf?id=1>

- Customer Referral for VR Services:  
<https://www.rehabworks.org/docs/VocationalRehabilitationReferralFormNov2020.docx>

## School Readiness (SR) Program

The Florida Legislature recognized that school readiness is an important part of early learning by the School Readiness Act in 1999 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 DEL administers the program at the state level.

School Readiness Fact Sheet for Families:

<https://www.floridaearlylearning.com/Content/Uploads/floridaearlylearning.com/images/SR%20Families%20Fact%20Sheet%202022.pdf>

School Readiness Fact Sheet for Families (Spanish):

<https://www.floridaearlylearning.com/Content/Uploads/floridaearlylearning.com/images/SR%20Families%20Fact%20Sheet%20Spanish%202022.pdf>

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 provide high school graduates with the recognition that they 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 Dr. Arlene Costello, SALA Bureau Chief, at [Arlene.Costello@fldoe.org](mailto:Arlene.Costello@fldoe.org).

## Virtual Education Options

Florida is a 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](http://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 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/>.

## 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 department 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

[http://www.floridaearlylearning.com/Content/Uploads/floridaearlylearning.com/files/VPK Families Fact Sheet 2022.pdf](http://www.floridaearlylearning.com/Content/Uploads/floridaearlylearning.com/files/VPK_Families_Fact_Sheet_2022.pdf)

VPK Fact Sheet for Families (Spanish)

<https://www.floridaearlylearning.com/Content/Uploads/floridaearlylearning.com/files/VPK%20Families%20Fact%20Sheet%20Spanish.pdf>

For more information on the Florida Voluntary Prekindergarten Education Program, go to <http://www.floridaearlylearning.com/vpk/floridas-vpk-program>.

## Voluntary Prekindergarten Specialized Instructional Services Program

A child with a disability as evidenced by a current individual educational plan (IEP) and is age-eligible for Voluntary Prekindergarten (VPK) may be 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:  
[http://www.floridaearlylearning.com/Content/Uploads/floridaearlylearning.com/images/VPK SIS Fact Sheet.pdf](http://www.floridaearlylearning.com/Content/Uploads/floridaearlylearning.com/images/VPK_SIS_Fact_Sheet.pdf)
- How to Apply for VPK Specialized Instructional Services:  
[http://www.floridaearlylearning.com/Content/Uploads/floridaearlylearning.com/images/VPK SIS FLYER 2017 ADA-DEL.pdf](http://www.floridaearlylearning.com/Content/Uploads/floridaearlylearning.com/images/VPK_SIS_FLYER_2017_ADA-DEL.pdf)

## 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 2023 administration. Additional information and resources about the assessments will be provided this fall on department's [ACCESS for ELLs](#) webpage.

Participation in Florida's English language proficiency assessment system 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>.
- 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>.

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>:

- 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>.
- 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>.

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

### ACT/SAT

In accordance with [s. 1008.22\(3\)\(c\), F.S.](#), districts will select either the SAT or ACT to administer to all public school students in grade 11, including students attending public high schools, alternative schools and Department of Juvenile Justice education programs, during the 2022-23 school year. The department will be responsible for contracting with ACT and College Board, and districts will not be required to manage any funding or invoicing for the contracts to be executed under this statutory requirement.

For more information about the SAT and ACT, please visit the appropriate vendor's website at [SAT](#) and [ACT](#) or contact Teri Williams, Program Specialist, at [Teri.Williams@fldoe.org](mailto:Teri.Williams@fldoe.org).

## Florida Civic Literacy Exam

In accordance with [s. 1003.4282\(3\)\(d\), F.S.](#), students taking a United States Government course are required to take the assessment of civic literacy identified by the State Board of Education. Students earning a passing score on the assessment are exempt from the postsecondary civic literacy assessment required by [s. 1007.25\(5\), F.S.](#) The Florida Civic Literacy Exam (FCLE) is delivered through Cambium's Test Delivery System and will be offered in late fall, and again in the spring semester.

For more information about the FCLE, please visit the [FCLE](#) page on the department website or contact Jenny Black, Director of Test Administration, at [Jenny.Black@fldoe.org](mailto:Jenny.Black@fldoe.org).

## Florida Pre-College Entrance Examinations

The Florida Legislature has again allocated funds to support the administration of the PSAT/NMSQT or PreACT pre-college entrance examinations to grade 10 public school students, including students attending public high schools, alternative schools and Department of Juvenile Justice education programs, in fall 2022.

For more information about these tests, please visit the appropriate vendor's website at [PSAT/NMSQT](#) and [PreACT](#) or contact Teri Williams, Program Specialist, at [Teri.Williams@fldoe.org](mailto:Teri.Williams@fldoe.org).

## Florida Standards Alternate Assessment

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

- 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 who do not have an identified formal mode of communication and may be working at pre-academic levels.

Both an individual educational plan (IEP) team recommendation and parent consent are required for participation in the FSAA.

For the 2022-23 school year, the FSAA program (Performance Task and Datafolio) includes the following assessments:

- Florida Standards—AAAS—AP: grades 3-10 ELA, grades 3-8 Mathematics, and Algebra 1 and Geometry End of Course (EOC) assessments
- Florida Standards—AAAS—AP: grade 10 ELA and Algebra 1 makeups (fall only)
- NGSSS—AAAS—AP: 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 department website, on the [FSAA Parent Portal](#) or by contacting Angela Nathaniel, FSAA Program Specialist, at [Angela.Nathaniel@fldoe.org](mailto:Angela.Nathaniel@fldoe.org).

## General K-12 Assessments

The following statewide assessments will be administered in the 2022-23 school year:

- Florida Assessment of Student Thinking (FAST): VPK through grade 2 Early Literacy, Reading and Mathematics; grades 3-10 English Language Arts (ELA) Reading; and grades 3-8 Mathematics
  - FAST refers to the new VPK through Grade 10 Coordinated Screening and Progress Monitoring (CSPM) System assessments, which are aligned to the Benchmarks in Excellent Student Thinking (B.E.S.T.) Standards.
  - FAST assessments will be administered three times per year; the first (PM1) will occur in the beginning of the school year, the second (PM2) will occur in the middle of the school year, and the third (PM3) will occur at the end of the school year.
- B.E.S.T. Writing: grades 4 through 10
- Statewide Science Assessment: grades 5 and 8
- B.E.S.T. End-of-Course (EOC) assessments: Algebra 1 and Geometry
- Next Generation Sunshine State Standards (NGSSS) EOC assessments: Biology 1, Civics and U.S. History
- Florida Standards Assessments (FSA): Grade 10 ELA Retake; Algebra 1 Retake and Geometry EOC assessments
  - The FSA Geometry EOC Assessment will be administered for the final time during the fall 2022 administration.

Information about these assessments, including policy, scoring, and schedule information, will be provided in the 2022-23 Fact Sheets (available in fall 2023) on the [K-12 Student Assessment B.E.S.T. webpage](#).

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 on the [Florida Statewide Assessments Portal](#).

## National Assessment of Educational Progress (NAEP)

During the 2022-2023 school year, selected schools will administer the Age 13 Long-Term Trend assessments.

Districts will be notified of selected schools in fall 2022. For more information, contact Tamika Brinson, Florida's NAEP Coordinator, at [Tamika.Brinson@fldoe.org](mailto:Tamika.Brinson@fldoe.org).

## Program Assessment for the Voluntary Prekindergarten (VPK) Education Program

Beginning with the 2022-2023 VPK program year, all private and public school VPK providers must annually participate in a program assessment of each VPK classroom for both the school year and summer VPK programs. All program assessments must occur during VPK instructional hours and with the Early Learning Coalition-approved lead VPK Instructor present. All program assessments must occur with at least one (1) VPK enrollment present and will result in a Program Assessment Composite Score.

## Voluntary Prekindergarten (VPK) Coordinated Screening and Progress Monitoring Program

The Coordinated Screening and Progress Monitoring Program known as Florida's Assessment of Student Thinking (FAST) using Star Early Literacy. Beginning with the 2022-23 program year, all VPK programs (public and private) will be required to administer FAST using Star Early Literacy. Star Early Literacy will replace all components related to the Florida VPK Assessment and the Bright Beginnings Online Reporting System. More information is available at <https://www.floridaearlylearning.com/vpk/fast>.

## Important Dates/Events

### 2023 Celebrate Literacy Week, Florida!

Please mark your calendar and start planning for 2023 Celebrate Literacy Week, Florida!, scheduled for January 23-27, 2023. 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](mailto:Lindsey.Brown@fldoe.org).

### Administrator, Teacher and Support Personnel Awards

The department 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-achieve/>.
- 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 Julie Caylor, Recognition Coordinator, at [EdRecognition@fldoe.org](mailto: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 profound difference in the lives of young people. The 2023 dates are forthcoming.

For more information, please contact Andria Cole, Bureau Chief, Bureau of Family and Community Outreach, at [Andria.Cole@fldoe.org](mailto:Andria.Cole@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 2022-2023 Art in the Capitol Competition is as follows:

- Fall 2022 – Districts hold annual Art in the Capitol Competition for all students in grades 6-8.
- TBD – Each district’s winning selection of student artwork is given to 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 department’s website.
- TBD, 2023 – Start of regular legislative session and opening date of exhibit at the Capitol.
- TBD, 2023 – 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](mailto:Erin.O’Connor@fldoe.org).

## Black History Month

Each year the Governor and First Lady invite students in grades K-12 to participate in art and essay contests, and students, parents, teachers and school leaders are encouraged 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/>.

## Career and Technical Education (CTE) Month

February is Career and Technical Education Month, or CTE Month. CTE Month is a public awareness campaign that takes place in the month of February to celebrate and highlight the value of CTE and the achievements and accomplishments of CTE programs across Florida. CTE Month is a great time to focus on partnerships between education and industry through mutually engaging activities. The department provides a toolkit with resources on how to participate in CTE Month and engage with local community and business partners.

For more information or tips on how to promote CTE Month, email [Sarah.Harmon@fldoe.org](mailto:Sarah.Harmon@fldoe.org).

## Celebrate Freedom Week

In accordance with [s. 1003.421, F.S.](#), the department calls on all public schools to recognize Celebrate Freedom Week during “the last full week of classes 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](mailto:John.Duebel@fldoe.org).

## 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.

More information can be found at <http://www.fldoe.org/academics/exceptional-student-edu/parent-info/disability-history-awareness.stml>.

## Hispanic Heritage Month

Each year the Governor and First Lady invite students in grades K-12 to participate in art and essay contests, and students, parents, teachers and school leaders are encouraged to nominate educators for the Excellence in Education Award in observance of Hispanic Heritage Month in September/October.

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

## Holocaust Education Week

In accordance with [s. 1003.42\(2\)\(g\)2., F.S.](#), Holocaust Education Week in Florida is held annually the second week in November which coincides with the anniversary of Kristallnacht (November 9-10, 1938) a major turning point in the persecution of European Jews by the Nazi regime.

Resources for Holocaust Education Week, November 7-11, 2022, are available from the Commissioner’s Task Force on Holocaust Education and may be found at: <https://www.fldoe.org/holocausteducation/holocaust-week.stml>.

## 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 23rd 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 20, 2022, and plan ways to highlight afterschool in your community.

For more information, please contact Andria Cole, Bureau Chief, Bureau of Family and Community Outreach, at [Andria.Cole@fldoe.org](mailto:Andria.Cole@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 7, 2022.

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

For more information, contact Robert Blevins, State Supervisor for Manufacturing Education Programs, at [Robert.Blevins@fldoe.org](mailto: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. The 2023 dates are forthcoming.

For more information, please contact Andria Cole, Bureau Chief, Bureau of Family and Community Outreach, at [Andria.Cole@fldoe.org](mailto:Andria.Cole@fldoe.org).

## Native American Heritage Month

In November, the Governor and First Lady will invite students in grades K-12 to participate in art and essay contests, and students, parents, teachers and school leaders are encouraged to nominate educators for the Excellence in Education Award in observance of Native American Heritage Month.

More information will be available prior to November.