



Department of Education Updates

Florida Organization of Instructional Leaders

May 15, 2019



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

www.FLDOE.org



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

FOIL Preview

General Session Topics

1. Executive Orders
2. Legislative Updates
3. Data Quality
4. 2019-2020 District K-12 Comprehensive Reading Plans
5. New Enterprise Grants Management System
6. ESSA Report Card
7. Puerto Rico Diploma Option
8. Perkins CTE Federal Grant
9. Upcoming Events
10. Assessment and Accountability Updates

Breakout Sessions

1. Pragmatic Conversations
2. Shift Your Mindset: Re-Envisioning the Review of Professional Learning
3. Healthy Minds and Schools: Improving Student Outcomes Through Social Emotional Learning and School-Based Mental Health
4. Exploring ESSA and the School Improvement Plan
5. CAPE Industry Certification
6. Impact Florida: Educator Perceptions of Quality Instruction and Equity

Materials will be posted after the conference

<http://www.fldoe.org/schools/k-12-public-schools/foil.shtml>

**MICHELLE
KEFFORD**
BROWARD
COUNTY



CONGRATULATIONS

2019 PRINCIPAL AND ASSISTANT PRINCIPAL OF THE YEAR



**BERNADETTE
PLETCHER**
MANATEE
COUNTY





CONGRATULATIONS

2020 FLORIDA TEACHER OF THE YEAR FINALISTS



HAMILTON

Leigh Ann
NORRIS



HILLSBOROUGH

Dr. Dakeyan
GRAHAM



INDIAN RIVER

Dr. Nikki
MOSBLECH



SARASOTA

Shane
SWEZEY



FLORIDA STATE

Megan
CROMBIE

More Good News!

- Florida is #1 in Advanced Placement participation and #3 in performance according to the College Board
- Florida is #4 in the nation in K-12 student achievement according to *Quality Counts*
- Florida is #1 in higher education for the third consecutive year according to *U.S. News and World Report*



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Executive Order 19-31

Charting a Course for Florida to be #1 in the nation in Workforce Education by 2030

Florida's population is growing



21 MILLION RESIDENTS

3rd most populous state
More than 5 million additional residents predicted by 2030

*U.S. Census Bureau, 2017;
Florida Chamber Foundation projection.*

Source: Florida Chamber of Commerce's "Florida 2030" <https://www.flchamber.com/florida-2030/>

Florida's job market is growing, but...

**8.6 MILLION
JOBS**

*1.7 million more
jobs needed by 2030*

*U.S. Bureau of Labor Statistics, 2017;
Florida Chamber Foundation projection.*

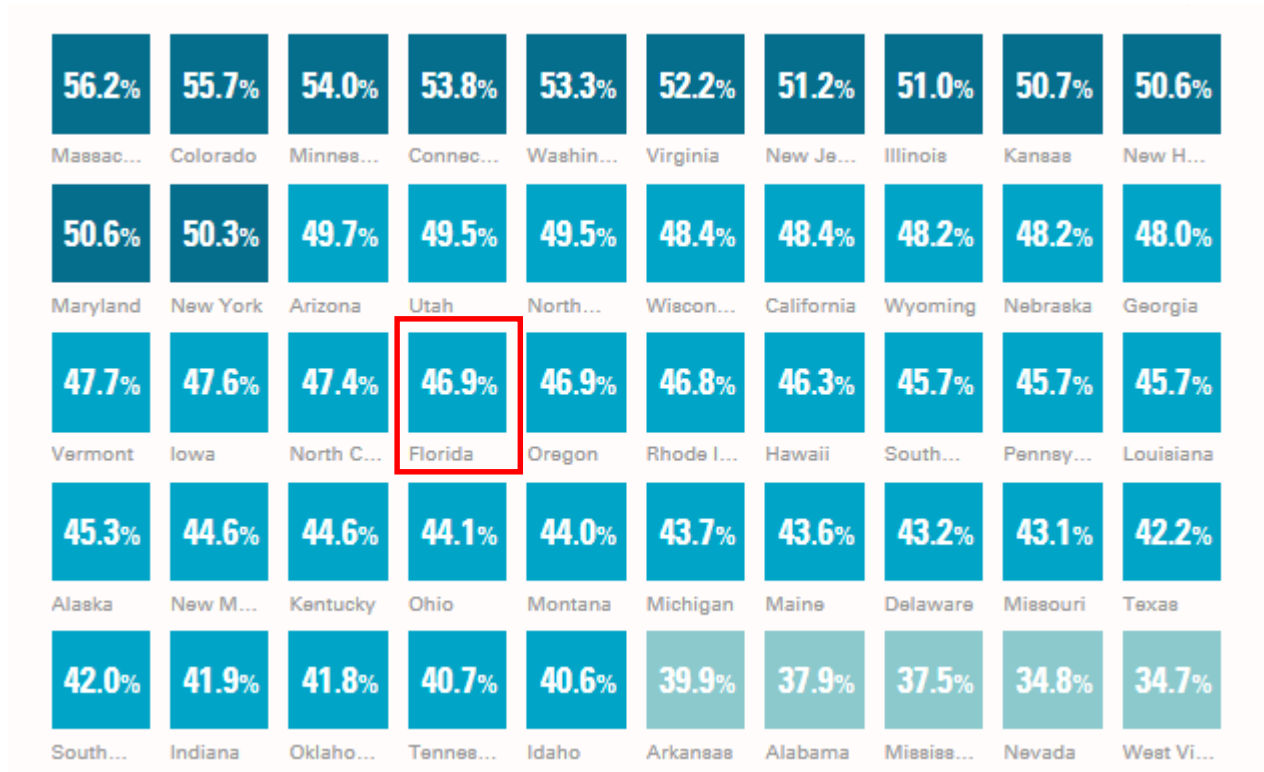
**47% HOLD HIGH
QUALITY DEGREES**

*Residents age 25-64,
including certificates and
post-secondary degrees*

Lumina Foundation, 2016.

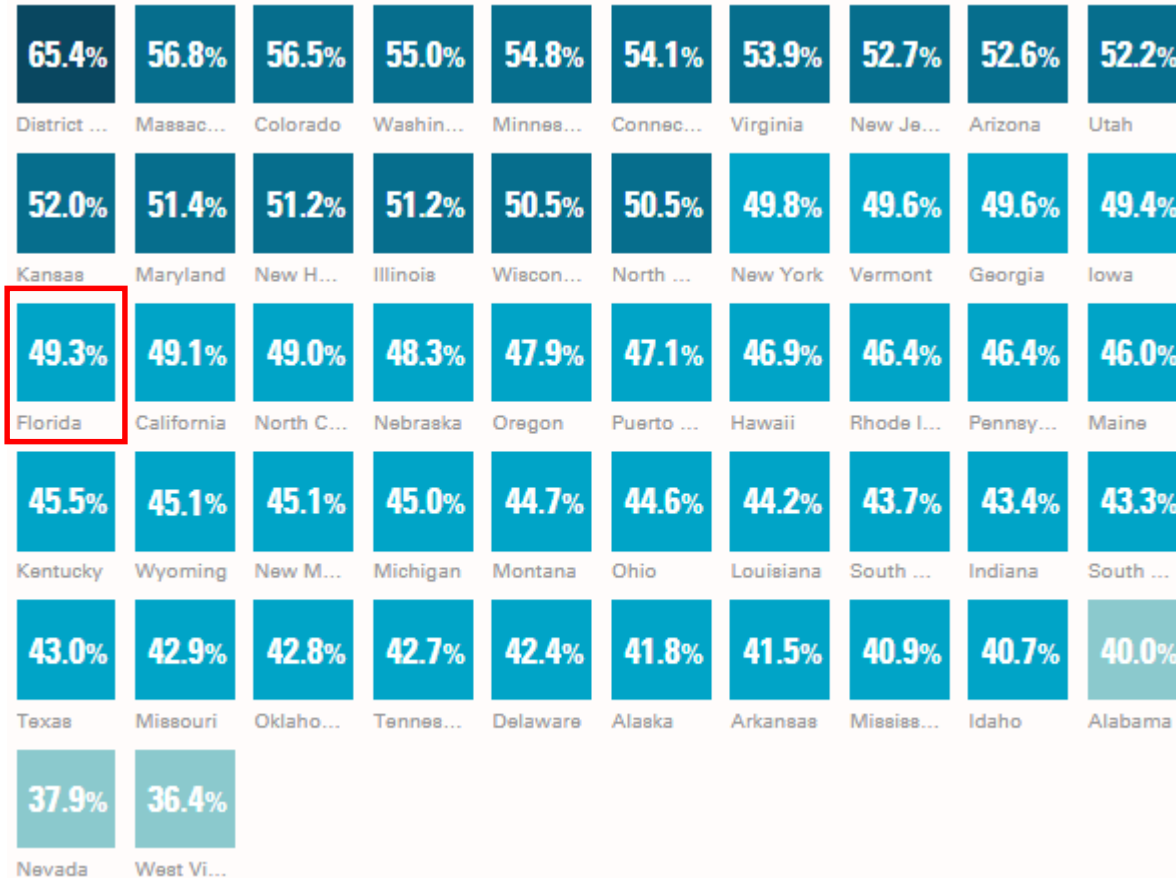
Source: Florida Chamber of Commerce's "Florida 2030" <https://www.flchamber.com/florida-2030/>

Florida Ranks #24 in Educational Attainment Beyond High School



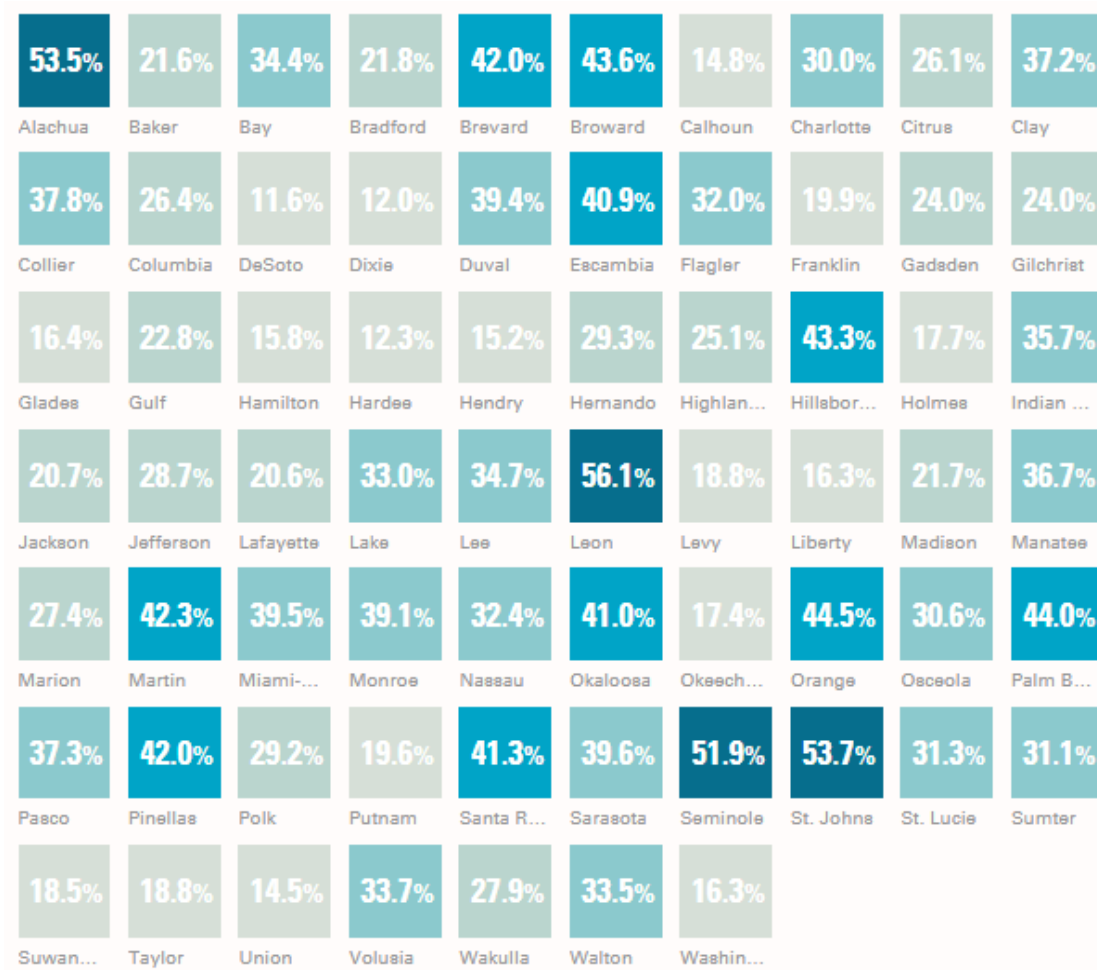
Source: Lumina Foundation's "A Stronger Nation" <http://strongernation.luminafoundation.org/report/2018/#nation&n-tsid=byAttainment>

Florida Ranks #20 Among States in Educational Attainment Beyond High School – 2019



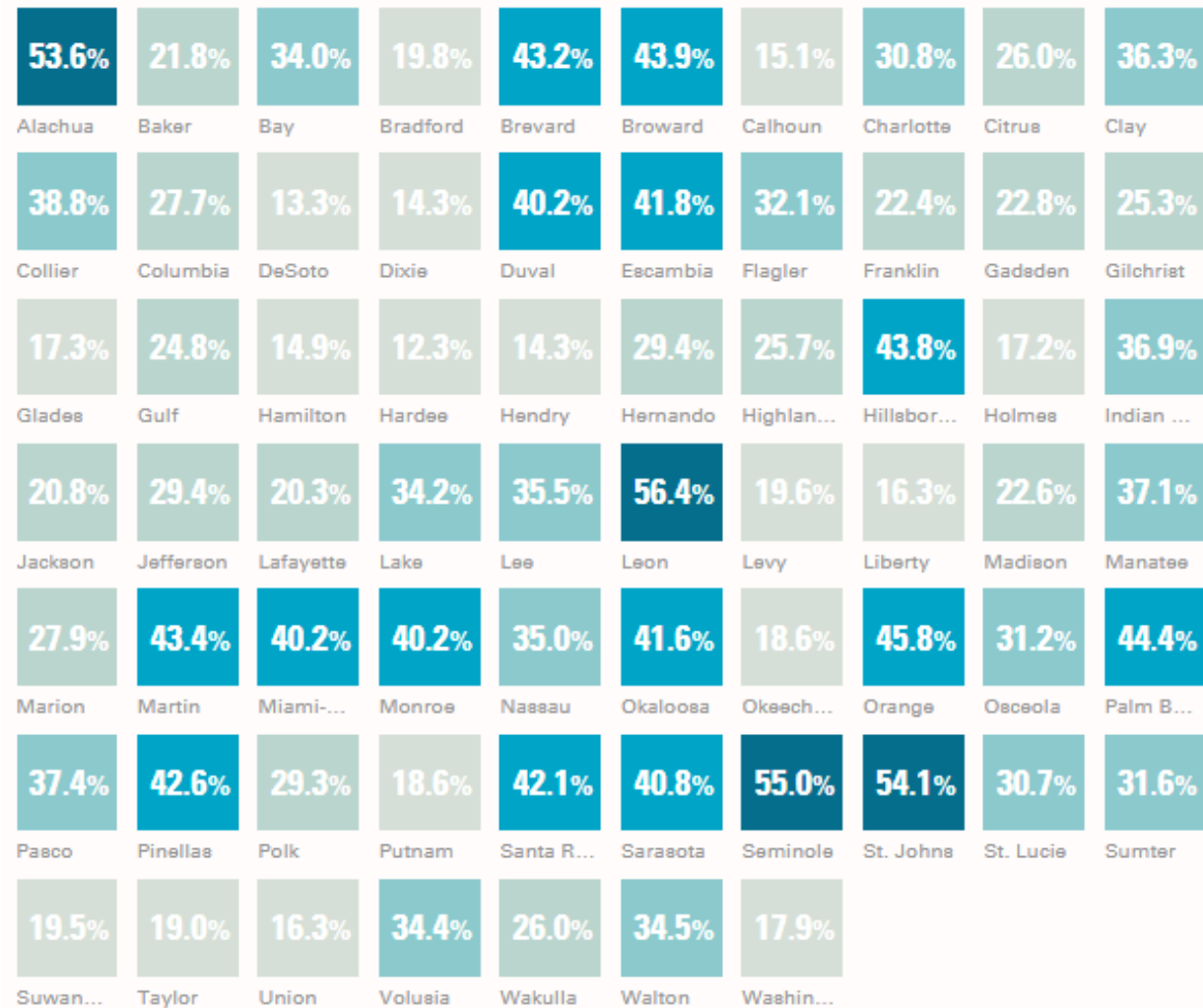
Source: Lumina Foundation's "A Stronger Nation" <http://strongernation.luminafoundation.org/report/2019/#nation>

Degree Attainment by County (at least AA) – 2018



Source: Lumina Foundation's "A Stronger Nation" <http://strongernation.luminafoundation.org/report/2018/#nation&n-tsid=byAttainment>

Degree Attainment by County (at least AA) – 2019

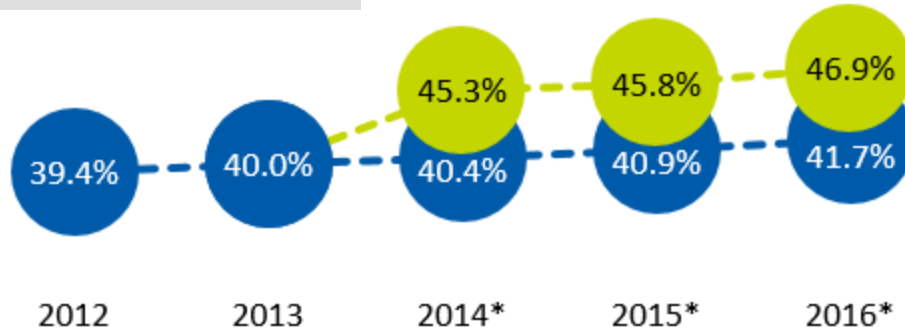


Source: Lumina Foundation's "A Stronger Nation" <http://strongernation.luminafoundation.org/report/2019/#nation>

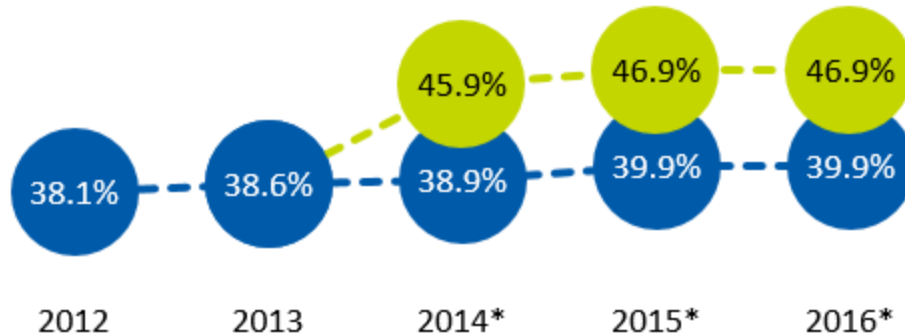
Attainment Progress – 2018

Residents with a high-quality degree or credential

UNITED STATES
46.9% ↑ **7.5%**
since 2012



FLORIDA
46.9% ↑ **8.8%**
since 2012
ranks 24th among all states in the U.S.



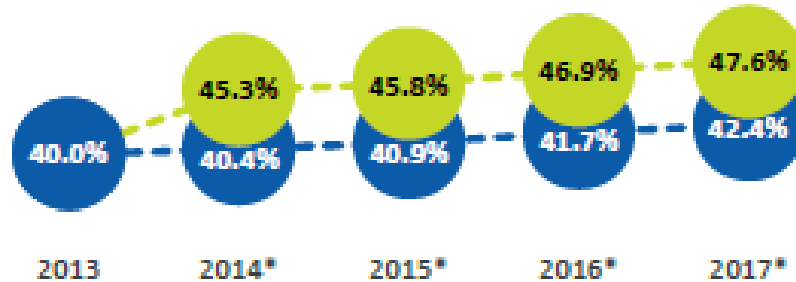
■ 2-year degree or higher ■ Includes workforce-relevant certificates

*An estimated **7% of Florida residents and 5.2% of U.S. residents hold a workforce-relevant certificate**, according to Lumina Foundation. These data are not yet available at the county level.

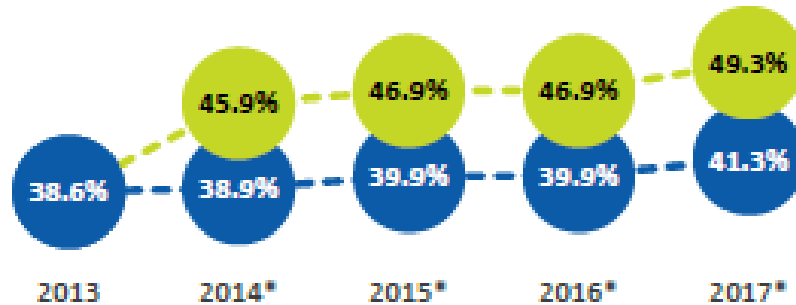
Attainment Progress – 2019

Residents with a high-quality degree or credential

UNITED STATES
47.6% ↑ 7.6%
since 2013



FLORIDA
49.3% ↑ 10.7%
since 2013
ranks 20th among all states in the U.S.



■ 2-year degree or higher ■ Includes workforce-relevant certificates

*An estimated 8% of Florida residents and 5.2% of U.S. residents hold a workforce-relevant certificate, according to Lumina Foundation. These data are not yet available at the county level.

Credentials of Value

- **Industry Certification** – a time-limited credential issued by an independent, 3rd party certifying entity. **Middle School through Postsecondary**
- **Digital Tool Certificate** – an independent, 3rd party assessment of digital skills in the following areas: word processing; spreadsheets; sound, motion, and color presentations; digital arts; cybersecurity. Awarded to students in elementary school and middle school grades. **Grades K-8**
- **Apprenticeship Certificate of Completion** – signifies a registered apprentice has successfully completed the technical and academic standards of a registered apprenticeship program. (Issued by FDOE.) **Postsecondary**
- **Applied Technology Diploma** – signifies a student has successfully completed technical instruction that is part of an A.S. degree leading to employment in a specific occupation. (May be issued by a school district or Florida College System institution.) **Postsecondary**

Credentials of Value

- **Career Certificate** – signifies a student has successfully completed a (clock hour) postsecondary career education program and is ready for employment in a field that requires non-college credit postsecondary training. (May be issued by a school district or Florida College System institution.) **Postsecondary**
- **College Credit Certificate** – prepares students for entry into employment in a field that requires some college credit but less than a degree and signifies a student has successfully completed part of an A.S. degree. (Issued by a Florida College System institution.) **Postsecondary**
- **Associate in Science Degree** – prepares students for occupations that require a two-year technical degree. (Issued by a Florida College System institution.) **Postsecondary**
- **Bachelor's degree (workforce baccalaureate)** – prepares students for occupations that require a four-year degree. (Issued by a Florida College System institution.) **Postsecondary**

Florida's Career and Technical Education (CTE) Career Clusters



Agriculture, Food
& Natural Resources



Architecture & Construction



Arts, A/V Technology
& Communication



Business, Management
& Administration



Education & Training



Engineering & Technology
Education



Finance



Government &
Public Administration



Health Science



Hospitality & Tourism



Human Services



Information Technology



Law, Public Safety & Security



Manufacturing

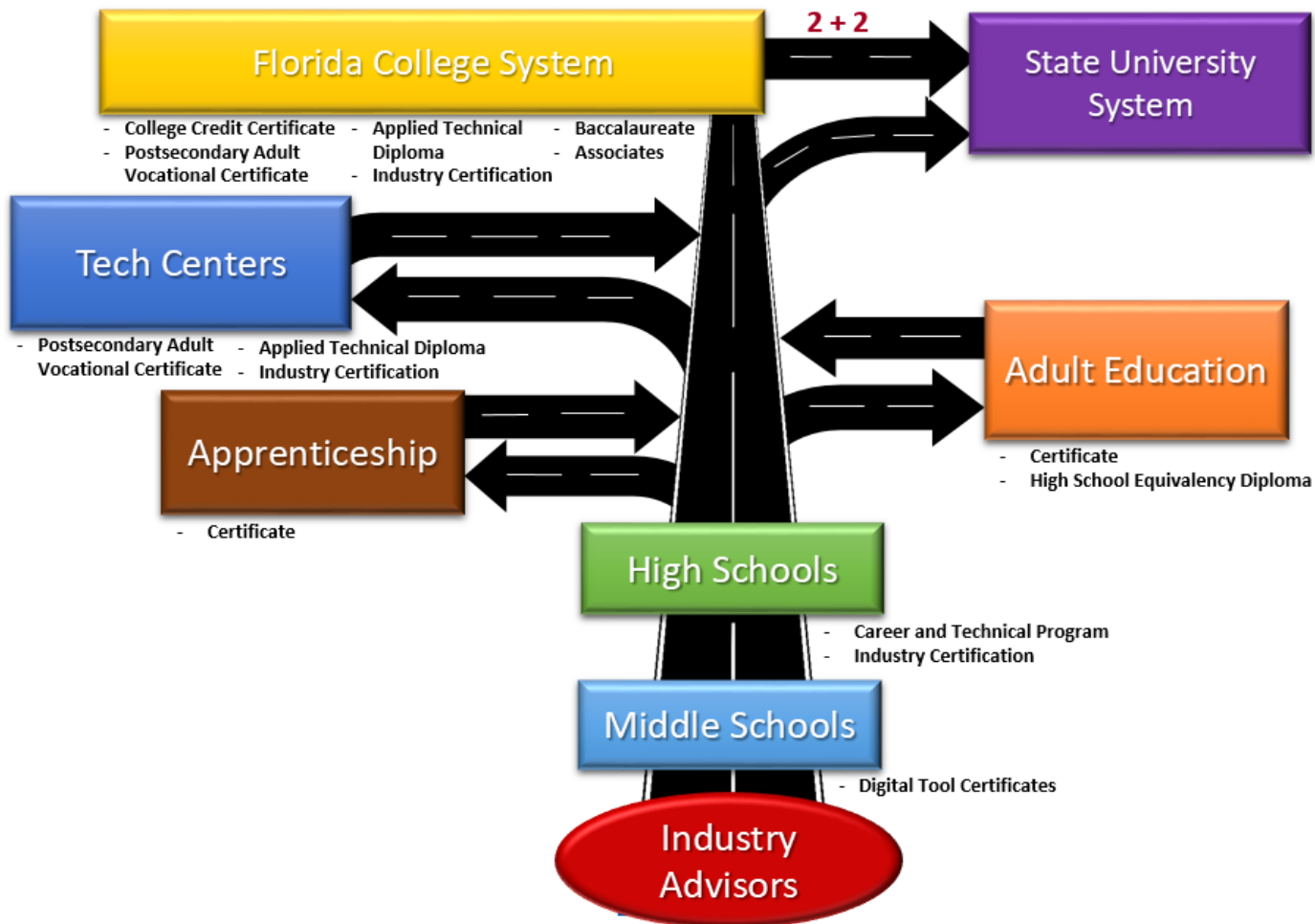


Marketing, Sales & Service

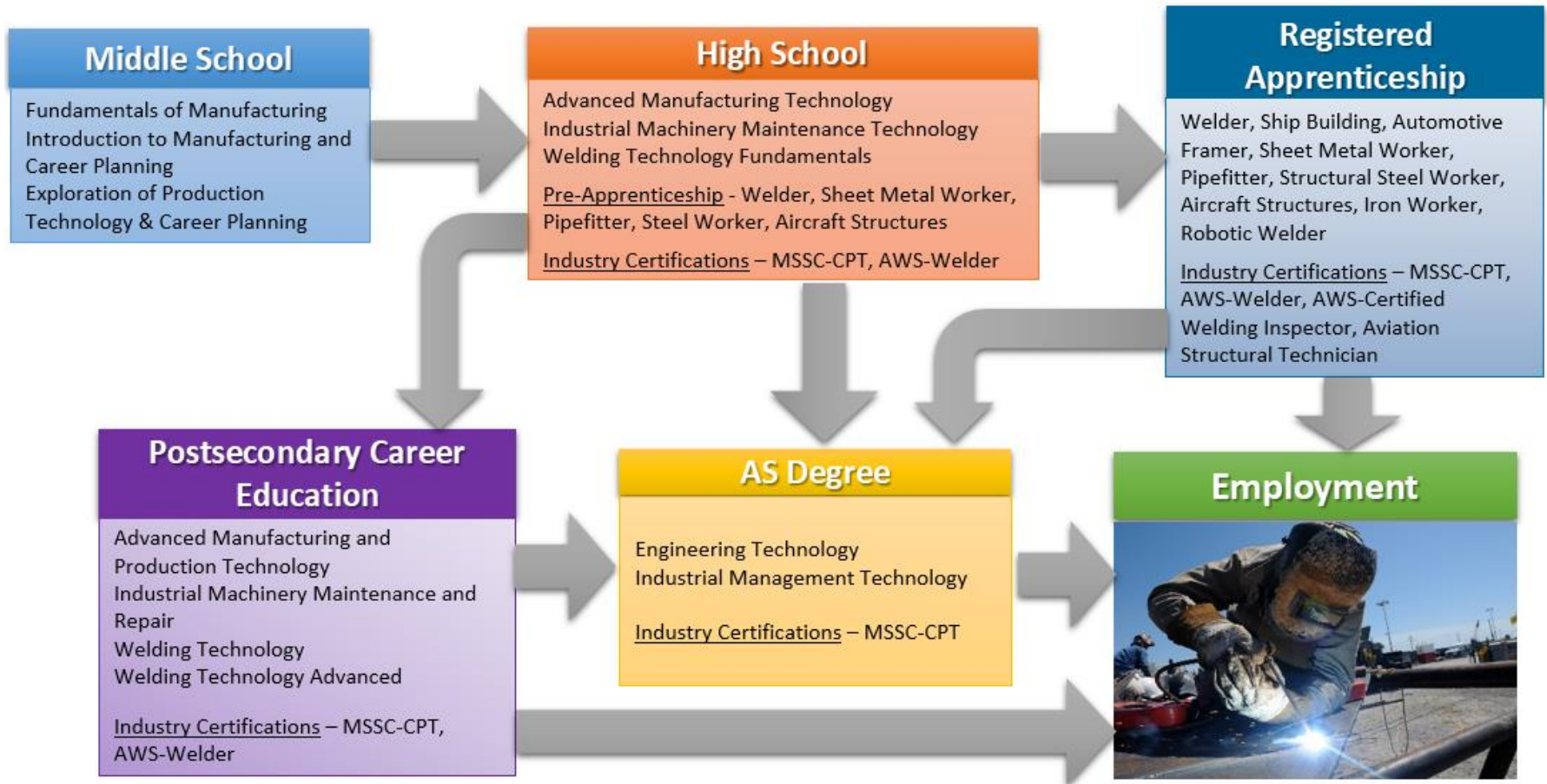


Transportation, Distribution
& Logistics

Workforce Education System – Pathway to a Career

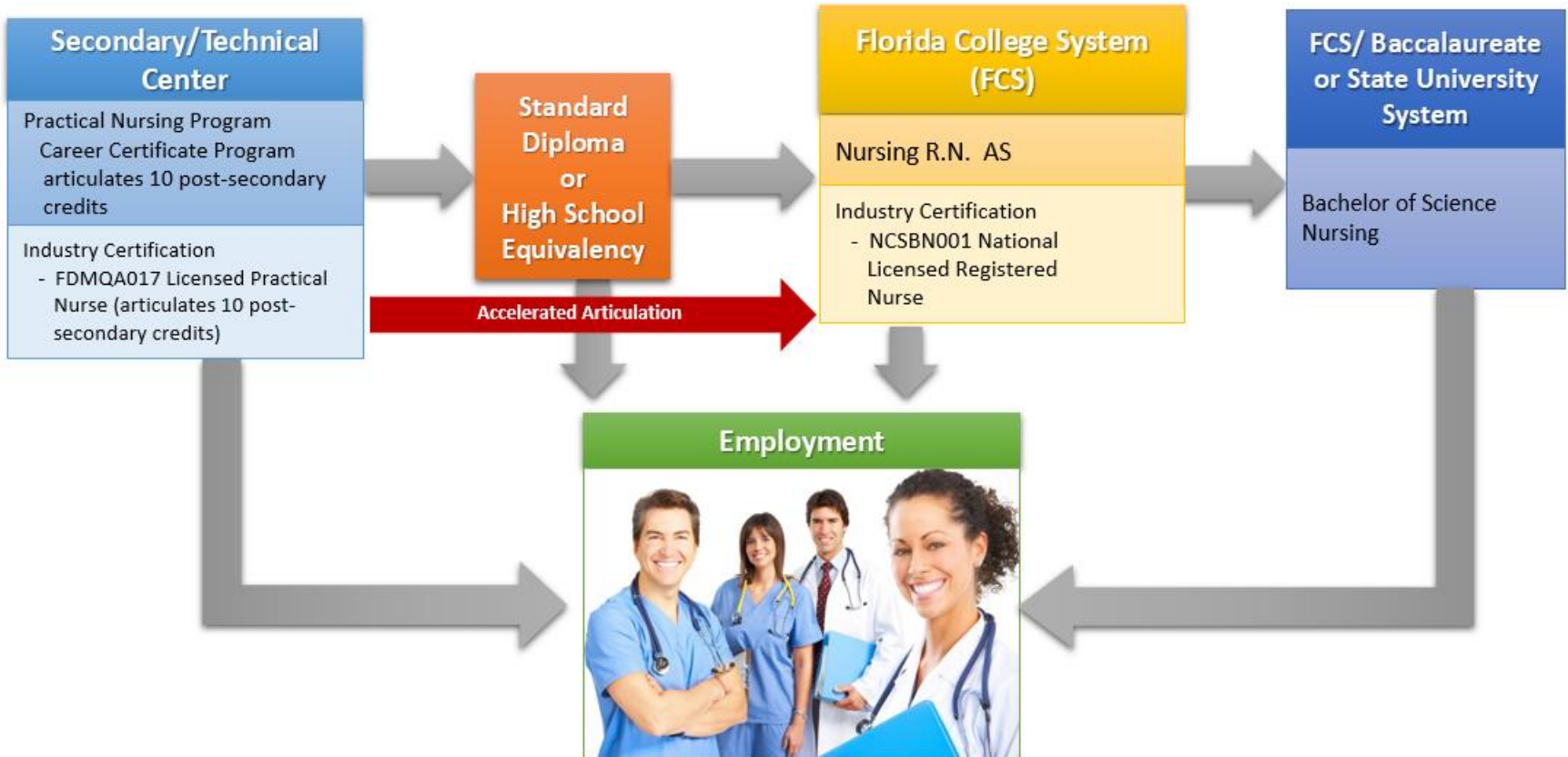


Welding Pathway for CTE Students: Manufacturing



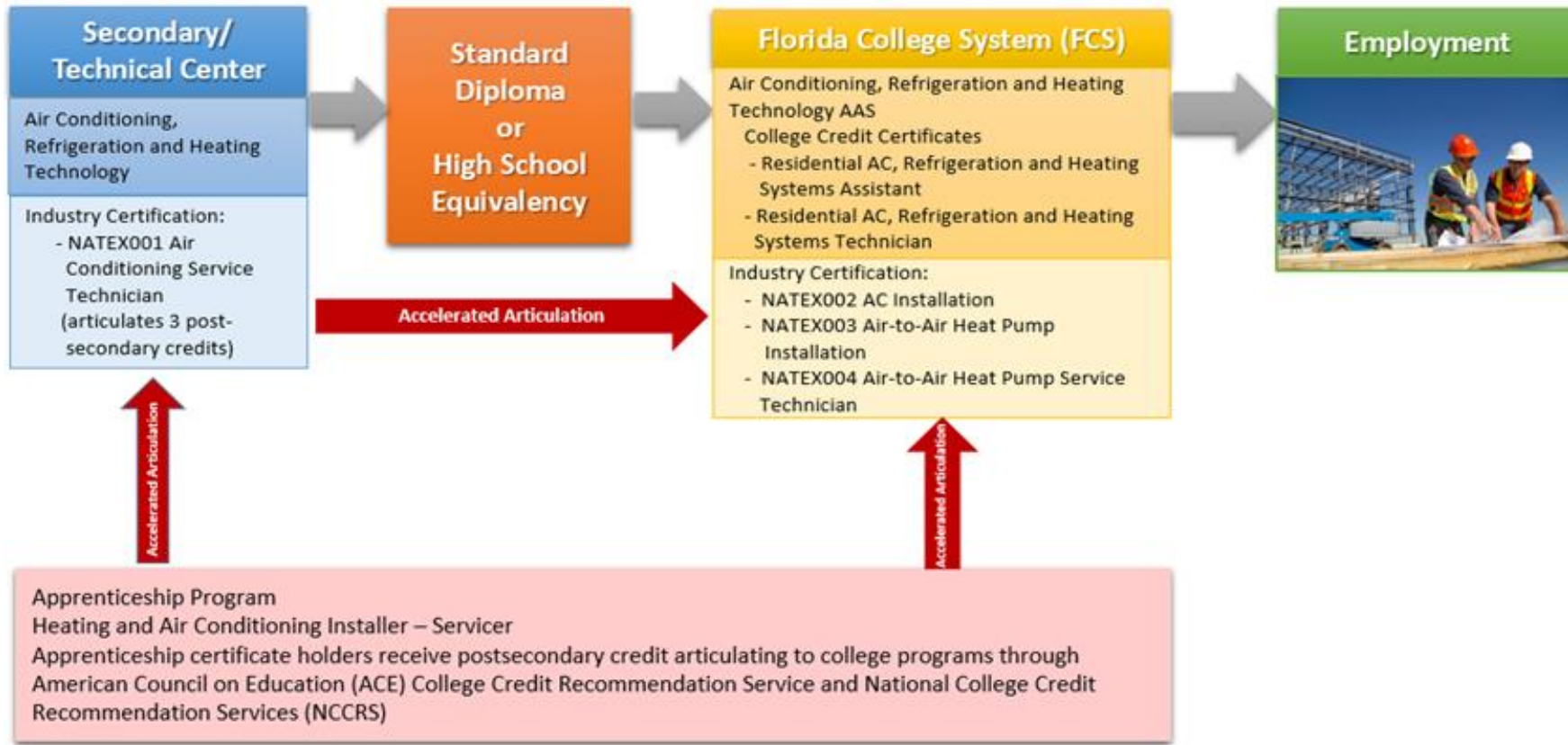


Nursing Pathway for CTE Students: Health Science

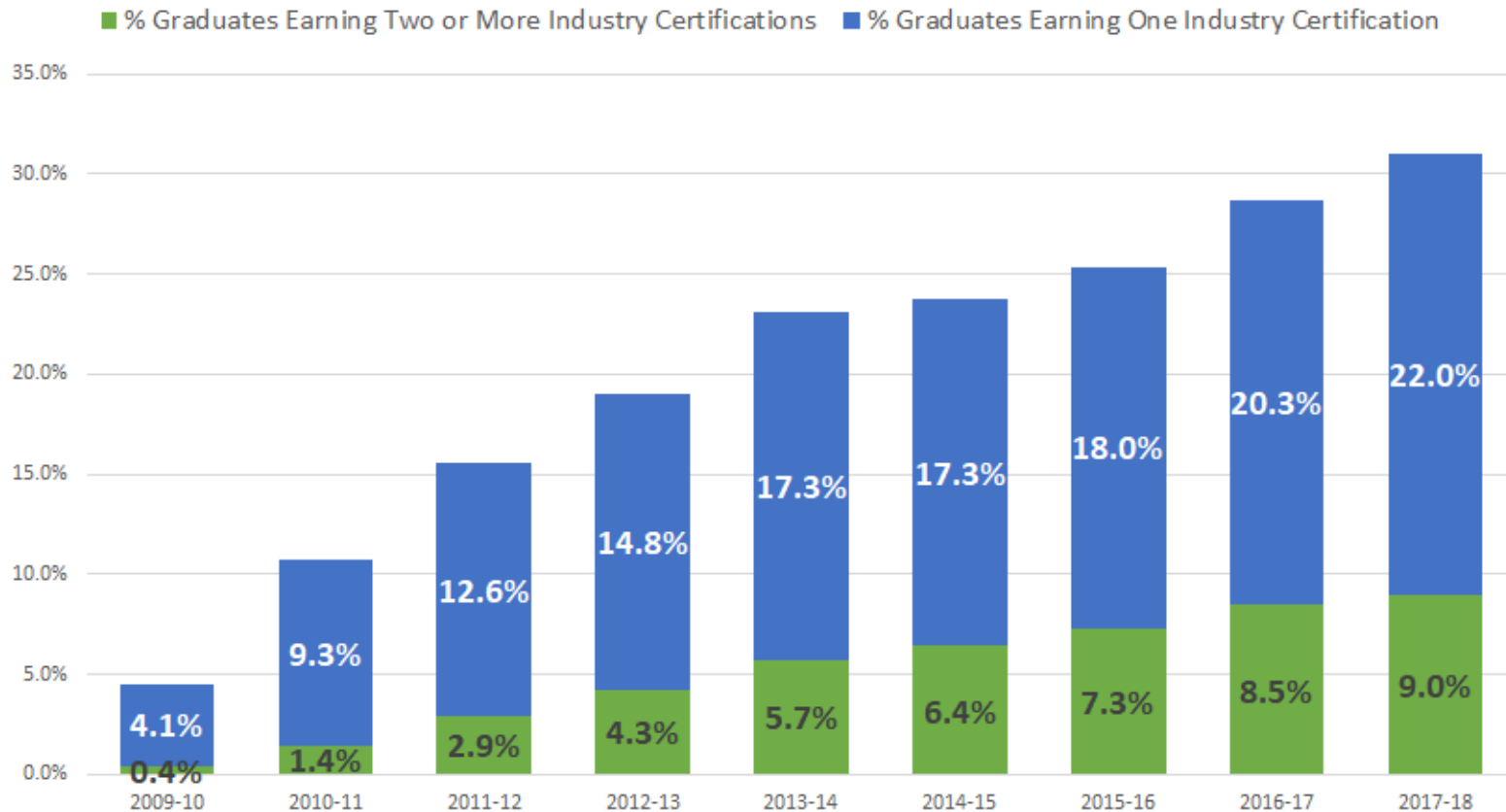




Heating and Air Conditioning Pathway for CTE Students: Architecture and Construction

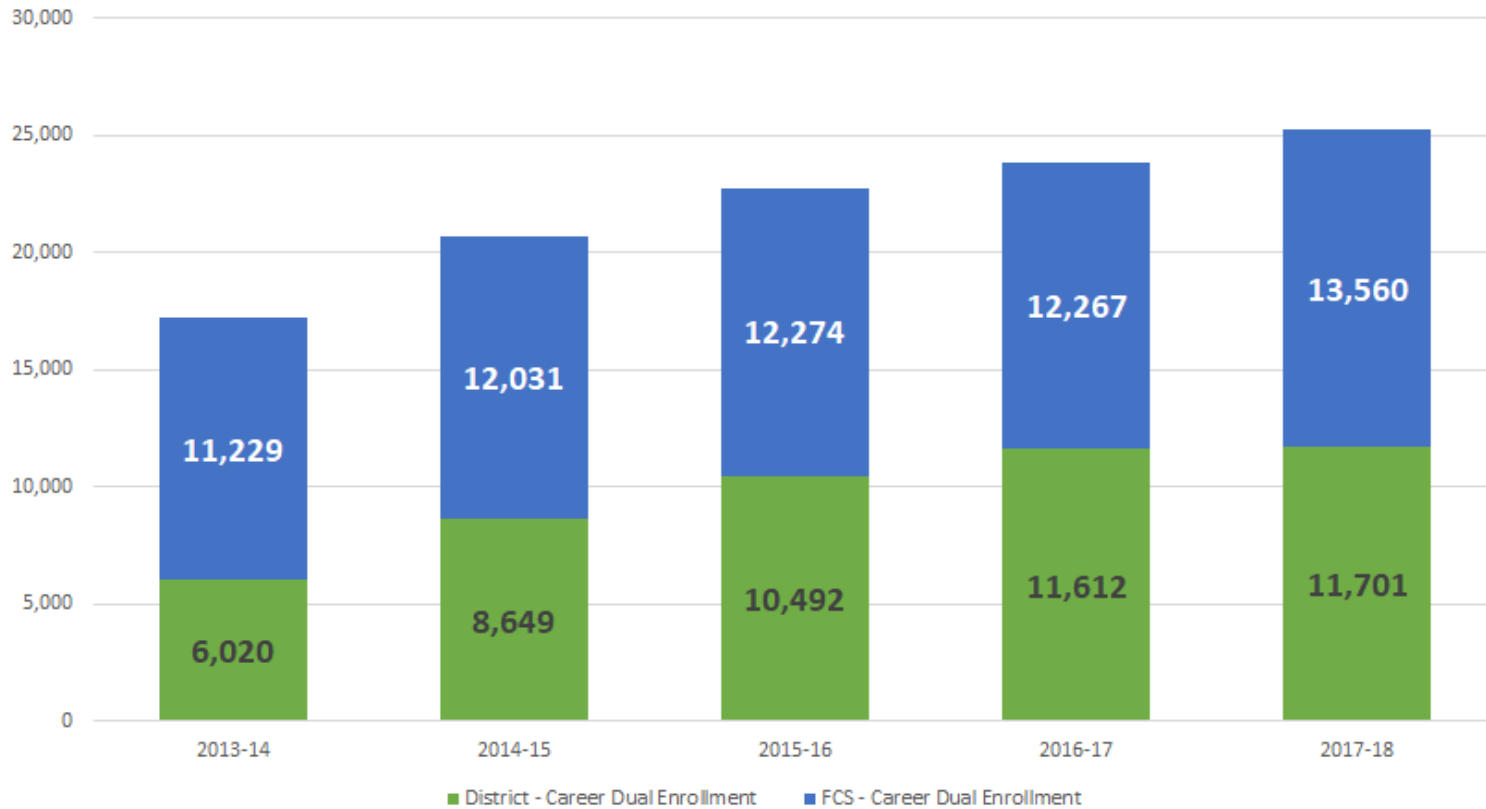


Percent of Graduates Exiting High School with Industry Certifications



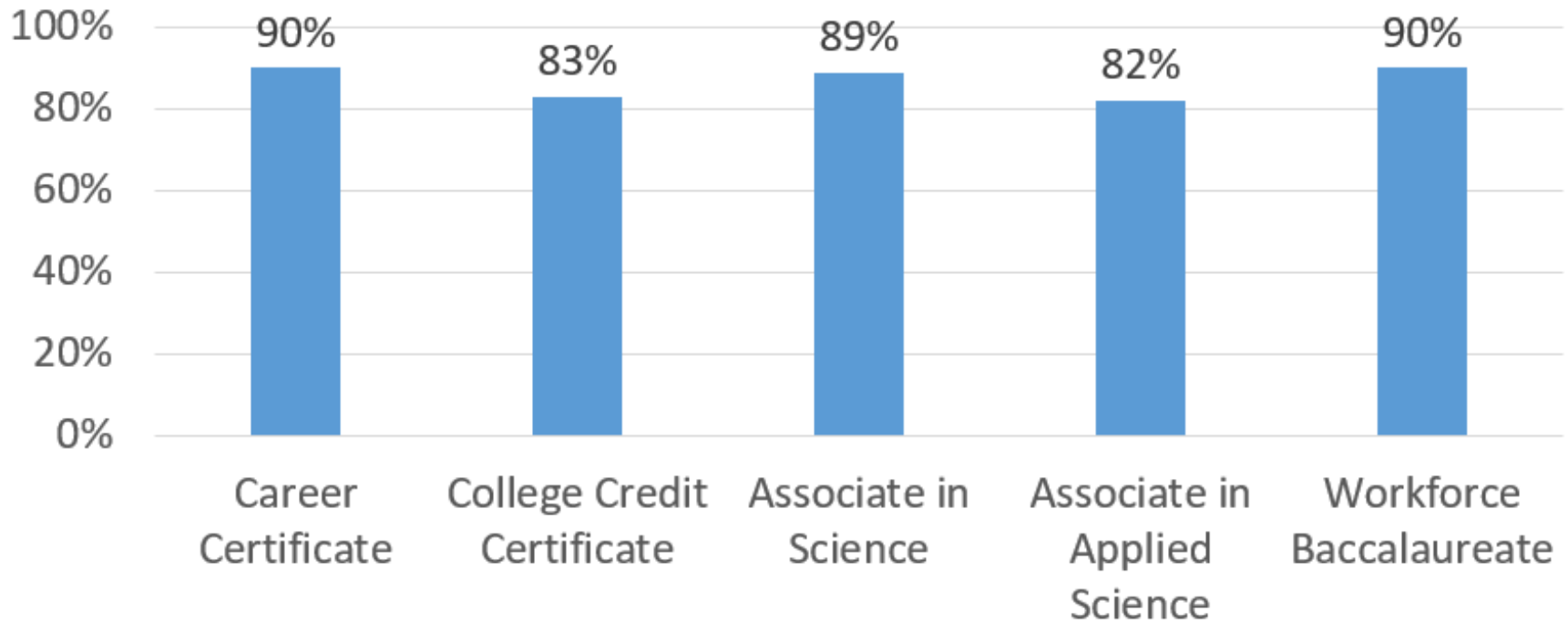
Source: Florida Department of Education

Career Dual Enrollment in District Postsecondary and Florida College System



Notes: FCS Career Dual Enrollment Total includes clock hour and credit hour enrollments. The total is a duplicated headcount, which indicates that students may be counted in more than one category.

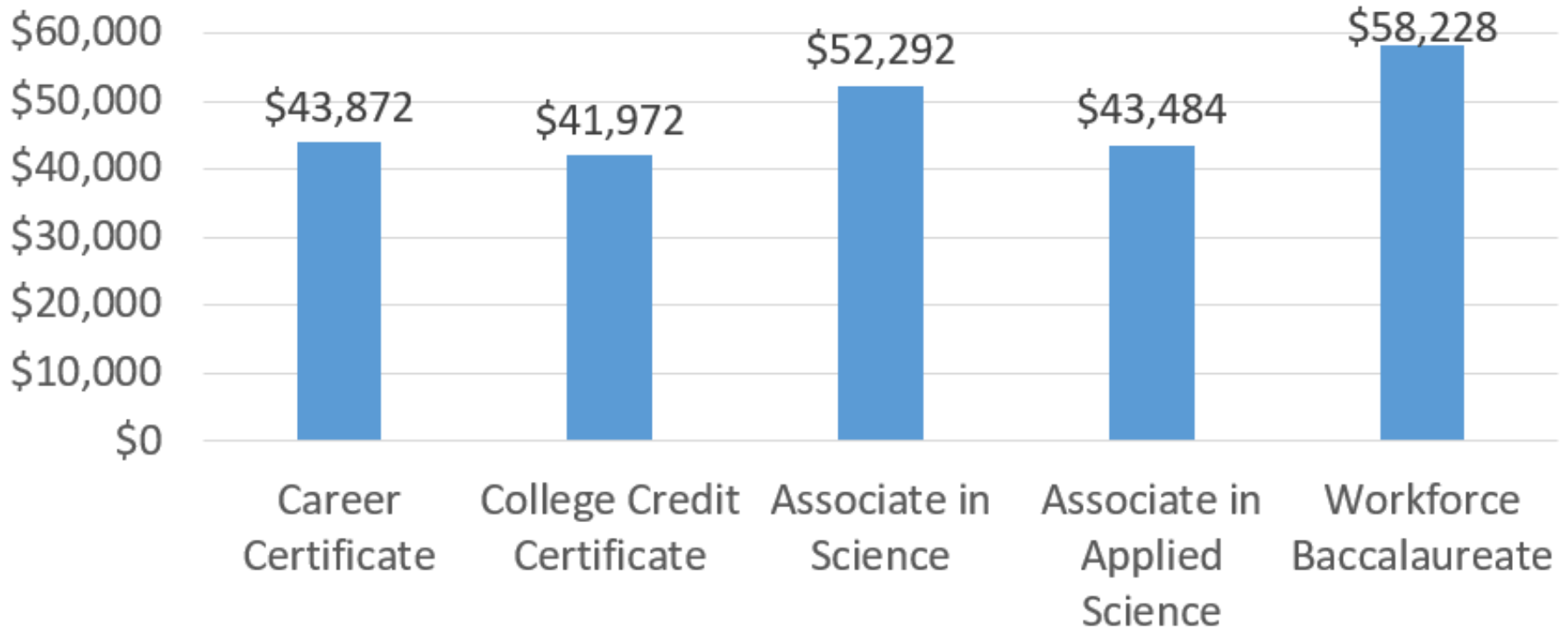
Florida College System Workforce Completers are Employed After Graduation



Source: Florida Department of Education, Florida Education & Training Information Program (FETPIP)

Note: 2015-16 Florida College System graduates

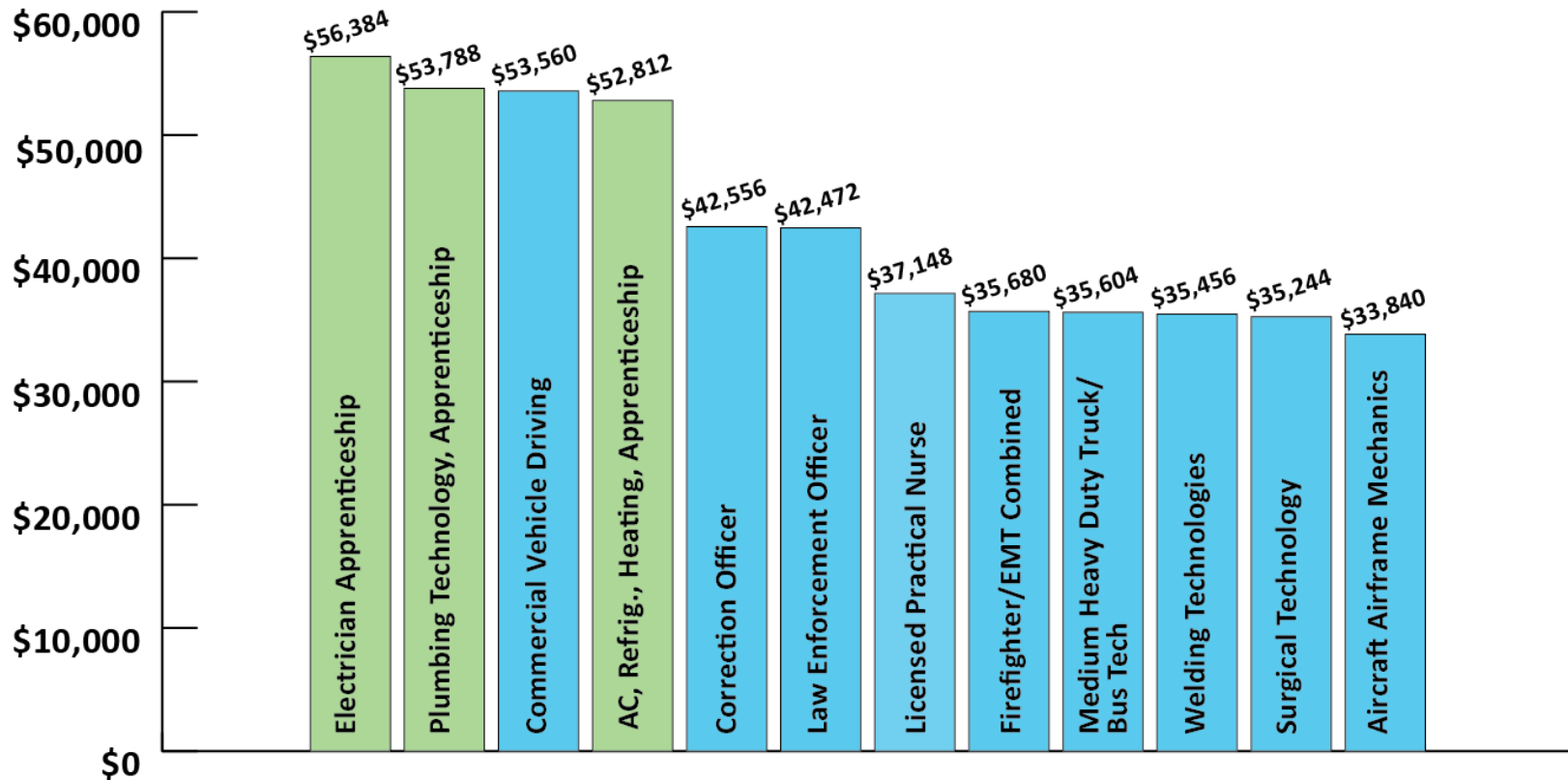
High Wages for High Value Florida College System Workforce Completers



Source: Florida Department of Education, Florida Education & Training Information Program (FETPIP)

Note: 2015-16 Florida College System graduates

Fall 2017 Average Initial Annual Earnings of District Postsecondary Career Completers in Select Career Certificate and Apprenticeship Programs



Source: FETPIP, Annual Outcomes Report 2016-17 Completers

Executive Order 19-31 DOE Tasks

- Audit course offerings in state CTE system annually
- Utilize expertise stakeholders to ensure CTE course offerings are aligned with market demands
- Develop CTE best practices for partnerships between high schools, postsecondary institutions, and businesses
- Recommend to the Governor annually which course offerings to eliminate, create, and strengthen
- Ensure certain 2019 legislative priorities

Executive Order 19-31 Legislative Priorities That Passed (HB 7071)

- Secure \$10M to seed high quality workforce apprenticeships and other industry specific learning opportunities
- Adopt a “reverse transfer” policy within universities and state colleges
- Require 4-year colleges to offer associate’s degrees to students when they complete the required 60 hours
- Create “Last Mile College Completion” funding incentive
- Secure \$10M to establish a program for teacher professional development in computer science
- Allow computer science to count as a science credit toward high school graduation



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Executive Order 19-32

Executive Order 19-32 DOE Tasks

- Make recommendations to the Governor by January 1, 2020, to:
 - Eliminate Common Core from Florida's standards
 - Provide a roadmap to make Florida's standards #1
 - Create opportunities for public input
 - Improve the quality of instructional curriculum
 - Suggest innovative ways to streamline testing
 - Focus on civics literacy
 - Outline a pathway to become the most literate state

REVISED FLORIDA INSTRUCTIONAL MATERIALS ADOPTION SCHEDULE FOR ADOPTION YEARS 2019-2020 THROUGH 2023-2024

Adoption Year	Subject Area	Specifications and Criteria Available	State Adoption Process	Effective Date of Contract April 1-March 31	Current Contracts Expire March 31
2019-2020	World Languages, K-12	March 2019	April 2019-2020	2020-2025	2021
	Career and Technical Education, 6-12				2021
2020-2021	English Language Arts, K-12	April 2020 (based on new standards approval)	April 2020-2021	2021*-2026	2020 (contract extension anticipated)
2021-2022	Mathematics, K-12	Nov. 2020	April 2021-2022	2022*-2027	2019 (contract extension anticipated)
2022-2023	Social Studies, K-12	Nov. 2021	April 2022-2023	2023*-2028	2022 (contract extension)
2023-2024	Science, K-12	Nov. 2022	April 2023-2024	2024*-2029	2023 (contract extension)

*Materials first available in fall of this school year

Student Performance Standards Rule

[Rule 6A-1.09401, Florida Administrative Code](#)

(2) The Commissioner shall periodically review, accept public comment on and revise Florida standards. **The process shall begin with convening an expert group to review the standards and make recommendations to the Commissioner for their review and revision.** The Commissioner shall determine whether revisions are necessary based on the recommendations of the expert group, and shall propose such revisions to the State Board of Education for adoption.

Three layers of review

- Teacher Experts
 - Identified by Florida professional organizations
 - Required to gather input from organizational members
- Specialty Stakeholders
- Public

FLORIDA STANDARDS REVIEW TIMELINE

MATHEMATICS & ENGLISH LANGUAGE ARTS



April 2019

- The 9-12 standards review will be conducted by teacher expert groups and facilitated by the FDOE, per 6A-1.09401, F.A.C.
- By the end of April, the proposed 9-12 Standards will be available in EdCredible for public comment.

May 2019

- Public input will be gathered on proposed 9-12 standards in EdCredible.
- The 6-8 standards review will be conducted by teacher expert groups and facilitated by the FDOE, per 6A-1.09401, F.A.C.
- By the end of May, the proposed 6-8 Standards will be available in EdCredible for public comment.

June 2019

- On June 1, public input for 9-12 standards in EdCredible will close.
- Proposed 9-12 standards will be updated based on input.
- Public input will be gathered on proposed 6-8 standards in EdCredible.
- The K-5 standards review will be conducted by teacher expert groups and facilitated by the FDOE, per Rule 6A-1.09401, F.A.C.

July 2019

- On July 1, public input for 6-8 standards in EdCredible will close.
- Proposed 6-8 standards will be updated based on input.
- Public input will be gathered on proposed K-5 standards in EdCredible.

August 2019

- On August 1, public input for K-5 standards in EdCredible will close.
- Proposed K-5 standards will be updated based on input.

September 2019

- In September proposed changes to the Florida Standards resulting from the standards review will be available for final public input in EdCredible.
- On September 30, public input for K-12 standards in EdCredible will close.
- FDOE will hold roundtable meetings to gather stakeholder input.

October 2019

- K-12 standards will be updated based on final input.
- FDOE will hold roundtable meetings to gather stakeholder input.

November 2019

- FDOE will prepare final standards and report.

December 2019

- FDOE will draft report to Commissioner.

January 2020

- FDOE report will be submitted to Governor for approval.

February – March 2020

- Standards will be submitted to State Board of Education for approval.

- **Research**

- Defined college and career ready and how that is measured
- Contacted Florida College System and University System

- **Backward Design**

- Develop standards with the target or end goal in mind beginning with grades 9-12

- **Analyzed other state standards**

- Represented the comparisons from other states and Florida on a spreadsheet
- Side-by-side comparisons

- **Analyzed assessment frameworks**

- SAT, ACT, NAEP, TIMSS, PISA

Teacher Expert Groups

- Florida professional organizations were contacted to solicit teacher expert nominees
- Nominees provided information including current resume
- Nominees were screened by FDOE personnel and notified of selection
- Teacher experts and organization presidents were advised to provide a mechanism to allow voice from membership

9-12 Teacher Expert Groups

ELA	MATH
Key Ideas and Details; Integrating Knowledge and Ideas	Algebra
Speaking and Listening; Research; Conventions	Geometry
Text Types and Purposes; Craft and Structure; Vocabulary	Statistics & Probability
Grade 6-12 ELA Standards (Reading History)	Functions
Grade 6-12 ELA Standards (Reading Science and Technical Subjects)	Number & Quantity
Grade 6-12 ELA Standards (Writing in History, Science and Technical Subjects)	Calculus
Grade 6-12 ELA Standards (Speaking and Listening in History, Science and Technical Subjects)	All groups reviewed Financial Literacy

6-8 Teacher Expert Groups

ELA	MATH
Key Ideas and Details; Integrating Knowledge and Ideas	The Number System
Speaking and Listening; Research; Conventions	Expressions & Equations
Text Types and Purposes; Craft and Structure; Vocabulary	Geometry
Grade 6-12 Foundational Skills	Statistics & Probability
	Ratios & Proportional Relationships and Functions
	All groups reviewed Mathematical Practices

K-5 Teacher Expert Groups


ELA	MATH
Grade K-5 ELA Standards (Reading Foundational Skills)	Operations & Algebraic Thinking
Grade K-2 ELA Standards (Key Ideas and Details; Integrating Knowledge and Ideas)	Number & Operations in Base Ten and K Counting and Cardinality
Grade K-2 ELA Standards (Text Types and Purposes; Craft and Structure; Vocabulary)	3-5 Number & Operations - Fractions
Grade K-2 ELA Standards (Speaking and Listening; Research; Conventions)	Measurement & Data
Grade 3-5 ELA Standards (Key Ideas and Details; Integrating Knowledge and Ideas)	Geometry
Grade 3-5 ELA Standards (Speaking and Listening; Research; Conventions)	
Grade 3-5 ELA Standards (Text Types and Purposes; Craft and Structure; Vocabulary)	All groups to review Mathematical Practices

Stakeholder Groups

Organization/Group	
BEES Discretionary Project Representatives	Florida Catholic Conference
BEES State Advisory Council	Florida Chamber of Commerce
Consortia: NEFEC	Florida Charter School Alliance
Consortia: PAEC	Florida Coalition of School Board Members
Consortia: HEC	Florida Consortium of Public Charter Schools
Consortium of Florida Education Foundations (CFEF)/FPN	Florida Council for Exceptional Children
District Gifted Contacts	Florida Council for Social Studies Teachers
District Teacher of the Years	Florida Council of Administrators of Special Education
Dr. Brian Dassler Leadership Academy	Florida Education Association (FEA)
Excel in Ed	Florida Fund for Minority Teachers
Florida Alliance for Arts Education (FAAE)	Florida Gifted Network
Florida Art Education Association (FAEA)	Florida Joint Center for Citizenship
Florida Association for Career and Technical Education (FACTE)	Florida Organization of Instructional Leaders (FOIL)
Florida Association for Gifted	Florida Parent Teacher Association (PTA)
Florida Association for Media in Education (FAME)	Florida School Boards Association/Coalition (FSBA)
Florida Association of Bilingual and ESOL Supervisors (FABES)	Florida Virtual School (FLVS)
Florida Association of District School Superintendents (FADSS)	High Impact Teacher Corps
Florida Association of School Administrators (FASA)	Just for Teachers listserv
Florida Association of Science Teachers	LULAC
Florida Association of Student Services Administrators	Office of Early Learning
Florida Association of Supervisor Media (FASM)	SALA Advisory Group
Florida Association of Test Administrators (FATA)	South Florida Gifted and Talented Symposium
Florida Association Staff Development (FASD)	Standards Review listserv
Florida Career Pathways Network (FCPN)	Standards Works

Public: EdCredible Platform

- www.FloridaStandardsReview.org
- Requires creation of an account that verifies email
- Provides choice of ELA or Math
- All standards listed by grade level
- 4 Choices
 - Eliminate
 - Revise
 - Move
 - Keep
- Validation message identifying standards not reviewed prior to submission



[in](#) [f](#) [t](#)

[Contact Support](#)
[Quick Start Guide](#)
[Video Tutorial](#) (*transcript*)

Welcome to the Florida Standards Review Portal!

Leading the nation in developing world-class standards

Please [register](#) an [account](#) to begin reviewing standards.

[Register](#) [Sign In](#)

[Quick Start Guide](#) | [Video Tutorial](#) (*transcript*)

About EdCredible

EdCredible® is laser-focused on bringing transparency and [equity](#) to the instructional materials adoption and review [process](#). EdCredible® empowers states and school districts to streamline their adoption process using the patent-pending Instructional Materials Adoption Platform - EdValuate® - **for no annual fee.**

To learn more about EdCredible®, go to www.edcredible.com.

Florida Department of Education

State Standard Public Review Data Analysis

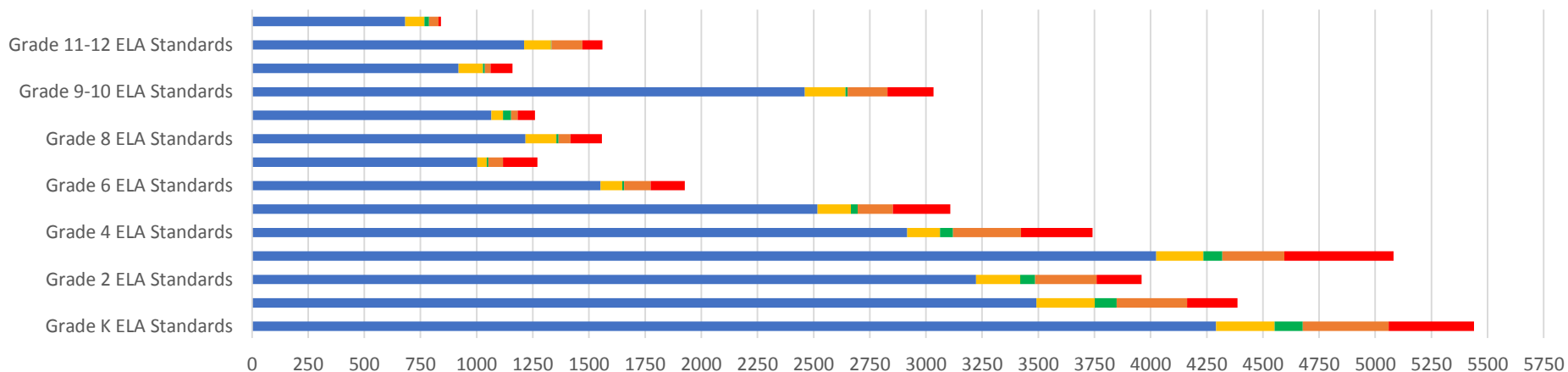
Updated 5-9-2019



By the numbers...

- # of grade level/strand review forms started – 2,503
- # of grade level/strand review forms started – 1,616
- # of registered users that started a review – 1,590
- # of users that submitted a review – 843
- # of FL school districts/entities (Charters, Diocese, etc.) represented – 74
- # of standards reviewed by public
 - 57,033 Submitted
 - 53,793 User
 - 3,240 System
- # of pending reviews – 11,993
- # of math reviews submitted – 18,750
- # of ELA reviews submitted – 38,329

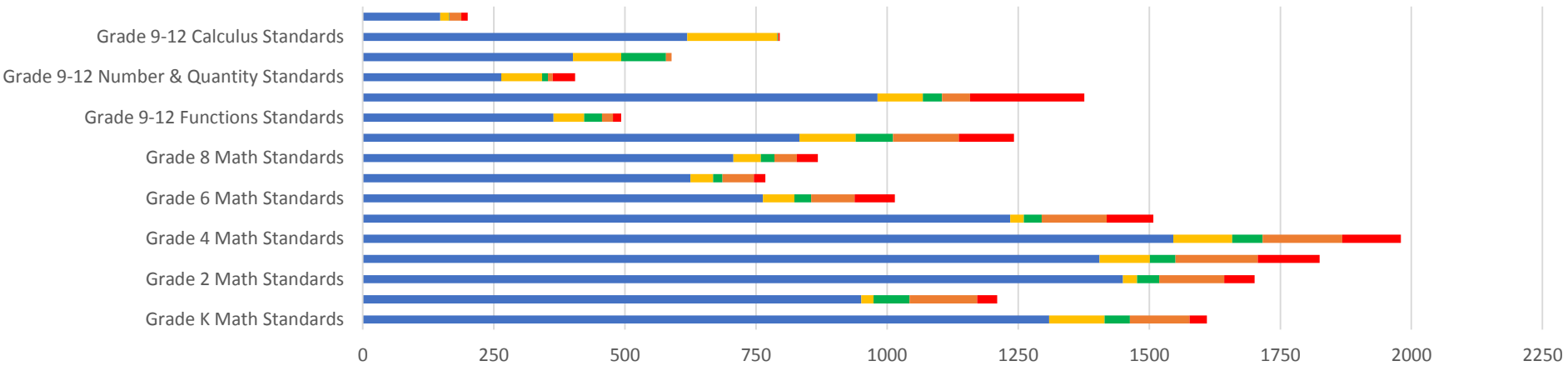
Public Review of Current English Language Arts Standards - Summary Analysis by Grade



	Grade K ELA Standards	Grade 1 ELA Standards	Grade 2 ELA Standards	Grade 3 ELA Standards	Grade 4 ELA Standards	Grade 5 ELA Standards	Grade 6 ELA Standards	Grade 7 ELA Standards	Grade 8 ELA Standards	Grade 6-8 ELA Content Area Literacy Standards	Grade 9-10 ELA Standards	Grade 9-10 ELA - Content Area Literacy Standards	Grade 11-12 ELA Standards	Grade 11-12 ELA - Content Area Literacy Standards
No Change Needed - User	4291	3492	3223	4025	2917	2517	1552	1003	1217	1065	2461	919	1211	682
No Change Needed - System	261	259	197	210	146	149	96	42	138	52	181	109	120	86
Move Standard	126	98	66	84	57	30	8	7	9	36	9	8	2	20
Revise Standard	382	313	274	276	303	157	119	65	54	29	178	26	138	42
Eliminate Standard	380	225	200	487	318	255	152	154	140	78	205	98	89	11

■ No Change Needed - User
 ■ No Change Needed - System
 ■ Move Standard
 ■ Revise Standard
 ■ Eliminate Standard

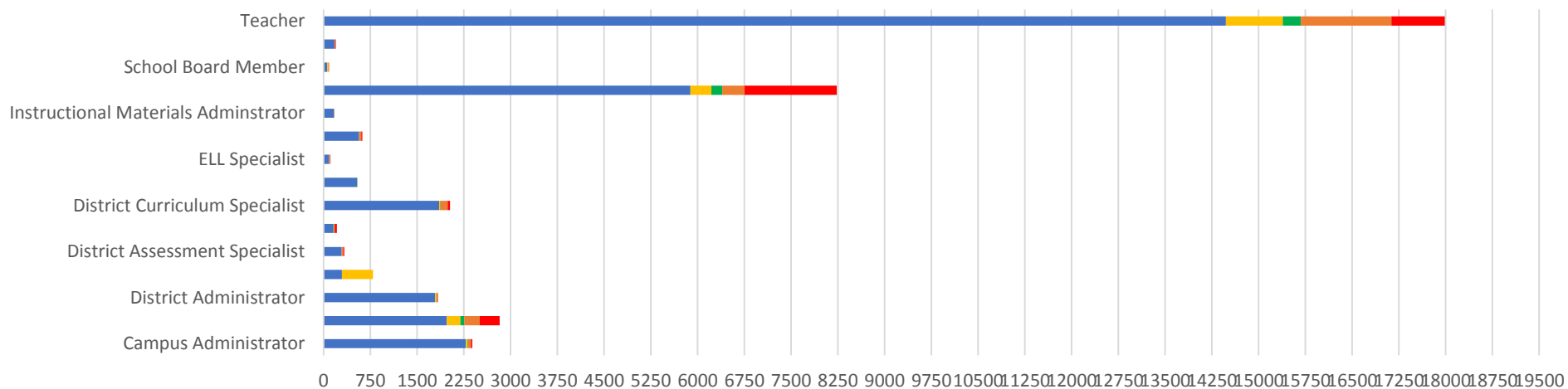
Public Review of Current Math Standards - Summary Analysis by Grade



	Grade K Math Standards	Grade 1 Math Standards	Grade 2 Math Standards	Grade 3 Math Standards	Grade 4 Math Standards	Grade 5 Math Standards	Grade 6 Math Standards	Grade 7 Math Standards	Grade 8 Math Standards	Grade 9-12 Algebra Standards	Grade 9-12 Functions Standards	Grade 9-12 Geometry Standards	Grade 9-12 Number & Quantity Standards	Grade 9-12 Statistics and Probability Standards	Grade 9-12 Calculus Standards	Grade K-12 Mathematical Practices Standards
No Change Needed - User	1309	951	1450	1405	1546	1235	763	625	707	833	364	982	264	401	619	148
No Change Needed - System	106	23	27	96	112	26	60	43	52	107	58	86	78	92	171	16
Move Standard	48	69	42	49	58	34	32	18	26	71	34	37	11	85	1	1
Revise Standard	114	129	124	157	152	124	83	60	43	126	21	53	9	11	2	23
Eliminate Standard	33	38	58	118	112	89	77	22	40	105	16	218	43	0	2	12

■ No Change Needed - User
 ■ No Change Needed - System
 ■ Move Standard
 ■ Revise Standard
 ■ Eliminate Standard

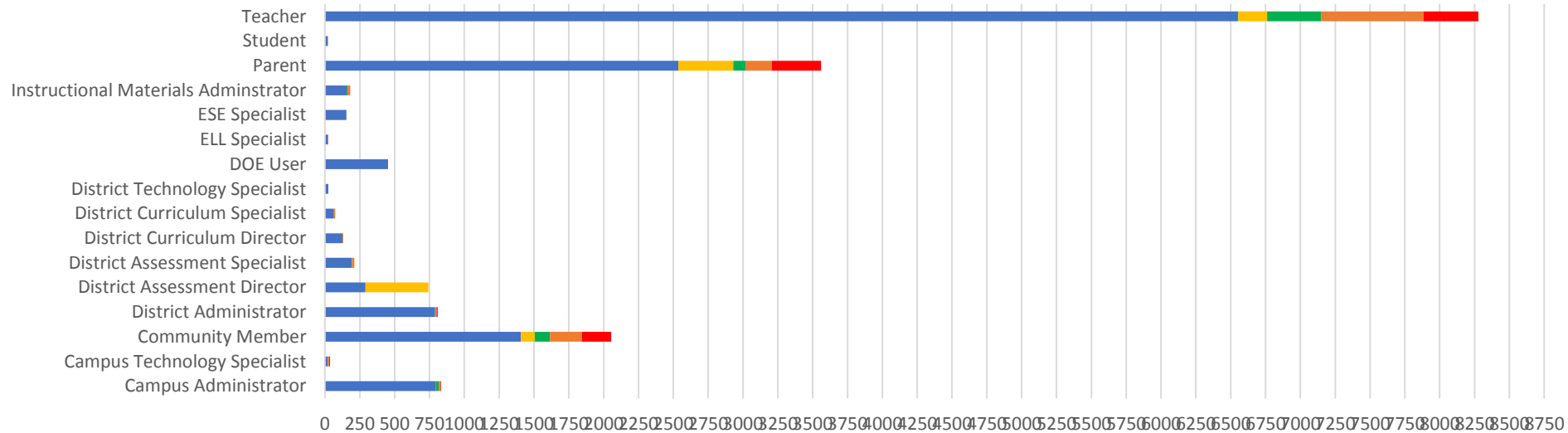
2019 English Language Arts Standards Public Review Responses by Role - 5-9-2019



	Campus Administrator	Community Member	District Administrator	District Assessment Director	District Assessment Specialist	District Curriculum Director	District Curriculum Specialist	DOE User	ELL Specialist	ESE Specialist	Instructional Materials Administrator	Parent	School Board Member	Student	Teacher
No Change Needed - User	2282	1976	1787	292	288	154	1853	536	87	567	161	5883	60	174	14475
No Change Needed - System	26	219	21	500	0	0	12	1	0	0	0	338	18	0	911
Move Standard	10	62	2	0	0	8	7	3	0	2	1	175	0	0	290
Revise Standard	48	249	20	0	28	17	117	0	18	34	0	357	2	11	1455
Eliminate Standard	19	317	1	0	15	33	38	0	6	16	1	1480	2	8	856

■ No Change Needed - User
 ■ No Change Needed - System
 ■ Move Standard
 ■ Revise Standard
 ■ Eliminate Standard

2019 Mathematics Standards Public Review Responses by Role 5-9-2019



	Campus Administrator	Campus Technology Specialist	Community Member	District Administrator	District Assessment Director	District Assessment Specialist	District Curriculum Director	District Curriculum Specialist	District Technology Specialist	DOE User	ELL Specialist	ESE Specialist	Instructional Materials Administrator	Parent	Student	Teacher
No Change Needed - User	796	20	1406	789	291	193	126	65	24	452	21	153	155	2536	21	6554
No Change Needed - System	0	0	100	0	452	0	0	0	0	0	0	0	0	394	0	207
Move Standard	20	0	109	3	0	0	0	0	0	0	0	0	6	91	0	387
Revise Standard	14	9	228	9	0	18	5	9	0	0	2	0	15	186	2	734
Eliminate Standard	4	6	211	7	0	0	0	0	0	0	1	0	4	354	0	396

■ No Change Needed - User
 ■ No Change Needed - System
 ■ Move Standard
 ■ Revise Standard
 ■ Eliminate Standard

Takeaways

- Standards review will be conducted during 2019, with recommendations due to Governor DeSantis January 1, 2020
- No changes to statewide assessments or school grades calculation in 2018-2019 and 2019-2020 related to the executive order
- Extensive public input opportunities will be available, before the recommendations are submitted and again through State Board of Education rulemaking process
- Instructional materials adoption timeline has been revised
- Additional details and updates will be provided throughout the review process; visit www.fldoe.org/standardsreview



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Executive Order 19-45

Executive Order 19-45 DOE Tasks

- Extend guardian program applications to April 1, 2019
- Audit school district diversion programs with DJJ by July 1, 2019; develop best practices and consistent criteria for diversion programs with DJJ
- Develop best practices for school hardening and harm mitigation by July 1, 2019 (**workgroup now in law**)
- Communicate to superintendents how to implement compliance of safe-school officers and guardians
- Implement of centralized, integrated data repository and data analytics resources by August 1, 2019

FortifyFL

- 6,926 Public and Private Schools
- 226 Law Enforcement Agencies
- 886 Tips Reported to Date
- Vendor has a Spanish translation version in development, as well as improvements to the app's functionality and administrative functions



FORTIFYFL
SUSPICIOUS ACTIVITY REPORTING APP

#FORTIFYFL
GETFORTIFYFL.COM

Download on the App Store | GET IT ON Google play

   **FLORIDA DEPARTMENT OF EDUCATION**
fldoe.org

DOWNLOAD NOW



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

2019 Legislative Updates

Disclaimers

- Not all bills have been signed by the Governor yet
- The budget is not signed
- DOE is still reviewing and analyzing bills
- Some provisions take effect upon becoming law (e.g., SB 7030 on school safety, signed May 8); most take effect July 1, 2019
- This presentation does not include all provisions of all education-related bills
- Refer to bill summaries for complete bill content

2019 Legislative Session Highlights

- Historic Funding Increases
- Supporting our Teachers
- Creating Pathways for Florida's Future Workforce
- Empowering Students and Families
- Creating Safer Schools
- Fighting for Freedom

Important to Note

- Related to 2019 legislation:
 - No changes to K-12 assessment for 2019-20
 - No changes to School Grades calculation
 - No changes to ESSA Federal Index

Historic Funding Increases

- \$75 per student increase to the Base Student Allocation (BSA), the largest increase since 2015-2016
- \$242.60 per student increase to the Florida Education Finance Program (FEFP), the largest increase since 2013-2014 and the second largest increase since 2007-2008
- A \$782.9 increase in total funds to the FEFP

DOE Priority Bills Passed

(red = signed)

- HB 807 Civics Education
- HB 7071 Workforce Education
 - Middle Grades Promotion Requirements
 - High School Graduation Requirements/New CTE Option
 - Computer Science
- **SB 7030 School Safety** (including Mental Health)
- **SB 7070 K-12 Education**
 - Scholarship Programs, Best & Brightest Program, Teacher Preparation, Teacher Certification, Persistently Low-Performing School Definition, School Improvement, New Turnaround School Allocation, New Community Schools Grant Program

Bills Passed for Public Schools

- HB 213 Immunization Registry (New requirements with opt out provisions)
- HB 427 Honor and Remember Flag (Schools may display new flag)
- HB 741 Anti-Semitism (Prohibited in schools)
- **SB 212 Interstate Compact on Educational Opportunity for Military Children** (Reenacts for three more years)
- SB 292 Education (Military uniform allowed at graduation)
- SB 318 Child Welfare (Child Abuse Reporter Public Record Exemption)
- SB 620 Military-friendly Initiatives (Enrollment of military children based on orders)
- SB 1306 Women's Suffrage Centennial Commission (To be commemorated in public secondary schools)
- SB 1418 Mental Health (Suicide awareness and prevention)

Other Education Bills

- HB 501 Alternative Treatment Options for Veterans (postsecondary)
- HB 525 Renaming of Florida College System Institutions (postsecondary)
- HB 547 Stanley G. Tate Florida Prepaid College Program (postsecondary)
- HB 593 Postsecondary Fee Waivers (postsecondary)
- HB 1027 Office of Early Learning
- HB 1121 Support Organizations (Vocational Rehabilitation)
- HB 7099 Child Welfare (school district workforce program fee exemption)
- SB 168 Federal Immigration Enforcement
- SB 190 Higher Education (Bright Futures)
- SB 1080 Hazing (postsecondary)
- SB 7014 Government Accountability (audit requirements)
- SB 7016 State-administered Retirement System (FRS)
- SB 7098 Death Benefits (school district workforce program fee waiver)

Budget/Tax Bills Passed

- SB 2500 General Appropriations Act (pre-vetoes)
- SB 2502 Budget Implementing Bill
 - Requires the State Board of Education to serve as the board of trustees of the Florida Virtual School (FLVS) and to appoint an FLVS executive director who will report to the Commissioner of Education
- HB 7123 Taxation
 - Sales Tax Holiday for School Supplies August 2-6
- HB 5 Discretionary Sales Surtax

College and Career Decision Day

HB 7071, Section 10

- Encourage district school boards to adopt policies and procedures to declare “College and Career Decision Day” to recognize high school seniors for their postsecondary education plans, to encourage early preparation for college, and to encourage students to pursue advanced career pathways through the attainment of industry certifications for which there are statewide college credit articulation agreements.

Financial Literacy

HB 7071, Sections 12 and 15

- Remove the requirement that financial literacy instruction be included in economics content. It is now required to be a separate area of social studies content.
- Remove the list of specific required content that makes up financial literacy instruction.
- Require districts, beginning with the 2019-2020 school year, to offer a financial literacy course consisting of at least one half-credit as an elective.

Florida's Economics Courses

2019-2020 Course Directory

- Economics with Financial Literacy - #2102335
(meets EC graduation requirement)
- Economics with Financial Literacy Honors -
#2102345 (meets EC graduation requirement)
- Economics with Financial Literacy for Credit
Recovery - #2102340

Florida's Financial Literacy Courses

2019-2020 Course Directory

- Personal Financial Literacy - #2102372
- Personal Financial Literacy Honors - #2102374

New Course Submissions

Requirements:

- Request to Add a New Course form
- Proposed course description
- Evidence of school board approval
- Submit electronic and hard copies of the required documents to the CCD Manager
- For more information visit
<http://www.fldoe.org/policy/articulation/ccd/>

Middle Grades Promotion Changes

HB 7071, Section 13

- Require a middle school student to successfully complete one course in career and education planning. It must result in a completed personalized academic and career plan for the student which may be revised as the student progresses through middle school and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report under s. 445.07, F.S.
- Require the personalized academic and career plan to inform students of high school graduation requirements, including a detailed explanation of the requirements for earning a high school diploma designation under s. 1003.4285, F.S.; the requirements for each scholarship in the Florida Bright Futures Scholarship Program; state university and Florida College System institution admission requirements; available opportunities to earn college credit in high school, including Advanced Placement (AP) courses; the International Baccalaureate (IB) Program; the Advanced International Certificate of Education (AICE) Program; dual enrollment, including career dual enrollment; and career education courses, including career-themed courses, preapprenticeship and apprenticeship programs, and course sequences that lead to industry certification pursuant to ss. 1003.492 or 1008.44, F.S.
- Allow the course to be implemented as a stand-alone course or integrated into another course or courses.

Career and Education Planning Course

- Many required components of this course can be accomplished through activities in MyCareerShines and FloridaShines websites
- Completion of a personalized academic and career plan can be done in MyCareerShines with the *My Ed Plans* featured tool

FloridaShines

www.floridashines.org



MyCareerShines
powered by Kuder®

www.mycareershines.org

High School Graduation Changes

HB 7071, Section 14

- Allow a student to earn two mathematics credits by taking Algebra I in two full-year courses.
- Require a certified school counselor or the principal's designee to advise the student that state universities may require for admission three additional mathematics courses at least as rigorous as Algebra I.
- Allow a student to substitute a credit in computer science, if identified as equivalent in rigor by the commissioner, for one mathematics requirement except for Algebra I and Geometry. A computer science credit may only be used to substitute one course (either mathematics or science).
- Allow a student who earns credit in a computer science course to substitute the computer science credit for one science credit, except for Biology I, if identified as equivalent in rigor by the commissioner. A computer science credit may only be used to substitute one course (either mathematics or science).
- Allow a student that earns an industry certification in 3D rapid prototype printing to substitute up to two credits of the mathematics requirement, with the exception of Algebra I, if the commissioner identifies the certification as being equivalent in rigor.

New CTE Graduation Pathway Option

HB 7071, Section 14

- Beginning with the 2019-2020 school year, a student is eligible to complete an alternative pathway to earn a standard high school diploma through this new option by:
 - Earning at least 18 credits.
 - Earning a cumulative grade point average of a 2.0 on a 4.0 scale.
 - Same requirements for ELA, Math, Science and Social Studies.
 - Completing two credits in career and technical education. The courses must result in a program completion and an industry certification.
 - Completing two credits in work-based learning programs. A student may substitute up to two credits of electives, including one-half credit of financial literacy, for work-based learning program courses to fulfill this requirement.
- Each district school board is required to incorporate the CTE pathway option to graduation in the student progression plan.
- Adjunct educators certified pursuant to s. 1012.57, F.S., may teach courses in the CTE pathway option.

High School Diploma Designation

HB 7071, Section 15

- Effective upon becoming law
- Allows a student to meet the mathematics requirement for the scholar designation if they earn one credit in Algebra II or an equally rigorous course and one credit in statistics or an equally rigorous course, and pass the statewide, standardized assessment in Geometry

Equally Rigorous Courses for Scholar Designation

Equally Rigorous to Algebra II (1200330)	
1200340	Algebra II Honors
1298310	Advanced Topics in Mathematics
1200395	IB Middle Years Programs Algebra II
1209825	Pre-AICE Mathematics 3 IGCSE Level
1201300 and 1201315 or 1211300	Combination of Mathematical Analysis Honors and Analysis of Functions Honors or Trigonometry Honors
	Any college, credit-bearing mathematics course, including Advanced Placement and dual- enrollment

Equally Rigorous Courses for Scholar Designation

Equally Rigorous to Statistics	
1210323	IB Statistics & Probability
1202362	AICE Mathematics & Probability & Statistics 1 AS Level
1202364	AICE Mathematics & Probability & Statistics 2 A Level
1210310	IB Statistics & Introductory Differential Calculus
1201300 and 1201315 or 1211300	Combination of Mathematical Analysis Honors and Analysis of Functions Honors or Trigonometry Honors
1202340	Pre-calculus Honors
1202300	Calculus Honors
	Any college, credit-bearing mathematics course, including Advanced Placement and dual-enrollment

Student Advising

HB 7071, Section 16

- Requires in-person academic advising of students deemed to be potential dropouts or whose GPA average drops below 2.0, about career education programs
- Requirement is now part of the CAPE section of law

Annual Review of CTE Program Offerings

HB 7071, Section 16

- Require the Commissioner of Education to annually review K-12 and postsecondary career and technical education offerings for alignment with employer demand, postsecondary degree or certificate programs, and professional industry certifications, as well as identify programs that are linked to occupations that are in high-demand by employers, require high-level skills, and provide middle and high-level wages. The annual review is to be done in consultation with the Department of Economic Opportunity, CareerSource Florida, Inc., business and industry leaders, the Board of Governors, the FCS, school districts, and other education stakeholders.
- The findings from the annual review shall be used to phase out any career and technical education offerings that are not aligned with the needs of employers or do not provide program completers with a middle-wage or high-wage occupation, as well as encourage school districts and FCS institutions to offer programs that are not currently being offered.

Career Pathways Agreements

HB 7071, Section 24

- Requires each school district career center and Florida College System institution with overlapping service areas develop regional career pathways agreements for career certificate programs that are aligned with an associate's degree.

Computer Science and Technology Instruction

HB 7071, Section 26

- Allow school districts or consortia to use appropriated funding for training that leads to an industry certification associated with computer science courses as identified in the Course Code Directory as well as to deliver or facilitate training for classroom teachers to earn an educator certificate in computer science. The funding may also be used to provide professional development for classroom teachers in computer science content and instruction. The funding may only be used for classroom teacher training, or to pay fees for relevant examinations or professional development.
- Require that high school students must be provided opportunities to earn technology-related industry certifications as well as computer science courses. The technology-related industry certifications must satisfy the graduation requirements in s. 1003.4282(3), F.S., that is, a student who earns an industry certification for which there is a statewide college credit articulation agreement may substitute it for up to two mathematics credits (excluding Algebra I and Geometry) or one science credit (excluding Biology I).
- Require that computer science and technology-related industry certifications that are deemed to meet the requirements for high school graduation are included in the Course Code Directory.
- \$10M funded for professional development and certification bonuses for teachers (SB 2500).

Career Dual Enrollment

HB 7071, Section 27

School district career centers must develop agreements with each high school in any district it serves. The agreement must:

- Identify the courses and programs that are available students through career dual enrollment and the clock hour credits that students will earn upon completion of each course; delineate the high school credit earned for the course completion.
- Identify any college credit articulation agreements associated with each clock hour program.
- Describe how students and parents will be made aware and how students can apply and register.
- Establish any additional eligibility requirements for participation and a process for determining eligibility and monitoring the progress of participating students.
- Delineate costs incurred by each entity and determine how transportation will be provided for students who are unable to provide their own transportation.

CAPE Digital Tool Certificates

HB 7071, Section 29

- Increases the number of digital tool certificates from 15 to no more than 30.

Florida Pathways to Career Opportunities

Grant Program

HB 7071, Section 33

- Created to provide grants on a competitive basis to high schools, career centers, charter technical career centers, FCS institutions, and other entities authorized to sponsor an apprenticeship or preapprenticeship program to expand or establish new apprenticeship or preapprenticeship.



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Educator Quality

Changes to Teacher Certification

HB 7071, Section 14

- Changes provisions for certification of adjunct educators.
- Eliminate the restriction for district school boards to issue adjunct teaching certificates for only part-time teaching positions.
- Remove the reference to “part-time” related to the type of employment available to adjunct instructors.
- Insert the word “primarily” to refer to the strategic placement of adjunct instructors for the purpose of diversifying courses offered.
- Allow school districts to issue a three-year nonrenewable adjunct instructor certificate for a full-time teaching position.
- Require school districts to:
 - Post on its website the adjunct teaching certificate requirements.
 - Identify the subject for which the adjunct instructor demonstrated subject matter expertise.
 - Report to the department annually the number of adjunct instructor certificates issued for both part-time and full-time positions.

Teacher Certification Changes

SB 7070, Section 17

- Specify that applicants serving as classroom teachers per s. 1012.01(2)(a), F.S., must pass the Florida Teacher Certification Examinations (FTCE) general knowledge test.
- Require school districts to document district and state-level resources available to assist certification applicants who have not passed the FTCE general knowledge examination.
- Eliminate the requirement for Temporary Certificate holders to satisfy the mastery of general knowledge requirement within 1 calendar year to remain employed.
- Eliminate prohibition for school districts to employ Temporary Certificate holders who have not met the mastery of general knowledge requirement.
- Remove requirement to satisfy the general knowledge requirement prior to an employer requesting an extension to a Temporary Certificate.
- Specify that all extensions to Temporary Certificates will be 2 years.
- Add completion of a two-year mentoring program as a reason for requesting a Temporary Certificate extension.
- Eliminate the one-year Temporary Certificate extension based on value-added model (VAM) evaluation rating of highly effective or effective.
- Add earning a highly effective summative rating on the educator's most recent evaluation as a reason for requesting a Temporary Certificate extension.

Teacher Certification Fee Changes

SB 7070, Section 18

- Require that retake fees not exceed the initial fees for first-time testers and that the cost for retake subtests be prorated based on the number of subtests within the examination, which aligns state law with the fee structure currently established in Rule 6A-4.0021, F.A.C.
- Remove requirement that fees collected for certification examinations cover the cost of test development and administration.

Best & Brightest Teacher Program Changes

SB 7070, Sections 15 & 19

- Now part of the FEFP to be allocated based on each district's share of FEFP base funding.
- One-time recruitment award for a newly hired classroom teacher who is a content expert, based on criteria established by the department, in mathematics, science, computer science, reading, or civics. **\$4,000**
- Retention award for a classroom teacher who was rated as highly effective or effective the preceding year pursuant to s. 1012.34, F.S., and teaches in a school for 2 consecutive school years, including the current year, which has improved an average of 3 percentage points or more in the percentage of total possible points achieved for determining school grades over the prior 3 years. **\$2,500 for highly effective and \$1,000 for effective**
- Recognition award for instructional personnel who were rated as highly effective or effective and selected by his or her school principal, based on performance criteria and policies adopted by the district school board or charter school governing board.
- Recognition awards must be provided from funds remaining under the allocation provided in s. 1011.62(18), F.S., after the payment of all teacher recruitment and retention awards and principal awards authorized under this section and the General Appropriations Act.
- Each district is allocated a minimum amount of \$100,000 for teacher and principal awards.

Best & Brightest Principal Program Changes

SB 7070, Sections 15 & 20

- A school principal is eligible to receive an award if he or she has served as school principal at his or her school for at least 4 consecutive school years, including the current school year, and the school has improved an average of 3 percentage points or more in the percentage of total possible points achieved for determining school grades over the prior 3 years. **\$5,000**

Calculation of average percentage point increase

- Based on 3 *growth periods*.
- Must show an *average* growth of 3 points across the 3 growth periods.
- Example:

Year	Points Earned	Growth During Period 1	Growth During Period 2	Growth During Period 3
1516	52	3 points (55 - 52)	3 points (58 - 55)	3 points (61 - 58)
1617	55			
1718	58			
1819	61			



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

School Improvement

Turnaround School Supplemental Services Allocation SB 7070, Section 15

- Created within the FEFP to provide schools that are a district-managed turnaround school, as identified in s. 1008.33(4)(a), F.S., schools that earn 3 consecutive grades below a “C,” as identified in s. 1008.33(4)(b)3., F.S., and schools that have improved to a “C” and are no longer in turnaround status, as identified in s. 1008.33(4)(c), F.S., with funds to offer services designed to improve the overall academic and community welfare of the schools’ students and their families.

Persistently Low-Performing Schools

SB 7070, Section 5

- Define “Florida Opportunity Zone” as a population census tract that has been designated by the United States Department of the Treasury as a Qualified Opportunity Zone.
- Revise the definition of a “persistently low-performing school” (PLP) to include schools that have earned 3 grades lower than a “C” in at least 3 of the last 5 years, unless the school has earned a grade of “A” or “B” in either of the 2 most recent years.
 - Allows a Hope Operator to establish and operate a School of Hope charter school in a PLP zone or a Florida Opportunity Zone.
- Clarify and expands the uses of Schools of Hope grant funds.
 - Clarifies that grant funds can be used until the school reaches full enrollment.
 - Allows funds to be used for initial leasing costs of a school facility.
 - Clarifies that if a School of Hope closes, all property purchased with public funds reverts to the ownership of the school district.
- Eliminate Schools of Hope funding for traditional public schools with a turnaround plan.

Choice Measures

SB 7070

- \$40 million for Schools of Hope, following the confirmation of IDEA Public Schools and KIPP confirming their intent to open 25 schools in Tampa Bay area and Miami-Dade, respectively.
- \$147.9 million invested in the Gardiner Scholarship Program to address the nearly 1,900 students with special needs who are on the wait list.
- Continued support for equitable treatment of capital outlay funding for all public schools, including public charter schools.

Family Empowerment Scholarship

SB 7070, Section 6

- **By July 15, 2019, and April 1** of each school year thereafter:
 - School districts must inform all households within the district that receive free or reduced-priced meals under the National School Lunch Act of their eligibility to apply to the department for an FES.
- Require school districts to notify participating students and their parents about locations and times to take statewide assessments.

Civics Education

HB 807

- Requires all instructional materials for Civics education be reviewed and approved by the Commissioner of Education in consultation with civics organizations, stakeholders, teachers, parents and the public.
- Any errors or inaccuracies found in state-adopted materials must be corrected, pursuant to s. 1006.35, F.S.
- Requires review of state adopted materials and recommendations for improvements, along with test specifications and end-of-course assessment, by December 31, 2019.

Civics Education

HB 807

- Review of Civics education standards by December 31, 2020.
- Allows the hours that a high school student devotes to the Florida Debate Initiative, also known as the Central Florida Debate Initiative, the YMCA Youth and Government program, the American Legion Boys State program, the American Legion Girls State program, or other similar program approved by the Commissioner to count towards service work requirement for Florida Bright Futures Scholarship Program.

Safe Schools

SB 7030

- Establishes campus hardening workgroup
- Expands school safety specialists to include law enforcement
- Expands options and eligibility for Guardians
- Requires improved SESIR reporting
- Requires promotion of FortifyFL
- Expedites services for certain students
- Requires active assailant response policies
- Standardizes behavioral threat assessment instrument
- Establishing threat assessment database workgroup
- Allows more flexibility to transfer funds to safety needs

Multi-tiered System of Support (MTSS) and System of Care

- The multi-tiered system is a continuum of supports and interventions that increase in intensity based on student need.
- School-based mental health providers (i.e. school counselors, school psychologists, school social-workers) are specially trained to infuse mental health prevention and intervention in the learning process.
- System of care is a collaborative network of services and supports to help children with serious emotional disturbance be successful at home, school, and in the community.
- What does it look like when school and community services and supports work in unison?

A Comprehensive, Multifaceted, and Integrated Approach to Addressing Barriers to Learning and Promoting Healthy Development

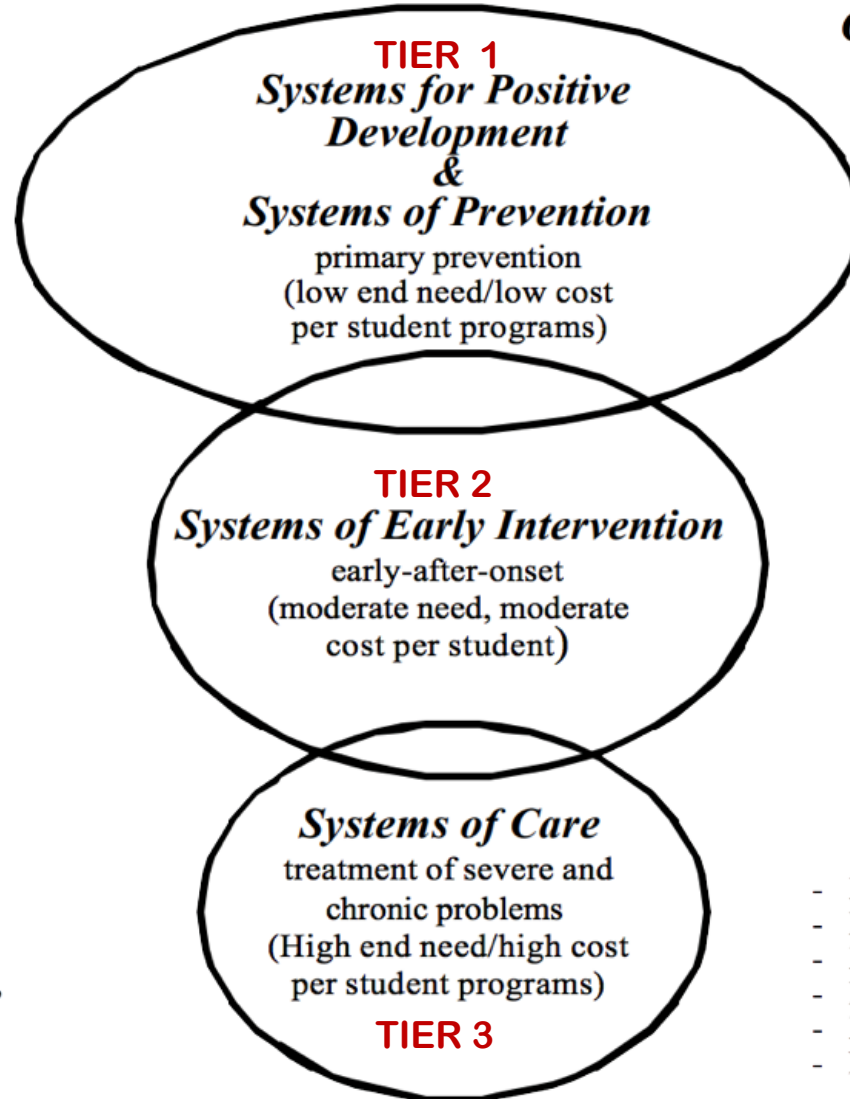
School Resources
(facilities, stakeholders, programs, services)

Examples:

- Enrichment & recreation
- General health education
- Promotion of social and emotional development
- Drug and alcohol education
- Support for transitions
- Conflict resolution
- Parent involvement

- Pregnancy prevention
- Violence prevention
- Dropout prevention
- Learning/behavior accommodations
- Work programs

- Special education for learning disabilities, emotional disturbance, and other health impairments



Community Resources
(facilities, stakeholders, programs, services)

Examples:

- Youth development programs
- Public health & safety programs
- Prenatal care
- Immunizations
- Recreation & enrichment
- Child abuse education

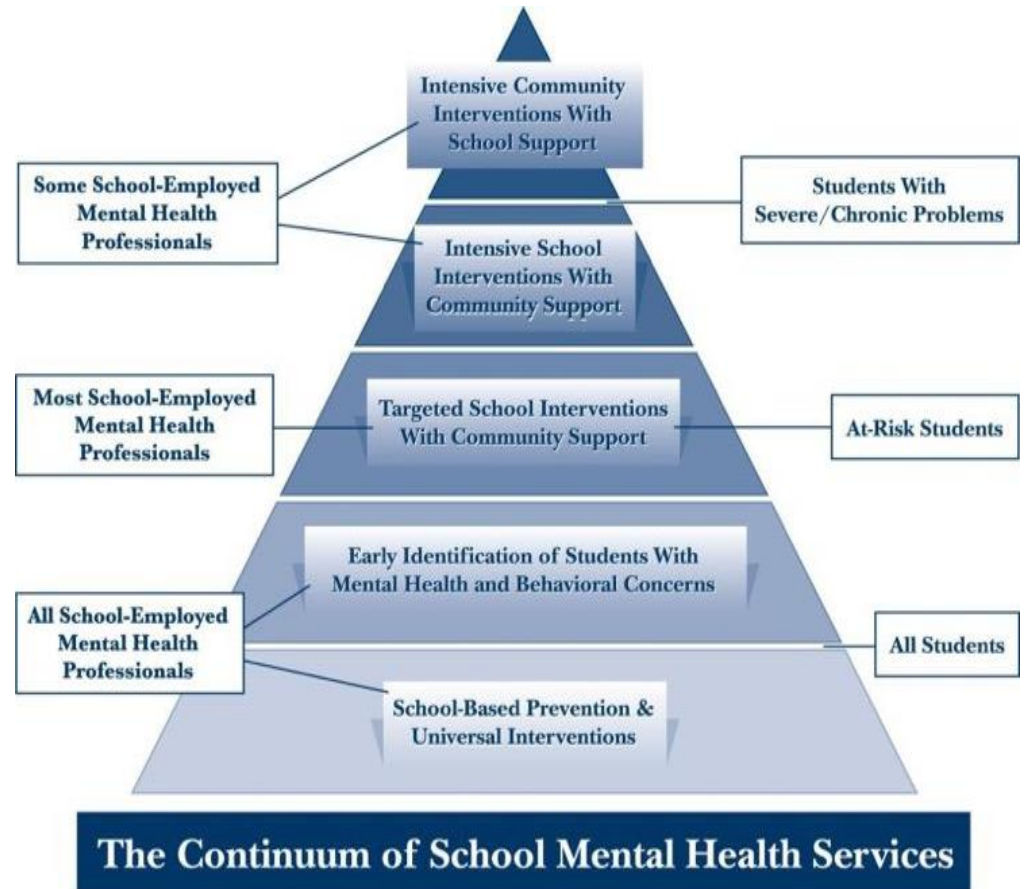
- Early identification to treat health problems
- Monitoring health problems
- Short-term counseling
- Foster placement/group homes
- Family support
- Shelter, food, clothing
- Job programs

- Emergency/crisis treatment
- Family preservation
- Long-term therapy
- Probation/incarceration
- Disabilities programs
- Hospitalization



Comprehensive School Mental Health

- The MTSS provides a continuum of supports for all students that includes students with intense needs
- The System of Care supports children, youth, and families with the most intense needs (Tier 3)
- Comprehensive School Mental Health services are built on partnerships between schools and community resources (e.g., community mental health centers, hospitals, universities)



Adapted from "Communication Planning and Message Development: Promoting School-Based Mental Health Services" in *Communique*, Vol. 35, No. 1. National Association of School Psychologists, 2006.

Mental Health Assistance Allocation

SB 7030

- Extends the allowable expenditures to include training for educators and other school staff in detecting and responding to mental health issues; and connect children, youth and families who may experience behavioral health issues with appropriate services.
- Specifies that charter schools that submit a plan are entitled to a proportionate share of district mental health allocation funding.
- Removes the requirement that 90% of the districts allocation funds must be spent on direct mental health services or the coordination of services.
- Requires the district plan include all of the district schools, including charter schools, unless a charter school elects to submit a plan independently from the school district.

Mental Health Assistance Allocation

SB 7030

- Requires the district plan to focus on a multi-tiered system of support to deliver evidenced-based mental health care that includes assessment, diagnosis, intervention, treatment and recovery services to students with one or more co-occurring substance abuse diagnoses and to students at high risk of such diagnoses.
- Requires that the provision of school-based mental health services be coordinated with a student's primary mental health care provider and with other mental health providers involved in the student's care.

Mental Health Assistance Allocation Plan Elements

SB 7030

- Direct employment of school-based mental health services providers to expand and enhance school-based student services and to reduce staffing ratios.
 - School-based mental health services providers include, but are not limited to, certified school counselors, school psychologists, school social workers, and other licensed mental health professionals.
 - Strategies to increase the amount of time that school-based student services personnel spend providing direct services to students, which may include the review and revision of district staffing resource allocations based on school or student mental health assistance needs.
- Contracts or interagency agreements with local community behavioral health providers or providers of Community Action Team services to provide a behavioral services at district schools.
 - Services may include, but are not limited to, mental health screenings and assessments, individual counseling, family counseling, group counseling, psychiatric or psychological services, trauma informed care, mobile crisis services, and behavior modification.
 - Behavioral health services may be provided on or off the school campus and may be supplemented by telehealth.

Mental Health Assistance Allocation Plan Elements SB 7030

- Policies and procedures, including contracts with service providers for students who are referred to a school-based or community-based mental health service provider to ensure
 - Assessment of students at risk for mental health disorders within 15 days of referral,
 - Initiation of school-based mental health services within 15 days after identification and assessment, and
 - Initiation of community based mental health services within 30 days after the school or district makes a referral.
- Strategies or programs to reduce the likelihood of at risk students developing social, emotional, or behavioral health problems, depression, anxiety disorders, suicidal tendencies, or substance use disorders.
- Strategies to improve the early identification of social, emotional, or behavioral problems or substance use disorders, to improve the provision of early intervention services, and to assist students in dealing with trauma and violence.

Mental Health Assistance Allocation

SB 7030

- Amends the district annual September 30th program outcomes and expenditures report to include, at a minimum, the number of each of the following:
 - Students who receive screenings or assessments
 - Students who are referred to either school-based or community-based providers for services or assistance.
 - Students who receive either school-based or community based interventions, services, or assistance.
 - School-based and community-based mental health providers, including licensure type, paid for from funds provided through the allocation
 - Contract-based collaborative efforts or partnerships with community mental health programs, agencies, or providers.

SB 1418 Mental Health

Amends s. 1012.583, F.S., Continuing education and in-service training for youth suicide awareness and prevention training, to:

- Require the FDOE and the Statewide Office for Suicide Prevention and suicide prevention experts, to develop a list of approved suicide screening instruments to be included in the youth suicide awareness and prevention training materials for K-12 instructional personnel.
- Require that the list of approved youth suicide awareness and prevention training materials identify standardized suicide screening instruments appropriate for use with school age populations.
 - The selected suicide screening instruments must have adequate reliability and validity, and provide information on administration and use of the instrument.
- Note: DOE-approved youth suicide awareness and training materials are available at <http://sss.usf.edu/resources/topic/suicide/index.html>

SB 1418 Mental Health

- Amends the criteria for a “Suicide Prevention Certified School” to include:
 - At least two school-based staff members certified or competent in the use of one of the approved suicide screening instruments.
 - A policy that requires the use of a suicide risk screening instrument prior to the initiation of an involuntary examination.
- Establish reporting and posting requirements for “Suicide Prevention Certified Schools.”

Legislative Update Resources

- A detailed summary of each of these bills will be posted at www.fldoe.org/gr
- Presentation to State Board of Education on May 22
- DOE memoranda forthcoming



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Data Quality

Civil Rights Data Collection (CRDC) Overview

1. Collected every 2 years by USED Office for Civil Rights (OCR)
2. Meant to ensure compliance with civil rights laws within the jurisdiction of OCR, including:
 - Title IV of the Civil Rights Act of 1964, prohibiting discrimination on the basis of race, color or national origin.
 - Title IX of the Education Amendments of 1972, prohibiting discrimination on the basis of sex.
 - Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of disability.
 - The Age Discrimination Act of 1975, generally prohibiting discrimination on the basis of age.
 - Title II of the Americans with Disabilities Act of 1990, prohibiting discrimination on the basis of disability by public entities.

Civil Rights Data Collection (CRDC) Overview

3. Requires that Recipients of USED's Federal financial assistance "complete and accurate compliance reports at such times, and in such forms and containing such information" as OCR "may determine to be necessary to enable [OCR] to ascertain whether the recipient has complied or is complying" with these laws and implementing regulations.
4. Submissions to CRDC ***are the responsibility of LEAs***. State Educational Agencies "can voluntarily help their LEAs with Civil Rights Data Collection." FLDOE is among the subset of State Educational Agencies who produce CRDC submissions on behalf of its LEAs. LEAs' MIS directors in Florida are informed via letters sent by FLDOE's Education Information Services (EIS) unit ahead of the collection.

Restraint and Seclusion

- Collected via the Student Information System's Student Discipline/Resultant Action codes: L (Seclusion), M (Mechanical Restraint) and R (Physical Restraint).
- Working internally to review how we collect this information to determine if there is a better way.
- In the meantime, please make sure that information reported to BEESS via their database is also reported on the surveys.
- Survey data should include incidents involving students with disabilities, as well as incidents involving students who do not have disabilities.

What supports accurate SESIR and Discipline Data?

- Knowledge of SESIR Definitions
- Software System design to optimize accuracy
- School Data Review/Correction
- Data entry process and Screen/Form Design

Online Training

- Knowledge of SESIR definitions and reporting process improves data quality
- Online SESIR Training Information is available at:

www.SESIR.org

Scenarios

Scenario Tracks

All

After completing all of the scenarios, your certificate will be available on your [profile](#) page.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
49	50	51	52												

Online Training



A high school teacher, Barbara Piersol, looks out of her classroom window after school. She observes two students, Alberto Diaz and Carmen Flores, arguing in the parking lot. She knows these two were a couple, but she had heard they were having problems. She watches as Alberto suddenly grabs the girl by the hair and forces her into his car through the driver side. He gets in, starts the car, and races away. She sees Carmen struggle and scream. When he screeches to a stop about a block away for some students crossing the street, Carmen breaks free and tumbles out of the car. She gets up and runs away. The boy tears off in the car.

State and Federal Requirements

<p>1001.54(3), F.S. Duties of school principals.</p>	<p>Each school principal must make the necessary provisions to ensure that all school reports are accurate and timely, and must provide the necessary training opportunities for staff to accurately report attendance, FTE program participation, student performance, teacher appraisal, and school safety and discipline data.</p>
<p>1006.09(6), F.S. Duties of school principal relating to student discipline and school safety.</p>	<p>Each school principal must ensure that standardized forms prescribed by rule of the State Board of Education are used to report data concerning school safety and discipline to the department. The school principal must develop a plan to verify the accuracy of reported incidents.</p>
<p>US ED's Civil Rights Data Collection</p>	<p>A biennial survey required by the U.S. Department of Education's Office for Civil Rights collecting data from a universe of all public school districts and schools.</p>

Why is accurate SESIR and Discipline Data important?

Florida schools cover up crimes: Rapes, guns and more



In addition to allowing all teachers to be eligible to carry guns, Senate Bill 7030 also increases state oversight over districts' compliance with the various school safety measures in last year's post-Parkland bill. It also

Supreme Court Grants DeSantis' Request to Impanel Grand Jury On School

NEWS SERVICE OF FLORIDA • FEB 25, 2019

-  Tweet
-  Share
-  Google+
-  Email



SCHOOL ENVIRONMENTAL SAFETY INCIDENT REPORTING (SESIR)

Discipline Incident Data

School Environmental Safety
Incident Reporting (SESIR)
System - District & State Reports

SESIR Training Website

School Environmental Safety Incident Reporting (SESIR)

Codes and Definitions

The following SESIR definitions were developed to enable school districts to correctly code data used to report incidents that are against the law or represent serious breaches of the code of student conduct. This includes those incidents considered severe enough to require the involvement of a School Resource Officer (SRO) or incidents to be "Reported to Law Enforcement." The following definitions are not meant to match the Uniform Crime Report, nor are they intended to be an additional reporting system for law enforcement. When interpreting student behavior for SESIR reporting, consideration should be given to both developmental age-appropriate behavior and to those students with an Individual Educational Plan (IEP) or a 504 Plan.

Key

* Violent Incidents that must be reported in the data element "[Injury-Related](#)"

Violent Incidents if they Result in Bodily Harm that must be reported in the data element "[Injury-Related](#)"

Incidents that must be reported to SESIR and are expected to include consultation with Law Enforcement

Alcohol (ALC) - Level IV

(possession, use, or sale) Possession, sale, purchase, or use of alcoholic beverages. Use means the person is caught in the act of using, admits to use or is discovered to have used in the course of an investigation.

Arson (ARS) - Level I

(intentionally setting a fire on school property) To damage or cause to be damaged, by fire or explosion, any dwelling, structure, or conveyance, whether occupied or not, or its contents.

* Battery (BAT) - Level I

(physical attack/harm) The physical use of force or violence by an individual against another. The attack must be serious enough to warrant consulting law enforcement and result in more serious bodily injury. (To distinguish from Fighting, report an incident as Battery only when the force or violence is carried out against a person who is not fighting back.)

Breaking and Entering/Burglary (BRK) - Level II

(illegal entry into a facility) Unlawful entry with force, or unauthorized presence in a building or other structure or conveyance with evidence of the intent to damage or remove property or harm a person(s).

Disruption on Campus-Major (DOC) - Level III



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

2019-20 District K-12 Comprehensive Reading Plans

2019-2020 District K-12 Comprehensive Reading Plans

Section 1011.62(9)(d)1., Florida Statutes:

- “School districts shall submit a K-12 comprehensive reading plan for the specific use of the research-based reading instruction allocation in the format prescribed by the department for review and approval by the Just Read, Florida! Office.”
- “School districts shall be allowed reasonable flexibility in designing their plans and shall be encouraged to offer reading intervention through innovative methods.”
- “The plan format shall be developed with input from school district personnel, including teachers and principals, and shall provide for intensive reading interventions through integrated curricula, provided that, beginning with the 2020-2021 school year, the interventions are delivered by a teacher who is certified or endorsed in reading.”

2019-2020 District K-12 Comprehensive Reading Plans

Section 1011.62(9)(d)1, F.S.:

- “The department shall monitor and track the implementation of each district plan, including conducting site visits and collecting specific data on expenditures and reading improvement results.”
- “The department may withhold funds upon a determination that reading instruction allocation funds are not being used to implement the approved plan.”

Rule 6A-6.053(7)(e)1., F.A.C.

- Districts are required to report student enrollment in reading intervention via the Reading Intervention Component Data Element in the Student Information System.



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Puerto Rico Diploma Option

Puerto Rico Diploma Option Requirements

- This is the final year Puerto Rico students displaced by Hurricane Maria, who had attained the 11th or 12th grade in a Puerto Rico public school by the time Hurricane Maria made landfall in October 2017, are eligible to earn the Puerto Rico Diploma Option.
- Students must meet the graduation requirements specified by the Puerto Rico Department of Education to earn the Puerto Rico Diploma option.
- The withdrawal code of WPR, with the Graduation Option code of P, will be available for students who are exiting Florida schools under the Puerto Rico Diploma Option.
- Student Record Exchange (SRX) is a platform developed by the PRDE to facilitate the exchange of student records with other districts to expedite the enrollment process at their schools. The requirements for diploma eligibility will be determined based on the sending school's unofficial transcript, report card or documentation as of the date provided.
- If you have any questions regarding the Puerto Rico graduation requirements you may direct them to info@de.gov.pr.

Requesting Access to the SRX System

1. Each district must designate a contact. If this has not yet been completed, send the contact's full name, e-mail address, district name, job title and phone number to AskEIAS@fldoe.org. The information provided will be used to create an account within the SRX. An FDOE Sharefile account will also be created (for first time users) for documentation uploads. The FDOE Sharefile is a secure transfer site (<https://fldoe.sharefile.com/Authentication/Login>).
 - **Note:** Requesting Puerto Rico Transcripts to retrieve the required Puerto Rico student ID In order to submit a diploma request, the Puerto Rico Student ID number (also known as "SIE" number) is required. This number is only available on the transcript (unless the parent or student has the information available). If you do not have this number, request the transcript via AskEIAS@fldoe.org as the first step. If the transcript has already been received, continue to the next step.
2. Navigate to the SRX website once notified Once registered with an SRX account, a notification will be sent informing the district contact that they can now logon to the system for diploma retrieval. The website is <https://srx.dde.pr/>.
3. Submit a diploma request via the SRX system The district contact will now have the ability to submit a diploma request. Please review the document "[SRX User Guide](#)" for assistance with the site and general navigation.
4. Allow several days for a response from the PRDE SRX system. The requests are processed in the order received within the queue. Processing can take several days and is dependent on the review completed by the Puerto Rico accreditation team.



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

New Enterprise Grants Management System (EGMA)

Enterprise Grant Management Application (EGMA)

- Grant Programs confirmed to be utilizing new platform for 2019-2020 school year: Title III, Title IV
- Training and supports are program-specific and being communicated by FDOE program contacts
- Additional 2019-2020 Grant Programs will notify districts as their application rolls into the platform
- All Grant Programs will utilize the platform by 2020-2021
- Districts should follow up with their program-specific FDOE contacts for any additional information



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

ESSA

ESSA Updates

- Federal Index based on 2018-19 performance will come out around the same time as school grades
- Support and school improvement planning will begin in 2019-20
- Three breakout sessions offered at this conference for more information
- ESSA Report Card beta site: <https://edudata.fldoe.org/>
- Report Card will go live with 2018-19 data this summer



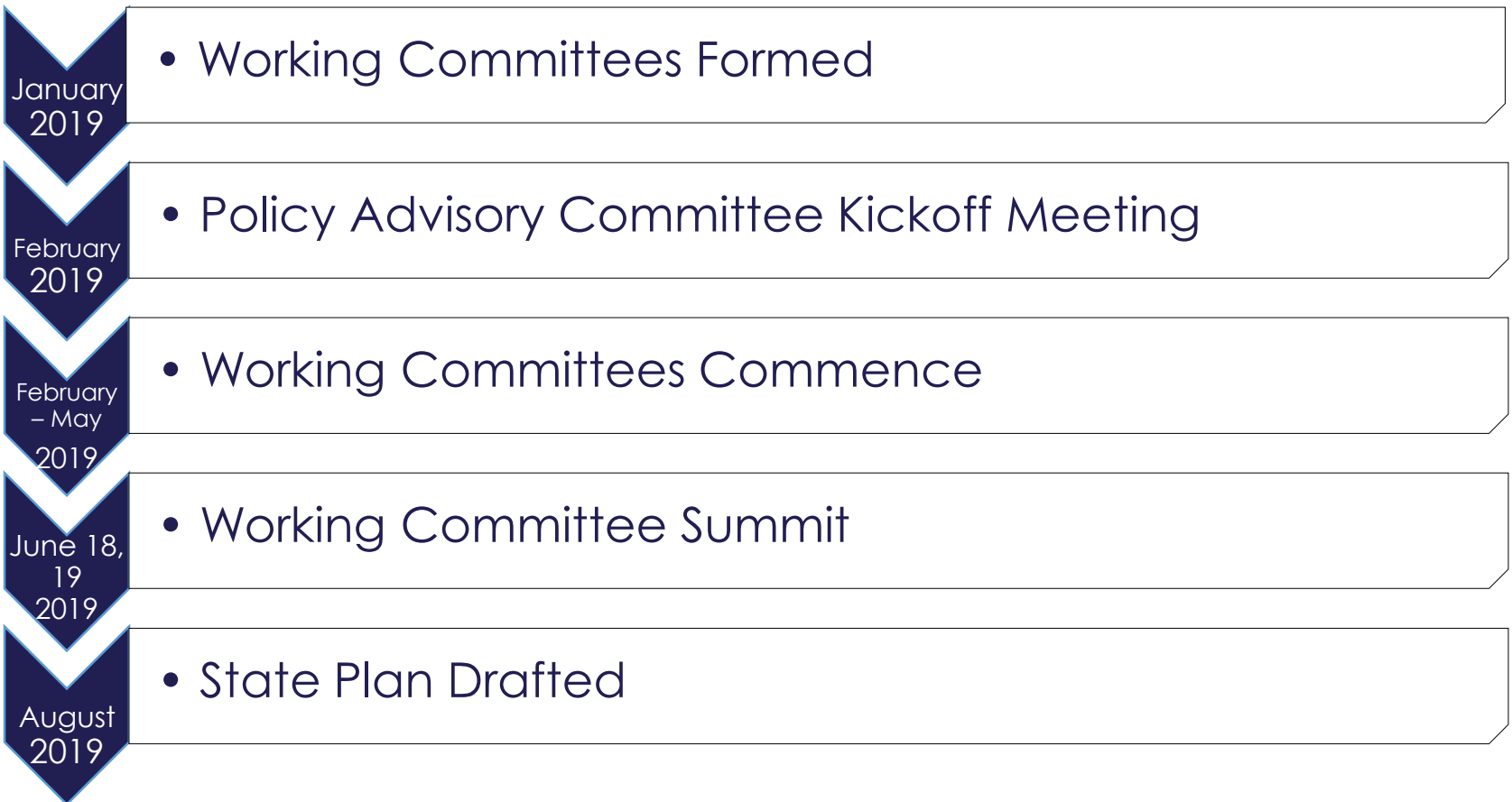
FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Perkins Federal CTE Grant

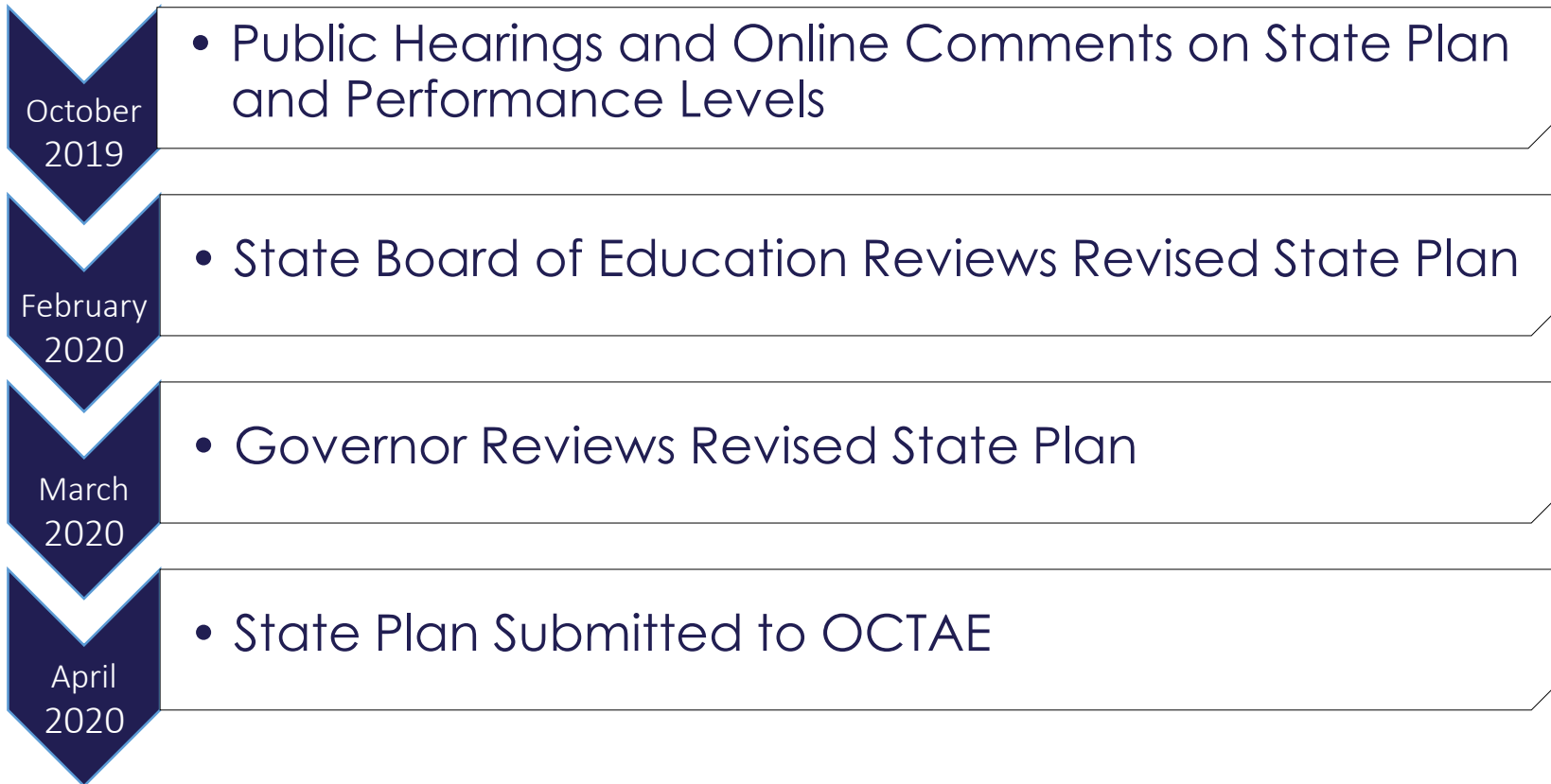
Strengthening Career and Technical Education for the 21st Century Act (Public Law 115-224) (Perkins V)

- The bill was signed into law on July 31, 2018 as Public Law 115-224.
- Implementation and the **one year transition period** will begin on July 1, 2019.
- **Full implementation** will begin on July 1, 2020.

State Plan Milestones (1 of 2)



State Plan Milestones (2 of 2)



What's Different in Perkins V?

Selected Topics:

- **More required Stakeholder Consultation** at the State and local level
- **Clarification and strengthening of Programs of Study**
- Emphasis on **closing subpopulation gaps** in performance and enrollment
- New **Comprehensive Local Needs Assessment** performed every 2 years, the first of which will be conducted by local agencies in 2019-2020.

Perkins V – Survey of Students in Grades 6-12

A short survey has been designed that will take students no more than 10 minutes to complete. The survey will take a look at participation, experiences, and opinions on career and technical education programs like culinary arts, manufacturing, digital technologies and more.

<https://www.surveymonkey.com/r/B5GR6NS>

Perkins V – Survey of Parents

A short survey has been designed that will take parents no more than 10 minutes to complete. The survey will take a look at your child's participation, experiences, and opinions on career and technical education programs like culinary arts, manufacturing, digital technologies and more.

<https://www.surveymonkey.com/r/BZC6G88>



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Upcoming Events

Upcoming Events – June

- Clinical Educator Facilitation Academy (Cohort 4) - June 5, Tallahassee
- Heartland Summer Leadership Conference - June 5, Lake Placid
- Title IV-A Mini Conference - June 11, Lakeland
- Summer Literacy Institute - June 11-13, Orlando
- Healthy Schools Summer Academy - June 12-13, Lakeland
- Sunshine State Scholars - June 13-14, Orlando
- Instructional Leadership Team Academy (Institute II) - June 18-19, Orlando
- Commissioner's Business Recognition Awards/Florida Chamber Foundation's Learners to Earners Workforce Summit - June 18-19, Orlando
- 41st Sanibel Leadership Conference, Great Expectations for ELLs - June 19-21, Clearwater Beach

Upcoming Events – July

- 21st CCLC Professional Development - June 25-26, Orlando
- Title IV-A, Arts4All Summer Teacher Institute - June 28-29, Tampa
- NEFEC Summer Leadership Conference - July 9-10, Ponte Vedra Beach
- Summer Science STEMposium
 - July 8-11, Tallahassee
 - July 15-18, Tampa
 - July 22-25, Palm Beach
- State Advisory Committee for the Education of Exceptional Students - July 15-16, Tallahassee
- Florida Teacher of the Year Gala - July 18, Orlando
- Title IV-A Mini Conference - July 23-24, Tallahassee
- BSI Summer Academy (South) - July 23-24, Largo
- BSI Summer Academy (North) - July 31-August 1, Ocala
- PAEC Summer Leadership Conference - July 23-24, Destin

Upcoming Events – Fall 2019

- Clinical Educator Facilitation Academy (Cohort 5) - August and September, Tallahassee
- Dr. Brian Dassler Leadership Academy - Institute I - September 5-6, Institute II November 8, Orlando
- Title IV, Part A College and Career Day - September 14
- Dads Take Your Child to School Day - September 25
- Equity Technical Assistance Meeting Fall, Orlando
- Inquiry in Social Studies - October 19-20, Orlando
- Clinical Educator Facilitation Academy (Cohort 6) - October and November, Tallahassee
- Family Engagement Month - November
- Florida Association of School Personnel Administrators - November 6-8, Altamonte Springs
- Educational Strategies and Student Engagement Institute - November 18-20, Orlando
- Administrators' Management Meeting - December 17-19, St. Petersburg
- FOIL - Fall
- FASFEPA - Fall



www.FLDOE.org

