



THE BUREAU OF STANDARDS AND INSTRUCTIONAL SUPPORT

MISSION

Our **MISSION** is to provide quality services, resources, guidance and professional development to our educational partners.

BUREAU OF STANDARDS &
INSTRUCTIONAL SUPPORT

VISION

Our **VISION** is that all stakeholders are equipped and empowered to guide students to reach their full potential.

CPALMS

CPALMS Beyond Standards

CPALMS offers the Beyond Standards video series to facilitate a deeper understanding and effective implementation of the K-5 mathematics standards for educators throughout the state. Teachers have an opportunity to gain insight from leading researchers in education as well as hear directly from fellow teachers who are putting methods into practice. Spanning from kindergarten through grade five, these videos are intended to lay out a solid foundation for effectively interpreting and implementing the standards to help guide our students to succeed in the classroom and beyond. The videos explore strategies for instructional success and student responses to various approaches.

The Beyond Standards videos contain a variety of mathematics topics for grades K-5:

- Strategies in Action
- Use of Manipulatives and Communication
- Adding Rigor to Instruction
- Building Conceptual Understanding
- Using Problem Solving to Teach Math
- Power of Questioning

You have the choice to watch the videos one-by-one, as a playlist by grade band or the entire series. To learn more and view the Beyond Standards videos, visit http://www.cpalms.org/beyond_standards/beyond_standards.aspx.

If you have questions about CPALMS or FloridaStudents.org, or you have comments or suggestions, please contact Ashley Palelis at Ashley.Palelis@fldoe.org.

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contact:
850-245-0423**



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

English Language Arts

Teaching Secondary Students to Write Effectively

Are you looking for specific, evidence-based recommendations that address the challenges of teaching students in grades 6-12 to write effectively? [Teaching Secondary Students to Write Effectively](#) synthesizes the best publicly available research and shares practices that are supported by evidence. The practice guide, published this month on What Works Clearinghouse (<http://whatworks.ed.gov>), was developed by the Institute for Education Sciences National Center for Education Evaluation and Regional Assistance. It is free, practical and easy for teachers to use. The guide includes many examples in each recommendation to demonstrate the concepts discussed and is geared toward administrators and teachers in all disciplines who want to help improve their students' writing.

Fine Arts

Student Opportunities

Very Special Arts (VSA) Student of the Month

The VSA Florida Student of the Month Recognition Program strives to increase public awareness of the impact arts make on students with disabilities. Students who exemplify outstanding work in and through the arts are recognized in one of two different age groups, 5-13 and 14-22. The student artist may be accomplished in visual arts, music, dance, drama, literary arts or exemplify amazing personal achievement and leadership through one of the genres. Each month, VSA Florida will select one student in each age category from a pool of students who have been nominated by administrators, educators, teaching artists, community members and parents. More information about the program can be found at <http://vsaf1.org/programs/student-of-the-month>.

National Portfolio Day

National Portfolio Day is an event specifically for visual artists and designers. It is an opportunity for those who wish to pursue an education in the visual and related arts to meet with representatives from colleges accredited by the National Association of Schools of Art and Design. Representatives will be available to review your artwork, discuss their programs and answer questions about professional careers in art. Two events are scheduled to take place in Florida during 2016-2017: Miami on January 21 and Sarasota on January 22, 2017. More information about the program can be found at <http://www.portfolioday.net/>.

Teacher Workshops and Opportunities

Fender Music Foundation

The Fender Music Foundation awards instruments and equipment to eligible music instruction programs. These items are lightly used, blemished or otherwise imperfect and have been collected from manufacturers and retailers. The Fender Music Foundation awards traditional instruments only to music instruction programs that are part of 501c3 organizations or public schools in the United States. To qualify as a music instruction program, participants must be learning how to make music. The Fender Music Foundation will select programs requesting up to eight instruments based on their responses provided in the Grant Candidate Form. There is no application deadline; applications are approved on a rolling basis that fluctuates depending on the amount of inventory in stock. More information about the program can be found at <http://www.fendermusicfoundation.org/grants/grants-info/>.

Upcoming Conferences

Florida Music Education Association

2017 FMEA Professional Development Conference – Diversity in Music Education: Music for ALL!

January 11-14, 2017

Tampa Convention Center, Tampa, FL

<http://fmea.flmusiced.org/conference/>

National Art Education Association (NAEA)

2017 NAEA National Convention, The Challenge of Change

March 2-4, 2017

Hilton New York and Sheraton New York Hotel and Tower, New York, NY

<https://www.arteducators.org/events/national-convention>

Gifted Education

Gifted Education News

According to the National Association for Gifted Children (NAGC), there has long been concern that high-ability students from underserved populations -- those who are limited English proficient or from low-income backgrounds -- are persistently underrepresented in advanced classes and in programs for students identified as gifted. Almost 10 percent of our total student population in Florida are enrolled by English Language Learner (ELL) status, and almost 60 percent of the total population are economically disadvantaged. We are missing some of our brightest kids because we fail to identify them.

There are several ways to increase identification of underrepresented groups. One way is through the use of a universal screener, preferably a non-verbal screener given to all students in the primary grades. By using a non-verbal screener, it becomes a culturally neutral evaluation that measures general problem-solving ability regardless of language or socioeconomic background.

Another way to increase identification of underrepresented groups is by having an alternative identification plan in place which is sometimes referred to as Plan B. [Rule 6A-6.03019](#), F.A.C., Special Instructional Programs for Students who are Gifted, encourages districts to come up with a plan for increasing gifted representation of students who are limited English proficient or from a low socioeconomic status family. This alternative plan levels the playing field for students who have faced some obstacles along the way.

Professional development for all staff members is also a great way to increase identification of gifted students. By giving teachers training on gifted characteristics and what to look for in all populations, they will become more knowledgeable and will be able to identify more potentially gifted students. Teacher quality has been continuously identified as the most important school-based factor in student achievement (McCaffrey, Lockwood, Koretz & Hamilton 2003, Rivkin, Hanushek, and Kain, 2005).

“Excellence in education is when we do everything that we can to make sure they become everything that they can.” – Carol Ann Tomlinson

Health

Online Teacher Training Course for 30 or 60 In-Service Points Available to Florida Educators at No Cost

In the continued effort to reduce and prevent tobacco use among school-aged children, the Florida Department of Education (FDOE) administers Florida Tobacco Prevention Training for Educators through the School Board of Palm Beach County.

This distance learning course is a no cost, professional development opportunity for all certified Florida teachers, administrators and school counselors. Registration is open from August 11, 2016, until May 5, 2017. Participants have 24-hour access, seven days a week, and may take up to the June 6, 2017, deadline to complete the course. This year once again, there are two course options: a 30-hour or a 60-hour course. Districts may award participants who complete one of the courses 30 or 60 in-service points toward teacher recertification. Registration can be accessed at <http://www.tobaccopreventiontraining.org/>.

Florida teachers and students have benefited greatly from this program since it launched in 2010. Evaluation results show both teachers and students increased their knowledge, and students changed their attitudes and behavior regarding tobacco use. Tobacco use by students interferes with their academic achievement and is associated with other drug use. In School Year 2015-2016, over 300 educators from 49 Florida school districts completed the course, instructing over 22,000 students in tobacco prevention and helping Florida achieve the lowest teenage smoking rate in the nation.

For more information, please contact Petricia Sailor at Petricia.Sailor@fldoe.org or by phone at 850-245-9322.

Sexual Health Education 101, 2016-2017, for Teachers and School Nurses

Sexual health education is required instruction in Florida schools through section [1003.42\(2\)\(n\)](#), Florida Statutes. The family life component of comprehensive health education includes many sexual health topics, including family structures, roles and responsibilities, gender roles, sexual stereotypes, marriage, divorce, parenting, physical and sexual abuse, building family relationships, child abuse, the family life cycle, family planning and heredity. Some sexual health education topics are also included in other components of comprehensive health education, such as prevention and control of disease, personal health and mental and emotional health. Parents or guardians may make a written request to have their child/children exempted from the teaching of the sexual health component of comprehensive health education.

Florida's School-Based HIV/STD and Teen Pregnancy Prevention Project is offering a 2017 winter and spring session of **Sexual Health Education 101**. The course is offered online in partnership with the Panhandle Area Educational Consortium's (PAEC) Electronic Professional Development Connections (ePDC) Learns Academy at no cost to participants. Registration for teachers and school nurses in Florida school districts will begin on February 1, 2017, and the session will end on June 9, 2017. This link will provide information to register for **Sexual Health Education 101, 2016-2017** through PAEC. [PAEC Help Desk Available](#)
If you need assistance or encounter any technical issues, you may reach the ePDC help desk by phone at 850-638-6131 ext. 2205 or by email at clayton.smith@paec.org.

Sexual Health Education 101 (SHE 101) will increase participants' knowledge related to HIV/STDs and teen pregnancy in the U.S. and Florida. Participants will also learn of strategies and activities that may be used to deepen middle and high school students' understanding of the potential results of risky sexual behavior. Additionally, **SHE 101** provides resources that could be used to guide development of sexual health curriculum and lesson plans. Upon successful completion of the course, participants will be able to print a certificate indicating they have completed course work for 10 hours of continuing education credit.

Enrollment information can be found at <http://www.fldoe.org/schools/safe-healthy-schools/healthy-schools/sexual-edu/links.stml>.

January is Human Trafficking Awareness Month

The Florida Department of Education encourages all districts and schools to look for anti-trafficking educational opportunities throughout the school year. For information and resources, please visit the [FDOE Human Trafficking webpage](#). For more information, contact Michelle L. Gaines by email at michelle.gaines@fldoe.org.

Instructional Materials

Instructional Materials

The specifications for science for the 2017-2018 Instructional Materials state adoption are now posted. The announcement and specifications are posted on the FDOE website at <http://www.fldoe.org/academics/standards/instructional-materials> and include course call information for materials to be utilized in the classroom in the 2018-2019 academic year. Course descriptions may be found online at www.cpalms.org.

Library Media

Library Media programs across the state will participate in the *Just Read, Florida (JRF!)* literacy program, Celebrate Literacy Week, Florida! 2017 events, along with other offices of the FDOE, school districts, and other state agencies and organizations. The program promotes literacy initiatives throughout the state by raising awareness with students, parents and the community. Celebrate Literacy Week will be held January 23-27, 2017. For more information about the program and events in your area, please visit the *JRF!* website at <http://www.fldoe.org/academics/standards/just-read-fl/>.

Mathematics & Science

Nominations Open for 2017 Grades 7-12 Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST)

Who can apply?

Teachers may initiate the application process themselves or be nominated at www.paemst.org.

Each applicant must:

- Teach mathematics or science (including computer science and engineering) as part of his or her contracted teaching responsibilities at the 7-12 grade level in a public (including charter) or private school;
- Hold at least a bachelor's degree from an accredited institution;
- Be a full-time employee of the school or school district as determined by state and district policies, with responsibilities for teaching students no less than 50 percent of the school's allotted instructional time. We get many questions regarding academic/instructional coaches applying. Coaching teachers and modeling lessons does not count toward the 50 percent instructional time with students. Please contact heidi.brennan@fldoe.org if you have any questions.
- Be a U.S. citizen or permanent resident; and
- Not have received the PAEMST award at the national level in any prior competition or category.

If you need more information on this program, visit www.paemst.org, or you can contact the state coordinator, Heidi Brennan, at heidi.brennan@fldoe.org.

Elementary Science

Teaching science in grades 3 and 4 is critical to a student's success on the grade 5 Statewide Science Assessment (SSA). To give more exposure to the important content covered in Grades 3 and 4, we will share a resource each month. For December, we bring you back to CPALMS.org. This month we highlight weathering and erosion ([SC.4.E.6.4](#)). To show mastery of this standard, students should be able to describe the basic differences between physical weathering (breaking down of rock by wind, water, ice, temperature change and plants) and erosion (movement of rock by gravity, wind, water and ice). This is grade 4 content that falls under Big Idea 6/Earth Structures.

Bring this science concept into your literacy block using this text resource: [Weathering](#).

Give students a chance to solve a real-world problem using these concepts by implementing this hands-on activity: [Dune or Doom: The Effects of Wind Erosion on Sand Dunes](#).

Secondary Science

Mastery of elementary and middle grades science standards is crucial for a high school biology student's success. In that regard, as a biology teacher, it is important to understand the foundational standards that your students have been taught in prior grades. This month, we will highlight the challenging concept of weathering and erosion in the middle grades and the connections that can be made in biology. In grade 6, students learn the ways in which earth's surface is built up and torn down by the process of weathering and erosion ([SC.6.E.6.1](#)). Grade 7 allows students to relate their understanding of these processes to patterns within the rock cycle ([SC.7.E.6.2](#)). CPALMS.org provides many well-aligned resources to aid with teacher planning. Two resources are highlighted below.

Students will investigate the energy of water as it relates to erosion with this grade 6 inquiry-based lesson plan: [Energy of Water: Erosion](#). After guided exploration, students will devise, carry out and evaluate a plan to slow down or stop the effects of erosion with as little environmental impact as possible.

Students will observe examples of weathering and erosion and relate these surface events to the rock cycle with this Grade 7 5E lesson plan: [Weathering and Erosion Photo Safari](#).

In biology, students will tackle the complex issue of human impact on our environment [SC.912.L.17.16](#). In an effort to complete the link to the middle grades standards, the focus of our highlighted lesson this month will be the consequences of soil erosion due to deforestation. To be clear, this is just one of many ways that the issue of erosion will come up in a biology classroom. For example, the effects of erosion on aquatic life zones will generate discussion about numerous topics, such as the effects of increased turbidity, the subsequent decline in the rate of photosynthesis, and loss of biodiversity. This further establishes the need for students to have adequate prior knowledge about erosion. As these discussions occur, please utilize CPALMS.org to support your instruction. Many quality resources are available; one of these resources is highlighted below.

This text resource explains deforestation and the associated environmental consequences including soil erosion: [Deforestation: Facts, Causes & Effects](#).

Elementary Mathematics

This month, decimals are featured. Conceptual understanding of decimals begins in 4th grade with [MAFS.4.NF.3.6](#): Use decimal notations from fractions with denominators 10 or 100 and [MAFS.4.NF.3.7](#): Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. It is imperative that students have a solid, conceptual understanding of decimals so that in fifth grade, students will add, subtract, multiply and divide decimals to hundredths, using concrete models or drawings and strategies based on place value. Below are CPALMS lessons to develop conceptual understanding of decimals with fourth grade students.

[MAFS.4.NF.3.6](#)

Dynamic Decimals, Fractions and Money!

<http://www.cpalms.org/Public/PreviewResourceLesson/Preview/28849>

Terrific Tenths (Lesson 1 of 3)

<http://www.cpalms.org/Public/PreviewResourceLesson/Preview/28360>

Happy Hundredths

<http://www.cpalms.org/Public/PreviewResourceLesson/Preview/28431>

Shopping with Tenths and Hundredths (Lesson 2 of 3)

<http://www.cpalms.org/Public/PreviewResourceLesson/Preview/28483>

Fractions Undercover! (Lesson 3 of 3)

<http://www.cpalms.org/Public/PreviewResourceLesson/Preview/30102>

[MAFS.4.NF.3.7](#)

Comparing and Ordering Decimals

<http://www.cpalms.org/Public/PreviewResourceLesson/Preview/49356>

Decimal War

<http://www.cpalms.org/Public/PreviewResourceUrl/Preview/31851>

[MAFS.5.NBT.2.7](#)

Deft Drawings for Decimal Division

<http://www.cpalms.org/Public/PreviewResourceLesson/Preview/30613>

Estimating Decimal Products

<http://www.cpalms.org/Public/PreviewResourceLesson/Preview/49866>

Secondary Mathematics—Algebra I

In an article written by mathematician Keith Devlin (2002) titled [Why are equations important?](#), the author indicates that finding a solution to the equation is not the most important; he suggests that the real power of equations is that they provide a very precise way to describe diverse features of the real world. The article in its entirety can be accessed at [Why are equations important?](#).

This month, [MAFS.912.A-CED.1.2](#) is featured. (Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. ★). Please remember that the blue star indicates that this is a modeling standard and will be presented to students in a real-world context. To show mastery of this standard, students will write a system of equations given a real-world situation. Additionally, students will graph a system of equations that represents a real-world context using appropriate axis labels and scale.

Promoting Student Success in Algebra I

Curricular Alignment to Support Student Success in Algebra I, by Toni M. Smith, Ph.D.

In this research brief, educators can review literature related to assisting struggling students with success in algebra. This research brief is a part of the Promoting Student Success in Algebra I (PSSA) project funded by the U.S. Department of Education's High School Graduation Initiative (HSGI).

The PSSA project at American Institutes for Research is designed to provide actionable information for educational program developers/administrators in three ways. First, these research briefs together will summarize research on five strategies being implemented by HSGI grantees that help struggling students succeed in Algebra I, a critical gateway course for high school graduation and enrollment in college. Second, the project includes a forum for practitioners, district curriculum developers/administrators and teachers to make connections between the findings from the research briefs and their daily work, with the results of these discussions published in a series of perspective briefs. Third, the project includes profiles of practices that provide an in-depth look at the implementation of these five strategies. For more information, please access <http://www2.ed.gov/programs/dropout/curricularalignment092414.pdf>.

Additionally, you can access the FDOE website at the following link for more information regarding research/evidence-based strategies to use in the mathematics classroom at <http://www.fldoe.org/academics/standards/subject-areas/math-science/mathematics/sec-math.stml>.

Social Studies

Social Studies News

As December is the midyear point for many of our Florida public schools, this is an opportune time for educators to reflect on the resources they used to support the teaching and learning of the Social Studies Next Generation Sunshine State Standards and plan for a successful second half of the school year. This article focuses on some resources to support the High School United States History and Middle Grades Civics End-of-Course (EOC) Assessments.

In addition to locating course descriptions and standards on [CPALMS.org](http://www.cpalms.org), additional resources can be found on CPALMS for many of the 912 American History and grade 7 Civics and Government standards/benchmarks. For example, related resources for [SS.912.A.4.5](#), "Examine causes, course, and consequences of United States involvement in World War I," include a "Reading Like a Historian" lesson plan on the United States entry into World War I, and student resources include a tutorial video on the events that led America from isolation to intervention in World War I. Remarks/Examples are also provided for [SS.912.A.4.5](#).

At present, the Florida Students website (<http://www.floridastudents.org/>) includes 197 resources to support the Social Studies EOC Assessments. Resources are organized by content area standard; for example, [SS.7.C.1.9](#), "Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems," has four related resources.

The FDOE Social Studies Instructional Resources website includes a document intended to provide resources to support instruction of the Florida Next Generation Sunshine State Standards and FDOE's Social Studies Education Program. Additionally, the page includes links to recorded webinars, information related to the Florida Standards monthly conference call and memo and resources related to select events, holidays and observances. This website may be accessed at <http://www.fldoe.org/academics/standards/subject-areas/social-studies/instruct-resources.stml>.

The Florida Joint Center for Citizenship (<http://floridacitizen.org/>) offers a variety of K-12 Civics resources and professional development for educators. The "Reading Like a Historian" website (<https://sheg.stanford.edu/us>) provides United States History lesson plans that require students to analyze documents, make claims and cite evidence. The Florida Joint Center for Citizenship and "Reading Like a Historian" webpages require a free account to access the materials.

While this article presents many resources to consider, it is important that educators review each resource for alignment to course standards and appropriateness for students. Furthermore, reflect on how your lessons ensure the alignment between the curriculum standards, learning goals, instruction and assessment, which was the topic of the September 2016 Social Studies article. The September 2016 article may be accessed using the following link: <http://www.fldoe.org/academics/standards/resources.stml>.

For more information or to share your ideas, contact Michael DiPierro, social studies education specialist, at Michael.DiPierro@fldoe.org or 850-245-9773.

Governor Rick Scott and First Lady Ann Scott Invite K-12 Students and Educators to Participate in 2017 Black History Month Contests

~ Three students will earn a 4-Year Florida College Plan scholarship ~

Governor Rick Scott and First Lady Ann Scott have announced the 2017 Black History Month contests for students and educators. Art and essay contests are open to students in Kindergarten through 12th grade. Students, parents, teachers and principals have also been invited to nominate full-time educators in elementary, middle and high schools for the Black History Month Excellence in Education Award.

The theme for this year's essay and art contests is "A recognition of the African-American role in shaping Florida today." Students are asked to share how African-American Floridians have impacted our state's history and culture. Information about the contests and Florida's Black History Month is available on Florida's Black History Month website, www.FloridaBlackHistory.com.

This year's Black History Month featured artist is Eluster Richardson:

Born and raised in Tallahassee, Florida, Eluster began painting as a child in the third grade. His works have won numerous awards and have been exhibited in a variety of settings, including the Museum of Florida History, Lemoyne Art Foundation, Florida State Museum of Art, Leepa-Rattner Museum of Art and Smithsonian Institution in Washington, D.C. More information about Eluster and his artwork can be found at www.elustercollection.com.

Student Contests

Art Contest for Grades K - 3 – The Black History Month art contest is open to all Florida students in grades K - 3. Two winners will be selected.

Art entries must be mailed to Volunteer Florida at the address below by 5:00 p.m. EST on Friday, January 20, 2017. Emailed or faxed entries will not be accepted. Contestants are responsible for all shipping costs.

Black History Month Committee
3800 Esplanade Way, Suite 180
Tallahassee, Florida 32311

Essay Contest for Grades 4 - 12 – The Black History Month essay contest is open to all Florida students in grades 4 - 12. Three winners will be selected: one elementary student (grades 4 - 5), one middle school student (grades 6 - 8), and one high school student (grades 9 -12). Winners will receive a 4-Year Florida College Plan scholarship provided by the Florida Prepaid College Foundation

Essay entries can be mailed to Volunteer Florida at the address below or submitted electronically at www.FloridaBlackHistory.com. All entries must be received by Volunteer Florida by 5:00 p.m. EST on Friday, January 20, 2017. Contestants are responsible for all shipping costs. Entries submitted electronically will receive email confirmation.

Black History Month Committee
3800 Esplanade Way, Suite 180
Tallahassee, Florida 32311

Please note: Letters of recommendation must be submitted with the essay; those sent separately will not be accepted.

Excellence in Education Award

Governor Scott's annual Black History Month Excellence in Education Award Contest is open to all full-time educators in elementary, middle and high schools in Florida. Three winners will be selected: one elementary teacher (grades K - 5), one middle school teacher (grades 6 - 8) and one high school teacher (grades 9 -12).

Educator entries can be mailed to Volunteer Florida at the address below or submitted electronically at www.FloridaBlackHistory.com by 5:00 p.m. EST on Friday, January 20, 2017. Contestants are responsible for all shipping costs. Entries submitted electronically will receive email confirmation.

Black History Month Committee
3800 Esplanade Way, Suite 180
Tallahassee, Florida 32311

Contest Entries and Nominations

All entry forms and guidelines for the contests can be found at www.FloridaBlackHistory.com.

All entries must be received by Volunteer Florida by 5:00 p.m. EST on Friday, January 20, 2017.

For additional information about Florida's Black History, contests and other related events, please visit www.FloridaBlackHistory.com.

Technology

Florida PBS Learning Media

In Florida, all teachers and students have free access to Florida PBS Learning Media. This website is a treasure trove of resources such as videos, audio clips and documents that are all searchable by subject, resource type and grade level. In addition, many of these heavily vetted resources have also been curated into collections organized around various concepts. For example, a teacher can type in "solar system" and a specific grade level in the search box. The results will show collections related to the solar system for that grade level.

Even more beneficial for teachers is the ability to look up resources by Florida Standards and the Next Generation Science Standards. Having this ability makes finding supplemental resources to complement the core curriculum a breeze. Formal registration for teachers and students is optional; however, registering does have some perks. Registrants are able to access content created locally by other teachers in their area. In addition, teachers are able to download and share resources with others.

If you have questions about using technology in the classroom, or you have comments or suggestions, please contact April Drennan at April.Drennan@fldoe.org or 850-245-5153.