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LEGISLATIVE ACTION

Senate	.	House
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05/04/2017 07:57 PM	.	
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Senators Flores and Stargel moved the following:

Senate Amendment (with title amendment)

Delete everything after the enacting clause
and insert:

Section 1. Paragraph (b) of subsection (1) of section
125.901, Florida Statutes, is amended to read:

125.901 Children's services; independent special district;
council; powers, duties, and functions; public records
exemption.—

(1) Each county may by ordinance create an independent
special district, as defined in ss. 189.012 and 200.001(8)(e),



417416

12 to provide funding for children's services throughout the county
13 in accordance with this section. The boundaries of such district
14 shall be coterminous with the boundaries of the county. The
15 county governing body shall obtain approval, by a majority vote
16 of those electors voting on the question, to annually levy ad
17 valorem taxes which shall not exceed the maximum millage rate
18 authorized by this section. Any district created pursuant to the
19 provisions of this subsection shall be required to levy and fix
20 millage subject to the provisions of s. 200.065. Once such
21 millage is approved by the electorate, the district shall not be
22 required to seek approval of the electorate in future years to
23 levy the previously approved millage.

24 (b) However, any county as defined in s. 125.011(1) may
25 instead have a governing body consisting of 33 members,
26 including: the superintendent of schools, or his or her
27 designee; two representatives of public postsecondary education
28 institutions located in the county; the county manager or the
29 equivalent county officer; the district administrator from the
30 appropriate district of the Department of Children and Families,
31 or the administrator's designee who is a member of the Senior
32 Management Service or the Selected Exempt Service; the director
33 of the county health department or the director's designee; the
34 state attorney for the county or the state attorney's designee;
35 the chief judge assigned to juvenile cases, or another juvenile
36 judge who is the chief judge's designee and who shall sit as a
37 voting member of the board, except that the judge may not vote
38 or participate in setting ad valorem taxes under this section;
39 an individual who is selected by the board of the local United
40 Way or its equivalent; a member of a locally recognized faith-



417416

41 based coalition, selected by that coalition; a member of the
42 local chamber of commerce, selected by that chamber or, if more
43 than one chamber exists within the county, a person selected by
44 a coalition of the local chambers; a member of the early
45 learning coalition, selected by that coalition; a representative
46 of a labor organization or union active in the county; a member
47 of a local alliance or coalition engaged in cross-system
48 planning for health and social service delivery in the county,
49 selected by that alliance or coalition; a member of the local
50 Parent-Teachers Association/Parent-Teacher-Student Association,
51 selected by that association; a youth representative selected by
52 the local school system's student government; a local school
53 board member appointed by the chair of the school board; the
54 mayor of the county or the mayor's designee; one member of the
55 county governing body, appointed by the chair of that body; a
56 member of the state Legislature who represents residents of the
57 county, selected by the chair of the local legislative
58 delegation; an elected official representing the residents of a
59 municipality in the county, selected by the county municipal
60 league; and 4 members-at-large, appointed to the council by the
61 majority of sitting council members. The remaining 7 members
62 shall be appointed by the Governor in accordance with procedures
63 set forth in paragraph (a), except that the Governor may remove
64 a member for cause or upon the written petition of the council.
65 Appointments by the Governor must, to the extent reasonably
66 possible, represent the geographic and demographic diversity of
67 the population of the county. Members who are appointed to the
68 council by reason of their position are not subject to the
69 length of terms and limits on consecutive terms as provided in



417416

70 this section. The remaining appointed members of the governing
71 body shall be appointed to serve 2-year terms, except that those
72 members appointed by the Governor shall be appointed to serve 4-
73 year terms, and the youth representative and the legislative
74 delegate shall be appointed to serve 1-year terms. A member may
75 be reappointed; however, a member may not serve for more than
76 three consecutive terms. A member is eligible to be appointed
77 again after a 2-year hiatus from the council.

78 Section 2. Section 1001.4205, Florida Statutes, is created
79 to read:

80 1001.4205 Visitation of schools by an individual school
81 board or charter school governing board member.—An individual
82 member of a district school board may, on any day and at any
83 time at his or her pleasure, visit any district school in his or
84 her school district. An individual charter school governing
85 board member may, on any day and at any time at his or her
86 pleasure, visit any charter school governed by the charter
87 school's governing board. The board member must sign in and sign
88 out at the school's main office and wear his or her board
89 identification badge at all times while present on school
90 premises. The board, the school, or any other person or entity,
91 including, but not limited to, the principal of the school, the
92 school superintendent, or any other board member, may not
93 require the visiting board member to provide notice before
94 visiting the school. The school may offer, but may not require,
95 an escort to accompany a visiting board member during the visit.
96 Another board member or a district employee, including, but not
97 limited to, the superintendent, the school principal, or his or
98 her designee, may not limit the duration or scope of the visit



417416

99 or direct a visiting board member to leave the premises. A
100 board, district, or school administrative policy or practice may
101 not prohibit or limit the authority granted to a board member
102 under this section.

103 Section 3. Paragraph (c) of subsection (2) of section
104 1002.20, Florida Statutes, is amended, present paragraph (d) of
105 that subsection is redesignated as paragraph (e), a new
106 paragraph (d) is added to that subsection, and paragraph (m) is
107 added to subsection (3) of that section, to read:

108 1002.20 K-12 student and parent rights.—Parents of public
109 school students must receive accurate and timely information
110 regarding their child's academic progress and must be informed
111 of ways they can help their child to succeed in school. K-12
112 students and their parents are afforded numerous statutory
113 rights, including, but not limited to, the following:

114 (2) ATTENDANCE.—

115 (c) *Absence for religious purposes.*—A parent of a public
116 school student may request and be granted permission for absence
117 of the student from school for religious instruction or
118 religious holidays, in accordance with the provisions of s.
119 1003.21(2)(b)1. ~~s. 1003.21(2)(b).~~

120 (d) *Absence for treatment of autism spectrum disorder.*—A
121 parent of a public school student may request and be granted
122 permission for absence of the student from school for a
123 scheduled appointment to receive a therapy service or other
124 medical treatment provided by a licensed health care
125 practitioner for the treatment of autism spectrum disorder
126 pursuant to ss. 1003.21(2)(b)2. and 1003.24(4).

127 (3) HEALTH ISSUES.—



417416

128 (m) Sun-protective measures in school.—A student may
129 possess and use a topical sunscreen product while on school
130 property or at a school-sponsored event or activity without a
131 physician’s note or prescription if the product is regulated by
132 the United States Food and Drug Administration for over-the-
133 counter use to limit ultraviolet light-induced skin damage.

134 Section 4. Subsection (13) and paragraph (c) of subsection
135 (18) of section 1002.33, Florida Statutes, are amended to read:
136 1002.33 Charter schools.—

137 (13) CHARTER SCHOOL COOPERATIVES.—Charter schools may enter
138 into cooperative agreements to form charter school cooperative
139 organizations that may provide ~~the following~~ services to further
140 educational, operational, and administrative initiatives in
141 which the participating charter schools share common interests-
142 ~~charter school planning and development, direct instructional~~
143 ~~services, and contracts with charter school governing boards to~~
144 ~~provide personnel administrative services, payroll services,~~
145 ~~human resource management, evaluation and assessment services,~~
146 ~~teacher preparation, and professional development.~~

147 (18) FACILITIES.—

148 (c) Any facility, or portion thereof, used to house a
149 charter school whose charter has been approved by the sponsor
150 and the governing board, pursuant to subsection (7), shall be
151 exempt from ad valorem taxes pursuant to s. 196.1983. Library,
152 community service, museum, performing arts, theatre, cinema,
153 church, Florida College System institution, college, and
154 university facilities may provide space to charter schools
155 within their facilities under their preexisting zoning and land
156 use designations without obtaining a special exception,



417416

157 rezoning, a land use charter, or any other form of approval.

158 Section 5. Paragraph (b) of subsection (3) of section
159 1002.331, Florida Statutes, is amended to read:

160 1002.331 High-performing charter schools.—

161 (3)

162 (b) A high-performing charter school may not establish more
163 than one charter school within the state under paragraph (a) in
164 any year. A subsequent application to establish a charter school
165 under paragraph (a) may not be submitted unless each charter
166 school established in this manner achieves high-performing
167 charter school status. However, a high-performing charter school
168 may establish more than one charter school within the state
169 under paragraph (a) in any year if it operates in the area of a
170 persistently low-performing school and serves students from that
171 school.

172 Section 6. Subsection (8) is added to section 1002.51,
173 Florida Statutes, to read:

174 1002.51 Definitions.—As used in this part, the term:

175 (8) “Public school prekindergarten provider” includes a
176 traditional public school or a charter school that is eligible
177 to deliver the school-year prekindergarten program under s.
178 1002.63 or the summer prekindergarten program under s. 1002.61.

179 Section 7. Paragraph (b) of subsection (2) of section
180 1003.21, Florida Statutes, is amended to read:

181 1003.21 School attendance.—

182 (2)

183 (b) Each district school board, in accordance with rules of
184 the State Board of Education, shall adopt policies authorizing a
185 policy that authorizes a parent to request and be granted



417416

186 permission for absence of a student from school for:

187 1. Religious instruction or religious holidays.

188 2. A scheduled appointment to receive a therapy service or
189 other medical treatment provided by a licensed health care
190 practitioner for the treatment of autism spectrum disorder,
191 including, but not limited to, applied behavioral analysis,
192 speech therapy, and occupational therapy.

193 Section 8. Subsection (4) of section 1003.24, Florida
194 Statutes, is amended to read:

195 1003.24 Parents responsible for attendance of children;
196 attendance policy.—Each parent of a child within the compulsory
197 attendance age is responsible for the child's school attendance
198 as required by law. The absence of a student from school is
199 prima facie evidence of a violation of this section; however,
200 criminal prosecution under this chapter may not be brought
201 against a parent until the provisions of s. 1003.26 have been
202 complied with. A parent of a student is not responsible for the
203 student's nonattendance at school under any of the following
204 conditions:

205 (4) SICKNESS, INJURY, OR OTHER INSURMOUNTABLE CONDITION.—
206 Attendance was impracticable or inadvisable on account of
207 sickness or injury, as attested to by a written statement of a
208 licensed practicing physician, or a written statement of a
209 licensed health care practitioner for the treatment of autism
210 spectrum disorder, or was impracticable because of some other
211 stated insurmountable condition as defined by rules of the State
212 Board of Education. If a student is continually sick and
213 repeatedly absent from school, he or she must be under the
214 supervision of a physician, or under the care of a licensed



417416

215 health care practitioner for the treatment of autism spectrum
216 disorder, in order to receive an excuse from attendance. Such
217 excuse provides that a student's condition justifies absence for
218 more than the number of days permitted by the district school
219 board.

220
221 Each district school board shall establish an attendance policy
222 that includes, but is not limited to, the required number of
223 days each school year that a student must be in attendance and
224 the number of absences and tardinesses after which a statement
225 explaining such absences and tardinesses must be on file at the
226 school. Each school in the district must determine if an absence
227 or tardiness is excused or unexcused according to criteria
228 established by the district school board.

229 Section 9. Subsection (1) of section 1003.4156, Florida
230 Statutes, is amended to read:

231 1003.4156 General requirements for middle grades
232 promotion.—

233 (1) In order for a student to be promoted to high school
234 from a school that includes middle grades 6, 7, and 8, the
235 student must successfully complete the following courses:

236 (a) Three middle grades or higher courses in English
237 Language Arts (ELA).

238 (b) Three middle grades or higher courses in mathematics.

239 Each school that includes middle grades must offer at least one
240 high school level mathematics course for which students may earn
241 high school credit. Successful completion of a high school level
242 Algebra I or Geometry course is not contingent upon the
243 student's performance on the statewide, standardized end-of-



417416

244 course (EOC) assessment. To earn high school credit for Algebra
245 I, a middle grades student must take the statewide, standardized
246 Algebra I EOC assessment and pass the course, and in addition,
247 beginning with the 2013-2014 school year and thereafter, a
248 student's performance on the Algebra I EOC assessment
249 constitutes 30 percent of the student's final course grade. To
250 earn high school credit for a Geometry course, a middle grades
251 student must take the statewide, standardized Geometry EOC
252 assessment, which constitutes 30 percent of the student's final
253 course grade, and earn a passing grade in the course.

254 (c) Three middle grades or higher courses in social
255 studies. ~~Beginning with students entering grade 6 in the 2012-~~
256 ~~2013 school year,~~ One of these courses must be at least a one-
257 semester civics education course that includes the roles and
258 responsibilities of federal, state, and local governments; the
259 structures and functions of the legislative, executive, and
260 judicial branches of government; and the meaning and
261 significance of historic documents, such as the Articles of
262 Confederation, the Declaration of Independence, and the
263 Constitution of the United States. Beginning with the 2013-2014
264 school year, each student's performance on the statewide,
265 standardized EOC assessment in civics education required under
266 s. 1008.22 constitutes 30 percent of the student's final course
267 grade. A middle grades student who transfers into the state's
268 public school system from out of country, out of state, a
269 private school, or a home education program after the beginning
270 of the second term of grade 8 is not required to meet the civics
271 education requirement for promotion from the middle grades if
272 the student's transcript documents passage of three courses in



417416

273 social studies or two year-long courses in social studies that
274 include coverage of civics education.

275 (d) Three middle grades or higher courses in science.
276 Successful completion of a high school level Biology I course is
277 not contingent upon the student's performance on the statewide,
278 standardized EOC assessment required under s. 1008.22. However,
279 beginning with the 2012-2013 school year, to earn high school
280 credit for a Biology I course, a middle grades student must take
281 the statewide, standardized Biology I EOC assessment, which
282 constitutes 30 percent of the student's final course grade, and
283 earn a passing grade in the course.

284 ~~(c) One course in career and education planning to be~~
285 ~~completed in 6th, 7th, or 8th grade. The course may be taught by~~
286 ~~any member of the instructional staff. At a minimum, the course~~
287 ~~must be Internet-based, easy to use, and customizable to each~~
288 ~~student and include research-based assessments to assist~~
289 ~~students in determining educational and career options and~~
290 ~~goals. In addition, the course must result in a completed~~
291 ~~personalized academic and career plan for the student; must~~
292 ~~emphasize the importance of entrepreneurship skills; must~~
293 ~~emphasize technology or the application of technology in career~~
294 ~~fields; and, beginning in the 2014-2015 academic year, must~~
295 ~~include information from the Department of Economic~~
296 ~~Opportunity's economic security report as described in s.~~
297 ~~445.07. The required personalized academic and career plan must~~
298 ~~inform students of high school graduation requirements,~~
299 ~~including a detailed explanation of the diploma designation~~
300 ~~options provided under s. 1003.4285; high school assessment and~~
301 ~~college entrance test requirements; Florida Bright Futures~~



417416

302 ~~Scholarship Program requirements; state university and Florida~~
303 ~~College System institution admission requirements; available~~
304 ~~opportunities to earn college credit in high school, including~~
305 ~~Advanced Placement courses; the International Baccalaureate~~
306 ~~Program; the Advanced International Certificate of Education~~
307 ~~Program; dual enrollment, including career dual enrollment; and~~
308 ~~career education courses, including career-themed courses and~~
309 ~~courses that lead to industry certification pursuant to s.~~
310 ~~1003.492 or s. 1008.44.~~

311
312 ~~Each school must inform parents about the course curriculum and~~
313 ~~activities. Each student shall complete a personal education~~
314 ~~plan that must be signed by the student and the student's~~
315 ~~parent. The Department of Education shall develop course~~
316 ~~frameworks and professional development materials for the career~~
317 ~~and education planning course. The course may be implemented as~~
318 ~~a stand-alone course or integrated into another course or~~
319 ~~courses. The Commissioner of Education shall collect~~
320 ~~longitudinal high school course enrollment data by student~~
321 ~~ethnicity in order to analyze course-taking patterns.~~

322 Section 10. Paragraphs (b) and (f) of subsection (3) and
323 subsection (4) of section 1003.4282, Florida Statutes, are
324 amended to read:

325 1003.4282 Requirements for a standard high school diploma.—

326 (3) STANDARD HIGH SCHOOL DIPLOMA; COURSE AND ASSESSMENT
327 REQUIREMENTS.—

328 (b) *Four credits in mathematics.*—A student must earn one
329 credit in Algebra I and one credit in Geometry. A student's
330 performance on the statewide, standardized Algebra I end-of-



417416

331 course (EOC) assessment constitutes 30 percent of the student's
332 final course grade. A student must pass the statewide,
333 standardized Algebra I EOC assessment, or earn a comparative
334 score, in order to earn a standard high school diploma. A
335 student's performance on the statewide, standardized Geometry
336 EOC assessment constitutes 30 percent of the student's final
337 course grade. ~~If the state administers a statewide, standardized~~
338 ~~Algebra II assessment, a student selecting Algebra II must take~~
339 ~~the assessment, and the student's performance on the assessment~~
340 ~~constitutes 30 percent of the student's final course grade. A~~
341 student who earns an industry certification for which there is a
342 statewide college credit articulation agreement approved by the
343 State Board of Education may substitute the certification for
344 one mathematics credit. Substitution may occur for up to two
345 mathematics credits, except for Algebra I and Geometry.

346 (f) *One credit in physical education.*—Physical education
347 must include the integration of health. Participation in an
348 interscholastic sport at the junior varsity or varsity level for
349 two full seasons shall satisfy the one-credit requirement in
350 physical education ~~if the student passes a competency test on~~
351 ~~personal fitness with a score of "C" or better. The competency~~
352 ~~test on personal fitness developed by the Department of~~
353 ~~Education must be used.~~ A district school board may not require
354 that the one credit in physical education be taken during the
355 9th grade year. Completion of one semester with a grade of "C"
356 or better in a marching band class, in a physical activity class
357 that requires participation in marching band activities as an
358 extracurricular activity, or in a dance class shall satisfy one-
359 half credit in physical education or one-half credit in



417416

360 performing arts. This credit may not be used to satisfy the
361 personal fitness requirement or the requirement for adaptive
362 physical education under an individual education plan (IEP) or
363 504 plan. Completion of 2 years in a Reserve Officer Training
364 Corps (R.O.T.C.) class, a significant component of which is
365 drills, shall satisfy the one-credit requirement in physical
366 education and the one-credit requirement in performing arts.
367 This credit may not be used to satisfy the personal fitness
368 requirement or the requirement for adaptive physical education
369 under an IEP or 504 plan.

370 (4) ONLINE COURSE REQUIREMENT.—At least one course within
371 the 24 credits required under this section must be completed
372 through online learning.

373 (a) An online course taken in grade 6, grade 7, or grade 8
374 fulfills the requirements of this subsection. The requirement is
375 met through an online course offered by the Florida Virtual
376 School, a virtual education provider approved by the State Board
377 of Education, a high school, or an online dual enrollment
378 course. A student who is enrolled in a full-time or part-time
379 virtual instruction program under s. 1002.45 meets the
380 requirement.

381 (b) A district school board or a charter school governing
382 board, as applicable, may allow a student ~~offer students the~~
383 ~~following options~~ to satisfy the online course requirements of
384 this subsection by completing a blended learning course or

385 ~~1. Completion of a course in which the~~ a student earns a
386 nationally recognized industry certification in information
387 technology that is identified on the CAPE Industry Certification
388 Funding List pursuant to s. 1008.44 or passing ~~passage of the~~



417416

389 information technology certification examination without
390 enrolling enrollment in or completing completion of the
391 corresponding course or courses, as applicable.

392 ~~2. Passage of an online content assessment, without~~
393 ~~enrollment in or completion of the corresponding course or~~
394 ~~courses, as applicable, by which the student demonstrates skills~~
395 ~~and competency in locating information and applying technology~~
396 ~~for instructional purposes.~~

397
398 For purposes of this subsection, a school district may not
399 require a student to take the online or blended learning course
400 outside the school day or in addition to a student's courses for
401 a given semester. This subsection does not apply to a student
402 who has an individual education plan under s. 1003.57 which
403 indicates that an online or blended learning course would be
404 inappropriate or to an out-of-state transfer student who is
405 enrolled in a Florida high school and has 1 academic year or
406 less remaining in high school.

407 Section 11. Paragraph (a) of subsection (1) of section
408 1003.4285, Florida Statutes, is amended to read:

409 1003.4285 Standard high school diploma designations.—

410 (1) Each standard high school diploma shall include, as
411 applicable, the following designations if the student meets the
412 criteria set forth for the designation:

413 (a) *Scholar designation*.—In addition to the requirements of
414 s. 1003.4282, in order to earn the Scholar designation, a
415 student must satisfy the following requirements:

416 1. Mathematics.—Earn one credit in Algebra II and one
417 credit in statistics or an equally rigorous course. Beginning



417416

418 with students entering grade 9 in the 2014-2015 school year,
419 pass the ~~Algebra II and~~ Geometry statewide, standardized
420 assessment assessments.

421 2. Science.—Pass the statewide, standardized Biology I EOC
422 assessment and earn one credit in chemistry or physics and one
423 credit in a course equally rigorous to chemistry or physics.
424 However, a student enrolled in an Advanced Placement (AP),
425 International Baccalaureate (IB), or Advanced International
426 Certificate of Education (AICE) Biology course who takes the
427 respective AP, IB, or AICE Biology assessment and earns the
428 minimum score necessary to earn college credit as identified
429 pursuant to s. 1007.27(2) meets the requirement of this
430 subparagraph without having to take the statewide, standardized
431 Biology I EOC assessment.

432 3. Social studies.—Pass the statewide, standardized United
433 States History EOC assessment. However, a student enrolled in an
434 AP, IB, or AICE course that includes United States History
435 topics who takes the respective AP, IB, or AICE assessment and
436 earns the minimum score necessary to earn college credit as
437 identified pursuant to s. 1007.27(2) meets the requirement of
438 this subparagraph without having to take the statewide,
439 standardized United States History EOC assessment.

440 4. Foreign language.—Earn two credits in the same foreign
441 language.

442 5. Electives.—Earn at least one credit in an Advanced
443 Placement, an International Baccalaureate, an Advanced
444 International Certificate of Education, or a dual enrollment
445 course.

446 Section 12. Subsection (6) is added to section 1003.455,



417416

447 Florida Statutes, to read:

448 1003.455 Physical education; assessment.—

449 (6) In addition to the requirements in subsection (3), each
450 district school board shall provide at least 100 minutes of
451 supervised, safe, and unstructured free-play recess each week
452 for students in kindergarten through grade 5 so that there are
453 at least 20 consecutive minutes of free-play recess per day.

454 Section 13. Subsection (3) of section 1003.57, Florida
455 Statutes, is amended to read:

456 1003.57 Exceptional students instruction.—

457 (3) (a) For purposes of this subsection and subsection (4),
458 the term:

459 1. "Agency" means the Department of Children and Families
460 or its contracted lead agency, the Agency for Persons with
461 Disabilities, and the Agency for Health Care Administration.

462 2. "Exceptional student" means an exceptional student, as
463 defined in s. 1003.01, who has a disability.

464 3. "Receiving school district" means the district in which
465 a private residential care facility is located.

466 4. "Placement" means the funding or arrangement of funding
467 by an agency for all or a part of the cost for an exceptional
468 student to reside in a private residential care facility and the
469 placement crosses school district lines.

470 (b) Within 10 business days after an exceptional student is
471 placed in a private residential care facility by an agency, the
472 agency or private residential care facility licensed by the
473 agency, as appropriate, shall provide written notification of
474 the placement to the school district where the student is
475 currently counted for funding purposes under s. 1011.62 and the



417416

476 receiving school district. The exceptional student shall be
477 enrolled in school and receive a free and appropriate public
478 education, special education, and related services while the
479 notice and procedures regarding payment are pending. This
480 paragraph applies when the placement is for the primary purpose
481 of addressing residential or other noneducational needs and the
482 placement crosses school district lines.

483 (c) Within 10 business days after receiving the
484 notification, the receiving school district must review the
485 student's individual educational plan (IEP) to determine if the
486 student's IEP can be implemented by the receiving school
487 district or by a provider or facility under contract with the
488 receiving school district. The receiving school district shall:

- 489 1. Provide educational instruction to the student;
490 2. Contract with another provider or facility to provide
491 the educational instruction; or
492 3. Contract with the private residential care facility in
493 which the student resides to provide the educational
494 instruction; ~~or~~
495 ~~4. Decline to provide or contract for educational~~
496 ~~instruction.~~

497
498 ~~If the receiving school district declines to provide or contract~~
499 ~~for the educational instruction, the school district in which~~
500 ~~the legal residence of the student is located shall provide or~~
501 ~~contract for the educational instruction to the student. The~~
502 receiving school district providing ~~that provides~~ educational
503 instruction or contracting ~~contracts~~ to provide educational
504 instruction shall report the student for funding purposes



417416

505 pursuant to s. 1011.62.

506 (d)1. The Department of Education, in consultation with the
507 agencies and school districts, shall develop procedures for
508 written notification to school districts regarding the placement
509 of an exceptional student in a residential care facility. The
510 procedures must:

511 a. Provide for written notification of a placement that
512 crosses school district lines; and

513 b. Identify the entity responsible for the notification for
514 each facility that is operated, licensed, or regulated by an
515 agency.

516 2. The State Board of Education shall adopt the procedures
517 by rule pursuant to ss. 120.536(1) and 120.54, and the agencies
518 shall implement the procedures.

519

520 The requirements of paragraphs (c) and (d) do not apply to
521 written agreements among school districts which specify each
522 school district's responsibility for providing and paying for
523 educational services to an exceptional student in a residential
524 care facility. However, each agreement must require a school
525 district to review the student's IEP within 10 business days
526 after receiving the notification required under paragraph (b).

527 Section 14. Paragraph (a) of subsection (3) of section
528 1006.40, Florida Statutes, is amended to read:

529 1006.40 Use of instructional materials allocation;
530 instructional materials, library books, and reference books;
531 repair of books.—

532 (3) (a) Except for a school district or a consortium of
533 school districts that implements an instructional materials



417416

534 program pursuant to s. 1006.283 ~~Beginning with the 2015-2016~~
535 ~~fiscal year~~, each district school board shall use ~~at least 50~~
536 ~~percent of~~ the annual allocation only for the purchase of
537 ~~digital or electronic~~ instructional materials that align with
538 state standards and are included on the state-adopted list,
539 except as otherwise authorized in paragraphs (b) and (c).

540 Section 15. Subsection (5), paragraph (j) of subsection
541 (6), and paragraph (a) of subsection (8) of section 1007.35,
542 Florida Statutes, are amended to read:

543 1007.35 Florida Partnership for Minority and
544 Underrepresented Student Achievement.—

545 (5) Each public high school, including, but not limited to,
546 schools and alternative sites and centers of the Department of
547 Juvenile Justice, shall provide for the administration of the
548 Preliminary SAT/National Merit Scholarship Qualifying Test
549 (PSAT/NMSQT), or the PreACT ~~ACT Aspire~~ to all enrolled 10th
550 grade students. However, a written notice shall be provided to
551 each parent which must ~~that shall~~ include the opportunity to
552 exempt his or her child from taking the PSAT/NMSQT or the PreACT
553 ~~ACT Aspire~~.

554 (a) Test results will provide each high school with a
555 database of student assessment data which certified school
556 counselors will use to identify students who are prepared or who
557 need additional work to be prepared to enroll and be successful
558 in AP courses or other advanced high school courses.

559 (b) Funding for the PSAT/NMSQT or the PreACT ~~ACT Aspire~~ for
560 all 10th grade students shall be contingent upon annual funding
561 in the General Appropriations Act.

562 (c) Public school districts must choose either the



417416

563 PSAT/NMSQT or the PreACT ~~ACT-Aspire~~ for districtwide
564 administration.

565 (6) The partnership shall:

566 (j) Provide information to students, parents, teachers,
567 counselors, administrators, districts, Florida College System
568 institutions, and state universities regarding PSAT/NMSQT or the
569 PreACT ~~ACT-Aspire~~ administration, including, but not limited to:

570 1. Test administration dates and times.

571 2. That participation in the PSAT/NMSQT or the PreACT ~~ACT~~
572 ~~Aspire~~ is open to all 10th grade students.

573 3. The value of such tests in providing diagnostic feedback
574 on student skills.

575 4. The value of student scores in predicting the
576 probability of success on AP or other advanced course
577 examinations.

578 (8) (a) By September 30 of each year, the partnership shall
579 submit to the department a report that contains an evaluation of
580 the effectiveness of the delivered services and activities.

581 Activities and services must be evaluated on their effectiveness
582 at raising student achievement and increasing the number of AP
583 or other advanced course examinations in low-performing middle
584 and high schools. Other indicators that must be addressed in the
585 evaluation report include the number of middle and high school
586 teachers trained; the effectiveness of the training; measures of
587 postsecondary readiness of the students affected by the program;
588 levels of participation in 10th grade PSAT/NMSQT or the PreACT
589 ~~ACT-Aspire~~ testing; and measures of student, parent, and teacher
590 awareness of and satisfaction with the services of the
591 partnership.



417416

592 Section 16. Paragraphs (a), (b), and (d) of subsection (3)
593 and paragraphs (a) and (b) of subsection (7), of section
594 1008.22, Florida Statutes, are amended, present paragraphs (c)
595 through (g) of subsection (7) of that section are redesignated
596 as paragraphs (d) through (h), respectively, a new paragraph (c)
597 and paragraph (i) are added to that subsection, present
598 subsections (8) through (12) of that section are redesignated as
599 subsections (9) through (13), respectively, a new subsection (8)
600 is added to that section, and paragraph (e) of present
601 subsection (11) of that section is amended, to read:

602 1008.22 Student assessment program for public schools.—

603 (3) STATEWIDE, STANDARDIZED ASSESSMENT PROGRAM.—The
604 Commissioner of Education shall design and implement a
605 statewide, standardized assessment program aligned to the core
606 curricular content established in the Next Generation Sunshine
607 State Standards. The commissioner also must develop or select
608 and implement a common battery of assessment tools that will be
609 used in all juvenile justice education programs in the state.
610 These tools must accurately measure the core curricular content
611 established in the Next Generation Sunshine State Standards.
612 Participation in the assessment program is mandatory for all
613 school districts and all students attending public schools,
614 including adult students seeking a standard high school diploma
615 under s. 1003.4282 and students in Department of Juvenile
616 Justice education programs, except as otherwise provided by law.
617 If a student does not participate in the assessment program, the
618 school district must notify the student's parent and provide the
619 parent with information regarding the implications of such
620 nonparticipation. The statewide, standardized assessment program



417416

621 shall be designed and implemented as follows:

622 (a) *Statewide, standardized comprehensive assessments.*—The
623 statewide, standardized Reading assessment shall be administered
624 annually in grades 3 through 10. The statewide, standardized
625 Writing assessment shall be administered annually at least once
626 at the elementary, middle, and high school levels. When the
627 Reading and Writing assessments are replaced by English Language
628 Arts (ELA) assessments, ELA assessments shall be administered to
629 students in grades 3 through 10. Retake opportunities for the
630 grade 10 Reading assessment or, upon implementation, the grade
631 10 ELA assessment must be provided. Students taking the ELA
632 assessments shall not take the statewide, standardized
633 assessments in Reading or Writing. ELA assessments shall be
634 administered online. The statewide, standardized Mathematics
635 assessments shall be administered annually in grades 3 through
636 8. Students taking a revised Mathematics assessment shall not
637 take the discontinued assessment. The statewide, standardized
638 Science assessment shall be administered annually at least once
639 at the elementary and middle grades levels. In order to earn a
640 standard high school diploma, a student who has not earned a
641 passing score on the grade 10 Reading assessment or, upon
642 implementation, the grade 10 ELA assessment must earn a passing
643 score on the assessment retake or earn a concordant score as
644 authorized under subsection (9) ~~(8)~~.

645 (b) *End-of-course (EOC) assessments.*—EOC assessments must
646 be statewide, standardized, and developed or approved by the
647 Department of Education as follows:

648 1. EOC assessments for Algebra I, Geometry, ~~Algebra II,~~
649 Biology I, United States History, and Civics shall be



417416

650 administered to students enrolled in such courses as specified
651 in the course code directory.

652 2. Students enrolled in a course, as specified in the
653 course code directory, with an associated statewide,
654 standardized EOC assessment must take the EOC assessment for
655 such course and may not take the corresponding subject or grade-
656 level statewide, standardized assessment pursuant to paragraph
657 (a). Sections 1003.4156 and 1003.4282 govern the use of
658 statewide, standardized EOC assessment results for students.

659 3. The commissioner may select one or more nationally
660 developed comprehensive examinations, which may include
661 examinations for a College Board Advanced Placement course,
662 International Baccalaureate course, or Advanced International
663 Certificate of Education course, or industry-approved
664 examinations to earn national industry certifications identified
665 in the CAPE Industry Certification Funding List, for use as EOC
666 assessments under this paragraph if the commissioner determines
667 that the content knowledge and skills assessed by the
668 examinations meet or exceed the grade-level expectations for the
669 core curricular content established for the course in the Next
670 Generation Sunshine State Standards. Use of any such examination
671 as an EOC assessment must be approved by the state board in
672 rule.

673 4. Contingent upon funding provided in the General
674 Appropriations Act, including the appropriation of funds
675 received through federal grants, the commissioner may establish
676 an implementation schedule for the development and
677 administration of additional statewide, standardized EOC
678 assessments that must be approved by the state board in rule. If



417416

679 approved by the state board, student performance on such
680 assessments constitutes 30 percent of a student's final course
681 grade.

682 5. All statewide, standardized EOC assessments must be
683 administered online except as otherwise provided in paragraph
684 (c).

685 (d) *Implementation schedule.*—

686 1. The Commissioner of Education shall establish and
687 publish on the department's website an implementation schedule
688 to transition from the statewide, standardized Reading and
689 Writing assessments to the ELA assessments and to the revised
690 Mathematics assessments, including the Algebra I and Geometry
691 EOC assessments. The schedule must take into consideration
692 funding, sufficient field and baseline data, access to
693 assessments, instructional alignment, and school district
694 readiness to administer the assessments online. All such
695 assessments must be delivered through computer-based testing,
696 however, the following assessments must be delivered in a
697 computer-based format, as follows: ~~the grade 3 ELA assessment,~~
698 ~~beginning in the 2017-2018 school year;~~ the grade 3 Mathematics
699 assessment beginning in the 2016-2017 school year; the grade 4
700 ELA assessment, beginning in the 2015-2016 school year; and the
701 grade 4 Mathematics assessment, beginning in the 2016-2017
702 school year. Beginning with the 2018-2019 school year,
703 statewide, standardized ELA and mathematics assessments for
704 grades 3 through 5 must be delivered in a paper-based format
705 only, subject to appropriation.

706 2. The Department of Education shall publish minimum and
707 recommended technology requirements that include specifications



417416

708 for hardware, software, networking, security, and broadband
709 capacity to facilitate school district compliance with the
710 requirement that assessments be administered online.

711 (7) ASSESSMENT SCHEDULES AND REPORTING OF RESULTS.—

712 (a) The Commissioner of Education shall establish schedules
713 for the administration of statewide, standardized assessments
714 and the reporting of student assessment results. The
715 commissioner shall consider the observance of religious and
716 school holidays when developing the schedules. The assessment
717 and reporting schedules must provide the earliest possible
718 reporting of student assessment results to the school districts,
719 consistent with the requirements of paragraph (3)(g). Assessment
720 results for the statewide, standardized ELA and mathematics
721 assessments and all statewide, standardized EOC assessments must
722 be made available no later than ~~the week of~~ June 30 ~~&~~, except
723 for results for the grade 3 statewide, standardized ELA
724 assessment, which must be made available no later than May 31 ~~of~~
725 ~~assessments administered in the 2014-2015 school year~~. School
726 districts shall administer statewide, standardized assessments
727 in accordance with the schedule established by the commissioner.

728 (b) By January ~~August~~ of each year, beginning in 2018 ~~2016~~,
729 the commissioner shall publish on the department's website a
730 uniform calendar that includes the assessment and reporting
731 schedules for, at a minimum, the next 2 school years. The
732 uniform calendar must be provided to school districts in an
733 electronic format that allows each school district and public
734 school to populate the calendar with, at minimum, the following
735 information for reporting the district assessment schedules
736 under paragraph (e) ~~(e)~~:



417416

737 1. Whether the assessment is a district-required assessment
738 or a state-required assessment.

739 2. The specific date or dates that each assessment will be
740 administered.

741 3. The time allotted to administer each assessment.

742 4. Whether the assessment is a computer-based assessment or
743 a paper-based assessment.

744 5. The grade level or subject area associated with the
745 assessment.

746 6. The date that the assessment results are expected to be
747 available to teachers and parents.

748 7. The type of assessment, the purpose of the assessment,
749 and the use of the assessment results.

750 8. A glossary of assessment terminology.

751 9. Estimates of average time for administering state-
752 required and district-required assessments, by grade level.

753 (c) Beginning with the 2018-2019 school year, the spring
754 administration of the statewide, standardized assessments in
755 paragraphs (3)(a) and (b), excluding assessment retakes, must be
756 in accordance with the following schedule:

757 1. The grade 3 statewide, standardized ELA assessment and
758 the writing portion of the statewide, standardized ELA
759 assessment for grades 4 through 10 must be administered no
760 earlier than April 1 each year within an assessment window not
761 to exceed 2 weeks.

762 2. With the exception of assessments identified in
763 subparagraph 1., any statewide, standardized assessment that is
764 delivered in a paper-based format must be administered no
765 earlier than May 1 each year within an assessment window not to



417416

766 exceed 2 weeks.

767 3. With the exception of assessments identified in
768 subparagraphs 1. and 2., any statewide, standardized assessment
769 must be administered within a 4-week assessment window that
770 opens no earlier than May 1 each year.

771
772 Each school district shall administer the assessments identified
773 under subparagraphs 2. and 3. no earlier than 4 weeks before the
774 last day of school for the district.

775 (i) The results of statewide, standardized ELA and
776 mathematics assessments, including assessment retakes, shall be
777 reported in an easy-to-read and understandable format and
778 delivered in time to provide useful, actionable information to
779 students, parents, and each student's current teacher of record
780 and teacher of record for the subsequent school year; however,
781 in any case, the district shall provide the results pursuant to
782 this paragraph within 1 week after receiving the results from
783 the department. A report of student assessment results must, at
784 a minimum, contain:

785 1. A clear explanation of the student's performance on the
786 applicable statewide, standardized assessments.

787 2. Information identifying the student's areas of strength
788 and areas in need of improvement.

789 3. Specific actions that may be taken, and the available
790 resources that may be used, by the student's parent to assist
791 his or her child based on the student's areas of strength and
792 areas in need of improvement.

793 4. Longitudinal information, if available, on the student's
794 progress in each subject area based on previous statewide,



417416

795 standardized assessment data.

796 5. Comparative information showing the student's score
797 compared to other students in the school district, in the state,
798 or, if available, in other states.

799 6. Predictive information, if available, showing the
800 linkage between the scores attained by the student on the
801 statewide, standardized assessments and the scores he or she may
802 potentially attain on nationally recognized college entrance
803 examinations.

804 (8) PUBLICATION OF ASSESSMENTS.—To promote transparency in
805 the statewide assessment program, the Department of Education,
806 subject to appropriation, shall publish assessments on its
807 website in accordance with this subsection.

808 (a) Beginning with the 2019-2020 school year, and every 3
809 years thereafter, the department shall publish each assessment
810 administered under paragraph (3) (a) and subparagraph (3) (b) 1.,
811 excluding assessment retakes at least once pursuant to a
812 schedule determined by the Commissioner of Education. Each
813 assessment, when published, must have been administered during
814 the most recent school year.

815 (b) The initial publication of assessments must occur no
816 later than June 30, 2020, and must include, at a minimum, the
817 grade 3 ELA and mathematics assessments, the grade 10 ELA
818 assessment, and the Algebra I EOC assessment.

819 (c) The department must provide materials on its website to
820 help the public interpret assessment information published
821 pursuant to this subsection.

822 (12)-(11) REPORTS.—The Department of Education shall
823 annually provide a report to the Governor, the President of the



417416

824 Senate, and the Speaker of the House of Representatives which
825 shall include the following:

826 (e) The number of students who after 8th grade enroll in
827 adult education rather than other secondary education, which is
828 defined as grades 9 through 12.

829 Section 17. Subsections (1) and (4) of section 1009.60,
830 Florida Statutes, are amended to read:

831 1009.60 Minority teacher education scholars program.—There
832 is created the minority teacher education scholars program,
833 which is a collaborative performance-based scholarship program
834 for African-American, Hispanic-American, Asian-American, and
835 Native American students. The participants in the program
836 include Florida's Florida College System institutions and its
837 public and private universities that have teacher education
838 programs.

839 (1) The minority teacher education scholars program shall
840 provide an annual scholarship in an amount that shall be
841 prorated based on available appropriations and may not exceed
842 \$4,000 for each approved minority teacher education scholar who
843 is enrolled in one of Florida's public or private colleges or
844 universities, in the junior year and is admitted into a teacher
845 education program, and has not earned more than 18 credit hours
846 of upper-division-level courses in education.

847 (4) A student may receive a scholarship from the program
848 for 3 consecutive years if the student remains enrolled full-
849 time in the program and makes satisfactory progress toward a
850 baccalaureate degree with a major in education or a graduate
851 degree with a major in education, leading to initial
852 certification.



417416

853 Section 18. Paragraph (a) of subsection (2) of section
854 1009.605, Florida Statutes, is amended to read:

855 1009.605 Florida Fund for Minority Teachers, Inc.—

856 (2) (a) The corporation shall submit an annual budget
857 projection to the Department of Education to be included in the
858 annual legislative budget request. The projection must be based
859 on the cost to award up to 350 scholarships to new scholars ~~in~~
860 ~~the junior year~~ and up to 350 renewal scholarships ~~to the 350~~
861 ~~rising seniors.~~

862 Section 19. Paragraph (i) and paragraphs (l) through (o) of
863 subsection (1) of section 1011.62, Florida Statutes, are amended
864 to read:

865 1011.62 Funds for operation of schools.—If the annual
866 allocation from the Florida Education Finance Program to each
867 district for operation of schools is not determined in the
868 annual appropriations act or the substantive bill implementing
869 the annual appropriations act, it shall be determined as
870 follows:

871 (1) COMPUTATION OF THE BASIC AMOUNT TO BE INCLUDED FOR
872 OPERATION.—The following procedure shall be followed in
873 determining the annual allocation to each district for
874 operation:

875 (i) *Calculation of full-time equivalent membership with*
876 *respect to dual enrollment instruction.*—Students enrolled in
877 dual enrollment instruction pursuant to s. 1007.271 may be
878 included in calculations of full-time equivalent student
879 memberships for basic programs for grades 9 through 12 by a
880 district school board. Instructional time for dual enrollment
881 may vary from 900 hours; however, the full-time equivalent



417416

882 student membership value shall be subject to the provisions in
883 s. 1011.61(4). Dual enrollment full-time equivalent student
884 membership shall be calculated in an amount equal to the hours
885 of instruction that would be necessary to earn the full-time
886 equivalent student membership for an equivalent course if it
887 were taught in the school district. Students in dual enrollment
888 courses may also be calculated as the proportional shares of
889 full-time equivalent enrollments they generate for a Florida
890 College System institution or university conducting the dual
891 enrollment instruction. Early admission students shall be
892 considered dual enrollments for funding purposes. Students may
893 be enrolled in dual enrollment instruction provided by an
894 eligible independent college or university and may be included
895 in calculations of full-time equivalent student memberships for
896 basic programs for grades 9 through 12 by a district school
897 board. However, those provisions of law which exempt dual
898 enrolled and early admission students from payment of
899 instructional materials and tuition and fees, including
900 laboratory fees, shall not apply to students who select the
901 option of enrolling in an eligible independent institution. An
902 independent college or university, ~~which is located and~~
903 ~~chartered in Florida,~~ is not for profit, is accredited by a
904 regional or national accrediting agency recognized by the United
905 States Department of Education ~~the Commission on Colleges of the~~
906 ~~Southern Association of Colleges and Schools or the Accrediting~~
907 ~~Council for Independent Colleges and Schools,~~ and confers
908 degrees as defined in s. 1005.02 shall be eligible for inclusion
909 in the dual enrollment or early admission program. Students
910 enrolled in dual enrollment instruction shall be exempt from the



417416

911 payment of tuition and fees, including laboratory fees. No
912 student enrolled in college credit mathematics or English dual
913 enrollment instruction shall be funded as a dual enrollment
914 unless the student has successfully completed the relevant
915 section of the entry-level examination required pursuant to s.
916 1008.30.

917 (1) *Calculation of additional full-time equivalent*
918 *membership based on International Baccalaureate examination*
919 *scores of students.*—A value of 0.16 full-time equivalent student
920 membership shall be calculated for each student enrolled in an
921 International Baccalaureate course who receives a score of 4 or
922 higher on a subject examination. A value of 0.3 full-time
923 equivalent student membership shall be calculated for each
924 student who receives an International Baccalaureate diploma.
925 Such value shall be added to the total full-time equivalent
926 student membership in basic programs for grades 9 through 12 in
927 the subsequent fiscal year. Each school district shall allocate
928 80 percent of the funds received from International
929 Baccalaureate bonus FTE funding to the school program whose
930 students generate the funds and to school programs that prepare
931 prospective students to enroll in International Baccalaureate
932 courses. Funds shall be expended solely for the payment of
933 allowable costs associated with the International Baccalaureate
934 program. Allowable costs include International Baccalaureate
935 annual school fees; International Baccalaureate examination
936 fees; salary, benefits, and bonuses for teachers and program
937 coordinators for the International Baccalaureate program and
938 teachers and coordinators who prepare prospective students for
939 the International Baccalaureate program; supplemental books;



417416

940 instructional supplies; instructional equipment or instructional
941 materials for International Baccalaureate courses; other
942 activities that identify prospective International Baccalaureate
943 students or prepare prospective students to enroll in
944 International Baccalaureate courses; and training or
945 professional development for International Baccalaureate
946 teachers. School districts shall allocate the remaining 20
947 percent of the funds received from International Baccalaureate
948 bonus FTE funding for programs that assist academically
949 disadvantaged students to prepare for more rigorous courses. The
950 school district shall distribute to each classroom teacher who
951 provided International Baccalaureate instruction:

952 1. A bonus in the amount of \$50 for each student taught by
953 the International Baccalaureate teacher in each International
954 Baccalaureate course who receives a score of 4 or higher on the
955 International Baccalaureate examination.

956 2. An additional bonus of \$500 to each International
957 Baccalaureate teacher in a school designated with a grade of "D"
958 or "F" who has at least one student scoring 4 or higher on the
959 International Baccalaureate examination, regardless of the
960 number of classes taught or of the number of students scoring a
961 4 or higher on the International Baccalaureate examination.

962
963 ~~Bonuses awarded to a teacher according to this paragraph may not~~
964 ~~exceed \$2,000 in any given school year. However, the maximum~~
965 ~~bonus shall be \$3,000 if at least 50 percent of the students~~
966 ~~enrolled in a teacher's course earn a score of 4 or higher on~~
967 ~~the examination in a school designated with a grade of "A," "B,"~~
968 ~~or "C"; or if at least 25 percent of the students enrolled in a~~



417416

969 ~~teacher's course earn a score of 4 or higher on the examination~~
970 ~~in a school designated with a grade of "D" or "F."~~ Bonuses
971 awarded under this paragraph shall be in addition to any regular
972 wage or other bonus the teacher received or is scheduled to
973 receive. For such courses, the teacher shall earn an additional
974 bonus of \$50 for each student who has a qualifying score ~~up to~~
975 ~~the maximum of \$3,000 in any given school year.~~

976 (m) *Calculation of additional full-time equivalent*
977 *membership based on Advanced International Certificate of*
978 *Education examination scores of students.*—A value of 0.16 full-
979 time equivalent student membership shall be calculated for each
980 student enrolled in a full-credit Advanced International
981 Certificate of Education course who receives a score of E or
982 higher on a subject examination. A value of 0.08 full-time
983 equivalent student membership shall be calculated for each
984 student enrolled in a half-credit Advanced International
985 Certificate of Education course who receives a score of E or
986 higher on a subject examination. A value of 0.3 full-time
987 equivalent student membership shall be calculated for each
988 student who receives an Advanced International Certificate of
989 Education diploma. Such value shall be added to the total full-
990 time equivalent student membership in basic programs for grades
991 9 through 12 in the subsequent fiscal year. Each school district
992 shall allocate at least 80 percent of the funds received from
993 the Advanced International Certificate of Education bonus FTE
994 funding, in accordance with this paragraph, to the school
995 program that generated the funds. The school district shall
996 distribute to each classroom teacher who provided Advanced
997 International Certificate of Education instruction:



417416

998 1. A bonus in the amount of \$50 for each student taught by
999 the Advanced International Certificate of Education teacher in
1000 each full-credit Advanced International Certificate of Education
1001 course who receives a score of E or higher on the Advanced
1002 International Certificate of Education examination. A bonus in
1003 the amount of \$25 for each student taught by the Advanced
1004 International Certificate of Education teacher in each half-
1005 credit Advanced International Certificate of Education course
1006 who receives a score of E or higher on the Advanced
1007 International Certificate of Education examination.

1008 2. An additional bonus of \$500 to each Advanced
1009 International Certificate of Education teacher in a school
1010 designated with a grade of "D" or "F" who has at least one
1011 student scoring E or higher on the full-credit Advanced
1012 International Certificate of Education examination, regardless
1013 of the number of classes taught or of the number of students
1014 scoring an E or higher on the full-credit Advanced International
1015 Certificate of Education examination.

1016 3. Additional bonuses of \$250 each to teachers of half-
1017 credit Advanced International Certificate of Education classes
1018 in a school designated with a grade of "D" or "F" which has at
1019 least one student scoring an E or higher on the half-credit
1020 Advanced International Certificate of Education examination in
1021 that class. ~~The maximum additional bonus for a teacher awarded~~
1022 ~~in accordance with this subparagraph shall not exceed \$500 in~~
1023 ~~any given school year.~~ Teachers receiving an award under
1024 subparagraph 2. are not eligible for a bonus under this
1025 subparagraph.

1026



417416

1027 Bonuses awarded to a teacher according to this paragraph ~~shall~~
1028 ~~not exceed \$2,000 in any given school year and~~ shall be in
1029 addition to any regular wage or other bonus the teacher received
1030 or is scheduled to receive.

1031 (n) *Calculation of additional full-time equivalent*
1032 *membership based on college board advanced placement scores of*
1033 *students.*—A value of 0.16 full-time equivalent student
1034 membership shall be calculated for each student in each advanced
1035 placement course who receives a score of 3 or higher on the
1036 College Board Advanced Placement Examination for the prior year
1037 and added to the total full-time equivalent student membership
1038 in basic programs for grades 9 through 12 in the subsequent
1039 fiscal year. Each district must allocate at least 80 percent of
1040 the funds provided to the district for advanced placement
1041 instruction, in accordance with this paragraph, to the high
1042 school that generates the funds. The school district shall
1043 distribute to each classroom teacher who provided advanced
1044 placement instruction:

1045 1. A bonus in the amount of \$50 for each student taught by
1046 the Advanced Placement teacher in each advanced placement course
1047 who receives a score of 3 or higher on the College Board
1048 Advanced Placement Examination.

1049 2. An additional bonus of \$500 to each Advanced Placement
1050 teacher in a school designated with a grade of "D" or "F" who
1051 has at least one student scoring 3 or higher on the College
1052 Board Advanced Placement Examination, regardless of the number
1053 of classes taught or of the number of students scoring a 3 or
1054 higher on the College Board Advanced Placement Examination.

1055



417416

1056 ~~Bonuses awarded to a teacher according to this paragraph shall~~
1057 ~~not exceed \$2,000 in any given school year. However, the maximum~~
1058 ~~bonus shall be \$3,000 if at least 50 percent of the students~~
1059 ~~enrolled in a teacher's course earn a score of 3 or higher on~~
1060 ~~the examination in a school with a grade of "A," "B," or "C" or~~
1061 ~~if at least 25 percent of the students enrolled in a teacher's~~
1062 ~~course earn a score of 3 or higher on the examination in a~~
1063 ~~school with a grade of "D" or "F."~~ Bonuses awarded under this
1064 paragraph shall be in addition to any regular wage or other
1065 bonus the teacher received or is scheduled to receive. For such
1066 courses, the teacher shall earn an additional bonus of \$50 for
1067 each student who has a qualifying score ~~up to the maximum of~~
1068 ~~\$3,000 in any given school year.~~

1069 (o) *Calculation of additional full-time equivalent*
1070 *membership based on successful completion of a career-themed*
1071 *course pursuant to ss. 1003.491, 1003.492, and 1003.493, or*
1072 *courses with embedded CAPE industry certifications or CAPE*
1073 *Digital Tool certificates, and issuance of industry*
1074 *certification identified on the CAPE Industry Certification*
1075 *Funding List pursuant to rules adopted by the State Board of*
1076 *Education or CAPE Digital Tool certificates pursuant to s.*
1077 *1003.4203.—*

1078 1.a. A value of 0.025 full-time equivalent student
1079 membership shall be calculated for CAPE Digital Tool
1080 certificates earned by students in elementary and middle school
1081 grades.

1082 b. A value of 0.1 or 0.2 full-time equivalent student
1083 membership shall be calculated for each student who completes a
1084 course as defined in s. 1003.493(1)(b) or courses with embedded



417416

1085 CAPE industry certifications and who is issued an industry
1086 certification identified annually on the CAPE Industry
1087 Certification Funding List approved under rules adopted by the
1088 State Board of Education. A value of 0.2 full-time equivalent
1089 membership shall be calculated for each student who is issued a
1090 CAPE industry certification that has a statewide articulation
1091 agreement for college credit approved by the State Board of
1092 Education. For CAPE industry certifications that do not
1093 articulate for college credit, the Department of Education shall
1094 assign a full-time equivalent value of 0.1 for each
1095 certification. Middle grades students who earn additional FTE
1096 membership for a CAPE Digital Tool certificate pursuant to sub-
1097 subparagraph a. may not use the previously funded examination to
1098 satisfy the requirements for earning an industry certification
1099 under this sub-subparagraph. Additional FTE membership for an
1100 elementary or middle grades student may not exceed 0.1 for
1101 certificates or certifications earned within the same fiscal
1102 year. The State Board of Education shall include the assigned
1103 values on the CAPE Industry Certification Funding List under
1104 rules adopted by the state board. Such value shall be added to
1105 the total full-time equivalent student membership for grades 6
1106 through 12 in the subsequent year. CAPE industry certifications
1107 earned through dual enrollment must be reported and funded
1108 pursuant to s. 1011.80. However, if a student earns a
1109 certification through a dual enrollment course and the
1110 certification is not a fundable certification on the
1111 postsecondary certification funding list, or the dual enrollment
1112 certification is earned as a result of an agreement between a
1113 school district and a nonpublic postsecondary institution, the



417416

1114 bonus value shall be funded in the same manner as other nondual
1115 enrollment course industry certifications. In such cases, the
1116 school district may provide for an agreement between the high
1117 school and the technical center, or the school district and the
1118 postsecondary institution may enter into an agreement for
1119 equitable distribution of the bonus funds.

1120 c. A value of 0.3 full-time equivalent student membership
1121 shall be calculated for student completion of the courses and
1122 the embedded certifications identified on the CAPE Industry
1123 Certification Funding List and approved by the commissioner
1124 pursuant to ss. 1003.4203(5) (a) and 1008.44.

1125 d. A value of 0.5 full-time equivalent student membership
1126 shall be calculated for CAPE Acceleration Industry
1127 Certifications that articulate for 15 to 29 college credit
1128 hours, and 1.0 full-time equivalent student membership shall be
1129 calculated for CAPE Acceleration Industry Certifications that
1130 articulate for 30 or more college credit hours pursuant to CAPE
1131 Acceleration Industry Certifications approved by the
1132 commissioner pursuant to ss. 1003.4203(5) (b) and 1008.44.

1133 2. Each district must allocate at least 80 percent of the
1134 funds provided for CAPE industry certification, in accordance
1135 with this paragraph, to the program that generated the funds.
1136 This allocation may not be used to supplant funds provided for
1137 basic operation of the program.

1138 3. For CAPE industry certifications earned in the 2013-2014
1139 school year and in subsequent years, the school district shall
1140 distribute to each classroom teacher who provided direct
1141 instruction toward the attainment of a CAPE industry
1142 certification that qualified for additional full-time equivalent



417416

1143 membership under subparagraph 1.:

1144 a. A bonus of \$25 for each student taught by a teacher who
1145 provided instruction in a course that led to the attainment of a
1146 CAPE industry certification on the CAPE Industry Certification
1147 Funding List with a weight of 0.1.

1148 b. A bonus of \$50 for each student taught by a teacher who
1149 provided instruction in a course that led to the attainment of a
1150 CAPE industry certification on the CAPE Industry Certification
1151 Funding List with a weight of 0.2.

1152 c. A bonus of \$75 for each student taught by a teacher who
1153 provided instruction in a course that led to the attainment of a
1154 CAPE industry certification on the CAPE Industry Certification
1155 Funding List with a weight of 0.3.

1156 d. A bonus of \$100 for each student taught by a teacher who
1157 provided instruction in a course that led to the attainment of a
1158 CAPE industry certification on the CAPE Industry Certification
1159 Funding List with a weight of 0.5 or 1.0.

1160
1161 Bonuses awarded pursuant to this paragraph shall be provided to
1162 teachers who are employed by the district in the year in which
1163 the additional FTE membership calculation is included in the
1164 calculation. Bonuses shall be calculated based upon the
1165 associated weight of a CAPE industry certification on the CAPE
1166 Industry Certification Funding List for the year in which the
1167 certification is earned by the student. Any bonus awarded to a
1168 teacher under this paragraph ~~may not exceed \$3,000 in any given~~
1169 ~~school year and~~ is in addition to any regular wage or other
1170 bonus the teacher received or is scheduled to receive.

1171 Section 20. Paragraph (k) is added to subsection (2) of



417416

1172 section 1011.71, Florida Statutes, to read:

1173 1011.71 District school tax.—

1174 (2) In addition to the maximum millage levy as provided in
1175 subsection (1), each school board may levy not more than 1.5
1176 mills against the taxable value for school purposes for district
1177 schools, including charter schools at the discretion of the
1178 school board, to fund:

1179 (k) Payout of sick leave and annual leave accrued as of
1180 June 30, 2017, by individuals who are no longer employed by a
1181 school district that transfers to a charter school operator all
1182 day-to-day classroom instruction responsibility for all full-
1183 time equivalent students funded under s. 1011.62. This paragraph
1184 expires July 1, 2018.

1185 Section 21. Paragraph (c) of subsection (1), paragraph (a)
1186 of subsection (3), and subsections (7), (8), and (9) of section
1187 1012.34, Florida Statutes, are amended to read:

1188 1012.34 Personnel evaluation procedures and criteria.—

1189 (1) EVALUATION SYSTEM APPROVAL AND REPORTING.—

1190 (c) Annually, by February 1, the Commissioner of Education
1191 shall publish on the department's website the status of each
1192 school district's instructional personnel and school
1193 administrator evaluation systems. This information must include:

1194 ~~1.~~ performance evaluation results for the prior school year
1195 for instructional personnel and school administrators using the
1196 four levels of performance specified in paragraph (2)(e). The
1197 performance evaluation results for instructional personnel shall
1198 be disaggregated by classroom teachers, as defined in s.
1199 1012.01(2)(a), excluding substitute teachers, and all other
1200 instructional personnel, as defined in s. 1012.01(2)(b)-(d).



417416

1201 ~~2. An analysis that compares performance evaluation results~~
1202 ~~calculated by each school district to indicators of performance~~
1203 ~~calculated by the department using the standards for performance~~
1204 ~~levels adopted by the state board under subsection (8).~~

1205 ~~3. Data reported under s. 1012.341.~~

1206 (3) EVALUATION PROCEDURES AND CRITERIA.—Instructional
1207 personnel and school administrator performance evaluations must
1208 be based upon the performance of students assigned to their
1209 classrooms or schools, as provided in this section. Pursuant to
1210 this section, a school district's performance evaluation system
1211 is not limited to basing unsatisfactory performance of
1212 instructional personnel and school administrators solely upon
1213 student performance, but may include other criteria to evaluate
1214 instructional personnel and school administrators' performance,
1215 or any combination of student performance and other criteria.
1216 Evaluation procedures and criteria must comply with, but are not
1217 limited to, the following:

1218 (a) A performance evaluation must be conducted for each
1219 employee at least once a year, except that a classroom teacher,
1220 as defined in s. 1012.01(2)(a), excluding substitute teachers,
1221 who is newly hired by the district school board must be observed
1222 and evaluated at least twice in the first year of teaching in
1223 the school district. The performance evaluation must be based
1224 upon sound educational principles and contemporary research in
1225 effective educational practices. The evaluation criteria must
1226 include:

1227 1. Performance of students.—At least one-third of a
1228 performance evaluation must be based upon data and indicators of
1229 student performance, as determined by each school district ~~in~~



417416

1230 ~~accordance with subsection (7).~~ This portion of the evaluation
1231 must include growth or achievement data of the teacher's
1232 students or, for a school administrator, the students attending
1233 the school over the course of at least 3 years. If less than 3
1234 years of data are available, the years for which data are
1235 available must be used. The proportion of growth or achievement
1236 data may be determined by instructional assignment.

1237 2. Instructional practice.—For instructional personnel, at
1238 least one-third of the performance evaluation must be based upon
1239 instructional practice. Evaluation criteria used when annually
1240 observing classroom teachers, as defined in s. 1012.01(2)(a),
1241 excluding substitute teachers, must include indicators based
1242 upon each of the Florida Educator Accomplished Practices adopted
1243 by the State Board of Education. For instructional personnel who
1244 are not classroom teachers, evaluation criteria must be based
1245 upon indicators of the Florida Educator Accomplished Practices
1246 and may include specific job expectations related to student
1247 support.

1248 3. Instructional leadership.—For school administrators, at
1249 least one-third of the performance evaluation must be based on
1250 instructional leadership. Evaluation criteria for instructional
1251 leadership must include indicators based upon each of the
1252 leadership standards adopted by the State Board of Education
1253 under s. 1012.986, including performance measures related to the
1254 effectiveness of classroom teachers in the school, the
1255 administrator's appropriate use of evaluation criteria and
1256 procedures, recruitment and retention of effective and highly
1257 effective classroom teachers, improvement in the percentage of
1258 instructional personnel evaluated at the highly effective or



417416

1259 effective level, and other leadership practices that result in
1260 student learning growth. The system may include a means to give
1261 parents and instructional personnel an opportunity to provide
1262 input into the administrator's performance evaluation.

1263 4. Other indicators of performance.—For instructional
1264 personnel and school administrators, the remainder of a
1265 performance evaluation may include, but is not limited to,
1266 professional and job responsibilities as recommended by the
1267 State Board of Education or identified by the district school
1268 board and, for instructional personnel, peer reviews,
1269 objectively reliable survey information from students and
1270 parents based on teaching practices that are consistently
1271 associated with higher student achievement, and other valid and
1272 reliable measures of instructional practice.

1273 (7) MEASUREMENT OF STUDENT PERFORMANCE.—

1274 (a) The Commissioner of Education may develop ~~shall approve~~
1275 a formula to measure individual student learning growth on the
1276 statewide, standardized assessments in English Language Arts and
1277 mathematics administered under s. 1008.22. The formula must take
1278 into consideration each student's prior academic performance.
1279 The formula must not set different expectations for student
1280 learning growth based upon a student's gender, race, ethnicity,
1281 or socioeconomic status. In the development of the formula, the
1282 commissioner shall consider other factors such as a student's
1283 attendance record, disability status, or status as an English
1284 language learner. The commissioner may select additional
1285 formulas to measure student performance as appropriate for the
1286 remainder of the statewide, standardized assessments included
1287 under s. 1008.22 and continue to select formulas as new



417416

1288 assessments are implemented in the state system. ~~After the~~
1289 ~~commissioner approves the formula to measure individual student~~
1290 ~~learning growth, the State Board of Education shall adopt these~~
1291 ~~formulas in rule.~~

1292 (b) Each school district may, but is not required to, ~~shall~~
1293 measure student learning growth using the formulas developed
1294 ~~approved~~ by the commissioner under paragraph (a) ~~and the~~
1295 ~~standards for performance levels adopted by the state board~~
1296 ~~under subsection (8) for courses associated with the statewide,~~
1297 ~~standardized assessments administered under s. 1008.22 no later~~
1298 ~~than the school year immediately following the year the formula~~
1299 ~~is approved by the commissioner. For grades and subjects not~~
1300 ~~assessed by statewide, standardized assessments, each school~~
1301 ~~district shall measure student performance using a methodology~~
1302 ~~determined by the district.~~

1303 (8) RULEMAKING. ~~No later than August 1, 2015,~~ The State
1304 Board of Education shall adopt rules pursuant to ss. 120.536(1)
1305 and 120.54 which establish uniform procedures and format for the
1306 submission, review, and approval of district evaluation systems
1307 and reporting requirements for the annual evaluation of
1308 instructional personnel and school administrators; ~~specific,~~
1309 ~~discrete standards for each performance level required under~~
1310 ~~subsection (2), based on student learning growth models approved~~
1311 ~~by the commissioner, to ensure clear and sufficient~~
1312 ~~differentiation in the performance levels and to provide~~
1313 ~~consistency in meaning across school districts; the measurement~~
1314 ~~of student learning growth and associated implementation~~
1315 ~~procedures required under subsection (7); and a process for~~
1316 ~~monitoring school district implementation of evaluation systems~~



417416

1317 ~~in accordance with this section.~~

1318 ~~(9) TRANSITION TO NEW STATEWIDE, STANDARDIZED ASSESSMENTS.—~~

1319 ~~Standards for each performance level required under subsection~~

1320 ~~(2) shall be established by the State Board of Education~~

1321 ~~beginning with the 2015-2016 school year.~~

1322 Section 22. Subsections (1) and (7) of section 1012.56,
1323 Florida Statutes, are amended, and paragraph (c) of subsection
1324 (8) of that section is redesignated as paragraph (d) and a new
1325 paragraph (c) is added to that subsection, to read:

1326 1012.56 Educator certification requirements.—

1327 (1) APPLICATION.—Each person seeking certification pursuant
1328 to this chapter shall submit a completed application containing
1329 the applicant's social security number to the Department of
1330 Education and remit the fee required pursuant to s. 1012.59 and
1331 rules of the State Board of Education. Pursuant to the federal
1332 Personal Responsibility and Work Opportunity Reconciliation Act
1333 of 1996, each party is required to provide his or her social
1334 security number in accordance with this section. Disclosure of
1335 social security numbers obtained through this requirement is
1336 limited to the purpose of administration of the Title IV-D
1337 program of the Social Security Act for child support
1338 enforcement.

1339 (a) Pursuant to s. 120.60, the department shall issue
1340 within 90 calendar days after the stamped receipted date of the
1341 completed application.

1342 ~~(a) If the applicant meets the requirements,~~ a professional
1343 certificate to a qualifying applicant covering the
1344 classification, level, and area for which the applicant is
1345 deemed qualified and a document explaining the requirements for



417416

1346 renewal of the professional certificate.~~†~~

1347 (b) The department shall issue a temporary certificate to a
1348 qualifying applicant within 14 calendar days after receipt of a
1349 request from ~~if the applicant meets the requirements and if~~
1350 ~~requested by~~ an employing school district or an employing
1351 private school with a professional education competence
1352 demonstration program pursuant to paragraphs (6) (f) and (8) (b).
1353 ~~The,~~ a temporary certificate must cover ~~covering~~ the
1354 classification, level, and area for which the applicant is
1355 deemed qualified. The department shall electronically notify the
1356 applicant's employing school district or employing private
1357 school that the temporary certificate has been issued and
1358 provide the applicant an official statement of status of
1359 eligibility at the time the certificate is issued. ~~and an~~
1360 ~~official statement of status of eligibility; or~~

1361 (c) Pursuant to s. 120.60, the department shall issue
1362 within 90 calendar days after the stamped receipted date of the
1363 completed application, if an applicant does not meet the
1364 requirements for either certificate, an official statement of
1365 status of eligibility.

1366
1367 The statement of status of eligibility must be provided
1368 electronically and must advise the applicant of any
1369 qualifications that must be completed to qualify for
1370 certification. Each method by which an applicant can complete
1371 the qualifications for a professional certificate must be
1372 included in the statement of status of eligibility. Each
1373 statement of status of eligibility is valid for 3 years after
1374 its date of issuance, except as provided in paragraph (2) (d).



417416

1375 (7) TYPES AND TERMS OF CERTIFICATION.—

1376 (a) The Department of Education shall issue a professional
1377 certificate for a period not to exceed 5 years to any applicant
1378 who fulfills one of the following:

1379 1. Meets all the requirements outlined in subsection (2).

1380 2. ~~or,~~ For a professional certificate covering grades 6
1381 through 12, ~~any applicant who:~~

1382 a. ~~1.~~ Meets the requirements of paragraphs (2) (a)-(h).

1383 b. ~~2.~~ Holds a master's or higher degree in the area of
1384 science, technology, engineering, or mathematics.

1385 c. ~~3.~~ Teaches a high school course in the subject of the
1386 advanced degree.

1387 d. ~~4.~~ Is rated highly effective as determined by the
1388 teacher's performance evaluation under s. 1012.34, based in part
1389 on student performance as measured by a statewide, standardized
1390 assessment or an Advanced Placement, Advanced International
1391 Certificate of Education, or International Baccalaureate
1392 examination.

1393 e. ~~5.~~ Achieves a passing score on the Florida professional
1394 education competency examination required by state board rule.

1395 3. Meets the requirements of paragraphs (2) (a)-(h) and
1396 completes a professional preparation and education competence
1397 program approved by the department pursuant to paragraph (8) (c).

1398 An applicant who completes the program and is rated highly
1399 effective as determined by his or her performance evaluation
1400 under s. 1012.34 is not required to take or achieve a passing
1401 score on the professional education competency examination in
1402 order to be awarded a professional certificate.

1403 (b) The department shall issue a temporary certificate to



417416

1404 any applicant who completes the requirements outlined in
1405 paragraphs (2) (a)-(f) and completes the subject area content
1406 requirements specified in state board rule or demonstrates
1407 mastery of subject area knowledge pursuant to subsection (5) and
1408 holds an accredited degree or a degree approved by the
1409 Department of Education at the level required for the subject
1410 area specialization in state board rule.

1411 (c) The department shall issue one nonrenewable 2-year
1412 temporary certificate and one nonrenewable 5-year professional
1413 certificate to a qualified applicant who holds a bachelor's
1414 degree in the area of speech-language impairment to allow for
1415 completion of a master's degree program in speech-language
1416 impairment.

1417
1418 Each temporary certificate is valid for 3 school fiscal years
1419 and is nonrenewable. However, the requirement in paragraph
1420 (2) (g) must be met within 1 calendar year of the date of
1421 employment under the temporary certificate. Individuals who are
1422 employed under contract at the end of the 1 calendar year time
1423 period may continue to be employed through the end of the school
1424 year in which they have been contracted. A school district shall
1425 not employ, or continue the employment of, an individual in a
1426 position for which a temporary certificate is required beyond
1427 this time period if the individual has not met the requirement
1428 of paragraph (2) (g). At least 1 year before an individual's
1429 temporary certificate is set to expire, the department shall
1430 electronically notify the individual of the date on which his or
1431 her certificate will expire and provide a list of each method by
1432 which the qualifications for a professional certificate can be



417416

1433 completed. The State Board of Education shall adopt rules to
1434 allow the department to extend the validity period of a
1435 temporary certificate for 2 years when the requirements for the
1436 professional certificate, not including the requirement in
1437 paragraph (2)(g), were not completed due to the serious illness
1438 or injury of the applicant or other extraordinary extenuating
1439 circumstances or for 1 year if the temporary certificate holder
1440 is rated effective or highly effective based solely on a student
1441 learning growth formula approved by the Commissioner of
1442 Education pursuant to s. 1012.34(8). The department shall
1443 reissue the temporary certificate for 2 additional years upon
1444 approval by the Commissioner of Education. A written request for
1445 reissuance of the certificate shall be submitted by the district
1446 school superintendent, the governing authority of a university
1447 lab school, the governing authority of a state-supported school,
1448 or the governing authority of a private school.

1449 (8) PROFESSIONAL DEVELOPMENT CERTIFICATION AND EDUCATION
1450 COMPETENCY PROGRAM.—

1451 (a) The Department of Education shall develop and each
1452 school district, charter school, and charter management
1453 organization may provide a cohesive competency-based
1454 professional development certification and education competency
1455 program by which ~~members of a school district's~~ instructional
1456 staff may satisfy the mastery of professional preparation and
1457 education competence requirements specified in subsection (6)
1458 and rules of the State Board of Education. Participants must
1459 hold a state-issued temporary certificate. A school district,
1460 charter school, or charter management organization that
1461 implements the program shall provide a competency-based



417416

1462 certification program developed by the Department of Education
1463 or developed by the district, charter school, or charter
1464 management organization and approved by the Department of
1465 Education. The program shall include the following:

1466 1. A minimum period of initial preparation before assuming
1467 duties as the teacher of record.

1468 2. An option for collaboration with ~~between school~~
1469 ~~districts and~~ other supporting agencies or educational entities
1470 for implementation.

1471 3. A teacher mentorship and induction ~~An experienced peer-~~
1472 ~~mentor~~ component.

1473 a. Each individual selected by the district as a ~~peer~~
1474 mentor:

1475 I. Must hold a valid professional certificate issued
1476 pursuant to this section;~~;~~

1477 II. Must have earned at least 3 years of teaching
1478 experience in prekindergarten through grade 12;~~;~~ and

1479 III. Must have completed specialized training in clinical
1480 supervision and participate in ongoing mentor training provided
1481 through the coordinated system of professional development under
1482 s. 1012.98(3)(e);

1483 IV. Must have earned an effective or highly effective
1484 rating on the prior year's performance evaluation under s.
1485 1012.34; and

1486 V. May ~~or~~ be a peer evaluator under the district's
1487 evaluation system approved under s. 1012.34.

1488 b. The teacher mentorship and induction component must, at
1489 a minimum, provide weekly opportunities for mentoring and
1490 induction activities, including common planning time, ongoing



417416

1491 professional development targeted to a teacher's needs,
1492 opportunities for a teacher to observe other teachers, co-
1493 teaching experiences, and reflection and followup discussions.
1494 Mentorship and induction activities must be provided for an
1495 applicant's first year in the program and may be provided until
1496 the applicant attains his or her professional certificate in
1497 accordance with this section. A principal who is rated highly
1498 effective as determined by his or her performance evaluation
1499 under s. 1012.34 must be provided flexibility in selecting
1500 professional development activities under this paragraph;
1501 however, the activities must be approved by the department as
1502 part of the district's, charter school's, or charter management
1503 organization's program.

1504 4. An assessment of teaching performance aligned to the
1505 district's system for personnel evaluation under s. 1012.34
1506 which provides for:

1507 a. An initial evaluation of each educator's competencies to
1508 determine an appropriate individualized professional development
1509 plan.

1510 b. A summative evaluation to assure successful completion
1511 of the program.

1512 5. Professional education preparation content knowledge,
1513 which must be included in the mentoring and induction activities
1514 under subparagraph 3., that includes, but is not limited to, the
1515 following:

1516 a. The state standards provided under s. 1003.41, including
1517 scientifically based reading instruction, content literacy, and
1518 mathematical practices, for each subject identified on the
1519 temporary certificate.



417416

1520 b. The educator-accomplished practices approved by the
1521 state board.

1522 c. A variety of data indicators for monitoring student
1523 progress.

1524 d. Methodologies for teaching students with disabilities.

1525 e. Methodologies for teaching students of limited English
1526 proficiency appropriate for each subject area identified on the
1527 temporary certificate.

1528 f. Techniques and strategies for operationalizing the role
1529 of the teacher in assuring a safe learning environment for
1530 students.

1531 6. Required achievement of passing scores on the subject
1532 area and professional education competency examination required
1533 by State Board of Education rule. Mastery of general knowledge
1534 must be demonstrated as described in subsection (3).

1535 (c) No later than December 31, 2017, the department shall
1536 adopt standards for the approval of professional development
1537 certification and education competency programs, including
1538 standards for the teacher mentorship and induction component,
1539 under paragraph (a). Standards for the teacher mentorship and
1540 induction component must include program administration and
1541 evaluation; mentor roles, selection, and training; beginning
1542 teacher assessment and professional development; and teacher
1543 content knowledge and practices aligned to the Florida Educator
1544 Accomplished Practices. Each school district or charter school
1545 with a program under this subsection must submit its program,
1546 including the teacher mentorship and induction component, to the
1547 department for approval no later than June 30, 2018. After
1548 December 31, 2018, a teacher may not satisfy requirements for a



417416

1549 professional certificate through a professional development
1550 certification and education competency program under paragraph
1551 (a) unless the program has been approved by the department
1552 pursuant to this paragraph.

1553 Section 23. Section 1001.215, Florida Statutes, is amended
1554 to read:

1555 1001.215 Just Read, Florida! Office.—There is created in
1556 the Department of Education the Just Read, Florida! Office. The
1557 office is ~~shall be~~ fully accountable to the Commissioner of
1558 Education and shall:

1559 (1) Train ~~highly effective~~ reading coaches.

1560 (2) Create multiple designations of effective reading
1561 instruction, with accompanying credentials, to enable ~~which~~
1562 ~~encourage~~ all teachers to integrate reading instruction into
1563 their content areas.

1564 (3) Work with the Lastinger Center at the University of
1565 Florida, to develop training for ~~train~~ K-12 teachers, reading
1566 coaches, and school principals on effective content-area-
1567 specific reading strategies; the integration of content
1568 knowledge-rich texts from other core subject areas into reading
1569 instruction; evidence-based reading strategies identified in
1570 subsection (7); and technology tools to improve student reading
1571 performance. For secondary teachers, emphasis shall be on
1572 technical text. These strategies must be developed for all
1573 content areas in the K-12 curriculum.

1574 (4) Provide parents with information and strategies for
1575 assisting their children in reading, including reading in ~~the~~
1576 content areas ~~area~~.

1577 (5) Provide technical assistance to school districts in the



417416

1578 development and implementation of district plans for use of the
1579 research-based reading instruction allocation provided in s.
1580 1011.62(9) and annually review and approve such plans.

1581 (6) Review, evaluate, and provide technical assistance to
1582 school districts' implementation of the K-12 comprehensive
1583 reading plan required in s. 1011.62(9).

1584 (7) Work with the Florida Center for Reading Research to
1585 identify scientifically researched and evidence-based reading
1586 instructional and intervention programs that incorporate
1587 explicit, systematic, and sequential approaches to teaching
1588 phonemic awareness, phonics, vocabulary, fluency, and text
1589 comprehension and incorporate decodable or phonetic text
1590 instructional ~~provide information on research-based reading~~
1591 ~~programs and effective reading in the content area strategies.~~
1592 Reading intervention includes evidence-based strategies
1593 frequently used to remediate reading deficiencies and includes,
1594 but is not limited to, individual instruction, multisensory
1595 approaches, tutoring, mentoring, or the use of technology that
1596 targets specific reading skills and abilities.

1597 (8) Periodically review the Next Generation Sunshine State
1598 Standards for English Language Arts to determine their
1599 appropriateness at each grade level ~~reading at all grade levels.~~

1600 (9) Periodically review teacher certification requirements
1601 and examinations, including alternative certification
1602 requirements and examinations ~~exams~~, to ascertain whether the
1603 examinations measure the skills needed for evidence-based
1604 ~~research-based~~ reading instruction and instructional strategies
1605 for teaching reading, including reading in ~~the~~ content areas.

1606 (10) Work with teacher preparation programs approved



417416

1607 pursuant to ss. 1004.04 and 1004.85 ~~s. 1004.04~~ to integrate
1608 effective, research-based and evidence-based reading
1609 instructional and intervention strategies, including explicit,
1610 systematic, and sequential ~~and~~ reading strategies, multisensory
1611 intervention strategies, and reading in the content area
1612 instructional strategies into teacher preparation programs.

1613 (11) Administer grants and perform other functions as
1614 necessary to help meet the goal that all students read at their
1615 highest potential grade level.

1616 Section 24. Paragraph (b) of subsection (2) of section
1617 1004.04, Florida Statutes, is amended to read:

1618 1004.04 Public accountability and state approval for
1619 teacher preparation programs.—

1620 (2) UNIFORM CORE CURRICULA AND CANDIDATE ASSESSMENT.—

1621 (b) The rules to establish uniform core curricula for each
1622 state-approved teacher preparation program must include, but are
1623 not limited to, the following:

1624 1. The Florida Educator Accomplished Practices.

1625 2. The state-adopted content standards.

1626 3. Scientifically researched and evidence-based reading
1627 instructional strategies that improve reading performance for
1628 all students, including explicit, systematic, and sequential
1629 approaches to teaching phonemic awareness, phonics, vocabulary,
1630 fluency, and text comprehension and multisensory intervention
1631 strategies instruction.

1632 4. Content literacy and mathematics practices.

1633 5. Strategies appropriate for the instruction of English
1634 language learners.

1635 6. Strategies appropriate for the instruction of students



417416

1636 with disabilities.

1637 7. School safety.

1638 Section 25. Paragraph (a) of subsection (3) of section
1639 1004.85, Florida Statutes, is amended to read:

1640 1004.85 Postsecondary educator preparation institutes.—

1641 (3) Educator preparation institutes approved pursuant to
1642 this section may offer competency-based certification programs
1643 specifically designed for noneducation major baccalaureate
1644 degree holders to enable program participants to meet the
1645 educator certification requirements of s. 1012.56. An educator
1646 preparation institute choosing to offer a competency-based
1647 certification program pursuant to the provisions of this section
1648 must implement a program previously approved by the Department
1649 of Education for this purpose or a program developed by the
1650 institute and approved by the department for this purpose.
1651 Approved programs shall be available for use by other approved
1652 educator preparation institutes.

1653 (a) Within 90 days after receipt of a request for approval,
1654 the Department of Education shall approve a preparation program
1655 pursuant to the requirements of this subsection or issue a
1656 statement of the deficiencies in the request for approval. The
1657 department shall approve a certification program if the
1658 institute provides evidence of the institute's capacity to
1659 implement a competency-based program that includes each of the
1660 following:

1661 1.a. Participant instruction and assessment in the Florida
1662 Educator Accomplished Practices.

1663 b. The state-adopted student content standards.

1664 c. Scientifically researched and evidence-based reading



417416

1665 instructional strategies that improve reading performance for
1666 all students, including explicit, systematic, and sequential
1667 approaches to teaching phonemic awareness, phonics, vocabulary,
1668 fluency, and text comprehension and multisensory intervention
1669 strategies instruction.

1670 d. Content literacy and mathematical practices.

1671 e. Strategies appropriate for instruction of English
1672 language learners.

1673 f. Strategies appropriate for instruction of students with
1674 disabilities.

1675 g. School safety.

1676 2. An educational plan for each participant to meet
1677 certification requirements and demonstrate his or her ability to
1678 teach the subject area for which the participant is seeking
1679 certification, which is based on an assessment of his or her
1680 competency in the areas listed in subparagraph 1.

1681 3. Field experiences appropriate to the certification
1682 subject area specified in the educational plan with a diverse
1683 population of students in a variety of settings under the
1684 supervision of qualified educators.

1685 4. A certification ombudsman to facilitate the process and
1686 procedures required for participants who complete the program to
1687 meet any requirements related to the background screening
1688 pursuant to s. 1012.32 and educator professional or temporary
1689 certification pursuant to s. 1012.56.

1690 Section 26. Paragraph (a) of subsection (3) of section
1691 1012.585, Florida Statutes, is amended, and paragraph (f) is
1692 added to that subsection, to read:

1693 1012.585 Process for renewal of professional certificates.-



417416

1694 (3) For the renewal of a professional certificate, the
1695 following requirements must be met:

1696 (a) The applicant must earn a minimum of 6 college credits
1697 or 120 inservice points or a combination thereof. For each area
1698 of specialization to be retained on a certificate, the applicant
1699 must earn at least 3 of the required credit hours or equivalent
1700 inservice points in the specialization area. Education in
1701 "clinical educator" training pursuant to s. 1004.04(5) (b);
1702 participation in mentorship and induction activities, including
1703 as a mentor, pursuant to s. 1012.56(8) (a); and credits or points
1704 that provide training in the area of scientifically researched,
1705 knowledge-based reading literacy, including explicit,
1706 systematic, and sequential approaches to reading instruction,
1707 developing phonemic awareness, and implementing multisensory
1708 intervention strategies, and computational skills acquisition,
1709 exceptional student education, normal child development, and the
1710 disorders of development may be applied toward any
1711 specialization area. Credits or points that provide training in
1712 the areas of drug abuse, child abuse and neglect, strategies in
1713 teaching students having limited proficiency in English, or
1714 dropout prevention, or training in areas identified in the
1715 educational goals and performance standards adopted pursuant to
1716 ss. 1000.03(5) and 1008.345 may be applied toward any
1717 specialization area, except specialization areas identified by
1718 State Board of Education rule that include reading instruction
1719 or intervention for any students in kindergarten through grade
1720 6. Credits or points earned through approved summer institutes
1721 may be applied toward the fulfillment of these requirements.
1722 Inservice points may also be earned by participation in



417416

1723 professional growth components approved by the State Board of
1724 Education and specified pursuant to s. 1012.98 in the district's
1725 approved master plan for inservice educational training;
1726 however, such points may not be used to satisfy the
1727 specialization requirements of this paragraph, including, but
1728 not limited to, serving as a trainer in an approved teacher
1729 training activity, serving on an instructional materials
1730 committee or a state board or commission that deals with
1731 educational issues, or serving on an advisory council created
1732 pursuant to s. 1001.452.

1733 (f) An applicant for renewal of a professional certificate
1734 in any area of certification identified by State Board of
1735 Education rule that includes reading instruction or intervention
1736 for any students in kindergarten through grade 6, with a
1737 beginning validity date of July 1, 2020, or thereafter, must
1738 earn a minimum of 2 college credits or the equivalent inservice
1739 points in the use of explicit, systematic, and sequential
1740 approaches to reading instruction, developing phonemic
1741 awareness, and implementing multisensory intervention
1742 strategies. Such training must be provided by teacher
1743 preparation programs under s. 1004.04 or s. 1004.85 or approved
1744 school district professional development systems under s.
1745 1012.98. The requirements in this paragraph may not add to the
1746 total hours required by the department for continuing education
1747 or inservice training.

1748 Section 27. Subsection (1) of section 1012.586, Florida
1749 Statutes, is amended to read:

1750 1012.586 Additions or changes to certificates; duplicate
1751 certificates.-A school district may process via a Department of



417416

1752 Education website certificates for the following applications of
1753 public school employees:

1754 (1) Addition of a subject coverage or endorsement to a
1755 valid Florida certificate on the basis of the completion of the
1756 appropriate subject area testing requirements of s.
1757 1012.56(5) (a) or the completion of the requirements of an
1758 approved school district program or the inservice components for
1759 an endorsement.

1760 (a) To reduce duplication, the department may recommend the
1761 consolidation of endorsement areas and requirements to the State
1762 Board of Education.

1763 (b) By July 1, 2018, and at least once every 5 years
1764 thereafter, the department shall conduct a review of existing
1765 subject coverage or endorsement requirements in the elementary,
1766 reading, and exceptional student educational areas. The review
1767 must include reciprocity requirements for out-of-state
1768 certificates and requirements for demonstrating competency in
1769 the reading instruction professional development topics listed
1770 in s. 1012.98(4) (b)10. At the conclusion of each review, the
1771 department shall recommend to the state board changes to the
1772 subject coverage or endorsement requirements based upon any
1773 identified instruction or intervention strategies proven to
1774 improve student reading performance. This paragraph does not
1775 authorize the state board to establish any new certification
1776 subject coverage.

1777
1778 The employing school district shall charge the employee a fee
1779 not to exceed the amount charged by the Department of Education
1780 for such services. Each district school board shall retain a



417416

1781 portion of the fee as defined in the rules of the State Board of
1782 Education. The portion sent to the department shall be used for
1783 maintenance of the technology system, the web application, and
1784 posting and mailing of the certificate.

1785 Section 28. Paragraph (e) is added to subsection (3) of
1786 section 1012.98, Florida Statutes, and paragraph (b) of
1787 subsection (4) and subsections (10) and (11) are amended, to
1788 read:

1789 1012.98 School Community Professional Development Act.—

1790 (3) The activities designed to implement this section must:

1791 (e) Provide training to teacher mentors as part of the
1792 professional development certification and education competency
1793 program under s. 1012.56(8) (a). The training must include
1794 components on teacher development, peer coaching, time
1795 management, and other related topics as determined by the
1796 Department of Education.

1797 (4) The Department of Education, school districts, schools,
1798 Florida College System institutions, and state universities
1799 share the responsibilities described in this section. These
1800 responsibilities include the following:

1801 (b) Each school district shall develop a professional
1802 development system as specified in subsection (3). The system
1803 shall be developed in consultation with teachers, teacher-
1804 educators of Florida College System institutions and state
1805 universities, business and community representatives, and local
1806 education foundations, consortia, and professional
1807 organizations. The professional development system must:

1808 1. Be approved by the department. All substantial revisions
1809 to the system shall be submitted to the department for review



417416

1810 for continued approval.

1811 2. Be based on analyses of student achievement data and
1812 instructional strategies and methods that support rigorous,
1813 relevant, and challenging curricula for all students. Schools
1814 and districts, in developing and refining the professional
1815 development system, shall also review and monitor school
1816 discipline data; school environment surveys; assessments of
1817 parental satisfaction; performance appraisal data of teachers,
1818 managers, and administrative personnel; and other performance
1819 indicators to identify school and student needs that can be met
1820 by improved professional performance.

1821 3. Provide inservice activities coupled with followup
1822 support appropriate to accomplish district-level and school-
1823 level improvement goals and standards. The inservice activities
1824 for instructional personnel shall focus on analysis of student
1825 achievement data, ongoing formal and informal assessments of
1826 student achievement, identification and use of enhanced and
1827 differentiated instructional strategies that emphasize rigor,
1828 relevance, and reading in the content areas, enhancement of
1829 subject content expertise, integrated use of classroom
1830 technology that enhances teaching and learning, classroom
1831 management, parent involvement, and school safety.

1832 4. Provide inservice activities and support targeted to the
1833 individual needs of new teachers participating in the
1834 professional development certification and education competency
1835 program under s. 1012.56(8) (a).

1836 ~~5.4.~~ Include a master plan for inservice activities,
1837 pursuant to rules of the State Board of Education, for all
1838 district employees from all fund sources. The master plan shall



417416

1839 be updated annually by September 1, must be based on input from
1840 teachers and district and school instructional leaders, and must
1841 use the latest available student achievement data and research
1842 to enhance rigor and relevance in the classroom. Each district
1843 inservice plan must be aligned to and support the school-based
1844 inservice plans and school improvement plans pursuant to s.
1845 1001.42(18). Each district inservice plan must provide a
1846 description of the training that middle grades instructional
1847 personnel and school administrators receive on the district's
1848 code of student conduct adopted pursuant to s. 1006.07;
1849 integrated digital instruction and competency-based instruction
1850 and CAPE Digital Tool certificates and CAPE industry
1851 certifications; classroom management; student behavior and
1852 interaction; extended learning opportunities for students; and
1853 instructional leadership. District plans must be approved by the
1854 district school board annually in order to ensure compliance
1855 with subsection (1) and to allow for dissemination of research-
1856 based best practices to other districts. District school boards
1857 must submit verification of their approval to the Commissioner
1858 of Education no later than October 1, annually. Each school
1859 principal may establish and maintain an individual professional
1860 development plan for each instructional employee assigned to the
1861 school as a seamless component to the school improvement plans
1862 developed pursuant to s. 1001.42(18). An individual professional
1863 development plan must be related to specific performance data
1864 for the students to whom the teacher is assigned, define the
1865 inservice objectives and specific measurable improvements
1866 expected in student performance as a result of the inservice
1867 activity, and include an evaluation component that determines



417416

1868 the effectiveness of the professional development plan.
1869 ~~6.5.~~ Include inservice activities for school administrative
1870 personnel that address updated skills necessary for
1871 instructional leadership and effective school management
1872 pursuant to s. 1012.986.
1873 ~~7.6.~~ Provide for systematic consultation with regional and
1874 state personnel designated to provide technical assistance and
1875 evaluation of local professional development programs.
1876 ~~8.7.~~ Provide for delivery of professional development by
1877 distance learning and other technology-based delivery systems to
1878 reach more educators at lower costs.
1879 ~~9.8.~~ Provide for the continuous evaluation of the quality
1880 and effectiveness of professional development programs in order
1881 to eliminate ineffective programs and strategies and to expand
1882 effective ones. Evaluations must consider the impact of such
1883 activities on the performance of participating educators and
1884 their students' achievement and behavior.
1885 ~~10.9.~~ For middle grades, emphasize:
1886 a. Interdisciplinary planning, collaboration, and
1887 instruction.
1888 b. Alignment of curriculum and instructional materials to
1889 the state academic standards adopted pursuant to s. 1003.41.
1890 c. Use of small learning communities; problem-solving,
1891 inquiry-driven research and analytical approaches for students;
1892 strategies and tools based on student needs; competency-based
1893 instruction; integrated digital instruction; and project-based
1894 instruction.
1895
1896 Each school that includes any of grades 6, 7, or 8 must include



417416

1897 in its school improvement plan, required under s. 1001.42(18), a
1898 description of the specific strategies used by the school to
1899 implement each item listed in this subparagraph.

1900 11. Provide training to reading coaches, classroom
1901 teachers, and school administrators in effective methods of
1902 identifying characteristics of conditions such as dyslexia and
1903 other causes of diminished phonological processing skills;
1904 incorporating instructional techniques into the general
1905 education setting which are proven to improve reading
1906 performance for all students; and using predictive and other
1907 data to make instructional decisions based on individual student
1908 needs. The training must help teachers integrate phonemic
1909 awareness; phonics, word study, and spelling; reading fluency;
1910 vocabulary, including academic vocabulary; and text
1911 comprehension strategies into an explicit, systematic, and
1912 sequential approach to reading instruction, including
1913 multisensory intervention strategies. Each district must provide
1914 all elementary grades instructional personnel access to training
1915 sufficient to meet the requirements of s. 1012.585(3)(f).

1916 (10) For instructional personnel and administrative
1917 personnel who have been evaluated as less than effective, a
1918 district school board shall require participation in specific
1919 professional development programs as provided in subparagraph
1920 (4)(b)5. ~~(4)(b)4.~~ as part of the improvement prescription.

1921 (11) The department shall disseminate to the school
1922 community proven model professional development programs that
1923 have demonstrated success in increasing rigorous and relevant
1924 content, increasing student achievement and engagement, ~~and~~
1925 meeting identified student needs, and providing effective



417416

1926 mentorship activities to new teachers and training to teacher
1927 mentors. The methods of dissemination must include a web-based
1928 statewide performance-support system including a database of
1929 exemplary professional development activities, a listing of
1930 available professional development resources, training programs,
1931 and available technical assistance.

1932 Section 29. Section 1013.101, Florida Statutes, is created
1933 to read:

1934 1013.101 Shared use agreements.-

1935 (1) LEGISLATIVE FINDINGS AND INTENT.-The Legislature finds
1936 that greater public access to recreation and sports facilities
1937 is needed to reduce the impact of obesity, diabetes, and other
1938 chronic diseases on personal health and health care
1939 expenditures. Public schools are equipped with taxpayer-funded
1940 indoor and outdoor recreation facilities that offer easily
1941 accessible opportunities for physical activity for residents of
1942 the community. The Legislature also finds that it is the policy
1943 of the state for district school boards to allow the shared use
1944 of school buildings and property by adopting policies allowing
1945 for shared use and implementing shared use agreements with local
1946 governmental entities and nonprofit organizations. The
1947 Legislature intends to increase the number of school districts
1948 that open their playground facilities to community use outside
1949 of school hours.

1950 (2) DEFINITIONS.-As used in this section, the term:

1951 (a) "High-need communities" means communities in which at
1952 least 50 percent of children are eligible to receive free or
1953 reduced-price meals at the school that will be the subject of
1954 the shared use agreement.



417416

1955 (b) "Shared use" means allowing access to school playground
1956 facilities by community members for recreation or another
1957 purpose of importance to the community through a shared use
1958 agreement or a school district or school policy that opens
1959 school facilities, including, but not limited to charter schools
1960 and Florida College System institutions, for use by government
1961 or nongovernmental entities or the public.

1962 (c) "Shared use agreement" means a written agreement
1963 between a school district, a charter school, or a Florida
1964 College System institution, and a government or nongovernmental
1965 entity which defines the roles, responsibilities, terms, and
1966 conditions for community use of a school-owned facility for
1967 recreation or other purposes.

1968 (3) PROMOTION OF COMMUNITY USE OF SHARED FACILITIES.—The
1969 department shall provide technical assistance to school
1970 districts, including, but not limited to, individualized
1971 assistance, the creation of a shared use technical assistance
1972 toolkit containing useful information for school districts, and
1973 the development of a publicly accessible online database of
1974 shared use resources and existing shared use agreements.

1975 Section 30. Shared Use Task Force.—The Shared Use Task
1976 Force, a task force as defined in s. 20.03, Florida Statutes, is
1977 created within the Department of Education. The task force is
1978 created to identify barriers in creating shared use agreements
1979 and to make recommendations to facilitate the shared use of
1980 school facilities generally and in high-need communities.

1981 (1) The task force is composed of 7 members appointed by
1982 the department, as follows:

1983 (a) Two representatives from school districts, including 1



417416

1984 representative from school districts 1 through 33 and 1
1985 representative from school districts 34 through 67;
1986 (b) One representative from a public health department;
1987 (c) Two representatives from community-based programs in
1988 high-need communities; and
1989 (d) Two representatives from recreational organizations.
1990 (2) The task force shall elect a chair and vice chair. The
1991 chair and vice chair may not be representatives from the same
1992 member category. Members of the task force shall serve without
1993 compensation, but are entitled to reimbursement for per diem and
1994 travel expenses pursuant to s. 112.061, Florida Statutes.
1995 (3) The task force shall meet by teleconference or other
1996 electronic means, if possible, to reduce costs.
1997 (4) The department shall provide the task force with staff
1998 necessary to assist the task force in the performance of its
1999 duties.
2000 (5) The task force shall submit a report of its findings
2001 and recommendations to the President of the Senate and the
2002 Speaker of the House of Representatives by June 30, 2018. Upon
2003 submission of the report, the task force shall expire.
2004 Section 31. Committee on Early Childhood Development.—The
2005 Committee on Early Childhood Development, a committee as defined
2006 in s. 20.03, Florida Statutes, is created within the Department
2007 of Education to develop a proposal for establishing and
2008 implementing a coordinated system focused on developmental
2009 milestones and outcomes for the school readiness program, the
2010 Voluntary Prekindergarten Education Program, and the Florida
2011 Kindergarten Readiness Screener and, except as otherwise
2012 provided in this section, shall operate consistent with s.



417416

2013 20.052, Florida Statutes.
2014 (1) The committee's proposal must include legislative
2015 recommendations for the design and implementation of a
2016 coordinated system for tracking children's development,
2017 including:
2018 (a) The purpose of tracking children's development, with a
2019 focus on developmentally appropriate learning gains.
2020 (b) Attributes for tool selection that provide guidance on
2021 procurement policies.
2022 (c) An implementation schedule and protocols, including the
2023 frequency of data collection and a timeline for training to
2024 ensure reliability of the system.
2025 (d) The methodology for collecting and analyzing data that
2026 defines reporting requirements.
2027 (e) A budget for the system, including cost analyses for
2028 purchasing materials and necessary technology, training to
2029 ensure reliability, and data system management.
2030 (f) Considerations for student privacy and tracking child
2031 development over time.
2032 (2) The committee is composed of 14 members, with 7 members
2033 appointed by the President of the Senate and 7 members appointed
2034 by the Speaker of the House of Representatives. The members must
2035 be residents of this state. Seven of the members must be
2036 representatives from or subject matter experts for early
2037 learning and seven members must be representatives from or
2038 subject matter experts for kindergarten through grade 3.
2039 (3) The committee shall elect a chair and vice chair.
2040 Members of the committee shall serve without compensation but
2041 are entitled to reimbursement for per diem and travel expenses



417416

2042 pursuant to s. 112.061, Florida Statutes.

2043 (4) The committee must meet at least three times and shall
2044 meet by teleconference or other electronic means, if possible,
2045 to reduce costs.

2046 (5) A majority of the members constitutes a quorum.

2047 (6) The University of Florida Lastinger Center for Learning
2048 shall provide the committee with staff necessary to assist the
2049 committee in the performance of its duties.

2050 (7) The committee shall submit a report of its findings and
2051 recommendations to the Governor, the President of the Senate,
2052 and the Speaker of the House of Representatives by December 1,
2053 2017. Upon submission of the report, the committee shall expire.

2054 Section 32. Study of a nationally recognized alternate high
2055 school assessment.-

2056 (1) INDEPENDENT STUDY.-

2057 (a) The Commissioner of Education shall contract for an
2058 independent study to determine whether a nationally recognized
2059 high school assessment may be administered in lieu of the
2060 Florida Standards Assessment and the Algebra I and end-of-course
2061 assessment for high school students.

2062 (b) In order to be considered a nationally recognized high
2063 school assessment, the assessment must meet the following
2064 requirements:

2065 1. Be substantially aligned with the core curricular
2066 content for high school level English Language Arts (ELA) and
2067 mathematics established in the Next Generation Sunshine State
2068 Standards pursuant to s. 1003.41, Florida Statutes;

2069 2. Provide for learning gains from the grade 8 ELA and
2070 Mathematics Florida Standards Assessment to the nationally



417416

2071 recognized high school assessment;
2072 3. Provide for differentiation and comparability between
2073 schools and districts;
2074 4. Provide the same or additional accommodations to
2075 students with disabilities and other students which are provided
2076 by the Florida Standards Assessment and other statewide,
2077 standardized assessments;
2078 5. Meet the applicable assessment security requirements
2079 determined by the commissioner for the state and for school
2080 districts;
2081 6. Meet the reasonable technical specification requirements
2082 determined by the commissioner which allow implementation by the
2083 state and by school districts; and
2084 7. Satisfy any threshold legal requirements, including, but
2085 not limited to, the standard set forth in *Debra P. v.*
2086 *Turlington*, 474 F. Supp. 244 (M.D. Fla. 1979).
2087 (c) The commissioner and the contractor shall consult with,
2088 and receive recommendations for alternate assessments from,
2089 education stakeholders, including district school
2090 superintendents, testing and measurement administrators,
2091 curriculum directors, principals, teachers, and other educators
2092 who have experience and expertise in the administration of high
2093 school assessments.
2094 (2) REPORT.—The commissioner shall submit a report on the
2095 findings of the study and any recommendations to the Governor,
2096 the President of the Senate, and the Speaker of the House of
2097 Representatives by January 1, 2018.
2098 Section 33. This act shall take effect July 1, 2017.
2099



417416

2100 ===== T I T L E A M E N D M E N T =====

2101 And the title is amended as follows:

2102 Delete everything before the enacting clause

2103 and insert:

2104 A bill to be entitled

2105 An act relating to education; amending s. 125.901,
2106 F.S.; providing that the membership of the governing
2107 body of certain independent special districts in
2108 specified counties may include the designee of the
2109 superintendent of schools in lieu of the
2110 superintendent; creating s. 1001.4205, F.S.;

2111 authorizing an individual district school board member
2112 to visit any district school in his or her school
2113 district; authorizing an individual charter school
2114 governing board member to visit any charter school
2115 governed by the charter school's governing board;
2116 providing requirements and restrictions; amending s.
2117 1002.20, F.S.; authorizing a parent to request and be
2118 granted permission for a student's absence from school
2119 for treatment of autism spectrum disorder by a
2120 licensed health care practitioner; authorizing a
2121 student to possess and use a topical sunscreen while
2122 on school property or at a school-sponsored event or
2123 activity under certain circumstances; amending s.
2124 1002.33, F.S.; revising the charter school application
2125 process; revising the appeals process for a denied
2126 charter school application; revising the purpose of
2127 charter school cooperatives; authorizing certain
2128 entities to share facilities with charter schools



417416

2129 without additional approval; amending s. 1002.331,
2130 F.S.; conforming provisions to changes made by the
2131 act; authorizing a high-performing charter school to
2132 establish more than one charter school in any year
2133 under certain circumstances; amending s. 1002.51,
2134 F.S.; defining the term "public school prekindergarten
2135 provider"; amending s. 1003.21, F.S.; requiring each
2136 district school board to adopt an attendance policy
2137 authorizing a student's absence for treatment of
2138 autism spectrum disorder; amending s. 1003.24, F.S.;
2139 revising an exemption relating to parental
2140 responsibility for nonattendance of a student to
2141 include treatment for autism spectrum disorder;
2142 amending s. 1003.4156, F.S.; deleting requirements
2143 relating to the career and education planning course
2144 for middle grades promotion; amending s. 1003.4282,
2145 F.S.; deleting a provision requiring certain students
2146 to take the Algebra II end-of-course assessment;
2147 removing a requirement that a student participating in
2148 interscholastic sports pass a competency test on
2149 personal fitness to satisfy the physical education
2150 credit requirement for high school graduation;
2151 revising the requirements for satisfying the online
2152 course requirements for a standard high school
2153 diploma; amending s. 1003.4285, F.S.; deleting a
2154 provision requiring students to pass the Algebra II
2155 end-of-course assessment in order to earn a Scholar
2156 designation; amending s. 1003.455, F.S.; requiring
2157 each district school board to provide students in



417416

2158 certain grades with a minimum number of minutes of
2159 free-play recess per week and with a minimum number of
2160 consecutive minutes of free-play recess per day;
2161 amending s. 1003.57, F.S.; prohibiting certain school
2162 districts from declining to provide or contract for
2163 certain students' educational instruction; amending s.
2164 1006.40, F.S.; revising requirements for use of the
2165 instructional materials allocation; amending s.
2166 1007.35, F.S.; revising the name of an ACT assessment
2167 for specified purposes; amending s. 1008.22, F.S.;
2168 deleting a provision requiring the Algebra II end-of-
2169 course assessment to be administered; revising
2170 requirements relating to the administration and format
2171 of assessments; providing requirements for
2172 administration of the statewide, standardized English
2173 Language Arts and mathematics assessments in specified
2174 grades; requiring the Department of Education to
2175 publish certain assessments on its website; providing
2176 requirements for such publication; requiring the
2177 department to provide materials regarding assessment
2178 information on its website; conforming cross-
2179 references; amending s. 1009.60, F.S.; revising
2180 eligibility criteria for receipt of a minority teacher
2181 education scholarship; amending s. 1009.605, F.S.;
2182 revising the scholar awards on which the Florida Fund
2183 for Minority Teachers, Inc.'s, budget projection must
2184 be based; amending s. 1011.62, F.S.; revising
2185 eligibility criteria for postsecondary institutions to
2186 participate in the dual enrollment and early admission



417416

2187 programs; deleting provisions relating to caps imposed
2188 on the amounts of bonuses awarded to teachers based on
2189 student performance on certain course examinations and
2190 certifications; requiring a specified amount of funds
2191 generated by a certain bonus be allocated to the
2192 school program that generated the funds; conforming
2193 provisions to changes made by the act; amending s.
2194 1011.71, F.S.; revising payout for sick and annual
2195 leave in specified circumstances; amending s. 1012.34,
2196 F.S.; revising personnel evaluation procedures and
2197 criteria; authorizing the commissioner to develop a
2198 formula for measuring student learning growth on
2199 specified statewide, standardized assessments, rather
2200 than requiring the Commissioner of Education to
2201 approve such a formula; authorizing, rather than
2202 requiring, a school district to use certain formulas
2203 developed by the commissioner; amending s. 1012.56,
2204 F.S.; requiring the department to issue a temporary
2205 educator certificate within a specified period;
2206 requiring the department to provide electronic notice
2207 of the issuance of a temporary certificate to
2208 specified entities; requiring the department to
2209 provide the applicant with an official statement of
2210 status of eligibility upon issuance of a temporary
2211 certificate; providing content requirements for the
2212 statement of status of eligibility; revising the
2213 criteria instructional personnel must meet to be
2214 issued a professional certificate; providing that an
2215 applicant for professional certification is not



417416

2216 required to take or pass a specified examination under
2217 certain circumstances; requiring the department to
2218 provide electronic notification of the expiration of a
2219 temporary educator certificate; requiring the State
2220 Board of Education to adopt rules providing for the
2221 extension of a temporary educator certificate for a
2222 specified period under certain circumstances;
2223 authorizing charter schools and charter management
2224 organizations to develop a professional development
2225 certification and education competency program;
2226 revising program requirements; requiring the
2227 department to adopt standards for the approval of such
2228 programs by a specified date; providing requirements
2229 for such standards; requiring each school district and
2230 charter school to submit its program for approval by a
2231 specified date; providing that certification
2232 requirements may not be met in a program that is not
2233 approved by the department after a specified date;
2234 amending s. 1001.215, F.S.; revising the duties of the
2235 Just Read, Florida! Office; amending s. 1004.04, F.S.;
2236 revising core curricula requirements for certain
2237 teacher preparation programs to include certain
2238 reading instruction and interventions; amending s.
2239 1004.85, F.S.; requiring certain educator preparation
2240 institutes to provide evidence of specified reading
2241 instruction as a condition of program approval and
2242 continued approval; amending s. 1012.585, F.S.;
2243 revising requirements for renewal of professional
2244 teaching certificates; amending s. 1012.586, F.S.;



417416

2245 authorizing the department to recommend consolidation
2246 of endorsement areas and requirements for endorsements
2247 for teacher certificates; requiring the department to
2248 review and make recommendations regarding certain
2249 subject coverage or endorsement requirements;
2250 providing construction; amending s. 1012.98, F.S.;
2251 revising duties and requirements for implementation of
2252 the School Community Professional Development Act;
2253 revising the activities designed to implement the
2254 school community professional development act to
2255 include specified training relating to a professional
2256 development certification and education competency
2257 program; revising requirements for school district
2258 professional development systems; requiring the
2259 department to disseminate professional development
2260 programs that meet specified criteria; creating s.
2261 1013.101, F.S.; providing legislative findings and
2262 intent; defining terms; requiring the department to
2263 provide specified assistance to school districts;
2264 creating the Shared Use Task Force within the
2265 department; specifying the purpose and membership of
2266 the task force; providing requirements for electing a
2267 task force chair and vice chair and conducting its
2268 meetings; requiring the department to provide the task
2269 force with necessary staff; requiring the task force
2270 to submit a report to the Legislature by a specified
2271 date; providing for expiration of the task force;
2272 creating the Committee on Early Childhood Development
2273 within the department; specifying committee purpose;



417416

2274 requiring the committee to develop a proposal for
2275 specified purposes; providing proposal requirements;
2276 providing for membership of the committee; providing
2277 requirements for electing a committee chair and vice
2278 chair; providing committee meeting requirements;
2279 requiring the University of Florida Lastinger Center
2280 for Learning to provide necessary staff for the
2281 committee; requiring the committee to submit a report
2282 by a specified date; providing for the expiration of
2283 the committee; requiring the commissioner to contract
2284 for an independent study to determine whether a
2285 nationally recognized high school assessment may be
2286 administered in lieu of the Florida Standards
2287 Assessment and the Algebra I end-of-course assessment;
2288 providing requirements for the assessment; requiring
2289 the commissioner and the contractor to consult with
2290 specified stakeholders; requiring the commissioner to
2291 submit a report to the Governor and the Legislature by
2292 a specified date; providing an effective date.