

1 A bill to be entitled
2 An act relating to education; amending s. 1003.4282,
3 F.S.; deleting a provision requiring certain students
4 to take the Algebra II end-of-course assessment;
5 revising the requirements for satisfying the online
6 course requirement for a standard high school diploma;
7 amending s. 1003.4285, F.S.; deleting a provision
8 requiring students to pass the Algebra II end-of-
9 course assessment in order to earn a Scholar
10 designation; amending s. 1008.22, F.S.; deleting a
11 provision requiring the Algebra II end-of-course
12 assessment to be administered; revising requirements
13 relating to the administration and format of
14 assessments; providing requirements for administration
15 of the statewide, standardized English Language Arts
16 and mathematics assessments in specified grades;
17 revising provisions relating to reporting requirements
18 for school district-required local assessments;
19 providing reporting requirements for certain student
20 assessment results; requiring the Department of
21 Education to publish certain assessments on its
22 website; providing requirements for such publication;
23 requiring the department to provide materials
24 regarding assessment information on its website;
25 conforming cross-references; amending s. 1012.34,

26 F.S.; requiring independent analysis of student
27 learning growth data; providing for access to student
28 learning growth formula data for specified uses;
29 requiring the Commissioner of Education to contract
30 for an independent study to determine whether
31 specified college entrance examinations may be
32 administered in lieu of certain state-required
33 assessments; requiring the commissioner to submit a
34 report on the results of such study to the Governor,
35 Legislature, and State Board of Education by a
36 specified date; providing appropriations; amending s.
37 1003.4156, F.S.; deleting requirements relating to the
38 career and education planning course for middle grades
39 promotion; amending s. 1001.42, F.S.; revising school
40 board member authority to visit schools; providing
41 applicability; amending s. 1002.455, F.S.; authorizing
42 all students, including home education and private
43 school students, to participate in specified virtual
44 instruction options; deleting eligibility criteria for
45 a student to participate in virtual instruction;
46 amending ss. 1002.37, 1002.45, and 1003.498, F.S.;
47 conforming provisions and cross-references to changes
48 made by the act; amending s. 1006.40, F.S.; revising
49 provisions relating to the use of the instructional
50 materials allocation; amending s. 1012.56, F.S.;

51 requiring the department to issue temporary educator
52 certificates within a specified period, electronically
53 notify specified entities of such issuance, and
54 provide applicants with eligibility status statements
55 upon such issuance; providing content requirements for
56 such statements; revising the criteria that
57 instructional personnel must meet to be issued a
58 professional certificate; providing that an applicant
59 for professional certification is not required to take
60 or pass a specified examination under certain
61 circumstances; requiring the department to provide
62 electronic notification of the expiration of a
63 temporary educator certificate; requiring the State
64 Board of Education to adopt rules providing for the
65 extension of a temporary educator certificate for a
66 specified period under certain circumstances;
67 authorizing charter schools and charter management
68 organizations to develop a professional development
69 certification and education competency program;
70 revising program requirements; requiring the
71 department to adopt standards for the approval of such
72 programs by a specified date; providing requirements
73 for such standards; requiring each school district and
74 charter school to submit its program for approval by a
75 specified date; providing that certification

76 requirements may not be met in a program that is not
77 approved by the department after a specified date;
78 amending s. 1001.215, F.S.; revising the duties of the
79 Just Read, Florida! Office; amending s. 1004.04, F.S.;
80 revising core curricula requirements for certain
81 teacher preparation programs to include certain
82 reading instruction and interventions; amending s.
83 1004.85, F.S.; requiring certain educator preparation
84 institutes to provide evidence of specified reading
85 instruction as a condition of initial and continued
86 program approval; amending s. 1012.585, F.S.; revising
87 requirements for renewal of professional teaching
88 certificates; amending s. 1012.586, F.S.; authorizing
89 the department to recommend consolidation of
90 endorsement areas and requirements for endorsements
91 for teacher certificates; requiring the department to
92 review and make recommendations regarding certain
93 subject coverage or endorsement requirements;
94 providing construction; amending s. 1012.98, F.S.;
95 revising duties and requirements for implementation of
96 the School Community Professional Development Act;
97 revising the activities designed to implement such act
98 to include specified training relating to a
99 professional development certification and education
100 competency program; revising requirements for school

101 district professional development systems; requiring
102 the department to disseminate professional development
103 programs that meet specified criteria; amending s.
104 1002.33, F.S.; authorizing a charter school to be
105 exempt from provisions relating to controlled open
106 enrollment under certain circumstances; amending s.
107 1011.62, F.S.; revising eligibility criteria for
108 postsecondary institutions to participate in the dual
109 enrollment and early admission programs; deleting
110 provisions relating to caps imposed on the amounts of
111 bonuses awarded to teachers based on student
112 performance on certain course examinations and
113 certifications; requiring a specified amount of funds
114 generated by a certain bonus be allocated to the
115 school program that generated the funds; conforming
116 provisions to changes made by the act; amending s.
117 1003.4996, F.S.; deleting a provision requiring the
118 department to adopt rules regarding competency-based
119 education; amending s. 1011.71, F.S.; revising payout
120 for sick and annual leave in specified circumstances;
121 amending s. 1008.33, F.S.; revising intervention and
122 support strategies for assisting specified schools;
123 amending s. 1002.331, F.S.; revising provisions
124 relating to the approval or denial of a high-
125 performing charter school's application; authorizing

126 such school to establish more than one charter school
 127 in any year under certain circumstances; amending s.
 128 1002.332, F.S.; revising the requirements and
 129 procedures for the replication of high-performing
 130 charter schools by a high-performing charter school
 131 system; providing an effective date.

132

133 Be It Enacted by the Legislature of the State of Florida:

134

135 Section 1. Paragraph (b) of subsection (3) and subsection
 136 (4) of section 1003.4282, Florida Statutes, are amended to read:

137 1003.4282 Requirements for a standard high school
 138 diploma.—

139 (3) STANDARD HIGH SCHOOL DIPLOMA; COURSE AND ASSESSMENT
 140 REQUIREMENTS.—

141 (b) Four credits in mathematics.—A student must earn one
 142 credit in Algebra I and one credit in Geometry. A student's
 143 performance on the statewide, standardized Algebra I end-of-
 144 course (EOC) assessment constitutes 30 percent of the student's
 145 final course grade. A student must pass the statewide,
 146 standardized Algebra I EOC assessment, or earn a comparative
 147 score, in order to earn a standard high school diploma. A
 148 student's performance on the statewide, standardized Geometry
 149 EOC assessment constitutes 30 percent of the student's final
 150 course grade. ~~If the state administers a statewide, standardized~~

151 ~~Algebra II assessment, a student selecting Algebra II must take~~
152 ~~the assessment, and the student's performance on the assessment~~
153 ~~constitutes 30 percent of the student's final course grade. A~~
154 student who earns an industry certification for which there is a
155 statewide college credit articulation agreement approved by the
156 State Board of Education may substitute the certification for
157 one mathematics credit. Substitution may occur for up to two
158 mathematics credits, except for Algebra I and Geometry.

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

162 (a) An online course taken in grade 6, grade 7, or grade 8
163 fulfills the requirements of this subsection. The requirement is
164 met through an online course offered by the Florida Virtual
165 School, a virtual education provider approved by the State Board
166 of Education, a high school, or an online dual enrollment
167 course. A student who is enrolled in a full-time or part-time
168 virtual instruction program under s. 1002.45 meets the
169 requirement.

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

174 ~~1. Completion of a course in which the~~ a student earns a
175 nationally recognized industry certification in information

176 technology that is identified on the CAPE Industry Certification
177 Funding List pursuant to s. 1008.44 or passing ~~passage of~~ the
178 information technology certification examination without
179 enrolling ~~enrollment~~ in or completing ~~completion of~~ the
180 corresponding course or courses, as applicable.

181 ~~2. Passage of an online content assessment, without~~
182 ~~enrollment in or completion of the corresponding course or~~
183 ~~courses, as applicable, by which the student demonstrates skills~~
184 ~~and competency in locating information and applying technology~~
185 ~~for instructional purposes.~~

186

187 For purposes of this subsection, a school district may not
188 require a student to take the online or blended learning course
189 outside the school day or in addition to a student's courses for
190 a given semester. This subsection does not apply to a student
191 who has an individual education plan under s. 1003.57 which
192 indicates that an online or blended learning course would be
193 inappropriate or to an out-of-state transfer student who is
194 enrolled in a Florida high school and has 1 academic year or
195 less remaining in high school.

196 Section 2. Paragraph (a) of subsection (1) of section
197 1003.4285, Florida Statutes, is amended to read:

198 1003.4285 Standard high school diploma designations.—

199 (1) Each standard high school diploma shall include, as
200 applicable, the following designations if the student meets the

201 criteria set forth for the designation:

202 (a) Scholar designation.—In addition to the requirements
203 of s. 1003.4282, in order to earn the Scholar designation, a
204 student must satisfy the following requirements:

205 1. Mathematics.—Earn one credit in Algebra II and one
206 credit in statistics or an equally rigorous course. Beginning
207 with students entering grade 9 in the 2014-2015 school year,
208 pass the ~~Algebra II and~~ Geometry statewide, standardized
209 assessment ~~assessments~~.

210 2. Science.—Pass the statewide, standardized Biology I EOC
211 assessment and earn one credit in chemistry or physics and one
212 credit in a course equally rigorous to chemistry or physics.
213 However, a student enrolled in an Advanced Placement (AP),
214 International Baccalaureate (IB), or Advanced International
215 Certificate of Education (AICE) Biology course who takes the
216 respective AP, IB, or AICE Biology assessment and earns the
217 minimum score necessary to earn college credit as identified
218 pursuant to s. 1007.27(2) meets the requirement of this
219 subparagraph without having to take the statewide, standardized
220 Biology I EOC assessment.

221 3. Social studies.—Pass the statewide, standardized United
222 States History EOC assessment. However, a student enrolled in an
223 AP, IB, or AICE course that includes United States History
224 topics who takes the respective AP, IB, or AICE assessment and
225 earns the minimum score necessary to earn college credit as

226 identified pursuant to s. 1007.27(2) meets the requirement of
227 this subparagraph without having to take the statewide,
228 standardized United States History EOC assessment.

229 4. Foreign language.—Earn two credits in the same foreign
230 language.

231 5. Electives.—Earn at least one credit in an Advanced
232 Placement, an International Baccalaureate, an Advanced
233 International Certificate of Education, or a dual enrollment
234 course.

235 Section 3. Paragraphs (c) through (f) and paragraph (g) of
236 subsection (7) of section 1008.22, Florida Statutes, are
237 redesignated as paragraphs (e) through (h) and paragraph (j),
238 respectively, subsections (8) through (12) are renumbered as
239 subsections (9) through (13), respectively, paragraphs (a), (b),
240 and (d) of subsection (3), paragraphs (a) and (b) and present
241 paragraph (f) of subsection (7), and paragraph (e) of subsection
242 (11) are amended, new paragraphs (c), (d), and (i) are added to
243 subsection (7), and a new subsection (8) is added to that
244 section, to read:

245 1008.22 Student assessment program for public schools.—

246 (3) STATEWIDE, STANDARDIZED ASSESSMENT PROGRAM.—The
247 Commissioner of Education shall design and implement a
248 statewide, standardized assessment program aligned to the core
249 curricular content established in the Next Generation Sunshine
250 State Standards. The commissioner also must develop or select

251 and implement a common battery of assessment tools that will be
252 used in all juvenile justice education programs in the state.
253 These tools must accurately measure the core curricular content
254 established in the Next Generation Sunshine State Standards.
255 Participation in the assessment program is mandatory for all
256 school districts and all students attending public schools,
257 including adult students seeking a standard high school diploma
258 under s. 1003.4282 and students in Department of Juvenile
259 Justice education programs, except as otherwise provided by law.
260 If a student does not participate in the assessment program, the
261 school district must notify the student's parent and provide the
262 parent with information regarding the implications of such
263 nonparticipation. The statewide, standardized assessment program
264 shall be designed and implemented as follows:

265 (a) Statewide, standardized comprehensive assessments.—The
266 statewide, standardized Reading assessment shall be administered
267 annually in grades 3 through 10. The statewide, standardized
268 Writing assessment shall be administered annually at least once
269 at the elementary, middle, and high school levels. When the
270 Reading and Writing assessments are replaced by English Language
271 Arts (ELA) assessments, ELA assessments shall be administered to
272 students in grades 3 through 10. Retake opportunities for the
273 grade 10 Reading assessment or, upon implementation, the grade
274 10 ELA assessment must be provided. Students taking the ELA
275 assessments shall not take the statewide, standardized

276 assessments in Reading or Writing. ELA assessments shall be
277 administered online. The statewide, standardized Mathematics
278 assessments shall be administered annually in grades 3 through
279 8. Students taking a revised Mathematics assessment shall not
280 take the discontinued assessment. The statewide, standardized
281 Science assessment shall be administered annually at least once
282 at the elementary and middle grades levels. In order to earn a
283 standard high school diploma, a student who has not earned a
284 passing score on the grade 10 Reading assessment or, upon
285 implementation, the grade 10 ELA assessment must earn a passing
286 score on the assessment retake or earn a concordant score as
287 authorized under subsection (9) ~~(8)~~.

288 (b) End-of-course (EOC) assessments.—EOC assessments must
289 be statewide, standardized, and developed or approved by the
290 Department of Education as follows:

291 1. EOC assessments for Algebra I, Geometry, ~~Algebra II,~~
292 Biology I, United States History, and Civics shall be
293 administered to students enrolled in such courses as specified
294 in the course code directory.

295 2. Students enrolled in a course, as specified in the
296 course code directory, with an associated statewide,
297 standardized EOC assessment must take the EOC assessment for
298 such course and may not take the corresponding subject or grade-
299 level statewide, standardized assessment pursuant to paragraph
300 (a). Sections 1003.4156 and 1003.4282 govern the use of

301 statewide, standardized EOC assessment results for students.

302 3. The commissioner may select one or more nationally
303 developed comprehensive examinations, which may include
304 examinations for a College Board Advanced Placement course,
305 International Baccalaureate course, or Advanced International
306 Certificate of Education course, or industry-approved
307 examinations to earn national industry certifications identified
308 in the CAPE Industry Certification Funding List, for use as EOC
309 assessments under this paragraph if the commissioner determines
310 that the content knowledge and skills assessed by the
311 examinations meet or exceed the grade-level expectations for the
312 core curricular content established for the course in the Next
313 Generation Sunshine State Standards. Use of any such examination
314 as an EOC assessment must be approved by the state board in
315 rule.

316 4. Contingent upon funding provided in the General
317 Appropriations Act, including the appropriation of funds
318 received through federal grants, the commissioner may establish
319 an implementation schedule for the development and
320 administration of additional statewide, standardized EOC
321 assessments that must be approved by the state board in rule. If
322 approved by the state board, student performance on such
323 assessments constitutes 30 percent of a student's final course
324 grade.

325 5. All statewide, standardized EOC assessments must be

326 administered online except as otherwise provided in paragraph
327 (c).

328 (d) Implementation schedule.—

329 1. The Commissioner of Education shall establish and
330 publish on the department's website an implementation schedule
331 to transition from the statewide, standardized Reading and
332 Writing assessments to the ELA assessments and to the revised
333 Mathematics assessments, including the Algebra I and Geometry
334 EOC assessments. The schedule must take into consideration
335 funding, sufficient field and baseline data, access to
336 assessments, instructional alignment, and school district
337 readiness to administer the assessments online. All such
338 assessments must be delivered through computer-based testing,
339 however, the following assessments must be delivered in a
340 computer-based format, as follows: ~~the grade 3 ELA assessment,~~
341 ~~beginning in the 2017-2018 school year;~~ the grade 3 Mathematics
342 assessment beginning in the 2016-2017 school year; the grade 4
343 ELA assessment, beginning in the 2015-2016 school year; and the
344 grade 4 Mathematics assessment, beginning in the 2016-2017
345 school year. Beginning with the 2018-2019 school year,
346 statewide, standardized ELA and mathematics assessments for
347 grades 3 through 6 must be delivered in a paper-based format
348 only.

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

351 for hardware, software, networking, security, and broadband
352 capacity to facilitate school district compliance with the
353 requirements of this section ~~requirement that assessments be~~
354 ~~administered online.~~

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

356 (a) The Commissioner of Education shall establish
357 schedules for the administration of statewide, standardized
358 assessments and the reporting of student assessment results. The
359 commissioner shall consider the observance of religious and
360 school holidays when developing the schedules. The assessment
361 and reporting schedules must provide the earliest possible
362 reporting of student assessment results to the school districts,
363 consistent with the requirements of paragraph (3)(g). Assessment
364 results for the statewide, standardized ELA and mathematics
365 assessments and all statewide, standardized EOC assessments must
366 be made available no later than ~~the week of~~ June 30 ~~&~~, except
367 for results for the grade 3 statewide, standardized ELA
368 assessment, which must be made available no later than May 31 ~~of~~
369 ~~assessments administered in the 2014-2015 school year.~~ School
370 districts shall administer statewide, standardized assessments
371 in accordance with the schedule established by the commissioner.

372 (b) By January ~~August~~ of each year, beginning in 2018
373 ~~2016~~, the commissioner shall publish on the department's website
374 a uniform calendar that includes the assessment and reporting
375 schedules for, at a minimum, the next 2 school years. The

376 uniform calendar must be provided to school districts in an
377 electronic format that allows each school district and public
378 school to populate the calendar with, at minimum, the following
379 information for reporting the district assessment schedules
380 under paragraph (e) ~~(e)~~:

381 1. Whether the assessment is a district-required
382 assessment or a state-required assessment.

383 2. The specific date or dates that each assessment will be
384 administered.

385 3. The time allotted to administer each assessment.

386 4. Whether the assessment is a computer-based assessment
387 or a paper-based assessment.

388 5. The grade level or subject area associated with the
389 assessment.

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

392 7. The type of assessment, the purpose of the assessment,
393 and the use of the assessment results.

394 8. A glossary of assessment terminology.

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

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

401 1. The grade 3 statewide, standardized ELA assessment and
402 the writing portion of the statewide, standardized ELA
403 assessment for grades 4 through 10 must be administered no
404 earlier than April 1 each year within an assessment window not
405 to exceed 2 weeks.

406 2. With the exception of assessments identified in
407 subparagraph 1., any statewide, standardized assessment that is
408 delivered in a paper-based format must be administered no
409 earlier than May 1 each year within an assessment window not to
410 exceed 2 weeks.

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

415
416 Each school district shall administer the assessments identified
417 under subparagraphs 2. and 3. no earlier than 4 weeks before the
418 last day of school for the district.

419 (d) Beginning with any new contract for the ELA assessment
420 in grades 3 through 10 and the mathematics assessment in grades
421 3 through 8 entered into after July 1, 2017, each new assessment
422 shall be made available once per quarter for students who the
423 school district has identified through competency-based
424 education as having mastered the content and who are prepared to
425 take the applicable assessment in accordance with s. 1003.4996.

426 ~~(h)-(f)~~ A school district must provide a student's
427 performance results on district-required local assessments to
428 the student's teachers within 1 week and to the student's
429 parents no later than 30 days after administering such
430 assessments, unless the superintendent determines in writing
431 that extenuating circumstances exist and reports the extenuating
432 circumstances to the district school board.

433 (i) The results of statewide, standardized ELA and
434 mathematics assessments, including assessment retakes, shall be
435 reported in an easy-to-read and understandable format and
436 delivered in time to provide useful, actionable information to
437 students, parents, and each student's current teacher of record
438 and teacher of record for the subsequent school year; however,
439 in any case, the district shall provide the results pursuant to
440 this paragraph within 1 week after receiving the results from
441 the department. A report of student assessment results must, at
442 a minimum, contain:

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

445 2. Information identifying the student's areas of strength
446 and areas in need of improvement.

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

451 4. Longitudinal information, if available, on the
452 student's progress in each subject area based on previous
453 statewide, standardized assessment data.

454 5. Comparative information showing the student's score
455 compared to other students in the school district, in the state,
456 or, if available, in other states.

457 6. Predictive information, if available, showing the
458 linkage between the scores attained by the student on the
459 statewide, standardized assessments and the scores he or she may
460 potentially attain on nationally recognized college entrance
461 examinations.

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

466 (a) Beginning with the 2019-2020 school year, and every 3
467 years thereafter, the department shall publish each assessment
468 administered under paragraph (3) (a) and subparagraph (3) (b) 1.,
469 excluding assessment retakes at least once pursuant to a
470 schedule determined by the Commissioner of Education. Each
471 assessment, when published, must have been administered during
472 the most recent school year.

473 (b) The initial publication of assessments must occur no
474 later than June 30, 2020, and must include, at a minimum, the
475 grade 3 ELA and mathematics assessments, the grade 10 ELA

476 assessment, and the Algebra I EOC assessment.

477 (c) The department must provide materials on its website
478 to help the public interpret assessment information published
479 pursuant to this subsection.

480 (11) REPORTS.—The Department of Education shall annually
481 provide a report to the Governor, the President of the Senate,
482 and the Speaker of the House of Representatives which shall
483 include the following:

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

487 Section 4. Paragraph (a) of subsection (7) of section
488 1012.34, Florida Statutes, is amended to read:

489 1012.34 Personnel evaluation procedures and criteria.—

490 (7) MEASUREMENT OF STUDENT PERFORMANCE.—

491 (a) The Commissioner of Education shall approve a formula
492 to measure individual student learning growth on the statewide,
493 standardized assessments in English Language Arts and
494 mathematics administered under s. 1008.22. The formula must take
495 into consideration each student's prior academic performance. A
496 third party, independent of the assessment developer, must
497 analyze student learning growth data calculated using the
498 formula and provide access to a data visualization tool that
499 enables teachers to understand and evaluate the data and school
500 administrators to improve instruction, evaluate programs,

501 allocate resources, plan professional development, and
502 communicate with stakeholders. The formula must not set
503 different expectations for student learning growth based upon a
504 student's gender, race, ethnicity, or socioeconomic status. In
505 the development of the formula, the commissioner shall consider
506 other factors such as a student's attendance record, disability
507 status, or status as an English language learner. The
508 commissioner may select additional formulas to measure student
509 performance as appropriate for the remainder of the statewide,
510 standardized assessments included under s. 1008.22 and continue
511 to select formulas as new assessments are implemented in the
512 state system. After the commissioner approves the formula to
513 measure individual student learning growth, the State Board of
514 Education shall adopt these formulas in rule.

515 Section 5. The Commissioner of Education shall contract
516 for an independent study to determine whether the SAT and ACT
517 may be administered in lieu of the grade 10 statewide,
518 standardized ELA assessment and the Algebra I end-of-course
519 assessment for high school students consistent with federal
520 requirements under 20 U.S.C. s. 6311(b)(2)(H). The commissioner
521 shall submit a report containing the results of such review and
522 any recommendations to the Governor, the President of the
523 Senate, the Speaker of the House of Representatives, and the
524 State Board of Education by January 1, 2018.

525 Section 6. (1) For the 2017-2018 fiscal year, the sum of

526 \$339,611 in nonrecurring funds is appropriated from the General
527 Revenue Fund to the Department of Education to implement section
528 5 of this act; the sum of \$1,247,251 in recurring funds is
529 appropriated from the General Revenue Fund to the Department of
530 Education to implement the provisions in s. 1008.22(7)(i),
531 Florida Statutes, created by this act; the sum of \$3,085,978 in
532 recurring funds is appropriated from the General Revenue Fund to
533 the Department of Education to implement the provisions in s.
534 1008.22(8), Florida Statutes, created by this act; the sum of
535 \$11.2 million in recurring funds is appropriated from the
536 General Revenue Fund to the Department of Education to implement
537 the revisions made to s. 1008.22(3)(d), Florida Statutes, by
538 this act; and the sum of \$3.4 million in recurring funds is
539 appropriated from the General Revenue Fund to the Department of
540 Education to implement section 4 of this act.

541 (2) This section shall take effect July 1, 2017, if
542 CS/CS/CS/HB 549 or similar legislation relating to education is
543 not adopted during the same legislative session or an extension
544 thereof and fails to become law.

545 Section 7. Subsection (1) of section 1003.4156, Florida
546 Statutes, is amended to read:

547 1003.4156 General requirements for middle grades
548 promotion.—

549 (1) In order for a student to be promoted to high school
550 from a school that includes middle grades 6, 7, and 8, the

551 student must successfully complete the following courses:

552 (a) Three middle grades or higher courses in English
553 Language Arts (ELA).

554 (b) Three middle grades or higher courses in mathematics.
555 Each school that includes middle grades must offer at least one
556 high school level mathematics course for which students may earn
557 high school credit. Successful completion of a high school level
558 Algebra I or Geometry course is not contingent upon the
559 student's performance on the statewide, standardized end-of-
560 course (EOC) assessment. To earn high school credit for Algebra
561 I, a middle grades student must take the statewide, standardized
562 Algebra I EOC assessment and pass the course, and in addition,
563 beginning with the 2013-2014 school year and thereafter, a
564 student's performance on the Algebra I EOC assessment
565 constitutes 30 percent of the student's final course grade. To
566 earn high school credit for a Geometry course, a middle grades
567 student must take the statewide, standardized Geometry EOC
568 assessment, which constitutes 30 percent of the student's final
569 course grade, and earn a passing grade in the course.

570 (c) Three middle grades or higher courses in social
571 studies. Beginning with students entering grade 6 in the 2012-
572 2013 school year, one of these courses must be at least a one-
573 semester civics education course that includes the roles and
574 responsibilities of federal, state, and local governments; the
575 structures and functions of the legislative, executive, and

576 judicial branches of government; and the meaning and
577 significance of historic documents, such as the Articles of
578 Confederation, the Declaration of Independence, and the
579 Constitution of the United States. Beginning with the 2013-2014
580 school year, each student's performance on the statewide,
581 standardized EOC assessment in civics education required under
582 s. 1008.22 constitutes 30 percent of the student's final course
583 grade. A middle grades student who transfers into the state's
584 public school system from out of country, out of state, a
585 private school, or a home education program after the beginning
586 of the second term of grade 8 is not required to meet the civics
587 education requirement for promotion from the middle grades if
588 the student's transcript documents passage of three courses in
589 social studies or two year-long courses in social studies that
590 include coverage of civics education.

591 (d) Three middle grades or higher courses in science.
592 Successful completion of a high school level Biology I course is
593 not contingent upon the student's performance on the statewide,
594 standardized EOC assessment required under s. 1008.22. However,
595 beginning with the 2012-2013 school year, to earn high school
596 credit for a Biology I course, a middle grades student must take
597 the statewide, standardized Biology I EOC assessment, which
598 constitutes 30 percent of the student's final course grade, and
599 earn a passing grade in the course.

600 ~~(e) One course in career and education planning to be~~

601 ~~completed in 6th, 7th, or 8th grade. The course may be taught by~~
602 ~~any member of the instructional staff. At a minimum, the course~~
603 ~~must be Internet-based, easy to use, and customizable to each~~
604 ~~student and include research-based assessments to assist~~
605 ~~students in determining educational and career options and~~
606 ~~goals. In addition, the course must result in a completed~~
607 ~~personalized academic and career plan for the student; must~~
608 ~~emphasize the importance of entrepreneurship skills; must~~
609 ~~emphasize technology or the application of technology in career~~
610 ~~fields; and, beginning in the 2014-2015 academic year, must~~
611 ~~include information from the Department of Economic~~
612 ~~Opportunity's economic security report as described in s.~~
613 ~~445.07. The required personalized academic and career plan must~~
614 ~~inform students of high school graduation requirements,~~
615 ~~including a detailed explanation of the diploma designation~~
616 ~~options provided under s. 1003.4285; high school assessment and~~
617 ~~college entrance test requirements; Florida Bright Futures~~
618 ~~Scholarship Program requirements; state university and Florida~~
619 ~~College System institution admission requirements; available~~
620 ~~opportunities to earn college credit in high school, including~~
621 ~~Advanced Placement courses; the International Baccalaureate~~
622 ~~Program; the Advanced International Certificate of Education~~
623 ~~Program; dual enrollment, including career dual enrollment; and~~
624 ~~career education courses, including career-themed courses and~~
625 ~~courses that lead to industry certification pursuant to s.~~

626 | ~~1003.492 or s. 1008.44.~~

627 |

628 | ~~Each school must inform parents about the course curriculum and~~
 629 | ~~activities. Each student shall complete a personal education~~
 630 | ~~plan that must be signed by the student and the student's~~
 631 | ~~parent. The Department of Education shall develop course~~
 632 | ~~frameworks and professional development materials for the career~~
 633 | ~~and education planning course. The course may be implemented as~~
 634 | ~~a stand-alone course or integrated into another course or~~
 635 | ~~courses. The Commissioner of Education shall collect~~
 636 | ~~longitudinal high school course enrollment data by student~~
 637 | ~~ethnicity in order to analyze course-taking patterns.~~

638 | Section 8. Subsection (27) of section 1001.42, Florida
 639 | Statutes, is amended to read:

640 | 1001.42 Powers and duties of district school board.—The
 641 | district school board, acting as a board, shall exercise all
 642 | powers and perform all duties listed below:

643 | (27) VISITATION OF SCHOOLS.—Visit the schools, observe the
 644 | management and instruction, give suggestions for improvement,
 645 | and advise citizens with the view of promoting interest in
 646 | education and improving the school. A school board member shall
 647 | be permitted to visit district-operated schools without an
 648 | appointment.

649 | Section 9. Paragraph (a) of subsection (8) of section
 650 | 1002.37, Florida Statutes, is amended to read:

651 1002.37 The Florida Virtual School.—

652 (8) (a) The Florida Virtual School may provide full-time
653 and part-time instruction for students in kindergarten through
654 grade 12. ~~To receive part-time instruction in kindergarten~~
655 ~~through grade 5, a student must meet at least one of the~~
656 ~~eligibility criteria in s. 1002.455(2).~~

657 Section 10. Section 1002.455, Florida Statutes, is amended
658 to read:

659 1002.455 Student eligibility for K-12 virtual
660 instruction.—

661 ~~(1)~~ All students, including home education and private
662 school students, are eligible to participate in any of the
663 following ~~A student may participate in virtual instruction in~~
664 ~~the school district in which he or she resides if the student~~
665 ~~meets the eligibility criteria in subsection (2).~~

666 ~~(2)~~ ~~A student is eligible to participate in virtual~~
667 ~~instruction if:~~

668 ~~(a)~~ ~~The student spent the prior school year in attendance~~
669 ~~at a public school in the state and was enrolled and reported by~~
670 ~~the school district for funding during October and February for~~
671 ~~purposes of the Florida Education Finance Program surveys;~~

672 ~~(b)~~ ~~The student is a dependent child of a member of the~~
673 ~~United States Armed Forces who was transferred within the last~~
674 ~~12 months to this state from another state or from a foreign~~
675 ~~country pursuant to a permanent change of station order;~~

676 ~~(c) The student was enrolled during the prior school year~~
677 ~~in a virtual instruction program under s. 1002.45 or a full-time~~
678 ~~Florida Virtual School program under s. 1002.37(8) (a);~~

679 ~~(d) The student has a sibling who is currently enrolled in~~
680 ~~a virtual instruction program and the sibling was enrolled in~~
681 ~~that program at the end of the prior school year;~~

682 ~~(e) The student is eligible to enter kindergarten or first~~
683 ~~grade; or~~

684 ~~(f) The student is eligible to enter grades 2 through 5~~
685 ~~and is enrolled full-time in a school district virtual~~
686 ~~instruction program, virtual charter school, or the Florida~~
687 ~~Virtual School.~~

688 ~~(3) The virtual instruction options for which this~~
689 ~~eligibility section applies include:~~

690 (1)(a) School district operated part-time or full-time
691 kindergarten through grade 12 virtual instruction programs under
692 s. 1002.45(1) (b) for students enrolled in the school district.

693 (2)(b) Full-time virtual charter school instruction
694 authorized under s. 1002.33.

695 (3)(e) Virtual courses offered in the course code
696 directory to students within the school district or to students
697 in other school districts throughout the state pursuant to s.
698 1003.498.

699 (4) Florida Virtual School instructional services
700 authorized under s. 1002.37.

701 Section 11. Subsection (5) of section 1002.45, Florida
702 Statutes, is amended to read:

703 1002.45 Virtual instruction programs.—

704 (5) STUDENT ELIGIBILITY.—A student may enroll in a virtual
705 instruction program provided by the school district or by a
706 virtual charter school operated in the district in which he or
707 she resides ~~if the student meets eligibility requirements for~~
708 ~~virtual instruction~~ pursuant to s. 1002.455.

709 Section 12. Subsection (2) of section 1003.498, Florida
710 Statutes, is amended to read:

711 1003.498 School district virtual course offerings.—

712 (2) School districts may offer virtual courses for
713 students enrolled in the school district. These courses must be
714 identified in the course code directory. Students ~~who meet the~~
715 ~~eligibility requirements of s. 1002.455~~ may participate in these
716 virtual course offerings pursuant to s. 1002.455.

717 (a) Any ~~eligible~~ student who is enrolled in a school
718 district may register and enroll in an online course offered by
719 his or her school district.

720 (b)1. Any ~~eligible~~ student who is enrolled in a school
721 district may register and enroll in an online course offered by
722 any other school district in the state. The school district in
723 which the student completes the course shall report the
724 student's completion of that course for funding pursuant to s.
725 1011.61(1)(c)1.b.(VI), and the home school district shall not

726 report the student for funding for that course.

727 2. The full-time equivalent student membership calculated
728 under this subsection is subject to the requirements in s.
729 1011.61(4). The Department of Education shall establish
730 procedures to enable interdistrict coordination for the delivery
731 and funding of this online option.

732 Section 13. Paragraphs (a) and (b) of subsection (3) of
733 section 1006.40, Florida Statutes, are amended to read:

734 1006.40 Use of instructional materials allocation;
735 instructional materials, library books, and reference books;
736 repair of books.-

737 (3) (a) Except for a school district or a consortium of
738 school districts that implements an instructional materials
739 program pursuant to s. 1006.283 ~~Beginning with the 2015-2016~~
740 ~~fiscal year~~, each district school board shall use ~~at least 50~~
741 ~~percent of~~ the annual allocation only for the purchase of
742 ~~digital or electronic~~ instructional materials that align with
743 state standards and are included on the state-adopted list,
744 except as otherwise authorized in paragraphs (b) and (c).

745 (b) Up to 50 percent of the annual allocation may be used
746 for:

747 1. The purchase of ~~instructional materials, including~~
748 library and reference books and nonprint materials, ~~not included~~
749 ~~on the state-adopted list and for the repair and renovation of~~
750 ~~textbooks and library books.~~

751 2. The purchase of other materials having intellectual
752 content which assist in the instruction of a subject or course.
753 These materials may be available in bound, unbound, kit, or
754 package form and may consist of hardbacked or softbacked
755 textbooks, novels, electronic content, consumables, learning
756 laboratories, manipulatives, electronic media, computer
757 courseware or software, and other commonly accepted
758 instructional tools as prescribed by district school board rule.

759 3. The repair and renovation of textbooks and library
760 books and replacements for items which were part of previously
761 purchased instructional materials.

762 Section 14. Paragraph (c) of subsection (8) of section
763 1012.56, Florida Statutes, is redesignated as paragraph (d),
764 subsections (1) and (7) and paragraph (a) of subsection (8) are
765 amended, and a new paragraph (c) is added to subsection (8) of
766 that section, to read:

767 1012.56 Educator certification requirements.—

768 (1) APPLICATION.—Each person seeking certification
769 pursuant to this chapter shall submit a completed application
770 containing the applicant's social security number to the
771 Department of Education and remit the fee required pursuant to
772 s. 1012.59 and rules of the State Board of Education. Pursuant
773 to the federal Personal Responsibility and Work Opportunity
774 Reconciliation Act of 1996, each party is required to provide
775 his or her social security number in accordance with this

776 section. Disclosure of social security numbers obtained through
777 this requirement is limited to the purpose of administration of
778 the Title IV-D program of the Social Security Act for child
779 support enforcement.

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

783 ~~(a) If the applicant meets the requirements,~~ a professional
784 certificate to a qualifying applicant covering the
785 classification, level, and area for which the applicant is
786 deemed qualified and a document explaining the requirements for
787 renewal of the professional certificate.

788 (b) The department shall issue a temporary certificate to
789 a qualifying applicant within 14 calendar days after receipt of
790 a request from ~~if the applicant meets the requirements and if~~
791 ~~requested by~~ an employing school district or an employing
792 private school with a professional education competence
793 demonstration program pursuant to paragraphs (6) (f) and (8) (b).
794 ~~The,~~ a temporary certificate must cover ~~covering~~ the
795 classification, level, and area for which the applicant is
796 deemed qualified. The department shall electronically notify the
797 applicant's employing school district or employing private
798 school that the temporary certificate has been issued and
799 provide the applicant an official statement of status of
800 eligibility at the time the certificate is issued. ~~and an~~

801 ~~official statement of status of eligibility; or~~

802 (c) Pursuant to s. 120.60, the department shall issue
 803 within 90 calendar days after the stamped receipted date of the
 804 completed application, if an applicant does not meet the
 805 requirements for either certificate, an official statement of
 806 status of eligibility.

807
 808 The statement of status of eligibility must be provided
 809 electronically and must advise the applicant of any
 810 qualifications that must be completed to qualify for
 811 certification. Each method by which an applicant may complete
 812 the qualifications for a professional certificate must be
 813 included in the statement of status of eligibility. Each
 814 statement of status of eligibility is valid for 3 years after
 815 its date of issuance, except as provided in paragraph (2) (d).

816 (7) TYPES AND TERMS OF CERTIFICATION.—

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

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

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

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

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

826 ~~c.3.~~ Teaches a high school course in the subject of the
827 advanced degree.

828 ~~d.4.~~ Is rated highly effective as determined by the
829 teacher's performance evaluation under s. 1012.34, based in part
830 on student performance as measured by a statewide, standardized
831 assessment or an Advanced Placement, Advanced International
832 Certificate of Education, or International Baccalaureate
833 examination.

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

836 3. Meets the requirements of paragraphs (2)(a)-(h) and
837 completes a professional development certification and education
838 competency program approved by the department pursuant to
839 paragraph (8)(c). An applicant who completes the program and is
840 rated highly effective as determined by his or her performance
841 evaluation under s. 1012.34 is not required to take or achieve a
842 passing score on the professional education competency
843 examination in order to be awarded a professional certificate.

844 (b) The department shall issue a temporary certificate to
845 any applicant who completes the requirements outlined in
846 paragraphs (2)(a)-(f) and completes the subject area content
847 requirements specified in state board rule or demonstrates
848 mastery of subject area knowledge pursuant to subsection (5) and
849 holds an accredited degree or a degree approved by the
850 Department of Education at the level required for the subject

851 area specialization in state board rule.

852 (c) The department shall issue one nonrenewable 2-year
853 temporary certificate and one nonrenewable 5-year professional
854 certificate to a qualified applicant who holds a bachelor's
855 degree in the area of speech-language impairment to allow for
856 completion of a master's degree program in speech-language
857 impairment.

858

859 Each temporary certificate is valid for 3 school fiscal years
860 and is nonrenewable. However, the requirement in paragraph
861 (2) (g) must be met within 1 calendar year of the date of
862 employment under the temporary certificate. Individuals who are
863 employed under contract at the end of the 1 calendar year time
864 period may continue to be employed through the end of the school
865 year in which they have been contracted. A school district shall
866 not employ, or continue the employment of, an individual in a
867 position for which a temporary certificate is required beyond
868 this time period if the individual has not met the requirement
869 of paragraph (2) (g). At least 1 year before an individual's
870 temporary certificate is set to expire, the department shall
871 electronically notify the individual of the date on which his or
872 her certificate will expire and provide a list of each method by
873 which the qualifications for a professional certificate may be
874 completed. The State Board of Education shall adopt rules to
875 allow the department to extend the validity period of a

876 temporary certificate for 2 years when the requirements for the
877 professional certificate, not including the requirement in
878 paragraph (2)(g), were not completed due to the serious illness
879 or injury of the applicant or other extraordinary extenuating
880 circumstances or for 1 year if the temporary certificate holder
881 is rated effective or highly effective based solely on a student
882 learning growth formula approved by the Commissioner of
883 Education pursuant to s. 1012.34(8). The department shall
884 reissue the temporary certificate for 2 additional years upon
885 approval by the Commissioner of Education. A written request for
886 reissuance of the certificate shall be submitted by the district
887 school superintendent, the governing authority of a university
888 lab school, the governing authority of a state-supported school,
889 or the governing authority of a private school.

890 (8) PROFESSIONAL DEVELOPMENT CERTIFICATION AND EDUCATION
891 COMPETENCY PROGRAM.—

892 (a) The Department of Education shall develop and each
893 school district, charter school, and charter management
894 organization may provide a cohesive competency-based
895 professional development certification and education competency
896 program by which ~~members of a school district's~~ instructional
897 staff may satisfy the mastery of professional preparation and
898 education competence requirements specified in subsection (6)
899 and rules of the State Board of Education. Participants must
900 hold a state-issued temporary certificate. A school district,

901 charter school, or charter management organization that
 902 implements the program shall provide a competency-based
 903 certification program developed by the Department of Education
 904 or developed by the district, charter school, or charter
 905 management organization and approved by the Department of
 906 Education. The program shall include the following:

907 1. A minimum period of initial preparation before assuming
 908 duties as the teacher of record.

909 2. An option for collaboration with ~~between school~~
 910 ~~districts and~~ other supporting agencies or educational entities
 911 for implementation.

912 3. A teacher mentorship and induction ~~An experienced peer-~~
 913 ~~mentor component.~~

914 a. Each individual selected by the district as a peer
 915 mentor:

916 I. Must hold a valid professional certificate issued
 917 pursuant to this section;;

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

920 III. Must have completed specialized training in clinical
 921 supervision and participate in ongoing mentor training provided
 922 through the coordinated system of professional development under
 923 s. 1012.98(3)(e);

924 IV. Must have earned an effective or highly effective
 925 rating on the prior year's performance evaluation under s.

926 | 1012.34; and

927 | V. May ~~or~~ be a peer evaluator under the district's
928 | evaluation system approved under s. 1012.34.

929 | b. The teacher mentorship and induction component must, at
930 | a minimum, provide weekly opportunities for mentoring and
931 | induction activities, including common planning time, ongoing
932 | professional development targeted to a teacher's needs,
933 | opportunities for a teacher to observe other teachers, co-
934 | teaching experiences, and reflection and followup discussions.
935 | Mentoring and induction activities must be provided for an
936 | applicant's first year in the program and may be provided until
937 | the applicant attains his or her professional certificate in
938 | accordance with this section. A principal who is rated highly
939 | effective as determined by his or her performance evaluation
940 | under s. 1012.34 must be provided flexibility in selecting
941 | professional development activities under this paragraph;
942 | however, the activities must be approved by the department as
943 | part of the district's, charter school's, or charter management
944 | organization's program.

945 | 4. An assessment of teaching performance aligned to the
946 | district's system for personnel evaluation under s. 1012.34
947 | which provides for:

948 | a. An initial evaluation of each educator's competencies
949 | to determine an appropriate individualized professional
950 | development plan.

951 b. A summative evaluation to assure successful completion
952 of the program.

953 5. Professional education preparation content knowledge,
954 which must be included in the mentoring and induction activities
955 under subparagraph 3., that includes, but is not limited to, the
956 following:

957 a. The state standards provided under s. 1003.41,
958 including scientifically based reading instruction, content
959 literacy, and mathematical practices, for each subject
960 identified on the temporary certificate.

961 b. The educator-accomplished practices approved by the
962 state board.

963 c. A variety of data indicators for monitoring student
964 progress.

965 d. Methodologies for teaching students with disabilities.

966 e. Methodologies for teaching students of limited English
967 proficiency appropriate for each subject area identified on the
968 temporary certificate.

969 f. Techniques and strategies for operationalizing the role
970 of the teacher in assuring a safe learning environment for
971 students.

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

976 (c) No later than December 31, 2017, the department shall
977 adopt standards for the approval of professional development
978 certification and education competency programs, including
979 standards for the teacher mentorship and induction component,
980 under paragraph (a). Standards for the teacher mentorship and
981 induction component must include program administration and
982 evaluation; mentor roles, selection, and training; beginning
983 teacher assessment and professional development; and teacher
984 content knowledge and practices aligned to the Florida Educator
985 Accomplished Practices. Each school district or charter school
986 with a program under this subsection must submit its program,
987 including the teacher mentorship and induction component, to the
988 department for approval no later than June 30, 2018. After
989 December 31, 2018, a teacher may not satisfy requirements for a
990 professional certificate through a professional development
991 certification and education competency program under paragraph
992 (a) unless the program has been approved by the department
993 pursuant to this paragraph.

994 Section 15. Section 1001.215, Florida Statutes, is amended
995 to read:

996 1001.215 Just Read, Florida! Office.—There is created in
997 the Department of Education the Just Read, Florida! Office. The
998 office is ~~shall be~~ fully accountable to the Commissioner of
999 Education and shall:

1000 (1) Train ~~highly effective~~ reading coaches.

1001 (2) Create multiple designations of effective reading
1002 instruction, with accompanying credentials, to enable ~~which~~
1003 ~~encourage~~ all teachers to integrate reading instruction into
1004 their content areas.

1005 (3) Work with the Lastinger Center for Learning at the
1006 University of Florida to develop training for ~~train~~ K-12
1007 teachers, reading coaches, and school principals on effective
1008 content-area-specific reading strategies; the integration of
1009 content-knowledge-rich texts from other core subject areas into
1010 reading instruction; and evidence-based reading strategies
1011 identified in subsection (7). For secondary teachers, emphasis
1012 shall be on technical text. These strategies must be developed
1013 for all content areas in the K-12 curriculum.

1014 (4) Provide parents with information and strategies for
1015 assisting their children in reading, including reading in ~~the~~
1016 content areas ~~area~~.

1017 (5) Provide technical assistance to school districts in
1018 the development and implementation of district plans for use of
1019 the research-based reading instruction allocation provided in s.
1020 1011.62(9) and annually review and approve such plans.

1021 (6) Review, evaluate, and provide technical assistance to
1022 school districts' implementation of the K-12 comprehensive
1023 reading plan required in s. 1011.62(9).

1024 (7) Work with the Florida Center for Reading Research to
1025 identify scientifically researched and evidence-based reading

1026 instructional and intervention programs that incorporate
1027 explicit, systematic, and sequential approaches to teaching
1028 phonemic awareness, phonics, vocabulary, fluency, and text
1029 comprehension and incorporate decodable or phonetic text
1030 instructional ~~provide information on research-based reading~~
1031 ~~programs and effective reading in the content area~~ strategies.
1032 Reading intervention includes evidence-based strategies
1033 frequently used to remediate reading deficiencies and includes,
1034 but is not limited to, individual instruction, multisensory
1035 approaches, tutoring, mentoring, or the use of technology that
1036 targets specific reading skills and abilities.

1037 (8) Periodically review the Next Generation Sunshine State
1038 Standards for English Language Arts to determine their
1039 appropriateness at each grade level ~~reading at all grade levels.~~

1040 (9) Periodically review teacher certification requirements
1041 and examinations, including alternative certification
1042 requirements and examinations ~~exams~~, to ascertain whether the
1043 examinations measure the skills needed for evidence-based
1044 ~~research-based~~ reading instruction and instructional strategies
1045 for teaching reading, including reading in ~~the~~ content areas.

1046 (10) Work with teacher preparation programs approved
1047 pursuant to ss. ~~s.~~ 1004.04 and 1004.85 to integrate effective,
1048 research-based and evidence-based reading instructional and
1049 intervention strategies, including explicit, systematic, and
1050 sequential ~~and~~ reading strategies, multisensory intervention

1051 strategies, and reading in the content area instructional
1052 strategies into teacher preparation programs.

1053 (11) Administer grants and perform other functions as
1054 necessary to help meet the goal that all students read at their
1055 highest potential ~~grade level~~.

1056 Section 16. Paragraph (b) of subsection (2) of section
1057 1004.04, Florida Statutes, is amended to read:

1058 1004.04 Public accountability and state approval for
1059 teacher preparation programs.—

1060 (2) UNIFORM CORE CURRICULA AND CANDIDATE ASSESSMENT.—

1061 (b) The rules to establish uniform core curricula for each
1062 state-approved teacher preparation program must include, but are
1063 not limited to, the following:

1064 1. The Florida Educator Accomplished Practices.

1065 2. The state-adopted content standards.

1066 3. Scientifically researched and evidence-based reading
1067 instructional strategies that improve reading performance for
1068 all students, including explicit, systematic, and sequential
1069 approaches to teaching phonemic awareness, phonics, vocabulary,
1070 fluency, and text comprehension and multisensory intervention
1071 strategies ~~instruction~~.

1072 4. Content literacy and mathematics practices.

1073 5. Strategies appropriate for the instruction of English
1074 language learners.

1075 6. Strategies appropriate for the instruction of students

1076 with disabilities.

1077 7. School safety.

1078 Section 17. Paragraph (a) of subsection (3) of section
1079 1004.85, Florida Statutes, is amended to read:

1080 1004.85 Postsecondary educator preparation institutes.—

1081 (3) Educator preparation institutes approved pursuant to
1082 this section may offer competency-based certification programs
1083 specifically designed for noneducation major baccalaureate
1084 degree holders to enable program participants to meet the
1085 educator certification requirements of s. 1012.56. An educator
1086 preparation institute choosing to offer a competency-based
1087 certification program pursuant to the provisions of this section
1088 must implement a program previously approved by the Department
1089 of Education for this purpose or a program developed by the
1090 institute and approved by the department for this purpose.
1091 Approved programs shall be available for use by other approved
1092 educator preparation institutes.

1093 (a) Within 90 days after receipt of a request for
1094 approval, the Department of Education shall approve a
1095 preparation program pursuant to the requirements of this
1096 subsection or issue a statement of the deficiencies in the
1097 request for approval. The department shall approve a
1098 certification program if the institute provides evidence of the
1099 institute's capacity to implement a competency-based program
1100 that includes each of the following:

- 1101 1.a. Participant instruction and assessment in the Florida
1102 Educator Accomplished Practices.
- 1103 b. The state-adopted student content standards.
- 1104 c. Scientifically researched and evidence-based reading
1105 instructional strategies that improve reading performance for
1106 all students, including explicit, systematic, and sequential
1107 approaches to teaching phonemic awareness, phonics, vocabulary,
1108 fluency, and text comprehension and multisensory intervention
1109 strategies ~~instruction~~.
- 1110 d. Content literacy and mathematical practices.
- 1111 e. Strategies appropriate for instruction of English
1112 language learners.
- 1113 f. Strategies appropriate for instruction of students with
1114 disabilities.
- 1115 g. School safety.
- 1116 2. An educational plan for each participant to meet
1117 certification requirements and demonstrate his or her ability to
1118 teach the subject area for which the participant is seeking
1119 certification, which is based on an assessment of his or her
1120 competency in the areas listed in subparagraph 1.
- 1121 3. Field experiences appropriate to the certification
1122 subject area specified in the educational plan with a diverse
1123 population of students in a variety of settings under the
1124 supervision of qualified educators.
- 1125 4. A certification ombudsman to facilitate the process and

1126 | procedures required for participants who complete the program to
1127 | meet any requirements related to the background screening
1128 | pursuant to s. 1012.32 and educator professional or temporary
1129 | certification pursuant to s. 1012.56.

1130 | Section 18. Paragraph (a) of subsection (3) of section
1131 | 1012.585, Florida Statutes, is amended, and paragraph (f) is
1132 | added to that subsection, to read:

1133 | 1012.585 Process for renewal of professional
1134 | certificates.—

1135 | (3) For the renewal of a professional certificate, the
1136 | following requirements must be met:

1137 | (a) The applicant must earn a minimum of 6 college credits
1138 | or 120 inservice points or a combination thereof. For each area
1139 | of specialization to be retained on a certificate, the applicant
1140 | must earn at least 3 of the required credit hours or equivalent
1141 | inservice points in the specialization area. Education in
1142 | "clinical educator" training pursuant to s. 1004.04(5)(b);
1143 | participation in mentorship and induction activities, including
1144 | as a mentor, pursuant to s. 1012.56(8)(a); and credits or points
1145 | that provide training in the area of scientifically researched,
1146 | knowledge-based reading literacy, including explicit,
1147 | systematic, and sequential approaches to reading instruction,
1148 | developing phonemic awareness, and implementing multisensory
1149 | intervention strategies, and computational skills acquisition,
1150 | exceptional student education, normal child development, and the

1151 disorders of development may be applied toward any
1152 specialization area. Credits or points that provide training in
1153 the areas of drug abuse, child abuse and neglect, strategies in
1154 teaching students having limited proficiency in English, or
1155 dropout prevention, or training in areas identified in the
1156 educational goals and performance standards adopted pursuant to
1157 ss. 1000.03(5) and 1008.345 may be applied toward any
1158 specialization area, except specialization areas identified by
1159 State Board of Education rule that include reading instruction
1160 or intervention for any students in kindergarten through grade
1161 6. Credits or points earned through approved summer institutes
1162 may be applied toward the fulfillment of these requirements.
1163 Inservice points may also be earned by participation in
1164 professional growth components approved by the State Board of
1165 Education and specified pursuant to s. 1012.98 in the district's
1166 approved master plan for inservice educational training;
1167 however, such points may not be used to satisfy the
1168 specialization requirements of this paragraph, including, but
1169 not limited to, serving as a trainer in an approved teacher
1170 training activity, serving on an instructional materials
1171 committee or a state board or commission that deals with
1172 educational issues, or serving on an advisory council created
1173 pursuant to s. 1001.452.

1174 (f) An applicant for renewal of a professional certificate
1175 in any area of certification identified by State Board of

1176 Education rule that includes reading instruction or intervention
1177 for any students in kindergarten through grade 6, with a
1178 beginning validity date of July 1, 2020, or thereafter, must
1179 earn a minimum of 2 college credits or the equivalent inservice
1180 points in the use of explicit, systematic, and sequential
1181 approaches to reading instruction, developing phonemic
1182 awareness, and implementing multisensory intervention
1183 strategies. Such training must be provided by teacher
1184 preparation programs under s. 1004.04 or s. 1004.85 or approved
1185 school district professional development systems under s.
1186 1012.98. The requirements in this paragraph may not add to the
1187 total hours required by the department for continuing education
1188 or inservice training.

1189 Section 19. Subsection (1) of section 1012.586, Florida
1190 Statutes, is amended to read:

1191 1012.586 Additions or changes to certificates; duplicate
1192 certificates.—A school district may process via a Department of
1193 Education website certificates for the following applications of
1194 public school employees:

1195 (1) Addition of a subject coverage or endorsement to a
1196 valid Florida certificate on the basis of the completion of the
1197 appropriate subject area testing requirements of s.
1198 1012.56(5)(a) or the completion of the requirements of an
1199 approved school district program or the inservice components for
1200 an endorsement.

1201 (a) To reduce duplication, the department may recommend
1202 the consolidation of endorsement areas and requirements to the
1203 State Board of Education.

1204 (b) By July 1, 2018, and at least once every 5 years
1205 thereafter, the department shall conduct a review of existing
1206 subject coverage or endorsement requirements in the elementary,
1207 reading, and exceptional student educational areas. The review
1208 must include reciprocity requirements for out-of-state
1209 certificates and requirements for demonstrating competency in
1210 the reading instruction professional development topics listed
1211 in s. 1012.98(4)(b)11. At the conclusion of each review, the
1212 department shall recommend to the state board changes to the
1213 subject coverage or endorsement requirements based upon any
1214 identified instruction or intervention strategies proven to
1215 improve student reading performance. This paragraph does not
1216 authorize the state board to establish any new certification
1217 subject coverage.

1218
1219 The employing school district shall charge the employee a fee
1220 not to exceed the amount charged by the Department of Education
1221 for such services. Each district school board shall retain a
1222 portion of the fee as defined in the rules of the State Board of
1223 Education. The portion sent to the department shall be used for
1224 maintenance of the technology system, the web application, and
1225 posting and mailing of the certificate.

1226 Section 20. Paragraph (e) is added to subsection (3) of
 1227 section 1012.98, Florida Statutes, and paragraph (b) of
 1228 subsection (4) and subsections (10) and (11) of that section are
 1229 amended, to read:

1230 1012.98 School Community Professional Development Act.—

1231 (3) The activities designed to implement this section
 1232 must:

1233 (e) Provide training to teacher mentors as part of the
 1234 professional development certification and education competency
 1235 program under s. 1012.56(8)(a). The training must include
 1236 components on teacher development, peer coaching, time
 1237 management, and other related topics as determined by the
 1238 Department of Education.

1239 (4) The Department of Education, school districts,
 1240 schools, Florida College System institutions, and state
 1241 universities share the responsibilities described in this
 1242 section. These responsibilities include the following:

1243 (b) Each school district shall develop a professional
 1244 development system as specified in subsection (3). The system
 1245 shall be developed in consultation with teachers, teacher-
 1246 educators of Florida College System institutions and state
 1247 universities, business and community representatives, and local
 1248 education foundations, consortia, and professional
 1249 organizations. The professional development system must:

1250 1. Be approved by the department. All substantial

1251 revisions to the system shall be submitted to the department for
1252 review for continued approval.

1253 2. Be based on analyses of student achievement data and
1254 instructional strategies and methods that support rigorous,
1255 relevant, and challenging curricula for all students. Schools
1256 and districts, in developing and refining the professional
1257 development system, shall also review and monitor school
1258 discipline data; school environment surveys; assessments of
1259 parental satisfaction; performance appraisal data of teachers,
1260 managers, and administrative personnel; and other performance
1261 indicators to identify school and student needs that can be met
1262 by improved professional performance.

1263 3. Provide inservice activities coupled with followup
1264 support appropriate to accomplish district-level and school-
1265 level improvement goals and standards. The inservice activities
1266 for instructional personnel shall focus on analysis of student
1267 achievement data, ongoing formal and informal assessments of
1268 student achievement, identification and use of enhanced and
1269 differentiated instructional strategies that emphasize rigor,
1270 relevance, and reading in the content areas, enhancement of
1271 subject content expertise, integrated use of classroom
1272 technology that enhances teaching and learning, classroom
1273 management, parent involvement, and school safety.

1274 4. Provide inservice activities and support targeted to
1275 the individual needs of new teachers participating in the

1276 professional development certification and education competency
1277 program under s. 1012.56(8) (a).

1278 ~~5.4.~~ Include a master plan for inservice activities,
1279 pursuant to rules of the State Board of Education, for all
1280 district employees from all fund sources. The master plan shall
1281 be updated annually by September 1, must be based on input from
1282 teachers and district and school instructional leaders, and must
1283 use the latest available student achievement data and research
1284 to enhance rigor and relevance in the classroom. Each district
1285 inservice plan must be aligned to and support the school-based
1286 inservice plans and school improvement plans pursuant to s.
1287 1001.42(18). Each district inservice plan must provide a
1288 description of the training that middle grades instructional
1289 personnel and school administrators receive on the district's
1290 code of student conduct adopted pursuant to s. 1006.07;
1291 integrated digital instruction and competency-based instruction
1292 and CAPE Digital Tool certificates and CAPE industry
1293 certifications; classroom management; student behavior and
1294 interaction; extended learning opportunities for students; and
1295 instructional leadership. District plans must be approved by the
1296 district school board annually in order to ensure compliance
1297 with subsection (1) and to allow for dissemination of research-
1298 based best practices to other districts. District school boards
1299 must submit verification of their approval to the Commissioner
1300 of Education no later than October 1, annually. Each school

1301 principal may establish and maintain an individual professional
1302 development plan for each instructional employee assigned to the
1303 school as a seamless component to the school improvement plans
1304 developed pursuant to s. 1001.42(18). An individual professional
1305 development plan must be related to specific performance data
1306 for the students to whom the teacher is assigned, define the
1307 inservice objectives and specific measurable improvements
1308 expected in student performance as a result of the inservice
1309 activity, and include an evaluation component that determines
1310 the effectiveness of the professional development plan.

1311 ~~6.5.~~ Include inservice activities for school
1312 administrative personnel that address updated skills necessary
1313 for instructional leadership and effective school management
1314 pursuant to s. 1012.986.

1315 ~~7.6.~~ Provide for systematic consultation with regional and
1316 state personnel designated to provide technical assistance and
1317 evaluation of local professional development programs.

1318 ~~8.7.~~ Provide for delivery of professional development by
1319 distance learning and other technology-based delivery systems to
1320 reach more educators at lower costs.

1321 ~~9.8.~~ Provide for the continuous evaluation of the quality
1322 and effectiveness of professional development programs in order
1323 to eliminate ineffective programs and strategies and to expand
1324 effective ones. Evaluations must consider the impact of such
1325 activities on the performance of participating educators and

1326 their students' achievement and behavior.

1327 ~~10.9.~~ For middle grades, emphasize:

1328 a. Interdisciplinary planning, collaboration, and
1329 instruction.

1330 b. Alignment of curriculum and instructional materials to
1331 the state academic standards adopted pursuant to s. 1003.41.

1332 c. Use of small learning communities; problem-solving,
1333 inquiry-driven research and analytical approaches for students;
1334 strategies and tools based on student needs; competency-based
1335 instruction; integrated digital instruction; and project-based
1336 instruction.

1337

1338 Each school that includes any of grades 6, 7, or 8 must include
1339 in its school improvement plan, required under s. 1001.42(18), a
1340 description of the specific strategies used by the school to
1341 implement each item listed in this subparagraph.

1342 11. Provide training to reading coaches, classroom
1343 teachers, and school administrators in effective methods of
1344 identifying characteristics of conditions such as dyslexia and
1345 other causes of diminished phonological processing skills;
1346 incorporating instructional techniques into the general
1347 education setting which are proven to improve reading
1348 performance for all students; and using predictive and other
1349 data to make instructional decisions based on individual student
1350 needs. The training must help teachers integrate phonemic

1351 awareness; phonics, word study, and spelling; reading fluency;
1352 vocabulary, including academic vocabulary; and text
1353 comprehension strategies into an explicit, systematic, and
1354 sequential approach to reading instruction, including
1355 multisensory intervention strategies. Each district must provide
1356 all elementary grades instructional personnel access to training
1357 sufficient to meet the requirements of s. 1012.585(3)(f).

1358 (10) For instructional personnel and administrative
1359 personnel who have been evaluated as less than effective, a
1360 district school board shall require participation in specific
1361 professional development programs as provided in subparagraph
1362 (4)(b)5. ~~(4)(b)4.~~ as part of the improvement prescription.

1363 (11) The department shall disseminate to the school
1364 community proven model professional development programs that
1365 have demonstrated success in increasing rigorous and relevant
1366 content, increasing student achievement and engagement, ~~and~~
1367 meeting identified student needs, and providing effective
1368 mentorship activities to new teachers and training to teacher
1369 mentors. The methods of dissemination must include a web-based
1370 statewide performance-support system including a database of
1371 exemplary professional development activities, a listing of
1372 available professional development resources, training programs,
1373 and available technical assistance.

1374 Section 21. Subsections (1) and (10) of section 1002.33,
1375 Florida Statutes, are amended to read:

1376 1002.33 Charter schools.—
 1377 (1) AUTHORIZATION.—Charter schools shall be part of the
 1378 state's program of public education. All charter schools in
 1379 Florida are public schools. A charter school may be formed by
 1380 creating a new school or converting an existing public school to
 1381 charter status. A charter school may operate a virtual charter
 1382 school pursuant to s. 1002.45(1)(d) to provide full-time online
 1383 instruction to ~~eligible~~ students, pursuant to s. 1002.455, in
 1384 kindergarten through grade 12. An existing charter school that
 1385 is seeking to become a virtual charter school must amend its
 1386 charter or submit a new application pursuant to subsection (6)
 1387 to become a virtual charter school. A virtual charter school is
 1388 subject to the requirements of this section; however, a virtual
 1389 charter school is exempt from subsections (18) and (19),
 1390 subparagraphs (20)(a)2., 4., 5., and 7., paragraph (20)(c), and
 1391 s. 1003.03. A public school may not use the term charter in its
 1392 name unless it has been approved under this section.
 1393 (10) ELIGIBLE STUDENTS.—
 1394 (a) A charter school may be exempt from the requirements
 1395 of s. 1002.31 if the school is ~~shall be~~ open to any student
 1396 covered in an interdistrict agreement and any student ~~or~~
 1397 residing in the school district in which the charter school is
 1398 located. ~~‡~~ However, in the case of a charter lab school, the
 1399 charter lab school shall be open to any student eligible to
 1400 attend the lab school as provided in s. 1002.32 or who resides

1401 in the school district in which the charter lab school is
 1402 located. Any eligible student shall be allowed interdistrict
 1403 transfer to attend a charter school when based on good cause.
 1404 Good cause shall include, but is not limited to, geographic
 1405 proximity to a charter school in a neighboring school district.

1406 Section 22. Paragraph (i) and paragraphs (l) through (o)
 1407 of subsection (1) and subsection (11) of section 1011.62,
 1408 Florida Statutes, are amended to read:

1409 1011.62 Funds for operation of schools.—If the annual
 1410 allocation from the Florida Education Finance Program to each
 1411 district for operation of schools is not determined in the
 1412 annual appropriations act or the substantive bill implementing
 1413 the annual appropriations act, it shall be determined as
 1414 follows:

1415 (1) COMPUTATION OF THE BASIC AMOUNT TO BE INCLUDED FOR
 1416 OPERATION.—The following procedure shall be followed in
 1417 determining the annual allocation to each district for
 1418 operation:

1419 (i) Calculation of full-time equivalent membership with
 1420 respect to dual enrollment instruction.—Students enrolled in
 1421 dual enrollment instruction pursuant to s. 1007.271 may be
 1422 included in calculations of full-time equivalent student
 1423 memberships for basic programs for grades 9 through 12 by a
 1424 district school board. Instructional time for dual enrollment
 1425 may vary from 900 hours; however, the full-time equivalent

1426 student membership value shall be subject to the provisions in
1427 s. 1011.61(4). Dual enrollment full-time equivalent student
1428 membership shall be calculated in an amount equal to the hours
1429 of instruction that would be necessary to earn the full-time
1430 equivalent student membership for an equivalent course if it
1431 were taught in the school district. Students in dual enrollment
1432 courses may also be calculated as the proportional shares of
1433 full-time equivalent enrollments they generate for a Florida
1434 College System institution or university conducting the dual
1435 enrollment instruction. Early admission students shall be
1436 considered dual enrollments for funding purposes. Students may
1437 be enrolled in dual enrollment instruction provided by an
1438 eligible independent college or university and may be included
1439 in calculations of full-time equivalent student memberships for
1440 basic programs for grades 9 through 12 by a district school
1441 board. However, those provisions of law which exempt dual
1442 enrolled and early admission students from payment of
1443 instructional materials and tuition and fees, including
1444 laboratory fees, shall not apply to students who select the
1445 option of enrolling in an eligible independent institution. An
1446 independent college or university, which is located and
1447 ~~chartered in Florida,~~ is not for profit, is accredited by a
1448 regional or national accrediting agency recognized by the United
1449 States Department of Education ~~the Commission on Colleges of the~~
1450 ~~Southern Association of Colleges and Schools or the Accrediting~~

1451 ~~Council for Independent Colleges and Schools~~, and confers
1452 degrees as defined in s. 1005.02 shall be eligible for inclusion
1453 in the dual enrollment or early admission program. Students
1454 enrolled in dual enrollment instruction shall be exempt from the
1455 payment of tuition and fees, including laboratory fees. No
1456 student enrolled in college credit mathematics or English dual
1457 enrollment instruction shall be funded as a dual enrollment
1458 unless the student has successfully completed the relevant
1459 section of the entry-level examination required pursuant to s.
1460 1008.30.

1461 (1) Calculation of additional full-time equivalent
1462 membership based on International Baccalaureate examination
1463 scores of students.—A value of 0.16 full-time equivalent student
1464 membership shall be calculated for each student enrolled in an
1465 International Baccalaureate course who receives a score of 4 or
1466 higher on a subject examination. A value of 0.3 full-time
1467 equivalent student membership shall be calculated for each
1468 student who receives an International Baccalaureate diploma.
1469 Such value shall be added to the total full-time equivalent
1470 student membership in basic programs for grades 9 through 12 in
1471 the subsequent fiscal year. Each school district shall allocate
1472 80 percent of the funds received from International
1473 Baccalaureate bonus FTE funding to the school program whose
1474 students generate the funds and to school programs that prepare
1475 prospective students to enroll in International Baccalaureate

1476 courses. Funds shall be expended solely for the payment of
1477 allowable costs associated with the International Baccalaureate
1478 program. Allowable costs include International Baccalaureate
1479 annual school fees; International Baccalaureate examination
1480 fees; salary, benefits, and bonuses for teachers and program
1481 coordinators for the International Baccalaureate program and
1482 teachers and coordinators who prepare prospective students for
1483 the International Baccalaureate program; supplemental books;
1484 instructional supplies; instructional equipment or instructional
1485 materials for International Baccalaureate courses; other
1486 activities that identify prospective International Baccalaureate
1487 students or prepare prospective students to enroll in
1488 International Baccalaureate courses; and training or
1489 professional development for International Baccalaureate
1490 teachers. School districts shall allocate the remaining 20
1491 percent of the funds received from International Baccalaureate
1492 bonus FTE funding for programs that assist academically
1493 disadvantaged students to prepare for more rigorous courses. The
1494 school district shall distribute to each classroom teacher who
1495 provided International Baccalaureate instruction:

1496 1. A bonus in the amount of \$50 for each student taught by
1497 the International Baccalaureate teacher in each International
1498 Baccalaureate course who receives a score of 4 or higher on the
1499 International Baccalaureate examination.

1500 2. An additional bonus of \$500 to each International

1501 Baccalaureate teacher in a school designated with a grade of "D"
1502 or "F" who has at least one student scoring 4 or higher on the
1503 International Baccalaureate examination, regardless of the
1504 number of classes taught or of the number of students scoring a
1505 4 or higher on the International Baccalaureate examination.

1506

1507 ~~Bonuses awarded to a teacher according to this paragraph may not~~
1508 ~~exceed \$2,000 in any given school year. However, the maximum~~
1509 ~~bonus shall be \$3,000 if at least 50 percent of the students~~
1510 ~~enrolled in a teacher's course earn a score of 4 or higher on~~
1511 ~~the examination in a school designated with a grade of "A," "B,"~~
1512 ~~or "C"; or if at least 25 percent of the students enrolled in a~~
1513 ~~teacher's course earn a score of 4 or higher on the examination~~
1514 ~~in a school designated with a grade of "D" or "F."~~ Bonuses
1515 awarded under this paragraph shall be in addition to any regular
1516 wage or other bonus the teacher received or is scheduled to
1517 receive. For such courses, the teacher shall earn an additional
1518 bonus of \$50 for each student who has a qualifying score ~~up to~~
1519 ~~the maximum of \$3,000 in any given school year.~~

1520 (m) Calculation of additional full-time equivalent
1521 membership based on Advanced International Certificate of
1522 Education examination scores of students.—A value of 0.16 full-
1523 time equivalent student membership shall be calculated for each
1524 student enrolled in a full-credit Advanced International
1525 Certificate of Education course who receives a score of E or

1526 higher on a subject examination. A value of 0.08 full-time
1527 equivalent student membership shall be calculated for each
1528 student enrolled in a half-credit Advanced International
1529 Certificate of Education course who receives a score of E or
1530 higher on a subject examination. A value of 0.3 full-time
1531 equivalent student membership shall be calculated for each
1532 student who receives an Advanced International Certificate of
1533 Education diploma. Such value shall be added to the total full-
1534 time equivalent student membership in basic programs for grades
1535 9 through 12 in the subsequent fiscal year. Each school district
1536 shall allocate at least 80 percent of the funds received from
1537 the Advanced International Certificate of Education bonus FTE
1538 funding, in accordance with this paragraph, to the school
1539 program that generated the funds. The school district shall
1540 distribute to each classroom teacher who provided Advanced
1541 International Certificate of Education instruction:

1542 1. A bonus in the amount of \$50 for each student taught by
1543 the Advanced International Certificate of Education teacher in
1544 each full-credit Advanced International Certificate of Education
1545 course who receives a score of E or higher on the Advanced
1546 International Certificate of Education examination. A bonus in
1547 the amount of \$25 for each student taught by the Advanced
1548 International Certificate of Education teacher in each half-
1549 credit Advanced International Certificate of Education course
1550 who receives a score of E or higher on the Advanced

1551 International Certificate of Education examination.

1552 2. An additional bonus of \$500 to each Advanced
 1553 International Certificate of Education teacher in a school
 1554 designated with a grade of "D" or "F" who has at least one
 1555 student scoring E or higher on the full-credit Advanced
 1556 International Certificate of Education examination, regardless
 1557 of the number of classes taught or of the number of students
 1558 scoring an E or higher on the full-credit Advanced International
 1559 Certificate of Education examination.

1560 3. Additional bonuses of \$250 each to teachers of half-
 1561 credit Advanced International Certificate of Education classes
 1562 in a school designated with a grade of "D" or "F" which has at
 1563 least one student scoring an E or higher on the half-credit
 1564 Advanced International Certificate of Education examination in
 1565 that class. ~~The maximum additional bonus for a teacher awarded~~
 1566 ~~in accordance with this subparagraph shall not exceed \$500 in~~
 1567 ~~any given school year.~~ Teachers receiving an award under
 1568 subparagraph 2. are not eligible for a bonus under this
 1569 subparagraph.

1570
 1571 Bonuses awarded to a teacher according to this paragraph ~~shall~~
 1572 ~~not exceed \$2,000 in any given school year and shall be in~~
 1573 addition to any regular wage or other bonus the teacher received
 1574 or is scheduled to receive.

1575 (n) Calculation of additional full-time equivalent

1576 membership based on college board advanced placement scores of
1577 students.—A value of 0.16 full-time equivalent student
1578 membership shall be calculated for each student in each advanced
1579 placement course who receives a score of 3 or higher on the
1580 College Board Advanced Placement Examination for the prior year
1581 and added to the total full-time equivalent student membership
1582 in basic programs for grades 9 through 12 in the subsequent
1583 fiscal year. Each district must allocate at least 80 percent of
1584 the funds provided to the district for advanced placement
1585 instruction, in accordance with this paragraph, to the high
1586 school that generates the funds. The school district shall
1587 distribute to each classroom teacher who provided advanced
1588 placement instruction:

1589 1. A bonus in the amount of \$50 for each student taught by
1590 the Advanced Placement teacher in each advanced placement course
1591 who receives a score of 3 or higher on the College Board
1592 Advanced Placement Examination.

1593 2. An additional bonus of \$500 to each Advanced Placement
1594 teacher in a school designated with a grade of "D" or "F" who
1595 has at least one student scoring 3 or higher on the College
1596 Board Advanced Placement Examination, regardless of the number
1597 of classes taught or of the number of students scoring a 3 or
1598 higher on the College Board Advanced Placement Examination.

1599
1600 ~~Bonuses awarded to a teacher according to this paragraph shall~~

1601 ~~not exceed \$2,000 in any given school year. However, the maximum~~
1602 ~~bonus shall be \$3,000 if at least 50 percent of the students~~
1603 ~~enrolled in a teacher's course earn a score of 3 or higher on~~
1604 ~~the examination in a school with a grade of "A," "B," or "C" or~~
1605 ~~if at least 25 percent of the students enrolled in a teacher's~~
1606 ~~course earn a score of 3 or higher on the examination in a~~
1607 ~~school with a grade of "D" or "F."~~ Bonuses awarded under this
1608 paragraph shall be in addition to any regular wage or other
1609 bonus the teacher received or is scheduled to receive. For such
1610 courses, the teacher shall earn an additional bonus of \$50 for
1611 each student who has a qualifying score ~~up to the maximum of~~
1612 ~~\$3,000 in any given school year.~~

1613 (o) Calculation of additional full-time equivalent
1614 membership based on successful completion of a career-themed
1615 course pursuant to ss. 1003.491, 1003.492, and 1003.493, or
1616 courses with embedded CAPE industry certifications or CAPE
1617 Digital Tool certificates, and issuance of industry
1618 certification identified on the CAPE Industry Certification
1619 Funding List pursuant to rules adopted by the State Board of
1620 Education or CAPE Digital Tool certificates pursuant to s.
1621 1003.4203.—

1622 1.a. A value of 0.025 full-time equivalent student
1623 membership shall be calculated for CAPE Digital Tool
1624 certificates earned by students in elementary and middle school
1625 grades.

1626 b. A value of 0.1 or 0.2 full-time equivalent student
1627 membership shall be calculated for each student who completes a
1628 course as defined in s. 1003.493(1)(b) or courses with embedded
1629 CAPE industry certifications and who is issued an industry
1630 certification identified annually on the CAPE Industry
1631 Certification Funding List approved under rules adopted by the
1632 State Board of Education. A value of 0.2 full-time equivalent
1633 membership shall be calculated for each student who is issued a
1634 CAPE industry certification that has a statewide articulation
1635 agreement for college credit approved by the State Board of
1636 Education. For CAPE industry certifications that do not
1637 articulate for college credit, the Department of Education shall
1638 assign a full-time equivalent value of 0.1 for each
1639 certification. Middle grades students who earn additional FTE
1640 membership for a CAPE Digital Tool certificate pursuant to sub-
1641 subparagraph a. may not use the previously funded examination to
1642 satisfy the requirements for earning an industry certification
1643 under this sub-subparagraph. Additional FTE membership for an
1644 elementary or middle grades student may not exceed 0.1 for
1645 certificates or certifications earned within the same fiscal
1646 year. The State Board of Education shall include the assigned
1647 values on the CAPE Industry Certification Funding List under
1648 rules adopted by the state board. Such value shall be added to
1649 the total full-time equivalent student membership for grades 6
1650 through 12 in the subsequent year. CAPE industry certifications

1651 earned through dual enrollment must be reported and funded
1652 pursuant to s. 1011.80. However, if a student earns a
1653 certification through a dual enrollment course and the
1654 certification is not a fundable certification on the
1655 postsecondary certification funding list, or the dual enrollment
1656 certification is earned as a result of an agreement between a
1657 school district and a nonpublic postsecondary institution, the
1658 bonus value shall be funded in the same manner as other nondual
1659 enrollment course industry certifications. In such cases, the
1660 school district may provide for an agreement between the high
1661 school and the technical center, or the school district and the
1662 postsecondary institution may enter into an agreement for
1663 equitable distribution of the bonus funds.

1664 c. A value of 0.3 full-time equivalent student membership
1665 shall be calculated for student completion of the courses and
1666 the embedded certifications identified on the CAPE Industry
1667 Certification Funding List and approved by the commissioner
1668 pursuant to ss. 1003.4203(5) (a) and 1008.44.

1669 d. A value of 0.5 full-time equivalent student membership
1670 shall be calculated for CAPE Acceleration Industry
1671 Certifications that articulate for 15 to 29 college credit
1672 hours, and 1.0 full-time equivalent student membership shall be
1673 calculated for CAPE Acceleration Industry Certifications that
1674 articulate for 30 or more college credit hours pursuant to CAPE
1675 Acceleration Industry Certifications approved by the

1676 commissioner pursuant to ss. 1003.4203(5)(b) and 1008.44.

1677 2. Each district must allocate at least 80 percent of the
1678 funds provided for CAPE industry certification, in accordance
1679 with this paragraph, to the program that generated the funds.
1680 This allocation may not be used to supplant funds provided for
1681 basic operation of the program.

1682 3. For CAPE industry certifications earned in the 2013-
1683 2014 school year and in subsequent years, the school district
1684 shall distribute to each classroom teacher who provided direct
1685 instruction toward the attainment of a CAPE industry
1686 certification that qualified for additional full-time equivalent
1687 membership under subparagraph 1.:

1688 a. A bonus of \$25 for each student taught by a teacher who
1689 provided instruction in a course that led to the attainment of a
1690 CAPE industry certification on the CAPE Industry Certification
1691 Funding List with a weight of 0.1.

1692 b. A bonus of \$50 for each student taught by a teacher who
1693 provided instruction in a course that led to the attainment of a
1694 CAPE industry certification on the CAPE Industry Certification
1695 Funding List with a weight of 0.2.

1696 c. A bonus of \$75 for each student taught by a teacher who
1697 provided instruction in a course that led to the attainment of a
1698 CAPE industry certification on the CAPE Industry Certification
1699 Funding List with a weight of 0.3.

1700 d. A bonus of \$100 for each student taught by a teacher

1701 who provided instruction in a course that led to the attainment
1702 of a CAPE industry certification on the CAPE Industry
1703 Certification Funding List with a weight of 0.5 or 1.0.

1704

1705 Bonuses awarded pursuant to this paragraph shall be provided to
1706 teachers who are employed by the district in the year in which
1707 the additional FTE membership calculation is included in the
1708 calculation. Bonuses shall be calculated based upon the
1709 associated weight of a CAPE industry certification on the CAPE
1710 Industry Certification Funding List for the year in which the
1711 certification is earned by the student. Any bonus awarded to a
1712 teacher under this paragraph ~~may not exceed \$3,000 in any given~~
1713 ~~school year and~~ is in addition to any regular wage or other
1714 bonus the teacher received or is scheduled to receive.

1715 (11) VIRTUAL EDUCATION CONTRIBUTION.—The Legislature may
1716 annually provide in the Florida Education Finance Program a
1717 virtual education contribution. The amount of the virtual
1718 education contribution shall be the difference between the
1719 amount per FTE established in the General Appropriations Act for
1720 virtual education and the amount per FTE for each district and
1721 the Florida Virtual School, which may be calculated by taking
1722 the sum of the base FEFP allocation, the discretionary local
1723 effort, the state-funded discretionary contribution, the
1724 discretionary millage compression supplement, the research-based
1725 reading instruction allocation, and the instructional materials

1726 allocation, and then dividing by the total unweighted FTE. This
1727 difference shall be multiplied by the virtual education
1728 unweighted FTE for programs and options identified in s.
1729 1002.455 ~~s. 1002.455(3)~~ and the Florida Virtual School and its
1730 franchises to equal the virtual education contribution and shall
1731 be included as a separate allocation in the funding formula.

1732 Section 23. Subsection (6) of section 1003.4996, Florida
1733 Statutes, is amended to read:

1734 1003.4996 Competency-Based Education Pilot Program.—
1735 Beginning with the 2016-2017 school year, the Competency-Based
1736 Education Pilot Program is created within the Department of
1737 Education to be administered for a period of 5 years. The
1738 purpose of the pilot program is to provide an educational
1739 environment that allows students to advance to higher levels of
1740 learning upon the mastery of concepts and skills through
1741 statutory exemptions relating to student progression and the
1742 awarding of credits.

1743 ~~(6) RULES.— The State Board of Education shall adopt rules~~
1744 ~~to administer this section.~~

1745 Section 24. Paragraph (k) is added to subsection (2) of
1746 section 1011.71, Florida Statutes, to read:

1747 (2) In addition to the maximum millage levy as provided in
1748 subsection (1), each school board may levy not more than 1.5
1749 mills against the taxable value for school purposes for district
1750 schools, including charter schools at the discretion of the

1751 school board, to fund:

1752 (k) Payout of sick leave and annual leave accrued as of
1753 June 30, 2017, by individuals who are no longer employed by a
1754 school district that transfers to a charter school operator all
1755 day-to-day classroom instruction responsibility for all full-
1756 time equivalent students funded under s. 1011.62. This paragraph
1757 expires July 1, 2018.

1758 Section 25. Paragraph (c) of subsection (3) of section
1759 1008.33, Florida Statutes, is amended to read:

1760 1008.33 Authority to enforce public school improvement.—
1761 (3)

1762 (c) The state board shall adopt by rule a differentiated
1763 matrix of intervention and support strategies for assisting
1764 traditional public schools identified under this section and
1765 rules for implementing s. 1002.33(9)(n), relating to charter
1766 schools. The intervention and support strategies must address
1767 student performance and may include improvement planning;;
1768 leadership quality improvement;; educator quality improvement;;
1769 professional development;; curriculum review, alignment and
1770 pacing, and alignment across grade levels to improve background
1771 knowledge in social studies, science, and the arts; and the use
1772 of continuous improvement and monitoring plans and processes. In
1773 addition, the state board may prescribe reporting requirements
1774 to review and monitor the progress of the schools. The rule must
1775 define the intervention and support strategies for school

1776 improvement for schools earning a grade of "D" or "F" and the
1777 roles for the district and department. The rule shall
1778 differentiate among schools earning consecutive grades of "D" or
1779 "F," or a combination thereof, and provide for more intense
1780 monitoring, intervention, and support strategies for these
1781 schools.

1782 Section 26. Subsection (3) of section 1002.331, Florida
1783 Statutes, is amended to read:

1784 1002.331 High-performing charter schools.—

1785 (3) (a) 1. A high-performing charter school may submit an
1786 application pursuant to s. 1002.33(6) in any school district in
1787 the state to establish and operate a new charter school that
1788 will substantially replicate its educational program. An
1789 application submitted by a high-performing charter school must
1790 state that the application is being submitted pursuant to this
1791 paragraph and must include the verification letter provided by
1792 the Commissioner of Education pursuant to subsection (4).

1793 2. If the sponsor fails to act on the application within
1794 90 ~~60~~ days after receipt, the application is deemed approved and
1795 the procedure in s. 1002.33(6)(h) applies. ~~If the sponsor denies~~
1796 ~~the application, the high-performing charter school may appeal~~
1797 ~~pursuant to s. 1002.33(6).~~

1798 (b) A high-performing charter school may not establish
1799 more than one charter school within the state under paragraph
1800 (a) in any year. A subsequent application to establish a charter

1801 school under paragraph (a) may not be submitted unless each
1802 charter school established in this manner achieves high-
1803 performing charter school status. However, a high-performing
1804 charter school may establish more than one charter school within
1805 the state under paragraph (a) in any year if it operates in the
1806 area of a persistently low-performing school and serves students
1807 from that school. A persistently low-performing school means a
1808 school that has earned three consecutive grades lower than a
1809 "C," pursuant to s. 1008.34, or a school that was closed
1810 pursuant to s. 1008.33(4).

1811 Section 27. Paragraph (b) of subsection (2) of section
1812 1002.332, Florida Statutes, is amended, and paragraph (c) is
1813 added to that subsection, to read:

1814 1002.332 High-performing charter school system.—

1815 (2) (b) A high-performing charter school system may
1816 replicate its high-performing charter schools in any school
1817 district in the state. The applicant must submit an application
1818 using the standard application form prepared by the Department
1819 of Education which:

1820 1. Contains goals and objectives for improving student
1821 learning and a process for measuring student improvement. These
1822 goals and objectives must indicate how much academic improvement
1823 students are expected to demonstrate each year, how success will
1824 be evaluated, and the specific results to be attained through
1825 instruction.

1826 2. Contains an annual financial plan for each year
1827 requested by the charter for operation of the school for up to 5
1828 years. This plan must contain anticipated fund balances based on
1829 revenue projections, a spending plan based on projected revenue
1830 and expenses, and a description of controls that will safeguard
1831 finances and projected enrollment trends.

1832 3. Discloses the name of each applicant, governing board
1833 member, and all proposed education services providers; the name
1834 and sponsor of any charter school operated by each applicant,
1835 each governing board member, and each proposed education
1836 services provider that has closed and the reasons for the
1837 closure; and the academic and financial history of such charter
1838 schools, which the sponsor shall consider when deciding whether
1839 to approve or deny the application.

1840 (c) An application submitted by a high-performing charter
1841 school system must state that the application is being submitted
1842 pursuant to this section and must include the verification
1843 letter provided by the Commissioner of Education pursuant to
1844 this subsection. If the sponsor fails to act on the application
1845 within 90 days after receipt, the application is deemed approved
1846 and the procedure in s. 1002.33(6)(h) applies ~~pursuant to s.~~
1847 ~~1002.331(3).~~

1848 Section 28. This act shall take effect July 1, 2017.