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LEGISLATIVE ACTION

Senate	.	House
Comm: RCS	.	
02/26/2020	.	
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Appropriations Subcommittee on Education (Diaz) recommended the following:

Senate Amendment (with title amendment)

Delete everything after the enacting clause and insert:

Section 1. Paragraph (b) of subsection (6) and paragraph (e) of subsection (10) of section 1002.33, Florida Statutes, is amended to read:

1002.33 Charter schools.—

(6) APPLICATION PROCESS AND REVIEW.—Charter school applications are subject to the following requirements:



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11 (b) A sponsor shall receive and review all applications for
12 a charter school using the evaluation instrument developed by
13 the Department of Education. A sponsor shall receive and
14 consider charter school applications received during ~~on or~~
15 ~~before August 1~~ of each calendar year for charter schools to be
16 opened at the beginning of the school district's next school
17 year, or to be opened at a time determined ~~agreed to~~ by the
18 applicant ~~and the sponsor~~. A sponsor may not refuse to receive a
19 charter school application submitted by an applicant during the
20 calendar year. ~~before August 1 and may receive an application~~
21 ~~submitted later than August 1 if it chooses. Beginning in 2018~~
22 ~~and thereafter, a sponsor shall receive and consider charter~~
23 ~~school applications received on or before February 1 of each~~
24 ~~calendar year for charter schools to be opened 18 months later~~
25 ~~at the beginning of the school district's school year, or to be~~
26 ~~opened at a time determined by the applicant. A sponsor may not~~
27 ~~refuse to receive a charter school application submitted before~~
28 ~~February 1 and may receive an application submitted later than~~
29 ~~February 1 if it chooses. A sponsor may not charge an applicant~~
30 for a charter any fee for the processing or consideration of an
31 application, and a sponsor may not base its consideration or
32 approval of a final application upon the promise of future
33 payment of any kind. Before approving or denying any
34 application, the sponsor shall allow the applicant, upon receipt
35 of written notification, at least 7 calendar days to make
36 technical or nonsubstantive corrections and clarifications,
37 including, but not limited to, corrections of grammatical,
38 typographical, and like errors or missing signatures, if such
39 errors are identified by the sponsor as cause to deny the final



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40 application.

41 1. In order to facilitate an accurate budget projection
42 process, a sponsor shall be held harmless for FTE students who
43 are not included in the FTE projection due to approval of
44 charter school applications after the FTE projection deadline.
45 In a further effort to facilitate an accurate budget projection,
46 within 15 calendar days after receipt of a charter school
47 application, a sponsor shall report to the Department of
48 Education the name of the applicant entity, the proposed charter
49 school location, and its projected FTE.

50 2. In order to ensure fiscal responsibility, an application
51 for a charter school shall include a full accounting of expected
52 assets, a projection of expected sources and amounts of income,
53 including income derived from projected student enrollments and
54 from community support, and an expense projection that includes
55 full accounting of the costs of operation, including start-up
56 costs.

57 3.a. A sponsor shall by a majority vote approve or deny an
58 application no later than 90 calendar days after the application
59 is received, unless the sponsor and the applicant mutually agree
60 in writing to temporarily postpone the vote to a specific date,
61 at which time the sponsor shall by a majority vote approve or
62 deny the application. If the sponsor fails to act on the
63 application, an applicant may appeal to the State Board of
64 Education as provided in paragraph (c). If an application is
65 denied, the sponsor shall, within 10 calendar days after such
66 denial, articulate in writing the specific reasons, based upon
67 good cause, supporting its denial of the application and shall
68 provide the letter of denial and supporting documentation to the



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69 applicant and to the Department of Education.

70 b. An application submitted by a high-performing charter
71 school identified pursuant to s. 1002.331 or a high-performing
72 charter school system identified pursuant to s. 1002.332 may be
73 denied by the sponsor only if the sponsor demonstrates by clear
74 and convincing evidence that:

75 (I) The application of a high-performing charter school
76 does not materially comply with the requirements in paragraph
77 (a) or, for a high-performing charter school system, the
78 application does not materially comply with s. 1002.332(2)(b);

79 (II) The charter school proposed in the application does
80 not materially comply with the requirements in paragraphs
81 (9)(a)-(f);

82 (III) The proposed charter school's educational program
83 does not substantially replicate that of the applicant or one of
84 the applicant's high-performing charter schools;

85 (IV) The applicant has made a material misrepresentation or
86 false statement or concealed an essential or material fact
87 during the application process; or

88 (V) The proposed charter school's educational program and
89 financial management practices do not materially comply with the
90 requirements of this section.

91
92 Material noncompliance is a failure to follow requirements or a
93 violation of prohibitions applicable to charter school
94 applications, which failure is quantitatively or qualitatively
95 significant either individually or when aggregated with other
96 noncompliance. An applicant is considered to be replicating a
97 high-performing charter school if the proposed school is



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98 substantially similar to at least one of the applicant's high-
99 performing charter schools and the organization or individuals
100 involved in the establishment and operation of the proposed
101 school are significantly involved in the operation of replicated
102 schools.

103 c. If the sponsor denies an application submitted by a
104 high-performing charter school or a high-performing charter
105 school system, the sponsor must, within 10 calendar days after
106 such denial, state in writing the specific reasons, based upon
107 the criteria in sub-subparagraph b., supporting its denial of
108 the application and must provide the letter of denial and
109 supporting documentation to the applicant and to the Department
110 of Education. The applicant may appeal the sponsor's denial of
111 the application in accordance with paragraph (c).

112 4. For budget projection purposes, the sponsor shall report
113 to the Department of Education the approval or denial of an
114 application within 10 calendar days after such approval or
115 denial. In the event of approval, the report to the Department
116 of Education shall include the final projected FTE for the
117 approved charter school.

118 5. Upon approval of an application, the initial startup
119 shall commence with the beginning of the public school calendar
120 for the district in which the charter is granted. A charter
121 school may defer the opening of the school's operations for up
122 to 3 years to provide time for adequate facility planning. The
123 charter school must provide written notice of such intent to the
124 sponsor and the parents of enrolled students at least 30
125 calendar days before the first day of school.

126 (10) ELIGIBLE STUDENTS.—



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- 127 (e) A charter school may limit the enrollment process only
128 to target the following student populations:
- 129 1. Students within specific age groups or grade levels.
 - 130 2. Students considered at risk of dropping out of school or
131 academic failure. Such students shall include exceptional
132 education students.
 - 133 3. Students enrolling in a charter school-in-the-workplace
134 or charter school-in-a-municipality established pursuant to
135 subsection (15).
 - 136 4. Students residing within a reasonable distance of the
137 charter school, as described in paragraph (20)(c). Such students
138 shall be subject to a random lottery and to the racial/ethnic
139 balance provisions described in subparagraph (7)(a)8. or any
140 federal provisions that require a school to achieve a
141 racial/ethnic balance reflective of the community it serves or
142 within the racial/ethnic range of other public schools in the
143 same school district.
 - 144 5. Students who meet reasonable academic, artistic, or
145 other eligibility standards established by the charter school
146 and included in the charter school application and charter or,
147 in the case of existing charter schools, standards that are
148 consistent with the school's mission and purpose. Such standards
149 shall be in accordance with current state law and practice in
150 public schools and may not discriminate against otherwise
151 qualified individuals.
 - 152 6. Students articulating from one charter school to another
153 pursuant to an articulation agreement between the charter
154 schools that has been approved by the sponsor.
 - 155 7. Students living in a development in which a developer,



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156 including any affiliated business entity or charitable
157 foundation, contributes to the formation, acquisition,
158 construction, or operation of one or more charter schools or
159 charter ~~provides the school facilities facility~~ and related
160 property in an amount equal to or having a total ~~an~~ appraised
161 value of at least \$5 million to be used as ~~a~~ charter schools
162 ~~school~~ to mitigate the educational impact created by the
163 development of new residential dwelling units. Students living
164 in the development are ~~shall be~~ entitled to ~~no more than~~ 50
165 percent of the student stations in the charter schools ~~school~~.
166 The students who are eligible for enrollment are subject to a
167 random lottery, the racial/ethnic balance provisions, or any
168 federal provisions, as described in subparagraph 4. The
169 remainder of the student stations must ~~shall~~ be filled in
170 accordance with subparagraph 4.

171 Section 2. Paragraph (b) of subsection (3), subsection (5),
172 and paragraph (a) of subsection (11) of section 1002.394,
173 Florida Statutes, are amended to read:

174 1002.394 The Family Empowerment Scholarship Program.—

175 (3) INITIAL SCHOLARSHIP ELIGIBILITY.—A student is eligible
176 for a Family Empowerment Scholarship under this section if the
177 student meets the following criteria:

178 (b)1. The student is eligible to enroll in kindergarten or
179 has spent the prior school year in attendance at a Florida
180 public school; or

181 2. Beginning with the 2020-2021 school year, the student
182 received a scholarship pursuant to s. 1002.395 during the
183 previous school year and, before initial receipt of such
184 scholarship, spent the prior school year in attendance at a



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185 Florida public school.

186

187 For purposes of this paragraph, the term "prior school year in
188 attendance" means that the student was enrolled and reported by
189 a school district for funding during the preceding October and
190 February Florida Education Finance Program surveys in
191 kindergarten through grade 12, which includes time spent in a
192 Department of Juvenile Justice commitment program if funded
193 under the Florida Education Finance Program. However, a
194 dependent child of a member of the United States Armed Forces
195 who transfers to a school in this state from out of state or
196 from a foreign country due to a parent's permanent change of
197 station orders or a foster child is exempt from the prior public
198 school attendance requirement under this paragraph, but must
199 meet the other eligibility requirements specified under this
200 section to participate in the program.

201 (5) SCHOLARSHIP PROHIBITIONS.—A student is not eligible for
202 a Family Empowerment Scholarship while he or she is:

203 (a) Enrolled in a public school, including, but not limited
204 to, the Florida School for the Deaf and the Blind, the College-
205 Preparatory Boarding Academy, a developmental research school
206 authorized under s. 1002.32, or a charter school authorized
207 under this chapter;

208 (b) Enrolled in a school operating for the purpose of
209 providing educational services to youth in a Department of
210 Juvenile Justice commitment program;

211 (c) Receiving any other educational scholarship pursuant to
212 this chapter;

213 (d) Participating in a home education program as defined in



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214 s. 1002.01(1);

215 (e) Participating in a private tutoring program pursuant to
216 s. 1002.43; or

217 (f) Participating in a virtual school, correspondence
218 school, or distance learning program that receives state funding
219 pursuant to the student's participation, unless the
220 participation is limited to no more than two courses per school
221 year.

222 (11) SCHOLARSHIP FUNDING AND PAYMENT.—

223 (a) The scholarship is established for up to 18,000
224 students annually on a first-come, first-served basis beginning
225 in with the 2019-2020 school year. Beginning in the 2020-2021
226 school year, the maximum number of students participating in the
227 scholarship program under this section shall ~~may~~ annually
228 increase by 1.0 ~~0.25~~ percent of the state's total public school
229 student enrollment.

230 Section 3. Subsection (3) and paragraph (e) of subsection
231 (6) of section 1002.395, Florida Statutes, are amended to read:

232 1002.395 Florida Tax Credit Scholarship Program.—

233 (3) PROGRAM; INITIAL SCHOLARSHIP ELIGIBILITY.—

234 (a) The Florida Tax Credit Scholarship Program is
235 established.

236 (b) A student is eligible for a Florida tax credit
237 scholarship under this section if the student meets one or more
238 of the following criteria:

239 1. The student is on the direct certification list or the
240 student's household income level does not exceed 260 ~~185~~ percent
241 of the federal poverty level; or

242 2. The student is currently placed, or during the previous



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243 state fiscal year was placed, in foster care or in out-of-home
244 care as defined in s. 39.01.

245 ~~3. The student's household income level is greater than 185~~
246 ~~percent of the federal poverty level but does not exceed 260~~
247 ~~percent of the federal poverty level.~~

248
249 Priority must be given to students whose household income levels
250 do not exceed 185 percent of the federal poverty level or who
251 are in foster care or out-of-home care. A student who initially
252 receives a scholarship based on eligibility under this paragraph
253 ~~subparagraph (b)2.~~ remains eligible to participate until he or
254 she ~~the student~~ graduates from high school or attains the age of
255 21 years, whichever occurs first, regardless of the student's
256 household income level. ~~A student who initially received a~~
257 ~~scholarship based on income eligibility before the 2019-2020~~
258 ~~school year remains eligible to participate until he or she~~
259 ~~graduates from high school, attains the age of 21 years, or the~~
260 ~~student's household income level exceeds 260 percent of the~~
261 ~~federal poverty level, whichever occurs first.~~ A sibling of a
262 student who is participating in the scholarship program under
263 this subsection is eligible for a scholarship if the student
264 resides in the same household as the sibling.

265 (6) OBLIGATIONS OF ELIGIBLE NONPROFIT SCHOLARSHIP-FUNDING
266 ORGANIZATIONS.—An eligible nonprofit scholarship-funding
267 organization:

268 (e) Must give first priority to eligible students who
269 received a scholarship from an eligible nonprofit scholarship-
270 funding organization or from the State of Florida during the
271 previous school year. ~~Beginning in the 2016-2017 school year, an~~



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272 ~~eligible nonprofit scholarship funding organization shall give~~
273 ~~priority to new applicants whose household income levels do not~~
274 ~~exceed 185 percent of the federal poverty level or who are in~~
275 ~~foster care or out-of-home care.~~

276

277 Information and documentation provided to the Department of
278 Education and the Auditor General relating to the identity of a
279 taxpayer that provides an eligible contribution under this
280 section shall remain confidential at all times in accordance
281 with s. 213.053.

282 Section 4. Paragraph (b) of subsection (2) of section
283 1004.04, Florida Statutes, is amended, paragraph (b) of
284 subsection (3) of that section is amended, paragraphs (d) and
285 (e) of subsection (3) of that section are added, and paragraph
286 (a) of subsection (4) of that section is amended, to read:

287 1004.04 Public accountability and state approval for
288 teacher preparation programs.—

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

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

293 1. Candidate instruction and assessment in the Florida
294 Educator Accomplished Practices across content areas.

295 2. The use of state-adopted content standards to guide
296 curricula and instruction.

297 3. Evidence-based ~~Scientificallly researched and evidence-~~
298 ~~based~~ reading instructional strategies that improve reading
299 performance for all students, including explicit, systematic,
300 and sequential approaches to teaching phonemic awareness,



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301 phonics, vocabulary, fluency, and text comprehension and
302 multisensory intervention strategies.

303 4. Content literacy and mathematics practices.

304 5. Strategies appropriate for the instruction of English
305 language learners.

306 6. Strategies appropriate for the instruction of students
307 with disabilities.

308 7. Strategies to differentiate instruction based on student
309 needs.

310 8. The use of character-based classroom management.

311 9. Mental health strategies and support.

312 (3) INITIAL STATE PROGRAM APPROVAL.—

313 (b) Each teacher preparation program approved by the
314 Department of Education, as provided for by this section, shall
315 require students, at a minimum, ~~to meet, at a minimum, the~~
316 ~~following as prerequisites for admission into the program:~~

317 1. Have a grade point average of at least 2.5 on a 4.0
318 scale for the general education component of undergraduate
319 studies or have completed the requirements for a baccalaureate
320 degree with a minimum grade point average of 2.5 on a 4.0 scale
321 from any college or university accredited by a regional
322 accrediting association as defined by State Board of Education
323 rule or any college or university otherwise approved pursuant to
324 State Board of Education rule.

325 2. Demonstrate mastery of general knowledge ~~sufficient for~~
326 ~~entry into the program,~~ including the ability to read, write,
327 and perform in mathematics, by passing the General Knowledge
328 Test of the Florida Teacher Certification Examination or, for a
329 graduate level program, obtain a baccalaureate degree from an



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330 institution that is accredited or approved pursuant to the rules
331 of the State Board of Education.

332

333 ~~Each teacher preparation program may waive these admissions~~
334 ~~requirements for up to 10 percent of the students admitted.~~
335 ~~Programs shall implement strategies to ensure that students~~
336 ~~admitted under a waiver receive assistance to demonstrate~~
337 ~~competencies to successfully meet requirements for certification~~
338 ~~and shall annually report to the Department of Education the~~
339 ~~status of each candidate admitted under such a waiver.~~

340 (d) Each program must include the opportunity for the
341 candidate to complete coursework to obtain a required
342 endorsement in the candidate's chosen teaching field.

343 (e) Each program must include, in addition to the core
344 standards for effective education, instruction in the training
345 required of certified instructional personnel, including, but
346 not limited to:

347 1. Identification, intervention, and prevention of child
348 abuse, abandonment, and neglect;

349 2. Integration of technology into classroom teaching;

350 3. Management, assessment, and monitoring of student
351 learning and performance;

352 4. Skills in classroom management, violence prevention,
353 conflict resolution, and related areas;

354 5. Developmental disabilities pursuant to s. 1012.582;

355 6. Youth suicide awareness and prevention pursuant to s.
356 1012.583; and

357 7. Youth mental health awareness and assistance pursuant to
358 s. 1012.584.



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359 (4) CONTINUED PROGRAM APPROVAL.—Continued approval of a
360 teacher preparation program shall be based upon evidence that
361 the program continues to implement the requirements for initial
362 approval and upon significant, objective, and quantifiable
363 measures of the program and the performance of the program
364 completers.

365 (a) The criteria for continued approval must include each
366 of the following:

367 1. Documentation from the program that each program
368 candidate met the admission requirements provided in subsection
369 (3).

370 2. Documentation from the program that the program and each
371 program completer have met the requirements provided in
372 subsection (2).

373 3. Evidence of performance in each of the following areas:

374 a. Placement rate of program completers into instructional
375 positions in Florida public schools and private schools, if
376 available.

377 b. Rate of retention for employed program completers in
378 instructional positions in Florida public schools.

379 c. Performance of students in prekindergarten through grade
380 12 who are assigned to in-field program completers on statewide
381 assessments using the results of the student learning growth
382 formula adopted under s. 1012.34.

383 d. Performance of students in prekindergarten through grade
384 12 who are assigned to in-field program completers aggregated by
385 student subgroup, as defined in the federal Elementary and
386 Secondary Education Act (ESEA), 20 U.S.C. s.

387 6311(b)(2)(C)(v)(II), as a measure of how well the program



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388 prepares teachers to work with a diverse population of students
389 in a variety of settings in Florida public schools.

390 e. Results of program completers' annual evaluations in
391 accordance with the timeline as set forth in s. 1012.34.

392 f. Production of program completers in statewide critical
393 teacher shortage areas as identified in s. 1012.07.

394 4. Results of the program completers' survey measuring
395 their satisfaction with preparation for the realities of the
396 classroom.

397 5. Results of the employers' survey measuring satisfaction
398 with the program and the program's responsiveness to local
399 school districts. The survey must include the employer's
400 assessment of the student's proficiency in the use of state-
401 adopted content standards and general preparation for the
402 classroom.

403 Section 5. Paragraph (a) of subsection (3) and subsection
404 (5) of section 1004.85, Florida Statutes, are amended to read:

405 1004.85 Postsecondary educator preparation institutes.—

406 (3) Educator preparation institutes approved pursuant to
407 this section may offer competency-based certification programs
408 specifically designed for noneducation major baccalaureate
409 degree holders to enable program participants to meet the
410 educator certification requirements of s. 1012.56. An educator
411 preparation institute choosing to offer a competency-based
412 certification program pursuant to the provisions of this section
413 must implement a program previously approved by the Department
414 of Education for this purpose or a program developed by the
415 institute and approved by the department for this purpose.
416 Approved programs shall be available for use by other approved



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417 educator preparation institutes.

418 (a) Within 90 days after receipt of a request for approval,
419 the Department of Education shall approve a preparation program
420 pursuant to the requirements of this subsection or issue a
421 statement of the deficiencies in the request for approval. The
422 department shall approve a certification program if the
423 institute provides evidence of the institute's capacity to
424 implement a competency-based program that includes each of the
425 following:

426 1.a. Participant instruction and assessment in the Florida
427 Educator Accomplished Practices across content areas.

428 b. The use of state-adopted student content standards to
429 guide curriculum and instruction.

430 c. Scientifically researched and evidence-based reading
431 instructional strategies that improve reading performance for
432 all students, including explicit, systematic, and sequential
433 approaches to teaching phonemic awareness, phonics, vocabulary,
434 fluency, and text comprehension and multisensory intervention
435 strategies.

436 d. Content literacy and mathematical practices.

437 e. Strategies appropriate for instruction of English
438 language learners.

439 f. Strategies appropriate for instruction of students with
440 disabilities.

441 g. Strategies to differentiate instruction based on student
442 needs.

443 h. The use of character-based classroom management.

444 2. An educational plan for each participant to meet
445 certification requirements and demonstrate his or her ability to



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446 teach the subject area for which the participant is seeking
447 certification, which is based on an assessment of his or her
448 competency in the areas listed in subparagraph 1.

449 3. Field experiences appropriate to the certification
450 subject area specified in the educational plan with a diverse
451 population of students in a variety of challenging environments,
452 including, but not limited to, high-poverty schools, urban
453 schools, and rural schools, under the supervision of qualified
454 educators.

455 4. A certification ombudsman to facilitate the process and
456 procedures required for participants who complete the program to
457 meet any requirements related to the background screening
458 pursuant to s. 1012.32 and educator professional or temporary
459 certification pursuant to s. 1012.56.

460 5. The opportunity for a candidate to complete coursework
461 to obtain a required endorsement in the candidate's chosen
462 teaching field.

463 6. In addition to the core standards for effective
464 education, instruction in the training required of certified
465 instructional personnel, including, but not limited to:

466 a. Identification, intervention, and prevention of child
467 abuse, abandonment, and neglect;

468 b. Integration of technology into classroom teaching;

469 c. Management, assessment, and monitoring of student
470 learning and performance;

471 d. Skills in classroom management, violence prevention,
472 conflict resolution, and related areas;

473 e. Developmental disabilities pursuant to s. 1012.582;

474 f. Youth suicide awareness and prevention pursuant to s.



475 1012.583; and
476 g. Youth mental health awareness and assistance pursuant to
477 s. 1012.584.

478 (5) Each institute approved pursuant to this section shall
479 submit to the Department of Education annual performance
480 evaluations that measure the effectiveness of the programs,
481 including the pass rates of participants on all examinations
482 required for teacher certification, employment rates,
483 longitudinal retention rates, and satisfaction surveys of
484 employers and candidates. The satisfaction surveys must be
485 designed to measure the sufficient preparation of the educator
486 for the student's proficiency in the use of state-adopted
487 content standards, the realities of the classroom, and the
488 institute's responsiveness to local school districts. These
489 evaluations shall be used by the Department of Education for
490 purposes of continued approval of an educator preparation
491 institute's certification program.

492 Section 6. Paragraph (c) is added to subsection (3), and
493 paragraphs (c) through (g) of that subsection are redesignated
494 as paragraphs (d) through (h) of section 1008.22, to read:

495 1008.22 Student assessment program for public schools.—

496 (3) STATEWIDE, STANDARDIZED ASSESSMENT PROGRAM.—The
497 Commissioner of Education shall design and implement a
498 statewide, standardized assessment program aligned to the core
499 curricular content established in the Next Generation Sunshine
500 State Standards. The commissioner also must develop or select
501 and implement a common battery of assessment tools that will be
502 used in all juvenile justice education programs in the state.
503 These tools must accurately measure the core curricular content



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504 established in the Next Generation Sunshine State Standards.
505 Participation in the assessment program is mandatory for all
506 school districts and all students attending public schools,
507 including adult students seeking a standard high school diploma
508 under s. 1003.4282 and students in Department of Juvenile
509 Justice education programs, except as otherwise provided by law.
510 If a student does not participate in the assessment program, the
511 school district must notify the student's parent and provide the
512 parent with information regarding the implications of such
513 nonparticipation. The statewide, standardized assessment program
514 shall be designed and implemented as follows:

515 (c) Nationally recognized high school assessments.—

516 1. Beginning with the 2020-2021 school year, each school
517 district shall provide for the administration of the SAT or ACT
518 to each public school student in grade 11 in the district,
519 including students attending public high schools, alternative
520 schools, and centers of the Department of Juvenile Justice.

521 2. School districts must choose either the SAT or ACT for
522 districtwide administration.

523 3. Funding for the SAT and the ACT for all grade 11
524 students shall be as provided in the General Appropriations Act.

525 Section 7. Subsection (4) of section 1011.61, Florida
526 Statutes, is amended to read:

527 1011.61 Definitions.—Notwithstanding the provisions of s.
528 1000.21, the following terms are defined as follows for the
529 purposes of the Florida Education Finance Program:

530 (4) The maximum value for funding a student in kindergarten
531 through grade 12 or in a prekindergarten program for exceptional
532 children as provided in s. 1003.21(1)(e) shall be the sum of the



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533 calculations in paragraphs (a), (b), and (c) as calculated by
534 the department.

535 (a) The sum of the student's full-time equivalent student
536 membership value for the school year or the equivalent derived
537 from paragraphs (1)(a) and (b), subparagraph (1)(c)1., sub-
538 subparagraphs (1)(c)2.b. and c., subparagraph (1)(c)3., and
539 subsection (2). If the sum is greater than 1.0, the full-time
540 equivalent student membership value for each program or course
541 shall be reduced by an equal proportion so that the student's
542 total full-time equivalent student membership value is equal to
543 1.0.

544 (b) If the result in paragraph (a) is less than 1.0 full-
545 time equivalent student and the student has full-time equivalent
546 student enrollment pursuant to sub-sub-subparagraph
547 (1)(c)1.b.(VIII), calculate an amount that is the lesser of the
548 value in sub-sub-subparagraph (1)(c)1.b.(VIII) or the value of
549 1.0 less the value in paragraph (a).

550 (c) The full-time equivalent student enrollment value in
551 sub-subparagraph (1)(c)2.a.

552
553 A scholarship award provided to a student enrolled in the John
554 M. McKay Scholarships for Students with Disabilities Program
555 pursuant to s. 1002.39 or the Family Empowerment Scholarship
556 Program pursuant to s. 1002.394 is not subject to the maximum
557 value for funding a student under this subsection.

558 Section 8. Paragraph (i) of subsection (1) of section
559 1011.62, Florida Statutes, is amended to read:

560 1011.62 Funds for operation of schools.—If the annual
561 allocation from the Florida Education Finance Program to each



562 district for operation of schools is not determined in the
563 annual appropriations act or the substantive bill implementing
564 the annual appropriations act, it shall be determined as
565 follows:

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

570 (i) *Calculation of full-time equivalent membership with*
571 *respect to dual enrollment instruction.—*

572 1. Full-time equivalent students.—Students enrolled in dual
573 enrollment instruction pursuant to s. 1007.271 may be included
574 in calculations of full-time equivalent student memberships for
575 basic programs for grades 9 through 12 by a district school
576 board. Instructional time for dual enrollment may vary from 900
577 hours; however, the full-time equivalent student membership
578 value shall be subject to the provisions in s. 1011.61(4). Dual
579 enrollment full-time equivalent student membership shall be
580 calculated in an amount equal to the hours of instruction that
581 would be necessary to earn the full-time equivalent student
582 membership for an equivalent course if it were taught in the
583 school district. Students in dual enrollment courses may also be
584 calculated as the proportional shares of full-time equivalent
585 enrollments they generate for a Florida College System
586 institution or university conducting the dual enrollment
587 instruction. Early admission students shall be considered dual
588 enrollments for funding purposes. Students may be enrolled in
589 dual enrollment instruction provided by an eligible independent
590 college or university and may be included in calculations of



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591 full-time equivalent student memberships for basic programs for
592 grades 9 through 12 by a district school board. However, those
593 provisions of law which exempt dual enrolled and early admission
594 students from payment of instructional materials and tuition and
595 fees, including laboratory fees, shall not apply to students who
596 select the option of enrolling in an eligible independent
597 institution. An independent college or university, which is not
598 for profit, is accredited by a regional or national accrediting
599 agency recognized by the United States Department of Education,
600 and confers degrees as defined in s. 1005.02 shall be eligible
601 for inclusion in the dual enrollment or early admission program.
602 Students enrolled in dual enrollment instruction shall be exempt
603 from the payment of tuition and fees, including laboratory fees.
604 No student enrolled in college credit mathematics or English
605 dual enrollment instruction shall be funded as a dual enrollment
606 unless the student has successfully completed the relevant
607 section of the entry-level examination required pursuant to s.
608 1008.30.

609 2. Additional full-time equivalent student membership.—For
610 students enrolled in a program pursuant to s. 1007.273, a value
611 of 0.16 full-time equivalent student membership shall be
612 calculated for each student who completes a general education
613 core course through the dual enrollment program with a grade of
614 “B” or better. For students who are not enrolled in a program
615 pursuant to s. 1007.273, a value of 0.08 full-time equivalent
616 student membership shall be calculated for each student who
617 completes a general education core course through the dual
618 enrollment program with a grade of “B” or better. In addition, a
619 value of 0.3 full-time equivalent student membership shall be



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620 calculated for any student who receives an associate degree
621 through the dual enrollment program with a 3.0 grade point
622 average or better. This value shall be added to the total full-
623 time equivalent student membership in basic programs for grades
624 9 through 12 in the subsequent fiscal year. This section shall
625 be effective for credit earned by dually enrolled students for
626 courses taken in the 2020-2021 school year and each school year
627 thereafter. If the associate degree pursuant to this paragraph
628 is earned in 2020-2021 following completion of courses taken in
629 the 2020-2021 school year, then courses taken towards the degree
630 as part of the dual enrollment program prior to 2020-2021 may
631 not preclude eligibility for the 0.3 additional full-time
632 equivalent student membership bonus. Each school district shall
633 allocate at least 50 percent of the funds received from the dual
634 enrollment bonus FTE funding, in accordance with this paragraph,
635 to the schools that generated the funds to support student
636 academic guidance and postsecondary readiness.

637 3. Qualifying courses.—For the purposes of this paragraph,
638 general education core courses are those that are identified in
639 rule by the State Board of Education and in regulation by the
640 Board of Governors pursuant to s. 1007.25(3).

641 Section 9. Subsection (5) of section 1012.56, Florida
642 Statutes, is amended to read:

643 1012.56 Educator certification requirements.—

644 (5) MASTERY OF SUBJECT AREA KNOWLEDGE.—Acceptable means of
645 demonstrating mastery of subject area knowledge are:

646 (a) For a subject requiring only a baccalaureate degree, a
647 baccalaureate degree with a major in the subject area, conferred
648 within the last 10 years from an accredited or approved



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649 institution as defined in rule 6A-4.003, Florida Administrative
650 Code;

651 (b)~~(a)~~ For a subject requiring only a baccalaureate degree
652 for which a Florida subject area examination has been developed,
653 achievement of a passing score on the Florida-developed subject
654 area examination specified in state board rule;

655 (c)~~(b)~~ For a subject for which a Florida subject area
656 examination has not been developed, achievement of a passing
657 score on a standardized examination specified in state board
658 rule, including, but not limited to, passing scores on both the
659 oral proficiency and written proficiency examinations
660 administered by the American Council on the Teaching of Foreign
661 Languages;

662 (d)~~(c)~~ For a subject for which a Florida subject area
663 examination has not been developed or a standardized examination
664 has not been specified in state board rule, completion of the
665 subject area specialization requirements specified in state
666 board rule and verification of the attainment of the essential
667 subject matter competencies by the district school
668 superintendent of the employing school district or chief
669 administrative officer of the employing state-supported or
670 private school;

671 (e)~~(d)~~ For a subject requiring a master's or higher degree,
672 completion of the subject area specialization requirements
673 specified in state board rule and achievement of a passing score
674 on the Florida-developed subject area examination or a
675 standardized examination specified in state board rule;

676 (f)~~(e)~~ Documentation of a valid professional standard
677 teaching certificate issued by another state;



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678 (g)~~(f)~~ Documentation of a valid certificate issued by the
679 National Board for Professional Teaching Standards or a national
680 educator credentialing board approved by the State Board of
681 Education;

682 (h)~~(g)~~ Documentation of successful completion of a United
683 States Defense Language Institute Foreign Language Center
684 program; or

685 (i)~~(h)~~ Documentation of a passing score on the Defense
686 Language Proficiency Test (DLPT).

687
688 School districts are encouraged to provide mechanisms for middle
689 grades teachers holding only a K-6 teaching certificate to
690 obtain a subject area coverage for middle grades through
691 postsecondary coursework or district add-on certification.

692 Section 10. Paragraph (g) is added to subsection (3) of
693 section 1012.585, Florida Statutes, to read:

694 1012.585 Process for renewal of professional certificates.-

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

697 (g) A teacher may earn inservice points only once during
698 each 5-year validity period for any mandatory training topic
699 that is not linked to student learning or professional growth.

700 Section 11. Subsections (5), (6), and (9) of section
701 1012.79, Florida Statutes, are amended to read:

702 1012.79 Education Practices Commission; organization.-

703 (5) The Commissioner of Education, with the advice and
704 consent of the commission chair, is responsible for appointing,
705 and may remove, commission, by a vote of three-fourths of the
706 membership, shall employ an executive director, who shall be



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707 exempt from career service. The executive director shall have
708 administrative duties, as determined by the Commissioner of
709 Education. The executive director may not impact or influence
710 decisions of the commission. ~~The executive director may be~~
711 ~~dismissed by a majority vote of the membership.~~

712 (6) (a) The commission shall be assigned to the Department
713 of Education for administrative and fiscal accountability
714 purposes. The commission, in the performance of its powers and
715 duties, shall not be subject to control, supervision, or
716 direction by the Department of Education.

717 (b) The property, personnel, and appropriations related to
718 the specified authority, powers, duties, and responsibilities of
719 the commission shall be provided to the commission by the
720 Department of Education.

721 (9) The commission shall make such expenditures as may be
722 necessary in exercising its authority and powers and carrying
723 out its duties and responsibilities, including expenditures for
724 personal services, legal services ~~general counsel or access to~~
725 ~~counsel~~, and rent at the seat of government and elsewhere; for
726 books of reference, periodicals, furniture, equipment, and
727 supplies; and for printing and binding. The expenditures of the
728 commission shall be subject to the powers and duties of the
729 Department of Financial Services as provided in s. 17.03.

730 Section 12. Subsection (5) of section 1012.98, Florida
731 Statutes, is amended, and subsections (13), (14), and (15) are
732 added to that section, to read:

733 1012.98 School Community Professional Development Act.—

734 (5) Each district school board shall provide funding for
735 the professional development system as required by s. 1011.62



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736 and the General Appropriations Act, and shall direct
737 expenditures from other funding sources to continuously
738 strengthen the system in order to increase student achievement
739 and support instructional staff in enhancing rigor and relevance
740 in the classroom. Each district school board shall calculate a
741 proportionate share of professional development funds for each
742 classroom teacher and allow each classroom teacher to use up to
743 25 percent of the proportionate share on professional
744 development that addresses the academic needs of students or an
745 identified area of professional growth for the classroom
746 teacher. The department shall identify professional development
747 opportunities that require the classroom teacher to demonstrate
748 proficiency in a specific classroom practice. A school district
749 may coordinate its professional development program with that of
750 another district, with an educational consortium, or with a
751 Florida College System institution or university, especially in
752 preparing and educating personnel. Each district school board
753 shall make available inservice activities to instructional
754 personnel of nonpublic schools in the district and the state
755 certified teachers who are not employed by the district school
756 board on a fee basis not to exceed the cost of the activity per
757 all participants.

758 (13) To assist school district planning for required
759 teacher professional development, by August 1, 2020, the
760 department shall develop a model annual and 5-year calendar that
761 incorporates all state-required professional development. No
762 later than January 1, 2021, school districts shall develop an
763 annual and a 5-year calendar of professional development for
764 inclusion in the professional development system approved by the



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765 department pursuant to subsection (4).

766 (14) The department shall develop and maintain a statewide
767 registry of approved professional development providers and
768 professional development activities for use by teachers in this
769 state. The registry is intended to provide educators with high-
770 quality professional development opportunities in addition to
771 those offered by an entity specified in subsection (1).

772 (a) Any professional development provider seeking to be
773 added to the registry must complete an application developed by
774 the department. Approved providers are responsible for notifying
775 the department of any changes to the provider or approved
776 activities using an update form developed by the department. The
777 approval form must include, but is not limited to, requirements
778 that the provider specify:

779 1. Compliance with this section.

780 2. The alignment of professional development activities
781 with professional development standards adopted by the state
782 board in rule and standards adopted by the National Staff
783 Development Council.

784 3. Professional development activities offered by the
785 provider.

786 4. Qualifications of instructors for the professional
787 development activities to be approved.

788 (b) Providers specified in subsection (1), as well as
789 providers approved by such entities, are not required to seek
790 department approval to offer professional development activities
791 and are not required to be added to the registry. However, such
792 providers that wish to offer statewide professional development
793 opportunities may seek department approval and be added to the



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794 registry.

795 (c) Providers approved by the department must maintain
796 information that includes, but is not limited to, the
797 professional development activity, date of the activity, hours
798 of instruction, and instructor, if applicable. The approved
799 provider must provide such information to each participant.

800 (d) The department shall review the professional
801 development provider application for compliance with
802 requirements. The department must inform the provider in writing
803 within 90 days after submission of an application regarding the
804 approval or denial of the provider. The approval is valid for a
805 period not to exceed 5 years, after which the provider must
806 reapply.

807 1. Each school district shall accept an approved
808 professional development activity on the registry toward meeting
809 the requirements of s. 1012.585(3).

810 2. The department shall determine the number of inservice
811 hours to be awarded for completion of each specified
812 professional development activity.

813 (15) There is created the Professional Development Choice
814 Pilot Program to be administered by the department for a period
815 of 3 years, subject to legislative appropriation. The purpose of
816 the pilot program is to provide grants to eligible teachers to
817 select professional learning opportunities that best meet each
818 teacher's individual needs.

819 (a) A teacher may use a pilot program grant for
820 professional development approved by a school district or by a
821 provider approved by the department pursuant to subsection (14).

822 1. Professional development must be aligned with the



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823 standards adopted by the state board in rule and standards
824 adopted by the National Staff Development Council.

825 2. Training completed under this subsection must comply
826 with and satisfy the requirements of s. 1012.585(3).

827 3. Professional learning activities may include, but are
828 not limited to, in-person or online training; travel and
829 registration for conferences or workshops; college credit
830 courses; and district professional development certification and
831 education competency programs.

832 (b) To be eligible for a pilot program grant, an individual
833 must:

834 1. Hold a professional certificate issued pursuant to s.
835 1012.56(7)(a);

836 2. Be employed as a classroom teacher, as defined in s.
837 1012.01(2)(a), excluding substitute teachers, by a district
838 school board or by a charter school; and

839 3. Apply for a grant in a format determined by the
840 department. The application must require an applicant to
841 describe how the professional development activity relates to
842 and will improve instruction in the classroom.

843 (c) Each classroom teacher eligible under paragraph (b) may
844 receive a reimbursement for training pursuant to paragraph (a).
845 The reimbursement for each teacher participating in the pilot
846 program may not exceed \$500 per school year. Each classroom
847 teacher is eligible for one grant per school year. The pilot
848 program grants must be awarded on a first-come, first-served
849 basis.

850 (d) Each school district shall:

851 1. Review a proposed professional development activity to



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852 determine alignment with district and individual professional
853 development plans and determine the number of inservice credit
854 hours to be awarded; and

855 2. Approve any professional development opportunity
856 included on the department's registry pursuant to subsection
857 (13).

858 (e) The department shall:

859 1. Maintain a registry of approved providers and
860 professional development activities pursuant to subsection (14).

861 2. Establish, no later than August 1, 2020, a grant
862 application form.

863 Section 13. Section 1012.981, Florida Statutes, is created
864 to read:

865 1012.981 Professional Education Excellence Resources Pilot
866 Program.—

867 (1) There is established the Professional Education
868 Excellence Resources (PEER) Pilot Program, administered by the
869 department, to provide school district flexibility to increase
870 opportunities for professional learning, collaboration with
871 teachers and leaders, and teacher leadership.

872 (2) The PEER Pilot Program is established in Clay, Palm
873 Beach, Pinellas, and Walton Counties.

874 (3) Participating school districts implementing the PEER
875 Pilot Program may:

876 (a) Extend the contract day or the contract year, or both,
877 for participating teachers for professional development,
878 collaboration with colleagues, or instructional coaching. A
879 participating school district that chooses to extend the
880 contract day or year must, before the start of the 2020-2021



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881 school year, negotiate with the certified collective bargaining
882 unit for instructional personnel a memorandum of understanding
883 that addresses the additional duty hours in a week or duty days
884 in a school year and additional payments based on the salary
885 scale of the district to teachers who participate in the pilot
886 program.

887 (b) Use program funds to:

888 1. Compensate teachers who are assigned to an extended
889 school day or school year pursuant to paragraph (a).

890 2. Hire additional instructional personnel to provide
891 teachers with additional planning periods or other release time
892 to complete professional development, collaborate with
893 colleagues, or perform other appropriate activities.

894 3. Provide content area specialists to provide support for
895 teachers' individual needs and professional growth.

896 4. Provide instructional coaches for participating
897 teachers.

898 5. Provide professional development opportunities.

899 (4) School districts participating in the pilot program
900 must collaborate with the department, postsecondary educational
901 institutions, regional education consortia, the University of
902 Florida Lastinger Center, or other appropriate organizations to
903 develop high-quality online professional development
904 opportunities accessible to instructional personnel statewide.

905 Such online professional development must:

906 (a) Be self-paced and available to teachers at any time.

907 (b) Align with standards for professional development as
908 described in state board rule.

909 (c) Protect the private information of participants.



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910 (d) Satisfy requirements for renewal of an educator
911 certificate.

912 (e) Include online assessments with timely feedback to
913 evaluate participant learning measured against program goals.

914 (5) Participating school districts may use program funds to
915 establish a master teacher program. The master teacher program
916 provides accomplished teachers the opportunity to innovate and
917 improve classroom practices, facilitate improved professional
918 development, and improve instructional quality through
919 collaboration with teachers and leaders. School districts shall
920 determine the specific roles assigned to a master teacher.

921 (a) Each master teacher program must include, but is not
922 limited to:

923 1. Providing release time for planning and meeting with
924 teachers and leaders;

925 2. Additional professional development opportunities, to
926 include participation in local and national conferences or
927 payments for college credit courses to increase skills or obtain
928 a higher university degree; and

929 3. Monetary compensation.

930 (b) School districts may select for the master teacher
931 program teachers who were rated highly effective in the previous
932 school year and may determine other selection criteria, which
933 may include, but are not limited to, information in performance
934 evaluations, peer reviews, demonstration of content expertise,
935 principal recommendation, or candidate interviews.

936 (c) Each participating school district must collaborate
937 with the department and with the University of Florida Lasteringer
938 Center to develop a master teacher academy to support



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939 instructional personnel statewide. The master teacher academy
940 must:

941 1. Provide recommendations for the selection, training, and
942 support of district master teachers.

943 2. Create a bank of online professional development tools
944 that serve as exemplars for instructional best practices. Such
945 content may include pedagogy, instructional delivery,
946 professional learning communities, collaboration, personalized
947 learning, teacher and student or parent conferencing, positive
948 behavior supports, and using data to improve instruction.

949 3. Provide instructional coaching for school-based leaders
950 and principal supervisors. The content must focus on providing
951 teachers with actionable feedback on performance.

952 (6) Each school district participating in the PEER Pilot
953 Program must annually, by August 1, report to the Governor, the
954 President of the Senate, the Speaker of the House of
955 Representatives, and the department on the performance of the
956 pilot program. Each report must include, but is not limited to:

957 (a) The use of the pilot program funds.

958 (b) The impact of the pilot program on student achievement.

959 (c) The impact of the pilot program on teacher annual
960 evaluations.

961 (d) The results of satisfaction surveys given to pilot
962 program participants.

963 (e) Recommendations for continuation of the pilot program
964 and for scaling the pilot program for statewide implementation.

965 (7) The State Board of Education shall adopt rules to
966 administer this section.

967 (8) This section shall be implemented only to the extent



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968 specifically funded and authorized by law.

969 Section 14. Pathways in Technology Early College High
970 School (P-TECH) program.—

971 (1) By December 1, 2020, the Commissioner of Education
972 shall submit to the Governor, the President of the Senate, the
973 Speaker of the House of Representatives, the Board of Governors,
974 and the State Board of Education a report with recommendations
975 that address the feasibility of implementing the Pathways in
976 Technology Early College High School (P-TECH) program, or a
977 similar program, in Florida. The P-TECH program must:

978 (a) Incorporate secondary and postsecondary education with
979 workforce education and work experience through a flexible 6-
980 year integrated model.

981 (b) Allow students to earn a high school diploma, an
982 associate degree, and applicable industry certifications and
983 gain work experience within 6 years after enrolling in the 9th
984 grade.

985 (c) Have an open enrollment policy that encourages a
986 diverse student body, including students from low-income
987 families and first-generation college students.

988 (d) Support student success through flexible class
989 scheduling, advising and mentoring components, and other wrap-
990 around services.

991 (e) Provide seamless articulation with Florida's
992 postsecondary institutions.

993 (2) The report must, at a minimum, include the following:

994 (a) Timelines for implementing a P-TECH program, or a
995 similar program, as described in subsection (1), including
996 courses of study which support program completion in 4 to 6



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997 years and which meet regional workforce demand.

998 (b) A funding model that provides the P-TECH program, or a
999 similar program, at no cost to students. The funding model may
1000 incorporate K-12, postsecondary, and workforce funding, grants,
1001 scholarships, and other funding options.

1002 (c) Partnerships with industries and businesses, which
1003 include private investment, work-based training, internships,
1004 and priority placement for job opportunities upon graduation.

1005 (d) Recommendations for modifications, if any, to the
1006 school and school district accountability requirements of s.
1007 1008.34, Florida Statutes.

1008 (3) This section shall take effect upon this act becoming a
1009 law and shall expire on December 1, 2020.

1010 Section 15. Subsection (1) of section 1012.586, Florida
1011 Statutes, is amended to read:

1012 1012.586 Additions or changes to certificates; duplicate
1013 certificates.—A school district may process via a Department of
1014 Education website certificates for the following applications of
1015 public school employees:

1016 (1) Addition of a subject coverage or endorsement to a
1017 valid Florida certificate on the basis of the completion of the
1018 appropriate subject area testing requirements of s.

1019 1012.56(5)(b) ~~s. 1012.56(5)(a)~~ or the completion of the
1020 requirements of an approved school district program or the
1021 inservice components for an endorsement.

1022 (a) To reduce duplication, the department may recommend the
1023 consolidation of endorsement areas and requirements to the State
1024 Board of Education.

1025 (b) By July 1, 2018, and at least once every 5 years



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1026 thereafter, the department shall conduct a review of existing
1027 subject coverage or endorsement requirements in the elementary,
1028 reading, and exceptional student educational areas. The review
1029 must include reciprocity requirements for out-of-state
1030 certificates and requirements for demonstrating competency in
1031 the reading instruction professional development topics listed
1032 in s. 1012.98(4)(b)11. The review must also consider the award
1033 of an endorsement to an individual who holds a certificate
1034 issued by an internationally recognized organization that
1035 establishes standards for providing evidence-based interventions
1036 to struggling readers or who completes a postsecondary program
1037 that is accredited by such organization. Any such certificate or
1038 program must require an individual who completes the certificate
1039 or program to demonstrate competence in reading intervention
1040 strategies through clinical experience. At the conclusion of
1041 each review, the department shall recommend to the state board
1042 changes to the subject coverage or endorsement requirements
1043 based upon any identified instruction or intervention strategies
1044 proven to improve student reading performance. This paragraph
1045 does not authorize the state board to establish any new
1046 certification subject coverage.

1047
1048 The employing school district shall charge the employee a
1049 fee not to exceed the amount charged by the Department of
1050 Education for such services. Each district school board shall
1051 retain a portion of the fee as defined in the rules of the State
1052 Board of Education. The portion sent to the department shall be
1053 used for maintenance of the technology system, the web
1054 application, and posting and mailing of the certificate.



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1055 Section 16. This act shall take effect July 1, 2020.

1056

1057 ===== T I T L E A M E N D M E N T =====

1058 And the title is amended as follows:

1059 Delete everything before the enacting clause
1060 and insert:

1061 A bill to be entitled
1062 An act relating to education; amending s. 1002.33,
1063 F.S.; prohibiting sponsors from refusing to receive a
1064 charter school application submitted during the
1065 calendar year; authorizing charter schools to limit
1066 the enrollment process to target certain additional
1067 student populations; amending s. 1002.394, F.S.;
1068 revising initial scholarship eligibility criteria for
1069 the Family Empowerment Scholarship Program, beginning
1070 with a specified school year; providing that
1071 participation in certain virtual schools,
1072 correspondence schools, or distance learning programs
1073 does not make a student ineligible for a scholarship
1074 under the program in certain circumstances; requiring,
1075 rather than authorizing, an annual specified increase
1076 in the maximum number of students participating in
1077 such program; amending s. 1002.395, F.S.; revising
1078 eligibility criteria for the Florida Tax Credit
1079 Scholarship Program and applying the criteria only to
1080 initial eligibility; requiring that priority be given
1081 to students whose household incomes do not exceed a
1082 specified amount; amending s. 1004.04, F.S.; requiring
1083 that the rules to establish uniform core curricula for



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1084 each state-approved teacher preparation program
1085 include evidence-based reading instructional
1086 strategies and mental health strategies and support;
1087 requiring state-approved teacher preparation programs
1088 include opportunities to complete endorsements and
1089 complete training required of instructional personnel;
1090 removing admission requirements, and deleting a
1091 provision allowing teacher preparation programs to
1092 waive admission requirements for up to 10 percent of
1093 the students admitted; requiring an assessment of
1094 student proficiency is employer surveys; amending s.
1095 1004.85, F.S.; expanding requirements for the
1096 certification program of a postsecondary educator
1097 preparation institute to be approved by the Department
1098 of Education; amending s. 1008.22, F.S.; requiring
1099 school districts to provide the SAT or ACT to grade 11
1100 students beginning in a specified school year;
1101 requiring school districts to choose which assessment
1102 to administer; amending s. 1011.61, F.S.; providing
1103 that a certain scholarship award is not subject to the
1104 maximum value for funding a student under the Florida
1105 Education Finance Program; amending s. 1011.62, F.S.;
1106 changing the calculation of full-time equivalent
1107 student membership for dual enrollment purposes;
1108 amending s. 1012.56, F.S.; providing that for a
1109 subject requiring only a baccalaureate degree, a
1110 baccalaureate degree with a major in the subject area,
1111 conferred within the last 10 years, is an acceptable
1112 means of demonstrating mastery of subject area



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1113 knowledge; amending s. 1012.585, F.S.; specifying that
1114 teachers may earn inservice points only once during a
1115 certain time period for any mandatory training topic
1116 not linked to student learning or professional growth;
1117 amending s. 1012.79, F.S.; directing the Commissioner
1118 of Education, with the advice and consent of the chair
1119 of the Education Practices Commission, to appoint an
1120 executive director who is exempt from career service
1121 and may be removed by the commissioner; specifying
1122 that the executive director will have administrative
1123 duties, as determined by the commissioner; making a
1124 technical change; amending s. 1012.98, F.S.; requiring
1125 district school boards to calculate a proportionate
1126 share of professional development funds for each
1127 classroom teacher; authorizing classroom teachers to
1128 use up to a certain amount of such funds for certain
1129 purposes; requiring the Department of Education to
1130 identify professional development opportunities for
1131 classroom teachers to demonstrate proficiency in a
1132 specific classroom practice; requiring the department
1133 to create and develop a model annual and 5-year
1134 calendar of professional development by a specified
1135 date; requiring school districts to develop annual and
1136 5-year calendars of professional development for
1137 inclusion in the department's professional development
1138 system by a specified date; requiring the department
1139 to maintain a statewide registry of approved
1140 professional development providers and professional
1141 development activities for use by teachers; requiring



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1142 professional development providers to be approved by
1143 the department; specifying requirements for
1144 professional development providers; requiring the
1145 department to review professional development provider
1146 applications for compliance and to approve or deny an
1147 application within a certain timeframe; providing for
1148 provider reapplication; requiring each school district
1149 to accept an approved professional development
1150 activity for a certain purpose; requiring the
1151 department to determine the number of inservice hours
1152 to be awarded for completion of an activity; creating
1153 the Professional Development Choice Pilot Program to
1154 be administered by the department for a specified
1155 period; providing the pilot program's purpose;
1156 authorizing the use of pilot program grants for
1157 specified purposes; providing requirements for the use
1158 of such grants; providing eligibility requirements for
1159 receiving pilot program grants; providing requirements
1160 and limits for grant disbursements; providing certain
1161 duties of each school district; requiring the
1162 department to maintain a registry of approved provider
1163 and professional development activities; requiring the
1164 department to establish an application form by a
1165 specified date; creating s. 1012.981, F.S.; creating
1166 the Professional Education Excellence Resources (PEER)
1167 Pilot Program in specified counties; authorizing
1168 school districts implementing the pilot program to
1169 engage in certain activities; authorizing school
1170 districts to use program funds for certain purposes;



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1171 requiring school districts participating in the
1172 program to collaborate with the department and other
1173 entities to develop high-quality online professional
1174 development opportunities accessible to instructional
1175 personnel statewide; providing requirements for such
1176 professional online development opportunities;
1177 authorizing participating school districts to use
1178 program funds to establish a master teacher program;
1179 providing requirements for the master teacher program;
1180 requiring participating school districts to
1181 collaborate with the department and the University of
1182 Florida Lastinger Center to develop a master teacher
1183 academy; providing duties for the master teacher
1184 academy; requiring each school district participating
1185 in the PEER Pilot Program to report annually to the
1186 Governor, the Legislature, and the department on the
1187 performance of the pilot program; requiring the annual
1188 report to contain certain information; requiring the
1189 State Board of Education to adopt rules; specifying
1190 that the pilot program be implemented only to the
1191 extent specifically funded and authorized by law;
1192 requiring the Commissioner of Education to submit to
1193 certain entities by a specified date a report with
1194 recommendations relating to the implementation of the
1195 Pathways in Technology Early College High School
1196 program, or a similar program; providing requirements
1197 for such program and report; providing for expiration;
1198 amending s. 1012.586, F.S.; conforming a cross-
1199 reference; providing an effective date.