

Amendment No. 1

COMMITTEE/SUBCOMMITTEE ACTION

ADOPTED	<u> </u>	(Y/N)
ADOPTED AS AMENDED	<u> </u>	(Y/N)
ADOPTED W/O OBJECTION	<u> </u>	(Y/N)
FAILED TO ADOPT	<u> </u>	(Y/N)
WITHDRAWN	<u> </u>	(Y/N)
OTHER	<u> </u>	

1 Committee/Subcommittee hearing bill: Education & Employment
 2 Committee

3 Representative Aloupis offered the following:

4

5 **Amendment (with title amendment)**

6 Remove everything after the enacting clause and insert:

7 Section 1. Subsections (1), (3), (4), (5), (6), and (11)
 8 of section 1001.215, Florida Statutes, are amended, and
 9 subsection (8) of that section is republished, to read:

10 1001.215 Just Read, Florida! Office.—There is created in
 11 the Department of Education the Just Read, Florida! Office. The
 12 office is fully accountable to the Commissioner of Education and
 13 shall:

14 (1) Provide training to ~~Train~~ reading coaches and school
 15 administrators on the evidence-based strategies identified
 16 pursuant to subsection (8) for purposes of implementation,

Amendment No. 1

17 modeling, and classroom observations to support professional
18 growth and inform performance evaluations of instructional
19 personnel.

20 (3) Work with the Lastinger Center for Learning at the
21 University of Florida to develop training for K-12 teachers,
22 reading coaches, and school administrators ~~principals~~ on
23 effective content-area-specific reading strategies; the
24 coordinated integration of content-rich curriculum from other
25 core subject areas into reading instruction, with an emphasis on
26 civic literacy; and evidence-based reading strategies identified
27 pursuant to ~~in~~ subsection (8) to improve student reading
28 performance. For secondary teachers, emphasis shall be on
29 technical text. These strategies must be developed for all
30 content areas in the K-12 curriculum.

31 (4) Develop and provide access to sequenced, content-rich
32 curriculum programming, instructional practices, and resources
33 that help elementary schools use state-adopted instructional
34 materials to increase students' background knowledge and
35 literacy skills, including student attainment of the Next
36 Generation Sunshine State Standards for social studies, science,
37 and the arts. The office shall, as part of the adoption cycle
38 for English Language Arts instructional materials, assist in
39 evaluating elementary grades instructional materials submitted
40 for adoption consideration in order to identify those materials
41 that are closely aligned to the content and evidence-based

022269 - h7011-strike.docx

Published On: 4/14/2021 9:31:55 PM

Amendment No. 1

42 strategies identified pursuant to subsection (8) and incorporate
43 professional development to implement such strategies.

44 (5) Provide parents with information and evidence-based
45 strategies for assisting their children in reading, including
46 reading in content areas.

47 (6) Provide technical assistance to school districts in
48 the development and implementation of district plans for use of
49 the evidence-based ~~research-based~~ reading instruction allocation
50 provided in s. 1011.62(9) and annually review and approve such
51 plans.

52 (8) Work with the Florida Center for Reading Research to
53 identify scientifically researched and evidence-based reading
54 instructional and intervention programs that incorporate
55 explicit, systematic, and sequential approaches to teaching
56 phonemic awareness, phonics, vocabulary, fluency, and text
57 comprehension and incorporate decodable or phonetic text
58 instructional strategies. Reading intervention includes
59 evidence-based strategies frequently used to remediate reading
60 deficiencies and includes, but is not limited to, individual
61 instruction, multisensory approaches, tutoring, mentoring, or
62 the use of technology that targets specific reading skills and
63 abilities.

64 (11) Work with teacher preparation programs approved
65 pursuant to ss. 1004.04 and 1004.85 to integrate effective,
66 ~~research-based~~ and evidence-based reading instructional and

022269 - h7011-strike.docx

Published On: 4/14/2021 9:31:55 PM

Amendment No. 1

67 intervention strategies, including explicit, systematic, and
68 sequential reading strategies, multisensory intervention
69 strategies, and reading in content area instructional strategies
70 into teacher preparation programs.

71 Section 2. Paragraph (a) of subsection (18) of section
72 1001.42, Florida Statutes, is amended to read:

73 1001.42 Powers and duties of district school board.—The
74 district school board, acting as a board, shall exercise all
75 powers and perform all duties listed below:

76 (18) IMPLEMENT SCHOOL IMPROVEMENT AND ACCOUNTABILITY.—
77 Maintain a system of school improvement and education
78 accountability as provided by statute and State Board of
79 Education rule. This system of school improvement and education
80 accountability shall be consistent with, and implemented
81 through, the district's continuing system of planning and
82 budgeting required by this section and ss. 1008.385, 1010.01,
83 and 1011.01. This system of school improvement and education
84 accountability shall comply with the provisions of ss. 1008.33,
85 1008.34, 1008.345, and 1008.385 and include the following:

86 (a) School improvement plans.—The district school board
87 shall annually approve and require implementation of a new,
88 amended, or continuation school improvement plan for each school
89 in the district which has a school grade of "D" or "F"; has a
90 significant gap in achievement on statewide, standardized
91 assessments administered pursuant to s. 1008.22 by one or more

022269 - h7011-strike.docx

Published On: 4/14/2021 9:31:55 PM

Amendment No. 1

92 student subgroups, as defined in the federal Elementary and
93 Secondary Education Act (ESEA), 20 U.S.C. s.
94 6311(b)(2)(C)(v)(II); has not significantly increased the
95 percentage of students passing statewide, standardized
96 assessments; has not significantly increased the percentage of
97 students demonstrating Learning Gains, as defined in s. 1008.34
98 and as calculated under s. 1008.34(3)(b), who passed statewide,
99 standardized assessments; has been identified as requiring
100 instructional supports under the Reading Achievement Initiative
101 for Scholastic Excellence program established in s. 1008.365; or
102 has significantly lower graduation rates for a subgroup when
103 compared to the state's graduation rate. The improvement plan of
104 a school that meets the requirements of this paragraph shall
105 include strategies for improving these results. The state board
106 shall adopt rules establishing thresholds and for determining
107 compliance with this paragraph.

108 Section 3. Paragraph (b) of subsection (17) of section
109 1002.33, Florida Statutes, is amended to read:

110 1002.33 Charter schools.—

111 (17) FUNDING.—Students enrolled in a charter school,
112 regardless of the sponsorship, shall be funded as if they are in
113 a basic program or a special program, the same as students
114 enrolled in other public schools in the school district. Funding
115 for a charter lab school shall be as provided in s. 1002.32.

116 (b) The basis for the agreement for funding students

022269 - h7011-strike.docx

Published On: 4/14/2021 9:31:55 PM

Amendment No. 1

117 enrolled in a charter school shall be the sum of the school
118 district's operating funds from the Florida Education Finance
119 Program as provided in s. 1011.62 and the General Appropriations
120 Act, including gross state and local funds, discretionary
121 lottery funds, and funds from the school district's current
122 operating discretionary millage levy; divided by total funded
123 weighted full-time equivalent students in the school district;
124 multiplied by the weighted full-time equivalent students for the
125 charter school. Charter schools whose students or programs meet
126 the eligibility criteria in law are entitled to their
127 proportionate share of categorical program funds included in the
128 total funds available in the Florida Education Finance Program
129 by the Legislature, including transportation, the evidence-based
130 ~~research-based~~ reading allocation, and the Florida digital
131 classrooms allocation. Total funding for each charter school
132 shall be recalculated during the year to reflect the revised
133 calculations under the Florida Education Finance Program by the
134 state and the actual weighted full-time equivalent students
135 reported by the charter school during the full-time equivalent
136 student survey periods designated by the Commissioner of
137 Education. For charter schools operated by a not-for-profit or
138 municipal entity, any unrestricted current and capital assets
139 identified in the charter school's annual financial audit may be
140 used for other charter schools operated by the not-for-profit or
141 municipal entity within the school district. Unrestricted

022269 - h7011-strike.docx

Published On: 4/14/2021 9:31:55 PM

Amendment No. 1

142 current assets shall be used in accordance with s. 1011.62, and
143 any unrestricted capital assets shall be used in accordance with
144 s. 1013.62(2).

145 Section 4. Paragraph (c) of subsection (3) and subsection
146 (4) of section 1002.55, Florida Statutes, are amended to read:

147 1002.55 School-year prekindergarten program delivered by
148 private prekindergarten providers.—

149 (3) To be eligible to deliver the prekindergarten program,
150 a private prekindergarten provider must meet each of the
151 following requirements:

152 (c) The private prekindergarten provider must have, for
153 each prekindergarten class of 11 children or fewer, at least one
154 prekindergarten instructor who meets each of the following
155 requirements:

156 1. The prekindergarten instructor must hold, at a minimum,
157 one of the following credentials:

158 a. A child development associate credential issued by the
159 National Credentialing Program of the Council for Professional
160 Recognition; or

161 b. A credential approved by the Department of Children and
162 Families as being equivalent to or greater than the credential
163 described in sub-subparagraph a.

164
165 The Department of Children and Families may adopt rules under
166 ss. 120.536(1) and 120.54 which provide criteria and procedures

022269 - h7011-strike.docx

Published On: 4/14/2021 9:31:55 PM

Amendment No. 1

167 for approving equivalent credentials under sub-subparagraph b.

168 2. The prekindergarten instructor must successfully
169 complete three ~~an~~ emergent literacy training courses ~~course~~ and
170 a student performance standards training course approved by the
171 office as meeting or exceeding the minimum standards adopted
172 under s. 1002.59. The prekindergarten instructor must complete
173 an emergent literacy training course at least once every 5 years
174 after initially completing the three emergent literacy training
175 courses. The courses in this subparagraph must be recognized as
176 part of the informal early learning career pathway identified by
177 the Office of Early Learning under s. 1002.995(1)(b). ~~The~~
178 ~~requirement for completion of the standards training course~~
179 ~~shall take effect July 1, 2014, and~~ The courses must ~~course~~
180 ~~shall~~ be made available online.

181 (4) A prekindergarten instructor, in lieu of the minimum
182 credentials ~~and courses~~ required under paragraph (3)(c)1.
183 ~~(3)(c)~~, may hold one of the following educational credentials:

184 (a) A bachelor's or higher degree in early childhood
185 education, prekindergarten or primary education, preschool
186 education, or family and consumer science;

187 (b) A bachelor's or higher degree in elementary education,
188 if the prekindergarten instructor has been certified to teach
189 children any age from birth through 6th grade, regardless of
190 whether the instructor's educator certificate is current, and if
191 the instructor is not ineligible to teach in a public school

022269 - h7011-strike.docx

Published On: 4/14/2021 9:31:55 PM

Amendment No. 1

192 because his or her educator certificate is suspended or revoked;

193 (c) An associate's or higher degree in child development;

194 (d) An associate's or higher degree in an unrelated field,

195 at least 6 credit hours in early childhood education or child

196 development, and at least 480 hours of experience in teaching or

197 providing child care services for children any age from birth

198 through 8 years of age; or

199 (e) An educational credential approved by the department

200 as being equivalent to or greater than an educational credential

201 described in this subsection. The department may adopt criteria

202 and procedures for approving equivalent educational credentials

203 under this paragraph.

204 Section 5. Subsection (1) of section 1002.59, Florida

205 Statutes, is amended to read:

206 1002.59 Emergent literacy and performance standards

207 training courses.—

208 (1) The office, in collaboration with the Just Read,

209 Florida! Office, shall adopt minimum standards for ~~one or more~~

210 training courses in emergent literacy for prekindergarten

211 instructors. Each course must comprise 5 clock hours and provide

212 instruction in strategies and techniques to address the age-

213 appropriate progress of prekindergarten students in developing

214 emergent literacy skills, including oral communication,

215 knowledge of print and letters, phonological and phonemic ~~and~~

216 ~~phonological~~ awareness, and vocabulary and comprehension

022269 - h7011-strike.docx

Published On: 4/14/2021 9:31:55 PM

Amendment No. 1

217 development, consistent with the evidence-based content and
218 strategies identified pursuant to s. 1001.215(8). The course
219 standards must be reviewed as part of any review of subject
220 coverage or endorsement requirements in the elementary, reading,
221 and exceptional student educational areas conducted pursuant to
222 s. 1012.586. Each course must also provide resources containing
223 strategies that allow students with disabilities and other
224 special needs to derive maximum benefit from the Voluntary
225 Prekindergarten Education Program. Successful completion of an
226 emergent literacy training course approved under this section
227 satisfies requirements for approved training in early literacy
228 and language development under ss. 402.305(2)(e)5., 402.313(6),
229 and 402.3131(5).

230 Section 6. Paragraph (a) of subsection (3) of section
231 1002.67, Florida Statutes, is amended to read:

232 1002.67 Performance standards; curricula and
233 accountability.—

234 (3) (a) Contingent upon legislative appropriation, each
235 private prekindergarten provider and public school in the
236 Voluntary Prekindergarten Education Program must implement an
237 evidence-based pre- and post-assessment that has been approved
238 by rule of the State Board of Education. However, beginning with
239 the 2022-2023 school year, such providers and public schools
240 shall use a coordinated screening and progress monitoring system
241 pursuant to s. 1008.25(8) to meet the requirements of this

022269 - h7011-strike.docx

Published On: 4/14/2021 9:31:55 PM

Amendment No. 1

242 subsection.

243 Section 7. Subsections (1) and (5) of section 1002.69,
244 Florida Statutes, are amended to read:

245 1002.69 Statewide kindergarten screening; kindergarten
246 readiness rates; state-approved prekindergarten enrollment
247 screening; good cause exemption.—

248 (1) The department shall adopt a statewide kindergarten
249 screening that assesses the readiness of each student for
250 kindergarten based upon the performance standards adopted by the
251 department under s. 1002.67(1) for the Voluntary Prekindergarten
252 Education Program. However, beginning with the 2022-2023 school
253 year, the department, in consultation with the Office of Early
254 Learning, shall implement a coordinated screening and progress
255 monitoring system for the Voluntary Prekindergarten Education
256 Program through grade 8 pursuant to s. 1008.25(8), which must be
257 used to assess kindergarten readiness consistent with this
258 subsection. The department shall require that each school
259 district administer the statewide kindergarten screening to each
260 kindergarten student in the school district within the first 30
261 school days of each school year. Nonpublic schools may
262 administer the statewide kindergarten screening to each
263 kindergarten student in a nonpublic school who was enrolled in
264 the Voluntary Prekindergarten Education Program.

265 (5) The office shall adopt procedures to annually
266 calculate each private prekindergarten provider's and public

022269 - h7011-strike.docx

Published On: 4/14/2021 9:31:55 PM

Amendment No. 1

267 school's kindergarten readiness rate, which must be expressed as
268 the percentage of the provider's or school's students who are
269 assessed as ready for kindergarten. The methodology for
270 calculating each provider's kindergarten readiness rate must
271 include student learning gains when available and the percentage
272 of students who meet all state readiness measures. The rates
273 must not include students who are not administered the statewide
274 kindergarten screening or who, upon starting kindergarten, are
275 identified as requiring English language instruction for limited
276 English proficient students pursuant to s. 1003.56. The office
277 shall determine learning gains using a value-added measure based
278 on growth demonstrated by the results of the preassessment and
279 postassessment from at least 2 successive years of
280 administration of the preassessment and postassessment. However,
281 beginning with the 2022-2023 school year, a coordinated
282 screening and progress monitoring system implemented pursuant to
283 s. 1008.25(8) must be used to determine such learning gains
284 consistent with this subsection.

285 Section 8. Subsection (14) of section 1002.83, Florida
286 Statutes, is renumbered as subsection (15), and a new subsection
287 (14) is added to that section to read:

288 1002.83 Early learning coalitions.—

289 (14) Each early learning coalition shall adopt a best-
290 practices plan for transitioning prekindergarten students into
291 kindergarten. The plan must provide for:

022269 - h7011-strike.docx

Published On: 4/14/2021 9:31:55 PM

Amendment No. 1

292 (a) Opportunities for prekindergarten students and their
293 parents to visit schools in which they may be enrolled in
294 kindergarten.

295 (b) Written information for parents on school registration
296 and academic and social expectations for kindergarten.

297 (c) Meetings at least annually with school districts and
298 charter schools in the coalition's service area to identify and
299 address areas for improvement in transitioning prekindergarten
300 students into kindergarten.

301 (d) Transferring prekindergarten student information for
302 continuity in progress monitoring and the provision of supports.

303
304 The office shall provide guidelines for successful kindergarten
305 transitions to early learning coalitions, school districts,
306 charter schools, and parents to assist with the implementation
307 of this subsection.

308 Section 9. Subsection (2) of section 1002.995, Florida
309 Statutes, is amended to read:

310 1002.995 Early learning professional development standards
311 and career pathways.—

312 (2) To the greatest extent possible, the credentials and
313 certifications established pursuant to this section shall align
314 with the training for K-12 teachers, reading coaches, and school
315 administrators ~~principals~~ in s. 1001.215(3).

316 Section 10. Paragraph (k) is added to subsection (1) of

Amendment No. 1

317 section 1003.57, Florida Statutes, to read:

318 1003.57 Exceptional students instruction.—

319 (1)

320 (k) Within 10 days after a student's individual education
321 plan or 504 accommodation plan under s. 504 of the
322 Rehabilitation Act of 1973 is issued, a school district shall
323 notify the parent of the student of all the scholarship options
324 available under chapter 1002.

325 Section 11. Paragraph (g) of subsection (2) of section
326 1003.621, Florida Statutes, is amended to read:

327 1003.621 Academically high-performing school districts.—It
328 is the intent of the Legislature to recognize and reward school
329 districts that demonstrate the ability to consistently maintain
330 or improve their high-performing status. The purpose of this
331 section is to provide high-performing school districts with
332 flexibility in meeting the specific requirements in statute and
333 rules of the State Board of Education.

334 (2) COMPLIANCE WITH STATUTES AND RULES.—Each academically
335 high-performing school district shall comply with all of the
336 provisions in chapters 1000-1013, and rules of the State Board
337 of Education which implement these provisions, pertaining to the
338 following:

339 (g) Those statutes pertaining to planning and budgeting,
340 including chapter 1011, except s. 1011.62(9)(d), relating to the
341 requirement for a comprehensive reading plan. A district that is

022269 - h7011-strike.docx

Published On: 4/14/2021 9:31:55 PM

Amendment No. 1

342 exempt from submitting this plan shall be deemed approved to
343 receive the evidence-based ~~research-based~~ reading instruction
344 allocation.

345 Section 12. Paragraph (c) of subsection (2), paragraph (b)
346 of subsection (3), and paragraph (b) of subsection (5) of
347 section 1004.04, Florida Statutes, are amended to read:

348 1004.04 Public accountability and state approval for
349 teacher preparation programs.—

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

351 (c) Each candidate must receive instruction and be
352 assessed on the uniform core curricula in the candidate's area
353 or areas of program concentration during course work and field
354 experiences. Beginning with candidates entering a teacher
355 preparation program in the 2022-2023 school year, a candidate
356 for certification in a coverage area identified pursuant to s.
357 1012.585(3)(f) must successfully complete all competencies for a
358 reading endorsement, including completion of the endorsement
359 practicum through the candidate's field experience under
360 subsection (5), in order to graduate from the program.

361 (3) INITIAL STATE PROGRAM APPROVAL.—

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

366 1. Have a grade point average of at least 2.5 on a 4.0

022269 - h7011-strike.docx

Published On: 4/14/2021 9:31:55 PM

Amendment No. 1

367 scale for the general education component of undergraduate
368 studies or have completed the requirements for a baccalaureate
369 degree with a minimum grade point average of 2.5 on a 4.0 scale
370 from any college or university accredited by a regional
371 accrediting association as defined by State Board of Education
372 rule or any college or university otherwise approved pursuant to
373 State Board of Education rule.

374 2. Demonstrate mastery of general knowledge ~~sufficient for~~
375 ~~entry into the program~~, including the ability to read, write,
376 and perform in mathematics, by passing the General Knowledge
377 Test of the Florida Teacher Certification Examination or, for a
378 graduate level program, obtain a baccalaureate degree from an
379 institution that is accredited or approved pursuant to the rules
380 of the State Board of Education.

381
382 ~~Each teacher preparation program may waive these admissions~~
383 ~~requirements for up to 10 percent of the students admitted.~~
384 ~~Programs shall implement strategies to ensure that students~~
385 ~~admitted under a waiver receive assistance to demonstrate~~
386 ~~competencies to successfully meet requirements for certification~~
387 ~~and shall annually report to the Department of Education the~~
388 ~~status of each candidate admitted under such a waiver.~~

389 (5) PRESERVICE FIELD EXPERIENCE.—All postsecondary
390 instructors, school district personnel and instructional
391 personnel, and school sites preparing instructional personnel

Amendment No. 1

392 through preservice field experience courses and internships
393 shall meet special requirements. District school boards may pay
394 student teachers during their internships.

395 (b)1. All school district personnel and instructional
396 personnel who supervise or direct teacher preparation students
397 during field experience courses or internships taking place in
398 this state in which candidates demonstrate an impact on student
399 learning growth must have:

400 a. Evidence of "clinical educator" training;~~;~~

401 b. A valid professional certificate issued pursuant to s.
402 1012.56;~~;~~ and

403 c. At least 3 years of teaching experience in
404 prekindergarten through grade 12; ~~and must have~~

405 d. Earned an effective or highly effective rating on the
406 prior year's performance evaluation under s. 1012.34 or be a
407 peer evaluator under the district's evaluation system approved
408 under s. 1012.34; and

409 e. Beginning with the 2022-2023 school year, for all such
410 personnel who supervise or direct teacher preparation students
411 during internships in kindergarten through grade 3 or who are
412 enrolled in a teacher preparation program for a certificate area
413 identified pursuant to s. 1012.585(3)(f), a certificate or
414 endorsement in reading.

415

416 The State Board of Education shall approve the training

Amendment No. 1

417 requirements.

418 2. All instructional personnel who supervise or direct
419 teacher preparation students during field experience courses or
420 internships in another state, in which a candidate demonstrates
421 his or her impact on student learning growth, through a Florida
422 online or distance program must have received "clinical
423 educator" training or its equivalent in that state, hold a valid
424 professional certificate issued by the state in which the field
425 experience takes place, and have at least 3 years of teaching
426 experience in prekindergarten through grade 12.

427 3. All instructional personnel who supervise or direct
428 teacher preparation students during field experience courses or
429 internships, in which a candidate demonstrates his or her impact
430 on student learning growth, on a United States military base in
431 another country through a Florida online or distance program
432 must have received "clinical educator" training or its
433 equivalent, hold a valid professional certificate issued by the
434 United States Department of Defense or a state or territory of
435 the United States, and have at least 3 years teaching experience
436 in prekindergarten through grade 12.

437 Section 13. Paragraph (b) of subsection (3) of section
438 1004.85, Florida Statutes, is amended to read:

439 1004.85 Postsecondary educator preparation institutes.—

440 (3) Educator preparation institutes approved pursuant to
441 this section may offer competency-based certification programs

022269 - h7011-strike.docx

Published On: 4/14/2021 9:31:55 PM

Amendment No. 1

442 specifically designed for noneducation major baccalaureate
443 degree holders to enable program participants to meet the
444 educator certification requirements of s. 1012.56. An educator
445 preparation institute choosing to offer a competency-based
446 certification program pursuant to the provisions of this section
447 must implement a program previously approved by the Department
448 of Education for this purpose or a program developed by the
449 institute and approved by the department for this purpose.
450 Approved programs shall be available for use by other approved
451 educator preparation institutes.

452 (b) Each program participant must:

453 1. Meet certification requirements pursuant to s.
454 1012.56(1) by obtaining a statement of status of eligibility in
455 the certification subject area of the educational plan and meet
456 the requirements of s. 1012.56(2)(a)-(f).

457 2. Participate in coursework and field experiences that
458 are appropriate to his or her educational plan prepared under
459 paragraph (a). Beginning with candidates entering an educator
460 preparation institute in the 2022-2023 school year, a candidate
461 for certification in a coverage area identified pursuant to s.
462 1012.585(3)(f) must successfully complete all competencies for a
463 reading endorsement, including completion of the endorsement
464 practicum through the candidate's field experience, in order to
465 graduate from the program.

466 3. Before completion of the program, fully demonstrate his

Amendment No. 1

467 or her ability to teach the subject area for which he or she is
468 seeking certification by documenting a positive impact on
469 student learning growth in a prekindergarten through grade 12
470 setting and achieving a passing score on the professional
471 education competency examination, the basic skills examination,
472 and the subject area examination for the subject area
473 certification which is required by state board rule.

474 Section 14. Paragraph (d) of subsection (2) of section
475 1006.28, Florida Statutes, is amended to read:

476 1006.28 Duties of district school board, district school
477 superintendent; and school principal regarding K-12
478 instructional materials.—

479 (2) DISTRICT SCHOOL BOARD.—The district school board has
480 the constitutional duty and responsibility to select and provide
481 adequate instructional materials for all students in accordance
482 with the requirements of this part. The district school board
483 also has the following specific duties and responsibilities:

484 (d) School library media services; establishment and
485 maintenance.—Establish and maintain a program of school library
486 media services for all public schools in the district, including
487 school library media centers, or school library media centers
488 open to the public, and, in addition such traveling or
489 circulating libraries as may be needed for the proper operation
490 of the district school system. Each school district shall
491 provide training to school librarians and media specialists

022269 - h7011-strike.docx

Published On: 4/14/2021 9:31:55 PM

Amendment No. 1

492 regarding the prohibition against distributing harmful materials
493 to minors under s. 847.012 and applicable case law, and best
494 practices for providing students access to age-appropriate
495 materials and library resources. Upon written request, a school
496 district shall provide access to any material or book specified
497 in the request that is maintained in a district school system
498 library and is available for review.

499 Section 15. Subsections (8) and (9) of section 1008.25,
500 Florida Statutes, are renumbered as subsections (9) and (10),
501 respectively, paragraph (a) of subsection (4), paragraphs (a)
502 and (c) of subsection (5), paragraph (a) of subsection (7), and
503 present subsection (8) are amended, paragraph (d) is added to
504 subsection (5), and a new subsection (8) is added to that
505 section, to read:

506 1008.25 Public school student progression; student
507 support; screening and progress monitoring; reporting
508 requirements.—

509 (4) ASSESSMENT AND SUPPORT.—

510 (a) Each student must participate in the statewide,
511 standardized assessment program required under ~~by~~ s. 1008.22 and
512 the Voluntary Prekindergarten Education Program through grade 8
513 coordinated screening and progress monitoring system required
514 under subsection (8). Each student who does not achieve a Level
515 3 or above on the statewide, standardized English Language Arts
516 assessment, the statewide, standardized Mathematics assessment,

022269 - h7011-strike.docx

Published On: 4/14/2021 9:31:55 PM

Amendment No. 1

517 or the Algebra I EOC assessment must be evaluated to determine
518 the nature of the student's difficulty, the areas of academic
519 need, and strategies for providing academic supports to improve
520 the student's performance.

521 (5) READING DEFICIENCY AND PARENTAL NOTIFICATION.—

522 (a) Any student in kindergarten through grade 3 who
523 exhibits a substantial deficiency in reading based upon
524 screening, diagnostic, progress monitoring, or assessment data;
525 statewide assessments; or teacher observations must be provided
526 intensive, explicit, systematic, and multisensory reading
527 interventions immediately following the identification of the
528 reading deficiency. A school may not wait for a student to
529 receive a failing grade at the end of a grading period to
530 identify the student as having a substantial reading deficiency
531 and initiate intensive reading interventions. In addition, a
532 school may not wait until an evaluation conducted pursuant to s.
533 1003.57 is completed to provide appropriate, evidence-based
534 interventions for a student whose parent submits documentation
535 from a professional licensed under chapter 490 which
536 demonstrates that the student has been diagnosed with dyslexia.
537 Such interventions must be initiated upon receipt of the
538 documentation and based on the student's specific areas of
539 difficulty as identified by the licensed professional. A ~~The~~
540 student's reading proficiency must be monitored and the
541 intensive interventions must continue until the student

022269 - h7011-strike.docx

Published On: 4/14/2021 9:31:55 PM

Amendment No. 1

542 demonstrates grade level proficiency in a manner determined by
543 the district, which may include achieving a Level 3 on the
544 statewide, standardized English Language Arts assessment. The
545 State Board of Education shall identify by rule guidelines for
546 determining whether a student in kindergarten through grade 3
547 has a substantial deficiency in reading.

548 (c) The parent of any student who exhibits a substantial
549 deficiency in reading, as described in paragraph (a), must be
550 notified in writing of the following:

551 1. That his or her child has been identified as having a
552 substantial deficiency in reading, including a description and
553 explanation, in terms understandable to the parent, of the exact
554 nature of the student's difficulty in learning and lack of
555 achievement in reading.

556 2. A description of the current services that are provided
557 to the child.

558 3. A description of the proposed intensive interventions
559 and supports that will be provided to the child that are
560 designed to remediate the identified area of reading deficiency.

561 4. That if the child's reading deficiency is not
562 remediated by the end of grade 3, the child must be retained
563 unless he or she is exempt from mandatory retention for good
564 cause.

565 5. Strategies, including multisensory strategies, through
566 a read-at-home plan the parent can use in helping his or her

022269 - h7011-strike.docx

Published On: 4/14/2021 9:31:55 PM

Amendment No. 1

567 child succeed in reading. The read-at-home plan must provide
568 access to the resources identified in paragraph (d).

569 6. That the statewide, standardized English Language Arts
570 assessment is not the sole determiner of promotion and that
571 additional evaluations, portfolio reviews, and assessments are
572 available to the child to assist parents and the school district
573 in knowing when a child is reading at or above grade level and
574 ready for grade promotion.

575 7. The district's specific criteria and policies for a
576 portfolio as provided in subparagraph (6)(b)4. and the evidence
577 required for a student to demonstrate mastery of Florida's
578 academic standards for English Language Arts. ~~A parent of a~~
579 ~~student in grade 3 who is identified anytime during the year as~~
580 ~~being at risk of retention may request that the~~ The school must
581 immediately begin collecting evidence for a portfolio when a
582 student in grade 3 is identified as being at risk of retention
583 or upon the request of the parent whichever occurs first.

584 8. The district's specific criteria and policies for
585 midyear promotion. Midyear promotion means promotion of a
586 retained student at any time during the year of retention once
587 the student has demonstrated ability to read at grade level.

588
589 After initial notification, the school shall apprise the parent
590 at least monthly of the student's progress in response to the
591 intensive interventions and supports. Such communications must

022269 - h7011-strike.docx

Published On: 4/14/2021 9:31:55 PM

Amendment No. 1

592 be in writing and must explain any additional interventions or
593 supports that will be implemented to accelerate the student's
594 progress if the interventions and supports already being
595 implemented have not resulted in improvement.

596 (d) The Department of Education shall compile resources
597 that each school district must incorporate into a read-at-home
598 plan provided to the parent of a student who is identified as
599 having a substantial reading deficiency pursuant to paragraph
600 (c). The resources must be made available in an electronic
601 format that is accessible online and must include the following:

602 1. Developmentally appropriate, evidence-based strategies
603 and programming, including links to video training modules and
604 opportunities to sign up for at-home reading tips delivered
605 periodically via text and email, which a parent can use to help
606 improve his or her child's literacy skills.

607 2. An overview of the types of assessments used to
608 identify reading deficiencies and what those assessments measure
609 or do not measure, the frequency with which the assessments are
610 administered, and the requirements for interventions and
611 supports that districts must provide to students who do not make
612 adequate academic progress.

613 3. An overview of the process for initiating and
614 conducting evaluations for exceptional education eligibility.
615 The overview must include an explanation that a diagnosis of a
616 medical condition alone is not sufficient to establish

022269 - h7011-strike.docx

Published On: 4/14/2021 9:31:55 PM

Amendment No. 1

617 exceptional education eligibility but may be used to document
618 how that condition relates to the student's eligibility
619 determination and may be disclosed in an eligible student's
620 individual education plan when necessary to inform school
621 personnel responsible for implementing the plan.

622 4. Characteristics of conditions associated with learning
623 disorders, including dyslexia, dysgraphia, dyscalculia, and
624 developmental aphasia.

625 5. A list of resources that support informed parent
626 involvement in decisionmaking processes for students who have
627 difficulty in learning.

628
629 Upon the request of a parent, resources meeting the requirements
630 of this paragraph must be provided to the parent in a hardcopy
631 format.

632 (7) SUCCESSFUL PROGRESSION FOR RETAINED THIRD GRADE
633 STUDENTS.—

634 (a) Students retained under paragraph (5) (b) must be
635 provided intensive interventions in reading to ameliorate the
636 student's specific reading deficiency and prepare the student
637 for promotion to the next grade. These interventions must
638 include:

639 1. Evidence-based, explicit, systematic, and multisensory
640 reading instruction in phonemic awareness, phonics, fluency,
641 vocabulary, and comprehension and other strategies prescribed by

022269 - h7011-strike.docx

Published On: 4/14/2021 9:31:55 PM

Amendment No. 1

642 the school district.

643 2. Participation in the school district's summer reading
644 camp, which must incorporate the instructional and intervention
645 strategies under subparagraph 1.

646 3. A minimum of 90 minutes of daily, uninterrupted reading
647 instruction incorporating the instructional and intervention
648 strategies under subparagraph 1. This instruction may include:

649 a. Coordinated integration of content-rich texts in
650 science and civic literacy ~~social studies~~ within the 90-minute
651 block.

652 b. Small group instruction.

653 c. Reduced teacher-student ratios.

654 d. More frequent progress monitoring.

655 e. Tutoring or mentoring.

656 f. Transition classes containing 3rd and 4th grade
657 students.

658 g. Extended school day, week, or year.

659 (8) COORDINATED SCREENING AND PROGRESS MONITORING SYSTEM.-

660 (a) The Department of Education, in collaboration with the
661 Office of Early Learning, shall procure and require the use of a
662 statewide, standardized coordinated screening and progress
663 monitoring system for the Voluntary Prekindergarten Education
664 Program and public schools serving kindergarten through grade 8
665 students. The system must:

666 1. Measure student progress in the Voluntary

Amendment No. 1

667 Prekindergarten Education Program through grade 8 in meeting the
668 appropriate expectations in early literacy and mathematics
669 skills and in English Language Arts and mathematics standards as
670 required by ss. 1002.67(1)(a) and 1003.41.

671 2. Measure student performance in oral language
672 development, phonological and phonemic awareness, knowledge of
673 print and letters, decoding, fluency, vocabulary, and
674 comprehension, as applicable by grade level.

675 3. Be a valid, reliable, and developmentally appropriate
676 computer-adaptive direct instrument that provides screening and
677 diagnostic capabilities for monitoring student progress;
678 identifies students who have a substantial deficiency in
679 reading, including identifying students with characteristics of
680 dyslexia; and informs instruction.

681 4. Provide data for Voluntary Prekindergarten Education
682 Program accountability as required under s. 1002.67.

683 5. Provide Voluntary Prekindergarten Education Program
684 providers, school districts, schools, and teachers with data and
685 resources that enhance differentiated instruction and parent
686 communication.

687 6. Provide information to the department to aid in the
688 development of educational programs, policies, and supports for
689 providers, districts, and schools.

690 (b) Beginning with the 2022-2023 school year, private
691 Voluntary Prekindergarten Education Program providers and public

022269 - h7011-strike.docx

Published On: 4/14/2021 9:31:55 PM

Amendment No. 1

692 schools must participate in the screening and progress
693 monitoring system. The screening and progress monitoring system
694 must be administered at least three times within a program year
695 or school year, as applicable, with the first administration
696 occurring no later than the first 30 instructional days after
697 the start of the program year or school year pursuant to state
698 board rule.

699 (c) A Voluntary Prekindergarten Education Program student
700 who is at risk of being identified as having a substantial
701 deficiency in early literacy skills, based upon results under
702 this subsection, must be referred to the school district in
703 which he or she resides and may be eligible to receive early
704 literacy instruction and interventions after program completion
705 and before participating in kindergarten. Such instruction and
706 interventions may be paid for using funds from the school
707 district's evidence-based reading instruction allocation in
708 accordance with s. 1011.62(9).

709 (d) Screening and progress monitoring system results,
710 including the number of students who demonstrate characteristics
711 of dyslexia, shall be reported to the department pursuant to
712 state board rule and maintained in the department's Education
713 Data Warehouse. Results must be provided to a student's teacher
714 and parent in a timely manner as required in s. 1008.22(7)(g).

715 (e) The department, in collaboration with the Office of
716 Early Learning, shall provide training and support for effective

022269 - h7011-strike.docx

Published On: 4/14/2021 9:31:55 PM

Amendment No. 1

717 implementation of the screening and progress monitoring system.

718 (9)~~(8)~~ ANNUAL REPORT.—

719 (a) In addition to the requirements in paragraph (5)(b),
720 each district school board must annually report to the parent of
721 each student the progress of the student toward achieving state
722 and district expectations for proficiency in English Language
723 Arts, science, social studies, and mathematics. The district
724 school board must report to the parent the student's results on
725 each statewide, standardized assessment and the screening and
726 progress monitoring system under subsection (8). The evaluation
727 of each student's progress must be based upon the student's
728 classroom work, observations, tests, district and state
729 assessments, response to intensive interventions provided under
730 paragraph (5)(a), and other relevant information. Progress
731 reporting must be provided to the parent in writing in a format
732 adopted by the district school board.

733 (b) Each district school board must annually publish on
734 the district website and in the local newspaper the following
735 information on the prior school year:

736 1. The provisions of this section relating to public
737 school student progression and the district school board's
738 policies and procedures on student retention and promotion.

739 2. By grade, the number and percentage of all students in
740 grades 3 through 10 performing at Levels 1 and 2 on the
741 statewide, standardized English Language Arts assessment.

022269 - h7011-strike.docx

Published On: 4/14/2021 9:31:55 PM

Amendment No. 1

742 3. By grade, the number and percentage of all students
743 retained in kindergarten through grade 10.

744 4. Information on the total number of students who were
745 promoted for good cause, by each category of good cause as
746 specified in paragraph (6) (b).

747 5. Any revisions to the district school board's policies
748 and procedures on student retention and promotion from the prior
749 year.

750 Section 16. Paragraph (a) of subsection (5) of section
751 1008.345, Florida Statutes, is amended to read:

752 1008.345 Implementation of state system of school
753 improvement and education accountability.—

754 (5) The commissioner shall annually report to the State
755 Board of Education and the Legislature and recommend changes in
756 state policy necessary to foster school improvement and
757 education accountability. The report shall include:

758 (a) For each school district:

759 1. The percentage of students, by school and grade level,
760 demonstrating learning growth in English Language Arts and
761 mathematics.

762 2. The percentage of students, by school and grade level,
763 in both the highest and lowest quartiles demonstrating learning
764 growth in English Language Arts and mathematics.

765 3. The information contained in the school district's
766 annual report required pursuant to s. 1008.25(9) ~~s. 1008.25(8)~~.

022269 - h7011-strike.docx

Published On: 4/14/2021 9:31:55 PM

Amendment No. 1

767
768 School reports shall be distributed pursuant to this subsection
769 and s. 1001.42(18)(c) and according to rules adopted by the
770 State Board of Education.

771 Section 17. Section 1008.365, Florida Statutes, is created
772 to read:

773 1008.365 Reading Achievement Initiative for Scholastic
774 Excellence Act.—

775 (1) This section may be cited as the "Reading Achievement
776 Initiative for Scholastic Excellence Act."

777 (2) The Reading Achievement Initiative for Scholastic
778 Excellence (RAISE) Program is established within the Department
779 of Education to provide instructional supports to school
780 districts, school administrators, and instructional personnel in
781 implementing evidence-based reading instruction and
782 interventions in order to improve student reading achievement.

783 (3) The department shall establish at least 20 literacy
784 support regions and regional support teams, at the direction of
785 a regional literacy support director appointed by the
786 Commissioner of Education, to assist schools with improving low
787 reading scores as provided in this section.

788 (a) A regional literacy support director must successfully
789 demonstrate competence on the evidence-based strategies
790 identified pursuant to s. 1001.215(8) and have the experience
791 and credentials necessary, as determined by the department, to:

022269 - h7011-strike.docx

Published On: 4/14/2021 9:31:55 PM

Amendment No. 1

792 1. Effectively monitor student reading growth and
793 achievement data;

794 2. Oversee districtwide and schoolwide professional
795 development and planning to establish evidence-based practices
796 among school administrators and instructional personnel;

797 3. Evaluate implementation of evidence-based practices;
798 and

799 4. Manage a regional support team.

800 (b) A regional support team shall report to its regional
801 literacy support director and must consist of individuals who:

802 1. Successfully demonstrate competence on the evidence-
803 based strategies identified pursuant to s. 1001.215(8);

804 2. Have substantial experience in literacy coaching and
805 monitoring student progress data in reading; and

806 3. Have received training necessary to assist with the
807 delivery of professional development and site-based supports,
808 including modeling evidence-based practices and providing
809 feedback to instructional personnel.

810 (4) The department may establish criteria to identify
811 schools that must receive supports from a regional support team.
812 However, regardless of its school grade designated pursuant to
813 s. 1008.34, a school serving students in kindergarten through
814 grade 5 must be identified for supports if 50 percent of its
815 students who take the statewide, standardized English Language
816 Arts assessment score below a Level 3 for any grade level, or,

022269 - h7011-strike.docx

Published On: 4/14/2021 9:31:55 PM

Amendment No. 1

817 for students in kindergarten through grade 3, progress
818 monitoring data collected pursuant to s. 1008.25(8) shows that
819 50 percent or more of the students are not on track to pass the
820 statewide, standardized grade 3 English Language Arts
821 assessment. A school identified for supports under this section
822 must implement a school improvement plan pursuant to s.
823 1001.42(18), or, if the school is already implementing a school
824 improvement plan, the plan must be amended to explicitly address
825 strategies for improving reading performance consistent with
826 this section.

827 (5) The department shall provide progress monitoring data
828 to regional support teams regarding the implementation of
829 supports. Such supports must include:

830 (a) Professional development, aligned to evidence-based
831 strategies identified pursuant to s. 1001.215(8), for
832 appropriate instructional personnel and school administrators
833 identified by the regional support team.

834 (b) Assistance with implementing:

835 1. Data-informed instructional decisionmaking using
836 progress monitoring and other appropriate data.

837 2. Selection and consistent, coordinated use of high-
838 quality instructional materials and supplemental materials.

839 3. Reading instruction in other core subject area
840 curricula, with an emphasis on civic literacy.

841 4. A multitiered system of supports in order to provide

022269 - h7011-strike.docx

Published On: 4/14/2021 9:31:55 PM

Amendment No. 1

842 students effective interventions and identify students who may
843 require an evaluation for special educational services,
844 including identifying characteristics of conditions that affect
845 phonological processing, such as dyslexia.

846 (c) Evaluating a school's improvement plan for alignment
847 with the school district's K-12 comprehensive reading plan under
848 s. 1011.62(9)(d) and the school district's allocation of
849 resources as required by s. 1008.25(3)(a). If the regional
850 support team determines that the school district's reading plan
851 does not address the school's need to improve student outcomes,
852 the regional literacy support director, the district school
853 superintendent, or his or her designee, and the director of the
854 Just Read, Florida! Office shall convene a meeting to rectify
855 the deficiencies of the reading plan.

856 (6) Identification of a school for supports pursuant to
857 this section does not, on its own, require a school to implement
858 a turnaround option or take other corrective actions under s.
859 1008.33. However, a regional support team may be used to assist
860 with providing the differentiated matrix of intervention and
861 support strategies under s. 1008.33, if applicable. The
862 department may direct a regional support team to make other
863 forms of assistance available to school districts and schools.

864 (7) Once a school's data shows that it no longer meets the
865 criteria under subsection (4), the school, for purposes of
866 complying with this section, may discontinue receiving supports

022269 - h7011-strike.docx

Published On: 4/14/2021 9:31:55 PM

Amendment No. 1

867 and implementing a school improvement plan at the conclusion of
868 the school year. Such supports may continue subject to available
869 resources.

870 (8) As part of the RAISE Program, the department shall
871 establish a tutoring program and develop training in effective
872 reading tutoring practices and content, based on evidence-based
873 practices and aligned to the English Language Arts standards
874 under s. 1003.41, which prepares eligible high school students
875 to tutor students in kindergarten through grade 3 in schools
876 identified under this section, instilling in those students a
877 love of reading and improving their literacy skills.

878 (a) To be eligible to participate in the tutoring program,
879 a high school student must be a rising junior or senior who has
880 a cumulative grade point average of 3.0 or higher, has no
881 history of out-of-school suspensions or expulsions, is on track
882 to complete all core course requirements to graduate, and has
883 written recommendations from at least two of his or her present
884 or former high school teachers of record or extracurricular
885 activity sponsors.

886 (b) School districts that wish to participate in the
887 tutoring program must recruit, train, and deploy eligible high
888 school students using the materials developed under this
889 section. Tutoring must occur during the school day on school
890 district property in the presence and under the supervision of
891 instructional personnel who are school district employees. A

022269 - h7011-strike.docx

Published On: 4/14/2021 9:31:55 PM

Amendment No. 1

892 parent must give written permission for his or her child to
893 receive tutoring through the program.

894 (c) Tutoring may be part of a service-learning course
895 adopted pursuant to s. 1003.497. Students may earn up to 3
896 elective credits for high school graduation based on the
897 verified number of hours the student spends tutoring under the
898 program. The hours of volunteer service must be documented in
899 writing, and the document must be signed by the student, the
900 student's parent or guardian, and an administrator or designee
901 of the school in which the tutoring occurred. The hours that a
902 high school student devotes to tutoring may be counted toward
903 meeting community service requirements for high school
904 graduation and community service requirements for participation
905 in the Florida Bright Futures Scholarship Program as provided in
906 s. 1003.497(3)(b). The department shall designate a high school
907 student who provides at least 75 verified hours of tutoring
908 under the program as a New Worlds Scholar and award the student
909 with a pin indicating such designation.

910 (9) The State Board of Education shall adopt rules to
911 administer this section.

912 Section 18. Paragraphs (b) and (d) of subsection (6) and
913 subsections (9) and (11) of section 1011.62, Florida Statutes,
914 are amended to read:

915 1011.62 Funds for operation of schools.—If the annual
916 allocation from the Florida Education Finance Program to each

022269 - h7011-strike.docx

Published On: 4/14/2021 9:31:55 PM

Amendment No. 1

917 district for operation of schools is not determined in the
918 annual appropriations act or the substantive bill implementing
919 the annual appropriations act, it shall be determined as
920 follows:

921 (6) CATEGORICAL FUNDS.—

922 (b) If a district school board finds and declares in a
923 resolution adopted at a regular meeting of the school board that
924 the funds received for any of the following categorical
925 appropriations are urgently needed to maintain school board
926 specified academic classroom instruction or improve school
927 safety, the school board may consider and approve an amendment
928 to the school district operating budget transferring the
929 identified amount of the categorical funds to the appropriate
930 account for expenditure:

931 1. Funds for student transportation.

932 2. Funds for evidence-based ~~research-based~~ reading
933 instruction if the required additional hour of instruction
934 beyond the normal school day for each day of the entire school
935 year has been provided for the students in each low-performing
936 elementary school in the district pursuant to paragraph (9)(a).

937 3. Funds for instructional materials if all instructional
938 material purchases necessary to provide updated materials that
939 are aligned with applicable state standards and course
940 descriptions and that meet statutory requirements of content and
941 learning have been completed for that fiscal year, but no sooner

022269 - h7011-strike.docx

Published On: 4/14/2021 9:31:55 PM

Amendment No. 1

942 than March 1. Funds available after March 1 may be used to
943 purchase hardware for student instruction.

944 4. Funds for the guaranteed allocation as provided in
945 subparagraph (1)(e)2.

946 5. Funds for the supplemental academic instruction
947 allocation as provided in paragraph (1)(f).

948 6. Funds for the Florida digital classrooms allocation as
949 provided in subsection (12).

950 7. Funds for the federally connected student supplement as
951 provided in subsection (13).

952 8. Funds for class size reduction as provided in s.
953 1011.685.

954 (d) If a district school board transfers funds from its
955 evidence-based ~~research-based~~ reading instruction allocation,
956 the board must also submit to the Department of Education an
957 amendment describing the changes that the district is making to
958 its reading plan approved pursuant to paragraph (9)(d).

959 (9) EVIDENCE-BASED ~~RESEARCH-BASED~~ READING INSTRUCTION
960 ALLOCATION.—

961 (a) The evidence-based ~~research-based~~ reading instruction
962 allocation is created to provide comprehensive reading
963 instruction to students in kindergarten through grade 12,
964 including certain students who have completed the Voluntary
965 Prekindergarten Education Program and who are at risk of being
966 identified as having a substantial deficiency in early literacy

022269 - h7011-strike.docx

Published On: 4/14/2021 9:31:55 PM

Amendment No. 1

967 skills under s. 1008.25(8)(c). Each school district that has one
968 or more of the 300 lowest-performing elementary schools based on
969 a 3-year average of the state reading assessment data must use
970 the school's portion of the allocation to provide an additional
971 hour per day of intensive reading instruction for the students
972 in each school. The additional hour may be provided within the
973 school day. Students enrolled in these schools who earned a
974 level 4 or level 5 score on the statewide, standardized English
975 Language Arts assessment for the previous school year may
976 participate in the additional hour of instruction. Exceptional
977 student education centers may not be included in the 300
978 schools. The intensive reading instruction delivered in this
979 additional hour shall include: evidence-based ~~research-based~~
980 reading instruction that has been proven to accelerate progress
981 of students exhibiting a reading deficiency; differentiated
982 instruction based on screening, diagnostic, progress monitoring,
983 or student assessment data to meet students' specific reading
984 needs; explicit and systematic reading strategies to develop
985 phonemic awareness, phonics, fluency, vocabulary, and
986 comprehension, with more extensive opportunities for guided
987 practice, error correction, and feedback; and the coordinated
988 integration of civic literacy ~~social studies~~, science, and
989 mathematics-text reading, text discussion, and writing in
990 response to reading.

991 (b) Funds for comprehensive, evidence-based ~~research-based~~

022269 - h7011-strike.docx

Published On: 4/14/2021 9:31:55 PM

Amendment No. 1

992 reading instruction shall be allocated annually to each school
993 district in the amount provided in the General Appropriations
994 Act. Each eligible school district shall receive the same
995 minimum amount as specified in the General Appropriations Act,
996 and any remaining funds shall be distributed to eligible school
997 districts based on each school district's proportionate share of
998 K-12 base funding.

999 (c) Funds allocated under this subsection must be used to
1000 provide a system of comprehensive reading instruction to
1001 students enrolled in the K-12 programs, which may include the
1002 following:

1003 1. An additional hour per day of evidence-based intensive
1004 reading instruction to students in the 300 lowest-performing
1005 elementary schools by teachers and reading specialists who have
1006 demonstrated effectiveness in teaching reading as required in
1007 paragraph (a).

1008 2. Kindergarten through grade 5 evidence-based ~~reading~~
1009 ~~intervention teachers to provide~~ intensive reading interventions
1010 provided by reading intervention teachers ~~intervention~~ during
1011 the school day and in the required extra hour for students
1012 identified as having a substantial reading deficiency.

1013 3. Highly qualified reading coaches to specifically
1014 support teachers in making instructional decisions based on
1015 student data, and improve teacher delivery of effective reading
1016 instruction, intervention, and reading in the content areas

022269 - h7011-strike.docx

Published On: 4/14/2021 9:31:55 PM

Amendment No. 1

1017 based on student need.

1018 4. Professional development for school district teachers
1019 in scientifically researched and evidence-based ~~based~~ reading
1020 instruction, including strategies to teach reading in content
1021 areas and with an emphasis on technical and informational text,
1022 to help school district teachers earn a certification or an
1023 endorsement in reading.

1024 5. Summer reading camps, using only teachers or other
1025 district personnel who are certified or endorsed in reading
1026 consistent with s. 1008.25(7)(b)3., for all students in
1027 kindergarten through grade 2 who demonstrate a reading
1028 deficiency as determined by district and state assessments, and
1029 students in grades 3 through 5 who score at Level 1 on the
1030 statewide, standardized English Language Arts assessment.

1031 6. Scientifically researched and evidence-based
1032 supplemental instructional materials ~~that are grounded in~~
1033 ~~scientifically based reading research~~ as identified by the Just
1034 Read, Florida! Office pursuant to s. 1001.215(8).

1035 7. Evidence-based intensive reading interventions for
1036 students in kindergarten through grade 12 who have been
1037 identified as having a substantial reading deficiency or who are
1038 reading below grade level as determined by the statewide,
1039 standardized English Language Arts assessment.

1040 (d)1. Annually, by a date determined by the Department of
1041 Education but before May 1, school districts shall submit a K-12

022269 - h7011-strike.docx

Published On: 4/14/2021 9:31:55 PM

Amendment No. 1

1042 comprehensive reading plan for the specific use of the evidence-
1043 based ~~research-based~~ reading instruction allocation in the
1044 format prescribed by the department for review and approval by
1045 the Just Read, Florida! Office created pursuant to s. 1001.215.
1046 The plan format shall be developed with input from school
1047 district personnel, including teachers and principals, and shall
1048 provide for intensive reading interventions identified through a
1049 root-cause analysis of student performance data and reflection
1050 tool developed by the department to evaluate the effectiveness
1051 of interventions implemented in the prior year. Intensive
1052 reading interventions must be delivered by instructional
1053 personnel who are certified or endorsed in reading and must
1054 incorporate evidence-based strategies identified by the Just
1055 Read, Florida! Office pursuant to s. 1001.215(8).

1056 2. By July 1 of each year, the department shall release to
1057 each school district with an approved plan its allocation of
1058 appropriated funds ~~The plan annually submitted by school~~
1059 ~~districts shall be deemed approved unless the department rejects~~
1060 ~~the plan on or before June 1.~~ If a school district and the Just
1061 Read, Florida! Office cannot reach agreement on the contents of
1062 the plan, the school district may appeal to the State Board of
1063 Education for resolution. School districts shall be allowed
1064 reasonable flexibility in designing their plans and shall be
1065 encouraged to offer reading intervention through innovative
1066 methods, including career academies. ~~The plan format shall be~~

022269 - h7011-strike.docx

Published On: 4/14/2021 9:31:55 PM

Amendment No. 1

1067 ~~developed with input from school district personnel, including~~
1068 ~~teachers and principals, and shall provide for intensive reading~~
1069 ~~interventions through integrated curricula, provided that,~~
1070 ~~beginning with the 2020-2021 school year, the interventions are~~
1071 ~~delivered by a teacher who is certified or endorsed in reading.~~
1072 ~~Such interventions must incorporate strategies identified by the~~
1073 ~~Just Read, Florida! Office pursuant to s. 1001.215(8). No later~~
1074 ~~than July 1 annually, the department shall release the school~~
1075 ~~district's allocation of appropriated funds to those districts~~
1076 ~~having approved plans. A school district that spends 100 percent~~
1077 ~~of this allocation on its approved plan shall be deemed to have~~
1078 ~~been in compliance with the plan. The department shall may~~
1079 ~~withhold funds upon a determination that reading instruction~~
1080 ~~allocation funds are not being used to implement the approved~~
1081 ~~plan. The department shall evaluate ~~monitor and track~~ the~~
1082 ~~implementation of each district plan, including conducting site~~
1083 ~~visits and collecting specific data on expenditures and reading~~
1084 ~~improvement results. By February 1 of each year, the department~~
1085 ~~shall report its findings to the Legislature and the State Board~~
1086 ~~of Education, including any recommendations for improving~~
1087 ~~implementation of evidence-based reading and intervention~~
1088 ~~strategies in classrooms.~~

1089 ~~3.2.~~ Each school district that has a school designated as
1090 one of the 300 lowest-performing elementary schools as specified
1091 in paragraph (a) shall specifically delineate in the

022269 - h7011-strike.docx

Published On: 4/14/2021 9:31:55 PM

Amendment No. 1

1092 comprehensive reading plan, or in an addendum to the
1093 comprehensive reading plan, the implementation design and
1094 reading intervention strategies that will be used for the
1095 required additional hour of reading instruction. The term
1096 "reading intervention" includes evidence-based strategies
1097 frequently used to remediate reading deficiencies and also
1098 includes individual instruction, tutoring, mentoring, or the use
1099 of technology that targets specific reading skills and
1100 abilities.

1101
1102 For purposes of this subsection, the term "evidence-based" means
1103 demonstrating a statistically significant effect on improving
1104 student outcomes or other relevant outcomes as provided in 20
1105 U.S.C. s. 8101(21) (A) (i).

1106 (11) VIRTUAL EDUCATION CONTRIBUTION.—The Legislature may
1107 annually provide in the Florida Education Finance Program a
1108 virtual education contribution. The amount of the virtual
1109 education contribution shall be the difference between the
1110 amount per FTE established in the General Appropriations Act for
1111 virtual education and the amount per FTE for each district and
1112 the Florida Virtual School, which may be calculated by taking
1113 the sum of the base FEFP allocation, the discretionary local
1114 effort, the state-funded discretionary contribution, the
1115 discretionary millage compression supplement, the evidence-based
1116 ~~research-based~~ reading instruction allocation, the teacher

022269 - h7011-strike.docx

Published On: 4/14/2021 9:31:55 PM

Amendment No. 1

1117 salary increase allocation, and the instructional materials
1118 allocation, and then dividing by the total unweighted FTE. This
1119 difference shall be multiplied by the virtual education
1120 unweighted FTE for programs and options identified in s.
1121 1002.455 and the Florida Virtual School and its franchises to
1122 equal the virtual education contribution and shall be included
1123 as a separate allocation in the funding formula.

1124 Section 19. Subsection (2) of section 1011.67, Florida
1125 Statutes, is amended to read:

1126 1011.67 Funds for instructional materials.—

1127 (2) Annually by July 1 and before the release of
1128 instructional materials funds, each district school
1129 superintendent shall certify to the Commissioner of Education
1130 that the district school board has approved a comprehensive
1131 staff development plan that supports fidelity of implementation
1132 of instructional materials programs, including verification that
1133 training was provided; that the materials are being implemented
1134 as designed; and, beginning July 1, 2021, for core reading
1135 materials and reading intervention materials used in
1136 kindergarten through grade 5, that the materials meet the
1137 requirements of s. 1001.215(8). Such instructional materials, as
1138 evaluated and identified pursuant to s. 1001.215(4), may be
1139 purchased by the school district with funds under this section
1140 without undergoing the adoption procedures under s.
1141 1006.40(4)(b). This subsection does not preclude school

022269 - h7011-strike.docx

Published On: 4/14/2021 9:31:55 PM

Amendment No. 1

1142 districts from purchasing or using other materials to supplement
1143 reading instruction and provide additional skills practice.

1144 Section 20. Paragraph (a) of subsection (8) of section
1145 1012.56, Florida Statutes, is amended to read:

1146 1012.56 Educator certification requirements.—

1147 (8) PROFESSIONAL DEVELOPMENT CERTIFICATION AND EDUCATION
1148 COMPETENCY PROGRAM.—

1149 (a) The Department of Education shall develop and each
1150 school district, charter school, and charter management
1151 organization may provide a cohesive competency-based
1152 professional development certification and education competency
1153 program by which instructional staff may satisfy the mastery of
1154 professional preparation and education competence requirements
1155 specified in subsection (6) and rules of the State Board of
1156 Education. Participants must hold a state-issued temporary
1157 certificate. A school district, charter school, or charter
1158 management organization that implements the program shall
1159 provide a competency-based certification program developed by
1160 the Department of Education or developed by the district,
1161 charter school, or charter management organization and approved
1162 by the Department of Education. The program shall include the
1163 following:

1164 1. A minimum period of initial preparation before assuming
1165 duties as the teacher of record.

1166 2. An option for collaboration with other supporting

022269 - h7011-strike.docx

Published On: 4/14/2021 9:31:55 PM

Amendment No. 1

1167 agencies or educational entities for implementation.
1168 3. A teacher mentorship and induction component.
1169 a. Each individual selected by the district as a mentor:
1170 (I) Must hold a valid professional certificate issued
1171 pursuant to this section;
1172 (II) Must have earned at least 3 years of teaching
1173 experience in prekindergarten through grade 12;
1174 (III) Must have completed specialized training in clinical
1175 supervision and participate in ongoing mentor training provided
1176 through the coordinated system of professional development under
1177 s. 1012.98(3) (e);
1178 (IV) Must have earned an effective or highly effective
1179 rating on the prior year's performance evaluation under s.
1180 1012.34; and
1181 (V) May be a peer evaluator under the district's
1182 evaluation system approved under s. 1012.34.
1183 b. The teacher mentorship and induction component must, at
1184 a minimum, provide weekly opportunities for mentoring and
1185 induction activities, including common planning time, ongoing
1186 professional development targeted to a teacher's needs,
1187 opportunities for a teacher to observe other teachers, co-
1188 teaching experiences, and reflection and followup discussions.
1189 Mentorship and induction activities must be provided for an
1190 applicant's first year in the program and may be provided until
1191 the applicant attains his or her professional certificate in

022269 - h7011-strike.docx

Published On: 4/14/2021 9:31:55 PM

Amendment No. 1

1192 accordance with this section. A principal who is rated highly
1193 effective as determined by his or her performance evaluation
1194 under s. 1012.34 must be provided flexibility in selecting
1195 professional development activities under this paragraph;
1196 however, the activities must be approved by the department as
1197 part of the district's, charter school's, or charter management
1198 organization's program.

1199 4. An assessment of teaching performance aligned to the
1200 district's system for personnel evaluation under s. 1012.34
1201 which provides for:

1202 a. An initial evaluation of each educator's competencies
1203 to determine an appropriate individualized professional
1204 development plan.

1205 b. A summative evaluation to assure successful completion
1206 of the program.

1207 5. Professional education preparation content knowledge,
1208 which must be included in the mentoring and induction activities
1209 under subparagraph 3., that includes, but is not limited to, the
1210 following:

1211 a. The state standards provided under s. 1003.41,
1212 including scientifically based reading instruction, content
1213 literacy, and mathematical practices, for each subject
1214 identified on the temporary certificate.

1215 b. The educator-accomplished practices approved by the
1216 state board.

022269 - h7011-strike.docx

Published On: 4/14/2021 9:31:55 PM

Amendment No. 1

- 1217 c. A variety of data indicators for monitoring student
1218 progress.
- 1219 d. Methodologies for teaching students with disabilities.
- 1220 e. Methodologies for teaching students of limited English
1221 proficiency appropriate for each subject area identified on the
1222 temporary certificate.
- 1223 f. Techniques and strategies for operationalizing the role
1224 of the teacher in assuring a safe learning environment for
1225 students.
- 1226 6. Required achievement of passing scores on the subject
1227 area and professional education competency examination required
1228 by State Board of Education rule. Mastery of general knowledge
1229 must be demonstrated as described in subsection (3).
- 1230 7. Beginning with candidates entering a program in the
1231 2022-2023 school year, a candidate for certification in a
1232 coverage area identified pursuant to s. 1012.585(3)(f) must
1233 successfully complete all competencies for a reading
1234 endorsement, including completion of the endorsement practicum
1235 through the candidate's demonstration of mastery of professional
1236 preparation and education competence under paragraph (b).
- 1237 Section 21. Paragraph (f) of subsection (3) of section
1238 1012.585, Florida Statutes, is amended, and paragraph (g) is
1239 added to that subsection, to read:
- 1240 1012.585 Process for renewal of professional
1241 certificates.-

022269 - h7011-strike.docx

Published On: 4/14/2021 9:31:55 PM

Amendment No. 1

1242 (3) For the renewal of a professional certificate, the
1243 following requirements must be met:

1244 (f) An applicant for renewal of a professional certificate
1245 in any area of certification identified by State Board of
1246 Education rule that includes reading instruction or intervention
1247 for any students in kindergarten through grade 6, with a
1248 beginning validity date of July 1, 2020, or thereafter, must
1249 earn a minimum of 2 college credits or the equivalent inservice
1250 points in evidence-based instruction and interventions
1251 specifically designed for students with characteristics of
1252 dyslexia, including the use of explicit, systematic, and
1253 sequential approaches to reading instruction, developing
1254 phonological and phonemic awareness, decoding, and implementing
1255 multisensory intervention strategies. Such training must be
1256 provided by teacher preparation programs under s. 1004.04 or s.
1257 1004.85 or approved school district professional development
1258 systems under s. 1012.98. The requirements in this paragraph may
1259 not add to the total hours required by the department for
1260 continuing education or inservice training.

1261 (g) A teacher may earn inservice points only once during
1262 each 5-year validity period for any mandatory training topic
1263 that is not linked to student learning or professional growth.

1264 Section 22. Section 1012.586, Florida Statutes, is amended
1265 to read:

1266 1012.586 Additions or changes to certificates; duplicate

022269 - h7011-strike.docx

Published On: 4/14/2021 9:31:55 PM

Amendment No. 1

1267 certificates; reading endorsement pathways.—

1268 (1) A school district may process via a Department of
1269 Education website certificates for the following applications of
1270 public school employees:

1271 (a)~~(1)~~ Addition of a subject coverage or endorsement to a
1272 valid Florida certificate on the basis of the completion of the
1273 appropriate subject area testing requirements of s.
1274 1012.56(5) (a) or the completion of the requirements of an
1275 approved school district program or the inservice components for
1276 an endorsement.

1277 1.~~(a)~~ To reduce duplication, the department may recommend
1278 the consolidation of endorsement areas and requirements to the
1279 State Board of Education.

1280 2.~~(b)~~ ~~By July 1, 2018, and~~ At least once every 5 years
1281 ~~thereafter~~, the department shall conduct a review of existing
1282 subject coverage or endorsement requirements in the elementary,
1283 reading, and exceptional student educational areas. The review
1284 must include reciprocity requirements for out-of-state
1285 certificates and requirements for demonstrating competency in
1286 the reading instruction professional development topics listed
1287 in s. 1012.98(4) (b)11. The review must also consider the award
1288 of an endorsement to an individual who holds a certificate
1289 issued by an internationally recognized organization that
1290 establishes standards for providing evidence-based interventions
1291 to struggling readers or who completes a postsecondary program

022269 - h7011-strike.docx

Published On: 4/14/2021 9:31:55 PM

Amendment No. 1

1292 that is accredited by such organization. Any such certificate or
1293 program must require an individual who completes the certificate
1294 or program to demonstrate competence in reading intervention
1295 strategies through clinical experience. At the conclusion of
1296 each review, the department shall recommend to the state board
1297 changes to the subject coverage or endorsement requirements
1298 based upon any identified instruction or intervention strategies
1299 proven to improve student reading performance. This subparagraph
1300 ~~paragraph~~ does not authorize the state board to establish any
1301 new certification subject coverage.

1302 (b) ~~(2)~~ A reissued certificate to reflect a name change.

1303 (c) ~~(3)~~ A duplicate certificate to replace a lost or
1304 damaged certificate.

1305
1306 The employing school district shall charge the employee a fee
1307 not to exceed the amount charged by the Department of Education
1308 for such services. Each district school board shall retain a
1309 portion of the fee as defined in the rules of the State Board of
1310 Education. The portion sent to the department shall be used for
1311 maintenance of the technology system, the web application, and
1312 posting and mailing of the certificate.

1313 (2) (a) By the beginning of the 2022-2023 school year, the
1314 department shall adopt one or more statewide, competency-based
1315 pathways by which instructional personnel may earn a reading
1316 endorsement. A pathway adopted by the department must allow a

022269 - h7011-strike.docx

Published On: 4/14/2021 9:31:55 PM

Amendment No. 1

1317 candidate to complete coursework online and demonstrate mastery
1318 of each endorsement competency either in person or remotely.

1319 (b) As part of adopting a pathway pursuant to paragraph
1320 (a), the department shall review the competencies for the
1321 reading endorsement and subject area examinations for educator
1322 certificates identified pursuant to s. 1012.585(3)(f) for
1323 alignment with evidence-based instructional and intervention
1324 strategies rooted in the science of reading and identified
1325 pursuant to s. 1001.215(8) and recommend changes to the State
1326 Board of Education. Recommended changes must address
1327 identification of the characteristics of conditions such as
1328 dyslexia, implementation of evidence-based classroom instruction
1329 and interventions, including evidence-based reading instruction
1330 and interventions specifically for students with characteristics
1331 of dyslexia, and effective progress monitoring. By July 1, 2023,
1332 each school district reading endorsement add-on program must be
1333 resubmitted for approval by the department consistent with this
1334 paragraph.

1335 (c) Beginning July 1, 2024, instructional personnel may
1336 not earn a reading endorsement solely by achieving a passing
1337 score on the K-12 reading certification subject area assessment.

1338 Section 23. Subsection (5) of section 1012.98, Florida
1339 Statutes, is amended to read:

1340 1012.98 School Community Professional Development Act.—

1341 (5) Each district school board shall provide funding for

Amendment No. 1

1342 the professional development system as required by s. 1011.62
1343 and the General Appropriations Act, and shall direct
1344 expenditures from other funding sources to continuously
1345 strengthen the system in order to increase student achievement
1346 and support instructional staff in enhancing rigor and relevance
1347 in the classroom. The department shall identify professional
1348 development opportunities that require the teacher to
1349 demonstrate proficiency in specific classroom practices, with
1350 priority given to implementing training to complete a reading
1351 endorsement pathway adopted pursuant to s. 1012.586(2)(a). A
1352 school district may coordinate its professional development
1353 program with that of another district, with an educational
1354 consortium, or with a Florida College System institution or
1355 university, especially in preparing and educating personnel.
1356 Each district school board shall make available inservice
1357 activities to instructional personnel of nonpublic schools in
1358 the district and the state certified teachers who are not
1359 employed by the district school board on a fee basis not to
1360 exceed the cost of the activity per all participants.

1361 Section 24. Paragraph (e) is added to subsection (1) of
1362 section 1012.986, Florida Statutes, to read:

1363 1012.986 William Cecil Golden Professional Development
1364 Program for School Leaders.—

1365 (1) There is established the William Cecil Golden
1366 Professional Development Program for School Leaders to provide

022269 - h7011-strike.docx

Published On: 4/14/2021 9:31:55 PM

Amendment No. 1

1367 high standards and sustained support for principals as
1368 instructional leaders. The program shall consist of a
1369 collaborative network of state and national professional
1370 leadership organizations to respond to instructional leadership
1371 needs throughout the state. The network shall support the human-
1372 resource development needs of principals, principal leadership
1373 teams, and candidates for principal leadership positions using
1374 the framework of leadership standards adopted by the State Board
1375 of Education, the Southern Regional Education Board, and the
1376 National Staff Development Council. The goal of the network
1377 leadership program is to:

1378 (e) Support the professional growth of instructional
1379 personnel who provide reading instruction and interventions by
1380 training school administrators on classroom observation and
1381 teacher evaluation practices aligned to evidence-based reading
1382 instruction and intervention strategies.

1383 Section 25. This act shall take effect July 1, 2021.

1384

1385

1386 **T I T L E A M E N D M E N T**

1387 Remove everything before the enacting clause and insert:

1388 A bill to be entitled

1389 An act relating to student literacy; amending s.

1390 1001.215, F.S.; revising and providing duties for the

1391 Just Read, Florida! Office within the Department of

022269 - h7011-strike.docx

Published On: 4/14/2021 9:31:55 PM

Amendment No. 1

1392 Education; amending s. 1001.42, F.S.; revising a
1393 district school board's duty to implement a school
1394 improvement plan for certain low-performing schools to
1395 conform to changes made by the act; amending s.
1396 1002.33, F.S.; conforming a provision to changes made
1397 by the act; amending s. 1002.55, F.S.; revising
1398 requirements for prekindergarten instructors relating
1399 to the completion of emergent literacy training
1400 courses; amending s. 1002.59, F.S.; requiring the
1401 Office of Early Learning to adopt minimum standards
1402 for such courses in collaboration with the Just Read,
1403 Florida! Office; requiring such courses to be
1404 consistent with certain strategies identified by the
1405 Just Read, Florida! Office and reviewed; amending s.
1406 1002.67, F.S.; requiring certain private
1407 prekindergarten providers and public schools to use a
1408 coordinated screening and progress monitoring system;
1409 amending s. 1002.69, F.S.; requiring the Department of
1410 Education, in consultation with the Office of Early
1411 Learning, to implement a coordinated screening and
1412 progress monitoring system for students in the
1413 Voluntary Prekindergarten Education Program through
1414 grade 8; prohibiting the inclusion of certain students
1415 in kindergarten readiness rates; requiring such
1416 screening and progress monitoring system to be used to

022269 - h7011-strike.docx

Published On: 4/14/2021 9:31:55 PM

Amendment No. 1

1417 assess kindergarten readiness and to determine student
1418 learning gains; amending s. 1002.83, F.S.; requiring
1419 early learning coalitions to adopt best-practices
1420 plans for transitioning prekindergarten students into
1421 kindergarten; providing requirements for such plans;
1422 requiring the Office of Early Learning to provide
1423 certain guidelines to assist early learning
1424 coalitions, schools districts, charter schools, and
1425 parents; amending s. 1003.57, F.S.; requiring a school
1426 district to notify the parents of certain students of
1427 certain available scholarship options within a
1428 specified timeframe; amending ss. 1002.995 and
1429 1003.621, F.S.; conforming provisions to changes made
1430 by the act; amending s. 1004.04, F.S.; providing
1431 requirements for certain candidates entering a teacher
1432 preparation program in a specified school year;
1433 revising provisions relating to teacher preparation
1434 programs; removing provisions authorizing the waiver
1435 of certain admission requirements for such programs;
1436 requiring certain school district and instructional
1437 personnel to have a certificate or endorsement in
1438 reading beginning in a specified school year; amending
1439 s. 1004.85, F.S.; providing requirements for certain
1440 candidates entering an educator preparation institute
1441 in a specified school year; amending s. 1006.28, F.S.;

022269 - h7011-strike.docx

Published On: 4/14/2021 9:31:55 PM

Amendment No. 1

1442 requiring each school district to provide certain
1443 training to school librarians and media specialists;
1444 amending s. 1008.25, F.S.; requiring certain students
1445 to participate in a certain coordinated screening and
1446 progress monitoring system; prohibiting a school from
1447 waiting until a certain evaluation is completed to
1448 provide specified interventions for certain students;
1449 requiring that such interventions be initiated upon
1450 receipt of certain documentation; requiring schools to
1451 communicate with parents at least monthly regarding
1452 the progress of certain students; providing
1453 requirements for such communication; requiring the
1454 department to compile resources that school districts
1455 must incorporate into read-at-home plans; providing
1456 requirements for such resources; requiring that a
1457 parent be provided a hardcopy of such resources upon
1458 request; requiring the department, in collaboration
1459 with the Office of Early Learning, to procure and
1460 require the use of a certain coordinated screening and
1461 progress monitoring system; providing requirements for
1462 such system; requiring private Voluntary
1463 Prekindergarten Education Program providers and public
1464 schools to participate in such system beginning in a
1465 specified school year; providing the frequency with
1466 which such system must be administered during the

022269 - h7011-strike.docx

Published On: 4/14/2021 9:31:55 PM

Amendment No. 1

1467 program year or school year, as applicable; providing
1468 that certain prekindergarten students may be eligible
1469 for certain instruction and interventions; authorizing
1470 a school district to pay for such instruction and
1471 interventions using certain funds; requiring screening
1472 and progress monitoring system results to be reported
1473 to the department and maintained in a specified
1474 department warehouse; requiring such results to be
1475 provided to a student's teacher and parent; requiring
1476 the department, in collaboration with the Office of
1477 Early Learning, to provide certain training and
1478 support; amending s. 1008.345, F.S.; conforming a
1479 cross-reference; creating s. 1008.365, F.S.; providing
1480 a short title; establishing the Reading Achievement
1481 Initiative for Scholastic Excellence Program within
1482 the department; providing a purpose; requiring the
1483 department to establish a specified number of literacy
1484 support regions and regional support teams for a
1485 certain purpose; requiring a regional literacy support
1486 director to meet certain criteria; providing duties
1487 and requirements for such teams; authorizing the
1488 department to establish criteria for identifying
1489 schools that need supports; requiring such schools to
1490 implement or amend a certain plan, as applicable;
1491 requiring the department to provide progress

022269 - h7011-strike.docx

Published On: 4/14/2021 9:31:55 PM

Amendment No. 1

1492 monitoring data to such teams regarding the
1493 implementation of supports; providing requirements for
1494 such supports; requiring that the allocation of
1495 resources be prioritized for a specified purpose;
1496 providing that certain schools are not required to
1497 implement a turnaround option or take other corrective
1498 actions; authorizing a school to discontinue receiving
1499 supports and implementing a school improvement plan
1500 under certain circumstances; requiring the department
1501 to establish a tutoring program and develop certain
1502 training to prepare high school students to tutor
1503 certain students; providing eligibility criteria for
1504 high school students to participate in the tutoring
1505 program; requiring school districts that wish to
1506 participate in such program to recruit, train, and
1507 deploy eligible high school students; providing
1508 requirements for such program; requiring the
1509 department to designate certain high school students
1510 as New Worlds Scholars; requiring the State Board of
1511 Education to adopt rules; amending s. 1011.62, F.S.;
1512 renaming the research-based reading instruction
1513 allocation as the evidence-based reading instruction
1514 allocation; requiring such allocation to be used to
1515 provide comprehensive reading instruction to certain
1516 prekindergarten students; requiring a school

022269 - h7011-strike.docx

Published On: 4/14/2021 9:31:55 PM

Amendment No. 1

1517 district's K-12 comprehensive reading plan to be
1518 developed with input from certain personnel and
1519 provide for certain interventions delivered by certain
1520 instructional personnel; requiring the department to
1521 annually release to certain school districts their
1522 allocations of appropriated funds by a specified date;
1523 requiring the department to annually report certain
1524 findings and recommendations to the State Board of
1525 Education by a specified date; providing a definition;
1526 amending s. 1011.67, F.S.; authorizing school
1527 districts to purchase certain instructional materials
1528 with specified funds without undergoing certain
1529 adoption procedures; amending s. 1012.56, F.S.;
1530 providing requirements for certain candidates entering
1531 a competency-based professional development
1532 certification program in a specified school year;
1533 amending s. 1012.585, F.S.; revising requirements for
1534 the renewal of a professional certificate in certain
1535 areas; providing a limitation on earning certain
1536 inservice points; amending s. 1012.586, F.S.;
1537 requiring the department to adopt competency-based
1538 pathways for instructional personnel to earn a reading
1539 endorsement by the beginning of a specified school
1540 year; providing requirements for such pathways;
1541 providing requirements for the department in adopting

022269 - h7011-strike.docx

Published On: 4/14/2021 9:31:55 PM

Amendment No. 1

1542 such pathways; requiring school districts to resubmit
1543 certain programs to the department for approval by a
1544 specified date; prohibiting instructional personnel
1545 from earning a reading endorsement solely by achieving
1546 a passing score on a specified assessment; amending s.
1547 1012.98, F.S.; requiring the department to identify
1548 certain professional development opportunities to be
1549 implemented by school districts, with priority given
1550 to certain training; amending s. 1012.986, F.S.;
1551 revising the goals of the William Cecil Golden
1552 Professional Development Program for School Leaders to
1553 include support for instructional personnel who
1554 provide reading instruction and interventions;
1555 providing an effective date.