

1 A bill to be entitled
2 An act relating to student literacy; amending s.
3 1001.215, F.S.; revising and providing duties for the
4 Just Read, Florida! Office within the Department of
5 Education; amending s. 1001.42, F.S.; revising a
6 district school board's duty to implement a school
7 improvement plan for certain low-performing schools to
8 conform to changes made by the act; amending s.
9 1002.33, F.S.; conforming a provision to changes made
10 by the act; amending s. 1002.55, F.S.; revising
11 requirements for prekindergarten instructors relating
12 to the completion of emergent literacy training
13 courses; amending s. 1002.59, F.S.; requiring the
14 Office of Early Learning to adopt minimum standards
15 for such courses in collaboration with the Just Read,
16 Florida! Office; requiring such courses to be
17 consistent with certain strategies identified by the
18 Just Read, Florida! Office and reviewed; amending s.
19 1002.67, F.S.; requiring certain private
20 prekindergarten providers and public schools to use a
21 coordinated screening and progress monitoring system;
22 amending s. 1002.69, F.S.; requiring the Department of
23 Education, in consultation with the Office of Early
24 Learning, to implement a coordinated screening and
25 progress monitoring system for students in the

26 Voluntary Prekindergarten Education Program through
27 grade 8; requiring such screening and progress
28 monitoring system to be used to assess kindergarten
29 readiness and to determine student learning gains;
30 amending s. 1002.83, F.S.; requiring early learning
31 coalitions to adopt best-practices plans for
32 transitioning prekindergarten students into
33 kindergarten; providing requirements for such plans;
34 requiring the Office of Early Learning to provide
35 certain guidelines to assist early learning
36 coalitions, schools districts, charter schools, and
37 parents; amending s. 1003.57, F.S.; requiring a school
38 district to notify the parents of certain students of
39 certain available scholarship options within a
40 specified timeframe; amending ss. 1002.995 and
41 1003.621, F.S.; conforming provisions to changes made
42 by the act; amending s. 1004.04, F.S.; revising
43 provisions relating to teacher preparation programs;
44 removing provisions authorizing the waiver of certain
45 admission requirements for such programs; requiring
46 certain school district and instructional personnel to
47 have a certificate or endorsement in reading beginning
48 in a specified school year; amending s. 1006.28, F.S.;

49 requiring each school district to provide certain
50 training to school librarians and media specialists;

51 amending s. 1008.25, F.S.; requiring certain students
52 to participate in a certain coordinated screening and
53 progress monitoring system; prohibiting a school from
54 waiting until a certain evaluation is completed to
55 provide specified interventions for certain students;
56 requiring that such interventions be initiated upon
57 receipt of certain documentation; requiring schools to
58 communicate with parents at least monthly regarding
59 the progress of certain students; providing
60 requirements for such communication; requiring the
61 department to compile resources that school districts
62 must incorporate into read-at-home plans; providing
63 requirements for such resources; requiring that a
64 parent be provided a hardcopy of such resources upon
65 request; requiring the department, in collaboration
66 with the Office of Early Learning, to procure and
67 require the use of a certain coordinated screening and
68 progress monitoring system; providing requirements for
69 such system; requiring private Voluntary
70 Prekindergarten Education Program providers and public
71 schools to participate in such system beginning in a
72 specified school year; providing the frequency with
73 which such system must be administered during the
74 program year or school year, as applicable; providing
75 that certain prekindergarten students may be eligible

76 | for intensive reading interventions; authorizing a
77 | school district to pay for such interventions using
78 | certain funds; requiring screening and progress
79 | monitoring system results to be reported to the
80 | department and maintained in a specified department
81 | warehouse; requiring such results to be provided to a
82 | student's teacher and parent; requiring the
83 | department, in collaboration with the Office of Early
84 | Learning, to provide certain training and support;
85 | amending s. 1008.345, F.S.; conforming a cross-
86 | reference; creating s. 1008.365, F.S.; providing a
87 | short title; establishing the Reading Achievement
88 | Initiative for Scholastic Excellence Program within
89 | the department; providing a purpose; requiring the
90 | department to establish a specified number of literacy
91 | support regions and regional support teams for a
92 | certain purpose; requiring a regional literacy support
93 | director to meet certain criteria; providing duties
94 | and requirements for such teams; authorizing the
95 | department to establish criteria for identifying
96 | schools that need supports; requiring such schools to
97 | implement a certain plan; requiring the department to
98 | provide progress monitoring data to such teams
99 | regarding the implementation of supports; providing
100 | requirements for such supports; providing that certain

101 schools are not required to implement a turnaround
102 option or take other corrective actions; authorizing a
103 school to discontinue receiving supports and
104 implementing a school improvement plan under certain
105 circumstances; requiring the department to establish a
106 tutoring program and develop certain training to
107 prepare high school students to tutor certain
108 students; providing eligibility criteria for high
109 school students to participate in the tutoring
110 program; requiring school districts that wish to
111 participate in such program to recruit, train, and
112 deploy eligible high school students; providing
113 requirements for such program; requiring the
114 department to designate certain high school students
115 as New Worlds Scholars; requiring the State Board of
116 Education to adopt rules; amending s. 1011.62, F.S.;
117 renaming the research-based reading instruction
118 allocation as the evidence-based reading instruction
119 allocation; requiring such allocation to be used to
120 provide comprehensive reading instruction to certain
121 prekindergarten students; requiring a school
122 district's K-12 comprehensive reading plan to be
123 developed with input from certain personnel and
124 provide for certain interventions delivered by certain
125 instructional personnel; requiring the department to

126 annually release to certain school districts their
127 allocations of appropriated funds by a specified date;
128 requiring the department to annually report certain
129 findings and recommendations to the State Board of
130 Education by a specified date; providing a definition;
131 amending s. 1011.67, F.S.; authorizing school
132 districts to purchase certain instructional materials
133 with specified funds without undergoing certain
134 adoption procedures; amending s. 1012.585, F.S.;
135 providing a limitation on earning certain inservice
136 points; amending s. 1012.586, F.S.; requiring the
137 department to adopt competency-based pathways for
138 instructional personnel to earn a reading endorsement
139 by the beginning of a specified school year; providing
140 requirements for such pathways; requiring the
141 department to place microcredentials on participants'
142 educator certificates; providing requirements for the
143 department in adopting such pathways; requiring school
144 districts to resubmit certain programs to the
145 department for approval by a specified date;
146 prohibiting instructional personnel from earning a
147 reading endorsement solely by achieving a passing
148 score on a specified assessment; amending s. 1012.98,
149 F.S.; requiring the department to identify certain
150 professional development opportunities to be

151 implemented by school districts; amending s. 1012.986,
 152 F.S.; revising the goals of the William Cecil Golden
 153 Professional Development Program for School Leaders to
 154 include support for instructional personnel who
 155 provide reading instruction and interventions;
 156 providing an effective date.

157

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

159

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

163 1001.215 Just Read, Florida! Office.—There is created in
 164 the Department of Education the Just Read, Florida! Office. The
 165 office is fully accountable to the Commissioner of Education and
 166 shall:

167 (1) Provide training to ~~Train~~ reading coaches and school
 168 administrators on the evidence-based strategies identified
 169 pursuant to subsection (8) for purposes of implementation,
 170 modeling, and classroom observations to support professional
 171 growth and inform performance evaluations of instructional
 172 personnel.

173 (3) Work with the Lastinger Center for Learning at the
 174 University of Florida to develop training for K-12 teachers,
 175 reading coaches, and school administrators ~~principals~~ on

176 effective content-area-specific reading strategies; the
177 coordinated integration of content-rich curriculum from other
178 core subject areas into reading instruction, with an emphasis on
179 civic literacy; and evidence-based reading strategies identified
180 pursuant to ~~in~~ subsection (8) to improve student reading
181 performance. For secondary teachers, emphasis shall be on
182 technical text. These strategies must be developed for all
183 content areas in the K-12 curriculum.

184 (4) Develop and provide access to sequenced, content-rich
185 curriculum programming, instructional practices, and resources
186 that help elementary schools use state-adopted instructional
187 materials to increase students' background knowledge and
188 literacy skills, including student attainment of the Next
189 Generation Sunshine State Standards for social studies, science,
190 and the arts. The office shall, as part of the adoption cycle
191 for English Language Arts instructional materials, assist in
192 evaluating elementary grades instructional materials submitted
193 for adoption consideration in order to identify those materials
194 that are closely aligned to the content and evidence-based
195 strategies identified pursuant to subsection (8) and incorporate
196 professional development to implement such strategies.

197 (5) Provide parents with information and evidence-based
198 strategies for assisting their children in reading, including
199 reading in content areas.

200 (6) Provide technical assistance to school districts in

201 the development and implementation of district plans for use of
202 the evidence-based ~~research-based~~ reading instruction allocation
203 provided in s. 1011.62(9) and annually review and approve such
204 plans.

205 (8) Work with the Florida Center for Reading Research to
206 identify scientifically researched and evidence-based reading
207 instructional and intervention programs that incorporate
208 explicit, systematic, and sequential approaches to teaching
209 phonemic awareness, phonics, vocabulary, fluency, and text
210 comprehension and incorporate decodable or phonetic text
211 instructional strategies. Reading intervention includes
212 evidence-based strategies frequently used to remediate reading
213 deficiencies and includes, but is not limited to, individual
214 instruction, multisensory approaches, tutoring, mentoring, or
215 the use of technology that targets specific reading skills and
216 abilities.

217 (11) Work with teacher preparation programs approved
218 pursuant to ss. 1004.04 and 1004.85 to integrate effective,
219 ~~research-based~~ and evidence-based reading instructional and
220 intervention strategies, including explicit, systematic, and
221 sequential reading strategies, multisensory intervention
222 strategies, and reading in content area instructional strategies
223 into teacher preparation programs.

224 Section 2. Paragraph (a) of subsection (18) of section
225 1001.42, Florida Statutes, is amended to read:

226 1001.42 Powers and duties of district school board.—The
 227 district school board, acting as a board, shall exercise all
 228 powers and perform all duties listed below:

229 (18) IMPLEMENT SCHOOL IMPROVEMENT AND ACCOUNTABILITY.—
 230 Maintain a system of school improvement and education
 231 accountability as provided by statute and State Board of
 232 Education rule. This system of school improvement and education
 233 accountability shall be consistent with, and implemented
 234 through, the district's continuing system of planning and
 235 budgeting required by this section and ss. 1008.385, 1010.01,
 236 and 1011.01. This system of school improvement and education
 237 accountability shall comply with the provisions of ss. 1008.33,
 238 1008.34, 1008.345, and 1008.385 and include the following:

239 (a) School improvement plans.—The district school board
 240 shall annually approve and require implementation of a new,
 241 amended, or continuation school improvement plan for each school
 242 in the district which has a school grade of "D" or "F"; has a
 243 significant gap in achievement on statewide, standardized
 244 assessments administered pursuant to s. 1008.22 by one or more
 245 student subgroups, as defined in the federal Elementary and
 246 Secondary Education Act (ESEA), 20 U.S.C. s.
 247 6311(b) (2) (C) (v) (II); has not significantly increased the
 248 percentage of students passing statewide, standardized
 249 assessments; has not significantly increased the percentage of
 250 students demonstrating Learning Gains, as defined in s. 1008.34

251 and as calculated under s. 1008.34(3)(b), who passed statewide,
252 standardized assessments; has been identified as requiring
253 instructional supports under the Reading Achievement Initiative
254 for Scholastic Excellence program established in s. 1008.365; or
255 has significantly lower graduation rates for a subgroup when
256 compared to the state's graduation rate. The improvement plan of
257 a school that meets the requirements of this paragraph shall
258 include strategies for improving these results. The state board
259 shall adopt rules establishing thresholds and for determining
260 compliance with this paragraph.

261 Section 3. Paragraph (b) of subsection (17) of section
262 1002.33, Florida Statutes, is amended to read:

263 1002.33 Charter schools.—

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

269 (b) The basis for the agreement for funding students
270 enrolled in a charter school shall be the sum of the school
271 district's operating funds from the Florida Education Finance
272 Program as provided in s. 1011.62 and the General Appropriations
273 Act, including gross state and local funds, discretionary
274 lottery funds, and funds from the school district's current
275 operating discretionary millage levy; divided by total funded

276 weighted full-time equivalent students in the school district;
277 multiplied by the weighted full-time equivalent students for the
278 charter school. Charter schools whose students or programs meet
279 the eligibility criteria in law are entitled to their
280 proportionate share of categorical program funds included in the
281 total funds available in the Florida Education Finance Program
282 by the Legislature, including transportation, the evidence-based
283 ~~research-based~~ reading allocation, and the Florida digital
284 classrooms allocation. Total funding for each charter school
285 shall be recalculated during the year to reflect the revised
286 calculations under the Florida Education Finance Program by the
287 state and the actual weighted full-time equivalent students
288 reported by the charter school during the full-time equivalent
289 student survey periods designated by the Commissioner of
290 Education. For charter schools operated by a not-for-profit or
291 municipal entity, any unrestricted current and capital assets
292 identified in the charter school's annual financial audit may be
293 used for other charter schools operated by the not-for-profit or
294 municipal entity within the school district. Unrestricted
295 current assets shall be used in accordance with s. 1011.62, and
296 any unrestricted capital assets shall be used in accordance with
297 s. 1013.62(2).

298 Section 4. Paragraph (c) of subsection (3) and subsection
299 (4) of section 1002.55, Florida Statutes, are amended to read:
300 1002.55 School-year prekindergarten program delivered by

301 private prekindergarten providers.—

302 (3) To be eligible to deliver the prekindergarten program,
 303 a private prekindergarten provider must meet each of the
 304 following requirements:

305 (c) The private prekindergarten provider must have, for
 306 each prekindergarten class of 11 children or fewer, at least one
 307 prekindergarten instructor who meets each of the following
 308 requirements:

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

311 a. A child development associate credential issued by the
 312 National Credentialing Program of the Council for Professional
 313 Recognition; or

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

317
 318 The Department of Children and Families may adopt rules under
 319 ss. 120.536(1) and 120.54 which provide criteria and procedures
 320 for approving equivalent credentials under sub-subparagraph b.

321 2. The prekindergarten instructor must successfully
 322 complete three ~~an~~ emergent literacy training courses ~~course~~ and
 323 a student performance standards training course approved by the
 324 office as meeting or exceeding the minimum standards adopted
 325 under s. 1002.59. The prekindergarten instructor must complete

326 an emergent literacy training course at least once every 5 years
327 after initially completing the three emergent literacy training
328 courses. The courses in this subparagraph must be recognized as
329 part of the informal early learning career pathway identified by
330 the Office of Early Learning under s. 1002.995(1)(b). ~~The~~
331 ~~requirement for completion of the standards training course~~
332 ~~shall take effect July 1, 2014, and~~ The courses must ~~course~~
333 ~~shall~~ be made available online.

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

337 (a) A bachelor's or higher degree in early childhood
338 education, prekindergarten or primary education, preschool
339 education, or family and consumer science;

340 (b) A bachelor's or higher degree in elementary education,
341 if the prekindergarten instructor has been certified to teach
342 children any age from birth through 6th grade, regardless of
343 whether the instructor's educator certificate is current, and if
344 the instructor is not ineligible to teach in a public school
345 because his or her educator certificate is suspended or revoked;

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

347 (d) An associate's or higher degree in an unrelated field,
348 at least 6 credit hours in early childhood education or child
349 development, and at least 480 hours of experience in teaching or
350 providing child care services for children any age from birth

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351 through 8 years of age; or

352 (e) An educational credential approved by the department
353 as being equivalent to or greater than an educational credential
354 described in this subsection. The department may adopt criteria
355 and procedures for approving equivalent educational credentials
356 under this paragraph.

357 Section 5. Subsection (1) of section 1002.59, Florida
358 Statutes, is amended to read:

359 1002.59 Emergent literacy and performance standards
360 training courses.—

361 (1) The office, in collaboration with the Just Read,
362 Florida! Office, shall adopt minimum standards for ~~one or more~~
363 training courses in emergent literacy for prekindergarten
364 instructors. Each course must comprise 5 clock hours and provide
365 instruction in strategies and techniques to address the age-
366 appropriate progress of prekindergarten students in developing
367 emergent literacy skills, including oral communication,
368 knowledge of print and letters, phonemic and phonological
369 awareness, and vocabulary and comprehension development,
370 consistent with the evidence-based content and strategies
371 identified pursuant to s. 1001.215(8). The course standards must
372 be reviewed as part of any review of subject coverage or
373 endorsement requirements in the elementary, reading, and
374 exceptional student educational areas conducted pursuant to s.
375 1012.586. Each course must also provide resources containing

376 strategies that allow students with disabilities and other
377 special needs to derive maximum benefit from the Voluntary
378 Prekindergarten Education Program. Successful completion of an
379 emergent literacy training course approved under this section
380 satisfies requirements for approved training in early literacy
381 and language development under ss. 402.305(2)(e)5., 402.313(6),
382 and 402.3131(5).

383 Section 6. Paragraph (a) of subsection (3) of section
384 1002.67, Florida Statutes, is amended to read:

385 1002.67 Performance standards; curricula and
386 accountability.—

387 (3)(a) Contingent upon legislative appropriation, each
388 private prekindergarten provider and public school in the
389 Voluntary Prekindergarten Education Program must implement an
390 evidence-based pre- and post-assessment that has been approved
391 by rule of the State Board of Education. However, beginning with
392 the 2022-2023 school year, such providers and public schools
393 shall use a coordinated screening and progress monitoring system
394 pursuant to s. 1008.25(8) to meet the requirements of this
395 subsection.

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

398 1002.69 Statewide kindergarten screening; kindergarten
399 readiness rates; state-approved prekindergarten enrollment
400 screening; good cause exemption.—

401 (1) The department shall adopt a statewide kindergarten
402 screening that assesses the readiness of each student for
403 kindergarten based upon the performance standards adopted by the
404 department under s. 1002.67(1) for the Voluntary Prekindergarten
405 Education Program. However, beginning with the 2022-2023 school
406 year, the department, in consultation with the Office of Early
407 Learning, shall implement a coordinated screening and progress
408 monitoring system for the Voluntary Prekindergarten Education
409 Program through grade 8 pursuant to s. 1008.25(8), which must be
410 used to assess kindergarten readiness consistent with this
411 subsection. The department shall require that each school
412 district administer the statewide kindergarten screening to each
413 kindergarten student in the school district within the first 30
414 school days of each school year. Nonpublic schools may
415 administer the statewide kindergarten screening to each
416 kindergarten student in a nonpublic school who was enrolled in
417 the Voluntary Prekindergarten Education Program.

418 (5) The office shall adopt procedures to annually
419 calculate each private prekindergarten provider's and public
420 school's kindergarten readiness rate, which must be expressed as
421 the percentage of the provider's or school's students who are
422 assessed as ready for kindergarten. The methodology for
423 calculating each provider's kindergarten readiness rate must
424 include student learning gains when available and the percentage
425 of students who meet all state readiness measures. The rates

426 must not include students who are not administered the statewide
427 kindergarten screening. The office shall determine learning
428 gains using a value-added measure based on growth demonstrated
429 by the results of the preassessment and postassessment from at
430 least 2 successive years of administration of the preassessment
431 and postassessment. However, beginning with the 2022-2023 school
432 year, a coordinated screening and progress monitoring system
433 implemented pursuant to s. 1008.25(8) must be used to determine
434 such learning gains consistent with this subsection.

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

438 1002.83 Early learning coalitions.—

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

442 (a) Opportunities for prekindergarten students and their
443 parents to visit schools in which they may be enrolled in
444 kindergarten.

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

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

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

453

454 The office shall provide guidelines for successful kindergarten
455 transitions to early learning coalitions, school districts,
456 charter schools, and parents to assist with the implementation
457 of this subsection.

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

460 1002.995 Early learning professional development standards
461 and career pathways.—

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

466 Section 10. Paragraph (k) is added to subsection (1) of
467 section 1003.57, Florida Statutes, to read:

468 1003.57 Exceptional students instruction.—

469 (1)

470 (k) Within 10 days after an individual education plan
471 meeting is held or a 504 accommodation plan is issued under s.
472 504 of the Rehabilitation Act of 1973, a school district shall
473 notify the parent of a student of all the scholarship options
474 available under chapter 1002.

475 Section 11. Paragraph (g) of subsection (2) of section

476 | 1003.621, Florida Statutes, is amended to read:

477 | 1003.621 Academically high-performing school districts.—It
 478 | is the intent of the Legislature to recognize and reward school
 479 | districts that demonstrate the ability to consistently maintain
 480 | or improve their high-performing status. The purpose of this
 481 | section is to provide high-performing school districts with
 482 | flexibility in meeting the specific requirements in statute and
 483 | rules of the State Board of Education.

484 | (2) COMPLIANCE WITH STATUTES AND RULES.—Each academically
 485 | high-performing school district shall comply with all of the
 486 | provisions in chapters 1000-1013, and rules of the State Board
 487 | of Education which implement these provisions, pertaining to the
 488 | following:

489 | (g) Those statutes pertaining to planning and budgeting,
 490 | including chapter 1011, except s. 1011.62(9)(d), relating to the
 491 | requirement for a comprehensive reading plan. A district that is
 492 | exempt from submitting this plan shall be deemed approved to
 493 | receive the evidence-based ~~research-based~~ reading instruction
 494 | allocation.

495 | Section 12. Paragraph (b) of subsection (3) and paragraph
 496 | (b) of subsection (5) of section 1004.04, Florida Statutes, are
 497 | amended to read:

498 | 1004.04 Public accountability and state approval for
 499 | teacher preparation programs.—

500 | (3) INITIAL STATE PROGRAM APPROVAL.—

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

505 1. Have a grade point average of at least 2.5 on a 4.0
506 scale for the general education component of undergraduate
507 studies or have completed the requirements for a baccalaureate
508 degree with a minimum grade point average of 2.5 on a 4.0 scale
509 from any college or university accredited by a regional
510 accrediting association as defined by State Board of Education
511 rule or any college or university otherwise approved pursuant to
512 State Board of Education rule.

513 2. Demonstrate mastery of general knowledge ~~sufficient for~~
514 ~~entry into the program,~~ including the ability to read, write,
515 and perform in mathematics, by passing the General Knowledge
516 Test of the Florida Teacher Certification Examination or, for a
517 graduate level program, obtain a baccalaureate degree from an
518 institution that is accredited or approved pursuant to the rules
519 of the State Board of Education.

520
521 ~~Each teacher preparation program may waive these admissions~~
522 ~~requirements for up to 10 percent of the students admitted.~~
523 ~~Programs shall implement strategies to ensure that students~~
524 ~~admitted under a waiver receive assistance to demonstrate~~
525 ~~competencies to successfully meet requirements for certification~~

526 ~~and shall annually report to the Department of Education the~~
 527 ~~status of each candidate admitted under such a waiver.~~

528 (5) PRESERVICE FIELD EXPERIENCE.—All postsecondary
 529 instructors, school district personnel and instructional
 530 personnel, and school sites preparing instructional personnel
 531 through preservice field experience courses and internships
 532 shall meet special requirements. District school boards may pay
 533 student teachers during their internships.

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

- 539 a. Evidence of "clinical educator" training;~~;~~
- 540 b. A valid professional certificate issued pursuant to s.
 541 1012.56;~~;~~ ~~and~~
- 542 c. At least 3 years of teaching experience in
 543 prekindergarten through grade 12; ~~and must have~~
- 544 d. Earned an effective or highly effective rating on the
 545 prior year's performance evaluation under s. 1012.34 or be a
 546 peer evaluator under the district's evaluation system approved
 547 under s. 1012.34; and
- 548 e. Beginning with the 2022-2023 school year, for all such
 549 personnel who supervise or direct teacher preparation students
 550 during internships in kindergarten through grade 3 or who are

551 enrolled in a teacher preparation program for a certificate area
552 identified pursuant to s. 1012.585(3)(f), a certificate or
553 endorsement in reading.

554

555 The State Board of Education shall approve the training
556 requirements.

557 2. All instructional personnel who supervise or direct
558 teacher preparation students during field experience courses or
559 internships in another state, in which a candidate demonstrates
560 his or her impact on student learning growth, through a Florida
561 online or distance program must have received "clinical
562 educator" training or its equivalent in that state, hold a valid
563 professional certificate issued by the state in which the field
564 experience takes place, and have at least 3 years of teaching
565 experience in prekindergarten through grade 12.

566 3. All instructional personnel who supervise or direct
567 teacher preparation students during field experience courses or
568 internships, in which a candidate demonstrates his or her impact
569 on student learning growth, on a United States military base in
570 another country through a Florida online or distance program
571 must have received "clinical educator" training or its
572 equivalent, hold a valid professional certificate issued by the
573 United States Department of Defense or a state or territory of
574 the United States, and have at least 3 years teaching experience
575 in prekindergarten through grade 12.

576 Section 13. Paragraph (d) of subsection (2) of section
577 1006.28, Florida Statutes, is amended to read:

578 1006.28 Duties of district school board, district school
579 superintendent; and school principal regarding K-12
580 instructional materials.—

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

586 (d) School library media services; establishment and
587 maintenance.—Establish and maintain a program of school library
588 media services for all public schools in the district, including
589 school library media centers, or school library media centers
590 open to the public, and, in addition such traveling or
591 circulating libraries as may be needed for the proper operation
592 of the district school system. Each school district shall
593 provide training to school librarians and media specialists
594 regarding the prohibition against distributing harmful materials
595 to minors under s. 847.012 and applicable case law, and best
596 practices for providing students access to age-appropriate
597 materials and library resources. Upon written request, a school
598 district shall provide access to any material or book specified
599 in the request that is maintained in a district school system
600 library and is available for review.

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601 Section 14. Subsections (8) and (9) of section 1008.25,
602 Florida Statutes, are renumbered as subsections (9) and (10),
603 respectively, paragraph (a) of subsection (4), paragraphs (a)
604 and (c) of subsection (5), paragraph (a) of subsection (7), and
605 present subsection (8) are amended, paragraph (d) is added to
606 subsection (5), and a new subsection (8) is added to that
607 section, to read:

608 1008.25 Public school student progression; student
609 support; screening and progress monitoring; reporting
610 requirements.—

611 (4) ASSESSMENT AND SUPPORT.—

612 (a) Each student must participate in the statewide,
613 standardized assessment program required under ~~by~~ s. 1008.22 and
614 the Voluntary Prekindergarten Education Program through grade 8
615 coordinated screening and progress monitoring system required
616 under subsection (8). Each student who does not achieve a Level
617 3 or above on the statewide, standardized English Language Arts
618 assessment, the statewide, standardized Mathematics assessment,
619 or the Algebra I EOC assessment must be evaluated to determine
620 the nature of the student's difficulty, the areas of academic
621 need, and strategies for providing academic supports to improve
622 the student's performance.

623 (5) READING DEFICIENCY AND PARENTAL NOTIFICATION.—

624 (a) Any student in kindergarten through grade 3 who
625 exhibits a substantial deficiency in reading based upon

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626 screening, diagnostic, progress monitoring, or assessment data;
627 statewide assessments; or teacher observations must be provided
628 intensive, explicit, systematic, and multisensory reading
629 interventions immediately following the identification of the
630 reading deficiency. A school may not wait for a student to
631 receive a failing grade at the end of a grading period to
632 identify the student as having a substantial reading deficiency
633 and initiate intensive reading interventions. In addition, a
634 school may not wait until an evaluation conducted pursuant to s.
635 1003.57 is completed to provide appropriate, evidence-based
636 interventions for a student whose parent submits documentation
637 from a professional licensed under chapter 490 which
638 demonstrates that the student has been diagnosed with dyslexia.
639 Such interventions must be initiated upon receipt of the
640 documentation and based on the student's specific areas of
641 difficulty as identified by the licensed professional. A ~~The~~
642 student's reading proficiency must be monitored and the
643 intensive interventions must continue until the student
644 demonstrates grade level proficiency in a manner determined by
645 the district, which may include achieving a Level 3 on the
646 statewide, standardized English Language Arts assessment. The
647 State Board of Education shall identify by rule guidelines for
648 determining whether a student in kindergarten through grade 3
649 has a substantial deficiency in reading.

650 (c) The parent of any student who exhibits a substantial

651 deficiency in reading, as described in paragraph (a), must be
652 notified in writing of the following:

653 1. That his or her child has been identified as having a
654 substantial deficiency in reading, including a description and
655 explanation, in terms understandable to the parent, of the exact
656 nature of the student's difficulty in learning and lack of
657 achievement in reading.

658 2. A description of the current services that are provided
659 to the child.

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

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

667 5. Strategies, including multisensory strategies, through
668 a read-at-home plan the parent can use in helping his or her
669 child succeed in reading. The read-at-home plan must provide
670 access to the resources identified in paragraph (d).

671 6. That the statewide, standardized English Language Arts
672 assessment is not the sole determiner of promotion and that
673 additional evaluations, portfolio reviews, and assessments are
674 available to the child to assist parents and the school district
675 in knowing when a child is reading at or above grade level and

676 ready for grade promotion.

677 7. The district's specific criteria and policies for a
678 portfolio as provided in subparagraph (6)(b)4. and the evidence
679 required for a student to demonstrate mastery of Florida's
680 academic standards for English Language Arts. A parent of a
681 student in grade 3 who is identified anytime during the year as
682 being at risk of retention may request that the school
683 immediately begin collecting evidence for a portfolio.

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

688
689 After initial notification, the school shall apprise the parent
690 at least monthly of the student's progress in response to the
691 intensive interventions and supports. Such communications must
692 be in writing and must explain any additional interventions or
693 supports that will be implemented to accelerate the student's
694 progress if the interventions and supports already being
695 implemented have not resulted in improvement.

696 (d) The Department of Education shall compile resources
697 that each school district must incorporate into a read-at-home
698 plan provided to the parent of a student who is identified as
699 having a substantial reading deficiency pursuant to paragraph
700 (c). The resources must be made available in an electronic

701 format that is accessible online and must include the following:

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

707 2. An overview of the types of assessments used to
708 identify reading deficiencies and what those assessments measure
709 or do not measure, the frequency with which the assessments are
710 administered, and the requirements for interventions and
711 supports that districts must provide to students who do not make
712 adequate academic progress.

713 3. An overview of the process for initiating and
714 conducting evaluations for exceptional education eligibility.
715 The overview must include an explanation that a diagnosis of a
716 medical condition alone is not sufficient to establish
717 exceptional education eligibility but may be used to document
718 how that condition relates to the student's eligibility
719 determination and may be disclosed in an eligible student's
720 individual education plan when necessary to inform school
721 personnel responsible for implementing the plan.

722 4. Characteristics of conditions associated with learning
723 disorders, including dyslexia, dysgraphia, dyscalculia, and
724 developmental aphasia.

725 5. A list of resources that support informed parent

726 involvement in decisionmaking processes for students who have
727 difficulty in learning.

728
729 Upon the request of a parent, resources meeting the requirements
730 of this paragraph must be provided to the parent in a hardcopy
731 format.

732 (7) SUCCESSFUL PROGRESSION FOR RETAINED THIRD GRADE
733 STUDENTS.—

734 (a) Students retained under paragraph (5) (b) must be
735 provided intensive interventions in reading to ameliorate the
736 student's specific reading deficiency and prepare the student
737 for promotion to the next grade. These interventions must
738 include:

739 1. Evidence-based, explicit, systematic, and multisensory
740 reading instruction in phonemic awareness, phonics, fluency,
741 vocabulary, and comprehension and other strategies prescribed by
742 the school district.

743 2. Participation in the school district's summer reading
744 camp, which must incorporate the instructional and intervention
745 strategies under subparagraph 1.

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

749 a. Coordinated integration of content-rich texts in
750 science and civic literacy ~~social studies~~ within the 90-minute

751 block.

752 b. Small group instruction.

753 c. Reduced teacher-student ratios.

754 d. More frequent progress monitoring.

755 e. Tutoring or mentoring.

756 f. Transition classes containing 3rd and 4th grade

757 students.

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

759 (8) COORDINATED SCREENING AND PROGRESS MONITORING SYSTEM.—

760 (a) The Department of Education, in collaboration with the

761 Office of Early Learning, shall procure and require the use of a

762 statewide, standardized coordinated screening and progress

763 monitoring system for the Voluntary Prekindergarten Education

764 Program and public schools serving kindergarten through grade 8

765 students. The system must:

766 1. Measure student progress in the Voluntary

767 Prekindergarten Education Program through grade 8 in meeting the

768 appropriate expectations in early literacy and mathematics

769 skills and in English Language Arts and mathematics standards as

770 required by ss. 1002.67(1)(a) and 1003.41.

771 2. Measure student performance in oral language

772 development, phonemic and phonological awareness, knowledge of

773 print and letters, decoding, fluency, vocabulary, and

774 comprehension, as applicable by grade level.

775 3. Be a valid, reliable, and developmentally appropriate

776 computer-adaptive direct instrument that provides screening and
777 diagnostic capabilities for monitoring student progress;
778 identifies students who have a substantial deficiency in
779 reading, including identifying students with characteristics of
780 dyslexia; and informs instruction.

781 4. Provide data for Voluntary Prekindergarten Education
782 Program accountability as required under s. 1002.67.

783 5. Provide Voluntary Prekindergarten Education Program
784 providers, school districts, schools, and teachers with data and
785 resources that enhance differentiated instruction and parent
786 communication.

787 6. Provide information to the department to aid in the
788 development of educational programs, policies, and supports for
789 providers, districts, and schools.

790 (b) Beginning with the 2022-2023 school year, private
791 Voluntary Prekindergarten Education Program providers and public
792 schools must participate in the screening and progress
793 monitoring system. The screening and progress monitoring system
794 must be administered at least three times within a program year
795 or school year, as applicable, with the first administration
796 occurring no later than the first 30 instructional days after
797 the start of the program year or school year pursuant to state
798 board rule.

799 (c) A Voluntary Prekindergarten Education Program student
800 who exhibits a substantial deficiency in early literacy skills,

801 based upon results under this subsection, must be referred to
802 the school district in which he or she resides and may be
803 eligible to receive intensive reading interventions after
804 program completion and before participating in kindergarten.
805 Such interventions may be paid for using funds from the school
806 district's evidence-based reading instruction allocation in
807 accordance with s. 1011.62(9).

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

814 (e) The department, in collaboration with the Office of
815 Early Learning, shall provide training and support for effective
816 implementation of the screening and progress monitoring system.

817 (9)-(8) ANNUAL REPORT.-

818 (a) In addition to the requirements in paragraph (5)(b),
819 each district school board must annually report to the parent of
820 each student the progress of the student toward achieving state
821 and district expectations for proficiency in English Language
822 Arts, science, social studies, and mathematics. The district
823 school board must report to the parent the student's results on
824 each statewide, standardized assessment and the screening and
825 progress monitoring system under subsection (8). The evaluation

826 of each student's progress must be based upon the student's
827 classroom work, observations, tests, district and state
828 assessments, response to intensive interventions provided under
829 paragraph (5) (a), and other relevant information. Progress
830 reporting must be provided to the parent in writing in a format
831 adopted by the district school board.

832 (b) Each district school board must annually publish on
833 the district website and in the local newspaper the following
834 information on the prior school year:

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

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

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

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

846 5. Any revisions to the district school board's policies
847 and procedures on student retention and promotion from the prior
848 year.

849 Section 15. Paragraph (a) of subsection (5) of section
850 1008.345, Florida Statutes, is amended to read:

851 1008.345 Implementation of state system of school
 852 improvement and education accountability.—

853 (5) The commissioner shall annually report to the State
 854 Board of Education and the Legislature and recommend changes in
 855 state policy necessary to foster school improvement and
 856 education accountability. The report shall include:

857 (a) For each school district:

858 1. The percentage of students, by school and grade level,
 859 demonstrating learning growth in English Language Arts and
 860 mathematics.

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

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

866

867 School reports shall be distributed pursuant to this subsection
 868 and s. 1001.42(18)(c) and according to rules adopted by the
 869 State Board of Education.

870 Section 16. Section 1008.365, Florida Statutes, is created
 871 to read:

872 1008.365 Reading Achievement Initiative for Scholastic
 873 Excellence Act.—

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

876 (2) The Reading Achievement Initiative for Scholastic
877 Excellence (RAISE) Program is established within the Department
878 of Education to provide instructional supports to school
879 districts, school administrators, and instructional personnel in
880 implementing evidence-based reading instruction and
881 interventions in order to improve student reading achievement.

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

887 (a) A regional literacy support director must be an
888 employee of a school district, successfully demonstrate
889 competence on the evidence-based strategies identified pursuant
890 to s. 1001.215(8) through a statewide, competency-based reading
891 endorsement pathway under s. 1012.586(2), and have the
892 experience and credentials necessary, as determined by the
893 department, to:

894 1. Effectively monitor student reading growth and
895 achievement data;

896 2. Oversee districtwide and schoolwide professional
897 development and planning to establish evidence-based practices
898 among school administrators and instructional personnel;

899 3. Evaluate implementation of evidence-based practices;
900 and

901 4. Manage a regional support team.

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

904 1. Successfully demonstrate competence on the evidence-
905 based strategies identified pursuant to s. 1001.215(8) through a
906 statewide, competency-based reading endorsement pathway under s.
907 1012.586(2);

908 2. Have substantial experience in teaching and monitoring
909 student progress data in reading; and

910 3. Have received training necessary to assist with the
911 delivery of professional development and site-based supports,
912 including modeling evidence-based practices and providing
913 feedback to instructional personnel.

914 (4) The department may establish criteria to identify
915 schools that must receive supports from a regional support team.
916 However, regardless of its school grade designated pursuant to
917 s. 1008.34, a school must be identified for supports if 50
918 percent of its students who take the statewide, standardized
919 English Language Arts assessment score below a Level 3 for any
920 grade level, or, for students in kindergarten through grade 3,
921 progress monitoring data collected pursuant to s. 1008.25(8)
922 shows that 50 percent or more of the students are not on track
923 to pass the statewide, standardized grade 3 English Language
924 Arts assessment. A school identified for supports under this
925 section must implement a school improvement plan pursuant to s.

926 | 1001.42(18).

927 | (5) The department shall provide progress monitoring data
 928 | to regional support teams regarding the implementation of
 929 | supports. Such supports must include:

930 | (a) Professional development, aligned to evidence-based
 931 | strategies identified pursuant to s. 1001.215(8), for
 932 | appropriate instructional personnel and school administrators
 933 | identified by the regional support team.

934 | (b) Assistance with implementing:

935 | 1. Data-informed instructional decisionmaking using
 936 | progress monitoring and other appropriate data.

937 | 2. Selection and consistent, coordinated use of high-
 938 | quality instructional materials and supplemental materials.

939 | 3. Reading instruction in other core subject area
 940 | curricula, with an emphasis on civic literacy.

941 | 4. A multitiered system of supports in order to provide
 942 | students effective interventions and identify students who may
 943 | require an evaluation for special educational services,
 944 | including identifying characteristics of conditions that affect
 945 | phonological processing, such as dyslexia.

946 | (c) Evaluating a school's improvement plan for alignment
 947 | with the school district's K-12 comprehensive reading plan under
 948 | s. 1011.62(9)(d). If the regional support team determines that
 949 | the school district's reading plan does not address the school's
 950 | need to improve student outcomes, the regional literacy support

951 director, the district school superintendent, or his or her
952 designee, and the director of the Just Read, Florida! Office
953 shall convene a meeting to rectify the deficiencies of the
954 reading plan.

955 (6) Identification of a school for supports under this
956 section does not require a school to implement a turnaround
957 option or take other corrective actions under s. 1008.33.
958 However, a regional support team may be used to assist with
959 providing the differentiated matrix of intervention and support
960 strategies under s. 1008.33, as appropriate. The department may
961 direct a regional support team to make other forms of assistance
962 available to school districts and schools.

963 (7) Once a school's data shows that it no longer meets the
964 criteria under subsection (4), the school may discontinue
965 receiving supports and implementing a school improvement plan.
966 Such supports may continue subject to available resources.

967 (8) As part of the RAISE Program, the department shall
968 establish a tutoring program and develop training in effective
969 reading tutoring practices and content, based on evidence-based
970 practices and aligned to the English Language Arts standards
971 under s. 1003.41, which prepares eligible high school students
972 to tutor students in kindergarten through grade 3 in schools
973 identified under this section, instilling in those students a
974 love of reading and improving their literacy skills.

975 (a) To be eligible to participate in the tutoring program,

976 a high school student must be a rising junior or senior who has
977 a cumulative grade point average of 3.0 or higher, has no
978 history of out-of-school suspensions or expulsions, is on track
979 to complete all core course requirements to graduate, and has
980 written recommendations from at least two of his or her present
981 or former high school teachers of record or extracurricular
982 activity sponsors.

983 (b) School districts that wish to participate in the
984 tutoring program must recruit, train, and deploy eligible high
985 school students using the materials developed under this
986 section. Tutoring must occur during the school day on school
987 district property in the presence and under the supervision of
988 instructional personnel who are school district employees. A
989 parent must give written permission for his or her child to
990 receive tutoring through the program.

991 (c) Tutoring may be part of a service-learning course
992 adopted pursuant to s. 1003.497. Students may earn up to 3
993 elective credits for high school graduation based on the
994 verified number of hours the student spends tutoring under the
995 program. The hours of volunteer service must be documented in
996 writing, and the document must be signed by the student, the
997 student's parent or guardian, and an administrator or designee
998 of the school in which the tutoring occurred. The hours that a
999 high school student devotes to tutoring may be counted toward
1000 meeting community service requirements for high school

1001 graduation and community service requirements for participation
 1002 in the Florida Bright Futures Scholarship Program as provided in
 1003 s. 1003.497(3)(b). The department shall designate a high school
 1004 student who provides at least 500 verified hours of tutoring
 1005 under the program as a New Worlds Scholar and award the student
 1006 with a pin indicating such designation.

1007 (9) The State Board of Education shall adopt rules to
 1008 administer this section.

1009 Section 17. Paragraphs (b) and (d) of subsection (6) and
 1010 subsections (9) and (11) of section 1011.62, Florida Statutes,
 1011 are amended to read:

1012 1011.62 Funds for operation of schools.—If the annual
 1013 allocation from the Florida Education Finance Program to each
 1014 district for operation of schools is not determined in the
 1015 annual appropriations act or the substantive bill implementing
 1016 the annual appropriations act, it shall be determined as
 1017 follows:

1018 (6) CATEGORICAL FUNDS.—

1019 (b) If a district school board finds and declares in a
 1020 resolution adopted at a regular meeting of the school board that
 1021 the funds received for any of the following categorical
 1022 appropriations are urgently needed to maintain school board
 1023 specified academic classroom instruction or improve school
 1024 safety, the school board may consider and approve an amendment
 1025 to the school district operating budget transferring the

1026 identified amount of the categorical funds to the appropriate
 1027 account for expenditure:

- 1028 1. Funds for student transportation.
- 1029 2. Funds for evidence-based ~~research-based~~ reading
 1030 instruction if the required additional hour of instruction
 1031 beyond the normal school day for each day of the entire school
 1032 year has been provided for the students in each low-performing
 1033 elementary school in the district pursuant to paragraph (9)(a).
- 1034 3. Funds for instructional materials if all instructional
 1035 material purchases necessary to provide updated materials that
 1036 are aligned with applicable state standards and course
 1037 descriptions and that meet statutory requirements of content and
 1038 learning have been completed for that fiscal year, but no sooner
 1039 than March 1. Funds available after March 1 may be used to
 1040 purchase hardware for student instruction.
- 1041 4. Funds for the guaranteed allocation as provided in
 1042 subparagraph (1)(e)2.
- 1043 5. Funds for the supplemental academic instruction
 1044 allocation as provided in paragraph (1)(f).
- 1045 6. Funds for the Florida digital classrooms allocation as
 1046 provided in subsection (12).
- 1047 7. Funds for the federally connected student supplement as
 1048 provided in subsection (13).
- 1049 8. Funds for class size reduction as provided in s.
 1050 1011.685.

1051 (d) If a district school board transfers funds from its
 1052 evidence-based ~~research-based~~ reading instruction allocation,
 1053 the board must also submit to the Department of Education an
 1054 amendment describing the changes that the district is making to
 1055 its reading plan approved pursuant to paragraph (9) (d).

1056 (9) EVIDENCE-BASED ~~RESEARCH-BASED~~ READING INSTRUCTION
 1057 ALLOCATION.—

1058 (a) The evidence-based ~~research-based~~ reading instruction
 1059 allocation is created to provide comprehensive reading
 1060 instruction to students in kindergarten through grade 12,
 1061 including certain students who have completed the Voluntary
 1062 Prekindergarten Education Program and who exhibit a substantial
 1063 deficiency in early literacy skills under s. 1008.25(8)(c). Each
 1064 school district that has one or more of the 300 lowest-
 1065 performing elementary schools based on a 3-year average of the
 1066 state reading assessment data must use the school's portion of
 1067 the allocation to provide an additional hour per day of
 1068 intensive reading instruction for the students in each school.
 1069 The additional hour may be provided within the school day.
 1070 Students enrolled in these schools who earned a level 4 or level
 1071 5 score on the statewide, standardized English Language Arts
 1072 assessment for the previous school year may participate in the
 1073 additional hour of instruction. Exceptional student education
 1074 centers may not be included in the 300 schools. The intensive
 1075 reading instruction delivered in this additional hour shall

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1076 include: evidence-based ~~research-based~~ reading instruction that
1077 has been proven to accelerate progress of students exhibiting a
1078 reading deficiency; differentiated instruction based on
1079 screening, diagnostic, progress monitoring, or student
1080 assessment data to meet students' specific reading needs;
1081 explicit and systematic reading strategies to develop phonemic
1082 awareness, phonics, fluency, vocabulary, and comprehension, with
1083 more extensive opportunities for guided practice, error
1084 correction, and feedback; and the coordinated integration of
1085 civic literacy ~~social studies~~, science, and mathematics-text
1086 reading, text discussion, and writing in response to reading.

1087 (b) Funds for comprehensive, evidence-based ~~research-based~~
1088 reading instruction shall be allocated annually to each school
1089 district in the amount provided in the General Appropriations
1090 Act. Each eligible school district shall receive the same
1091 minimum amount as specified in the General Appropriations Act,
1092 and any remaining funds shall be distributed to eligible school
1093 districts based on each school district's proportionate share of
1094 K-12 base funding.

1095 (c) Funds allocated under this subsection must be used to
1096 provide a system of comprehensive reading instruction to
1097 students enrolled in the K-12 programs, which may include the
1098 following:

1099 1. An additional hour per day of evidence-based intensive
1100 reading instruction to students in the 300 lowest-performing

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1101 elementary schools by teachers and reading specialists who have
1102 demonstrated effectiveness in teaching reading as required in
1103 paragraph (a).

1104 2. Kindergarten through grade 5 evidence-based ~~reading~~
1105 ~~intervention~~ ~~teachers to provide~~ intensive reading interventions
1106 provided by reading intervention teachers ~~intervention~~ during
1107 the school day and in the required extra hour for students
1108 identified as having a substantial reading deficiency.

1109 3. Highly qualified reading coaches to specifically
1110 support teachers in making instructional decisions based on
1111 student data, and improve teacher delivery of effective reading
1112 instruction, intervention, and reading in the content areas
1113 based on student need.

1114 4. Professional development for school district teachers
1115 in scientifically researched and evidence-based ~~based~~ reading
1116 instruction, including strategies to teach reading in content
1117 areas and with an emphasis on technical and informational text,
1118 to help school district teachers earn a certification or an
1119 endorsement in reading.

1120 5. Summer reading camps, using only teachers or other
1121 district personnel who are certified or endorsed in reading
1122 consistent with s. 1008.25(7)(b)3., for all students in
1123 kindergarten through grade 2 who demonstrate a reading
1124 deficiency as determined by district and state assessments, and
1125 students in grades 3 through 5 who score at Level 1 on the

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1126 statewide, standardized English Language Arts assessment.

1127 6. Scientifically researched and evidence-based
1128 supplemental instructional materials ~~that are grounded in~~
1129 ~~scientifically based reading research~~ as identified by the Just
1130 Read, Florida! Office pursuant to s. 1001.215(8).

1131 7. Evidence-based intensive reading interventions for
1132 students in kindergarten through grade 12 who have been
1133 identified as having a substantial reading deficiency or who are
1134 reading below grade level as determined by the statewide,
1135 standardized English Language Arts assessment.

1136 (d)1. Annually, by a date determined by the Department of
1137 Education but before May 1, school districts shall submit a K-12
1138 comprehensive reading plan for the specific use of the evidence-
1139 based ~~research-based~~ reading instruction allocation in the
1140 format prescribed by the department for review and approval by
1141 the Just Read, Florida! Office created pursuant to s. 1001.215.
1142 The plan format shall be developed with input from school
1143 district personnel, including teachers and principals, and shall
1144 provide for intensive reading interventions identified through a
1145 root-cause analysis of student performance data and reflection
1146 tool developed by the department to evaluate the effectiveness
1147 of interventions implemented in the prior year. Intensive
1148 reading interventions must be delivered by instructional
1149 personnel who are certified or endorsed in reading and must
1150 incorporate evidence-based strategies identified by the Just

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1151 Read, Florida! Office pursuant to s. 1001.215(8).

1152 2. By July 1 of each year, the department shall release to

1153 each school district with an approved plan its allocation of

1154 appropriated funds ~~The plan annually submitted by school~~

1155 ~~districts shall be deemed approved unless the department rejects~~

1156 ~~the plan on or before June 1. If a school district and the Just~~

1157 ~~Read, Florida! Office cannot reach agreement on the contents of~~

1158 ~~the plan, the school district may appeal to the State Board of~~

1159 ~~Education for resolution. School districts shall be allowed~~

1160 ~~reasonable flexibility in designing their plans and shall be~~

1161 ~~encouraged to offer reading intervention through innovative~~

1162 ~~methods, including career academies. The plan format shall be~~

1163 ~~developed with input from school district personnel, including~~

1164 ~~teachers and principals, and shall provide for intensive reading~~

1165 ~~interventions through integrated curricula, provided that,~~

1166 ~~beginning with the 2020-2021 school year, the interventions are~~

1167 ~~delivered by a teacher who is certified or endorsed in reading.~~

1168 ~~Such interventions must incorporate strategies identified by the~~

1169 ~~Just Read, Florida! Office pursuant to s. 1001.215(8). No later~~

1170 ~~than July 1 annually, the department shall release the school~~

1171 ~~district's allocation of appropriated funds to those districts~~

1172 ~~having approved plans. A school district that spends 100 percent~~

1173 ~~of this allocation on its approved plan shall be deemed to have~~

1174 ~~been in compliance with the plan. The department shall ~~may~~~~

1175 ~~withhold funds upon a determination that reading instruction~~

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1176 allocation funds are not being used to implement the approved
1177 plan. The department shall evaluate ~~monitor and track~~ the
1178 implementation of each district plan, including conducting site
1179 visits and collecting specific data on expenditures and reading
1180 improvement results. By February 1 of each year, the department
1181 shall report its findings to the Legislature and the State Board
1182 of Education, including any recommendations for improving
1183 implementation of evidence-based reading and intervention
1184 strategies in classrooms.

1185 ~~3.2.~~ Each school district that has a school designated as
1186 one of the 300 lowest-performing elementary schools as specified
1187 in paragraph (a) shall specifically delineate in the
1188 comprehensive reading plan, or in an addendum to the
1189 comprehensive reading plan, the implementation design and
1190 reading intervention strategies that will be used for the
1191 required additional hour of reading instruction. The term
1192 "reading intervention" includes evidence-based strategies
1193 frequently used to remediate reading deficiencies and also
1194 includes individual instruction, tutoring, mentoring, or the use
1195 of technology that targets specific reading skills and
1196 abilities.

1197
1198 For purposes of this subsection, the term "evidence-based" means
1199 demonstrating a statistically significant effect on improving
1200 student outcomes or other relevant outcomes as provided in 20

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1201 U.S.C. s. 8101(21) (A) (i).

1202 (11) VIRTUAL EDUCATION CONTRIBUTION.—The Legislature may
1203 annually provide in the Florida Education Finance Program a
1204 virtual education contribution. The amount of the virtual
1205 education contribution shall be the difference between the
1206 amount per FTE established in the General Appropriations Act for
1207 virtual education and the amount per FTE for each district and
1208 the Florida Virtual School, which may be calculated by taking
1209 the sum of the base FEFP allocation, the discretionary local
1210 effort, the state-funded discretionary contribution, the
1211 discretionary millage compression supplement, the evidence-based
1212 ~~research-based~~ reading instruction allocation, the teacher
1213 salary increase allocation, and the instructional materials
1214 allocation, and then dividing by the total unweighted FTE. This
1215 difference shall be multiplied by the virtual education
1216 unweighted FTE for programs and options identified in s.
1217 1002.455 and the Florida Virtual School and its franchises to
1218 equal the virtual education contribution and shall be included
1219 as a separate allocation in the funding formula.

1220 Section 18. Subsection (2) of section 1011.67, Florida
1221 Statutes, is amended to read:

1222 1011.67 Funds for instructional materials.—

1223 (2) Annually by July 1 and before the release of
1224 instructional materials funds, each district school
1225 superintendent shall certify to the Commissioner of Education

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1226 that the district school board has approved a comprehensive
1227 staff development plan that supports fidelity of implementation
1228 of instructional materials programs, including verification that
1229 training was provided; that the materials are being implemented
1230 as designed; and, beginning July 1, 2021, for core reading
1231 materials and reading intervention materials used in
1232 kindergarten through grade 5, that the materials meet the
1233 requirements of s. 1001.215(8). Such instructional materials, as
1234 evaluated and identified pursuant to s. 1001.215(4), may be
1235 purchased by the school district with funds under this section
1236 without undergoing the adoption procedures under s.
1237 1006.40(4)(b). This subsection does not preclude school
1238 districts from purchasing or using other materials to supplement
1239 reading instruction and provide additional skills practice.

1240 Section 19. Paragraph (g) is added to subsection (3) of
1241 section 1012.585, Florida Statutes, to read:

1242 1012.585 Process for renewal of professional
1243 certificates.—

1244 (3) For the renewal of a professional certificate, the
1245 following requirements must be met:

1246 (g) A teacher may earn inservice points only once during
1247 each 5-year validity period for any mandatory training topic
1248 that is not linked to student learning or professional growth.

1249 Section 20. Section 1012.586, Florida Statutes, is amended
1250 to read:

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1251 1012.586 Additions or changes to certificates; duplicate
1252 certificates; reading endorsement pathways.—

1253 (1) A school district may process via a Department of
1254 Education website certificates for the following applications of
1255 public school employees:

1256 (a) ~~(1)~~ Addition of a subject coverage or endorsement to a
1257 valid Florida certificate on the basis of the completion of the
1258 appropriate subject area testing requirements of s.
1259 1012.56(5) (a) or the completion of the requirements of an
1260 approved school district program or the inservice components for
1261 an endorsement.

1262 1. ~~(a)~~ To reduce duplication, the department may recommend
1263 the consolidation of endorsement areas and requirements to the
1264 State Board of Education.

1265 2. ~~(b)~~ ~~By July 1, 2018, and~~ At least once every 5 years
1266 ~~thereafter~~, the department shall conduct a review of existing
1267 subject coverage or endorsement requirements in the elementary,
1268 reading, and exceptional student educational areas. The review
1269 must include reciprocity requirements for out-of-state
1270 certificates and requirements for demonstrating competency in
1271 the reading instruction professional development topics listed
1272 in s. 1012.98(4) (b)11. The review must also consider the award
1273 of an endorsement to an individual who holds a certificate
1274 issued by an internationally recognized organization that
1275 establishes standards for providing evidence-based interventions

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1276 to struggling readers or who completes a postsecondary program
1277 that is accredited by such organization. Any such certificate or
1278 program must require an individual who completes the certificate
1279 or program to demonstrate competence in reading intervention
1280 strategies through clinical experience. At the conclusion of
1281 each review, the department shall recommend to the state board
1282 changes to the subject coverage or endorsement requirements
1283 based upon any identified instruction or intervention strategies
1284 proven to improve student reading performance. This subparagraph
1285 ~~paragraph~~ does not authorize the state board to establish any
1286 new certification subject coverage.

1287 (b) ~~(2)~~ A reissued certificate to reflect a name change.

1288 (c) ~~(3)~~ A duplicate certificate to replace a lost or
1289 damaged certificate.

1290

1291 The employing school district shall charge the employee a fee
1292 not to exceed the amount charged by the Department of Education
1293 for such services. Each district school board shall retain a
1294 portion of the fee as defined in the rules of the State Board of
1295 Education. The portion sent to the department shall be used for
1296 maintenance of the technology system, the web application, and
1297 posting and mailing of the certificate.

1298 (2) (a) By the beginning of the 2022-2023 school year, the
1299 department shall adopt one or more statewide, competency-based
1300 pathways by which instructional personnel may earn a reading

1301 endorsement. A pathway adopted by the department must allow a
1302 candidate to complete coursework online and demonstrate mastery
1303 of each endorsement competency either in person or remotely. The
1304 department shall place on each participant's educator
1305 certificate a microcredential for each competency module the
1306 candidate successfully completes.

1307 (b) As part of adopting a pathway pursuant to paragraph
1308 (a), the department shall review the competencies for the
1309 reading endorsement and subject area examinations for educator
1310 certificates identified pursuant to s. 1012.585(3)(f) for
1311 alignment with evidence-based instructional and intervention
1312 strategies rooted in the science of reading and identified
1313 pursuant to s. 1001.215(8) and recommend changes to the State
1314 Board of Education. Recommended changes must address
1315 identification of the characteristics of conditions such as
1316 dyslexia, implementation of evidence-based classroom instruction
1317 and interventions, and effective progress monitoring. By July 1,
1318 2023, each school district reading endorsement add-on program
1319 must be resubmitted for approval by the department consistent
1320 with this paragraph.

1321 (c) Beginning July 1, 2024, instructional personnel may
1322 not earn a reading endorsement solely by achieving a passing
1323 score on the K-12 reading certification subject area assessment.

1324 Section 21. Subsection (5) of section 1012.98, Florida
1325 Statutes, is amended to read:

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1326 1012.98 School Community Professional Development Act.—
1327 (5) Each district school board shall provide funding for
1328 the professional development system as required by s. 1011.62
1329 and the General Appropriations Act, and shall direct
1330 expenditures from other funding sources to continuously
1331 strengthen the system in order to increase student achievement
1332 and support instructional staff in enhancing rigor and relevance
1333 in the classroom. The department shall identify professional
1334 development opportunities that require the teacher to
1335 demonstrate proficiency in a specific classroom practice, with
1336 priority given to implementing evidence-based reading
1337 instructional and intervention strategies identified pursuant to
1338 s. 1001.215(8). A school district may coordinate its
1339 professional development program with that of another district,
1340 with an educational consortium, or with a Florida College System
1341 institution or university, especially in preparing and educating
1342 personnel. Each district school board shall make available
1343 inservice activities to instructional personnel of nonpublic
1344 schools in the district and the state certified teachers who are
1345 not employed by the district school board on a fee basis not to
1346 exceed the cost of the activity per all participants.

1347 Section 22. Paragraph (e) is added to subsection (1) of
1348 section 1012.986, Florida Statutes, to read:

1349 1012.986 William Cecil Golden Professional Development
1350 Program for School Leaders.—

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1351 (1) There is established the William Cecil Golden
1352 Professional Development Program for School Leaders to provide
1353 high standards and sustained support for principals as
1354 instructional leaders. The program shall consist of a
1355 collaborative network of state and national professional
1356 leadership organizations to respond to instructional leadership
1357 needs throughout the state. The network shall support the human-
1358 resource development needs of principals, principal leadership
1359 teams, and candidates for principal leadership positions using
1360 the framework of leadership standards adopted by the State Board
1361 of Education, the Southern Regional Education Board, and the
1362 National Staff Development Council. The goal of the network
1363 leadership program is to:

1364 (e) Support, through training on observation and
1365 evaluation practices aligned to the science of reading, the
1366 professional growth of instructional personnel who provide
1367 reading instruction and interventions.

1368 Section 23. This act shall take effect July 1, 2021.