

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

51 reading beginning in a specified school year; amending  
52 s. 1004.85, F.S.; providing requirements for certain  
53 candidates entering an educator preparation institute  
54 in a specified school year; amending s. 1006.28, F.S.;  
55 requiring each school district to provide certain  
56 training to school librarians and media specialists;  
57 amending s. 1008.25, F.S.; requiring certain students  
58 to participate in a certain coordinated screening and  
59 progress monitoring system; prohibiting a school from  
60 waiting until a certain evaluation is completed to  
61 provide specified interventions for certain students;  
62 requiring that such interventions be initiated upon  
63 receipt of certain documentation; requiring a school  
64 to immediately begin collecting evidence for  
65 portfolios for certain students under specified  
66 conditions; requiring schools to communicate with  
67 parents at least monthly regarding the progress of  
68 certain students; providing requirements for such  
69 communication; requiring the department to compile  
70 resources that school districts must incorporate into  
71 read-at-home plans; providing requirements for such  
72 resources; requiring that a parent be provided a  
73 hardcopy of such resources upon request; requiring the  
74 department, in collaboration with the Office of Early  
75 Learning, to procure and require the use of a certain

76 | coordinated screening and progress monitoring system;  
77 | providing requirements for such system; requiring  
78 | private Voluntary Prekindergarten Education Program  
79 | providers and public schools to participate in such  
80 | system beginning in a specified school year; providing  
81 | the frequency with which such system must be  
82 | administered during the program year or school year,  
83 | as applicable; providing that certain prekindergarten  
84 | students may be eligible for certain instruction and  
85 | interventions; authorizing a school district to pay  
86 | for such instruction and interventions using certain  
87 | funds; requiring screening and progress monitoring  
88 | system results to be reported to the department and  
89 | maintained in a specified department warehouse;  
90 | requiring such results to be provided to a student's  
91 | teacher and parent; requiring the department, in  
92 | collaboration with the Office of Early Learning, to  
93 | provide certain training and support; amending s.  
94 | 1008.345, F.S.; conforming a cross-reference; creating  
95 | s. 1008.365, F.S.; providing a short title;  
96 | establishing the Reading Achievement Initiative for  
97 | Scholastic Excellence Program within the department;  
98 | providing a purpose; requiring the department to  
99 | establish a specified number of literacy support  
100 | regions and regional support teams for a certain

101 purpose; requiring a regional literacy support  
102 director to meet certain criteria; providing duties  
103 and requirements for such teams; authorizing the  
104 department to establish criteria for identifying  
105 schools that need supports; requiring such schools to  
106 implement or amend a certain plan, as applicable;  
107 requiring the department to provide progress  
108 monitoring data to such teams regarding the  
109 implementation of supports; providing requirements for  
110 such supports; providing that certain schools are not  
111 required to implement a turnaround option or take  
112 other corrective actions; authorizing a school to  
113 discontinue receiving supports and implementing a  
114 school improvement plan under certain circumstances;  
115 requiring the department to establish a tutoring  
116 program and develop certain training to prepare high  
117 school students to tutor certain students; providing  
118 eligibility criteria for high school students to  
119 participate in the tutoring program; requiring school  
120 districts that wish to participate in such program to  
121 recruit, train, and deploy eligible high school  
122 students; providing requirements for such program;  
123 requiring the department to designate certain high  
124 school students as New Worlds Scholars; requiring the  
125 State Board of Education to adopt rules; amending s.

126 | 1011.62, F.S.; renaming the research-based reading  
127 | instruction allocation as the evidence-based reading  
128 | instruction allocation; requiring such allocation to  
129 | be used to provide comprehensive reading instruction  
130 | to certain prekindergarten students; requiring a  
131 | school district's K-12 comprehensive reading plan to  
132 | be developed with input from certain personnel and  
133 | provide for certain interventions delivered by certain  
134 | instructional personnel; requiring the department to  
135 | annually release to certain school districts their  
136 | allocations of appropriated funds by a specified date;  
137 | requiring the department to annually report certain  
138 | findings and recommendations to the State Board of  
139 | Education by a specified date; providing a definition;  
140 | amending s. 1011.67, F.S.; authorizing school  
141 | districts to purchase certain instructional materials  
142 | with specified funds without undergoing certain  
143 | adoption procedures; amending s. 1012.56, F.S.;  
144 | providing requirements for certain candidates entering  
145 | a competency-based professional development  
146 | certification program in a specified school year;  
147 | amending s. 1012.585, F.S.; revising requirements for  
148 | the renewal of a professional certificate in certain  
149 | areas; providing a limitation on earning certain  
150 | inservice points; amending s. 1012.586, F.S.;

151 requiring the department to adopt competency-based  
152 pathways for instructional personnel to earn a reading  
153 endorsement by the beginning of a specified school  
154 year; providing requirements for such pathways;  
155 providing requirements for the department in adopting  
156 such pathways; requiring school districts to resubmit  
157 certain programs to the department for approval by a  
158 specified date; prohibiting instructional personnel  
159 from earning a reading endorsement solely by achieving  
160 a passing score on a specified assessment; amending s.  
161 1012.98, F.S.; requiring the department to identify  
162 certain professional development opportunities to be  
163 implemented by school districts, with priority given  
164 to certain training; amending s. 1012.986, F.S.;  
165 revising the goals of the William Cecil Golden  
166 Professional Development Program for School Leaders to  
167 include support for instructional personnel who  
168 provide reading instruction and interventions;  
169 providing an effective date.

170  
171 Be It Enacted by the Legislature of the State of Florida:

172  
173 Section 1. Subsections (1), (3), (4), (5), (6), and (11)  
174 of section 1001.215, Florida Statutes, are amended, and  
175 subsection (8) of that section is republished, to read:

176           1001.215 Just Read, Florida! Office.—There is created in  
177 the Department of Education the Just Read, Florida! Office. The  
178 office is fully accountable to the Commissioner of Education and  
179 shall:

180           (1) Provide training to ~~Train~~ reading coaches and school  
181 administrators on the evidence-based strategies identified  
182 pursuant to subsection (8) for purposes of implementation,  
183 modeling, and classroom observations to support professional  
184 growth and inform performance evaluations of instructional  
185 personnel.

186           (3) Work with the Lastinger Center for Learning at the  
187 University of Florida to develop training for K-12 teachers,  
188 reading coaches, and school administrators ~~principals~~ on  
189 effective content-area-specific reading strategies; the  
190 coordinated integration of content-rich curriculum from other  
191 core subject areas into reading instruction, with an emphasis on  
192 civic literacy; and evidence-based reading strategies identified  
193 pursuant to ~~in~~ subsection (8) to improve student reading  
194 performance. For secondary teachers, emphasis shall be on  
195 technical text. These strategies must be developed for all  
196 content areas in the K-12 curriculum.

197           (4) Develop and provide access to sequenced, content-rich  
198 curriculum programming, instructional practices, and resources  
199 that help elementary schools use state-adopted instructional  
200 materials to increase students' background knowledge and



201 literacy skills, including student attainment of the Next  
202 Generation Sunshine State Standards for social studies, science,  
203 and the arts. The office shall, as part of the adoption cycle  
204 for English Language Arts instructional materials, assist in  
205 evaluating elementary grades instructional materials submitted  
206 for adoption consideration in order to identify those materials  
207 that are closely aligned to the content and evidence-based  
208 strategies identified pursuant to subsection (8) and incorporate  
209 professional development to implement such strategies.

210 (5) Provide parents with information and evidence-based  
211 strategies for assisting their children in reading, including  
212 reading in content areas.

213 (6) Provide technical assistance to school districts in  
214 the development and implementation of district plans for use of  
215 the evidence-based ~~research-based~~ reading instruction allocation  
216 provided in s. 1011.62(9) and annually review and approve such  
217 plans.

218 (8) Work with the Florida Center for Reading Research to  
219 identify scientifically researched and evidence-based reading  
220 instructional and intervention programs that incorporate  
221 explicit, systematic, and sequential approaches to teaching  
222 phonemic awareness, phonics, vocabulary, fluency, and text  
223 comprehension and incorporate decodable or phonetic text  
224 instructional strategies. Reading intervention includes  
225 evidence-based strategies frequently used to remediate reading

226 deficiencies and includes, but is not limited to, individual  
 227 instruction, multisensory approaches, tutoring, mentoring, or  
 228 the use of technology that targets specific reading skills and  
 229 abilities.

230 (11) Work with teacher preparation programs approved  
 231 pursuant to ss. 1004.04 and 1004.85 to integrate effective,  
 232 ~~research-based~~ and evidence-based reading instructional and  
 233 intervention strategies, including explicit, systematic, and  
 234 sequential reading strategies, multisensory intervention  
 235 strategies, and reading in content area instructional strategies  
 236 into teacher preparation programs.

237 Section 2. Paragraph (a) of subsection (18) of section  
 238 1001.42, Florida Statutes, is amended to read:

239 1001.42 Powers and duties of district school board.—The  
 240 district school board, acting as a board, shall exercise all  
 241 powers and perform all duties listed below:

242 (18) IMPLEMENT SCHOOL IMPROVEMENT AND ACCOUNTABILITY.—  
 243 Maintain a system of school improvement and education  
 244 accountability as provided by statute and State Board of  
 245 Education rule. This system of school improvement and education  
 246 accountability shall be consistent with, and implemented  
 247 through, the district's continuing system of planning and  
 248 budgeting required by this section and ss. 1008.385, 1010.01,  
 249 and 1011.01. This system of school improvement and education  
 250 accountability shall comply with the provisions of ss. 1008.33,

251 1008.34, 1008.345, and 1008.385 and include the following:

252 (a) School improvement plans.—The district school board  
253 shall annually approve and require implementation of a new,  
254 amended, or continuation school improvement plan for each school  
255 in the district which has a school grade of "D" or "F"; has a  
256 significant gap in achievement on statewide, standardized  
257 assessments administered pursuant to s. 1008.22 by one or more  
258 student subgroups, as defined in the federal Elementary and  
259 Secondary Education Act (ESEA), 20 U.S.C. s.  
260 6311(b)(2)(C)(v)(II); has not significantly increased the  
261 percentage of students passing statewide, standardized  
262 assessments; has not significantly increased the percentage of  
263 students demonstrating Learning Gains, as defined in s. 1008.34  
264 and as calculated under s. 1008.34(3)(b), who passed statewide,  
265 standardized assessments; has been identified as requiring  
266 instructional supports under the Reading Achievement Initiative  
267 for Scholastic Excellence program established in s. 1008.365; or  
268 has significantly lower graduation rates for a subgroup when  
269 compared to the state's graduation rate. The improvement plan of  
270 a school that meets the requirements of this paragraph shall  
271 include strategies for improving these results. The state board  
272 shall adopt rules establishing thresholds and for determining  
273 compliance with this paragraph.

274 Section 3. Paragraph (b) of subsection (17) of section  
275 1002.33, Florida Statutes, is amended to read:

276 1002.33 Charter schools.—

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

282 (b) The basis for the agreement for funding students  
283 enrolled in a charter school shall be the sum of the school  
284 district's operating funds from the Florida Education Finance  
285 Program as provided in s. 1011.62 and the General Appropriations  
286 Act, including gross state and local funds, discretionary  
287 lottery funds, and funds from the school district's current  
288 operating discretionary millage levy; divided by total funded  
289 weighted full-time equivalent students in the school district;  
290 multiplied by the weighted full-time equivalent students for the  
291 charter school. Charter schools whose students or programs meet  
292 the eligibility criteria in law are entitled to their  
293 proportionate share of categorical program funds included in the  
294 total funds available in the Florida Education Finance Program  
295 by the Legislature, including transportation, the evidence-based  
296 ~~research-based~~ reading allocation, and the Florida digital  
297 classrooms allocation. Total funding for each charter school  
298 shall be recalculated during the year to reflect the revised  
299 calculations under the Florida Education Finance Program by the  
300 state and the actual weighted full-time equivalent students

301 reported by the charter school during the full-time equivalent  
302 student survey periods designated by the Commissioner of  
303 Education. For charter schools operated by a not-for-profit or  
304 municipal entity, any unrestricted current and capital assets  
305 identified in the charter school's annual financial audit may be  
306 used for other charter schools operated by the not-for-profit or  
307 municipal entity within the school district. Unrestricted  
308 current assets shall be used in accordance with s. 1011.62, and  
309 any unrestricted capital assets shall be used in accordance with  
310 s. 1013.62(2).

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

313 1002.55 School-year prekindergarten program delivered by  
314 private prekindergarten providers.—

315 (3) To be eligible to deliver the prekindergarten program,  
316 a private prekindergarten provider must meet each of the  
317 following requirements:

318 (c) The private prekindergarten provider must have, for  
319 each prekindergarten class of 11 children or fewer, at least one  
320 prekindergarten instructor who meets each of the following  
321 requirements:

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

324 a. A child development associate credential issued by the  
325 National Credentialing Program of the Council for Professional

326 Recognition; or  
 327       b. A credential approved by the Department of Children and  
 328 Families as being equivalent to or greater than the credential  
 329 described in sub-subparagraph a.

330  
 331 The Department of Children and Families may adopt rules under  
 332 ss. 120.536(1) and 120.54 which provide criteria and procedures  
 333 for approving equivalent credentials under sub-subparagraph b.

334       2. The prekindergarten instructor must successfully  
 335 complete three ~~an~~ emergent literacy training courses ~~course~~ and  
 336 a student performance standards training course approved by the  
 337 office as meeting or exceeding the minimum standards adopted  
 338 under s. 1002.59. The prekindergarten instructor must complete  
 339 an emergent literacy training course at least once every 5 years  
 340 after initially completing the three emergent literacy training  
 341 courses. The courses in this subparagraph must be recognized as  
 342 part of the informal early learning career pathway identified by  
 343 the Office of Early Learning under s. 1002.995(1)(b). ~~The~~  
 344 ~~requirement for completion of the standards training course~~  
 345 ~~shall take effect July 1, 2014, and~~ The courses must ~~course~~  
 346 ~~shall~~ be made available online.

347       (4) A prekindergarten instructor, in lieu of the minimum  
 348 credentials ~~and courses~~ required under paragraph (3)(c)1.

349 ~~(3)(e)~~, may hold one of the following educational credentials:

350       (a) A bachelor's or higher degree in early childhood

351 education, prekindergarten or primary education, preschool  
 352 education, or family and consumer science;

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

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

360 (d) An associate's or higher degree in an unrelated field,  
 361 at least 6 credit hours in early childhood education or child  
 362 development, and at least 480 hours of experience in teaching or  
 363 providing child care services for children any age from birth  
 364 through 8 years of age; or

365 (e) An educational credential approved by the department  
 366 as being equivalent to or greater than an educational credential  
 367 described in this subsection. The department may adopt criteria  
 368 and procedures for approving equivalent educational credentials  
 369 under this paragraph.

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

372 1002.59 Emergent literacy and performance standards  
 373 training courses.—

374 (1) The office, in collaboration with the Just Read,  
 375 Florida! Office, shall adopt minimum standards for ~~one or more~~

376 training courses in emergent literacy for prekindergarten  
377 instructors. Each course must comprise 5 clock hours and provide  
378 instruction in strategies and techniques to address the age-  
379 appropriate progress of prekindergarten students in developing  
380 emergent literacy skills, including oral communication,  
381 knowledge of print and letters, phonological and phonemic ~~and~~  
382 ~~phonological~~ awareness, and vocabulary and comprehension  
383 development, consistent with the evidence-based content and  
384 strategies identified pursuant to s. 1001.215(8). The course  
385 standards must be reviewed as part of any review of subject  
386 coverage or endorsement requirements in the elementary, reading,  
387 and exceptional student educational areas conducted pursuant to  
388 s. 1012.586. Each course must also provide resources containing  
389 strategies that allow students with disabilities and other  
390 special needs to derive maximum benefit from the Voluntary  
391 Prekindergarten Education Program. Successful completion of an  
392 emergent literacy training course approved under this section  
393 satisfies requirements for approved training in early literacy  
394 and language development under ss. 402.305(2)(e)5., 402.313(6),  
395 and 402.3131(5).

396 Section 6. Paragraph (a) of subsection (3) of section  
397 1002.67, Florida Statutes, is amended to read:

398 1002.67 Performance standards; curricula and  
399 accountability.—

400 (3) (a) Contingent upon legislative appropriation, each



401 private prekindergarten provider and public school in the  
402 Voluntary Prekindergarten Education Program must implement an  
403 evidence-based pre- and post-assessment that has been approved  
404 by rule of the State Board of Education. However, beginning with  
405 the 2022-2023 school year, such providers and public schools  
406 shall use a coordinated screening and progress monitoring system  
407 pursuant to s. 1008.25(8) to meet the requirements of this  
408 subsection.

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

411 1002.69 Statewide kindergarten screening; kindergarten  
412 readiness rates; state-approved prekindergarten enrollment  
413 screening; good cause exemption.—

414 (1) The department shall adopt a statewide kindergarten  
415 screening that assesses the readiness of each student for  
416 kindergarten based upon the performance standards adopted by the  
417 department under s. 1002.67(1) for the Voluntary Prekindergarten  
418 Education Program. However, beginning with the 2022-2023 school  
419 year, the department, in consultation with the Office of Early  
420 Learning, shall implement a coordinated screening and progress  
421 monitoring system for the Voluntary Prekindergarten Education  
422 Program through grade 8 pursuant to s. 1008.25(8), which must be  
423 used to assess kindergarten readiness consistent with this  
424 subsection. The department shall require that each school  
425 district administer the statewide kindergarten screening to each

426 kindergarten student in the school district within the first 30  
427 school days of each school year. Nonpublic schools may  
428 administer the statewide kindergarten screening to each  
429 kindergarten student in a nonpublic school who was enrolled in  
430 the Voluntary Prekindergarten Education Program.

431 (5) The office shall adopt procedures to annually  
432 calculate each private prekindergarten provider's and public  
433 school's kindergarten readiness rate, which must be expressed as  
434 the percentage of the provider's or school's students who are  
435 assessed as ready for kindergarten. The methodology for  
436 calculating each provider's kindergarten readiness rate must  
437 include student learning gains when available and the percentage  
438 of students who meet all state readiness measures. The rates  
439 must not include students who are not administered the statewide  
440 kindergarten screening or who, upon starting kindergarten, are  
441 identified as requiring English language instruction for limited  
442 English proficient students pursuant to s. 1003.56. The office  
443 shall determine learning gains using a value-added measure based  
444 on growth demonstrated by the results of the preassessment and  
445 postassessment from at least 2 successive years of  
446 administration of the preassessment and postassessment. However,  
447 beginning with the 2022-2023 school year, a coordinated  
448 screening and progress monitoring system implemented pursuant to  
449 s. 1008.25(8) must be used to determine such learning gains  
450 consistent with this subsection.

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

454 1002.83 Early learning coalitions.—

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

458 (a) Opportunities for prekindergarten students and their  
459 parents to visit schools in which they may be enrolled in  
460 kindergarten.

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

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

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

469  
470 The office shall provide guidelines for successful kindergarten  
471 transitions to early learning coalitions, school districts,  
472 charter schools, and parents to assist with the implementation  
473 of this subsection.

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

476 1002.995 Early learning professional development standards  
477 and career pathways.—

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

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

484 1003.57 Exceptional students instruction.—

485 (1)

486 (k) Within 10 days after a student's individual education  
487 plan or 504 accommodation plan under s. 504 of the  
488 Rehabilitation Act of 1973 is issued, a school district shall  
489 notify the parent of the student of all the scholarship options  
490 available under chapter 1002.

491 Section 11. Paragraph (g) of subsection (2) of section  
492 1003.621, Florida Statutes, is amended to read:

493 1003.621 Academically high-performing school districts.—It  
494 is the intent of the Legislature to recognize and reward school  
495 districts that demonstrate the ability to consistently maintain  
496 or improve their high-performing status. The purpose of this  
497 section is to provide high-performing school districts with  
498 flexibility in meeting the specific requirements in statute and  
499 rules of the State Board of Education.

500 (2) COMPLIANCE WITH STATUTES AND RULES.—Each academically

501 high-performing school district shall comply with all of the  
502 provisions in chapters 1000-1013, and rules of the State Board  
503 of Education which implement these provisions, pertaining to the  
504 following:

505 (g) Those statutes pertaining to planning and budgeting,  
506 including chapter 1011, except s. 1011.62(9)(d), relating to the  
507 requirement for a comprehensive reading plan. A district that is  
508 exempt from submitting this plan shall be deemed approved to  
509 receive the evidence-based ~~research-based~~ reading instruction  
510 allocation.

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

514 1004.04 Public accountability and state approval for  
515 teacher preparation programs.—

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

517 (c) Each candidate must receive instruction and be  
518 assessed on the uniform core curricula in the candidate's area  
519 or areas of program concentration during course work and field  
520 experiences. Beginning with candidates entering a teacher  
521 preparation program in the 2022-2023 school year, a candidate  
522 for certification in a coverage area identified pursuant to s.  
523 1012.585(3)(f) must successfully complete all competencies for a  
524 reading endorsement, including completion of the endorsement  
525 practicum through the candidate's field experience under

526 subsection (5), in order to graduate from the program.

527 (3) INITIAL STATE PROGRAM APPROVAL.—

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

532 1. Have a grade point average of at least 2.5 on a 4.0  
533 scale for the general education component of undergraduate  
534 studies or have completed the requirements for a baccalaureate  
535 degree with a minimum grade point average of 2.5 on a 4.0 scale  
536 from any college or university accredited by a regional  
537 accrediting association as defined by State Board of Education  
538 rule or any college or university otherwise approved pursuant to  
539 State Board of Education rule.

540 2. Demonstrate mastery of general knowledge ~~sufficient for~~  
541 ~~entry into the program,~~ including the ability to read, write,  
542 and perform in mathematics, by passing the General Knowledge  
543 Test of the Florida Teacher Certification Examination or, for a  
544 graduate level program, obtain a baccalaureate degree from an  
545 institution that is accredited or approved pursuant to the rules  
546 of the State Board of Education.

547

548 ~~Each teacher preparation program may waive these admissions~~  
549 ~~requirements for up to 10 percent of the students admitted.~~

550 ~~Programs shall implement strategies to ensure that students~~

551 ~~admitted under a waiver receive assistance to demonstrate~~  
552 ~~competencies to successfully meet requirements for certification~~  
553 ~~and shall annually report to the Department of Education the~~  
554 ~~status of each candidate admitted under such a waiver.~~

555 (5) PRESERVICE FIELD EXPERIENCE.—All postsecondary  
556 instructors, school district personnel and instructional  
557 personnel, and school sites preparing instructional personnel  
558 through preservice field experience courses and internships  
559 shall meet special requirements. District school boards may pay  
560 student teachers during their internships.

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

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

567 b. A valid professional certificate issued pursuant to s.  
568 1012.56;~~;~~ and

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

571 d. Earned an effective or highly effective rating on the  
572 prior year's performance evaluation under s. 1012.34 or be a  
573 peer evaluator under the district's evaluation system approved  
574 under s. 1012.34; and

575 e. Beginning with the 2022-2023 school year, for all such

576 personnel who supervise or direct teacher preparation students  
577 during internships in kindergarten through grade 3 or who are  
578 enrolled in a teacher preparation program for a certificate area  
579 identified pursuant to s. 1012.585(3)(f), a certificate or  
580 endorsement in reading.

581

582 The State Board of Education shall approve the training  
583 requirements.

584 2. All instructional personnel who supervise or direct  
585 teacher preparation students during field experience courses or  
586 internships in another state, in which a candidate demonstrates  
587 his or her impact on student learning growth, through a Florida  
588 online or distance program must have received "clinical  
589 educator" training or its equivalent in that state, hold a valid  
590 professional certificate issued by the state in which the field  
591 experience takes place, and have at least 3 years of teaching  
592 experience in prekindergarten through grade 12.

593 3. All instructional personnel who supervise or direct  
594 teacher preparation students during field experience courses or  
595 internships, in which a candidate demonstrates his or her impact  
596 on student learning growth, on a United States military base in  
597 another country through a Florida online or distance program  
598 must have received "clinical educator" training or its  
599 equivalent, hold a valid professional certificate issued by the  
600 United States Department of Defense or a state or territory of



601 the United States, and have at least 3 years teaching experience  
 602 in prekindergarten through grade 12.

603 Section 13. Paragraph (b) of subsection (3) of section  
 604 1004.85, Florida Statutes, is amended to read:

605 1004.85 Postsecondary educator preparation institutes.—

606 (3) Educator preparation institutes approved pursuant to  
 607 this section may offer competency-based certification programs  
 608 specifically designed for noneducation major baccalaureate  
 609 degree holders to enable program participants to meet the  
 610 educator certification requirements of s. 1012.56. An educator  
 611 preparation institute choosing to offer a competency-based  
 612 certification program pursuant to the provisions of this section  
 613 must implement a program previously approved by the Department  
 614 of Education for this purpose or a program developed by the  
 615 institute and approved by the department for this purpose.  
 616 Approved programs shall be available for use by other approved  
 617 educator preparation institutes.

618 (b) Each program participant must:

619 1. Meet certification requirements pursuant to s.  
 620 1012.56(1) by obtaining a statement of status of eligibility in  
 621 the certification subject area of the educational plan and meet  
 622 the requirements of s. 1012.56(2) (a)-(f).

623 2. Participate in coursework and field experiences that  
 624 are appropriate to his or her educational plan prepared under  
 625 paragraph (a). Beginning with candidates entering an educator

626 preparation institute in the 2022-2023 school year, a candidate  
627 for certification in a coverage area identified pursuant to s.  
628 1012.585(3)(f) must successfully complete all competencies for a  
629 reading endorsement, including completion of the endorsement  
630 practicum through the candidate's field experience, in order to  
631 graduate from the program.

632 3. Before completion of the program, fully demonstrate his  
633 or her ability to teach the subject area for which he or she is  
634 seeking certification by documenting a positive impact on  
635 student learning growth in a prekindergarten through grade 12  
636 setting and achieving a passing score on the professional  
637 education competency examination, the basic skills examination,  
638 and the subject area examination for the subject area  
639 certification which is required by state board rule.

640 Section 14. Paragraph (d) of subsection (2) of section  
641 1006.28, Florida Statutes, is amended to read:

642 1006.28 Duties of district school board, district school  
643 superintendent; and school principal regarding K-12  
644 instructional materials.—

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

650 (d) School library media services; establishment and

651 maintenance.—Establish and maintain a program of school library  
652 media services for all public schools in the district, including  
653 school library media centers, or school library media centers  
654 open to the public, and, in addition such traveling or  
655 circulating libraries as may be needed for the proper operation  
656 of the district school system. Each school district shall  
657 provide training to school librarians and media specialists  
658 regarding the prohibition against distributing harmful materials  
659 to minors under s. 847.012 and applicable case law, and best  
660 practices for providing students access to age-appropriate  
661 materials and library resources. Upon written request, a school  
662 district shall provide access to any material or book specified  
663 in the request that is maintained in a district school system  
664 library and is available for review.

665 Section 15. Subsections (8) and (9) of section 1008.25,  
666 Florida Statutes, are renumbered as subsections (9) and (10),  
667 respectively, paragraph (a) of subsection (4), paragraphs (a)  
668 and (c) of subsection (5), paragraph (a) of subsection (7), and  
669 present subsection (8) are amended, paragraph (d) is added to  
670 subsection (5), and a new subsection (8) is added to that  
671 section, to read:

672 1008.25 Public school student progression; student  
673 support; screening and progress monitoring; reporting  
674 requirements.—

675 (4) ASSESSMENT AND SUPPORT.—

676 (a) Each student must participate in the statewide,  
677 standardized assessment program required under ~~by~~ s. 1008.22 and  
678 the Voluntary Prekindergarten Education Program through grade 8  
679 coordinated screening and progress monitoring system required  
680 under subsection (8). Each student who does not achieve a Level  
681 3 or above on the statewide, standardized English Language Arts  
682 assessment, the statewide, standardized Mathematics assessment,  
683 or the Algebra I EOC assessment must be evaluated to determine  
684 the nature of the student's difficulty, the areas of academic  
685 need, and strategies for providing academic supports to improve  
686 the student's performance.

687 (5) READING DEFICIENCY AND PARENTAL NOTIFICATION.—

688 (a) Any student in kindergarten through grade 3 who  
689 exhibits a substantial deficiency in reading based upon  
690 screening, diagnostic, progress monitoring, or assessment data;  
691 statewide assessments; or teacher observations must be provided  
692 intensive, explicit, systematic, and multisensory reading  
693 interventions immediately following the identification of the  
694 reading deficiency. A school may not wait for a student to  
695 receive a failing grade at the end of a grading period to  
696 identify the student as having a substantial reading deficiency  
697 and initiate intensive reading interventions. In addition, a  
698 school may not wait until an evaluation conducted pursuant to s.  
699 1003.57 is completed to provide appropriate, evidence-based  
700 interventions for a student whose parent submits documentation

701 from a professional licensed under chapter 490 which  
702 demonstrates that the student has been diagnosed with dyslexia.  
703 Such interventions must be initiated upon receipt of the  
704 documentation and based on the student's specific areas of  
705 difficulty as identified by the licensed professional. A ~~The~~  
706 student's reading proficiency must be monitored and the  
707 intensive interventions must continue until the student  
708 demonstrates grade level proficiency in a manner determined by  
709 the district, which may include achieving a Level 3 on the  
710 statewide, standardized English Language Arts assessment. The  
711 State Board of Education shall identify by rule guidelines for  
712 determining whether a student in kindergarten through grade 3  
713 has a substantial deficiency in reading.

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

717 1. That his or her child has been identified as having a  
718 substantial deficiency in reading, including a description and  
719 explanation, in terms understandable to the parent, of the exact  
720 nature of the student's difficulty in learning and lack of  
721 achievement in reading.

722 2. A description of the current services that are provided  
723 to the child.

724 3. A description of the proposed intensive interventions  
725 and supports that will be provided to the child that are

726 | designed to remediate the identified area of reading deficiency.

727 |         4. That if the child's reading deficiency is not  
728 | remediated by the end of grade 3, the child must be retained  
729 | unless he or she is exempt from mandatory retention for good  
730 | cause.

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

735 |         6. That the statewide, standardized English Language Arts  
736 | assessment is not the sole determiner of promotion and that  
737 | additional evaluations, portfolio reviews, and assessments are  
738 | available to the child to assist parents and the school district  
739 | in knowing when a child is reading at or above grade level and  
740 | ready for grade promotion.

741 |         7. The district's specific criteria and policies for a  
742 | portfolio as provided in subparagraph (6) (b)4. and the evidence  
743 | required for a student to demonstrate mastery of Florida's  
744 | academic standards for English Language Arts. ~~A parent of a~~  
745 | ~~student in grade 3 who is identified anytime during the year as~~  
746 | ~~being at risk of retention may request that the school must~~  
747 | ~~immediately begin collecting evidence for a portfolio when a~~  
748 | ~~student in grade 3 is identified as being at risk of retention~~  
749 | ~~or upon the request of the parent, whichever occurs first.~~

750 |         8. The district's specific criteria and policies for

751 midyear promotion. Midyear promotion means promotion of a  
752 retained student at any time during the year of retention once  
753 the student has demonstrated ability to read at grade level.

754  
755 After initial notification, the school shall apprise the parent  
756 at least monthly of the student's progress in response to the  
757 intensive interventions and supports. Such communications must  
758 be in writing and must explain any additional interventions or  
759 supports that will be implemented to accelerate the student's  
760 progress if the interventions and supports already being  
761 implemented have not resulted in improvement.

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

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

773 2. An overview of the types of assessments used to  
774 identify reading deficiencies and what those assessments measure  
775 or do not measure, the frequency with which the assessments are

776 administered, and the requirements for interventions and  
777 supports that districts must provide to students who do not make  
778 adequate academic progress.

779 3. An overview of the process for initiating and  
780 conducting evaluations for exceptional education eligibility.  
781 The overview must include an explanation that a diagnosis of a  
782 medical condition alone is not sufficient to establish  
783 exceptional education eligibility but may be used to document  
784 how that condition relates to the student's eligibility  
785 determination and may be disclosed in an eligible student's  
786 individual education plan when necessary to inform school  
787 personnel responsible for implementing the plan.

788 4. Characteristics of conditions associated with learning  
789 disorders, including dyslexia, dysgraphia, dyscalculia, and  
790 developmental aphasia.

791 5. A list of resources that support informed parent  
792 involvement in decisionmaking processes for students who have  
793 difficulty in learning.

794  
795 Upon the request of a parent, resources meeting the requirements  
796 of this paragraph must be provided to the parent in a hardcopy  
797 format.

798 (7) SUCCESSFUL PROGRESSION FOR RETAINED THIRD GRADE  
799 STUDENTS.—

800 (a) Students retained under paragraph (5) (b) must be



801 provided intensive interventions in reading to ameliorate the  
802 student's specific reading deficiency and prepare the student  
803 for promotion to the next grade. These interventions must  
804 include:

805 1. Evidence-based, explicit, systematic, and multisensory  
806 reading instruction in phonemic awareness, phonics, fluency,  
807 vocabulary, and comprehension and other strategies prescribed by  
808 the school district.

809 2. Participation in the school district's summer reading  
810 camp, which must incorporate the instructional and intervention  
811 strategies under subparagraph 1.

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

815 a. Coordinated integration of content-rich texts in  
816 science and civic literacy ~~social studies~~ within the 90-minute  
817 block.

818 b. Small group instruction.

819 c. Reduced teacher-student ratios.

820 d. More frequent progress monitoring.

821 e. Tutoring or mentoring.

822 f. Transition classes containing 3rd and 4th grade  
823 students.

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

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

826        (a) The Department of Education, in collaboration with the  
827 Office of Early Learning, shall procure and require the use of a  
828 statewide, standardized coordinated screening and progress  
829 monitoring system for the Voluntary Prekindergarten Education  
830 Program and public schools serving kindergarten through grade 8  
831 students. The system must:

832            1. Measure student progress in the Voluntary  
833 Prekindergarten Education Program through grade 8 in meeting the  
834 appropriate expectations in early literacy and mathematics  
835 skills and in English Language Arts and mathematics standards as  
836 required by ss. 1002.67(1)(a) and 1003.41.

837            2. Measure student performance in oral language  
838 development, phonological and phonemic awareness, knowledge of  
839 print and letters, decoding, fluency, vocabulary, and  
840 comprehension, as applicable by grade level.

841            3. Be a valid, reliable, and developmentally appropriate  
842 computer-adaptive direct instrument that provides screening and  
843 diagnostic capabilities for monitoring student progress;  
844 identifies students who have a substantial deficiency in  
845 reading, including identifying students with characteristics of  
846 dyslexia; and informs instruction.

847            4. Provide data for Voluntary Prekindergarten Education  
848 Program accountability as required under s. 1002.67.

849            5. Provide Voluntary Prekindergarten Education Program  
850 providers, school districts, schools, and teachers with data and

851 resources that enhance differentiated instruction and parent  
852 communication.

853 6. Provide information to the department to aid in the  
854 development of educational programs, policies, and supports for  
855 providers, districts, and schools.

856 (b) Beginning with the 2022-2023 school year, private  
857 Voluntary Prekindergarten Education Program providers and public  
858 schools must participate in the screening and progress  
859 monitoring system. The screening and progress monitoring system  
860 must be administered at least three times within a program year  
861 or school year, as applicable, with the first administration  
862 occurring no later than the first 30 instructional days after  
863 the start of the program year or school year pursuant to state  
864 board rule.

865 (c) A Voluntary Prekindergarten Education Program student  
866 who is at risk of being identified as having a substantial  
867 deficiency in early literacy skills, based upon results under  
868 this subsection, must be referred to the school district in  
869 which he or she resides and may be eligible to receive early  
870 literacy instruction and interventions after program completion  
871 and before participating in kindergarten. Such instruction and  
872 interventions may be paid for using funds from the school  
873 district's evidence-based reading instruction allocation in  
874 accordance with s. 1011.62(9).

875 (d) Screening and progress monitoring system results,

876 including the number of students who demonstrate characteristics  
877 of dyslexia, shall be reported to the department pursuant to  
878 state board rule and maintained in the department's Education  
879 Data Warehouse. Results must be provided to a student's teacher  
880 and parent in a timely manner as required in s. 1008.22(7)(g).

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

884 (9)~~(8)~~ ANNUAL REPORT.—

885 (a) In addition to the requirements in paragraph (5)(b),  
886 each district school board must annually report to the parent of  
887 each student the progress of the student toward achieving state  
888 and district expectations for proficiency in English Language  
889 Arts, science, social studies, and mathematics. The district  
890 school board must report to the parent the student's results on  
891 each statewide, standardized assessment and the screening and  
892 progress monitoring system under subsection (8). The evaluation  
893 of each student's progress must be based upon the student's  
894 classroom work, observations, tests, district and state  
895 assessments, response to intensive interventions provided under  
896 paragraph (5)(a), and other relevant information. Progress  
897 reporting must be provided to the parent in writing in a format  
898 adopted by the district school board.

899 (b) Each district school board must annually publish on  
900 the district website and in the local newspaper the following

901 information on the prior school year:

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

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

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

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

913 5. Any revisions to the district school board's policies  
 914 and procedures on student retention and promotion from the prior  
 915 year.

916 Section 16. Paragraph (a) of subsection (5) of section  
 917 1008.345, Florida Statutes, is amended to read:

918 1008.345 Implementation of state system of school  
 919 improvement and education accountability.—

920 (5) The commissioner shall annually report to the State  
 921 Board of Education and the Legislature and recommend changes in  
 922 state policy necessary to foster school improvement and  
 923 education accountability. The report shall include:

924 (a) For each school district:

925 1. The percentage of students, by school and grade level,

926 demonstrating learning growth in English Language Arts and  
927 mathematics.

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

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

933

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

937 Section 17. Section 1008.365, Florida Statutes, is created  
938 to read:

939 1008.365 Reading Achievement Initiative for Scholastic  
940 Excellence Act.—

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

943 (2) The Reading Achievement Initiative for Scholastic  
944 Excellence (RAISE) Program is established within the Department  
945 of Education to provide instructional supports to school  
946 districts, school administrators, and instructional personnel in  
947 implementing evidence-based reading instruction and  
948 interventions in order to improve student reading achievement.

949 (3) The department shall establish at least 20 literacy  
950 support regions and regional support teams, at the direction of

951 a regional literacy support director appointed by the  
952 Commissioner of Education, to assist schools with improving low  
953 reading scores as provided in this section.

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

958 1. Effectively monitor student reading growth and  
959 achievement data;

960 2. Oversee districtwide and schoolwide professional  
961 development and planning to establish evidence-based practices  
962 among school administrators and instructional personnel;

963 3. Evaluate implementation of evidence-based practices;  
964 and

965 4. Manage a regional support team.

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

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

970 2. Have substantial experience in literacy coaching and  
971 monitoring student progress data in reading; and

972 3. Have received training necessary to assist with the  
973 delivery of professional development and site-based supports,  
974 including modeling evidence-based practices and providing  
975 feedback to instructional personnel.

976       (4) The department may establish criteria to identify  
977 schools that must receive supports from a regional support team.  
978 However, regardless of its school grade designated pursuant to  
979 s. 1008.34, a school serving students in kindergarten through  
980 grade 5 must be identified for supports if 50 percent of its  
981 students who take the statewide, standardized English Language  
982 Arts assessment score below a Level 3 for any grade level, or,  
983 for students in kindergarten through grade 3, progress  
984 monitoring data collected pursuant to s. 1008.25(8) shows that  
985 50 percent or more of the students are not on track to pass the  
986 statewide, standardized grade 3 English Language Arts  
987 assessment. A school identified for supports under this section  
988 must implement a school improvement plan pursuant to s.  
989 1001.42(18), or, if the school is already implementing a school  
990 improvement plan, the plan must be amended to explicitly address  
991 strategies for improving reading performance consistent with  
992 this section.

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

996           (a) Professional development, aligned to evidence-based  
997 strategies identified pursuant to s. 1001.215(8), for  
998 appropriate instructional personnel and school administrators  
999 identified by the regional support team.

1000           (b) Assistance with implementing:



1001        1. Data-informed instructional decisionmaking using  
1002 progress monitoring and other appropriate data.

1003        2. Selection and consistent, coordinated use of high-  
1004 quality instructional materials and supplemental materials.

1005        3. Reading instruction in other core subject area  
1006 curricula, with an emphasis on civic literacy.

1007        4. A multitiered system of supports in order to provide  
1008 students effective interventions and identify students who may  
1009 require an evaluation for special educational services,  
1010 including identifying characteristics of conditions that affect  
1011 phonological processing, such as dyslexia.

1012        (c) Evaluating a school's improvement plan for alignment  
1013 with the school district's K-12 comprehensive reading plan under  
1014 s. 1011.62(9)(d) and the school district's allocation of  
1015 resources as required by s. 1008.25(3)(a). If the regional  
1016 support team determines that the school district's reading plan  
1017 does not address the school's need to improve student outcomes,  
1018 the regional literacy support director, the district school  
1019 superintendent, or his or her designee, and the director of the  
1020 Just Read, Florida! Office shall convene a meeting to rectify  
1021 the deficiencies of the reading plan.

1022        (6) Identification of a school for supports pursuant to  
1023 this section does not, on its own, require a school to implement  
1024 a turnaround option or take other corrective actions under s.  
1025 1008.33. However, a regional support team may be used to assist

1026 with providing the differentiated matrix of intervention and  
1027 support strategies under s. 1008.33, if applicable. The  
1028 department may direct a regional support team to make other  
1029 forms of assistance available to school districts and schools.

1030 (7) Once a school's data shows that it no longer meets the  
1031 criteria under subsection (4), the school, for purposes of  
1032 complying with this section, may discontinue receiving supports  
1033 and implementing a school improvement plan at the conclusion of  
1034 the school year. Such supports may continue subject to available  
1035 resources.

1036 (8) As part of the RAISE Program, the department shall  
1037 establish a tutoring program and develop training in effective  
1038 reading tutoring practices and content, based on evidence-based  
1039 practices and aligned to the English Language Arts standards  
1040 under s. 1003.41, which prepares eligible high school students  
1041 to tutor students in kindergarten through grade 3 in schools  
1042 identified under this section, instilling in those students a  
1043 love of reading and improving their literacy skills.

1044 (a) To be eligible to participate in the tutoring program,  
1045 a high school student must be a rising junior or senior who has  
1046 a cumulative grade point average of 3.0 or higher, has no  
1047 history of out-of-school suspensions or expulsions, is on track  
1048 to complete all core course requirements to graduate, and has  
1049 written recommendations from at least two of his or her present  
1050 or former high school teachers of record or extracurricular

1051 activity sponsors.

1052 (b) School districts that wish to participate in the  
1053 tutoring program must recruit, train, and deploy eligible high  
1054 school students using the materials developed under this  
1055 section. Tutoring must occur during the school day on school  
1056 district property in the presence and under the supervision of  
1057 instructional personnel who are school district employees. A  
1058 parent must give written permission for his or her child to  
1059 receive tutoring through the program.

1060 (c) Tutoring may be part of a service-learning course  
1061 adopted pursuant to s. 1003.497. Students may earn up to 3  
1062 elective credits for high school graduation based on the  
1063 verified number of hours the student spends tutoring under the  
1064 program. The hours of volunteer service must be documented in  
1065 writing, and the document must be signed by the student, the  
1066 student's parent or guardian, and an administrator or designee  
1067 of the school in which the tutoring occurred. The hours that a  
1068 high school student devotes to tutoring may be counted toward  
1069 meeting community service requirements for high school  
1070 graduation and community service requirements for participation  
1071 in the Florida Bright Futures Scholarship Program as provided in  
1072 s. 1003.497(3)(b). The department shall designate a high school  
1073 student who provides at least 75 verified hours of tutoring  
1074 under the program as a New Worlds Scholar and award the student  
1075 with a pin indicating such designation.

1076           (9) The State Board of Education shall adopt rules to  
 1077           administer this section.

1078           Section 18. Paragraphs (b) and (d) of subsection (6) and  
 1079           subsections (9) and (11) of section 1011.62, Florida Statutes,  
 1080           are amended to read:

1081           1011.62 Funds for operation of schools.—If the annual  
 1082           allocation from the Florida Education Finance Program to each  
 1083           district for operation of schools is not determined in the  
 1084           annual appropriations act or the substantive bill implementing  
 1085           the annual appropriations act, it shall be determined as  
 1086           follows:

1087           (6) CATEGORICAL FUNDS.—

1088           (b) If a district school board finds and declares in a  
 1089           resolution adopted at a regular meeting of the school board that  
 1090           the funds received for any of the following categorical  
 1091           appropriations are urgently needed to maintain school board  
 1092           specified academic classroom instruction or improve school  
 1093           safety, the school board may consider and approve an amendment  
 1094           to the school district operating budget transferring the  
 1095           identified amount of the categorical funds to the appropriate  
 1096           account for expenditure:

1097           1. Funds for student transportation.

1098           2. Funds for evidence-based ~~research-based~~ reading  
 1099           instruction if the required additional hour of instruction  
 1100           beyond the normal school day for each day of the entire school

1101 year has been provided for the students in each low-performing  
 1102 elementary school in the district pursuant to paragraph (9) (a).

1103 3. Funds for instructional materials if all instructional  
 1104 material purchases necessary to provide updated materials that  
 1105 are aligned with applicable state standards and course  
 1106 descriptions and that meet statutory requirements of content and  
 1107 learning have been completed for that fiscal year, but no sooner  
 1108 than March 1. Funds available after March 1 may be used to  
 1109 purchase hardware for student instruction.

1110 4. Funds for the guaranteed allocation as provided in  
 1111 subparagraph (1) (e)2.

1112 5. Funds for the supplemental academic instruction  
 1113 allocation as provided in paragraph (1) (f).

1114 6. Funds for the Florida digital classrooms allocation as  
 1115 provided in subsection (12).

1116 7. Funds for the federally connected student supplement as  
 1117 provided in subsection (13).

1118 8. Funds for class size reduction as provided in s.  
 1119 1011.685.

1120 (d) If a district school board transfers funds from its  
 1121 evidence-based ~~research-based~~ reading instruction allocation,  
 1122 the board must also submit to the Department of Education an  
 1123 amendment describing the changes that the district is making to  
 1124 its reading plan approved pursuant to paragraph (9) (d).

1125 (9) EVIDENCE-BASED ~~RESEARCH-BASED~~ READING INSTRUCTION

1126 ALLOCATION.—

1127 (a) The evidence-based ~~research-based~~ reading instruction  
1128 allocation is created to provide comprehensive reading  
1129 instruction to students in kindergarten through grade 12,  
1130 including certain students who have completed the Voluntary  
1131 Prekindergarten Education Program and who are at risk of being  
1132 identified as having a substantial deficiency in early literacy  
1133 skills under s. 1008.25(8)(c). Each school district that has one  
1134 or more of the 300 lowest-performing elementary schools based on  
1135 a 3-year average of the state reading assessment data must use  
1136 the school's portion of the allocation to provide an additional  
1137 hour per day of intensive reading instruction for the students  
1138 in each school. The additional hour may be provided within the  
1139 school day. Students enrolled in these schools who earned a  
1140 level 4 or level 5 score on the statewide, standardized English  
1141 Language Arts assessment for the previous school year may  
1142 participate in the additional hour of instruction. Exceptional  
1143 student education centers may not be included in the 300  
1144 schools. The intensive reading instruction delivered in this  
1145 additional hour shall include: evidence-based ~~research-based~~  
1146 reading instruction that has been proven to accelerate progress  
1147 of students exhibiting a reading deficiency; differentiated  
1148 instruction based on screening, diagnostic, progress monitoring,  
1149 or student assessment data to meet students' specific reading  
1150 needs; explicit and systematic reading strategies to develop

1151 phonemic awareness, phonics, fluency, vocabulary, and  
1152 comprehension, with more extensive opportunities for guided  
1153 practice, error correction, and feedback; and the coordinated  
1154 integration of civic literacy ~~social studies~~, science, and  
1155 mathematics-text reading, text discussion, and writing in  
1156 response to reading.

1157 (b) Funds for comprehensive, evidence-based ~~research-based~~  
1158 reading instruction shall be allocated annually to each school  
1159 district in the amount provided in the General Appropriations  
1160 Act. Each eligible school district shall receive the same  
1161 minimum amount as specified in the General Appropriations Act,  
1162 and any remaining funds shall be distributed to eligible school  
1163 districts based on each school district's proportionate share of  
1164 K-12 base funding.

1165 (c) Funds allocated under this subsection must be used to  
1166 provide a system of comprehensive reading instruction to  
1167 students enrolled in the K-12 programs, which may include the  
1168 following:

1169 1. An additional hour per day of evidence-based intensive  
1170 reading instruction to students in the 300 lowest-performing  
1171 elementary schools by teachers and reading specialists who have  
1172 demonstrated effectiveness in teaching reading as required in  
1173 paragraph (a).

1174 2. Kindergarten through grade 5 evidence-based ~~reading~~  
1175 ~~intervention teachers to provide~~ reading interventions

1176 provided by reading intervention teachers ~~intervention~~ during  
1177 the school day and in the required extra hour for students  
1178 identified as having a substantial reading deficiency.

1179 3. Highly qualified reading coaches to specifically  
1180 support teachers in making instructional decisions based on  
1181 student data, and improve teacher delivery of effective reading  
1182 instruction, intervention, and reading in the content areas  
1183 based on student need.

1184 4. Professional development for school district teachers  
1185 in scientifically researched and evidence-based ~~based~~ reading  
1186 instruction, including strategies to teach reading in content  
1187 areas and with an emphasis on technical and informational text,  
1188 to help school district teachers earn a certification or an  
1189 endorsement in reading.

1190 5. Summer reading camps, using only teachers or other  
1191 district personnel who are certified or endorsed in reading  
1192 consistent with s. 1008.25(7)(b)3., for all students in  
1193 kindergarten through grade 2 who demonstrate a reading  
1194 deficiency as determined by district and state assessments, and  
1195 students in grades 3 through 5 who score at Level 1 on the  
1196 statewide, standardized English Language Arts assessment.

1197 6. Scientifically researched and evidence-based  
1198 supplemental instructional materials ~~that are grounded in~~  
1199 ~~scientifically based reading research~~ as identified by the Just  
1200 Read, Florida! Office pursuant to s. 1001.215(8).



1201           7. Evidence-based intensive reading interventions for  
1202 students in kindergarten through grade 12 who have been  
1203 identified as having a substantial reading deficiency or who are  
1204 reading below grade level as determined by the statewide,  
1205 standardized English Language Arts assessment.

1206           (d)1. Annually, by a date determined by the Department of  
1207 Education but before May 1, school districts shall submit a K-12  
1208 comprehensive reading plan for the specific use of the evidence-  
1209 based ~~research-based~~ reading instruction allocation in the  
1210 format prescribed by the department for review and approval by  
1211 the Just Read, Florida! Office created pursuant to s. 1001.215.  
1212 The plan format shall be developed with input from school  
1213 district personnel, including teachers and principals, and shall  
1214 provide for intensive reading interventions identified through a  
1215 root-cause analysis of student performance data and reflection  
1216 tool developed by the department to evaluate the effectiveness  
1217 of interventions implemented in the prior year. Intensive  
1218 reading interventions must be delivered by instructional  
1219 personnel who are certified or endorsed in reading and must  
1220 incorporate evidence-based strategies identified by the Just  
1221 Read, Florida! Office pursuant to s. 1001.215(8).

1222           2. By July 1 of each year, the department shall release to  
1223 each school district with an approved plan its allocation of  
1224 appropriated funds ~~The plan annually submitted by school~~  
1225 ~~districts shall be deemed approved unless the department rejects~~

1226 ~~the plan on or before June 1.~~ If a school district and the Just  
1227 Read, Florida! Office cannot reach agreement on the contents of  
1228 the plan, the school district may appeal to the State Board of  
1229 Education for resolution. School districts shall be allowed  
1230 reasonable flexibility in designing their plans and shall be  
1231 encouraged to offer reading intervention through innovative  
1232 methods, including career academies. ~~The plan format shall be~~  
1233 ~~developed with input from school district personnel, including~~  
1234 ~~teachers and principals, and shall provide for intensive reading~~  
1235 ~~interventions through integrated curricula, provided that,~~  
1236 ~~beginning with the 2020-2021 school year, the interventions are~~  
1237 ~~delivered by a teacher who is certified or endorsed in reading.~~  
1238 ~~Such interventions must incorporate strategies identified by the~~  
1239 ~~Just Read, Florida! Office pursuant to s. 1001.215(8). No later~~  
1240 ~~than July 1 annually, the department shall release the school~~  
1241 ~~district's allocation of appropriated funds to those districts~~  
1242 ~~having approved plans. A school district that spends 100 percent~~  
1243 ~~of this allocation on its approved plan shall be deemed to have~~  
1244 ~~been in compliance with the plan.~~ The department shall ~~may~~  
1245 withhold funds upon a determination that reading instruction  
1246 allocation funds are not being used to implement the approved  
1247 plan. The department shall evaluate ~~monitor and track~~ the  
1248 implementation of each district plan, including conducting site  
1249 visits and collecting specific data on expenditures and reading  
1250 improvement results. By February 1 of each year, the department

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1251 shall report its findings to the Legislature and the State Board  
1252 of Education, including any recommendations for improving  
1253 implementation of evidence-based reading and intervention  
1254 strategies in classrooms.

1255 ~~3.2.~~ Each school district that has a school designated as  
1256 one of the 300 lowest-performing elementary schools as specified  
1257 in paragraph (a) shall specifically delineate in the  
1258 comprehensive reading plan, or in an addendum to the  
1259 comprehensive reading plan, the implementation design and  
1260 reading intervention strategies that will be used for the  
1261 required additional hour of reading instruction. The term  
1262 "reading intervention" includes evidence-based strategies  
1263 frequently used to remediate reading deficiencies and also  
1264 includes individual instruction, tutoring, mentoring, or the use  
1265 of technology that targets specific reading skills and  
1266 abilities.

1267  
1268 For purposes of this subsection, the term "evidence-based" means  
1269 demonstrating a statistically significant effect on improving  
1270 student outcomes or other relevant outcomes as provided in 20  
1271 U.S.C. s. 8101(21) (A) (i).

1272 (11) VIRTUAL EDUCATION CONTRIBUTION.—The Legislature may  
1273 annually provide in the Florida Education Finance Program a  
1274 virtual education contribution. The amount of the virtual  
1275 education contribution shall be the difference between the

1276 amount per FTE established in the General Appropriations Act for  
1277 virtual education and the amount per FTE for each district and  
1278 the Florida Virtual School, which may be calculated by taking  
1279 the sum of the base FEFP allocation, the discretionary local  
1280 effort, the state-funded discretionary contribution, the  
1281 discretionary millage compression supplement, the evidence-based  
1282 ~~research-based~~ reading instruction allocation, the teacher  
1283 salary increase allocation, and the instructional materials  
1284 allocation, and then dividing by the total unweighted FTE. This  
1285 difference shall be multiplied by the virtual education  
1286 unweighted FTE for programs and options identified in s.  
1287 1002.455 and the Florida Virtual School and its franchises to  
1288 equal the virtual education contribution and shall be included  
1289 as a separate allocation in the funding formula.

1290 Section 19. Subsection (2) of section 1011.67, Florida  
1291 Statutes, is amended to read:

1292 1011.67 Funds for instructional materials.—

1293 (2) Annually by July 1 and before the release of  
1294 instructional materials funds, each district school  
1295 superintendent shall certify to the Commissioner of Education  
1296 that the district school board has approved a comprehensive  
1297 staff development plan that supports fidelity of implementation  
1298 of instructional materials programs, including verification that  
1299 training was provided; that the materials are being implemented  
1300 as designed; and, beginning July 1, 2021, for core reading

1301 materials and reading intervention materials used in  
 1302 kindergarten through grade 5, that the materials meet the  
 1303 requirements of s. 1001.215(8). Such instructional materials, as  
 1304 evaluated and identified pursuant to s. 1001.215(4), may be  
 1305 purchased by the school district with funds under this section  
 1306 without undergoing the adoption procedures under s.  
 1307 1006.40(4)(b). This subsection does not preclude school  
 1308 districts from purchasing or using other materials to supplement  
 1309 reading instruction and provide additional skills practice.

1310 Section 20. Paragraph (a) of subsection (8) of section  
 1311 1012.56, Florida Statutes, is amended to read:

1312 1012.56 Educator certification requirements.—

1313 (8) PROFESSIONAL DEVELOPMENT CERTIFICATION AND EDUCATION  
 1314 COMPETENCY PROGRAM.—

1315 (a) The Department of Education shall develop and each  
 1316 school district, charter school, and charter management  
 1317 organization may provide a cohesive competency-based  
 1318 professional development certification and education competency  
 1319 program by which instructional staff may satisfy the mastery of  
 1320 professional preparation and education competence requirements  
 1321 specified in subsection (6) and rules of the State Board of  
 1322 Education. Participants must hold a state-issued temporary  
 1323 certificate. A school district, charter school, or charter  
 1324 management organization that implements the program shall  
 1325 provide a competency-based certification program developed by

1326 | the Department of Education or developed by the district,  
 1327 | charter school, or charter management organization and approved  
 1328 | by the Department of Education. The program shall include the  
 1329 | following:

1330 |         1. A minimum period of initial preparation before assuming  
 1331 | duties as the teacher of record.

1332 |         2. An option for collaboration with other supporting  
 1333 | agencies or educational entities for implementation.

1334 |         3. A teacher mentorship and induction component.

1335 |         a. Each individual selected by the district as a mentor:

1336 |             (I) Must hold a valid professional certificate issued  
 1337 | pursuant to this section;

1338 |             (II) Must have earned at least 3 years of teaching  
 1339 | experience in prekindergarten through grade 12;

1340 |             (III) Must have completed specialized training in clinical  
 1341 | supervision and participate in ongoing mentor training provided  
 1342 | through the coordinated system of professional development under  
 1343 | s. 1012.98(3)(e);

1344 |             (IV) Must have earned an effective or highly effective  
 1345 | rating on the prior year's performance evaluation under s.  
 1346 | 1012.34; and

1347 |             (V) May be a peer evaluator under the district's  
 1348 | evaluation system approved under s. 1012.34.

1349 |         b. The teacher mentorship and induction component must, at  
 1350 | a minimum, provide weekly opportunities for mentoring and

1351 induction activities, including common planning time, ongoing  
1352 professional development targeted to a teacher's needs,  
1353 opportunities for a teacher to observe other teachers, co-  
1354 teaching experiences, and reflection and followup discussions.  
1355 Mentorship and induction activities must be provided for an  
1356 applicant's first year in the program and may be provided until  
1357 the applicant attains his or her professional certificate in  
1358 accordance with this section. A principal who is rated highly  
1359 effective as determined by his or her performance evaluation  
1360 under s. 1012.34 must be provided flexibility in selecting  
1361 professional development activities under this paragraph;  
1362 however, the activities must be approved by the department as  
1363 part of the district's, charter school's, or charter management  
1364 organization's program.

1365 4. An assessment of teaching performance aligned to the  
1366 district's system for personnel evaluation under s. 1012.34  
1367 which provides for:

1368 a. An initial evaluation of each educator's competencies  
1369 to determine an appropriate individualized professional  
1370 development plan.

1371 b. A summative evaluation to assure successful completion  
1372 of the program.

1373 5. Professional education preparation content knowledge,  
1374 which must be included in the mentoring and induction activities  
1375 under subparagraph 3., that includes, but is not limited to, the

1376 following:

1377       a. The state standards provided under s. 1003.41,

1378 including scientifically based reading instruction, content

1379 literacy, and mathematical practices, for each subject

1380 identified on the temporary certificate.

1381       b. The educator-accomplished practices approved by the

1382 state board.

1383       c. A variety of data indicators for monitoring student

1384 progress.

1385       d. Methodologies for teaching students with disabilities.

1386       e. Methodologies for teaching students of limited English

1387 proficiency appropriate for each subject area identified on the

1388 temporary certificate.

1389       f. Techniques and strategies for operationalizing the role

1390 of the teacher in assuring a safe learning environment for

1391 students.

1392       6. Required achievement of passing scores on the subject

1393 area and professional education competency examination required

1394 by State Board of Education rule. Mastery of general knowledge

1395 must be demonstrated as described in subsection (3).

1396       7. Beginning with candidates entering a program in the

1397 2022-2023 school year, a candidate for certification in a

1398 coverage area identified pursuant to s. 1012.585(3)(f) must

1399 successfully complete all competencies for a reading

1400 endorsement, including completion of the endorsement practicum



1401 through the candidate's demonstration of mastery of professional  
1402 preparation and education competence under paragraph (b).

1403 Section 21. Paragraph (f) of subsection (3) of section  
1404 1012.585, Florida Statutes, is amended, and paragraph (g) is  
1405 added to that subsection, to read:

1406 1012.585 Process for renewal of professional  
1407 certificates.—

1408 (3) For the renewal of a professional certificate, the  
1409 following requirements must be met:

1410 (f) An applicant for renewal of a professional certificate  
1411 in any area of certification identified by State Board of  
1412 Education rule that includes reading instruction or intervention  
1413 for any students in kindergarten through grade 6, with a  
1414 beginning validity date of July 1, 2020, or thereafter, must  
1415 earn a minimum of 2 college credits or the equivalent inservice  
1416 points in evidence-based instruction and interventions  
1417 specifically designed for students with characteristics of  
1418 dyslexia, including the use of explicit, systematic, and  
1419 sequential approaches to reading instruction, developing  
1420 phonological and phonemic awareness, decoding, and implementing  
1421 multisensory intervention strategies. Such training must be  
1422 provided by teacher preparation programs under s. 1004.04 or s.  
1423 1004.85 or approved school district professional development  
1424 systems under s. 1012.98. The requirements in this paragraph may  
1425 not add to the total hours required by the department for

1426 continuing education or inservice training.

1427 (g) A teacher may earn inservice points only once during  
1428 each 5-year validity period for any mandatory training topic  
1429 that is not linked to student learning or professional growth.

1430 Section 22. Section 1012.586, Florida Statutes, is amended  
1431 to read:

1432 1012.586 Additions or changes to certificates; duplicate  
1433 certificates; reading endorsement pathways.-

1434 (1) A school district may process via a Department of  
1435 Education website certificates for the following applications of  
1436 public school employees:

1437 (a)~~(1)~~ Addition of a subject coverage or endorsement to a  
1438 valid Florida certificate on the basis of the completion of the  
1439 appropriate subject area testing requirements of s.  
1440 1012.56(5) (a) or the completion of the requirements of an  
1441 approved school district program or the inservice components for  
1442 an endorsement.

1443 1.(a) To reduce duplication, the department may recommend  
1444 the consolidation of endorsement areas and requirements to the  
1445 State Board of Education.

1446 2.(b)~~By July 1, 2018, and~~ At least once every 5 years  
1447 ~~thereafter~~, the department shall conduct a review of existing  
1448 subject coverage or endorsement requirements in the elementary,  
1449 reading, and exceptional student educational areas. The review  
1450 must include reciprocity requirements for out-of-state

1451 certificates and requirements for demonstrating competency in  
1452 the reading instruction professional development topics listed  
1453 in s. 1012.98(4)(b)11. The review must also consider the award  
1454 of an endorsement to an individual who holds a certificate  
1455 issued by an internationally recognized organization that  
1456 establishes standards for providing evidence-based interventions  
1457 to struggling readers or who completes a postsecondary program  
1458 that is accredited by such organization. Any such certificate or  
1459 program must require an individual who completes the certificate  
1460 or program to demonstrate competence in reading intervention  
1461 strategies through clinical experience. At the conclusion of  
1462 each review, the department shall recommend to the state board  
1463 changes to the subject coverage or endorsement requirements  
1464 based upon any identified instruction or intervention strategies  
1465 proven to improve student reading performance. This subparagraph  
1466 ~~paragraph~~ does not authorize the state board to establish any  
1467 new certification subject coverage.

1468 (b)~~(2)~~ A reissued certificate to reflect a name change.

1469 (c)~~(3)~~ A duplicate certificate to replace a lost or  
1470 damaged certificate.

1471  
1472 The employing school district shall charge the employee a fee  
1473 not to exceed the amount charged by the Department of Education  
1474 for such services. Each district school board shall retain a  
1475 portion of the fee as defined in the rules of the State Board of

1476 Education. The portion sent to the department shall be used for  
1477 maintenance of the technology system, the web application, and  
1478 posting and mailing of the certificate.

1479 (2) (a) By the beginning of the 2022-2023 school year, the  
1480 department shall adopt one or more statewide, competency-based  
1481 pathways by which instructional personnel may earn a reading  
1482 endorsement. A pathway adopted by the department must allow a  
1483 candidate to complete coursework online and demonstrate mastery  
1484 of each endorsement competency either in person or remotely.

1485 (b) As part of adopting a pathway pursuant to paragraph  
1486 (a), the department shall review the competencies for the  
1487 reading endorsement and subject area examinations for educator  
1488 certificates identified pursuant to s. 1012.585(3)(f) for  
1489 alignment with evidence-based instructional and intervention  
1490 strategies rooted in the science of reading and identified  
1491 pursuant to s. 1001.215(8) and recommend changes to the State  
1492 Board of Education. Recommended changes must address  
1493 identification of the characteristics of conditions such as  
1494 dyslexia, implementation of evidence-based classroom instruction  
1495 and interventions, including evidence-based reading instruction  
1496 and interventions specifically for students with characteristics  
1497 of dyslexia, and effective progress monitoring. By July 1, 2023,  
1498 each school district reading endorsement add-on program must be  
1499 resubmitted for approval by the department consistent with this  
1500 paragraph.

1501        (c) Beginning July 1, 2024, instructional personnel may  
1502 not earn a reading endorsement solely by achieving a passing  
1503 score on the K-12 reading certification subject area assessment.

1504        Section 23. Subsection (5) of section 1012.98, Florida  
1505 Statutes, is amended to read:

1506        1012.98 School Community Professional Development Act.—

1507        (5) Each district school board shall provide funding for  
1508 the professional development system as required by s. 1011.62  
1509 and the General Appropriations Act, and shall direct  
1510 expenditures from other funding sources to continuously  
1511 strengthen the system in order to increase student achievement  
1512 and support instructional staff in enhancing rigor and relevance  
1513 in the classroom. The department shall identify professional  
1514 development opportunities that require the teacher to  
1515 demonstrate proficiency in specific classroom practices, with  
1516 priority given to implementing training to complete a reading  
1517 endorsement pathway adopted pursuant to s. 1012.586(2)(a). A  
1518 school district may coordinate its professional development  
1519 program with that of another district, with an educational  
1520 consortium, or with a Florida College System institution or  
1521 university, especially in preparing and educating personnel.  
1522 Each district school board shall make available inservice  
1523 activities to instructional personnel of nonpublic schools in  
1524 the district and the state certified teachers who are not  
1525 employed by the district school board on a fee basis not to

1526 | exceed the cost of the activity per all participants.

1527 |         Section 24. Paragraph (e) is added to subsection (1) of  
1528 | section 1012.986, Florida Statutes, to read:

1529 |             1012.986 William Cecil Golden Professional Development  
1530 | Program for School Leaders.—

1531 |             (1) There is established the William Cecil Golden  
1532 | Professional Development Program for School Leaders to provide  
1533 | high standards and sustained support for principals as  
1534 | instructional leaders. The program shall consist of a  
1535 | collaborative network of state and national professional  
1536 | leadership organizations to respond to instructional leadership  
1537 | needs throughout the state. The network shall support the human-  
1538 | resource development needs of principals, principal leadership  
1539 | teams, and candidates for principal leadership positions using  
1540 | the framework of leadership standards adopted by the State Board  
1541 | of Education, the Southern Regional Education Board, and the  
1542 | National Staff Development Council. The goal of the network  
1543 | leadership program is to:

1544 |             (e) Support the professional growth of instructional  
1545 | personnel who provide reading instruction and interventions by  
1546 | training school administrators on classroom observation and  
1547 | teacher evaluation practices aligned to evidence-based reading  
1548 | instruction and intervention strategies.

1549 |         Section 25. This act shall take effect July 1, 2021.