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1
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
21 participate in a certain coordinated screening and
22 progress monitoring system; amending s. 1002.69, F.S.;
23 prohibiting the use of results from the statewide
24 kindergarten screening in the calculation of readiness
25 rates for a specified program year; requiring that

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26 | certain prekindergarten providers and public schools
27 | participate in the coordinated screening and progress
28 | monitoring system; requiring that system results be
29 | used for specified purposes; providing that readiness
30 | rates calculated for a specified program year are for
31 | informational purposes only; prohibiting the use of
32 | such rates for the purpose of imposing sanctions or
33 | penalties; amending s. 1002.83, F.S.; requiring early
34 | learning coalitions to adopt best-practices plans for
35 | transitioning prekindergarten students into
36 | kindergarten; providing requirements for such plans;
37 | requiring the Office of Early Learning to provide
38 | certain guidelines to assist early learning
39 | coalitions, schools districts, charter schools, and
40 | parents; amending s. 1003.57, F.S.; requiring a school
41 | district to notify the parents of certain students of
42 | certain available scholarship options within a
43 | specified timeframe; amending ss. 1002.995 and
44 | 1003.621, F.S.; conforming provisions to changes made
45 | by the act; amending s. 1004.04, F.S.; providing
46 | requirements for certain candidates entering a teacher
47 | preparation program in a specified school year;
48 | revising provisions relating to teacher preparation
49 | programs; removing provisions authorizing the waiver
50 | of certain admission requirements for such programs;

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

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

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

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126 school students as New Worlds Scholars; requiring the
127 State Board of Education to adopt rules; amending s.
128 1011.62, F.S.; renaming the research-based reading
129 instruction allocation as the evidence-based reading
130 instruction allocation; requiring such allocation to
131 be used to provide comprehensive reading instruction
132 to certain prekindergarten students; requiring a
133 school district's K-12 comprehensive reading plan to
134 be developed with input from certain personnel and
135 provide for certain interventions delivered by certain
136 instructional personnel; requiring the department to
137 annually release to certain school districts their
138 allocations of appropriated funds by a specified date;
139 requiring the department to annually report certain
140 findings and recommendations to the State Board of
141 Education by a specified date; providing a definition;
142 amending s. 1011.67, F.S.; authorizing school
143 districts to purchase certain instructional materials
144 with specified funds without undergoing certain
145 adoption procedures; amending s. 1012.56, F.S.;

146 providing requirements for certain candidates entering
147 a competency-based professional development
148 certification program in a specified school year;
149 amending s. 1012.585, F.S.; revising requirements for
150 the renewal of a professional certificate in certain

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151 areas; providing a limitation on earning certain
 152 inservice points; amending s. 1012.586, F.S.;

153 requiring the department to adopt competency-based
 154 pathways for instructional personnel to earn a reading
 155 endorsement by the beginning of a specified school
 156 year; providing requirements for such pathways;

157 providing requirements for the department in adopting
 158 such pathways; requiring school districts to resubmit
 159 certain programs to the department for approval by a
 160 specified date; prohibiting instructional personnel
 161 from earning a reading endorsement solely by achieving
 162 a passing score on a specified assessment; amending s.
 163 1012.98, F.S.; requiring the department to identify
 164 certain professional development opportunities to be
 165 implemented by school districts, with priority given
 166 to certain training; amending s. 1012.986, F.S.;

167 revising the goals of the William Cecil Golden
 168 Professional Development Program for School Leaders to
 169 include support for instructional personnel who
 170 provide reading instruction and interventions;

171 providing an effective date.

172

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

174

175 Section 1. Subsections (1), (3), (4), (5), (6), and (11)

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176 of section 1001.215, Florida Statutes, are amended, and
177 subsection (8) of that section is republished, to read:

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

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

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

199 (4) Develop and provide access to sequenced, content-rich
200 curriculum programming, instructional practices, and resources

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

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

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

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

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226 | instructional strategies. Reading intervention includes
227 | evidence-based strategies frequently used to remediate reading
228 | deficiencies and includes, but is not limited to, individual
229 | instruction, multisensory approaches, tutoring, mentoring, or
230 | the use of technology that targets specific reading skills and
231 | abilities.

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

239 | Section 2. Paragraph (a) of subsection (18) of section
240 | 1001.42, Florida Statutes, is amended to read:

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

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

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251 and 1011.01. This system of school improvement and education
252 accountability shall comply with the provisions of ss. 1008.33,
253 1008.34, 1008.345, and 1008.385 and include the following:

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

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276 Section 3. Paragraph (b) of subsection (17) of section
 277 1002.33, Florida Statutes, is amended to read:

278 1002.33 Charter schools.—

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

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

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

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

315 1002.55 School-year prekindergarten program delivered by
316 private prekindergarten providers.—

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

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

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

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326 a. A child development associate credential issued by the
 327 National Credentialing Program of the Council for Professional
 328 Recognition; or

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

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

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

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

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351 ~~(3)(c)~~, may hold one of the following educational credentials:

352 (a) A bachelor's or higher degree in early childhood
 353 education, prekindergarten or primary education, preschool
 354 education, or family and consumer science;

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

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

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

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

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

374 1002.59 Emergent literacy and performance standards
 375 training courses.—

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

398 Section 6. Paragraph (a) of subsection (3) of section
 399 1002.67, Florida Statutes, is amended to read:

400 1002.67 Performance standards; curricula and

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401 accountability.—

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

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

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

416 (1) (a) The department shall adopt a statewide kindergarten
 417 screening that assesses the readiness of each student for
 418 kindergarten based upon the performance standards adopted by the
 419 department under s. 1002.67(1) for the Voluntary Prekindergarten
 420 Education Program. The department shall require that each school
 421 district administer the statewide kindergarten screening to each
 422 kindergarten student in the school district within the first 30
 423 school days of each school year. Nonpublic schools may
 424 administer the statewide kindergarten screening to each
 425 kindergarten student in a nonpublic school who was enrolled in

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426 the Voluntary Prekindergarten Education Program. For the 2021-
427 2022 program year, results from the kindergarten screening may
428 not be used in the calculation of readiness rates.

429 (b) Notwithstanding paragraph (a) and subsection (5),
430 beginning with the 2022-2023 program year, each private
431 prekindergarten provider and public school participating in the
432 Voluntary Prekindergarten Education Program must participate in
433 the coordinated screening and progress monitoring system
434 pursuant to s. 1008.25(8). Results from the progress monitoring
435 system shall be used to determine student learning gains and
436 norm-referenced learning outcomes based on the standards
437 established under s. 1002.67 and to calculate a provider's
438 kindergarten readiness rate annually. For purposes of this
439 paragraph, progress monitoring results must be limited to
440 assessments conducted during the program year.

441 (5) The office shall adopt procedures to annually
442 calculate each private prekindergarten provider's and public
443 school's kindergarten readiness rate, which must be expressed as
444 the percentage of the provider's or school's students who are
445 assessed as ready for kindergarten. The methodology for
446 calculating each provider's kindergarten readiness rate must
447 include student learning gains when available and the percentage
448 of students who meet all state readiness measures. The rates
449 must not include students who are not administered the statewide
450 kindergarten screening. The office shall determine learning

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451 gains using a value-added measure based on growth demonstrated
 452 by the results of the preassessment and postassessment from at
 453 least 2 successive years of administration of the preassessment
 454 and postassessment. Readiness rates calculated for the 2020-2021
 455 program year shall be for informational purposes only and may
 456 not be used to impose any sanction or penalty under subsection
 457 (7).

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

461 1002.83 Early learning coalitions.—

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

465 (a) Opportunities for prekindergarten students and their
 466 parents to visit schools in which they may be enrolled in
 467 kindergarten.

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

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

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

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476
 477 The office shall provide guidelines for successful kindergarten
 478 transitions to early learning coalitions, school districts,
 479 charter schools, and parents to assist with the implementation
 480 of this subsection.

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

483 1002.995 Early learning professional development standards
 484 and career pathways.—

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

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

491 1003.57 Exceptional students instruction.—

492 (1)

493 (k) Within 10 days after a student's individual education
 494 plan or 504 accommodation plan under s. 504 of the
 495 Rehabilitation Act of 1973 is issued, a school district shall
 496 notify the parent of the student of all the scholarship options
 497 available under chapter 1002.

498 Section 11. Paragraph (g) of subsection (2) of section
 499 1003.621, Florida Statutes, is amended to read:

500 1003.621 Academically high-performing school districts.—It

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501 is the intent of the Legislature to recognize and reward school
 502 districts that demonstrate the ability to consistently maintain
 503 or improve their high-performing status. The purpose of this
 504 section is to provide high-performing school districts with
 505 flexibility in meeting the specific requirements in statute and
 506 rules of the State Board of Education.

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

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

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

521 1004.04 Public accountability and state approval for
 522 teacher preparation programs.—

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

524 (c) Each candidate must receive instruction and be
 525 assessed on the uniform core curricula in the candidate's area

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526 or areas of program concentration during course work and field
 527 experiences. Beginning with candidates entering a teacher
 528 preparation program in the 2022-2023 school year, a candidate
 529 for certification in a coverage area identified pursuant to s.
 530 1012.585(3)(f) must successfully complete all competencies for a
 531 reading endorsement, including completion of the endorsement
 532 practicum through the candidate's field experience under
 533 subsection (5), in order to graduate from the program.

534 (3) INITIAL STATE PROGRAM APPROVAL.—

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

539 1. Have a grade point average of at least 2.5 on a 4.0
 540 scale for the general education component of undergraduate
 541 studies or have completed the requirements for a baccalaureate
 542 degree with a minimum grade point average of 2.5 on a 4.0 scale
 543 from any college or university accredited by a regional
 544 accrediting association as defined by State Board of Education
 545 rule or any college or university otherwise approved pursuant to
 546 State Board of Education rule.

547 2. Demonstrate mastery of general knowledge ~~sufficient for~~
 548 ~~entry into the program,~~ including the ability to read, write,
 549 and perform in mathematics, by passing the General Knowledge
 550 Test of the Florida Teacher Certification Examination or, for a

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551 graduate level program, obtain a baccalaureate degree from an
 552 institution that is accredited or approved pursuant to the rules
 553 of the State Board of Education.

554
 555 ~~Each teacher preparation program may waive these admissions~~
 556 ~~requirements for up to 10 percent of the students admitted.~~
 557 ~~Programs shall implement strategies to ensure that students~~
 558 ~~admitted under a waiver receive assistance to demonstrate~~
 559 ~~competencies to successfully meet requirements for certification~~
 560 ~~and shall annually report to the Department of Education the~~
 561 ~~status of each candidate admitted under such a waiver.~~

562 (5) PRESERVICE FIELD EXPERIENCE.—All postsecondary
 563 instructors, school district personnel and instructional
 564 personnel, and school sites preparing instructional personnel
 565 through preservice field experience courses and internships
 566 shall meet special requirements. District school boards may pay
 567 student teachers during their internships.

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

- 573 a. Evidence of "clinical educator" training;~~;~~
- 574 b. A valid professional certificate issued pursuant to s.
 575 1012.56;~~;~~ and

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- 576 c. At least 3 years of teaching experience in
577 prekindergarten through grade 12; ~~and must have~~
- 578 d. Earned an effective or highly effective rating on the
579 prior year's performance evaluation under s. 1012.34 or be a
580 peer evaluator under the district's evaluation system approved
581 under s. 1012.34; and
- 582 e. Beginning with the 2022-2023 school year, for all such
583 personnel who supervise or direct teacher preparation students
584 during internships in kindergarten through grade 3 or who are
585 enrolled in a teacher preparation program for a certificate area
586 identified pursuant to s. 1012.585(3) (f), a certificate or
587 endorsement in reading.

588
589 The State Board of Education shall approve the training
590 requirements.

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

600 3. All instructional personnel who supervise or direct

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601 teacher preparation students during field experience courses or
602 internships, in which a candidate demonstrates his or her impact
603 on student learning growth, on a United States military base in
604 another country through a Florida online or distance program
605 must have received "clinical educator" training or its
606 equivalent, hold a valid professional certificate issued by the
607 United States Department of Defense or a state or territory of
608 the United States, and have at least 3 years teaching experience
609 in prekindergarten through grade 12.

610 Section 13. Paragraph (b) of subsection (3) of section
611 1004.85, Florida Statutes, is amended to read:

612 1004.85 Postsecondary educator preparation institutes.—

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

625 (b) Each program participant must:

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626 1. Meet certification requirements pursuant to s.
627 1012.56(1) by obtaining a statement of status of eligibility in
628 the certification subject area of the educational plan and meet
629 the requirements of s. 1012.56(2) (a)-(f).

630 2. Participate in coursework and field experiences that
631 are appropriate to his or her educational plan prepared under
632 paragraph (a). Beginning with candidates entering an educator
633 preparation institute in the 2022-2023 school year, a candidate
634 for certification in a coverage area identified pursuant to s.
635 1012.585(3) (f) must successfully complete all competencies for a
636 reading endorsement, including completion of the endorsement
637 practicum through the candidate's field experience, in order to
638 graduate from the program.

639 3. Before completion of the program, fully demonstrate his
640 or her ability to teach the subject area for which he or she is
641 seeking certification by documenting a positive impact on
642 student learning growth in a prekindergarten through grade 12
643 setting and achieving a passing score on the professional
644 education competency examination, the basic skills examination,
645 and the subject area examination for the subject area
646 certification which is required by state board rule.

647 Section 14. Paragraph (d) of subsection (2) of section
648 1006.28, Florida Statutes, is amended to read:

649 1006.28 Duties of district school board, district school
650 superintendent; and school principal regarding K-12

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651 instructional materials.—

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

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

672 Section 15. Subsections (8) and (9) of section 1008.25,
 673 Florida Statutes, are renumbered as subsections (9) and (10),
 674 respectively, paragraph (a) of subsection (4), paragraphs (a)
 675 and (c) of subsection (5), paragraph (a) of subsection (7), and

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676 present subsection (8) are amended, paragraph (d) is added to
 677 subsection (5), and a new subsection (8) is added to that
 678 section, to read:

679 1008.25 Public school student progression; student
 680 support; screening and progress monitoring; reporting
 681 requirements.—

682 (4) ASSESSMENT AND SUPPORT.—

683 (a) Each student must participate in the statewide,
 684 standardized assessment program required under ~~by~~ s. 1008.22 and
 685 the Voluntary Prekindergarten Education Program through grade 8
 686 coordinated screening and progress monitoring system required
 687 under subsection (8). Each student who does not achieve a Level
 688 3 or above on the statewide, standardized English Language Arts
 689 assessment, the statewide, standardized Mathematics assessment,
 690 or the Algebra I EOC assessment must be evaluated to determine
 691 the nature of the student's difficulty, the areas of academic
 692 need, and strategies for providing academic supports to improve
 693 the student's performance.

694 (5) READING DEFICIENCY AND PARENTAL NOTIFICATION.—

695 (a) Any student in kindergarten through grade 3 who
 696 exhibits a substantial deficiency in reading based upon
 697 screening, diagnostic, progress monitoring, or assessment data;
 698 statewide assessments; or teacher observations must be provided
 699 intensive, explicit, systematic, and multisensory reading
 700 interventions immediately following the identification of the

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701 reading deficiency. A school may not wait for a student to
702 receive a failing grade at the end of a grading period to
703 identify the student as having a substantial reading deficiency
704 and initiate intensive reading interventions. In addition, a
705 school may not wait until an evaluation conducted pursuant to s.
706 1003.57 is completed to provide appropriate, evidence-based
707 interventions for a student whose parent submits documentation
708 from a professional licensed under chapter 490 which
709 demonstrates that the student has been diagnosed with dyslexia.
710 Such interventions must be initiated upon receipt of the
711 documentation and based on the student's specific areas of
712 difficulty as identified by the licensed professional. A ~~The~~
713 student's reading proficiency must be monitored and the
714 intensive interventions must continue until the student
715 demonstrates grade level proficiency in a manner determined by
716 the district, which may include achieving a Level 3 on the
717 statewide, standardized English Language Arts assessment. The
718 State Board of Education shall identify by rule guidelines for
719 determining whether a student in kindergarten through grade 3
720 has a substantial deficiency in reading.

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

724 1. That his or her child has been identified as having a
725 substantial deficiency in reading, including a description and

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726 explanation, in terms understandable to the parent, of the exact
727 nature of the student's difficulty in learning and lack of
728 achievement in reading.

729 2. A description of the current services that are provided
730 to the child.

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

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

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

742 6. That the statewide, standardized English Language Arts
743 assessment is not the sole determiner of promotion and that
744 additional evaluations, portfolio reviews, and assessments are
745 available to the child to assist parents and the school district
746 in knowing when a child is reading at or above grade level and
747 ready for grade promotion.

748 7. The district's specific criteria and policies for a
749 portfolio as provided in subparagraph (6) (b) 4. and the evidence
750 required for a student to demonstrate mastery of Florida's

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751 academic standards for English Language Arts. A ~~parent of a~~
752 ~~student in grade 3 who is identified anytime during the year as~~
753 ~~being at risk of retention may request that the school~~ must
754 immediately begin collecting evidence for a portfolio when a
755 student in grade 3 is identified as being at risk of retention
756 or upon the request of the parent, whichever occurs first.

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

761
762 After initial notification, the school shall apprise the parent
763 at least monthly of the student's progress in response to the
764 intensive interventions and supports. Such communications must
765 be in writing and must explain any additional interventions or
766 supports that will be implemented to accelerate the student's
767 progress if the interventions and supports already being
768 implemented have not resulted in improvement.

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

775 1. Developmentally appropriate, evidence-based strategies

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776 and programming, including links to video training modules and
777 opportunities to sign up for at-home reading tips delivered
778 periodically via text and email, which a parent can use to help
779 improve his or her child's literacy skills.

780 2. An overview of the types of assessments used to
781 identify reading deficiencies and what those assessments measure
782 or do not measure, the frequency with which the assessments are
783 administered, and the requirements for interventions and
784 supports that districts must provide to students who do not make
785 adequate academic progress.

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

795 4. Characteristics of conditions associated with learning
796 disorders, including dyslexia, dysgraphia, dyscalculia, and
797 developmental aphasia.

798 5. A list of resources that support informed parent
799 involvement in decisionmaking processes for students who have
800 difficulty in learning.

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801
 802 Upon the request of a parent, resources meeting the requirements
 803 of this paragraph must be provided to the parent in a hardcopy
 804 format.

805 (7) SUCCESSFUL PROGRESSION FOR RETAINED THIRD GRADE
 806 STUDENTS.—

807 (a) Students retained under paragraph (5) (b) must be
 808 provided intensive interventions in reading to ameliorate the
 809 student's specific reading deficiency and prepare the student
 810 for promotion to the next grade. These interventions must
 811 include:

812 1. Evidence-based, explicit, systematic, and multisensory
 813 reading instruction in phonemic awareness, phonics, fluency,
 814 vocabulary, and comprehension and other strategies prescribed by
 815 the school district.

816 2. Participation in the school district's summer reading
 817 camp, which must incorporate the instructional and intervention
 818 strategies under subparagraph 1.

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

822 a. Coordinated integration of content-rich texts in
 823 science and civic literacy ~~social studies~~ within the 90-minute
 824 block.

825 b. Small group instruction.

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- 826 c. Reduced teacher-student ratios.
- 827 d. More frequent progress monitoring.
- 828 e. Tutoring or mentoring.
- 829 f. Transition classes containing 3rd and 4th grade
- 830 students.
- 831 g. Extended school day, week, or year.
- 832 (8) COORDINATED SCREENING AND PROGRESS MONITORING SYSTEM.—
- 833 (a) The Department of Education, in collaboration with the
- 834 Office of Early Learning, shall procure and require the use of a
- 835 statewide, standardized coordinated screening and progress
- 836 monitoring system for the Voluntary Prekindergarten Education
- 837 Program and public schools serving kindergarten through grade 8
- 838 students. The system must:
- 839 1. Measure student progress in the Voluntary
- 840 Prekindergarten Education Program through grade 8 in meeting the
- 841 appropriate expectations in early literacy and mathematics
- 842 skills and in English Language Arts and mathematics standards as
- 843 required by ss. 1002.67(1)(a) and 1003.41.
- 844 2. Measure student performance in oral language
- 845 development, phonological and phonemic awareness, knowledge of
- 846 print and letters, decoding, fluency, vocabulary, and
- 847 comprehension, as applicable by grade level.
- 848 3. Be a valid, reliable, and developmentally appropriate
- 849 computer-adaptive direct instrument that provides screening and
- 850 diagnostic capabilities for monitoring student progress;

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851 identifies students who have a substantial deficiency in
852 reading, including identifying students with characteristics of
853 dyslexia; and informs instruction.

854 4. Provide data for Voluntary Prekindergarten Education
855 Program accountability as required under s. 1002.67.

856 5. Provide Voluntary Prekindergarten Education Program
857 providers, school districts, schools, and teachers with data and
858 resources that enhance differentiated instruction and parent
859 communication.

860 6. Provide information to the department to aid in the
861 development of educational programs, policies, and supports for
862 providers, districts, and schools.

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

872 (c) A Voluntary Prekindergarten Education Program student
873 who is at risk of being identified as having a substantial
874 deficiency in early literacy skills, based upon results under
875 this subsection, must be referred to the school district in

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876 which he or she resides and may be eligible to receive early
 877 literacy instruction and interventions after program completion
 878 and before participating in kindergarten. Such instruction and
 879 interventions may be paid for using funds from the school
 880 district's evidence-based reading instruction allocation in
 881 accordance with s. 1011.62(9).

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

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

891 (9) ~~(8)~~ ANNUAL REPORT.—

892 (a) In addition to the requirements in paragraph (5)(b),
 893 each district school board must annually report to the parent of
 894 each student the progress of the student toward achieving state
 895 and district expectations for proficiency in English Language
 896 Arts, science, social studies, and mathematics. The district
 897 school board must report to the parent the student's results on
 898 each statewide, standardized assessment and the screening and
 899 progress monitoring system under subsection (8). The evaluation
 900 of each student's progress must be based upon the student's

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901 classroom work, observations, tests, district and state
902 assessments, response to intensive interventions provided under
903 paragraph (5) (a), and other relevant information. Progress
904 reporting must be provided to the parent in writing in a format
905 adopted by the district school board.

906 (b) Each district school board must annually publish on
907 the district website and in the local newspaper the following
908 information on the prior school year:

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

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

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

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

920 5. Any revisions to the district school board's policies
921 and procedures on student retention and promotion from the prior
922 year.

923 Section 16. Paragraph (a) of subsection (5) of section
924 1008.345, Florida Statutes, is amended to read:

925 1008.345 Implementation of state system of school

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926 | improvement and education accountability.—

927 | (5) The commissioner shall annually report to the State
 928 | Board of Education and the Legislature and recommend changes in
 929 | state policy necessary to foster school improvement and
 930 | education accountability. The report shall include:

931 | (a) For each school district:

932 | 1. The percentage of students, by school and grade level,
 933 | demonstrating learning growth in English Language Arts and
 934 | mathematics.

935 | 2. The percentage of students, by school and grade level,
 936 | in both the highest and lowest quartiles demonstrating learning
 937 | growth in English Language Arts and mathematics.

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

940 |
 941 | School reports shall be distributed pursuant to this subsection
 942 | and s. 1001.42(18)(c) and according to rules adopted by the
 943 | State Board of Education.

944 | Section 17. Section 1008.365, Florida Statutes, is created
 945 | to read:

946 | 1008.365 Reading Achievement Initiative for Scholastic
 947 | Excellence Act.—

948 | (1) This section may be cited as the "Reading Achievement
 949 | Initiative for Scholastic Excellence Act."

950 | (2) The Reading Achievement Initiative for Scholastic

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951 Excellence (RAISE) Program is established within the Department
952 of Education to provide instructional supports to school
953 districts, school administrators, and instructional personnel in
954 implementing evidence-based reading instruction and
955 interventions in order to improve student reading achievement.

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

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

965 1. Effectively monitor student reading growth and
966 achievement data;

967 2. Oversee districtwide and schoolwide professional
968 development and planning to establish evidence-based practices
969 among school administrators and instructional personnel;

970 3. Evaluate implementation of evidence-based practices;
971 and

972 4. Manage a regional support team.

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

975 1. Successfully demonstrate competence on the evidence-

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976 based strategies identified pursuant to s. 1001.215(8);

977 2. Have substantial experience in literacy coaching and
978 monitoring student progress data in reading; and

979 3. Have received training necessary to assist with the
980 delivery of professional development and site-based supports,
981 including modeling evidence-based practices and providing
982 feedback to instructional personnel.

983 (4) The department may establish criteria to identify
984 schools that must receive supports from a regional support team.
985 However, regardless of its school grade designated pursuant to
986 s. 1008.34, a school serving students in kindergarten through
987 grade 5 must be identified for supports if 50 percent of its
988 students who take the statewide, standardized English Language
989 Arts assessment score below a Level 3 for any grade level, or,
990 for students in kindergarten through grade 3, progress
991 monitoring data collected pursuant to s. 1008.25(8) shows that
992 50 percent or more of the students are not on track to pass the
993 statewide, standardized grade 3 English Language Arts
994 assessment. A school identified for supports under this section
995 must implement a school improvement plan pursuant to s.
996 1001.42(18), or, if the school is already implementing a school
997 improvement plan, the plan must be amended to explicitly address
998 strategies for improving reading performance consistent with
999 this section.

1000 (5) The department shall provide progress monitoring data

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1001 to regional support teams regarding the implementation of
1002 supports. Such supports must include:

1003 (a) Professional development, aligned to evidence-based
1004 strategies identified pursuant to s. 1001.215(8), for
1005 appropriate instructional personnel and school administrators
1006 identified by the regional support team.

1007 (b) Assistance with implementing:

1008 1. Data-informed instructional decisionmaking using
1009 progress monitoring and other appropriate data.

1010 2. Selection and consistent, coordinated use of high-
1011 quality instructional materials and supplemental materials.

1012 3. Reading instruction in other core subject area
1013 curricula, with an emphasis on civic literacy.

1014 4. A multitiered system of supports in order to provide
1015 students effective interventions and identify students who may
1016 require an evaluation for special educational services,
1017 including identifying characteristics of conditions that affect
1018 phonological processing, such as dyslexia.

1019 (c) Evaluating a school's improvement plan for alignment
1020 with the school district's K-12 comprehensive reading plan under
1021 s. 1011.62(9)(d) and the school district's allocation of
1022 resources as required by s. 1008.25(3)(a). If the regional
1023 support team determines that the school district's reading plan
1024 does not address the school's need to improve student outcomes,
1025 the regional literacy support director, the district school

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1026 superintendent, or his or her designee, and the director of the
1027 Just Read, Florida! Office shall convene a meeting to rectify
1028 the deficiencies of the reading plan.

1029 (6) Identification of a school for supports pursuant to
1030 this section does not, on its own, require a school to implement
1031 a turnaround option or take other corrective actions under s.
1032 1008.33. However, a regional support team may be used to assist
1033 with providing the differentiated matrix of intervention and
1034 support strategies under s. 1008.33, if applicable. The
1035 department may direct a regional support team to make other
1036 forms of assistance available to school districts and schools.

1037 (7) Once a school's data shows that it no longer meets the
1038 criteria under subsection (4), the school, for purposes of
1039 complying with this section, may discontinue receiving supports
1040 and implementing a school improvement plan at the conclusion of
1041 the school year. Such supports may continue subject to available
1042 resources.

1043 (8) As part of the RAISE Program, the department shall
1044 establish a tutoring program and develop training in effective
1045 reading tutoring practices and content, based on evidence-based
1046 practices and aligned to the English Language Arts standards
1047 under s. 1003.41, which prepares eligible high school students
1048 to tutor students in kindergarten through grade 3 in schools
1049 identified under this section, instilling in those students a
1050 love of reading and improving their literacy skills.

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1051 (a) To be eligible to participate in the tutoring program,
1052 a high school student must be a rising junior or senior who has
1053 a cumulative grade point average of 3.0 or higher, has no
1054 history of out-of-school suspensions or expulsions, is on track
1055 to complete all core course requirements to graduate, and has
1056 written recommendations from at least two of his or her present
1057 or former high school teachers of record or extracurricular
1058 activity sponsors.

1059 (b) School districts that wish to participate in the
1060 tutoring program must recruit, train, and deploy eligible high
1061 school students using the materials developed under this
1062 section. Tutoring must occur during the school day on school
1063 district property in the presence and under the supervision of
1064 instructional personnel who are school district employees. A
1065 parent must give written permission for his or her child to
1066 receive tutoring through the program.

1067 (c) Tutoring may be part of a service-learning course
1068 adopted pursuant to s. 1003.497. Students may earn up to 3
1069 elective credits for high school graduation based on the
1070 verified number of hours the student spends tutoring under the
1071 program. The hours of volunteer service must be documented in
1072 writing, and the document must be signed by the student, the
1073 student's parent or guardian, and an administrator or designee
1074 of the school in which the tutoring occurred. The hours that a
1075 high school student devotes to tutoring may be counted toward

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1076 meeting community service requirements for high school
 1077 graduation and community service requirements for participation
 1078 in the Florida Bright Futures Scholarship Program as provided in
 1079 s. 1003.497(3)(b). The department shall designate a high school
 1080 student who provides at least 75 verified hours of tutoring
 1081 under the program as a New Worlds Scholar and award the student
 1082 with a pin indicating such designation.

1083 (9) The State Board of Education shall adopt rules to
 1084 administer this section.

1085 Section 18. Paragraphs (b) and (d) of subsection (6) and
 1086 subsections (9) and (11) of section 1011.62, Florida Statutes,
 1087 are amended to read:

1088 1011.62 Funds for operation of schools.—If the annual
 1089 allocation from the Florida Education Finance Program to each
 1090 district for operation of schools is not determined in the
 1091 annual appropriations act or the substantive bill implementing
 1092 the annual appropriations act, it shall be determined as
 1093 follows:

1094 (6) CATEGORICAL FUNDS.—

1095 (b) If a district school board finds and declares in a
 1096 resolution adopted at a regular meeting of the school board that
 1097 the funds received for any of the following categorical
 1098 appropriations are urgently needed to maintain school board
 1099 specified academic classroom instruction or improve school
 1100 safety, the school board may consider and approve an amendment

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1101 to the school district operating budget transferring the
 1102 identified amount of the categorical funds to the appropriate
 1103 account for expenditure:

- 1104 1. Funds for student transportation.
- 1105 2. Funds for evidence-based ~~research-based~~ reading
 1106 instruction if the required additional hour of instruction
 1107 beyond the normal school day for each day of the entire school
 1108 year has been provided for the students in each low-performing
 1109 elementary school in the district pursuant to paragraph (9) (a).
- 1110 3. Funds for instructional materials if all instructional
 1111 material purchases necessary to provide updated materials that
 1112 are aligned with applicable state standards and course
 1113 descriptions and that meet statutory requirements of content and
 1114 learning have been completed for that fiscal year, but no sooner
 1115 than March 1. Funds available after March 1 may be used to
 1116 purchase hardware for student instruction.
- 1117 4. Funds for the guaranteed allocation as provided in
 1118 subparagraph (1) (e) 2.
- 1119 5. Funds for the supplemental academic instruction
 1120 allocation as provided in paragraph (1) (f).
- 1121 6. Funds for the Florida digital classrooms allocation as
 1122 provided in subsection (12).
- 1123 7. Funds for the federally connected student supplement as
 1124 provided in subsection (13).
- 1125 8. Funds for class size reduction as provided in s.

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1126 | 1011.685.

1127 | (d) If a district school board transfers funds from its
 1128 | evidence-based ~~research-based~~ reading instruction allocation,
 1129 | the board must also submit to the Department of Education an
 1130 | amendment describing the changes that the district is making to
 1131 | its reading plan approved pursuant to paragraph (9) (d).

1132 | (9) EVIDENCE-BASED ~~RESEARCH-BASED~~ READING INSTRUCTION
 1133 | ALLOCATION.—

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

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1151 schools. The intensive reading instruction delivered in this
1152 additional hour shall include: evidence-based ~~research-based~~
1153 reading instruction that has been proven to accelerate progress
1154 of students exhibiting a reading deficiency; differentiated
1155 instruction based on screening, diagnostic, progress monitoring,
1156 or student assessment data to meet students' specific reading
1157 needs; explicit and systematic reading strategies to develop
1158 phonemic awareness, phonics, fluency, vocabulary, and
1159 comprehension, with more extensive opportunities for guided
1160 practice, error correction, and feedback; and the coordinated
1161 integration of civic literacy ~~social studies~~, science, and
1162 mathematics-text reading, text discussion, and writing in
1163 response to reading.

1164 (b) Funds for comprehensive, evidence-based ~~research-based~~
1165 reading instruction shall be allocated annually to each school
1166 district in the amount provided in the General Appropriations
1167 Act. Each eligible school district shall receive the same
1168 minimum amount as specified in the General Appropriations Act,
1169 and any remaining funds shall be distributed to eligible school
1170 districts based on each school district's proportionate share of
1171 K-12 base funding.

1172 (c) Funds allocated under this subsection must be used to
1173 provide a system of comprehensive reading instruction to
1174 students enrolled in the K-12 programs, which may include the
1175 following:

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1176 1. An additional hour per day of evidence-based intensive
 1177 reading instruction to students in the 300 lowest-performing
 1178 elementary schools by teachers and reading specialists who have
 1179 demonstrated effectiveness in teaching reading as required in
 1180 paragraph (a).

1181 2. Kindergarten through grade 5 evidence-based ~~reading~~
 1182 ~~intervention~~ teachers to provide intensive reading interventions
 1183 provided by reading intervention teachers ~~intervention~~ during
 1184 the school day and in the required extra hour for students
 1185 identified as having a substantial reading deficiency.

1186 3. Highly qualified reading coaches to specifically
 1187 support teachers in making instructional decisions based on
 1188 student data, and improve teacher delivery of effective reading
 1189 instruction, intervention, and reading in the content areas
 1190 based on student need.

1191 4. Professional development for school district teachers
 1192 in scientifically researched and evidence-based ~~based~~ reading
 1193 instruction, including strategies to teach reading in content
 1194 areas and with an emphasis on technical and informational text,
 1195 to help school district teachers earn a certification or an
 1196 endorsement in reading.

1197 5. Summer reading camps, using only teachers or other
 1198 district personnel who are certified or endorsed in reading
 1199 consistent with s. 1008.25(7)(b)3., for all students in
 1200 kindergarten through grade 2 who demonstrate a reading

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1201 deficiency as determined by district and state assessments, and
 1202 students in grades 3 through 5 who score at Level 1 on the
 1203 statewide, standardized English Language Arts assessment.

1204 6. Scientifically researched and evidence-based
 1205 supplemental instructional materials ~~that are grounded in~~
 1206 ~~scientifically based reading research~~ as identified by the Just
 1207 Read, Florida! Office pursuant to s. 1001.215(8).

1208 7. Evidence-based intensive reading interventions for
 1209 students in kindergarten through grade 12 who have been
 1210 identified as having a substantial reading deficiency or who are
 1211 reading below grade level as determined by the statewide,
 1212 standardized English Language Arts assessment.

1213 (d)1. Annually, by a date determined by the Department of
 1214 Education but before May 1, school districts shall submit a K-12
 1215 comprehensive reading plan for the specific use of the evidence-
 1216 based ~~research-based~~ reading instruction allocation in the
 1217 format prescribed by the department for review and approval by
 1218 the Just Read, Florida! Office created pursuant to s. 1001.215.
 1219 The plan format shall be developed with input from school
 1220 district personnel, including teachers and principals, and shall
 1221 provide for intensive reading interventions identified through a
 1222 root-cause analysis of student performance data and reflection
 1223 tool developed by the department to evaluate the effectiveness
 1224 of interventions implemented in the prior year. Intensive
 1225 reading interventions must be delivered by instructional

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1226 personnel who are certified or endorsed in reading and must
1227 incorporate evidence-based strategies identified by the Just
1228 Read, Florida! Office pursuant to s. 1001.215(8).

1229 2. By July 1 of each year, the department shall release to
1230 each school district with an approved plan its allocation of
1231 appropriated funds ~~The plan annually submitted by school~~
1232 ~~districts shall be deemed approved unless the department rejects~~
1233 ~~the plan on or before June 1. If a school district and the Just~~
1234 ~~Read, Florida! Office cannot reach agreement on the contents of~~
1235 ~~the plan, the school district may appeal to the State Board of~~
1236 ~~Education for resolution. School districts shall be allowed~~
1237 ~~reasonable flexibility in designing their plans and shall be~~
1238 ~~encouraged to offer reading intervention through innovative~~
1239 ~~methods, including career academies. The plan format shall be~~
1240 ~~developed with input from school district personnel, including~~
1241 ~~teachers and principals, and shall provide for intensive reading~~
1242 ~~interventions through integrated curricula, provided that,~~
1243 ~~beginning with the 2020-2021 school year, the interventions are~~
1244 ~~delivered by a teacher who is certified or endorsed in reading.~~
1245 ~~Such interventions must incorporate strategies identified by the~~
1246 ~~Just Read, Florida! Office pursuant to s. 1001.215(8). No later~~
1247 ~~than July 1 annually, the department shall release the school~~
1248 ~~district's allocation of appropriated funds to those districts~~
1249 ~~having approved plans. A school district that spends 100 percent~~
1250 ~~of this allocation on its approved plan shall be deemed to have~~

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1251 ~~been in compliance with the plan.~~ The department shall ~~may~~
1252 withhold funds upon a determination that reading instruction
1253 allocation funds are not being used to implement the approved
1254 plan. The department shall evaluate ~~monitor and track~~ the
1255 implementation of each district plan, including conducting site
1256 visits and collecting specific data on expenditures and reading
1257 improvement results. By February 1 of each year, the department
1258 shall report its findings to the Legislature and the State Board
1259 of Education, including any recommendations for improving
1260 implementation of evidence-based reading and intervention
1261 strategies in classrooms.

1262 ~~3.2.~~ Each school district that has a school designated as
1263 one of the 300 lowest-performing elementary schools as specified
1264 in paragraph (a) shall specifically delineate in the
1265 comprehensive reading plan, or in an addendum to the
1266 comprehensive reading plan, the implementation design and
1267 reading intervention strategies that will be used for the
1268 required additional hour of reading instruction. The term
1269 "reading intervention" includes evidence-based strategies
1270 frequently used to remediate reading deficiencies and also
1271 includes individual instruction, tutoring, mentoring, or the use
1272 of technology that targets specific reading skills and
1273 abilities.

1274
1275 For purposes of this subsection, the term "evidence-based" means

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1276 demonstrating a statistically significant effect on improving
 1277 student outcomes or other relevant outcomes as provided in 20
 1278 U.S.C. s. 8101(21)(A)(i).

1279 (11) VIRTUAL EDUCATION CONTRIBUTION.—The Legislature may
 1280 annually provide in the Florida Education Finance Program a
 1281 virtual education contribution. The amount of the virtual
 1282 education contribution shall be the difference between the
 1283 amount per FTE established in the General Appropriations Act for
 1284 virtual education and the amount per FTE for each district and
 1285 the Florida Virtual School, which may be calculated by taking
 1286 the sum of the base FEFP allocation, the discretionary local
 1287 effort, the state-funded discretionary contribution, the
 1288 discretionary millage compression supplement, the evidence-based
 1289 ~~research-based~~ reading instruction allocation, the teacher
 1290 salary increase allocation, and the instructional materials
 1291 allocation, and then dividing by the total unweighted FTE. This
 1292 difference shall be multiplied by the virtual education
 1293 unweighted FTE for programs and options identified in s.
 1294 1002.455 and the Florida Virtual School and its franchises to
 1295 equal the virtual education contribution and shall be included
 1296 as a separate allocation in the funding formula.

1297 Section 19. Subsection (2) of section 1011.67, Florida
 1298 Statutes, is amended to read:

1299 1011.67 Funds for instructional materials.—

1300 (2) Annually by July 1 and before the release of

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1301 instructional materials funds, each district school
 1302 superintendent shall certify to the Commissioner of Education
 1303 that the district school board has approved a comprehensive
 1304 staff development plan that supports fidelity of implementation
 1305 of instructional materials programs, including verification that
 1306 training was provided; that the materials are being implemented
 1307 as designed; and, beginning July 1, 2021, for core reading
 1308 materials and reading intervention materials used in
 1309 kindergarten through grade 5, that the materials meet the
 1310 requirements of s. 1001.215(8). Such instructional materials, as
 1311 evaluated and identified pursuant to s. 1001.215(4), may be
 1312 purchased by the school district with funds under this section
 1313 without undergoing the adoption procedures under s.
 1314 1006.40(4)(b). This subsection does not preclude school
 1315 districts from purchasing or using other materials to supplement
 1316 reading instruction and provide additional skills practice.

1317 Section 20. Paragraph (a) of subsection (8) of section
 1318 1012.56, Florida Statutes, is amended to read:

1319 1012.56 Educator certification requirements.—

1320 (8) PROFESSIONAL DEVELOPMENT CERTIFICATION AND EDUCATION
 1321 COMPETENCY PROGRAM.—

1322 (a) The Department of Education shall develop and each
 1323 school district, charter school, and charter management
 1324 organization may provide a cohesive competency-based
 1325 professional development certification and education competency

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1326 | program by which instructional staff may satisfy the mastery of
 1327 | professional preparation and education competence requirements
 1328 | specified in subsection (6) and rules of the State Board of
 1329 | Education. Participants must hold a state-issued temporary
 1330 | certificate. A school district, charter school, or charter
 1331 | management organization that implements the program shall
 1332 | provide a competency-based certification program developed by
 1333 | the Department of Education or developed by the district,
 1334 | charter school, or charter management organization and approved
 1335 | by the Department of Education. The program shall include the
 1336 | following:

1337 | 1. A minimum period of initial preparation before assuming
 1338 | duties as the teacher of record.

1339 | 2. An option for collaboration with other supporting
 1340 | agencies or educational entities for implementation.

1341 | 3. A teacher mentorship and induction component.

1342 | a. Each individual selected by the district as a mentor:

1343 | (I) Must hold a valid professional certificate issued
 1344 | pursuant to this section;

1345 | (II) Must have earned at least 3 years of teaching
 1346 | experience in prekindergarten through grade 12;

1347 | (III) Must have completed specialized training in clinical
 1348 | supervision and participate in ongoing mentor training provided
 1349 | through the coordinated system of professional development under
 1350 | s. 1012.98(3)(e);

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1351 (IV) Must have earned an effective or highly effective
 1352 rating on the prior year's performance evaluation under s.
 1353 1012.34; and

1354 (V) May be a peer evaluator under the district's
 1355 evaluation system approved under s. 1012.34.

1356 b. The teacher mentorship and induction component must, at
 1357 a minimum, provide weekly opportunities for mentoring and
 1358 induction activities, including common planning time, ongoing
 1359 professional development targeted to a teacher's needs,
 1360 opportunities for a teacher to observe other teachers, co-
 1361 teaching experiences, and reflection and followup discussions.
 1362 Mentorship and induction activities must be provided for an
 1363 applicant's first year in the program and may be provided until
 1364 the applicant attains his or her professional certificate in
 1365 accordance with this section. A principal who is rated highly
 1366 effective as determined by his or her performance evaluation
 1367 under s. 1012.34 must be provided flexibility in selecting
 1368 professional development activities under this paragraph;
 1369 however, the activities must be approved by the department as
 1370 part of the district's, charter school's, or charter management
 1371 organization's program.

1372 4. An assessment of teaching performance aligned to the
 1373 district's system for personnel evaluation under s. 1012.34
 1374 which provides for:

1375 a. An initial evaluation of each educator's competencies

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1376 | to determine an appropriate individualized professional
 1377 | development plan.

1378 | b. A summative evaluation to assure successful completion
 1379 | of the program.

1380 | 5. Professional education preparation content knowledge,
 1381 | which must be included in the mentoring and induction activities
 1382 | under subparagraph 3., that includes, but is not limited to, the
 1383 | following:

1384 | a. The state standards provided under s. 1003.41,
 1385 | including scientifically based reading instruction, content
 1386 | literacy, and mathematical practices, for each subject
 1387 | identified on the temporary certificate.

1388 | b. The educator-accomplished practices approved by the
 1389 | state board.

1390 | c. A variety of data indicators for monitoring student
 1391 | progress.

1392 | d. Methodologies for teaching students with disabilities.

1393 | e. Methodologies for teaching students of limited English
 1394 | proficiency appropriate for each subject area identified on the
 1395 | temporary certificate.

1396 | f. Techniques and strategies for operationalizing the role
 1397 | of the teacher in assuring a safe learning environment for
 1398 | students.

1399 | 6. Required achievement of passing scores on the subject
 1400 | area and professional education competency examination required

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1401 by State Board of Education rule. Mastery of general knowledge
 1402 must be demonstrated as described in subsection (3).

1403 7. Beginning with candidates entering a program in the
 1404 2022-2023 school year, a candidate for certification in a
 1405 coverage area identified pursuant to s. 1012.585(3)(f) must
 1406 successfully complete all competencies for a reading
 1407 endorsement, including completion of the endorsement practicum
 1408 through the candidate's demonstration of mastery of professional
 1409 preparation and education competence under paragraph (b).

1410 Section 21. Paragraph (f) of subsection (3) of section
 1411 1012.585, Florida Statutes, is amended, and paragraph (g) is
 1412 added to that subsection, to read:

1413 1012.585 Process for renewal of professional
 1414 certificates.—

1415 (3) For the renewal of a professional certificate, the
 1416 following requirements must be met:

1417 (f) An applicant for renewal of a professional certificate
 1418 in any area of certification identified by State Board of
 1419 Education rule that includes reading instruction or intervention
 1420 for any students in kindergarten through grade 6, with a
 1421 beginning validity date of July 1, 2020, or thereafter, must
 1422 earn a minimum of 2 college credits or the equivalent inservice
 1423 points in evidence-based instruction and interventions
 1424 specifically designed for students with characteristics of
 1425 dyslexia, including the use of explicit, systematic, and

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1426 sequential approaches to reading instruction, developing
 1427 phonological and phonemic awareness, decoding, and implementing
 1428 multisensory intervention strategies. Such training must be
 1429 provided by teacher preparation programs under s. 1004.04 or s.
 1430 1004.85 or approved school district professional development
 1431 systems under s. 1012.98. The requirements in this paragraph may
 1432 not add to the total hours required by the department for
 1433 continuing education or inservice training.

1434 (g) A teacher may earn inservice points only once during
 1435 each 5-year validity period for any mandatory training topic
 1436 that is not linked to student learning or professional growth.

1437 Section 22. Section 1012.586, Florida Statutes, is amended
 1438 to read:

1439 1012.586 Additions or changes to certificates; duplicate
 1440 certificates; reading endorsement pathways.-

1441 (1) A school district may process via a Department of
 1442 Education website certificates for the following applications of
 1443 public school employees:

1444 (a)~~(1)~~ Addition of a subject coverage or endorsement to a
 1445 valid Florida certificate on the basis of the completion of the
 1446 appropriate subject area testing requirements of s.
 1447 1012.56(5) (a) or the completion of the requirements of an
 1448 approved school district program or the inservice components for
 1449 an endorsement.

1450 1.~~(a)~~ To reduce duplication, the department may recommend

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1451 the consolidation of endorsement areas and requirements to the
 1452 State Board of Education.

1453 2.(b) ~~By July 1, 2018, and~~ At least once every 5 years
 1454 ~~thereafter~~, the department shall conduct a review of existing
 1455 subject coverage or endorsement requirements in the elementary,
 1456 reading, and exceptional student educational areas. The review
 1457 must include reciprocity requirements for out-of-state
 1458 certificates and requirements for demonstrating competency in
 1459 the reading instruction professional development topics listed
 1460 in s. 1012.98(4)(b)11. The review must also consider the award
 1461 of an endorsement to an individual who holds a certificate
 1462 issued by an internationally recognized organization that
 1463 establishes standards for providing evidence-based interventions
 1464 to struggling readers or who completes a postsecondary program
 1465 that is accredited by such organization. Any such certificate or
 1466 program must require an individual who completes the certificate
 1467 or program to demonstrate competence in reading intervention
 1468 strategies through clinical experience. At the conclusion of
 1469 each review, the department shall recommend to the state board
 1470 changes to the subject coverage or endorsement requirements
 1471 based upon any identified instruction or intervention strategies
 1472 proven to improve student reading performance. This subparagraph
 1473 ~~paragraph~~ does not authorize the state board to establish any
 1474 new certification subject coverage.

1475 (b)(2) A reissued certificate to reflect a name change.

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1476 (c)~~(3)~~ A duplicate certificate to replace a lost or
 1477 damaged certificate.

1478
 1479 The employing school district shall charge the employee a fee
 1480 not to exceed the amount charged by the Department of Education
 1481 for such services. Each district school board shall retain a
 1482 portion of the fee as defined in the rules of the State Board of
 1483 Education. The portion sent to the department shall be used for
 1484 maintenance of the technology system, the web application, and
 1485 posting and mailing of the certificate.

1486 (2) (a) By the beginning of the 2022-2023 school year, the
 1487 department shall adopt one or more statewide, competency-based
 1488 pathways by which instructional personnel may earn a reading
 1489 endorsement. A pathway adopted by the department must allow a
 1490 candidate to complete coursework online and demonstrate mastery
 1491 of each endorsement competency either in person or remotely.

1492 (b) As part of adopting a pathway pursuant to paragraph
 1493 (a), the department shall review the competencies for the
 1494 reading endorsement and subject area examinations for educator
 1495 certificates identified pursuant to s. 1012.585(3) (f) for
 1496 alignment with evidence-based instructional and intervention
 1497 strategies rooted in the science of reading and identified
 1498 pursuant to s. 1001.215(8) and recommend changes to the State
 1499 Board of Education. Recommended changes must address
 1500 identification of the characteristics of conditions such as

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1501 dyslexia, implementation of evidence-based classroom instruction
 1502 and interventions, including evidence-based reading instruction
 1503 and interventions specifically for students with characteristics
 1504 of dyslexia, and effective progress monitoring. By July 1, 2023,
 1505 each school district reading endorsement add-on program must be
 1506 resubmitted for approval by the department consistent with this
 1507 paragraph.

1508 (c) Beginning July 1, 2024, instructional personnel may
 1509 not earn a reading endorsement solely by achieving a passing
 1510 score on the K-12 reading certification subject area assessment.

1511 Section 23. Subsection (5) of section 1012.98, Florida
 1512 Statutes, is amended to read:

1513 1012.98 School Community Professional Development Act.—

1514 (5) Each district school board shall provide funding for
 1515 the professional development system as required by s. 1011.62
 1516 and the General Appropriations Act, and shall direct
 1517 expenditures from other funding sources to continuously
 1518 strengthen the system in order to increase student achievement
 1519 and support instructional staff in enhancing rigor and relevance
 1520 in the classroom. The department shall identify professional
 1521 development opportunities that require the teacher to
 1522 demonstrate proficiency in specific classroom practices, with
 1523 priority given to implementing training to complete a reading
 1524 endorsement pathway adopted pursuant to s. 1012.586(2)(a). A
 1525 school district may coordinate its professional development

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1526 | program with that of another district, with an educational
 1527 | consortium, or with a Florida College System institution or
 1528 | university, especially in preparing and educating personnel.
 1529 | Each district school board shall make available inservice
 1530 | activities to instructional personnel of nonpublic schools in
 1531 | the district and the state certified teachers who are not
 1532 | employed by the district school board on a fee basis not to
 1533 | exceed the cost of the activity per all participants.

1534 | Section 24. Paragraph (e) is added to subsection (1) of
 1535 | section 1012.986, Florida Statutes, to read:

1536 | 1012.986 William Cecil Golden Professional Development
 1537 | Program for School Leaders.—

1538 | (1) There is established the William Cecil Golden
 1539 | Professional Development Program for School Leaders to provide
 1540 | high standards and sustained support for principals as
 1541 | instructional leaders. The program shall consist of a
 1542 | collaborative network of state and national professional
 1543 | leadership organizations to respond to instructional leadership
 1544 | needs throughout the state. The network shall support the human-
 1545 | resource development needs of principals, principal leadership
 1546 | teams, and candidates for principal leadership positions using
 1547 | the framework of leadership standards adopted by the State Board
 1548 | of Education, the Southern Regional Education Board, and the
 1549 | National Staff Development Council. The goal of the network
 1550 | leadership program is to:

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1551 (e) Support the professional growth of instructional
1552 personnel who provide reading instruction and interventions by
1553 training school administrators on classroom observation and
1554 teacher evaluation practices aligned to evidence-based reading
1555 instruction and intervention strategies.

1556 Section 25. This act shall take effect July 1, 2021.