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LEGISLATIVE ACTION

Senate	.	House
Comm: RCS	.	
04/26/2023	.	
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The Committee on Fiscal Policy (Avila) recommended the following:

**Senate Amendment (with title amendment)**

Delete everything after the enacting clause and insert:

Section 1. Paragraph (d) of subsection (3) of section 1002.20, Florida Statutes, is amended, and paragraph (p) is added to that subsection, to read:

1002.20 K-12 student and parent rights.—Parents of public school students must receive accurate and timely information regarding their child’s academic progress and must be informed



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11 of ways they can help their child to succeed in school. K-12  
12 students and their parents are afforded numerous statutory  
13 rights including, but not limited to, the following:

14 (3) HEALTH ISSUES.—

15 (d) *Reproductive health and disease education.*—A public  
16 school student whose parent makes written request to the school  
17 principal shall be exempted from the teaching of reproductive  
18 health or any disease, including HIV/AIDS, in accordance with s.  
19 1003.42(5).

20 1. Each school district shall, on the district's website  
21 homepage, notify parents of this right and the process to  
22 request an exemption. The homepage must include a link for a  
23 student's parent to access and review the instructional  
24 materials, as defined in s. 1006.29(2), used to teach the  
25 curriculum.

26 2. Each school district shall annually review and confirm  
27 that the information provided on the district's website homepage  
28 under subparagraph 1. is accurate and up to date and shall  
29 notify parents by physical or electronic means any time  
30 revisions are made to such information.

31 (p) Student use of medication.—A student may possess and  
32 use a medication to relieve headaches while on school property  
33 or at a school-sponsored event or activity without a physician's  
34 note or prescription if the medication is regulated by the  
35 United States Food and Drug Administration for over-the-counter  
36 use to treat headaches.

37 Section 2. Paragraph (a) of subsection (7) of section  
38 1002.33, Florida Statutes, is amended to read:

39 1002.33 Charter schools.—



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40 (7) CHARTER.—The terms and conditions for the operation of  
41 a charter school, including a virtual charter school, shall be  
42 set forth by the sponsor and the applicant in a written  
43 contractual agreement, called a charter. The sponsor and the  
44 governing board of the charter school or virtual charter school  
45 shall use the standard charter contract or standard virtual  
46 charter contract, respectively, pursuant to subsection (21),  
47 which shall incorporate the approved application and any addenda  
48 approved with the application. Any term or condition of a  
49 proposed charter contract or proposed virtual charter contract  
50 that differs from the standard charter or virtual charter  
51 contract adopted by rule of the State Board of Education shall  
52 be presumed a limitation on charter school flexibility. The  
53 sponsor may not impose unreasonable rules or regulations that  
54 violate the intent of giving charter schools greater flexibility  
55 to meet educational goals. The charter shall be signed by the  
56 governing board of the charter school and the sponsor, following  
57 a public hearing to ensure community input.

58 (a) The charter shall address and criteria for approval of  
59 the charter shall be based on:

60 1. The school's mission, the types of students to be  
61 served, and, for a virtual charter school, the types of students  
62 the school intends to serve who reside outside of the sponsoring  
63 school district, and the ages and grades to be included.

64 2. The focus of the curriculum, the instructional methods  
65 to be used, any distinctive instructional techniques to be  
66 employed, and identification and acquisition of appropriate  
67 technologies needed to improve educational and administrative  
68 performance which include a means for promoting safe, ethical,



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69 and appropriate uses of technology which comply with legal and  
70 professional standards.

71 a. The charter shall ensure that reading is a primary focus  
72 of the curriculum and that resources are provided to identify  
73 and provide specialized instruction for students who are reading  
74 below grade level. The curriculum and instructional strategies  
75 for reading must be consistent with the Next Generation Sunshine  
76 State Standards and grounded in scientifically based reading  
77 research.

78 b. In order to provide students with access to diverse  
79 instructional delivery models, to facilitate the integration of  
80 technology within traditional classroom instruction, and to  
81 provide students with the skills they need to compete in the  
82 21st century economy, the Legislature encourages instructional  
83 methods for blended learning courses consisting of both  
84 traditional classroom and online instructional techniques.  
85 Charter schools may implement blended learning courses which  
86 combine traditional classroom instruction and virtual  
87 instruction. Students in a blended learning course must be full-  
88 time students of the charter school pursuant to s.  
89 1011.61(1)(a)1. Instructional personnel certified pursuant to s.  
90 1012.55 who provide virtual instruction for blended learning  
91 courses may be employees of the charter school or may be under  
92 contract to provide instructional services to charter school  
93 students. At a minimum, such instructional personnel must hold  
94 an active state or school district adjunct certification under  
95 s. 1012.57 for the subject area of the blended learning course.  
96 The funding and performance accountability requirements for  
97 blended learning courses are the same as those for traditional



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98 courses.

99 3. The current incoming baseline standard of student  
100 academic achievement, the outcomes to be achieved, and the  
101 method of measurement that will be used. The criteria listed in  
102 this subparagraph shall include a detailed description of:

103 a. How the baseline student academic achievement levels and  
104 prior rates of academic progress will be established.

105 b. How these baseline rates will be compared to rates of  
106 academic progress achieved by these same students while  
107 attending the charter school.

108 c. To the extent possible, how these rates of progress will  
109 be evaluated and compared with rates of progress of other  
110 closely comparable student populations.

111  
112 A district school board is required to provide academic student  
113 performance data to charter schools for each of their students  
114 coming from the district school system, as well as rates of  
115 academic progress of comparable student populations in the  
116 district school system.

117 4. The methods used to identify the educational strengths  
118 and needs of students and how well educational goals and  
119 performance standards are met by students attending the charter  
120 school. The methods shall provide a means for the charter school  
121 to ensure accountability to its constituents by analyzing  
122 student performance data and by evaluating the effectiveness and  
123 efficiency of its major educational programs. Students in  
124 charter schools shall, at a minimum, participate in the  
125 statewide assessment program created under s. 1008.22.

126 5. In secondary charter schools, a method for determining



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127 that a student has satisfied the requirements for graduation in  
128 s. 1002.3105(5), s. 1003.4281, or s. 1003.4282.

129 6. A method for resolving conflicts between the governing  
130 board of the charter school and the sponsor.

131 7. The admissions procedures and dismissal procedures,  
132 including the school's code of student conduct. Admission or  
133 dismissal must not be based on a student's academic performance,  
134 except as authorized under subparagraph (10)(e)5.

135 8. The ways by which the school will achieve a  
136 racial/ethnic balance reflective of the community it serves or  
137 within the racial/ethnic range of other nearby public schools or  
138 school districts.

139 9. The financial and administrative management of the  
140 school, including a reasonable demonstration of the professional  
141 experience or competence of those individuals or organizations  
142 applying to operate the charter school or those hired or  
143 retained to perform such professional services and the  
144 description of clearly delineated responsibilities and the  
145 policies and practices needed to effectively manage the charter  
146 school. A description of internal audit procedures and  
147 establishment of controls to ensure that financial resources are  
148 properly managed must be included. Both public sector and  
149 private sector professional experience shall be equally valid in  
150 such a consideration.

151 10. The asset and liability projections required in the  
152 application which are incorporated into the charter and shall be  
153 compared with information provided in the annual report of the  
154 charter school.

155 11. A description of procedures that identify various risks



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156 and provide for a comprehensive approach to reduce the impact of  
157 losses; plans to ensure the safety and security of students and  
158 staff; plans to identify, minimize, and protect others from  
159 violent or disruptive student behavior; and the manner in which  
160 the school will be insured, including whether or not the school  
161 will be required to have liability insurance, and, if so, the  
162 terms and conditions thereof and the amounts of coverage.

163       12. The term of the charter which shall provide for  
164 cancellation of the charter if insufficient progress has been  
165 made in attaining the student achievement objectives of the  
166 charter and if it is not likely that such objectives can be  
167 achieved before expiration of the charter. The initial term of a  
168 charter shall be for 5 years, excluding 2 planning years. In  
169 order to facilitate access to long-term financial resources for  
170 charter school construction, charter schools that are operated  
171 by a municipality or other public entity as provided by law are  
172 eligible for up to a 15-year charter, subject to approval by the  
173 sponsor. A charter lab school is eligible for a charter for a  
174 term of up to 15 years. In addition, to facilitate access to  
175 long-term financial resources for charter school construction,  
176 charter schools that are operated by a private, not-for-profit,  
177 s. 501(c)(3) status corporation are eligible for up to a 15-year  
178 charter, subject to approval by the sponsor. Such long-term  
179 charters remain subject to annual review and may be terminated  
180 during the term of the charter, but only according to the  
181 provisions set forth in subsection (8).

182       13. The facilities to be used and their location. The  
183 sponsor may not require a charter school to have a certificate  
184 of occupancy or a temporary certificate of occupancy for such a



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185 facility earlier than 15 calendar days before the first day of  
186 school.

187 14. The qualifications to be required of the teachers and  
188 the potential strategies used to recruit, hire, train, and  
189 retain qualified staff to achieve best value.

190 15. The governance structure of the school, including the  
191 status of the charter school as a public or private employer as  
192 required in paragraph (12) (i).

193 16. A timetable for implementing the charter which  
194 addresses the implementation of each element thereof and the  
195 date by which the charter shall be awarded in order to meet this  
196 timetable.

197 17. In the case of an existing public school that is being  
198 converted to charter status, alternative arrangements for  
199 current students who choose not to attend the charter school and  
200 for current teachers who choose not to teach in the charter  
201 school after conversion in accordance with the existing  
202 collective bargaining agreement or district school board rule in  
203 the absence of a collective bargaining agreement. However,  
204 alternative arrangements shall not be required for current  
205 teachers who choose not to teach in a charter lab school, except  
206 as authorized by the employment policies of the state university  
207 which grants the charter to the lab school.

208 18. Full disclosure of the identity of all relatives  
209 employed by the charter school who are related to the charter  
210 school owner, president, chairperson of the governing board of  
211 directors, superintendent, governing board member, principal,  
212 assistant principal, or any other person employed by the charter  
213 school who has equivalent decisionmaking authority. For the





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214 purpose of this subparagraph, the term "relative" means father,  
215 mother, son, daughter, brother, sister, uncle, aunt, first  
216 cousin, nephew, niece, husband, wife, father-in-law, mother-in-  
217 law, son-in-law, daughter-in-law, brother-in-law, sister-in-law,  
218 stepfather, stepmother, stepson, stepdaughter, stepbrother,  
219 stepsister, half brother, or half sister.

220 19. Implementation of the activities authorized under s.  
221 1002.331 by the charter school when it satisfies the eligibility  
222 requirements for a high-performing charter school. A high-  
223 performing charter school shall notify its sponsor in writing by  
224 March 1 if it intends to increase enrollment or expand grade  
225 levels the following school year. The written notice shall  
226 specify the amount of the enrollment increase and the grade  
227 levels that will be added, as applicable.

228 Section 3. Subsection (13) of section 1002.42, Florida  
229 Statutes, is amended to read:

230 1002.42 Private schools.—

231 (13) PROFESSIONAL LEARNING DEVELOPMENT SYSTEM.—An  
232 organization of private schools that has no fewer than 10 member  
233 schools in this state may develop a professional learning  
234 ~~development~~ system to be filed with the Department of Education  
235 in accordance with s. 1012.98(7) ~~the provisions of s.~~  
236 ~~1012.98(6)~~.

237 Section 4. Section 1003.07, Florida Statutes, is created to  
238 read:

239 1003.07 Year-round School Pilot Program.—Beginning with the  
240 2024-2025 school year, the Year-round School Pilot Program is  
241 created for a period of 4 school years. The purpose of the  
242 program is for the Department of Education to assist school



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243 districts in establishing a year-round school program within at  
244 least one elementary school in the district and study the  
245 issues, benefits, and schedule options for instituting year-  
246 round school programs for all students.

247 (1) (a) School districts shall apply to the Department of  
248 Education, in a format and by a date prescribed by the  
249 department, to participate in the program. The application must  
250 include:

251 1. The number of students enrolled in the elementary school  
252 or schools that will implement a year-round school program.

253 2. The academic performance of the students enrolled in  
254 such school or schools.

255 3. The rate of absenteeism and tardiness of students  
256 enrolled in such school or schools.

257 4. The commitment of such school's or schools'  
258 instructional personnel and students to the year-round school  
259 program.

260 5. An explanation of how the implementation of the year-  
261 round school program will benefit the students.

262 (b) The Commissioner of Education shall select five school  
263 districts to participate in the program. To the extent possible,  
264 the commissioner shall select school districts that represent a  
265 variety of demographics, including, but not limited to, an  
266 urban, suburban, and rural school district.

267 (2) A school district enrolled in a year-round school  
268 program shall:

269 (a) Implement a single-track or multi-track schedule.

270 (b) Provide data to the department to allow for:

271 1. An assessment of the academic and safety benefits



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272 associated with establishing a year-round school program.  
273 2. An evaluation of any potential barriers for the school  
274 district upon implementation of a year-round school program,  
275 including, but not limited to:  
276 a. Issues related to the commitment of instructional  
277 personnel and students.  
278 b. The provision of services during the summer months.  
279 c. School district budgeting.  
280 d. Parental engagement and participation.  
281 e. Coordination with community services.  
282 f. Student assessment and progression practices.  
283 g. Student transportation.  
284 3. The consideration of strategies for addressing such  
285 potential barriers.  
286 (3) Upon completion of the program, the commissioner shall  
287 provide a report to the Governor, the President of the Senate,  
288 and the Speaker of the House of Representatives. The report must  
289 include:  
290 (a) The number of students enrolled at participating  
291 schools.  
292 (b) The number of students enrolled at participating  
293 schools before and after the implementation of the year-round  
294 school program.  
295 (c) Any health, academic, and safety benefits for students  
296 or instructional personnel from the implementation of the year-  
297 round school program.  
298 (d) An evaluation of any potential barriers for school  
299 districts and families associated with a year-round school  
300 program.



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301       (e) The commissioner's recommendation on the adoption of  
302 year-round school programs for all students.

303       (4) The State Board of Education may adopt rules to  
304 administer the program.

305           Section 5. Subsection (2) of section 1003.42, Florida  
306 Statutes, is amended to read:

307           1003.42 Required instruction.—

308           (2) Members of the instructional staff of the public  
309 schools, subject to the rules of the State Board of Education  
310 and the district school board, shall teach efficiently and  
311 faithfully, using the books and materials required that meet the  
312 highest standards for professionalism and historical accuracy,  
313 following the prescribed courses of study, and employing  
314 approved methods of instruction, the following:

315           (a) The history and content of the Declaration of  
316 Independence, including national sovereignty, natural law, self-  
317 evident truth, equality of all persons, limited government,  
318 popular sovereignty, and inalienable rights of life, liberty,  
319 and property, and how they form the philosophical foundation of  
320 our government.

321           (b) The history, meaning, significance, and effect of the  
322 provisions of the Constitution of the United States and  
323 amendments thereto, with emphasis on each of the 10 amendments  
324 that make up the Bill of Rights and how the constitution  
325 provides the structure of our government.

326           (c) The arguments in support of adopting our republican  
327 form of government, as they are embodied in the most important  
328 of the Federalist Papers.

329           (d) Flag education, including proper flag display and flag



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330 salute.

331 (e) The elements of civil government, including the primary  
332 functions of and interrelationships between the Federal  
333 Government, the state, and its counties, municipalities, school  
334 districts, and special districts.

335 (f) The history of the United States, including the period  
336 of discovery, early colonies, the War for Independence, the  
337 Civil War, the expansion of the United States to its present  
338 boundaries, the world wars, and the civil rights movement to the  
339 present. American history shall be viewed as factual, not as  
340 constructed, shall be viewed as knowable, teachable, and  
341 testable, and shall be defined as the creation of a new nation  
342 based largely on the universal principles stated in the  
343 Declaration of Independence.

344 (g)1. The history of the Holocaust (1933-1945), the  
345 systematic, planned annihilation of European Jews and other  
346 groups by Nazi Germany, a watershed event in the history of  
347 humanity, to be taught in a manner that leads to an  
348 investigation of human behavior, an understanding of the  
349 ramifications of prejudice, racism, and stereotyping, and an  
350 examination of what it means to be a responsible and respectful  
351 person, for the purposes of encouraging tolerance of diversity  
352 in a pluralistic society and for nurturing and protecting  
353 democratic values and institutions, including the policy,  
354 definition, and historical and current examples of anti-  
355 Semitism, as described in s. 1000.05(8), and the prevention of  
356 anti-Semitism. Each school district must annually certify and  
357 provide evidence to the department, in a manner prescribed by  
358 the department, that the requirements of this paragraph are met.



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359 The department shall prepare and offer standards and curriculum  
360 for the instruction required by this paragraph and may seek  
361 input from the Commissioner of Education's Task Force on  
362 Holocaust Education or from any state or nationally recognized  
363 Holocaust educational organizations. The department may contract  
364 with any state or nationally recognized Holocaust educational  
365 organizations to develop training for instructional personnel  
366 and grade-appropriate classroom resources to support the  
367 developed curriculum.

368 2. The second week in November shall be designated as  
369 "Holocaust Education Week" in this state in recognition that  
370 November is the anniversary of Kristallnacht, widely recognized  
371 as a precipitating event that led to the Holocaust.

372 (h) The history of African Americans, including the history  
373 of African peoples before the political conflicts that led to  
374 the development of slavery, the passage to America, the  
375 enslavement experience, abolition, and the history and  
376 contributions of Americans of the African diaspora to society.  
377 Students shall develop an understanding of the ramifications of  
378 prejudice, racism, and stereotyping on individual freedoms, and  
379 examine what it means to be a responsible and respectful person,  
380 for the purpose of encouraging tolerance of diversity in a  
381 pluralistic society and for nurturing and protecting democratic  
382 values and institutions. Instruction shall include the roles and  
383 contributions of individuals from all walks of life and their  
384 endeavors to learn and thrive throughout history as artists,  
385 scientists, educators, businesspeople, influential thinkers,  
386 members of the faith community, and political and governmental  
387 leaders and the courageous steps they took to fulfill the



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388 promise of democracy and unite the nation. Instructional  
389 materials shall include the vital contributions of African  
390 Americans to build and strengthen American society and celebrate  
391 the inspirational stories of African Americans who prospered,  
392 even in the most difficult circumstances. Instructional  
393 personnel may facilitate discussions and use curricula to  
394 address, in an age-appropriate manner, how the individual  
395 freedoms of persons have been infringed by slavery, racial  
396 oppression, racial segregation, and racial discrimination, as  
397 well as topics relating to the enactment and enforcement of laws  
398 resulting in racial oppression, racial segregation, and racial  
399 discrimination and how recognition of these freedoms has  
400 overturned these unjust laws. However, classroom instruction and  
401 curriculum may not be used to indoctrinate or persuade students  
402 to a particular point of view inconsistent with the principles  
403 enumerated in subsection (3) or the state academic standards.  
404 The department shall prepare and offer standards and curriculum  
405 for the instruction required by this paragraph and may seek  
406 input from the Commissioner of Education's African American  
407 History Task Force.

408 (i) The history of Asian Americans and Pacific Islanders,  
409 including the history of Japanese internment camps and the  
410 incarceration of Japanese-Americans during World War II; the  
411 immigration, citizenship, civil rights, identity, and culture of  
412 Asian Americans and Pacific Islanders; and the contributions of  
413 Asian Americans and Pacific Islanders to American society.  
414 Instructional materials shall include the contributions of Asian  
415 Americans and Pacific Islanders to American society.

416 (j)~~(i)~~ The elementary principles of agriculture.



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417            (k)~~(j)~~ The true effects of all alcoholic and intoxicating  
418 liquors and beverages and narcotics upon the human body and  
419 mind.

420            (l)~~(k)~~ Kindness to animals.

421            (m)~~(l)~~ The history of the state.

422            (n)~~(m)~~ The conservation of natural resources.

423            (o)~~(n)~~ Comprehensive age-appropriate and developmentally  
424 appropriate K-12 instruction on:

425            1. Health education that addresses concepts of community  
426 health, consumer health, environmental health, and family life,  
427 including:

428            a. Injury prevention and safety.

429            b. Internet safety.

430            c. Nutrition.

431            d. Personal health.

432            e. Prevention and control of disease.

433            f. Substance use and abuse.

434            g. Prevention of child sexual abuse, exploitation, and  
435 human trafficking.

436            2. For students in grades 7 through 12, teen dating  
437 violence and abuse. This component must include, but not be  
438 limited to, the definition of dating violence and abuse, the  
439 warning signs of dating violence and abusive behavior, the  
440 characteristics of healthy relationships, measures to prevent  
441 and stop dating violence and abuse, and community resources  
442 available to victims of dating violence and abuse.

443            3. For students in grades 6 through 12, awareness of the  
444 benefits of sexual abstinence as the expected standard and the  
445 consequences of teenage pregnancy.





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446           4. Life skills that build confidence, support mental and  
447 emotional health, and enable students to overcome challenges,  
448 including:

449           a. Self-awareness and self-management.

450           b. Responsible decisionmaking.

451           c. Resiliency.

452           d. Relationship skills and conflict resolution.

453           e. Understanding and respecting other viewpoints and  
454 backgrounds.

455           f. For grades 9 through 12, developing leadership skills,  
456 interpersonal skills, organization skills, and research skills;  
457 creating a resume, including a digital resume; exploring career  
458 pathways; using state career planning resources; developing and  
459 practicing the skills necessary for employment interviews;  
460 workplace ethics and workplace law; managing stress and  
461 expectations; and self-motivation.

462

463 Health education and life skills instruction and materials may  
464 not contradict the principles enumerated in subsection (3).

465           

(p) ~~(e)~~ Such additional materials, subjects, courses, or  
466 fields in such grades as are prescribed by law or by rules of  
467 the State Board of Education and the district school board in  
468 fulfilling the requirements of law.

469           

(q) ~~(r)~~ The study of Hispanic contributions to the United  
470 States.

471           

(r) ~~(q)~~ The study of women's contributions to the United  
472 States.

473           

(s) ~~(r)~~ The nature and importance of free enterprise to the  
474 United States economy.



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475        (t)~~(s)~~ Civic and character education on the qualities and  
476 responsibilities of patriotism and citizenship, including  
477 kindness; respect for authority, life, liberty, and personal  
478 property; honesty; charity; racial, ethnic, and religious  
479 tolerance; and cooperation and, for grades 11 and 12, voting  
480 using the uniform primary and general election ballot described  
481 in s. 101.151(9).

482        (u)~~(t)~~ In order to encourage patriotism, the sacrifices  
483 that veterans and Medal of Honor recipients have made in serving  
484 our country and protecting democratic values worldwide. Such  
485 instruction must occur on or before Medal of Honor Day,  
486 Veterans' Day, and Memorial Day. Members of the instructional  
487 staff are encouraged to use the assistance of local veterans and  
488 Medal of Honor recipients when practicable.

489  
490 The State Board of Education is encouraged to adopt standards  
491 and pursue assessment of the requirements of this subsection.  
492 Instructional programming that incorporates the values of the  
493 recipients of the Congressional Medal of Honor and that is  
494 offered as part of a social studies, English Language Arts, or  
495 other schoolwide character building and veteran awareness  
496 initiative meets the requirements of paragraph (u) ~~(t)~~.

497        Section 6. Paragraph (e) of subsection (3) of section  
498 1003.4282, Florida Statutes, is amended to read:

499        1003.4282 Requirements for a standard high school diploma.—

500        (3) STANDARD HIGH SCHOOL DIPLOMA; COURSE AND ASSESSMENT  
501 REQUIREMENTS.—

502        (e) *One credit in fine or performing arts, speech and*  
503 *debate, or career and technical education ~~practical arts~~.*—A The



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504 practical arts course that incorporates ~~must incorporate~~  
505 artistic content and techniques of creativity, interpretation,  
506 and imagination satisfies the one credit requirement in fine or  
507 performing arts, speech and debate, or career and technical  
508 education. Eligible practical arts courses are identified in the  
509 Course Code Directory.

510 Section 7. Paragraph (b) of subsection (2) of section  
511 1004.04, Florida Statutes, is amended to read:

512 1004.04 Public accountability and state approval for  
513 teacher preparation programs.—

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

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

518 1. Candidate instruction and assessment in the Florida  
519 Educator Accomplished Practices across content areas.

520 2. The use of state-adopted content standards to guide  
521 curricula and instruction.

522 3. Scientifically researched and evidence-based reading  
523 instructional strategies that improve reading performance for  
524 all students, including explicit, systematic, and sequential  
525 approaches to teaching phonemic awareness, phonics, vocabulary,  
526 fluency, and text comprehension and multisensory intervention  
527 strategies.

528 4. Content literacy and mathematics practices.

529 5. Strategies appropriate for the instruction of English  
530 language learners.

531 6. Strategies appropriate for the instruction of students  
532 with disabilities.



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533           7. Strategies to differentiate instruction based on student  
534 needs.

535           8. Strategies and practices to support evidence-based  
536 content aligned to state standards and grading practices.

537           9. Strategies appropriate for the early identification of a  
538 student in crisis or experiencing a mental health challenge and  
539 the referral of such student to a mental health professional for  
540 support.

541           10. Strategies to support the use of technology in  
542 education and distance learning.

543           11. Strategies and practices to support effective,  
544 research-based assessment and grading practices aligned to the  
545 state's academic standards.

546           Section 8. Paragraph (a) of subsection (2) and subsections  
547 (3), (4), and (5) of section 1004.85, Florida Statutes, are  
548 amended to read:

549           1004.85 Postsecondary educator preparation institutes.—

550           (2) (a) Postsecondary institutions that are accredited or  
551 approved as described in State Board of Education rule may seek  
552 approval from the Department of Education to create educator  
553 preparation institutes for the purpose of providing any or all  
554 of the following:

555           1. Professional learning development ~~development~~ instruction to assist  
556 teachers in improving classroom instruction and in meeting  
557 certification or recertification requirements.

558           2. Instruction to assist potential and existing substitute  
559 teachers in performing their duties.

560           3. Instruction to assist paraprofessionals in meeting  
561 education and training requirements.



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562 4. Instruction for baccalaureate degree holders to become  
563 certified teachers as provided in this section in order to  
564 increase routes to the classroom for ~~mid-career~~ professionals  
565 who hold a baccalaureate degree and college graduates who were  
566 not education majors.

567 5. Instruction and professional learning development ~~development~~ for  
568 part-time and full-time nondegreed teachers of career programs  
569 under s. 1012.39(1)(c).

570 (3) Educator preparation institutes approved pursuant to  
571 this section may offer competency-based certification programs  
572 specifically designed for noneducation major baccalaureate  
573 degree holders to enable program participants to meet the  
574 educator certification requirements of s. 1012.56. An educator  
575 preparation institute choosing to offer a competency-based  
576 certification program pursuant to the provisions of this section  
577 must implement a program ~~previously approved by the Department~~  
578 ~~of Education for this purpose or a program~~ developed by the  
579 institute and approved by the department for this purpose.  
580 Approved programs shall be available for use by other approved  
581 educator preparation institutes.

582 (a) Within 90 days after receipt of a request for approval,  
583 the Department of Education shall approve a preparation program  
584 pursuant to the requirements of this subsection or issue a  
585 statement of the deficiencies in the request for approval. The  
586 department shall approve a certification program if the  
587 institute provides evidence of the institute's capacity to  
588 implement a competency-based program that instructs and assesses  
589 each candidate in ~~includes each of~~ the following:

590 1.a. ~~Participant instruction and assessment in~~ The Florida



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591 Educator Accomplished Practices approved by the state board  
592 ~~across content areas.~~

593       b. The state academic use of state-adopted student content  
594 standards provided under s. 1003.41, including scientifically  
595 based reading instruction, content literacy, and mathematical  
596 practices, for each subject identified on the statement of  
597 status of eligibility or the temporary certificate to guide  
598 ~~curriculum and instruction.~~

599       c. Scientifically researched and evidence-based reading  
600 instructional strategies that improve reading performance for  
601 all students, including explicit, systematic, and sequential  
602 approaches to teaching phonemic awareness, phonics, vocabulary,  
603 fluency, and text comprehension and multisensory intervention  
604 strategies.

605       ~~d. Content literacy and mathematical practices.~~

606       ~~e. Strategies appropriate for instruction of English~~  
607 ~~language learners.~~

608       ~~f. Strategies appropriate for instruction of students with~~  
609 ~~disabilities.~~

610       ~~g. Strategies to differentiate instruction based on student~~  
611 ~~needs.~~

612       ~~h. Strategies and practices to support evidence-based~~  
613 ~~content aligned to state standards and grading practices.~~

614       ~~i. Strategies appropriate for the early identification of a~~  
615 ~~student in crisis or experiencing a mental health challenge and~~  
616 ~~the referral of such student to a mental health professional for~~  
617 ~~support.~~

618       ~~j. Strategies to support the use of technology in education~~  
619 ~~and distance learning.~~



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620           2. An educational plan for each participant to meet  
621 certification requirements and demonstrate his or her ability to  
622 teach the subject area for which the participant is seeking  
623 certification, which is based on an assessment of his or her  
624 competency in the areas listed in subparagraph 1.

625           3. Field experiences appropriate to the certification  
626 subject area specified in the educational plan ~~with a diverse~~  
627 ~~population of students in a variety of challenging environments,~~  
628 ~~including, but not limited to, high-poverty schools, urban~~  
629 ~~schools, and rural schools,~~ under the supervision of qualified  
630 educators. The state board shall determine in rule the amount of  
631 field experience necessary to serve as the teacher of record,  
632 beginning with candidates entering a program in the 2023-2024  
633 school year.

634           4. A certification ombudsman to facilitate the process and  
635 procedures required for participants who complete the program to  
636 meet any requirements related to the background screening  
637 pursuant to s. 1012.32 and educator professional or temporary  
638 certification pursuant to s. 1012.56.

639           (b) Each program participant must:

640           1. Meet certification requirements pursuant to s.  
641 1012.56(1) by obtaining a statement of status of eligibility in  
642 the certification subject area of the educational plan and meet  
643 the requirements of s. 1012.56(2) (a)-(f).

644           2. Demonstrate competency and participate in ~~coursework and~~  
645 field experiences that are appropriate to his or her educational  
646 plan prepared under paragraph (a). Beginning with candidates  
647 entering an educator preparation institute in the 2022-2023  
648 school year, a candidate for certification in a coverage area



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649 identified pursuant to s. 1012.585(3)(f) must successfully  
650 complete all competencies for a reading endorsement, including  
651 completion of the endorsement practicum through the candidate's  
652 field experience, in order to graduate from the program.

653 3. Before completion of the program, fully demonstrate his  
654 or her ability to teach the subject area for which he or she is  
655 seeking certification by documenting a positive impact on  
656 student learning growth in a prekindergarten through grade 12  
657 setting and, except as provided in s. 1012.56(7)(a)3., achieving  
658 a passing score on the professional education competency  
659 examination, the basic skills examination, and the subject area  
660 examination for the subject area certification which is required  
661 by state board rule.

662 (c) Upon completion of all requirements for a certification  
663 program approved pursuant to this subsection, a participant  
664 shall receive a credential from the sponsoring institution  
665 signifying that the participant has completed a state-approved  
666 competency-based certification program in the certification  
667 subject area specified in the educational plan. A participant is  
668 eligible for educator certification through the Department of  
669 Education upon satisfaction of all requirements for  
670 certification set forth in s. 1012.56(2).

671 (4) The state board shall adopt rules for the continued  
672 approval of each program approved pursuant to this section.  
673 ~~shall be determined by the Commissioner of Education based upon~~  
674 ~~a periodic review of the following areas:~~

675 ~~(a) Candidate readiness based on passage rates on educator~~  
676 ~~certification examinations under s. 1012.56, as applicable.~~

677 ~~(b) Evidence of performance in each of the following areas:~~





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678 ~~1. Performance of students in prekindergarten through grade~~  
679 ~~12 who are assigned to in-field program completers on statewide~~  
680 ~~assessments using the results of the student learning growth~~  
681 ~~formula adopted under s. 1012.34.~~

682 ~~2. Results of program completers' annual evaluations in~~  
683 ~~accordance with the timeline as set forth in s. 1012.34.~~

684 ~~3. Workforce contributions, including placement of program~~  
685 ~~completers in instructional positions in Florida public and~~  
686 ~~private schools, with additional weight given to production of~~  
687 ~~program completers in statewide critical teacher shortage areas~~  
688 ~~as identified in s. 1012.07.~~

689 (5) Each institute approved pursuant to this section shall  
690 submit to the Department of Education annual performance  
691 evaluations that measure the effectiveness of the programs,  
692 including the pass rates of participants on all examinations  
693 required for teacher certification, employment rates,  
694 longitudinal retention rates, and satisfaction surveys of  
695 employers and program completers. The satisfaction surveys must  
696 be designed to measure the sufficient preparation of the  
697 educator for the realities of the classroom and the institute's  
698 responsiveness to local school districts. These evaluations  
699 shall be used by the Department of Education for purposes of  
700 continued approval of an educator preparation institute's  
701 certification program.

702 Section 9. Section 1005.04, Florida Statutes, is amended to  
703 read:

704 1005.04 Fair consumer practices.—

705 (1) Every institution that is under the jurisdiction of the  
706 commission or is exempt from the jurisdiction or purview of the



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707 commission pursuant to s. 1005.06(1)(c) or (f) and that either  
708 directly or indirectly solicits for enrollment any student  
709 shall:

710 (a) Disclose to each prospective student a statement of the  
711 purpose of such institution, its educational programs and  
712 curricula, a description of its physical facilities, its status  
713 regarding licensure, its fee schedule and policies regarding  
714 retaining student fees if a student withdraws, and a statement  
715 regarding the transferability of credits to and from other  
716 institutions. The institution shall make the required  
717 disclosures in writing at least 1 week prior to enrollment or  
718 collection of any tuition from the prospective student. The  
719 required disclosures may be made in the institution's current  
720 catalog;

721 (b) Use a reliable method to assess, before accepting a  
722 student into a program, the student's ability to complete  
723 successfully the course of study for which he or she has  
724 applied;

725 (c) Inform each student accurately about financial  
726 assistance and obligations for repayment of loans; describe any  
727 employment placement services provided and the limitations  
728 thereof; and refrain from promising or implying guaranteed  
729 placement, market availability, or salary amounts;

730 (d) Provide to prospective and enrolled students accurate  
731 information regarding the relationship of its programs to state  
732 licensure requirements for practicing related occupations and  
733 professions in Florida;

734 (e) Ensure that all advertisements are accurate and not  
735 misleading;



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736 (f) Publish and follow an equitable prorated refund policy  
737 for all students, and follow both the federal refund guidelines  
738 for students receiving federal financial assistance and the  
739 minimum refund guidelines set by commission rule;

740 (g) Follow the requirements of state and federal laws that  
741 require annual reporting with respect to crime statistics and  
742 physical plant safety and make those reports available to the  
743 public; ~~and~~

744 (h) Publish and follow procedures for handling student  
745 complaints, disciplinary actions, and appeals; and

746 (i) Prior to enrollment, provide a written disclosure to a  
747 student or prospective student of all fees and costs that will  
748 be incurred by a student, the institution's refund policy, any  
749 exit examination requirements, and the grade point average  
750 required for completion of the student's program or degree. The  
751 disclosure shall include a statement regarding the scope of  
752 accreditation, if applicable. Institutions licensed by the  
753 Commission for Independent Education shall disclose the  
754 information required pursuant to this paragraph in a format  
755 prescribed by the commission.

756 (2) In addition, institutions that are required to be  
757 licensed by the commission shall disclose to prospective  
758 students that additional information regarding the institution  
759 may be obtained by contacting the Commission for Independent  
760 Education, Department of Education, Tallahassee.

761 (3) In an application for licensure, the burden of  
762 demonstrating compliance with fair consumer practice is upon the  
763 person, entity, or institution asserting compliance. Determining  
764 compliance with this section shall rest with the commission. The



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765 commission may require further evidence and make such further  
766 investigation, in addition to any information submitted, as may  
767 be reasonably necessary in the commission's judgment.

768 Section 10. Section 1005.11, Florida Statutes, is created  
769 to read:

770 1005.11 Accountability for institutions licensed by the  
771 Commission for Independent Education.-

772 (1) By June 30, 2024, and by April 15 of each year  
773 thereafter, the commission shall prepare an annual  
774 accountability report for licensed institutions. The report must  
775 contain, at a minimum, the graduation rates, including the  
776 number of graduates by program, retention rates, and placement  
777 rates for all licensed institutions.

778 (2) By March 15, 2024, and by November 30 of each year  
779 thereafter, each licensed institution shall provide data to the  
780 commission in a format prescribed by the commission. Placement  
781 rates shall be determined using a methodology approved by the  
782 commission.

783 (3) The commission shall establish a common set of data  
784 definitions for institutional reporting purposes.

785 (4) The commission shall impose an administrative fine of  
786 not more than \$500 when a licensed institution fails to timely  
787 submit the required data to the commission pursuant to this  
788 section. Administrative fines collected under this subsection  
789 shall be deposited into the Student Protection Fund.

790 (5) Notwithstanding s. 1005.32(3), the commission shall  
791 have the authority to require licensed institutions to provide  
792 institutional, graduate, and student data through reasonable  
793 data collection efforts as required or necessitated by statute



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794 or rule.

795 Section 11. Paragraph (p) is added to subsection (1) of  
796 section 1005.22, Florida Statutes, to read:

797 1005.22 Powers and duties of commission.—

798 (1) The commission shall:

799 (p) Have the power, within its respective regulatory  
800 jurisdiction, to examine and investigate the affairs of every  
801 person, entity, or independent postsecondary institution in  
802 order to determine whether the person, entity, or independent  
803 postsecondary institution is operating in accordance with the  
804 provisions of this chapter or has been or is engaged in any  
805 unfair or deceptive act or practice prohibited by s. 1005.04.

806 Section 12. Subsections (6) and (7) of section 1005.31,  
807 Florida Statutes, are renumbered as subsections (7) and (8),  
808 respectively, subsections (2) and (8) are amended, and a new  
809 subsection (6) is added to that section, to read:

810 1005.31 Licensure of institutions.—

811 (2) The commission shall develop minimum standards by which  
812 to evaluate institutions for licensure. These standards must  
813 include, at a minimum, ~~at least~~ the institution's name,  
814 financial stability, purpose, administrative organization,  
815 admissions and recruitment, educational programs and curricula,  
816 retention ~~and~~ completion, including a retention and completion  
817 management plan, career placement, faculty, learning resources,  
818 student personnel services, physical plant and facilities,  
819 publications, and disclosure statements about the status of the  
820 institution with respect to professional certification and  
821 licensure. The commission may adopt rules to ensure that  
822 institutions licensed under this section meet these standards in



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823 ways that are appropriate to achieve the stated intent of this  
824 chapter, including provisions for nontraditional or distance  
825 education programs and delivery.

826 (a) The standard relating to admissions and recruitment  
827 shall include, but is not limited to, requirements for  
828 verification of high school graduation, high school equivalency,  
829 or qualifying scores on an ability-to-benefit test.

830 (b) The commission may require a licensed institution to  
831 submit a management plan, prohibit a licensed institution from  
832 enrolling new students in the institution or a program of the  
833 institution, or limit the number of students in a program at a  
834 licensed institution, based upon the institution's performance  
835 on the licensure standards or criteria established pursuant to  
836 this chapter; the placement of the institution or a program of  
837 the institution on probation or the imposition of other adverse  
838 actions by the commission, an accrediting agency, or other  
839 regulatory agency, including the United States Department of  
840 Education; or similar circumstances that leave the institution  
841 unable to meet the needs of students or prospective students.

842 (6) The commission may establish, by rule, performance  
843 benchmarks to identify high-performing institutions licensed by  
844 the commission.

845 ~~(8) An institution may not conduct a program unless~~  
846 ~~specific authority is granted in its license.~~

847 Section 13. Section 1005.335, Florida Statutes, is created  
848 to read:

849 1005.335 Accreditation requirements and programmatic  
850 approval.—

851 (1) All programs offered by a licensed institution must be



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852 disclosed to the commission, including, but not limited to,  
853 avocational programs, examination preparation programs, contract  
854 training programs, continuing education, or professional  
855 development programs.

856 (2) An institution must obtain institutional accreditation  
857 prior to obtaining approval from the commission to offer a  
858 prelicensure professional nursing program.

859 (3) The commission shall adopt rules to implement this  
860 section.

861 Section 14. Subsection (10) is added to section 1006.09,  
862 Florida Statutes, to read:

863 1006.09 Duties of school principal relating to student  
864 discipline and school safety.—

865 (10) Any search of a student's personal belongings,  
866 including a purse, backpack, or bookbag, must be conducted  
867 discreetly to maintain the privacy of the student's personal  
868 items within such belongings. Personal items that are not  
869 prohibited on school grounds must be immediately returned to the  
870 student's personal belongings.

871 Section 15. Paragraph (d) of subsection (2) of section  
872 1006.13, Florida Statutes, is amended to read:

873 1006.13 Policy of zero tolerance for crime and  
874 victimization.—

875 (2) Each district school board shall adopt a policy of zero  
876 tolerance that:

877 (d) Minimizes the victimization of students, staff, or  
878 volunteers, including taking all steps necessary to protect the  
879 victim of any violent act ~~crime~~ from any further victimization.  
880 In a disciplinary action, there is a rebuttable presumption that



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881 the actions of a student who intervened, using only the amount  
882 of force necessary, to stop a violent act against a student,  
883 staff, or a volunteer were necessary to restore or maintain the  
884 safety of others.

885 Section 16. Paragraph (c) of subsection (1) of section  
886 1006.148, Florida Statutes, is amended to read:

887 1006.148 Dating violence and abuse prohibited.—

888 (1) Each district school board shall adopt and implement a  
889 dating violence and abuse policy. The policy shall:

890 (c) Define dating violence and abuse and provide for a teen  
891 dating violence and abuse component in the health education  
892 curriculum, according to s. 1003.42(2)(o)2. ~~s. 1003.42(2)(n)2.~~,  
893 with emphasis on prevention education.

894 Section 17. Subsections (1), (2), and (5) of section  
895 1007.27, Florida Statutes, are amended, and subsection (9) is  
896 added to that section, to read:

897 1007.27 Articulated acceleration mechanisms.—

898 (1)(a) It is the intent of the Legislature that a variety  
899 of articulated acceleration mechanisms be available for  
900 secondary and postsecondary students attending public  
901 educational institutions. It is intended that articulated  
902 acceleration serve to shorten the time necessary for a student  
903 to complete the requirements associated with the conference of a  
904 high school diploma and a postsecondary degree, broaden the  
905 scope of curricular options available to students, or increase  
906 the depth of study available for a particular subject.

907 Articulated acceleration mechanisms shall include, but are not  
908 limited to, dual enrollment and early admission as provided for  
909 in s. 1007.271, ~~advanced placement,~~ credit by examination, the





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910 College Board Advanced Placement Program, the International  
911 Baccalaureate Program, and the Advanced International  
912 Certificate of Education Program. Credit earned through the  
913 Florida Virtual School shall provide additional opportunities  
914 for early graduation and acceleration. Students of Florida  
915 public secondary schools enrolled pursuant to this subsection  
916 shall be deemed authorized users of the state-funded electronic  
917 library resources that are licensed for Florida College System  
918 institutions and state universities by the Florida Postsecondary  
919 Academic Library Network. Verification of eligibility shall be  
920 in accordance with rules established by the State Board of  
921 Education and regulations established by the Board of Governors  
922 and processes implemented by Florida College System institutions  
923 and state universities.

924 (b) The State Board of Education and the Board of Governors  
925 shall identify Florida College System institutions and state  
926 universities to develop courses that align with s. 1007.25 for  
927 students in secondary education and provide the training  
928 required under s. 1007.35(6).

929 (2) (a) The Department of Education shall annually identify  
930 and publish the minimum scores, maximum credit, and course or  
931 courses for which credit is to be awarded for each course  
932 developed under paragraph (1)(b), College Level Examination  
933 Program (CLEP) subject examination, College Board Advanced  
934 Placement Program examination, Advanced International  
935 Certificate of Education examination, International  
936 Baccalaureate examination, Excelsior College subject  
937 examination, Defense Activity for Non-Traditional Education  
938 Support (DANTES) subject standardized test, and Defense Language



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939 Proficiency Test (DLPT).

940 (b) The department may partner with an independent third-  
941 party testing or assessment organization to develop assessments  
942 that measure competencies consistent with the required course  
943 competencies identified by the Articulation Coordinating  
944 Committee for general education core courses under paragraph  
945 (1) (b). Postsecondary credit shall be limited to students who  
946 achieve a minimum score as established in this subsection.

947 (c) The department shall use student performance data in  
948 subsequent postsecondary courses to determine the appropriate  
949 examination scores and courses for which credit is to be  
950 granted. Minimum scores may vary by subject area based on  
951 available performance data. In addition, the department shall  
952 identify such courses in the general education core curriculum  
953 of each state university and Florida College System institution.

954 (5) Advanced ~~courses include~~ placement shall be the  
955 enrollment of an eligible secondary student in a course offered  
956 through the Advanced Placement Program administered by the  
957 College Board or a course that prepares students for assessments  
958 developed under paragraph (2) (b). Postsecondary credit for an  
959 advanced ~~course or advanced~~ placement course shall be limited to  
960 students who score a minimum of 3, on a 5-point scale, on the  
961 corresponding Advanced Placement Examination or at least the  
962 minimum score on an assessment identified in subsection (2). The  
963 specific courses for which students receive such credit shall be  
964 identified in the statewide articulation agreement required by  
965 s. 1007.23(1). Students of Florida public secondary schools  
966 enrolled pursuant to this subsection shall be exempt from the  
967 payment of any fees for administration of the examination



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968 regardless of whether or not the student achieves a passing  
969 score on the examination.

970 (9) The department, in consultation with the Board of  
971 Governors, shall issue a report to the Legislature by January 1,  
972 2024, on the alignment between acceleration mechanisms available  
973 to secondary students and student success at the postsecondary  
974 level. At a minimum, the report must explain how:

975 (a) Acceleration mechanisms align to secondary completion  
976 and rates of success.

977 (b) Bonuses provided to classroom teachers for the  
978 completion or passage of acceleration courses by students impact  
979 school quality and performance.

980 (c) Acceleration mechanisms align to postsecondary  
981 completion rates.

982 (d) Acceleration course offerings align with general  
983 education core courses and reduce the amount of time needed for  
984 students to complete a postsecondary degree.

985 (e) To improve acceptance of postsecondary credit earned  
986 through acceleration courses through agreements with other  
987 states.

988 Section 18. Subsection (14) of section 1007.271, Florida  
989 Statutes, is amended to read:

990 1007.271 Dual enrollment programs.—

991 (14) The Department of Education shall approve any course  
992 for inclusion in the dual enrollment program that is age and  
993 developmentally appropriate and contained within the statewide  
994 course numbering system. However, developmental education and  
995 physical education and other courses that focus on the physical  
996 execution of a skill rather than the intellectual attributes of



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997 the activity, may not be so approved but must be evaluated  
998 individually for potential inclusion in the dual enrollment  
999 program. This subsection may not be construed to mean that an  
1000 independent postsecondary institution eligible for inclusion in  
1001 a dual enrollment or early admission program pursuant to s.  
1002 1011.62 must participate in the statewide course numbering  
1003 system developed pursuant to s. 1007.24 to participate in a dual  
1004 enrollment program.

1005 Section 19. Paragraph (a) of subsection (5) and subsection  
1006 (6) of section 1007.35, Florida Statutes, are amended to read:

1007 1007.35 Florida Partnership for Minority and  
1008 Underrepresented Student Achievement.—

1009 (5) Each public high school, including, but not limited to,  
1010 schools and alternative sites and centers of the Department of  
1011 Juvenile Justice, shall provide for the administration of the  
1012 Preliminary SAT/National Merit Scholarship Qualifying Test  
1013 (PSAT/NMSQT), or the PreACT to all enrolled 10th grade students.  
1014 However, a written notice shall be provided to each parent which  
1015 must include the opportunity to exempt his or her child from  
1016 taking the PSAT/NMSQT or the PreACT.

1017 (a) Test results will provide each high school with a  
1018 database of student assessment data which certified school  
1019 counselors will use to identify students who are prepared or who  
1020 need additional work to be prepared to enroll and be successful  
1021 in ~~AP courses or other~~ advanced high school courses.

1022 (6) The partnership shall:

1023 (a) Provide teacher training and professional development  
1024 to enable teachers of ~~AP or other~~ advanced courses to have the  
1025 necessary content knowledge and instructional skills to prepare



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1026 students for success on assessments developed pursuant to s.  
1027 1007.27(2) ~~AP or other advanced course examinations~~ and mastery  
1028 of postsecondary general education core courses ~~course content~~.

1029 (b) Provide to middle school teachers and administrators  
1030 professional development that will enable them to educate middle  
1031 school students at the level necessary to prepare the students  
1032 to enter high school ready to participate in advanced courses.

1033 (c) Provide teacher training and materials that are aligned  
1034 with the state standards ~~Next Generation Sunshine State~~  
1035 ~~Standards~~ and are consistent with best theory and practice  
1036 regarding multiple learning styles and research on learning,  
1037 instructional strategies, instructional design, and classroom  
1038 assessment. Curriculum materials must be based on current,  
1039 accepted, and essential academic knowledge.

1040 (d) Provide assessment of individual strengths and  
1041 weaknesses as related to potential success in ~~AP or other~~  
1042 advanced courses and readiness for college.

1043 (e) Provide college entrance exam preparation through a  
1044 variety of means that may include, but are not limited to,  
1045 training teachers to provide courses at schools; training  
1046 community organizations to provide courses at community centers,  
1047 faith-based organizations, and businesses; and providing online  
1048 courses.

1049 (f) Consider ways to incorporate Florida College System  
1050 institutions in the mission of preparing all students for  
1051 postsecondary success.

1052 (g) Provide a plan for communication and coordination of  
1053 efforts with the Florida Virtual School's provision of online ~~AP~~  
1054 ~~or other~~ advanced courses.



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1055 (h) Work with school districts to identify minority and  
1056 underrepresented students for participation in ~~AP or other~~  
1057 advanced courses.

1058 (i) Work with school districts to provide information to  
1059 students and parents that explains available opportunities for  
1060 students to take ~~AP and other~~ advanced courses and that explains  
1061 enrollment procedures that students must follow to enroll in  
1062 such courses. Such information must also explain the value of  
1063 such courses as they relate to:

1064 1. Preparing the student for postsecondary level  
1065 coursework.

1066 2. Enabling the student to gain access to postsecondary  
1067 education opportunities.

1068 3. Qualifying for scholarships and other financial aid  
1069 opportunities.

1070 (j) Provide information to students, parents, teachers,  
1071 counselors, administrators, districts, Florida College System  
1072 institutions, and state universities regarding PSAT/NMSQT or the  
1073 PreACT administration, including, but not limited to:

1074 1. Test administration dates and times.

1075 2. That participation in the PSAT/NMSQT or the PreACT is  
1076 open to all 10th grade students.

1077 3. The value of such tests in providing diagnostic feedback  
1078 on student skills.

1079 4. The value of student scores in predicting the  
1080 probability of success on ~~AP or other~~ advanced course  
1081 examinations.

1082 (k) Cooperate with the department to provide information to  
1083 administrators, teachers, and counselors, whenever possible,



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1084 about partnership activities, opportunities, and priorities.

1085 (1) Partner with the Florida College System institutions  
1086 and state universities identified by the State Board of  
1087 Education and Board of Governors pursuant to s. 1007.25(3) to  
1088 develop advanced courses and provide teacher training.

1089 Section 20. Paragraph (c) of subsection (3) of section  
1090 1008.22, Florida Statutes, is amended to read:

1091 1008.22 Student assessment program for public schools.—

1092 (3) STATEWIDE, STANDARDIZED ASSESSMENT PROGRAM.—The  
1093 Commissioner of Education shall design and implement a  
1094 statewide, standardized assessment program aligned to the core  
1095 curricular content established in the state academic standards.  
1096 The commissioner also must develop or select and implement a  
1097 common battery of assessment tools that will be used in all  
1098 juvenile justice education programs in the state. These tools  
1099 must accurately measure the core curricular content established  
1100 in the state academic standards. Participation in the assessment  
1101 program is mandatory for all school districts and all students  
1102 attending public schools, including adult students seeking a  
1103 standard high school diploma under s. 1003.4282 and students in  
1104 Department of Juvenile Justice education programs, except as  
1105 otherwise provided by law. If a student does not participate in  
1106 the assessment program, the school district must notify the  
1107 student's parent and provide the parent with information  
1108 regarding the implications of such nonparticipation. The  
1109 statewide, standardized assessment program shall be designed and  
1110 implemented as follows:

1111 (c) *Nationally recognized high school assessments.*— Each  
1112 school district shall, by the 2023-2024 ~~2021-2022~~ school year



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1113 and subject to appropriation, select either the SAT, ~~or~~ ACT, or  
1114 Classic Learning Test for districtwide administration to each  
1115 public school student in grade 11, including students attending  
1116 public high schools, alternative schools, and Department of  
1117 Juvenile Justice education programs.

1118 Section 21. Paragraph (b) of subsection (3) of section  
1119 1008.34, Florida Statutes, is amended to read:

1120 1008.34 School grading system; school report cards;  
1121 district grade.—

1122 (3) DESIGNATION OF SCHOOL GRADES.—

1123 (b)1. ~~Beginning with the 2014-2015 school year,~~ A school's  
1124 grade shall be based on the following components, each worth 100  
1125 points:

1126 a. The percentage of eligible students passing statewide,  
1127 standardized assessments in English Language Arts under s.  
1128 1008.22(3).

1129 b. The percentage of eligible students passing statewide,  
1130 standardized assessments in mathematics under s. 1008.22(3).

1131 c. The percentage of eligible students passing statewide,  
1132 standardized assessments in science under s. 1008.22(3).

1133 d. The percentage of eligible students passing statewide,  
1134 standardized assessments in social studies under s. 1008.22(3).

1135 e. The percentage of eligible students who make Learning  
1136 Gains in English Language Arts as measured by statewide,  
1137 standardized assessments administered under s. 1008.22(3).

1138 f. The percentage of eligible students who make Learning  
1139 Gains in mathematics as measured by statewide, standardized  
1140 assessments administered under s. 1008.22(3).

1141 g. The percentage of eligible students in the lowest 25





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1142 percent in English Language Arts, as identified by prior year  
1143 performance on statewide, standardized assessments, who make  
1144 Learning Gains as measured by statewide, standardized English  
1145 Language Arts assessments administered under s. 1008.22(3).

1146 h. The percentage of eligible students in the lowest 25  
1147 percent in mathematics, as identified by prior year performance  
1148 on statewide, standardized assessments, who make Learning Gains  
1149 as measured by statewide, standardized Mathematics assessments  
1150 administered under s. 1008.22(3).

1151 i. For schools comprised of middle grades 6 through 8 or  
1152 grades 7 and 8, the percentage of eligible students passing high  
1153 school level statewide, standardized end-of-course assessments  
1154 or attaining national industry certifications identified in the  
1155 CAPE Industry Certification Funding List pursuant to state board  
1156 rule.

1157 j. Beginning in the 2023-2024 school year, for schools  
1158 comprised of grade levels that include grade 3, the percentage  
1159 of eligible students who score an achievement level 3 or higher  
1160 on the grade 3 statewide, standardized English Language Arts  
1161 assessment administered under s. 1008.22(3).

1162  
1163 In calculating Learning Gains for the components listed in sub-  
1164 subparagraphs e.-h., the State Board of Education shall require  
1165 that learning growth toward achievement levels 3, 4, and 5 is  
1166 demonstrated by students who scored below each of those levels  
1167 in the prior year. In calculating the components in sub-  
1168 subparagraphs a.-d., the state board shall include the  
1169 performance of English language learners only if they have been  
1170 enrolled in a school in the United States for more than 2 years.



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1171           2. For a school comprised of grades 9, 10, 11, and 12, or  
1172 grades 10, 11, and 12, the school's grade shall also be based on  
1173 the following components, each worth 100 points:

1174           a. The 4-year high school graduation rate of the school as  
1175 defined by state board rule.

1176           b. The percentage of students who were eligible to earn  
1177 college and career credit through an assessment identified  
1178 pursuant to s. 1007.27(2), College Board Advanced Placement  
1179 examinations, International Baccalaureate examinations, dual  
1180 enrollment courses, including career dual enrollment courses  
1181 resulting in the completion of 300 or more clock hours during  
1182 high school which are approved by the state board as meeting the  
1183 requirements of s. 1007.271, or Advanced International  
1184 Certificate of Education examinations; who, at any time during  
1185 high school, earned national industry certification identified  
1186 in the CAPE Industry Certification Funding List, pursuant to  
1187 rules adopted by the state board; ~~or, beginning with the 2022-~~  
1188 ~~2023 school year,~~ who earned an Armed Services Qualification  
1189 Test score that falls within Category II or higher on the Armed  
1190 Services Vocational Aptitude Battery and earned a minimum of two  
1191 credits in Junior Reserve Officers' Training Corps courses from  
1192 the same branch of the United States Armed Forces.

1193           Section 22. Paragraph (a) of subsection (3) and paragraph  
1194 (c) of subsection (6) of section 1009.531, Florida Statutes, are  
1195 amended to read:

1196           1009.531 Florida Bright Futures Scholarship Program;  
1197 student eligibility requirements for initial awards.—

1198           (3) For purposes of calculating the grade point average to  
1199 be used in determining initial eligibility for a Florida Bright



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1200 Futures Scholarship, the department shall assign additional  
1201 weights to grades earned in the following courses:

1202 (a) Courses identified in the course code directory as  
1203 Advanced Placement, pre-International Baccalaureate,  
1204 International Baccalaureate, International General Certificate  
1205 of Secondary Education (pre-AICE), or Advanced International  
1206 Certificate of Education, or advanced courses developed under s.  
1207 1007.27(1)(b).

1208  
1209 The department may assign additional weights to courses, other  
1210 than those described in paragraphs (a) and (b), that are  
1211 identified by the Department of Education as containing rigorous  
1212 academic curriculum and performance standards. The additional  
1213 weight assigned to a course pursuant to this subsection shall  
1214 not exceed 0.5 per course. The weighted system shall be  
1215 developed and distributed to all high schools in the state. The  
1216 department may determine a student's eligibility status during  
1217 the senior year before graduation and may inform the student of  
1218 the award at that time.

1219 (6)

1220 (c) To ensure that the required examination scores  
1221 represent top student performance and are equivalent between the  
1222 SAT, and ACT, and Classic Learning Test (CLT), the department  
1223 shall develop a method for determining the required examination  
1224 scores which incorporates all of the following:

1225 1. The minimum required SAT score for the Florida Academic  
1226 Scholarship must be set no lower than the 89th national  
1227 percentile on the SAT. The department may adjust the required  
1228 SAT score only if the required score drops below the 89th



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1229 national percentile, and any such adjustment must be applied to  
1230 the bottom of the SAT score range that is concordant to the ACT  
1231 and CLT.

1232 2. The minimum required SAT score for the Florida Medallion  
1233 Scholarship must be set no lower than the 75th national  
1234 percentile on the SAT. The department may adjust the required  
1235 SAT score only if the required score drops below the 75th  
1236 national percentile, and any such adjustment must be made to the  
1237 bottom of the SAT score range that is concordant to the ACT and  
1238 CLT.

1239 3. The required ACT and CLT scores must be made concordant  
1240 to the required SAT scores, using the latest published national  
1241 concordance table developed jointly by the College Board, and  
1242 ACT, Inc., and Classic Learning Initiatives.

1243 Section 23. Subsection (1) of section 1009.534, Florida  
1244 Statutes, is amended to read:

1245 1009.534 Florida Academic Scholars award.—

1246 (1) A student is eligible for a Florida Academic Scholars  
1247 award if he or she meets the general eligibility requirements  
1248 for the Florida Bright Futures Scholarship Program and:

1249 (a) Has achieved a 3.5 weighted grade point average as  
1250 calculated pursuant to s. 1009.531, or its equivalent, in high  
1251 school courses that are designated by the State Board of  
1252 Education as college-preparatory academic courses and has  
1253 attained at least the score required under s. 1009.531(6) (a) on  
1254 the combined verbal and quantitative parts of the Scholastic  
1255 Aptitude Test, the Scholastic Assessment Test, or the recentered  
1256 Scholastic Assessment Test of the College Entrance Examination,  
1257 or an equivalent score on the ACT Assessment Program;



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1258 (b) Has attended a home education program according to s.  
1259 1002.41 during grades 11 and 12, has completed the International  
1260 Baccalaureate curriculum but failed to earn the International  
1261 Baccalaureate Diploma, or has completed the Advanced  
1262 International Certificate of Education curriculum but failed to  
1263 earn the Advanced International Certificate of Education  
1264 Diploma, and has attained at least the score required under s.  
1265 1009.531(6) (a) on the combined verbal and quantitative parts of  
1266 the Scholastic Aptitude Test, the Scholastic Assessment Test, or  
1267 the recentered Scholastic Assessment Test of the College  
1268 Entrance Examination, or an equivalent score on the ACT  
1269 Assessment Program;

1270 (c) Has been awarded an International Baccalaureate Diploma  
1271 from the International Baccalaureate Office or an Advanced  
1272 International Certificate of Education Diploma from the  
1273 University of Cambridge International Examinations Office;

1274 (d) Has been recognized by the merit or achievement  
1275 programs of the National Merit Scholarship Corporation as a  
1276 scholar or finalist; or

1277 (e) Has been recognized by the National Hispanic  
1278 Recognition Program as a scholar recipient.

1279  
1280 The student must complete a program of volunteer service or,  
1281 beginning with a high school student graduating in the 2022-2023  
1282 academic year and thereafter, paid work, as approved by the  
1283 district school board, the administrators of a nonpublic school,  
1284 or the Department of Education for home education program  
1285 students, which must include 100 hours of volunteer service, ~~or~~  
1286 paid work, or a combination of both. Eligible paid work



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1287 completed on or after June 27, 2022, shall be included in the  
1288 student's total of paid work hours. The student may identify a  
1289 social or civic issue or a professional area that interests him  
1290 or her and develop a plan for his or her personal involvement in  
1291 addressing the issue or learning about the area. The student  
1292 must, through papers or other presentations, evaluate and  
1293 reflect upon his or her volunteer service or paid work  
1294 experience. Such volunteer service or paid work may include, but  
1295 is not limited to, a business or governmental internship, work  
1296 for a nonprofit community service organization, or activities on  
1297 behalf of a candidate for public office. The hours of volunteer  
1298 service or paid work must be documented in writing, and the  
1299 document must be signed by the student, the student's parent or  
1300 guardian, and a representative of the organization for which the  
1301 student performed the volunteer service or paid work.

1302 Section 24. Subsection (1) of section 1009.535, Florida  
1303 Statutes, is amended to read:

1304 1009.535 Florida Medallion Scholars award.—

1305 (1) A student is eligible for a Florida Medallion Scholars  
1306 award if he or she meets the general eligibility requirements  
1307 for the Florida Bright Futures Scholarship Program and:

1308 (a) Has achieved a weighted grade point average of 3.0 as  
1309 calculated pursuant to s. 1009.531, or the equivalent, in high  
1310 school courses that are designated by the State Board of  
1311 Education as college-preparatory academic courses and has  
1312 attained at least the score required under s. 1009.531(6)(b) on  
1313 the combined verbal and quantitative parts of the Scholastic  
1314 Aptitude Test, the Scholastic Assessment Test, or the recentered  
1315 Scholastic Assessment Test of the College Entrance Examination,



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1316 or an equivalent score on the ACT Assessment Program;

1317 (b) Has completed the International Baccalaureate  
1318 curriculum but failed to earn the International Baccalaureate  
1319 Diploma or has completed the Advanced International Certificate  
1320 of Education curriculum but failed to earn the Advanced  
1321 International Certificate of Education Diploma, and has attained  
1322 at least the score required under s. 1009.531(6) (b) on the  
1323 combined verbal and quantitative parts of the Scholastic  
1324 Aptitude Test, the Scholastic Assessment Test, or the recentered  
1325 Scholastic Assessment Test of the College Entrance Examination,  
1326 or an equivalent score on the ACT Assessment Program;

1327 (c) Has attended a home education program according to s.  
1328 1002.41 during grades 11 and 12 and has attained at least the  
1329 score required under s. 1009.531(6) (b) on the combined verbal  
1330 and quantitative parts of the Scholastic Aptitude Test, the  
1331 Scholastic Assessment Test, or the recentered Scholastic  
1332 Assessment Test of the College Entrance Examination, or an  
1333 equivalent score on the ACT Assessment Program;

1334 (d) Has been recognized by the merit or achievement program  
1335 of the National Merit Scholarship Corporation as a scholar or  
1336 finalist but has not completed the program of volunteer service  
1337 or paid work required under s. 1009.534; or

1338 (e) Has been recognized by the National Hispanic  
1339 Recognition Program as a scholar, but has not completed the  
1340 program of volunteer service or paid work required under s.  
1341 1009.534.

1342  
1343 A high school student must complete a program ~~at least 75 hours~~  
1344 of volunteer service or, beginning with a high school student



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1345 graduating in the 2022-2023 academic year and thereafter, ~~100~~  
1346 ~~hours of~~ paid work approved by the district school board, the  
1347 administrators of a nonpublic school, or the Department of  
1348 Education for home education program students, which must  
1349 include 75 hours of volunteer service, 100 hours of paid work,  
1350 or 100 hours of a combination of both. Eligible paid work  
1351 completed on or after June 27, 2022, shall be included in a  
1352 student's total of required paid work hours. The student may  
1353 identify a social or civic issue or a professional area that  
1354 interests him or her and develop a plan for his or her personal  
1355 involvement in addressing the issue or learning about the area.  
1356 The student must, through papers or other presentations,  
1357 evaluate and reflect upon his or her volunteer service or paid  
1358 work experience. Such volunteer service or paid work may  
1359 include, but is not limited to, a business or governmental  
1360 internship, work for a nonprofit community service organization,  
1361 or activities on behalf of a candidate for public office. The  
1362 hours of volunteer service or paid work must be documented in  
1363 writing, and the document must be signed by the student, the  
1364 student's parent or guardian, and a representative of the  
1365 organization for which the student performed the volunteer  
1366 service or paid work.

1367 Section 25. Paragraph (e) of subsection (1) and paragraph  
1368 (b) of subsection (2) of section 1009.536, Florida Statutes, are  
1369 amended to read:

1370 1009.536 Florida Gold Seal Vocational Scholars and Florida  
1371 Gold Seal CAPE Scholars awards.—The Florida Gold Seal Vocational  
1372 Scholars award and the Florida Gold Seal CAPE Scholars award are  
1373 created within the Florida Bright Futures Scholarship Program to





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1374 recognize and reward academic achievement and career preparation  
1375 by high school students who wish to continue their education.

1376 (1) A student is eligible for a Florida Gold Seal  
1377 Vocational Scholars award if he or she meets the general  
1378 eligibility requirements for the Florida Bright Futures  
1379 Scholarship Program and:

1380 (e) Completes at least 30 hours of volunteer service or,  
1381 beginning with high school students graduating in the 2022-2023  
1382 academic year and thereafter, 100 hours of paid work, approved  
1383 by the district school board, the administrators of a nonpublic  
1384 school, or the Department of Education for home education  
1385 program students, or 100 hours of a combination of both.  
1386 Eligible paid work completed on or after June 27, 2022, shall be  
1387 included in a student's total of required paid work hours. The  
1388 student may identify a social or civic issue or a professional  
1389 area that interests him or her and develop a plan for his or her  
1390 personal involvement in addressing the issue or learning about  
1391 the area. The student must, through papers or other  
1392 presentations, evaluate and reflect upon his or her volunteer  
1393 service or paid work experience. Such volunteer service or paid  
1394 work may include, but is not limited to, a business or  
1395 governmental internship, work for a nonprofit community service  
1396 organization, or activities on behalf of a candidate for public  
1397 office. The hours of volunteer service or paid work must be  
1398 documented in writing, and the document must be signed by the  
1399 student, the student's parent or guardian, and a representative  
1400 of the organization for which the student performed the  
1401 volunteer service or paid work.

1402 (2) A student is eligible for a Florida Gold Seal CAPE



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1403 Scholars award if he or she meets the general eligibility  
1404 requirements for the Florida Bright Futures Scholarship Program,  
1405 and the student:

1406 (b) Completes at least 30 hours of volunteer service or,  
1407 beginning with a high school student graduating in the 2022-2023  
1408 academic year and thereafter, 100 hours of paid work, approved  
1409 by the district school board, the administrators of a nonpublic  
1410 school, or the Department of Education for home education  
1411 program students, or 100 hours of a combination of both.

1412 Eligible paid work completed on or after June 27, 2022, shall be  
1413 included in a student's total required paid work hours. The  
1414 student may identify a social or civic issue or a professional  
1415 area that interests him or her and develop a plan for his or her  
1416 personal involvement in addressing the issue or learning about  
1417 the area. The student must, through papers or other  
1418 presentations, evaluate and reflect upon his or her experience.  
1419 Such volunteer service or paid work may include, but is not  
1420 limited to, a business or governmental internship, work for a  
1421 nonprofit community service organization, or activities on  
1422 behalf of a candidate for public office. The hours of volunteer  
1423 service or paid work must be documented in writing, and the  
1424 document must be signed by the student, the student's parent or  
1425 guardian, and a representative of the organization for which the  
1426 student performed the volunteer service or paid work.

1427 Section 26. Paragraph (a) of subsection (1) of section  
1428 1012.22, Florida Statutes, is amended to read:

1429 1012.22 Public school personnel; powers and duties of the  
1430 district school board.—The district school board shall:

1431 (1) Designate positions to be filled, prescribe



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1432 qualifications for those positions, and provide for the  
1433 appointment, compensation, promotion, suspension, and dismissal  
1434 of employees as follows, subject to the requirements of this  
1435 chapter:

1436 (a) *Positions, qualifications, and appointments.*—

1437 1. The district school board shall act upon written  
1438 recommendations submitted by the district school superintendent  
1439 for positions to be filled, for minimum qualifications for  
1440 personnel for the various positions, and for the persons  
1441 nominated to fill such positions.

1442 2. The district school board may reject for good cause any  
1443 employee nominated.

1444 3. If the third nomination by the district school  
1445 superintendent for any position is rejected for good cause, if  
1446 the district school superintendent fails to submit a nomination  
1447 for initial employment within a reasonable time as prescribed by  
1448 the district school board, or if the district school  
1449 superintendent fails to submit a nomination for reemployment  
1450 within the time prescribed by law, the district school board may  
1451 proceed on its own motion to fill such position.

1452 4. The district school board's decision to reject a  
1453 person's nomination does not give that person a right of action  
1454 to sue over the rejection and may not be used as a cause of  
1455 action by the nominated employee.

1456 5. The district school board may review and reappoint any  
1457 member of the district executive staff. This provision does not  
1458 apply to a school district with an elected superintendent.

1459 Section 27. Paragraph (a) of subsection (3) of section  
1460 1012.34, Florida Statutes, is amended to read:



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1461 1012.34 Personnel evaluation procedures and criteria.—  
1462 (3) EVALUATION PROCEDURES AND CRITERIA.—Instructional  
1463 personnel and school administrator performance evaluations must  
1464 be based upon the performance of students assigned to their  
1465 classrooms or schools, as provided in this section. Pursuant to  
1466 this section, a school district's performance evaluation system  
1467 is not limited to basing unsatisfactory performance of  
1468 instructional personnel and school administrators solely upon  
1469 student performance, but may include other criteria to evaluate  
1470 instructional personnel and school administrators' performance,  
1471 or any combination of student performance and other criteria.  
1472 Evaluation procedures and criteria must comply with, but are not  
1473 limited to, the following:  
1474 (a) A performance evaluation must be conducted for each  
1475 employee at least once a year, except that a classroom teacher,  
1476 as defined in s. 1012.01(2)(a), excluding substitute teachers,  
1477 who is newly hired by the district school board must be observed  
1478 and evaluated at least twice in the first year of teaching in  
1479 the school district. The performance evaluation must be based  
1480 upon sound educational principles and contemporary research in  
1481 effective educational practices. The evaluation criteria must  
1482 include:  
1483 1. Performance of students.—At least one-third of a  
1484 performance evaluation must be based upon data and indicators of  
1485 student performance, as determined by each school district. This  
1486 portion of the evaluation must include growth or achievement  
1487 data of the teacher's students or, for a school administrator,  
1488 the students attending the school over the course of at least 3  
1489 years. If less than 3 years of data are available, the years for



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1490 which data are available must be used. The proportion of growth  
1491 or achievement data may be determined by instructional  
1492 assignment.

1493         2. Instructional practice.—For instructional personnel, at  
1494 least one-third of the performance evaluation must be based upon  
1495 instructional practice. Evaluation criteria used when annually  
1496 observing classroom teachers, as defined in s. 1012.01(2)(a),  
1497 excluding substitute teachers, must include indicators based  
1498 upon each of the Florida Educator Accomplished Practices adopted  
1499 by the State Board of Education. For instructional personnel who  
1500 are not classroom teachers, evaluation criteria must be based  
1501 upon indicators of the Florida Educator Accomplished Practices  
1502 and may include specific job expectations related to student  
1503 support. This section does not preclude a school administrator  
1504 from visiting and observing classroom teachers throughout the  
1505 school year for purposes of providing mentorship, training,  
1506 instructional feedback, or professional learning.

1507         3. Instructional leadership.—For school administrators, at  
1508 least one-third of the performance evaluation must be based on  
1509 instructional leadership. Evaluation criteria for instructional  
1510 leadership must include indicators based upon each of the  
1511 leadership standards adopted by the State Board of Education  
1512 under s. 1012.986, including performance measures related to the  
1513 effectiveness of classroom teachers in the school, the  
1514 administrator's appropriate use of evaluation criteria and  
1515 procedures, recruitment and retention of effective and highly  
1516 effective classroom teachers, improvement in the percentage of  
1517 instructional personnel evaluated at the highly effective or  
1518 effective level, and other leadership practices that result in



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1519 student learning growth. The system may include a means to give  
1520 parents and instructional personnel an opportunity to provide  
1521 input into the administrator's performance evaluation.

1522 4. Other indicators of performance.—For instructional  
1523 personnel and school administrators, the remainder of a  
1524 performance evaluation may include, but is not limited to,  
1525 professional and job responsibilities as recommended by the  
1526 State Board of Education or identified by the district school  
1527 board and, for instructional personnel, peer reviews,  
1528 objectively reliable survey information from students and  
1529 parents based on teaching practices that are consistently  
1530 associated with higher student achievement, and other valid and  
1531 reliable measures of instructional practice.

1532 Section 28. Subsections (9) through (16) of section  
1533 1012.56, Florida Statutes, are renumbered as subsections (10)  
1534 through (17), respectively, subsection (1), paragraphs (d), (g),  
1535 and (i) of subsection (2), and subsections (6), (7), and (8) are  
1536 amended, and a new subsection (9) is added to that section, to  
1537 read:

1538 1012.56 Educator certification requirements.—

1539 (1) APPLICATION.—Each person seeking certification pursuant  
1540 to this chapter shall submit a completed application containing  
1541 the applicant's social security number to the Department of  
1542 Education and remit the fee required pursuant to s. 1012.59 and  
1543 rules of the State Board of Education. Pursuant to the federal  
1544 Personal Responsibility and Work Opportunity Reconciliation Act  
1545 of 1996, each party is required to provide his or her social  
1546 security number in accordance with this section. Disclosure of  
1547 social security numbers obtained through this requirement is



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1548 limited to the purpose of administration of the Title IV-D  
1549 program of the Social Security Act for child support  
1550 enforcement.

1551 (a) Pursuant to s. 120.60, the department shall issue  
1552 within 90 calendar days after receipt of the completed  
1553 application a professional certificate to a qualifying applicant  
1554 covering the classification, level, and area for which the  
1555 applicant is deemed qualified and a document explaining the  
1556 requirements for renewal of the professional certificate.

1557 (b) The department shall issue a temporary certificate to a  
1558 qualifying applicant within 14 calendar days after receipt of a  
1559 request from an employer with a professional education  
1560 competence demonstration program pursuant to paragraph  
1561 ~~paragraphs~~ (6) (f) and subsection (9) ~~(8) (b)~~. The temporary  
1562 certificate must cover the classification, level, and area for  
1563 which the applicant is deemed qualified. The department shall  
1564 electronically notify the applicant's employer that the  
1565 temporary certificate has been issued and provide the applicant  
1566 an official statement of status of eligibility at the time the  
1567 certificate is issued.

1568 (c) Pursuant to s. 120.60, the department shall issue  
1569 within 90 calendar days after receipt of the completed  
1570 application, if an applicant does not meet the requirements for  
1571 either certificate, an official statement of status of  
1572 eligibility.

1573  
1574 The statement of status of eligibility must be provided  
1575 electronically and must advise the applicant of any  
1576 qualifications that must be completed to qualify for



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1577 certification. Each method by which an applicant can complete  
1578 the qualifications for a professional certificate must be  
1579 included in the statement of status of eligibility. Each  
1580 statement of status of eligibility is valid for 5 ~~3~~ years after  
1581 its date of issuance, except as provided in paragraph (2) (d).

1582 (2) ELIGIBILITY CRITERIA.—To be eligible to seek  
1583 certification, a person must:

1584 (d) Submit to background screening in accordance with  
1585 subsection (11) ~~(10)~~. If the background screening indicates a  
1586 criminal history or if the applicant acknowledges a criminal  
1587 history, the applicant's records shall be referred to the  
1588 investigative section in the Department of Education for review  
1589 and determination of eligibility for certification. If the  
1590 applicant fails to provide the necessary documentation requested  
1591 by the department within 90 days after the date of the receipt  
1592 of the certified mail request, the statement of eligibility and  
1593 pending application shall become invalid.

1594 (g) Demonstrate mastery of general knowledge, pursuant to  
1595 subsection (3), ~~if the person serves as a classroom teacher~~  
1596 ~~pursuant to s. 1012.01(2)(a)~~.

1597 (i) Demonstrate mastery of professional preparation and  
1598 education competence, pursuant to subsection (6), if the person  
1599 serves as a classroom teacher or school administrator as  
1600 classified in s. 1012.01(2)(a) and (3)(c), respectively.

1601 (6) MASTERY OF PROFESSIONAL PREPARATION AND EDUCATION  
1602 COMPETENCE.—Acceptable means of demonstrating mastery of  
1603 professional preparation and education competence are:

1604 (a) Successful completion of an approved teacher  
1605 preparation program at a postsecondary educational institution





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1606 within this state and achievement of a passing score on the  
1607 professional education competency examination required by state  
1608 board rule;

1609 (b) Successful completion of a teacher preparation program  
1610 at a postsecondary educational institution outside Florida and  
1611 achievement of a passing score on the professional education  
1612 competency examination required by state board rule;

1613 (c) Documentation of a valid professional standard teaching  
1614 certificate issued by another state;

1615 (d) Documentation of a valid certificate issued by the  
1616 National Board for Professional Teaching Standards or a national  
1617 educator credentialing board approved by the State Board of  
1618 Education;

1619 (e) Documentation of two semesters of successful, full-time  
1620 or part-time teaching in a Florida College System institution,  
1621 state university, or private college or university that awards  
1622 an associate or higher degree and is an accredited institution  
1623 or an institution of higher education identified by the  
1624 Department of Education as having a quality program and  
1625 achievement of a passing score on the professional education  
1626 competency examination required by state board rule;

1627 (f) Successful completion of professional preparation  
1628 courses as specified in state board rule, successful completion  
1629 of a professional ~~preparation and~~ education competence program  
1630 pursuant to subsection (9) ~~paragraph (8)(b)~~, and achievement of  
1631 a passing score on the professional education competency  
1632 examination required by state board rule;

1633 (g) Successful completion of a professional learning  
1634 ~~development certification and education competency~~ program,



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1635 outlined in subsection (8) ~~paragraph (8)(a)~~; or

1636 (h) Successful completion of a competency-based  
1637 certification program pursuant to s. 1004.85 and achievement of  
1638 a passing score on the professional education competency  
1639 examination required by rule of the State Board of Education.

1640  
1641 The State Board of Education shall adopt rules to implement this  
1642 subsection ~~by December 31, 2014~~, including rules to approve  
1643 specific teacher preparation programs that are not identified in  
1644 this subsection which may be used to meet requirements for  
1645 mastery of professional preparation and education competence.

1646 (7) TYPES AND TERMS OF CERTIFICATION.—

1647 (a) The Department of Education shall issue a professional  
1648 certificate for a period not to exceed 5 years to any applicant  
1649 who fulfills one of the following:

1650 1. Meets all the applicable requirements outlined in  
1651 subsection (2).

1652 2. For a professional certificate covering grades 6 through  
1653 12:

1654 a. Meets the applicable requirements of paragraphs (2)(a)-  
1655 (h).

1656 b. Holds a master's or higher degree in the area of  
1657 science, technology, engineering, or mathematics.

1658 c. Teaches a high school course in the subject of the  
1659 advanced degree.

1660 d. Is rated highly effective as determined by the teacher's  
1661 performance evaluation under s. 1012.34, based in part on  
1662 student performance as measured by a statewide, standardized  
1663 assessment or an Advanced Placement, Advanced International



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1664 Certificate of Education, or International Baccalaureate  
1665 examination.

1666 e. Achieves a passing score on the Florida professional  
1667 education competency examination required by state board rule.

1668 3. Meets the applicable requirements of paragraphs (2) (a)-  
1669 (h) and completes a professional learning certification  
1670 ~~preparation and education competence~~ program approved by the  
1671 department pursuant to paragraph (8) (b) ~~(8) (e)~~ or an educator  
1672 preparation institute approved by the department pursuant to s.  
1673 1004.85. An applicant who completes one of these programs and is  
1674 rated highly effective as determined by his or her performance  
1675 evaluation under s. 1012.34 is not required to take or achieve a  
1676 passing score on the professional education competency  
1677 examination in order to be awarded a professional certificate.

1678 (b) The department shall issue a temporary certificate to  
1679 any applicant who:

1680 1. Completes the requirements outlined in paragraphs  
1681 (2) (a)-(f) and completes the subject area content requirements  
1682 specified in state board rule or demonstrates mastery of subject  
1683 area knowledge pursuant to subsection (5) and holds an  
1684 accredited degree or a degree approved by the Department of  
1685 Education at the level required for the subject area  
1686 specialization in state board rule; ~~or~~

1687 2. For a subject area specialization for which the state  
1688 board otherwise requires a bachelor's degree, documents 48  
1689 months of active-duty military service with an honorable  
1690 discharge or a medical separation; completes the requirements  
1691 outlined in paragraphs (2) (a), (b), and (d)-(f); completes the  
1692 subject area content requirements specified in state board rule



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1693 or demonstrates mastery of subject area knowledge pursuant to  
1694 subsection (5); and documents completion of 60 college credits  
1695 with a minimum cumulative grade point average of 2.5 on a 4.0  
1696 scale, as provided by one or more accredited institutions of  
1697 higher learning or a nonaccredited institution of higher  
1698 learning identified by the Department of Education as having a  
1699 quality program resulting in a bachelor's degree or higher; or-

1700 3. Is enrolled in a state-approved teacher preparation  
1701 program under s. 1004.04; is actively completing the required  
1702 program field experience or internship at a public school;  
1703 completes the requirements outlined in paragraphs (2) (a), (b),  
1704 (d), (e), and (f); completes the subject area content  
1705 requirements specified in state board rule or demonstrates  
1706 mastery of subject area knowledge pursuant to subsection (5);  
1707 and documents completion of 60 college credits with a minimum  
1708 cumulative grade point average of 2.5 on a 4.0 scale, as  
1709 provided by one or more accredited institutions of higher  
1710 learning or a nonaccredited institution of higher learning  
1711 identified by the Department of Education as having a quality  
1712 program resulting in a bachelor's degree or higher.

1713 (c) The department shall issue one nonrenewable 2-year  
1714 temporary certificate and one nonrenewable 5-year professional  
1715 certificate to a qualified applicant who holds a bachelor's  
1716 degree in the area of speech-language impairment to allow for  
1717 completion of a master's degree program in speech-language  
1718 impairment.

1719 (d) A person who is issued a temporary certificate under  
1720 subparagraph (b)2. must be assigned a teacher mentor for a  
1721 minimum of 2 school years after commencing employment. Each



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1722 teacher mentor selected by the school district, charter school,  
1723 or charter management organization must:

1724       1. Hold a valid professional certificate issued pursuant to  
1725 this section;

1726       2. Have earned at least 3 years of teaching experience in  
1727 prekindergarten through grade 12; and

1728       3. Have earned an effective or highly effective rating on  
1729 the prior year's performance evaluation under s. 1012.34.

1730       ~~(e)(e)1. A temporary certificate issued under subparagraph~~  
1731 ~~(b)1. is valid for 3 school fiscal years and is nonrenewable.~~

1732       ~~2. A temporary certificate issued under subparagraph (b)2.~~  
1733 is valid for 5 school fiscal years, is limited to a one-time  
1734 issuance, and is nonrenewable.

1735

1736 At least 1 year before an individual's temporary certificate is  
1737 set to expire, the department shall electronically notify the  
1738 individual of the date on which his or her certificate will  
1739 expire and provide a list of each method by which the  
1740 qualifications for a professional certificate can be completed.  
1741 ~~The State Board of Education shall adopt rules to allow the~~  
1742 ~~department to extend the validity period of a temporary~~  
1743 ~~certificate for 2 years when the requirements for the~~  
1744 ~~professional certificate were not completed due to the serious~~  
1745 ~~illness or injury of the applicant, the military service of an~~  
1746 ~~applicant's spouse, other extraordinary extenuating~~  
1747 ~~circumstances, or if the certificateholder is rated highly~~  
1748 ~~effective in the immediate prior year's performance evaluation~~  
1749 ~~pursuant to s. 1012.34 or has completed a 2-year mentorship~~  
1750 ~~program pursuant to subsection (8). The department shall extend~~



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1751 ~~the temporary certificate upon approval by the Commissioner of~~  
1752 ~~Education. A written request for extension of the certificate~~  
1753 ~~shall be submitted by the district school superintendent, the~~  
1754 ~~governing authority of a university lab school, the governing~~  
1755 ~~authority of a state-supported school, or the governing~~  
1756 ~~authority of a private school.~~

1757 (8) PROFESSIONAL LEARNING DEVELOPMENT CERTIFICATION ~~AND~~  
1758 ~~EDUCATION COMPETENCY~~ PROGRAM.—

1759 (a) The Department of Education shall develop and each  
1760 school district, charter school, and charter management  
1761 organization may provide a cohesive competency-based  
1762 professional learning development certification ~~and education~~  
1763 ~~competency~~ program by which instructional staff may satisfy the  
1764 mastery of professional preparation and education competence  
1765 requirements specified in subsection (6) and rules of the State  
1766 Board of Education. Participants must hold a state-issued  
1767 temporary certificate. A school district, charter school, or  
1768 charter management organization that implements the program  
1769 shall provide a competency-based certification program developed  
1770 by the Department of Education or developed by the district,  
1771 charter school, or charter management organization and approved  
1772 by the Department of Education. These entities may collaborate  
1773 with other supporting agencies or educational entities for  
1774 implementation. The program shall include the following:

1775 ~~1. A minimum period of initial preparation before assuming~~  
1776 ~~duties as the teacher of record.~~

1777 ~~2. An option for collaboration with other supporting~~  
1778 ~~agencies or educational entities for implementation.~~

1779 ~~1.3.~~ A teacher mentorship and induction component.



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1780 a. Each individual selected by the district, charter  
1781 school, or charter management organization as a mentor:  
1782 (I) Must hold a valid professional certificate issued  
1783 pursuant to this section;  
1784 (II) Must have earned at least 3 years of teaching  
1785 experience in prekindergarten through grade 12;  
1786 (III) Must have completed ~~specialized~~ training in clinical  
1787 supervision and participate in ongoing mentor training provided  
1788 through the coordinated system of professional learning  
1789 ~~development~~ under s. 1012.98(4) ~~s. 1012.98(3)(e)~~;  
1790 (IV) Must have earned an effective or highly effective  
1791 rating on the prior year's performance evaluation ~~under s.~~  
1792 ~~1012.34~~; and  
1793 (V) May be a peer evaluator under the district's evaluation  
1794 system approved under s. 1012.34.  
1795 b. The teacher mentorship and induction component must, at  
1796 a minimum, provide routine ~~weekly~~ opportunities for mentoring  
1797 and induction activities, including ~~common planning time~~,  
1798 ongoing professional learning as described in s. 1012.98  
1799 ~~development~~ targeted to a teacher's needs, opportunities for a  
1800 teacher to observe other teachers, co-teaching experiences, and  
1801 reflection and followup discussions. Professional learning must  
1802 meet the criteria established in s. 1012.98(3). Mentorship and  
1803 induction activities must be provided for an applicant's first  
1804 year in the program and may be provided until the applicant  
1805 attains his or her professional certificate in accordance with  
1806 this section. ~~A principal who is rated highly effective as~~  
1807 ~~determined by his or her performance evaluation under s. 1012.34~~  
1808 ~~must be provided flexibility in selecting professional~~



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1809 ~~development activities under this paragraph; however, the~~  
1810 ~~activities must be approved by the department as part of the~~  
1811 ~~district's, charter school's, or charter management~~  
1812 ~~organization's program.~~

1813 2.4. An assessment of teaching performance aligned to the  
1814 district's, charter school's, or charter management  
1815 organization's system for personnel evaluation under s. 1012.34  
1816 which provides for:

1817 a. An initial evaluation of each educator's competencies to  
1818 determine an appropriate individualized professional learning  
1819 ~~development~~ plan.

1820 b. A summative evaluation to assure successful completion  
1821 of the program.

1822 3.5. Professional education preparation content knowledge,  
1823 which must be included in the mentoring and induction activities  
1824 under subparagraph 1. 3., that includes, but is not limited to,  
1825 the following:

1826 a. The state academic standards provided under s. 1003.41,  
1827 including scientifically based reading instruction, content  
1828 literacy, and mathematical practices, for each subject  
1829 identified on the temporary certificate.

1830 b. The educator-accomplished practices approved by the  
1831 state board.

1832 ~~e. A variety of data indicators for monitoring student~~  
1833 ~~progress.~~

1834 ~~d. Methodologies for teaching students with disabilities.~~

1835 ~~e. Methodologies for teaching students of limited English~~  
1836 ~~proficiency appropriate for each subject area identified on the~~  
1837 ~~temporary certificate.~~





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1838 ~~f. Techniques and strategies for operationalizing the role~~  
1839 ~~of the teacher in assuring a safe learning environment for~~  
1840 ~~students.~~

1841 ~~4.6.~~ Required achievement of passing scores on the subject  
1842 area and professional education competency examination required  
1843 by State Board of Education rule. Mastery of general knowledge  
1844 must be demonstrated as described in subsection (3).

1845 ~~5.7.~~ Beginning with candidates entering a program in the  
1846 2022-2023 school year, a candidate for certification in a  
1847 coverage area identified pursuant to s. 1012.585(3)(f) must  
1848 successfully complete all competencies for a reading  
1849 endorsement, including completion of the endorsement practicum  
1850 ~~through the candidate's demonstration of mastery of professional~~  
1851 ~~preparation and education competence under paragraph (b).~~

1852 ~~(b)1. Each school district must and a private school or~~  
1853 ~~state-supported public school, including a charter school, may~~  
1854 ~~develop and maintain a system by which members of the~~  
1855 ~~instructional staff may demonstrate mastery of professional~~  
1856 ~~preparation and education competence as required by law. Each~~  
1857 ~~program must be based on classroom application of the Florida~~  
1858 ~~Educator Accomplished Practices and instructional performance~~  
1859 ~~and, for public schools, must be aligned with the district's or~~  
1860 ~~state-supported public school's evaluation system established~~  
1861 ~~under s. 1012.34, as applicable.~~

1862 ~~2. The Commissioner of Education shall determine the~~  
1863 ~~continued approval of programs implemented under this paragraph,~~  
1864 ~~based upon the department's review of performance data. The~~  
1865 ~~department shall review the performance data as a part of the~~  
1866 ~~periodic review of each school district's professional~~



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1867 ~~development system required under s. 1012.98.~~

1868 ~~(b) (c) No later than December 31, 2017, The department~~  
1869 ~~State Board of Education shall adopt rules standards for the~~  
1870 ~~approval and continued approval of professional learning~~  
1871 ~~development certification and education competency programs~~  
1872 ~~aligned to, including standards for the teacher mentorship and~~  
1873 ~~induction component, under paragraph (a). Standards for the~~  
1874 ~~teacher mentorship and induction component must include program~~  
1875 ~~administration and evaluation; mentor roles, selection, and~~  
1876 ~~training; beginning teacher assessment and professional~~  
1877 ~~development; and teacher content knowledge and practices aligned~~  
1878 ~~to the Florida Educator Accomplished Practices. Each school~~  
1879 ~~district or charter school with a program under this subsection~~  
1880 ~~must submit its program, including the teacher mentorship and~~  
1881 ~~induction component, to the department for approval no later~~  
1882 ~~than June 30, 2018. After December 31, 2018, A teacher may not~~  
1883 ~~satisfy requirements for a professional certificate through a~~  
1884 ~~professional learning development certification and education~~  
1885 ~~competency program under paragraph (a) unless the program has~~  
1886 ~~been approved by the department pursuant to this paragraph.~~

1887 (9) PROFESSIONAL EDUCATION COMPETENCY PROGRAM.—

1888 (a) Each school district must and a private school or  
1889 state-supported public school, including a charter school, may  
1890 develop and maintain a system by which members of the  
1891 instructional staff may demonstrate mastery of professional  
1892 preparation and education competence as required by law. Each  
1893 program must be based on classroom application of the Florida  
1894 Educator Accomplished Practices and instructional performance  
1895 and, for public schools, must be aligned with the district's or



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1896 state-supported public school's evaluation system established  
1897 under s. 1012.34, as applicable.

1898 (b) The Commissioner of Education shall determine the  
1899 continued approval of programs implemented under this paragraph,  
1900 based upon the department's review of performance data. The  
1901 department shall review the performance data as a part of the  
1902 periodic review of each school district's professional learning  
1903 system required under s. 1012.98.

1904 ~~(d) The Commissioner of Education shall determine the~~  
1905 ~~continued approval of programs implemented under paragraph (a)~~  
1906 ~~based upon the department's periodic review of the following:~~

1907 ~~1. Evidence that the requirements in paragraph (a) are~~  
1908 ~~consistently met; and~~

1909 ~~2. Evidence of performance in each of the following areas:~~

1910 ~~a. Rate of retention for employed program completers in~~  
1911 ~~instructional positions in Florida public schools.~~

1912 ~~b. Performance of students in prekindergarten through grade~~  
1913 ~~12 who are assigned to in-field program completers on statewide~~  
1914 ~~assessments using the results of the student learning growth~~  
1915 ~~formula adopted under s. 1012.34.~~

1916 ~~e. Performance of students in prekindergarten through grade~~  
1917 ~~12 who are assigned to in-field program completers aggregated by~~  
1918 ~~student subgroups, as defined in the federal Elementary and~~  
1919 ~~Secondary Education Act (ESEA), 20 U.S.C. s.~~

1920 ~~6311(b) (2) (C) (v) (II), as a measure of how well the program~~  
1921 ~~prepares teachers to work with a variety of students in Florida~~  
1922 ~~public schools.~~

1923 ~~d. Results of program completers' annual evaluations in~~  
1924 ~~accordance with the timeline as set forth in s. 1012.34.~~



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1925 ~~e. Production of program completers in statewide critical~~  
1926 ~~teacher shortage areas as defined in s. 1012.07.~~

1927 Section 29. Section 1012.57, Florida Statutes, is amended  
1928 to read:

1929 1012.57 Certification of adjunct educators.—

1930 (1) Notwithstanding the provisions of ss. 1012.32, 1012.55,  
1931 and 1012.56, or any other provision of law or rule to the  
1932 contrary, district school boards and charter school governing  
1933 boards shall adopt rules to allow for the issuance of an adjunct  
1934 teaching certificate to any applicant who fulfills the  
1935 requirements of s. 1012.56(2)(a)-(f) and (1) ~~s. 1012.56(2)(a)-~~  
1936 ~~(f) and (10)~~ and who has expertise in the subject area to be  
1937 taught. An applicant shall be considered to have expertise in  
1938 the subject area to be taught if the applicant demonstrates  
1939 sufficient subject area mastery through passage of a subject  
1940 area test.

1941 (2) The Legislature intends that this section allow school  
1942 districts and charter schools to tap the wealth of talent and  
1943 expertise represented in Florida's citizens who may wish to  
1944 teach in a Florida public school by permitting school districts  
1945 and charter schools to issue adjunct certificates to qualified  
1946 applicants.

1947 (3) Adjunct certificateholders should be used primarily as  
1948 a strategy to enhance the diversity of course offerings offered  
1949 to all students. School districts and charter schools may use  
1950 the expertise of individuals in the state who wish to provide  
1951 online instruction to students by issuing adjunct certificates  
1952 to qualified applicants.

1953 (4) Each adjunct teaching certificate is valid through the



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1954 term of the annual contract between the educator and the school  
1955 district or charter school. An additional annual certification  
1956 and an additional annual contract may be awarded by the district  
1957 or charter school at the district's or charter school's  
1958 discretion but only if the applicant is rated effective or  
1959 highly effective under s. 1012.34 during each year of teaching  
1960 under adjunct teaching certification. A school district and  
1961 charter school may issue an adjunct teaching certificate for a  
1962 part-time or full-time teaching position; however, an adjunct  
1963 teaching certificate issued for a full-time teaching position is  
1964 valid for no more than 3 years and is nonrenewable.

1965 (5) Individuals who are certified and employed under this  
1966 section shall have the same rights and protection of laws as  
1967 teachers certified under s. 1012.56.

1968 (6) Each school district and charter school shall:

1969 (a) Post requirements on its website for the issuance of an  
1970 adjunct teaching certificate, which must specify the subject  
1971 area test through which an applicant demonstrates subject area  
1972 mastery.

1973 (b) Annually report to the department the number of adjunct  
1974 teaching certificates issued for part-time teaching positions  
1975 and full-time teaching positions pursuant to this section.

1976 Section 30. Section 1012.575, Florida Statutes, is amended  
1977 to read:

1978 1012.575 Alternative preparation programs for certified  
1979 teachers to add additional coverage.—A district school board, or  
1980 an organization of private schools or a consortium of charter  
1981 schools with an approved professional learning development  
1982 system as described in s. 1012.98(7) ~~s. 1012.98(6)~~, may design



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1983 alternative teacher preparation programs to enable persons  
1984 already certificated to add an additional coverage to their  
1985 certificates. Each alternative teacher preparation program shall  
1986 be reviewed and approved by the Department of Education to  
1987 assure that persons who complete the program are competent in  
1988 the necessary areas of subject matter specialization. Two or  
1989 more school districts may jointly participate in an alternative  
1990 preparation program for teachers.

1991 Section 31. Paragraph (g) of subsection (3) of section  
1992 1012.585, Florida Statutes, is redesignated as paragraph (h),  
1993 and a new paragraph (g) is added to that subsection, to read:

1994 1012.585 Process for renewal of professional certificates.—

1995 (3) For the renewal of a professional certificate, the  
1996 following requirements must be met:

1997 (g) An applicant for renewal of a professional certificate  
1998 in educational leadership from a Level I program under s.  
1999 1012.562(2) or Level II program under s. 1012.562(3), with a  
2000 beginning validity date of July 1, 2025, or thereafter, must  
2001 earn a minimum of 1 college credit or 20 inservice points in  
2002 Florida's educational leadership standards, as established in  
2003 rule by the State Board of Education. The requirement in this  
2004 paragraph may not add to the total hours required by the  
2005 department for continuing education or inservice training.

2006 Section 32. Paragraph (a) of subsection (1) of section  
2007 1012.586, Florida Statutes, is amended to read:

2008 1012.586 Additions or changes to certificates; duplicate  
2009 certificates; reading endorsement pathways.—

2010 (1) A school district may process via a Department of  
2011 Education website certificates for the following applications of



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2012 public school employees:

2013 (a) Addition of a subject coverage or endorsement to a  
2014 valid Florida certificate on the basis of the completion of the  
2015 appropriate subject area testing requirements of s.  
2016 1012.56(5) (a) or the completion of the requirements of an  
2017 approved school district program or the inservice components for  
2018 an endorsement.

2019 1. To reduce duplication, the department may recommend the  
2020 consolidation of endorsement areas and requirements to the State  
2021 Board of Education.

2022 2. At least once every 5 years, the department shall  
2023 conduct a review of existing subject coverage or endorsement  
2024 requirements in the elementary, reading, and exceptional student  
2025 educational areas. The review must include reciprocity  
2026 requirements for out-of-state certificates and requirements for  
2027 demonstrating competency in the reading instruction professional  
2028 learning development topics listed in s. 1012.98(5)(b)11 ~~s.~~  
2029 ~~1012.98(4)(b)11~~. The review must also consider the award of an  
2030 endorsement to an individual who holds a certificate issued by  
2031 an internationally recognized organization that establishes  
2032 standards for providing evidence-based interventions to  
2033 struggling readers or who completes a postsecondary program that  
2034 is accredited by such organization. Any such certificate or  
2035 program must require an individual who completes the certificate  
2036 or program to demonstrate competence in reading intervention  
2037 strategies through clinical experience. At the conclusion of  
2038 each review, the department shall recommend to the state board  
2039 changes to the subject coverage or endorsement requirements  
2040 based upon any identified instruction or intervention strategies



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2041 proven to improve student reading performance. This subparagraph  
2042 does not authorize the state board to establish any new  
2043 certification subject coverage.

2044  
2045 The employing school district shall charge the employee a fee  
2046 not to exceed the amount charged by the Department of Education  
2047 for such services. Each district school board shall retain a  
2048 portion of the fee as defined in the rules of the State Board of  
2049 Education. The portion sent to the department shall be used for  
2050 maintenance of the technology system, the web application, and  
2051 posting and mailing of the certificate.

2052 Section 33. Section 1012.98, Florida Statutes, is amended  
2053 to read:

2054 1012.98 School Community Professional Learning Development  
2055 Act.—

2056 (1) The Department of Education, public postsecondary  
2057 educational institutions, public school districts, public  
2058 schools, state education foundations, consortia, and  
2059 professional organizations in this state shall work  
2060 collaboratively to establish a coordinated system of  
2061 professional learning. For the purposes of this section, the  
2062 term "professional learning" means learning that is aligned to  
2063 the state's standards for effective professional learning,  
2064 educator practices, and leadership practices; incorporates  
2065 active learning; is collaborative; provides models; and is  
2066 sustained and continuous development. The purpose of the  
2067 professional learning development system is to increase student  
2068 achievement, enhance classroom instructional strategies that  
2069 promote rigor and relevance throughout the curriculum, and





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2070 prepare students for continuing education and the workforce. The  
2071 system of professional learning development must align to the  
2072 standards adopted by the state. Routine informational meetings  
2073 may not be considered professional learning and are not eligible  
2074 for inservice points and support the framework for standards  
2075 adopted by the National Staff Development Council.

2076 (2) The school community includes students and parents,  
2077 administrative personnel, managers, instructional personnel,  
2078 support personnel, members of district school boards, members of  
2079 school advisory councils, business partners, and personnel that  
2080 provide health and social services to students.

2081 (3) Professional learning activities linked to student  
2082 learning and professional growth for instructional and  
2083 administrative staff must meet the following criteria:

2084 (a) For instructional personnel, utilize materials aligned  
2085 to the state's academic standards.

2086 (b) For school administrators, utilize materials aligned to  
2087 the state's educational leadership standards.

2088 (c) Have clear, defined, and measurable outcomes for both  
2089 individual inservice activities and multiple day sessions.

2090 (d) Employ multiple measurement tools for data on teacher  
2091 growth, participants' use of new knowledge and skills, student  
2092 learning outcomes, instructional growth outcomes, and leadership  
2093 growth outcomes, as applicable.

2094 (e) Utilize active learning and engage participants  
2095 directly in designing and trying out strategies, providing  
2096 participants with the opportunity to engage in authentic  
2097 teaching and leadership experiences.

2098 (f) Utilize artifacts, interactive activities, and other



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2099 strategies to provide deeply embedded and highly contextualized  
2100 professional learning.

2101 (g) Create opportunities for collaboration.

2102 (h) Utilize coaching and expert support to involve the  
2103 sharing of expertise about content and evidence-based practices,  
2104 focused directly on instructional personnel and school  
2105 administrator needs.

2106 (i) Provide opportunities for instructional personnel and  
2107 school administrators to think about, receive input on, and make  
2108 changes to practice by facilitating reflection and providing  
2109 feedback.

2110 (j) Provide sustained duration with followup for  
2111 instructional personnel and school administrators to have  
2112 adequate time to learn, practice, implement, and reflect upon  
2113 new strategies that facilitate changes in practice.

2114 (4)(3) The activities designed to implement this section  
2115 must:

2116 (a) Support and increase the success of educators through  
2117 collaboratively developed school improvement plans that focus  
2118 on:

2119 1. Enhanced and differentiated instructional strategies to  
2120 engage students in a rigorous and relevant curriculum based on  
2121 state and local educational standards, goals, and initiatives;

2122 2. Increased opportunities to provide meaningful  
2123 relationships between teachers and all students; and

2124 3. Increased opportunities for professional collaboration  
2125 among and between teachers, certified school counselors,  
2126 instructional leaders, postsecondary educators engaged in  
2127 preservice training for new teachers, and the workforce



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2128 community.

2129 (b) Assist the school community in providing stimulating,  
2130 scientific research-based educational activities that encourage  
2131 and motivate students to achieve at the highest levels and to  
2132 participate as active learners and that prepare students for  
2133 success at subsequent educational levels and the workforce.

2134 (c) Provide continuous support for all education  
2135 professionals as well as temporary intervention for education  
2136 professionals who need improvement in knowledge, skills, and  
2137 performance.

2138 (d) Provide ~~middle-grades~~ instructional personnel and  
2139 school administrators with the knowledge, skills, and best  
2140 practices necessary to support excellence in classroom  
2141 instruction and educational leadership.

2142 (e) Provide training to teacher mentors as part of the  
2143 professional learning development certification program under s.  
2144 1012.56(8) and the professional education competency program  
2145 under s. 1012.56(9) ~~s. 1012.56(8)(a)~~. The training must include  
2146 components on teacher development, peer coaching, time  
2147 management, and other related topics as determined by the  
2148 Department of Education.

2149 ~~(5)(4)~~ The Department of Education, school districts,  
2150 schools, Florida College System institutions, and state  
2151 universities share the responsibilities described in this  
2152 section. These responsibilities include the following:

2153 (a)1. The department shall create a high-quality  
2154 professional learning marketplace list that acts as a guide and  
2155 tool for teachers, schools, school administrators, and districts  
2156 across the state to identify high-quality professional learning



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2157 provider programs and resources that meet the criteria described  
2158 in subsection (3) and have demonstrated success in meeting  
2159 identified student needs.

2160 ~~2.(a)1. The department shall disseminate to the school~~  
2161 ~~community, through a centralized professional learning webpage,~~  
2162 ~~the marketplace list under subparagraph 1 ~~research-based~~~~  
2163 ~~professional development methods and programs that have~~  
2164 ~~demonstrated success in meeting identified student needs. The~~  
2165 ~~Commissioner of Education shall use data on student achievement~~  
2166 ~~to identify student needs. The methods of dissemination must~~  
2167 ~~include a web-based statewide performance support system,~~  
2168 ~~including a database of exemplary professional development~~  
2169 ~~activities, a listing of available professional development~~  
2170 ~~resources, training programs, and available assistance.~~

2171 ~~2. The web-based statewide performance support system~~  
2172 ~~established pursuant to subparagraph 1. must include for middle~~  
2173 ~~grades, subject to appropriation, materials related to classroom~~  
2174 ~~instruction, including integrated digital instruction and~~  
2175 ~~competency-based instruction; CAPE Digital Tool certificates and~~  
2176 ~~CAPE industry certifications; classroom management; student~~  
2177 ~~behavior and interaction; extended learning opportunities for~~  
2178 ~~students; and instructional leadership.~~

2179 (b) Each school district shall develop a professional  
2180 learning development system as specified in subsection (4) ~~(3)~~.  
2181 The system shall be developed in consultation with teachers,  
2182 teacher-educators of Florida College System institutions and  
2183 state universities, business and community representatives, and  
2184 local education foundations, consortia, and professional  
2185 organizations. The professional learning development system



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2186 must:

2187 1. Be reviewed and approved by the department for  
2188 compliance with s. 1003.42(3) and this section. Effective March  
2189 1, 2024, the department shall establish a calendar for the  
2190 review and approval of all professional learning systems. A  
2191 professional learning system must be reviewed and approved every  
2192 5 years. Any ~~All~~ substantial revisions to the system shall be  
2193 submitted to the department for review and ~~for continued~~  
2194 approval. The department shall establish a format for the review  
2195 and approval of a professional learning system.

2196 2. Be based on analyses of student achievement data and  
2197 instructional strategies and methods that support rigorous,  
2198 relevant, and challenging curricula for all students. Schools  
2199 and districts, in developing and refining the professional  
2200 learning development system, shall also review and monitor  
2201 school discipline data; school environment surveys; assessments  
2202 of parental satisfaction; performance appraisal data of  
2203 teachers, managers, and administrative personnel; and other  
2204 performance indicators to identify school and student needs that  
2205 can be met by improved professional performance.

2206 3. Provide inservice activities coupled with followup  
2207 support appropriate to accomplish district-level and school-  
2208 level improvement goals and standards. The inservice activities  
2209 for instructional and school administrative personnel shall  
2210 focus on analysis of student achievement data, ongoing formal  
2211 and informal assessments of student achievement, identification  
2212 and use of enhanced and differentiated instructional strategies  
2213 that emphasize rigor, relevance, and reading in the content  
2214 areas, enhancement of subject content expertise, integrated use



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2215 of classroom technology that enhances teaching and learning,  
2216 classroom management, parent involvement, and school safety.

2217 4. Provide inservice activities and support targeted to the  
2218 individual needs of new teachers participating in the  
2219 professional learning development certification and education  
2220 competency program under s. 1012.56(8) (a).

2221 5. Include a professional learning catalog ~~master plan~~ for  
2222 inservice activities, pursuant to rules of the State Board of  
2223 Education, for all district employees from all fund sources. The  
2224 catalog ~~master plan~~ shall be updated annually by September 1,  
2225 must be based on input from teachers and district and school  
2226 instructional leaders, and must use the latest available student  
2227 achievement data and research to enhance rigor and relevance in  
2228 the classroom. Each district inservice catalog ~~plan~~ must be  
2229 aligned to and support the school-based inservice catalog ~~plans~~  
2230 and school improvement plans pursuant to s. 1001.42(18). Each  
2231 district inservice catalog ~~plan~~ must provide a description of  
2232 the training that middle grades instructional personnel and  
2233 school administrators receive on the district's code of student  
2234 conduct adopted pursuant to s. 1006.07; integrated digital  
2235 instruction and competency-based instruction and CAPE Digital  
2236 Tool certificates and CAPE industry certifications; classroom  
2237 management; student behavior and interaction; extended learning  
2238 opportunities for students; and instructional leadership.  
2239 District plans must be approved by the district school board  
2240 annually in order to ensure compliance with subsection (1) and  
2241 to allow for dissemination of research-based best practices to  
2242 other districts. District school boards must submit verification  
2243 of their approval to the Commissioner of Education no later than



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2244 October 1, annually. Each school principal may establish and  
2245 maintain an individual professional learning development plan  
2246 for each instructional employee assigned to the school as a  
2247 seamless component to the school improvement plans developed  
2248 pursuant to s. 1001.42(18). An individual professional learning  
2249 ~~development~~ plan must be related to specific performance data  
2250 for the students to whom the teacher is assigned, define the  
2251 inservice objectives and specific measurable improvements  
2252 expected in student performance as a result of the inservice  
2253 activity, and include an evaluation component that determines  
2254 the effectiveness of the professional learning development plan.

2255 6. Include inservice activities for school administrative  
2256 personnel, aligned to the state's educational leadership  
2257 standards, that address updated skills necessary for  
2258 instructional leadership and effective school management  
2259 pursuant to s. 1012.986.

2260 7. Provide for systematic consultation with regional and  
2261 state personnel designated to provide technical assistance and  
2262 evaluation of local professional learning development programs.

2263 8. Provide for delivery of professional learning  
2264 ~~development~~ by distance learning and other technology-based  
2265 delivery systems to reach more educators at lower costs.

2266 9. Provide for the continuous evaluation of the quality and  
2267 effectiveness of professional learning development programs in  
2268 order to eliminate ineffective programs and strategies and to  
2269 expand effective ones. Evaluations must consider the impact of  
2270 such activities on the performance of participating educators  
2271 and their students' achievement and behavior.

2272 10. For all ~~middle~~ grades, emphasize:



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2273           a. Interdisciplinary planning, collaboration, and  
2274 instruction.  
2275           b. Alignment of curriculum and instructional materials to  
2276 the state academic standards adopted pursuant to s. 1003.41.  
2277           c. Use of small learning communities; problem-solving,  
2278 inquiry-driven research and analytical approaches for students;  
2279 strategies and tools based on student needs; competency-based  
2280 instruction; integrated digital instruction; and project-based  
2281 instruction.  
2282  
2283 Each school that includes any of grades 6, 7, or 8 must include  
2284 in its school improvement plan, required under s. 1001.42(18), a  
2285 description of the specific strategies used by the school to  
2286 implement each item listed in this subparagraph.  
2287           11. Provide training to reading coaches, classroom  
2288 teachers, and school administrators in effective methods of  
2289 identifying characteristics of conditions such as dyslexia and  
2290 other causes of diminished phonological processing skills;  
2291 incorporating instructional techniques into the general  
2292 education setting which are proven to improve reading  
2293 performance for all students; and using predictive and other  
2294 data to make instructional decisions based on individual student  
2295 needs. The training must help teachers integrate phonemic  
2296 awareness; phonics, word study, and spelling; reading fluency;  
2297 vocabulary, including academic vocabulary; and text  
2298 comprehension strategies into an explicit, systematic, and  
2299 sequential approach to reading instruction, including  
2300 multisensory intervention strategies. Each district must provide  
2301 all elementary grades instructional personnel access to training





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2302 sufficient to meet the requirements of s. 1012.585(3)(f).

2303        ~~(6)(5)~~ Each district school board shall provide funding for  
2304 the professional learning development system as required by s.  
2305 1011.62 and the General Appropriations Act, and shall direct  
2306 expenditures from other funding sources to continuously  
2307 strengthen the system in order to increase student achievement  
2308 and support instructional staff in enhancing rigor and relevance  
2309 in the classroom. The department shall identify professional  
2310 learning development opportunities that require the teacher to  
2311 demonstrate proficiency in specific classroom practices, with  
2312 priority given to implementing training to complete a reading  
2313 endorsement pathway adopted pursuant to s. 1012.586(2)(a). A  
2314 school district may coordinate its professional learning  
2315 ~~development~~ program with that of another district, with an  
2316 educational consortium, or with a Florida College System  
2317 institution or university, especially in preparing and educating  
2318 personnel. Each district school board shall make available  
2319 inservice activities to instructional personnel of nonpublic  
2320 schools in the district and the state certified teachers who are  
2321 not employed by the district school board on a fee basis not to  
2322 exceed the cost of the activity per all participants.

2323        ~~(7)(6)~~ An organization of private schools or consortium of  
2324 charter schools which has no fewer than 10 member schools in  
2325 this state, which publishes and files with the Department of  
2326 Education copies of its standards, and the member schools of  
2327 which comply with the provisions of part II of chapter 1003,  
2328 relating to compulsory school attendance, or a public or private  
2329 college or university with a teacher preparation program  
2330 approved pursuant to s. 1004.04, may also develop a professional



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2331 learning development system that includes a professional  
2332 learning catalog ~~master plan~~ for inservice activities. The  
2333 system and inservice catalog plan must be submitted to the  
2334 commissioner for approval pursuant to state board rules.

2335 (8) (a) ~~(7) (a)~~ The Department of Education shall disseminate,  
2336 using web-based technology, research-based best practice methods  
2337 by which the state and district school boards may evaluate and  
2338 improve the professional learning development system. The best  
2339 practices must include data that indicate the progress of all  
2340 students. The department shall report annually to the State  
2341 Board of Education and the Legislature any school district that,  
2342 in the determination of the department, has failed to provide an  
2343 adequate professional learning development system. This report  
2344 must include the results of the department's investigation and  
2345 of any intervention provided.

2346 (b) The department shall also disseminate, using web-based  
2347 technology, professional learning development in the use of  
2348 integrated digital instruction at schools that include middle  
2349 grades. The professional learning development must provide  
2350 training and materials that districts can use to provide  
2351 instructional personnel with the necessary knowledge, skills,  
2352 and strategies to effectively blend digital instruction into  
2353 subject-matter curricula. The professional learning development  
2354 must emphasize online learning and research techniques, reading  
2355 instruction, the use of digital devices to supplement the  
2356 delivery of curricular content to students, and digital device  
2357 management and security. Districts are encouraged to incorporate  
2358 the professional learning development as part of their  
2359 professional learning development system.



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2360           ~~(9)-(8)~~ The State Board of Education may adopt rules  
2361 pursuant to ss. 120.536(1) and 120.54 to administer this  
2362 section.

2363           ~~(10)-(9)~~ This section does not limit or discourage a  
2364 district school board from contracting with independent entities  
2365 for professional learning development services and inservice  
2366 education if the district school board can demonstrate to the  
2367 Commissioner of Education that, through such a contract, a  
2368 better product can be acquired or its goals for education  
2369 improvement can be better met. Such entities shall have 3 or  
2370 more years of experience providing professional learning with  
2371 demonstrative success in instructional or school administrator  
2372 growth. The school district must verify that such entities and  
2373 contracted professional learning activities from such entities  
2374 meet the criteria established in subsection (3) for training  
2375 linked to student learning or professional growth.

2376           ~~(11)-(10)~~ For instructional personnel and administrative  
2377 personnel who have been evaluated as less than effective, a  
2378 district school board shall require participation in specific  
2379 professional learning development programs as provided in  
2380 subparagraph (5) (b) 5. ~~(4) (b) 5.~~ as part of the improvement  
2381 prescription.

2382           ~~(12)-(11)~~ The department shall disseminate to the school  
2383 community proven model professional learning development  
2384 programs that have demonstrated success in increasing rigorous  
2385 and relevant content, increasing student achievement and  
2386 engagement, meeting identified student needs, and providing  
2387 effective mentorship activities to new teachers and training to  
2388 teacher mentors. The methods of dissemination must include a



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2389 web-based statewide performance-support system including a  
2390 database of exemplary professional learning development  
2391 activities, a listing of available professional learning  
2392 ~~development~~ resources, training programs, and available  
2393 technical assistance. Professional learning development  
2394 resources must include sample course-at-a-glance and unit  
2395 overview templates that school districts may use when developing  
2396 curriculum. The templates must provide an organized structure  
2397 for addressing the Florida Standards, grade-level expectations,  
2398 evidence outcomes, and 21st century skills that build to  
2399 students' mastery of the standards at each grade level. Each  
2400 template must support teaching to greater intellectual depth and  
2401 emphasize transfer and application of concepts, content, and  
2402 skills. At a minimum, each template must:

2403 (a) Provide course or year-long sequencing of concept-based  
2404 unit overviews based on the Florida Standards.

2405 (b) Describe the knowledge and vocabulary necessary for  
2406 comprehension.

2407 (c) Promote the instructional shifts required within the  
2408 Florida Standards.

2409 (d) Illustrate the interdependence of grade-level  
2410 expectations within and across content areas within a grade.

2411 (13)~~(12)~~ The department shall require teachers in grades K-  
2412 12 to participate in continuing education training provided by  
2413 the Department of Children and Families on identifying and  
2414 reporting child abuse and neglect.

2415 Section 34. Subsection (1) of section 1012.986, Florida  
2416 Statutes, is amended to read:

2417 1012.986 William Cecil Golden Professional Learning



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2418 ~~Development~~ Program for School Leaders.-

2419           (1) There is established the William Cecil Golden  
2420 Professional Learning ~~Development~~ Program for School Leaders to  
2421 provide high-quality standards and sustained support for  
2422 educational leaders. For purposes of this section, the term  
2423 "educational leader" means teacher leaders, assistant  
2424 principals, principals, or school district leaders. The program  
2425 shall consist of a collaborative network of school districts,  
2426 state-approved educational leadership programs, regional  
2427 consortia, charter management organizations, and state and  
2428 national professional leadership organizations to respond to  
2429 educational leadership needs throughout the state. The network  
2430 shall support the human-resource learning ~~development~~ needs of  
2431 educational leaders using the framework of leadership standards  
2432 adopted by the State Board of Education. The goal of the network  
2433 leadership program is to:

2434           (a) Provide resources to support and enhance the roles of  
2435 educational leaders.

2436           (b) Maintain a clearinghouse and disseminate data-supported  
2437 information related to the continued enhancement of student  
2438 achievement and learning, civic education, coaching and  
2439 mentoring, mental health awareness, technology in education,  
2440 distance learning, and school safety based on educational  
2441 research and best practices.

2442           (c) Increase the quality and capacity of educational  
2443 leadership learning ~~development~~ programs.

2444           (d) Support evidence-based leadership practices through  
2445 dissemination and modeling at the preservice and inservice  
2446 levels for educational leaders.



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2447 (e) Support the professional growth of instructional  
2448 personnel who provide reading instruction and interventions by  
2449 training school administrators on classroom observation,  
2450 instructional coaching, and teacher evaluation practices aligned  
2451 to evidence-based reading instruction and intervention  
2452 strategies.

2453 Section 35. Paragraph (a) of subsection (1) of section  
2454 1013.62, Florida Statutes, is amended to read:

2455 1013.62 Charter schools capital outlay funding.—

2456 (1) For the 2022-2023 fiscal year, charter school capital  
2457 outlay funding shall consist of state funds appropriated in the  
2458 2022-2023 General Appropriations Act. Beginning in fiscal year  
2459 2023-2024, charter school capital outlay funding shall consist  
2460 of state funds when such funds are appropriated in the General  
2461 Appropriations Act and revenue resulting from the discretionary  
2462 millage authorized in s. 1011.71(2) if the amount of state funds  
2463 appropriated for charter school capital outlay in any fiscal  
2464 year is less than the average charter school capital outlay  
2465 funds per unweighted full-time equivalent student for the 2018-  
2466 2019 fiscal year, multiplied by the estimated number of charter  
2467 school students for the applicable fiscal year, and adjusted by  
2468 changes in the Consumer Price Index issued by the United States  
2469 Department of Labor from the previous fiscal year. Nothing in  
2470 this subsection prohibits a school district from distributing to  
2471 charter schools funds resulting from the discretionary millage  
2472 authorized in s. 1011.71(2).

2473 (a) To be eligible to receive capital outlay funds, a  
2474 charter school must:

2475 1.a. Have been in operation for 2 or more years;



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2476           b. Be governed by a governing board established in the  
2477 state for 2 or more years which operates both charter schools  
2478 and conversion charter schools within the state;  
2479           c. Be an expanded feeder chain of a charter school within  
2480 the same school district that is currently receiving charter  
2481 school capital outlay funds;  
2482           d. Have been accredited by a regional accrediting  
2483 association as defined by State Board of Education rule;  
2484           e. Serve students in facilities that are provided by a  
2485 business partner for a charter school-in-the-workplace pursuant  
2486 to s. 1002.33(15) (b); or  
2487           f. Be operated by a hope operator pursuant to s. 1002.333.  
2488           2. Have an annual audit that does not reveal any of the  
2489 financial emergency conditions provided in s. 218.503(1) for the  
2490 most recent fiscal year for which such audit results are  
2491 available.  
2492           3. Have not earned two consecutive grades of "F", three  
2493 consecutive grades below a "C", or two consecutive school  
2494 improvement ratings of "Unsatisfactory" ~~satisfactory student~~  
2495 ~~achievement based on state accountability standards applicable~~  
2496 ~~to the charter school.~~  
2497           4. Have received final approval from its sponsor pursuant  
2498 to s. 1002.33 for operation during that fiscal year.  
2499           5. Serve students in facilities that are not provided by  
2500 the charter school's sponsor.  
2501           Section 36. Paragraphs (d) and (f) of subsection (1) of  
2502 section 1014.05, Florida Statutes, are amended to read:  
2503           1014.05 School district notifications on parental rights.-  
2504           (1) Each district school board shall, in consultation with



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2505 parents, teachers, and administrators, develop and adopt a  
2506 policy to promote parental involvement in the public school  
2507 system. Such policy must include:

2508 (d) Procedures, pursuant to s. 1002.20(3)(d), for a parent  
2509 to withdraw his or her minor child from any portion of the  
2510 school district's comprehensive health education required under  
2511 s. 1003.42(2)(o) ~~s. 1003.42(2)(n)~~ that relates to sex education  
2512 or instruction in acquired immune deficiency syndrome education  
2513 or any instruction regarding sexuality if the parent provides a  
2514 written objection to his or her minor child's participation.  
2515 Such procedures must provide for a parent to be notified in  
2516 advance of such course content so that he or she may withdraw  
2517 his or her minor child from those portions of the course.

2518 (f) Procedures for a parent to learn about parental rights  
2519 and responsibilities under general law, including all of the  
2520 following:

2521 1. Pursuant to s. 1002.20(3)(d), the right to opt his or  
2522 her minor child out of any portion of the school district's  
2523 comprehensive health education required under s. 1003.42(2)(o)  
2524 ~~s. 1003.42(2)(n)~~ that relates to sex education instruction in  
2525 acquired immune deficiency syndrome education or any instruction  
2526 regarding sexuality.

2527 2. A plan to disseminate information, pursuant to s.  
2528 1002.20(6), about school choice options, including open  
2529 enrollment.

2530 3. In accordance with s. 1002.20(3)(b), the right of a  
2531 parent to exempt his or her minor child from immunizations.

2532 4. In accordance with s. 1008.22, the right of a parent to  
2533 review statewide, standardized assessment results.





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2534           5. In accordance with s. 1003.57, the right of a parent to  
2535 enroll his or her minor child in gifted or special education  
2536 programs.

2537           6. In accordance with s. 1006.28(2)(a)1., the right of a  
2538 parent to inspect school district instructional materials.

2539           7. In accordance with s. 1008.25, the right of a parent to  
2540 access information relating to the school district's policies  
2541 for promotion or retention, including high school graduation  
2542 requirements.

2543           8. In accordance with s. 1002.20(14), the right of a parent  
2544 to receive a school report card and be informed of his or her  
2545 minor child's attendance requirements.

2546           9. In accordance with s. 1002.23, the right of a parent to  
2547 access information relating to the state public education  
2548 system, state standards, report card requirements, attendance  
2549 requirements, and instructional materials requirements.

2550           10. In accordance with s. 1002.23(4), the right of a parent  
2551 to participate in parent-teacher associations and organizations  
2552 that are sanctioned by a district school board or the Department  
2553 of Education.

2554           11. In accordance with s. 1002.222(1)(a), the right of a  
2555 parent to opt out of any district-level data collection relating  
2556 to his or her minor child not required by law.

2557           Section 37. The Division of Law Revision shall prepare a  
2558 reviser's bill to replace references to the term "professional  
2559 development" where it occurs within chapters 1000 through 1013  
2560 of the Florida Statutes with the term "professional learning."

2561           Section 38. This act shall take effect July 1, 2023.  
2562



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2563 ===== T I T L E A M E N D M E N T =====

2564 And the title is amended as follows:

2565 Delete everything before the enacting clause

2566 and insert:

2567 A bill to be entitled

2568 An act relating to education; amending s. 1002.20,  
2569 F.S.; requiring school districts to annually review  
2570 and confirm specified information is accurate and up  
2571 to date; requiring school districts to send a  
2572 notification to parents under certain circumstances;  
2573 authorizing students to possess and use certain  
2574 medication while on school property or at a school-  
2575 sponsored events; amending s. 1002.33, F.S.; providing  
2576 clarifying language relating to admission and  
2577 dismissal procedures for charter schools; amending s.  
2578 1002.42, F.S.; conforming a cross-reference; creating  
2579 s. 1003.07, F.S.; creating the Year-round School Pilot  
2580 Program for a period of 4 school years beginning with  
2581 a specified school year; providing the purpose of the  
2582 program; providing for an application process for  
2583 participation in the program; requiring the  
2584 Commissioner of Education to select a certain number  
2585 of school districts to participate in the program;  
2586 providing requirements for participating school  
2587 districts; requiring the commissioner to submit a  
2588 report to the Governor and Legislature; providing  
2589 requirements for such report; authorizing the State  
2590 Board of Education to adopt rules; amending s.  
2591 1003.42, F.S.; requiring the history of Asian



2592 Americans and Pacific Islanders to be included in  
2593 specified instruction; providing requirements for such  
2594 instruction; amending s. 1003.4282, F.S.; revising a  
2595 graduation requirement for certain students; amending  
2596 s. 1004.04, F.S.; revising the core curricula for  
2597 certain teacher preparation programs; amending s.  
2598 1004.85, F.S.; revising terminology; deleting a  
2599 requirement that certain certification programs be  
2600 previously approved by the Department of Education;  
2601 revising requirements for certain competency-based  
2602 programs, certain teacher preparation field  
2603 experience, and participants in certain teacher  
2604 preparation programs; requiring the State Board of  
2605 Education to adopt specified rules relating to the  
2606 continued approval of certain teacher preparation  
2607 programs rather than by a determination of the  
2608 Commissioner of Education; amending s. 1005.04, F.S.;  
2609 requiring certain institutions to include specified  
2610 information relating to student fees and costs in a  
2611 disclosure to prospective students; requiring certain  
2612 institutions to provide information affirmatively  
2613 demonstrating compliance with fair consumer practice  
2614 requirements; creating s. 1005.11, F.S.; requiring the  
2615 Commission for Independent Education to annually  
2616 prepare an accountability report by a specified date;  
2617 providing requirements for such report; requiring  
2618 licensed institutions to annually provide certain data  
2619 to the commission by a specified date; providing  
2620 requirements for the determination of a specified



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2621 rate; requiring the commission to establish a common  
2622 set of data definitions; requiring the commission to  
2623 impose administrative fines for an institution that  
2624 fails to timely submit the data; providing  
2625 requirements for such fines; providing authority for  
2626 the commission to require certain data reporting by  
2627 certain institutions; amending s. 1005.22, F.S.;

2628 revising the powers and duties of the commission;  
2629 amending s. 1005.31, F.S.; revising the commission's  
2630 evaluation standards for licensure of an institution;  
2631 authorizing the commission to prohibit the enrollment  
2632 of new students in, or limit the number of students in  
2633 a program at, a licensed institution under certain  
2634 circumstances; authorizing the commission to take  
2635 specified actions relating to licensed institutions;  
2636 authorizing the commission to establish certain  
2637 benchmarks by rule; providing for the designation of  
2638 certain licensed institutions as high performing;  
2639 creating s. 1005.335, F.S.; requiring all programs at  
2640 licensed institutions to be disclosed to the  
2641 commission; requiring institutions to receive  
2642 institutional accreditation prior to obtaining  
2643 licensure for prelicensure professional nursing  
2644 programs; requiring the commission to adopt rules;  
2645 amending s. 1006.09, F.S.; providing requirements for  
2646 searches of students' personal belongings; amending s.  
2647 1006.13, F.S.; creating a rebuttable presumption for  
2648 certain disciplinary actions; amending s. 1006.148,  
2649 F.S.; conforming a cross-reference; amending s.



2650 1007.27, F.S.; revising the articulated acceleration  
2651 mechanisms available to certain students; requiring  
2652 the state board and Board of Governors to identify  
2653 Florida College System institutions and state  
2654 universities to develop certain courses and provide  
2655 specified training; requiring the department to take  
2656 specified actions relating to certain courses;  
2657 authorizing the department to partner with specified  
2658 organizations to develop certain assessments;  
2659 providing for the award of credit to certain students;  
2660 requiring the department to provide a report to the  
2661 Legislature by a specified date; providing  
2662 requirements for such report; amending s. 1007.271,  
2663 F.S.; requiring dual enrollment courses to be age and  
2664 developmentally appropriate; amending s. 1007.35,  
2665 F.S.; revising the responsibilities of the Florida  
2666 Partnership for Minority and Underrepresented Student  
2667 Achievement; conforming provisions to changes made by  
2668 the act; amending s. 1008.22, F.S.; authorizing school  
2669 districts to select the Classic Learning Test for an  
2670 annual districtwide administration for certain  
2671 students; amending s. 1008.34, F.S.; revising the  
2672 calculation of school grades for certain schools;  
2673 amending s. 1009.531, F.S.; revising the list of  
2674 courses that receive additional weights for the  
2675 purpose of calculating students' grade point averages  
2676 when determining initial eligibility for a Florida  
2677 Bright Futures Scholarship; authorizing students to  
2678 earn a concordant score on the Classic Learning Test



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2679 to meet the initial eligibility requirements for the  
2680 Florida Bright Futures Scholarship Program; amending  
2681 ss. 1009.534, 1009.535, and 1009.536, F.S.;  
2682 authorizing students to use a combination of volunteer  
2683 service hours and paid work hours to meet certain  
2684 program eligibility requirements; providing that paid  
2685 work hours completed on or after a specified date  
2686 shall be used to meet certain program eligibility  
2687 requirements; amending s. 1012.22, F.S.; authorizing  
2688 district school boards to review and reappoint certain  
2689 staff; amending s. 1012.34, F.S.; providing that  
2690 school administrators are not precluded from taking  
2691 specified actions; amending s. 1012.56, F.S.; revising  
2692 requirements for a person seeking an educator  
2693 certification; revising criteria for the award of a  
2694 temporary certificate; revising the validity period  
2695 for certain temporary certificates; deleting  
2696 provisions relating to the department's ability to  
2697 extend the validity period of certain temporary  
2698 certificates; revising the requirements for the  
2699 approval and administration of such programs;  
2700 establishing professional education competency  
2701 programs; requiring school districts to develop and  
2702 maintain such a program; authorizing private schools  
2703 and state-supported schools to develop and maintain  
2704 such a program; amending s. 1012.57, F.S.; authorizing  
2705 charter school governing boards to issue adjunct  
2706 teaching certificates; requiring a charter school to  
2707 post specified requirements on its website and



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2708 annually report specified information relating to  
2709 adjunct teaching certificates to the Department of  
2710 Education; conforming a cross-reference; amending s.  
2711 1012.575, F.S.; conforming a cross-reference; amending  
2712 s. 1012.585, F.S.; requiring certain applicants for  
2713 the renewal of a professional certificate to earn  
2714 specified college credit or inservice points;  
2715 providing requirements for such credit or points;  
2716 amending s. 1012.586, F.S.; conforming a cross-  
2717 reference; amending s. 1012.98, F.S.; defining the  
2718 term "professional learning"; prohibiting specified  
2719 meetings from being considered professional learning  
2720 and eligible for inservice points; providing and  
2721 revising requirements for certain professional  
2722 learning activities; revising department and school  
2723 district duties relating to such activities; providing  
2724 requirements for entities contracted with to provide  
2725 professional learning services and inservice education  
2726 for school districts; conforming a cross-reference and  
2727 provisions to changes made by the act; amending s.  
2728 1012.986, F.S.; renaming the "William Cecil Golden  
2729 Professional Development Program for School Leaders"  
2730 as the "William Cecil Golden Professional Learning  
2731 Program for School Leaders"; revising the goal of the  
2732 program; amending s. 1013.62, F.S.; revising the  
2733 charter school eligibility criteria for capital outlay  
2734 funding; amending s. 1014.05, F.S.; conforming cross-  
2735 references; providing a directive to the Division of  
2736 Law Revision; providing an effective date.