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1  
2 An act relating to education; amending s. 1001.02,  
3 F.S.; deleting a requirement that the State Board of  
4 Education establish the cost of certain tuition and  
5 fees; amending s. 1001.03, F.S.; deleting a  
6 requirement that the state board identify certain  
7 metrics and develop a specified plan relating to the  
8 Florida College System; amending s. 1002.3105, F.S.;  
9 deleting a requirement that a performance contract be  
10 completed if a student participates in an Academically  
11 Challenging Curriculum to Enhance Learning option;  
12 providing that a performance contract may be used at  
13 the discretion of the principal; repealing s.  
14 1002.311, F.S., relating to single-gender programs;  
15 amending s. 1002.34, F.S.; deleting a requirement for  
16 the Commissioner of Education to provide for an annual  
17 comparative evaluation of charter technical career  
18 centers and public technical centers; amending s.  
19 1002.45, F.S.; deleting a requirement that school  
20 districts provide certain virtual instruction options  
21 to students; deleting a requirement that virtual  
22 instruction program providers be nonsectarian;  
23 authorizing school districts to provide certain  
24 students with the equipment and access necessary for  
25 participation in virtual instruction programs;  
26 amending s. 1002.61, F.S.; authorizing school  
27 districts to satisfy specified requirements for such  
28 program by contracting with certain providers;  
29 amending s. 1002.82, F.S.; requiring the Department of

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30 Education to review school readiness program plans  
31 every 3 years, rather than every 2 years; amending s.  
32 1002.85, F.S.; requiring early learning coalitions to  
33 submit school readiness program plans to the  
34 department every 3 years, rather than every 2 years;  
35 amending s. 1003.435, F.S.; revising the eligibility  
36 requirements for students to take the high school  
37 equivalency examination; amending s. 1003.4935, F.S.;  
38 deleting a requirement that the department collect and  
39 report certain data relating to a middle school career  
40 and professional academy or a career-themed course;  
41 repealing s. 1003.4995, F.S., relating to the fine  
42 arts report prepared by the Commissioner of Education;  
43 repealing s. 1003.4996, F.S., relating to the  
44 Competency-Based Education Pilot Program; amending s.  
45 1003.49965, F.S.; authorizing, rather than requiring,  
46 a school district to hold an Art in the Capitol  
47 Competition; amending s. 1003.51, F.S.; deleting a  
48 requirement regarding assessment procedures for  
49 Department of Juvenile Justice education programs;  
50 revising requirements for which assessment results  
51 must be included in a student's discharge packet;  
52 deleting requirements for specified sanctions against  
53 district school boards for unsatisfactory performance  
54 in their Department of Juvenile Justice education  
55 programs; amending s. 1003.621, F.S.; deleting a  
56 requirement for academically high-performing school  
57 districts to submit an annual report to the state  
58 board; repealing s. 1004.925, F.S., relating to

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59 automotive service technology education programs and  
60 certification; amending s. 1006.28, F.S.; revising the  
61 definition of the term "adequate instructional  
62 materials"; requiring certain information published  
63 and regularly updated by the Department of Education  
64 to be sorted by grade level; deleting a timeframe  
65 requirement for each district school superintendent to  
66 notify the department about instructional materials;  
67 deleting a requirement for such notification;  
68 authorizing, rather than requiring, a school principal  
69 to collect the purchase price of instructional  
70 materials lost, destroyed, or unnecessarily damaged by  
71 a student; amending s. 1006.283, F.S.; deleting a  
72 timeframe requirement for a district school  
73 superintendent to certify to the department that  
74 certain instructional materials meet applicable state  
75 standards; amending s. 1006.33, F.S.; beginning with a  
76 specified adoption cycle, requiring the department to  
77 publish an instructional materials adoption timeline;  
78 providing requirements for such timeline and adoption  
79 cycle; providing requirements for the 2025-2026  
80 instructional materials adoption cycle; providing an  
81 expiration date for such requirements; deleting  
82 certain timelines relating to the adoption of  
83 instructional materials; amending s. 1007.33, F.S.;  
84 deleting a provision authorizing the Board of Trustees  
85 of St. Petersburg College to establish certain degree  
86 programs; amending s. 1008.25, F.S.; revising the  
87 requirements for comprehensive plans for student

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88 progression; revising the students who receive  
89 priority for allocation of remedial and supplemental  
90 instruction resources; requiring individualized  
91 progress monitoring plans to be developed within a  
92 specified timeframe; providing requirements for  
93 students in the Voluntary Prekindergarten Education  
94 Program who exhibit a substantial deficiency in early  
95 literacy skills and early mathematics skills;  
96 providing that substantial deficiencies in early  
97 literacy skills and early mathematics skills for such  
98 students are determined by specified results of the  
99 coordinated screening and progress monitoring;  
100 requiring the State Board of Education to identify  
101 specified guidelines in rule; requiring teachers and  
102 school administrators to meet with specified parents  
103 upon the request of such parents; authorizing such  
104 parents to request specified actions; revising  
105 requirements for the administration of the coordinated  
106 screening and progress monitoring system; providing  
107 requirements for the administration of such system for  
108 students in the summer prekindergarten program;  
109 amending s. 1008.31, F.S.; revising a provision  
110 relating to the No Child Left Behind Act of 2001 to  
111 relate to the Every Student Succeeds Act of 2015;  
112 amending s. 1008.33, F.S.; authorizing the state board  
113 to allow certain schools additional time to implement  
114 a community school model; amending s. 1008.332, F.S.;  
115 revising a provision relating to the No Child Left  
116 Behind Act of 2001 to relate to the Every Student

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117 Succeeds Act of 2015; deleting a requirement for  
118 certain committee members to annually report to  
119 specified entities; amending s. 1008.34, F.S.;  
120 conforming a cross-reference; amending s. 1008.345,  
121 F.S.; deleting a requirement for the department to  
122 develop an annual feedback report; deleting a  
123 requirement for the Commissioner of Education to  
124 review specified feedback reports and submit findings  
125 to the state board; deleting certain requirements for  
126 a report the commissioner produces annually for the  
127 state board and the Legislature; revising what  
128 information certain community assessment team  
129 recommendations are based on; amending s. 1008.45,  
130 F.S.; deleting a requirement that the state board  
131 provide a specified annual evaluation; amending ss.  
132 1000.05, 1002.31, 1002.321, 1002.33, 1002.455,  
133 1008.22, 1008.37, and 1013.841, F.S.; conforming  
134 provisions and cross-references to changes made by the  
135 act; providing an effective date.

136  
137 Be It Enacted by the Legislature of the State of Florida:

138  
139 Section 1. Subsection (5) of section 1001.02, Florida  
140 Statutes, is amended to read:

141 1001.02 General powers of State Board of Education.—

142 (5) The State Board of Education is responsible for  
143 reviewing and administering the state program of support for the  
144 Florida College System institutions ~~and, subject to existing~~  
145 ~~law, shall establish the tuition and out-of-state fees for~~

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146 ~~developmental education and for credit instruction that may be~~  
147 ~~counted toward an associate in arts degree, an associate in~~  
148 ~~applied science degree, or an associate in science degree.~~

149 Section 2. Subsection (17) of section 1001.03, Florida  
150 Statutes, is amended to read:

151 1001.03 Specific powers of State Board of Education.—

152 ~~(17) PLAN SPECIFYING GOALS AND OBJECTIVES. By July 1, 2013,~~  
153 ~~the State Board of Education shall identify performance metrics~~  
154 ~~for the Florida College System and develop a plan that specifies~~  
155 ~~goals and objectives for each Florida College System~~  
156 ~~institution. The plan must include:~~

157 ~~(a) Performance metrics and standards common for all~~  
158 ~~institutions and metrics and standards unique to institutions~~  
159 ~~depending on institutional core missions, including, but not~~  
160 ~~limited to, remediation success, retention, graduation,~~  
161 ~~employment, transfer rates, licensure passage, excess hours,~~  
162 ~~student loan burden and default rates, job placement, faculty~~  
163 ~~awards, and highly respected rankings for institution and~~  
164 ~~program achievements.~~

165 ~~(b) Student enrollment and performance data delineated by~~  
166 ~~method of instruction, including, but not limited to,~~  
167 ~~traditional, online, and distance learning instruction.~~

168 Section 3. Paragraphs (c) and (d) of subsection (4) of  
169 section 1002.3105, Florida Statutes, are amended to read:

170 1002.3105 Academically Challenging Curriculum to Enhance  
171 Learning (ACCEL) options.—

172 (4) ACCEL REQUIREMENTS.—

173 (c) If a student participates in an ACCEL option pursuant  
174 to the parental request under subparagraph (b)1., a performance

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175 contract is not required but may be used at the discretion of  
176 the principal ~~must be executed by the student, the parent, and~~  
177 ~~the principal. At a minimum, the performance contract must~~  
178 ~~require compliance with:~~

179 ~~1. Minimum student attendance requirements.~~

180 ~~2. Minimum student conduct requirements.~~

181 ~~3. ACCEL option requirements established by the principal,~~  
182 ~~which may include participation in extracurricular activities,~~  
183 ~~educational outings, field trips, interscholastic competitions,~~  
184 ~~and other activities related to the ACCEL option selected.~~

185 ~~(d)~~ If a principal initiates a student's participation in  
186 an ACCEL option, the student's parent must be notified. A  
187 performance contract, ~~pursuant to paragraph (c)~~, is not required  
188 when a principal initiates participation but may be used at the  
189 discretion of the principal.

190 Section 4. Section 1002.311, Florida Statutes, is repealed.

191 Section 5. Subsection (19) of section 1002.34, Florida  
192 Statutes, is amended to read:

193 1002.34 Charter technical career centers.—

194 ~~(19) EVALUATION; REPORT. The Commissioner of Education~~  
195 ~~shall provide for an annual comparative evaluation of charter~~  
196 ~~technical career centers and public technical centers. The~~  
197 ~~evaluation may be conducted in cooperation with the sponsor,~~  
198 ~~through private contracts, or by department staff. At a minimum,~~  
199 ~~the comparative evaluation must address the demographic and~~  
200 ~~socioeconomic characteristics of the students served, the types~~  
201 ~~and costs of services provided, and the outcomes achieved. By~~  
202 ~~December 30 of each year, the Commissioner of Education shall~~  
203 ~~submit to the Governor, the President of the Senate, the Speaker~~

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204 ~~of the House of Representatives, and the Senate and House~~  
205 ~~committees that have responsibility for secondary and~~  
206 ~~postsecondary career and technical education a report of the~~  
207 ~~comparative evaluation completed for the previous school year.~~

208 Section 6. Paragraphs (c) through (e) of subsection (1) of  
209 section 1002.45, Florida Statutes, are redesignated as  
210 paragraphs (b) through (d), respectively, and present paragraphs  
211 (b), (c), and (e) of that subsection, subsection (2), paragraph  
212 (d) of subsection (3), subsection (5), and paragraph (a) of  
213 subsection (6) are amended to read:

214 1002.45 Virtual instruction programs.—

215 (1) PROGRAM.—

216 ~~(b)1. Each school district shall provide at least one~~  
217 ~~option for part-time and full-time virtual instruction for~~  
218 ~~students residing within the school district. All school~~  
219 ~~districts must provide parents with timely written notification~~  
220 ~~of at least one open enrollment period for full-time students of~~  
221 ~~90 days or more which ends 30 days before the first day of the~~  
222 ~~school year. A school district virtual instruction program shall~~  
223 ~~consist of the following:~~

224 ~~a. Full-time and part-time virtual instruction for students~~  
225 ~~enrolled in kindergarten through grade 12.~~

226 ~~b. Full-time or part-time virtual instruction for students~~  
227 ~~enrolled in dropout prevention and academic intervention~~  
228 ~~programs under s. 1003.53, Department of Juvenile Justice~~  
229 ~~education programs under s. 1003.52, core-curricula courses to~~  
230 ~~meet class size requirements under s. 1003.03, or Florida~~  
231 ~~College System institutions under this section.~~

232 ~~2. Each virtual instruction program established under~~



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233 ~~paragraph (c) by a school district either directly or through a~~  
234 ~~contract with an approved virtual instruction program provider~~  
235 ~~shall operate under its own Master School Identification Number~~  
236 ~~as prescribed by the department.~~

237 (b) ~~(e)~~ To provide students residing within the school  
238 district the option of participating in virtual instruction  
239 programs ~~as required by paragraph (b)~~, a school district may:

240 1. Contract with the Florida Virtual School or establish a  
241 franchise of the Florida Virtual School pursuant to s.  
242 1002.37(2) ~~for the provision of a program under paragraph (b)~~.

243 2. Contract with an approved virtual instruction program  
244 provider under subsection (2) ~~for the provision of a full-time~~  
245 ~~or part-time program under paragraph (b)~~.

246 3. Enter into an agreement with other school districts to  
247 allow the participation of its students in an approved virtual  
248 instruction program provided by the other school district. The  
249 agreement must indicate a process for the transfer of funds  
250 required by paragraph (6) (b).

251 4. Establish school district operated part-time or full-  
252 time kindergarten through grade 12 virtual instruction programs.

253 5. Enter into an agreement with a virtual charter school  
254 authorized by the school district under s. 1002.33.

255  
256 Contracts under subparagraph 1. or subparagraph 2. may include  
257 multidistrict contractual arrangements executed by a regional  
258 consortium service organization established pursuant to s.  
259 1001.451 for its member districts. A multidistrict contractual  
260 arrangement or an agreement under subparagraph 3. is not subject  
261 to s. 1001.42(4) (d) and does not require the participating

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262 school districts to be contiguous. ~~These arrangements may be~~  
263 ~~used to fulfill the requirements of paragraph (b).~~

264 (d)~~(e)~~ Each school district shall:

265 1. Provide to the department by each October 1~~7~~, a copy of  
266 each contract and the amount paid per unweighted full-time  
267 equivalent virtual student for services procured pursuant to  
268 subparagraphs (b)1. and 2. ~~(e)1. and 2.~~

269 2. Expend any difference in the amount of funds per  
270 unweighted full-time equivalent virtual student allocated to the  
271 school district pursuant to subsection (6) and the amount paid  
272 per unweighted full-time equivalent virtual student by the  
273 school district for a contract executed pursuant to subparagraph  
274 (b)1. ~~(e)1.~~ or subparagraph (b)2. ~~(e)2.~~ on acquiring computer  
275 and device hardware and associated operating system software  
276 that comply with the requirements of s. 1001.20(4)(a)1.b.

277 3. Provide to the department by September 1 of each year an  
278 itemized list of items acquired in subparagraph 2.

279 4. Limit the enrollment of full-time equivalent virtual  
280 students residing outside of the school district providing the  
281 virtual instruction pursuant to paragraph (b) ~~(e)~~ to no more  
282 than those that can be funded from state Florida Education  
283 Finance Program funds.

284 (2) PROVIDER QUALIFICATIONS.—

285 (a) The department shall annually publish on its website a  
286 list of providers approved by the State Board of Education to  
287 offer virtual instruction programs. To be approved, a virtual  
288 instruction program provider must document that it:

289 1. ~~Is nonsectarian in its programs, admission policies,~~  
290 ~~employment practices, and operations;~~

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291           ~~2.~~ Complies with the antidiscrimination provisions of s.  
292 1000.05;

293           2.3. Locates an administrative office or offices in this  
294 state, requires its administrative staff to be state residents,  
295 requires all instructional staff to be Florida-certified  
296 teachers under chapter 1012 and conducts background screenings  
297 for all employees or contracted personnel, as required by s.  
298 1012.32, using state and national criminal history records;

299           ~~3.4.~~ Electronically provides to parents and students  
300 specific information that includes, but is not limited to, the  
301 following teacher-parent and teacher-student contact information  
302 for each course:

303           a. How to contact the instructor via phone, e-mail, or  
304 online messaging tools.

305           b. How to contact technical support via phone, e-mail, or  
306 online messaging tools.

307           c. How to contact the administration office via phone, e-  
308 mail, or online messaging tools.

309           d. Any requirement for regular contact with the instructor  
310 for the course and clear expectations for meeting the  
311 requirement.

312           e. The requirement that the instructor in each course must,  
313 at a minimum, conduct one contact with the parent and the  
314 student each month;

315           4.5. Possesses prior, successful experience offering  
316 virtual instruction courses to elementary, middle, or high  
317 school students as demonstrated by quantified student learning  
318 gains in each subject area and grade level provided for  
319 consideration as an instructional program option. However, for a

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320 virtual instruction program provider without sufficient prior,  
321 successful experience offering online courses, the State Board  
322 of Education may conditionally approve the virtual instruction  
323 program provider to offer courses measured pursuant to  
324 subparagraph (7)(a)2. Conditional approval shall be valid for 1  
325 school year only and, based on the virtual instruction program  
326 provider's experience in offering the courses, the State Board  
327 of Education may grant approval to offer a virtual instruction  
328 program;

329 ~~5.6.~~ Is accredited by a regional accrediting association as  
330 defined by State Board of Education rule;

331 ~~6.7.~~ Ensures instructional and curricular quality through a  
332 detailed curriculum and student performance accountability plan  
333 that addresses every subject and grade level it intends to  
334 provide through contract with the school district, including:

335 a. Courses and programs that meet the standards of the  
336 International Association for K-12 Online Learning and the  
337 Southern Regional Education Board.

338 b. Instructional content and services that align with, and  
339 measure student attainment of, student proficiency in the state  
340 academic standards.

341 c. Mechanisms that determine and ensure that a student has  
342 satisfied requirements for grade level promotion and high school  
343 graduation with a standard diploma, as appropriate;

344 ~~7.8.~~ Publishes, in accordance with disclosure requirements  
345 adopted in rule by the State Board of Education, as part of its  
346 application as an approved virtual instruction program provider  
347 and in all contracts negotiated pursuant to this section:

348 a. Information and data about the curriculum of each full-

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349 time and part-time virtual instruction program.

350 b. School policies and procedures.

351 c. Certification status and physical location of all  
352 administrative and instructional personnel.

353 d. Hours and times of availability of instructional  
354 personnel.

355 e. Student-teacher ratios.

356 f. Student completion and promotion rates.

357 g. Student, educator, and school performance accountability  
358 outcomes;

359 ~~8.9.~~ If the approved virtual instruction program provider  
360 is a Florida College System institution, employs instructors who  
361 meet the certification requirements for instructional staff  
362 under chapter 1012; and

363 ~~9.10.~~ Performs an annual financial audit of its accounts  
364 and records conducted by an independent auditor who is a  
365 certified public accountant licensed under chapter 473. The  
366 independent auditor shall conduct the audit in accordance with  
367 rules adopted by the Auditor General and in compliance with  
368 generally accepted auditing standards, and include a report on  
369 financial statements presented in accordance with generally  
370 accepted accounting principles. The audit report shall be  
371 accompanied by a written statement from the approved virtual  
372 instruction program provider in response to any deficiencies  
373 identified within the audit report and shall be submitted by the  
374 approved virtual instruction program provider to the State Board  
375 of Education and the Auditor General no later than 9 months  
376 after the end of the preceding fiscal year.

377 (b) An approved virtual instruction program provider that

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378 maintains compliance with all requirements of this section shall  
379 retain its approved status for a period of 3 school years after  
380 the date of approval by the State Board of Education.

381 (3) VIRTUAL INSTRUCTION PROGRAM REQUIREMENTS.—Each virtual  
382 instruction program under this section must:

383 (d) Provide each full-time student enrolled in the virtual  
384 instruction program who qualifies for free or reduced-price  
385 school lunches under the National School Lunch Act, or who is on  
386 the direct certification list, and who does not have a computer  
387 or Internet access in his or her home with:

388 1. All equipment necessary for participants in the virtual  
389 instruction program, including, but not limited to, a computer,  
390 computer monitor, and printer, if a printer is necessary to  
391 participate in the virtual instruction program; and

392 2. Access to or reimbursement for all Internet services  
393 necessary for online delivery of instruction.

394  
395 A school district may provide each full-time student enrolled in  
396 the virtual instruction program with the equipment and access  
397 necessary for participation in the program.

398 (5) STUDENT PARTICIPATION REQUIREMENTS.—Each student  
399 enrolled in the school district's virtual instruction program  
400 authorized pursuant to paragraph (1) (b) ~~(1) (e)~~ must:

401 (a) Comply with the compulsory attendance requirements of  
402 s. 1003.21. Student attendance must be verified by the school  
403 district.

404 (b) Take statewide assessments pursuant to s. 1008.22 and  
405 participate in the coordinated screening and progress monitoring  
406 system under s. 1008.25(9). Statewide assessments and progress

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407 monitoring may be administered within the school district in  
408 which such student resides, or as specified in the contract in  
409 accordance with s. 1008.24(3). If requested by the approved  
410 virtual instruction program provider or virtual charter school,  
411 the district of residence must provide the student with access  
412 to the district's testing facilities.

413 (6) VIRTUAL INSTRUCTION PROGRAM AND VIRTUAL CHARTER SCHOOL  
414 FUNDING.—

415 (a) All virtual instruction programs established pursuant  
416 to paragraph (1)(b) ~~(1)(e)~~ are subject to the requirements of s.  
417 1011.61(1)(c)1.b.(III), (IV), (VI), and (4), and the school  
418 district providing the virtual instruction program shall report  
419 the full-time equivalent students in a manner prescribed by the  
420 department. A school district may report a full-time equivalent  
421 student for credit earned by a student who is enrolled in a  
422 virtual instruction course provided by the district which was  
423 completed after the end of the regular school year if the full-  
424 time equivalent student is reported no later than the deadline  
425 for amending the final full-time equivalent student membership  
426 report for that year.

427 Section 7. Paragraph (a) of subsection (1) of section  
428 1002.61, Florida Statutes, is amended to read:

429 1002.61 Summer prekindergarten program delivered by public  
430 schools and private prekindergarten providers.—

431 (1)(a) Each school district shall administer the Voluntary  
432 Prekindergarten Education Program at the district level for  
433 students enrolled under s. 1002.53(3)(b) in a summer  
434 prekindergarten program delivered by a public school. A school  
435 district may satisfy this requirement by contracting with

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436 private prekindergarten providers.

437 Section 8. Paragraph (e) of subsection (2) of section  
438 1002.82, Florida Statutes, is amended to read:

439 1002.82 Department of Education; powers and duties.—

440 (2) The department shall:

441 (e) Review each early learning coalition's school readiness  
442 program plan every 3 ~~2~~ years and provide final approval of the  
443 plan and any amendments submitted.

444 Section 9. Subsection (2) of section 1002.85, Florida  
445 Statutes, is amended to read:

446 1002.85 Early learning coalition plans.—

447 (2) Each early learning coalition must ~~biennially~~ submit a  
448 school readiness program plan every 3 years to the department  
449 before the expenditure of funds. A coalition may not implement  
450 its school readiness program plan until it receives approval  
451 from the department. A coalition may not implement any revision  
452 to its school readiness program plan until the coalition submits  
453 the revised plan to and receives approval from the department.  
454 If the department rejects a plan or revision, the coalition must  
455 continue to operate under its previously approved plan. The plan  
456 must include, but is not limited to:

457 (a) The coalition's operations, including its membership  
458 and business organization, and the coalition's articles of  
459 incorporation and bylaws if the coalition is organized as a  
460 corporation. If the coalition is not organized as a corporation  
461 or other business entity, the plan must include the contract  
462 with a fiscal agent.

463 (b) The coalition's procedures for implementing the  
464 requirements of this part, including:



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465           1. Single point of entry.  
466           2. Uniform waiting list.  
467           3. Eligibility and enrollment processes and local  
468 eligibility priorities for children pursuant to s. 1002.87.  
469           4. Parent access and choice.  
470           5. Sliding fee scale and policies on applying the waiver or  
471 reduction of fees in accordance with s. 1002.84(9).  
472           6. Use of preassessments and postassessments, as  
473 applicable.  
474           7. Use of contracted slots, as applicable, based on the  
475 results of the assessment required under paragraph (i).  
476           (c) A detailed description of the coalition's quality  
477 activities and services, including, but not limited to:  
478           1. Resource and referral and school-age child care.  
479           2. Infant and toddler early learning.  
480           3. Inclusive early learning programs.  
481           4. Quality improvement strategies that strengthen teaching  
482 practices and increase child outcomes.  
483           (d) A detailed budget that outlines estimated expenditures  
484 for state, federal, and local matching funds at the lowest level  
485 of detail available by other-cost-accumulator code number; all  
486 estimated sources of revenue with identifiable descriptions; a  
487 listing of full-time equivalent positions; contracted  
488 subcontractor costs with related annual compensation amount or  
489 hourly rate of compensation; and a capital improvements plan  
490 outlining existing fixed capital outlay projects and proposed  
491 capital outlay projects that will begin during the budget year.  
492           (e) A detailed accounting, in the format prescribed by the  
493 department, of all revenues and expenditures during the 2

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494 previous state fiscal years ~~year~~. Revenue sources should be  
495 identifiable, and expenditures should be reported by two  
496 categories: state and federal funds and local matching funds.

497 (f) Updated policies and procedures, including those  
498 governing procurement, maintenance of tangible personal  
499 property, maintenance of records, information technology  
500 security, and disbursement controls.

501 (g) A description of the procedures for monitoring school  
502 readiness program providers, including in response to a parental  
503 complaint, to determine that the standards prescribed in ss.  
504 1002.82 and 1002.88 are met using a standard monitoring tool  
505 adopted by the department. Providers determined to be high risk  
506 by the coalition as demonstrated by substantial findings of  
507 violations of law shall be monitored more frequently.

508 (h) Documentation that the coalition has solicited and  
509 considered comments regarding the proposed school readiness  
510 program plan from the local community.

511 (i) An assessment of local priorities within the county or  
512 multicounty region based on the needs of families and provider  
513 capacity using available community data.

514 Section 10. Paragraph (a) of subsection (4) of section  
515 1003.435, Florida Statutes, is amended to read:

516 1003.435 High school equivalency diploma program.—

517 (4) (a) A candidate who has filed a formal declaration of  
518 intent to terminate school enrollment pursuant to s.

519 1003.21(1)(c) may take for a high school equivalency diploma  
520 shall be at least 18 years of age on the date of the

521 examination, except that in extraordinary circumstances, as  
522 provided for in rules of the district school board of the

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523 ~~district in which the candidate resides or attends school, a~~  
524 ~~candidate may take the examination~~ after reaching the age of 16.

525 Section 11. Subsection (3) of section 1003.4935, Florida  
526 Statutes, is amended to read:

527 1003.4935 Middle grades career and professional academy  
528 courses and career-themed courses.—

529 ~~(3) Beginning with the 2012-2013 school year, if a school~~  
530 ~~district implements a middle school career and professional~~  
531 ~~academy or a career-themed course, the Department of Education~~  
532 ~~shall collect and report student achievement data pursuant to~~  
533 ~~performance factors identified under s. 1003.492(3) for students~~  
534 ~~enrolled in an academy or a career-themed course.~~

535 Section 12. Section 1003.4995, Florida Statutes, is  
536 repealed.

537 Section 13. Section 1003.4996, Florida Statutes, is  
538 repealed.

539 Section 14. Subsection (2) of section 1003.49965, Florida  
540 Statutes, is amended to read:

541 1003.49965 Art in the Capitol Competition.—

542 (2) A ~~Each~~ school district may ~~shall~~ annually hold an Art  
543 in the Capitol Competition for all public, private, and home  
544 education students in grades 6 through 8. Submissions shall be  
545 judged by a selection committee consisting of art teachers whose  
546 students have not submitted artwork for consideration.

547 Section 15. Paragraphs (s) and (t) of subsection (2) of  
548 section 1003.51, Florida Statutes, are redesignated as  
549 paragraphs (r) and (s), respectively, and present paragraphs (g)  
550 and (r) of that subsection are amended to read:

551 1003.51 Other public educational services.—

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552 (2) The State Board of Education shall adopt rules  
553 articulating expectations for effective education programs for  
554 students in Department of Juvenile Justice programs, including,  
555 but not limited to, education programs in juvenile justice  
556 prevention, day treatment, residential, and detention programs.  
557 The rule shall establish policies and standards for education  
558 programs for students in Department of Juvenile Justice programs  
559 and shall include the following:

560 (g) Assessment procedures ~~that, which:~~

561 ~~1. For prevention, day treatment, and residential programs,~~  
562 ~~include appropriate academic and career assessments administered~~  
563 ~~at program entry and exit that are selected by the Department of~~  
564 ~~Education in partnership with representatives from the~~  
565 ~~Department of Juvenile Justice, district school boards, and~~  
566 ~~education providers. Assessments must be completed within the~~  
567 ~~first 10 school days after a student's entry into the program.~~

568 ~~2.~~ provide for determination of the areas of academic need  
569 and strategies for appropriate intervention and instruction for  
570 each student in a detention facility within 5 school days after  
571 the student's entry into the program and for the administration  
572 of administer a research-based assessment that will assist the  
573 student in determining his or her educational and career options  
574 and goals within 22 school days after the student's entry into  
575 the program. The results of the these assessments required under  
576 this paragraph and s. 1003.52(3)(d), together with a portfolio  
577 depicting the student's academic and career accomplishments,  
578 must shall be included in the discharge packet assembled for  
579 each student.

580 ~~(r) A series of graduated sanctions for district school~~

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581 ~~boards whose educational programs in Department of Juvenile~~  
582 ~~Justice programs are considered to be unsatisfactory and for~~  
583 ~~instances in which district school boards fail to meet standards~~  
584 ~~prescribed by law, rule, or State Board of Education policy.~~  
585 ~~These sanctions shall include the option of requiring a district~~  
586 ~~school board to contract with a provider or another district~~  
587 ~~school board if the educational program at the Department of~~  
588 ~~Juvenile Justice program is performing below minimum standards~~  
589 ~~and, after 6 months, is still performing below minimum~~  
590 ~~standards.~~

591 Section 16. Subsection (4) of section 1003.621, Florida  
592 Statutes, is amended to read:

593 1003.621 Academically high-performing school districts.—It  
594 is the intent of the Legislature to recognize and reward school  
595 districts that demonstrate the ability to consistently maintain  
596 or improve their high-performing status. The purpose of this  
597 section is to provide high-performing school districts with  
598 flexibility in meeting the specific requirements in statute and  
599 rules of the State Board of Education.

600 ~~(4) REPORTS. The academically high-performing school~~  
601 ~~district shall submit to the State Board of Education and the~~  
602 ~~Legislature an annual report on December 1 which delineates the~~  
603 ~~performance of the school district relative to the academic~~  
604 ~~performance of students at each grade level in reading, writing,~~  
605 ~~mathematics, science, and any other subject that is included as~~  
606 ~~a part of the statewide assessment program in s. 1008.22. The~~  
607 ~~annual report shall be submitted in a format prescribed by the~~  
608 ~~Department of Education and shall include:~~

609 ~~(a) Longitudinal performance of students on statewide,~~

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610 ~~standardized assessments taken under s. 1008.22;~~

611 ~~(b) Longitudinal performance of students by grade level and~~  
612 ~~subgroup on statewide, standardized assessments taken under s.~~

613 ~~1008.22;~~

614 ~~(c) Longitudinal performance regarding efforts to close the~~  
615 ~~achievement gap;~~

616 ~~(d)1. Number and percentage of students who take an~~  
617 ~~Advanced Placement Examination; and~~

618 ~~2. Longitudinal performance regarding students who take an~~  
619 ~~Advanced Placement Examination by demographic group,~~  
620 ~~specifically by age, gender, race, and Hispanic origin, and by~~  
621 ~~participation in the National School Lunch Program;~~

622 ~~(e) Evidence of compliance with subsection (1); and~~

623 ~~(f) A description of each waiver and the status of each~~  
624 ~~waiver.~~

625 Section 17. Section 1004.925, Florida Statutes, is  
626 repealed.

627 Section 18. Paragraph (a) of subsection (1), paragraph (e)  
628 of subsection (2), paragraph (b) of subsection (3), and  
629 paragraph (b) of subsection (4) of section 1006.28, Florida  
630 Statutes, are amended to read:

631 1006.28 Duties of district school board, district school  
632 superintendent; and school principal regarding K-12  
633 instructional materials.—

634 (1) DEFINITIONS.—

635 (a) As used in this section, the term:

636 1. "Adequate instructional materials" means a sufficient  
637 number of student or site licenses or sets of materials that are  
638 available in bound, unbound, kit, or package form and may

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639 consist of hardbacked or softbacked textbooks, electronic  
640 content, consumables, learning laboratories, manipulatives,  
641 electronic media, and computer courseware or software that serve  
642 as the basis for instruction ~~for each student~~ in the core  
643 subject areas of mathematics, language arts, social studies,  
644 science, reading, and literature.

645 2. "Instructional materials" has the same meaning as in s.  
646 1006.29(2).

647 3. "Library media center" means any collection of books,  
648 ebooks, periodicals, or videos maintained and accessible on the  
649 site of a school, including in classrooms.

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

655 (e) *Public participation*.—Publish on its website, in a  
656 searchable format prescribed by the department, a list of all  
657 instructional materials, including those used to provide  
658 instruction required by s. 1003.42. Each district school board  
659 must:

660 1. Provide access to all materials, excluding teacher  
661 editions, in accordance with s. 1006.283(2)(b)8.a. before the  
662 district school board takes any official action on such  
663 materials. This process must include reasonable safeguards  
664 against the unauthorized use, reproduction, and distribution of  
665 instructional materials considered for adoption.

666 2. Select, approve, adopt, or purchase all materials as a  
667 separate line item on the agenda and provide a reasonable

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668 opportunity for public comment. The use of materials described  
669 in this paragraph may not be selected, approved, or adopted as  
670 part of a consent agenda.

671 3. Annually, beginning June 30, 2023, submit to the  
672 Commissioner of Education a report that identifies:

673 a. Each material for which the school district received an  
674 objection pursuant to subparagraph (a)2., including the grade  
675 level and course the material was used in, for the school year  
676 and the specific objections thereto.

677 b. Each material that was removed or discontinued.

678 c. Each material that was not removed or discontinued and  
679 the rationale for not removing or discontinuing the material.

680

681 The department shall publish and regularly update a list of  
682 materials that were removed or discontinued, sorted by grade  
683 level, as a result of an objection and disseminate the list to  
684 school districts for consideration in their selection  
685 procedures.

686 (3) DISTRICT SCHOOL SUPERINTENDENT.—

687 (b) Each district school superintendent shall annually  
688 notify the department ~~by April 1 of each year~~ the state-adopted  
689 instructional materials that will be requisitioned for use in  
690 his or her school district. ~~The notification shall include a~~  
691 ~~district school board plan for instructional materials use to~~  
692 ~~assist in determining if adequate instructional materials have~~  
693 ~~been requisitioned.~~

694 (4) SCHOOL PRINCIPAL.—The school principal has the  
695 following duties for the management and care of materials at the  
696 school:



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697           (b) *Money collected for lost or damaged instructional*  
698 *materials; enforcement.*—The school principal may ~~shall~~ collect  
699 from each student or the student's parent the purchase price of  
700 any instructional material the student has lost, destroyed, or  
701 unnecessarily damaged and to report and transmit the money  
702 collected to the district school superintendent. A student who  
703 fails to pay such sum may be suspended ~~the failure to collect~~  
704 ~~such sum upon reasonable effort by the school principal may~~  
705 ~~result in the suspension of the student~~ from participation in  
706 extracurricular activities. A student may satisfy ~~or~~  
707 ~~satisfaction of the debt by the student~~ through community  
708 service activities at the school site as determined by the  
709 school principal, pursuant to policies adopted by district  
710 school board rule.

711           Section 19. Subsection (1) of section 1006.283, Florida  
712 Statutes, is amended to read:

713           1006.283 District school board instructional materials  
714 review process.—

715           (1) A district school board or consortium of school  
716 districts may implement an instructional materials program that  
717 includes the review, recommendation, adoption, and purchase of  
718 instructional materials. The district school superintendent  
719 shall annually certify to the department ~~by March 31 of each~~  
720 ~~year~~ that all instructional materials for core courses used by  
721 the district are aligned with applicable state standards. A list  
722 of the core instructional materials that will be used or  
723 purchased for use by the school district shall be included in  
724 the certification.

725           Section 20. Paragraph (a) of subsection (1) of section

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726 1006.33, Florida Statutes, is amended to read:

727 1006.33 Bids or proposals; advertisement and its contents.—

728 (1) (a) 1. Beginning with the 2026-2027 instructional  
729 materials adoption cycle and thereafter, the department shall  
730 publish an instructional materials adoption timeline which must  
731 include, but is not limited to, publishing bid specifications,  
732 advertising in the Florida Administrative Register, and  
733 deadlines for the submission of bids. The adoption cycle must  
734 include at least 6 months between the release of the bid  
735 specifications and the deadline for the submission of bids, and  
736 publication of an initial list of state-adopted instructional  
737 materials no later than July 31 in the year preceding the  
738 adoption.

739 2. For the 2025-2026 instructional materials adoption  
740 cycle, the department shall publish an instructional materials  
741 adoption timeline which must include, but is not limited to,  
742 publishing bid specifications, advertising in the Florida  
743 Administrative Register, and deadlines for the submission of  
744 bids. The adoption cycle must include at least 6 months between  
745 the release of the bid specifications and the deadline for the  
746 submission of bids. The adoption cycle must specify that the  
747 Commissioner of Education shall publish an initial list of  
748 state-adopted instructional materials no later than December 1,  
749 2025. This subparagraph shall expire July 1, 2026. ~~Beginning on~~  
750 ~~or before May 15 of any year in which an instructional materials~~  
751 ~~adoption is to be initiated, the department shall advertise in~~  
752 ~~the Florida Administrative Register 4 weeks preceding the date~~  
753 ~~on which the bids shall be received, that at a certain~~  
754 ~~designated time, not later than June 15, sealed bids or~~

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755 ~~proposals to be deposited with the department will be received~~  
756 ~~from publishers or manufacturers for the furnishing of~~  
757 ~~instructional materials proposed to be adopted as listed in the~~  
758 ~~advertisement beginning April 1 following the adoption.~~

759 Section 21. Subsection (4) of section 1007.33, Florida  
760 Statutes, is amended to read:

761 1007.33 Site-determined baccalaureate degree access.—

762 (4) A Florida College System institution may:

763 (a) Offer specified baccalaureate degree programs through  
764 formal agreements between the Florida College System institution  
765 and other regionally accredited postsecondary educational  
766 institutions pursuant to s. 1007.22.

767 (b) Offer baccalaureate degree programs that were  
768 authorized by law before ~~prior to~~ July 1, 2009.

769 (c) Establish a first or subsequent baccalaureate degree  
770 program for purposes of meeting district, regional, or statewide  
771 workforce needs if approved by the State Board of Education  
772 under this section.

773  
774 ~~The Board of Trustees of St. Petersburg College is authorized to~~  
775 ~~establish one or more bachelor of applied science degree~~  
776 ~~programs based on an analysis of workforce needs in Pinellas,~~  
777 ~~Pasco, and Hernando Counties and other counties approved by the~~  
778 ~~Department of Education. For each program selected, St.~~  
779 ~~Petersburg College must offer a related associate in science or~~  
780 ~~associate in applied science degree program, and the~~  
781 ~~baccalaureate degree level program must be designed to~~  
782 ~~articulate fully with at least one associate in science degree~~  
783 ~~program. The college is encouraged to develop articulation~~

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784 ~~agreements for enrollment of graduates of related associate in~~  
785 ~~applied science degree programs. The Board of Trustees of St.~~  
786 ~~Petersburg College is authorized to establish additional~~  
787 ~~baccalaureate degree programs if it determines a program is~~  
788 ~~warranted and feasible based on each of the factors in paragraph~~  
789 ~~(5) (d). Prior to developing or proposing a new baccalaureate~~  
790 ~~degree program, St. Petersburg College shall engage in need,~~  
791 ~~demand, and impact discussions with the state university in its~~  
792 ~~service district and other local and regional, accredited~~  
793 ~~postsecondary providers in its region. Documentation, data, and~~  
794 ~~other information from inter-institutional discussions regarding~~  
795 ~~program need, demand, and impact shall be provided to the~~  
796 ~~college's board of trustees to inform the program approval~~  
797 ~~process. Employment at St. Petersburg College is governed by the~~  
798 ~~same laws that govern Florida College System institutions,~~  
799 ~~except that upper division faculty are eligible for continuing~~  
800 ~~contracts upon the completion of the fifth year of teaching.~~  
801 ~~Employee records for all personnel shall be maintained as~~  
802 ~~required by s. 1012.81.~~

803 Section 22. Paragraph (a) of subsection (2), paragraphs (a)  
804 and (b) of subsection (3), paragraph (c) of subsection (4),  
805 paragraphs (a), (b), and (d) of subsection (5), paragraphs (a),  
806 (b), and (c) of subsection (6), paragraph (b) of subsection (7),  
807 and paragraph (b) of subsection (9) of section 1008.25, Florida  
808 Statutes, are amended, and paragraph (h) is added to subsection  
809 (2) of that section, to read:

810 1008.25 Public school student progression; student support;  
811 coordinated screening and progress monitoring; reporting  
812 requirements.—

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813 (2) STUDENT PROGRESSION PLAN.—Each district school board  
814 shall establish a comprehensive plan for student progression  
815 which must provide for a student’s progression from one grade to  
816 another based on the student’s mastery of the standards in s.  
817 1003.41, specifically English Language Arts, mathematics,  
818 science, and social studies standards. The plan must:

819 (a) Include criteria that emphasize student reading  
820 proficiency in kindergarten through grade 3 and provide targeted  
821 instructional support for students with identified deficiencies  
822 in English Language Arts, mathematics, science, and social  
823 studies, including students who have been referred to the school  
824 district from the Voluntary Prekindergarten Education Program  
825 pursuant to paragraph (5) (b). High schools shall use all  
826 available assessment results, including the results of  
827 statewide, standardized English Language Arts assessments and  
828 end-of-course assessments for Algebra I and Geometry, to advise  
829 students of any identified deficiencies and to provide  
830 appropriate postsecondary preparatory instruction before high  
831 school graduation. The results of evaluations used to monitor a  
832 student’s progress in grades K-12 must be provided to the  
833 student’s teacher in a timely manner and as otherwise required  
834 by law. Thereafter, evaluation results must be provided to the  
835 student’s parent in a timely manner. When available,  
836 instructional personnel must be provided with information on  
837 student achievement of standards and benchmarks in order to  
838 improve instruction.

839 (h) Specify retention requirements for students in  
840 kindergarten through grade 2 based upon each student’s  
841 performance in English Language Arts and mathematics. For

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842 students who are retained in kindergarten through grade 2, the  
843 plan must incorporate the parental notification requirements  
844 provided in subsections (5) and (6), include an opportunity for  
845 parental input on the retention decision, and include  
846 information on the importance of students mastering early  
847 literacy and communication skills in order to be reading at or  
848 above grade level by the end of grade 3.

849 (3) ALLOCATION OF RESOURCES.—District school boards shall  
850 allocate remedial and supplemental instruction resources to  
851 students in the following priority:

852 (a) Students in the Voluntary Prekindergarten Education  
853 Program who have a substantial deficiency in early literacy  
854 skills and students in kindergarten through grade 3 who have a  
855 substantial deficiency in reading or the characteristics of  
856 dyslexia as determined in paragraph (5) (a).

857 (b) Students in the Voluntary Prekindergarten Education  
858 Program who have a substantial deficiency in early mathematics  
859 skills and students in kindergarten through grade 4 who have a  
860 substantial deficiency in mathematics or the characteristics of  
861 dyscalculia as determined in paragraph (6) (a).

862 (4) ASSESSMENT AND SUPPORT.—

863 (c) A student who has a substantial reading deficiency as  
864 determined in paragraph (5) (a) or a substantial mathematics  
865 deficiency as determined in paragraph (6) (a) must be covered by  
866 a federally required student plan, such as an individual  
867 education plan or an individualized progress monitoring plan, or  
868 both, as necessary. The individualized progress monitoring plan  
869 must be developed within 45 days after the results of the  
870 coordinated screening and progress monitoring system become

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871 available. The plan must ~~shall include~~, at a minimum, include:

872 1. The student's specific, identified reading or  
873 mathematics skill deficiency.

874 2. Goals and benchmarks for student growth in reading or  
875 mathematics.

876 3. A description of the specific measures that will be used  
877 to evaluate and monitor the student's reading or mathematics  
878 progress.

879 4. For a substantial reading deficiency, the specific  
880 evidence-based literacy instruction grounded in the science of  
881 reading which the student will receive.

882 5. Strategies, resources, and materials that will be  
883 provided to the student's parent to support the student to make  
884 reading or mathematics progress.

885 6. Any additional services the student's teacher deems  
886 available and appropriate to accelerate the student's reading or  
887 mathematics skill development.

888 (5) READING DEFICIENCY AND PARENTAL NOTIFICATION.—

889 (a) Any student in a Voluntary Prekindergarten Education  
890 Program provided by a public school who exhibits a substantial  
891 deficiency in early literacy skills and any student in  
892 kindergarten through grade 3 who exhibits a substantial  
893 deficiency in reading or the characteristics of dyslexia based  
894 upon screening, diagnostic, progress monitoring, or assessment  
895 data; statewide assessments; or teacher observations must be  
896 provided intensive, explicit, systematic, and multisensory  
897 reading interventions immediately following the identification  
898 of the reading deficiency or the characteristics of dyslexia to  
899 address his or her specific deficiency or dyslexia. For the

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900 purposes of this subsection, a Voluntary Prekindergarten  
901 Education Program student is deemed to exhibit a substantial  
902 deficiency in early literacy skills based upon the results of  
903 the midyear or final administration of the coordinated screening  
904 and progress monitoring under subsection (9).

905       1. The department shall provide a list of state examined  
906 and approved comprehensive reading and intervention programs.  
907 The intervention programs shall be provided in addition to the  
908 comprehensive core reading instruction that is provided to all  
909 students in the general education classroom. Dyslexia-specific  
910 interventions, as defined by rule of the State Board of  
911 Education, shall be provided to students who have the  
912 characteristics of dyslexia. The reading intervention programs  
913 must do all of the following:

914       a. Provide explicit, direct instruction that is systematic,  
915 sequential, and cumulative in language development, phonological  
916 awareness, phonics, fluency, vocabulary, and comprehension, as  
917 applicable.

918       b. Provide daily targeted small group reading interventions  
919 based on student need in phonological awareness, phonics,  
920 including decoding and encoding, sight words, vocabulary, or  
921 comprehension.

922       c. Be implemented during regular school hours.

923       2. A school may not wait for a student to receive a failing  
924 grade at the end of a grading period or wait until a plan under  
925 paragraph (4)(b) is developed to identify the student as having  
926 a substantial reading deficiency and initiate intensive reading  
927 interventions. In addition, a school may not wait until an  
928 evaluation conducted pursuant to s. 1003.57 is completed to



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929 provide appropriate, evidence-based interventions for a student  
930 whose parent submits documentation from a professional licensed  
931 under chapter 490 which demonstrates that the student has been  
932 diagnosed with dyslexia. Such interventions must be initiated  
933 upon receipt of the documentation and based on the student's  
934 specific areas of difficulty as identified by the licensed  
935 professional.

936 3. A student's reading proficiency must be monitored and  
937 the intensive interventions must continue until the student  
938 demonstrates grade level proficiency in a manner determined by  
939 the district, which may include achieving a Level 3 on the  
940 statewide, standardized English Language Arts assessment. The  
941 State Board of Education shall identify by rule guidelines for  
942 determining whether a student in a Voluntary Prekindergarten  
943 Education Program has a deficiency in early literacy skills or a  
944 student in kindergarten through grade 3 has a substantial  
945 deficiency in reading.

946 (b) A Voluntary Prekindergarten Education Program student  
947 who exhibits a substantial deficiency in early literacy skills  
948 based upon the results of the administration of the midyear or  
949 final coordinated screening and progress monitoring under  
950 subsection (9) shall be referred to the local school district  
951 and may be eligible to receive instruction in early literacy  
952 skills before participating in kindergarten. A student with an  
953 individual education plan who has been retained pursuant to  
954 paragraph (2)(g) and has demonstrated a substantial deficiency  
955 in early literacy skills must receive instruction in early  
956 literacy skills.

957 (d) The parent of any student who exhibits a substantial

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958 deficiency in reading, as described in paragraph (a), must be  
959 immediately notified in writing of the following:

960 1. That his or her child has been identified as having a  
961 substantial deficiency in reading, including a description and  
962 explanation, in terms understandable to the parent, of the exact  
963 nature of the student's difficulty in learning and lack of  
964 achievement in reading.

965 2. A description of the current services that are provided  
966 to the child.

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

970 4. The student progression requirements under paragraph  
971 (2) (h) and that if the child's reading deficiency is not  
972 remediated by the end of grade 3, the child must be retained  
973 unless he or she is exempt from mandatory retention for good  
974 cause.

975 5. Strategies, including multisensory strategies and  
976 programming, through a read-at-home plan the parent can use in  
977 helping his or her child succeed in reading. The read-at-home  
978 plan must provide access to the resources identified in  
979 paragraph (e) ~~(f)~~.

980 6. That the statewide, standardized English Language Arts  
981 assessment is not the sole determiner of promotion and that  
982 additional evaluations, portfolio reviews, and assessments are  
983 available to the child to assist parents and the school district  
984 in knowing when a child is reading at or above grade level and  
985 ready for grade promotion.

986 7. The district's specific criteria and policies for a

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987 portfolio as provided in subparagraph (7)(b)4. and the evidence  
988 required for a student to demonstrate mastery of Florida's  
989 academic standards for English Language Arts. A school must  
990 immediately begin collecting evidence for a portfolio when a  
991 student in grade 3 is identified as being at risk of retention  
992 or upon the request of the parent, whichever occurs first.

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

997 9. Information about the student's eligibility for the New  
998 Worlds Reading Initiative under s. 1003.485 and the New Worlds  
999 Scholarship Accounts under s. 1002.411 and information on parent  
1000 training modules and other reading engagement resources  
1001 available through the initiative.

1002  
1003 After initial notification, the school shall apprise the parent  
1004 at least monthly of the student's progress in response to the  
1005 intensive interventions and supports. Such communications must  
1006 be in writing and must explain any additional interventions or  
1007 supports that will be implemented to accelerate the student's  
1008 progress if the interventions and supports already being  
1009 implemented have not resulted in improvement. Upon the request  
1010 of the parent, the teacher or school administrator shall meet to  
1011 discuss the student's progress. The parent may request more  
1012 frequent notification of the student's progress, more frequent  
1013 interventions or supports, and earlier implementation of the  
1014 additional interventions or supports described in the initial  
1015 notification.

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1016 (6) MATHEMATICS DEFICIENCY AND PARENTAL NOTIFICATION.—

1017 (a) Any student in a Voluntary Prekindergarten Education  
1018 Program provided by a public school who exhibits a substantial  
1019 deficiency in early mathematics skills and any student in  
1020 kindergarten through grade 4 who exhibits a substantial  
1021 deficiency in mathematics or the characteristics of dyscalculia  
1022 based upon screening, diagnostic, progress monitoring, or  
1023 assessment data; statewide assessments; or teacher observations  
1024 must:

1025 1. Immediately following the identification of the  
1026 mathematics deficiency, be provided systematic and explicit  
1027 mathematics instruction to address his or her specific  
1028 deficiencies through either:

1029 a. Daily targeted small group mathematics intervention  
1030 based on student need; or

1031 b. Supplemental, evidence-based mathematics interventions  
1032 before or after school, or both, delivered by a highly qualified  
1033 teacher of mathematics or a trained tutor.

1034 2. The performance of a student receiving mathematics  
1035 instruction under subparagraph 1. must be monitored, and  
1036 instruction must be adjusted based on the student's need.

1037 3. The department shall provide a list of state examined  
1038 and approved mathematics intervention programs, curricula, and  
1039 high-quality supplemental materials that may be used to improve  
1040 a student's mathematics deficiencies. In addition, the  
1041 department shall work, at a minimum, with the Florida Center for  
1042 Mathematics and Science Education Research established in s.

1043 1004.86 to disseminate information to school districts and  
1044 teachers on effective evidence-based explicit mathematics

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1045 instructional practices, strategies, and interventions.

1046 4. A school may not wait for a student to receive a failing  
1047 grade at the end of a grading period or wait until a plan under  
1048 paragraph (4) (b) is developed to identify the student as having  
1049 a substantial mathematics deficiency and initiate intensive  
1050 mathematics interventions. In addition, a school may not wait  
1051 until an evaluation conducted pursuant to s. 1003.57 is  
1052 completed to provide appropriate, evidence-based interventions  
1053 for a student whose parent submits documentation from a  
1054 professional licensed under chapter 490 which demonstrates that  
1055 the student has been diagnosed with dyscalculia. Such  
1056 interventions must be initiated upon receipt of the  
1057 documentation and based on the student's specific areas of  
1058 difficulty as identified by the licensed professional.

1059 5. The mathematics proficiency of a student receiving  
1060 additional mathematics supports must be monitored and the  
1061 intensive interventions must continue until the student  
1062 demonstrates grade level proficiency in a manner determined by  
1063 the district, which may include achieving a Level 3 on the  
1064 statewide, standardized Mathematics assessment. The State Board  
1065 of Education shall identify by rule guidelines for determining  
1066 whether a student in a Voluntary Prekindergarten Education  
1067 Program has a deficiency in early mathematics skills or a  
1068 student in kindergarten through grade 4 has a substantial  
1069 deficiency in mathematics.

1070  
1071 For the purposes of this subsection, a Voluntary Prekindergarten  
1072 Education Program student is deemed to exhibit a substantial  
1073 deficiency in mathematics skills based upon the results of the

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1074 midyear or final administration of the coordinated screening and  
1075 progress monitoring under subsection (9).

1076 (b) A Voluntary Prekindergarten Education Program student  
1077 who exhibits a substantial deficiency in early math skills based  
1078 upon the results of the administration of the midyear or final  
1079 coordinated screening and progress monitoring under subsection  
1080 (8) shall be referred to the local school district and may be  
1081 eligible to receive intensive mathematics interventions before  
1082 participating in kindergarten.

1083 (c) The parent of a student who exhibits a substantial  
1084 deficiency in mathematics, as described in paragraph (a), must  
1085 be immediately notified in writing of the following:

1086 1. That his or her child has been identified as having a  
1087 substantial deficiency in mathematics, including a description  
1088 and explanation, in terms understandable to the parent, of the  
1089 exact nature of the student's difficulty in learning and lack of  
1090 achievement in mathematics.

1091 2. A description of the current services that are provided  
1092 to the child.

1093 3. A description of the proposed intensive interventions  
1094 and supports that will be provided to the child that are  
1095 designed to remediate the identified area of mathematics  
1096 deficiency.

1097 4. Strategies, including multisensory strategies and  
1098 programming, through a home-based plan the parent can use in  
1099 helping his or her child succeed in mathematics. The home-based  
1100 plan must provide access to the resources identified in  
1101 paragraph (d) ~~(e)~~.

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1103 After the initial notification, the school shall apprise the  
1104 parent at least monthly of the student's progress in response to  
1105 the intensive interventions and supports. Such communications  
1106 must be in writing and must explain any additional interventions  
1107 or supports that will be implemented to accelerate the student's  
1108 progress if the interventions and supports already being  
1109 implemented have not resulted in improvement. Upon the request  
1110 of the parent, the teacher or school administrator shall meet to  
1111 discuss the student's progress. The parent may request more  
1112 frequent notification of the student's progress, more frequent  
1113 interventions or supports, and earlier implementation of the  
1114 additional interventions or supports described in the initial  
1115 notification.

1116 (7) ELIMINATION OF SOCIAL PROMOTION.—

1117 (b) The district school board may only exempt students from  
1118 mandatory retention, as provided in paragraph (5)(c), for good  
1119 cause. A student ~~who is~~ promoted to grade 4 with a good cause  
1120 exemption shall be provided intensive reading instruction and  
1121 intervention that include specialized diagnostic information and  
1122 specific reading strategies to meet the needs of each student so  
1123 promoted. The school district shall assist schools and teachers  
1124 with the implementation of explicit, systematic, and  
1125 multisensory reading instruction and intervention strategies for  
1126 students promoted with a good cause exemption which research has  
1127 shown to be successful in improving reading among students who  
1128 have reading difficulties. Upon the request of the parent, the  
1129 teacher or school administrator shall meet to discuss the  
1130 student's progress. The parent may request more frequent  
1131 notification of the student's progress, more frequent

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1132 interventions or supports, and earlier implementation of the  
1133 additional interventions or supports described in the initial  
1134 notification. Good cause exemptions are limited to the  
1135 following:

1136 1. Limited English proficient students who have had less  
1137 than 2 years of instruction in an English for Speakers of Other  
1138 Languages program based on the initial date of entry into a  
1139 school in the United States.

1140 2. Students with disabilities whose individual education  
1141 plan indicates that participation in the statewide assessment  
1142 program is not appropriate, consistent with the requirements of  
1143 s. 1008.212.

1144 3. Students who demonstrate an acceptable level of  
1145 performance on an alternative standardized reading or English  
1146 Language Arts assessment approved by the State Board of  
1147 Education.

1148 4. A student who demonstrates through a student portfolio  
1149 that he or she is performing at least at Level 2 on the  
1150 statewide, standardized English Language Arts assessment.

1151 5. Students with disabilities who take the statewide,  
1152 standardized English Language Arts assessment and who have an  
1153 individual education plan or a Section 504 plan that reflects  
1154 that the student has received intensive instruction in reading  
1155 or English Language Arts for more than 2 years but still  
1156 demonstrates a deficiency and was previously retained in  
1157 prekindergarten, kindergarten, grade 1, grade 2, or grade 3.

1158 6. Students who have received intensive reading  
1159 intervention for 2 or more years but still demonstrate a  
1160 deficiency in reading and who were previously retained in



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1161 kindergarten, grade 1, grade 2, or grade 3 for a total of 2  
1162 years. A student may not be retained more than once in grade 3.

1163 (9) COORDINATED SCREENING AND PROGRESS MONITORING SYSTEM.—

1164 (b) Beginning with the 2022-2023 school year, private  
1165 Voluntary Prekindergarten Education Program providers and public  
1166 schools must participate in the coordinated screening and  
1167 progress monitoring system pursuant to this paragraph.

1168 1. For students in the school-year Voluntary  
1169 Prekindergarten Education Program through grade 2, the  
1170 coordinated screening and progress monitoring system must be  
1171 administered at least three times within a ~~program year or~~  
1172 school year, ~~as applicable~~, with the first administration  
1173 occurring no later than the first 30 instructional days after a  
1174 student's enrollment or the start of the ~~program year or~~ school  
1175 year, the second administration occurring midyear, and the third  
1176 administration occurring within the last 30 days of the ~~program~~  
1177 ~~or~~ school year pursuant to state board rule. The state board may  
1178 adopt alternate timeframes to address nontraditional school year  
1179 calendars ~~or summer programs~~ to ensure the coordinated screening  
1180 and progress monitoring program is administered a minimum of  
1181 three times within a year ~~or program~~.

1182 2. For students in the summer prekindergarten program, the  
1183 coordinated screening and progress monitoring system must be  
1184 administered two times, with the first administration occurring  
1185 no later than the first 10 instructional days after a student's  
1186 enrollment or the start of the summer prekindergarten program,  
1187 and the final administration occurring within the last 10 days  
1188 of the summer prekindergarten program pursuant to state board  
1189 rule.

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1190           ~~3.2.~~ For grades 3 through 10 English Language Arts and  
1191 grades 3 through 8 Mathematics, the coordinated screening and  
1192 progress monitoring system must be administered at the  
1193 beginning, middle, and end of the school year pursuant to state  
1194 board rule. The end-of-year administration of the coordinated  
1195 screening and progress monitoring system must be a comprehensive  
1196 progress monitoring assessment administered in accordance with  
1197 the scheduling requirements under s. 1008.22(7)(c).

1198           Section 23. Paragraph (c) of subsection (1) of section  
1199 1008.31, Florida Statutes, is amended to read:

1200           1008.31 Florida's Early Learning-20 education performance  
1201 accountability system; legislative intent; mission, goals, and  
1202 systemwide measures; data quality improvements.—

1203           (1) LEGISLATIVE INTENT.—It is the intent of the Legislature  
1204 that:

1205           (c) The Early Learning-20 education performance  
1206 accountability system comply with the requirements of the Every  
1207 Student Succeeds Act of 2015, Pub. L. No. 114-95 ~~"No Child Left~~  
1208 ~~Behind Act of 2001," Pub. L. No. 107-110,~~ and the Individuals  
1209 with Disabilities Education Act (IDEA).

1210           Section 24. Paragraph (a) of subsection (4) of section  
1211 1008.33, Florida Statutes, is amended to read:

1212           1008.33 Authority to enforce public school improvement.—

1213           (4) (a) The state board shall apply intensive intervention  
1214 and support strategies tailored to the needs of schools earning  
1215 two consecutive grades of "D" or a grade of "F." In the first  
1216 full school year after a school initially earns a grade of "D,"  
1217 the school district must immediately implement intervention and  
1218 support strategies prescribed in rule under paragraph (3)(c).

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1219 For a school that initially earns a grade of "F" or a second  
1220 consecutive grade of "D," the school district must either  
1221 continue implementing or immediately begin implementing  
1222 intervention and support strategies prescribed in rule under  
1223 paragraph (3)(c) and provide the department, by September 1,  
1224 with the memorandum of understanding negotiated pursuant to s.  
1225 1001.42(21) and, by October 1, a district-managed turnaround  
1226 plan for approval by the state board. The district-managed  
1227 turnaround plan may include a proposal for the district to  
1228 implement an extended school day, a summer program, a  
1229 combination of an extended school day and a summer program, or  
1230 any other option authorized under paragraph (b) for state board  
1231 approval. A school district is not required to wait until a  
1232 school earns a second consecutive grade of "D" to submit a  
1233 turnaround plan for approval by the state board under this  
1234 paragraph. Upon approval by the state board, the school district  
1235 must implement the plan for the remainder of the school year and  
1236 continue the plan for 1 full school year. The state board may  
1237 allow a school an additional year of implementation before the  
1238 school must implement a turnaround option required under  
1239 paragraph (b) if it determines that the school is likely to  
1240 improve to a grade of "C" or higher after the first full school  
1241 year of implementation. The state board may also allow a school  
1242 that has received a grant pursuant to s. 1003.64 additional time  
1243 to implement a community school model.

1244 Section 25. Section 1008.332, Florida Statutes, is amended  
1245 to read:

1246 1008.332 Committee of practitioners pursuant to federal  
1247 Every Student Succeeds ~~No Child Left Behind~~ Act.—The Department

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1248 of Education shall establish a committee of practitioners  
1249 pursuant to federal requirements of the Every Student Succeeds  
1250 ~~No Child Left Behind~~ Act of 2015 ~~2001~~. The committee members  
1251 shall be appointed by the Commissioner of Education ~~and shall~~  
1252 ~~annually report to the Governor, the President of the Senate,~~  
1253 ~~and the Speaker of the House of Representatives by January 1.~~  
1254 The committee shall meet regularly and is authorized to review  
1255 potential rules and policies that will be considered by the  
1256 State Board of Education.

1257 Section 26. Subsection (5) of section 1008.34, Florida  
1258 Statutes, is amended to read:

1259 1008.34 School grading system; school report cards;  
1260 district grade.—

1261 (5) DISTRICT GRADE.—Beginning with the 2014-2015 school  
1262 year, a school district's grade shall include a district-level  
1263 calculation of the components under paragraph (3)(b). This  
1264 calculation methodology captures each eligible student in the  
1265 district who may have transferred among schools within the  
1266 district or is enrolled in a school that does not receive a  
1267 grade. The department shall develop a district report card that  
1268 includes the district grade; the information required under s.  
1269 1008.345(3) ~~s. 1008.345(5)~~; measures of the district's progress  
1270 in closing the achievement gap between higher-performing student  
1271 subgroups and lower-performing student subgroups; measures of  
1272 the district's progress in demonstrating Learning Gains of its  
1273 highest-performing students; measures of the district's success  
1274 in improving student attendance; the district's grade-level  
1275 promotion of students scoring achievement levels 1 and 2 on  
1276 statewide, standardized English Language Arts and Mathematics

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1277 assessments; and measures of the district's performance in  
1278 preparing students for the transition from elementary to middle  
1279 school, middle to high school, and high school to postsecondary  
1280 institutions and careers.

1281 Section 27. Subsections (5) through (7) of section  
1282 1008.345, Florida Statutes, are renumbered as subsections (3)  
1283 through (5), respectively, and present subsections (3), (4), and  
1284 (5) and paragraph (d) of present subsection (6) of that section  
1285 are amended to read:

1286 1008.345 Implementation of state system of school  
1287 improvement and education accountability.-

1288 ~~(3) The annual feedback report shall be developed by the~~  
1289 ~~Department of Education.~~

1290 ~~(4) The commissioner shall review each district school~~  
1291 ~~board's feedback report and submit findings to the State Board~~  
1292 ~~of Education. If adequate progress is not being made toward~~  
1293 ~~implementing and maintaining a system of school improvement and~~  
1294 ~~education accountability, the State Board of Education shall~~  
1295 ~~direct the commissioner to prepare and implement a corrective~~  
1296 ~~action plan. The commissioner and State Board of Education shall~~  
1297 ~~monitor the development and implementation of the corrective~~  
1298 ~~action plan.~~

1299 (3)~~(5)~~ The commissioner shall annually report to the State  
1300 Board of Education and the Legislature and recommend changes in  
1301 state policy necessary to foster school improvement and  
1302 education accountability. The report must ~~shall~~ include:

1303 ~~(a)~~ for each school district:

1304 (a)~~1.~~ The percentage of students, by school and grade  
1305 level, demonstrating learning growth in English Language Arts

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1306 and mathematics.

1307 (b)2. The percentage of students, by school and grade  
1308 level, in both the highest and lowest quartiles demonstrating  
1309 learning growth in English Language Arts and mathematics.

1310 (c)3. The information contained in the school district's  
1311 annual report required pursuant to s. 1008.25(10).

1312 ~~(b) Intervention and support strategies used by school  
1313 districts whose students in both the highest and lowest  
1314 quartiles exceed the statewide average learning growth for  
1315 students in those quartiles.~~

1316 ~~(c) Intervention and support strategies used by school  
1317 districts whose schools provide educational services to youth in  
1318 Department of Juvenile Justice programs that demonstrate  
1319 learning growth in English Language Arts and mathematics that  
1320 exceeds the statewide average learning growth for students in  
1321 those subjects.~~

1322 ~~(d) Based upon a review of each school district's reading  
1323 instruction plan submitted pursuant to s. 1003.4201,  
1324 intervention and support strategies used by school districts  
1325 that were effective in improving the reading performance of  
1326 students, as indicated by student performance data, who are  
1327 identified as having a substantial reading deficiency pursuant  
1328 to s. 1008.25(5)(a).~~

1329  
1330 School reports must ~~shall~~ be distributed pursuant to this  
1331 subsection and s. 1001.42(18)(c) and according to rules adopted  
1332 by the State Board of Education.

1333 (4)(6)

1334 (d) The commissioner shall assign a community assessment

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1335 team to each school district or governing board with a school  
1336 that earned a grade of "D" or "F" pursuant to s. 1008.34 to  
1337 review the school performance data and determine causes for the  
1338 low performance, including the role of school, area, and  
1339 district administrative personnel. The community assessment team  
1340 shall review a high school's graduation rate calculated without  
1341 high school equivalency diploma recipients for the past 3 years,  
1342 disaggregated by student ethnicity. The team shall make  
1343 recommendations to the school board or the governing board and  
1344 to the State Board of Education ~~based on the interventions and~~  
1345 ~~support strategies identified pursuant to subsection (5) to~~  
1346 address the causes of the school's low performance and to  
1347 incorporate the strategies into the school improvement plan. The  
1348 assessment team shall include, but not be limited to, a  
1349 department representative, parents, business representatives,  
1350 educators, representatives of local governments, and community  
1351 activists, and shall represent the demographics of the community  
1352 from which they are appointed.

1353 Section 28. Subsection (3) of section 1008.45, Florida  
1354 Statutes, is amended to read:

1355 1008.45 Florida College System institution accountability  
1356 process.—

1357 ~~(3) The State Board of Education shall address within the~~  
1358 ~~annual evaluation of the performance of the executive director,~~  
1359 ~~and the Florida College System institution boards of trustees~~  
1360 shall address within the annual evaluation of the presidents,  
1361 the achievement of the performance goals established by the  
1362 accountability process.

1363 Section 29. Paragraph (d) of subsection (2) of section

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1364 1000.05, Florida Statutes, is amended to read:

1365 1000.05 Discrimination against students and employees in  
1366 the Florida K-20 public education system prohibited; equality of  
1367 access required.—

1368 (2)

1369 (d) Students may be separated by sex for a single-gender  
1370 program ~~as provided under s. 1002.311~~, for any portion of a  
1371 class that deals with human reproduction, or during  
1372 participation in bodily contact sports. For the purpose of this  
1373 section, bodily contact sports include wrestling, boxing, rugby,  
1374 ice hockey, football, basketball, and other sports in which the  
1375 purpose or major activity involves bodily contact.

1376 Section 30. Paragraph (b) of subsection (2) of section  
1377 1002.31, Florida Statutes, is amended to read:

1378 1002.31 Controlled open enrollment; public school parental  
1379 choice.—

1380 (2)

1381 (b) Each school district and charter school capacity  
1382 determinations for its schools, by grade level, must be updated  
1383 every 12 weeks and be identified on the school district and  
1384 charter school's websites. In determining the capacity of each  
1385 district school, the district school board shall incorporate the  
1386 specifications, plans, elements, and commitments contained in  
1387 the school district educational facilities plan and the long-  
1388 term work programs required under s. 1013.35. Each charter  
1389 school governing board shall determine capacity based upon its  
1390 charter school contract. Each virtual charter school and each  
1391 school district with a contract with an approved virtual  
1392 instruction program provider shall determine capacity based upon



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1393 the enrollment requirements established under s. 1002.45(1)(d)4.  
1394 ~~s. 1002.45(1)(e)4.~~

1395 Section 31. Subsection (3) of section 1002.321, Florida  
1396 Statutes, is amended to read:

1397 1002.321 Digital learning.—

1398 (3) CUSTOMIZED AND ACCELERATED LEARNING.—A school district  
1399 must establish ~~multiple~~ opportunities for student participation  
1400 in part-time and full-time kindergarten through grade 12 virtual  
1401 instruction. Options include, but are not limited to:

1402 (a) School district operated part-time or full-time virtual  
1403 instruction programs under s. 1002.45 ~~s. 1002.45(1)(b)~~ for  
1404 kindergarten through grade 12 students enrolled in the school  
1405 district. A full-time program shall operate under its own Master  
1406 School Identification Number.

1407 (b) Florida Virtual School instructional services  
1408 authorized under s. 1002.37.

1409 (c) Blended learning instruction provided by charter  
1410 schools authorized under s. 1002.33.

1411 (d) Virtual charter school instruction authorized under s.  
1412 1002.33.

1413 (e) Courses delivered in the traditional school setting by  
1414 personnel providing direct instruction through virtual  
1415 instruction or through blended learning courses consisting of  
1416 both traditional classroom and online instructional techniques  
1417 pursuant to s. 1003.498.

1418 (f) Virtual courses offered in the course code directory to  
1419 students within the school district or to students in other  
1420 school districts throughout the state pursuant to s. 1003.498.

1421 Section 32. Subsection (1), paragraph (a) of subsection

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1422 (6), and paragraph (a) of subsection (10) of section 1002.33,  
1423 Florida Statutes, are amended to read:

1424 1002.33 Charter schools.—

1425 (1) AUTHORIZATION.—All charter schools in Florida are  
1426 public schools and shall be part of the state's program of  
1427 public education. A charter school may be formed by creating a  
1428 new school or converting an existing public school to charter  
1429 status. A charter school may operate a virtual charter school  
1430 pursuant to s. 1002.45(1)(c) ~~s. 1002.45(1)(d)~~ to provide online  
1431 instruction to students, pursuant to s. 1002.455, in  
1432 kindergarten through grade 12. The school district in which the  
1433 student enrolls in the virtual charter school shall report the  
1434 student for funding pursuant to s. 1011.61(1)(c)1.b.(VI), and  
1435 the home school district shall not report the student for  
1436 funding. An existing charter school that is seeking to become a  
1437 virtual charter school must amend its charter or submit a new  
1438 application pursuant to subsection (6) to become a virtual  
1439 charter school. A virtual charter school is subject to the  
1440 requirements of this section; however, a virtual charter school  
1441 is exempt from subparagraph (7)(a)13., subsections (18) and  
1442 (19), paragraph (20)(c), and s. 1003.03. A public school may not  
1443 use the term charter in its name unless it has been approved  
1444 under this section.

1445 (6) APPLICATION PROCESS AND REVIEW.—Charter school  
1446 applications are subject to the following requirements:

1447 (a) A person or entity seeking to open a charter school  
1448 shall prepare and submit an application on the standard  
1449 application form prepared by the Department of Education which:

1450 1. Demonstrates how the school will use the guiding

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1451 principles and meet the statutorily defined purpose of a charter  
1452 school.

1453         2. Provides a detailed curriculum plan that illustrates how  
1454 students will be provided services to attain the state academic  
1455 standards.

1456         3. Contains goals and objectives for improving student  
1457 learning and measuring that improvement. These goals and  
1458 objectives must indicate how much academic improvement students  
1459 are expected to show each year, how success will be evaluated,  
1460 and the specific results to be attained through instruction.

1461         4. Describes the reading curriculum and differentiated  
1462 strategies that will be used for students reading at grade level  
1463 or higher and a separate curriculum and strategies for students  
1464 who are reading below grade level. Reading instructional  
1465 strategies for foundational skills shall include phonics  
1466 instruction for decoding and encoding as the primary  
1467 instructional strategy for word reading. Instructional  
1468 strategies may not employ the three-cueing system model of  
1469 reading or visual memory as a basis for teaching word reading.  
1470 Such strategies may include visual information and strategies  
1471 that improve background and experiential knowledge, add context,  
1472 and increase oral language and vocabulary to support  
1473 comprehension, but may not be used to teach word reading. A  
1474 sponsor shall deny an application if the school does not propose  
1475 a reading curriculum that is consistent with effective teaching  
1476 strategies that are grounded in scientifically based reading  
1477 research.

1478         5. Contains an annual financial plan for each year  
1479 requested by the charter for operation of the school for up to 5

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1480 years. This plan must contain anticipated fund balances based on  
1481 revenue projections, a spending plan based on projected revenues  
1482 and expenses, and a description of controls that will safeguard  
1483 finances and projected enrollment trends.

1484 6. Discloses the name of each applicant, governing board  
1485 member, and all proposed education services providers; the name  
1486 and sponsor of any charter school operated by each applicant,  
1487 each governing board member, and each proposed education  
1488 services provider that has closed and the reasons for the  
1489 closure; and the academic and financial history of such charter  
1490 schools, which the sponsor shall consider in deciding whether to  
1491 approve or deny the application.

1492 7. Contains additional information a sponsor may require,  
1493 which shall be attached as an addendum to the charter school  
1494 application described in this paragraph.

1495 8. For the establishment of a virtual charter school,  
1496 documents that the applicant has contracted with a provider of  
1497 virtual instruction services pursuant to s. 1002.45(1)(c) ~~s.~~  
1498 ~~1002.45(1)(d)~~.

1499 9. Describes the mathematics curriculum and differentiated  
1500 strategies that will be used for students performing at grade  
1501 level or higher and a separate mathematics curriculum and  
1502 strategies for students who are performing below grade level.

1503 (10) ELIGIBLE STUDENTS.—

1504 (a)1. A charter school may be exempt from the requirements  
1505 of s. 1002.31 if the school is open to any student covered in an  
1506 interdistrict agreement and any student residing in the school  
1507 district in which the charter school is located.

1508 2. A virtual charter school when enrolling students shall

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1509 comply with the applicable requirements of s. 1002.31 and with  
1510 the enrollment requirements established under s. 1002.45(1)(d)4.  
1511 ~~s. 1002.45(1)(e)4.~~

1512 3. A charter lab school shall be open to any student  
1513 eligible to attend the lab school as provided in s. 1002.32 or  
1514 who resides in the school district in which the charter lab  
1515 school is located.

1516 4. Any eligible student shall be allowed interdistrict  
1517 transfer to attend a charter school when based on good cause.  
1518 Good cause shall include, but is not limited to, geographic  
1519 proximity to a charter school in a neighboring school district.

1520 Section 33. Subsections (1), (2), and (5) of section  
1521 1002.455, Florida Statutes, are amended to read:

1522 1002.455 Student eligibility for K-12 virtual instruction.—  
1523 All students, including home education and private school  
1524 students, are eligible to participate in any of the following  
1525 virtual instruction options:

1526 (1) School district operated part-time or full-time  
1527 kindergarten through grade 12 virtual instruction programs  
1528 pursuant to s. 1002.45(1)(b)4. ~~s. 1002.45(1)(e)4.~~ to students  
1529 within the school district.

1530 (2) Part-time or full-time virtual charter school  
1531 instruction authorized pursuant to s. 1002.45(1)(b)5. ~~s.~~  
1532 ~~1002.45(1)(e)5.~~ to students within the school district or to  
1533 students in other school districts throughout the state pursuant  
1534 to s. 1002.31; however, the school district enrolling the full-  
1535 time equivalent virtual student shall comply with the enrollment  
1536 requirements established under s. 1002.45(1)(d)4. ~~s.~~  
1537 ~~1002.45(1)(e)4.~~

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1538 (5) Virtual instruction provided by a school district  
1539 through a contract with an approved virtual instruction program  
1540 provider pursuant to s. 1002.45(1)(b)2. ~~s. 1002.45(1)(e)2.~~ to  
1541 students within the school district or to students in other  
1542 school districts throughout the state pursuant to s. 1002.31;  
1543 however the school district enrolling the full-time equivalent  
1544 virtual student shall comply with the enrollment requirements  
1545 established under s. 1002.45(1)(d)4. ~~s. 1002.45(1)(e)4.~~

1546 Section 34. Paragraph (a) of subsection (3) and paragraph  
1547 (e) of subsection (7) of section 1008.22, Florida Statutes, are  
1548 amended to read:

1549 1008.22 Student assessment program for public schools.—

1550 (3) STATEWIDE, STANDARDIZED ASSESSMENT PROGRAM.—The  
1551 Commissioner of Education shall design and implement a  
1552 statewide, standardized assessment program aligned to the core  
1553 curricular content established in the state academic standards.  
1554 The commissioner also must develop or select and implement a  
1555 common battery of assessment tools that will be used in all  
1556 juvenile justice education programs in the state. These tools  
1557 must accurately measure the core curricular content established  
1558 in the state academic standards. Participation in the assessment  
1559 program is mandatory for all school districts and all students  
1560 attending public schools, including adult students seeking a  
1561 standard high school diploma under s. 1003.4282 and students in  
1562 Department of Juvenile Justice education programs, except as  
1563 otherwise provided by law. If a student does not participate in  
1564 the assessment program, the school district must notify the  
1565 student's parent and provide the parent with information  
1566 regarding the implications of such nonparticipation. The

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1567 statewide, standardized assessment program shall be designed and  
1568 implemented as follows:

1569 (a) *Statewide, standardized comprehensive assessments.*—

1570 1. The statewide, standardized English Language Arts (ELA)  
1571 assessments shall be administered to students in grades 3  
1572 through 10. Retake opportunities for the grade 10 ELA assessment  
1573 must be provided. Reading passages and writing prompts for ELA  
1574 assessments shall incorporate grade-level core curricula content  
1575 from social studies. The statewide, standardized Mathematics  
1576 assessments shall be administered annually in grades 3 through  
1577 8. The statewide, standardized Science assessment shall be  
1578 administered annually at least once at the elementary and middle  
1579 grades levels. In order to earn a standard high school diploma,  
1580 a student who has not earned a passing score on the grade 10 ELA  
1581 assessment must earn a passing score on the assessment retake or  
1582 earn a concordant score as authorized under subsection (9).

1583 2. Beginning with the 2022-2023 school year, the end-of-  
1584 year comprehensive progress monitoring assessment administered  
1585 pursuant to s. 1008.25(9)(b)3. ~~s. 1008.25(9)(b)2.~~ is the  
1586 statewide, standardized ELA assessment for students in grades 3  
1587 through 10 and the statewide, standardized Mathematics  
1588 assessment for students in grades 3 through 8.

1589 (7) ASSESSMENT SCHEDULES AND REPORTING OF RESULTS.—

1590 (e) A school district may not schedule more than 5 percent  
1591 of a student's total school hours in a school year to administer  
1592 statewide, standardized assessments; the coordinated screening  
1593 and progress monitoring system under s. 1008.25(9)(b)3. ~~s.~~  
1594 ~~1008.25(9)(b)2.~~; and district-required local assessments. The  
1595 district must secure written consent from a student's parent

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1596 before administering district-required local assessments that,  
1597 after applicable statewide, standardized assessments and  
1598 coordinated screening and progress monitoring are scheduled,  
1599 exceed the 5 percent test administration limit for that student  
1600 under this paragraph. The 5 percent test administration limit  
1601 for a student under this paragraph may be exceeded as needed to  
1602 provide test accommodations that are required by an IEP or are  
1603 appropriate for an English language learner who is currently  
1604 receiving services in a program operated in accordance with an  
1605 approved English language learner district plan pursuant to s.  
1606 1003.56. Notwithstanding this paragraph, a student may choose  
1607 within a school year to take an examination or assessment  
1608 adopted by State Board of Education rule pursuant to this  
1609 section and ss. 1007.27, 1008.30, and 1008.44.

1610 Section 35. Subsection (4) of section 1008.37, Florida  
1611 Statutes, is amended to read:

1612 1008.37 Postsecondary feedback of information to high  
1613 schools.—

1614 (4) As a part of the school improvement plan pursuant to s.  
1615 1008.345, the State Board of Education shall ensure that each  
1616 school district and high school develops strategies to improve  
1617 student readiness for the public postsecondary level ~~based on~~  
1618 ~~annual analysis of the feedback report data.~~

1619 Section 36. Paragraph (a) of subsection (4) of section  
1620 1013.841, Florida Statutes, is amended to read:

1621 1013.841 End of year balance of Florida College System  
1622 institution funds.—

1623 (4) A Florida College System institution identified in  
1624 paragraph (3)(b) must include in its carry forward spending plan



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1625 the estimated cost per planned expenditure and a timeline for  
1626 completion of the expenditure. Authorized expenditures in a  
1627 carry forward spending plan may include:

1628 (a) Commitment of funds to a public education capital  
1629 outlay project for which an appropriation was previously  
1630 provided, which requires additional funds for completion, and  
1631 which is included in the list required by s. 1001.03(18)(d) ~~s.~~  
1632 ~~1001.03(19)(d)~~;

1633 Section 37. This act shall take effect July 1, 2024.