

1 A bill to be entitled
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
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 revising requirements for when a district school board
53 must face sanctions for unsatisfactory performance in
54 its Department of Juvenile Justice programs; amending
55 s. 1003.621, F.S.; deleting a requirement for
56 academically high-performing school districts to
57 submit an annual report to the state board; repealing
58 s. 1004.925, F.S., relating to automotive service
59 technology education programs and certification;
60 amending s. 1006.28, F.S.; revising the definition of
61 the term "adequate instructional materials";
62 authorizing school districts to assess a processing
63 fee for certain objections to materials; providing
64 requirements for the assessment of such fee; providing
65 for the return of such fee under certain
66 circumstances; requiring certain information published
67 and regularly updated by the Department of Education
68 to be sorted by grade level; deleting a timeframe
69 requirement for each district school superintendent to
70 notify the department about instructional materials;
71 deleting a requirement for such notification;
72 authorizing, rather than requiring, a school principal
73 to collect the purchase price of instructional
74 materials lost, destroyed, or unnecessarily damaged by
75 a student; amending s. 1006.283, F.S.; deleting a

76 | timeframe requirement for a district school
77 | superintendent to certify to the department that
78 | certain instructional materials meet applicable state
79 | standards; amending s. 1006.33, F.S.; beginning with a
80 | specified adoption cycle, requiring the department to
81 | publish an instructional materials adoption timeline;
82 | providing requirements for such timeline and adoption
83 | cycle; providing requirements for the 2025-2026
84 | instructional materials adoption cycle; providing an
85 | expiration date for such requirements; deleting
86 | certain timelines relating to the adoption of
87 | instructional materials; amending s. 1007.33, F.S.;
88 | deleting a provision authorizing the Board of Trustees
89 | of St. Petersburg College to establish certain degree
90 | programs; amending s. 1008.25, F.S.; revising the
91 | requirements for comprehensive plans for student
92 | progression; revising the students who receive
93 | priority for allocation of remedial and supplemental
94 | instruction resources; requiring individualized
95 | progress monitoring plans to be developed within a
96 | specified timeframe; providing requirements for
97 | students in the Voluntary Prekindergarten Education
98 | Program who exhibit a substantial deficiency in early
99 | literacy skills and early mathematics skills;
100 | providing that substantial deficiencies in early

101 literacy skills and early mathematics skills for such
102 students are determined by specified results of the
103 coordinated screening and progress monitoring;
104 requiring the State Board of Education to identify
105 specified guidelines in rule; requiring teachers and
106 school administrators to meet with specified parents
107 upon the request of such parents; authorizing such
108 parents to request specified actions; revising
109 requirements for the administration of the coordinated
110 screening and progress monitoring system; providing
111 requirements for the administration of such system for
112 students in the summer prekindergarten program;
113 amending s. 1008.31, F.S.; revising a provision
114 relating to the No Child Left Behind Act of 2001 to
115 relate to the Every Student Succeeds Act of 2015;
116 amending s. 1008.33, F.S.; authorizing the state board
117 to allow certain schools additional time to implement
118 a community school model; amending s. 1008.332, F.S.;
119 revising a provision relating to the No Child Left
120 Behind Act of 2001 to relate to the Every Student
121 Succeeds Act of 2015; deleting a requirement for
122 certain committee members to annually report to
123 specified entities; amending s. 1008.34, F.S.;
124 conforming a cross-reference; amending s. 1008.345,
125 F.S.; deleting a requirement for the department to

126 develop an annual feedback report; deleting a
 127 requirement for the Commissioner of Education to
 128 review specified feedback reports and submit findings
 129 to the state board; deleting certain requirements for
 130 a report the commissioner produces annually for the
 131 state board and the Legislature; revising what
 132 information certain community assessment team
 133 recommendations are based on; amending s. 1008.45,
 134 F.S.; deleting a requirement that the state board
 135 provide a specified annual evaluation; amending ss.
 136 1000.05, 1002.31, 1002.321, 1002.33, 1002.455,
 137 1008.22, 1008.37, and 1013.841, F.S.; conforming
 138 provisions and cross-references to changes made by the
 139 act; providing an effective date.

140

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

142

143 Section 1. Subsection (5) of section 1001.02, Florida
 144 Statutes, is amended to read:

145 1001.02 General powers of State Board of Education.—

146 (5) The State Board of Education is responsible for
 147 reviewing and administering the state program of support for the
 148 Florida College System institutions ~~and, subject to existing~~
 149 ~~law, shall establish the tuition and out-of-state fees for~~
 150 ~~developmental education and for credit instruction that may be~~

151 ~~counted toward an associate in arts degree, an associate in~~
 152 ~~applied science degree, or an associate in science degree.~~

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

155 1001.03 Specific powers of State Board of Education.—

156 ~~(17) PLAN SPECIFYING GOALS AND OBJECTIVES.—By July 1,~~
 157 ~~2013, the State Board of Education shall identify performance~~
 158 ~~metrics for the Florida College System and develop a plan that~~
 159 ~~specifies goals and objectives for each Florida College System~~
 160 ~~institution. The plan must include:~~

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

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

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

174 1002.3105 Academically Challenging Curriculum to Enhance
 175 Learning (ACCEL) options.—

176 (4) ACCEL REQUIREMENTS.—

177 (c) If a student participates in an ACCEL option pursuant
 178 to the parental request under subparagraph (b)1., a performance
 179 contract is not required but may be used at the discretion of
 180 the principal must be executed by the student, the parent, and
 181 the principal. At a minimum, the performance contract must
 182 require compliance with:

- 183 1. ~~Minimum student attendance requirements.~~
- 184 2. ~~Minimum student conduct requirements.~~
- 185 3. ~~ACCEL option requirements established by the principal,~~
 186 ~~which may include participation in extracurricular activities,~~
 187 ~~educational outings, field trips, interscholastic competitions,~~
 188 ~~and other activities related to the ACCEL option selected.~~

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

194 Section 4. Section 1002.311, Florida Statutes, is
 195 repealed.

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

198 1002.34 Charter technical career centers.—

199 ~~(19) EVALUATION; REPORT. The Commissioner of Education~~
 200 ~~shall provide for an annual comparative evaluation of charter~~

201 ~~technical career centers and public technical centers. The~~
 202 ~~evaluation may be conducted in cooperation with the sponsor,~~
 203 ~~through private contracts, or by department staff. At a minimum,~~
 204 ~~the comparative evaluation must address the demographic and~~
 205 ~~socioeconomic characteristics of the students served, the types~~
 206 ~~and costs of services provided, and the outcomes achieved. By~~
 207 ~~December 30 of each year, the Commissioner of Education shall~~
 208 ~~submit to the Governor, the President of the Senate, the Speaker~~
 209 ~~of the House of Representatives, and the Senate and House~~
 210 ~~committees that have responsibility for secondary and~~
 211 ~~postsecondary career and technical education a report of the~~
 212 ~~comparative evaluation completed for the previous school year.~~

213 Section 6. Paragraphs (c) through (e) of subsection (1) of
 214 section 1002.45, Florida Statutes, are redesignated as
 215 paragraphs (b) through (d), respectively, and present paragraphs
 216 (b), (c), and (e) of that subsection, subsection (2), paragraph
 217 (d) of subsection (3), subsection (5), and paragraph (a) of
 218 subsection (6) are amended to read:

219 1002.45 Virtual instruction programs.—

220 (1) PROGRAM.—

221 ~~(b)1. Each school district shall provide at least one~~
 222 ~~option for part-time and full-time virtual instruction for~~
 223 ~~students residing within the school district. All school~~
 224 ~~districts must provide parents with timely written notification~~
 225 ~~of at least one open enrollment period for full-time students of~~

226 ~~90 days or more which ends 30 days before the first day of the~~
 227 ~~school year. A school district virtual instruction program shall~~
 228 ~~consist of the following:~~

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

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

237 ~~2. Each virtual instruction program established under~~
 238 ~~paragraph (c) by a school district either directly or through a~~
 239 ~~contract with an approved virtual instruction program provider~~
 240 ~~shall operate under its own Master School Identification Number~~
 241 ~~as prescribed by the department.~~

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

245 1. Contract with the Florida Virtual School or establish a
 246 franchise of the Florida Virtual School pursuant to s.
 247 1002.37(2) ~~for the provision of a program under paragraph (b)~~.

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

251 3. Enter into an agreement with other school districts to
 252 allow the participation of its students in an approved virtual
 253 instruction program provided by the other school district. The
 254 agreement must indicate a process for the transfer of funds
 255 required by paragraph (6) (b) .

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

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

260

261 Contracts under subparagraph 1. or subparagraph 2. may include
 262 multidistrict contractual arrangements executed by a regional
 263 consortium service organization established pursuant to s.
 264 1001.451 for its member districts. A multidistrict contractual
 265 arrangement or an agreement under subparagraph 3. is not subject
 266 to s. 1001.42(4)(d) and does not require the participating
 267 school districts to be contiguous. ~~These arrangements may be
 268 used to fulfill the requirements of paragraph (b).~~

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

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

274 2. Expend any difference in the amount of funds per
 275 unweighted full-time equivalent virtual student allocated to the

276 school district pursuant to subsection (6) and the amount paid
 277 per unweighted full-time equivalent virtual student by the
 278 school district for a contract executed pursuant to subparagraph
 279 (b)1. ~~(e)1.~~ or subparagraph (b)2. ~~(e)2.~~ on acquiring computer
 280 and device hardware and associated operating system software
 281 that comply with the requirements of s. 1001.20(4)(a)1.b.

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

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

289 (2) PROVIDER QUALIFICATIONS.—

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

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

296 2. ~~Complies with the antidiscrimination provisions of s.~~
 297 1000.05;

298 2.3. ~~Locates an administrative office or offices in this~~
 299 ~~state, requires its administrative staff to be state residents,~~
 300 requires all instructional staff to be Florida-certified

301 teachers under chapter 1012 and conducts background screenings
302 for all employees or contracted personnel, as required by s.
303 1012.32, using state and national criminal history records;

304 3.4 Electronically provides to parents and students
305 specific information that includes, but is not limited to, the
306 following teacher-parent and teacher-student contact information
307 for each course:

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

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

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

314 d. Any requirement for regular contact with the instructor
315 for the course and clear expectations for meeting the
316 requirement.

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

320 4.5 Possesses prior, successful experience offering
321 virtual instruction courses to elementary, middle, or high
322 school students as demonstrated by quantified student learning
323 gains in each subject area and grade level provided for
324 consideration as an instructional program option. However, for a
325 virtual instruction program provider without sufficient prior,

326 successful experience offering online courses, the State Board
327 of Education may conditionally approve the virtual instruction
328 program provider to offer courses measured pursuant to
329 subparagraph (7)(a)2. Conditional approval shall be valid for 1
330 school year only and, based on the virtual instruction program
331 provider's experience in offering the courses, the State Board
332 of Education may grant approval to offer a virtual instruction
333 program;

334 ~~5.6.~~ Is accredited by a regional accrediting association
335 as defined by State Board of Education rule;

336 ~~6.7.~~ Ensures instructional and curricular quality through
337 a detailed curriculum and student performance accountability
338 plan that addresses every subject and grade level it intends to
339 provide through contract with the school district, including:

340 a. Courses and programs that meet the standards of the
341 International Association for K-12 Online Learning and the
342 Southern Regional Education Board.

343 b. Instructional content and services that align with, and
344 measure student attainment of, student proficiency in the state
345 academic standards.

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

349 ~~7.8.~~ Publishes, in accordance with disclosure requirements
350 adopted in rule by the State Board of Education, as part of its

351 application as an approved virtual instruction program provider
 352 and in all contracts negotiated pursuant to this section:

353 a. Information and data about the curriculum of each full-
 354 time and part-time virtual instruction program.

355 b. School policies and procedures.

356 c. Certification status and physical location of all
 357 administrative and instructional personnel.

358 d. Hours and times of availability of instructional
 359 personnel.

360 e. Student-teacher ratios.

361 f. Student completion and promotion rates.

362 g. Student, educator, and school performance
 363 accountability outcomes;

364 ~~8.9.~~ If the approved virtual instruction program provider
 365 is a Florida College System institution, employs instructors who
 366 meet the certification requirements for instructional staff
 367 under chapter 1012; and

368 ~~9.10.~~ Performs an annual financial audit of its accounts
 369 and records conducted by an independent auditor who is a
 370 certified public accountant licensed under chapter 473. The
 371 independent auditor shall conduct the audit in accordance with
 372 rules adopted by the Auditor General and in compliance with
 373 generally accepted auditing standards, and include a report on
 374 financial statements presented in accordance with generally
 375 accepted accounting principles. The audit report shall be

376 accompanied by a written statement from the approved virtual
 377 instruction program provider in response to any deficiencies
 378 identified within the audit report and shall be submitted by the
 379 approved virtual instruction program provider to the State Board
 380 of Education and the Auditor General no later than 9 months
 381 after the end of the preceding fiscal year.

382 (b) An approved virtual instruction program provider that
 383 maintains compliance with all requirements of this section shall
 384 retain its approved status for a period of 3 school years after
 385 the date of approval by the State Board of Education.

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

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

393 1. All equipment necessary for participants in the virtual
 394 instruction program, including, but not limited to, a computer,
 395 computer monitor, and printer, if a printer is necessary to
 396 participate in the virtual instruction program; and

397 2. Access to or reimbursement for all Internet services
 398 necessary for online delivery of instruction.

399

400 A school district may provide each full-time student enrolled in

401 the virtual instruction program with the equipment and access
402 necessary for participation in the program.

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

406 (a) Comply with the compulsory attendance requirements of
407 s. 1003.21. Student attendance must be verified by the school
408 district.

409 (b) Take statewide assessments pursuant to s. 1008.22 and
410 participate in the coordinated screening and progress monitoring
411 system under s. 1008.25(9). Statewide assessments and progress
412 monitoring may be administered within the school district in
413 which such student resides, or as specified in the contract in
414 accordance with s. 1008.24(3). If requested by the approved
415 virtual instruction program provider or virtual charter school,
416 the district of residence must provide the student with access
417 to the district's testing facilities.

418 (6) VIRTUAL INSTRUCTION PROGRAM AND VIRTUAL CHARTER SCHOOL
419 FUNDING.—

420 (a) All virtual instruction programs established pursuant
421 to paragraph (1)(b) ~~(1)(e)~~ are subject to the requirements of s.
422 1011.61(1)(c)1.b.(III), (IV), (VI), and (4), and the school
423 district providing the virtual instruction program shall report
424 the full-time equivalent students in a manner prescribed by the
425 department. A school district may report a full-time equivalent

426 student for credit earned by a student who is enrolled in a
427 virtual instruction course provided by the district which was
428 completed after the end of the regular school year if the full-
429 time equivalent student is reported no later than the deadline
430 for amending the final full-time equivalent student membership
431 report for that year.

432 Section 7. Paragraph (a) of subsection (1) of section
433 1002.61, Florida Statutes, is amended to read:

434 1002.61 Summer prekindergarten program delivered by public
435 schools and private prekindergarten providers.—

436 (1)(a) Each school district shall administer the Voluntary
437 Prekindergarten Education Program at the district level for
438 students enrolled under s. 1002.53(3)(b) in a summer
439 prekindergarten program delivered by a public school. A school
440 district may satisfy this requirement by contracting with
441 private prekindergarten providers.

442 Section 8. Paragraph (e) of subsection (2) of section
443 1002.82, Florida Statutes, is amended to read:

444 1002.82 Department of Education; powers and duties.—

445 (2) The department shall:

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

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

451 1002.85 Early learning coalition plans.—

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

462 (a) The coalition's operations, including its membership
463 and business organization, and the coalition's articles of
464 incorporation and bylaws if the coalition is organized as a
465 corporation. If the coalition is not organized as a corporation
466 or other business entity, the plan must include the contract
467 with a fiscal agent.

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

- 470 1. Single point of entry.
- 471 2. Uniform waiting list.
- 472 3. Eligibility and enrollment processes and local
473 eligibility priorities for children pursuant to s. 1002.87.
- 474 4. Parent access and choice.
- 475 5. Sliding fee scale and policies on applying the waiver

476 or reduction of fees in accordance with s. 1002.84(9).

477 6. Use of preassessments and postassessments, as
478 applicable.

479 7. Use of contracted slots, as applicable, based on the
480 results of the assessment required under paragraph (i).

481 (c) A detailed description of the coalition's quality
482 activities and services, including, but not limited to:

- 483 1. Resource and referral and school-age child care.
- 484 2. Infant and toddler early learning.
- 485 3. Inclusive early learning programs.
- 486 4. Quality improvement strategies that strengthen teaching
487 practices and increase child outcomes.

488 (d) A detailed budget that outlines estimated expenditures
489 for state, federal, and local matching funds at the lowest level
490 of detail available by other-cost-accumulator code number; all
491 estimated sources of revenue with identifiable descriptions; a
492 listing of full-time equivalent positions; contracted
493 subcontractor costs with related annual compensation amount or
494 hourly rate of compensation; and a capital improvements plan
495 outlining existing fixed capital outlay projects and proposed
496 capital outlay projects that will begin during the budget year.

497 (e) A detailed accounting, in the format prescribed by the
498 department, of all revenues and expenditures during the 2
499 previous state fiscal years ~~year~~. Revenue sources should be
500 identifiable, and expenditures should be reported by two

501 categories: state and federal funds and local matching funds.

502 (f) Updated policies and procedures, including those
 503 governing procurement, maintenance of tangible personal
 504 property, maintenance of records, information technology
 505 security, and disbursement controls.

506 (g) A description of the procedures for monitoring school
 507 readiness program providers, including in response to a parental
 508 complaint, to determine that the standards prescribed in ss.
 509 1002.82 and 1002.88 are met using a standard monitoring tool
 510 adopted by the department. Providers determined to be high risk
 511 by the coalition as demonstrated by substantial findings of
 512 violations of law shall be monitored more frequently.

513 (h) Documentation that the coalition has solicited and
 514 considered comments regarding the proposed school readiness
 515 program plan from the local community.

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

519 Section 10. Paragraph (a) of subsection (4) of section
 520 1003.435, Florida Statutes, is amended to read:

521 1003.435 High school equivalency diploma program.—

522 (4)(a) A candidate who has filed a formal declaration of
 523 intent to terminate school enrollment pursuant to 1003.21(1)(c)
 524 may take for a high school equivalency diploma shall be at least
 525 ~~18 years of age on the date of the examination, except that in~~

526 ~~extraordinary circumstances, as provided for in rules of the~~
527 ~~district school board of the district in which the candidate~~
528 ~~resides or attends school, a candidate may take the examination~~
529 after reaching the age of 16.

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

532 1003.4935 Middle grades career and professional academy
533 courses and career-themed courses.—

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

540 Section 12. Section 1003.4995, Florida Statutes, is
541 repealed.

542 Section 13. Section 1003.4996, Florida Statutes, is
543 repealed.

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

546 1003.49965 Art in the Capitol Competition.—

547 (2) A ~~Each~~ school district may ~~shall~~ annually hold an Art
548 in the Capitol Competition for all public, private, and home
549 education students in grades 6 through 8. Submissions shall be
550 judged by a selection committee consisting of art teachers whose

551 students have not submitted artwork for consideration.

552 Section 15. Paragraphs (g) and (r) of subsection (2) of
 553 section 1003.51, Florida Statutes, are amended to read:

554 1003.51 Other public educational services.—

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

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

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

571 ~~2.~~ provide for determination of the areas of academic need
 572 and strategies for appropriate intervention and instruction for
 573 each student in a detention facility within 5 school days after
 574 the student's entry into the program and for the administration
 575 of administer a research-based assessment that will assist the

576 student in determining his or her educational and career options
577 and goals within 22 school days after the student's entry into
578 the program. The results of the ~~these~~ assessments required under
579 this paragraph and s. 1003.52(3) (d), together with a portfolio
580 depicting the student's academic and career accomplishments,
581 must ~~shall~~ be included in the discharge packet assembled for
582 each student.

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

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

596 1003.621 Academically high-performing school districts.—It
597 is the intent of the Legislature to recognize and reward school
598 districts that demonstrate the ability to consistently maintain
599 or improve their high-performing status. The purpose of this
600 section is to provide high-performing school districts with

601 flexibility in meeting the specific requirements in statute and
602 rules of the State Board of Education.

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

612 ~~(a) Longitudinal performance of students on statewide,~~
613 ~~standardized assessments taken under s. 1008.22;~~

614 ~~(b) Longitudinal performance of students by grade level~~
615 ~~and subgroup on statewide, standardized assessments taken under~~
616 ~~s. 1008.22;~~

617 ~~(c) Longitudinal performance regarding efforts to close~~
618 ~~the achievement gap;~~

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

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

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

626 ~~(f) A description of each waiver and the status of each~~
627 ~~waiver.~~

628 Section 17. Section 1004.925, Florida Statutes, is
629 repealed.

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

634 1006.28 Duties of district school board, district school
635 superintendent; and school principal regarding K-12
636 instructional materials.—

637 (1) DEFINITIONS.—

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

639 1. "Adequate instructional materials" means a sufficient
640 number of student or site licenses or sets of materials that are
641 available in bound, unbound, kit, or package form and may
642 consist of hardbacked or softbacked textbooks, electronic
643 content, consumables, learning laboratories, manipulatives,
644 electronic media, and computer courseware or software that serve
645 as the basis for instruction ~~for each student~~ in the core
646 subject areas of mathematics, language arts, social studies,
647 science, reading, and literature.

648 2. "Instructional materials" has the same meaning as in s.
649 1006.29(2).

650 3. "Library media center" means any collection of books,

651 ebooks, periodicals, or videos maintained and accessible on the
652 site of a school, including in classrooms.

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

658 (a) Courses of study; adoption.—Adopt courses of study,
659 including instructional materials, for use in the schools of the
660 district.

661 1. Each district school board is responsible for the
662 content of all instructional materials and any other materials
663 used in a classroom, made available in a school or classroom
664 library, or included on a reading list, whether adopted and
665 purchased from the state-adopted instructional materials list,
666 adopted and purchased through a district instructional materials
667 program under s. 1006.283, or otherwise purchased or made
668 available.

669 2. Each district school board must adopt a policy
670 regarding an objection by a parent or a resident of the county
671 to the use of a specific material, which clearly describes a
672 process to handle all objections and provides for resolution.
673 The objection form, as prescribed by State Board of Education
674 rule, and the district school board's process must be easy to
675 read and understand and be easily accessible on the homepage of

676 the school district's website. The objection form must also
 677 identify the school district point of contact and contact
 678 information for the submission of an objection. The process must
 679 provide the parent or resident the opportunity to proffer
 680 evidence to the district school board that:

681 a. An instructional material does not meet the criteria of
 682 s. 1006.31(2) or s. 1006.40(3)(d) if it was selected for use in
 683 a course or otherwise made available to students in the school
 684 district but was not subject to the public notice, review,
 685 comment, and hearing procedures under s. 1006.283(2)(b)8., 9.,
 686 and 11.

687 b. Any material used in a classroom, made available in a
 688 school or classroom library, or included on a reading list
 689 contains content which:

- 690 (I) Is pornographic or prohibited under s. 847.012;
- 691 (II) Depicts or describes sexual conduct as defined in s.
 692 847.001(19), unless such material is for a course required by s.
 693 1003.46, s. 1003.42(2)(n)1.g., or s. 1003.42(2)(n)3., or
 694 identified by State Board of Education rule;
- 695 (III) Is not suited to student needs and their ability to
 696 comprehend the material presented; or
- 697 (IV) Is inappropriate for the grade level and age group
 698 for which the material is used.

699
 700 A school district may assess a \$100 processing fee for each

701 objection submitted by a parent or resident who does not have a
702 student enrolled in the school where the material is located if
703 the parent or resident has unsuccessfully objected to five
704 materials during the calendar year. The school district must
705 return to the parent or resident the processing fee for each
706 objection that is upheld. Any material that is subject to an
707 objection on the basis of sub-sub-subparagraph b.(I) or sub-sub-
708 subparagraph b.(II) must be removed within 5 school days after
709 ~~of~~ receipt of the objection and remain unavailable to students
710 of that school until the objection is resolved. Parents shall
711 have the right to read passages from any material that is
712 subject to an objection. If the school board denies a parent the
713 right to read passages due to content that meets the
714 requirements under sub-sub-subparagraph b.(I), the school
715 district shall discontinue the use of the material. If the
716 district school board finds that any material meets the
717 requirements under sub-subparagraph a. or that any other
718 material contains prohibited content under sub-sub-subparagraph
719 b.(I), the school district shall discontinue use of the
720 material. If the district school board finds that any other
721 material contains prohibited content under sub-sub-subparagraphs
722 b.(II)-(IV), the school district shall discontinue use of the
723 material for any grade level or age group for which such use is
724 inappropriate or unsuitable.

725 3. Each district school board must establish a process by

726 | which the parent of a public school student or a resident of the
727 | county may contest the district school board's adoption of a
728 | specific instructional material. The parent or resident must
729 | file a petition, on a form provided by the school board, within
730 | 30 calendar days after the adoption of the instructional
731 | material by the school board. The school board must make the
732 | form available to the public and publish the form on the school
733 | district's website. The form must be signed by the parent or
734 | resident, include the required contact information, and state
735 | the objection to the instructional material based on the
736 | criteria of s. 1006.31(2) or s. 1006.40(3)(d). Within 30 days
737 | after the 30-day period has expired, the school board must, for
738 | all petitions timely received, conduct at least one open public
739 | hearing before an unbiased and qualified hearing officer. The
740 | hearing officer may not be an employee or agent of the school
741 | district. The hearing is not subject to the provisions of
742 | chapter 120; however, the hearing must provide sufficient
743 | procedural protections to allow each petitioner an adequate and
744 | fair opportunity to be heard and present evidence to the hearing
745 | officer. The school board's decision after convening a hearing
746 | is final and not subject to further petition or review.

747 | 4. Meetings of committees convened for the purpose of
748 | ranking, eliminating, or selecting instructional materials for
749 | recommendation to the district school board must be noticed and
750 | open to the public in accordance with s. 286.011. Any committees

751 convened for such purposes must include parents of students who
752 will have access to such materials.

753 5. Meetings of committees convened for the purpose of
754 resolving an objection by a parent or resident to specific
755 materials must be noticed and open to the public in accordance
756 with s. 286.011. Any committees convened for such purposes must
757 include parents of students who will have access to such
758 materials.

759 6. If a parent disagrees with the determination made by
760 the district school board on the objection to the use of a
761 specific material, a parent may request the Commissioner of
762 Education to appoint a special magistrate who is a member of The
763 Florida Bar in good standing and who has at least 5 years'
764 experience in administrative law. The special magistrate shall
765 determine facts relating to the school district's determination,
766 consider information provided by the parent and the school
767 district, and render a recommended decision for resolution to
768 the State Board of Education within 30 days after receipt of the
769 request by the parent. The State Board of Education must approve
770 or reject the recommended decision at its next regularly
771 scheduled meeting that is more than 7 calendar days and no more
772 than 30 days after the date the recommended decision is
773 transmitted. The costs of the special magistrate shall be borne
774 by the school district. The State Board of Education shall adopt
775 rules, including forms, necessary to implement this

776 subparagraph.

777 (e) Public participation.—Publish on its website, in a
778 searchable format prescribed by the department, a list of all
779 instructional materials, including those used to provide
780 instruction required by s. 1003.42. Each district school board
781 must:

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

788 2. Select, approve, adopt, or purchase all materials as a
789 separate line item on the agenda and provide a reasonable
790 opportunity for public comment. The use of materials described
791 in this paragraph may not be selected, approved, or adopted as
792 part of a consent agenda.

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

795 a. Each material for which the school district received an
796 objection pursuant to subparagraph (a)2., including the grade
797 level and course the material was used in, for the school year
798 and the specific objections thereto.

799 b. Each material that was removed or discontinued.

800 c. Each material that was not removed or discontinued and

801 the rationale for not removing or discontinuing the material.

802

803 The department shall publish and regularly update a list of
804 materials that were removed or discontinued, sorted by grade
805 level, as a result of an objection and disseminate the list to
806 school districts for consideration in their selection
807 procedures.

808 (3) DISTRICT SCHOOL SUPERINTENDENT.—

809 (b) Each district school superintendent shall annually
810 notify the department ~~by April 1 of each year~~ the state-adopted
811 instructional materials that will be requisitioned for use in
812 his or her school district. ~~The notification shall include a~~
813 ~~district school board plan for instructional materials use to~~
814 ~~assist in determining if adequate instructional materials have~~
815 ~~been requisitioned.~~

816 (4) SCHOOL PRINCIPAL.—The school principal has the
817 following duties for the management and care of materials at the
818 school:

819 (b) *Money collected for lost or damaged instructional*
820 *materials; enforcement.*—The school principal may ~~shall~~ collect
821 from each student or the student's parent the purchase price of
822 any instructional material the student has lost, destroyed, or
823 unnecessarily damaged and to report and transmit the money
824 collected to the district school superintendent. A student who
825 fails to pay such sum may be suspended ~~the failure to collect~~

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826 ~~such sum upon reasonable effort by the school principal may~~
827 ~~result in the suspension of the student~~ from participation in
828 extracurricular activities. A student may satisfy ~~or~~
829 ~~satisfaction of the debt by the student~~ through community
830 service activities at the school site as determined by the
831 school principal, pursuant to policies adopted by district
832 school board rule.

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

835 1006.283 District school board instructional materials
836 review process.—

837 (1) A district school board or consortium of school
838 districts may implement an instructional materials program that
839 includes the review, recommendation, adoption, and purchase of
840 instructional materials. The district school superintendent
841 shall annually certify to the department ~~by March 31 of each~~
842 ~~year~~ that all instructional materials for core courses used by
843 the district are aligned with applicable state standards. A list
844 of the core instructional materials that will be used or
845 purchased for use by the school district shall be included in
846 the certification.

847 Section 20. Paragraph (a) of subsection (1) of section
848 1006.33, Florida Statutes, is amended to read:

849 1006.33 Bids or proposals; advertisement and its
850 contents.—

851 (1) (a) 1. Beginning with the 2026-2027 instructional
852 materials adoption cycle and thereafter, the department shall
853 publish an instructional materials adoption timeline which must
854 include, but is not limited to, publishing bid specifications,
855 advertising in the Florida Administrative Register, and
856 deadlines for the submission of bids. The adoption cycle must
857 include at least 6 months between the release of the bid
858 specifications and the deadline for the submission of bids, and
859 publication of an initial list of state-adopted instructional
860 materials no later than July 31 in the year preceding the
861 adoption.

862 2. For the 2025-2026 instructional materials adoption
863 cycle, the department shall publish an instructional materials
864 adoption timeline which must include, but is not limited to,
865 publishing bid specifications, advertising in the Florida
866 Administrative Register, and deadlines for the submission of
867 bids. The adoption cycle must include at least 6 months between
868 the release of the bid specifications and the deadline for the
869 submission of bids. The adoption cycle must specify that the
870 Commissioner of Education shall publish an initial list of
871 state-adopted instructional materials no later than December 1,
872 2025. This subparagraph shall expire July 1, 2026. ~~Beginning on~~
873 ~~or before May 15 of any year in which an instructional materials~~
874 ~~adoption is to be initiated, the department shall advertise in~~
875 ~~the Florida Administrative Register 4 weeks preceding the date~~

876 ~~on which the bids shall be received, that at a certain~~
 877 ~~designated time, not later than June 15, sealed bids or~~
 878 ~~proposals to be deposited with the department will be received~~
 879 ~~from publishers or manufacturers for the furnishing of~~
 880 ~~instructional materials proposed to be adopted as listed in the~~
 881 ~~advertisement beginning April 1 following the adoption.~~

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

884 1007.33 Site-determined baccalaureate degree access.—

885 (4) A Florida College System institution may:

886 (a) Offer specified baccalaureate degree programs through
 887 formal agreements between the Florida College System institution
 888 and other regionally accredited postsecondary educational
 889 institutions pursuant to s. 1007.22.

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

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

896
 897 ~~The Board of Trustees of St. Petersburg College is authorized to~~
 898 ~~establish one or more bachelor of applied science degree~~
 899 ~~programs based on an analysis of workforce needs in Pinellas,~~
 900 ~~Pasco, and Hernando Counties and other counties approved by the~~

901 ~~Department of Education. For each program selected, St.~~
902 ~~Petersburg College must offer a related associate in science or~~
903 ~~associate in applied science degree program, and the~~
904 ~~baccalaureate degree level program must be designed to~~
905 ~~articulate fully with at least one associate in science degree~~
906 ~~program. The college is encouraged to develop articulation~~
907 ~~agreements for enrollment of graduates of related associate in~~
908 ~~applied science degree programs. The Board of Trustees of St.~~
909 ~~Petersburg College is authorized to establish additional~~
910 ~~baccalaureate degree programs if it determines a program is~~
911 ~~warranted and feasible based on each of the factors in paragraph~~
912 ~~(5)(d). Prior to developing or proposing a new baccalaureate~~
913 ~~degree program, St. Petersburg College shall engage in need,~~
914 ~~demand, and impact discussions with the state university in its~~
915 ~~service district and other local and regional, accredited~~
916 ~~postsecondary providers in its region. Documentation, data, and~~
917 ~~other information from inter-institutional discussions regarding~~
918 ~~program need, demand, and impact shall be provided to the~~
919 ~~college's board of trustees to inform the program approval~~
920 ~~process. Employment at St. Petersburg College is governed by the~~
921 ~~same laws that govern Florida College System institutions,~~
922 ~~except that upper-division faculty are eligible for continuing~~
923 ~~contracts upon the completion of the fifth year of teaching.~~
924 ~~Employee records for all personnel shall be maintained as~~
925 ~~required by s. 1012.81.~~

926 Section 22. Paragraph (a) of subsection (2), paragraphs
 927 (a) and (b) of subsection (3), paragraph (c) of subsection (4),
 928 paragraphs (a), (b), and (c) of subsection (5), paragraphs (a),
 929 (b), and (c) of subsection (6), paragraph (b) of subsection (7),
 930 and paragraph (b) of subsection (9) of section 1008.25, Florida
 931 Statutes, are amended, and paragraph (h) is added to subsection
 932 (2) of that section, to read:

933 1008.25 Public school student progression; student
 934 support; coordinated screening and progress monitoring;
 935 reporting requirements.—

936 (2) STUDENT PROGRESSION PLAN.—Each district school board
 937 shall establish a comprehensive plan for student progression
 938 which must provide for a student's progression from one grade to
 939 another based on the student's mastery of the standards in s.
 940 1003.41, specifically English Language Arts, mathematics,
 941 science, and social studies standards. The plan must:

942 (a) Include criteria that emphasize student reading
 943 proficiency in kindergarten through grade 3 and provide targeted
 944 instructional support for students with identified deficiencies
 945 in English Language Arts, mathematics, science, and social
 946 studies, including students who have been referred to the school
 947 district from the Voluntary Prekindergarten Education Program
 948 pursuant to paragraph (5) (b). High schools shall use all
 949 available assessment results, including the results of
 950 statewide, standardized English Language Arts assessments and

951 end-of-course assessments for Algebra I and Geometry, to advise
952 students of any identified deficiencies and to provide
953 appropriate postsecondary preparatory instruction before high
954 school graduation. The results of evaluations used to monitor a
955 student's progress in grades K-12 must be provided to the
956 student's teacher in a timely manner and as otherwise required
957 by law. Thereafter, evaluation results must be provided to the
958 student's parent in a timely manner. When available,
959 instructional personnel must be provided with information on
960 student achievement of standards and benchmarks in order to
961 improve instruction.

962 (h) Specify retention requirements for students in
963 kindergarten through grade 2 based upon each student's
964 performance in English Language Arts and mathematics. For
965 students who are retained in kindergarten through grade 2, the
966 plan must incorporate the parental notification requirements
967 provided in subsections (5) and (6), include an opportunity for
968 parental input on the retention decision, and include
969 information on the importance of students mastering early
970 literacy and communication skills in order to be reading at or
971 above grade level by the end of grade 3.

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

975 (a) Students in the Voluntary Prekindergarten Education

976 Program who have a substantial deficiency in early literacy
 977 skills and students in kindergarten through grade 3 who have a
 978 substantial deficiency in reading or the characteristics of
 979 dyslexia as determined in paragraph (5) (a).

980 (b) Students in the Voluntary Prekindergarten Education
 981 Program who have a substantial deficiency in early mathematics
 982 skills and students in kindergarten through grade 4 who have a
 983 substantial deficiency in mathematics or the characteristics of
 984 dyscalculia as determined in paragraph (6) (a).

985 (4) ASSESSMENT AND SUPPORT.—

986 (c) A student who has a substantial reading deficiency as
 987 determined in paragraph (5) (a) or a substantial mathematics
 988 deficiency as determined in paragraph (6) (a) must be covered by
 989 a federally required student plan, such as an individual
 990 education plan or an individualized progress monitoring plan, or
 991 both, as necessary. The individualized progress monitoring plan
 992 must be developed within 45 days after the results of the
 993 coordinated screening and progress monitoring system become
 994 available. The plan must ~~shall include~~, at a minimum, include:

- 995 1. The student's specific, identified reading or
- 996 mathematics skill deficiency.
- 997 2. Goals and benchmarks for student growth in reading or
- 998 mathematics.
- 999 3. A description of the specific measures that will be
- 1000 used to evaluate and monitor the student's reading or

1001 mathematics progress.

1002 4. For a substantial reading deficiency, the specific
 1003 evidence-based literacy instruction grounded in the science of
 1004 reading which the student will receive.

1005 5. Strategies, resources, and materials that will be
 1006 provided to the student's parent to support the student to make
 1007 reading or mathematics progress.

1008 6. Any additional services the student's teacher deems
 1009 available and appropriate to accelerate the student's reading or
 1010 mathematics skill development.

1011 (5) READING DEFICIENCY AND PARENTAL NOTIFICATION.—

1012 (a) Any student in a Voluntary Prekindergarten Education
 1013 Program provided by a public school who exhibits a substantial
 1014 deficiency in early literacy skills and any student in
 1015 kindergarten through grade 3 who exhibits a substantial
 1016 deficiency in reading or the characteristics of dyslexia based
 1017 upon screening, diagnostic, progress monitoring, or assessment
 1018 data; statewide assessments; or teacher observations must be
 1019 provided intensive, explicit, systematic, and multisensory
 1020 reading interventions immediately following the identification
 1021 of the reading deficiency or the characteristics of dyslexia to
 1022 address his or her specific deficiency or dyslexia. For the
 1023 purposes of this subsection, a Voluntary Prekindergarten
 1024 Education Program student is deemed to exhibit a substantial
 1025 deficiency in early literacy skills based upon the results of

1026 the midyear or final administration of the coordinated screening
1027 and progress monitoring under subsection (9).

1028 1. The department shall provide a list of state examined
1029 and approved comprehensive reading and intervention programs.
1030 The intervention programs shall be provided in addition to the
1031 comprehensive core reading instruction that is provided to all
1032 students in the general education classroom. Dyslexia-specific
1033 interventions, as defined by rule of the State Board of
1034 Education, shall be provided to students who have the
1035 characteristics of dyslexia. The reading intervention programs
1036 must do all of the following:

1037 a. Provide explicit, direct instruction that is
1038 systematic, sequential, and cumulative in language development,
1039 phonological awareness, phonics, fluency, vocabulary, and
1040 comprehension, as applicable.

1041 b. Provide daily targeted small group reading
1042 interventions based on student need in phonological awareness,
1043 phonics, including decoding and encoding, sight words,
1044 vocabulary, or comprehension.

1045 c. Be implemented during regular school hours.

1046 2. A school may not wait for a student to receive a
1047 failing grade at the end of a grading period or wait until a
1048 plan under paragraph (4)(b) is developed to identify the student
1049 as having a substantial reading deficiency and initiate
1050 intensive reading interventions. In addition, a school may not

1051 wait 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 dyslexia. Such interventions
1056 must be initiated upon receipt of the documentation and based on
1057 the student's specific areas of difficulty as identified by the
1058 licensed professional.

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

1069 (b) A Voluntary Prekindergarten Education Program student
1070 who exhibits a substantial deficiency in early literacy skills
1071 based upon the results of the administration of the midyear or
1072 final coordinated screening and progress monitoring under
1073 subsection (9) shall be referred to the local school district
1074 and may be eligible to receive instruction in early literacy
1075 skills before participating in kindergarten. A student with an

1076 individual education plan who has been retained pursuant to
1077 paragraph (2)(g) and has demonstrated a substantial deficiency
1078 in early literacy skills must receive instruction in early
1079 literacy skills.

1080 (d) The parent of any student who exhibits a substantial
1081 deficiency in reading, as described in paragraph (a), must be
1082 immediately notified in writing of the following:

1083 1. That his or her child has been identified as having a
1084 substantial deficiency in reading, including a description and
1085 explanation, in terms understandable to the parent, of the exact
1086 nature of the student's difficulty in learning and lack of
1087 achievement in reading.

1088 2. A description of the current services that are provided
1089 to the child.

1090 3. A description of the proposed intensive interventions
1091 and supports that will be provided to the child that are
1092 designed to remediate the identified area of reading deficiency.

1093 4. The student progression requirements under paragraph
1094 (2)(h) and that if the child's reading deficiency is not
1095 remediated by the end of grade 3, the child must be retained
1096 unless he or she is exempt from mandatory retention for good
1097 cause.

1098 5. Strategies, including multisensory strategies and
1099 programming, through a read-at-home plan the parent can use in
1100 helping his or her child succeed in reading. The read-at-home

1101 plan must provide access to the resources identified in
1102 paragraph (e) ~~(f)~~.

1103 6. That the statewide, standardized English Language Arts
1104 assessment is not the sole determiner of promotion and that
1105 additional evaluations, portfolio reviews, and assessments are
1106 available to the child to assist parents and the school district
1107 in knowing when a child is reading at or above grade level and
1108 ready for grade promotion.

1109 7. The district's specific criteria and policies for a
1110 portfolio as provided in subparagraph (7)(b)4. and the evidence
1111 required for a student to demonstrate mastery of Florida's
1112 academic standards for English Language Arts. A school must
1113 immediately begin collecting evidence for a portfolio when a
1114 student in grade 3 is identified as being at risk of retention
1115 or upon the request of the parent, whichever occurs first.

1116 8. The district's specific criteria and policies for
1117 midyear promotion. Midyear promotion means promotion of a
1118 retained student at any time during the year of retention once
1119 the student has demonstrated ability to read at grade level.

1120 9. Information about the student's eligibility for the New
1121 Worlds Reading Initiative under s. 1003.485 and the New Worlds
1122 Scholarship Accounts under s. 1002.411 and information on parent
1123 training modules and other reading engagement resources
1124 available through the initiative.

1125

1126 After initial notification, the school shall apprise the parent
1127 at least monthly of the student's progress in response to the
1128 intensive interventions and supports. Such communications must
1129 be in writing and must explain any additional interventions or
1130 supports that will be implemented to accelerate the student's
1131 progress if the interventions and supports already being
1132 implemented have not resulted in improvement. Upon the request
1133 of the parent, the teacher or school administrator shall meet to
1134 discuss the student's progress. The parent may request more
1135 frequent notification of the student's progress, more frequent
1136 interventions or supports, and earlier implementation of the
1137 additional interventions or supports described in the initial
1138 notification.

1139 (6) MATHEMATICS DEFICIENCY AND PARENTAL NOTIFICATION.—

1140 (a) Any student in a Voluntary Prekindergarten Education
1141 Program provided by a public school who exhibits a substantial
1142 deficiency in early mathematics skills and any student in
1143 kindergarten through grade 4 who exhibits a substantial
1144 deficiency in mathematics or the characteristics of dyscalculia
1145 based upon screening, diagnostic, progress monitoring, or
1146 assessment data; statewide assessments; or teacher observations
1147 must:

1148 1. Immediately following the identification of the
1149 mathematics deficiency, be provided systematic and explicit
1150 mathematics instruction to address his or her specific

1151 deficiencies through either:

1152 a. Daily targeted small group mathematics intervention
1153 based on student need; or

1154 b. Supplemental, evidence-based mathematics interventions
1155 before or after school, or both, delivered by a highly qualified
1156 teacher of mathematics or a trained tutor.

1157 2. The performance of a student receiving mathematics
1158 instruction under subparagraph 1. must be monitored, and
1159 instruction must be adjusted based on the student's need.

1160 3. The department shall provide a list of state examined
1161 and approved mathematics intervention programs, curricula, and
1162 high-quality supplemental materials that may be used to improve
1163 a student's mathematics deficiencies. In addition, the
1164 department shall work, at a minimum, with the Florida Center for
1165 Mathematics and Science Education Research established in s.
1166 1004.86 to disseminate information to school districts and
1167 teachers on effective evidence-based explicit mathematics
1168 instructional practices, strategies, and interventions.

1169 4. A school may not wait for a student to receive a
1170 failing grade at the end of a grading period or wait until a
1171 plan under paragraph (4)(b) is developed to identify the student
1172 as having a substantial mathematics deficiency and initiate
1173 intensive mathematics interventions. In addition, a school may
1174 not wait until an evaluation conducted pursuant to s. 1003.57 is
1175 completed to provide appropriate, evidence-based interventions

1176 for a student whose parent submits documentation from a
1177 professional licensed under chapter 490 which demonstrates that
1178 the student has been diagnosed with dyscalculia. Such
1179 interventions must be initiated upon receipt of the
1180 documentation and based on the student's specific areas of
1181 difficulty as identified by the licensed professional.

1182 5. The mathematics proficiency of a student receiving
1183 additional mathematics supports must be monitored and the
1184 intensive interventions must continue until the student
1185 demonstrates grade level proficiency in a manner determined by
1186 the district, which may include achieving a Level 3 on the
1187 statewide, standardized Mathematics assessment. The State Board
1188 of Education shall identify by rule guidelines for determining
1189 whether a student in a Voluntary Prekindergarten Education
1190 Program has a deficiency in early mathematics skills or a
1191 student in kindergarten through grade 4 has a substantial
1192 deficiency in mathematics.

1193
1194 For the purposes of this subsection, a Voluntary Prekindergarten
1195 Education Program student is deemed to exhibit a substantial
1196 deficiency in mathematics skills based upon the results of the
1197 midyear or final administration of the coordinated screening and
1198 progress monitoring under subsection (9).

1199 (b) A Voluntary Prekindergarten Education Program student
1200 who exhibits a substantial deficiency in early math skills based

1201 upon the results of the administration of the midyear or final
1202 coordinated screening and progress monitoring under subsection
1203 (8) shall be referred to the local school district and may be
1204 eligible to receive intensive mathematics interventions before
1205 participating in kindergarten.

1206 (c) The parent of a student who exhibits a substantial
1207 deficiency in mathematics, as described in paragraph (a), must
1208 be immediately notified in writing of the following:

1209 1. That his or her child has been identified as having a
1210 substantial deficiency in mathematics, including a description
1211 and explanation, in terms understandable to the parent, of the
1212 exact nature of the student's difficulty in learning and lack of
1213 achievement in mathematics.

1214 2. A description of the current services that are provided
1215 to the child.

1216 3. A description of the proposed intensive interventions
1217 and supports that will be provided to the child that are
1218 designed to remediate the identified area of mathematics
1219 deficiency.

1220 4. Strategies, including multisensory strategies and
1221 programming, through a home-based plan the parent can use in
1222 helping his or her child succeed in mathematics. The home-based
1223 plan must provide access to the resources identified in
1224 paragraph (d) ~~(e)~~.

1225

1226 After the initial notification, the school shall apprise the
1227 parent at least monthly of the student's progress in response to
1228 the intensive interventions and supports. Such communications
1229 must be in writing and must explain any additional interventions
1230 or supports that will be implemented to accelerate the student's
1231 progress if the interventions and supports already being
1232 implemented have not resulted in improvement. Upon the request
1233 of the parent, the teacher or school administrator shall meet to
1234 discuss the student's progress. The parent may request more
1235 frequent notification of the student's progress, more frequent
1236 interventions or supports, and earlier implementation of the
1237 additional interventions or supports described in the initial
1238 notification.

1239 (7) ELIMINATION OF SOCIAL PROMOTION.—

1240 (b) The district school board may only exempt students
1241 from mandatory retention, as provided in paragraph (5)(c), for
1242 good cause. A student ~~who is~~ promoted to grade 4 with a good
1243 cause exemption shall be provided intensive reading instruction
1244 and intervention that include specialized diagnostic information
1245 and specific reading strategies to meet the needs of each
1246 student so promoted. The school district shall assist schools
1247 and teachers with the implementation of explicit, systematic,
1248 and multisensory reading instruction and intervention strategies
1249 for students promoted with a good cause exemption which research
1250 has shown to be successful in improving reading among students

1251 | who have reading difficulties. Upon the request of the parent,
1252 | the teacher or school administrator shall meet to discuss the
1253 | student's progress. The parent may request more frequent
1254 | notification of the student's progress, more frequent
1255 | interventions or supports, and earlier implementation of the
1256 | additional interventions or supports described in the initial
1257 | notification. Good cause exemptions are limited to the
1258 | following:

1259 | 1. Limited English proficient students who have had less
1260 | than 2 years of instruction in an English for Speakers of Other
1261 | Languages program based on the initial date of entry into a
1262 | school in the United States.

1263 | 2. Students with disabilities whose individual education
1264 | plan indicates that participation in the statewide assessment
1265 | program is not appropriate, consistent with the requirements of
1266 | s. 1008.212.

1267 | 3. Students who demonstrate an acceptable level of
1268 | performance on an alternative standardized reading or English
1269 | Language Arts assessment approved by the State Board of
1270 | Education.

1271 | 4. A student who demonstrates through a student portfolio
1272 | that he or she is performing at least at Level 2 on the
1273 | statewide, standardized English Language Arts assessment.

1274 | 5. Students with disabilities who take the statewide,
1275 | standardized English Language Arts assessment and who have an

1276 individual education plan or a Section 504 plan that reflects
1277 that the student has received intensive instruction in reading
1278 or English Language Arts for more than 2 years but still
1279 demonstrates a deficiency and was previously retained in
1280 prekindergarten, kindergarten, grade 1, grade 2, or grade 3.

1281 6. Students who have received intensive reading
1282 intervention for 2 or more years but still demonstrate a
1283 deficiency in reading and who were previously retained in
1284 kindergarten, grade 1, grade 2, or grade 3 for a total of 2
1285 years. A student may not be retained more than once in grade 3.

1286 (9) COORDINATED SCREENING AND PROGRESS MONITORING SYSTEM.—

1287 (b) Beginning with the 2022-2023 school year, private
1288 Voluntary Prekindergarten Education Program providers and public
1289 schools must participate in the coordinated screening and
1290 progress monitoring system pursuant to this paragraph.

1291 1. For students in the school-year Voluntary
1292 Prekindergarten Education Program through grade 2, the
1293 coordinated screening and progress monitoring system must be
1294 administered at least three times within a ~~program year or~~
1295 school year, ~~as applicable~~, with the first administration
1296 occurring no later than the first 30 instructional days after a
1297 student's enrollment or the start of the ~~program year or~~ school
1298 year, the second administration occurring midyear, and the third
1299 administration occurring within the last 30 days of the ~~program~~
1300 ~~or~~ school year pursuant to state board rule. The state board may

1301 adopt alternate timeframes to address nontraditional school year
1302 calendars ~~or summer programs~~ to ensure the coordinated screening
1303 and progress monitoring program is administered a minimum of
1304 three times within a year ~~or program~~.

1305 2. For students in the summer prekindergarten program, the
1306 coordinated screening and progress monitoring system must be
1307 administered two times, with the first administration occurring
1308 no later than the first 10 instructional days after a student's
1309 enrollment or the start of the summer prekindergarten program,
1310 and the final administration occurring within the last 10 days
1311 of the summer prekindergarten program pursuant to state board
1312 rule.

1313 ~~3.2.~~ For grades 3 through 10 English Language Arts and
1314 grades 3 through 8 Mathematics, the coordinated screening and
1315 progress monitoring system must be administered at the
1316 beginning, middle, and end of the school year pursuant to state
1317 board rule. The end-of-year administration of the coordinated
1318 screening and progress monitoring system must be a comprehensive
1319 progress monitoring assessment administered in accordance with
1320 the scheduling requirements under s. 1008.22(7)(c).

1321 Section 23. Paragraph (c) of subsection (1) of section
1322 1008.31, Florida Statutes, is amended to read:

1323 1008.31 Florida's Early Learning-20 education performance
1324 accountability system; legislative intent; mission, goals, and
1325 systemwide measures; data quality improvements.-

1326 (1) LEGISLATIVE INTENT.—It is the intent of the
 1327 Legislature that:

1328 (c) The Early Learning-20 education performance
 1329 accountability system comply with the requirements of the Every
 1330 Student Succeeds Act of 2015, Pub. L. No. 114-95 ~~"No Child Left~~
 1331 ~~Behind Act of 2001," Pub. L. No. 107-110,~~ and the Individuals
 1332 with Disabilities Education Act (IDEA).

1333 Section 24. Paragraph (a) of subsection (4) of section
 1334 1008.33, Florida Statutes, is amended to read:

1335 1008.33 Authority to enforce public school improvement.—

1336 (4) (a) The state board shall apply intensive intervention
 1337 and support strategies tailored to the needs of schools earning
 1338 two consecutive grades of "D" or a grade of "F." In the first
 1339 full school year after a school initially earns a grade of "D,"
 1340 the school district must immediately implement intervention and
 1341 support strategies prescribed in rule under paragraph (3) (c).
 1342 For a school that initially earns a grade of "F" or a second
 1343 consecutive grade of "D," the school district must either
 1344 continue implementing or immediately begin implementing
 1345 intervention and support strategies prescribed in rule under
 1346 paragraph (3) (c) and provide the department, by September 1,
 1347 with the memorandum of understanding negotiated pursuant to s.
 1348 1001.42 (21) and, by October 1, a district-managed turnaround
 1349 plan for approval by the state board. The district-managed
 1350 turnaround plan may include a proposal for the district to

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1351 implement an extended school day, a summer program, a
1352 combination of an extended school day and a summer program, or
1353 any other option authorized under paragraph (b) for state board
1354 approval. A school district is not required to wait until a
1355 school earns a second consecutive grade of "D" to submit a
1356 turnaround plan for approval by the state board under this
1357 paragraph. Upon approval by the state board, the school district
1358 must implement the plan for the remainder of the school year and
1359 continue the plan for 1 full school year. The state board may
1360 allow a school an additional year of implementation before the
1361 school must implement a turnaround option required under
1362 paragraph (b) if it determines that the school is likely to
1363 improve to a grade of "C" or higher after the first full school
1364 year of implementation. The state board may also allow a school
1365 that has received a grant pursuant to s. 1003.64 additional time
1366 to implement a community school model.

1367 Section 25. Section 1008.332, Florida Statutes, is amended
1368 to read:

1369 1008.332 Committee of practitioners pursuant to federal
1370 Every Student Succeeds ~~No Child Left Behind~~ Act.—The Department
1371 of Education shall establish a committee of practitioners
1372 pursuant to federal requirements of the Every Student Succeeds
1373 ~~No Child Left Behind~~ Act of 2015 ~~2001~~. The committee members
1374 shall be appointed by the Commissioner of Education ~~and shall~~
1375 ~~annually report to the Governor, the President of the Senate,~~

1376 ~~and the Speaker of the House of Representatives by January 1.~~
1377 The committee shall meet regularly and is authorized to review
1378 potential rules and policies that will be considered by the
1379 State Board of Education.

1380 Section 26. Subsection (5) of section 1008.34, Florida
1381 Statutes, is amended to read:

1382 1008.34 School grading system; school report cards;
1383 district grade.—

1384 (5) DISTRICT GRADE.—Beginning with the 2014-2015 school
1385 year, a school district's grade shall include a district-level
1386 calculation of the components under paragraph (3)(b). This
1387 calculation methodology captures each eligible student in the
1388 district who may have transferred among schools within the
1389 district or is enrolled in a school that does not receive a
1390 grade. The department shall develop a district report card that
1391 includes the district grade; the information required under s.
1392 1008.345(3) ~~s. 1008.345(5)~~; measures of the district's progress
1393 in closing the achievement gap between higher-performing student
1394 subgroups and lower-performing student subgroups; measures of
1395 the district's progress in demonstrating Learning Gains of its
1396 highest-performing students; measures of the district's success
1397 in improving student attendance; the district's grade-level
1398 promotion of students scoring achievement levels 1 and 2 on
1399 statewide, standardized English Language Arts and Mathematics
1400 assessments; and measures of the district's performance in

1401 preparing students for the transition from elementary to middle
 1402 school, middle to high school, and high school to postsecondary
 1403 institutions and careers.

1404 Section 27. Subsections (5) through (7) of section
 1405 1008.345, Florida Statutes, are renumbered as subsections (3)
 1406 through (5), respectively, and present subsections (3), (4), and
 1407 (5) and paragraph (d) of present subsection (6) of that section
 1408 are amended to read:

1409 1008.345 Implementation of state system of school
 1410 improvement and education accountability.-

1411 ~~(3) The annual feedback report shall be developed by the~~
 1412 ~~Department of Education.~~

1413 ~~(4) The commissioner shall review each district school~~
 1414 ~~board's feedback report and submit findings to the State Board~~
 1415 ~~of Education. If adequate progress is not being made toward~~
 1416 ~~implementing and maintaining a system of school improvement and~~
 1417 ~~education accountability, the State Board of Education shall~~
 1418 ~~direct the commissioner to prepare and implement a corrective~~
 1419 ~~action plan. The commissioner and State Board of Education shall~~
 1420 ~~monitor the development and implementation of the corrective~~
 1421 ~~action plan.~~

1422 (3)~~(5)~~ The commissioner shall annually report to the State
 1423 Board of Education and the Legislature and recommend changes in
 1424 state policy necessary to foster school improvement and
 1425 education accountability. The report must ~~shall~~ include:

1426 ~~(a)~~ for each school district:

1427 (a)1. The percentage of students, by school and grade
1428 level, demonstrating learning growth in English Language Arts
1429 and mathematics.

1430 (b)2. The percentage of students, by school and grade
1431 level, in both the highest and lowest quartiles demonstrating
1432 learning growth in English Language Arts and mathematics.

1433 (c)3. The information contained in the school district's
1434 annual report required pursuant to s. 1008.25(10).

1435 ~~(b) Intervention and support strategies used by school
1436 districts whose students in both the highest and lowest
1437 quartiles exceed the statewide average learning growth for
1438 students in those quartiles.~~

1439 ~~(c) Intervention and support strategies used by school
1440 districts whose schools provide educational services to youth in
1441 Department of Juvenile Justice programs that demonstrate
1442 learning growth in English Language Arts and mathematics that
1443 exceeds the statewide average learning growth for students in
1444 those subjects.~~

1445 ~~(d) Based upon a review of each school district's reading
1446 instruction plan submitted pursuant to s. 1003.4201,
1447 intervention and support strategies used by school districts
1448 that were effective in improving the reading performance of
1449 students, as indicated by student performance data, who are
1450 identified as having a substantial reading deficiency pursuant~~

1451 ~~to s. 1008.25(5)(a).~~

1452

1453 School reports must ~~shall~~ be distributed pursuant to this
1454 subsection and s. 1001.42(18)(c) and according to rules adopted
1455 by the State Board of Education.

1456 (4) ~~(6)~~

1457 (d) The commissioner shall assign a community assessment
1458 team to each school district or governing board with a school
1459 that earned a grade of "D" or "F" pursuant to s. 1008.34 to
1460 review the school performance data and determine causes for the
1461 low performance, including the role of school, area, and
1462 district administrative personnel. The community assessment team
1463 shall review a high school's graduation rate calculated without
1464 high school equivalency diploma recipients for the past 3 years,
1465 disaggregated by student ethnicity. The team shall make
1466 recommendations to the school board or the governing board and
1467 to the State Board of Education ~~based on the interventions and~~
1468 ~~support strategies identified pursuant to subsection (5) to~~
1469 address the causes of the school's low performance and to
1470 incorporate the strategies into the school improvement plan. The
1471 assessment team shall include, but not be limited to, a
1472 department representative, parents, business representatives,
1473 educators, representatives of local governments, and community
1474 activists, and shall represent the demographics of the community
1475 from which they are appointed.

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1476 Section 28. Subsection (3) of section 1008.45, Florida
 1477 Statutes, is amended to read:

1478 1008.45 Florida College System institution accountability
 1479 process.—

1480 (3) ~~The State Board of Education shall address within the~~
 1481 ~~annual evaluation of the performance of the executive director,~~
 1482 ~~and the Florida College System institution boards of trustees~~
 1483 shall address within the annual evaluation of the presidents, 7
 1484 the achievement of the performance goals established by the
 1485 accountability process.

1486 Section 29. Paragraph (d) of subsection (2) of section
 1487 1000.05, Florida Statutes, is amended to read:

1488 1000.05 Discrimination against students and employees in
 1489 the Florida K-20 public education system prohibited; equality of
 1490 access required.—

1491 (2)

1492 (d) Students may be separated by sex for a single-gender
 1493 program ~~as provided under s. 1002.311~~, for any portion of a
 1494 class that deals with human reproduction, or during
 1495 participation in bodily contact sports. For the purpose of this
 1496 section, bodily contact sports include wrestling, boxing, rugby,
 1497 ice hockey, football, basketball, and other sports in which the
 1498 purpose or major activity involves bodily contact.

1499 Section 30. Paragraph (b) of subsection (2) of section
 1500 1002.31, Florida Statutes, is amended to read:

1501 1002.31 Controlled open enrollment; public school parental
1502 choice.—

1503 (2)

1504 (b) Each school district and charter school capacity
1505 determinations for its schools, by grade level, must be updated
1506 every 12 weeks and be identified on the school district and
1507 charter school's websites. In determining the capacity of each
1508 district school, the district school board shall incorporate the
1509 specifications, plans, elements, and commitments contained in
1510 the school district educational facilities plan and the long-
1511 term work programs required under s. 1013.35. Each charter
1512 school governing board shall determine capacity based upon its
1513 charter school contract. Each virtual charter school and each
1514 school district with a contract with an approved virtual
1515 instruction program provider shall determine capacity based upon
1516 the enrollment requirements established under s. 1002.45(1)(d)4.
1517 ~~s. 1002.45(1)(e)4.~~

1518 Section 31. Subsection (3) of section 1002.321, Florida
1519 Statutes, is amended to read:

1520 1002.321 Digital learning.—

1521 (3) CUSTOMIZED AND ACCELERATED LEARNING.—A school district
1522 must establish ~~multiple~~ opportunities for student participation
1523 in part-time and full-time kindergarten through grade 12 virtual
1524 instruction. Options include, but are not limited to:

1525 (a) School district operated part-time or full-time

1526 virtual instruction programs under s. 1002.45 ~~s. 1002.45(1)(b)~~
1527 for kindergarten through grade 12 students enrolled in the
1528 school district. A full-time program shall operate under its own
1529 Master School Identification Number.

1530 (b) Florida Virtual School instructional services
1531 authorized under s. 1002.37.

1532 (c) Blended learning instruction provided by charter
1533 schools authorized under s. 1002.33.

1534 (d) Virtual charter school instruction authorized under s.
1535 1002.33.

1536 (e) Courses delivered in the traditional school setting by
1537 personnel providing direct instruction through virtual
1538 instruction or through blended learning courses consisting of
1539 both traditional classroom and online instructional techniques
1540 pursuant to s. 1003.498.

1541 (f) Virtual courses offered in the course code directory
1542 to students within the school district or to students in other
1543 school districts throughout the state pursuant to s. 1003.498.

1544 Section 32. Subsection (1), paragraph (a) of subsection
1545 (6), and paragraph (a) of subsection (10) of section 1002.33,
1546 Florida Statutes, are amended to read:

1547 1002.33 Charter schools.—

1548 (1) AUTHORIZATION.—All charter schools in Florida are
1549 public schools and shall be part of the state's program of
1550 public education. A charter school may be formed by creating a

1551 new school or converting an existing public school to charter
1552 status. A charter school may operate a virtual charter school
1553 pursuant to s. 1002.45(1)(c) ~~s. 1002.45(1)(d)~~ to provide online
1554 instruction to students, pursuant to s. 1002.455, in
1555 kindergarten through grade 12. The school district in which the
1556 student enrolls in the virtual charter school shall report the
1557 student for funding pursuant to s. 1011.61(1)(c)1.b.(VI), and
1558 the home school district shall not report the student for
1559 funding. An existing charter school that is seeking to become a
1560 virtual charter school must amend its charter or submit a new
1561 application pursuant to subsection (6) to become a virtual
1562 charter school. A virtual charter school is subject to the
1563 requirements of this section; however, a virtual charter school
1564 is exempt from subparagraph (7)(a)13., subsections (18) and
1565 (19), paragraph (20)(c), and s. 1003.03. A public school may not
1566 use the term charter in its name unless it has been approved
1567 under this section.

1568 (6) APPLICATION PROCESS AND REVIEW.—Charter school
1569 applications are subject to the following requirements:

1570 (a) A person or entity seeking to open a charter school
1571 shall prepare and submit an application on the standard
1572 application form prepared by the Department of Education which:

1573 1. Demonstrates how the school will use the guiding
1574 principles and meet the statutorily defined purpose of a charter
1575 school.

1576 2. Provides a detailed curriculum plan that illustrates
1577 how students will be provided services to attain the state
1578 academic standards.

1579 3. Contains goals and objectives for improving student
1580 learning and measuring that improvement. These goals and
1581 objectives must indicate how much academic improvement students
1582 are expected to show each year, how success will be evaluated,
1583 and the specific results to be attained through instruction.

1584 4. Describes the reading curriculum and differentiated
1585 strategies that will be used for students reading at grade level
1586 or higher and a separate curriculum and strategies for students
1587 who are reading below grade level. Reading instructional
1588 strategies for foundational skills shall include phonics
1589 instruction for decoding and encoding as the primary
1590 instructional strategy for word reading. Instructional
1591 strategies may not employ the three-cueing system model of
1592 reading or visual memory as a basis for teaching word reading.
1593 Such strategies may include visual information and strategies
1594 that improve background and experiential knowledge, add context,
1595 and increase oral language and vocabulary to support
1596 comprehension, but may not be used to teach word reading. A
1597 sponsor shall deny an application if the school does not propose
1598 a reading curriculum that is consistent with effective teaching
1599 strategies that are grounded in scientifically based reading
1600 research.

1601 5. Contains an annual financial plan for each year
 1602 requested by the charter for operation of the school for up to 5
 1603 years. This plan must contain anticipated fund balances based on
 1604 revenue projections, a spending plan based on projected revenues
 1605 and expenses, and a description of controls that will safeguard
 1606 finances and projected enrollment trends.

1607 6. Discloses the name of each applicant, governing board
 1608 member, and all proposed education services providers; the name
 1609 and sponsor of any charter school operated by each applicant,
 1610 each governing board member, and each proposed education
 1611 services provider that has closed and the reasons for the
 1612 closure; and the academic and financial history of such charter
 1613 schools, which the sponsor shall consider in deciding whether to
 1614 approve or deny the application.

1615 7. Contains additional information a sponsor may require,
 1616 which shall be attached as an addendum to the charter school
 1617 application described in this paragraph.

1618 8. For the establishment of a virtual charter school,
 1619 documents that the applicant has contracted with a provider of
 1620 virtual instruction services pursuant to s. 1002.45(1)(c) ~~s.~~
 1621 ~~1002.45(1)(d)~~.

1622 9. Describes the mathematics curriculum and differentiated
 1623 strategies that will be used for students performing at grade
 1624 level or higher and a separate mathematics curriculum and
 1625 strategies for students who are performing below grade level.

1626 (10) ELIGIBLE STUDENTS.—

1627 (a)1. A charter school may be exempt from the requirements
1628 of s. 1002.31 if the school is open to any student covered in an
1629 interdistrict agreement and any student residing in the school
1630 district in which the charter school is located.

1631 2. A virtual charter school when enrolling students shall
1632 comply with the applicable requirements of s. 1002.31 and with
1633 the enrollment requirements established under s. 1002.45(1)(d)4.
1634 ~~s. 1002.45(1)(e)4.~~

1635 3. A charter lab school shall be open to any student
1636 eligible to attend the lab school as provided in s. 1002.32 or
1637 who resides in the school district in which the charter lab
1638 school is located.

1639 4. Any eligible student shall be allowed interdistrict
1640 transfer to attend a charter school when based on good cause.
1641 Good cause shall include, but is not limited to, geographic
1642 proximity to a charter school in a neighboring school district.

1643 Section 33. Subsections (1), (2), and (5) of section
1644 1002.455, Florida Statutes, are amended to read:

1645 1002.455 Student eligibility for K-12 virtual
1646 instruction.—All students, including home education and private
1647 school students, are eligible to participate in any of the
1648 following virtual instruction options:

1649 (1) School district operated part-time or full-time
1650 kindergarten through grade 12 virtual instruction programs

1651 pursuant to s. 1002.45(1)(b)4. ~~s. 1002.45(1)(e)4.~~ to students
1652 within the school district.

1653 (2) Part-time or full-time virtual charter school
1654 instruction authorized pursuant to s. 1002.45(1)(b)5. ~~s.~~
1655 ~~1002.45(1)(e)5.~~ to students within the school district or to
1656 students in other school districts throughout the state pursuant
1657 to s. 1002.31; however, the school district enrolling the full-
1658 time equivalent virtual student shall comply with the enrollment
1659 requirements established under s. 1002.45(1)(d)4. ~~s.~~
1660 ~~1002.45(1)(e)4.~~

1661 (5) Virtual instruction provided by a school district
1662 through a contract with an approved virtual instruction program
1663 provider pursuant to s. 1002.45(1)(b)2. ~~s. 1002.45(1)(e)2.~~ to
1664 students within the school district or to students in other
1665 school districts throughout the state pursuant to s. 1002.31;
1666 however the school district enrolling the full-time equivalent
1667 virtual student shall comply with the enrollment requirements
1668 established under s. 1002.45(1)(d)4. ~~s. 1002.45(1)(e)4.~~

1669 Section 34. Paragraph (a) of subsection (3) and paragraph
1670 (e) of subsection (7) of section 1008.22, Florida Statutes, are
1671 amended to read:

1672 1008.22 Student assessment program for public schools.—

1673 (3) STATEWIDE, STANDARDIZED ASSESSMENT PROGRAM.—The
1674 Commissioner of Education shall design and implement a
1675 statewide, standardized assessment program aligned to the core

1676 curricular content established in the state academic standards.
1677 The commissioner also must develop or select and implement a
1678 common battery of assessment tools that will be used in all
1679 juvenile justice education programs in the state. These tools
1680 must accurately measure the core curricular content established
1681 in the state academic standards. Participation in the assessment
1682 program is mandatory for all school districts and all students
1683 attending public schools, including adult students seeking a
1684 standard high school diploma under s. 1003.4282 and students in
1685 Department of Juvenile Justice education programs, except as
1686 otherwise provided by law. If a student does not participate in
1687 the assessment program, the school district must notify the
1688 student's parent and provide the parent with information
1689 regarding the implications of such nonparticipation. The
1690 statewide, standardized assessment program shall be designed and
1691 implemented as follows:

1692 (a) Statewide, standardized comprehensive assessments.—

1693 1. The statewide, standardized English Language Arts (ELA)
1694 assessments shall be administered to students in grades 3
1695 through 10. Retake opportunities for the grade 10 ELA assessment
1696 must be provided. Reading passages and writing prompts for ELA
1697 assessments shall incorporate grade-level core curricula content
1698 from social studies. The statewide, standardized Mathematics
1699 assessments shall be administered annually in grades 3 through
1700 8. The statewide, standardized Science assessment shall be

1701 administered annually at least once at the elementary and middle
1702 grades levels. In order to earn a standard high school diploma,
1703 a student who has not earned a passing score on the grade 10 ELA
1704 assessment must earn a passing score on the assessment retake or
1705 earn a concordant score as authorized under subsection (9).

1706 2. Beginning with the 2022-2023 school year, the end-of-
1707 year comprehensive progress monitoring assessment administered
1708 pursuant to s. 1008.25(9)(b)3. ~~s. 1008.25(9)(b)2.~~ is the
1709 statewide, standardized ELA assessment for students in grades 3
1710 through 10 and the statewide, standardized Mathematics
1711 assessment for students in grades 3 through 8.

1712 (7) ASSESSMENT SCHEDULES AND REPORTING OF RESULTS.—

1713 (e) A school district may not schedule more than 5 percent
1714 of a student's total school hours in a school year to administer
1715 statewide, standardized assessments; the coordinated screening
1716 and progress monitoring system under s. 1008.25(9)(b)3. ~~s.~~
1717 ~~1008.25(9)(b)2.~~; and district-required local assessments. The
1718 district must secure written consent from a student's parent
1719 before administering district-required local assessments that,
1720 after applicable statewide, standardized assessments and
1721 coordinated screening and progress monitoring are scheduled,
1722 exceed the 5 percent test administration limit for that student
1723 under this paragraph. The 5 percent test administration limit
1724 for a student under this paragraph may be exceeded as needed to
1725 provide test accommodations that are required by an IEP or are

1726 appropriate for an English language learner who is currently
 1727 receiving services in a program operated in accordance with an
 1728 approved English language learner district plan pursuant to s.
 1729 1003.56. Notwithstanding this paragraph, a student may choose
 1730 within a school year to take an examination or assessment
 1731 adopted by State Board of Education rule pursuant to this
 1732 section and ss. 1007.27, 1008.30, and 1008.44.

1733 Section 35. Subsection (4) of section 1008.37, Florida
 1734 Statutes, is amended to read:

1735 1008.37 Postsecondary feedback of information to high
 1736 schools.—

1737 (4) As a part of the school improvement plan pursuant to
 1738 s. 1008.345, the State Board of Education shall ensure that each
 1739 school district and high school develops strategies to improve
 1740 student readiness for the public postsecondary level ~~based on~~
 1741 ~~annual analysis of the feedback report data.~~

1742 Section 36. Paragraph (a) of subsection (4) of section
 1743 1013.841, Florida Statutes, is amended to read:

1744 1013.841 End of year balance of Florida College System
 1745 institution funds.—

1746 (4) A Florida College System institution identified in
 1747 paragraph (3)(b) must include in its carry forward spending plan
 1748 the estimated cost per planned expenditure and a timeline for
 1749 completion of the expenditure. Authorized expenditures in a
 1750 carry forward spending plan may include:

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1751 (a) Commitment of funds to a public education capital
1752 outlay project for which an appropriation was previously
1753 provided, which requires additional funds for completion, and
1754 which is included in the list required by s. 1001.03(18)(d) ~~s.~~
1755 ~~1001.03(19)(d)~~;

1756 Section 37. This act shall take effect July 1, 2024.