

By Senator Harrell

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1 A bill to be entitled
2 An act relating to children with developmental
3 disabilities; amending s. 381.9855, F.S.; revising the
4 scope of the Dr. and Mrs. Alfonse and Kathleen Cinotti
5 Health Care Screening and Services Grant Program to
6 allow grant funds to be used for screenings, referrals
7 for treatment, and related services for autism;
8 amending s. 391.302, F.S.; revising applicability of
9 definitions to conform to changes made by the act;
10 defining the term "department"; amending s. 391.308,
11 F.S.; revising requirements for the annual grant
12 application submitted by the Department of Health for
13 the Early Steps Program to conform to changes made by
14 the act; creating s. 391.3081, F.S.; providing
15 legislative intent; providing a purpose for the Early
16 Steps Extended Option; defining the term "child";
17 requiring the department to seek federal approval for
18 the Early Steps Extended Option; requiring the
19 department, jointly with the Department of Education,
20 to develop or amend any rule, policy, procedure,
21 written agreement, or contract necessary to implement
22 the Early Steps Extended Option; requiring the
23 department to seek additional federal grant funds for
24 implementation of the Early Steps Extended Option;
25 authorizing the department to implement the Early
26 Steps Extended Option regardless of certain federal
27 funding; requiring local program offices of the Early
28 Steps Program to include certain steps for transition
29 in the individualized family support plan for each

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30 child served by the Early Steps Extended Option;
31 specifying eligibility criteria for a child's
32 enrollment in the Early Steps Extended Option;
33 authorizing a child to continue receiving services
34 under the Early Steps Extended Option until the
35 beginning of the school year following his or her
36 aging out of the Early Steps Extended Option;
37 providing that a child becomes ineligible to reenter
38 the Early Steps Extended Option upon exiting;
39 requiring local school districts, in conjunction with
40 local program offices, to notify a child's parent or
41 legal guardian of his or her rights under certain
42 circumstances; requiring local program offices to take
43 specified steps for transitioning children out of the
44 Early Steps Extended Option within a specified
45 timeframe before they age out; requiring local program
46 offices, in conjunction with local school districts,
47 to modify or develop, as applicable, individual
48 education plans with specified elements for such
49 children; requiring local program offices and local
50 school districts to provide specified written
51 information to a child's parent or legal guardian if
52 the child is determined ineligible for school district
53 program services; requiring the department to include
54 a performance assessment of the Early Steps Extended
55 Option in a specified annual report; specifying
56 requirements for such assessment; creating s.
57 1003.5711, F.S.; providing legislative findings and
58 intent; requiring the University of Florida Center for

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59 Autism and Neurodevelopment to oversee certain grants;
60 requiring the center to develop guidelines for grant
61 administration; providing eligibility requirements for
62 grant applicants; providing that grants may be used
63 for specified purposes; authorizing the center to
64 prioritize grant allocations for specified purposes;
65 requiring grant recipients to submit a specified
66 report; creating s. 1003.5712, F.S.; providing
67 legislative findings and purpose; requiring the
68 University of Florida Center for Autism and
69 Neurodevelopment to fund specialized summer programs
70 for children with autism spectrum disorder; requiring
71 the center to publish guidelines for grant
72 applications; requiring the center to provide
73 technical assistance to grant applicants and
74 recipients; providing eligibility requirements for the
75 specialized summer programs; authorizing the center to
76 set maximum grant amounts; requiring grant recipients
77 to submit a report to the center within a specified
78 timeframe; creating s. 1004.551, F.S.; creating the
79 University of Florida Center for Autism and
80 Neurodevelopment; providing duties of the center;
81 requiring the center to develop an autism micro-
82 credential; providing requirements for the micro-
83 credential; requiring the center to publish on its
84 website an annual report; prohibiting the host state
85 university from charging certain fees to the center;
86 amending s. 1012.582, F.S.; requiring the Commissioner
87 of Education to review specified curricula by a

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88 specified date; requiring the commissioner to report
89 findings and recommendations to the Legislature;
90 amending s. 1012.585, F.S.; revising the process for
91 the renewal of professional certificates to include
92 training in the knowledge and skills required to
93 support students with autism; providing an effective
94 date.

95

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

97

98 Section 1. Paragraph (a) of subsection (1) of section
99 381.9855, Florida Statutes, is amended to read:

100 381.9855 Dr. and Mrs. Alfonse and Kathleen Cinotti Health
101 Care Screening and Services Grant Program; portal.—

102 (1) (a) The Department of Health shall implement the Dr. and
103 Mrs. Alfonse and Kathleen Cinotti Health Care Screening and
104 Services Grant Program. The purpose of the program is to expand
105 access to no-cost health care screenings or services for the
106 general public facilitated by nonprofit entities. The department
107 shall do all of the following:

108 1. Publicize the availability of funds and enlist the aid
109 of county health departments for outreach to potential
110 applicants at the local level.

111 2. Establish an application process for submitting a grant
112 proposal and criteria an applicant must meet to be eligible.

113 3. Develop guidelines a grant recipient must follow for the
114 expenditure of grant funds and uniform data reporting
115 requirements for the purpose of evaluating the performance of
116 grant recipients. The guidelines must require grant funds to be

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117 spent on screenings, including referrals for treatment, if
 118 appropriate, or related services for one or more of the
 119 following:

- 120 a. Hearing.
- 121 b. Vision.
- 122 c. Dental.
- 123 d. Cancer.
- 124 e. Diabetes.
- 125 f. Renal disease.
- 126 g. Chronic obstructive pulmonary disease.
- 127 h. Hypertension.
- 128 i. Heart disease.
- 129 j. Stroke.
- 130 k. Scoliosis.
- 131 l. Autism.

132 Section 2. Section 391.302, Florida Statutes, is amended to
 133 read:

134 391.302 Definitions.—As used in ss. 391.301-391.3081 ~~ss.~~
 135 ~~391.301-391.308~~, the term:

- 136 (1) “Department” means the Department of Health.
- 137 (2) “Developmental delay” means a condition, identified and
 138 measured through appropriate instruments and procedures, which
 139 may delay physical, cognitive, communication, social or
 140 emotional, or adaptive development.
- 141 (3) ~~(2)~~ “Developmental disability” means a condition,
 142 identified and measured through appropriate instruments and
 143 procedures, which may impair physical, cognitive, communication,
 144 social or emotional, or adaptive development.
- 145 (4) ~~(3)~~ “Developmental intervention” or “early intervention”

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146 means individual and group therapies and services needed to
 147 enhance both the infant's or toddler's growth and development
 148 and family functioning. The term includes habilitative services
 149 and assistive technology devices, rehabilitative services and
 150 assistive technology devices, and parent support and training.

151 (5)~~(4)~~ "Habilitative services and devices" means health
 152 care services and assistive technology devices that help a child
 153 maintain, learn, or improve skills and functioning for daily
 154 living.

155 (6)~~(5)~~ Except as otherwise defined for the purposes of s.
 156 391.3081, "infant or toddler" or "child" means a child from
 157 birth until the child's third birthday.

158 (7)~~(6)~~ "Local program office" means an office that
 159 administers the Early Steps Program within a municipality,
 160 county, or region.

161 (8)~~(7)~~ "Rehabilitative services and devices" means
 162 restorative and remedial services that maintain or enhance the
 163 current level of functioning of a child if there is a
 164 possibility of improvement or reversal of impairment.

165 Section 3. Paragraph (a) of subsection (2) of section
 166 391.308, Florida Statutes, is amended to read:

167 391.308 Early Steps Program.—The department shall implement
 168 and administer part C of the federal Individuals with
 169 Disabilities Education Act (IDEA), which shall be known as the
 170 "Early Steps Program."

171 (2) DUTIES OF THE DEPARTMENT.—The department shall:

172 (a) Annually prepare a grant application to the United
 173 States Department of Education for funding early intervention
 174 services for infants and toddlers with disabilities, ~~from birth~~

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175 ~~through 36 months of age,~~ and their families pursuant to part C
176 of the federal Individuals with Disabilities Education Act.

177 Section 4. Section 391.3081, Florida Statutes, is created
178 to read:

179 391.3081 Early Steps Extended Option.-

180 (1) LEGISLATIVE INTENT.-The Legislature recognizes that
181 continuity of care promotes positive outcomes in the learning
182 and development of infants, toddlers, and children. It is the
183 intent of the Legislature to offer families of children with
184 developmental delays or disabilities a choice to continue
185 services in the Early Steps Program until such children reach 4
186 years of age.

187 (2) PURPOSE.-

188 (a) The purpose of the Early Steps Extended Option is to
189 continue enrollment in the Early Steps Program for those
190 children who are eligible. Therefore, the provisions of s.
191 391.308 are maintained and incorporated in the Early Steps
192 Extended Option.

193 (b) For the purposes of this section, "child" means a child
194 from birth until the child's fourth birthday.

195 (3) DUTIES.-

196 (a) The department shall:

197 1. Submit its application for federal approval to extend
198 eligibility for services under part C of the federal Individuals
199 with Disabilities Education Act no later than July 1, 2026.

200 2. Jointly with the Department of Education, develop or
201 amend any rule, policy, procedure, written agreement, or
202 contract necessary to implement the Early Steps Extended Option
203 in accordance with state law and part C of the federal

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204 Individuals with Disabilities Education Act.

205 3. Seek additional federal grant funds, as available, for
206 the implementation of the Early Steps Extended Option, including
207 a state incentive grant. However, the department may implement
208 the Early Steps Extended Option regardless of the availability
209 or acceptance of supplemental federal grant funds, contingent
210 upon the appropriation of state funds.

211 (b) As part of the individualized family support plan for
212 each child served under the Early Steps Extended Option, a local
213 program office shall include steps for a child to transition to
214 part B of the federal Individuals with Disabilities Education
215 Act or other future services by the child's fourth birthday.

216 (4) ELIGIBILITY.—The department must apply the following
217 eligibility criteria if specific funding is provided in the
218 General Appropriations Act:

219 (a) All of the following criteria must be met for a child
220 to continue receiving Early Steps Program services under the
221 Early Steps Extended Option:

222 1. The child must be determined eligible for early
223 intervention services through the Early Steps Program at least
224 45 days before the child's third birthday.

225 2. The child must be determined eligible for services under
226 part B of the federal Individuals with Disabilities Education
227 Act.

228 3. Before the child's third birthday, the family must
229 choose to continue services through the Early Steps Extended
230 Option, which shall include an educational component to promote
231 school readiness and incorporate pre-literacy, language, and
232 numeracy skills.

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233 (b) A child may continue to receive services under the
234 Early Steps Extended Option until the beginning of the school
235 year following the child's fourth birthday.

236 (c) A child becomes ineligible to reenter the Early Steps
237 Extended Option upon exiting the program. If a family chooses to
238 exit the Early Steps Extended Option before the child's fourth
239 birthday, the local school district, in conjunction with the
240 local program office, must notify the child's parent or legal
241 guardian of his or her rights under part B of the federal
242 Individuals with Disabilities Education Act.

243 (d) A child may not receive services under part B of the
244 federal Individuals with Disabilities Education Act while
245 receiving services through the Early Steps Extended Option.

246 (e) A child may not receive a state scholarship under s.
247 1002.394 while receiving services through the Early Steps
248 Extended Option.

249 (5) TRANSITION TO EDUCATION.-

250 (a) At least 90 days before a child enrolled in the Early
251 Steps Extended Option reaches his or her fourth birthday, the
252 local program office shall initiate transition planning to
253 ensure the child's successful transition from the Early Steps
254 Extended Option to a school district program under part B of the
255 federal Individuals with Disabilities Education Act or to
256 another program as part of an individual family support plan.
257 Specifically, the local program office shall:

258 1. Notify the Department of Education and the local school
259 district in which the child resides that the eligible child is
260 exiting the Early Steps Extended Option, unless the child's
261 parent or legal guardian has opted out of such notification; and

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262 2. Upon approval by the child's parent or legal guardian,
263 convene a transition conference that includes participation of a
264 local school district representative and the parent or legal
265 guardian to discuss options for and availability of services.

266 (b) The local program office, in conjunction with the local
267 school district, shall modify a child's individual family
268 support plan, or, if applicable, the local school district shall
269 develop or review an individual education plan for the child
270 pursuant to ss. 1003.57, 1003.571, and 1003.5715 which
271 identifies special education or related services that the child
272 will receive and the providers or agencies that will provide
273 such services.

274 (c) If a child is found to be no longer eligible for part B
275 of the federal Individuals with Disabilities Education Act
276 during the review of an individual education plan, the local
277 program office and the local school district must provide the
278 child's parent or legal guardian with written information on
279 other available services or community resources.

280 (6) ACCOUNTABILITY REPORTING.—The department shall include
281 a performance assessment of the Early Steps Extended Option in
282 the annual report specified in s. 391.308(5).

283 (a) The assessment must include:

284 1. The number and percentage of children eligible under
285 part B of the federal Individuals with Disabilities Education
286 Act who receive services through the Early Steps Extended
287 Option.

288 2. The number and percentage of children determined
289 eligible to receive services under part B of the federal
290 Individuals with Disabilities Education Act.

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291 3. The number and percentage of children determined
292 ineligible to receive services under part B of the federal
293 Individuals with Disabilities Education Act.

294 (b) The Department of Education shall provide to the
295 department data necessary for the evaluation of the Early Steps
296 Program and the Early Steps Extended Option, including, but not
297 limited to, the number and percentage of children who are
298 referred by either program and who elect to receive services
299 under part B of the federal Individuals with Disabilities
300 Education Act.

301 Section 5. 1003.5711, Florida Statutes, is created to read:
302 1003.5711 Startup grant for autism charter schools.—

303 (1) LEGISLATIVE FINDINGS AND INTENT.—

304 (a) The Legislature finds that students identified as
305 having autism spectrum disorder may require highly specialized
306 educational environments and resources to achieve their full
307 potential.

308 (b) It is the intent of the Legislature to support the
309 creation of schools exclusively serving this population by
310 providing startup funding to offset the costs of developing and
311 implementing these specialized programs.

312 (2) ADMINISTRATION.—

313 (a) The University of Florida Center for Autism and
314 Neurodevelopment shall oversee the application, evaluation, and
315 distribution of grants under this section.

316 (b) The center shall develop guidelines for grant
317 administration, including:

318 1. Application procedures and deadlines.

319 2. Criteria for program eligibility and funding priorities.

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- 320 3. Reporting and accountability standards for grant
321 recipients.
- 322 4. A preapproval process to assist applicants with planning
323 in the charter school application process under s. 1002.33(6)
324 and (7).
- 325 (3) ELIGIBILITY REQUIREMENTS AND USE OF FUNDS.—
- 326 (a) The guidelines developed by the center must, at a
327 minimum, require applicants, before approval for a startup
328 grant, to:
- 329 1. Demonstrate intent, in accordance with guidelines
330 developed by the center, to establish or expand a charter school
331 pursuant to s. 1002.33, or a laboratory school under s. 1002.32,
332 to serve exclusively students diagnosed with autism spectrum
333 disorder and classified as exceptional students under s.
334 1003.01(9).
- 335 2. Provide evidence of community need and stakeholder
336 support, which may include letters of intent to enroll from
337 families or organizations.
- 338 3. Submit a detailed plan outlining:
- 339 a. Instructional methods and proposed support services,
340 including evidence-based practices for students with autism.
- 341 b. Family engagement and strategies for coordinating
342 necessary services for students outside of school hours and as
343 students transition to adulthood.
- 344 c. Anticipated startup costs and a budget for use of grant
345 funds.
- 346 d. Strategies for leveraging other federal and state
347 funding.
- 348 4. Provide evidence of financial stability and programmatic

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349 expertise.

350 5. Attest to compliance with state and federal laws.

351 (b) Grants may be used for the following purposes:

352 1. Facility acquisition, renovation, or modification.

353 2. Purchase or development of specialized instructional

354 materials, curriculum, assistive technology, and adaptive

355 equipment.

356 3. Recruitment, salaries, and training of staff experienced

357 in working with students with autism and significant cognitive

358 disabilities.

359 4. Student transportation.

360 5. Ancillary equipment related to student safety.

361 (4) FUNDING AND GRANT AMOUNTS.—

362 (a) The grant is subject to legislative appropriation.

363 (b) The center shall annually determine the maximum grant

364 amount for each school on the basis of the annual appropriation

365 in relation to projected applications.

366 (c) The center may prioritize grants for schools in the

367 following priority:

368 1. Programs serving rural and underserved areas.

369 2. Programs serving other underserved areas.

370 3. Programs with demonstrable success in establishing and

371 operating a charter school exclusively for students with autism

372 and related disorders.

373 4. Programs that use existing facilities.

374 (d) An applicant may not receive funds until the applicant

375 has received approval from a sponsoring entity to operate a

376 charter school or modify an existing charter pursuant to s.

377 1002.33(6) and (7), or has established a school advisory body

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378 for a laboratory school in accordance with s. 1002.32(8).

379 (5) REPORTING AND ACCOUNTABILITY.—Grant recipients must
380 submit an annual report to the Center for Autism and
381 Neurodevelopment detailing:

382 (a) How grant funds were expended.

383 (b) Enrollment and program outcomes following the first
384 complete school year of operation.

385 (c) Challenges encountered and recommendations for
386 improvement.

387 Section 6. Section 1003.5712, Florida Statutes, is created
388 to read:

389 1003.5712 Specialized summer programs for children with
390 autism and related disorders.—

391 (1) PURPOSE AND INTENT.—

392 (a) The Legislature finds that many children with autism
393 spectrum disorder face challenges during the summer months due
394 to limited access to extended school year programs, summer
395 school, and traditional summer camps that can accommodate their
396 needs.

397 (b) The purpose of this section is to support specialized
398 summer programs that provide structured, supportive environments
399 for these children, ensuring continuity of care, skill
400 development, and social engagement.

401 (2) ADMINISTRATION AND GRANTS.—

402 (a) The University of Florida Center for Autism and
403 Neurodevelopment shall administer a grant program to fund
404 specialized summer programs for children with autism spectrum
405 disorder who have significant emotional or behavior disorders or
406 cognitive disabilities.

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407 (b) Grants may be awarded annually to eligible entities,
408 subject to available appropriations.

409 (c) The center shall develop and publish guidelines for
410 grant applications, including criteria for program eligibility,
411 use of funds, and reporting requirements.

412 (d) The center shall provide technical assistance to grant
413 applicants and recipients.

414 (3) PROGRAM ELIGIBILITY AND STANDARDS.—The guidelines
415 developed by the center must, at a minimum, require programs to:

416 (a) Serve children diagnosed with autism spectrum disorder
417 for whom placement in a summer camp that is not equipped to
418 serve such children is inappropriate.

419 (b) Provide a structured schedule of activities that may
420 include, but are not limited to:

421 1. Behavioral and social skill development.

422 2. Recreational and leisure activities tailored to
423 individual needs.

424 3. Therapy-based support, including speech, occupational,
425 or behavioral therapies, when appropriate.

426 4. Family support and training workshops.

427 (c) Employ staff with relevant experience or training in
428 working with children with autism and severe emotional,
429 behavioral, or cognitive disorders.

430 (d) Maintain a safe and inclusive environment, with
431 appropriate staff-to-participant ratios.

432 (e) Operate in compliance with all applicable state and
433 federal laws, including health and safety regulations.

434 (f) Provide a full-day program for at least 4 weeks.

435 (g) Leverage other available federal or state funding

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436 sources, including Medicaid waivers, Individuals with
437 Disabilities Education Act (IDEA) and other federal funding, or
438 private contributions, to supplement state grants.

439 (4) FUNDING.—

440 (a) Grants are subject to legislative appropriation.

441 (b) Grants may be used for any of the following purposes:

442 1. Facility costs.

443 2. Staff salaries and training.

444 3. Curriculum or other instructional or activity costs.

445 4. Property and liability insurance.

446 5. Equipment purchase or rental.

447 6. Transportation for camp participants.

448 (c) The center shall prioritize awarding grants to programs

449 that:

450 1. Serve underserved or rural areas where specialized
451 summer programs are unavailable.

452 2. Provide comprehensive support services, including family
453 involvement and community integration.

454 (d) The center may set maximum grant amounts and require
455 matching funds contributions from grant recipients, dependent
456 upon available funds and projected participation.

457 (e) In addition to criteria determined by the center, grant
458 amounts may vary based on the services provided and the duration
459 of the program.

460 (5) REPORTING AND OVERSIGHT.—Grant recipients must submit a
461 report to the Center for Autism and Neurodevelopment within 45
462 days after the conclusion of the summer program detailing:

463 (a) Program enrollment and participation.

464 (b) Use of grant funds.

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465 (c) Outcomes related to participant engagement, skill-
466 building, and family satisfaction.

467 Section 7. Section 1004.551, Florida Statutes, is created
468 to read:

469 1004.551 University of Florida Center for Autism and
470 Neurodevelopment.—There is created at the University of Florida
471 the Center for Autism and Neurodevelopment.

472 (1) The center shall:

473 (a) Collaborate with state and local agencies that provide
474 early intervention, educational, medical, employment, financial,
475 and daily living services. The center shall also collaborate
476 with other entities that provide autism research and services,
477 including, but not limited to, the Florida State University
478 Autism Institute, the Centers for Autism and Related Disorders
479 (CARD), the Florida Diagnostic and Learning Resources System
480 (FDLRS), the Agency for Persons with Disabilities, the
481 Department of Health, the Department of Education, and the
482 Department of Children and Families.

483 (b) Coordinate information and resources related to
484 research, best practices, training, and public awareness to
485 better support families of children with autism.

486 (c) Develop strategies to promote public awareness of the
487 signs of autism, the importance of early screening, and
488 interventions and supports available to families. The center
489 shall assist in the assignment of a toll-free number for autism
490 support.

491 (d) Catalog and distribute best practices related to
492 screening tools, diagnosis, and interventions.

493 (e) Review and approve applications for specialized summer

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494 programs for children with autism pursuant to s. 1003.5712. The
495 center shall act as the fiscal agent for grant funds and develop
496 minimum requirements for the creation of specialized summer
497 programs.

498 (f) Develop an autism micro-credential to allow certified
499 and noncertified instructional personnel to acquire knowledge
500 and skills to support students with autism. The autism micro-
501 credential must be stackable with the autism endorsement.

502 1. The micro-credential must require that the participant
503 demonstrate competency to:

504 a. Identify behaviors associated with autism.

505 b. Support the learning environment in a general education
506 or specialized classroom setting.

507 c. Promote the use of assistive technologies.

508 d. Apply evidence-based practices in instruction.

509 2. The micro-credential must be provided at no cost to
510 instructional personnel and be competency based to allow
511 instructional personnel to complete the credentialing process
512 either in person or online. Instructional personnel may at any
513 time during the training receive the micro-credential once
514 competency is demonstrated.

515 (g) Develop strategies to increase the workforce qualified
516 to provide autism-related services to children and adults in a
517 public or private setting.

518 (h) Develop and catalog professional learning activities
519 for health care, child welfare, and instructional personnel.

520 (i) Administer startup grants for autism charter schools
521 pursuant to s. 1003.5711 and provide technical assistance to
522 grant applicants and recipients. The center shall also review

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523 access to federal funding sources for establishing charter
524 schools for students with autism and include in its annual
525 report recommendations for improving practical access.

526 (j) Catalog best practices for screening, referral, and
527 diagnosis; access to therapy services; and other licensed
528 practitioner services using private and public insurance, to
529 include access to services in schools.

530 (k) Beginning August 1, 2026, and each August 1 thereafter,
531 publish on its website a report detailing activities,
532 expenditures, and outcomes from the previous year. The report
533 must include the grants administered by the center and
534 recommendations for improvement.

535 (2) The host state university may not charge any indirect
536 administrative fees to the center.

537 Section 8. Subsection (5) is added to section 1012.582,
538 Florida Statutes, to read:

539 1012.582 Continuing education and inservice training for
540 teaching students with developmental and emotional or behavioral
541 disabilities.—

542 (5) The commissioner shall review the curricula in
543 continuing education or inservice education of instructional
544 personnel based on recommendations required under this section.
545 No later than December 1, 2025, the commissioner shall report to
546 the President of the Senate and the Speaker of the House of
547 Representatives on findings and recommendations for updates to
548 instruction.

549 Section 9. Paragraph (a) of subsection (3) of section
550 1012.585, Florida Statutes, is amended to read:

551 1012.585 Process for renewal of professional certificates.—

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

554 (a) The applicant must earn a minimum of 6 college credits
555 or 120 inservice points or a combination thereof. For each area
556 of specialization to be retained on a certificate, the applicant
557 must earn at least 3 of the required credit hours or equivalent
558 inservice points in the specialization area. Education in
559 "clinical educator" training pursuant to s. 1004.04(5)(b);
560 participation in mentorship and induction activities, including
561 as a mentor, pursuant to s. 1012.56(8)(a); credits or points
562 that provide training in the knowledge and skills required to
563 support students with autism; and credits or points that provide
564 training in the area of scientifically researched, knowledge-
565 based reading literacy grounded in the science of reading,
566 including explicit, systematic, and sequential approaches to
567 reading instruction, developing phonemic awareness, and
568 implementing multisensory intervention strategies, and
569 computational skills acquisition, exceptional student education,
570 normal child development, and the disorders of development may
571 be applied toward any specialization area. Credits or points
572 that provide training in the areas of drug abuse, child abuse
573 and neglect, strategies in teaching students having limited
574 proficiency in English, or dropout prevention, or training in
575 areas identified in the educational goals and performance
576 standards adopted pursuant to ss. 1000.03(5) and 1008.345 may be
577 applied toward any specialization area, except specialization
578 areas identified by State Board of Education rule that include
579 reading instruction or intervention for any students in
580 kindergarten through grade 6. Each district school board shall

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581 include in its inservice master plan the ability for teachers to
582 receive inservice points for supporting students in
583 extracurricular career and technical education activities, such
584 as career and technical student organization activities outside
585 of regular school hours and training related to supervising
586 students participating in a career and technical student
587 organization. Credits or points earned through approved summer
588 institutes may be applied toward the fulfillment of these
589 requirements. Inservice points may also be earned by
590 participation in professional growth components approved by the
591 State Board of Education and specified pursuant to s. 1012.98 in
592 the district's approved master plan for inservice educational
593 training; however, such points may not be used to satisfy the
594 specialization requirements of this paragraph.

595 Section 10. This act shall take effect upon becoming a law.