

By the Committee on Education Pre-K - 12; and Senator Harrell

581-01990-25

2025112c1

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

581-01990-25

2025112c1

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

581-01990-25

2025112c1

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

581-01990-25

2025112c1

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

93

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

95

96 Section 1. Paragraph (a) of subsection (1) of section
97 381.9855, Florida Statutes, is amended to read:

98 381.9855 Dr. and Mrs. Alfonse and Kathleen Cinotti Health
99 Care Screening and Services Grant Program; portal.—

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

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

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

111 3. Develop guidelines a grant recipient must follow for the
112 expenditure of grant funds and uniform data reporting
113 requirements for the purpose of evaluating the performance of
114 grant recipients. The guidelines must require grant funds to be
115 spent on screenings, including referrals for treatment, if
116 appropriate, or related services for one or more of the

581-01990-25

2025112c1

117 following:

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

130 Section 2. Section 391.302, Florida Statutes, is amended to
131 read:

132 391.302 Definitions.—As used in ss. 391.301–391.3081 ~~ss.~~
133 ~~391.301–391.308~~, the term:

134 (1) “Department” means the Department of Health.

135 (2) “Developmental delay” means a condition, identified and
136 measured through appropriate instruments and procedures, which
137 may delay physical, cognitive, communication, social or
138 emotional, or adaptive development.

139 (3) ~~(2)~~ “Developmental disability” means a condition,
140 identified and measured through appropriate instruments and
141 procedures, which may impair physical, cognitive, communication,
142 social or emotional, or adaptive development.

143 (4) ~~(3)~~ “Developmental intervention” or “early intervention”
144 means individual and group therapies and services needed to
145 enhance both the infant’s or toddler’s growth and development

581-01990-25

2025112c1

146 and family functioning. The term includes habilitative services
147 and assistive technology devices, rehabilitative services and
148 assistive technology devices, and parent support and training.

149 (5)~~(4)~~ "Habilitative services and devices" means health
150 care services and assistive technology devices that help a child
151 maintain, learn, or improve skills and functioning for daily
152 living.

153 (6)~~(5)~~ Except as otherwise defined for the purposes of s.
154 391.3081, "infant or toddler" or "child" means a child from
155 birth until the child's third birthday.

156 (7)~~(6)~~ "Local program office" means an office that
157 administers the Early Steps Program within a municipality,
158 county, or region.

159 (8)~~(7)~~ "Rehabilitative services and devices" means
160 restorative and remedial services that maintain or enhance the
161 current level of functioning of a child if there is a
162 possibility of improvement or reversal of impairment.

163 Section 3. Paragraph (a) of subsection (2) of section
164 391.308, Florida Statutes, is amended to read:

165 391.308 Early Steps Program.—The department shall implement
166 and administer part C of the federal Individuals with
167 Disabilities Education Act (IDEA), which shall be known as the
168 "Early Steps Program."

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

170 (a) Annually prepare a grant application to the United
171 States Department of Education for funding early intervention
172 services for infants and toddlers with disabilities, ~~from birth~~
173 ~~through 36 months of age~~, and their families pursuant to part C
174 of the federal Individuals with Disabilities Education Act.

581-01990-25

2025112c1

175 Section 4. Section 391.3081, Florida Statutes, is created
176 to read:

177 391.3081 Early Steps Extended Option.—

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

185 (2) PURPOSE.—

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

191 (b) For the purposes of this section, “child” means a child
192 from birth until the child’s fourth birthday.

193 (3) DUTIES.—

194 (a) The department shall:

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

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

203 3. Seek additional federal grant funds, as available, for

581-01990-25

2025112c1

204 the implementation of the Early Steps Extended Option, including
205 a state incentive grant. However, the department may implement
206 the Early Steps Extended Option regardless of the availability
207 or acceptance of supplemental federal grant funds, contingent
208 upon the appropriation of state funds.

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

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

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

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

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

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

231 (b) A child becomes ineligible to reenter the Early Steps
232 Extended Option upon exiting the program. If a family chooses to

581-01990-25

2025112c1

233 exit the Early Steps Extended Option before the child's fourth
234 birthday, the local school district, in conjunction with the
235 local program office, must notify the child's parent or legal
236 guardian of his or her rights under part B of the federal
237 Individuals with Disabilities Education Act.

238 (c) A child may not receive services under part B of the
239 federal Individuals with Disabilities Education Act while
240 receiving services through the Early Steps Extended Option.

241 (d) A child may not receive a state scholarship under s.
242 1002.394 while receiving services through the Early Steps
243 Extended Option.

244 (5) TRANSITION TO EDUCATION.—

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

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

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

261 (b) The local program office, in conjunction with the local

581-01990-25

2025112c1

262 school district, shall modify a child's individual family
263 support plan, or, if applicable, the local school district shall
264 develop or review an individual education plan for the child
265 pursuant to ss. 1003.57, 1003.571, and 1003.5715 which
266 identifies special education or related services that the child
267 will receive and the providers or agencies that will provide
268 such services.

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

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

278 (a) The assessment must include:

279 1. The number and percentage of children eligible under
280 part B of the federal Individuals with Disabilities Education
281 Act who receive services through the Early Steps Extended
282 Option.

283 2. The number and percentage of children determined
284 eligible to receive services under part B of the federal
285 Individuals with Disabilities Education Act.

286 3. The number and percentage of children determined
287 ineligible to receive services under part B of the federal
288 Individuals with Disabilities Education Act.

289 (b) The Department of Education shall provide to the
290 department data necessary for the evaluation of the Early Steps

581-01990-25

2025112c1

291 Program and the Early Steps Extended Option, including, but not
292 limited to, the number and percentage of children who are
293 referred by either program and who elect to receive services
294 under part B of the federal Individuals with Disabilities
295 Education Act.

296 Section 5. 1003.5711, Florida Statutes, is created to read:
297 1003.5711 Startup grant for autism charter schools.—

298 (1) LEGISLATIVE FINDINGS AND INTENT.—

299 (a) The Legislature finds that students identified as
300 having autism spectrum disorder may require highly specialized
301 educational environments and resources to achieve their full
302 potential.

303 (b) It is the intent of the Legislature to support the
304 creation of schools exclusively serving this population by
305 providing startup funding to offset the costs of developing and
306 implementing these specialized programs.

307 (2) ADMINISTRATION.—

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

311 (b) The center shall develop guidelines for grant
312 administration, including:

313 1. Application procedures and deadlines.

314 2. Criteria for program eligibility and funding priorities.

315 3. Reporting and accountability standards for grant
316 recipients.

317 4. A preapproval process to assist applicants with planning
318 in the charter school application process under s. 1002.33(6)
319 and (7).

581-01990-25

2025112c1

320 (3) ELIGIBILITY REQUIREMENTS AND USE OF FUNDS.—

321 (a) The guidelines developed by the center must, at a
322 minimum, require applicants, before approval for a startup
323 grant, to:

324 1. Demonstrate intent, in accordance with guidelines
325 developed by the center, to establish or expand a charter school
326 pursuant to s. 1002.33, or a laboratory school under s. 1002.32,
327 to serve exclusively students diagnosed with autism spectrum
328 disorder and classified as exceptional students under s.
329 1003.01(9).

330 2. Provide evidence of community need and stakeholder
331 support, which may include letters of intent to enroll from
332 families or organizations.

333 3. Submit a detailed plan outlining:

334 a. Instructional methods and proposed support services,
335 including evidence-based practices for students with autism.

336 b. Family engagement and strategies for coordinating
337 necessary services for students outside of school hours and as
338 students transition to adulthood.

339 c. Anticipated startup costs and a budget for use of grant
340 funds.

341 d. Strategies for leveraging other federal and state
342 funding.

343 4. Provide evidence of financial stability and programmatic
344 expertise.

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

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

347 1. Facility acquisition, renovation, or modification.

348 2. Purchase or development of specialized instructional

581-01990-25

2025112c1

349 materials, curriculum, assistive technology, and adaptive
350 equipment.

351 3. Recruitment, salaries, and training of staff experienced
352 in working with students with autism and significant cognitive
353 disabilities.

354 4. Student transportation.

355 5. Ancillary equipment related to student safety.

356 (4) FUNDING AND GRANT AMOUNTS.—

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

358 (b) The center shall annually determine the maximum grant
359 amount for each school on the basis of the annual appropriation
360 in relation to projected applications.

361 (c) The center may prioritize grants for schools in the
362 following priority:

363 1. Programs serving rural and underserved areas.

364 2. Programs serving other underserved areas.

365 3. Programs with demonstrable success in establishing and
366 operating a charter school exclusively for students with autism
367 and related disorders.

368 4. Programs that use existing facilities.

369 (d) An applicant may not receive funds until the applicant
370 has received approval from a sponsoring entity to operate a
371 charter school or modify an existing charter pursuant to s.
372 1002.33(6) and (7), or has established a school advisory body
373 for a laboratory school in accordance with s. 1002.32(8).

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

377 (a) How grant funds were expended.

581-01990-25

2025112c1

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

380 (c) Challenges encountered and recommendations for
381 improvement.

382 Section 6. Section 1003.5712, Florida Statutes, is created
383 to read:

384 1003.5712 Specialized summer programs for children with
385 autism and related disorders.—

386 (1) PURPOSE AND INTENT.—

387 (a) The Legislature finds that many children with autism
388 spectrum disorder face challenges during the summer months due
389 to limited access to extended school year programs, summer
390 school, and traditional summer camps that can accommodate their
391 needs.

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

396 (2) ADMINISTRATION AND GRANTS.—

397 (a) The University of Florida Center for Autism and
398 Neurodevelopment shall administer a grant program to fund
399 specialized summer programs for children with autism spectrum
400 disorder who have significant emotional or behavior disorders or
401 cognitive disabilities.

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

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

581-01990-25

2025112c1

407 (d) The center shall provide technical assistance to grant
408 applicants and recipients.

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

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

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

416 1. Behavioral and social skill development.

417 2. Recreational and leisure activities tailored to
418 individual needs.

419 3. Therapy-based support, including speech, occupational,
420 or behavioral therapies, when appropriate.

421 4. Family support and training workshops.

422 (c) Employ staff with relevant experience or training in
423 working with children with autism and severe emotional,
424 behavioral, or cognitive disorders.

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

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

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

430 (g) Leverage other available federal or state funding
431 sources, including Medicaid waivers, Individuals with
432 Disabilities Education Act (IDEA) and other federal funding, or
433 private contributions, to supplement state grants.

434 (4) FUNDING.—

435 (a) Grants are subject to legislative appropriation.

581-01990-25

2025112c1

- 436 (b) Grants may be used for any of the following purposes:
437 1. Facility costs.
438 2. Staff salaries and training.
439 3. Curriculum or other instructional or activity costs.
440 4. Property and liability insurance.
441 5. Equipment purchase or rental.
442 6. Transportation for camp participants.
443 (c) The center shall prioritize awarding grants to programs
444 that:
445 1. Serve underserved or rural areas where specialized
446 summer programs are unavailable.
447 2. Provide comprehensive support services, including family
448 involvement and community integration.
449 (d) The center may set maximum grant amounts and require
450 matching funds contributions from grant recipients, dependent
451 upon available funds and projected participation.
452 (e) In addition to criteria determined by the center, grant
453 amounts may vary based on the services provided and the duration
454 of the program.
455 (5) REPORTING AND OVERSIGHT.—Grant recipients must submit a
456 report to the Center for Autism and Neurodevelopment within 45
457 days after the conclusion of the summer program detailing:
458 (a) Program enrollment and participation.
459 (b) Use of grant funds.
460 (c) Outcomes related to participant engagement, skill-
461 building, and family satisfaction.
462 Section 7. Section 1004.551, Florida Statutes, is created
463 to read:
464 1004.551 University of Florida Center for Autism and

581-01990-25

2025112c1

465 Neurodevelopment.—There is created at the University of Florida
466 the Center for Autism and Neurodevelopment.

467 (1) The center shall:

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

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

481 (c) Develop strategies to promote public awareness of the
482 signs of autism, the importance of early screening, and
483 interventions and supports available to families. The center
484 shall assist in the assignment of a toll-free number for autism
485 support.

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

488 (e) Review and approve applications for specialized summer
489 programs for children with autism pursuant to s. 1003.5712. The
490 center shall act as the fiscal agent for grant funds and develop
491 minimum requirements for the creation of specialized summer
492 programs.

493 (f) Develop an autism micro-credential to provide

581-01990-25

2025112c1

- 494 specialized training in supporting students with autism.
- 495 1. The micro-credential must be stackable with the autism
- 496 endorsement and be available to:
- 497 a. Instructional personnel as defined in s. 1012.01(2);
- 498 b. Prekindergarten instructors as specified in ss. 1002.55,
- 499 1002.61, and 1002.63; and
- 500 c. Child care personnel as defined in ss. 402.302(3) and
- 501 1002.88(1)(e).
- 502 2. The micro-credential must require participants to
- 503 demonstrate competency in:
- 504 a. Identifying behaviors associated with autism.
- 505 b. Supporting the learning environment in both general and
- 506 specialized classroom settings.
- 507 c. Promoting the use of assistive technologies.
- 508 d. Applying evidence-based instructional practices.
- 509 3. The micro-credential must:
- 510 a. Be provided at no cost to eligible participants.
- 511 b. Be competency-based, allowing participants to complete
- 512 the credentialing process either in person or online.
- 513 c. Permit participants to receive the micro-credential at
- 514 any time during training once competency is demonstrated.
- 515 4. Individuals eligible under subparagraph 1. who complete
- 516 the micro-credential are eligible for a one-time stipend, as
- 517 determined in the General Appropriations Act. The center shall
- 518 administer stipends for the micro-credential.
- 519 (g) Develop strategies to increase the workforce qualified
- 520 to provide autism-related services to children and adults in a
- 521 public or private setting.
- 522 (h) Develop and catalog professional learning activities

581-01990-25

2025112c1

523 for health care, child welfare, and instructional personnel.

524 (i) Administer startup grants for autism charter schools
525 pursuant to s. 1003.5711 and provide technical assistance to
526 grant applicants and recipients. The center shall also review
527 access to federal funding sources for establishing charter
528 schools for students with autism and include in its annual
529 report recommendations for improving practical access.

530 (j) Catalog best practices for screening, referral, and
531 diagnosis; access to therapy services; and other licensed
532 practitioner services using private and public insurance, to
533 include access to services in schools.

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

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

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

543 1012.582 Continuing education and inservice training for
544 teaching students with developmental and emotional or behavioral
545 disabilities.—

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

581-01990-25

2025112c1

552 instruction.

553 Section 9. Paragraph (a) of subsection (3) of section
554 1012.585, Florida Statutes, is amended to read:

555 1012.585 Process for renewal of professional certificates.-

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

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

581-01990-25

2025112c1

581 applied toward any specialization area, except specialization
582 areas identified by State Board of Education rule that include
583 reading instruction or intervention for any students in
584 kindergarten through grade 6. Each district school board shall
585 include in its inservice master plan the ability for teachers to
586 receive inservice points for supporting students in
587 extracurricular career and technical education activities, such
588 as career and technical student organization activities outside
589 of regular school hours and training related to supervising
590 students participating in a career and technical student
591 organization. Credits or points earned through approved summer
592 institutes may be applied toward the fulfillment of these
593 requirements. Inservice points may also be earned by
594 participation in professional growth components approved by the
595 State Board of Education and specified pursuant to s. 1012.98 in
596 the district's approved master plan for inservice educational
597 training; however, such points may not be used to satisfy the
598 specialization requirements of this paragraph.

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