

2025166e1

A bill to be entitled

An act relating to administrative efficiency in public schools; amending s. 120.81, F.S.; exempting district school boards from requirements for adopting certain rules; amending s. 1001.02, F.S.; revising a duty of the State Board of Education to adopt certain rules; amending s. 1001.23, F.S.; requiring the Department of Education to annually inform district school superintendents by a specified date that they are authorized to petition to receive a specified declaratory statement; requiring the department to annually maintain and provide school districts with a list of statutory and rule requirements; providing requirements for such list; amending s. 1001.42, F.S.; deleting a requirement for a district school board to employ an internal auditor in certain circumstances; amending s. 1002.20, F.S.; deleting a requirement that the school financial report be included in the student handbook; requiring the department to produce specified reports relating to school accountability and make such reports available on the department's website; requiring each school district to provide a link to such reports; amending s. 1002.31, F.S.; revising how often a school district or charter school must update its school capacity determination; deleting a requirement relating to school capacity determination by district school boards; conforming a cross-reference; amending s. 1002.33, F.S.; conforming a provision relating to a 5-year facilities plan;

2025166e1

amending s. 1002.394, F.S.; revising the timeframe for a school district to develop an IEP and matrix of services after receipt of a parent's request; amending s. 1002.451, F.S.; requiring innovation schools of technology to comply with specified provisions relating to instructional multiyear contracts, in addition to annual contracts, for instructional personnel in addition to annual contracts; amending s. 1002.61, F.S.; removing public schools from a requirement for early learning coalitions to verify compliance with law; amending s. 1002.63, F.S.; deleting a requirement for an early learning coalition to verify that certain public schools comply with specified provisions; amending s. 1002.71, F.S.; revising requirements relating to district school board attendance policies for Voluntary Prekindergarten Education Programs; requiring a school district to certify its attendance records for a Voluntary Prekindergarten Education Program; amending s. 1003.03, F.S.; deleting a requirement for district school boards to provide an accountability plan to the Commissioner of Education under certain conditions; amending s. 1003.26, F.S.; authorizing a district school board to determine a timeframe for purposes of addressing a student's absences; amending s. 1003.4282, F.S.; revising requirements for assessments needed for a student to earn a high school diploma; deleting a requirement for a student who transfers into a public high school to take specified

2025166e1

assessments; revising the courses for which the transferring course final grade must be honored for a transfer student under certain conditions; amending s. 1003.433, F.S.; deleting requirements that must be met by students who transfer to a public school for 11th or 12th grade; amending s. 1006.1494, F.S.; providing that provisions relating to student online personal information protection do not impose requirements for a K-12 school, school district, or school board; amending s. 1006.40, F.S.; revising the timeframe within which certain instructional materials must be purchased; authorizing the State Board of Education to modify the timeframe; amending s. 1008.212, F.S.; providing that certain assessments are not subject to specified requirements; specifying the assessments from which IEP teams must submit requests for extraordinary exemptions; amending s. 1008.22, F.S.; requiring the Commissioner of Education to notify school districts of the assessment schedule for a specified time interval; deleting requirements relating to a uniform calendar that must be published by the commissioner each year; revising an annual timeframe for each school district to establish schedules for the administration of statewide, standardized assessments; requiring each school district to publish certain information regarding such schedules on its website; conforming provisions to changes made by the act; amending s. 1008.25, F.S.; providing an additional good cause exemption for a

2025166e1

88 student to be promoted to grade 4; conforming cross-  
89 references; amending s. 1008.33, F.S.; prohibiting a  
90 school from being required to use a certain parameter  
91 as the sole determining factor to recruit  
92 instructional personnel; providing requirements for a  
93 rule adopted by the State Board of Education; amending  
94 s. 1010.20, F.S.; requiring charter schools to respond  
95 to monitoring questions from the department; amending  
96 s. 1011.035, F.S.; deleting a requirement that each  
97 district school board budget posted on the school  
98 board's website include a graphical representation of  
99 specified information; revising website requirements;  
100 amending s. 1011.14, F.S.; revising the types of  
101 facilities for which district school boards may incur  
102 certain financial obligations; amending s. 1011.60,  
103 F.S.; revising circumstances under which the State  
104 Board of Education may alter the length of school  
105 terms for certain school districts; amending s.  
106 1011.62, F.S.; deleting a requirement that certain  
107 full-time equivalent bonuses under the Florida  
108 Education Finance Program be paid only to teachers who  
109 are employed by the district when the bonus is  
110 calculated; amending s. 1011.6202, F.S.; requiring  
111 schools participating in the Principal Autonomy  
112 Program Initiative to comply with specified provisions  
113 relating to instructional multiyear contracts, in  
114 addition to annual contracts, for instructional  
115 personnel; amending s. 1011.69, F.S.; deleting a  
116 requirement relating to Title I fund allocations to

2025166e1

117 schools; providing a new category of funding school  
118 districts are authorized to withhold; revising a  
119 category of funding a school district is authorized to  
120 withhold; requiring the department to make certain  
121 funds available to local education agencies; amending  
122 s. 1011.71, F.S.; revising specified vehicles that may  
123 be purchased or leased using specified revenue;  
124 revising the types of facilities payments that may be  
125 made from such revenue; amending s. 1012.22, F.S.;  
126 providing requirements for advanced degrees which may  
127 be used to set salary schedules for instructional  
128 personnel and school administrators hired after a  
129 specified date; specifying district school board  
130 activities that may not be precluded by collective  
131 bargaining; amending s. 1012.335, F.S.; defining the  
132 term "instructional multiyear contract"; providing  
133 requirements for the award of an instructional  
134 multiyear contract; requiring that an employee awarded  
135 an instructional multiyear contract be returned to an  
136 annual contract under certain conditions; specifying  
137 district school superintendent authority; making  
138 conforming and technical changes; amending s. 1012.34,  
139 F.S.; requiring that procedures and requirements  
140 established by the district school superintendent for  
141 performance evaluations be approved by the district  
142 school board; requiring the district school  
143 superintendent to submit evaluation systems to the  
144 department under certain circumstances; deleting a  
145 requirement for the department to approve and monitor

2025166e1

each school district's evaluation systems; revising the portion of a performance evaluation that is based on student performance; deleting certain performance evaluation requirements; providing that student performance may not be the sole determinant for incentive pay for instructional personnel or school administrators; amending s. 1012.39, F.S.; revising an occupational experience qualification requirement for nondegreed teachers of career programs; deleting a training requirement for full-time nondegreed teachers of career programs; amending s. 1012.555, F.S.; revising eligibility requirements for individuals to participate in the Teacher Apprenticeship Program; amending employment requirements for paraprofessionals to serve as an apprentice teacher; amending s. 1012.56, F.S.; specifying individuals who must demonstrate mastery of general knowledge for educator certification; authorizing school districts and consortia of school districts to issue temporary certificates under certain conditions; specifying Education Practices Commission authority; conforming a cross-reference; amending s. 1012.585, F.S.; revising the validity period for professional certificates; providing eligibility requirements for 5-year and 10-year professional certificates; establishing requirements for the renewal of a 10-year professional certificate; amending s. 1013.19, F.S.; requiring that proceeds from certain sales or leases of property be used for specified purposes by boards of trustees for

2025166e1

Florida College System institutions or state universities; amending s. 1013.35, F.S.; deleting definitions; requiring a district school board to submit a tentative district educational facilities plan; revising requirements for the contents of such plan; deleting provisions relating to district school boards coordinating with local governments to ensure consistency between school district and local government plans; authorizing, rather than requiring, local governments to review tentative district educational facilities plans; requiring a district school board to submit a revised facilities plan; making conforming changes; amending s. 1013.41, F.S.; revising requirements for an educational facilities plan; revising the duties of the Office of Educational Facilities; amending s. 1013.45, F.S.; specifying that Florida College System institution and state university boards of trustees are required to use an architect for the development of certain plans; deleting district school board requirements for certain construction plans; repealing s. 1013.451, F.S., relating to life-cycle costs comparisons; amending s. 1013.62, F.S.; conforming a cross-reference; amending s. 1013.64, F.S.; revising determinations of allocations from the Public Education Capital Outlay and Debt Service Trust Fund; requiring the Office of Program Policy and Government Accountability (OPPAGA) to review cost per student station levels and make certain recommendations;

2025166e1

204 requiring OPPAGA to submit its review to the  
205 Legislature and the Commissioner of Education by a  
206 specified date; revising district school board  
207 requirements relating to educational plant  
208 construction; amending ss. 163.3180, 1002.68,  
209 1003.631, 1004.04, 1004.85, 1012.586, and 1012.98,  
210 F.S.; conforming cross-references; providing effective  
211 dates.

212  
213 Be It Enacted by the Legislature of the State of Florida:

214  
215 Section 1. Paragraph (a) of subsection (1) of section  
216 120.81, Florida Statutes, is amended to read:

217 120.81 Exceptions and special requirements; general areas.—

218 (1) EDUCATIONAL UNITS.—

219 (a) District school boards are not subject to the  
220 requirements for rules in this chapter when making and adopting  
221 rules with public input at a public meeting. Notwithstanding s.  
222 120.536(1) and the flush left provisions of s. 120.52(8),  
223 district school boards may adopt rules to implement their  
224 general powers under s. 1001.41.

225 Section 2. Paragraph (n) of subsection (2) of section  
226 1001.02, Florida Statutes, is amended to read:

227 1001.02 General powers of State Board of Education.—

228 (2) The State Board of Education has the following duties:

229 (n) To adopt cohesive rules pursuant to ss. 120.536(1) and  
230 120.54, within statutory authority as specifically provided by  
231 law.

232 Section 3. Subsections (5) and (6) are added to section



2025166e1

1001.23, Florida Statutes, to read:

1001.23 Specific powers and duties of the Department of Education.—In addition to all other duties assigned to it by law or by rule of the State Board of Education, the department shall:

(5) Annually by August 1, inform district school superintendents that pursuant to s. 120.565, the superintendents may receive a declaratory statement, within 90 days after submitting a petition to receive such statement, regarding the department's opinion as to the applicability of a statutory or rule provision to a school district as it applies to the district's particular set of circumstances.

(6) Annually maintain and make available to school districts a list of all requirements in statute and rule relating to required actions by district school boards or superintendents. The list must include, but is not limited to, required parent notifications; information that must be posted to the district website; and reporting, filing, and certification requirements.

Section 4. Paragraph (1) of subsection (12) of section 1001.42, Florida Statutes, is amended to read:

1001.42 Powers and duties of district school board.—The district school board, acting as a board, shall exercise all powers and perform all duties listed below:

(12) FINANCE.—Take steps to assure students adequate educational facilities through the financial procedure authorized in chapters 1010 and 1011 and as prescribed below:

~~(1) Internal auditor. May or, in the case of a school district receiving annual federal, state, and local funds in~~

2025166e1

~~excess of \$500 million, shall employ an internal auditor. The scope of the internal auditor shall not be restricted and shall include every functional and program area of the school system.~~

~~1. The internal auditor shall perform ongoing financial verification of the financial records of the school district, a comprehensive risk assessment of all areas of the school system every 5 years, and other audits and reviews as the district school board directs for determining:~~

~~a. The adequacy of internal controls designed to prevent and detect fraud, waste, and abuse as defined in s. 11.45(1).~~

~~b. Compliance with applicable laws, rules, contracts, grant agreements, district school board approved policies, and best practices.~~

~~c. The efficiency of operations.~~

~~d. The reliability of financial records and reports.~~

~~e. The safeguarding of assets.~~

~~f. Financial solvency.~~

~~g. Projected revenues and expenditures.~~

~~h. The rate of change in the general fund balance.~~

~~2. The internal auditor shall prepare audit reports of his or her findings and report directly to the district school board or its designee.~~

~~3. Any person responsible for furnishing or producing any book, record, paper, document, data, or sufficient information necessary to conduct a proper audit or examination which the internal auditor is by law authorized to perform is subject to the provisions of s. 11.47(3) and (4).~~

Section 5. Subsection (16) of section 1002.20, Florida Statutes, is amended to read:

2025166e1

1002.20 K-12 student and parent rights.—Parents of public school students must receive accurate and timely information regarding their child's academic progress and must be informed of ways they can help their child to succeed in school. K-12 students and their parents are afforded numerous statutory rights including, but not limited to, the following:

(16) SCHOOL ACCOUNTABILITY AND SCHOOL IMPROVEMENT RATING REPORTS; FISCAL TRANSPARENCY.—Parents of public school students have the right to an easy-to-read report card about the school's grade designation or, if applicable under s. 1008.341, the school's improvement rating, and the school's accountability report, including the school financial report as required under s. 1010.215. The school financial report must be provided to the parents and indicate the average amount of money expended per student in the school, ~~which must also be included in the student handbook or a similar publication.~~ The department shall produce the reports required under this subsection and make the reports for each school available on the department's website in a prominent location. Each public school district must provide a link on its website to such reports for parent access.

Section 6. Paragraph (b) of subsection (2) and subsection (5) of section 1002.31, Florida Statutes, are amended to read:

1002.31 Controlled open enrollment; public school parental choice.—

(2)

(b) Each school district and charter school capacity determinations for its schools, by grade level, must be updated at least twice annually ~~every 12 weeks~~ and be identified on the school district and charter school's websites. ~~In determining~~

2025166e1

the capacity of each district school, the district school board shall incorporate the specifications, plans, elements, and commitments contained in the school district educational facilities plan and the long-term work programs required under ~~s. 1013.35~~. Each charter school governing board shall determine capacity based upon its charter school contract. Each virtual charter school and each school district with a contract with an approved virtual instruction program provider shall determine capacity based upon the enrollment requirements established under s. 1002.45(1)(d)4.

(5) For a school or program that is a public school of choice under this section, the calculation for compliance with maximum class size pursuant to ~~s. 1003.03(4)~~ is the average number of students at the school level.

Section 7. Paragraph (g) of subsection (18) of section 1002.33, Florida Statutes, is amended to read:

1002.33 Charter schools.—

(18) FACILITIES.—

(g) Each school district shall annually provide to the Department of Education ~~as part of its 5-year work plan~~ the number of existing vacant classrooms in each school that the district does not intend to use or does not project will be needed for educational purposes for the following school year. The department may recommend that a district make such space available to an appropriate charter school.

Section 8. Paragraph (b) of subsection (7) of section 1002.394, Florida Statutes, is amended to read:

1002.394 The Family Empowerment Scholarship Program.—

(7) SCHOOL DISTRICT OBLIGATIONS.—

2025166e1

(b)1. The parent of a student with a disability who does not have an IEP in accordance with subparagraph (3)(b)4. or who seeks a reevaluation of an existing IEP may request an IEP meeting and evaluation from the school district in order to obtain or revise a matrix of services. The school district shall notify a parent who has made a request for an IEP that the district is required to complete the IEP and matrix of services within 60 ~~30~~ days after receiving notice of the parent's request. The school district shall conduct a meeting and develop an IEP and a matrix of services within 60 ~~30~~ days after receipt of the parent's request in accordance with State Board of Education rules. The district must accept the diagnosis and consider the service plan of the licensed professional providing the diagnosis pursuant to subparagraph (3)(b)4. The school district must complete a matrix that assigns the student to one of the levels of service as they existed before the 2000-2001 school year. For a nonpublic school student without an IEP, the school district is authorized to use evaluation reports and plans of care developed by the licensed professionals under subparagraph (4)(b)3. to complete the matrix of services.

2.a. The school district must provide the student's parent and the department with the student's matrix level within 10 calendar days after its completion.

b. The department shall notify the parent and the organization of the amount of the funds awarded within 10 days after receiving the school district's notification of the student's matrix level.

c. A school district may change a matrix of services only if the change is a result of an IEP reevaluation or to correct a

2025166e1

technical, typographical, or calculation error.

Section 9. Paragraph (a) of subsection (5) of section 1002.451, Florida Statutes, is amended to read:

1002.451 District innovation school of technology program.—

(5) EXEMPTION FROM STATUTES.—

(a) An innovation school of technology is exempt from chapters 1000-1013. However, an innovation school of technology shall comply with the following provisions of those chapters:

1. Laws pertaining to the following:

a. Schools of technology, including this section.

b. Student assessment program and school grading system.

c. Services to students who have disabilities.

d. Civil rights, including s. 1000.05, relating to discrimination.

e. Student health, safety, and welfare.

2. Laws governing the election and compensation of district school board members and election or appointment and compensation of district school superintendents.

3. Section 1003.03, governing maximum class size, except that the calculation for compliance pursuant to s. 1003.03 is the average at the school level.

4. Sections 1012.22(1)(c) and 1012.27(2), relating to compensation and salary schedules.

5. Section 1012.33(5), relating to workforce reductions, for annual contracts for instructional personnel. This subparagraph does not apply to at-will employees.

6. Section 1012.335, relating to contracts with instructional personnel hired on or after July 1, 2011, for annual or instructional multiyear contracts for instructional

2025166e1

personnel. This subparagraph does not apply to at-will employees.

7. Section 1012.34, relating to requirements for performance evaluations of instructional personnel and school administrators.

Section 10. Paragraph (a) of subsection (10) of section 1002.61, Florida Statutes, is amended to read:

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

(10)(a) Each early learning coalition shall verify that each private prekindergarten provider ~~and public school~~ delivering the Voluntary Prekindergarten Education Program within the coalition's county or multicounty region complies with this part.

Section 11. Subsection (9) of section 1002.63, Florida Statutes, is amended to read:

1002.63 School-year prekindergarten program delivered by public schools.—

~~(9)(a) Each early learning coalition shall verify that each public school delivering the Voluntary Prekindergarten Education Program within the coalition's service area complies with this part.~~

~~(b)~~ If a public school fails or refuses to comply with this part or engages in misconduct, the department must ~~shall~~ require that the school district ~~to~~ remove the school from eligibility to deliver the Voluntary Prekindergarten Education Program and receive state funds under this part for a period of at least 2 years but no more than 5 years.

Section 12. Paragraph (b) of subsection (6) and subsection

2025166e1

(7) of section 1002.71, Florida Statutes, are amended to read:

1002.71 Funding; financial and attendance reporting.—

(6)

(b)1. Each private prekindergarten provider's ~~and district school board's~~ attendance policy must require the parent of each student in the Voluntary Prekindergarten Education Program to verify, each month, the student's attendance on the prior month's certified student attendance.

2. The parent must submit the verification of the student's attendance to the private prekindergarten provider ~~or public school~~ on forms prescribed by the department. The forms must include, in addition to the verification of the student's attendance, a certification, in substantially the following form, that the parent continues to choose the private prekindergarten provider or public school in accordance with s. 1002.53 and directs that payments for the program be made to the provider or school:

VERIFICATION OF STUDENT'S ATTENDANCE  
AND CERTIFICATION OF PARENTAL CHOICE

I, ...(Name of Parent)..., swear (or affirm) that my child, ...(Name of Student)..., attended the Voluntary Prekindergarten Education Program on the days listed above and certify that I continue to choose ...(Name of Provider or School)... to deliver the program for my child and direct that program funds be paid to the provider or school for my child.

...(Signature of Parent)...

...(Date)...



2025166e1

465  
466 3. The private prekindergarten provider ~~or public school~~  
467 must keep each original signed form for at least 2 years. Each  
468 private prekindergarten provider must permit the early learning  
469 coalition, ~~and each public school must permit the school~~  
470 ~~district,~~ to inspect the original signed forms during normal  
471 business hours. The department shall adopt procedures for early  
472 learning coalitions ~~and school districts~~ to review the original  
473 signed forms against the certified student attendance. The  
474 review procedures must ~~shall~~ provide for the use of selective  
475 inspection techniques, including, but not limited to, random  
476 sampling. Each early learning coalition ~~and the school districts~~  
477 must comply with the review procedures.

478 (7) The department shall require that administrative  
479 expenditures be kept to the minimum necessary for efficient and  
480 effective administration of the Voluntary Prekindergarten  
481 Education Program. Administrative policies and procedures must  
482 ~~shall be revised,~~ to the maximum extent practicable, be revised  
483 to incorporate the use of automation and electronic submission  
484 of forms, including those required for child eligibility and  
485 enrollment, provider and class registration, and monthly  
486 certification of attendance for payment. A school district may  
487 use its automated daily attendance reporting system for the  
488 purpose of maintaining and transmitting attendance records to  
489 the early learning coalition in a mutually agreed-upon format.  
490 Each school district shall certify the correctness of attendance  
491 data submitted to the single point of entry system described in  
492 paragraph (5)(a) as required by the department. In addition,  
493 actions must ~~shall~~ be taken to reduce paperwork, eliminate the

2025166e1

duplication of reports, and eliminate other duplicative activities. Each early learning coalition may retain and expend no more than 5.0 percent of the funds paid by the coalition to private prekindergarten providers and public schools under paragraph (5)(b). Funds retained by an early learning coalition under this subsection may be used only for administering the Voluntary Prekindergarten Education Program and may not be used for the school readiness program or other programs.

Section 13. Subsection (4) of section 1003.03, Florida Statutes, is amended to read:

1003.03 Maximum class size.—

~~(4) ACCOUNTABILITY. Each district that has not complied with the requirements in subsection (1), based on the October student membership survey, shall submit to the commissioner by February 1 a plan certified by the district school board that describes the specific actions the district will take in order to fully comply with the requirements in subsection (1) by October of the following school year.~~

Section 14. Paragraph (b) of subsection (1) of section 1003.26, Florida Statutes, is amended to read:

1003.26 Enforcement of school attendance.—The Legislature finds that poor academic performance is associated with nonattendance and that school districts must take an active role in promoting and enforcing attendance as a means of improving student performance. It is the policy of the state that each district school superintendent be responsible for enforcing school attendance of all students subject to the compulsory school age in the school district and supporting enforcement of school attendance by local law enforcement agencies. The

2025166e1

responsibility includes recommending policies and procedures to the district school board that require public schools to respond in a timely manner to every unexcused absence, and every absence for which the reason is unknown, of students enrolled in the schools. District school board policies shall require the parent of a student to justify each absence of the student, and that justification will be evaluated based on adopted district school board policies that define excused and unexcused absences. The policies must provide that public schools track excused and unexcused absences and contact the home in the case of an unexcused absence from school, or an absence from school for which the reason is unknown, to prevent the development of patterns of nonattendance. The Legislature finds that early intervention in school attendance is the most effective way of producing good attendance habits that will lead to improved student learning and achievement. Each public school shall implement the following steps to promote and enforce regular school attendance:

(1) CONTACT, REFER, AND ENFORCE.—

(b) If a student has had at least five unexcused absences, or absences for which the reasons are unknown, within a calendar month or 10 unexcused absences, or absences for which the reasons are unknown, within a 90-calendar-day period, or a period of time less than 90 days as determined by the district school board, the student's primary teacher must ~~shall~~ report to the school principal or his or her designee that the student may be exhibiting a pattern of nonattendance. The principal shall, unless there is clear evidence that the absences are not a pattern of nonattendance, refer the case to the school's child

2025166e1

study team to determine if early patterns of truancy are developing. If the child study team finds that a pattern of nonattendance is developing, whether the absences are excused or not, a meeting with the parent must be scheduled to identify potential remedies, and the principal must ~~shall~~ notify the district school superintendent and the school district contact for home education programs that the referred student is exhibiting a pattern of nonattendance.

Section 15. Effective upon becoming a law, paragraphs (a) and (b) of subsection (3), paragraph (c) of subsection (5), and subsection (6) of section 1003.4282, Florida Statutes, are amended to read:

1003.4282 Requirements for a standard high school diploma.—

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

(a) *Four credits in English Language Arts (ELA).*—The four credits must be in ELA I, II, III, and IV. A student's performance on the statewide, standardized grade 10 ELA assessment constitutes 30 percent of the student's final course grade ~~A student must pass the statewide, standardized grade 10 ELA assessment, or earn a concordant score, in order to earn a standard high school diploma.~~

(b) *Four credits in mathematics.*—

1. A student must earn one credit in Algebra I and one credit in Geometry. A student's performance on the statewide, standardized Algebra I end-of-course (EOC) assessment constitutes 30 percent of the student's final course grade. ~~A student must pass the statewide, standardized Algebra I EOC assessment, or earn a comparative score, in order to earn a~~

2025166e1

581 ~~standard high school diploma.~~ A student's performance on the  
582 statewide, standardized Geometry EOC assessment constitutes 30  
583 percent of the student's final course grade.

584 2. A student who earns an industry certification for which  
585 there is a statewide college credit articulation agreement  
586 approved by the State Board of Education may substitute the  
587 certification for one mathematics credit. Substitution may occur  
588 for up to two mathematics credits, except for Algebra I and  
589 Geometry. A student may earn two mathematics credits by  
590 successfully completing Algebra I through two full-year courses.  
591 A certified school counselor or the principal's designee shall  
592 ~~must~~ advise the student that admission to a state university may  
593 require the student to earn 3 additional mathematics credits  
594 that are at least as rigorous as Algebra I.

595 3. A student who earns a computer science credit may  
596 substitute the credit for up to one credit of the mathematics  
597 requirement, with the exception of Algebra I and Geometry, if  
598 the commissioner identifies the computer science credit as being  
599 equivalent in rigor to the mathematics credit. An identified  
600 computer science credit may not be used to substitute for both a  
601 mathematics and a science credit. A student who earns an  
602 industry certification in 3D rapid prototype printing may  
603 satisfy up to two credits of the mathematics requirement, with  
604 the exception of Algebra I, if the commissioner identifies the  
605 certification as being equivalent in rigor to the mathematics  
606 credit or credits.

607 (5) AWARD OF A STANDARD HIGH SCHOOL DIPLOMA.—

608 (c) A student who earns the required 24 credits, or the  
609 required 18 credits under s. 1002.3105(5), but fails to ~~pass the~~

2025166e1

610 ~~assessments required under s. 1008.22(3) or~~ achieve a 2.0 GPA  
611 shall be awarded a certificate of completion in a form  
612 prescribed by the State Board of Education. However, a student  
613 who is otherwise entitled to a certificate of completion may  
614 elect to remain in high school either as a full-time student or  
615 a part-time student for up to 1 additional year and receive  
616 special instruction designed to remedy his or her identified  
617 deficiencies.

618 (6) UNIFORM TRANSFER OF HIGH SCHOOL CREDITS. ~~Beginning with~~  
619 ~~the 2012-2013 school year, if a student transfers to a Florida~~  
620 ~~public high school from out of country, out of state, a private~~  
621 ~~school, a personalized education program, or a home education~~  
622 ~~program and the student's transcript shows a credit in Algebra~~  
623 ~~I, the student must pass the statewide, standardized Algebra I~~  
624 ~~EOC assessment in order to earn a standard high school diploma~~  
625 ~~unless the student earned a comparative score, passed a~~  
626 ~~statewide assessment in Algebra I administered by the~~  
627 ~~transferring entity, or passed the statewide mathematics~~  
628 ~~assessment the transferring entity uses to satisfy the~~  
629 ~~requirements of the Elementary and Secondary Education Act, as~~  
630 ~~amended by the Every Student Succeeds Act (ESSA), 20 U.S.C. ss.~~  
631 ~~6301 et seq. If a student's transcript shows a credit in high~~  
632 ~~school reading or English Language Arts II or III, in order to~~  
633 ~~earn a standard high school diploma, the student must take and~~  
634 ~~pass the statewide, standardized grade 10 ELA assessment, or~~  
635 ~~earn a concordant score. If a transfer student's transcript~~  
636 ~~shows a final course grade and course credit in Algebra I,~~  
637 ~~Geometry, Biology I, ~~or~~ United States History, or the equivalent~~  
638 ~~of a grade 10 ELA course, the transferring course final grade~~

2025166e1

639 and credit must ~~shall~~ be honored without the student taking the  
640 requisite statewide, standardized ~~EOC~~ assessment and without the  
641 assessment results constituting 30 percent of the student's  
642 final course grade.

643 Section 16. Effective upon becoming a law, section  
644 1003.433, Florida Statutes, is amended to read:

645 1003.433 Learning opportunities for out-of-state and out-  
646 of-country transfer students and students needing additional  
647 instruction to meet high school graduation requirements.—

648 ~~(1)~~ Students who enter a Florida public school at the 11th  
649 or 12th grade from out of state or out of country may ~~shall~~ not  
650 be required to spend additional time in a Florida public school  
651 in order to meet the high school course requirements if the  
652 student has met all requirements of the school district, state,  
653 or country from which he or she is transferring. Such students  
654 who are not proficient in English should receive immediate and  
655 intensive instruction in English language acquisition. However,  
656 to receive a standard high school diploma, a transfer student  
657 must earn a 2.0 grade point average ~~and meet the requirements~~  
658 ~~under s. 1008.22.~~

659 ~~(2) Students who earn the required 24 credits for the~~  
660 ~~standard high school diploma except for passage of any must-pass~~  
661 ~~assessment under s. 1003.4282 or s. 1008.22 or an alternate~~  
662 ~~assessment by the end of grade 12 must be provided the following~~  
663 ~~learning opportunities:~~

664 ~~(a) Participation in an accelerated high school equivalency~~  
665 ~~diploma preparation program during the summer.~~

666 ~~(b) Upon receipt of a certificate of completion, be allowed~~  
667 ~~to take the College Placement Test and be admitted to~~

2025166e1

developmental education or credit courses at a Florida College System institution, as appropriate.

~~(c) Participation in an adult general education program as provided in s. 1004.93 for such time as the student requires to master English, reading, mathematics, or any other subject required for high school graduation. A student attending an adult general education program shall have the opportunity to take any must-pass assessment under s. 1003.4282 or s. 1008.22 an unlimited number of times in order to receive a standard high school diploma.~~

~~(3) Students who have been enrolled in an ESOL program for less than 2 school years and have met all requirements for the standard high school diploma except for passage of any must-pass assessment under s. 1003.4282 or s. 1008.22 or alternate assessment may:~~

~~(a) Receive immersion English language instruction during the summer following their senior year. Students receiving such instruction are eligible to take the required assessment or alternate assessment and receive a standard high school diploma upon passage of the required assessment or alternate assessment. This paragraph shall be implemented to the extent funding is provided in the General Appropriations Act.~~

~~(b) Beginning with the 2022-2023 school year, meet the requirement to pass the statewide, standardized grade 10 English Language Arts assessment by satisfactorily demonstrating grade-level expectations on formative assessments, in accordance with state board rule.~~

Section 17. Paragraph (j) is added to subsection (6) of section 1006.1494, Florida Statutes, to read:



2025166e1

1006.1494 Student online personal information protection.—

(6) This section does not do any of the following:

(j) Impose requirements for a K-12 school, school district, or district school board.

The State Board of Education may adopt rules to implement this section.

Section 18. Subsection (2) of section 1006.40, Florida Statutes, is amended to read:

1006.40 Purchase of instructional materials.—

(2) Each district school board must purchase current instructional materials to provide each student in kindergarten through grade 12 with a major tool of instruction in core courses of the subject areas of mathematics, language arts, science, social studies, reading, and literature. Such purchase must be made within the first 5 ~~3~~ years after the effective date of the adoption cycle, subject to state board requirement for an earlier purchase date for a specific subject area, unless a district school board or a consortium of school districts has implemented an instructional materials program pursuant to s. 1006.283.

Section 19. Subsections (2) and (3) of section 1008.212, Florida Statutes, are amended to read:

1008.212 Students with disabilities; extraordinary exemption.—

(2) A student with a disability for whom the individual education plan (IEP) team determines is prevented by a circumstance or condition from physically demonstrating the mastery of skills that have been acquired and are measured by

2025166e1

the statewide standardized assessment, a statewide standardized end-of-course assessment, or an alternate assessment pursuant to s. 1008.22(3)(d) shall be granted an extraordinary exemption from the administration of the assessment. A learning, emotional, behavioral, or significant cognitive disability, or the receipt of services through the homebound or hospitalized program in accordance with rule 6A-6.03020, Florida Administrative Code, is not, in and of itself, an adequate criterion for the granting of an extraordinary exemption. The first two administrations of the coordinated screening and progress monitoring system under s. 1008.25(9) or any alternate assessments used in lieu of such administrations are not subject to the requirements of this section.

(3) The IEP team, which must include the parent, may submit to the district school superintendent a written request for an extraordinary exemption from the end-of-year or end-of-course statewide, standardized assessment at any time during the school year, but not later than 60 days before the current year's assessment administration for which the request is made. A request must include all of the following:

(a) A written description of the student's disabilities, including a specific description of the student's impaired sensory, manual, or speaking skills.

(b) Written documentation of the most recent evaluation data.

(c) Written documentation, if available, of the most recent administration of the statewide standardized assessment, an end-of-course assessment, or an alternate assessment.

(d) A written description of the condition's effect on the

2025166e1

student's participation in the statewide standardized assessment, an end-of-course assessment, or an alternate assessment.

(e) Written evidence that the student has had the opportunity to learn the skills being tested.

(f) Written evidence that the student has been provided appropriate instructional accommodations.

(g) Written evidence as to whether the student has had the opportunity to be assessed using the instructional accommodations on the student's IEP which are allowable in the administration of the statewide standardized assessment, an end-of-course assessment, or an alternate assessment in prior assessments.

(h) Written evidence of the circumstance or condition as defined in subsection (1).

Section 20. Paragraphs (a), (b), and (d) of subsection (7) of section 1008.22, Florida Statutes, are amended to read:

1008.22 Student assessment program for public schools.—

(7) ASSESSMENT SCHEDULES AND REPORTING OF RESULTS.—

(a) The Commissioner of Education shall establish schedules for the administration of statewide, standardized assessments and the reporting of student assessment results. The commissioner shall consider the observance of religious and school holidays when developing the schedules. By January 1 of each year, the commissioner shall notify each school district in writing and publish on the department's website the assessment schedule for, at a minimum, the next 2 school years. The assessment and reporting schedules must provide the earliest possible reporting of student assessment results to the school

2025166e1

784 districts. Assessment results for the statewide, standardized  
785 ELA and Mathematics assessments and all statewide, standardized  
786 EOC assessments must be made available no later than June 30,  
787 except for results for the grade 3 statewide, standardized ELA  
788 assessment, which must be made available no later than May 31.  
789 Beginning with the 2023-2024 school year, assessment results for  
790 the statewide, standardized ELA and Mathematics assessments must  
791 be available no later than May 31. School districts shall  
792 administer statewide, standardized assessments in accordance  
793 with the schedule established by the commissioner.

794 ~~(b) By January of each year, the commissioner shall publish~~  
795 ~~on the department's website a uniform calendar that includes the~~  
796 ~~assessment and reporting schedules for, at a minimum, the next 2~~  
797 ~~school years. The uniform calendar must be provided to school~~  
798 ~~districts in an electronic format that allows each school~~  
799 ~~district and public school to populate the calendar with, at~~  
800 ~~minimum, the following information for reporting the district~~  
801 ~~assessment schedules under paragraph (d):~~

802 ~~1. Whether the assessment is a district-required assessment~~  
803 ~~or a state-required assessment.~~

804 ~~2. The specific date or dates that each assessment will be~~  
805 ~~administered, including administrations of the coordinated~~  
806 ~~screening and progress monitoring system under s. 1008.25(9)(b).~~

807 ~~3. The time allotted to administer each assessment.~~

808 ~~4. Whether the assessment is a computer-based assessment or~~  
809 ~~a paper-based assessment.~~

810 ~~5. The grade level or subject area associated with the~~  
811 ~~assessment.~~

812 ~~6. The date that the assessment results are expected to be~~

2025166e1

813 ~~available to teachers and parents.~~

814 ~~7. The type of assessment, the purpose of the assessment,~~  
815 ~~and the use of the assessment results.~~

816 ~~8. A glossary of assessment terminology.~~

817 ~~9. Estimates of average time for administering state-~~  
818 ~~required and district-required assessments, by grade level.~~

819 (c)(d) Each school district shall, by November 1 of each  
820 year, establish schedules for the administration of any  
821 statewide, standardized assessments and district-required  
822 assessments and approve the schedules as an agenda item at a  
823 district school board meeting. Each school district shall  
824 publish the testing schedules on its website which specify  
825 whether an assessment is a state-required or district-required  
826 assessment and the grade bands or subject areas associated with  
827 the assessments using the uniform calendar, including all  
828 information required under paragraph (b), and submit the  
829 schedules to the Department of Education by October 1 of each  
830 year. Each public school shall publish schedules for statewide,  
831 standardized assessments and district-required assessments on  
832 its website ~~using the uniform calendar, including all~~  
833 ~~information required under paragraph (b).~~ The school board-  
834 approved assessment uniform calendar must be included in the  
835 parent guide required by s. 1002.23(5).

836 Section 21. Paragraph (b) of subsection (7) and paragraphs  
837 (b), (c), and (d) of subsection (9) of section 1008.25, Florida  
838 Statutes, are amended to read:

839 1008.25 Public school student progression; student support;  
840 coordinated screening and progress monitoring; reporting  
841 requirements.—

2025166e1

## (7) ELIMINATION OF SOCIAL PROMOTION.—

(b) The district school board may only exempt students from mandatory retention, as provided in paragraph (5)(c), for good cause. A student promoted to grade 4 with a good cause exemption shall be provided intensive reading instruction and intervention that include specialized diagnostic information and specific reading strategies to meet the needs of each student so promoted. The school district shall assist schools and teachers with the implementation of explicit, systematic, and multisensory reading instruction and intervention strategies for students promoted with a good cause exemption which research has shown to be successful in improving reading among students who have reading difficulties. Upon the request of the parent, the teacher or school administrator shall meet to discuss the student's progress. The parent may request more frequent notification of the student's progress, more frequent interventions or supports, and earlier implementation of the additional interventions or supports described in the initial notification. Good cause exemptions are limited to the following:

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

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

3. Students who demonstrate an acceptable level of

2025166e1

871 performance on an alternative standardized reading or English  
872 Language Arts assessment approved by the State Board of  
873 Education.

874 4. Students who demonstrate through a student portfolio  
875 that they are performing at least at Level 2 on the statewide,  
876 standardized English Language Arts assessment.

877 5. Students with disabilities who take the statewide,  
878 standardized English Language Arts assessment and who have an  
879 individual education plan or a Section 504 plan that reflects  
880 that the student has received intensive instruction in reading  
881 or English Language Arts for more than 2 years but still  
882 demonstrates a deficiency and was previously retained in  
883 prekindergarten, kindergarten, grade 1, grade 2, or grade 3.

884 6. Students who have received intensive reading  
885 intervention for 2 or more years but still demonstrate a  
886 deficiency in reading and who were previously retained in  
887 kindergarten, grade 1, grade 2, or grade 3 for a total of 2  
888 years. A student may not be retained more than once in grade 3.

889 7. Students who have scored a level 2 or higher on both the  
890 initial and midyear administrations of the coordinated screening  
891 and progress monitoring system.

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

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

897 1. For students in the school-year Voluntary  
898 Prekindergarten Education Program through grade 2, the  
899 coordinated screening and progress monitoring system must be

2025166e1

administered at least three times within a school year, with the first administration occurring no later than the first 30 instructional days after a student's enrollment or the start of the school year, the second administration occurring midyear, and the third administration occurring within the last 30 days of the school year pursuant to state board rule. The state board may adopt alternate timeframes to address nontraditional school year calendars to ensure the coordinated screening and progress monitoring program is administered a minimum of three times within a year.

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

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

(c) To facilitate timely interventions and supports pursuant to subsection (4), the system must provide results from the first two administrations of the progress monitoring to a



2025166e1

929 student's teacher or prekindergarten instructor within 1 week  
930 and to the student's parent within 2 weeks after the  
931 administration of the progress monitoring. Delivery of results  
932 from the comprehensive, end-of-year progress monitoring ELA  
933 assessment for grades 3 through 10 and Mathematics assessment  
934 for grades 3 through 8 must be in accordance with s.  
935 1008.22(7)(g) ~~s. 1008.22(7)(h)~~.

936 1. A student's results from the coordinated screening and  
937 progress monitoring system must be recorded in a written, easy-  
938 to-comprehend individual student report. Each school district  
939 shall provide a parent secure access to his or her child's  
940 individual student reports through a web-based portal as part of  
941 its student information system. Each early learning coalition  
942 shall provide parents the individual student report in a format  
943 determined by state board rule.

944 2. In addition to the information under subparagraph (a)5.,  
945 the report must also include parent resources that explain the  
946 purpose of progress monitoring, assist the parent in  
947 interpreting progress monitoring results, and support informed  
948 parent involvement. Parent resources may include personalized  
949 video formats.

950 3. The department shall annually update school districts  
951 and early learning coalitions on new system features and  
952 functionality and collaboratively identify with school districts  
953 and early learning coalitions strategies for meaningfully  
954 reporting to parents results from the coordinated screening and  
955 progress monitoring system. The department shall develop ways to  
956 increase the utilization, by instructional staff and parents, of  
957 student assessment data and resources.

2025166e1

958 4. An individual student report must be provided in a  
959 printed format upon a parent's request.

960 (d) Screening and progress monitoring system results,  
961 including the number of students who demonstrate characteristics  
962 of dyslexia and dyscalculia, shall be reported to the department  
963 pursuant to state board rule and maintained in the department's  
964 Education Data Warehouse. Results must be provided to a  
965 student's teacher and parent in a timely manner as required in  
966 s. 1008.22(7)(f) ~~s. 1008.22(7)(g)~~.

967 Section 22. Paragraph (c) of subsection (3) and subsection  
968 (5) of section 1008.33, Florida Statutes, are amended to read:

969 1008.33 Authority to enforce public school improvement.—

970 (3)

971 (c) The state board shall adopt by rule a differentiated  
972 matrix of intervention and support strategies for assisting  
973 traditional public schools identified under this section and  
974 rules for implementing s. 1002.33(9)(n), relating to charter  
975 schools. The intervention and support strategies must address  
976 student performance and may include improvement planning;  
977 leadership quality improvement; educator quality improvement;  
978 professional learning; curriculum review, pacing, and alignment  
979 across grade levels to improve background knowledge in social  
980 studies, science, and the arts; and the use of continuous  
981 improvement and monitoring plans and processes. In addition, the  
982 state board may prescribe reporting requirements to review and  
983 monitor the progress of the schools. The rule must define the  
984 intervention and support strategies for school improvement for  
985 schools earning a grade of "D" or "F" and the roles for the  
986 district and department. A school may not be required to use the

2025166e1

987 measure of student learning growth in s. 1012.34(7) as the sole  
988 determinant to recruit instructional personnel. The rule must  
989 create a timeline for a school district's school improvement  
990 plan or district-managed turnaround plan to be approved and for  
991 the school improvement funds under Title I to be released to the  
992 school district. The timeline established in rule for the  
993 release of school improvement funding under Title I may not  
994 exceed 20 calendar days after the approval of the school  
995 improvement plan or district-managed turnaround plan.

996 (5) The state board shall adopt rules pursuant to ss.  
997 120.536(1) and 120.54 to administer this section. The rules  
998 shall include timelines for submission of implementation plans,  
999 approval criteria for implementation plans, timelines for  
1000 releasing Title I funding, implementing intervention and support  
1001 strategies, a standard charter school turnaround contract, a  
1002 standard facility lease, and a mutual management agreement. The  
1003 state board shall consult with education stakeholders in  
1004 developing the rules.

1005 Section 23. Paragraph (e) is added to subsection (2) of  
1006 section 1010.20, Florida Statutes, to read:

1007 1010.20 Cost accounting and reporting for school  
1008 districts.—

1009 (2) COST REPORTING.—

1010 (e) Each charter school shall receive and respond to  
1011 monitoring questions from the department.

1012 Section 24. Subsections (2) and (4) of section 1011.035,  
1013 Florida Statutes, are amended to read:

1014 1011.035 School district fiscal transparency.—

1015 (2) Each district school board shall post on its website:

2025166e1

1016        (a) A plain language version of each proposed, tentative,  
1017 and official budget which describes each budget item in terms  
1018 that are easily understandable to the public ~~and includes:~~

1019        ~~(a) Graphical representations, for each public school~~  
1020 ~~within the district and for the school district, of the~~  
1021 ~~following:~~

1022            1. ~~Summary financial efficiency data.~~

1023            2. ~~Fiscal trend information for the previous 3 years on:~~

1024            a. ~~The ratio of full-time equivalent students to full-time~~  
1025 ~~equivalent instructional personnel.~~

1026            b. ~~The ratio of full-time equivalent students to full-time~~  
1027 ~~equivalent administrative personnel.~~

1028            c. ~~The total operating expenditures per full-time~~  
1029 ~~equivalent student.~~

1030            d. ~~The total instructional expenditures per full-time~~  
1031 ~~equivalent student.~~

1032            e. ~~The general administrative expenditures as a percentage~~  
1033 ~~of total budget.~~

1034            f. ~~The rate of change in the general fund's ending fund~~  
1035 ~~balance not classified as restricted.~~

1036        (b) A link to the web-based fiscal transparency tool  
1037 developed by the department pursuant to s. 1010.20 to enable  
1038 taxpayers to evaluate the financial efficiency of the school  
1039 district and compare the financial efficiency of the school  
1040 district with other similarly situated school districts.

1041  
1042 This information must be prominently posted on the school  
1043 district's website in a manner that is readily accessible to the  
1044 public.

2025166e1

1045 (4) The website should contain links to:

1046 ~~(a) Help explain or provide background information on~~  
1047 ~~various budget items that are required by state or federal law.~~

1048 ~~(b) Allow users to navigate to related sites to view~~  
1049 ~~supporting details.~~

1050 ~~(c)~~ enable taxpayers, parents, and education advocates to  
1051 send e-mails asking questions about the budget and enable others  
1052 to view the questions and responses.

1053 Section 25. Subsection (1) of section 1011.14, Florida  
1054 Statutes, is amended to read:

1055 1011.14 Obligations for a period of 1 year.—District school  
1056 boards are authorized only under the following conditions to  
1057 create obligations by way of anticipation of budgeted revenues  
1058 accruing on a current basis without pledging the credit of the  
1059 district or requiring future levy of taxes for certain purposes  
1060 for a period of 1 year; however, such obligations may be  
1061 extended from year to year with the consent of the lender for a  
1062 period not to exceed 4 years, or for a total of 5 years  
1063 including the initial year of the loan:

1064 (1) PURPOSES.—The purposes for which such obligations may  
1065 be incurred within the intent of this section shall include only  
1066 the purchase of school buses, land, and equipment for  
1067 educational purposes; the erection of, alteration to, or  
1068 addition to educational plants, ancillary plants, and auxiliary  
1069 facilities; and the adjustment of insurance on educational  
1070 property on a 5-year plan, as provided by rules of the State  
1071 Board of Education.

1072 Section 26. Subsection (2) of section 1011.60, Florida  
1073 Statutes, is amended to read:

2025166e1

1074 1011.60 Minimum requirements of the Florida Education  
1075 Finance Program.—Each district which participates in the state  
1076 appropriations for the Florida Education Finance Program shall  
1077 provide evidence of its effort to maintain an adequate school  
1078 program throughout the district and shall meet at least the  
1079 following requirements:

1080 (2) MINIMUM TERM.—Operate all schools for a term of 180  
1081 actual teaching days or the equivalent on an hourly basis as  
1082 specified by rules of the State Board of Education each school  
1083 year. The State Board of Education may prescribe procedures for  
1084 altering, and, upon written application, may alter, this  
1085 requirement during a national, state, or local emergency as it  
1086 may apply to an individual school or schools in any district or  
1087 districts if the district school board certifies to the  
1088 Commissioner of Education that ~~if, in the opinion of the board,~~  
1089 it is not necessary ~~feasible~~ to make up lost days or hours, and  
1090 the apportionment may, at the discretion of the Commissioner of  
1091 Education and if the board determines that the reduction of  
1092 school days or hours is caused by the existence of a bona fide  
1093 emergency, be reduced for such district or districts in  
1094 proportion to the decrease in the length of term in any such  
1095 school or schools. A strike, as defined in s. 447.203(6), by  
1096 employees of the school district may not be considered an  
1097 emergency.

1098 Section 27. Paragraph (o) of subsection (1) of section  
1099 1011.62, Florida Statutes, is amended to read:

1100 1011.62 Funds for operation of schools.—If the annual  
1101 allocation from the Florida Education Finance Program to each  
1102 district for operation of schools is not determined in the

2025166e1

annual appropriations act or the substantive bill implementing the annual appropriations act, it shall be determined as follows:

(1) COMPUTATION OF THE BASIC AMOUNT TO BE INCLUDED FOR OPERATION.—The following procedure shall be followed in determining the annual allocation to each district for operation:

(o) *Calculation of additional full-time equivalent membership based on successful completion of a career-themed course pursuant to ss. 1003.491-1003.493, or courses with embedded CAPE industry certifications or CAPE Digital Tool certificates, and issuance of industry certification identified on the CAPE Industry Certification Funding List pursuant to rules adopted by the State Board of Education or CAPE Digital Tool certificates pursuant to s. 1003.4203.—*

1.a. A value of 0.025 full-time equivalent student membership shall be calculated for CAPE Digital Tool certificates earned by students in elementary and middle school grades.

b. A value of 0.1 or 0.2 full-time equivalent student membership shall be calculated for each student who completes a course as defined in s. 1003.493(1)(b) or courses with embedded CAPE industry certifications and who is issued an industry certification identified annually on the CAPE Industry Certification Funding List approved under rules adopted by the State Board of Education. A value of 0.2 full-time equivalent membership shall be calculated for each student who is issued a CAPE industry certification that has a statewide articulation agreement for college credit approved by the State Board of

2025166e1

Education. For CAPE industry certifications that do not articulate for college credit, the Department of Education shall assign a full-time equivalent value of 0.1 for each certification. Middle grades students who earn additional FTE membership for a CAPE Digital Tool certificate pursuant to sub-subparagraph a. may not rely solely on the previously funded examination to satisfy the requirements for earning an industry certification under this sub-subparagraph. The State Board of Education shall include the assigned values on the CAPE Industry Certification Funding List under rules adopted by the state board. Such value shall be added to the total full-time equivalent student membership for grades 6 through 12 in the subsequent year. CAPE industry certifications earned through dual enrollment must be reported and funded pursuant to s. 1011.80. However, if a student earns a certification through a dual enrollment course and the certification is not a fundable certification on the postsecondary certification funding list, or the dual enrollment certification is earned as a result of an agreement between a school district and a nonpublic postsecondary institution, the bonus value shall be funded in the same manner as other nondual enrollment course industry certifications. In such cases, the school district may provide for an agreement between the high school and the technical center, or the school district and the postsecondary institution may enter into an agreement for equitable distribution of the bonus funds.

c. A value of 0.3 full-time equivalent student membership shall be calculated for student completion of at least three courses and an industry certification in a single career and



2025166e1

technical education program or program of study.

d. A value of 0.5 full-time equivalent student membership shall be calculated for CAPE Acceleration Industry Certifications that articulate for 15 to 29 college credit hours, and 1.0 full-time equivalent student membership shall be calculated for CAPE Acceleration Industry Certifications that articulate for 30 or more college credit hours pursuant to CAPE Acceleration Industry Certifications approved by the commissioner pursuant to ss. 1003.4203(4) and 1008.44.

2. Each district must allocate at least 80 percent of the funds provided for CAPE industry certification, in accordance with this paragraph, to the program that generated the funds, and any remaining funds provided for CAPE industry certification for school district career and technical education programs. This allocation may not be used to supplant funds provided for basic operation of the program.

3. For CAPE industry certifications earned in the 2013-2014 school year and in subsequent years, the school district shall distribute to each classroom teacher who provided direct instruction toward the attainment of a CAPE industry certification that qualified for additional full-time equivalent membership under subparagraph 1.:

a. A bonus of \$25 for each student taught by a teacher who provided instruction in a course that led to the attainment of a CAPE industry certification on the CAPE Industry Certification Funding List with a weight of 0.1.

b. A bonus of \$50 for each student taught by a teacher who provided instruction in a course that led to the attainment of a CAPE industry certification on the CAPE Industry Certification

2025166e1

Funding List with a weight of 0.2.

c. A bonus of \$75 for each student taught by a teacher who provided instruction in a course that led to the attainment of a CAPE industry certification on the CAPE Industry Certification Funding List with a weight of 0.3.

d. A bonus of \$100 for each student taught by a teacher who provided instruction in a course that led to the attainment of a CAPE industry certification on the CAPE Industry Certification Funding List with a weight of 0.5 or 1.0.

~~Bonuses awarded pursuant to this paragraph shall be provided to teachers who are employed by the district in the year in which the additional FTE membership calculation is included in the calculation.~~ Bonuses shall be calculated based upon the associated weight of a CAPE industry certification on the CAPE Industry Certification Funding List for the year in which the certification is earned by the student. Any bonus awarded to a teacher pursuant to this paragraph is in addition to any regular wage or other bonus the teacher received or is scheduled to receive. A bonus may not be awarded to a teacher who fails to maintain the security of any CAPE industry certification examination or who otherwise violates the security or administration protocol of any assessment instrument that may result in a bonus being awarded to the teacher under this paragraph.

Section 28. Paragraph (b) of subsection (3) of section 1011.6202, Florida Statutes, is amended to read:

1011.6202 Principal Autonomy Program Initiative.—The Principal Autonomy Program Initiative is created within the

2025166e1

Department of Education. The purpose of the program is to provide a highly effective principal of a participating school with increased autonomy and authority to operate his or her school, as well as other schools, in a way that produces significant improvements in student achievement and school management while complying with constitutional requirements. The State Board of Education may, upon approval of a principal autonomy proposal, enter into a performance contract with the district school board for participation in the program.

(3) EXEMPTION FROM LAWS.—

(b) A participating school or a school operated by a principal pursuant to subsection (5) shall comply with the provisions of chapters 1000-1013, and rules of the state board that implement those provisions, pertaining to the following:

1. Those laws relating to the election and compensation of district school board members, the election or appointment and compensation of district school superintendents, public meetings and public records requirements, financial disclosure, and conflicts of interest.

2. Those laws relating to the student assessment program and school grading system, including chapter 1008.

3. Those laws relating to the provision of services to students with disabilities.

4. Those laws relating to civil rights, including s. 1000.05, relating to discrimination.

5. Those laws relating to student health, safety, and welfare.

6. Section 1001.42(4)(f), relating to the uniform opening date for public schools.

2025166e1

1248           7. Section 1003.03, governing maximum class size, except  
1249 that the calculation for compliance pursuant to s. 1003.03 is  
1250 the average at the school level for a participating school.

1251           8. Sections 1012.22(1)(c) and 1012.27(2), relating to  
1252 compensation and salary schedules.

1253           9. Section 1012.33(5), relating to workforce reductions for  
1254 annual contracts for instructional personnel. This subparagraph  
1255 does not apply to at-will employees.

1256           10. Section 1012.335, relating to annual or instructional  
1257 multiyear contracts for instructional personnel hired on or  
1258 after July 1, 2011. This subparagraph does not apply to at-will  
1259 employees.

1260           11. Section 1012.34, relating to personnel evaluation  
1261 procedures and criteria.

1262           12. Those laws pertaining to educational facilities,  
1263 including chapter 1013, except that s. 1013.20, relating to  
1264 covered walkways for relocatables, is eligible for exemption.

1265           13. Those laws pertaining to participating school  
1266 districts, including this section and ss. 1011.69(2) and  
1267 1012.28(8).

1268           Section 29. Subsection (4) of section 1011.69, Florida  
1269 Statutes, is amended, and subsection (5) is added to that  
1270 section, to read:

1271           1011.69 Equity in School-Level Funding Act.—

1272           (4) After providing Title I, Part A, Basic funds to schools  
1273 above the 75 percent poverty threshold, which may include high  
1274 schools above the 50 percent threshold as permitted by federal  
1275 law, school districts shall provide any remaining Title I, Part  
1276 A, Basic funds directly to all eligible schools as provided in

2025166e1

1277 this subsection. For purposes of this subsection, an eligible  
1278 school is a school that is eligible to receive Title I funds,  
1279 including a charter school. ~~The threshold for identifying~~  
1280 ~~eligible schools may not exceed the threshold established by a~~  
1281 ~~school district for the 2016-2017 school year or the statewide~~  
1282 ~~percentage of economically disadvantaged students, as determined~~  
1283 ~~annually.~~

1284 (a) Prior to the allocation of Title I funds to eligible  
1285 schools, a school district may withhold funds only as follows:

1286 1. One percent for parent involvement, in addition to the  
1287 one percent the district must reserve under federal law for  
1288 allocations to eligible schools for parent involvement;

1289 2. A necessary and reasonable amount for administration  
1290 which includes the district's indirect cost rate, not to exceed  
1291 a total of 10 percent;

1292 3. A reasonable and necessary amount to provide:

1293 a. Homeless programs;

1294 b. Delinquent and neglected programs;

1295 c. Prekindergarten programs and activities;

1296 d. Private school equitable services; and

1297 e. Transportation for foster care children to their school  
1298 of origin or choice programs;

1299 4. Up to 5 percent to provide financial incentives and  
1300 rewards to teachers who serve students in eligible schools,  
1301 including charter schools, identified for comprehensive support  
1302 and improvement activities or targeted support and improvement  
1303 activities, for the purpose of attracting and retaining  
1304 qualified and effective teachers, including teachers of any  
1305 subject or grade level for whom a measurement under s.

2025166e1

1012.34(7) or a state-approved Alternative Student Growth Model  
is unavailable; and

~~5.4.~~ A necessary and reasonable amount, ~~not to exceed 1~~  
~~percent,~~ for eligible schools, including charter schools, to  
provide educational services in accordance with the approved  
Title I plan. Such educational services may include the  
provision of STEM curricula, instructional materials, and  
related learning technologies that support academic achievement  
in science, technology, engineering, and mathematics in Title I  
schools, including, but not limited to, technologies related to  
drones, coding, animation, artificial intelligence,  
cybersecurity, data science, the engineering design process,  
mobile development, and robotics. Funds may be reserved under  
this subparagraph only to the extent that all required  
reservations under federal law have been met and that such  
reservation does not reduce school-level allocations below the  
levels required under federal law.

(b) All remaining Title I funds shall be distributed to all  
eligible schools in accordance with federal law and regulation.  
An eligible school may use funds under this subsection to  
participate in discretionary educational services provided by  
the school district. Any funds provided by an eligible school to  
participate in discretionary educational services provided by  
the school district are not subject to the requirements of this  
subsection.

(c) Any funds carried forward by the school district are  
not subject to the requirements of this subsection.

(5) The Department of Education shall make funds from Title  
I, Title II, and Title III programs available to local education

2025166e1

1335 agencies for the full period of availability provided in federal  
1336 law.

1337 Section 30. Paragraphs (c), (e), and (h) of subsection (2)  
1338 of section 1011.71, Florida Statutes, are amended to read:

1339 1011.71 District school tax.—

1340 (2) In addition to the maximum millage levy as provided in  
1341 subsection (1), each school board may levy not more than 1.5  
1342 mills against the taxable value for school purposes for charter  
1343 schools pursuant to s. 1013.62(1) and (3) and for district  
1344 schools to fund:

1345 (c) The purchase, lease-purchase, or lease of school buses  
1346 or other motor vehicles regularly used for the transportation of  
1347 prekindergarten disability program and K-12 public school  
1348 students to and from school or to and from school activities,  
1349 and owned, operated, rented, contracted, or leased by any  
1350 district school board.

1351 (e) Payments for educational plants, ancillary plants, and  
1352 auxiliary facilities and sites due under a lease-purchase  
1353 agreement entered into by a district school board pursuant to s.  
1354 1003.02(1)(f) or s. 1013.15(2), not exceeding, in the aggregate,  
1355 an amount equal to three-fourths of the proceeds from the  
1356 millage levied by a district school board pursuant to this  
1357 subsection. The three-fourths limit is waived for lease-purchase  
1358 agreements entered into before June 30, 2009, by a district  
1359 school board pursuant to this paragraph. If payments under  
1360 lease-purchase agreements in the aggregate, including lease-  
1361 purchase agreements entered into before June 30, 2009, exceed  
1362 three-fourths of the proceeds from the millage levied pursuant  
1363 to this subsection, the district school board may not withhold

2025166e1

the administrative fees authorized by s. 1002.33(20) from any charter school operating in the school district.

(h) Payment of costs of leasing relocatable educational plants, ancillary plants, and auxiliary facilities, of renting or leasing educational plants, ancillary plants, and auxiliary facilities and sites pursuant to s. 1013.15(2), or of renting or leasing buildings or space within existing buildings pursuant to s. 1013.15(4).

Section 31. Paragraph (c) of subsection (1) and paragraph (a) of subsection (3) of section 1012.22, Florida Statutes, are amended to read:

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

(1) Designate positions to be filled, prescribe qualifications for those positions, and provide for the appointment, compensation, promotion, suspension, and dismissal of employees as follows, subject to the requirements of this chapter:

(c) *Compensation and salary schedules.*—

1. Definitions.—As used in this paragraph:

a. "Adjustment" means an addition to the base salary schedule that is not a bonus and becomes part of the employee's permanent base salary and shall be considered compensation under s. 121.021(22).

b. "Grandfathered salary schedule" means the salary schedule or schedules adopted by a district school board before July 1, 2014, pursuant to subparagraph 4.

c. "Instructional personnel" means instructional personnel as defined in s. 1012.01(2)(a)-(d), excluding substitute



2025166e1

1393 teachers.

1394 d. "Performance salary schedule" means the salary schedule  
1395 or schedules adopted by a district school board pursuant to  
1396 subparagraph 5.

1397 e. "Salary schedule" means the schedule or schedules used  
1398 to provide the base salary for district school board personnel.

1399 f. "School administrator" means a school administrator as  
1400 defined in s. 1012.01(3)(c).

1401 g. "Supplement" means an annual addition to the base salary  
1402 for the term of the negotiated supplement as long as the  
1403 employee continues his or her employment for the purpose of the  
1404 supplement. A supplement does not become part of the employee's  
1405 continuing base salary but shall be considered compensation  
1406 under s. 121.021(22).

1407 2. Cost-of-living adjustment.—A district school board may  
1408 provide a cost-of-living salary adjustment if the adjustment:

1409 a. Does not discriminate among comparable classes of  
1410 employees based upon the salary schedule under which they are  
1411 compensated.

1412 b. Does not exceed 50 percent of the annual adjustment  
1413 provided to instructional personnel rated as effective.

1414 3. Advanced degrees.—A district school board may use  
1415 advanced degrees in setting a salary schedule for instructional  
1416 personnel or school administrators if the advanced degree is  
1417 held in the individual's area of certification, a field related  
1418 to their teaching assignment, or a related field of study. For  
1419 the purposes of the salary schedule, an advanced degree may  
1420 include a master's degree or higher in the area of certification  
1421 or teaching assignment, or an advanced degree in another field

2025166e1

1422 with a minimum of 18 graduate semester hours related to the area  
1423 of certification or teaching assignment.

1424 4. Grandfathered salary schedule.—

1425 a. The district school board shall adopt a salary schedule  
1426 or salary schedules to be used as the basis for paying all  
1427 school employees hired before July 1, 2014. Instructional  
1428 personnel on annual contract as of July 1, 2014, shall be placed  
1429 on the performance salary schedule adopted under subparagraph 4.

1430 ~~5.~~ Instructional personnel on continuing contract or  
1431 professional service contract may opt into the performance  
1432 salary schedule if the employee relinquishes such contract and  
1433 agrees to be employed on an annual contract under s. 1012.335.  
1434 Such an employee shall be placed on the performance salary  
1435 schedule and may not return to continuing contract or  
1436 professional service contract status. Any employee who opts into  
1437 the performance salary schedule may not return to the  
1438 grandfathered salary schedule.

1439 b. In determining the grandfathered salary schedule for  
1440 instructional personnel, a district school board must base a  
1441 portion of each employee's compensation upon performance  
1442 demonstrated under s. 1012.34 and shall provide differentiated  
1443 pay for both instructional personnel and school administrators  
1444 based upon district-determined factors, including, but not  
1445 limited to, additional responsibilities, school demographics,  
1446 critical shortage areas, and level of job performance  
1447 difficulties.

1448 5. Performance salary schedule.—By July 1, 2014, the  
1449 district school board shall adopt a performance salary schedule  
1450 that provides annual salary adjustments for instructional

2025166e1

1451 personnel and school administrators based upon performance  
1452 determined under s. 1012.34. Employees hired on or after July 1,  
1453 2014, or employees who choose to move from the grandfathered  
1454 salary schedule to the performance salary schedule shall be  
1455 compensated pursuant to the performance salary schedule once  
1456 they have received the appropriate performance evaluation for  
1457 this purpose.

1458       a. Base salary.—The base salary shall be established as  
1459 follows:

1460           (I) The base salary for instructional personnel or school  
1461 administrators who opt into the performance salary schedule  
1462 shall be the salary paid in the prior year, including  
1463 adjustments only.

1464           (II) Instructional personnel or school administrators new  
1465 to the district, returning to the district after a break in  
1466 service without an authorized leave of absence, or appointed for  
1467 the first time to a position in the district in the capacity of  
1468 instructional personnel or school administrator shall be placed  
1469 on the performance salary schedule.

1470       b. Salary adjustments.—Salary adjustments for highly  
1471 effective or effective performance shall be established as  
1472 follows:

1473           (I) The annual salary adjustment under the performance  
1474 salary schedule for an employee rated as highly effective must  
1475 be at least 25 percent greater than the highest annual salary  
1476 adjustment available to an employee of the same classification  
1477 through any other salary schedule adopted by the district.

1478           (II) The annual salary adjustment under the performance  
1479 salary schedule for an employee rated as effective must be equal

2025166e1

1480 to at least 50 percent and no more than 75 percent of the annual  
1481 adjustment provided for a highly effective employee of the same  
1482 classification.

1483 (III) A salary schedule may ~~shall~~ not provide an annual  
1484 salary adjustment for an employee who receives a rating other  
1485 than highly effective or effective for the year.

1486 c. Salary supplements.—In addition to the salary  
1487 adjustments, each district school board shall provide for salary  
1488 supplements for activities that must include, but are not  
1489 limited to:

1490 (I) Assignment to a Title I eligible school.

1491 (II) Assignment to a school that earned a grade of "F" or  
1492 three consecutive grades of "D" pursuant to s. 1008.34 such that  
1493 the supplement remains in force for at least 1 year following  
1494 improved performance in that school.

1495 (III) Certification and teaching in critical teacher  
1496 shortage areas. Statewide critical teacher shortage areas shall  
1497 be identified by the State Board of Education under s. 1012.07.  
1498 However, the district school board may identify other areas of  
1499 critical shortage within the school district for purposes of  
1500 this sub-sub-subparagraph and may remove areas identified by the  
1501 state board which do not apply within the school district.

1502 (IV) Assignment of additional academic responsibilities.

1503  
1504 If budget constraints in any given year limit a district school  
1505 board's ability to fully fund all adopted salary schedules, the  
1506 performance salary schedule may ~~shall~~ not be reduced on the  
1507 basis of total cost or the value of individual awards in a  
1508 manner that is proportionally greater than reductions to any

2025166e1

other salary schedules adopted by the district. Any compensation for longevity of service awarded to instructional personnel who are on any other salary schedule must be included in calculating the salary adjustments required by sub-subparagraph b.

(3) (a) *Collective bargaining.*—Notwithstanding provisions of chapter 447 related to district school board collective bargaining, collective bargaining may not preclude a district school board from carrying out its constitutional and statutory duties related to the following:

1. Providing incentives to effective and highly effective teachers.

2. Implementing intervention and support strategies under s. 1008.33 to address the causes of low student performance and improve student academic performance and attendance.

3. Implementing student discipline provisions required by law, including a review of a student's abilities, past performance, behavior, and needs.

4. Implementing school safety plans and requirements.

5. Implementing staff and student recognition programs.

6. Distributing correspondence to parents, teachers, and community members related to the daily operation of schools and the district.

7. Providing any required notice or copies of information related to the district school board or district operations which is readily available on the school district's website.

8. The school district's calendar.

9. Providing salary supplements pursuant to sub-sub-subparagraph (1) (c) 5.c. (III).

Section 32. Present paragraphs (b) and (c) of subsection

2025166e1

(1) of section 1012.335, Florida Statutes, are redesignated as paragraphs (c) and (d), respectively, a new paragraph (b) is added to that subsection, paragraphs (d), (e), and (f) are added to subsection (2) of that section, and subsections (3) and (4) of that section are amended, to read:

1012.335 Contracts with instructional personnel hired on or after July 1, 2011.—

(1) DEFINITIONS.—As used in this section, the term:

(b) “Instructional multiyear contract,” beginning July 1, 2026, means an employment contract for a period not to exceed 3 years which the district school board may choose to award upon completion of a probationary contract and at least one annual contract.

(2) EMPLOYMENT.—

(d) An instructional multiyear contract may be awarded, beginning July 1, 2026, only if the employee:

1. Holds an active professional certificate or temporary certificate issued pursuant to s. 1012.56 and rules of the State Board of Education;

2. Has been recommended by the district school superintendent for the instructional multiyear contract based upon the individual’s evaluation under s. 1012.34 and approved by the district school board; and

3. Has not received an annual performance evaluation rating of unsatisfactory or needs improvement under s. 1012.34.

(e) An employee awarded an instructional multiyear contract who receives an annual performance evaluation rating of unsatisfactory or needs improvement under s. 1012.34 must be returned to an annual contract in the following school year.

2025166e1

Such evaluation rating must be included with the evaluation ratings under subsequent annual contracts for determinations of just cause under s. 1012.33.

(f) The award of an instructional multiyear contract does not remove the authority of the district school superintendent to reassign a teacher during the term of the contract.

(3) VIOLATION OF ANNUAL OR INSTRUCTIONAL MULTIYEAR CONTRACT.—Instructional personnel who accept a written offer from the district school board and who leave their positions without prior release from the district school board are subject to the jurisdiction of the Education Practices Commission.

(4) SUSPENSION OR DISMISSAL OF INSTRUCTIONAL PERSONNEL ON ANNUAL OR INSTRUCTIONAL MULTIYEAR CONTRACT.—Any instructional personnel with an annual or instructional multiyear contract may be suspended or dismissed at any time during the term of the contract for just cause as provided in subsection (5). The district school board shall notify the employee in writing whenever charges are made and may suspend such person without pay. However, if the charges are not sustained, the employee must ~~shall~~ be immediately reinstated and his or her back pay must ~~shall~~ be paid. If the employee wishes to contest the charges, he or she must, within 15 days after receipt of the written notice, submit a written request for a hearing to the district school board. A direct hearing must ~~shall~~ be conducted by the district school board or a subcommittee thereof within 60 days after receipt of the written appeal. The hearing must ~~shall~~ be conducted in accordance with ss. 120.569 and 120.57. A majority vote of the membership of the district school board shall be required to sustain the district school

2025166e1

superintendent's recommendation. The district school board's determination is final as to the sufficiency or insufficiency of the grounds for suspension without pay or dismissal. Any such decision adverse to the employee may be appealed by the employee pursuant to s. 120.68.

Section 33. Paragraphs (a) and (b) of subsection (1) and paragraph (a) of subsection (3) of section 1012.34, Florida Statutes, are amended, and paragraph (c) is added to subsection (7) of that section, to read:

1012.34 Personnel evaluation procedures and criteria.—

(1) EVALUATION SYSTEM APPROVAL AND REPORTING.—

(a) For the purpose of increasing student academic performance by improving the quality of instructional, administrative, and supervisory services in the public schools of this ~~the~~ state, the district school superintendent shall establish procedures for evaluating the performance of duties and responsibilities of all instructional, administrative, and supervisory personnel employed by the school district. The procedures and requirements in subsection (3) must be established by the district school superintendent and approved by the district school board, must set the standards of service to be offered to the public within the meaning of s. 447.209, and are not subject to collective bargaining. The district school superintendent shall provide instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes. The district school superintendent shall report accurate class rosters for the purpose of calculating district and statewide student performance and annually report the evaluation results of instructional personnel and school



2025166e1

administrators to the Department of Education in addition to the information required under subsection (5).

(b) The district school superintendent shall submit the district instructional personnel and school administrator evaluation systems to the department whenever the evaluation systems in subsection (2) are amended ~~department must approve each school district's instructional personnel and school administrator evaluation systems. The department shall monitor each district's implementation of its instructional personnel and school administrator evaluation systems for compliance with the requirements of this section.~~

(3) EVALUATION PROCEDURES AND CRITERIA.—Instructional personnel and school administrator performance evaluations must be based upon the performance of students assigned to their classrooms or schools, as provided in this section. Pursuant to this section, a school district's performance evaluation system is not limited to basing unsatisfactory performance of instructional personnel and school administrators solely upon student performance, but may include other criteria to evaluate instructional personnel and school administrators' performance, or any combination of student performance and other criteria. Evaluation procedures and criteria must comply with, but are not limited to, the following:

(a) A performance evaluation must be conducted for each employee at least once a year, except that a classroom teacher, as defined in s. 1012.01(2)(a), excluding substitute teachers, who is newly hired by the district school board must be observed and evaluated at least twice in the first year of teaching in the school district. The performance evaluation must be based

2025166e1

1654 upon sound educational principles and contemporary research in  
1655 effective educational practices. The evaluation criteria must  
1656 include:

1657 1. Performance of students.—At least one-half ~~one-third~~ of  
1658 a performance evaluation must be based upon data and indicators  
1659 of student performance, as determined by each school district.  
1660 ~~This portion of the evaluation must include growth or~~  
1661 ~~achievement data of the teacher's students or, for a school~~  
1662 ~~administrator, the students attending the school over the course~~  
1663 ~~of at least 3 years. If less than 3 years of data are available,~~  
1664 ~~the years for which data are available must be used. The~~  
1665 ~~proportion of growth or achievement data may be determined by~~  
1666 ~~instructional assignment.~~

1667 2. ~~Instructional practice. For instructional personnel, at~~  
1668 ~~least one-third of the performance evaluation must be based upon~~  
1669 ~~instructional practice. Evaluation criteria used when annually~~  
1670 ~~observing classroom teachers, as defined in s. 1012.01(2)(a),~~  
1671 ~~excluding substitute teachers, must include indicators based~~  
1672 ~~upon each of the Florida Educator Accomplished Practices adopted~~  
1673 ~~by the State Board of Education. For instructional personnel who~~  
1674 ~~are not classroom teachers, evaluation criteria must be based~~  
1675 ~~upon indicators of the Florida Educator Accomplished Practices~~  
1676 ~~and may include specific job expectations related to student~~  
1677 ~~support. This section does not preclude a school administrator~~  
1678 ~~from visiting and observing classroom teachers throughout the~~  
1679 ~~school year for purposes of providing mentorship, training,~~  
1680 ~~instructional feedback, or professional learning.~~

1681 3. ~~Instructional leadership. For school administrators, at~~  
1682 ~~least one-third of the performance evaluation must be based on~~

2025166e1

~~instructional leadership. Evaluation criteria for instructional leadership must include indicators based upon each of the leadership standards adopted by the State Board of Education under s. 1012.986, including performance measures related to the effectiveness of classroom teachers in the school, the administrator's appropriate use of evaluation criteria and procedures, recruitment and retention of effective and highly effective classroom teachers, improvement in the percentage of instructional personnel evaluated at the highly effective or effective level, and other leadership practices that result in student learning growth. The system may include a means to give parents and instructional personnel an opportunity to provide input into the administrator's performance evaluation.~~

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

(7) MEASUREMENT OF STUDENT PERFORMANCE.—

(c) The measurement of student learning growth under paragraph (a) may not be the sole determinant for any incentive pay for instructional personnel or school administrators.

Section 34. Paragraph (c) of subsection (1) of section 1012.39, Florida Statutes, is amended to read:

2025166e1

1012.39 Employment of substitute teachers, teachers of adult education, nondegreed teachers of career education, and career specialists; students performing clinical field experience.—

(1) Notwithstanding ss. 1012.32, 1012.55, 1012.56, and 1012.57, or any other provision of law or rule to the contrary, each district school board shall establish the minimal qualifications for:

(c) Part-time and full-time nondegreed teachers of career programs. Qualifications must be established for nondegreed teachers of career and technical education courses for program clusters that are recognized in the state and are based primarily on successful occupational experience rather than academic training. The qualifications for such teachers must require:

1. The filing of a complete set of fingerprints in the same manner as required by s. 1012.32. Faculty employed solely to conduct postsecondary instruction may be exempted from this requirement.

2. Documentation of education and successful occupational experience, including documentation of:

a. A high school diploma or the equivalent.

b. Completion of a minimum level, established by the district school board, ~~3 years~~ of full-time successful occupational experience or the equivalent of part-time experience in the teaching specialization area. The district school board may establish alternative qualifications for teachers with an industry certification in the career area in which they teach.

2025166e1

1741 c. ~~For full-time teachers, completion of professional~~  
1742 ~~education training in teaching methods, course construction,~~  
1743 ~~lesson planning and evaluation, and teaching special needs~~  
1744 ~~students. This training may be completed through coursework from~~  
1745 ~~an accredited or approved institution or an approved district~~  
1746 ~~teacher education program, or the local school district~~  
1747 ~~inservice master plan.~~

1748 d. Documentation of industry certification when state or  
1749 national industry certifications are available and applicable.

1750 Section 35. Paragraphs (a), (b), (d), and (e) of subsection  
1751 (2) of section 1012.555, Florida Statutes, are amended to read:

1752 1012.555 Teacher Apprenticeship Program.—

1753 (2)(a) An individual must meet the following minimum  
1754 eligibility requirements to participate in the apprenticeship  
1755 program:

1756 1. Be enrolled in or have completed ~~Have received~~ an  
1757 associate degree program at ~~from~~ an accredited postsecondary  
1758 institution.

1759 2. Have earned a cumulative grade point average of 2.5 in  
1760 that degree program.

1761 3. Have successfully passed a background screening as  
1762 provided in s. 1012.32.

1763 4. Have received a temporary apprenticeship certificate as  
1764 provided in s. 1012.56(7)(d).

1765 (b) As a condition of participating in the program, an  
1766 apprentice teacher must commit to spending at least the first 2  
1767 years in the classroom of a mentor teacher using team teaching  
1768 strategies identified in s. 1003.03(4)(b) ~~s. 1003.03(5)(b)~~ and  
1769 fulfilling the on-the-job training component of the registered

2025166e1

1770 apprenticeship and its associated standards.

1771 (d) An apprentice teacher must be appointed by the district  
1772 school board or work in the district as an education  
1773 paraprofessional and must be paid in accordance with s. 446.032  
1774 and rules adopted by the State Board of Education.

1775 (e) An apprentice teacher may change schools or districts  
1776 after the first year of his or her apprenticeship if the  
1777 receiving ~~hiring~~ school or district has agreed to fund the  
1778 remaining year of the apprenticeship.

1779 Section 36. Paragraph (g) of subsection (2), subsections  
1780 (3) and (7), and paragraph (a) of subsection (8) of section  
1781 1012.56, Florida Statutes, are amended to read:

1782 1012.56 Educator certification requirements.—

1783 (2) ELIGIBILITY CRITERIA.—To be eligible to seek  
1784 certification, a person must:

1785 (g) Demonstrate mastery of general knowledge pursuant to  
1786 subsection (3), if the person serves as a classroom teacher as  
1787 defined in s. 1012.01(2)(a).

1788 (3) MASTERY OF GENERAL KNOWLEDGE.—Acceptable means of  
1789 demonstrating mastery of general knowledge are:

1790 (a) Achievement of passing scores on the general knowledge  
1791 examination required by state board rule;

1792 (b) Documentation of a valid professional standard teaching  
1793 certificate issued by another state;

1794 (c) Documentation of a valid certificate issued by the  
1795 National Board for Professional Teaching Standards or a national  
1796 educator credentialing board approved by the State Board of  
1797 Education;

1798 (d) Documentation of two semesters of successful, full-time

2025166e1

1799 or part-time teaching in a Florida College System institution,  
1800 state university, or private college or university that awards  
1801 an associate or higher degree and is an accredited institution  
1802 or an institution of higher education identified by the  
1803 Department of Education as having a quality program;

1804 (e) Achievement of passing scores, identified in state  
1805 board rule, on national or international examinations that test  
1806 comparable content and relevant standards in verbal, analytical  
1807 writing, and quantitative reasoning skills, including, but not  
1808 limited to, the verbal, analytical writing, and quantitative  
1809 reasoning portions of the Graduate Record Examination and the  
1810 SAT, ACT, and Classic Learning Test. Passing scores identified  
1811 in state board rule must be at approximately the same level of  
1812 rigor as is required to pass the general knowledge examinations;  
1813 or

1814 (f) Documentation of receipt of a master's or higher degree  
1815 from an accredited postsecondary educational institution that  
1816 the Department of Education has identified as having a quality  
1817 program resulting in a baccalaureate degree or higher.  
1818

1819 A school district that employs an individual who does not  
1820 achieve passing scores on any subtest of the general knowledge  
1821 examination must provide information regarding the availability  
1822 of state-level and district-level supports and instruction to  
1823 assist him or her in achieving a passing score. Such information  
1824 must include, but need not be limited to, state-level test  
1825 information guides, school district test preparation resources,  
1826 and preparation courses offered by state universities and  
1827 Florida College System institutions. The requirement of mastery

2025166e1

of general knowledge shall be waived for an individual who has been provided 3 years of supports and instruction and who has been rated effective or highly effective under s. 1012.34 for each of the last 3 years.

(7) TYPES AND TERMS OF CERTIFICATION.—

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

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

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

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

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

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

d. Is rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, based in part on student performance as measured by a statewide, standardized assessment or an Advanced Placement, Advanced International Certificate of Education, or International Baccalaureate examination.

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

3. Meets the applicable requirements of paragraphs (2)(a)-(h) and completes a professional learning certification program approved by the department pursuant to paragraph (8)(c) or an



2025166e1

educator preparation institute approved by the department pursuant to s. 1004.85. An applicant who completes one of these programs and is rated highly effective as determined by his or her performance evaluation under s. 1012.34 is not required to take or achieve a passing score on the professional education competency examination in order to be awarded a professional certificate.

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

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

2. For a subject area specialization for which the state board otherwise requires a bachelor's degree, documents 48 months of active-duty military service with an honorable discharge or a medical separation; completes the requirements outlined in paragraphs (2)(a), (b), and (d)-(f); completes the subject area content requirements specified in state board rule or demonstrates mastery of subject area knowledge pursuant to subsection (5); and documents completion of 60 college credits with a minimum cumulative grade point average of 2.5 on a 4.0 scale, as provided by one or more accredited institutions of higher learning or a nonaccredited institution of higher learning identified by the Department of Education as having a quality program resulting in a bachelor's degree or higher; or

2025166e1

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

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

(d) The department shall issue a temporary apprenticeship certificate to any applicant who meets the requirements of paragraphs (2)(a), (b), and (d)-(f).

(e) A person who is issued a temporary certificate under paragraph (b) must be assigned a teacher mentor for a minimum of 2 school years after commencing employment. Each teacher mentor selected by the school district, charter school, or charter management organization must:

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

2025166e1

1915           2. Have earned at least 3 years of teaching experience in  
1916 prekindergarten through grade 12; and

1917           3. Have earned an effective or highly effective rating on  
1918 the prior year's performance evaluation under s. 1012.34.

1919           (f)1. A temporary certificate is valid for 5 school fiscal  
1920 years, is limited to a one-time issuance, and is nonrenewable.

1921           2. A temporary apprenticeship certificate issued under  
1922 paragraph (d) is valid for 5 school years, may be issued only  
1923 once, and is nonrenewable.

1924           (g) A certificateholder may request that her or his  
1925 certificate be placed in an inactive status. A certificate that  
1926 has been inactive may be reactivated upon application to the  
1927 department. The department shall prescribe, by rule,  
1928 professional learning requirements as a condition of  
1929 reactivating a certificate that has been inactive for more than  
1930 1 year.

1931           (h) A school district or a regional education consortium  
1932 may issue temporary certificates, based on the requirements in  
1933 paragraph (b). School districts and regional education consortia  
1934 must report the number of such certificates issued, and any  
1935 additional information to the department, based on reporting  
1936 requirements adopted by the State Board of Education. Such  
1937 certificates are subject to the authority of the Education  
1938 Practices Commission under s. 1012.795.

1940 At least 1 year before an individual's department-issued  
1941 temporary certificate is set to expire, the department shall  
1942 electronically notify the individual of the date on which his or  
1943 her certificate will expire and provide a list of each method by

2025166e1

which the qualifications for a professional certificate can be completed.

(8) PROFESSIONAL LEARNING CERTIFICATION PROGRAM.—

(a) The Department of Education shall develop and each school district, charter school, and charter management organization may provide a cohesive competency-based professional learning certification program by which instructional staff may satisfy the mastery of professional preparation and education competence requirements specified in subsection (6) and rules of the State Board of Education.

Participants must hold a state-issued temporary certificate. A school district, charter school, or charter management organization that implements the program shall provide a competency-based certification program developed by the Department of Education or developed by the district, charter school, or charter management organization and approved by the Department of Education. These entities may collaborate with other supporting agencies or educational entities for implementation. The program shall include the following:

1. A teacher mentorship and induction component.

a. Each individual selected by the district, charter school, or charter management organization as a mentor:

(I) Must hold a valid professional certificate issued pursuant to this section;

(II) Must have earned at least 3 years of teaching experience in prekindergarten through grade 12;

(III) Must have completed training in clinical supervision and participate in ongoing mentor training provided through the coordinated system of professional learning under s. 1012.98(4);

2025166e1

(IV) Must have earned an effective or highly effective rating on the prior year's performance evaluation; and

(V) May be a peer evaluator under the district's evaluation system approved under s. 1012.34.

b. The teacher mentorship and induction component must, at a minimum, provide routine opportunities for mentoring and induction activities, including ongoing professional learning as described in s. 1012.98 targeted to a teacher's needs, opportunities for a teacher to observe other teachers, co-teaching experiences, and reflection and follow-up ~~followup~~ discussions. Professional learning must meet the criteria established in s. 1012.98(3). Mentorship and induction activities must be provided for an applicant's first year in the program and may be provided until the applicant attains his or her professional certificate in accordance with this section.

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

a. An initial evaluation of each educator's competencies to determine an appropriate individualized professional learning plan.

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

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

a. The state academic standards provided under s. 1003.41,

2025166e1

including scientifically researched and evidence-based reading instructional strategies grounded in the science of reading, content literacy, and mathematical practices, for each subject identified on the temporary certificate. Reading instructional strategies for foundational skills shall include phonics instruction for decoding and encoding as the primary instructional strategy for word reading. Instructional strategies may not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading. Instructional strategies may include visual information and strategies which improve background and experiential knowledge, add context, and increase oral language and vocabulary to support comprehension, but may not be used to teach word reading.

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

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

5. Beginning with candidates entering a program in the 2022-2023 school year, a candidate for certification in a coverage area identified pursuant to s. 1012.585(3)(g) ~~s. 1012.585(3)(f)~~ must successfully complete all competencies for a reading endorsement, including completion of the endorsement practicum.

Section 37. Paragraph (a) of subsection (2), subsection (3), and paragraph (b) of subsection (5) of section 1012.585, Florida Statutes, are amended to read:

2025166e1

1012.585 Process for renewal of professional certificates.—

(2)(a) All professional certificates, except a nonrenewable professional certificate, are ~~shall be~~ renewable for successive periods not to exceed 10 ~~5~~ years after the date of submission of documentation of completion of the requirements for renewal provided in subsection (3). Only one renewal may be granted during each 5-year or 10-year validity period of a professional certificate.

1. An applicant who is rated highly effective, pursuant to s. 1012.34, in the first 4 years of the 5-year validity period of his or her professional certificate is eligible for a professional certificate valid for 10 years. An applicant must be issued at least one 5-year professional certificate to be eligible for a 10-year professional certificate. An applicant who does not meet the requirement of this subparagraph is eligible only to renew his or her 5-year professional certificate.

2. An applicant who is rated effective or highly effective, pursuant to s. 1012.34, for the first 9 years of the 10-year validity period of his or her professional certificate is eligible to renew a professional certificate valid for 10 years. An applicant issued a 10-year professional certificate who does not meet the requirement of this subparagraph is eligible only for renewal of a professional certificate valid for 5 years.

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

(a) The applicant must:

1. Earn a minimum of 6 college credits or 120 inservice points or a combination thereof for a certificate valid for 5

2025166e1

years.

2. Earn a minimum of 12 college credits or 240 inservice points or a combination thereof for a professional certificate valid for 10 years. A minimum of 5 college credits or 100 inservice points or a combination thereof must be earned within the first 5 years of a professional certificate valid for 10 years.

(b) For each area of specialization to be retained on a certificate, the applicant must earn at least 3 of the required credit hours or equivalent inservice points in the specialization area. Education in "clinical educator" training pursuant to s. 1004.04(5)(b); participation in mentorship and induction activities, including as a mentor, pursuant to s. 1012.56(8)(a); and credits or points that provide training in the area of scientifically researched, knowledge-based reading literacy grounded in the science of reading, including explicit, systematic, and sequential approaches to reading instruction, developing phonemic awareness, and implementing multisensory intervention strategies, and computational skills acquisition, exceptional student education, normal child development, and the disorders of development may be applied toward any specialization area. Credits or points that provide training in the areas of drug abuse, child abuse and neglect, strategies in teaching students having limited proficiency in English, or dropout prevention, or training in areas identified in the educational goals and performance standards adopted pursuant to ss. 1000.03(5) and 1008.345 may be applied toward any specialization area, except specialization areas identified by State Board of Education rule that include reading instruction



2025166e1

or intervention for any students in kindergarten through grade 6. Each district school board shall include in its inservice master plan the ability for teachers to receive inservice points for supporting students in extracurricular career and technical education activities, such as career and technical student organization activities outside of regular school hours and training related to supervising students participating in a career and technical student organization. Credits or points earned through approved summer institutes may be applied toward the fulfillment of these requirements. Inservice points may also be earned by participation in professional growth components approved by the State Board of Education and specified pursuant to s. 1012.98 in the district's approved master plan for inservice educational training; however, such points may not be used to satisfy the specialization requirements of this paragraph.

(c)~~(b)~~ In lieu of college course credit or inservice points, the applicant may renew a subject area specialization by passage of a state board approved Florida-developed subject area examination or, if a Florida subject area examination has not been developed, a standardized examination specified in state board rule.

(d)~~(e)~~ If an applicant wishes to retain more than two specialization areas on the certificate, the applicant must ~~shall~~ be permitted two successive validity periods for renewal of all specialization areas, but must earn no fewer than 6 college course credit hours or the equivalent inservice points in any one validity period.

(e)~~(d)~~ The State Board of Education shall adopt rules for

2025166e1

the expanded use of training for renewal of the professional certificate for educators who are required to complete training in teaching students of limited English proficiency or students with disabilities and training in the teaching of reading as follows:

1. A teacher who holds a professional certificate may use college credits or inservice points earned through training in teaching students of limited English proficiency or students with disabilities and training in the teaching of reading in excess of 6 semester hours during one certificate-validity period toward renewal of the professional certificate during the subsequent validity periods.

2. A teacher who holds a temporary certificate may use college credits or inservice points earned through training in teaching students of limited English proficiency or students with disabilities and training in the teaching of reading toward renewal of the teacher's first professional certificate. Such training must not have been included within the degree program, and the teacher's temporary and professional certificates must be issued for consecutive school years.

(f)~~(e)~~ Beginning July 1, 2014, an applicant for renewal of a professional certificate must earn a minimum of one college credit or the equivalent inservice points in the area of instruction for teaching students with disabilities. The requirement in this paragraph may not add to the total hours required by the department for continuing education or inservice training.

(g)~~(f)~~ An applicant for renewal of a professional certificate in any area of certification identified by State

2025166e1

Board of Education rule that includes reading instruction or intervention for any students in kindergarten through grade 6, with a beginning validity date of July 1, 2020, or thereafter, must earn a minimum of 2 college credits or the equivalent inservice points in evidence-based instruction and interventions grounded in the science of reading specifically designed for students with characteristics of dyslexia, including the use of explicit, systematic, and sequential approaches to reading instruction, developing phonological and phonemic awareness, decoding, and implementing multisensory intervention strategies. Such training must be provided by teacher preparation programs under s. 1004.04 or s. 1004.85 or approved school district professional learning systems under s. 1012.98. The requirements in this paragraph may not add to the total hours required by the department for continuing education or inservice training.

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

(i)~~(h)~~ A teacher may earn inservice points only once during each 5-year validity period for any mandatory training topic that is not linked to student learning or professional growth.

(5) The State Board of Education shall adopt rules to allow the reinstatement of expired professional certificates. The

2025166e1

department may reinstate an expired professional certificate if the certificateholder:

(b) Documents completion of 6 college credits during the 5 years immediately preceding reinstatement of the expired certificate, completion of 120 inservice points, or a combination thereof, in an area specified in paragraph (3) (b) ~~(3) (a)~~ to include the credit required under paragraph (3) (f) ~~(3) (e)~~.

The requirements of this subsection may not be satisfied by subject area examinations or college credits completed for issuance of the certificate that has expired.

Section 38. Section 1013.19, Florida Statutes, is amended to read:

1013.19 Purchase, conveyance, or encumbrance of property interests above surface of land; joint-occupancy structures.—For the purpose of implementing jointly financed construction project agreements, or for the construction of combined occupancy structures, any board may purchase, own, convey, sell, lease, or encumber airspace or any other interests in property above the surface of the land, provided the lease of airspace for nonpublic use is for such reasonable rent, length of term, and conditions as the board in its discretion may determine. All proceeds from such sale or lease shall be used by a the board of trustees for a Florida College System institution or state university ~~or boards~~ receiving the proceeds solely for fixed capital outlay purposes. These purposes may include the renovation or remodeling of existing facilities owned by the board or the construction of new facilities; however, for a

2025166e1

Florida College System institution board or university board, such new facility must be authorized by the Legislature. It is declared that the use of such rental by the board for public purposes in accordance with its statutory authority is a public use. Airspace or any other interest in property held by the Board of Trustees of the Internal Improvement Trust Fund or the State Board of Education may not be divested or conveyed without approval of the respective board. Any building, including any building or facility component that is common to both nonpublic and educational portions thereof, constructed in airspace that is sold or leased for nonpublic use pursuant to this section is subject to all applicable state, county, and municipal regulations pertaining to land use, zoning, construction of buildings, fire protection, health, and safety to the same extent and in the same manner as such regulations would be applicable to the construction of a building for nonpublic use on the appurtenant land beneath the subject airspace. Any educational facility constructed or leased as a part of a joint-occupancy facility is subject to all rules and requirements of the respective boards or departments having jurisdiction over educational facilities. Any contract executed by a university board of trustees pursuant to this section is subject to the provisions of s. 1010.62.

Section 39. Section 1013.35, Florida Statutes, is amended to read:

1013.35 School district educational facilities plan; definitions; preparation, adoption, and amendment; long-term work programs.—

(1) ~~DEFINITIONS. As used in this section, the term:~~

2025166e1

2234 ~~(a) "Adopted educational facilities plan" means the~~  
2235 ~~comprehensive planning document that is adopted annually by the~~  
2236 ~~district school board as provided in subsection (2) and that~~  
2237 ~~contains the educational plant survey.~~

2238 ~~(b) "District facilities work program" means the 5-year~~  
2239 ~~listing of capital outlay projects adopted by the district~~  
2240 ~~school board as provided in subparagraph (2) (a)2. and paragraph~~  
2241 ~~(2) (b) as part of the district educational facilities plan,~~  
2242 ~~which is required in order to:~~

2243 ~~1. Properly maintain the educational plant and ancillary~~  
2244 ~~facilities of the district.~~

2245 ~~2. Provide an adequate number of satisfactory student~~  
2246 ~~stations for the projected student enrollment of the district in~~  
2247 ~~K-12 programs.~~

2248 ~~(c) "Tentative educational facilities plan" means the~~  
2249 ~~comprehensive planning document prepared annually by the~~  
2250 ~~district school board and submitted to the Office of Educational~~  
2251 ~~Facilities and the affected general-purpose local governments.~~

2252 ~~(2) PREPARATION OF TENTATIVE DISTRICT EDUCATIONAL~~  
2253 ~~FACILITIES PLAN.—~~

2254 ~~(a) Annually, before prior to the adoption of the district~~  
2255 ~~school budget, each district school board shall prepare a~~  
2256 ~~tentative district educational facilities plan that includes~~  
2257 ~~long-range planning for facilities needs over 5-year, 10-year,~~  
2258 ~~and 20-year periods. The district school board shall submit the~~  
2259 ~~tentative facilities plan to the department The plan must be~~  
2260 ~~developed in coordination with the general-purpose local~~  
2261 ~~governments and be consistent with the local government~~  
2262 ~~comprehensive plans. The school board's plan for provision of~~

2025166e1

new schools must meet the needs of all growing communities in the district, ranging from small rural communities to large urban cities. The plan must include:

1. Projected student populations apportioned geographically at the local level. The projections must be based on information produced by the demographic, revenue, and education estimating conferences pursuant to s. 216.136, where available, as modified by the district based on development data and agreement with the local governments and the Office of Educational Facilities. The projections must be apportioned geographically with assistance from the local governments using local development trend data and the school district student enrollment data.

2. An inventory of existing school facilities. Any anticipated expansions or closures of existing school sites over the 5-year, 10-year, and 20-year periods must be identified. The inventory must include an assessment of areas proximate to existing schools and identification of the need for improvements to infrastructure, safety, including safe access routes, and conditions in the community. The plan must also provide a listing of major repairs and renovation projects anticipated over the period of the plan.

3. Projections of facilities space needs, which may not exceed the norm space and occupant design criteria established in the State Requirements for Educational Facilities.

4. Information on leased, loaned, and donated space and relocatables used for conducting the district's instructional programs.

5. The general location of public schools proposed to be constructed over the 5-year, 10-year, and 20-year time periods,

2025166e1

including a listing of the proposed schools' site acreage needs and anticipated capacity and maps showing the general locations. The school board's identification of general locations of future school sites must be based on the school siting requirements of s. 163.3177(6) (a) and policies in the comprehensive plan which provide guidance for appropriate locations for school sites.

6. The identification of options deemed reasonable and approved by the school board which reduce the need for additional permanent student stations. Such options may include, but need not be limited to:

- a. Acceptable capacity;
- b. Redistricting;
- c. Busing;
- d. Year-round schools;
- e. Charter schools;
- f. Magnet schools; and
- g. Public-private partnerships.

7. The criteria and method, jointly determined by the local government and the school board, for determining the impact of proposed development to public school capacity.

(b) The plan must also include a financially feasible district facilities work program for a 5-year period. The work program must include:

1. A schedule of major repair and renovation projects necessary to maintain the educational facilities and ancillary facilities of the district.

2. A schedule of capital outlay projects necessary to ensure the availability of satisfactory student stations for the projected student enrollment in K-12 programs. This schedule



2025166e1

2321 ~~shall consider:~~

2322 ~~a. The locations, capacities, and planned utilization rates~~  
2323 ~~of current educational facilities of the district. The capacity~~  
2324 ~~of existing satisfactory facilities, as reported in the Florida~~  
2325 ~~Inventory of School Houses must be compared to the capital~~  
2326 ~~outlay full-time equivalent student enrollment as determined by~~  
2327 ~~the department, including all enrollment used in the calculation~~  
2328 ~~of the distribution formula in s. 1013.64.~~

2329 ~~b. The proposed locations of planned facilities, whether~~  
2330 ~~those locations are consistent with the comprehensive plans of~~  
2331 ~~all affected local governments, and recommendations for~~  
2332 ~~infrastructure and other improvements to land adjacent to~~  
2333 ~~existing facilities. The provisions of ss. 1013.33(6), (7), and~~  
2334 ~~(8) and 1013.36 must be addressed for new facilities planned~~  
2335 ~~within the first 3 years of the work plan, as appropriate.~~

2336 ~~c. Plans for the use and location of relocatable~~  
2337 ~~facilities, leased facilities, and charter school facilities.~~

2338 ~~d. Plans for multitrack scheduling, grade level~~  
2339 ~~organization, block scheduling, or other alternatives that~~  
2340 ~~reduce the need for additional permanent student stations.~~

2341 ~~e. Information concerning average class size and~~  
2342 ~~utilization rate by grade level within the district which will~~  
2343 ~~result if the tentative district facilities work program is~~  
2344 ~~fully implemented.~~

2345 ~~f. The number and percentage of district students planned~~  
2346 ~~to be educated in relocatable facilities during each year of the~~  
2347 ~~tentative district facilities work program. For determining~~  
2348 ~~future needs, student capacity may not be assigned to any~~  
2349 ~~relocatable classroom that is scheduled for elimination or~~

2025166e1

2350 ~~replacement with a permanent educational facility in the current~~  
2351 ~~year of the adopted district educational facilities plan and in~~  
2352 ~~the district facilities work program adopted under this section.~~  
2353 ~~Those relocatable classrooms clearly identified and scheduled~~  
2354 ~~for replacement in a school board adopted, financially feasible,~~  
2355 ~~5-year district facilities work program shall be counted at zero~~  
2356 ~~capacity at the time the work program is adopted and approved by~~  
2357 ~~the school board. However, if the district facilities work~~  
2358 ~~program is changed and the relocatable classrooms are not~~  
2359 ~~replaced as scheduled in the work program, the classrooms must~~  
2360 ~~be reentered into the system and be counted at actual capacity.~~  
2361 ~~Relocatable classrooms may not be perpetually added to the work~~  
2362 ~~program or continually extended for purposes of circumventing~~  
2363 ~~this section. All relocatable classrooms not identified and~~  
2364 ~~scheduled for replacement, including those owned, lease-~~  
2365 ~~purchased, or leased by the school district, must be counted at~~  
2366 ~~actual student capacity. The district educational facilities~~  
2367 ~~plan must identify the number of relocatable student stations~~  
2368 ~~scheduled for replacement during the 5-year survey period and~~  
2369 ~~the total dollar amount needed for that replacement.~~

2370 ~~g. Plans for the closure of any school, including plans for~~  
2371 ~~disposition of the facility or usage of facility space, and~~  
2372 ~~anticipated revenues.~~

2373 ~~h. Projects for which capital outlay and debt service funds~~  
2374 ~~accruing under s. 9(d), Art. XII of the State Constitution are~~  
2375 ~~to be used shall be identified separately in priority order on a~~  
2376 ~~project priority list within the district facilities work~~  
2377 ~~program.~~

2378 ~~3. The projected cost for each project identified in the~~

2025166e1

~~district facilities work program. For proposed projects for new student stations, a schedule shall be prepared comparing the planned cost and square footage for each new student station, by elementary, middle, and high school levels, to the low, average, and high cost of facilities constructed throughout the state during the most recent fiscal year for which data is available from the Department of Education.~~

~~4. A schedule of estimated capital outlay revenues from each currently approved source which is estimated to be available for expenditure on the projects included in the district facilities work program.~~

~~5. A schedule indicating which projects included in the district facilities work program will be funded from current revenues projected in subparagraph 4.~~

~~6. A schedule of options for the generation of additional revenues by the district for expenditure on projects identified in the district facilities work program which are not funded under subparagraph 5. Additional anticipated revenues may include Classrooms First funds.~~

~~(c) To the extent available, the tentative district educational facilities plan shall be based on information produced by the demographic, revenue, and education estimating conferences pursuant to s. 216.136.~~

~~(2)(d)~~ Provision must shall be made for public comment concerning the tentative district educational facilities plan.

~~(e) The district school board shall coordinate with each affected local government to ensure consistency between the tentative district educational facilities plan and the local government comprehensive plans of the affected local governments~~

2025166e1

2408 ~~during the development of the tentative district educational~~  
2409 ~~facilities plan.~~

2410 (3)~~(f)~~ Not less than once every 5 years, the district  
2411 school board shall have an audit conducted of the district's  
2412 educational planning and construction activities. An operational  
2413 audit conducted by the Auditor General pursuant to s. 11.45  
2414 satisfies this requirement.

2415 (4)~~(3)~~ ~~SUBMITTAL OF TENTATIVE DISTRICT EDUCATIONAL~~  
2416 ~~FACILITIES PLAN TO LOCAL GOVERNMENT.~~ The district school board  
2417 shall submit a copy of its tentative district educational  
2418 facilities plan to all affected local governments before ~~prior~~  
2419 ~~to~~ adoption by the board. The affected local governments may  
2420 ~~shall~~ review the tentative district educational facilities plan  
2421 and comment to the district school board on the consistency of  
2422 the plan with the local comprehensive plan, whether a  
2423 comprehensive plan amendment will be necessary for any proposed  
2424 educational facility, and whether the local government supports  
2425 a necessary comprehensive plan amendment. If the local  
2426 government does not support a comprehensive plan amendment for a  
2427 proposed educational facility, the matter must ~~shall~~ be resolved  
2428 pursuant to the interlocal agreement when required by ss.  
2429 163.3177(6) (h), 163.31777, and 1013.33(2). The process for the  
2430 submittal and review must ~~shall~~ be detailed in the interlocal  
2431 agreement when required pursuant to ss. 163.3177(6) (h),  
2432 163.31777, and 1013.33(2).

2433 (5)~~(4)~~ ~~ADOPTED DISTRICT EDUCATIONAL FACILITIES PLAN.~~  
2434 Annually, the district school board shall consider and adopt the  
2435 tentative district educational facilities plan ~~completed~~  
2436 ~~pursuant to subsection (2).~~ Upon giving proper notice to the

2025166e1

public and local governments and opportunity for public comment, the district school board may amend the plan to revise the priority of projects, to add or delete projects, to reflect the impact of change orders, or to reflect the approval of new revenue sources which may become available. The district school board shall submit the revised plan to the department. The adopted district educational facilities plan must ~~shall~~:

(a) Be a complete, balanced, and financially feasible capital outlay financial plan for the district.

(b) Set forth the proposed commitments and planned expenditures of the district to address the educational facilities needs of its students and to adequately provide for the maintenance of the educational plant and ancillary facilities, including safe access ways from neighborhoods to schools.

~~(6)-(5) EXECUTION OF ADOPTED DISTRICT EDUCATIONAL FACILITIES PLAN.~~ The first year of the adopted district educational facilities plan constitutes ~~shall constitute~~ the capital outlay budget required in s. 1013.61. ~~The adopted district educational facilities plan shall include the information required in subparagraphs (2)(b)1., 2., and 3., based upon projects actually funded in the plan.~~

Section 40. Subsections (3) and (4) of section 1013.41, Florida Statutes, are amended to read:

1013.41 SMART schools; Classrooms First; legislative purpose.—

(3) SCHOOL DISTRICT EDUCATIONAL FACILITIES PLAN.—It is the purpose of the Legislature to create s. 1013.35, requiring each school district annually to adopt an educational facilities plan

2025166e1

that provides an integrated long-range facilities plan, including the survey of projected needs and the 5-year work program. The purpose of the educational facilities plan is to keep the district school board, local governments, and the public fully informed as to whether the district is using sound policies and practices that meet the essential needs of students and that warrant public confidence in district operations. The educational facilities plan will be monitored by the Office of Educational Facilities, which will also apply performance standards pursuant to s. 1013.04.

(4) OFFICE OF EDUCATIONAL FACILITIES.—It is the purpose of the Legislature to require the Office of Educational Facilities to assist school districts in building SMART schools utilizing functional and frugal practices. The Office of Educational Facilities shall ~~must~~ review district facilities ~~work programs and projects~~ and identify opportunities to maximize design and construction savings; ~~develop school district facilities work program performance standards;~~ and provide for review and recommendations to the Governor, the Legislature, and the State Board of Education.

Section 41. Subsection (4) of section 1013.45, Florida Statutes, is amended to read:

1013.45 Educational facilities contracting and construction techniques for school districts and Florida College System institutions.—

(4) Except as otherwise provided in this section and s. 481.229, the services of a registered architect must be used by Florida College System institution and state university boards of trustees for the development of plans for the erection,

2025166e1

2495 enlargement, or alteration of any educational facility. The  
2496 services of a registered architect are not required for a minor  
2497 renovation project for which the construction cost is less than  
2498 \$50,000 or for the placement or hookup of relocatable  
2499 educational-facilities that conform to standards adopted under  
2500 s. 1013.37. However, boards must provide compliance with  
2501 building code requirements and ensure that these structures are  
2502 adequately anchored for wind resistance as required by law. A  
2503 ~~district school board shall reuse existing construction~~  
2504 ~~documents or design criteria packages if such reuse is feasible~~  
2505 ~~and practical. If a school district's 5-year educational~~  
2506 ~~facilities work plan includes the construction of two or more~~  
2507 ~~new schools for students in the same grade group and program,~~  
2508 ~~such as elementary, middle, or high school, the district school~~  
2509 ~~board must require that prototype design and construction be~~  
2510 ~~used for the construction of these schools.~~ Notwithstanding s.  
2511 287.055, a board may purchase the architectural services for the  
2512 design of educational or ancillary facilities under an existing  
2513 contract agreement for professional services held by a district  
2514 school board in the State of Florida, provided that the purchase  
2515 is to the economic advantage of the purchasing board, the  
2516 services conform to the standards prescribed by rules of the  
2517 State Board of Education, and such reuse is not without notice  
2518 to, and permission from, the architect of record whose plans or  
2519 design criteria are being reused. Plans must be reviewed for  
2520 compliance with the State Requirements for Educational  
2521 Facilities. Rules adopted under this section must establish  
2522 uniform prequalification, selection, bidding, and negotiation  
2523 procedures applicable to construction management contracts and

2025166e1

the design-build process. This section does not supersede any small, woman-owned, or minority-owned business enterprise preference program adopted by a board. Except as otherwise provided in this section, the negotiation procedures applicable to construction management contracts and the design-build process must conform to the requirements of s. 287.055. A board may not modify any rules regarding construction management contracts or the design-build process.

Section 42. Section 1013.451, Florida Statutes, is repealed.

Section 43. Paragraph (a) of subsection (3) of section 1013.62, Florida Statutes, is amended to read:

1013.62 Charter schools capital outlay funding.—

(3) If the school board levies the discretionary millage authorized in s. 1011.71(2), the department shall use the following calculation methodology to determine the amount of revenue that a school district must distribute to each eligible charter school:

(a) Reduce the total discretionary millage revenue by the school district's annual debt service obligation incurred as of March 1, 2017, which has not been subsequently retired, and any amount of participation requirement pursuant to s.

1013.64(2)(a)7. ~~s. 1013.64(2)(a)8.~~ that is being satisfied by revenues raised by the discretionary millage.

By October 1 of each year, each school district shall certify to the department the amount of debt service and participation requirement that complies with the requirement of paragraph (a) and can be reduced from the total discretionary millage revenue.



2025166e1

The Auditor General shall verify compliance with the requirements of paragraph (a) and s. 1011.71(2)(e) during scheduled operational audits of school districts.

Section 44. Paragraph (e) of subsection (1), paragraph (a) of subsection (2), paragraph (d) of subsection (3), paragraph (b) of subsection (5) of section 1013.64, Florida Statutes, are amended, and paragraph (f) is added to subsection (6) of that section, to read:

1013.64 Funds for comprehensive educational plant needs; construction cost maximums for school district capital projects.—Allocations from the Public Education Capital Outlay and Debt Service Trust Fund to the various boards for capital outlay projects shall be determined as follows:

(1)

(e) Remodeling projects must ~~shall~~ be based on the recommendations of a survey pursuant to s. 1013.31, or, for district school boards, as indicated by the relative need as determined by the Florida Inventory of School Houses and the capital outlay full-time equivalent enrollment in the district.

(2)(a) The department shall establish, as a part of the Public Education Capital Outlay and Debt Service Trust Fund, a separate account, in an amount determined by the Legislature, to be known as the "Special Facility Construction Account." The Special Facility Construction Account shall be used to provide necessary construction funds to school districts which have urgent construction needs but which lack sufficient resources at present, and cannot reasonably anticipate sufficient resources within the period of the next 3 years, for these purposes from currently authorized sources of capital outlay revenue. A school

2025166e1

district requesting funding from the Special Facility Construction Account shall submit one specific construction project, not to exceed one complete educational plant, to the Special Facility Construction Committee. A district may not receive funding for more than one approved project in any 3-year period or while any portion of the district's participation requirement is outstanding. The first year of the 3-year period shall be the first year a district receives an appropriation. The department shall encourage a construction program that reduces the average size of schools in the district. The request must meet the following criteria to be considered by the committee:

1. The project must be deemed a critical need and must be recommended for funding by the Special Facility Construction Committee. Before developing construction plans for the proposed facility, the district school board must request a preapplication review by the Special Facility Construction Committee or a project review subcommittee convened by the chair of the committee to include two representatives of the department and two staff members from school districts not eligible to participate in the program. A school district may request a preapplication review at any time; however, if the district school board seeks inclusion in the department's next annual capital outlay legislative budget request, the preapplication review request must be made before February 1. Within 90 days after receiving the preapplication review request, the committee or subcommittee must meet in the school district to review the project proposal and existing facilities. To determine whether the proposed project is a critical need,

2025166e1

the committee or subcommittee shall consider, at a minimum, the capacity of all existing facilities within the district as determined by the Florida Inventory of School Houses; the district's pattern of student growth; the district's existing and projected capital outlay full-time equivalent student enrollment as determined by the demographic, revenue, and education estimating conferences established in s. 216.136; the district's existing satisfactory student stations; the use of all existing district property and facilities; grade level configurations; and any other information that may affect the need for the proposed project.

2. The construction project must be recommended ~~in the most recent survey or survey amendment cooperatively prepared by the district school board and the department,~~ and approved by the department under the rules of the State Board of Education. If a district school board employs a consultant in the preparation of a survey or survey amendment, the consultant may not be employed by or receive compensation from a third party that designs or constructs a project recommended by the survey.

3. The construction project must appear on the district's approved project priority list under the rules of the State Board of Education.

4. The district must have selected and had approved a site for the construction project in compliance with s. 1013.36 and the rules of the State Board of Education.

5. The district shall have developed a district school board adopted list of facilities that do not exceed the norm for net square feet occupancy requirements under the State Requirements for Educational Facilities, using all possible

2025166e1

2640 programmatic combinations for multiple use of space to obtain  
2641 maximum daily use of all spaces within the facility under  
2642 consideration.

2643 ~~6. Upon construction, the total cost per student station,~~  
2644 ~~including change orders, must not exceed the cost per student~~  
2645 ~~station as provided in subsection (6) unless approved by the~~  
2646 ~~Special Facility Construction Committee. At the discretion of~~  
2647 ~~the committee, costs that exceed the cost per student station~~  
2648 ~~for special facilities may include legal and administrative~~  
2649 ~~fees, the cost of site improvements or related offsite~~  
2650 ~~improvements, the cost of complying with public shelter and~~  
2651 ~~hurricane hardening requirements, cost overruns created by a~~  
2652 ~~disaster as defined in s. 252.34(2), costs of security~~  
2653 ~~enhancements approved by the school safety specialist, and~~  
2654 ~~unforeseeable circumstances beyond the district's control.~~

2655 ~~7.~~ There shall be an agreement signed by the district  
2656 school board stating that it will advertise for bids within 30  
2657 days of receipt of its encumbrance authorization from the  
2658 department.

2659 ~~7.8.~~ For construction projects for which Special Facilities  
2660 Construction Account funding is sought before the 2019-2020  
2661 fiscal year, the district shall, at the time of the request and  
2662 for a continuing period necessary to meet the district's  
2663 participation requirement, levy the maximum millage against its  
2664 nonexempt assessed property value as allowed in s. 1011.71(2) or  
2665 shall raise an equivalent amount of revenue from the school  
2666 capital outlay surtax authorized under s. 212.055(6). Beginning  
2667 with construction projects for which Special Facilities  
2668 Construction Account funding is sought in the 2019-2020 fiscal

2025166e1

year, the district shall, for a minimum of 3 years before submitting the request and for a continuing period necessary to meet its participation requirement, levy the maximum millage against the district's nonexempt assessed property value as authorized under s. 1011.71(2) or shall raise an equivalent amount of revenue from the school capital outlay surtax authorized under s. 212.055(6). Any district with a new or active project, funded under the provisions of this subsection, shall be required to budget no more than the value of 1 mill per year to the project until the district's participation requirement relating to the local discretionary capital improvement millage or the equivalent amount of revenue from the school capital outlay surtax is satisfied.

8.9. If a contract has not been signed 90 days after the advertising of bids, the funding for the specific project shall revert to the Special Facility New Construction Account to be reallocated to other projects on the list. However, an additional 90 days may be granted by the commissioner.

9.10. The department shall certify the inability of the district to fund the ~~survey-recommended~~ project over a continuous 3-year period using projected capital outlay revenue derived from s. 9(d), Art. XII of the State Constitution, as amended, paragraph (3)(a) of this section, and s. 1011.71(2).

10.11. The district shall have on file with the department an adopted resolution acknowledging its commitment to satisfy its participation requirement, which is equivalent to all unencumbered and future revenue acquired from s. 9(d), Art. XII of the State Constitution, as amended, paragraph (3)(a) of this section, and s. 1011.71(2), in the year of the initial

2025166e1

2698 appropriation and for the 2 years immediately following the  
2699 initial appropriation.

2700 11.12. Phase I plans must be approved by the district  
2701 school board as being in compliance with the building and life  
2702 safety codes before June 1 of the year the application is made.

2703 (3)

2704 (d) Funds accruing to a district school board from the  
2705 provisions of this section shall be expended on needed projects  
2706 as shown ~~by survey or surveys~~ under the rules of the State Board  
2707 of Education.

2708 (5) District school boards shall identify each fund source  
2709 and the use of each proportionate to the project cost, as  
2710 identified in the bid document, to assure compliance with this  
2711 section. The data shall be submitted to the department, which  
2712 shall track this information as submitted by the boards. PECO  
2713 funds shall not be expended as indicated in the following:

2714 (b) PECO funds shall not be used for the construction of  
2715 football fields, bleachers, site lighting for athletic  
2716 facilities, tennis courts, stadiums, racquetball courts, or any  
2717 other competition-type facilities not required for physical  
2718 education curriculum. Regional or intradistrict football  
2719 stadiums may be constructed with these funds provided a minimum  
2720 of two high schools and two middle schools are assigned to the  
2721 facility ~~and the stadiums are survey recommended~~. Sophisticated  
2722 auditoria shall be limited to magnet performing arts schools,  
2723 with all other schools using basic lighting and sound systems as  
2724 determined by rule. Local funds shall be used for enhancement of  
2725 athletic and performing arts facilities.

2726 (6)

2025166e1

2727 (f)1. The Office of Program Policy and Government  
2728 Accountability (OPPAGA) shall review the cost per student  
2729 station levels and annual adjustments provided for in this  
2730 section. The review must include:

2731 a. An evaluation of the estimate required under this  
2732 paragraph.

2733 b. Recommendations for additional costs that should be  
2734 factored into the cost per student station, and other costs that  
2735 should be excluded.

2736 c. A recommendation for changes to the annual adjustment of  
2737 the cost per student station or repeal of the requirements of  
2738 this subsection.

2739 2. OPPAGA shall submit its review to the President of the  
2740 Senate, the Speaker of the House of Representatives, and the  
2741 Commissioner of Education no later than September 1, 2026.

2742 Section 45. Paragraph (e) of subsection (6) of section  
2743 163.3180, Florida Statutes, is amended to read:

2744 163.3180 Concurrency.—

2745 (6)

2746 (e) A school district that includes relocatable facilities  
2747 in its inventory of student stations shall include the capacity  
2748 of such relocatable facilities ~~as provided in s.~~

2749 ~~1013.35(2)(b)2.f.~~, provided the relocatable facilities were  
2750 purchased after 1998 and the relocatable facilities meet the  
2751 standards for long-term use pursuant to s. 1013.20.

2752 Section 46. Paragraph (a) of subsection (5) of section  
2753 1002.68, Florida Statutes, is amended to read:

2754 1002.68 Voluntary Prekindergarten Education Program  
2755 accountability.—

2025166e1

(5) (a) If a public school's or private prekindergarten provider's program assessment composite score for its prekindergarten classrooms fails to meet the minimum program assessment composite score for contracting adopted in rule by the department, the private prekindergarten provider or public school may not participate in the Voluntary Prekindergarten Education Program beginning in the consecutive program year and thereafter until the public school or private prekindergarten provider meets the minimum composite score for contracting. A public school or private prekindergarten provider may request one program assessment per program year in order to requalify for participation in the Voluntary Prekindergarten Education Program, provided that the public school or private prekindergarten provider is not excluded from participation under ss. 1002.55(6), 1002.61(10)(b), 1002.63(9) ~~1002.63(9)(b)~~, or paragraph (5)(b) of this section. If a public school or private prekindergarten provider would like an additional program assessment completed within the same program year, the public school or private prekindergarten provider shall be responsible for the cost of the program assessment.

Section 47. Paragraphs (c) and (e) of subsection (2) of section 1003.631, Florida Statutes, are amended to read:

1003.631 Schools of Excellence.—The Schools of Excellence Program is established to provide administrative flexibility to the state's top schools so that the instructional personnel and administrative staff at such schools can continue to serve their communities and increase student learning to the best of their professional ability.

(2) ADMINISTRATIVE FLEXIBILITIES.—A School of Excellence



2025166e1

must be provided the following administrative flexibilities:

(c) For instructional personnel, the substitution of 1 school year of employment at a School of Excellence for 20 inservice points toward the renewal of a professional certificate, up to 60 inservice points in a 5-year cycle, ~~pursuant to s. 1012.585(3).~~

(e) Calculation for compliance with maximum class size ~~pursuant to s. 1003.03(4)~~ based on the average number of students at the school level.

Section 48. Paragraph (c) of subsection (2) and paragraph (b) of subsection (5) of section 1004.04, Florida Statutes, are amended to read:

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

(2) UNIFORM CORE CURRICULA AND CANDIDATE ASSESSMENT.—

(c) Each candidate must receive instruction and be assessed on the uniform core curricula in the candidate's area or areas of program concentration during course work and field experiences. Beginning with candidates entering a teacher preparation program in the 2022-2023 school year, a candidate for certification in a coverage area identified pursuant to s. 1012.585(3)(g) ~~s. 1012.585(3)(f)~~ must successfully complete all competencies for a reading endorsement, including completion of the endorsement practicum through the candidate's field experience under subsection (5), in order to graduate from the program.

(5) PRESERVICE FIELD EXPERIENCE.—All postsecondary instructors, school district personnel and instructional personnel, and school sites preparing instructional personnel

2025166e1

through preservice field experience courses and internships shall meet special requirements. District school boards may pay student teachers during their internships.

(b)1. All school district personnel and instructional personnel who supervise or direct teacher preparation students during field experience courses or internships taking place in this state in which candidates demonstrate an impact on student learning growth must have:

a. Evidence of "clinical educator" training;

b. A valid professional certificate issued pursuant to s. 1012.56;

c. At least 3 years of teaching experience in prekindergarten through grade 12;

d. Earned an effective or highly effective rating on the prior year's performance evaluation under s. 1012.34 or be a peer evaluator under the district's evaluation system approved under s. 1012.34; and

e. Beginning with the 2022-2023 school year, for all such personnel who supervise or direct teacher preparation students during internships in kindergarten through grade 3 or who are enrolled in a teacher preparation program for a certificate area identified pursuant to s. 1012.585(3)(g) ~~s. 1012.585(3)(f)~~, a certificate or endorsement in reading.

The State Board of Education shall approve the training requirements.

2. All instructional personnel who supervise or direct teacher preparation students during field experience courses or internships in another state, in which a candidate demonstrates

2025166e1

his or her impact on student learning growth, through a Florida online or distance program must have received "clinical educator" training or its equivalent in that state, hold a valid professional certificate issued by the state in which the field experience takes place, and have at least 3 years of teaching experience in prekindergarten through grade 12.

3. All instructional personnel who supervise or direct teacher preparation students during field experience courses or internships, in which a candidate demonstrates his or her impact on student learning growth, on a United States military base in another country through a Florida online or distance program must have received "clinical educator" training or its equivalent, hold a valid professional certificate issued by the United States Department of Defense or a state or territory of the United States, and have at least 3 years teaching experience in prekindergarten through grade 12.

Section 49. Paragraph (b) of subsection (3) of section 1004.85, Florida Statutes, is amended to read:

1004.85 Postsecondary educator preparation institutes.—

(3) Educator preparation institutes approved pursuant to this section may offer competency-based certification programs specifically designed for noneducation major baccalaureate degree holders to enable program participants to meet the educator certification requirements of s. 1012.56. An educator preparation institute choosing to offer a competency-based certification program pursuant to the provisions of this section must implement a program developed by the institute and approved by the department for this purpose. Approved programs shall be available for use by other approved educator preparation

2025166e1

institutes.

(b) Each program participant must:

1. Meet certification requirements pursuant to s. 1012.56(1) by obtaining a statement of status of eligibility in the certification subject area of the educational plan and meet the requirements of s. 1012.56(2)(a)-(f) before participating in field experiences.

2. Demonstrate competency and participate in field experiences that are appropriate to his or her educational plan prepared under paragraph (a). Beginning with candidates entering an educator preparation institute in the 2022-2023 school year, a candidate for certification in a coverage area identified pursuant to s. 1012.585(3)(g) ~~s. 1012.585(3)(f)~~ must successfully complete all competencies for a reading endorsement, including completion of the endorsement practicum through the candidate's field experience, in order to graduate from the program.

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

Section 50. Paragraph (b) of subsection (2) of section 1012.586, Florida Statutes, is amended to read:

1012.586 Additions or changes to certificates; duplicate

2025166e1

certificates; reading endorsement pathways.—

(2)

(b) As part of adopting a pathway pursuant to paragraph (a), the department shall review the competencies for the reading endorsement and subject area examinations for educator certificates identified pursuant to s. 1012.585(3)(g) ~~s.~~ ~~1012.585(3)(f)~~ for alignment with evidence-based instructional and intervention strategies rooted in the science of reading and identified pursuant to s. 1001.215(7) and recommend changes to the State Board of Education. Recommended changes must address identification of the characteristics of conditions such as dyslexia, implementation of evidence-based classroom instruction and interventions, including evidence-based reading instruction and interventions specifically for students with characteristics of dyslexia, and effective progress monitoring. By July 1, 2023, each school district reading endorsement add-on program must be resubmitted for approval by the department consistent with this paragraph.

Section 51. Paragraph (b) of subsection (5) of section 1012.98, Florida Statutes, is amended to read:

1012.98 School Community Professional Learning Act.—

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

(b) Each school district shall develop a professional learning system as specified in subsection (4). The system shall be developed in consultation with teachers, teacher-educators of Florida College System institutions and state universities,

2025166e1

business and community representatives, and local education foundations, consortia, and professional organizations. The professional learning system must:

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

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

3. Provide inservice activities coupled with follow-up ~~followup~~ support appropriate to accomplish district-level and school-level improvement goals and standards. The inservice activities for instructional and school administrative personnel shall focus on analysis of student achievement data; ongoing formal and informal assessments of student achievement; identification and use of enhanced and differentiated

2025166e1

instructional strategies that emphasize rigor, relevance, and reading in the content areas; enhancement of subject content expertise; integrated use of classroom technology that enhances teaching and learning; classroom management; parent involvement; and school safety.

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

5. Include a professional learning catalog for inservice activities, pursuant to rules of the State Board of Education, for all district employees from all fund sources. The catalog must be updated annually by September 1, must be based on input from teachers and district and school instructional leaders, and must use the latest available student achievement data and research to enhance rigor and relevance in the classroom. Each district inservice catalog must be aligned to and support the school-based inservice catalog and school improvement plans pursuant to s. 1001.42(18). Each district inservice catalog must provide a description of the training that middle grades instructional personnel and school administrators receive on the district's code of student conduct adopted pursuant to s. 1006.07; integrated digital instruction and competency-based instruction and CAPE Digital Tool certificates and CAPE industry certifications; classroom management; student behavior and interaction; extended learning opportunities for students; and instructional leadership. District plans must be approved by the district school board annually in order to ensure compliance with subsection (1) and to allow for dissemination of research-

2025166e1

based best practices to other districts. District school boards shall submit verification of their approval to the Commissioner of Education no later than October 1, annually. Each school principal may establish and maintain an individual professional learning plan for each instructional employee assigned to the school as a seamless component to the school improvement plans developed pursuant to s. 1001.42(18). An individual professional learning plan must be related to specific performance data for the students to whom the teacher is assigned, define the inservice objectives and specific measurable improvements expected in student performance as a result of the inservice activity, and include an evaluation component that determines the effectiveness of the professional learning plan.

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

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

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

9. Provide for the continuous evaluation of the quality and effectiveness of professional learning programs in order to eliminate ineffective programs and strategies and to expand effective ones. Evaluations must consider the impact of such activities on the performance of participating educators and



2025166e1

their students' achievement and behavior.

10. For all grades, emphasize:

a. Interdisciplinary planning, collaboration, and instruction.

b. Alignment of curriculum and instructional materials to the state academic standards adopted pursuant to s. 1003.41.

c. Use of small learning communities; problem-solving, inquiry-driven research and analytical approaches for students; strategies and tools based on student needs; competency-based instruction; integrated digital instruction; and project-based instruction.

Each school that includes any of grades 6, 7, or 8 shall include in its school improvement plan, required under s. 1001.42(18), a description of the specific strategies used by the school to implement each item listed in this subparagraph.

11. Provide training to reading coaches, classroom teachers, and school administrators in effective methods of identifying characteristics of conditions such as dyslexia and other causes of diminished phonological processing skills; incorporating instructional techniques into the general education setting which are proven to improve reading performance for all students; and using predictive and other data to make instructional decisions based on individual student needs. The training must help teachers integrate phonemic awareness; phonics, word study, and spelling; reading fluency; vocabulary, including academic vocabulary; and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including

2025166e1

multisensory intervention strategies. Such training for teaching foundational skills must be based on the science of reading and include phonics instruction for decoding and encoding as the primary instructional strategy for word reading. Instructional strategies included in the training may not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading. Such instructional strategies may include visual information and strategies which improve background and experiential knowledge, add context, and increase oral language and vocabulary to support comprehension, but may not be used to teach word reading. Each district must provide all elementary grades instructional personnel access to training sufficient to meet the requirements of s. 1012.585(3)(g) ~~s. 1012.585(3)(f)~~.

Section 52. Except as otherwise expressly provided in this act and except for this section, which shall take effect upon becoming a law, this act shall take effect July 1, 2025.