

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

26 Steps Extended Option regardless of certain federal
27 funding; requiring local program offices of the Early
28 Steps Program to include certain steps for transition
29 in the individualized family support plan for each
30 child served by the Early Steps Extended Option;
31 specifying eligibility criteria for a child's
32 enrollment in the Early Steps Extended Option;
33 authorizing a child to continue receiving services
34 under the Early Steps Extended Option until the
35 beginning of the school year following his or her
36 aging out of the Early Steps Extended Option;
37 providing that a child becomes ineligible to reenter
38 the Early Steps Extended Option upon exiting;
39 requiring local school districts, in conjunction with
40 local program offices, to notify a child's parent or
41 legal guardian of his or her rights under certain
42 circumstances; requiring local program offices to take
43 specified steps for transitioning children out of the
44 Early Steps Extended Option within a specified
45 timeframe before they age out; requiring local program
46 offices, in conjunction with local school districts,
47 to modify or develop, as applicable, individual
48 education plans with specified elements for such
49 children; requiring local program offices and local
50 school districts to provide specified written

51 information to a child's parent or legal guardian if
52 the child is determined ineligible for school district
53 program services; requiring the department to include
54 a performance assessment of the Early Steps Extended
55 Option in a specified annual report; specifying
56 requirements for such assessment; creating s.
57 1003.5711, F.S.; providing legislative findings and
58 intent; requiring the University of Florida Center for
59 Autism and Neurodevelopment to oversee certain grants;
60 requiring the center to develop guidelines for grant
61 administration; providing eligibility requirements for
62 grant applicants; providing that grants may be used
63 for specified purposes; authorizing the center to
64 prioritize grant allocations for specified purposes;
65 requiring grant recipients to submit a specified
66 report; creating s. 1003.5712, F.S.; providing
67 legislative findings and purpose; requiring the
68 University of Florida Center for Autism and
69 Neurodevelopment to fund specialized summer programs
70 for children with autism spectrum disorder; requiring
71 the center to publish guidelines for grant
72 applications; requiring the center to provide
73 technical assistance to grant applicants and
74 recipients; providing eligibility requirements for the
75 specialized summer programs; authorizing the center to

76 set maximum grant amounts; requiring grant recipients
 77 to submit a report to the center within a specified
 78 timeframe; creating s. 1004.551, F.S.; creating the
 79 University of Florida Center for Autism and
 80 Neurodevelopment; providing duties of the center;
 81 requiring the center to develop an autism micro-
 82 credential; providing requirements for the micro-
 83 credential; requiring the center to publish on its
 84 website an annual report; prohibiting the host state
 85 university from charging certain fees to the center;
 86 amending s. 1012.582, F.S.; requiring the Commissioner
 87 of Education to review specified curricula by a
 88 specified date; requiring the commissioner to report
 89 findings and recommendations to the Legislature;
 90 amending s. 1012.585, F.S.; revising the process for
 91 the renewal of professional certificates to include
 92 training in the knowledge and skills required to
 93 support students with autism; providing an effective
 94 date.

95
 96 Be It Enacted by the Legislature of the State of Florida:

97
 98 **Section 1. Paragraph (a) of subsection (1) of section**
 99 **381.9855, Florida Statutes, is amended to read:**

100 381.9855 Dr. and Mrs. Alfonse and Kathleen Cinotti Health

101 Care Screening and Services Grant Program; portal.—

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

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

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

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

120 a. Hearing.

121 b. Vision.

122 c. Dental.

123 d. Cancer.

124 e. Diabetes.

125 f. Renal disease.

- 126 g. Chronic obstructive pulmonary disease.
- 127 h. Hypertension.
- 128 i. Heart disease.
- 129 j. Stroke.
- 130 k. Scoliosis.
- 131 l. Autism.

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

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

136 (1) "Department" means the Department of Health.

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

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

145 (4) ~~(3)~~ "Developmental intervention" or "early
 146 intervention" means individual and group therapies and services
 147 needed to enhance both the infant's or toddler's growth and
 148 development and family functioning. The term includes
 149 habilitative services and assistive technology devices,
 150 rehabilitative services and assistive technology devices, and

151 parent support and training.

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

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

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

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

166 **Section 3. Paragraph (a) of subsection (2) of section**
167 **391.308, Florida Statutes, is amended to read:**

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

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

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

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

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

180 391.3081 Early Steps Extended Option.—

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

188 (2) PURPOSE.—

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

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

196 (3) DUTIES.—

197 (a) The department shall:

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

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

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

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

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

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

223 1. The child must be determined eligible for early
224 intervention services through the Early Steps Program at least
225 45 days before the child's third birthday.

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

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

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

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

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

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

250 (5) TRANSITION TO EDUCATION.—

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

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

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

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

275 (c) If a child is found to be no longer eligible for part

276 B of the federal Individuals with Disabilities Education Act
 277 during the review of an individual education plan, the local
 278 program office and the local school district must provide the
 279 child's parent or legal guardian with written information on
 280 other available services or community resources.

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

284 (a) The assessment must include:

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

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

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

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

301 Education Act.

302 **Section 5. 1003.5711, Florida Statutes, is created to**
 303 **read:**

304 1003.5711 Startup grant for autism charter schools.—

305 (1) LEGISLATIVE FINDINGS AND INTENT.—

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

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

314 (2) ADMINISTRATION.—

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

318 (b) The center shall develop guidelines for grant
 319 administration, including:

320 1. Application procedures and deadlines.

321 2. Criteria for program eligibility and funding
 322 priorities.

323 3. Reporting and accountability standards for grant
 324 recipients.

325 4. A preapproval process to assist applicants with

326 planning in the charter school application process under s.
327 1002.33(6) and (7).

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

329 (a) The guidelines developed by the center must, at a
330 minimum, require applicants, before approval for a startup
331 grant, to:

332 1. Demonstrate intent, in accordance with guidelines
333 developed by the center, to establish or expand a charter school
334 pursuant to s. 1002.33, or a laboratory school under s. 1002.32,
335 to serve exclusively students diagnosed with autism spectrum
336 disorder and classified as exceptional students under s.
337 1003.01(9).

338 2. Provide evidence of community need and stakeholder
339 support, which may include letters of intent to enroll from
340 families or organizations.

341 3. Submit a detailed plan outlining:

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

344 b. Family engagement and strategies for coordinating
345 necessary services for students outside of school hours and as
346 students transition to adulthood.

347 c. Anticipated startup costs and a budget for use of grant
348 funds.

349 d. Strategies for leveraging other federal and state
350 funding.

- 351 4. Provide evidence of financial stability and
352 programmatic expertise.
- 353 5. Attest to compliance with state and federal laws.
- 354 (b) Grants may be used for the following purposes:
- 355 1. Facility acquisition, renovation, or modification.
- 356 2. Purchase or development of specialized instructional
357 materials, curriculum, assistive technology, and adaptive
358 equipment.
- 359 3. Recruitment, salaries, and training of staff
360 experienced in working with students with autism and significant
361 cognitive disabilities.
- 362 4. Student transportation.
- 363 5. Ancillary equipment related to student safety.
- 364 (4) FUNDING AND GRANT AMOUNTS.—
- 365 (a) The grant is subject to legislative appropriation.
- 366 (b) The center shall annually determine the maximum grant
367 amount for each school on the basis of the annual appropriation
368 in relation to projected applications.
- 369 (c) The center may prioritize grants for schools in the
370 following priority:
- 371 1. Programs serving rural and underserved areas.
- 372 2. Programs serving other underserved areas.
- 373 3. Programs with demonstrable success in establishing and
374 operating a charter school exclusively for students with autism
375 and related disorders.

376 4. Programs that use existing facilities.
 377 (d) An applicant may not receive funds until the applicant
 378 has received approval from a sponsoring entity to operate a
 379 charter school or modify an existing charter pursuant to s.
 380 1002.33(6) and (7), or has established a school advisory body
 381 for a laboratory school in accordance with s. 1002.32(8).
 382 (5) REPORTING AND ACCOUNTABILITY.—Grant recipients must
 383 submit an annual report to the Center for Autism and
 384 Neurodevelopment detailing:
 385 (a) How grant funds were expended.
 386 (b) Enrollment and program outcomes following the first
 387 complete school year of operation.
 388 (c) Challenges encountered and recommendations for
 389 improvement.
 390 **Section 6. Section 1003.5712, Florida Statutes, is created**
 391 **to read:**
 392 1003.5712 Specialized summer programs for children with
 393 autism and related disorders.—
 394 (1) PURPOSE AND INTENT.—
 395 (a) The Legislature finds that many children with autism
 396 spectrum disorder face challenges during the summer months due
 397 to limited access to extended school year programs, summer
 398 school, and traditional summer camps that can accommodate their
 399 needs.
 400 (b) The purpose of this section is to support specialized

401 summer programs that provide structured, supportive environments
402 for these children, ensuring continuity of care, skill
403 development, and social engagement.

404 (2) ADMINISTRATION AND GRANTS.—

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

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

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

415 (d) The center shall provide technical assistance to grant
416 applicants and recipients.

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

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

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

- 424 1. Behavioral and social skill development.
425 2. Recreational and leisure activities tailored to

426 individual needs.

427 3. Therapy-based support, including speech, occupational,
428 or behavioral therapies, when appropriate.

429 4. Family support and training workshops.

430 (c) Employ staff with relevant experience or training in
431 working with children with autism and severe emotional,
432 behavioral, or cognitive disorders.

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

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

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

438 (g) Leverage other available federal or state funding
439 sources, including Medicaid waivers, Individuals with
440 Disabilities Education Act (IDEA) and other federal funding, or
441 private contributions, to supplement state grants.

442 (4) FUNDING.—

443 (a) Grants are subject to legislative appropriation.

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

445 1. Facility costs.

446 2. Staff salaries and training.

447 3. Curriculum or other instructional or activity costs.

448 4. Property and liability insurance.

449 5. Equipment purchase or rental.

450 6. Transportation for camp participants.

451 (c) The center shall prioritize awarding grants to
452 programs that:

453 1. Serve underserved or rural areas where specialized
454 summer programs are unavailable.

455 2. Provide comprehensive support services, including
456 family involvement and community integration.

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

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

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

466 (a) Program enrollment and participation.

467 (b) Use of grant funds.

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

470 **Section 7. Section 1004.551, Florida Statutes, is created**
471 **to read:**

472 1004.551 University of Florida Center for Autism and
473 Neurodevelopment.—There is created at the University of Florida
474 the Center for Autism and Neurodevelopment.

475 (1) The center shall:

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

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

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

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

496 (e) Review and approve applications for specialized summer
497 programs for children with autism pursuant to s. 1003.5712. The
498 center shall act as the fiscal agent for grant funds and develop
499 minimum requirements for the creation of specialized summer
500 programs.

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

505 1. The micro-credential must require that the participant
506 demonstrate competency to:

507 a. Identify behaviors associated with autism.

508 b. Support the learning environment in a general education
509 or specialized classroom setting.

510 c. Promote the use of assistive technologies.

511 d. Apply evidence-based practices in instruction.

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

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

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

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

526 access to federal funding sources for establishing charter
527 schools for students with autism and include in its annual
528 report recommendations for improving practical access.

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

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

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

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

542 1012.582 Continuing education and inservice training for
543 teaching students with developmental and emotional or behavioral
544 disabilities.—

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

551 instruction.

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

554 1012.585 Process for renewal of professional
555 certificates.—

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

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

576 that provide training in the areas of drug abuse, child abuse
577 and neglect, strategies in teaching students having limited
578 proficiency in English, or dropout prevention, or training in
579 areas identified in the educational goals and performance
580 standards adopted pursuant to ss. 1000.03(5) and 1008.345 may be
581 applied toward any specialization area, except specialization
582 areas identified by State Board of Education rule that include
583 reading instruction or intervention for any students in
584 kindergarten through grade 6. Each district school board shall
585 include in its inservice master plan the ability for teachers to
586 receive inservice points for supporting students in
587 extracurricular career and technical education activities, such
588 as career and technical student organization activities outside
589 of regular school hours and training related to supervising
590 students participating in a career and technical student
591 organization. Credits or points earned through approved summer
592 institutes may be applied toward the fulfillment of these
593 requirements. Inservice points may also be earned by
594 participation in professional growth components approved by the
595 State Board of Education and specified pursuant to s. 1012.98 in
596 the district's approved master plan for inservice educational
597 training; however, such points may not be used to satisfy the
598 specialization requirements of this paragraph.

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