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LEGISLATIVE ACTION

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|---------------------|---|-------|
| Senate              | . | House |
|                     | . |       |
|                     | . |       |
| Floor: 1/RE/2R      | . |       |
| 05/04/2017 08:00 PM | . |       |
|                     | . |       |

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Senators Flores and Stargel moved the following:

**Senate Amendment (with title amendment)**

Delete everything after the enacting clause  
and insert:

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

125.901 Children's services; independent special district;  
council; powers, duties, and functions; public records  
exemption.—

(1) Each county may by ordinance create an independent  
special district, as defined in ss. 189.012 and 200.001(8)(e),



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12 to provide funding for children's services throughout the county  
13 in accordance with this section. The boundaries of such district  
14 shall be coterminous with the boundaries of the county. The  
15 county governing body shall obtain approval, by a majority vote  
16 of those electors voting on the question, to annually levy ad  
17 valorem taxes which shall not exceed the maximum millage rate  
18 authorized by this section. Any district created pursuant to the  
19 provisions of this subsection shall be required to levy and fix  
20 millage subject to the provisions of s. 200.065. Once such  
21 millage is approved by the electorate, the district shall not be  
22 required to seek approval of the electorate in future years to  
23 levy the previously approved millage.

24 (b) However, any county as defined in s. 125.011(1) may  
25 instead have a governing body consisting of 33 members,  
26 including: the superintendent of schools, or his or her  
27 designee; two representatives of public postsecondary education  
28 institutions located in the county; the county manager or the  
29 equivalent county officer; the district administrator from the  
30 appropriate district of the Department of Children and Families,  
31 or the administrator's designee who is a member of the Senior  
32 Management Service or the Selected Exempt Service; the director  
33 of the county health department or the director's designee; the  
34 state attorney for the county or the state attorney's designee;  
35 the chief judge assigned to juvenile cases, or another juvenile  
36 judge who is the chief judge's designee and who shall sit as a  
37 voting member of the board, except that the judge may not vote  
38 or participate in setting ad valorem taxes under this section;  
39 an individual who is selected by the board of the local United  
40 Way or its equivalent; a member of a locally recognized faith-



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41 based coalition, selected by that coalition; a member of the  
42 local chamber of commerce, selected by that chamber or, if more  
43 than one chamber exists within the county, a person selected by  
44 a coalition of the local chambers; a member of the early  
45 learning coalition, selected by that coalition; a representative  
46 of a labor organization or union active in the county; a member  
47 of a local alliance or coalition engaged in cross-system  
48 planning for health and social service delivery in the county,  
49 selected by that alliance or coalition; a member of the local  
50 Parent-Teachers Association/Parent-Teacher-Student Association,  
51 selected by that association; a youth representative selected by  
52 the local school system's student government; a local school  
53 board member appointed by the chair of the school board; the  
54 mayor of the county or the mayor's designee; one member of the  
55 county governing body, appointed by the chair of that body; a  
56 member of the state Legislature who represents residents of the  
57 county, selected by the chair of the local legislative  
58 delegation; an elected official representing the residents of a  
59 municipality in the county, selected by the county municipal  
60 league; and 4 members-at-large, appointed to the council by the  
61 majority of sitting council members. The remaining 7 members  
62 shall be appointed by the Governor in accordance with procedures  
63 set forth in paragraph (a), except that the Governor may remove  
64 a member for cause or upon the written petition of the council.  
65 Appointments by the Governor must, to the extent reasonably  
66 possible, represent the geographic and demographic diversity of  
67 the population of the county. Members who are appointed to the  
68 council by reason of their position are not subject to the  
69 length of terms and limits on consecutive terms as provided in



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70 this section. The remaining appointed members of the governing  
71 body shall be appointed to serve 2-year terms, except that those  
72 members appointed by the Governor shall be appointed to serve 4-  
73 year terms, and the youth representative and the legislative  
74 delegate shall be appointed to serve 1-year terms. A member may  
75 be reappointed; however, a member may not serve for more than  
76 three consecutive terms. A member is eligible to be appointed  
77 again after a 2-year hiatus from the council.

78 Section 2. Section 1001.4205, Florida Statutes, is created  
79 to read:

80 1001.4205 Visitation of schools by an individual school  
81 board or charter school governing board member.—An individual  
82 member of a district school board may, on any day and at any  
83 time at his or her pleasure, visit any district school in his or  
84 her school district. An individual charter school governing  
85 board member may, on any day and at any time at his or her  
86 pleasure, visit any charter school governed by the charter  
87 school's governing board. The board member must sign in and sign  
88 out at the school's main office and wear his or her board  
89 identification badge at all times while present on school  
90 premises. The board, the school, or any other person or entity,  
91 including, but not limited to, the principal of the school, the  
92 school superintendent, or any other board member, may not  
93 require the visiting board member to provide notice before  
94 visiting the school. The school may offer, but may not require,  
95 an escort to accompany a visiting board member during the visit.  
96 Another board member or a district employee, including, but not  
97 limited to, the superintendent, the school principal, or his or  
98 her designee, may not limit the duration or scope of the visit



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99 or direct a visiting board member to leave the premises. A  
100 board, district, or school administrative policy or practice may  
101 not prohibit or limit the authority granted to a board member  
102 under this section.

103 Section 3. Paragraph (c) of subsection (2) of section  
104 1002.20, Florida Statutes, is amended, present paragraph (d) of  
105 that subsection is redesignated as paragraph (e), a new  
106 paragraph (d) is added to that subsection, and paragraph (m) is  
107 added to subsection (3) of that section, to read:

108 1002.20 K-12 student and parent rights.—Parents of public  
109 school students must receive accurate and timely information  
110 regarding their child's academic progress and must be informed  
111 of ways they can help their child to succeed in school. K-12  
112 students and their parents are afforded numerous statutory  
113 rights, including, but not limited to, the following:

114 (2) ATTENDANCE.—

115 (c) *Absence for religious purposes.*—A parent of a public  
116 school student may request and be granted permission for absence  
117 of the student from school for religious instruction or  
118 religious holidays, in accordance with the provisions of s.  
119 1003.21(2)(b)1. ~~s. 1003.21(2)(b).~~

120 (d) *Absence for treatment of autism spectrum disorder.*—A  
121 parent of a public school student may request and be granted  
122 permission for absence of the student from school for a  
123 scheduled appointment to receive a therapy service or other  
124 medical treatment provided by a licensed health care  
125 practitioner for the treatment of autism spectrum disorder  
126 pursuant to ss. 1003.21(2)(b)2. and 1003.24(4).

127 (3) HEALTH ISSUES.—



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128           (m) Sun-protective measures in school.—A student may  
129 possess and use a topical sunscreen product while on school  
130 property or at a school-sponsored event or activity without a  
131 physician’s note or prescription if the product is regulated by  
132 the United States Food and Drug Administration for over-the-  
133 counter use to limit ultraviolet light-induced skin damage.

134           Section 4. Subsection (13) and paragraph (c) of subsection  
135 (18) of section 1002.33, Florida Statutes, are amended to read:  
136           1002.33 Charter schools.—

137           (13) CHARTER SCHOOL COOPERATIVES.—Charter schools may enter  
138 into cooperative agreements to form charter school cooperative  
139 organizations that may provide ~~the following~~ services to further  
140 educational, operational, and administrative initiatives in  
141 which the participating charter schools share common interests-  
142 ~~charter school planning and development, direct instructional~~  
143 ~~services, and contracts with charter school governing boards to~~  
144 ~~provide personnel administrative services, payroll services,~~  
145 ~~human resource management, evaluation and assessment services,~~  
146 ~~teacher preparation, and professional development.~~

147           (18) FACILITIES.—

148           (c) Any facility, or portion thereof, used to house a  
149 charter school whose charter has been approved by the sponsor  
150 and the governing board, pursuant to subsection (7), shall be  
151 exempt from ad valorem taxes pursuant to s. 196.1983. Library,  
152 community service, museum, performing arts, theatre, cinema,  
153 church, Florida College System institution, college, and  
154 university facilities may provide space to charter schools  
155 within their facilities under their preexisting zoning and land  
156 use designations without obtaining a special exception,



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157 rezoning, a land use charter, or any other form of approval.

158 Section 5. Paragraph (b) of subsection (3) of section  
159 1002.331, Florida Statutes, is amended to read:

160 1002.331 High-performing charter schools.—

161 (3)

162 (b) A high-performing charter school may not establish more  
163 than one charter school within the state under paragraph (a) in  
164 any year. A subsequent application to establish a charter school  
165 under paragraph (a) may not be submitted unless each charter  
166 school established in this manner achieves high-performing  
167 charter school status. However, a high-performing charter school  
168 may establish more than one charter school within the state  
169 under paragraph (a) in any year if it operates in the area of a  
170 persistently low-performing school and serves students from that  
171 school.

172 Section 6. Subsection (8) is added to section 1002.51,  
173 Florida Statutes, to read:

174 1002.51 Definitions.—As used in this part, the term:

175 (8) “Public school prekindergarten provider” includes a  
176 traditional public school or a charter school that is eligible  
177 to deliver the school-year prekindergarten program under s.  
178 1002.63 or the summer prekindergarten program under s. 1002.61.

179 Section 7. Paragraph (b) of subsection (2) of section  
180 1003.21, Florida Statutes, is amended to read:

181 1003.21 School attendance.—

182 (2)

183 (b) Each district school board, in accordance with rules of  
184 the State Board of Education, shall adopt policies authorizing a  
185 policy that authorizes a parent to request and be granted



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186 permission for absence of a student from school for:

187       1. Religious instruction or religious holidays.

188       2. A scheduled appointment to receive a therapy service or  
189 other medical treatment provided by a licensed health care  
190 practitioner for the treatment of autism spectrum disorder,  
191 including, but not limited to, applied behavioral analysis,  
192 speech therapy, and occupational therapy.

193       Section 8. Subsection (4) of section 1003.24, Florida  
194 Statutes, is amended to read:

195       1003.24 Parents responsible for attendance of children;  
196 attendance policy.—Each parent of a child within the compulsory  
197 attendance age is responsible for the child's school attendance  
198 as required by law. The absence of a student from school is  
199 prima facie evidence of a violation of this section; however,  
200 criminal prosecution under this chapter may not be brought  
201 against a parent until the provisions of s. 1003.26 have been  
202 complied with. A parent of a student is not responsible for the  
203 student's nonattendance at school under any of the following  
204 conditions:

205       (4) SICKNESS, INJURY, OR OTHER INSURMOUNTABLE CONDITION.—  
206 Attendance was impracticable or inadvisable on account of  
207 sickness or injury, as attested to by a written statement of a  
208 licensed practicing physician, or a written statement of a  
209 licensed health care practitioner for the treatment of autism  
210 spectrum disorder, or was impracticable because of some other  
211 stated insurmountable condition as defined by rules of the State  
212 Board of Education. If a student is continually sick and  
213 repeatedly absent from school, he or she must be under the  
214 supervision of a physician, or under the care of a licensed





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215 health care practitioner for the treatment of autism spectrum  
216 disorder, in order to receive an excuse from attendance. Such  
217 excuse provides that a student's condition justifies absence for  
218 more than the number of days permitted by the district school  
219 board.

220  
221 Each district school board shall establish an attendance policy  
222 that includes, but is not limited to, the required number of  
223 days each school year that a student must be in attendance and  
224 the number of absences and tardinesses after which a statement  
225 explaining such absences and tardinesses must be on file at the  
226 school. Each school in the district must determine if an absence  
227 or tardiness is excused or unexcused according to criteria  
228 established by the district school board.

229 Section 9. Subsection (1) of section 1003.4156, Florida  
230 Statutes, is amended to read:

231 1003.4156 General requirements for middle grades  
232 promotion.—

233 (1) In order for a student to be promoted to high school  
234 from a school that includes middle grades 6, 7, and 8, the  
235 student must successfully complete the following courses:

236 (a) Three middle grades or higher courses in English  
237 Language Arts (ELA).

238 (b) Three middle grades or higher courses in mathematics.

239 Each school that includes middle grades must offer at least one  
240 high school level mathematics course for which students may earn  
241 high school credit. Successful completion of a high school level  
242 Algebra I or Geometry course is not contingent upon the  
243 student's performance on the statewide, standardized end-of-



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244 course (EOC) assessment. To earn high school credit for Algebra  
245 I, a middle grades student must take the statewide, standardized  
246 Algebra I EOC assessment and pass the course, and in addition,  
247 beginning with the 2013-2014 school year and thereafter, a  
248 student's performance on the Algebra I EOC assessment  
249 constitutes 30 percent of the student's final course grade. To  
250 earn high school credit for a Geometry course, a middle grades  
251 student must take the statewide, standardized Geometry EOC  
252 assessment, which constitutes 30 percent of the student's final  
253 course grade, and earn a passing grade in the course.

254 (c) Three middle grades or higher courses in social  
255 studies. ~~Beginning with students entering grade 6 in the 2012-~~  
256 ~~2013 school year,~~ One of these courses must be at least a one-  
257 semester civics education course that includes the roles and  
258 responsibilities of federal, state, and local governments; the  
259 structures and functions of the legislative, executive, and  
260 judicial branches of government; and the meaning and  
261 significance of historic documents, such as the Articles of  
262 Confederation, the Declaration of Independence, and the  
263 Constitution of the United States. ~~Beginning with the 2013-2014~~  
264 ~~school year, each student's performance on the statewide,~~  
265 ~~standardized EOC assessment in civics education required under~~  
266 ~~s. 1008.22 constitutes 30 percent of the student's final course~~  
267 ~~grade.~~ A middle grades student who transfers into the state's  
268 public school system from out of country, out of state, a  
269 private school, or a home education program after the beginning  
270 of the second term of grade 8 is not required to meet the civics  
271 education requirement for promotion from the middle grades if  
272 the student's transcript documents passage of three courses in



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273 social studies or two year-long courses in social studies that  
274 include coverage of civics education.

275 (d) Three middle grades or higher courses in science.  
276 Successful completion of a high school level Biology I course is  
277 not contingent upon the student's performance on the statewide,  
278 standardized EOC assessment required under s. 1008.22. However,  
279 beginning with the 2012-2013 school year, to earn high school  
280 credit for a Biology I course, a middle grades student must take  
281 the statewide, standardized Biology I EOC assessment, which  
282 constitutes 30 percent of the student's final course grade, and  
283 earn a passing grade in the course.

284 ~~(c) One course in career and education planning to be~~  
285 ~~completed in 6th, 7th, or 8th grade. The course may be taught by~~  
286 ~~any member of the instructional staff. At a minimum, the course~~  
287 ~~must be Internet-based, easy to use, and customizable to each~~  
288 ~~student and include research-based assessments to assist~~  
289 ~~students in determining educational and career options and~~  
290 ~~goals. In addition, the course must result in a completed~~  
291 ~~personalized academic and career plan for the student; must~~  
292 ~~emphasize the importance of entrepreneurship skills; must~~  
293 ~~emphasize technology or the application of technology in career~~  
294 ~~fields; and, beginning in the 2014-2015 academic year, must~~  
295 ~~include information from the Department of Economic~~  
296 ~~Opportunity's economic security report as described in s.~~  
297 ~~445.07. The required personalized academic and career plan must~~  
298 ~~inform students of high school graduation requirements,~~  
299 ~~including a detailed explanation of the diploma designation~~  
300 ~~options provided under s. 1003.4285; high school assessment and~~  
301 ~~college entrance test requirements; Florida Bright Futures~~



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302 ~~Scholarship Program requirements; state university and Florida~~  
303 ~~College System institution admission requirements; available~~  
304 ~~opportunities to earn college credit in high school, including~~  
305 ~~Advanced Placement courses; the International Baccalaureate~~  
306 ~~Program; the Advanced International Certificate of Education~~  
307 ~~Program; dual enrollment, including career dual enrollment; and~~  
308 ~~career education courses, including career-themed courses and~~  
309 ~~courses that lead to industry certification pursuant to s.~~  
310 ~~1003.492 or s. 1008.44.~~

311  
312 ~~Each school must inform parents about the course curriculum and~~  
313 ~~activities. Each student shall complete a personal education~~  
314 ~~plan that must be signed by the student and the student's~~  
315 ~~parent. The Department of Education shall develop course~~  
316 ~~frameworks and professional development materials for the career~~  
317 ~~and education planning course. The course may be implemented as~~  
318 ~~a stand-alone course or integrated into another course or~~  
319 ~~courses. The Commissioner of Education shall collect~~  
320 ~~longitudinal high school course enrollment data by student~~  
321 ~~ethnicity in order to analyze course-taking patterns.~~

322 Section 10. Paragraphs (b) and (f) of subsection (3) and  
323 subsection (4) of section 1003.4282, Florida Statutes, are  
324 amended to read:

325 1003.4282 Requirements for a standard high school diploma.—

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

328 (b) *Four credits in mathematics.*—A student must earn one  
329 credit in Algebra I and one credit in Geometry. A student's  
330 performance on the statewide, standardized Algebra I end-of-



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331 course (EOC) assessment constitutes 30 percent of the student's  
332 final course grade. A student must pass the statewide,  
333 standardized Algebra I EOC assessment, or earn a comparative  
334 score, in order to earn a standard high school diploma. A  
335 student's performance on the statewide, standardized Geometry  
336 EOC assessment constitutes 30 percent of the student's final  
337 course grade. ~~If the state administers a statewide, standardized~~  
338 ~~Algebra II assessment, a student selecting Algebra II must take~~  
339 ~~the assessment, and the student's performance on the assessment~~  
340 ~~constitutes 30 percent of the student's final course grade. A~~  
341 student who earns an industry certification for which there is a  
342 statewide college credit articulation agreement approved by the  
343 State Board of Education may substitute the certification for  
344 one mathematics credit. Substitution may occur for up to two  
345 mathematics credits, except for Algebra I and Geometry.

346 (f) *One credit in physical education.*—Physical education  
347 must include the integration of health. Participation in an  
348 interscholastic sport at the junior varsity or varsity level for  
349 two full seasons shall satisfy the one-credit requirement in  
350 physical education ~~if the student passes a competency test on~~  
351 ~~personal fitness with a score of "C" or better. The competency~~  
352 ~~test on personal fitness developed by the Department of~~  
353 ~~Education must be used.~~ A district school board may not require  
354 that the one credit in physical education be taken during the  
355 9th grade year. Completion of one semester with a grade of "C"  
356 or better in a marching band class, in a physical activity class  
357 that requires participation in marching band activities as an  
358 extracurricular activity, or in a dance class shall satisfy one-  
359 half credit in physical education or one-half credit in



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360 performing arts. This credit may not be used to satisfy the  
361 personal fitness requirement or the requirement for adaptive  
362 physical education under an individual education plan (IEP) or  
363 504 plan. Completion of 2 years in a Reserve Officer Training  
364 Corps (R.O.T.C.) class, a significant component of which is  
365 drills, shall satisfy the one-credit requirement in physical  
366 education and the one-credit requirement in performing arts.  
367 This credit may not be used to satisfy the personal fitness  
368 requirement or the requirement for adaptive physical education  
369 under an IEP or 504 plan.

370 (4) ONLINE COURSE REQUIREMENT.—At least one course within  
371 the 24 credits required under this section must be completed  
372 through online learning.

373 (a) An online course taken in grade 6, grade 7, or grade 8  
374 fulfills the requirements of this subsection. The requirement is  
375 met through an online course offered by the Florida Virtual  
376 School, a virtual education provider approved by the State Board  
377 of Education, a high school, or an online dual enrollment  
378 course. A student who is enrolled in a full-time or part-time  
379 virtual instruction program under s. 1002.45 meets the  
380 requirement.

381 (b) A district school board or a charter school governing  
382 board, as applicable, may allow a student ~~offer students the~~  
383 ~~following options~~ to satisfy the online course requirements of  
384 this subsection by completing a blended learning course or

385 ~~1. Completion of a course in which the~~ a student earns a  
386 nationally recognized industry certification in information  
387 technology that is identified on the CAPE Industry Certification  
388 Funding List pursuant to s. 1008.44 or passing ~~passage of the~~



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389 information technology certification examination without  
390 enrolling enrollment in or completing completion of the  
391 corresponding course or courses, as applicable.

392 ~~2. Passage of an online content assessment, without~~  
393 ~~enrollment in or completion of the corresponding course or~~  
394 ~~courses, as applicable, by which the student demonstrates skills~~  
395 ~~and competency in locating information and applying technology~~  
396 ~~for instructional purposes.~~

397  
398 For purposes of this subsection, a school district may not  
399 require a student to take the online or blended learning course  
400 outside the school day or in addition to a student's courses for  
401 a given semester. This subsection does not apply to a student  
402 who has an individual education plan under s. 1003.57 which  
403 indicates that an online or blended learning course would be  
404 inappropriate or to an out-of-state transfer student who is  
405 enrolled in a Florida high school and has 1 academic year or  
406 less remaining in high school.

407 Section 11. Paragraph (a) of subsection (1) of section  
408 1003.4285, Florida Statutes, is amended to read:

409 1003.4285 Standard high school diploma designations.—

410 (1) Each standard high school diploma shall include, as  
411 applicable, the following designations if the student meets the  
412 criteria set forth for the designation:

413 (a) *Scholar designation.*—In addition to the requirements of  
414 s. 1003.4282, in order to earn the Scholar designation, a  
415 student must satisfy the following requirements:

416 1. Mathematics.—Earn one credit in Algebra II and one  
417 credit in statistics or an equally rigorous course. Beginning



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418 with students entering grade 9 in the 2014-2015 school year,  
419 pass the ~~Algebra II and~~ Geometry statewide, standardized  
420 assessment assessments.

421 2. Science.—Pass the statewide, standardized Biology I EOC  
422 assessment and earn one credit in chemistry or physics and one  
423 credit in a course equally rigorous to chemistry or physics.  
424 However, a student enrolled in an Advanced Placement (AP),  
425 International Baccalaureate (IB), or Advanced International  
426 Certificate of Education (AICE) Biology course who takes the  
427 respective AP, IB, or AICE Biology assessment and earns the  
428 minimum score necessary to earn college credit as identified  
429 pursuant to s. 1007.27(2) meets the requirement of this  
430 subparagraph without having to take the statewide, standardized  
431 Biology I EOC assessment.

432 3. Social studies.—Pass the statewide, standardized United  
433 States History EOC assessment. However, a student enrolled in an  
434 AP, IB, or AICE course that includes United States History  
435 topics who takes the respective AP, IB, or AICE assessment and  
436 earns the minimum score necessary to earn college credit as  
437 identified pursuant to s. 1007.27(2) meets the requirement of  
438 this subparagraph without having to take the statewide,  
439 standardized United States History EOC assessment.

440 4. Foreign language.—Earn two credits in the same foreign  
441 language.

442 5. Electives.—Earn at least one credit in an Advanced  
443 Placement, an International Baccalaureate, an Advanced  
444 International Certificate of Education, or a dual enrollment  
445 course.

446 Section 12. Subsection (6) is added to section 1003.455,





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447 Florida Statutes, to read:

448 1003.455 Physical education; assessment.—

449 (6) In addition to the requirements in subsection (3), each  
450 district school board shall provide at least 100 minutes of  
451 supervised, safe, and unstructured free-play recess each week  
452 for students in kindergarten through grade 5 so that there are  
453 at least 20 consecutive minutes of free-play recess per day.

454 Section 13. Subsection (3) of section 1003.57, Florida  
455 Statutes, is amended to read:

456 1003.57 Exceptional students instruction.—

457 (3) (a) For purposes of this subsection and subsection (4),  
458 the term:

459 1. "Agency" means the Department of Children and Families  
460 or its contracted lead agency, the Agency for Persons with  
461 Disabilities, and the Agency for Health Care Administration.

462 2. "Exceptional student" means an exceptional student, as  
463 defined in s. 1003.01, who has a disability.

464 3. "Receiving school district" means the district in which  
465 a private residential care facility is located.

466 4. "Placement" means the funding or arrangement of funding  
467 by an agency for all or a part of the cost for an exceptional  
468 student to reside in a private residential care facility and the  
469 placement crosses school district lines.

470 (b) Within 10 business days after an exceptional student is  
471 placed in a private residential care facility by an agency, the  
472 agency or private residential care facility licensed by the  
473 agency, as appropriate, shall provide written notification of  
474 the placement to the school district where the student is  
475 currently counted for funding purposes under s. 1011.62 and the



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476 receiving school district. The exceptional student shall be  
477 enrolled in school and receive a free and appropriate public  
478 education, special education, and related services while the  
479 notice and procedures regarding payment are pending. This  
480 paragraph applies when the placement is for the primary purpose  
481 of addressing residential or other noneducational needs and the  
482 placement crosses school district lines.

483 (c) Within 10 business days after receiving the  
484 notification, the receiving school district must review the  
485 student's individual educational plan (IEP) to determine if the  
486 student's IEP can be implemented by the receiving school  
487 district or by a provider or facility under contract with the  
488 receiving school district. The receiving school district shall:

- 489 1. Provide educational instruction to the student;
- 490 2. Contract with another provider or facility to provide  
491 the educational instruction; or
- 492 3. Contract with the private residential care facility in  
493 which the student resides to provide the educational  
494 instruction; ~~or~~
- 495 4. ~~Decline to provide or contract for educational~~  
496 ~~instruction.~~

497  
498 ~~If the receiving school district declines to provide or contract~~  
499 ~~for the educational instruction, the school district in which~~  
500 ~~the legal residence of the student is located shall provide or~~  
501 ~~contract for the educational instruction to the student. The~~  
502 receiving school district providing ~~that provides~~ educational  
503 instruction or contracting ~~contracts~~ to provide educational  
504 instruction shall report the student for funding purposes



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505 pursuant to s. 1011.62.

506 (d)1. The Department of Education, in consultation with the  
507 agencies and school districts, shall develop procedures for  
508 written notification to school districts regarding the placement  
509 of an exceptional student in a residential care facility. The  
510 procedures must:

511 a. Provide for written notification of a placement that  
512 crosses school district lines; and

513 b. Identify the entity responsible for the notification for  
514 each facility that is operated, licensed, or regulated by an  
515 agency.

516 2. The State Board of Education shall adopt the procedures  
517 by rule pursuant to ss. 120.536(1) and 120.54, and the agencies  
518 shall implement the procedures.

519

520 The requirements of paragraphs (c) and (d) do not apply to  
521 written agreements among school districts which specify each  
522 school district's responsibility for providing and paying for  
523 educational services to an exceptional student in a residential  
524 care facility. However, each agreement must require a school  
525 district to review the student's IEP within 10 business days  
526 after receiving the notification required under paragraph (b).

527 Section 14. Paragraph (a) of subsection (3) of section  
528 1006.40, Florida Statutes, is amended to read:

529 1006.40 Use of instructional materials allocation;  
530 instructional materials, library books, and reference books;  
531 repair of books.—

532 (3) (a) Except for a school district or a consortium of  
533 school districts that implements an instructional materials



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534 program pursuant to s. 1006.283 ~~Beginning with the 2015-2016~~  
535 ~~fiscal year~~, each district school board shall use ~~at least 50~~  
536 ~~percent of~~ the annual allocation only for the purchase of  
537 ~~digital or electronic~~ instructional materials that align with  
538 state standards and are included on the state-adopted list,  
539 except as otherwise authorized in paragraphs (b) and (c).

540 Section 15. Subsection (5), paragraph (j) of subsection  
541 (6), and paragraph (a) of subsection (8) of section 1007.35,  
542 Florida Statutes, are amended to read:

543 1007.35 Florida Partnership for Minority and  
544 Underrepresented Student Achievement.—

545 (5) Each public high school, including, but not limited to,  
546 schools and alternative sites and centers of the Department of  
547 Juvenile Justice, shall provide for the administration of the  
548 Preliminary SAT/National Merit Scholarship Qualifying Test  
549 (PSAT/NMSQT), or the PreACT ~~ACT Aspire~~ to all enrolled 10th  
550 grade students. However, a written notice shall be provided to  
551 each parent which must ~~that shall~~ include the opportunity to  
552 exempt his or her child from taking the PSAT/NMSQT or the PreACT  
553 ~~ACT Aspire~~.

554 (a) Test results will provide each high school with a  
555 database of student assessment data which certified school  
556 counselors will use to identify students who are prepared or who  
557 need additional work to be prepared to enroll and be successful  
558 in AP courses or other advanced high school courses.

559 (b) Funding for the PSAT/NMSQT or the PreACT ~~ACT Aspire~~ for  
560 all 10th grade students shall be contingent upon annual funding  
561 in the General Appropriations Act.

562 (c) Public school districts must choose either the



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563 PSAT/NMSQT or the PreACT ~~ACT-Aspire~~ for districtwide  
564 administration.

565 (6) The partnership shall:

566 (j) Provide information to students, parents, teachers,  
567 counselors, administrators, districts, Florida College System  
568 institutions, and state universities regarding PSAT/NMSQT or the  
569 PreACT ~~ACT-Aspire~~ administration, including, but not limited to:

570 1. Test administration dates and times.

571 2. That participation in the PSAT/NMSQT or the PreACT ~~ACT~~  
572 ~~Aspire~~ is open to all 10th grade students.

573 3. The value of such tests in providing diagnostic feedback  
574 on student skills.

575 4. The value of student scores in predicting the  
576 probability of success on AP or other advanced course  
577 examinations.

578 (8) (a) By September 30 of each year, the partnership shall  
579 submit to the department a report that contains an evaluation of  
580 the effectiveness of the delivered services and activities.  
581 Activities and services must be evaluated on their effectiveness  
582 at raising student achievement and increasing the number of AP  
583 or other advanced course examinations in low-performing middle  
584 and high schools. Other indicators that must be addressed in the  
585 evaluation report include the number of middle and high school  
586 teachers trained; the effectiveness of the training; measures of  
587 postsecondary readiness of the students affected by the program;  
588 levels of participation in 10th grade PSAT/NMSQT or the PreACT  
589 ~~ACT-Aspire~~ testing; and measures of student, parent, and teacher  
590 awareness of and satisfaction with the services of the  
591 partnership.



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592 Section 16. Paragraphs (a), (b), and (d) of subsection (3)  
593 and paragraphs (a) and (b) of subsection (7), of section  
594 1008.22, Florida Statutes, are amended, present paragraphs (c)  
595 through (g) of subsection (7) of that section are redesignated  
596 as paragraphs (d) through (h), respectively, a new paragraph (c)  
597 and paragraph (i) is added to that subsection, present  
598 subsections (8) through (12) of that section are redesignated as  
599 subsections (9) through (13), respectively, a new subsection (8)  
600 is added to that section, and paragraph (e) of present  
601 subsection (11) of that section is amended, to read:

602 1008.22 Student assessment program for public schools.—

603 (3) STATEWIDE, STANDARDIZED ASSESSMENT PROGRAM.—The  
604 Commissioner of Education shall design and implement a  
605 statewide, standardized assessment program aligned to the core  
606 curricular content established in the Next Generation Sunshine  
607 State Standards. The commissioner also must develop or select  
608 and implement a common battery of assessment tools that will be  
609 used in all juvenile justice education programs in the state.  
610 These tools must accurately measure the core curricular content  
611 established in the Next Generation Sunshine State Standards.  
612 Participation in the assessment program is mandatory for all  
613 school districts and all students attending public schools,  
614 including adult students seeking a standard high school diploma  
615 under s. 1003.4282 and students in Department of Juvenile  
616 Justice education programs, except as otherwise provided by law.  
617 If a student does not participate in the assessment program, the  
618 school district must notify the student's parent and provide the  
619 parent with information regarding the implications of such  
620 nonparticipation. The statewide, standardized assessment program



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621 shall be designed and implemented as follows:

622 (a) *Statewide, standardized comprehensive assessments.*—The  
623 statewide, standardized Reading assessment shall be administered  
624 annually in grades 3 through 10. The statewide, standardized  
625 Writing assessment shall be administered annually at least once  
626 at the elementary, middle, and high school levels. When the  
627 Reading and Writing assessments are replaced by English Language  
628 Arts (ELA) assessments, ELA assessments shall be administered to  
629 students in grades 3 through 10. Retake opportunities for the  
630 grade 10 Reading assessment or, upon implementation, the grade  
631 10 ELA assessment must be provided. Students taking the ELA  
632 assessments shall not take the statewide, standardized  
633 assessments in Reading or Writing. ELA assessments shall be  
634 administered online. The statewide, standardized Mathematics  
635 assessments shall be administered annually in grades 3 through  
636 8. Students taking a revised Mathematics assessment shall not  
637 take the discontinued assessment. The statewide, standardized  
638 Science assessment shall be administered annually at least once  
639 at the elementary and middle grades levels. In order to earn a  
640 standard high school diploma, a student who has not earned a  
641 passing score on the grade 10 Reading assessment or, upon  
642 implementation, the grade 10 ELA assessment must earn a passing  
643 score on the assessment retake or earn a concordant score as  
644 authorized under subsection (9) ~~(8)~~.

645 (b) *End-of-course (EOC) assessments.*—EOC assessments must  
646 be statewide, standardized, and developed or approved by the  
647 Department of Education as follows:

648 1. EOC assessments for Algebra I, Geometry, ~~Algebra II,~~  
649 Biology I, and United States History, ~~and Civics~~ shall be



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650 administered to students enrolled in such courses as specified  
651 in the course code directory.

652         2. Students enrolled in a course, as specified in the  
653 course code directory, with an associated statewide,  
654 standardized EOC assessment must take the EOC assessment for  
655 such course and may not take the corresponding subject or grade-  
656 level statewide, standardized assessment pursuant to paragraph  
657 (a). Sections 1003.4156 and 1003.4282 govern the use of  
658 statewide, standardized EOC assessment results for students.

659         3. The commissioner may select one or more nationally  
660 developed comprehensive examinations, which may include  
661 examinations for a College Board Advanced Placement course,  
662 International Baccalaureate course, or Advanced International  
663 Certificate of Education course, or industry-approved  
664 examinations to earn national industry certifications identified  
665 in the CAPE Industry Certification Funding List, for use as EOC  
666 assessments under this paragraph if the commissioner determines  
667 that the content knowledge and skills assessed by the  
668 examinations meet or exceed the grade-level expectations for the  
669 core curricular content established for the course in the Next  
670 Generation Sunshine State Standards. Use of any such examination  
671 as an EOC assessment must be approved by the state board in  
672 rule.

673         4. Contingent upon funding provided in the General  
674 Appropriations Act, including the appropriation of funds  
675 received through federal grants, the commissioner may establish  
676 an implementation schedule for the development and  
677 administration of additional statewide, standardized EOC  
678 assessments that must be approved by the state board in rule. If





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679 approved by the state board, student performance on such  
680 assessments constitutes 30 percent of a student's final course  
681 grade.

682 5. All statewide, standardized EOC assessments must be  
683 administered online except as otherwise provided in paragraph  
684 (c).

685 (d) *Implementation schedule.*—

686 1. The Commissioner of Education shall establish and  
687 publish on the department's website an implementation schedule  
688 to transition from the statewide, standardized Reading and  
689 Writing assessments to the ELA assessments and to the revised  
690 Mathematics assessments, including the Algebra I and Geometry  
691 EOC assessments. The schedule must take into consideration  
692 funding, sufficient field and baseline data, access to  
693 assessments, instructional alignment, and school district  
694 readiness to administer the assessments online. All such  
695 assessments must be delivered through computer-based testing,  
696 however, the following assessments must be delivered in a  
697 computer-based format, as follows: ~~the grade 3 ELA assessment,~~  
698 ~~beginning in the 2017-2018 school year;~~ the grade 3 Mathematics  
699 assessment beginning in the 2016-2017 school year; the grade 4  
700 ELA assessment, beginning in the 2015-2016 school year; and the  
701 grade 4 Mathematics assessment, beginning in the 2016-2017  
702 school year. Beginning with the 2018-2019 school year,  
703 statewide, standardized ELA and mathematics assessments for  
704 grades 3 through 5 must be delivered in a paper-based format  
705 only, subject to appropriation.

706 2. The Department of Education shall publish minimum and  
707 recommended technology requirements that include specifications



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708 for hardware, software, networking, security, and broadband  
709 capacity to facilitate school district compliance with the  
710 requirement that assessments be administered online.

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

712 (a) The Commissioner of Education shall establish schedules  
713 for the administration of statewide, standardized assessments  
714 and the reporting of student assessment results. The  
715 commissioner shall consider the observance of religious and  
716 school holidays when developing the schedules. The assessment  
717 and reporting schedules must provide the earliest possible  
718 reporting of student assessment results to the school districts,  
719 consistent with the requirements of paragraph (3)(g). Assessment  
720 results for the statewide, standardized ELA and mathematics  
721 assessments and all statewide, standardized EOC assessments must  
722 be made available no later than ~~the week of~~ June 30 ~~&~~, except  
723 for results for the grade 3 statewide, standardized ELA  
724 assessment, which must be made available no later than May 31 ~~of~~  
725 ~~assessments administered in the 2014-2015 school year~~. School  
726 districts shall administer statewide, standardized assessments  
727 in accordance with the schedule established by the commissioner.

728 (b) By January ~~August~~ of each year, beginning in 2018 ~~2016~~,  
729 the commissioner shall publish on the department's website a  
730 uniform calendar that includes the assessment and reporting  
731 schedules for, at a minimum, the next 2 school years. The  
732 uniform calendar must be provided to school districts in an  
733 electronic format that allows each school district and public  
734 school to populate the calendar with, at minimum, the following  
735 information for reporting the district assessment schedules  
736 under paragraph (e) ~~(e)~~:



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737 1. Whether the assessment is a district-required assessment  
738 or a state-required assessment.

739 2. The specific date or dates that each assessment will be  
740 administered.

741 3. The time allotted to administer each assessment.

742 4. Whether the assessment is a computer-based assessment or  
743 a paper-based assessment.

744 5. The grade level or subject area associated with the  
745 assessment.

746 6. The date that the assessment results are expected to be  
747 available to teachers and parents.

748 7. The type of assessment, the purpose of the assessment,  
749 and the use of the assessment results.

750 8. A glossary of assessment terminology.

751 9. Estimates of average time for administering state-  
752 required and district-required assessments, by grade level.

753 (c) Beginning with the 2018-2019 school year, the spring  
754 administration of the statewide, standardized assessments in  
755 paragraphs (3)(a) and (b), excluding assessment retakes, must be  
756 in accordance with the following schedule:

757 1. The grade 3 statewide, standardized ELA assessment and  
758 the writing portion of the statewide, standardized ELA  
759 assessment for grades 4 through 10 must be administered no  
760 earlier than April 1 each year within an assessment window not  
761 to exceed 2 weeks.

762 2. With the exception of assessments identified in  
763 subparagraph 1., any statewide, standardized assessment that is  
764 delivered in a paper-based format must be administered no  
765 earlier than May 1 each year within an assessment window not to



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766 exceed 2 weeks.

767 3. With the exception of assessments identified in  
768 subparagraphs 1. and 2., any statewide, standardized assessment  
769 must be administered within a 4-week assessment window that  
770 opens no earlier than May 1 each year.

771  
772 Each school district shall administer the assessments identified  
773 under subparagraphs 2. and 3. no earlier than 4 weeks before the  
774 last day of school for the district.

775 (i) The results of statewide, standardized ELA and  
776 mathematics assessments, including assessment retakes, shall be  
777 reported in an easy-to-read and understandable format and  
778 delivered in time to provide useful, actionable information to  
779 students, parents, and each student's current teacher of record  
780 and teacher of record for the subsequent school year; however,  
781 in any case, the district shall provide the results pursuant to  
782 this paragraph within 1 week after receiving the results from  
783 the department. A report of student assessment results must, at  
784 a minimum, contain:

785 1. A clear explanation of the student's performance on the  
786 applicable statewide, standardized assessments.

787 2. Information identifying the student's areas of strength  
788 and areas in need of improvement.

789 3. Specific actions that may be taken, and the available  
790 resources that may be used, by the student's parent to assist  
791 his or her child based on the student's areas of strength and  
792 areas in need of improvement.

793 4. Longitudinal information, if available, on the student's  
794 progress in each subject area based on previous statewide,



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795 standardized assessment data.

796 5. Comparative information showing the student's score  
797 compared to other students in the school district, in the state,  
798 or, if available, in other states.

799 6. Predictive information, if available, showing the  
800 linkage between the scores attained by the student on the  
801 statewide, standardized assessments and the scores he or she may  
802 potentially attain on nationally recognized college entrance  
803 examinations.

804 (8) PUBLICATION OF ASSESSMENTS.—To promote transparency in  
805 the statewide assessment program, the Department of Education,  
806 subject to appropriation, shall publish assessments on its  
807 website in accordance with this subsection.

808 (a) Beginning with the 2019-2020 school year, and every 3  
809 years thereafter, the department shall publish each assessment  
810 administered under paragraph (3) (a) and subparagraph (3) (b) 1.,  
811 excluding assessment retakes at least once pursuant to a  
812 schedule determined by the Commissioner of Education. Each  
813 assessment, when published, must have been administered during  
814 the most recent school year.

815 (b) The initial publication of assessments must occur no  
816 later than June 30, 2020, and must include, at a minimum, the  
817 grade 3 ELA and mathematics assessments, the grade 10 ELA  
818 assessment, and the Algebra I EOC assessment.

819 (c) The department must provide materials on its website to  
820 help the public interpret assessment information published  
821 pursuant to this subsection.

822 (12)-(11) REPORTS.—The Department of Education shall  
823 annually provide a report to the Governor, the President of the



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824 Senate, and the Speaker of the House of Representatives which  
825 shall include the following:

826 (e) The number of students who after 8th grade enroll in  
827 adult education rather than other secondary education, which is  
828 defined as grades 9 through 12.

829 Section 17. Subsections (1) and (4) of section 1009.60,  
830 Florida Statutes, are amended to read:

831 1009.60 Minority teacher education scholars program.—There  
832 is created the minority teacher education scholars program,  
833 which is a collaborative performance-based scholarship program  
834 for African-American, Hispanic-American, Asian-American, and  
835 Native American students. The participants in the program  
836 include Florida's Florida College System institutions and its  
837 public and private universities that have teacher education  
838 programs.

839 (1) The minority teacher education scholars program shall  
840 provide an annual scholarship in an amount that shall be  
841 prorated based on available appropriations and may not exceed  
842 \$4,000 for each approved minority teacher education scholar who  
843 is enrolled in one of Florida's public or private colleges or  
844 universities, in the junior year and is admitted into a teacher  
845 education program, and has not earned more than 18 credit hours  
846 of upper-division-level courses in education.

847 (4) A student may receive a scholarship from the program  
848 for 3 consecutive years if the student remains enrolled full-  
849 time in the program and makes satisfactory progress toward a  
850 baccalaureate degree with a major in education or a graduate  
851 degree with a major in education, leading to initial  
852 certification.



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853 Section 18. Paragraph (a) of subsection (2) of section  
854 1009.605, Florida Statutes, is amended to read:

855 1009.605 Florida Fund for Minority Teachers, Inc.—

856 (2) (a) The corporation shall submit an annual budget  
857 projection to the Department of Education to be included in the  
858 annual legislative budget request. The projection must be based  
859 on the cost to award up to 350 scholarships to new scholars ~~in~~  
860 ~~the junior year~~ and up to 350 renewal scholarships ~~to the 350~~  
861 ~~rising seniors.~~

862 Section 19. Paragraph (i) and paragraphs (l) through (o) of  
863 subsection (1) of section 1011.62, Florida Statutes, are amended  
864 to read:

865 1011.62 Funds for operation of schools.—If the annual  
866 allocation from the Florida Education Finance Program to each  
867 district for operation of schools is not determined in the  
868 annual appropriations act or the substantive bill implementing  
869 the annual appropriations act, it shall be determined as  
870 follows:

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

875 (i) *Calculation of full-time equivalent membership with*  
876 *respect to dual enrollment instruction.*—Students enrolled in  
877 dual enrollment instruction pursuant to s. 1007.271 may be  
878 included in calculations of full-time equivalent student  
879 memberships for basic programs for grades 9 through 12 by a  
880 district school board. Instructional time for dual enrollment  
881 may vary from 900 hours; however, the full-time equivalent



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882 student membership value shall be subject to the provisions in  
883 s. 1011.61(4). Dual enrollment full-time equivalent student  
884 membership shall be calculated in an amount equal to the hours  
885 of instruction that would be necessary to earn the full-time  
886 equivalent student membership for an equivalent course if it  
887 were taught in the school district. Students in dual enrollment  
888 courses may also be calculated as the proportional shares of  
889 full-time equivalent enrollments they generate for a Florida  
890 College System institution or university conducting the dual  
891 enrollment instruction. Early admission students shall be  
892 considered dual enrollments for funding purposes. Students may  
893 be enrolled in dual enrollment instruction provided by an  
894 eligible independent college or university and may be included  
895 in calculations of full-time equivalent student memberships for  
896 basic programs for grades 9 through 12 by a district school  
897 board. However, those provisions of law which exempt dual  
898 enrolled and early admission students from payment of  
899 instructional materials and tuition and fees, including  
900 laboratory fees, shall not apply to students who select the  
901 option of enrolling in an eligible independent institution. An  
902 independent college or university, ~~which is located and~~  
903 ~~chartered in Florida,~~ is not for profit, is accredited by a  
904 regional or national accrediting agency recognized by the United  
905 States Department of Education ~~the Commission on Colleges of the~~  
906 ~~Southern Association of Colleges and Schools or the Accrediting~~  
907 ~~Council for Independent Colleges and Schools,~~ and confers  
908 degrees as defined in s. 1005.02 shall be eligible for inclusion  
909 in the dual enrollment or early admission program. Students  
910 enrolled in dual enrollment instruction shall be exempt from the





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911 payment of tuition and fees, including laboratory fees. No  
912 student enrolled in college credit mathematics or English dual  
913 enrollment instruction shall be funded as a dual enrollment  
914 unless the student has successfully completed the relevant  
915 section of the entry-level examination required pursuant to s.  
916 1008.30.

917       (1) *Calculation of additional full-time equivalent*  
918 *membership based on International Baccalaureate examination*  
919 *scores of students.*—A value of 0.16 full-time equivalent student  
920 membership shall be calculated for each student enrolled in an  
921 International Baccalaureate course who receives a score of 4 or  
922 higher on a subject examination. A value of 0.3 full-time  
923 equivalent student membership shall be calculated for each  
924 student who receives an International Baccalaureate diploma.  
925 Such value shall be added to the total full-time equivalent  
926 student membership in basic programs for grades 9 through 12 in  
927 the subsequent fiscal year. Each school district shall allocate  
928 80 percent of the funds received from International  
929 Baccalaureate bonus FTE funding to the school program whose  
930 students generate the funds and to school programs that prepare  
931 prospective students to enroll in International Baccalaureate  
932 courses. Funds shall be expended solely for the payment of  
933 allowable costs associated with the International Baccalaureate  
934 program. Allowable costs include International Baccalaureate  
935 annual school fees; International Baccalaureate examination  
936 fees; salary, benefits, and bonuses for teachers and program  
937 coordinators for the International Baccalaureate program and  
938 teachers and coordinators who prepare prospective students for  
939 the International Baccalaureate program; supplemental books;



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940 instructional supplies; instructional equipment or instructional  
941 materials for International Baccalaureate courses; other  
942 activities that identify prospective International Baccalaureate  
943 students or prepare prospective students to enroll in  
944 International Baccalaureate courses; and training or  
945 professional development for International Baccalaureate  
946 teachers. School districts shall allocate the remaining 20  
947 percent of the funds received from International Baccalaureate  
948 bonus FTE funding for programs that assist academically  
949 disadvantaged students to prepare for more rigorous courses. The  
950 school district shall distribute to each classroom teacher who  
951 provided International Baccalaureate instruction:

952 1. A bonus in the amount of \$50 for each student taught by  
953 the International Baccalaureate teacher in each International  
954 Baccalaureate course who receives a score of 4 or higher on the  
955 International Baccalaureate examination.

956 2. An additional bonus of \$500 to each International  
957 Baccalaureate teacher in a school designated with a grade of "D"  
958 or "F" who has at least one student scoring 4 or higher on the  
959 International Baccalaureate examination, regardless of the  
960 number of classes taught or of the number of students scoring a  
961 4 or higher on the International Baccalaureate examination.

962  
963 ~~Bonuses awarded to a teacher according to this paragraph may not~~  
964 ~~exceed \$2,000 in any given school year. However, the maximum~~  
965 ~~bonus shall be \$3,000 if at least 50 percent of the students~~  
966 ~~enrolled in a teacher's course earn a score of 4 or higher on~~  
967 ~~the examination in a school designated with a grade of "A," "B,"~~  
968 ~~or "C"; or if at least 25 percent of the students enrolled in a~~



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969 ~~teacher's course earn a score of 4 or higher on the examination~~  
970 ~~in a school designated with a grade of "D" or "F."~~ Bonuses  
971 awarded under this paragraph shall be in addition to any regular  
972 wage or other bonus the teacher received or is scheduled to  
973 receive. For such courses, the teacher shall earn an additional  
974 bonus of \$50 for each student who has a qualifying score ~~up to~~  
975 ~~the maximum of \$3,000 in any given school year.~~

976 (m) *Calculation of additional full-time equivalent*  
977 *membership based on Advanced International Certificate of*  
978 *Education examination scores of students.*—A value of 0.16 full-  
979 time equivalent student membership shall be calculated for each  
980 student enrolled in a full-credit Advanced International  
981 Certificate of Education course who receives a score of E or  
982 higher on a subject examination. A value of 0.08 full-time  
983 equivalent student membership shall be calculated for each  
984 student enrolled in a half-credit Advanced International  
985 Certificate of Education course who receives a score of E or  
986 higher on a subject examination. A value of 0.3 full-time  
987 equivalent student membership shall be calculated for each  
988 student who receives an Advanced International Certificate of  
989 Education diploma. Such value shall be added to the total full-  
990 time equivalent student membership in basic programs for grades  
991 9 through 12 in the subsequent fiscal year. Each school district  
992 shall allocate at least 80 percent of the funds received from  
993 the Advanced International Certificate of Education bonus FTE  
994 funding, in accordance with this paragraph, to the school  
995 program that generated the funds. The school district shall  
996 distribute to each classroom teacher who provided Advanced  
997 International Certificate of Education instruction:



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998           1. A bonus in the amount of \$50 for each student taught by  
999 the Advanced International Certificate of Education teacher in  
1000 each full-credit Advanced International Certificate of Education  
1001 course who receives a score of E or higher on the Advanced  
1002 International Certificate of Education examination. A bonus in  
1003 the amount of \$25 for each student taught by the Advanced  
1004 International Certificate of Education teacher in each half-  
1005 credit Advanced International Certificate of Education course  
1006 who receives a score of E or higher on the Advanced  
1007 International Certificate of Education examination.

1008           2. An additional bonus of \$500 to each Advanced  
1009 International Certificate of Education teacher in a school  
1010 designated with a grade of "D" or "F" who has at least one  
1011 student scoring E or higher on the full-credit Advanced  
1012 International Certificate of Education examination, regardless  
1013 of the number of classes taught or of the number of students  
1014 scoring an E or higher on the full-credit Advanced International  
1015 Certificate of Education examination.

1016           3. Additional bonuses of \$250 each to teachers of half-  
1017 credit Advanced International Certificate of Education classes  
1018 in a school designated with a grade of "D" or "F" which has at  
1019 least one student scoring an E or higher on the half-credit  
1020 Advanced International Certificate of Education examination in  
1021 that class. ~~The maximum additional bonus for a teacher awarded~~  
1022 ~~in accordance with this subparagraph shall not exceed \$500 in~~  
1023 ~~any given school year.~~ Teachers receiving an award under  
1024 subparagraph 2. are not eligible for a bonus under this  
1025 subparagraph.

1026



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1027 Bonuses awarded to a teacher according to this paragraph ~~shall~~  
1028 ~~not exceed \$2,000 in any given school year and~~ shall be in  
1029 addition to any regular wage or other bonus the teacher received  
1030 or is scheduled to receive.

1031       (n) *Calculation of additional full-time equivalent*  
1032 *membership based on college board advanced placement scores of*  
1033 *students.*—A value of 0.16 full-time equivalent student  
1034 membership shall be calculated for each student in each advanced  
1035 placement course who receives a score of 3 or higher on the  
1036 College Board Advanced Placement Examination for the prior year  
1037 and added to the total full-time equivalent student membership  
1038 in basic programs for grades 9 through 12 in the subsequent  
1039 fiscal year. Each district must allocate at least 80 percent of  
1040 the funds provided to the district for advanced placement  
1041 instruction, in accordance with this paragraph, to the high  
1042 school that generates the funds. The school district shall  
1043 distribute to each classroom teacher who provided advanced  
1044 placement instruction:

1045           1. A bonus in the amount of \$50 for each student taught by  
1046 the Advanced Placement teacher in each advanced placement course  
1047 who receives a score of 3 or higher on the College Board  
1048 Advanced Placement Examination.

1049           2. An additional bonus of \$500 to each Advanced Placement  
1050 teacher in a school designated with a grade of "D" or "F" who  
1051 has at least one student scoring 3 or higher on the College  
1052 Board Advanced Placement Examination, regardless of the number  
1053 of classes taught or of the number of students scoring a 3 or  
1054 higher on the College Board Advanced Placement Examination.

1055



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1056 ~~Bonuses awarded to a teacher according to this paragraph shall~~  
1057 ~~not exceed \$2,000 in any given school year. However, the maximum~~  
1058 ~~bonus shall be \$3,000 if at least 50 percent of the students~~  
1059 ~~enrolled in a teacher's course earn a score of 3 or higher on~~  
1060 ~~the examination in a school with a grade of "A," "B," or "C" or~~  
1061 ~~if at least 25 percent of the students enrolled in a teacher's~~  
1062 ~~course earn a score of 3 or higher on the examination in a~~  
1063 ~~school with a grade of "D" or "F."~~ Bonuses awarded under this  
1064 paragraph shall be in addition to any regular wage or other  
1065 bonus the teacher received or is scheduled to receive. For such  
1066 courses, the teacher shall earn an additional bonus of \$50 for  
1067 each student who has a qualifying score ~~up to the maximum of~~  
1068 ~~\$3,000 in any given school year.~~

1069 *(o) Calculation of additional full-time equivalent*  
1070 *membership based on successful completion of a career-themed*  
1071 *course pursuant to ss. 1003.491, 1003.492, and 1003.493, or*  
1072 *courses with embedded CAPE industry certifications or CAPE*  
1073 *Digital Tool certificates, and issuance of industry*  
1074 *certification identified on the CAPE Industry Certification*  
1075 *Funding List pursuant to rules adopted by the State Board of*  
1076 *Education or CAPE Digital Tool certificates pursuant to s.*  
1077 *1003.4203.—*

1078 1.a. A value of 0.025 full-time equivalent student  
1079 membership shall be calculated for CAPE Digital Tool  
1080 certificates earned by students in elementary and middle school  
1081 grades.

1082 b. A value of 0.1 or 0.2 full-time equivalent student  
1083 membership shall be calculated for each student who completes a  
1084 course as defined in s. 1003.493(1)(b) or courses with embedded



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1085 CAPE industry certifications and who is issued an industry  
1086 certification identified annually on the CAPE Industry  
1087 Certification Funding List approved under rules adopted by the  
1088 State Board of Education. A value of 0.2 full-time equivalent  
1089 membership shall be calculated for each student who is issued a  
1090 CAPE industry certification that has a statewide articulation  
1091 agreement for college credit approved by the State Board of  
1092 Education. For CAPE industry certifications that do not  
1093 articulate for college credit, the Department of Education shall  
1094 assign a full-time equivalent value of 0.1 for each  
1095 certification. Middle grades students who earn additional FTE  
1096 membership for a CAPE Digital Tool certificate pursuant to sub-  
1097 subparagraph a. may not use the previously funded examination to  
1098 satisfy the requirements for earning an industry certification  
1099 under this sub-subparagraph. Additional FTE membership for an  
1100 elementary or middle grades student may not exceed 0.1 for  
1101 certificates or certifications earned within the same fiscal  
1102 year. The State Board of Education shall include the assigned  
1103 values on the CAPE Industry Certification Funding List under  
1104 rules adopted by the state board. Such value shall be added to  
1105 the total full-time equivalent student membership for grades 6  
1106 through 12 in the subsequent year. CAPE industry certifications  
1107 earned through dual enrollment must be reported and funded  
1108 pursuant to s. 1011.80. However, if a student earns a  
1109 certification through a dual enrollment course and the  
1110 certification is not a fundable certification on the  
1111 postsecondary certification funding list, or the dual enrollment  
1112 certification is earned as a result of an agreement between a  
1113 school district and a nonpublic postsecondary institution, the



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1114 bonus value shall be funded in the same manner as other nondual  
1115 enrollment course industry certifications. In such cases, the  
1116 school district may provide for an agreement between the high  
1117 school and the technical center, or the school district and the  
1118 postsecondary institution may enter into an agreement for  
1119 equitable distribution of the bonus funds.

1120 c. A value of 0.3 full-time equivalent student membership  
1121 shall be calculated for student completion of the courses and  
1122 the embedded certifications identified on the CAPE Industry  
1123 Certification Funding List and approved by the commissioner  
1124 pursuant to ss. 1003.4203(5) (a) and 1008.44.

1125 d. A value of 0.5 full-time equivalent student membership  
1126 shall be calculated for CAPE Acceleration Industry  
1127 Certifications that articulate for 15 to 29 college credit  
1128 hours, and 1.0 full-time equivalent student membership shall be  
1129 calculated for CAPE Acceleration Industry Certifications that  
1130 articulate for 30 or more college credit hours pursuant to CAPE  
1131 Acceleration Industry Certifications approved by the  
1132 commissioner pursuant to ss. 1003.4203(5) (b) and 1008.44.

1133 2. Each district must allocate at least 80 percent of the  
1134 funds provided for CAPE industry certification, in accordance  
1135 with this paragraph, to the program that generated the funds.  
1136 This allocation may not be used to supplant funds provided for  
1137 basic operation of the program.

1138 3. For CAPE industry certifications earned in the 2013-2014  
1139 school year and in subsequent years, the school district shall  
1140 distribute to each classroom teacher who provided direct  
1141 instruction toward the attainment of a CAPE industry  
1142 certification that qualified for additional full-time equivalent





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1143 membership under subparagraph 1.:

1144       a. A bonus of \$25 for each student taught by a teacher who  
1145 provided instruction in a course that led to the attainment of a  
1146 CAPE industry certification on the CAPE Industry Certification  
1147 Funding List with a weight of 0.1.

1148       b. A bonus of \$50 for each student taught by a teacher who  
1149 provided instruction in a course that led to the attainment of a  
1150 CAPE industry certification on the CAPE Industry Certification  
1151 Funding List with a weight of 0.2.

1152       c. A bonus of \$75 for each student taught by a teacher who  
1153 provided instruction in a course that led to the attainment of a  
1154 CAPE industry certification on the CAPE Industry Certification  
1155 Funding List with a weight of 0.3.

1156       d. A bonus of \$100 for each student taught by a teacher who  
1157 provided instruction in a course that led to the attainment of a  
1158 CAPE industry certification on the CAPE Industry Certification  
1159 Funding List with a weight of 0.5 or 1.0.

1160  
1161 Bonuses awarded pursuant to this paragraph shall be provided to  
1162 teachers who are employed by the district in the year in which  
1163 the additional FTE membership calculation is included in the  
1164 calculation. Bonuses shall be calculated based upon the  
1165 associated weight of a CAPE industry certification on the CAPE  
1166 Industry Certification Funding List for the year in which the  
1167 certification is earned by the student. Any bonus awarded to a  
1168 teacher under this paragraph ~~may not exceed \$3,000 in any given~~  
1169 ~~school year and~~ is in addition to any regular wage or other  
1170 bonus the teacher received or is scheduled to receive.

1171       Section 20. Paragraph (k) is added to subsection (2) of



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1172 section 1011.71, Florida Statutes, to read:

1173 1011.71 District school tax.—

1174 (2) In addition to the maximum millage levy as provided in  
1175 subsection (1), each school board may levy not more than 1.5  
1176 mills against the taxable value for school purposes for district  
1177 schools, including charter schools at the discretion of the  
1178 school board, to fund:

1179 (k) Payout of sick leave and annual leave accrued as of  
1180 June 30, 2017, by individuals who are no longer employed by a  
1181 school district that transfers to a charter school operator all  
1182 day-to-day classroom instruction responsibility for all full-  
1183 time equivalent students funded under s. 1011.62. This paragraph  
1184 expires July 1, 2018.

1185 Section 21. Paragraph (c) of subsection (1), paragraph (a)  
1186 of subsection (3), and subsections (7), (8), and (9) of section  
1187 1012.34, Florida Statutes, are amended to read:

1188 1012.34 Personnel evaluation procedures and criteria.—

1189 (1) EVALUATION SYSTEM APPROVAL AND REPORTING.—

1190 (c) Annually, by February 1, the Commissioner of Education  
1191 shall publish on the department's website the status of each  
1192 school district's instructional personnel and school  
1193 administrator evaluation systems. This information must include:

1194 ~~1.~~ performance evaluation results for the prior school year  
1195 for instructional personnel and school administrators using the  
1196 four levels of performance specified in paragraph (2)(e). The  
1197 performance evaluation results for instructional personnel shall  
1198 be disaggregated by classroom teachers, as defined in s.  
1199 1012.01(2)(a), excluding substitute teachers, and all other  
1200 instructional personnel, as defined in s. 1012.01(2)(b)-(d).



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1201           ~~2. An analysis that compares performance evaluation results~~  
1202 ~~calculated by each school district to indicators of performance~~  
1203 ~~calculated by the department using the standards for performance~~  
1204 ~~levels adopted by the state board under subsection (8).~~

1205           ~~3. Data reported under s. 1012.341.~~

1206           (3) EVALUATION PROCEDURES AND CRITERIA.—Instructional  
1207 personnel and school administrator performance evaluations must  
1208 be based upon the performance of students assigned to their  
1209 classrooms or schools, as provided in this section. Pursuant to  
1210 this section, a school district's performance evaluation system  
1211 is not limited to basing unsatisfactory performance of  
1212 instructional personnel and school administrators solely upon  
1213 student performance, but may include other criteria to evaluate  
1214 instructional personnel and school administrators' performance,  
1215 or any combination of student performance and other criteria.  
1216 Evaluation procedures and criteria must comply with, but are not  
1217 limited to, the following:

1218           (a) A performance evaluation must be conducted for each  
1219 employee at least once a year, except that a classroom teacher,  
1220 as defined in s. 1012.01(2) (a), excluding substitute teachers,  
1221 who is newly hired by the district school board must be observed  
1222 and evaluated at least twice in the first year of teaching in  
1223 the school district. The performance evaluation must be based  
1224 upon sound educational principles and contemporary research in  
1225 effective educational practices. The evaluation criteria must  
1226 include:

1227           1. Performance of students.—At least one-third of a  
1228 performance evaluation must be based upon data and indicators of  
1229 student performance, as determined by each school district in



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1230 ~~accordance with subsection (7).~~ This portion of the evaluation  
1231 must include growth or achievement data of the teacher's  
1232 students or, for a school administrator, the students attending  
1233 the school over the course of at least 3 years. If less than 3  
1234 years of data are available, the years for which data are  
1235 available must be used. The proportion of growth or achievement  
1236 data may be determined by instructional assignment.

1237       2. Instructional practice.—For instructional personnel, at  
1238 least one-third of the performance evaluation must be based upon  
1239 instructional practice. Evaluation criteria used when annually  
1240 observing classroom teachers, as defined in s. 1012.01(2)(a),  
1241 excluding substitute teachers, must include indicators based  
1242 upon each of the Florida Educator Accomplished Practices adopted  
1243 by the State Board of Education. For instructional personnel who  
1244 are not classroom teachers, evaluation criteria must be based  
1245 upon indicators of the Florida Educator Accomplished Practices  
1246 and may include specific job expectations related to student  
1247 support.

1248       3. Instructional leadership.—For school administrators, at  
1249 least one-third of the performance evaluation must be based on  
1250 instructional leadership. Evaluation criteria for instructional  
1251 leadership must include indicators based upon each of the  
1252 leadership standards adopted by the State Board of Education  
1253 under s. 1012.986, including performance measures related to the  
1254 effectiveness of classroom teachers in the school, the  
1255 administrator's appropriate use of evaluation criteria and  
1256 procedures, recruitment and retention of effective and highly  
1257 effective classroom teachers, improvement in the percentage of  
1258 instructional personnel evaluated at the highly effective or



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1259 effective level, and other leadership practices that result in  
1260 student learning growth. The system may include a means to give  
1261 parents and instructional personnel an opportunity to provide  
1262 input into the administrator's performance evaluation.

1263 4. Other indicators of performance.—For instructional  
1264 personnel and school administrators, the remainder of a  
1265 performance evaluation may include, but is not limited to,  
1266 professional and job responsibilities as recommended by the  
1267 State Board of Education or identified by the district school  
1268 board and, for instructional personnel, peer reviews,  
1269 objectively reliable survey information from students and  
1270 parents based on teaching practices that are consistently  
1271 associated with higher student achievement, and other valid and  
1272 reliable measures of instructional practice.

1273 (7) MEASUREMENT OF STUDENT PERFORMANCE.—

1274 (a) The Commissioner of Education may develop ~~shall approve~~  
1275 a formula to measure individual student learning growth on the  
1276 statewide, standardized assessments in English Language Arts and  
1277 mathematics administered under s. 1008.22. The formula must take  
1278 into consideration each student's prior academic performance.  
1279 The formula must not set different expectations for student  
1280 learning growth based upon a student's gender, race, ethnicity,  
1281 or socioeconomic status. In the development of the formula, the  
1282 commissioner shall consider other factors such as a student's  
1283 attendance record, disability status, or status as an English  
1284 language learner. The commissioner may select additional  
1285 formulas to measure student performance as appropriate for the  
1286 remainder of the statewide, standardized assessments included  
1287 under s. 1008.22 and continue to select formulas as new



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1288 assessments are implemented in the state system. ~~After the~~  
1289 ~~commissioner approves the formula to measure individual student~~  
1290 ~~learning growth, the State Board of Education shall adopt these~~  
1291 ~~formulas in rule.~~

1292 (b) Each school district may, but is not required to, ~~shall~~  
1293 measure student learning growth using the formulas developed  
1294 ~~approved~~ by the commissioner under paragraph (a) ~~and the~~  
1295 ~~standards for performance levels adopted by the state board~~  
1296 ~~under subsection (8) for courses associated with the statewide,~~  
1297 ~~standardized assessments administered under s. 1008.22 no later~~  
1298 ~~than the school year immediately following the year the formula~~  
1299 ~~is approved by the commissioner. For grades and subjects not~~  
1300 ~~assessed by statewide, standardized assessments, each school~~  
1301 ~~district shall measure student performance using a methodology~~  
1302 ~~determined by the district.~~

1303 (8) RULEMAKING. ~~No later than August 1, 2015,~~ The State  
1304 Board of Education shall adopt rules pursuant to ss. 120.536(1)  
1305 and 120.54 which establish uniform procedures and format for the  
1306 submission, review, and approval of district evaluation systems  
1307 and reporting requirements for the annual evaluation of  
1308 instructional personnel and school administrators; ~~specific,~~  
1309 ~~discrete standards for each performance level required under~~  
1310 ~~subsection (2), based on student learning growth models approved~~  
1311 ~~by the commissioner, to ensure clear and sufficient~~  
1312 ~~differentiation in the performance levels and to provide~~  
1313 ~~consistency in meaning across school districts; the measurement~~  
1314 ~~of student learning growth and associated implementation~~  
1315 ~~procedures required under subsection (7); and a process for~~  
1316 ~~monitoring school district implementation of evaluation systems~~



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1317 ~~in accordance with this section.~~

1318 ~~(9) TRANSITION TO NEW STATEWIDE, STANDARDIZED ASSESSMENTS.—~~

1319 ~~Standards for each performance level required under subsection~~

1320 ~~(2) shall be established by the State Board of Education~~

1321 ~~beginning with the 2015-2016 school year.~~

1322 Section 22. Subsections (1) and (7) of section 1012.56,  
1323 Florida Statutes, are amended, and paragraph (c) of subsection  
1324 (8) of that section is redesignated as paragraph (d) and a new  
1325 paragraph (c) is added to that subsection, to read:

1326 1012.56 Educator certification requirements.—

1327 (1) APPLICATION.—Each person seeking certification pursuant  
1328 to this chapter shall submit a completed application containing  
1329 the applicant's social security number to the Department of  
1330 Education and remit the fee required pursuant to s. 1012.59 and  
1331 rules of the State Board of Education. Pursuant to the federal  
1332 Personal Responsibility and Work Opportunity Reconciliation Act  
1333 of 1996, each party is required to provide his or her social  
1334 security number in accordance with this section. Disclosure of  
1335 social security numbers obtained through this requirement is  
1336 limited to the purpose of administration of the Title IV-D  
1337 program of the Social Security Act for child support  
1338 enforcement.

1339 (a) Pursuant to s. 120.60, the department shall issue  
1340 within 90 calendar days after the stamped receipted date of the  
1341 completed application.

1342 ~~(a) If the applicant meets the requirements,~~ a professional  
1343 certificate to a qualifying applicant covering the  
1344 classification, level, and area for which the applicant is  
1345 deemed qualified and a document explaining the requirements for



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1346 renewal of the professional certificate.~~†~~

1347 (b) The department shall issue a temporary certificate to a  
1348 qualifying applicant within 14 calendar days after receipt of a  
1349 request from ~~if the applicant meets the requirements and if~~  
1350 ~~requested by~~ an employing school district or an employing  
1351 private school with a professional education competence  
1352 demonstration program pursuant to paragraphs (6) (f) and (8) (b).  
1353 ~~The,~~ a temporary certificate must cover ~~covering~~ the  
1354 classification, level, and area for which the applicant is  
1355 deemed qualified. The department shall electronically notify the  
1356 applicant's employing school district or employing private  
1357 school that the temporary certificate has been issued and  
1358 provide the applicant an official statement of status of  
1359 eligibility at the time the certificate is issued. ~~and an~~  
1360 ~~official statement of status of eligibility; or~~

1361 (c) Pursuant to s. 120.60, the department shall issue  
1362 within 90 calendar days after the stamped receipted date of the  
1363 completed application, if an applicant does not meet the  
1364 requirements for either certificate, an official statement of  
1365 status of eligibility.

1366  
1367 The statement of status of eligibility must be provided  
1368 electronically and must advise the applicant of any  
1369 qualifications that must be completed to qualify for  
1370 certification. Each method by which an applicant can complete  
1371 the qualifications for a professional certificate must be  
1372 included in the statement of status of eligibility. Each  
1373 statement of status of eligibility is valid for 3 years after  
1374 its date of issuance, except as provided in paragraph (2) (d).





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1375 (7) TYPES AND TERMS OF CERTIFICATION.—

1376 (a) The Department of Education shall issue a professional  
1377 certificate for a period not to exceed 5 years to any applicant  
1378 who fulfills one of the following:

1379 1. Meets all the requirements outlined in subsection (2).

1380 2. ~~or,~~ For a professional certificate covering grades 6  
1381 through 12, ~~any applicant who:~~

1382 a. ~~1.~~ Meets the requirements of paragraphs (2) (a)-(h).

1383 b. ~~2.~~ Holds a master's or higher degree in the area of  
1384 science, technology, engineering, or mathematics.

1385 c. ~~3.~~ Teaches a high school course in the subject of the  
1386 advanced degree.

1387 d. ~~4.~~ Is rated highly effective as determined by the  
1388 teacher's performance evaluation under s. 1012.34, based in part  
1389 on student performance as measured by a statewide, standardized  
1390 assessment or an Advanced Placement, Advanced International  
1391 Certificate of Education, or International Baccalaureate  
1392 examination.

1393 e. ~~5.~~ Achieves a passing score on the Florida professional  
1394 education competency examination required by state board rule.

1395 3. Meets the requirements of paragraphs (2) (a)-(h) and  
1396 completes a professional preparation and education competence  
1397 program approved by the department pursuant to paragraph (8) (c).

1398 An applicant who completes the program and is rated highly  
1399 effective as determined by his or her performance evaluation  
1400 under s. 1012.34 is not required to take or achieve a passing  
1401 score on the professional education competency examination in  
1402 order to be awarded a professional certificate.

1403 (b) The department shall issue a temporary certificate to



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1404 any applicant who completes the requirements outlined in  
1405 paragraphs (2) (a)-(f) and completes the subject area content  
1406 requirements specified in state board rule or demonstrates  
1407 mastery of subject area knowledge pursuant to subsection (5) and  
1408 holds an accredited degree or a degree approved by the  
1409 Department of Education at the level required for the subject  
1410 area specialization in state board rule.

1411 (c) The department shall issue one nonrenewable 2-year  
1412 temporary certificate and one nonrenewable 5-year professional  
1413 certificate to a qualified applicant who holds a bachelor's  
1414 degree in the area of speech-language impairment to allow for  
1415 completion of a master's degree program in speech-language  
1416 impairment.

1417  
1418 Each temporary certificate is valid for 3 school fiscal years  
1419 and is nonrenewable. However, the requirement in paragraph  
1420 (2) (g) must be met within 1 calendar year of the date of  
1421 employment under the temporary certificate. Individuals who are  
1422 employed under contract at the end of the 1 calendar year time  
1423 period may continue to be employed through the end of the school  
1424 year in which they have been contracted. A school district shall  
1425 not employ, or continue the employment of, an individual in a  
1426 position for which a temporary certificate is required beyond  
1427 this time period if the individual has not met the requirement  
1428 of paragraph (2) (g). At least 1 year before an individual's  
1429 temporary certificate is set to expire, the department shall  
1430 electronically notify the individual of the date on which his or  
1431 her certificate will expire and provide a list of each method by  
1432 which the qualifications for a professional certificate can be



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1433 completed. The State Board of Education shall adopt rules to  
1434 allow the department to extend the validity period of a  
1435 temporary certificate for 2 years when the requirements for the  
1436 professional certificate, not including the requirement in  
1437 paragraph (2) (g), were not completed due to the serious illness  
1438 or injury of the applicant or other extraordinary extenuating  
1439 circumstances or for 1 year if the temporary certificate holder  
1440 is rated effective or highly effective based solely on a student  
1441 learning growth formula approved by the Commissioner of  
1442 Education pursuant to s. 1012.34(8). The department shall  
1443 reissue the temporary certificate for 2 additional years upon  
1444 approval by the Commissioner of Education. A written request for  
1445 reissuance of the certificate shall be submitted by the district  
1446 school superintendent, the governing authority of a university  
1447 lab school, the governing authority of a state-supported school,  
1448 or the governing authority of a private school.

1449 (8) PROFESSIONAL DEVELOPMENT CERTIFICATION AND EDUCATION  
1450 COMPETENCY PROGRAM.—

1451 (a) The Department of Education shall develop and each  
1452 school district, charter school, and charter management  
1453 organization may provide a cohesive competency-based  
1454 professional development certification and education competency  
1455 program by which ~~members of a school district's~~ instructional  
1456 staff may satisfy the mastery of professional preparation and  
1457 education competence requirements specified in subsection (6)  
1458 and rules of the State Board of Education. Participants must  
1459 hold a state-issued temporary certificate. A school district,  
1460 charter school, or charter management organization that  
1461 implements the program shall provide a competency-based



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1462 certification program developed by the Department of Education  
1463 or developed by the district, charter school, or charter  
1464 management organization and approved by the Department of  
1465 Education. The program shall include the following:

1466 1. A minimum period of initial preparation before assuming  
1467 duties as the teacher of record.

1468 2. An option for collaboration with ~~between school~~  
1469 ~~districts and~~ other supporting agencies or educational entities  
1470 for implementation.

1471 3. A teacher mentorship and induction ~~An experienced peer-~~  
1472 ~~mentor~~ component.

1473 a. Each individual selected by the district as a ~~peer~~  
1474 mentor:

1475 I. Must hold a valid professional certificate issued  
1476 pursuant to this section;~~;~~

1477 II. Must have earned at least 3 years of teaching  
1478 experience in prekindergarten through grade 12;~~;~~ and

1479 III. Must have completed specialized training in clinical  
1480 supervision and participate in ongoing mentor training provided  
1481 through the coordinated system of professional development under  
1482 s. 1012.98(3)(e);

1483 IV. Must have earned an effective or highly effective  
1484 rating on the prior year's performance evaluation under s.  
1485 1012.34; and

1486 V. May ~~or~~ be a peer evaluator under the district's  
1487 evaluation system approved under s. 1012.34.

1488 b. The teacher mentorship and induction component must, at  
1489 a minimum, provide weekly opportunities for mentoring and  
1490 induction activities, including common planning time, ongoing



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1491 professional development targeted to a teacher's needs,  
1492 opportunities for a teacher to observe other teachers, co-  
1493 teaching experiences, and reflection and followup discussions.  
1494 Mentorship and induction activities must be provided for an  
1495 applicant's first year in the program and may be provided until  
1496 the applicant attains his or her professional certificate in  
1497 accordance with this section. A principal who is rated highly  
1498 effective as determined by his or her performance evaluation  
1499 under s. 1012.34 must be provided flexibility in selecting  
1500 professional development activities under this paragraph;  
1501 however, the activities must be approved by the department as  
1502 part of the district's, charter school's, or charter management  
1503 organization's program.

1504 4. An assessment of teaching performance aligned to the  
1505 district's system for personnel evaluation under s. 1012.34  
1506 which provides for:

1507 a. An initial evaluation of each educator's competencies to  
1508 determine an appropriate individualized professional development  
1509 plan.

1510 b. A summative evaluation to assure successful completion  
1511 of the program.

1512 5. Professional education preparation content knowledge,  
1513 which must be included in the mentoring and induction activities  
1514 under subparagraph 3., that includes, but is not limited to, the  
1515 following:

1516 a. The state standards provided under s. 1003.41, including  
1517 scientifically based reading instruction, content literacy, and  
1518 mathematical practices, for each subject identified on the  
1519 temporary certificate.



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1520           b. The educator-accomplished practices approved by the  
1521 state board.

1522           c. A variety of data indicators for monitoring student  
1523 progress.

1524           d. Methodologies for teaching students with disabilities.

1525           e. Methodologies for teaching students of limited English  
1526 proficiency appropriate for each subject area identified on the  
1527 temporary certificate.

1528           f. Techniques and strategies for operationalizing the role  
1529 of the teacher in assuring a safe learning environment for  
1530 students.

1531           6. Required achievement of passing scores on the subject  
1532 area and professional education competency examination required  
1533 by State Board of Education rule. Mastery of general knowledge  
1534 must be demonstrated as described in subsection (3).

1535           (c) No later than December 31, 2017, the department shall  
1536 adopt standards for the approval of professional development  
1537 certification and education competency programs, including  
1538 standards for the teacher mentorship and induction component,  
1539 under paragraph (a). Standards for the teacher mentorship and  
1540 induction component must include program administration and  
1541 evaluation; mentor roles, selection, and training; beginning  
1542 teacher assessment and professional development; and teacher  
1543 content knowledge and practices aligned to the Florida Educator  
1544 Accomplished Practices. Each school district or charter school  
1545 with a program under this subsection must submit its program,  
1546 including the teacher mentorship and induction component, to the  
1547 department for approval no later than June 30, 2018. After  
1548 December 31, 2018, a teacher may not satisfy requirements for a



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1549 professional certificate through a professional development  
1550 certification and education competency program under paragraph  
1551 (a) unless the program has been approved by the department  
1552 pursuant to this paragraph.

1553 Section 23. Paragraph (a) of subsection (3) of section  
1554 1012.585, Florida Statutes, is amended to read:

1555 1012.585 Process for renewal of professional certificates.-

1556 (3) For the renewal of a professional certificate, the  
1557 following requirements must be met:

1558 (a) The applicant must earn a minimum of 6 college credits  
1559 or 120 inservice points or a combination thereof. For each area  
1560 of specialization to be retained on a certificate, the applicant  
1561 must earn at least 3 of the required credit hours or equivalent  
1562 inservice points in the specialization area. Education in  
1563 "clinical educator" training pursuant to s. 1004.04(5) (b);  
1564 participation in mentorship and induction activities, including  
1565 as a mentor, pursuant to s. 1012.56(8) (a); and credits or points  
1566 that provide training in the area of scientifically researched,  
1567 knowledge-based reading literacy and computational skills  
1568 acquisition, exceptional student education, normal child  
1569 development, and the disorders of development may be applied  
1570 toward any specialization area. Credits or points that provide  
1571 training in the areas of drug abuse, child abuse and neglect,  
1572 strategies in teaching students having limited proficiency in  
1573 English, or dropout prevention, or training in areas identified  
1574 in the educational goals and performance standards adopted  
1575 pursuant to ss. 1000.03(5) and 1008.345 may be applied toward  
1576 any specialization area. Credits or points earned through  
1577 approved summer institutes may be applied toward the fulfillment



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1578 of these requirements. Inservice points may also be earned by  
1579 participation in professional growth components approved by the  
1580 State Board of Education and specified pursuant to s. 1012.98 in  
1581 the district's approved master plan for inservice educational  
1582 training, including, but not limited to, serving as a trainer in  
1583 an approved teacher training activity, serving on an  
1584 instructional materials committee or a state board or commission  
1585 that deals with educational issues, or serving on an advisory  
1586 council created pursuant to s. 1001.452.

1587 Section 24. Paragraph (e) is added to subsection (3) of  
1588 section 1012.98, Florida Statutes, and paragraph (b) of  
1589 subsection (4) and subsection (11) are amended, to read:

1590 1012.98 School Community Professional Development Act.—

1591 (3) The activities designed to implement this section must:

1592 (e) Provide training to teacher mentors as part of the  
1593 professional development certification and education competency  
1594 program under s. 1012.56(8)(a). The training must include  
1595 components on teacher development, peer coaching, time  
1596 management, and other related topics as determined by the  
1597 Department of Education.

1598 (4) The Department of Education, school districts, schools,  
1599 Florida College System institutions, and state universities  
1600 share the responsibilities described in this section. These  
1601 responsibilities include the following:

1602 (b) Each school district shall develop a professional  
1603 development system as specified in subsection (3). The system  
1604 shall be developed in consultation with teachers, teacher-  
1605 educators of Florida College System institutions and state  
1606 universities, business and community representatives, and local





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1607 education foundations, consortia, and professional  
1608 organizations. The professional development system must:  
1609       1. Be approved by the department. All substantial revisions  
1610 to the system shall be submitted to the department for review  
1611 for continued approval.  
1612       2. Be based on analyses of student achievement data and  
1613 instructional strategies and methods that support rigorous,  
1614 relevant, and challenging curricula for all students. Schools  
1615 and districts, in developing and refining the professional  
1616 development system, shall also review and monitor school  
1617 discipline data; school environment surveys; assessments of  
1618 parental satisfaction; performance appraisal data of teachers,  
1619 managers, and administrative personnel; and other performance  
1620 indicators to identify school and student needs that can be met  
1621 by improved professional performance.  
1622       3. Provide inservice activities coupled with followup  
1623 support appropriate to accomplish district-level and school-  
1624 level improvement goals and standards. The inservice activities  
1625 for instructional personnel shall focus on analysis of student  
1626 achievement data, ongoing formal and informal assessments of  
1627 student achievement, identification and use of enhanced and  
1628 differentiated instructional strategies that emphasize rigor,  
1629 relevance, and reading in the content areas, enhancement of  
1630 subject content expertise, integrated use of classroom  
1631 technology that enhances teaching and learning, classroom  
1632 management, parent involvement, and school safety.  
1633       4. Provide inservice activities and support targeted to the  
1634 individual needs of new teachers participating in the  
1635 professional development certification and education competency



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1636 program under s. 1012.56(8) (a).

1637       5.4. Include a master plan for inservice activities,  
1638 pursuant to rules of the State Board of Education, for all  
1639 district employees from all fund sources. The master plan shall  
1640 be updated annually by September 1, must be based on input from  
1641 teachers and district and school instructional leaders, and must  
1642 use the latest available student achievement data and research  
1643 to enhance rigor and relevance in the classroom. Each district  
1644 inservice plan must be aligned to and support the school-based  
1645 inservice plans and school improvement plans pursuant to s.  
1646 1001.42(18). Each district inservice plan must provide a  
1647 description of the training that middle grades instructional  
1648 personnel and school administrators receive on the district's  
1649 code of student conduct adopted pursuant to s. 1006.07;  
1650 integrated digital instruction and competency-based instruction  
1651 and CAPE Digital Tool certificates and CAPE industry  
1652 certifications; classroom management; student behavior and  
1653 interaction; extended learning opportunities for students; and  
1654 instructional leadership. District plans must be approved by the  
1655 district school board annually in order to ensure compliance  
1656 with subsection (1) and to allow for dissemination of research-  
1657 based best practices to other districts. District school boards  
1658 must submit verification of their approval to the Commissioner  
1659 of Education no later than October 1, annually. Each school  
1660 principal may establish and maintain an individual professional  
1661 development plan for each instructional employee assigned to the  
1662 school as a seamless component to the school improvement plans  
1663 developed pursuant to s. 1001.42(18). An individual professional  
1664 development plan must be related to specific performance data



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1665 for the students to whom the teacher is assigned, define the  
1666 inservice objectives and specific measurable improvements  
1667 expected in student performance as a result of the inservice  
1668 activity, and include an evaluation component that determines  
1669 the effectiveness of the professional development plan.

1670 ~~6.5.~~ Include inservice activities for school administrative  
1671 personnel that address updated skills necessary for  
1672 instructional leadership and effective school management  
1673 pursuant to s. 1012.986.

1674 ~~7.6.~~ Provide for systematic consultation with regional and  
1675 state personnel designated to provide technical assistance and  
1676 evaluation of local professional development programs.

1677 ~~8.7.~~ Provide for delivery of professional development by  
1678 distance learning and other technology-based delivery systems to  
1679 reach more educators at lower costs.

1680 ~~9.8.~~ Provide for the continuous evaluation of the quality  
1681 and effectiveness of professional development programs in order  
1682 to eliminate ineffective programs and strategies and to expand  
1683 effective ones. Evaluations must consider the impact of such  
1684 activities on the performance of participating educators and  
1685 their students' achievement and behavior.

1686 ~~10.9.~~ For middle grades, emphasize:

1687 a. Interdisciplinary planning, collaboration, and  
1688 instruction.

1689 b. Alignment of curriculum and instructional materials to  
1690 the state academic standards adopted pursuant to s. 1003.41.

1691 c. Use of small learning communities; problem-solving,  
1692 inquiry-driven research and analytical approaches for students;  
1693 strategies and tools based on student needs; competency-based



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1694 instruction; integrated digital instruction; and project-based  
1695 instruction.

1696

1697 Each school that includes any of grades 6, 7, or 8 must include  
1698 in its school improvement plan, required under s. 1001.42(18), a  
1699 description of the specific strategies used by the school to  
1700 implement each item listed in this subparagraph.

1701 (11) The department shall disseminate to the school  
1702 community proven model professional development programs that  
1703 have demonstrated success in increasing rigorous and relevant  
1704 content, increasing student achievement and engagement, ~~and~~  
1705 meeting identified student needs, and providing effective  
1706 mentorship activities to new teachers and training to teacher  
1707 mentors. The methods of dissemination must include a web-based  
1708 statewide performance-support system including a database of  
1709 exemplary professional development activities, a listing of  
1710 available professional development resources, training programs,  
1711 and available technical assistance.

1712 Section 25. Section 1013.101, Florida Statutes, is created  
1713 to read:

1714 1013.101 Shared use agreements.-

1715 (1) LEGISLATIVE FINDINGS AND INTENT.-The Legislature finds  
1716 that greater public access to recreation and sports facilities  
1717 is needed to reduce the impact of obesity, diabetes, and other  
1718 chronic diseases on personal health and health care  
1719 expenditures. Public schools are equipped with taxpayer-funded  
1720 indoor and outdoor recreation facilities that offer easily  
1721 accessible opportunities for physical activity for residents of  
1722 the community. The Legislature also finds that it is the policy



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1723 of the state for district school boards to allow the shared use  
1724 of school buildings and property by adopting policies allowing  
1725 for shared use and implementing shared use agreements with local  
1726 governmental entities and nonprofit organizations. The  
1727 Legislature intends to increase the number of school districts  
1728 that open their playground facilities to community use outside  
1729 of school hours.

1730 (2) DEFINITIONS.—As used in this section, the term:

1731 (a) "High-need communities" means communities in which at  
1732 least 50 percent of children are eligible to receive free or  
1733 reduced-price meals at the school that will be the subject of  
1734 the shared use agreement.

1735 (b) "Shared use" means allowing access to school playground  
1736 facilities by community members for recreation or another  
1737 purpose of importance to the community through a shared use  
1738 agreement or a school district or school policy that opens  
1739 school facilities, including, but not limited to charter schools  
1740 and Florida College System institutions, for use by government  
1741 or nongovernmental entities or the public.

1742 (c) "Shared use agreement" means a written agreement  
1743 between a school district, a charter school, or a Florida  
1744 College System institution, and a government or nongovernmental  
1745 entity which defines the roles, responsibilities, terms, and  
1746 conditions for community use of a school-owned facility for  
1747 recreation or other purposes.

1748 (3) PROMOTION OF COMMUNITY USE OF SHARED FACILITIES.—The  
1749 department shall provide technical assistance to school  
1750 districts, including, but not limited to, individualized  
1751 assistance, the creation of a shared use technical assistance



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1752 toolkit containing useful information for school districts, and  
1753 the development of a publicly accessible online database of  
1754 shared use resources and existing shared use agreements.

1755 Section 26. Shared Use Task Force.—The Shared Use Task  
1756 Force, a task force as defined in s. 20.03, Florida Statutes, is  
1757 created within the Department of Education. The task force is  
1758 created to identify barriers in creating shared use agreements  
1759 and to make recommendations to facilitate the shared use of  
1760 school facilities generally and in high-need communities.

1761 (1) The task force is composed of 7 members appointed by  
1762 the department, as follows:

1763 (a) Two representatives from school districts, including 1  
1764 representative from school districts 1 through 33 and 1  
1765 representative from school districts 34 through 67;

1766 (b) One representative from a public health department;

1767 (c) Two representatives from community-based programs in  
1768 high-need communities; and

1769 (d) Two representatives from recreational organizations.

1770 (2) The task force shall elect a chair and vice chair. The  
1771 chair and vice chair may not be representatives from the same  
1772 member category. Members of the task force shall serve without  
1773 compensation, but are entitled to reimbursement for per diem and  
1774 travel expenses pursuant to s. 112.061, Florida Statutes.

1775 (3) The task force shall meet by teleconference or other  
1776 electronic means, if possible, to reduce costs.

1777 (4) The department shall provide the task force with staff  
1778 necessary to assist the task force in the performance of its  
1779 duties.

1780 (5) The task force shall submit a report of its findings



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1781 and recommendations to the President of the Senate and the  
1782 Speaker of the House of Representatives by June 30, 2018. Upon  
1783 submission of the report, the task force shall expire.

1784 Section 27. Committee on Early Childhood Development.—The  
1785 Committee on Early Childhood Development, a committee as defined  
1786 in s. 20.03, Florida Statutes, is created within the Department  
1787 of Education to develop a proposal for establishing and  
1788 implementing a coordinated system focused on developmental  
1789 milestones and outcomes for the school readiness program, the  
1790 Voluntary Prekindergarten Education Program, and the Florida  
1791 Kindergarten Readiness Screener and, except as otherwise  
1792 provided in this section, shall operate consistent with s.  
1793 20.052, Florida Statutes.

1794 (1) The committee's proposal must include legislative  
1795 recommendations for the design and implementation of a  
1796 coordinated system for tracking children's development,  
1797 including:

1798 (a) The purpose of tracking children's development, with a  
1799 focus on developmentally appropriate learning gains.

1800 (b) Attributes for tool selection that provide guidance on  
1801 procurement policies.

1802 (c) An implementation schedule and protocols, including the  
1803 frequency of data collection and a timeline for training to  
1804 ensure reliability of the system.

1805 (d) The methodology for collecting and analyzing data that  
1806 defines reporting requirements.

1807 (e) A budget for the system, including cost analyses for  
1808 purchasing materials and necessary technology, training to  
1809 ensure reliability, and data system management.



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1810 (f) Considerations for student privacy and tracking child  
1811 development over time.

1812 (2) The committee is composed of 14 members, with 7 members  
1813 appointed by the President of the Senate and 7 members appointed  
1814 by the Speaker of the House of Representatives. The members must  
1815 be residents of this state. Seven of the members must be  
1816 representatives from or subject matter experts for early  
1817 learning and seven members must be representatives from or  
1818 subject matter experts for kindergarten through grade 3.

1819 (3) The committee shall elect a chair and vice chair.  
1820 Members of the committee shall serve without compensation but  
1821 are entitled to reimbursement for per diem and travel expenses  
1822 pursuant to s. 112.061, Florida Statutes.

1823 (4) The committee must meet at least three times and shall  
1824 meet by teleconference or other electronic means, if possible,  
1825 to reduce costs.

1826 (5) A majority of the members constitutes a quorum.

1827 (6) The University of Florida Lastinger Center for Learning  
1828 shall provide the committee with staff necessary to assist the  
1829 committee in the performance of its duties.

1830 (7) The committee shall submit a report of its findings and  
1831 recommendations to the Governor, the President of the Senate,  
1832 and the Speaker of the House of Representatives by December 1,  
1833 2017. Upon submission of the report, the committee shall expire.

1834 Section 28. Study of a nationally recognized alternate high  
1835 school assessment.—

1836 (1) INDEPENDENT STUDY.—

1837 (a) The Commissioner of Education shall contract for an  
1838 independent study to determine whether a nationally recognized





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1839 high school assessment may be administered in lieu of the  
1840 Florida Standards Assessment and the Algebra I and end-of-course  
1841 assessment for high school students.

1842 (b) In order to be considered a nationally recognized high  
1843 school assessment, the assessment must meet the following  
1844 requirements:

1845 1. Be substantially aligned with the core curricular  
1846 content for high school level English Language Arts (ELA) and  
1847 mathematics established in the Next Generation Sunshine State  
1848 Standards pursuant to s. 1003.41, Florida Statutes;

1849 2. Provide for learning gains from the grade 8 ELA and  
1850 Mathematics Florida Standards Assessment to the nationally  
1851 recognized high school assessment;

1852 3. Provide for differentiation and comparability between  
1853 schools and districts;

1854 4. Provide the same or additional accommodations to  
1855 students with disabilities and other students which are provided  
1856 by the Florida Standards Assessment and other statewide,  
1857 standardized assessments;

1858 5. Meet the applicable assessment security requirements  
1859 determined by the commissioner for the state and for school  
1860 districts;

1861 6. Meet the reasonable technical specification requirements  
1862 determined by the commissioner which allow implementation by the  
1863 state and by school districts; and

1864 7. Satisfy any threshold legal requirements, including, but  
1865 not limited to, the standard set forth in *Debra P. v.*  
1866 *Turlington*, 474 F. Supp. 244 (M.D. Fla. 1979).

1867 (c) The commissioner and the contractor shall consult with,



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1868 and receive recommendations for alternate assessments from,  
1869 education stakeholders, including district school  
1870 superintendents, testing and measurement administrators,  
1871 curriculum directors, principals, teachers, and other educators  
1872 who have experience and expertise in the administration of high  
1873 school assessments.

1874 (2) REPORT.—The commissioner shall submit a report on the  
1875 findings of the study and any recommendations to the Governor,  
1876 the President of the Senate, and the Speaker of the House of  
1877 Representatives by January 1, 2018.

1878 Section 29. This act shall take effect July 1, 2017.

1879

1880 ===== T I T L E A M E N D M E N T =====

1881 And the title is amended as follows:

1882 Delete everything before the enacting clause  
1883 and insert:

1884 A bill to be entitled  
1885 An act relating to education; amending s. 125.901,  
1886 F.S.; providing that the membership of the governing  
1887 body of certain independent special districts in  
1888 specified counties may include the designee of the  
1889 superintendent of schools in lieu of the  
1890 superintendent; creating s. 1001.4205, F.S.;  
1891 authorizing an individual district school board member  
1892 to visit any district school in his or her school  
1893 district; authorizing an individual charter school  
1894 governing board member to visit any charter school  
1895 governed by the charter school's governing board;  
1896 providing requirements and restrictions; amending s.



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1897 1002.20, F.S.; authorizing a parent to request and be  
1898 granted permission for a student's absence from school  
1899 for treatment of autism spectrum disorder by a  
1900 licensed health care practitioner; authorizing a  
1901 student to possess and use a topical sunscreen while  
1902 on school property or at a school-sponsored event or  
1903 activity under certain circumstances; amending s.  
1904 1002.33, F.S.; revising the charter school application  
1905 process; revising the appeals process for a denied  
1906 charter school application; revising the purpose of  
1907 charter school cooperatives; authorizing certain  
1908 entities to share facilities with charter schools  
1909 without additional approval; amending s. 1002.331,  
1910 F.S.; conforming provisions to changes made by the  
1911 act; authorizing a high-performing charter school to  
1912 establish more than one charter school in any year  
1913 under certain circumstances; amending s. 1002.51,  
1914 F.S.; defining the term "public school prekindergarten  
1915 provider"; amending s. 1003.21, F.S.; requiring each  
1916 district school board to adopt an attendance policy  
1917 authorizing a student's absence for treatment of  
1918 autism spectrum disorder; amending s. 1003.24, F.S.;  
1919 revising an exemption relating to parental  
1920 responsibility for nonattendance of a student to  
1921 include treatment for autism spectrum disorder;  
1922 amending s. 1003.4156, F.S.; deleting requirements  
1923 relating to the career and education planning course  
1924 for middle grades promotion; amending s. 1003.4282,  
1925 F.S.; deleting a provision requiring certain students



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1926 to take the Algebra II end-of-course assessment;  
1927 removing a requirement that a student participating in  
1928 interscholastic sports pass a competency test on  
1929 personal fitness to satisfy the physical education  
1930 credit requirement for high school graduation;  
1931 revising the requirements for satisfying the online  
1932 course requirements for a standard high school  
1933 diploma; amending s. 1003.4285, F.S.; deleting a  
1934 provision requiring students to pass the Algebra II  
1935 end-of-course assessment in order to earn a Scholar  
1936 designation; amending s. 1003.455, F.S.; requiring  
1937 each district school board to provide students in  
1938 certain grades with a minimum number of minutes of  
1939 free-play recess per week and with a minimum number of  
1940 consecutive minutes of free-play recess per day;  
1941 amending s. 1003.57, F.S.; prohibiting certain school  
1942 districts from declining to provide or contract for  
1943 certain students' educational instruction; amending s.  
1944 1006.40, F.S.; revising requirements for use of the  
1945 instructional materials allocation; amending s.  
1946 1007.35, F.S.; revising the name of an ACT assessment  
1947 for specified purposes; amending s. 1008.22, F.S.;  
1948 deleting a provision requiring the Algebra II end-of-  
1949 course assessment to be administered; revising  
1950 requirements relating to the administration and format  
1951 of assessments; providing requirements for  
1952 administration of the statewide, standardized English  
1953 Language Arts and mathematics assessments in specified  
1954 grades; requiring the Department of Education to



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1955 publish certain assessments on its website; providing  
1956 requirements for such publication; requiring the  
1957 department to provide materials regarding assessment  
1958 information on its website; conforming cross-  
1959 references; amending s. 1009.60, F.S.; revising  
1960 eligibility criteria for receipt of a minority teacher  
1961 education scholarship; amending s. 1009.605, F.S.;  
1962 revising the scholar awards on which the Florida Fund  
1963 for Minority Teachers, Inc.'s, budget projection must  
1964 be based; amending s. 1011.62, F.S.; revising  
1965 eligibility criteria for postsecondary institutions to  
1966 participate in the dual enrollment and early admission  
1967 programs; deleting provisions relating to caps imposed  
1968 on the amounts of bonuses awarded to teachers based on  
1969 student performance on certain course examinations and  
1970 certifications; requiring a specified amount of funds  
1971 generated by a certain bonus be allocated to the  
1972 school program that generated the funds; conforming  
1973 provisions to changes made by the act; amending s.  
1974 1011.71, F.S.; revising payout for sick and annual  
1975 leave in specified circumstances; amending s. 1012.34,  
1976 F.S.; revising personnel evaluation procedures and  
1977 criteria; authorizing the commissioner to develop a  
1978 formula for measuring student learning growth on  
1979 specified statewide, standardized assessments, rather  
1980 than requiring the Commissioner of Education to  
1981 approve such a formula; authorizing, rather than  
1982 requiring, a school district to use certain formulas  
1983 developed by the commissioner; amending s. 1012.56,



1984 F.S.; requiring the department to issue a temporary  
1985 educator certificate within a specified period;  
1986 requiring the department to provide electronic notice  
1987 of the issuance of a temporary certificate to  
1988 specified entities; requiring the department to  
1989 provide the applicant with an official statement of  
1990 status of eligibility upon issuance of a temporary  
1991 certificate; providing content requirements for the  
1992 statement of status of eligibility; revising the  
1993 criteria instructional personnel must meet to be  
1994 issued a professional certificate; providing that an  
1995 applicant for professional certification is not  
1996 required to take or pass a specified examination under  
1997 certain circumstances; requiring the department to  
1998 provide electronic notification of the expiration of a  
1999 temporary educator certificate; requiring the State  
2000 Board of Education to adopt rules providing for the  
2001 extension of a temporary educator certificate for a  
2002 specified period under certain circumstances;  
2003 authorizing charter schools and charter management  
2004 organizations to develop a professional development  
2005 certification and education competency program;  
2006 revising program requirements; requiring the  
2007 department to adopt standards for the approval of such  
2008 programs by a specified date; providing requirements  
2009 for such standards; requiring each school district and  
2010 charter school to submit its program for approval by a  
2011 specified date; providing that certification  
2012 requirements may not be met in a program that is not



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2013 approved by the department after a specified date;  
2014 amending s. 1012.585, F.S.; revising college credit  
2015 and inservice hour requirements for renewal of a  
2016 professional certificate to include participation in  
2017 specified activities; amending s. 1012.98, F.S.;  
2018 revising the activities designed to implement the  
2019 school community professional development act to  
2020 include specified training relating to a professional  
2021 development certification and education competency  
2022 program; revising requirements for school district  
2023 professional development systems; requiring the  
2024 department to disseminate professional development  
2025 programs that meet specified criteria; creating s.  
2026 1013.101, F.S.; providing legislative findings and  
2027 intent; defining terms; requiring the department to  
2028 provide specified assistance to school districts;  
2029 creating the Shared Use Task Force within the  
2030 department; specifying the purpose and membership of  
2031 the task force; providing requirements for electing a  
2032 task force chair and vice chair and conducting its  
2033 meetings; requiring the department to provide the task  
2034 force with necessary staff; requiring the task force  
2035 to submit a report to the Legislature by a specified  
2036 date; providing for expiration of the task force;  
2037 creating the Committee on Early Childhood Development  
2038 within the department; specifying committee purpose;  
2039 requiring the committee to develop a proposal for  
2040 specified purposes; providing proposal requirements;  
2041 providing for membership of the committee; providing



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2042 requirements for electing a committee chair and vice  
2043 chair; providing committee meeting requirements;  
2044 requiring the University of Florida Lastinger Center  
2045 for Learning to provide necessary staff for the  
2046 committee; requiring the committee to submit a report  
2047 by a specified date; providing for the expiration of  
2048 the committee; requiring the commissioner to contract  
2049 for an independent study to determine whether a  
2050 nationally recognized high school assessment may be  
2051 administered in lieu of the Florida Standards  
2052 Assessment and the Algebra I end-of-course assessment;  
2053 providing requirements for the assessment; requiring  
2054 the commissioner and the contractor to consult with  
2055 specified stakeholders; requiring the commissioner to  
2056 submit a report to the Governor and the Legislature by  
2057 a specified date; providing an effective date.