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

(b) However, any county as defined in s. 125.011(1) may instead have a governing body consisting of 33 members, including: the superintendent of schools, or his or her designee; two representatives of public postsecondary education institutions located in the county; the county manager or the equivalent county officer; the district administrator from the appropriate district of the Department of Children and Families, or the administrator’s designee who is a member of the Senior Management Service or the Selected Exempt Service; the director of the county health department or the director’s designee; the state attorney for the county or the state attorney’s designee; the chief judge assigned to juvenile cases, or another juvenile judge who is the chief judge’s designee and who shall sit as a voting member of the board, except that the judge may not vote or participate in setting ad valorem taxes under this section; an individual who is selected by the board of the local United Way or its equivalent; a member of a locally recognized faith-
based coalition, selected by that coalition; a member of the
local chamber of commerce, selected by that chamber or, if more
than one chamber exists within the county, a person selected by
a coalition of the local chambers; a member of the early
learning coalition, selected by that coalition; a representative
of a labor organization or union active in the county; a member
of a local alliance or coalition engaged in cross-system
planning for health and social service delivery in the county,
selected by that alliance or coalition; a member of the local
Parent-Teachers Association/Parent-Teacher-Student Association,
selected by that association; a youth representative selected by
the local school system’s student government; a local school
board member appointed by the chair of the school board; the
mayor of the county or the mayor’s designee; one member of the
county governing body, appointed by the chair of that body; a
member of the state Legislature who represents residents of the
county, selected by the chair of the local legislative
delegation; an elected official representing the residents of a
municipality in the county, selected by the county municipal
league; and 4 members-at-large, appointed to the council by the
majority of sitting council members. The remaining 7 members
shall be appointed by the Governor in accordance with procedures
set forth in paragraph (a), except that the Governor may remove
a member for cause or upon the written petition of the council.
Appointments by the Governor must, to the extent reasonably
possible, represent the geographic and demographic diversity of
the population of the county. Members who are appointed to the
council by reason of their position are not subject to the
length of terms and limits on consecutive terms as provided in
this section. The remaining appointed members of the governing body shall be appointed to serve 2-year terms, except that those members appointed by the Governor shall be appointed to serve 4-year terms, and the youth representative and the legislative delegate shall be appointed to serve 1-year terms. A member may be reappointed; however, a member may not serve for more than three consecutive terms. A member is eligible to be appointed again after a 2-year hiatus from the council.

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

1001.4205 Visitation of schools by an individual school board or charter school governing board member.—An individual member of a district school board may, on any day and at any time at his or her pleasure, visit any district school in his or her school district. An individual charter school governing board member may, on any day and at any time at his or her pleasure, visit any charter school governed by the charter school’s governing board. The board member must sign in and sign out at the school’s main office and wear his or her board identification badge at all times while present on school premises. The board, the school, or any other person or entity, including, but not limited to, the principal of the school, the school superintendent, or any other board member, may not require the visiting board member to provide notice before visiting the school. The school may offer, but may not require, an escort to accompany a visiting board member during the visit. Another board member or a district employee, including, but not limited to, the superintendent, the school principal, or his or her designee, may not limit the duration or scope of the visit.
or direct a visiting board member to leave the premises. A board, district, or school administrative policy or practice may not prohibit or limit the authority granted to a board member under this section.

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

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

(2) ATTENDANCE.—

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

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

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

Section 4. Subsection (13) and paragraph (c) of subsection (18) of section 1002.33, Florida Statutes, are amended to read:

1002.33 Charter schools.—

(13) CHARTER SCHOOL COOPERATIVES.—Charter schools may enter into cooperative agreements to form charter school cooperative organizations that may provide the following services to further educational, operational, and administrative initiatives in which the participating charter schools share common interests:

charter school planning and development, direct instructional services, and contracts with charter school governing boards to provide personnel administrative services, payroll services, human resource management, evaluation and assessment services, teacher preparation, and professional development.

(18) FACILITIES.—

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

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

1002.331 High-performing charter schools.—

(3)

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

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

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

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

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

1003.21 School attendance.—

(2)

(b) Each district school board, in accordance with rules of the State Board of Education, shall adopt policies authorizing a policy that authorizes a parent to request and be granted
permission for absence of a student from school for:

1. Religious instruction or religious holidays.

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

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

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

(4) SICKNESS, INJURY, OR OTHER INSURMOUNTABLE CONDITION.—Attendance was impracticable or inadvisable on account of sickness or injury, as attested to by a written statement of a licensed practicing physician, or a written statement of a licensed health care practitioner for the treatment of autism spectrum disorder, or was impracticable because of some other stated insurmountable condition as defined by rules of the State Board of Education. If a student is continually sick and repeatedly absent from school, he or she must be under the supervision of a physician, or under the care of a licensed
health care practitioner for the treatment of autism spectrum disorder, in order to receive an excuse from attendance. Such excuse provides that a student’s condition justifies absence for more than the number of days permitted by the district school board.

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

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

1003.4156 General requirements for middle grades promotion.—

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

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

(b) Three middle grades or higher courses in mathematics. Each school that includes middle grades must offer at least one high school level mathematics course for which students may earn high school credit. Successful completion of a high school level Algebra I or Geometry course is not contingent upon the student’s performance on the statewide, standardized end-of-
course (EOC) assessment. To earn high school credit for Algebra I, a middle grades student must take the statewide, standardized Algebra I EOC assessment and pass the course, and in addition, beginning with the 2013-2014 school year and thereafter, a student’s performance on the Algebra I EOC assessment constitutes 30 percent of the student’s final course grade. To earn high school credit for a Geometry course, a middle grades student must take the statewide, standardized Geometry EOC assessment, which constitutes 30 percent of the student’s final course grade, and earn a passing grade in the course.

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

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

(e) One course in career and education planning to be completed in 6th, 7th, or 8th grade. The course may be taught by any member of the instructional staff. At a minimum, the course must be Internet-based, easy to use, and customizable to each student and include research-based assessments to assist students in determining educational and career options and goals. In addition, the course must result in a completed personalized academic and career plan for the student; must emphasize the importance of entrepreneurship skills; must emphasize technology or the application of technology in career fields; and, beginning in the 2014-2015 academic year, must include information from the Department of Economic Opportunity’s economic security report as described in s. 445.07. The required personalized academic and career plan must inform students of high school graduation requirements, including a detailed explanation of the diploma designation options provided under s. 1003.4285; high school assessment and college entrance test requirements; Florida Bright Futures
Scholarship Program requirements; state university and Florida College System institution admission requirements; available opportunities to earn college credit in high school, including Advanced Placement courses; the International Baccalaureate Program; the Advanced International Certificate of Education Program; dual enrollment, including career dual enrollment; and career education courses, including career-themed courses and courses that lead to industry certification pursuant to s. 1003.492 or s. 1008.44.

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

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

1003.4282 Requirements for a standard high school diploma.—

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

(b) Four credits in mathematics.—A student must earn one credit in Algebra I and one credit in Geometry. A student’s performance on the statewide, standardized Algebra I end-of-
course (EOC) assessment constitutes 30 percent of the student’s final course grade. A student must pass the statewide, standardized Algebra I EOC assessment, or earn a comparative score, in order to earn a standard high school diploma. A student’s performance on the statewide, standardized Geometry EOC assessment constitutes 30 percent of the student’s final course grade. If the state administers a statewide, standardized Algebra II assessment, a student selecting Algebra II must take the assessment, and the student’s performance on the assessment constitutes 30 percent of the student’s final course grade. A student who earns an industry certification for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute the certification for one mathematics credit. Substitution may occur for up to two mathematics credits, except for Algebra I and Geometry.

(f) One credit in physical education.—Physical education must include the integration of health. Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons shall satisfy the one-credit requirement in physical education if the student passes a competency test on personal fitness with a score of “C” or better. The competency test on personal fitness developed by the Department of Education must be used. A district school board may not require that the one credit in physical education be taken during the 9th grade year. Completion of one semester with a grade of “C” or better in a marching band class, in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in a dance class shall satisfy one-half credit in physical education or one-half credit in
performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an individual education plan (IEP) or 504 plan. Completion of 2 years in a Reserve Officer Training Corps (R.O.T.C.) class, a significant component of which is drills, shall satisfy the one-credit requirement in physical education and the one-credit requirement in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an IEP or 504 plan.

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

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

(b) A district school board or a charter school governing board, as applicable, may allow a student to satisfy the online course requirements of this subsection by completing a blended learning course or:

1. Completion of a course in which the student earns a nationally recognized industry certification in information technology that is identified on the CAPE Industry Certification Funding List pursuant to s. 1008.44 or passing...
information technology certification examination without
enrolling in or completing completion of the
 corresponding course or courses, as applicable.

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

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

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

1003.4285 Standard high school diploma designations.—
(1) Each standard high school diploma shall include, as
applicable, the following designations if the student meets the
criteria set forth for the designation:

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

1. Mathematics.—Earn one credit in Algebra II and one
credit in statistics or an equally rigorous course. Beginning
with students entering grade 9 in the 2014-2015 school year, pass the Algebra II and Geometry statewide, standardized assessment.

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

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

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

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

Section 12. Subsection (6) is added to section 1003.455,
Florida Statutes, to read:

1003.455 Physical education; assessment.—

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

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

1003.57 Exceptional students instruction.—

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

1. “Agency” means the Department of Children and Families or its contracted lead agency, the Agency for Persons with Disabilities, and the Agency for Health Care Administration.

2. “Exceptional student” means an exceptional student, as defined in s. 1003.01, who has a disability.

3. “Receiving school district” means the district in which a private residential care facility is located.

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

(b) Within 10 business days after an exceptional student is placed in a private residential care facility by an agency, the agency or private residential care facility licensed by the agency, as appropriate, shall provide written notification of the placement to the school district where the student is currently counted for funding purposes under s. 1011.62 and the
receiving school district. The exceptional student shall be enrolled in school and receive a free and appropriate public education, special education, and related services while the notice and procedures regarding payment are pending. This paragraph applies when the placement is for the primary purpose of addressing residential or other noneducational needs and the placement crosses school district lines.

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

1. Provide educational instruction to the student;
2. Contract with another provider or facility to provide the educational instruction; or
3. Contract with the private residential care facility in which the student resides to provide the educational instruction; or
4. Decline to provide or contract for educational instruction.

If the receiving school district declines to provide or contract for the educational instruction, the school district in which the legal residence of the student is located shall provide or contract for the educational instruction to the student. The receiving school district providing that provides educational instruction or contracting contracts to provide educational instruction shall report the student for funding purposes.
pursuant to s. 1011.62.

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

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

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

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

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

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

1006.40 Use of instructional materials allocation;
instructional materials, library books, and reference books;
repair of books.—
(3)(a) Except for a school district or a consortium of school districts that implements an instructional materials
program pursuant to s. 1006.283 Beginning with the 2015-2016 fiscal year, each district school board shall use at least 50 percent of the annual allocation only for the purchase of digital or electronic instructional materials that align with state standards and are included on the state-adopted list, except as otherwise authorized in paragraphs (b) and (c).

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

1007.35 Florida Partnership for Minority and Underrepresented Student Achievement.—

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

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

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

(c) Public school districts must choose either the...
(6) The partnership shall:

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

1. Test administration dates and times.
2. That participation in the PSAT/NMSQT or the PreACT ACT Aspire is open to all 10th grade students.
3. The value of such tests in providing diagnostic feedback on student skills.
4. The value of student scores in predicting the probability of success on AP or other advanced course examinations.

(8)(a) By September 30 of each year, the partnership shall submit to the department a report that contains an evaluation of the effectiveness of the delivered services and activities. Activities and services must be evaluated on their effectiveness at raising student achievement and increasing the number of AP or other advanced course examinations in low-performing middle and high schools. Other indicators that must be addressed in the evaluation report include the number of middle and high school teachers trained; the effectiveness of the training; measures of postsecondary readiness of the students affected by the program; levels of participation in 10th grade PSAT/NMSQT or the PreACT ACT Aspire testing; and measures of student, parent, and teacher awareness of and satisfaction with the services of the partnership.
Section 16. Paragraphs (a), (b), and (d) of subsection (3) and paragraphs (a) and (b) of subsection (7), of section 1008.22, Florida Statutes, are amended, present paragraphs (c) through (g) of subsection (7) of that section are redesignated as paragraphs (d) through (h), respectively, a new paragraph (c) and paragraph (i) is added to that subsection, present subsections (8) through (12) of that section are redesignated as subsections (9) through (13), respectively, a new subsection (8) is added to that section, and paragraph (e) of present subsection (11) of that section is amended, to read:

1008.22 Student assessment program for public schools.—

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

(a) Statewide, standardized comprehensive assessments.—The statewide, standardized Reading assessment shall be administered annually in grades 3 through 10. The statewide, standardized Writing assessment shall be administered annually at least once at the elementary, middle, and high school levels. When the Reading and Writing assessments are replaced by English Language Arts (ELA) assessments, ELA assessments shall be administered to students in grades 3 through 10. Retake opportunities for the grade 10 Reading assessment or, upon implementation, the grade 10 ELA assessment must be provided. Students taking the ELA assessments shall not take the statewide, standardized assessments in Reading or Writing. ELA assessments shall be administered online. The statewide, standardized Mathematics assessments shall be administered annually in grades 3 through 8. Students taking a revised Mathematics assessment shall not take the discontinued assessment. The statewide, standardized Science assessment shall be administered annually at least once at the elementary and middle grades levels. In order to earn a standard high school diploma, a student who has not earned a passing score on the grade 10 Reading assessment or, upon implementation, the grade 10 ELA assessment must earn a passing score on the assessment retake or earn a concordant score as authorized under subsection (9). (b) End-of-course (EOC) assessments.—EOC assessments must be statewide, standardized, and developed or approved by the Department of Education as follows:

1. EOC assessments for Algebra I, Geometry, Algebra II, Biology I, and United States History, and Civics shall be
administered to students enrolled in such courses as specified in the course code directory.

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

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

4. Contingent upon funding provided in the General Appropriations Act, including the appropriation of funds received through federal grants, the commissioner may establish an implementation schedule for the development and administration of additional statewide, standardized EOC assessments that must be approved by the state board in rule. If
approved by the state board, student performance on such
assessments constitutes 30 percent of a student’s final course
grade.

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

(d) Implementation schedule.—
1. The Commissioner of Education shall establish and
publish on the department’s website an implementation schedule
to transition from the statewide, standardized Reading and
Writing assessments to the ELA assessments and to the revised
Mathematics assessments, including the Algebra I and Geometry
EOC assessments. The schedule must take into consideration
funding, sufficient field and baseline data, access to
assessments, instructional alignment, and school district
readiness to administer the assessments online. All such
assessments must be delivered through computer-based testing,
however, the following assessments must be delivered in a
computer-based format, as follows: the grade 3 ELA assessment,
beginning in the 2017-2018 school year; the grade 3 Mathematics
assessment beginning in the 2016-2017 school year; the grade 4
ELA assessment, beginning in the 2015-2016 school year; and the
grade 4 Mathematics assessment, beginning in the 2016-2017
school year. Beginning with the 2018-2019 school year,
statewide, standardized ELA and mathematics assessments for
grades 3 through 5 must be delivered in a paper-based format
only, subject to appropriation.

2. The Department of Education shall publish minimum and
recommended technology requirements that include specifications
for hardware, software, networking, security, and broadband
capacity to facilitate school district compliance with the
requirement that assessments be administered online.

(7) ASSESSMENT SCHEDULES AND REPORTING OF RESULTS.—
(a) The Commissioner of Education shall establish schedules
for the administration of statewide, standardized assessments
and the reporting of student assessment results. The
commissioner shall consider the observance of religious and
school holidays when developing the schedules. The assessment
and reporting schedules must provide the earliest possible
reporting of student assessment results to the school districts,
consistent with the requirements of paragraph (3)(g). Assessment
results for the statewide, standardized ELA and mathematics
assessments and all statewide, standardized EOC assessments must
be made available no later than the week of June 30, except
for results for the grade 3 statewide, standardized ELA
assessment, which must be made available no later than May 31 of
assessments administered in the 2014-2015 school year. School
districts shall administer statewide, standardized assessments
in accordance with the schedule established by the commissioner.

(b) By January August of each year, beginning in 2018, 2016,
the commissioner shall publish on the department’s website a
uniform calendar that includes the assessment and reporting
schedules for, at a minimum, the next 2 school years. The
uniform calendar must be provided to school districts in an
electronic format that allows each school district and public
school to populate the calendar with, at minimum, the following
information for reporting the district assessment schedules
under paragraph (e) (c):
1. Whether the assessment is a district-required assessment or a state-required assessment.
2. The specific date or dates that each assessment will be administered.
3. The time allotted to administer each assessment.
4. Whether the assessment is a computer-based assessment or a paper-based assessment.
5. The grade level or subject area associated with the assessment.
6. The date that the assessment results are expected to be available to teachers and parents.
7. The type of assessment, the purpose of the assessment, and the use of the assessment results.
9. Estimates of average time for administering state-required and district-required assessments, by grade level.

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

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

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

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

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

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

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

2. Information identifying the student’s areas of strength and areas in need of improvement.

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

4. Longitudinal information, if available, on the student’s progress in each subject area based on previous statewide,
standardized assessment data.

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

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

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

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

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

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

(12)(11) REPORTS.—The Department of Education shall annually provide a report to the Governor, the President of the
Senate, and the Speaker of the House of Representatives which shall include the following:

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

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

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

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

(4) A student may receive a scholarship from the program for 3 consecutive years if the student remains enrolled full-time in the program and makes satisfactory progress toward a baccalaureate degree with a major in education or a graduate degree with a major in education, leading to initial certification.
Section 18. Paragraph (a) of subsection (2) of section 1009.605, Florida Statutes, is amended to read:

1009.605 Florida Fund for Minority Teachers, Inc.—

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

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

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

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

(i) Calculation of full-time equivalent membership with respect to dual enrollment instruction.—Students enrolled in dual enrollment instruction pursuant to s. 1007.271 may be included in calculations of full-time equivalent student memberships for basic programs for grades 9 through 12 by a district school board. Instructional time for dual enrollment may vary from 900 hours; however, the full-time equivalent...
student membership value shall be subject to the provisions in
s. 1011.61(4). Dual enrollment full-time equivalent student
membership shall be calculated in an amount equal to the hours
of instruction that would be necessary to earn the full-time
equivalent student membership for an equivalent course if it
were taught in the school district. Students in dual enrollment
courses may also be calculated as the proportional shares of
full-time equivalent enrollments they generate for a Florida
College System institution or university conducting the dual
enrollment instruction. Early admission students shall be
considered dual enrollments for funding purposes. Students may
be enrolled in dual enrollment instruction provided by an
eligible independent college or university and may be included
in calculations of full-time equivalent student memberships for
basic programs for grades 9 through 12 by a district school
board. However, those provisions of law which exempt dual
enrolled and early admission students from payment of
instructional materials and tuition and fees, including
laboratory fees, shall not apply to students who select the
option of enrolling in an eligible independent institution. An
independent college or university, which is located and
chartered in Florida, is not for profit, is accredited by a
regional or national accrediting agency recognized by the United
States Department of Education, the Commission on Colleges of the
Southern Association of Colleges and Schools, or the Accrediting
Council for Independent Colleges and Schools, and confers
degrees as defined in s. 1005.02 shall be eligible for inclusion
in the dual enrollment or early admission program. Students
enrolled in dual enrollment instruction shall be exempt from the
payment of tuition and fees, including laboratory fees. No student enrolled in college credit mathematics or English dual enrollment instruction shall be funded as a dual enrollment unless the student has successfully completed the relevant section of the entry-level examination required pursuant to s. 1008.30.

(1) *Calculation of additional full-time equivalent membership based on International Baccalaureate examination scores of students.*—A value of 0.16 full-time equivalent student membership shall be calculated for each student enrolled in an International Baccalaureate course who receives a score of 4 or higher on a subject examination. A value of 0.3 full-time equivalent student membership shall be calculated for each student who receives an International Baccalaureate diploma. Such value shall be added to the total full-time equivalent student membership in basic programs for grades 9 through 12 in the subsequent fiscal year. Each school district shall allocate 80 percent of the funds received from International Baccalaureate bonus FTE funding to the school program whose students generate the funds and to school programs that prepare prospective students to enroll in International Baccalaureate courses. Funds shall be expended solely for the payment of allowable costs associated with the International Baccalaureate program. Allowable costs include International Baccalaureate annual school fees; International Baccalaureate examination fees; salary, benefits, and bonuses for teachers and program coordinators for the International Baccalaureate program and teachers and coordinators who prepare prospective students for the International Baccalaureate program; supplemental books;
instructional supplies; instructional equipment or instructional materials for International Baccalaureate courses; other activities that identify prospective International Baccalaureate students or prepare prospective students to enroll in International Baccalaureate courses; and training or professional development for International Baccalaureate teachers. School districts shall allocate the remaining 20 percent of the funds received from International Baccalaureate bonus FTE funding for programs that assist academically disadvantaged students to prepare for more rigorous courses. The school district shall distribute to each classroom teacher who provided International Baccalaureate instruction:

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

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

Bonuses awarded to a teacher according to this paragraph may not exceed $2,000 in any given school year. However, the maximum bonus shall be $3,000 if at least 50 percent of the students enrolled in a teacher’s course earn a score of 4 or higher on the examination in a school designated with a grade of “A,” “B,” or “C”; or if at least 25 percent of the students enrolled in a
teacher’s course earn a score of 4 or higher on the examination in a school designated with a grade of “D” or “F.” Bonuses awarded under this paragraph shall be in addition to any regular wage or other bonus the teacher received or is scheduled to receive. For such courses, the teacher shall earn an additional bonus of $50 for each student who has a qualifying score up to the maximum of $3,000 in any given school year.

(m) Calculation of additional full-time equivalent membership based on Advanced International Certificate of Education examination scores of students.—A value of 0.16 full-time equivalent student membership shall be calculated for each student enrolled in a full-credit Advanced International Certificate of Education course who receives a score of E or higher on a subject examination. A value of 0.08 full-time equivalent student membership shall be calculated for each student enrolled in a half-credit Advanced International Certificate of Education course who receives a score of E or higher on a subject examination. A value of 0.3 full-time equivalent student membership shall be calculated for each student who receives an Advanced International Certificate of Education diploma. Such value shall be added to the total full-time equivalent student membership in basic programs for grades 9 through 12 in the subsequent fiscal year. Each school district shall allocate at least 80 percent of the funds received from the Advanced International Certificate of Education bonus FTE funding, in accordance with this paragraph, to the school program that generated the funds. The school district shall distribute to each classroom teacher who provided Advanced International Certificate of Education instruction:
1. A bonus in the amount of $50 for each student taught by the Advanced International Certificate of Education teacher in each full-credit Advanced International Certificate of Education course who receives a score of E or higher on the Advanced International Certificate of Education examination. A bonus in the amount of $25 for each student taught by the Advanced International Certificate of Education teacher in each half-credit Advanced International Certificate of Education course who receives a score of E or higher on the Advanced International Certificate of Education examination.

2. An additional bonus of $500 to each Advanced International Certificate of Education teacher in a school designated with a grade of “D” or “F” who has at least one student scoring E or higher on the full-credit Advanced International Certificate of Education examination, regardless of the number of classes taught or of the number of students scoring an E or higher on the full-credit Advanced International Certificate of Education examination.

3. Additional bonuses of $250 each to teachers of half-credit Advanced International Certificate of Education classes in a school designated with a grade of “D” or “F” which has at least one student scoring an E or higher on the half-credit Advanced International Certificate of Education examination in that class. The maximum additional bonus for a teacher awarded in accordance with this subparagraph shall not exceed $500 in any given school year. Teachers receiving an award under subparagraph 2. are not eligible for a bonus under this subparagraph.
Bonuses awarded to a teacher according to this paragraph shall not exceed $2,000 in any given school year and shall be in addition to any regular wage or other bonus the teacher received or is scheduled to receive.

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

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

2. An additional bonus of $500 to each Advanced Placement teacher in a school designated with a grade of “D” or “F” who has at least one student scoring 3 or higher on the College Board Advanced Placement Examination, regardless of the number of classes taught or of the number of students scoring a 3 or higher on the College Board Advanced Placement Examination.
Bonuses awarded to a teacher according to this paragraph shall not exceed $2,000 in any given school year. However, the maximum bonus shall be $3,000 if at least 50 percent of the students enrolled in a teacher’s course earn a score of 3 or higher on the examination in a school with a grade of “A,” “B,” or “C” or if at least 25 percent of the students enrolled in a teacher’s course earn a score of 3 or higher on the examination in a school with a grade of “D” or “F.” Bonuses awarded under this paragraph shall be in addition to any regular wage or other bonus the teacher received or is scheduled to receive. For such courses, the teacher shall earn an additional bonus of $50 for each student who has a qualifying score up to the maximum of $3,000 in any given school year.

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

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

b. A value of 0.1 or 0.2 full-time equivalent student membership shall be calculated for each student who completes a course as defined in s. 1003.493(1)(b) or courses with embedded...
CAPE industry certifications and who is issued an industry certification identified annually on the CAPE Industry Certification Funding List approved under rules adopted by the State Board of Education. A value of 0.2 full-time equivalent membership shall be calculated for each student who is issued a CAPE industry certification that has a statewide articulation agreement for college credit approved by the State Board of Education. For CAPE industry certifications that do not articulate for college credit, the Department of Education shall assign a full-time equivalent value of 0.1 for each certification. Middle grades students who earn additional FTE membership for a CAPE Digital Tool certificate pursuant to sub-subparagraph a. may not use the previously funded examination to satisfy the requirements for earning an industry certification under this sub-subparagraph. Additional FTE membership for an elementary or middle grades student may not exceed 0.1 for certificates or certifications earned within the same fiscal year. The State Board of Education shall include the assigned values on the CAPE Industry Certification Funding List under rules adopted by the state board. Such value shall be added to the total full-time equivalent student membership for grades 6 through 12 in the subsequent year. CAPE industry certifications earned through dual enrollment must be reported and funded pursuant to s. 1011.80. However, if a student earns a certification through a dual enrollment course and the certification is not a fundable certification on the postsecondary certification funding list, or the dual enrollment certification is earned as a result of an agreement between a school district and a nonpublic postsecondary institution, the
bonus value shall be funded in the same manner as other nondual enrollment course industry certifications. In such cases, the school district may provide for an agreement between the high school and the technical center, or the school district and the postsecondary institution may enter into an agreement for equitable distribution of the bonus funds.

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

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

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

3. For CAPE industry certifications earned in the 2013-2014 school year and in subsequent years, the school district shall distribute to each classroom teacher who provided direct instruction toward the attainment of a CAPE industry certification that qualified for additional full-time equivalent
Bonuses awarded pursuant to this paragraph shall be provided to teachers who are employed by the district in the year in which the additional FTE membership calculation is included in the calculation. Bonuses shall be calculated based upon the associated weight of a CAPE industry certification on the CAPE Industry Certification Funding List for the year in which the certification is earned by the student. Any bonus awarded to a teacher under this paragraph may not exceed $3,000 in any given school year and is in addition to any regular wage or other bonus the teacher received or is scheduled to receive.

Section 20. Paragraph (k) is added to subsection (2) of
section 1011.71, Florida Statutes, to read:

1011.71 District school tax.—

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

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

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

1012.34 Personnel evaluation procedures and criteria.—

(1) EVALUATION SYSTEM APPROVAL AND REPORTING.—

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

performance evaluation results for the prior school year for instructional personnel and school administrators using the four levels of performance specified in paragraph (2)(e). The performance evaluation results for instructional personnel shall be disaggregated by classroom teachers, as defined in s. 1012.01(2)(a), excluding substitute teachers, and all other instructional personnel, as defined in s. 1012.01(2)(b)-(d).
2. An analysis that compares performance evaluation results calculated by each school district to indicators of performance calculated by the department using the standards for performance levels adopted by the state board under subsection (8).

3. Data reported under s. 1012.341.

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

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

1. Performance of students.—At least one-third of a performance evaluation must be based upon data and indicators of student performance, as determined by each school district in
accordance with subsection (7). This portion of the evaluation must include growth or achievement data of the teacher’s students or, for a school administrator, the students attending the school over the course of at least 3 years. If less than 3 years of data are available, the years for which data are available must be used. The proportion of growth or achievement data may be determined by instructional assignment.

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

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

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

(7) MEASUREMENT OF STUDENT PERFORMANCE.—

(a) The Commissioner of Education may develop shall approve a formula to measure individual student learning growth on the statewide, standardized assessments in English Language Arts and mathematics administered under s. 1008.22. The formula must take into consideration each student’s prior academic performance. The formula must not set different expectations for student learning growth based upon a student’s gender, race, ethnicity, or socioeconomic status. In the development of the formula, the commissioner shall consider other factors such as a student’s attendance record, disability status, or status as an English language learner. The commissioner may select additional formulas to measure student performance as appropriate for the remainder of the statewide, standardized assessments included under s. 1008.22 and continue to select formulas as new
assessments are implemented in the state system. After the commissioner approves the formula to measure individual student learning growth, the State Board of Education shall adopt these formulas in rule.

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

(8) RULEMAKING.—No later than August 1, 2015, the State Board of Education shall adopt rules pursuant to ss. 120.536(1) and 120.54 which establish uniform procedures and format for the submission, review, and approval of district evaluation systems and reporting requirements for the annual evaluation of instructional personnel and school administrators; specific, discrete standards for each performance level required under subsection (2), based on student learning growth models approved by the commissioner, to ensure clear and sufficient differentiation in the performance levels and to provide consistency in meaning across school districts; the measurement of student learning growth and associated implementation procedures required under subsection (7); and a process for monitoring school district implementation of evaluation systems.
in accordance with this section.

(9) TRANSITION TO NEW STATEWIDE, STANDARDIZED ASSESSMENTS.— Standards for each performance level required under subsection (2) shall be established by the State Board of Education beginning with the 2015-2016 school year.

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

1012.56 Educator certification requirements.— (1) APPLICATION.—Each person seeking certification pursuant to this chapter shall submit a completed application containing the applicant’s social security number to the Department of Education and remit the fee required pursuant to s. 1012.59 and rules of the State Board of Education. Pursuant to the federal Personal Responsibility and Work Opportunity Reconciliation Act of 1996, each party is required to provide his or her social security number in accordance with this section. Disclosure of social security numbers obtained through this requirement is limited to the purpose of administration of the Title IV-D program of the Social Security Act for child support enforcement.

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

(a) If the applicant meets the requirements, a professional certificate to a qualifying applicant covering the classification, level, and area for which the applicant is deemed qualified and a document explaining the requirements for
renewal of the professional certificate.

(b) The department shall issue a temporary certificate to a qualifying applicant within 14 calendar days after receipt of a request from if the applicant meets the requirements and if requested by an employing school district or an employing private school with a professional education competence demonstration program pursuant to paragraphs (6)(f) and (8)(b).

The temporary certificate must cover the classification, level, and area for which the applicant is deemed qualified. The department shall electronically notify the applicant’s employing school district or employing private school that the temporary certificate has been issued and provide the applicant an official statement of status of eligibility at the time the certificate is issued, and an official statement of eligibility; or

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

The statement of status of eligibility must be provided electronically and must advise the applicant of any qualifications that must be completed to qualify for certification. Each method by which an applicant can complete the qualifications for a professional certificate must be included in the statement of status of eligibility. Each statement of status of eligibility is valid for 3 years after its date of issuance, except as provided in paragraph (2)(d).
(7) TYPES AND TERMS OF CERTIFICATION.—

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

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

2. For a professional certificate covering grades 6 through 12, any applicant who:
   
   a. Meets the requirements of paragraphs (2)(a)-(h).
   
   b. Holds a master’s or higher degree in the area of science, technology, engineering, or mathematics.
   
   c. Teaches a high school course in the subject of the advanced degree.
   
   d. Is rated highly effective as determined by the teacher’s performance evaluation under s. 1012.34, based in part on student performance as measured by a statewide, standardized assessment or an Advanced Placement, Advanced International Certificate of Education, or International Baccalaureate examination.
   
   e. Achieves a passing score on the Florida professional education competency examination required by state board rule.

3. Meets the requirements of paragraphs (2)(a)-(h) and completes a professional preparation and education competence program approved by the department pursuant to paragraph (8)(c). An applicant who completes the program and is rated highly effective as determined by his or her performance evaluation under s. 1012.34 is not required to take or achieve a passing score on the professional education competency examination in order to be awarded a professional certificate.

(b) The department shall issue a temporary certificate to
any applicant who completes the requirements outlined in paragraphs (2)(a)-(f) and completes the subject area content requirements specified in state board rule or demonstrates mastery of subject area knowledge pursuant to subsection (5) and holds an accredited degree or a degree approved by the Department of Education at the level required for the subject area specialization in state board rule.

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

Each temporary certificate is valid for 3 school fiscal years and is nonrenewable. However, the requirement in paragraph (2)(g) must be met within 1 calendar year of the date of employment under the temporary certificate. Individuals who are employed under contract at the end of the 1 calendar year time period may continue to be employed through the end of the school year in which they have been contracted. A school district shall not employ, or continue the employment of, an individual in a position for which a temporary certificate is required beyond this time period if the individual has not met the requirement of paragraph (2)(g). At least 1 year before an individual’s temporary certificate is set to expire, the department shall electronically notify the individual of the date on which his or her certificate will expire and provide a list of each method by which the qualifications for a professional certificate can be
The State Board of Education shall adopt rules to allow the department to extend the validity period of a temporary certificate for 2 years when the requirements for the professional certificate, not including the requirement in paragraph (2)(g), were not completed due to the serious illness or injury of the applicant or other extraordinary extenuating circumstances or for 1 year if the temporary certificate holder is rated effective or highly effective based solely on a student learning growth formula approved by the Commissioner of Education pursuant to s. 1012.34(8). The department shall reissue the temporary certificate for 2 additional years upon approval by the Commissioner of Education. A written request for reissuance of the certificate shall be submitted by the district school superintendent, the governing authority of a university lab school, the governing authority of a state-supported school, or the governing authority of a private school.

(a) The Department of Education shall develop and each school district, charter school, and charter management organization may provide a cohesive competency-based professional development certification and education competency program by which members of a school district’s instructional staff may satisfy the mastery of professional preparation and education competence requirements specified in subsection (6) and rules of the State Board of Education. Participants must hold a state-issued temporary certificate. A school district, charter school, or charter management organization that implements the program shall provide a competency-based
certification program developed by the Department of Education or developed by the district, charter school, or charter management organization and approved by the Department of Education. The program shall include the following:

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

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


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

      i. Must hold a valid professional certificate issued pursuant to this section;

      ii. Must have earned at least 3 years of teaching experience in prekindergarten through grade 12; and

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

      iv. Must have earned an effective or highly effective rating on the prior year’s performance evaluation under s. 1012.34; and

      v. May be a peer evaluator under the district’s evaluation system approved under s. 1012.34.

   b. The teacher mentorship and induction component must, at a minimum, provide weekly opportunities for mentoring and induction activities, including common planning time, ongoing
professional development targeted to a teacher’s needs, opportunities for a teacher to observe other teachers, co-teaching experiences, and reflection and followup discussions. Mentorship and induction activities must be provided for an applicant’s first year in the program and may be provided until the applicant attains his or her professional certificate in accordance with this section. A principal who is rated highly effective as determined by his or her performance evaluation under s. 1012.34 must be provided flexibility in selecting professional development activities under this paragraph; however, the activities must be approved by the department as part of the district’s, charter school’s, or charter management organization’s program.

4. An assessment of teaching performance aligned to the district’s system for personnel evaluation under s. 1012.34 which provides for:
   a. An initial evaluation of each educator’s competencies to determine an appropriate individualized professional development plan.
   b. A summative evaluation to assure successful completion of the program.

5. Professional education preparation content knowledge, which must be included in the mentoring and induction activities under subparagraph 3., that includes, but is not limited to, the following:
   a. The state standards provided under s. 1003.41, including scientifically based reading instruction, content literacy, and mathematical practices, for each subject identified on the temporary certificate.
b. The educator-accomplished practices approved by the state board.

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

d. Methodologies for teaching students with disabilities.

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

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

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

(c) No later than December 31, 2017, the department shall adopt standards for the approval of professional development certification and education competency programs, including standards for the teacher mentorship and induction component, under paragraph (a). Standards for the teacher mentorship and induction component must include program administration and evaluation; mentor roles, selection, and training; beginning teacher assessment and professional development; and teacher content knowledge and practices aligned to the Florida Educator Accomplished Practices. Each school district or charter school with a program under this subsection must submit its program, including the teacher mentorship and induction component, to the department for approval no later than June 30, 2018. After December 31, 2018, a teacher may not satisfy requirements for a
professional certificate through a professional development certification and education competency program under paragraph (a) unless the program has been approved by the department pursuant to this paragraph.

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

1012.585 Process for renewal of professional certificates.—

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

(a) The applicant must earn a minimum of 6 college credits or 120 inservice points or a combination thereof. For each area of specialization to be retained on a certificate, the applicant must earn at least 3 of the required credit hours or equivalent inservice points in the specialization area. Education in “clinical educator” training pursuant to s. 1004.04(5)(b); participation in mentorship and induction activities, including as a mentor, pursuant to s. 1012.56(8)(a); and credits or points that provide training in the area of scientifically researched, knowledge-based reading literacy and computational skills acquisition, exceptional student education, normal child development, and the disorders of development may be applied toward any specialization area. Credits or points that provide training in the areas of drug abuse, child abuse and neglect, strategies in teaching students having limited proficiency in English, or dropout prevention, or training in areas identified in the educational goals and performance standards adopted pursuant to ss. 1000.03(5) and 1008.345 may be applied toward any specialization area. Credits or points earned through approved summer institutes may be applied toward the fulfillment
of these requirements. Inservice points may also be earned by participation in professional growth components approved by the State Board of Education and specified pursuant to s. 1012.98 in the district’s approved master plan for inservice educational training, including, but not limited to, serving as a trainer in an approved teacher training activity, serving on an instructional materials committee or a state board or commission that deals with educational issues, or serving on an advisory council created pursuant to s. 1001.452.

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

1012.98 School Community Professional Development Act.—
(3) The activities designed to implement this section must:
  (e) Provide training to teacher mentors as part of the professional development certification and education competency program under s. 1012.56(8)(a). The training must include components on teacher development, peer coaching, time management, and other related topics as determined by the Department of Education.

(4) The Department of Education, school districts, schools, Florida College System institutions, and state universities share the responsibilities described in this section. These responsibilities include the following:
  (b) Each school district shall develop a professional development system as specified in subsection (3). The system shall be developed in consultation with teachers, teacher-educators of Florida College System institutions and state universities, business and community representatives, and local
education foundations, consortia, and professional organizations. The professional development system must:

1. Be approved by the department. All substantial revisions to the system shall be submitted to the department for review for continued approval.

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

3. Provide inservice activities coupled with followup support appropriate to accomplish district-level and school-level improvement goals and standards. The inservice activities for instructional personnel shall focus on analysis of student achievement data, ongoing formal and informal assessments of student achievement, identification and use of enhanced and differentiated instructional strategies that emphasize rigor, relevance, and reading in the content areas, enhancement of subject content expertise, integrated use of classroom technology that enhances teaching and learning, classroom management, parent involvement, and school safety.

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

5.4. Include a master plan for inservice activities, pursuant to rules of the State Board of Education, for all district employees from all fund sources. The master plan shall be updated annually by September 1, must be based on input from teachers and district and school instructional leaders, and must use the latest available student achievement data and research to enhance rigor and relevance in the classroom. Each district inservice plan must be aligned to and support the school-based inservice plans and school improvement plans pursuant to s. 1001.42(18). Each district inservice plan must provide a description of the training that middle grades instructional personnel and school administrators receive on the district’s code of student conduct adopted pursuant to s. 1006.07; integrated digital instruction and competency-based instruction and CAPE Digital Tool certificates and CAPE industry certifications; classroom management; student behavior and interaction; extended learning opportunities for students; and instructional leadership. District plans must be approved by the district school board annually in order to ensure compliance with subsection (1) and to allow for dissemination of research-based best practices to other districts. District school boards must submit verification of their approval to the Commissioner of Education no later than October 1, annually. Each school principal may establish and maintain an individual professional development plan for each instructional employee assigned to the school as a seamless component to the school improvement plans developed pursuant to s. 1001.42(18). An individual professional development plan must be related to specific performance data...
for the students to whom the teacher is assigned, define the
inservice objectives and specific measurable improvements
expected in student performance as a result of the inservice
activity, and include an evaluation component that determines
the effectiveness of the professional development plan.

6. Include inservice activities for school administrative
personnel that address updated skills necessary for
instructional leadership and effective school management
pursuant to s. 1012.986.

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

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

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

10. For middle grades, emphasize:
   a. Interdisciplinary planning, collaboration, and
      instruction.
   b. Alignment of curriculum and instructional materials to
      the state academic standards adopted pursuant to s. 1003.41.
   c. Use of small learning communities; problem-solving,
      inquiry-driven research and analytical approaches for students;
      strategies and tools based on student needs; competency-based
Each school that includes any of grades 6, 7, or 8 must include in its school improvement plan, required under s. 1001.42(18), a description of the specific strategies used by the school to implement each item listed in this subparagraph.

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

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

1013.101 Shared use agreements.—
(1) LEGISLATIVE FINDINGS AND INTENT.—The Legislature finds that greater public access to recreation and sports facilities is needed to reduce the impact of obesity, diabetes, and other chronic diseases on personal health and health care expenditures. Public schools are equipped with taxpayer-funded indoor and outdoor recreation facilities that offer easily accessible opportunities for physical activity for residents of the community. The Legislature also finds that it is the policy
of the state for district school boards to allow the shared use of school buildings and property by adopting policies allowing for shared use and implementing shared use agreements with local governmental entities and nonprofit organizations. The Legislature intends to increase the number of school districts that open their playground facilities to community use outside of school hours.

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

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

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

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

(3) PROMOTION OF COMMUNITY USE OF SHARED FACILITIES.—The department shall provide technical assistance to school districts, including, but not limited to, individualized assistance, the creation of a shared use technical assistance
toolkit containing useful information for school districts, and
the development of a publicly accessible online database of
shared use resources and existing shared use agreements.

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

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

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

(b) One representative from a public health department;

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

(d) Two representatives from recreational organizations.

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

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

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

(5) The task force shall submit a report of its findings
and recommendations to the President of the Senate and the Speaker of the House of Representatives by June 30, 2018. Upon submission of the report, the task force shall expire.

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

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

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

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

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

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

(e) A budget for the system, including cost analyses for purchasing materials and necessary technology, training to ensure reliability, and data system management.
(f) Considerations for student privacy and tracking child development over time.

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

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

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

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

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

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

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

(1) INDEPENDENT STUDY.—

(a) The Commissioner of Education shall contract for an independent study to determine whether a nationally recognized
high school assessment may be administered in lieu of the Florida Standards Assessment and the Algebra I and end-of-course assessment for high school students.

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

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

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

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

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

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

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

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

(c) The commissioner and the contractor shall consult with,
and receive recommendations for alternate assessments from, education stakeholders, including district school superintendents, testing and measurement administrators, curriculum directors, principals, teachers, and other educators who have experience and expertise in the administration of high school assessments.

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

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

And the title is amended as follows:

A bill to be entitled
An act relating to education; amending s. 125.901, F.S.; providing that the membership of the governing body of certain independent special districts in specified counties may include the designee of the superintendent of schools in lieu of the superintendent; creating s. 1001.4205, F.S.; authorizing an individual district school board member to visit any district school in his or her school district; authorizing an individual charter school governing board member to visit any charter school governed by the charter school’s governing board; providing requirements and restrictions; amending s.
1002.20, F.S.; authorizing a parent to request and be
granted permission for a student’s absence from school
for treatment of autism spectrum disorder by a
licensed health care practitioner; authorizing a
student to possess and use a topical sunscreen while
on school property or at a school-sponsored event or
activity under certain circumstances; amending s.
1002.33, F.S.; revising the charter school application
process; revising the appeals process for a denied
charter school application; revising the purpose of
charter school cooperatives; authorizing certain
entities to share facilities with charter schools
without additional approval; amending s. 1002.331,
F.S.; conforming provisions to changes made by the
act; authorizing a high-performing charter school to
establish more than one charter school in any year
under certain circumstances; amending s. 1002.51,
F.S.; defining the term “public school prekindergarten
provider”; amending s. 1003.21, F.S.; requiring each
district school board to adopt an attendance policy
authorizing a student’s absence for treatment of
autism spectrum disorder; amending s. 1003.24, F.S.;
revising an exemption relating to parental
responsibility for nonattendance of a student to
include treatment for autism spectrum disorder;
amending s. 1003.4156, F.S.; deleting requirements
relating to the career and education planning course
for middle grades promotion; amending s. 1003.4282,
F.S.; deleting a provision requiring certain students
to take the Algebra II end-of-course assessment;
removing a requirement that a student participating in
interscholastic sports pass a competency test on
personal fitness to satisfy the physical education
credit requirement for high school graduation;
revising the requirements for satisfying the online
course requirements for a standard high school
diploma; amending s. 1003.4285, F.S.; deleting a
provision requiring students to pass the Algebra II
end-of-course assessment in order to earn a Scholar
designation; amending s. 1003.455, F.S.; requiring
each district school board to provide students in
certain grades with a minimum number of minutes of
free-play recess per week and with a minimum number of
consecutive minutes of free-play recess per day;
amending s. 1003.57, F.S.; prohibiting certain school
districts from declining to provide or contract for
certain students’ educational instruction; amending s.
1006.40, F.S.; revising requirements for use of the
instructional materials allocation; amending s.
1007.35, F.S.; revising the name of an ACT assessment
for specified purposes; amending s. 1008.22, F.S.;
deleting a provision requiring the Algebra II end-of-
course assessment to be administered; revising
requirements relating to the administration and format
of assessments; providing requirements for
administration of the statewide, standardized English
Language Arts and mathematics assessments in specified
grades; requiring the Department of Education to
publish certain assessments on its website; providing
requirements for such publication; requiring the
department to provide materials regarding assessment
information on its website; conforming cross-
references; amending s. 1009.60, F.S.; revising
eligibility criteria for receipt of a minority teacher
education scholarship; amending s. 1009.605, F.S.;
revising the scholar awards on which the Florida Fund
for Minority Teachers, Inc.’s, budget projection must
be based; amending s. 1011.62, F.S.; revising
eligibility criteria for postsecondary institutions to
participate in the dual enrollment and early admission
programs; deleting provisions relating to caps imposed
on the amounts of bonuses awarded to teachers based on
student performance on certain course examinations and
certifications; requiring a specified amount of funds
generated by a certain bonus be allocated to the
school program that generated the funds; conforming
provisions to changes made by the act; amending s.
1011.71, F.S.; revising payout for sick and annual
leave in specified circumstances; amending s. 1012.34,
F.S.; revising personnel evaluation procedures and
criteria; authorizing the commissioner to develop a
formula for measuring student learning growth on
specified statewide, standardized assessments, rather
than requiring the Commissioner of Education to
approve such a formula; authorizing, rather than
requiring, a school district to use certain formulas
developed by the commissioner; amending s. 1012.56,
F.S.; requiring the department to issue a temporary educator certificate within a specified period; requiring the department to provide electronic notice of the issuance of a temporary certificate to specified entities; requiring the department to provide the applicant with an official statement of status of eligibility upon issuance of a temporary certificate; providing content requirements for the statement of status of eligibility; revising the criteria instructional personnel must meet to be issued a professional certificate; providing that an applicant for professional certification is not required to take or pass a specified examination under certain circumstances; requiring the department to provide electronic notification of the expiration of a temporary educator certificate; requiring the State Board of Education to adopt rules providing for the extension of a temporary educator certificate for a specified period under certain circumstances; authorizing charter schools and charter management organizations to develop a professional development certification and education competency program; revising program requirements; requiring the department to adopt standards for the approval of such programs by a specified date; providing requirements for such standards; requiring each school district and charter school to submit its program for approval by a specified date; providing that certification requirements may not be met in a program that is not
approved by the department after a specified date;
amending s. 1012.585, F.S.; revising college credit
and inservice hour requirements for renewal of a
professional certificate to include participation in
specified activities; amending s. 1012.98, F.S.;
revising the activities designed to implement the
school community professional development act to
include specified training relating to a professional
development certification and education competency
program; revising requirements for school district
professional development systems; requiring the
department to disseminate professional development
programs that meet specified criteria; creating s.
1013.101, F.S.; providing legislative findings and
intent; defining terms; requiring the department to
provide specified assistance to school districts;
creating the Shared Use Task Force within the
department; specifying the purpose and membership of
the task force; providing requirements for electing a
task force chair and vice chair and conducting its
meetings; requiring the department to provide the task
force with necessary staff; requiring the task force
to submit a report to the Legislature by a specified
date; providing for expiration of the task force;
creating the Committee on Early Childhood Development
within the department; specifying committee purpose;
requiring the committee to develop a proposal for
specified purposes; providing proposal requirements;
providing for membership of the committee; providing
requirements for electing a committee chair and vice chair; providing committee meeting requirements; requiring the University of Florida Lastinger Center for Learning to provide necessary staff for the committee; requiring the committee to submit a report by a specified date; providing for the expiration of the committee; requiring the commissioner to contract for an independent study to determine whether a nationally recognized high school assessment may be administered in lieu of the Florida Standards Assessment and the Algebra I end-of-course assessment; providing requirements for the assessment; requiring the commissioner and the contractor to consult with specified stakeholders; requiring the commissioner to submit a report to the Governor and the Legislature by a specified date; providing an effective date.