

202480er

1
2 An act relating to the Florida Statutes; amending ss.
3 1001.11, 1001.20, 1001.212, 1001.215, 1002.311,
4 1002.333, 1002.334, 1002.451, 1002.59, 1002.73,
5 1002.82, 1002.84, 1002.89, 1002.995, 1003.051,
6 1003.32, 1003.4201, 1003.485, 1003.491, 1003.4996,
7 1004.071, 1004.344, 1004.42, 1004.615, 1004.645,
8 1004.6497, 1006.1493, 1006.73, 1007.2616, 1007.35,
9 1008.33, 1008.365, 1011.62, 1011.6202, 1012.22,
10 1012.34, 1012.35, 1012.42, 1012.562, 1012.585, and
11 1012.985, F.S., to conform to section 39 of chapter
12 2023-39, Laws of Florida, which directs the Division
13 of Law Revision to prepare a reviser's bill for the
14 2024 Regular Session of the Legislature to replace the
15 term "professional development," where it occurs
16 within chapters 1000 through 1013 of the Florida
17 Statutes, with the term "professional learning";
18 amending s. 1015.04, F.S., to conform to the changes
19 in chapter 2023-39, Laws of Florida; providing an
20 effective date.

21
22 Be It Enacted by the Legislature of the State of Florida:

23
24 Section 1. Subsection (7) of section 1001.11, Florida
25 Statutes, is amended to read:

26 1001.11 Commissioner of Education; other duties.—

27 (7) The commissioner shall make prominently available on
28 the department's website the following: links to the Internet-
29 based clearinghouse for professional learning ~~development~~

202480er

30 regarding physical education; the school wellness and physical
31 education policies and other resources required under s.
32 1003.453; and other Internet sites that provide professional
33 learning development for elementary teachers of physical
34 education as defined in s. 1003.01(15). These links must provide
35 elementary teachers with information concerning current physical
36 education and nutrition philosophy and best practices that
37 result in student participation in physical activities that
38 promote lifelong physical and mental well-being.

39 Section 2. Paragraph (a) of subsection (4) of section
40 1001.20, Florida Statutes, is amended to read:

41 1001.20 Department under direction of state board.—

42 (4) The Department of Education shall establish the
43 following offices within the Office of the Commissioner of
44 Education which shall coordinate their activities with all other
45 divisions and offices:

46 (a) *Office of Technology and Information Services.*—

47 1. Responsible for developing a 5-year strategic plan for
48 establishing Florida digital classrooms by October 1, 2014, and
49 annually updating the plan by January 1 each year thereafter.
50 The Florida digital classrooms plan shall be provided to each
51 school district and published on the department's website. The
52 plan must:

53 a. Describe how technology will be integrated into
54 classroom teaching and learning to assist the state in improving
55 student performance outcomes and enable all students in Florida
56 to be digital learners with access to digital tools and
57 resources.

58 b. Identify minimum technology requirements that include

202480er

59 specifications for hardware, software, devices, networking,
60 security, and bandwidth capacity and guidelines for the ratio of
61 students per device.

62 c. Establish minimum requirements for professional learning
63 ~~development~~ opportunities and training to assist district
64 instructional personnel and staff with the integration of
65 technology into classroom teaching.

66 d. Identify the types of digital tools and resources that
67 can assist district instructional personnel and staff in the
68 management, assessment, and monitoring of student learning and
69 performance.

70 2. Responsible for making budget recommendations to the
71 commissioner, providing data collection and management for the
72 system, assisting school districts in securing Internet access
73 and telecommunications services, including those eligible for
74 funding under the Schools and Libraries Program of the federal
75 Universal Service Fund, and coordinating services with other
76 state, local, and private agencies.

77 Section 3. Subsection (2) of section 1001.212, Florida
78 Statutes, is amended to read:

79 1001.212 Office of Safe Schools.—There is created in the
80 Department of Education the Office of Safe Schools. The office
81 is fully accountable to the Commissioner of Education. The
82 office shall serve as a central repository for best practices,
83 training standards, and compliance oversight in all matters
84 regarding school safety and security, including prevention
85 efforts, intervention efforts, and emergency preparedness
86 planning. The office shall:

87 (2) Provide ongoing professional learning ~~development~~

202480er

88 opportunities to school district and charter school personnel.

89 Section 4. Subsection (4) of section 1001.215, Florida
90 Statutes, is amended to read:

91 1001.215 Just Read, Florida! Office.—There is created in
92 the Department of Education the Just Read, Florida! Office. The
93 office is fully accountable to the Commissioner of Education and
94 shall:

95 (4) Develop and provide access to an online repository of
96 digital science of reading and science of reading instructional
97 resources, sequenced, content-rich curriculum programming,
98 instructional practices, and other resources that help
99 elementary schools use state-adopted instructional materials to
100 increase students' background knowledge and literacy skills,
101 including student attainment of the state standards for social
102 studies, science, and the arts. The office shall, as part of the
103 adoption cycle for English Language Arts instructional
104 materials, assist in evaluating elementary grades instructional
105 materials submitted for adoption consideration in order to
106 identify those materials that are closely aligned to the content
107 and evidence-based strategies identified pursuant to subsection
108 (7) and incorporate professional learning ~~development~~ to
109 implement such strategies.

110 Section 5. Paragraph (c) of subsection (2) of section
111 1002.311, Florida Statutes, is amended to read:

112 1002.311 Single-gender programs authorized.—

113 (2) A district school board that establishes a single-
114 gender class, extracurricular activity, or school:

115 (c) Must comply with the following requirements when
116 establishing a gender-specific elementary, middle, or high

202480er

117 school:

118 1. Separate into grade-level boys-only classes and girls-
119 only classes during instruction in core courses.

120 2. Open enrollment to all students within the school
121 district.

122 3. Require the school's administrative and instructional
123 personnel to participate in professional learning development
124 that includes scheduling and instructional strategies.

125 4. Provide to the department a comparison of the academic
126 performance of students in the gender-specific elementary,
127 middle, or high school with the academic performance of students
128 in other public elementary, middle, or high schools, as
129 appropriate, in the school district.

130 Section 6. Paragraph (a) of subsection (10) of section
131 1002.333, Florida Statutes, is amended to read:

132 1002.333 Persistently low-performing schools.—

133 (10) SCHOOLS OF HOPE PROGRAM.—The Schools of Hope Program
134 is created within the Department of Education.

135 (a) A school of hope is eligible to receive funds from the
136 Schools of Hope Program for the following expenditures:

137 1. Preparing teachers, school leaders, and specialized
138 instructional support personnel, including costs associated
139 with:

140 a. Providing professional learning development.

141 b. Hiring and compensating teachers, school leaders, and
142 specialized instructional support personnel for services until
143 the school reaches full enrollment in accordance with the
144 performance-based agreement pursuant to subsection (5).

145 2. Acquiring supplies, training, equipment, and educational

202480er

146 materials, including developing and acquiring instructional
147 materials.

148 3. Providing one-time startup costs associated with
149 providing transportation to students to and from the charter
150 school.

151 4. Carrying out community engagement activities, which may
152 include paying the cost of student and staff recruitment.

153 5. Providing funds to cover the nonvoted ad valorem millage
154 that would otherwise be required for schools and the required
155 local effort funds calculated pursuant to s. 1011.62 when the
156 state board enters into an agreement with a hope operator
157 pursuant to subsection (5).

158 6. Providing funds for the initial leasing costs of a
159 school facility in the event the department determines that a
160 suitable district-owned facility is unavailable or not leased in
161 a timely manner pursuant to paragraph (7)(d).

162
163 In the event a school of hope is dissolved or is otherwise
164 terminated, all property, furnishings, and equipment purchased
165 with public funds shall automatically revert to full ownership
166 by the district school board, subject to complete satisfaction
167 of any lawful liens or encumbrances. Any unencumbered public
168 funds from the school of hope, district school board property
169 and improvements, furnishings, and equipment purchased with
170 public funds, or financial or other records pertaining to the
171 school of hope, in the possession of any person, entity, or
172 holding company, other than the charter school, shall be held in
173 trust upon the district school board's request, until any appeal
174 status is resolved.

202480er

175 Section 7. Paragraph (a) of subsection (4) of section
176 1002.334, Florida Statutes, is amended to read:

177 1002.334 Innovative Blended Learning and Real-Time Student
178 Assessment Pilot Program.—

179 (4) A program applicant must submit an application to the
180 department in a format prescribed by the department. The
181 application must include all of the following:

182 (a) A plan for the synchronous technological and resource
183 design, curriculum, classroom operation, school or district
184 management, privacy protection and teacher professional learning
185 ~~development~~, and at least weekly progress monitoring of real-
186 time student performance in innovative blended learning
187 programs.

188 Section 8. Paragraph (e) of subsection (6) of section
189 1002.451, Florida Statutes, is amended to read:

190 1002.451 District innovation school of technology program.—

191 (6) APPLICATION PROCESS AND PERFORMANCE CONTRACT.—

192 (e) The performance contract must address the terms under
193 which the State Board of Education may cancel the contract and,
194 at a minimum, the methods by which:

195 1. Upon execution of the performance contract, the school
196 district will plan the program during the first year, begin at
197 least partial implementation of the program during the second
198 year, and fully implement the program by the third year. A
199 district may implement the program sooner than specified in this
200 subparagraph if authorized in the performance contract.

201 2. The school will integrate industry-leading technology
202 into instruction, assessment, and professional learning
203 ~~development~~. The school may also restructure the school day or

202480er

204 school year in a way that allows it to best accomplish its
205 goals.

206 3. The school and district will monitor performance
207 progress based on skills that help students succeed in college
208 and careers, including problem solving, research,
209 interpretation, and communication.

210 4. The school will incorporate industry certifications and
211 similar recognitions into performance expectations.

212 5. The school and district will comply with this section
213 and the performance contract.

214 Section 9. Subsection (3) of section 1002.59, Florida
215 Statutes, is amended to read:

216 1002.59 Emergent literacy and performance standards
217 training courses.—

218 (3) The department shall make available online professional
219 learning development and training courses comprised of at least
220 8 clock hours that support prekindergarten instructors in
221 increasing the competency of teacher-child interactions.

222 Section 10. Paragraph (c) of subsection (2) of section
223 1002.73, Florida Statutes, is amended to read:

224 1002.73 Department of Education; powers and duties;
225 accountability requirements.—

226 (2) The department shall adopt procedures for:

227 (c) Annually notifying private prekindergarten providers
228 and public schools placed on probation for not meeting the
229 minimum performance metric or designation as required by s.
230 1002.68 of the high-quality professional learning development
231 opportunities developed or supported by the department.

232 Section 11. Paragraph (w) of subsection (2) and paragraph

202480er

233 (b) of subsection (3) of section 1002.82, Florida Statutes, are
234 amended to read:

235 1002.82 Department of Education; powers and duties.—

236 (2) The department shall:

237 (w) Establish preservice and inservice training
238 requirements that address, at a minimum, school readiness child
239 development standards, health and safety requirements, and
240 social-emotional behavior intervention models, which may include
241 positive behavior intervention and support models, including the
242 integration of early learning professional learning development
243 pathways established in s. 1002.995.

244 (3)

245 (b) Results of the survey shall be based on a statistically
246 significant sample size of completed surveys and calculated
247 annually for each early learning coalition and included in the
248 department's annual report under subsection (7). If an early
249 learning coalition's customer satisfaction survey results are
250 below 60 percent, the coalition shall be placed on a 1-year
251 corrective action plan that outlines the specific steps the
252 coalition shall take to improve the results of the customer
253 service surveys, including, but not limited to, technical
254 assistance, staff professional learning development, or
255 coaching. If, after being placed on corrective action, an early
256 learning coalition's customer satisfaction survey results do not
257 improve above the 60 percent threshold, the department may
258 contract out or merge the coalition.

259 Section 12. Subsection (7) of section 1002.84, Florida
260 Statutes, is amended to read:

261 1002.84 Early learning coalitions; school readiness powers

202480er

262 and duties.—Each early learning coalition shall:

263 (7) Use a coordinated professional learning ~~development~~
264 system that supports the achievement and maintenance of core
265 competencies by school readiness program teachers in helping
266 children attain the performance standards adopted by the
267 department.

268 Section 13. Paragraph (b) of subsection (4) of section
269 1002.89, Florida Statutes, is amended to read:

270 1002.89 School readiness program; funding.—

271 (4) COST REQUIREMENTS.—Costs shall be kept to the minimum
272 necessary for the efficient and effective administration of the
273 school readiness program with the highest priority of
274 expenditure being direct services for eligible children.
275 However, no more than 5 percent of the funds allocated in
276 paragraph (1)(a) may be used for administrative costs and no
277 more than 22 percent of the funds allocated in paragraph (1)(a)
278 may be used in any fiscal year for any combination of
279 administrative costs, quality activities, and nondirect services
280 as follows:

281 (b) Activities to improve the quality of child care as
282 described in 45 C.F.R. s. 98.53, which shall be limited to the
283 following:

284 1. Developing, establishing, expanding, operating, and
285 coordinating resource and referral programs specifically related
286 to the provision of comprehensive consumer education to parents
287 and the public to promote informed child care choices specified
288 in 45 C.F.R. s. 98.33.

289 2. Awarding grants and providing financial support to
290 school readiness program providers and their staff to assist

202480er

291 them in meeting applicable state requirements for the program
292 assessment required under s. 1002.82(2)(n), child care
293 performance standards, implementing developmentally appropriate
294 curricula and related classroom resources that support
295 curricula, providing literacy supports, and providing continued
296 professional learning development and training. Any grants
297 awarded pursuant to this subparagraph shall comply with ss.
298 215.971 and 287.058.

299 3. Providing training, technical assistance, and financial
300 support to school readiness program providers, staff, and
301 parents on standards, child screenings, child assessments, child
302 development research and best practices, developmentally
303 appropriate curricula, character development, teacher-child
304 interactions, age-appropriate discipline practices, health and
305 safety, nutrition, first aid, cardiopulmonary resuscitation, the
306 recognition of communicable diseases, and child abuse detection,
307 prevention, and reporting.

308 4. Providing, from among the funds provided for the
309 activities described in subparagraphs 1.-3., adequate funding
310 for infants and toddlers as necessary to meet federal
311 requirements related to expenditures for quality activities for
312 infant and toddler care.

313 5. Improving the monitoring of compliance with, and
314 enforcement of, applicable state and local requirements as
315 described in and limited by 45 C.F.R. s. 98.40.

316 6. Responding to Warm-Line requests by providers and
317 parents, including providing developmental and health screenings
318 to school readiness program children.

319 Section 14. Section 1002.995, Florida Statutes, is amended

202480er

320 to read:

321 1002.995 Early learning professional learning ~~development~~
322 standards and career pathways.—

323 (1) The department shall:

324 (a) Develop early learning professional learning
325 ~~development~~ training and course standards to be utilized for
326 school readiness program providers.

327 (b) Identify both formal and informal early learning career
328 pathways with stackable credentials and certifications that
329 allow early childhood teachers to access specialized
330 professional learning ~~development~~ that:

331 1. Strengthens knowledge and teaching practices.

332 2. Aligns to established professional standards and core
333 competencies.

334 3. Provides a progression of attainable, competency-based
335 stackable credentials and certifications.

336 4. Improves outcomes for children to increase kindergarten
337 readiness and early grade success.

338 (c) Subject to the appropriation of funds by the
339 Legislature, provide incentives to school readiness personnel
340 who meet the requirements of s. 1002.88(1)(e) and
341 prekindergarten instructors who meet the requirements specified
342 in s. 1002.55, s. 1002.61, or s. 1002.63 and who possess a
343 reading certification or endorsement or a literacy micro-
344 credential as specified in s. 1003.485 and teach students in the
345 school readiness program or the voluntary prekindergarten
346 education program or work in a child care or early learning
347 setting.

348 (2) To the greatest extent possible, the credentials and

202480er

349 certifications established pursuant to this section shall align
350 with the training for K-12 teachers, reading coaches, and school
351 administrators in s. 1001.215(3).

352 (3) The State Board of Education shall adopt rules to
353 administer this section.

354 Section 15. Paragraph (a) of subsection (2) and subsection
355 (3) of section 1003.051, Florida Statutes, are amended to read:

356 1003.051 Purple Star Campuses.—

357 (2)(a) The Department of Education shall establish the
358 Purple Star Campus program. At a minimum, the program must
359 require a participating school to:

360 1. Designate a staff member as a military liaison.

361 2. Maintain a web page on the school's website which
362 includes resources for military students and their families.

363 3. Maintain a student-led transition program that assists
364 military students in transitioning into the school.

365 4. Offer professional learning development ~~development~~ training
366 opportunities for staff members on issues relating to military
367 students.

368 5. Reserve at least 5 percent of controlled open enrollment
369 seats for military students.

370 (3) A school may partner with a school district to procure
371 digital, professional learning development, or other assistance
372 necessary for the school to meet the criteria specified in
373 subsection (2).

374 Section 16. Paragraph (b) of subsection (2) and subsection
375 (7) of section 1003.32, Florida Statutes, are amended to read:

376 1003.32 Authority of teacher; responsibility for control of
377 students; district school board and principal duties.—Subject to

202480er

378 law and to the rules of the district school board, each teacher
379 or other member of the staff of any school shall have such
380 authority for the control and discipline of students as may be
381 assigned to him or her by the principal or the principal's
382 designated representative and shall keep good order in the
383 classroom and in other places in which he or she is assigned to
384 be in charge of students.

385 (2) Teachers and other instructional personnel shall:

386 (b) Seek professional learning ~~development~~ to improve
387 classroom management skills when data show that they are not
388 effective in handling minor classroom disruptions.

389 (7) Any teacher who removes 25 percent of his or her total
390 class enrollment shall be required to complete professional
391 learning ~~development~~ to improve classroom management skills.

392 Section 17. Paragraph (a) of subsection (2) of section
393 1003.4201, Florida Statutes, is amended to read:

394 1003.4201 Comprehensive system of reading instruction.—Each
395 school district must implement a system of comprehensive reading
396 instruction for students enrolled in prekindergarten through
397 grade 12 and certain students who exhibit a substantial
398 deficiency in early literacy.

399 (2) (a) Components of the reading instruction plan may
400 include the following:

401 1. Additional time per day of evidence-based intensive
402 reading instruction for kindergarten through grade 12 students,
403 which may be delivered during or outside of the regular school
404 day.

405 2. Highly qualified reading coaches, who must be endorsed
406 in reading, to specifically support classroom teachers in making

202480er

407 instructional decisions based on progress monitoring data
408 collected pursuant to s. 1008.25(8) and improve classroom
409 teacher delivery of effective reading instruction, reading
410 intervention, and reading in the content areas based on student
411 need.

412 3. Professional learning development ~~development~~ to help instructional
413 personnel and certified prekindergarten teachers funded in the
414 Florida Education Finance Program earn a certification, a
415 credential, an endorsement, or an advanced degree in
416 scientifically researched and evidence-based reading
417 instruction.

418 4. Summer reading camps, using only classroom teachers or
419 other district personnel who possess a micro-credential as
420 specified in s. 1003.485 or are certified or endorsed in reading
421 consistent with s. 1008.25(7)(b)3., for all students in
422 kindergarten through grade 5 exhibiting a reading deficiency as
423 determined by district and state assessments.

424 5. Incentives for instructional personnel and certified
425 prekindergarten teachers funded in the Florida Education Finance
426 Program who possess a reading certification or endorsement or
427 micro-credential as specified in s. 1003.485 and provide
428 educational support to improve student literacy.

429 6. Tutoring in reading.

430 Section 18. Paragraph (g) of subsection (1) and paragraphs
431 (f) and (i) of subsection (4) of section 1003.485, Florida
432 Statutes, are amended to read:

433 1003.485 The New Worlds Reading Initiative.—

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

435 (g) "Micro-credential" means evidence-based professional

202480er

436 learning development activities grounded in the science of
437 reading which are competency-based, personalized, and on-demand.
438 Educators must demonstrate their competence via evidence
439 submitted and reviewed by trained evaluators.

440 (4) ADMINISTRATOR RESPONSIBILITIES.—The administrator
441 shall:

442 (f) Provide professional learning development and resources
443 to teachers that correlate with the books provided through the
444 initiative.

445 (i) Administer the early literacy micro-credential program
446 established under this section, which must include components on
447 content, student learning, pedagogy, and professional learning
448 ~~development~~ and must build on a strong foundation of
449 scientifically researched and evidence-based reading
450 instructional and intervention programs that incorporate
451 explicit, systematic, and sequential approaches to teaching
452 phonemic awareness, phonics, vocabulary, fluency, and text
453 comprehension and incorporate decodable or phonetic text
454 instructional strategies, as identified by the Just Read,
455 Florida! Office, pursuant to s. 1001.215(7).

456 1. At a minimum, the micro-credential curriculum must be
457 designed specifically for instructional personnel in
458 prekindergarten through grade 3 based upon the strategies and
459 techniques identified in s. 1002.59 and address foundational
460 literacy skills of students in grades 4 through 12.

461 2. The micro-credential must be competency based and
462 designed for eligible instructional personnel to complete the
463 credentialing process in no more than 60 hours, in an online
464 format. The micro-credential may be delivered in an in-person

202480er

465 format. Eligible instructional personnel may receive the micro-
466 credential once competency is demonstrated even if it is prior
467 to the completion of 60 hours.

468 3. The micro-credential must be available by December 31,
469 2022, at no cost, to instructional personnel as defined in s.
470 1012.01(2); prekindergarten instructors as specified in ss.
471 1002.55, 1002.61, and 1002.63; and child care personnel as
472 defined in ss. 402.302(3) and 1002.88(1)(e).

473 Section 19. Paragraph (p) of subsection (3) of section
474 1003.491, Florida Statutes, is amended to read:

475 1003.491 Florida Career and Professional Education Act.—The
476 Florida Career and Professional Education Act is created to
477 provide a statewide planning partnership between the business
478 and education communities in order to attract, expand, and
479 retain targeted, high-value industry and to sustain a strong,
480 knowledge-based economy.

481 (3) The strategic 3-year plan developed jointly by the
482 local school district, local workforce development boards,
483 economic development agencies, and state-approved postsecondary
484 institutions must be constructed and based on:

485 (p) Strategies to provide professional learning development
486 for secondary certified school counselors on the benefits of
487 career and professional academies and career-themed courses that
488 lead to industry certification; and

489 Section 20. Paragraph (d) of subsection (2) of section
490 1003.4996, Florida Statutes, is amended to read:

491 1003.4996 Competency-Based Education Pilot Program.—
492 Beginning with the 2016-2017 school year, the Competency-Based
493 Education Pilot Program is created within the Department of

202480er

494 Education to be administered for a period of 7 years. The
495 purpose of the pilot program is to provide an educational
496 environment that allows students to advance to higher levels of
497 learning upon the mastery of concepts and skills through
498 statutory exemptions relating to student progression and the
499 awarding of credits.

500 (2) APPLICATION.—The application to participate in the
501 pilot program must, at a minimum, include:

502 (d) The scope of and timelines for professional learning
503 ~~development~~ for school instructional and administrative
504 personnel.

505 Section 21. Paragraph (a) of subsection (2) of section
506 1004.071, Florida Statutes, is amended to read:

507 1004.071 Collegiate Purple Star Campuses.—

508 (2) (a) The State Board of Education shall adopt rules, and
509 the Board of Governors shall adopt regulations, to establish the
510 Collegiate Purple Star Campuses program. At a minimum, the
511 program must require a participating Florida College System
512 institution, state university, or career center to:

- 513 1. Designate a staff member as a military liaison.
- 514 2. Maintain a web page on the institution's website which
515 includes resources for military students and their families.
- 516 3. Maintain a student-led transition program that assists
517 military students in transitioning to the institution.
- 518 4. Offer professional learning ~~development~~ training
519 opportunities for staff members on issues relating to military
520 students.
- 521 5. Provide priority course registration for military
522 students.

202480er

523 Section 22. Paragraphs (c) and (e) of subsection (2) of
524 section 1004.344, Florida Statutes, are amended to read:

525 1004.344 The Florida Center for the Partnerships for Arts
526 Integrated Teaching.—

527 (2) The goals of the center are to:

528 (c) Seek out agreements to provide technical assistance and
529 support, upon request, to the Florida Department of Education,
530 Florida school districts, private schools, charter schools, and
531 educator preparation programs in the implementation of evidence-
532 based arts integrated instruction, assessments, programs, and
533 professional learning development.

534 (e) Collaborate with interested arts organizations and
535 Florida school districts in the development of frameworks for
536 professional learning development activities, using multiple
537 delivery methods for arts integrated teaching in different
538 content areas.

539 Section 23. Subsection (11) of section 1004.42, Florida
540 Statutes, is amended to read:

541 1004.42 Florida State University College of Medicine.—

542 (11) TECHNOLOGY.—To create technology-rich learning
543 environments, the College of Medicine shall build on the
544 considerable infrastructure that already supports the many
545 technology resources of the Florida State University and shall
546 expand the infrastructure to conduct an effective medical
547 education program, including connectivity between the main
548 campus, community-based training locations, and rural clinic
549 locations. Additional technology programs shall include
550 extensive professional learning development opportunities for
551 faculty; an online library of academic and medical resources for

202480er

552 students, faculty, and community preceptors; and technology-
553 sharing agreements with other medical schools to allow for the
554 exchange of technology applications among medical school faculty
555 for the purpose of enhancing medical education. The College of
556 Medicine shall explore the opportunities afforded by Mayo Clinic
557 in Jacksonville through clerkships, visiting professors or
558 lectures through the existing telecommunications systems, and
559 collaboration in research activities at the Mayo Clinic's
560 Jacksonville campus.

561 Section 24. Subsection (7) of section 1004.615, Florida
562 Statutes, is amended to read:

563 1004.615 Florida Institute for Child Welfare.—

564 (7) The institute, in collaboration with the department,
565 community-based care lead agencies, providers of case management
566 services, and other child welfare stakeholders, shall design and
567 implement a career-long professional learning development
568 curriculum for child welfare professionals at all levels and
569 from all disciplines. The professional learning development
570 curriculum must enhance the performance of the current child
571 welfare workforce, address issues related to retention,
572 complement the social work curriculum, and be developed using
573 social work principles. The professional learning development
574 curriculum shall provide career-long coaching, training,
575 certification, and mentorship. The institute must provide the
576 professional support on a continuous basis through online and
577 in-person services. The professional learning development
578 curriculum must be available by July 1, 2021. This subsection is
579 subject to an appropriation.

580 Section 25. Subsections (1) and (5) of section 1004.645,

202480er

581 Florida Statutes, are amended to read:

582 1004.645 Florida Center for Reading Research.—There is
583 created at the Florida State University, the Florida Center for
584 Reading Research (FCRR). The center shall include two outreach
585 centers, one at a Florida College System institution in central
586 Florida and one at a south Florida state university. The center
587 and the outreach centers, under the center’s leadership, shall:

588 (1) Provide technical assistance and support to all school
589 districts and schools in this state in the implementation of
590 evidence-based literacy instruction, assessments, programs, and
591 professional learning development.

592 (5) Collaborate with the Just Read! Florida Office and
593 school districts in the development of frameworks for
594 professional learning development activities, using multiple
595 delivery methods for teaching reading in the content area.

596 Section 26. Subsection (2) of section 1004.6497, Florida
597 Statutes, is amended to read:

598 1004.6497 World Class Faculty and Scholar Program.—

599 (2) INVESTMENTS.—Retention, recruitment, and recognition
600 efforts, activities, and investments may include, but are not
601 limited to, investments in research-centric cluster hires,
602 faculty research and research commercialization efforts,
603 instructional and research infrastructure, undergraduate student
604 participation in research, professional learning development,
605 awards for outstanding performance, and postdoctoral
606 fellowships.

607 Section 27. Paragraph (a) of subsection (2) of section
608 1006.1493, Florida Statutes, is amended to read:

609 1006.1493 Florida Safe Schools Assessment Tool.—

202480er

610 (2) The FSSAT must help school officials identify threats,
611 vulnerabilities, and appropriate safety controls for the schools
612 that they supervise, pursuant to the security risk assessment
613 requirements of s. 1006.07(6).

614 (a) At a minimum, the FSSAT must address all of the
615 following components:

- 616 1. School emergency and crisis preparedness planning;
- 617 2. Security, crime, and violence prevention policies and
618 procedures;
- 619 3. Physical security measures;
- 620 4. Professional learning development training needs;
- 621 5. An examination of support service roles in school
622 safety, security, and emergency planning;
- 623 6. School security and school police staffing, operational
624 practices, and related services;
- 625 7. School and community collaboration on school safety;
- 626 8. Policies and procedures for school officials to prepare
627 for and respond to natural and manmade disasters, including
628 family reunification plans to reunite students and employees
629 with their families after a school is closed or unexpectedly
630 evacuated due to such disasters; and
- 631 9. A return on investment analysis of the recommended
632 physical security controls.

633 Section 28. Paragraph (b) of subsection (4) of section
634 1006.73, Florida Statutes, is amended to read:

635 1006.73 Florida Postsecondary Academic Library Network.—

636 (4) FLORIDA STUDENT OPEN ACCESS RESOURCES.—There is
637 established a statewide initiative to increase the amount of
638 open access resources available to postsecondary students in the

202480er

639 state through the development of the Student Open Access
640 Resources Repository, a statewide, Internet-based, searchable
641 database of open education resources curated by the faculty of
642 Florida College System institutions and state universities, and
643 the establishment of the Student Open Access Resource Grant
644 Program.

645 (b) The chancellors of the State University System and the
646 Florida College System shall collaborate and take the lead in
647 identifying and developing processes to coordinate and support
648 the adaptation or development of open educational resources by
649 teams of faculty, librarians, and instructional designers within
650 a Florida College System institution or state university, or
651 across multiple institutions and universities. Such processes
652 shall include, but not be limited to, ensuring quality and
653 accuracy of content, suitability for publication, and compliance
654 with federal and state copyright laws and regulations. Pursuant
655 to the processes developed by the chancellors, the Florida
656 Postsecondary Academic Library Network shall:

- 657 1. Serve as the lead agency.
- 658 2. Facilitate interinstitutional collaborations.
- 659 3. Host approved digital assets and on-demand printing
660 capabilities.
- 661 4. Ensure compliance with federal and state laws and
662 regulations relating to accessibility, copyright, student data
663 privacy and security, and quality assurance.
- 664 5. Provide training for resource and professional learning
665 ~~development~~.

666 6. Administer the grant program under paragraph (d).

667 Section 29. Paragraph (a) of subsection (4) of section

202480er

668 1007.2616, Florida Statutes, is amended to read:

669 1007.2616 Computer science and technology instruction.—

670 (4) (a) Subject to legislative appropriation, a school
671 district or a consortium of school districts may apply to the
672 department, in a format prescribed by the department, for
673 funding to deliver or facilitate training for classroom teachers
674 to earn an educator certificate in computer science pursuant to
675 s. 1012.56, or training that leads to an industry certification
676 associated with a course identified in the Course Code Directory
677 pursuant to paragraph (2) (b), or for professional learning
678 ~~development~~ for classroom teachers to provide instruction in
679 computer science courses and content. Such funding shall only be
680 used to provide training for classroom teachers, or to pay fees
681 for examinations that lead to a credential, or to provide
682 professional learning ~~development~~, pursuant to this paragraph.

683 Section 30. Paragraphs (a) and (b) of subsection (6) and
684 paragraph (b) of subsection (8) of section 1007.35, Florida
685 Statutes, are amended to read:

686 1007.35 Florida Partnership for Minority and
687 Underrepresented Student Achievement.—

688 (6) The partnership shall:

689 (a) Provide teacher training and professional learning
690 ~~development~~ to enable teachers of advanced courses to have the
691 necessary content knowledge and instructional skills to prepare
692 students for success on assessments developed pursuant to s.
693 1007.27(2) and mastery of postsecondary general education core
694 courses.

695 (b) Provide to middle school teachers and administrators
696 professional learning ~~development~~ that will enable them to

202480er

697 educate middle school students at the level necessary to prepare
698 the students to enter high school ready to participate in
699 advanced courses.

700 (8)

701 (b) The department shall contribute to the evaluation
702 process by providing access, consistent with s. 119.071(5)(a),
703 to student and teacher information necessary to match against
704 databases containing teacher professional learning development
705 data and databases containing assessment data for the
706 PSAT/NMSQT, SAT, ACT, PreACT, AP, and other appropriate
707 measures. The department shall also provide student-level data
708 on student progress from middle school through high school and
709 into college and the workforce, if available, in order to
710 support longitudinal studies. The partnership shall analyze and
711 report student performance data in a manner that protects the
712 rights of students and parents as required in 20 U.S.C. s. 1232g
713 and s. 1002.22.

714 Section 31. Paragraph (c) of subsection (3) and paragraph
715 (b) of subsection (4) of section 1008.33, Florida Statutes, are
716 amended to read:

717 1008.33 Authority to enforce public school improvement.—

718 (3)

719 (c) The state board shall adopt by rule a differentiated
720 matrix of intervention and support strategies for assisting
721 traditional public schools identified under this section and
722 rules for implementing s. 1002.33(9)(n), relating to charter
723 schools. The intervention and support strategies must address
724 student performance and may include improvement planning;
725 leadership quality improvement; educator quality improvement;

202480er

726 professional learning development; curriculum review, pacing,
727 and alignment across grade levels to improve background
728 knowledge in social studies, science, and the arts; and the use
729 of continuous improvement and monitoring plans and processes. In
730 addition, the state board may prescribe reporting requirements
731 to review and monitor the progress of the schools. The rule must
732 define the intervention and support strategies for school
733 improvement for schools earning a grade of "D" or "F" and the
734 roles for the district and department.

735 (4)

736 (b) Unless an additional year of implementation is provided
737 pursuant to paragraph (a), a school that completes a plan cycle
738 under paragraph (a) and does not improve to a grade of "C" or
739 higher must implement one of the following:

740 1. Reassign students to another school and monitor the
741 progress of each reassigned student;

742 2. Close the school and reopen the school as one or more
743 charter schools, each with a governing board that has a
744 demonstrated record of effectiveness; or

745 3. Contract with an outside entity that has a demonstrated
746 record of effectiveness to provide turnaround services
747 identified in state board rule, which may include school
748 leadership, educational modalities, teacher and leadership
749 professional learning development, curriculum, operation and
750 management services, school-based administrative staffing,
751 budgeting, scheduling, other educational service provider
752 functions, or any combination thereof. Selection of an outside
753 entity may include one or a combination of the following:

754 a. An external operator, which may be a district-managed

202480er

755 charter school or a high-performing charter school network in
756 which all instructional personnel are not employees of the
757 school district, but are employees of an independent governing
758 board composed of members who did not participate in the review
759 or approval of the charter.

760 b. A contractual agreement that allows for a charter school
761 network or any of its affiliated subsidiaries to provide
762 individualized consultancy services tailored to address the
763 identified needs of one or more schools under this section.

764
765 A school district and outside entity under this subparagraph
766 must enter, at minimum, a 2-year, performance-based contract.
767 The contract must include school performance and growth metrics
768 the outside entity must meet on an annual basis. The state board
769 may require the school district to modify or cancel the
770 contract.

771 Section 32. Subsection (3) and paragraph (a) of subsection
772 (5) of section 1008.365, Florida Statutes, are amended to read:
773 1008.365 Reading Achievement Initiative for Scholastic
774 Excellence Act.—

775 (3) The department shall establish at least 20 literacy
776 support regions and regional support teams, at the direction of
777 a regional literacy support director appointed by the
778 Commissioner of Education, to assist schools with improving low
779 reading scores as provided in this section.

780 (a) A regional literacy support director must successfully
781 demonstrate competence on the evidence-based strategies
782 identified pursuant to s. 1001.215(7) and have the experience
783 and credentials necessary, as determined by the department, to:

202480er

784 1. Effectively monitor student reading growth and
785 achievement data;

786 2. Oversee districtwide and schoolwide professional
787 learning development and planning to establish evidence-based
788 practices grounded in the science of reading among school
789 administrators and instructional personnel;

790 3. Evaluate implementation of evidence-based practices
791 grounded in the science of reading; and

792 4. Manage a regional support team.

793 (b) A regional support team shall report to its regional
794 literacy support director and must consist of individuals who:

795 1. Successfully demonstrate competence on the evidence-
796 based strategies identified pursuant to s. 1001.215(7);

797 2. Have substantial experience in literacy coaching and
798 monitoring student progress data in reading; and

799 3. Have received training necessary to assist with the
800 delivery of professional learning development and site-based
801 supports, including modeling evidence-based practices grounded
802 in the science of reading and providing feedback to
803 instructional personnel.

804 (5) The department shall provide progress monitoring data
805 to regional support teams regarding the implementation of
806 supports. Such supports must include:

807 (a) Professional learning development, aligned to evidence-
808 based strategies identified pursuant to s. 1001.215(7), for
809 appropriate instructional personnel and school administrators
810 identified by the regional support team.

811 Section 33. Paragraphs (l) and (m) of subsection (1) of
812 section 1011.62, Florida Statutes, are amended to read:

202480er

813 1011.62 Funds for operation of schools.—If the annual
814 allocation from the Florida Education Finance Program to each
815 district for operation of schools is not determined in the
816 annual appropriations act or the substantive bill implementing
817 the annual appropriations act, it shall be determined as
818 follows:

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

823 (1) *Calculation of additional full-time equivalent*
824 *membership based on International Baccalaureate examination*
825 *scores of students.*—A value of 0.16 full-time equivalent student
826 membership shall be calculated for each student enrolled in an
827 International Baccalaureate course who receives a score of 4 or
828 higher on a subject examination. A value of 0.3 full-time
829 equivalent student membership shall be calculated for each
830 student who receives an International Baccalaureate diploma.
831 Such value shall be added to the total full-time equivalent
832 student membership in basic programs for grades 9 through 12 in
833 the subsequent fiscal year. Each school district shall allocate
834 80 percent of the funds received from International
835 Baccalaureate bonus FTE funding to the school program whose
836 students generate the funds and to school programs that prepare
837 prospective students to enroll in International Baccalaureate
838 courses. Funds shall be expended solely for the payment of
839 allowable costs associated with the International Baccalaureate
840 program. Allowable costs include International Baccalaureate
841 annual school fees; International Baccalaureate examination

202480er

842 fees; salary, benefits, and bonuses for teachers and program
843 coordinators for the International Baccalaureate program and
844 teachers and coordinators who prepare prospective students for
845 the International Baccalaureate program; supplemental books;
846 instructional supplies; instructional equipment or instructional
847 materials for International Baccalaureate courses; other
848 activities that identify prospective International Baccalaureate
849 students or prepare prospective students to enroll in
850 International Baccalaureate courses; and training or
851 professional learning development ~~development~~ for International
852 Baccalaureate teachers. School districts shall allocate the
853 remaining 20 percent of the funds received from International
854 Baccalaureate bonus FTE funding for programs that assist
855 academically disadvantaged students to prepare for more rigorous
856 courses. The school district shall distribute to each classroom
857 teacher who provided International Baccalaureate instruction:

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

862 2. An additional bonus of \$500 to each International
863 Baccalaureate teacher in a school designated with a grade of "D"
864 or "F" who has at least one student scoring 4 or higher on the
865 International Baccalaureate examination, regardless of the
866 number of classes taught or of the number of students scoring a
867 4 or higher on the International Baccalaureate examination.

868
869 Bonuses awarded under this paragraph shall be in addition to any
870 regular wage or other bonus the teacher received or is scheduled

202480er

871 to receive. For such courses, the teacher shall earn an
872 additional bonus of \$50 for each student who has a qualifying
873 score.

874 (m) *Calculation of additional full-time equivalent*
875 *membership based on Advanced International Certificate of*
876 *Education examination scores of students.*—A value of 0.16 full-
877 time equivalent student membership shall be calculated for each
878 student enrolled in a full-credit Advanced International
879 Certificate of Education course who receives a score of E or
880 higher on a subject examination. A value of 0.08 full-time
881 equivalent student membership shall be calculated for each
882 student enrolled in a half-credit Advanced International
883 Certificate of Education course who receives a score of E or
884 higher on a subject examination. A value of 0.3 full-time
885 equivalent student membership shall be calculated for each
886 student who receives an Advanced International Certificate of
887 Education diploma. Such value shall be added to the total full-
888 time equivalent student membership in basic programs for grades
889 9 through 12 in the subsequent fiscal year. Each school district
890 shall allocate at least 80 percent of the funds received from
891 the Advanced International Certificate of Education bonus FTE
892 funding, in accordance with this paragraph, to the school
893 program that generated the funds and to school programs
894 administered by the University of Cambridge Local Examinations
895 Syndicate that prepare prospective students to enroll in
896 Advanced International Certificate of Education courses. These
897 funds shall be expended solely for the payment of costs
898 associated with the application and registration process;
899 program fees and site licenses; training, professional learning

202480er

900 ~~development~~, salaries, benefits, and bonuses for instructional
901 personnel and program coordinators; examination and diploma
902 fees; membership fees; supplemental books; instructional
903 supplies, materials, and equipment; and other activities that
904 identify prospective Advanced International Certificate of
905 Education students or prepare prospective students to enroll in
906 Advanced International Certificate of Education courses. The
907 school district shall distribute to each classroom teacher who
908 provided Advanced International Certificate of Education or
909 International General Certificate of Secondary Education (pre-
910 AICE) instruction:

911 1. A bonus in the amount of \$50 for each student taught by
912 the Advanced International Certificate of Education teacher in
913 each Advanced International Certificate of Education course who
914 receives a score of E or higher on the Advanced International
915 Certificate of Education examination. A bonus in the amount of
916 \$25 for each student taught by the pre-AICE teacher in each pre-
917 AICE course who receives a score of E or higher on the pre-AICE
918 examination.

919 2. An additional bonus of \$500 to each Advanced
920 International Certificate of Education teacher in a school
921 designated with a grade of "D" or "F" who has at least one
922 student scoring E or higher on the Advanced International
923 Certificate of Education examination, regardless of the number
924 of classes taught or of the number of students scoring an E or
925 higher on the Advanced International Certificate of Education
926 examination.

927 3. Additional bonuses of \$250 each to teachers of pre-AICE
928 classes in a school designated with a grade of "D" or "F" which

202480er

929 has at least one student scoring an E or higher on the pre-AICE
930 examination in that class. Teachers receiving an award under
931 subparagraph 2. are not eligible for a bonus under this
932 subparagraph.

933
934 Bonuses awarded to a teacher according to this paragraph shall
935 be in addition to any regular wage or other bonus the teacher
936 received or is scheduled to receive.

937 Section 34. Subsection (4) of section 1011.6202, Florida
938 Statutes, is amended to read:

939 1011.6202 Principal Autonomy Program Initiative.—The
940 Principal Autonomy Program Initiative is created within the
941 Department of Education. The purpose of the program is to
942 provide a highly effective principal of a participating school
943 with increased autonomy and authority to operate his or her
944 school, as well as other schools, in a way that produces
945 significant improvements in student achievement and school
946 management while complying with constitutional requirements. The
947 State Board of Education may, upon approval of a principal
948 autonomy proposal, enter into a performance contract with the
949 district school board for participation in the program.

950 (4) PROFESSIONAL LEARNING DEVELOPMENT.—Each participating
951 school district shall require that the principal of each
952 participating school and a designated leadership team selected
953 by the principal of the participating school complete a
954 nationally recognized school turnaround program which focuses on
955 improving leadership, instructional infrastructure, talent
956 management, and differentiated support and accountability. The
957 required personnel must enroll in the nationally recognized

202480er

958 school turnaround program upon acceptance into the program.

959 Section 35. Paragraph (h) of subsection (1) of section
960 1012.22, Florida Statutes, is amended to read:

961 1012.22 Public school personnel; powers and duties of the
962 district school board.—The district school board shall:

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

968 (h) *Planning and training time for teachers.*—The district
969 school board shall adopt rules to make provisions for teachers
970 to have time for lunch, professional planning, and professional
971 learning development time when they will not be directly
972 responsible for the children if some adult supervision is
973 furnished for the students during such periods.

974 Section 36. Paragraph (b) of subsection (2) and paragraph
975 (a) of subsection (7) of section 1012.34, Florida Statutes, are
976 amended to read:

977 1012.34 Personnel evaluation procedures and criteria.—

978 (2) EVALUATION SYSTEM REQUIREMENTS.—The evaluation systems
979 for instructional personnel and school administrators must:

980 (b) Provide appropriate instruments, procedures, timely
981 feedback, and criteria for continuous quality improvement of the
982 professional skills of instructional personnel and school
983 administrators, and performance evaluation results must be used
984 when identifying professional learning development.

985
986 In addition, each district school board may establish a peer

202480er

987 assistance process. This process may be a part of the regular
988 evaluation system or used to assist employees placed on
989 performance probation, newly hired classroom teachers, or
990 employees who request assistance.

991 (7) MEASUREMENT OF STUDENT PERFORMANCE.—

992 (a) The Commissioner of Education shall approve a formula
993 to measure individual student learning growth on the statewide,
994 standardized assessments in English Language Arts and
995 mathematics administered under s. 1008.22. A third party,
996 independent of the assessment developer, must analyze student
997 learning growth data calculated using the formula and provide
998 access to a data visualization tool that enables teachers to
999 understand and evaluate the data and school administrators to
1000 improve instruction, evaluate programs, allocate resources, plan
1001 professional learning development, and communicate with
1002 stakeholders. The formula must take into consideration each
1003 student's prior academic performance. The formula must not set
1004 different expectations for student learning growth based upon a
1005 student's gender, race, ethnicity, or socioeconomic status. In
1006 the development of the formula, the commissioner shall consider
1007 other factors such as a student's attendance record, disability
1008 status, or status as an English language learner. The
1009 commissioner may select additional formulas to measure student
1010 performance as appropriate for the remainder of the statewide,
1011 standardized assessments included under s. 1008.22 and continue
1012 to select formulas as new assessments are implemented in the
1013 state system. By July 31 of each year, the commissioner shall
1014 provide to each school district the student learning growth data
1015 calculated using the formula.

202480er

1016 Section 37. Paragraph (d) of subsection (1) of section
1017 1012.35, Florida Statutes, is amended to read:

1018 1012.35 Substitute teachers.—

1019 (1) Each district school board shall adopt rules
1020 prescribing the compensation of, and the procedure for
1021 employment of, substitute teachers.

1022 (d) It is recommended that ongoing training and access to
1023 professional learning ~~development~~ offerings be made available to
1024 substitute teachers by the employing district.

1025 Section 38. Subsection (1) of section 1012.42, Florida
1026 Statutes, is amended to read:

1027 1012.42 Teacher teaching out-of-field.—

1028 (1) ASSISTANCE.—Each district school board shall adopt and
1029 implement a plan to assist any teacher teaching out-of-field,
1030 and priority consideration in professional learning ~~development~~
1031 activities shall be given to a teacher who is teaching out-of-
1032 field. The district school board shall require that the teacher
1033 participate in a certification or staff development program
1034 designed to provide the teacher with the competencies required
1035 for the assigned duties. The board-approved assistance plan must
1036 include duties of administrative personnel and other
1037 instructional personnel to provide students with instructional
1038 services.

1039 Section 39. Paragraph (b) of subsection (3) of section
1040 1012.562, Florida Statutes, is amended to read:

1041 1012.562 Public accountability and state approval of school
1042 leader preparation programs.—The Department of Education shall
1043 establish a process for the approval of Level I and Level II
1044 school leader preparation programs that will enable aspiring

202480er

1045 school leaders to obtain their certificate in educational
1046 leadership under s. 1012.56. School leader preparation programs
1047 must be competency-based, aligned to the principal leadership
1048 standards adopted by the state board, and open to individuals
1049 employed by public schools, including charter schools and
1050 virtual schools. Level I programs lead to initial certification
1051 in educational leadership for the purpose of preparing
1052 individuals to serve as school administrators. Level II programs
1053 build upon Level I training and lead to renewal certification as
1054 a school principal.

1055 (3) LEVEL II PROGRAMS.—Initial approval and subsequent
1056 renewal of a Level II program shall be for a period of 5 years.
1057 A school district, charter school, or charter management
1058 organization may submit to the department in a format prescribed
1059 by the department an application to establish a Level II school
1060 leader preparation program or for program renewal. To be
1061 approved or renewed, a Level II program must:

1062 (b) Demonstrate that the Level II program:

1063 1. Provides competency-based training aligned to the
1064 principal leadership standards adopted by the State Board of
1065 Education.

1066 2. Provides training aligned to the personnel evaluation
1067 criteria under s. 1012.34 and professional learning development
1068 program in s. 1012.986.

1069 3. Provides individualized instruction using a customized
1070 learning plan for each person enrolled in the program that is
1071 based on data from self-assessment, selection, and appraisal
1072 instruments.

1073 4. Conducts program evaluations and implements program

202480er

1074 improvements using input from personnel who completed the
1075 program and employers and data gathered pursuant to paragraph
1076 (2) (b) .

1077 Section 40. Paragraph (f) of subsection (3) of section
1078 1012.585, Florida Statutes, is amended to read:

1079 1012.585 Process for renewal of professional certificates.—

1080 (3) For the renewal of a professional certificate, the
1081 following requirements must be met:

1082 (f) An applicant for renewal of a professional certificate
1083 in any area of certification identified by State Board of
1084 Education rule that includes reading instruction or intervention
1085 for any students in kindergarten through grade 6, with a
1086 beginning validity date of July 1, 2020, or thereafter, must
1087 earn a minimum of 2 college credits or the equivalent inservice
1088 points in evidence-based instruction and interventions grounded
1089 in the science of reading specifically designed for students
1090 with characteristics of dyslexia, including the use of explicit,
1091 systematic, and sequential approaches to reading instruction,
1092 developing phonological and phonemic awareness, decoding, and
1093 implementing multisensory intervention strategies. Such training
1094 must be provided by teacher preparation programs under s.
1095 1004.04 or s. 1004.85 or approved school district professional
1096 learning development systems under s. 1012.98. The requirements
1097 in this paragraph may not add to the total hours required by the
1098 department for continuing education or inservice training.

1099 Section 41. Section 1012.985, Florida Statutes, is amended
1100 to read:

1101 1012.985 Regional professional learning development
1102 academies.—

202480er

1103 (1) The intent of this section is to facilitate a system of
1104 professional learning development that provides a wide range of
1105 inservice training to teachers, managers, and administrative
1106 personnel which is designed to upgrade skills and knowledge
1107 needed to attain world class standards in education. The system
1108 shall consist of a network of professional learning development
1109 academies that are operated in partnership with area business
1110 partners to develop and deliver high-quality training programs
1111 for school districts. Each regional professional learning
1112 ~~development~~ academy must meet the human resource development
1113 needs of professional educators, schools, and school districts
1114 and shall:

1115 (a) Support the collaborative efforts of one or more
1116 district school boards, members of the business community, and
1117 the postsecondary educational institutions which may award
1118 college credits for courses taught at the academy.

1119 (b) Provide high-quality trainers and training and
1120 appropriate followup and coaching for all participants and
1121 support school personnel in increasing student achievement.

1122 (c) Be operated under contract with its public partners.
1123 Contracts between district school boards and each regional
1124 professional learning development academy must require:

1125 1. The academy's independent board of directors to be
1126 responsible for the prudent use of all public and private funds
1127 and to ensure that those funds are used in accordance with
1128 applicable laws, bylaws, and contractual agreements.

1129 2. The academy to retain proper documentation evidencing
1130 that district school board funds provided to the academy are
1131 expended for authorized purposes as prescribed in the contract

202480er

1132 and that services to district school boards are commensurate
1133 with the funds paid to the academy for those services. The
1134 academy's records must be available for inspection by the
1135 district school board's internal auditor and the Auditor
1136 General.

1137 3. Each district school board to approve any participation
1138 by the academy in the district's programs or services, including
1139 use of the district's facilities, furnishings, equipment, other
1140 chattels, personnel, or services.

1141 4. The academy to provide an annual report of its
1142 activities and expenditures to its independent board of
1143 directors and each party to the contract.

1144 5. The academy to be annually audited by an independent
1145 certified public accountant retained and paid for by the academy
1146 and to provide a copy of the audit report to each party to the
1147 contract.

1148 (d) Be governed by an independent board of directors, which
1149 should include at least one district school superintendent and
1150 one district school board chair from the participating school
1151 districts, the president of the collective bargaining unit that
1152 represents the majority of the region's teachers, and at least
1153 three individuals who are not employees or elected or appointed
1154 officials of the participating school districts. Regional
1155 educational consortia as defined in s. 1001.451 satisfy the
1156 requirements of this paragraph.

1157 (e) Provide professional learning development services for
1158 the participating school districts as specified in the contract
1159 and may provide professional learning development services to
1160 other school districts, private schools, and individuals on a

202480er

1161 fee-for-services basis.

1162 (2) A regional professional learning ~~development~~ academy
1163 may:

1164 (a) Receive funds from the Department of Education or as
1165 provided in the General Appropriations Act for the purpose of
1166 developing programs, expanding services, assessing inservice
1167 training and professional learning ~~development~~, or other
1168 programs that are consistent with the mission of the academy and
1169 the needs of the state and region; and

1170 (b) Receive, hold, invest, and administer property and any
1171 moneys acquired from private, local, state, and federal sources,
1172 as well as technical and professional income generated or
1173 derived from activities of the academy, for the benefit of the
1174 academy and the fulfillment of its mission. Income generated by
1175 school district personnel at the academy from trademarks,
1176 copyrights, and patents shall be shared between the academy and
1177 the district school board as outlined in the contract.

1178 Section 42. Subsection (1) of section 1015.04, Florida
1179 Statutes, is amended to read:

1180 1015.04 Right to continuing education.—

1181 (1) Teachers are guaranteed a coordinated system of
1182 professional learning ~~development~~ with the goals of increasing
1183 student achievement, enhancing classroom instruction, and
1184 preparing students for continuing their education or joining the
1185 workforce. Pursuant to s. 1012.98, the Department of Education,
1186 public postsecondary educational institutions, public school
1187 districts, public schools, state education foundations,
1188 consortia, and professional organizations must work
1189 collaboratively to provide a coordinated system of professional

202480er

1190 learning ~~development~~.

1191 Reviser's note.—Amended pursuant to the directive of the
1192 Legislature in s. 39, ch. 2023-39, Laws of Florida, to the
1193 Division of Law Revision to prepare a reviser's bill for
1194 the 2024 Regular Session of the Legislature to replace
1195 references to the term "professional development," where it
1196 occurs within chapters 1000 through 1013 of the Florida
1197 Statutes, with the term "professional learning," and to
1198 update a specific reference to teacher professional
1199 development in s. 1015.04 to conform to the changes in ch.
1200 2023-39.

1201 Section 43. This act shall take effect on the 60th day
1202 after adjournment sine die of the session of the Legislature in
1203 which enacted.